

September 16, 2015

MEMORANDUM

TO: Board of Trustees
Vermont State Colleges

FROM: Martha O'Connor, VSC Board of Trustees
Jeb Spaulding, Chancellor



SUBJECT: Notice of VSC Board of Trustees Meeting

Attached are the materials for the Board of Trustees annual retreat and meeting, Tuesday and Wednesday, September 22 and 23, 2015 at the Lake Morey Inn and Resort, in Fairlee, Vermont.

Directions to Lake Morey Resort:

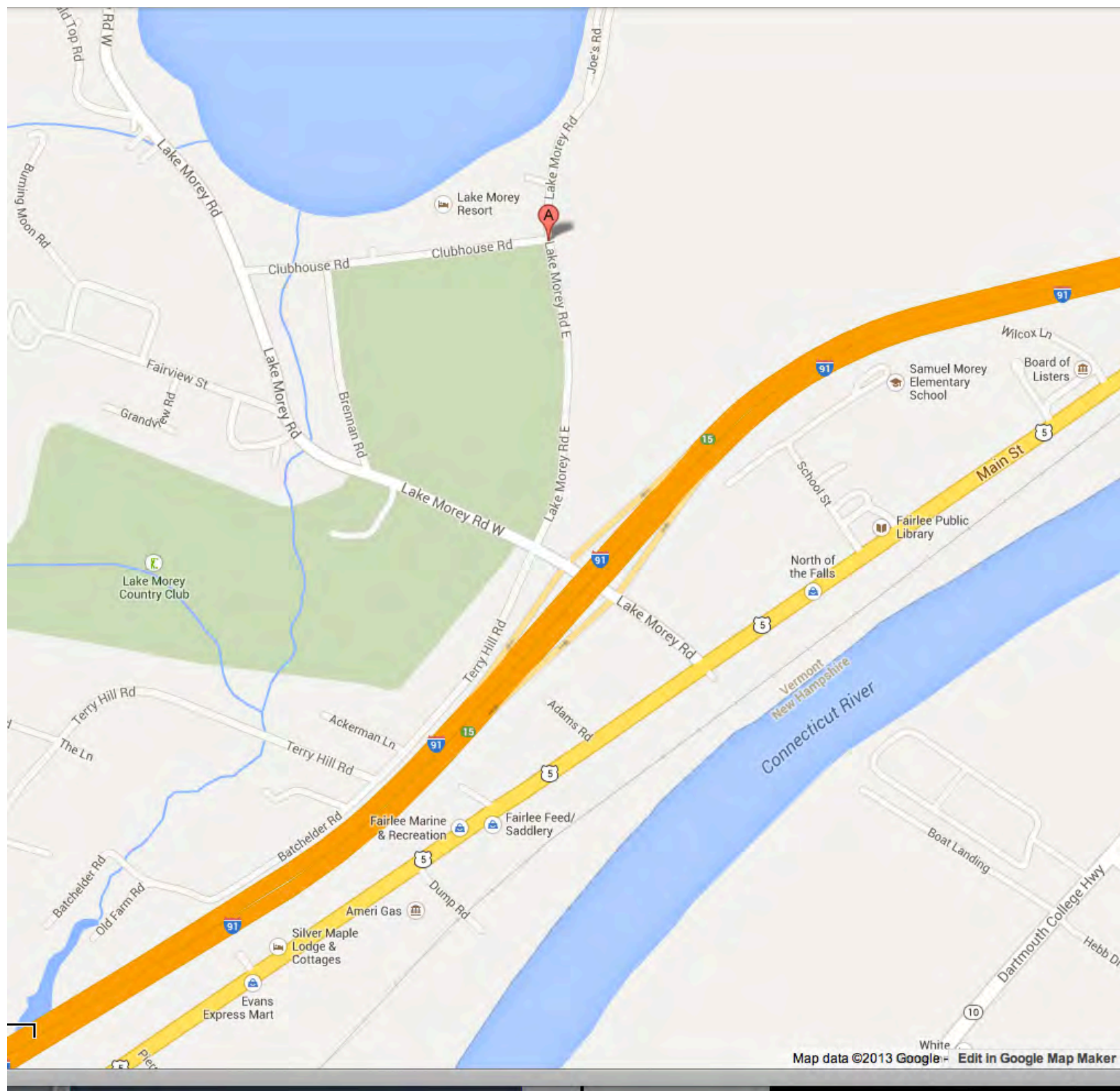
From points South: Take I-91 North to Exit 15. Turn left off exit ramp. Take first right (granite Lake Morey Resort sign on corner). Follow the golf course (on left) and take your first left onto Clubhouse Rd. Resort is on the right.

From points North: Take I-89 South to Exit 7 (Berlin/Barre). Take Route 302 East through Barre to Orange. Take Route 25 South to Bradford. Take I-91 South to Exit 15 - Turn right off exit ramp. Take next right (granite Lake Morey Resort sign on corner). Follow the golf course (on left) and take your first left onto Clubhouse Rd. Resort is on the right.

Follow this link to an interactive map: <http://goo.gl/maps/zyZ7y>. Another map is included on the next page. Information about the resort can be found here: <http://www.lakemoreyresort.com>.

We look forward to seeing everyone on Tuesday.

cc: Council of Presidents





Vermont State Colleges Board of Trustees

September 23, 2015

*Lake Morey Resort
Fairlee, Vermont*

BOARD OF TRUSTEES

Martha O'Connor, Chair
(2/28/17)

M. Jerome "Jerry" Diamond
(2/28/19)
Rep. Eileen "Lynn" Dickinson
(2/28/16)
Kraig Hannum
(2/28/17)
J. Churchill Hindes
(2/28/21)
Rep. Tim Jerman, Vice Chair
(2/28/18)
Rep. Bill Lippert, Jr.
(2/18/16)
Karen Luneau, Treasurer
(2/28/17)

Chris Macfarlane
(2/28/19)
Rep. Jim Masland
(2/28/18)
Linda Milne
(2/28/21)
Heidi Pelletier, Secretary
(2/28/19)
Michael Pieciak
(2/28/21)
Benjamin Simone
(5/31/16)
Governor Peter Shumlin
(*ex officio*)

Board Committees

Audit

Linda Milne, Chair
Lynn Dickinson, Vice-Chair
Church Hindes
Karen Luneau
Michael Pieciak

Education, Personnel & Student Life

Kraig Hannum, Chair
Jim Masland, Vice-Chair
Lynn Dickinson
Karen Luneau
Mike Pieciak
Ben Simone

Executive

Martha O'Connor, Chair
Tim Jerman, Vice-Chair
Karen Luneau
Heidi Pelletier

Finance & Facilities

Church Hindes, Chair
Chris Macfarlane, Vice-Chair
Jerry Diamond
Tim Jerman
Bill Lippert
Linda Milne
Heidi Pelletier

Long Range Planning

Jerry Diamond, Chair
Karen Luneau, Vice Chair
Kraig Hannum
Church Hindes
Tim Jerman
Heidi Pelletier

Board Meeting Dates

September 22-23, 2015
December 2-3, 2015
February 19-20, 2016
May 25-26, 2016
July 20-21, 2016
September 21-22, 2016

Lake Morey Resort, Fairlee, VT
Vermont Technical College – Randolph Campus
Johnson State College
Lyndon State College
Castleton University
TBD

VSC Chancellor's Office **Jeb Spaulding, Chancellor**

Vice President and Chief Financial Officer
Vice President and General Counsel
Executive Assistant to the Chancellor
Chief Academic and Academic Technology Officer
Chief Information Officer
Director of External and Governmental Affairs
Director of Facilities
Director of Human Resources
Director of Institutional Research
Director of Payroll and Benefits
Controller

Thomas Robbins
William Reedy
Elaine Sopchak
Yasmine Ziesler
Dianne Pollak
Tricia Coates
Richard Ethier
Nancy Shaw
Hope Baker-Carr
Tracy Sweet
Deborah Robinson

**VERMONT STATE COLLEGES
BOARD OF TRUSTEES MEETING
September 23, 2015 12:30 p.m.**

Lake Morey Resort, Fairlee, Vermont

AGENDA

A. ITEMS FOR DISCUSSION AND ACTION

1. Approval of the Minutes of the July 23, 2015
Board of Trustees Meeting [p. 6](#)
2. Adoption of Policy 211, *Whistleblower Policy for Reporting
Fraudulent, Illegal or Improper Activities*, and Approval of
Revisions to Policy 210, *Conflict of Interest – Employees* [p. 14](#)
3. Approval of Policy 503, *General Definitions* [p. 14](#)
4. Endorsement of Grant Proposal [p. 37](#)
5. Establishment of Endowment [p. 42](#)
6. Approval of Policy 102 Final Proposal for Vermont Technical
College Master's Degree in Software Engineering [p. 46](#)
7. Approval of Revised Board By-Laws [p. 57](#)
8. Approval of Revised EPSL Committee Areas of Responsibilities [p. 67](#)
9. Approval of Revised Nominating Committee Areas of Responsibility [p. 72](#)
10. Approval of Revised Trustee Orientation Materials [p. 76](#)
(Formerly Trustee Handbook)
11. Approval of Trustee Stipend & Expense Policy [p. 95](#)
12. Approval of Potential System Renaming Process [p. 102](#)
13. Approval of Hall of Fame Proposal [p. 105](#)
14. Personnel/Contractual Matters—Possible Executive Session [p. 109](#)

B. ITEMS FOR INFORMATION AND DISCUSSION

1. Report of the Executive Committee [p. 110](#)
2. Report of the Finance & Facilities Committee [p. 113](#)
3. Report of the Education, Personnel & Student Life Committee [p. 120](#)
4. Report of the Hall of Fame Planning Committee [p. 134](#)
5. Reports of the College Presidents [p. 136](#)
6. Other Business [p. 220](#)
7. Comments from the Public
8. Date and Place of Next Meeting
Board of Trustees Meeting
Wednesday December 2nd – Thursday, December 3rd, 2015
Hosted by Vermont Technical College, Randolph Campus

Items for Discussion and Action

A. ITEMS FOR DISCUSSION AND ACTION

1. Approval of the Minutes of the July 23, 2015 Board of Trustees Meeting

The Vermont State Colleges Board of Trustees conducted a regular meeting Thursday, July 23, 2015 at the Office of the Chancellor in Montpelier, Vermont.

The following were present:

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

Absent: Kraig Hannum

Presidents: Joe Bertolino, Elaine Collins, Joyce Judy, Barbara Murphy, Dan Smith

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
Sophie Zdatny, Associate General Counsel
Yasmine Ziesler, Chief Academic and Academic Technology Officer

From the Colleges:

Loren Loomis Hubbell, Dean of Administration, Lyndon State College
Phil Petty, Academic Dean, VT Tech
Lit Tyler, Dean of Administration, VT Tech
Beth Walsh, President, VSCUP
Jeff Weld, Director of Marketing & Communications, Castleton State College

From the Public:

Rachel Aragon, Channel 22 News
Lola Duffort, Rutland Herald
Wendy Koenig, Director of Federal & State Relations, UVM
Samantha Montgomery, Field Rep, AFT Vermont

Items for Discussion and Action

Chair O'Connor called the meeting to order at 10:00 and stated one agenda addition: that the Board set a date for an Executive Committee meeting to discuss the revision of the trustee per diem policy and trustee handbook. No action is anticipated to be taken at this meeting.

A. ITEMS FOR DISCUSSION AND ACTION

1. Approval of the Minutes of the May 21, 2015 Board of Trustees Meeting

Trustee Pelletier moved and Trustee Diamond seconded the approval of the minutes. The minutes were approved unanimously.

2. Endorsement of the Strategic Decision to Become a More Comprehensive, Cohesive, Interconnected System with Multiple Distinct Institutions and Renaming Castleton State College to Castleton University

Chair O'Connor reminded the Board that the Long Range Planning Committee has discussed this topic at length at multiple meetings, which other trustees and the presidents have attended as well. She asked Trustee Diamond to give the report of the Committee.

Trustee Diamond thanked the trustees who are not members of the Committee who attended the meetings as well as Chancellor's Office staff. He reminded the Board that the Committee's work picked up where the strategic inquiry of last year left off. The Committee met three times to discuss the meaning of becoming a more comprehensive, cohesive and interconnected system and considered multiple types of systems. This discussion of the future of the system coincided with Castleton's request to change its name. The Committee discussed three system models: multiple campuses under one name with a single accreditation (similar to Penn State); one system name with individual campuses identified by region, all individually accredited (like the California State system); and a system of individual schools with distinctive offerings working together Chair D(as in the Pennsylvania State System of Higher Education).

A second consideration was how Castleton University would fit in any of the three options. The Committee consulted Dr. Aims McGuinness of NCHEMS and Dr. Michael Thomas of NEBHE for their analysis and guidance. The Committee decided the first two system options were not ideal for the VSC and the third option was the best fit, with a goal being students' ability to access all the resources of each school in the system ("admit to one, go to five"). The Committee recommended to the full Board a resolution to achieve three things: commit to creating a more interconnected system, commit to renaming the system, and approve Castleton's request to change its name.

Items for Discussion and Action

Trustee Diamond reminded the Board that Castleton has had a significant expansion of graduate programs, plans a doctoral program, and plans to significantly increase its international student enrollment. He stated that it is the Committee's belief that the carrying out of Castleton's 2013 strategic plan would best be achieved by allowing the college to change its name to a university. He also noted that Castleton has provided the Committee and the Board with benchmarks against which to measure the decisions impact into the future, and emphasized that Castleton's focus will remain on being a teaching institution.

Trustee Macfarlane inquired about efforts to reduce costs. Chancellor Spaulding responded that CFO Robbins has been meeting with the deans of administration to look for additional opportunities to save by centralizing back office operations. He noted that several areas are already consolidated to some degree: IT, legal services, purchasing, student billing, for example. He stated that both his own and CFO Robbins' annual performance evaluations will take into account how successful consolidation efforts have been. Trustee Hindes stated that the entire Board will need to work on approaching operational consolidations and developing benchmarks. Defining efficiency will be a primary topic for the Finance and Facilities Committee in the meetings to come. Chancellor Spaulding informed the Board that the Chancellor's Office has hired a new investigator/trainer to assist the entire VSC in managing cases of sexual assault and training system employees about related policies; this is an example of a position that is currently filled on a part time basis on each campus being consolidated into one full-time position that will better serve the entire system. The Board discussed potential unintended consequences of the Castleton name change, including potential culture shifts among faculty, marketing costs, and changes in enrollment.

Trustee Milne left the meeting at this time. President Wolk noted that Castleton's competition is mainly colleges outside of the VSC: Plymouth, Keene, but also UVM. He stated Castleton will continue the personalized relationship-based education it offers, and is proud to be a part of the VSC system. He stated that the campus will not change much (with the exception of more international students), but that Castleton's presence in the Rutland community will continue to expand.

Audience member Beth Walsh requested that the Board take its time on decisions. She recommended that the Board survey students, faculty, and staff about potential changes to the system name.

Chancellor Spaulding reminded the Board of its request that a set of frequently asked questions about Castleton's name change be developed. That list of questions is available now and will be sent to the Board.

Items for Discussion and Action

Trustee Diamond moved and Trustee Luneau seconded the resolution *Endorsement of the Strategic Decision to Become a More Comprehensive, Cohesive, Interconnected System with Multiple Distinct Institutions and Renaming Castleton State College to Castleton University*. The resolution passed unanimously. President Wolk thanked the Board on behalf of Castleton and its students.

3. Approval of Revised Policy 311-A

Associate General Counsel Sophie Zdatny reminded the Board that they passed Policy 311-A in September 2014, which was based on proposed federal regulations. When the final regulations went into effect on July 1, 2015, they were slightly different. Therefore the VSC needed to update the policy. The revised policy was circulated widely within the system for feedback. The changes focus primarily on using federal definitions, and resources for victims. Further changes are possible as things are still happening on the federal level.

General Counsel Reedy explained that VSC policies are always centralized in that they apply to the entire system. Requirements at the federal level compelled the Chancellor's Office to hire an investigator/trainer for system wide training. Ms. Zdatny added that the colleges have been burdened by investigations and report writing. Having a single investigator writing reports will provide consistency and will lower the system's exposure as a result. Trustee Jerman asked how we will know our campuses are becoming safer, as opposed to the system's reacting to incidents better. Ms. Zdatny explained that the federal government would actually like to see more reports as evidence that people feel comfortable coming forward. Trustee Lippert inquired whether the new investigator will provide education on prevention. Ms. Zdatny answered that the new investigator will focus more on policy, but will work with campuses and advocacy groups that are doing that kind of training. Mr. Reedy added that the investigator will help coordinate system wide training on all requirements under Title IX. Trustee Lippert requested that the Board continue to make student safety a priority for the system.

Chancellor Spaulding suggested that the VSC Student Association might be an appropriate organization to discuss the possibilities of student education on sexual assault. In addition, the VT Higher Education Collaborative might be a good organization to take up the subject among all Vermont colleges and universities.

Trustee Jerman moved and Trustee Pieciak seconded the resolution. The resolution passed unanimously. Trustee Masland arrived at this time.

Items for Discussion and Action

4. Final Program Approval: Vermont Tech: AS, Equine Studies

President Dan Smith reminded the Board that in December Equine Studies was among four programs placed on financial watch due to low enrollment. Enrollments in the Diesel and Civil and Environmental Engineering Technology programs have improved, and the Landscape Design and Sustainable Horticulture program has reorganized and is delivering an associate's degree. The Equine Studies program has low enrollment and operates out of an off campus facility that the college rents. After close consultation with the faculty assembly the decision was made to convert to an associate's program. Students can continue on to baccalaureate programs in business or diversified agriculture. There are now 11 incoming students for the associate's program.

Chief Academic and Academic Technology Officer Yasmine Ziesler informed the Board that this program change had come before the EPSL Committee in May, and that Trustee Hannum supported it. VT Tech Academic Dean Phil Petty shared that student reaction to this change has been very positive. Trustee Masland moved and Trustee Pieciak seconded the resolution. The Board approved the resolution unanimously.

5. Approval of Board of Trustees Meeting Calendar for FY16-FY17

Trustee Luneau moved and Trustee Diamond seconded the proposed calendar. Chair O'Connor inquired whether the Audit Committee is required to meet three times or two times per year. Chancellor Spaulding answered that currently the Committee's charter calls for three but that may be changed. Trustee Hindes expressed interest in moving Finance and Facilities Committee meetings to campuses where specific facilities issues are being discussed. Trustee Diamond inquired whether the overnight meetings will increase costs. Chancellor Spaulding answered that costs will rise but will be offset by holding fewer meetings. The proposed meeting calendar was approved unanimously.

B. ITEMS FOR INFORMATION AND DISCUSSION**1. Update on Fall Enrollment at Each College**

Trustee Milne returned at this time.

CCV President Joyce Judy shared that fall enrollment is showing a positive trend, though there are still five weeks to go before the start of the term. Summer enrollment met budget expectations.

Items for Discussion and Action

VT Tech President Dan Smith stated that enrollment is currently slightly ahead of last year. The BS in Nursing program has 49 deposited students, as opposed to six last year before it had been accredited. Enrollment in the new paramedicine, software and IT, civil and environmental engineering programs is also trending up.

Johnson State College President Elaine Collins reported that enrollment in the Early College Program is really strong, with 36 students currently. The college is on target for in state student enrollment, and slightly behind on out of state enrollment.

President Wolk reported that Castleton enrollment is up from last year with 21 additional incoming, primarily out of state students. There have been record numbers of students taking summer courses at the Center for Schools. Over 50 international students are enrolled, from many more countries than in the past. There are also over a dozen visiting scholars from China studying special education, which stems from one of Castleton's articulation agreements with schools in China.

Trustee Macfarlane inquired about retention of second and third year students. President Smith answered that VT Tech has 808 returning students registered at this time and expect to meet the college's usual 70% retention rate. He also noted that to hold retention steady in a time when academic support has been reduced due to budget restraints is exceptional. President Wolk stated that Castleton's retention rate is slightly ahead now but will be around the same as previous years, which is normally in the 40% range (which is higher than national public percentages). Trustee Jerman noted that the College of St Joseph has expanded some programs and wondered if that impacts Castleton. President Wolk answered that the new physicians assistant and radiography programs will not have an impact. In response to Trustee Lippert's question on whether the colleges assess unfilled training needs in the medical field, President Wolk stated that Castlton is working with the Rutland entrepreneurship center to survey business and industry in the area. Chancellor Spaulding noted the system must pay close attention to where the markets are; colleges keep aware based on their specialties, but currently there is not a lot done centrally. It was noted that the McClure Foundation has identified high wage growth areas in its [Pathways to Promising Careers in Vermont website](#).

Lyndon State College President Joe Bertolino shared that the college has budgeted for 801 returning students, and 814 have registered. The college has a successful partnership with Lyndon Institute for the Early College Program, which is an LSC program taught on the LI campus. Students must commit to Lyndon State for a full sophomore year or pay for the credits taken in the program. There are 30 students in the program this year. The college's TRIO grant of \$1.25M over five years—funds that support at-risk and disabled students—was denied. He is working on outreach and a possible congressional appeal. No one is being laid off and services are not being disrupted as a result of the grant denial. President Bertolino stated this is an

Items for Discussion and Action

opportunity to rethink how those services are being provided, and he is talking to the other presidents about providing services across campuses. Lyndon had a successful fundraising year, raising just over \$1M. An anonymous major donor has given \$200K to fund TRIO for all of next year. The TRIO program affects at least 200 Excel students, and approximately 300 disability students.

Trustee Milne inquired whether the Board has acknowledged the risk of colleges' not getting longstanding grants renewed. Chair O'Connor asked what the system is doing regarding grants. Chancellor Spaulding answered that the Chancellor's Office and the presidents are discussing a centralized grant coordination position. Trustee Hindes stated it would be worthwhile to know about those grants that have a low risk of nonrenewal but have high impact if they are not renewed.

2. Report of the Executive Committee

Chair O'Connor had nothing to add to the Committee report.

3. Report of the Long Range Planning Committee

Chair Diamond said the Committee is looking for future topics of discussion. Trustee Lippert asked about the status of the system name change. Chancellor Spaulding answered that he does not expect the Board will end its annual retreat in September with a decision of what the new name will be; rather, that decision would be more feasible by the December meeting. At the retreat he hopes the Board will develop a small number of possible names and then obtain input from the colleges. He hopes for a decision in December, to be effective July 1, 2016. He stated that Chancellor's Office staff will meet soon with college communications and marketing staff to hear their opinions.

Other suggestions for future topics:

- Trustee Dickinson inquired about historic data regarding where graduating high school students go to college, and whether and where they transfer. She requests the Board be more attentive to this information and to include it in long range planning.
 - Trustee Dickinson requested an overview of the VSC balance sheet and the creation of some financial benchmarks. CFO Robbins stated he will present some benchmarks every quarter.
 - Trustee Milne requested information about millennials and how students access learning today.
 - Trustee Macfarlane requested a conversation about possible collaborations with high schools.
 - President Smith suggested that accountability and performance are more fluid in a more comprehensive system, and the Board must recognize and understand that. Trustee Pelletier agreed and stated the Board must also look at retention differently than in the past.
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Items for Discussion and Action

- Trustee Lippert requested a period of time to brainstorm.

Chancellor Spaulding shared that Dr. Aims McGuinness has agreed to attend the retreat and will be able to explore some of these topics with the Board. Chair O'Connor stated that the first hour of the retreat will be spent with Dr. McGuinness discussing the Board's self-assessment. She stated that the Executive Committee will meet on August 10th at 10 a.m., and they will review the self-assessment, the revised per diem policy, the revised trustee handbook materials, as well as finalize the retreat agenda.

4. Priorities and Objectives for the Board Retreat
 - a. Board Self-Assessment
 - b. Revised Per Diem Policy
 - c. Revised Trustee Organizational Materials

There was no further discussion of these items.

5. Introduction of New Trustee Portal
6. Other Business
7. Comments from the Public
8. Date and Place of Next Meeting:

Annual Retreat: Tuesday, September 22-23, 2015, 10 a.m. – 5 p.m.
Regular Meeting: Wednesday, September 23, 2015, 12:30 p.m.
Lake Morey Resort, Fairlee, VT

Trustee Diamond moved and Trustee Jerman seconded to adjourn the meeting. The meeting adjourned at 1:48 p.m.

Items for Discussion and Action

2. Adoption of Policy 211, *Whistleblower Policy for Reporting Fraudulent, Illegal or Improper Activities*, and Approval of Revisions to Policy 210, *Conflict of Interest – Employees*
3. Approval of Policy 503: *General Definitions*

In 2009 the Board directed the Chancellor's Office to implement a system for employees to report fraudulent, illegal, or improper activities. The EthicsPoint whistleblower hotline system was implemented that year and has since been in use by all the colleges. While reports have been few, they have pointed out the need for consistent standards and procedures for this effort.

Chancellor's Office staff have prepared the attached proposed Policy 211, *Whistleblower Policy for Reporting Fraudulent, Illegal or Improper Activities* as a formal policy that, among other things, requires the Chancellor to develop definitions and procedures for employees to follow when reporting. The existing Policy 210, *Conflict of Interest—Employees*, contains reference to reportable behaviors that are now included in the new Policy 211. Therefore a small number of revisions have been made to Policy 210 to reflect that policy's more limited scope.

Associate General Counsel Sophie Zdatny presented the new Policy 211 and revised Policy 210 to the Finance & Facilities Committee at its September 2, 2015 meeting. Committee members suggested that Policy 211 would benefit from a definition of "colleges," now that the system includes a university.

In follow-up, Ms. Zdatny reviewed Policy 210, the Policy 210 Illustrative Guidance, Policy 211, and Policy 211 Implementing Procedures for any references to member "colleges," given Castleton's status as a university. There were no references to member "colleges" in Policy 210's Illustrative Guidance or in Policy 211. References to member "colleges" have been changed to "institutions" in the attached revised Policy 210 and revised Implementing Procedures for Policy 211.

In addition to the above changes, a new policy, Policy 503, *General Definitions*, is proposed to define "Vermont State Colleges," and to allow for clarification of other terms as they arise.

The new policies are attached for the Board's consideration and approval. The appendices for each policy are also attached for the Board's information. A single resolution approving both Policies 210 and 211, and a separate resolution approving Policy 503 also follow.

Draft – 9/715

Manual of Policy and Procedures

Title EMPLOYEE CONFLICT OF INTEREST POLICY	Number 210	Page 1 of 3
	Date 1/29/2009 9/23/15	

POLICY STATEMENT:

To ensure continued confidence of Vermonters in the Vermont State Colleges (hereinafter “VSC”) and its personnel, individuals serving the VSC shall at all times act in a manner consistent with their public responsibilities and shall exercise particular care that no real or perceived detriment to the VSC results from conflicts between personal interests and those of the VSC.

It is the policy of the VSC that its officers, faculty, staff and others acting on its behalf have the obligation to avoid ethical, legal, financial or other conflicts of interest and to ensure that their activities and interests do not conflict with their obligation to the VSC or to its welfare.

This policy applies to all VSC employees not otherwise covered by VSC Policy 207: *Trustee and Executive Conflict of Interest Policy* (~~VSC Board of Trustees and executives~~). The policy also applies to persons affiliated or associated with the VSC, including members of advisory boards to the VSC.

This policy is to be interpreted and applied in a manner that will best serve the interests of the VSC and that distinguishes between those minor and inconsequential conflicts which are unavoidable and those conflicts which are substantial and material. A conflict of interest may exist when an employee, a close relative, or a person or organization with whom the employee is associated has an existing or potential financial or other interest which involves the employee's VSC responsibilities.

The policy does not prohibit an employee from freely pursuing those teaching, research, and professional and public service activities which will not result in such a conflict, nor prohibit an employee from accepting pay, compensation, fees, honoraria, or reimbursement of expenses which may be offered in connection with such activities.

PROCEDURES:

Disclosure and Consultation: The following procedures apply except in situations where a procedure is otherwise provided by a collective bargaining agreement. Each ~~College~~ President and, for employees not employed directly by one of the five ~~member institutions~~ ~~Colleges~~, the Chancellor, shall develop a procedure for disclosure and consultation within the following parameters:

1. If an employee believes that he or she may have a conflict of interest, the employee shall promptly and fully disclose the conflict to the appropriate administrator (~~the~~ Chancellor, ~~the~~ ~~President,~~²s or ~~their~~President's designee) and shall refrain from participating in any way in the matter to which the conflict relates until the conflict in question has been resolved.
2. When it appears that a material conflict may arise between the personal interest of an employee and his or her responsibilities to the VSC, the employee shall notify the appropriate administrator by submitting a written statement describing the nature of the possible conflict. If an apparent conflict comes to the attention of the administrator, that individual may request a written statement from the employee.
3. If an employee is in doubt as to whether he or she is confronted with a potential conflict of interest, the employee shall consult with the appropriate administrator to determine if the outside interests could conflict impermissibly with employee's obligations to the VSC.
4. The appropriate administrator promptly shall notify the employee in writing that (a) there is no conflict and the employee may proceed; or (b) there may be a conflict and further consultation is necessary prior to reaching a determination; (c) there is a conflict and the employee shall not proceed with his or her personal interest which results in the conflict; or (d) there is a conflict but either the conflict is insubstantial or cured by the disclosure or it is determined that after full disclosure the VSC's interests are best served by participation of the employee despite the conflict or appearance of conflict.
5. The employee may appeal the administrator's decision to the President (Chancellor for Chancellor's Office employees or employees of programs not affiliated with a member ~~institution~~ ~~College~~).
6. The employee must report any significant changes in an outside interest that occur during the year and consult with the appropriate administrator if the undertaking of a new outside interest is considered, to the extent such significant change or undertaking would create an actual or perceived conflict of interest.

7. Any VSC employee who is aware of an unreported conflict of interest or appearance of a conflict on the part of another VSC employee, without fear of reprisal, shall report that information to an appropriate administrator.
8. Any significant violations of this policy shall be reported to the Chancellor or President.

GENERAL PROVISIONS

1. VSC employees shall make no unauthorized commitments or promises of any kind purporting to bind the VSC.
2. VSC employees shall act impartially and not give preferential treatment to any private or public organization or individual.
- ~~3. VSC employees shall promptly disclose any waste, fraud, abuse and corruption of which they are aware.~~
- ~~4.~~3. VSC employees shall endeavor to avoid any actions that would create the appearance of conflict of interest.
- ~~5.~~4. Nothing herein shall be construed to be inconsistent with the provisions of any collective bargaining agreement unless such contrary interpretation is required by law.

CHANCELLOR'S ILLUSTRATIVE GUIDANCE

The Chancellor shall develop, maintain and, from time to time, amend as needed procedures and illustrative guidance in order to implement this policy in a fair and consistent manner. ~~The procedures shall include a method for e~~Employees and others may use the whistleblower hotline to report anonymously allegations of conflict of interest, as well as waste, fraud, illegal or improper activities~~abuse and corruption.~~

SANCTIONS

Reports of violations of this Policy shall be carefully examined with due regard for the academic freedom and rights of the employee and the interests of the VSC. Charges of violations of this Policy will be processed through the normal channels under the VSC Personnel Handbook or applicable collective bargaining agreement, and sanctions may range from reprimand up to and including dismissal.

Cross References

- VSC Policy 207: Trustee and Executive Conflict of Interest Policy
- VSC Policy 211: Whistleblower Policy for Reporting Fraudulent, Illegal or Improper Activities

Signed by:

|
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Jeb Spaulding, Chancellor

Draft – 8/6/15

**CHANCELLOR'S ILLUSTRATIVE GUIDANCE TO
POLICY 210: *EMPLOYEE CONFLICT OF INTEREST POLICY***

The following provides illustrative guidance as to situations that may constitute a conflict of interest, pursuant to Policy 210. These are intended to be illustrative only and do not provide an exhaustive list of all conduct that may constitute a violation of Policy 210.

1. Personal Gain from VSC Position

- a. An employee may not use or attempt to use his or her position or VSC property or services, to gain or attempt to gain anything for the private benefit of the employee.
- b. An employee may not solicit or accept any money or other thing of value for services performed within the scope of that employee's official duties, except compensation, expenses or other remuneration paid by the VSC.
- c. An employee may not solicit or accept any money or other thing of value for or in consideration of the use of that employee's position to obtain a contract for any person or business, nor may an employee solicit or receive gifts or entertainment of more than nominal or *de minimis* value (e.g., \$25.00) from suppliers of goods or services, or from persons known to be or likely to be associated with or seeking association with the VSC.
- d. An employee shall not use confidential information acquired in connection with VSC related activities for personal gain or for other unauthorized purposes. This prohibition applies during and after an employee's service with the VSC.
- e. An employee may not solicit, offer, confer, agree to confer, accept or agree to accept any benefit in exchange for his or her, decision, opinion, recommendation, vote or other exercise of official power or discretion.

2. Contracting and Leasing

- a. An employee may not enter into any contract or lease with the VSC if the employee is in a position to approve or influence in his or her official capacity the VSC's decision to enter into the contract or lease, unless such contract or lease is deemed in the best interests of the VSC and has the approval of the appropriate administrator.
- b. If the employee is not in a position to approve or influence the VSC's decision, the employee may enter into a contract or lease, provided the employee makes prior written disclosure to the appropriate administrator of the nature and extent of any relationship and obtains written approval. The administrator shall grant such approval unless the administrator determines that the employee's personal interest in the agreement will conflict substantially and materially with the employee's discharge of his or her VSC responsibilities.

Draft – 8/6/15**3. Outside Commitment**

- a. Employees are permitted to engage in outside consulting activities and other outside activities provided the employee meets his/her obligation to the VSC and complies with any applicable provisions of a collective bargaining agreement concerning outside employment, including notification.
- b. An employee shall not accept any outside position that would impair the employee's ability to fulfill the employee's obligations to the VSC.
- c. An employee shall not engage in outside employment or activities which could be viewed as impairing the employee's judgment in the performance of VSC duties and responsibilities.
- d. If a faculty member maintains significant and regular outside employment, he/she shall advise the Academic Dean and President of such employment.
- e. An employee shall not engage in negotiations for employment outside the VSC that would conflict or appear to conflict with official VSC duties.

4. Use of VSC Name and Resources

- a. An employee shall not use the official title of the VSC or any of its parts, in whatever form that title may appear, except in connection with legitimate VSC purposes.
- b. The VSC's name, facilities, equipment, stationery, supplies, personnel and other resources are to be used only for the furtherance of the VSC's mission. An employee shall not make unauthorized use of any VSC resources, including the services of VSC employees, for the personal benefit of the employee.

5. Nepotism

Close relatives may be employed in the same or different departments of the VSC. For the purposes of this policy, in addition to its ordinary meaning, the term "close relatives" shall include significant others in the household and partners to a civil union.

The fact that an employee is a close relative of another employee in the same or different department shall not be used as a basis for denying to the employee the rights, privileges or benefits of regular appointment or regular job status. A close family relationship shall not be used as a basis for denying a student the rights, privileges or benefits of access to academic resources.

- a. An employee may not be assigned a direct supervisory role over a close relative. If needed, alternative arrangements for supervisory decisions shall be made before employment of a close relative. The VSC reserves the right, subject to any applicable collective bargaining agreement provisions, to reassign employees or duties when deemed a prudent business or management practice.
- b. An employee shall not participate in institutional decisions involving a direct benefit to a close relative. Such decisions include, but shall not be limited to, initial appointment, retention, promotion, tenure, salary and leave of absence.

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- c. An employee may not give preferential or favored treatment in the supervision or management of another VSC employee who is a close relative.
- d. An employee shall not participate in decisions regarding students that involve a direct benefit to a close relative. Alternative arrangements for such decisions shall be made for close relatives. “Decisions regarding students” include, but are not limited to, acceptance to an academic program, grades and recommendation for awards or work-study employment.

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Manual of Policy and Procedures

Title	Number	Page
WHISTLEBLOWER POLICY FOR REPORTING FRAUDULENT, ILLEGAL OR IMPROPER ACTIVITIES	211	1 of 2
	Date 9/23/2015	

I. PURPOSE

The Vermont State Colleges (“VSC”) do not tolerate employees engaging in fraudulent, illegal or improper activities and encourage employees, students and others to report good-faith concerns about fraudulent, illegal or improper activities, without fear of retaliation.

II. STATEMENT OF POLICY

A. Reporting Fraudulent, Illegal or Improper Activities

Engaging in fraudulent, illegal or improper activities constitutes misconduct and may result in the imposition of discipline up to and including dismissal.

Employees, students and others are encouraged to report good-faith concerns about fraudulent, illegal or improper activities to a supervisor, advisor, or administrator. Recognizing that there may be circumstances where a person is not comfortable reporting concerns directly to another person, the VSC has partnered with EthicsPoint, a third party vendor, so that individuals who wish to remain anonymous can use EthicsPoint’s confidential hotline. The EthicsPoint hotline may also be used by reporters who do not seek anonymity. Nothing herein requires the VSC to continue to use EthicsPoint to operate its whistleblower hotline, or to prevent the VSC from selecting another vendor or choosing to operate the hotline itself.

This policy is not intended to take the place of existing reporting mechanisms and processes established at the VSC, such as those relating to: (a) academic matters, such as grade appeals, curriculum structure, and teaching effectiveness; (b) student disciplinary matters; (c) employment-related disputes, such as those governed by collective bargaining agreements or the personnel handbook, interpersonal conflicts, or complaints about compensation and benefits; (d) crimes on campus, which should be directed to Public Safety or law enforcement; (e) discrimination or harassment, which should be addressed pursuant to VSC Policy 311, *Non-Discrimination, and Prevention of Harassment and Related Unprofessional Conduct*; or (f)

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sexual misconduct, which should be addressed pursuant to VSC Policy 311-A, *Sexual Misconduct, Domestic Violence, Dating Violence, Sexual Assault and Stalking*. Allegations that fall under the guidelines of established VSC policies will be addressed as set forth in those policies.

All credible information and allegations indicating possible fraudulent, illegal or improper activities will be treated seriously. Failure by a supervisor, advisor, or administrator to report or to respond appropriately to reports may subject that person to discipline, up to and including termination of employment. Individuals with responsibility to handle allegations arising under this Policy should strive to handle such reports and the communications surrounding them expeditiously and with an appropriate degree of sensitivity and discretion.

B. Prohibition on Retaliation

Retaliation is prohibited against anyone who, in good faith: (1) reports suspected fraudulent, illegal or improper activities; (2) participates in an investigation, directly or indirectly; or (3) provides testimony at a hearing or legal proceeding in connection with a report under this Policy. Individuals shall be free to report suspected fraudulent, illegal or improper activities and to participate in an investigation or proceeding without fear of reprisal, intimidation or retaliation. Sanctions for retaliation may range from a reprimand up to and including dismissal.

C. Prohibition on Making False or Malicious Allegations

A report made under this Policy may have considerable impact on the personal and professional lives of those charged, both during the investigation and long term. Any person who intentionally makes a false or malicious allegation against another may be subject to discipline up to and including termination of employment, expulsion or dismissal, as well as civil or criminal charges. A false or malicious allegation is one made with an awareness of its falsity, or one made without any substantial basis and with a reckless disregard for its truth or falsity. Sanctions for making false or malicious allegations may range from a reprimand up to and including dismissal.

III. PROCEDURES

The Chancellor shall establish and periodically update procedures for responding to reports of fraudulent, illegal or improper activities. The implementing procedures shall define relevant terms and may be modified as necessary by the Chancellor to comply with federal and state law and to enable the VSC to respond promptly and effectively to such reports.

Signed by:

Jeb Spaulding, Chancellor

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**CHANCELLOR'S PROCEDURES FOR IMPLEMENTATION OF POLICY 211:
*WHISTLEBLOWER POLICY FOR REPORTING FRAUDULENT,
ILLEGAL OR IMPROPER ACTIVITIES***

The following procedures outline the steps available to individuals who have good faith concerns about fraudulent, illegal or improper activities occurring at the Vermont State Colleges, in accordance with VSC Policy 211. The Chancellor may modify these procedures as necessary to comply with federal and state law and to enable the VSC to respond promptly and effectively to reports of fraudulent, illegal or improper activities. Questions and Answers specific to the procedures applicable to a report filed with EthicsPoint's hotline are attached hereto at Appendix A and shall be posted online with a link to EthicsPoint's secure server.

I. DEFINITIONS

"Abuse of power" means the wrongful use of a position of authority to promote one's own financial or other self-interest or to influence employees, students, colleagues, or volunteers (e.g., coercing others to participate in activities or decision-making in violation of laws, regulations or policies of the VSC).

"Allegation" means a report of suspected fraudulent, illegal or improper activities, made in good faith, to a supervisor, an advisor, an administrator, or the EthicsPoint hotline.

"Conflict of interest" refers to situations in which an individual or an individual's family member has an existing or potential financial or other material interest that impairs or may appear to impair the individual's independence and objectivity of judgment in the discharge of the individual's responsibilities to the VSC.

"EthicsPoint" is the whistleblower hotline, operated by an external vendor and provided by the VSC for the purpose of reporting suspected fraudulent, illegal or improper activities. It is accessible electronically and by telephone. EthicsPoint is not a 911 or emergency service and should not be used to report events presenting an immediate threat to life or property. The Office of General Counsel, in consultation with the Chair of the Board of Trustees' Audit Committee, is responsible for the administration of the EthicsPoint system.

"Fraudulent, illegal and improper activities" means, for purposes of this policy any act performed with the intention of obtaining an unauthorized benefit, such as money or property, by deception or other unethical means, including requesting others to perform an illegal act. The term "fraudulent, illegal and improper activities" also includes, more broadly, other actions or activities involving financial improprieties, criminal behavior, violations of other laws, or serious

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or significant breaches of institutional policies. The term includes, but is not limited to, actions, attempted actions, and activities such as the following:

- Embezzlement, theft, misappropriation or other financial irregularities;
- Forgery, alteration, or falsification of official documents (such as checks, time sheets, contractor agreements, purchase orders, travel expense reports, student records, other financial documents, and electronic files);
- Improprieties in the handling or reporting of money or financial transactions;
- Improprieties in the approval, management, administration or assignment of contracts (including kickbacks);
- Theft or misappropriation of funds, securities, supplies, equipment, goods, inventory, or any other asset (including furniture, fixtures or equipment);
- Authorizing or making payment for goods not received or services not performed, or receiving payment or other consideration for goods not delivered or services not performed;
- Authorizing or receiving payments for hours not worked;
- Performing or directing employees to perform non-VSC work during work hours;
- Receiving a tangible personal benefit from a third party as a direct consequence of performance of duties as an employee of the VSC or a member ~~institution~~college;
- Pursuing or obtaining a benefit or advantage in violation of VSC Policy 207: *Trustee and Executive Conflict of Interest Policy* or VSC Policy 210: *Employee Conflict of Interest Policy*;
- The wrongful use, disclosure or appropriation of an individual's personal information, such as identity theft, disclosure of a student's education records in violation of FERPA, or misuse of personal financial or other private information;
- Using VSC facilities or property for personal gain or any unauthorized use;
- Using public funds¹ inappropriately; and
- Other fraudulent activities that violate the law or VSC policy.

In addition, "illegal" or "improper" activities include, but are not limited to:

- Abuse of power;
- Use of illegal drugs and/or abuse or misuse of legal drugs or alcohol;
- Violence or a threat of violence;
- Discrimination or harassment;
- Misconduct or inappropriate behavior; and
- A failure to provide a safe and secure environment in accordance with applicable legal requirements, such as OSHA (unsafe working conditions).

¹ All monies received by the VSC are considered public funds under this policy including, but not limited to, state appropriations, tuition, room and board, student fees, restricted and unrestricted gifts, gifts-in-kind, restricted and unrestricted grants, ticket sales from athletics and other events, revenue from camps and conferences, book store monies, corporate sponsorship, and investment income.

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“Good faith” refers to an individual’s honest belief, without malice or any intent to defraud or seek an unfair advantage. A report made in good faith that is not found to be substantiated is neither false nor malicious.

“Investigator” is an individual authorized by the VSC to conduct fact finding and analysis related to reports of fraudulent, illegal or improper activities. The term “investigator” in the singular includes collectively all members of an investigative team, including external experts, such as lawyers, accountants, and forensic specialists.

“Reporting” is the act of disclosing, in good faith and with candor, suspected fraudulent, illegal or improper activities to a supervisor, an advisor, an administrator, or the whistleblower hotline.

“Reporter” is the individual or entity making a report of alleged fraudulent, illegal or improper activities. A reporter may be a VSC employee (administrator, staff, or faculty), an applicant for employment, a student, a vendor, a contractor, or a member of the general public. A reporter may also be referred to as a “whistleblower.”

“Responsible Administrator” refers to those individuals responsible for overseeing the process for handling reports of suspected fraudulent, illegal or improper activities. The term also refers to any person designated by a Responsible Administrator to act in his or her stead.

“Retaliation” includes harassment, an adverse employment action, or an academic or educational consequence suffered by an individual as a result of a report of suspected fraudulent, illegal or improper activities.

II. CONFIDENTIALITY

All information contained in a report of suspected fraudulent, illegal and improper activities and resulting from any subsequent investigation is confidential to the extent possible under the law, any relevant collective bargaining agreement, VSC policy, and the legitimate needs of the investigation. This includes the identity of the reporter (if known), the identity of the individuals who are subject to or party to the allegations, and any private information disclosed within the investigation. Reported information will be kept securely and shared on a “need to know” basis only with those essential to the investigation and resolution of potential concerns. Reporters should be aware that their testimony may be needed in any related hearings or legal proceedings.

DRAFT 9/7/15**III. REPORTING**

Individuals who are unsure about the propriety of their own or another person's actions are encouraged to review VSC policies, as well as applicable laws and regulations. If the potential impropriety is still unclear, individuals are encouraged to seek guidance from their supervisor, an advisor, or an official at the affected institutionCollege or in the Office of the Chancellor.

Individuals are encouraged to report suspected fraudulent, illegal and improper activities to their supervisor, an advisor, or an administrator, before resorting to EthicsPoint. Reports should contain enough information to allow a determination to be made as to whether the reporter has alleged sufficiently that fraudulent, illegal and improper activities have occurred or are occurring and to permit a prompt and appropriate investigation to begin.

Reports submitted through the whistleblower hotline hosted by EthicsPoint are received by the Office of the Chancellor. Information about the procedures specific to EthicsPoint are attached hereto at Appendix A: *Questions and Answers on EthicsPoint*.

Reports can be filed with EthicsPoint in three ways:²

1. Through the VSC's website (<http://www.vsc.edu/faculty-and-staff/Pages/Employee-Benefits.aspx>) or through the websites of the member institutionsColleges (search for the term "whistleblower");
2. Through the VSC/EthicsPoint web page hosted on an EthicsPoint secure server: <https://secure.ethicspoint.com/domain/media/en/gui/25224/index.html>; or
3. By dialing the toll-free EthicsPoint phone number: 1-866-215-4016. Phone lines are open 24/7 and multilingual operators are available.

IV. PRELIMINARY EVALUATION

A person receiving a report alleging suspected fraudulent, illegal or improper activities shall forward the report to the Dean of Administration at the affected institutionCollege (or to the VSC Chief Financial Officer if the allegations relate to the Office of the Chancellor or the Board of Trustees). Reports filed through EthicsPoint shall be handled by the Office of the Chancellor. If the allegations implicate a Dean of Administration, the report shall be forwarded to the President at the affected institutionCollege for further handling. If the allegations implicate the VSC Chief Financial Officer or General Counsel, the report shall be forwarded to the Chancellor for further handling. If the allegations implicate the Chancellor, the report shall be forwarded to the Chair of the Audit Committee of the Board of Trustees for further handling.

² Reports submitted via EthicsPoint are not required to be anonymous and reporters can choose to identify themselves.

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The Responsible Administrator shall conduct a preliminary evaluation of the report within seven calendar days. If the report does not contain sufficient information, fails to state a credible claim of fraudulent, illegal or improper activity, or does not otherwise allege a violation of this Policy, the Responsible Administrator will advise the reporter that no further action will be taken. If the report does contain sufficient credible information and an investigation is warranted, the Responsible Administrator shall refer the report for investigation and shall notify the Office of General Counsel.

If circumstances warrant, the Chancellor, President, the VSC Chief Financial Officer, or the Chair of the Audit Committee, in consultation with General Counsel or with outside counsel, shall notify appropriate external authorities (such as law enforcement, federal granting agencies, the NCAA, etc.) of the allegations.

V. INTERIM ACTION

The Dean of Students, in consultation with the Responsible Administrator, may suspend a student and the President or Chancellor may place an employee on administrative leave (under the terms of any applicable collective bargaining agreement or the VSC personnel handbook) where there is cause to believe that the continued presence of the person may interfere with the investigation, may expose VSC property to further loss or misuse, or may pose a substantial threat to people, property or the continuance of normal operations of the VSC. When appropriate, immediate action shall be taken to secure and protect from destruction or alteration all pertinent records.

VI. INVESTIGATION

The Responsible Administrator shall select an investigator, or an investigative team, to conduct an impartial investigation into reports that contain sufficient credible information and warrant further investigation

Investigations shall be conducted and reported in a manner that: (1) fulfils the VSC's legal and fiduciary responsibilities; (2) minimizes the loss and promotes recovery of VSC resources; (3) identifies controls that should be strengthened to reduce future fraudulent, illegal or improper activities; (4) protects the public trust; (5) protects the rights of those who are the subject of the investigation and those making the allegations; (6) provides confidentiality compatible with an effective response and applicable reporting requirements; and (7) guards against any real or apparent conflicts of interest.

At the conclusion of the investigation, the investigator shall make a finding as to whether, by a preponderance of the evidence, the subject of the investigation engaged in any fraudulent, illegal

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or improper activities or retaliated against anyone in violation of this Policy. The investigator shall also advise the Responsible Administrator whether any systemic problems or inadequate internal controls exist and, if so, shall recommend corrective actions. The Office of General Counsel shall be notified of the investigative findings and any corrective actions recommended and/or taken.

VII. DISCIPLINARY ACTION

If the investigator finds that the subject has engaged in any fraudulent, illegal or improper activities and the Responsible Administrator concurs, the subject shall be sent a letter outlining any discipline being contemplated, consistent with legal requirements. Sanctions may range from reprimand up to and including dismissal. If the subject is a student, the Dean of Students shall initiate procedures related to policy violations by students. If the subject is an employee of one of the member ~~institutions~~Colleges, the President shall initiate the disciplinary procedures set forth in the relevant employee collective bargaining agreement or, in the case of employees not covered by a collective bargaining agreement, the VSC personnel handbook. If the subject is an employee of the Chancellor's Office, the Chancellor shall initiate the disciplinary procedures set forth in the VSC personnel handbook. If the subject is a President, the Chancellor has the authority to take interim disciplinary action pending consideration and action by the Board of Trustees. If the Chancellor is the subject, the Board of Trustees shall consider and take action as appropriate. The Office of General Counsel shall be notified of any disciplinary action taken.

VIII. ROLE OF REPORTER, SUBJECT OF INVESTIGATION, AND WITNESSES**A. Reporter**

Reporters have a responsibility to be candid with investigators and those to whom they make a report of alleged fraudulent, illegal or improper activities and to provide all information known to them regarding the allegations. For reports filed anonymously, investigators have the ability to conduct confidential, online interviews with reporters via the EthicsPoint secure website.

Reporters are not investigators and should not conduct any investigative activities of their own. Reporters should not obtain or access information which they are not authorized to obtain or review. A reporter's right to protection from retaliation under this Policy does not provide immunity for his or her complicity in the matters that are the subject of the allegations or an ensuing investigation.

As circumstances warrant and as the law permits, reporters may be informed as to the final outcome resulting from their allegations.

DRAFT 9/7/15**B. Subject of Investigation**

The decision to conduct an investigation is not an accusation; it is to be treated as a neutral fact-finding process. The outcome of the investigation may or may not support a conclusion that a fraudulent, illegal or improper act was committed or that this Policy was otherwise violated by the subject. The identity of a subject should be maintained in confidence to the extent possible given the legitimate needs of the investigation and legal requirements.

Subjects normally should be informed of the allegations at the outset of a formal investigation and be given the opportunity to provide information during the investigation. If the subject is not informed of the allegations at the outset, the subject shall be informed of the allegations prior to being interviewed by the investigator. Subjects are expected to cooperate with investigators. They have the right to consult with an advisor of their choosing, including legal counsel.

Subjects have a responsibility not to interfere with the investigation and to adhere to admonitions from investigators in this regard. Evidence shall not be withheld, destroyed or tampered with, and witnesses shall not be influenced, coached or intimidated.

C. Witnesses

Individuals who are interviewed, asked to provide information or otherwise participate in an investigation under this Policy are expected to cooperate fully with investigators. Witnesses should refrain from discussing or disclosing the investigation or their testimony with others. Requests for confidentiality by witnesses will be honored to the extent possible within the legitimate needs of the investigation or within the requirements of law. Retaliation against witnesses for participating in an investigation is prohibited by this Policy.

IX. RECORD-KEEPING

All records of reports, anonymous or not, including any investigations and subsequent actions, shall be retained in accordance with the schedule set forth in VSC Policy 209: *Records Retention* governing student records, personnel records, financial records, and legal records, as applicable.

Effective September 23, 2015.

Signed by:

Jeb Spaulding, Chancellor

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**Appendix A to VSC Policy 211: *Whistleblower Policy for
Reporting Fraudulent, Illegal or Improper Activities***

QUESTIONS AND ANSWERS ON ETHICSPPOINT

1. What is EthicsPoint?

EthicsPoint is a comprehensive and confidential reporting tool that allows people to report suspected illegal and unethical conduct anonymously. It is used by thousands of organizations, including hundreds of educational institutions. The EthicsPoint hotline is available 24 hours per day, 365 days per year, and is staffed by specially trained EthicsPoint personnel.

2. What type of situations should be reported?

EthicsPoint may be used to report any suspected activities described in Policy 211. Users may choose one of the following types of reports:

- Accounting and auditing matters
- Conflicts of interest
- Discrimination or harassment
- Embezzlement
- Falsification of contracts, reports or records
- Misconduct or inappropriate behavior
- Sabotage or vandalism
- Securities violations
- Substance abuse
- Theft
- Unsafe working conditions
- Violation of policy
- Violence or threat
- Other (to be used if the event, action or situation does not fall into one of the above categories).

3. How are reports submitted to EthicsPoint?

Users can file reports via either the telephone or the Internet:

- Through the VSC's website at <http://www.vsc.edu/faculty-and-staff/Pages/Employee-Benefits.aspx> or the websites of the member institutionsColleges (search for the term "whistleblower");

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- Through the VSC/EthicsPoint web page hosted on an EthicsPoint secure server at <https://secure.ethicspoint.com/domain/media/en/gui/25224/index.html>;
- By dialing the toll-free EthicsPoint phone number: 1-866-215-4016. Phone lines are open 24/7 and multilingual operators are available.

4. Where do the reports go? Who is notified about reports?

Reports are entered directly on the EthicsPoint secure server to prevent any possible breach in security. EthicsPoint will notify the Chair of the Audit Committee of the Board of Trustees, the Chancellor, General Counsel, and Associate General Counsel of all reports filed with EthicsPoint. In addition, EthicsPoint will notify the VSC Chief Financial Officer of any reports involving alleged financial irregularities and the VSC Director of Human Resources of any reports alleging employment-related issues. If any of these individuals are implicated in a report, the EthicsPoint system and report distribution are designed so that such individuals are not notified and do not have access to reports in which they have been named. Unless the President is implicated in an EthicsPoint report or there is a reasonable justification for not notifying the President, Presidents are notified by the Office of the Chancellor about reports relating to their [institutionCollege](#).

5. Can the VSC identify the reporter?

No. EthicsPoint does not generate or maintain any internal connection logs with IP addresses, so no information linking a reporter's computer to EthicsPoint is available. EthicsPoint is contractually committed not to pursue a reporter's identity. If a reporter feels uncomfortable making a report on a VSC computer, the reporter can use a non-VSC computer (such as one located at home, an Internet café, at a friend's house, etc.) to access the EthicsPoint secure website. An Internet portal never identifies a visitor by screen name and the EthicsPoint system strips away Internet addresses so that anonymity is maintained.

Note: The EthicsPoint system is designed to protect a reporter's anonymity but reporters should review the body of their report to make sure that they have not revealed their identity unintentionally. For example, "From my office next to Jan Smith..." or "In my 33 years..."

6. Is the telephone toll-free hotline confidential and anonymous too?

Yes. Reporters will be asked to provide the same information that they would provide in an Internet-based report and an EthicsPoint interviewer will type the responses into the EthicsPoint Web site. These reports have the same security and confidentiality measures applied to them during delivery.

DRAFT 9/7/15**7. What if a reporter does not want to be anonymous?**

There is a section in the report allowing reporters to identify themselves if they wish.

8. What if a reporter is not sure whether something he or she has seen or heard is a violation of VSC policy or involves unethical conduct?

If in doubt, file a report. EthicsPoint can help a reporter to prepare and file a report so it can be properly understood. The VSC would prefer that a situation that turns out to be harmless be reported rather than let possible unethical behavior go unchecked. Reporters may have useful knowledge of an activity that could be a cause for concern. Early reporting may minimize the potential negative impact of the suspected activity on the VSC, its students, and employees.

9. What happens after a report has been filed with the EthicsPoint hotline?

Typically, a reporter will receive confirmation within 2-3 business days that the Office of the Chancellor has received the report and that it will be reviewed. Then the Office of the Chancellor will make a preliminary evaluation of the report. If further investigation is merited, the Office of the Chancellor will appoint an investigator or, if appropriate, refer the report to a member institutionCollege for further handling. As circumstances warrant and as the law permits, the reporter may be informed whether an investigation is being undertaken and may be informed as to the final outcome.

**10. What if a reporter remembers something important after the report has been filed?
What if the VSC has questions for the reporter?**

When a report is filed at the EthicsPoint Web site or through the EthicsPoint Call Center, the reporter receives a unique user name and is asked to choose a password. The reporter can return to the EthicsPoint system again either by Internet or telephone and access the original report to add more detail or answer questions posed by the VSC or an investigator and add further information that will help resolve open issues. The EthicsPoint website supports the uploading of documents and photographs in support of a reporter's allegations. Reporters are encouraged to return to the site frequently to check for any updates and to answer follow-up questions. The reporter and the VSC will be part of an "anonymous dialogue." All follow-ups are held in the same confidence as the initial report.

VERMONT STATE COLLEGESBOARD OF TRUSTEESRESOLUTION

Adoption of Policy 211, *Whistleblower Policy for Reporting Fraudulent, Illegal or Improper Activities*, and Approval of Revisions to Policy 210, *Conflict of Interest – Employees*

- WHEREAS, In 2009 the Board of Trustees directed the Chancellor's Office to create a whistleblower reporting system for use by all VSC employees, and the EthicsPoint hotline system was established for this purpose; and
- WHEREAS, Having implemented EthicsPoint throughout the VSC, the Board wishes to formalize the ways in which the system is to be used by adopting Policy 211, *Whistleblower Policy for Reporting Fraudulent, Illegal or Improper Activities*, as attached along with accompanying implementation procedures to be developed by the Chancellor; and
- WHEREAS, Policy 210, *Conflict of Interest – Employees* as adopted by the Board of Trustees in 2009 addresses in its general provisions the need for employees to avoid not only conflicts of interest but also a variety of illegal or improper activities; and
- WHEREAS, Because proposed Policy 211 provides extensive guidance for employees to report fraudulent, illegal, or improper behavior, Policy 210 has been revised to pertain solely to conflict of interest issues along with illustrative guidance; therefore, be it
- RESOLVED, That the Vermont State Colleges Board of Trustees hereby adopts Policy 211, *Whistleblower Policy for Reporting Fraudulent, Illegal, or Improper Activities*, and approves the revisions to Policy 210, *Conflict of Interest – Employees*, as attached.

September 23, 2015



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Title	Number	Page
GENERAL DEFINITIONS	503	1 of 1
	Date 9/23/2015	

1. Unless the context clearly requires otherwise, “Vermont State Colleges” or the “Colleges,” when used in Policies 101 through 503, refers to the Corporation known as the Vermont State Colleges and all of its constituent parts including but not limited to Castleton University, Community College of Vermont, Johnson State College, Lyndon State College, and Vermont Technical College. References in Policies 101 through 503 to a “college” in the singular, unless the context clearly requires otherwise, means a member institution of the Vermont State Colleges including Castleton University, Community College of Vermont, Johnson State College, Lyndon State College, and Vermont Technical College.

Signed by:

Jeb Spaulding, Chancellor

VERMONT STATE COLLEGESBOARD OF TRUSTEESRESOLUTIONAdoption of Policy 503, *General Definitions*

- WHEREAS, In July 2015 the Board of Trustees authorized one of the Vermont State Colleges to become a university; and
- WHEREAS, Many Vermont State Colleges policies and procedures refer to the members of the system as “the colleges;” and
- WHEREAS, New Policy 503, *General Definitions* clarifies this issue by defining the term “colleges” in VSC policies and procedures, unless the context clearly requires otherwise, as referring to Castleton University, Community College of Vermont, Johnson State College, Lyndon State College, and Vermont Technical College; and
- WHEREAS, Policy 503 will enable the Board to address future necessary clarifications of terms in VSC policies; therefore, be it
- RESOLVED, That the Vermont State Colleges Board of Trustees hereby adopts Policy 503, *General Definitions*, as attached.

September 23, 2015

Items for Discussion and Action

4. Endorsement of Grant Proposal

Johnson State College has applied for a U.S. Department of Education Strengthening Institutions program grant titled “Student Success in the First Year and Beyond.” This \$2.2M grant proposed over five years is intended to transform the curriculum and academic support systems for freshmen, sophomores, juniors, transfers, and near-completers. The in-kind contributions for this grant will come in the form of matching gifts to the College as allowed by the grant.

Vermont State Colleges

Grant Proposal Budget Analysis

Form A & B

College:	Johnson State College
Grant Title:	Student Success in the First Year and Beyond
Grant Agency:	U.S. Department of Education , Office of Postsecondary Education: Strengthening Institutions Program
Project Director:	Daniel Regan, Dean of Academic Affairs
Purpose of Grant:	Transforming the curriculum and academic support systems for freshmen, sophomores, juniors, transfers, and near-completers; also, endowment growth

Grant Period: 10/1/2015 to 9/30/2020

Review Period: 5 Multi-Yr** / Cumulative Grant Amt: \$2,217,714
 **(please enter number of years covered)

Proposed Funding	1st Yr		2nd Yr		3rd Yr	
	Grant	College	Grant	College	Grant	College
<u>Direct Costs</u>						
Salaries & Wages	\$ 133,750.00		\$ 148,438.00		\$ 115,781.00	
Employee Benefits	\$ 85,191.00		\$ 88,834.00		\$ 69,291.00	
Operations						
Travel	\$ 33,000.00		\$ 33,000.00		\$ 43,500.00	
Equipment	\$ 15,000.00		\$ 5,300.00		\$ 11,000.00	
Library Acquisitions						
Other	\$ 181,500.00	\$ 70,000.00	\$ 164,000.00	\$ 70,000.00	\$ 209,000.00	\$ 100,000.00
Total Direct	\$ 448,441.00	\$ 70,000.00	\$ 439,572.00	\$ 70,000.00	\$ 448,572.00	\$ 100,000.00
<u>Indirect Costs*</u>						
Total Budget	\$ 448,441.00	\$ 70,000.00	\$ 439,572.00	\$ 70,000.00	\$ 448,572.00	\$ 100,000.00

*(In-Kind & Other costs for space, utilities, maintenance, administrative support, etc.)

What is(are) the sources of College Funding? Private gifts for endowment match

What continuing cost obligations does Granting Agency require/expect? None

What Continuing cost obligations does the College intend/see likely? Gradual shift to College budget of grant-su

Business Officer Review by: Sharon R. Hunt Date: 7/20/15

Programmatic Review by: W. R. Regan Date: 7/8/2015

Full required documentation is being submitted, including all appropriate assurances regarding Civil Rights, People with Disabilities, Sex Discrimination, Human Subjects, Laboratory Animals, etc.

Presidential Review by:

Elaine C Colless

Date:

7/21/15

Full required documentation is being submitted, including all appropriate assurances regarding Civil Rights, People with Disabilities, Sex Discrimination, Human Subjects, Laboratory Animals, etc.

Vermont State Colleges Grant Proposal Budget Analysis

Form A & B

College: Johnson State College

Grant Title: Student Success in the First Year and Beyond

Grant Agency: U.S. Department of Education, Office of Postsecondary Education, Strengthening Institutions Program

Project Director: Daniel Regan, Dean of Academic Affairs

Purpose of Grant: Transforming the curriculum and academic support systems for freshmen, sophomores, juniors, seniors, transfers, and near-completers; also, endowment growth.

Grant Period: 10/1/15 to 9/30/20

Review Period: 5 Multi-Yr** / Cumulative Grant Amt: \$2,217, 714
 **(please enter number of years covered)

Proposed Funding	4th Yr.		5th Yr.		Grant	College
	Grant	College	Grant	College		
<u>Direct Costs</u>	-----	-----	-----	-----	-----	-----
Salaries & Wages	\$84,176.00		\$55,220.00			
Employee Benefits	\$51,479		\$35,787.00			
Operations						
Travel	\$57,000.00		\$57,000.00			
Equipment	\$33,000.00		\$24,494.00			
Library Acquisitions						
Other	\$219,000.00	\$120,000.00	\$264,000.00	\$140,000.00		
Total Direct	\$444,655.00	\$120,000.00	\$436,501.00	\$140,000.00	\$ -	\$ -
<u>Indirect Costs*</u>						
<u>Total Budget</u>	\$444,655.00	\$120,000.00	\$436,501.00	\$140,000.00	\$ -	\$ -

*(In-Kind & Other costs for space, utilities, maintenance, administrative support, etc.)

What is(are) the sources of College Funding? Private gifts for endowment match.

What continuing cost obligations does Granting Agency require/expect? None.

What Continuing cost obligations does the College intend/see likely? Gradual shift to College budget of grant-supported personnel.

Business Officer Review by: See other sheet for signatures Date: _____

Programmatic Review by: _____ Date: _____

Presidential Review by: _____ Date: _____

Full required documentation is being submitted, including all appropriate assurances regarding Civil Rights, People with Disabilities, Sex Discrimination, Human Subjects, Laboratory Animals, etc.

VERMONT STATE COLLEGESBOARD OF TRUSTEESRESOLUTIONEndorsement of Grant Proposal

- WHEREAS, Revised VSC Policy 408 requires Board approval for grants requesting \$750,000 or more per fiscal year, or involve annual matching or cost sharing of \$375,000 or more even though budget changes are not required; and
- WHEREAS, The VSC Finance & Facilities Committee has appropriately reviewed the current grant proposal and recommends it to the full Board; therefore, be it
- RESOLVED, That the Vermont State Colleges Board of Trustees hereby endorses the following grant proposal titled, in the amount, and from the specific granting entity as indicated:
- Johnson State College's "Student Success in the First Year and Beyond" grant from the US Department of Education in the amount of \$2,217,714 with \$500,000 in other funding sources over five years.

September 23, 2015

Items for Discussion and Action

5. Establishment of Endowments: Consent Agenda

At its September 2, 2015 meeting the Finance and Facilities Committee reviewed the attached consent agenda resolution for two Lyndon State College endowments and recommended them to the full Board for approval. Because the family of one of the endowment honorees will be in attendance at the meeting, it is recommended that the Jacob “Jake” Gregg Memorial MBI Endowment be removed from the consent agenda for separate approval.

Lyndon State College seeks endorsement from the Board for establishing an endowment to be titled *The Jacob “Jake” Gregg Memorial MBI Endowment*. The endowment is funded with \$11,535 in memorial contributions from friends and family of Jacob Gregg. These gifts have been matched by \$11,285 from Lyndon State College's Endowment Development Fund. The total amount available to establish this endowment is \$22,820. The Finance & Facilities Committee reviewed this endowment request at its September 2, 2015 meeting and recommends it to the full Board for approval.

Jake Gregg was a third-year student in the Music Business and Industry (MBI) program and the inspiration for Lyndon's popular annual Greggfest music festival. He was a talented musician whose career was cut short by acute myeloid leukemia. The family of Jake Gregg will be present to hear the Board's approval of the endowment.



August 20, 2015

Mr. Jeb Spaulding, Chancellor
Vermont State Colleges
P.O. Box 7
Montpelier, VT 05601-0007

Dear Chancellor Spaulding:

I am pleased to send you the New Funding Source Document required for establishing an endowment in the amount of \$22,820 to be titled, *The Jacob "Jake" Gregg Memorial MBI Endowment*.

The endowment is funded with \$11,535 in memorial contributions from friends and family of Jacob Gregg. These gifts have been matched by \$11,285 from Lyndon State College's Endowment Development Fund. The total amount available to establish this endowment is \$22,820.

I request that the Vermont State Colleges' Board of Trustees accept these gifts and approve the establishment of The Jacob "Jake" Gregg Memorial MBI Endowment.

Sincerely,

A handwritten signature in black ink, appearing to read "Joe Bertolino", with a long horizontal flourish extending to the right.

Joe Bertolino
President

Attachment

Appendix C

New Funding Source Document

College Name: **LYNDON STATE COLLEGE**

Submit to Chancellor's Office for all activities based upon a new funding source.

Place copy in front of any applicable master file.

1. Name of grant, endowment, or other activity: (type in all CAPS)

THE JACOB "JAKE" GREGG MEMORIAL MBI ENDOWMENT

2. Granting agency/donor/other/funding source: (attach support information)

Memorial contributions from various friends and family of Jacob Gregg

3. Purpose of activity:

To provide annual award(s) to a Music Business and Industry (MBI) student(s) to help defray the costs of participating in the program. Ideally the award is given to a student in financial need who can no longer afford to continue their degree. If no students fit this criteria the award will go to the MBI student with urgent need including funding for music purchase or an instrument. Recipients will be chosen at the discretion of the MBI department chair after discussing with the MBI faculty.

4. a. Proper accounting fund: b. Why was this fund selected?

☐ General
☐ Designated
☐ Auxiliary
☐ Restricted
☐ Agency
☐ Loan
☒ Regular Endowment
☐ Term Endowment
☐ Unrestr'd Quasi-Endwmt
☐ Restricted Quasi-Endwmt

To provide scholarship opportunities based on above defined criteria.

5. General Ledger account number: (as proposed or assigned) **TBA**

6. a. Beginning date: **September 2015** b. Ending date: **None** c. Duration: **In Perpetuity**

7. Reporting requirements: (format/to whom/frequency/other): **None**


8. a. Funding amount: **\$22,820** b. One-time OR Ongoing funding (indicate timeframe:)

9. a. If endowment, is principal use allowed? (w/Board OK?) ☐ Yes ☒ No

- b. If yes, is replenishment of principal allowed or required: ☐ Yes ☐ No

10. If investment proceeds generated, indicate intended disposition:

☐ Fully expend for program as prescribed
☒ Increase principal for inflation and expend remainder
☐ Fully apply to increasing principal
☐ Other (describe)

11) President:  12) Date to Ch's Ofc:

13) Date Board Approved:

VERMONT STATE COLLEGES
BOARD OF TRUSTEES
RESOLUTION

Establishment of Endowment

- WHEREAS, Policy 412 requires Board of Trustees approval for all new endowment and quasi-endowment funds before being established and receiving investments; and
- WHEREAS, Lyndon State College has submitted the a proposal to establish a new endowment and recommends it to the full Board; and
- WHEREAS, The VSC Finance & Facilities Committee has appropriately reviewed the endowment proposal and recommends it to the full Board; therefore, be it
- RESOLVED, That the Vermont State Colleges Board of Trustees hereby establishes the Jacob “Jake” Gregg Memorial MBI Endowment in the amount of \$22,820 for Music Business and Industry students to help defray the costs of participating in the program.

September 23, 2015

VERMONT STATE COLLEGES
BOARD OF TRUSTEES
RESOLUTION

Establishment of Endowments: Consent Agenda

- WHEREAS, Policy 412 requires Board of Trustees approval for all new endowment and quasi-endowment funds before being established and receiving investments; and
- WHEREAS, Lyndon State College has submitted the following proposals to establish new endowments and recommend them to the full Board; and
- WHEREAS, The VSC Finance & Facilities Committee has appropriately reviewed the current endowment proposals and recommends them to the full Board; therefore, be it
- RESOLVED, That the Vermont State Colleges Board of Trustees hereby establishes the following new endowments titled, in the amount, and for the specific purpose as indicated:
- a. The Joe D'Aleo Endowment for Meteorology in the amount of \$20,000 for Atmospheric Sciences students in good standing with preference given to students with financial need.
 - b. The Jacob "Jake" Gregg Memorial MBI Endowment in the amount of \$22,820 for Music Business and Industry students to help defray the costs of participating in the program.

Items for Discussion and Action

6. Approval of Policy 102 Final Proposal for Vermont Technical College Master's Degree in Software Engineering

Vermont Tech presented its preliminary proposal for this program to the EPSL Committee at its September 2, 2015 meeting. Standard practice is for the college to return to EPSL with a final proposal before requesting the full Board's approval. However, the addition of the MA degree will require a substantive change authorization from NEASC, and that application is due in October. Therefore Vermont Tech asks to have this program approved by the full Board at this meeting.

VERMONT STATE COLLEGES NEW PROGRAM PROPOSAL
Final Proposal Form

Part I: General Information

1. Institution: Vermont Technical College
2. Name of new program: Master of Science in Software Engineering
3. a) Individual(s) with responsibility for program development:
Craig A. Damon
Jean Hakim
Philip Petty
Brent Sargent
- b) Academic Department(s):
Computer Information Systems
4. a) Date of Preliminary Proposal: 8/26/2015
- b) Proposed start date of program: Fall 2016
5. Title of degree to be conferred (if applicable):
Master of Science in Software Engineering
6. Brief description of proposed program (150 words or less):

The Master of Science in Software Engineering program provides a thorough grounding in the software development process and an understanding of what research is done in the field. Graduates of this program should be able to lead software development efforts of substantial projects including architecting software systems, overseeing development process selection, and guiding implementation. As part of this leadership, they should incorporate appropriate new approaches from both academia and industry into their group.

Part II: Rationale

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

The most immediate benefit will be to strengthen the existing undergraduate Software Engineering program. Introducing a greater mix of working professionals into the campus, both in the classrooms for cross-listed undergraduate/graduate courses and in the general environment, will provide the undergraduates with more role models and create new networking opportunities for them. It will also keep the department more closely tied to its alumni, which can only help keep our courses more relevant to a constantly changing industry. Finally, boasting the graduate alumni will tie us more closely into the leadership positions in the local industry.

We also expect this change to help recruiting undergraduate students, both for the CIS department and for other baccalaureate programs at the college. We have already seen good reactions from prospective students when we have told them that we are working on creating this program. Many Vermonters still think of Vermont Tech exclusively as a two-year college. While we do graduate more students with two-year than four-year degrees, there is also a healthy number of four-year graduates every year. The existence of a Master's program will hopefully cause some who have missed (or forgotten) that transition to re-examine the college. And, for some people, having any graduate degrees will lend an air of authority to all the college baccalaureate programs, which will hopefully translate to at least increased inquiries.

There is a strong synergy between the proposed master's degree program and the current cube-sat project led by Dr. Brandon of the Vermont Tech science department. Cube-sats are low-cost, micro-sized satellites that can be launched as part of commercial communication satellite launches. Our first cube-sat has been very successful and has garnered positive attention to the college. The project has received a NASA grant, in conjunction with Morehead State University (in Kentucky) to develop a cube-sat to go to the moon, with Vermont Tech being responsible for writing the software for the satellite. The hope is that some of the master's students will work on the satellite as their master's project. Part of the grant requires Dr. Brandon to give presentations at a range of New England colleges. He is anticipating promoting this program as part of those presentations.

The college mission statement currently explicitly mentions only associate and bachelor degrees and there is an active parallel movement to change that statement to include master's degrees. But the spirit of the mission statement remains unchanged; Vermont Tech exists to provide career-oriented training for its students and to provide the local employers with a steady stream of workers with the necessary skills. This program is career-oriented, with a goal of improving the workforce for the burgeoning software industry in Vermont.

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

The value of the software industry comes almost totally from its people. Unlike traditional industries, there is relatively little value in equipment, factories or inventory, all being replaced by human capital. Having a stronger or better educated workforce is a key competitive advantage. As the local software industry develops, it can be expected to see an increasing need for more highly-educated developers.

Holding a master's degree in Software Engineering (or in the more theoretically oriented Computer Science) prepares the developer to hold a more senior role (and earn more money — nationally, the degree adds almost \$15,000/yr to the salary). The developer with the degree is presumed to have deeper technical skills, be better able to translate industry trends into the local company's activities, and bring a deeper and broader understanding of the implications of technical decisions.

Although different technology companies expect different levels of training in the workforce, national norms expect at least one graduate degree holder per software development group of about 10 people, with many companies far exceeding that total. The Bureau of Labor statistics lists the percentage of workers holding master's degrees for a range of job titles involved with software development. The lowest total is for Web Developer, with 14.2% holding a master's degree, while 29.6% of Systems Software Developers hold a master's degree. There are no solid numbers for the Vermont software industry, but anecdotally the current number is closer to 5%, meaning there is a large deficit of such developers locally.

From the most recent iPEDS data, the number of graduates from MS/SE programs increased by 9%, from 1,184 in 2012 to 1,327 in 2013, indicating that the market continues to grow.

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

There is no other program within the VSC system that directly relates to this program, although, with the growing importance of software systems in almost all areas of the world, it could happen. Similar to the relationship expected with the Vermont Tech cube-sat project, student projects could be developed using collaborations with academic partners elsewhere in the system. It is easy to imagine a joint project with the Atmospheric Sciences department at Lyndon to develop a tool for looking at weather models or one with a Master of Education program to develop a remote learning system for deployment in small rural schools in Vermont.

The CIS department has met with the Vermont Tech Alliance and with numerous individual employers to discuss the program and how it will fit with their needs. All the discussions have been supportive of the program.

Part III: Program Description

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

The graduates of this program will be able to make technical decisions based on a deeper and more thorough understanding of software development.

The graduates of this program will recognize a range of options for improving the processes used in a software development group and be able to select appropriate paths for a particular group.

The graduates of this program will be able to recognize appropriate trends, practices and techniques in industry and academic research and understand how to introduce those new activities into their group.

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

As a graduate degree, the program focuses on professional and career study.

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

Evaluation will be two-fold:

Success for graduates in the workplace.

Demonstration of the program outcomes in each student project.

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

As the first master's level degree at Vermont Technical College, we will be submitting a substantive change notification to NEASC, who will be required to approve the program before the program can be formally announced or begin. Beyond that change, the program will not need any accreditations.

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

Course Name & Number	Credits	New or Existing?
CIS-6XXX Advanced Algorithms and Data Structures	3	New
CIS-6XXX Analysis of Software Artifacts	3	New
CIS-6XXX Software Architecture	3	New
CIS-6XXX Graduate Seminar I	1	New

CIS-6XXX Graduate Seminar II	1	New
CIS-6XXX Master's Project	6	New

Advanced Algorithms and Data Structures is a programming intensive course that follows on from CIS-3050 Algorithms and Data Structures, which is a required pre-requisite for admission to the program.

Analysis of Software Artifacts provides students with tools to understand the range of documents and data that software development groups produce and to enable them to use that knowledge to improve both the process and the product.

Software Architecture is looking at the big picture of software development from a design perspective, including the soft skills necessary to implement a change to the architecture.

The Graduate Seminars are reading and discussion courses to ensure that all students can gather appropriate information from both academic and industry research and trends.

The project entails an individual student building a commercial quality product and, at various stages, presenting that project to the community. The project will be supervised by a member of the faculty. The project could involve work done for an employer.

In addition, students will take 5 elective courses, many of which may be cross-listed with existing undergraduate courses. At least 2 of the elective courses must be graduate-only (6XXX level). The department will create graduate-only elective courses as needed based on student demand and interest, typically offering one per semester.

6. TOTAL CREDITS in proposed program: 32-45 credits depending on student preparation

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

Part IV: Budget Considerations

1. Expenditures for the proposed program:

	Year One	Year Two
Faculty	19,500	35,500
Admin/Other Staff	0	0
Facilities/Equipment	0	0
Library/Other Materials	8,102	8,102
Other Costs	0	0
TOTAL COSTS:	<u>27,602</u>	<u>43,602</u>

2. Revenue/sources to meet new expenditures

	Year One	Year Two
Tuition	35,880	69,102
Reallocation	0	
Other Sources	0	
TOTAL REVENUES:	<u>35,880</u>	<u>69,102</u>

Part V: Enrollment, Marketing and Public Relations Considerations

1. Projected enrollment for new program:

	Year One	Three Years Out
Full-Time	1	2
Part-Time	10	25
In-State	95%	95%
Out-of-State	<u>5%</u>	<u>5%</u>

2. Describe how you arrived at these projections:

The initial sense is driven by indicated interest from potential students, both Vermont Tech alumni and students from other schools.

These estimates are consistent with national numbers. Schools that offer both a bachelor's and master's degree in Software Engineering average graduating classes from their master's degree of about 40% of the size of their bachelor's degree. If we achieved that level for our current software engineering size, we should see an FTE count in the mid-teens, or roughly twice the enrollment projected above. Beyond that, our baccalaureate enrollments are growing, meaning an eventual realistic target may be as large as 20FTE, which we expect to be dominated by part time students drawn from the local working professional pool.

3. Describe the marketing strategies for the new program.

The marketing for this program will include:

- a) We will use several of the weekly slots on WDEV to promote the program.
- b) We will make informational presentations at the larger local local employers.
- c) We will issue press releases.
- d) We will create a marketing brochure describing the program.
- e) We will create an area on the VTC web site for the program.
- f) We will make direct contact with our current students and many of our recent alumni, both to inform of the program starting and to empower them to spread information about the program to their friends and co-workers.

4. Competition:

a. In state and region

There are no other MS/SE programs in northern New England. The University of Vermont offers a Master's in Computer Science. The UVM degree (as is appropriate for computer science) is targeted more at academic research. Furthermore, UVM added a PhD/CS program just over a decade ago, which has since dominated the department's focus on graduate studies.

The closest MS/SE programs are in eastern Massachusetts (Northeastern and BU), New York (RIT) and New Jersey (Stevens), none of which are plausible for local working professionals.

b. Web-based

There are several on-line MS/SE programs from schools such as East Carolina and DePaul. Although many of our individual courses are available for remote viewing and attendance, we do not plan on competing directly with the purely on-line programs. Many students still prefer traditional brick and mortar classrooms and we will focus on those students.

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

We do not see any impact beyond the aforementioned increased recruiting into the computing degrees and, to a lesser extent, into all Vermont Tech baccalaureate degrees. We may see a few students complete a Master's degree as opposed to a second Bachelor's degree, but any such students will be required to complete a few more courses with Vermont Tech than they would if only earning the BS/SE.

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

There should be little or no impact, either positively or negatively.

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

This program should strengthen the department's ties to local industry as our alumni take on more senior roles. As the only MS/SE program in the state, this should help our already strengthening ties to the Vermont Tech Alliance.

VERMONT STATE COLLEGESBOARD OF TRUSTEESRESOLUTION

Vermont Technical College
Master of Science Degree in Software Engineering

- WHEREAS, Vermont Technical College proposed a Master of Science Degree in Software Engineering; and
- WHEREAS, Vermont Technical College's M.S. in Software Engineering would strengthen the existing Software Engineering program and assist the college in recruiting; and
- WHEREAS, The technology sector in Vermont would benefit from hiring graduates with an M.S. in Software Engineering as there is no other similar program in the state; and
- WHEREAS, Vermont Technical College has developed a budget to deliver the program based on conservative enrollment projections; and
- WHEREAS, The addition of the MS degree will require a substantive change authorization from NEASC in early fall 2015, necessitating timely approval by the full Board; and
- WHEREAS, The Board Education, Personnel, Student Life Committee reviewed a preliminary proposal for this program in accordance with Policy 102 and recommends it to the full Board for consideration and approval; therefore, be it
- RESOLVED, That the VSC Board of Trustees authorizes Vermont Technical College to offer a Master of Science Degree in Software Engineering.

September 23, 2015

Items for Discussion and Action

7. Approval of Revised Board By-Laws

Chancellor's Office staff have reviewed the Board By-Laws and offer the attached suggested changes for the Board's consideration. Suggested changes include:

- Adjusting the number of times the Board must meet annually from six to five.
- Updating the term of the Chair from one year to two years, in compliance with S.71, which was signed into law as Act 19 in May and took effect in July.
- More precise definition of committee quorum, and clarifying the Board Chair's role as a committee member.
- Clarification of the Chancellor's role in relation to the Board.

A redlined copy of the proposed changes to the By-Laws is attached followed by a resolution.

Vermont State Colleges By-Laws¹

ARTICLE I - BOARD OF TRUSTEES

Section 1. Board of Trustees - The Board of Trustees is the governing body of the Corporation of the Vermont State Colleges and has complete and full authority over administration and operation, financial affairs, selection and appointment of officers and employees as set forth in No. 247 (H.422) of the Acts of 1961 and as amended from time to time.²

ARTICLE II - MEETINGS

Section 1. Meetings - The Board of Trustees shall hold a minimum of ~~six~~five regularly scheduled meetings during the course of each fiscal year. The annual meeting of the Board shall be the last regular meeting of the fiscal year. Following each annual meeting, the Chair of the Board shall propose a planned schedule of regular meetings for the fiscal year and the first two meetings of the following fiscal year. At its first regular meeting of the new fiscal year, the Board shall adopt a schedule of its regular meetings for the remainder of the fiscal year and for the first two regular meetings in the following fiscal year. Changes in the scheduled meetings of the Board may be made and special meetings of the Board may be called for other times by the Chair or by any four members of the Board.

Section 2. Notice - Notice of all meetings of the Board shall be transmitted to each ~~Trustee~~trustee at least five days before a meeting.

Section 3. Quorum - A majority of the trustees shall constitute a quorum, but a lesser number may adjourn a meeting.

ARTICLE III - OFFICERS AND STAFF

Section 1. Officers - The officers of the Board shall be a Chair, a Vice-Chair, a Secretary and a Treasurer. The same person may serve as Secretary and Treasurer.

Section 2. Election - The ~~officers-Chair~~ of the Board shall be elected biennially at ~~each the~~ annual meeting from among the members of the Board. Officers of the Board shall be elected annually at the annual meeting from among members of the Board. ~~They~~Officers shall hold office for ~~one~~one-year and until their successors are elected and qualified. In the event of a vacancy in an office, the Board shall elect, in the same manner the office was originally filled, a

¹ Revised 2/11/65; 1/27/67; 2/24/67; 6/23/67; 2/9/68; 1/25/74; 1/24/75; 2/21-22/75; 12/17/77; 6/21/79; 11/17/82; 1/13/92, 9/8/06,

² Vermont Statutes Annotated 2171 et seq.

replacement to serve out the remainder of the term vacated.

Section 3. Staff - The Board shall appoint a Chancellor, ~~a Financial Officer and such other staff as it deems necessary. They shall to~~ serve at the pleasure of the Board unless their terms of service are otherwise designated by the Board.

ARTICLE IV - DUTIES OF OFFICERS AND STAFF

Section 1. Chair - The Chair of the Board shall preside at all meetings of the Board. He/She may call special meetings of the Board when he/she deems it necessary. He/She shall appoint members to committees unless otherwise specified. The Chair of the Board is an ex officio, non-voting member of all Committees.

Section 2. Vice-Chair - The Vice-Chair shall perform the duties of the Chair in his/her absence.

Section 3. Secretary - The Secretary of the Board shall have charge of the Seal of the Corporation, shall be the certifying officer with respect to its records, contracts, and other transactions, and shall keep a record of the proceedings of the Corporation.

Section 4. Treasurer - The Treasurer of the Corporation shall have general supervision of the finances and business transactions of the Corporation. He/She shall make provisions for annual audits. He/She shall be responsible to ensure that there is adequate bond coverage for himself/herself and all officers and employees of the Corporation who may handle money. He/She shall sign in the name of the Corporation such documents and instruments as the Board may direct.

Section 5. Chancellor - The Chancellor of the Corporation ~~shall be the officer referred to in 16 V.S.A. Sections 2173 and 2174 as presiding officer of the Corporation, or President. He/She~~ shall be the chief administrative officer ~~of the Corporation~~ and shall have all the duties, responsibilities and authority that commonly pertain to that position. He/She shall be the agent of the Board in implementing its decisions and policies. He/She shall have general supervision of the academic and business affairs of the Corporation and all other powers accorded to him/her under these By-Laws and the Personnel Handbook. ~~He/She shall be an ex officio and non-voting member of the Board as he/she deems advisable.~~

Section 6. Financial Officer - Under the direction of the Chancellor, the Financial Officer shall supervise and direct the financial and business affairs of the Corporation. He/She shall have general responsibilities for keeping of books of account, ~~preparation of budgets,~~ receiving, depositing, withdrawing of monies, ~~investing of funds,~~ and making payments on contracts. He/She shall perform such other duties as may be required of him/her by the Chancellor. He/She

is appointed by the Chancellor ~~upon approval of the Board.~~

ARTICLE V - ~~COLLEGE-INSTITUTION~~ CHIEF EXECUTIVE OFFICERS

Section 1. President - The President is the ~~Chief-chief Executive-executive~~ and ~~Administrative administrative Officer-officer~~ of a member ~~collegeinstitution~~. The responsibility for selection of ~~college-institutional~~ presidents lies with the Board of Trustees after consultation with the Chancellor and representatives of the affected ~~collegeinstitution~~, including faculty, staff and students. The President is directly responsible to the Chancellor for the effective operation of the ~~college-institution~~ within system-wide policies and objectives as approved by the Board of Trustees. The Chancellor exercises direct supervision of the President. The Chancellor shall also make recommendations to the Board, as appropriate, on the compensation, reappointment, non-reappointment, and discharge of the President. After considering the Chancellor's recommendations and its own assessment of the President's performance, final authority in these matters shall rest with the Board. In cases of potential discharge of the President during his/her contract period, the Chancellor has the authority to suspend a President with pay pending Board of Trustees consideration of the matter.

ARTICLE VI – COMMITTEES

Section 1. Establishment of Committees - Committees may be established by resolution of the Board of Trustees, from time to time, as the Board may determine at any regular or special Board meeting.

Section 2. Powers - Each Committee shall have those powers set forth in the resolution establishing the Committee.

Section 3. Membership - No Committee shall have fewer than three (3) members including the Chair of the Board of Trustees. ~~Each~~ Committee member shall be a voting member of the Board of Trustees; provided however, that the Board by resolution may permit others to serve as *ex officio*, non-voting Committee members.

~~Each~~ Committee established by the Board shall have a Chair, who shall be a voting member of the Board of Trustees. The Chair and all other Committee members shall be elected or appointed in the manner set forth in the resolution creating the Committee. In the event of a vacancy of a committee chair or a committee member, the vacancy shall be filled for the remainder of the term vacated in the same manner as the original appointment or election.

Section 4. Quorum - A majority of voting members is required for the conduct of Committee business, but a lesser number may adjourn a meeting. The Chair of the Board shall not be

counted in the number required to determine a quorum.

Section 5. Meetings - All Committee meetings shall comply with the provisions of the open meeting law, 1 V.S.A. ~~3123~~310, et seq.

Section 6. Minutes - Minutes shall be kept of all Committee meetings.

Section 7. Subcommittees - Unless prohibited by the resolution establishing the Committee, any Committee may establish one or more subcommittees, by majority vote of voting Committee members.

ARTICLE VII - ~~POLICY~~POLICIES AND PROCEDURES~~S~~ MANUAL

Section 1. ~~Policy~~Policies and Procedures~~s~~ Manual - The Chancellor shall publish and distribute, after approval of the Board, a ~~Policy~~Policies and Procedures~~s~~ Manual which shall set forth the official policies ~~and procedures~~ of the Board and procedures adopted by the Chancellor where not inconsistent with the By-Laws.

Section 2. Approval - A Policy ~~and/or Procedure~~ may be approved at any meeting of the Board, ~~provided such are submitted to the members of the Board at the time of the call of the meeting.~~

ARTICLE VIII – AMENDMENTS

Section 1. Amendments - The By-Laws may be amended at any meeting by a majority vote of the Board provided notice is given as to substance of the proposal in the call.

Vermont State Colleges By-Laws¹

ARTICLE I - BOARD OF TRUSTEES

Section 1. Board of Trustees - The Board of Trustees is the governing body of the Corporation of the Vermont State Colleges and has complete and full authority over administration and operation, financial affairs, selection and appointment of officers and employees as set forth in No. 247 (H.422) of the Acts of 1961 and as amended from time to time.²

ARTICLE II - MEETINGS

Section 1. Meetings - The Board of Trustees shall hold a minimum of five regularly scheduled meetings during the course of each fiscal year. The annual meeting of the Board shall be the last regular meeting of the fiscal year. Following each annual meeting, the Chair of the Board shall propose a planned schedule of regular meetings for the fiscal year and the first two meetings of the following fiscal year. At its first regular meeting of the new fiscal year, the Board shall adopt a schedule of its regular meetings for the remainder of the fiscal year and for the first two regular meetings in the following fiscal year. Changes in the scheduled meetings of the Board may be made and special meetings of the Board may be called for other times by the Chair or by any four members of the Board.

Section 2. Notice - Notice of all meetings of the Board shall be transmitted to each trustee at least five days before a meeting.

Section 3. Quorum - A majority of the trustees shall constitute a quorum, but a lesser number may adjourn a meeting.

ARTICLE III - OFFICERS AND STAFF

Section 1. Officers - The officers of the Board shall be a Chair, a Vice-Chair, a Secretary and a Treasurer. The same person may serve as Secretary and Treasurer.

Section 2. Election - The Chair of the Board shall be elected biennially at the annual meeting from among the members of the Board. Officers of the Board shall be elected annually at the annual meeting from among members of the Board. Officers shall hold office for one year and

¹ Revised 2/11/65; 1/27/67; 2/24/67; 6/23/67; 2/9/68; 1/25/74; 1/24/75; 2/21-22/75; 12/17/77; 6/21/79; 11/17/82; 1/13/92, 9/8/06, 9/30/09; 4/3/13, 2/20/14, 9/23/15

² Vermont Statutes Annotated 2171 et seq.

until their successors are elected and qualified. In the event of a vacancy in an office, the Board shall elect, in the same manner the office was originally filled, a replacement to serve out the remainder of the term vacated.

Section 3. Staff - The Board shall appoint a Chancellor to serve at the pleasure of the Board unless the terms of service are otherwise designated by the Board.

ARTICLE IV - DUTIES OF OFFICERS AND STAFF

Section 1. Chair - The Chair of the Board shall preside at all meetings of the Board. He/She may call special meetings of the Board when he/she deems it necessary. He/She shall appoint members to committees unless otherwise specified. The Chair of the Board is an *ex officio*, non-voting member of all Committees.

Section 2. Vice-Chair - The Vice-Chair shall perform the duties of the Chair in his/her absence.

Section 3. Secretary - The Secretary of the Board shall have charge of the Seal of the Corporation, shall be the certifying officer with respect to its records, contracts, and other transactions, and shall keep a record of the proceedings of the Corporation.

Section 4. Treasurer - The Treasurer of the Corporation shall have general supervision of the finances and business transactions of the Corporation. He/She shall make provisions for annual audits. He/She shall be responsible to ensure that there is adequate bond coverage for himself/herself and all officers and employees of the Corporation who may handle money. He/She shall sign in the name of the Corporation such documents and instruments as the Board may direct.

Section 5. Chancellor - The Chancellor of the Corporation shall be the chief administrative officer and shall have all the duties, responsibilities and authority that commonly pertain to that position. He/She shall be the agent of the Board in implementing its decisions and policies. He/She shall have general supervision of the academic and business affairs of the Corporation and all other powers accorded to him/her under these By-Laws and the Personnel Handbook.

Section 6. Financial Officer - Under the direction of the Chancellor, the Financial Officer shall supervise and direct the financial and business affairs of the Corporation. He/She shall have general responsibilities for keeping of books of account; preparation of budgets; receiving, depositing, withdrawing of monies; investing of funds; and making payments on contracts. He/She shall perform such other duties as may be required of him/her by the Chancellor. He/She is appointed by the Chancellor.

ARTICLE V - INSTITUTION CHIEF EXECUTIVE OFFICERS

Section 1. President - The President is the chief executive and administrative officer of a member institution. The responsibility for selection of institutional presidents lies with the Board of Trustees after consultation with the Chancellor and representatives of the affected institution, including faculty, staff and students. The President is directly responsible to the Chancellor for the effective operation of the institution within system-wide policies and objectives as approved by the Board of Trustees. The Chancellor exercises direct supervision of the President. The Chancellor shall also make recommendations to the Board, as appropriate, on the compensation, reappointment, non-reappointment, and discharge of the President. After considering the Chancellor's recommendations and its own assessment of the President's performance, final authority in these matters shall rest with the Board. In cases of potential discharge of the President during his/her contract period, the Chancellor has the authority to suspend a President with pay pending Board of Trustees consideration of the matter.

ARTICLE VI – COMMITTEES

Section 1. Establishment of Committees - Committees may be established by resolution of the Board of Trustees, from time to time, as the Board may determine at any regular or special Board meeting.

Section 2. Powers - Each Committee shall have those powers set forth in the resolution establishing the Committee.

Section 3. Membership - No Committee shall have fewer than three (3) members including the Chair of the Board of Trustees. Each Committee member shall be a voting member of the Board of Trustees; provided however, that the Board by resolution may permit others to serve as *ex officio*, non-voting Committee members.

Each Committee established by the Board shall have a Chair, who shall be a voting member of the Board of Trustees. The Chair and all other Committee members shall be elected or appointed in the manner set forth in the resolution creating the Committee. In the event of a vacancy of a committee chair or a committee member, the vacancy shall be filled for the remainder of the term vacated in the same manner as the original appointment or election.

Section 4. Quorum - A majority of voting members is required for the conduct of Committee business, but a lesser number may adjourn a meeting. The Chair of the Board shall not be counted in the number required to determine a quorum.

Section 5. Meetings - All Committee meetings shall comply with the provisions of the open meeting law, 1 V.S.A. 310, et seq.

Section 6. Minutes - Minutes shall be kept of all Committee meetings.

Section 7. Subcommittees - Unless prohibited by the resolution establishing the Committee, any Committee may establish one or more subcommittees by majority vote of voting Committee members.

ARTICLE VII - POLICIES AND PROCEDURES MANUAL

Section 1. Policies and Procedures Manual - The Chancellor shall publish and distribute, after approval of the Board, a Policies and Procedures Manual which shall set forth the official policies of the Board and procedures adopted by the Chancellor where not inconsistent with the By-Laws.

Section 2. Approval - A Policy may be approved at any meeting of the Board.

ARTICLE VIII – AMENDMENTS

Section 1. Amendments - The By-Laws may be amended at any meeting by a majority vote of the Board provided notice is given as to substance of the proposal in the call.

VERMONT STATE COLLEGES
BOARD OF TRUSTEES
RESOLUTION

Revisions of Vermont State Colleges By-Laws

- WHEREAS, The By-Laws of the Vermont State Colleges are updated as needed, when new legislation requires, and to reflect changing Board practices; and
- WHEREAS, Act 19 relating to the governance of the Vermont State Colleges was enacted in July 2015 and requires a change in the Board Chair's tenure from one year to two; and
- WHEREAS, The By-Laws would benefit from a more precise definition of committee quorum and the role of the Board Chair as a committee member; and
- WHEREAS, The Board desires to change its annual meeting schedule to a minimum of five regular meetings; and
- WHEREAS, The Board wishes to clarify that the Chancellor is not considered a member of the Board;
- WHEREAS, A number of minor changes to the By-Laws are needed to correct grammatical and other issues; therefore, be it
- RESOLVED, The Board approves the changes outlined in the revised Vermont State Colleges By-Laws as attached.

September 23, 2015

Items for Discussion and Action

8. Approval of Revised EPSL Committee Areas of Responsibility

Attached for the Board's consideration is a revision of the EPSL Committee's Areas of Responsibility, which have been updated to more concisely reflect the work of the Committee and clarify its primary responsibilities. This revision was discussed in committee in April, 2015, and was requested to be brought to the full Board for further discussion. The current areas of responsibility (most recently updated in 2010) are attached, followed by a revision for the Board's consideration, and a resolution approving the revision.

Education, Personnel & Student Life Committee

Areas of Responsibility

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

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



Education, Personnel & Student Life Committee Areas of Responsibility

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

Rev. 2/2010

EPSL Committee

Areas of Responsibility

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

On an annual basis, the EPSL committee shall:

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

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

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

VERMONT STATE COLLEGES
BOARD OF TRUSTEES
RESOLUTION

Revisions to EPSL Committee Areas of Responsibility

- WHEREAS, The Education, Personnel, and Student Life Committee reviewed its Areas of Responsibility to ensure they reflect the duties the Committee currently performs; and
- WHEREAS, The Committee approves the revised Areas of Responsibility as attached and recommends them to the full Board for approval; and
- WHEREAS, The Board has discussed the proposed updated Areas of Responsibility with the Committee; therefore, be it
- RESOLVED, The Board approves the revised EPSL Committee Areas of Responsibility as attached.

September 23, 2015

Items for Discussion and Action

9. Approval of Revised Nominating Committee Areas of Responsibility

In addition to changes to the Board By-Laws, the approval of Act 19 necessitates revisions to the Nominating Committee Areas of Responsibility regarding the election of the Chair and the election of self-perpetuating members. The current areas of responsibility (most recently updated in 2013) are attached, followed by a revision for the Board's consideration, and a resolution approving the revision.



Nominating Committee Areas of Responsibility

The Committee shall comprise three members elected annually by the Board at its January meeting. The Chair of the Committee shall be elected from among its three members by the Board at the January meeting.

1. The Committee shall recommend VSC Board officers for election at the Annual meeting and shall recommend for election members to chair or serve on the committees to the extent such election is contemplated by the resolution creating the committee.
2. The Committee shall recommend to the Board of Trustees members for election to the Audit Committee.
3. The Committee shall recommend for election, officers, committee chairs, or committee members in the event of a vacancy where the original election called for a recommendation of the Nominating Committee.
4. In making recommendations for election to an office or position, the Committee may either recommend individual candidates or present competing candidates for the Board's consideration.

Rev. 1/13

Nominating Committee Areas of Responsibility

The Committee shall comprise three members elected annually by the Board at its first meeting of the new calendar year. The Chair of the Committee shall be elected from among its three members by the Board at the first meeting of the new calendar year.

1. ~~The Annually, the~~ Committee shall recommend VSC Board officers for election at the annual meeting provided, however, that the Committee shall only recommend nominees for Board Chair in years the Chair is up for election, and shall recommend for election members to chair or serve on the committees to the extent such election is contemplated by the resolution creating the committee.

~~1.2.~~ Effective July 15, 2015, the Committee biennially shall recommend to the Board of Trustees members for election at the annual meeting to the office of Chair of the Board.

~~2.3.~~ ~~The Annually, the~~ Committee shall recommend to the Board of Trustees members for election to the Audit Committee.

~~3.4.~~ The Committee shall recommend for election officers, committee chairs, or committee members in the event of a vacancy where the original election called for a recommendation of the Nominating Committee.

In making recommendations for election to an office or position, the Committee may either recommend individual candidates or present competing candidates for the Board's consideration.

4. In 2017 and biennially thereafter, the Committee shall recommend to the Board of Trustees individuals for election to the Board as self-perpetuating members.

~~Rev. 1/13~~

VERMONT STATE COLLEGES
BOARD OF TRUSTEES
RESOLUTION

Revisions to Nominating Committee Areas of Responsibility

- WHEREAS, The approval of Act 19 relating to governance of the Vermont State Colleges necessitates revisions to the Nominating Committee Areas of Responsibility regarding the election of the Chair and the election of self-perpetuating members; and
- WHEREAS, The Board has reviewed and discussed the revised Areas of Responsibility as attached; therefore, be it
- RESOLVED, The Board approves the revised Nominating Committee Areas of Responsibility as attached.

September 23, 2015

Items for Discussion and Action

10. Approval of Revised Trustee Orientation Materials (Formerly Trustee Handbook)

Chancellor's Office staff have also updated documents currently contained in the Trustee Handbook. This information is generally shared with new trustees at orientation, and serves as reference material for all trustees. Attached for consideration are:

- A new "Welcome to the Board" letter from the Chair.
- An updated introduction to the VSC, including information on how the system operates and a history of the system.
- A new Statement of Trustee Responsibilities.



Vermont State Colleges Board of Trustees

Introduction to the Vermont State Colleges System

2015

Vermont State Colleges Board of Trustees**Introduction to the Vermont State Colleges System**

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**OFFICE OF THE CHANCELLOR**

575 STONE CUTTERS WAY
PO Box 7
MONTPELIER VT 05601

VERMONT STATE COLLEGES

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

Welcome to the Vermont State Colleges Board of Trustees.

The Vermont State Colleges are the gateway to a successful future for Vermonters and the state of Vermont. The work of our system touches every aspect of Vermont life: from agriculture to manufacturing, from business innovation to environmental conservation, from cultural awareness to policymaking. The economic success of every resident and the entire state is tied to the education and the services the Vermont State Colleges provide every day, statewide.

As a trustee, you are part of the leadership team that charts the course of the future of education and economic development in Vermont. You will see the full depth and breadth of the programs our institutions offer, the vast diversity of the students we serve, and the wide array of services our system provides to the state of Vermont. You will be a part of decisions that shape how the system meets the needs of our current students, and how it will change to meet the needs of the future.

Over the course of your tenure as a trustee, you will also work towards solutions to many challenges. Together the Board will navigate the difficult waters of higher education today, addressing issues of funding, accessibility, affordability, and student retention and completion. You will learn a great deal, and you will also teach your fellow Board members many things.

The mission of the Vermont State Colleges was very carefully crafted and clearly says what we are all about:

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.

On behalf of the entire VSC Board of Trustees, I welcome you and look forward to working together with you for the benefit of Vermont.

Sincerely,

Martha H. O'Connor
Chair, VSC Board of Trustees

An Overview of the Board of Trustees

An Overview of the Board of Trustees

The Board of Trustees of the Vermont State Colleges is charged with the oversight of the corporation. As the governing board of the system, the Board is the final authority and is held accountable for both the system and the institutions within it. The Board provides leadership and governance at the system level. System policies govern fiscal, academic, student, and personnel matters.

Board Principles of Governance

There are certain clear and accepted principles that govern the Board's conduct of VSC affairs and its relationships. These include the following:

- Board Members are officers of the system with a fiduciary responsibility for the entire system. They represent statewide, rather than regional, political, or personal interests.
- The Board limits its direct action to the development and oversight of policy and finances, and to the hiring and evaluation of its executive officers. The Board does not directly manage the institutions.
- The Board takes action as a board, not as 15 individual trustees. Board members express their views and seek changes within the committees and other structures of the Board, rather than outside the Board process.
- Openness, trust, and honesty are the trademarks of all dealings between Board members, with the officers of the institutions, and with the public.

According to the [Association of Governing Boards of Universities and Colleges](#), highly effective boards:

1. Create a culture of inclusion.
2. Uphold basic fiduciary principles.
3. Cultivate a healthy relationship with the chief executive.
4. Select an effective board chair.
5. Establish an effective governance committee.
6. Delegate appropriate decision-making authority to committees.
7. Consider strategic risk factors.
8. Provide appropriate oversight of academic quality.
9. Develop a renewed commitment to shared governance.
10. Focus on accountability.

An Overview of the Board of Trustees

System governance documents include:

- VSC enabling statutes ([Title 16 VSA Chapter 72 §2170-2186](#))
- [Corporate By-Laws](#)
- [VSC Policy and Procedures Manual](#)
- Contracts with [full-time faculty](#), [part-time faculty](#), [supervisory staff](#), [professional / administrative / technical staff](#) and [non-exempt staff VSC Personnel Handbook](#) for non-bargaining unit employees

The Board promulgates policies and the Chancellor adopts procedures to guide institution presidents and other VSC officers in the execution of their respective duties.

The Board also selects the Chancellor, the chief executive officer of the VSC system, and the presidents, the chief operating officers of VSC's five institutions (with advice from the Chancellor).

The presidents, once appointed, report to the Chancellor. When a vacancy occurs in one of the above positions, the Board appoints a committee of trustees to review applications, conduct interviews, and ultimately recommend an appointment to the full Board. This Board committee is assisted by an advisory group made up of appropriate members of the VSC community.

Yearly, the Board conducts its performance review of the Chancellor and hears his/her performance reviews of the college presidents.

VERMONT STATE COLLEGES BOARD OF TRUSTEES STATEMENT OF TRUSTEE RESPONSIBILITIES

Trusteeship is exciting, rewarding, and demanding; it requires commitment, time, intellectual energy, and effort. Major responsibilities include but are not limited to the following:

Standard of Care

A Trustee shall at all times discharge his or her duties as a Trustee in good faith, with the care an ordinarily prudent person in a like position would exercise under similar circumstances, and in a manner the Trustee reasonably believes to be in the best interests of the System.

Diligence

A Trustee shall carefully prepare for, and regularly attend, all scheduled Board meetings and the meetings of Committees to which he or she is assigned.

A Trustee should allocate the necessary commitment of time to be effective in meetings and participate actively in the group discussion.

A Trustee shall exercise his or her best judgment in making decisions that affect the course of the System.

A Trustee is expected to become knowledgeable in all aspects of the System, including its governance, mission, strategic plans, and programs. In addition, in order to increase understanding of the System, its culture and community, a Trustee is encouraged to participate in the life of the Systems institutions through attendance at their functions and social events.

A Trustee must be committed to the principles of equal opportunity and non-discrimination for all students, faculty, and staff.

Loyalty

A Trustee may challenge the judgment of others when he or she deems it necessary to do so, and shall vote his or her individual convictions after listening to others. A Trustee must, however, be willing to work with fellow Board members in the best interests of the System and should support Board decisions publicly.

An Overview of the Board of Trustees

A Trustee shall maintain the confidential nature of Executive Session.

A Trustee shall support the Chancellor's role as chief executive, to whom the Board has delegated responsibility for personnel, management and administrative matters. Furthermore, a Trustee shall communicate promptly and as appropriate any significant concern or complaint of which he or she becomes aware to the Chancellor or Board Chair.

A Trustee shall recognize that the Chancellor is the spokesperson for the System and the Chair is the spokesperson for the Board unless otherwise designated. When a Trustee engages in communications with personnel, students, citizens, and the media on an individual basis, the Trustee shall be guided by the duty of loyalty as set forth in this section of the Statement of Trustee Responsibilities.

A Trustee should support the System's fundraising and/or related activities through participation in fund drives according to their personal circumstances.

A Trustee should have an abiding interest in higher education and in furtherance of the mission of this System.

Conflicts Avoidance

The constituency of each Trustee is the System, regardless of the source of appointment. A Trustee shall act independently for the benefit of the System as a whole and not for the benefit of a particular institution, program, or interest.

A Trustee shall comply with the letter and spirit of the Board of Trustees' Conflict of Interest Policy.

Adopted by the Board of Trustees September 23, 2015

Trustee Commitment

The full Board currently meets five times a year; full Board meetings constitute a two-day agenda including an overnight stay. Board committees meet approximately two weeks before full Board meetings. Full Board meetings occur at each of the VSC institutions on a rotating basis. Committee meetings occur at the Chancellor's Office. Board and committee meetings are open to the public and are subject to Vermont Open Meeting Laws ([1 VSA § 312-313](#)).

Trustees are expected to attend Board meetings and meetings of the committee(s) on which they sit. Trustees are also encouraged to attend other committee meetings as personal schedules permit.

In addition to Board and committee meetings, trustees are expected to attend one or two college graduations each year along with other appropriate college events in which they might have interest. The colleges appreciate such visits, which also increase Board members' knowledge of the institutions.

The Board of Trustees is an active body that meets on a regular basis but can also be called to meet more frequently for other reasons, such as a special meeting, ad hoc committee work, or a presidential search. In addition, Board decisions are frequently based on system data and other information provided by Chancellor's Office staff or the institutions. A certain amount of reading and studying information and data is essential to trustees' ability to make educated decisions. Opportunities for Board member professional development in the form of supplemental reading and other educational opportunities outside of the Board meeting cycle are also provided.

General Roles & Responsibilities of Trustees

Annual Tasks

- Selection of external auditor and review of audit reports
- Approval and audit of internal operating and capital budgets
- Establish tuition rates and fees
- Develop request for state appropriations
- Review of existing academic programs under VSC Policy 101
- Review of program enrollment under VSC Policy 109
- Election of Board officers (Chair, Vice-Chair, Secretary, and Treasurer)
- Attend VSC Board of Trustees retreat
- Performance review and reappointment of Chancellor and institution presidents
- Attend institutional commencements

An Overview of the Board of Trustees

Ongoing Tasks

- System-wide strategic planning
 - Policy development, review, and revision
 - Review of system performance indicators and benchmarks
 - Review of and action on financial and real estate transactions
 - Review of and action on new program proposals under VSC Policy 102
- Participation in legislative activities

Intermittent Tasks

- Chancellor selection
- President selection
- Task forces on special topics

Board Committees

The standing committees of the Board are:

- Audit Committee
- Education, Personnel & Student Life (EPSL) Committee
- Executive Committee
- Finance & Facilities Committee
- Long Range Planning Committee
- Nominating Committee

While each committee's deliberations are often conducted informally, they follow Robert's Rules of Order when taking action as a committee. Minutes of the committee meetings are recorded and are archived at the Office of the Chancellor and published [online](#).

Special Task Forces & Committees

In addition to the standing committees, occasionally the Board appoints special ad hoc committees or task forces to deal with specific problems or issues. Membership often includes non-trustees. The kinds of problems and issues that have been studied by VSC task forces in the past include library services, student life, computing services, and basic skills.

About the Vermont State Colleges System

About the Vermont State Colleges System

The Chancellor's Office

The Chancellor is the chief executive officer of the corporation. The Chancellor manages and coordinates the system within policies and guidelines established by the Board of Trustees. Responsibilities of the Chancellor include supervision of fiscal, academic, personnel, and student affairs of the corporation.

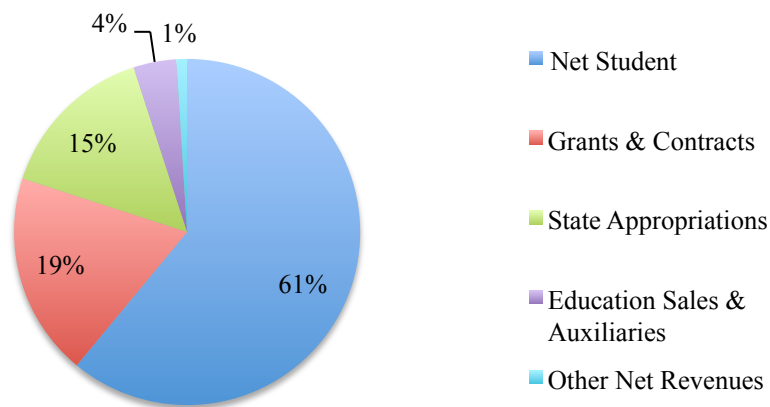
The Chancellor also serves as the communication channel between the institutions and the Board of Trustees and represents VSC interests with the governor, state agencies, and the General Assembly.

The Chancellor testifies before gubernatorial and legislative committees and directs others to do so as needed. The presidents work for and report to the Chancellor as does the Chancellor's staff.

About the Vermont State Colleges System

Funding

By statute, the Vermont State Colleges were to be supported “in whole or in substantial part” by the State of Vermont. The VSC receives funding for operations, allied health programs, and the Vermont Manufacturing Extension Center. The appropriation provided by the Vermont General Assembly is approximately 15% of our operating budget. The annual capital appropriation provided by the Vermont General Assembly is approximately \$1.5 million.

FY14 Revenue

The legislature can also appropriate one-time funds for special projects, such as workforce development or scholarships for Vermonters. VSC students also benefit from the Vermont Higher Education Endowment, the interest from which is transferred to the VSC (also to UVM and VSAC).

About the Vermont State Colleges System

The VSC Institutions

The four-year institutions with liberal arts and pre-professional programs include Castleton University, Johnson State College, and Lyndon State College. They offer degree programs ranging from the associate through the master's level.

The two-year institutions that offer associate degrees are Community College of Vermont and Vermont Tech. Vermont Tech also has an increasing number of bachelor's degree programs.

Each institution has a distinctive character and each offers programs to meet the special interests and needs of its students and its region. Together, they offer outstanding opportunities for Vermonters and non-Vermonters to achieve their individual goals.

Organizational Structure

The President is the chief executive and operating officer of each institution. Reporting directly to the Chancellor, the presidents manage their institutions with considerable discretion and autonomy within the bounds of the Board policies and guidelines.

While the system does not impose staffing requirements, each institution typically has the following executive staff positions: academic dean, dean of student affairs, dean of administration, physical plant director, director of human resources, director of admissions, director of financial aid, director of development, and registrar.

About the Vermont State Colleges System

A Brief History of the VSC

The public corporation known as the Vermont State Colleges was created by statute in 1961. The Vermont State Colleges currently consists of five institutions founded over a span of 200 years. Castleton, Johnson, Lyndon and Vermont Tech all started as normal schools between 1787 and 1911 and were under the control of the State Board of Education. The Community College of Vermont, a statewide institution, was founded by executive order of Governor Deane Davis in 1975.

From 1961 to 1977 the VSC operated largely as a “loose confederation” of colleges. There was little or no coordination of academic, financial, or personnel activities. Cooperation between the colleges was minimal and there were few system policies. In 1977, the Board of Trustees asserted their leadership over the colleges and created a functioning system. The Board accepted full responsibility for the financial, academic, and personnel activities of the system.

For decades, the Vermont State Colleges operated under a “top-down” model. The Chancellor’s Office served as central leadership for the system, and the colleges operated within guidelines set from above.

Over time, VSC leaders restructured the system and the function of the central office to enable a sharing of leadership. By cutting staffing and the budget of the central office and working with the presidents to decentralize decision-making, the Chancellor moved considerable authority back to the colleges. Instead of being “command and control,” the Chancellor’s Office shifted to “support and enhance.”

Most recently, the Board of Trustees and Chancellor have made it a priority to become a more comprehensive, cohesive, and interconnected system with multiple distinctive institutions within it. This is intended to enhance educational opportunities by providing students access not only to the resources of their particular college or university, but to the resources of the system as a whole, and to enable the most cost effective operation of individual institutions and the system.

Leadership has evolved into a collaborative relationship allowing for substantial autonomy at the institutional level, while maximizing the educational and operational opportunities provided by a strong system and central office. The Board of Trustees sets policy for the system and the Chancellor adopts system-wide procedures in support of those policies. Each institution operates under the authority of its president and presidential cabinet, consistent with the policies and procedures adopted by the Board of Trustees and Chancellor.

Collaboration and Consolidation

Since 2000, VSC institutions have made working as a system a priority. There are many system-wide planning groups, including:

- Council of Presidents (consisting of the five presidents, the Chancellor, and Chancellor's Office senior staff)
 - Academic Deans Council
 - Business Affairs Council (Administrative Deans)
 - Student Affairs Council (Deans of Students)
 - HR Council (Directors of Human Resources)
 - IT Council (VSC Chief Information Officer and institutional Chief Technology Officers)
- Other VSC-wide groups focus on special topics such as general education or employee evaluations on an as needed basis.

Additionally, to conserve resources and operate more efficiently, the system has consolidated the delivery of several administrative functions. Functions are performed better because we have the resources to do the job well one time, rather than spreading every institution's resources too thin. Areas that have been consolidated include:

- Institutional Research
- Payroll
- Administrative Information Systems
- Information Technology
- Accounts Receivable
- Legal Services

The VSC is unique in having a single administrative information system across five institutions, including a single course list. By consolidating large amounts of data across multiple systems, we have made business and administration processes more effective and are able to leverage information technology to support institutional priorities and make informed decisions.

About the Vermont State Colleges System

Employee Relations

VSC Employees fall into two general categories: unionized or non-unionized. Non-unionized employees include:

- All employees in the Chancellor's Office
- Executive level employees at the four campus-based institutions
- Employees in VSC's outreach programs (e.g. VMEC)
- All CCV employees including faculty
- All faculty in Johnson State's External Degree Program

Unionized employees include:

- [Full-time faculty](#) at Castleton, Johnson, Lyndon and Vermont Tech
- Professional, Administrative and Technical Employees ([PAT](#))
- Supervisory Employees ([SUP](#))
- Represented clerical/maintenance [staff \(VSEA\)](#)
- [Part-time faculty](#) at Castleton, Johnson, Lyndon and Vermont Tech

Non-unionized employees are governed by the [VSC Personnel Handbook](#). Unionized employees are governed by negotiated [Agreements](#), one for each unit (see links above). In addition, the Board of Trustees maintains a [Policies and Procedures Manual](#) applicable to all VSC employees.

Strategic Planning

The VSC undergoes system-wide strategic planning on a regular basis. The rapidly changing landscape of higher education requires flexibility, responsiveness, and innovation to ensure the VSC is meeting the needs of our students and the state of Vermont.

Past strategic planning initiatives

The VSC Board of Trustees launched a comprehensive planning process in the spring of 1999 in order to position the colleges and the entire system for continued growth and efficiency. This process included a complete revision of our mission and vision statements, and the creation of 11 strategic initiatives to strengthen the VSC's finances, academic programs and organizational structure.

By 2004 the VSC had moved toward more theme-based planning, identifying key challenges and setting priorities annually. Each year the system as a whole reviewed the progress made in each area and developed priorities for the coming year.

At its annual retreat in 2006 the Board of Trustees set five strategic priorities:

- Affirm the VSC's essential role in the economic and social vitality of Vermont.
- Ensure the long-term financial sustainability of the system.
- Strengthen student recruitment and retention.
- Attract and retain highly effective employees.
- Ensure effective and efficient business practices.

These priorities were set after review of current and emerging issues and trends affecting higher education, consideration of the individual institutions' priorities, and analysis of Vermont's critical issues and needs, particularly in relation to education and workforce development. Three themes of ongoing importance to the VSC were identified: access, affordability, and accountability.

A five-year plan developed in 2008 by the Board during the next strategic planning cycle identified five strategic goals:

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

About the Vermont State Colleges System

Five priorities were established in support of those goals: access and affordability; academic quality and success; financial strength; economic development; and employee development and support.

In 2013 the Board took a different approach and embarked on a broad strategic inquiry process that engaged a wide array of stakeholders in the VSC, including leadership, students, faculty, staff, parents, workforce partners, and businesses. Multiple focus groups, interviews with dozens of constituents, and survey results from hundreds of Vermonters identified “The Ideal VSC:”

- A unified system that is cooperative and collaborative
- High academic standards and increased academic rigor
- Modern and up-to-date, with
- Great faculty and staff
- Nimble and flexible
- Student centric and focused
- Welcoming and supportive
- User friendly and accessible
- Affordable
- Accessible

The culmination of the strategic inquiry process was the creation of “Six Big Ideas” to guide the future of the VSC:

1. To create a whole VSC system that’s greater than the sum of its parts through the collaboration and cooperation of the individual colleges.
2. Create a more versatile and flexible VSC system that enables students to move through at their own pace, charting their own course of study, and with a level of rigor that matches their abilities and needs.
3. To foster a VSC system that has a place for every student regardless of their resources (financial and/or otherwise), age, background, abilities, or station in life.
4. Integrate the VSC system with external communities and partners – sister colleges, the Legislature, public school system, business community, alumni, VSAC, OEP and others – to create educational and employment opportunities for all Vermont students.
5. Enrich the campus experience to give students a well-rounded/holistic education: mind, body and spirit.
6. Incorporate technology and foster innovation that supports, enables and/or enhances the above.

Strategic planning going forward

Equipped with the direction provided by the “Ideal VSC” and “Six Big Ideas,” the Board is actively engaged in ongoing strategic planning. The Board created a Long Range Planning Committee tasked with serving as an advisory committee to the Board, Chancellor, and presidents on strategic long term planning in general and on specific proposals to change the governance and/or structure of the system, as well as on alternative approaches for administration and program delivery at a system level. Ongoing discussions regarding student success, interconnectedness between institutions, and innovation will inform the system’s future path in a way that ensures the needs of our students and of Vermont are met.

Items for Discussion and Action

11. Approval of Trustee Stipend & Expense Policy

The Board has followed the same per diem policy since 1988. What follows is the current (1988) version of the policy, and an updated version for the Board's consideration. Suggested changes include:

- Changing Board compensation from \$50 per diem to \$1000 per year, paid one time. The Chair would receive \$2000. These amounts are based on the average stipend paid to trustees during FY15.
- Changing the procedure for expense and mileage reimbursement to require submission of forms by trustees quarterly.
- More precise information about what constitutes trustee work on behalf of the VSC.
- A separate procedure has been added for trustees who wish to donate their stipends, reimbursements, or both to the VSC.

VERMONT STATE COLLEGES

TRUSTEE PER DIEM AND EXPENSES

Trustees of the Vermont State Colleges are designated and serve in accordance with the provisions of 16 VSA 2172.

The Trustees are, in effect, the owners of the corporate entity known as the Vermont State Colleges and are responsible to the citizens of Vermont for its well-being and performance.

Trustees are not compensated for their services. In lieu of compensation for participation in designated functions of the Board of Trustees, members have traditionally been granted a small payment (per diem) to cover unliquidated expenses. Additionally, out-of-pocket expenses, including a mileage reimbursement, are paid.

The following guidelines for payments to Trustees are provided:

Unliquidated expenses (per diem) will be paid for attendance at the following:

- 1) Meetings of the Board of Trustees
- 2) Meetings of the Committees/Task Forces of the Board of Trustees
- 3) Functions at which the Trustee represents the Board of Trustees at the request of or with the concurrence of the Chairman. These would normally include:
 - a) Commencement exercises
 - b) Convocations
 - c) Other major college/public events
 - d) Meeting with consultants on VSC business
 - e) Meetings with government officials, boards, or legislative committees on VSC business.

Unliquidated expenses will be paid at a rate of \$50.00.

Unliquidated expenses should/will not be paid for attendance at primarily social events.

Expenses will be paid as follows:

- 1) Mileage reimbursement from home to meeting or activity site and return at the rate per mile current for VSC administrators;
- 2) Meal allowance when meals are required by a reasonable combination of hour of the day and distance;

(Commonly meals after meetings are arranged and paid for by the Vermont State Colleges.)

- 3) Lodging associated with a meeting or activity.
- 4) Other out-of-pocket costs such as phone, tolls, tips, postage, etc., will be reimbursed.
- 5) Business meals costs when acting as host representing the Board of Trustees.

Other expenses such as for legal or secretarial services, or out-of-state travel should be incurred only with the prior approval of the Chairman. Should out-of-state travel be involved, travel arrangements can be handled through the Office of the Chancellor and direct payment for transportation can be made by VSC. Ordinary and necessary expenses of such travel, including meals and lodging, will be reimbursed.

Each Trustee should submit a monthly or quarterly expense report claiming his/her unliquidated expenses and other expenses to the Office of the Chancellor. Individual expense items exceeding \$15.00 should be supported by receipts or invoices. When claiming reimbursement for business meals (known by the IRS as one form of "business entertainment") the expense report should indicate the names of all individuals attending and the purpose of the meeting.

Revised 9/88

VERMONT STATE COLLEGES TRUSTEE STIPEND AND EXPENSES POLICY

Trustees of the Vermont State Colleges are designated and serve in accordance with the provisions of 16 VSA § 2172.

Trustees are not compensated for their services. In lieu of compensation for participation in designated functions of the Board of Trustees, Trustees will receive a stipend of \$1000, paid annually at the start of the fiscal year. The Chair of the Board will receive an annual stipend of \$2000. This stipend is paid in recognition of Trustees' attendance at regular Committee and Board meetings, as well as for other VSC-related work, including:

- Meetings of ad hoc Committees/Task Forces of the Board of Trustees.
- Functions at which the Trustee represents the Board of Trustees at the request of or with the concurrence of the Chair or Chancellor. These would normally include:
 - Commencement exercises;
 - Convocations;
 - Other major college events;
 - Meetings with consultants on VSC business;
 - Meetings with government officials, boards, or legislative committees on VSC business;
 - Press conferences related to the VSC;
 - Meetings and phone calls with Chancellor's Office staff regarding VSC business;
 - Conferences or meetings related to Board work.

Additionally, out-of-pocket expenses, including mileage, are paid. Trustees must provide the VSC with an up-to-date W-9 form and direct deposit authorization for this purpose. Mileage and other expenses will not be paid for attendance at primarily social events. Expenses will be paid as follows:

- 1) Mileage reimbursement to meeting or activity site and return at the rate per mile current for VSC administrators;
- 2) Meal allowance when meals are required by a reasonable combination of hour of the day and distance;
- 3) Lodging associated with a meeting or activity;
- 4) Other out-of-pocket costs such as phone, tolls, tips, postage, etc.;
- 5) Business meals costs when acting as host representing the Board of Trustees.
Expenses for alcohol will not be reimbursed pursuant to VSC Policy 424, *Travel Policy*.

Other expenses such as professional services or out-of-state travel should be incurred only with the prior approval of the Chair. Whenever possible, out-of-state travel arrangements should be handled through the Office of the Chancellor and direct payment for transportation and accommodations should be made by the VSC. Ordinary and necessary expenses of such travel that are not paid for by the VSC, including meals and lodging, will be reimbursed.

Each Trustee is responsible for his or her own reimbursements. Trustees should submit an expense report claiming reimbursable expenses to the Office of the Chancellor. Reimbursement requests for events must be submitted quarterly, no later than 30 days after quarter's end. Requests for events submitted after this period will not be reimbursed. Individual expense items exceeding \$25.00 must be supported by receipts or invoices. When claiming reimbursement for business meals (known by the IRS as one form of "business entertainment") the expense report must indicate the names of all individuals attending and the purpose of the meeting.

OPTIONS FOR DONATIONS OF TRUSTEE STIPENDS AND REIMBURSEMENTS

IRS rules require that the VSC report stipends paid as taxable income. These are generally reported on a 1099 form, but only if payment totals at least \$600 in a calendar year. Mileage is a business expense and does not need to be reported to the IRS.

Trustees can choose to accept these payments or not. This can apply to stipends or expenses or both. Trustees have three options for each of these payments:

Stipends

1. Accept the money. The stipends will be reported to the IRS and to the Trustee on a 1099 form.
2. Decline the money, and nothing is reported to the IRS.
3. Donate the money to the VSC Foundation in support of scholarship funds. The Trustee will not receive the money, but it will be reported to the IRS and to the Trustee on a 1099 form. The Trustee can claim it as a charitable donation.

Expense Reimbursements

1. Accept the money. Nothing is reported to the IRS.
2. Decline the money. Nothing is reported to the IRS.
3. Donate the money to the VSC Foundation in support of scholarship funds. Nothing is reported to the IRS, but the Trustee can claim it as a charitable donation.

If a Trustee wishes to donate the stipend, expense reimbursement, or both to the VSC, the Trustee must complete and submit the attached authorization form to the Chancellor's Office.

TRUSTEE AUTHORIZATION FOR DONATION

As a member of the Vermont State Colleges Board of Trustees, I understand the options available to me to donate my stipend, expense reimbursements, or combination of both to the VSC Foundation in support of scholarship funds, as outlined in the Board's Trustee Stipend and Expenses policy.

I authorize the following instructions:

Stipends

- ___ I wish to decline stipend payment. I understand that no compensation will be reported to the IRS.
- ___ I wish to donate my entire stipend payment to the VSC Foundation in support of scholarship funds. I understand the stipend will be reported to the IRS and to me on a 1099 form, and I can claim a charitable contribution.
- ___ I wish to donate \$ _____ from my stipend payment to the VSC Foundation in support of scholarship funds. I understand any stipend amount I receive over \$600 will be reported to the IRS and to me on a 1099 form, and I can claim a charitable contribution for the donated portion.

Expense Reimbursements

- ___ I wish to donate my expense reimbursements to the VSC Foundation in support of scholarship funds. I understand I will receive a record of the total amount donated and can claim that amount as a charitable contribution.

Trustee signature

Date

Items for Discussion and Action

12. Approval of Potential System Renaming Process

At its July 23, 2015 meeting the Board approved Castleton's request to change its name to Castleton University. In light of the fact that the system now includes a university, community college, technical college, and four-year colleges, the Board is considering changing the name of the system to include the multiple, distinctive institutions within it and to better reflect the comprehensive, cohesive, and interconnected system it aspires to be. What follows is a proposal from Chancellor Spaulding for the potential name change process.

**OFFICE OF THE CHANCELLOR**

575 STONE CUTTERS WAY
PO Box 7
MONTPELIER VT 05601

VERMONT STATE COLLEGES

CASTLETON STATE COLLEGE

COMMUNITY COLLEGE OF VERMONT

JOHNSON STATE COLLEGE

LYNDON STATE COLLEGE

VERMONT TECHNICAL COLLEGE

MEMORANDUM

To: Board of Trustees, Council of Presidents
From: Jeb Spaulding, Chancellor
Date: September 16, 2015
RE: Possible Renaming of Corporation

This memo is intended to facilitate a productive session at the Board Retreat on the possible renaming of the Vermont State Colleges.

Legislation passed this year (Act 19) provided the Board of Trustees with the authority to rename our corporation from Vermont State Colleges to something else, so long as "Vermont" would be included in any new name. The prevailing consensus seems to be that we should seriously consider a name change, in recognition of the fact we now have a university in the family; to better reflect the comprehensive, interconnected, and cohesive system we aspire to be; and to provide an opportunity for building a positive brand.

I have had discussions on this subject with the Council of Presidents and communications/marketing teams of the colleges. I would like to propose a time table and process that would allow the Board to make decisions on a name change, whether to do so and, if so, what the new name would be, at the December Board meeting. The new name would be officially effective next July 1.

It would be helpful if the Board could agree, preliminarily, on two or three possible new names at the September Board meeting. This would help focus the input we would then solicit from the entire VSC community and others, such as public officials. We would use email and other electronic means to allow interested parties to weigh in on the three possible names agreed to by the Board and to suggest other possibilities, including sticking with Vermont State Colleges. The results of this input would be discussed at November Committee meetings and then shared with the full Board prior to the December Board meeting.

Based on the discussions referenced above, the basic criteria proposed for a new name would be:

1. The new name must include “Vermont.”
2. The new name should reflect the comprehensive, interconnected, and cohesive system we aspire to be.
3. The new name should not lead to confusion between us and the University of Vermont.
4. The new name should be concise, be easy to remember, and lend itself to effective marketing.

Here are a couple of possibilities for a new name for the Board to consider:

- Vermont Higher Education System (VHES)
- Vermont State Higher Education System (VSHES)
- Vermont State College and University System (VSCU)

As always, please do not hesitate to get in touch if you want to talk things over.

Items for Discussion and Action

13. Approval of Hall of Fame Proposal

The Board committee on the Hall of Fame has met twice so far and recommends the following proposal to the full Board for its consideration and approval. At this time the Capitol Plaza in Montpelier has been reserved for this event to be held Wednesday, March 9, 2016. Chancellor's Office staff have created a timeline and with the Board's approval will move forward.

2016 First Annual Vermont State Colleges Hall of Fame Gala Fundraiser

Purpose:

1. To showcase successful VSC alumni and their positive stories.
2. To raise the profile of the Vermont State Colleges system.
3. To raise funds for scholarships for Vermont students attending VSC institutions.
4. To provide the opportunity for our institutions to collaborate as a cohesive system.

Format:

A 2.5-hour, formal awards banquet to be held at the Capitol Plaza in Montpelier on Wednesday, March 9, 2016

Hall of Fame Awards:

- Six awards will be given annually: one from each institution, and one at-large.
- Each president will put forward to the Hall of Fame Committee (a committee appointed by the Board of Trustees) a single nominee, chosen in consultation with faculty, staff, alumni councils, and/or other community members as the president determines.
- Nominations will be sought for the recipient of the at-large (yet to be named) award for service to the Vermont State Colleges. The Committee and the Chancellor will review nominations and select the recipient.

Criteria for Awards:

Institutional Awards

A nominee for an individual institutional award must be an alumnus of the institution. In addition, nominees must be:

- Individuals whose accomplishments are a reflection of the ideals of the institution and the VSC system; or
- Individuals who have provided exemplary service to Vermont or to his or her alma mater; or
- Individuals whose outstanding performances beyond graduation have made a significant, positive impact on their professions or communities.

At-Large Award

Nominees for the award for service to the Vermont State Colleges can be but are not required to be alumni of any VSC institution, nor must they be Vermont residents. Nominees can be faculty or staff of a VSC institution, former chancellors, former Board of Trustees members, former presidents, legislators, benefactors, partners, or other individuals who meet the criteria set forth for the institutional awards but whose work has also made a significant, positive impact on the Vermont State Colleges system as a whole.

Nomination Process

Institutional award recipients will be chosen by the presidents, who will notify the Committee of their choices between October 1st and November 17th. Presidents will submit their awardees to the Committee via the Chancellor's Office. Submissions should include a detailed statement from the president explaining why the individual was chosen, and a resume or similar statement of previous work the nominee has accomplished.

Nominations for the at-large award can be submitted by anyone, including Board members, presidents, or the Chancellor, via VSC.edu starting October 1st and will close on November 17th. Nominations should include a detailed statement explaining why the individual was chosen, and a resume or similar statement of previous work the nominee has accomplished.

The recipient of the at-large award will be chosen by the Committee and the Chancellor by the December Board meeting, and will be announced along with the recipients of the institutional awards immediately thereafter.

Planning:

A committee of Board members Karen Luneau, Martha O'Connor, Mike Pieciak, and former trustee Gary Moore has been formed. Trustees Luneau and O'Connor will co-chair the Committee. Chancellor Spaulding and Chancellor's Office staff (Tricia Coates and Elaine Sopchak) will provide logistical support. Development directors from each of the colleges will also provide support.

Proposed Timeline:

August	Establish criteria and nominating process, secure date and location, identify potential sponsors and donors, set spending and revenue goals
September	Begin marketing outreach, launch web page, finalize sponsorship levels
October	Open nomination process, finalize venue arrangements, solicit sponsorships
November/ December	Close nomination process, select at-large award recipient, announce all recipients, print invitations, continue to solicit sponsors and advertisers
January/ February	Send invitations, open registration, plan day-of activities, continue to solicit sponsors and advertisers
March	Print event materials, finalize seating plan, confirm venue and vendors, volunteer deployment

Post-Event Pay the bills, send thank you notes, compare actual revenue and expense figures to goals, set the date for 2017

Proposed Sponsorship Levels:

Summa Cum Laude	\$10,000 = 2 tables, full page ad in program, logo slide onscreen during dinner
Magna Cum Laude	\$7,500 = 1 table, full page ad in program, share logo slide onscreen during dinner
Cum Laude	\$5,000 = 2 tickets, 1/2 page ad in program, share logo slide onscreen during dinner

Board of Trustees Involvement:

The Board's involvement in the planning of this event is essential to its success. We anticipate that the Board's assistance will be most necessary in the following areas:

- Establishing criteria and a nomination process
- Selecting the at-large award recipient
- Identifying/approaching potential sponsors and individuals/organizations that may like to buy tables, sponsor the event, or make a contribution
- Identifying potential invitees
- Promoting the event amongst colleagues and friends
- Acting as hosts at the event
- Sending thank you notes after the event
- Committee members will be more involved over the course of the planning of the event as well.

Items for Discussion and Action

14. Personnel/Contractual Matters—Possible Executive Session

The Board will consider entering Executive Session to discuss a personnel matter.

Items for Information and Discussion

B. ITEMS FOR INFORMATION AND DISCUSSION

1. Report of the Executive Committee

The Vermont State Colleges Board of Trustees Executive Committee conducted a Committee meeting on Monday, August 10, 2015 at the Office of the Chancellor in Montpelier, Vermont.

The following were present:

Committee Members: Tim Jerman, Karen Luneau, Martha O'Connor, Heidi Pelletier

Other Trustees: Jim Masland

Guest, by phone: Dr. Aims McGuinness, NCHEMS

Office of the Chancellor:

Tricia Coates, Director of External & Governmental Affairs

Elaine Sopchak, Executive Assistant to the Chancellor

Jeb Spaulding, Chancellor

Chair O'Connor called the meeting to order at 9:06 a.m. The Committee approved an agenda addition of a personnel matter.

A. ITEMS FOR DISCUSSION AND ACTION

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

Trustee Jerman moved and Trustee Pelletier seconded the approval of the minutes. The minutes were approved unanimously.

2. Approval of Board self-assessment survey

Trustee Pelletier moved and Trustee Jerman seconded the approval of the self-assessment survey. The survey will be sent out with the only change being that trustees will not have to submit their names with their completed surveys. It will be distributed after the Committee meeting and members will have until August 31st to complete it. The Committee approved the survey with the above noted change unanimously.

3. Discuss changes to Board per diem policy

Items for Information and Discussion

After discussion the Committee agreed on the following changes to the proposed Trustee Stipend & Expenses policy:

- Trustees will be responsible for submitting their own expense reports quarterly, within 30 days after the end of the quarter; reports submitted after that period will not be reimbursed.
- The annual stipend will be paid at the start of the fiscal year.
- Information about donating stipends and expenses will be separated from the Trustee Stipend & Expenses policy.

4. Discuss changes to Board handbook and Board Bylaws

This item was moved to after #5.

5. Discuss start times for Board committee meetings

Chancellor Spaulding inquired whether committee meetings could start earlier in the day to allow for more time for the committees. He will consult with trustees traveling long distances to ensure this is a feasible change.

6. Discuss changes to Board handbook and bylaws

The Committee began by reviewing proposed changes to the Board Bylaws. The proposed changes were approved and recommended to the full Board along with the following additional changes:

- Replacing “biannually” with “biennially” throughout the document
- Clarifying that the Board Chair is an ex officio, non-voting member of all committees
- Confirming that Committee Chairs will hold office for one year at a time while the Board Chair term is two years as set forth in Act 19.

Regarding the proposed revision to handbook introductory materials, Chancellor’s Office staff will include them in the materials for the upcoming Board retreat for trustees’ review prior to approval.

7. Discuss fundraising events

Chair O’Connor recommended the addition of former trustee Gary Moore to the planning committee for a Hall of Fame gala to be held in March 2016. Chair O’Connor requested that Trustee Luneau chair the committee. Trustee Luneau will reach out to the committee members to begin the planning process.

Items for Information and Discussion

8. Preliminary conversation on system name change
9. Board retreat agenda

At this time Dr. Aims McGuinness of NCHEMS joined the meeting by phone. Dr. McGuinness and the Committee discussed the format and topics of the upcoming Board retreat. They agreed an outcome of the retreat will be for the Board to agree on three to four directives to inform the Chancellor's Office and institution staff, who will return to the Board at subsequent meetings with recommendations for accomplishing those directives.

The Committee agreed it would be helpful for the Board to review state economic data prior to the meeting. In addition, Mathew Barewicz of the Department of Labor will be invited to present to the Board at the meeting.

At this time, Trustee Luneau moved that the Committee go into executive session pursuant to 1 V.S.A. §313(a)(3) to consider the employment of a public officer of the Vermont State Colleges. In addition to the Committee, attendance in executive session included Chancellor Spaulding. Trustee Jerman seconded. The motion was approved unanimously. The Committee entered executive session at 11:12 a.m. The Committee exited executive session at 11:35 a.m. No action was taken.

The meeting adjourned at 11:35 a.m.

Items for Information and Discussion

2. Report of the Finance & Facilities Committee

The Vermont State Colleges Board of Trustees Finance & Facilities Committee conducted a meeting Wednesday, September 2, 2015 at the Office of the Chancellor in Montpelier, Vermont.

Committee members present: Jerry Diamond, Church Hinds (Chair), Tim Jerman, Bill Lippert, Christopher Macfarlane (by phone), Linda Milne, Heidi Pelletier

Other Trustees Present: Lynn Dickinson, Jim Masland

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

From the Chancellor's Office: Tricia Coates, Director of External & Governmental Affairs
Dick Ethier, Director of Facilities
Bill Reedy, General Counsel
Tom Robbins, CFO
Deb Robinson, Controller
Elaine Sopchak, Executive Asst. to the Chancellor
Jeb Spaulding, Chancellor
Sophie Zdatny, Associate General Counsel
Yasmine Ziesler, Chief Academic & Academic Tech Officer

From the Colleges: Scott Dikeman, Dean of Administration, Castleton State College
Loren Loomis Hubbell, Dean of Administration, Lyndon State College
Barbara Martin, Dean of Administration, Community College of VT
Andy Myrick, VSC Faculty Federation
Sandra Noyes, VSC Staff Federation
Sharron Scott, Dean of Administration, Johnson State College
Lit Tyler, Dean of Administration, Vermont Technical College
Beth Walsh, VSC United Professionals

From the Public: Josh O'Gorman, VT Press Bureau

Chair Hinds called the meeting to order at 3:10 p.m. He called the Committee's attention to #7 under Items for Information and Discussion, requesting members think about topics of particular interest, especially those that are relevant to the charge of the Committee and that sustain the mission of the system, that could be discussed in more depth at separate meetings.

Items for Information and Discussion

A. ITEMS FOR DISCUSSION AND ACTION

1. Minutes of the May 13, 2015 Finance & Facilities Committee

Trustee Jerman requested that his name be added to the list of Committee members in attendance at the meeting. Trustee Pelletier moved the minutes as amended; Trustee Diamond seconded.

Roll call vote:

Trustee Diamond	Yes
Trustee Jerman	Yes
Trustee Lippert	Abstain
Trustee Macfarlane	Yes
Trustee Milne	Yes
Trustee Pelletier	Yes
Chair Hinds	Yes

2. Approval of Revisions to Policy 210: Conflict of Interest – Employees3. Approval of Proposed New Policy 211: Whistleblower Policy for Reporting Fraudulent, Illegal or Improper Activities

Associate General Counsel Sophie Zdatny explained to the Committee that because a new Policy 211 has been created to address fraudulent, illegal, or improper activities, it is appropriate to limit Policy 210 and have it refer to conflict of interest only. Chair Hinds thanked Audit Committee Chair Milne for working with the Chancellor's Office in preparing the new policies. Trustee Diamond noted that Policy 211 would benefit from a definition of "colleges," now that the system includes a university. Chair Hinds inquired whether there is an overall corporate compliance policy; General Counsel Reedy answered that there is not, and that Policy 210 stemmed from the Sarbanes Oxley Act of several years ago. The VSC does have many individual compliance policies.

Trustee Diamond moved and Trustee Milne seconded the approval of the resolution Approval of Proposed Policy 211, *Whistleblower Policy for Reporting Fraudulent, Illegal or Improper Activities* and Related Revisions to Policy 210, *Conflict of Interest – Employees*, with the addition of clarification regarding the definition of "colleges."

Roll call vote:

Trustee Diamond	Yes
Trustee Jerman	Yes
Trustee Lippert	Yes
Trustee Macfarlane	Yes
Trustee Milne	Yes
Trustee Pelletier	Yes
Chair Hinds	Yes

Items for Information and Discussion

Andy Myrick asked whether the new Policy 211 included a retaliation reporting mechanism. Associate General Counsel Zdatny stated retaliation reporting would follow the same process as an initial report, or a complaint to the president's or Chancellor's office.

4. Endorsement of Grant Proposal

Trustee Milne inquired how endowment matching works. Johnson State College Dean of Administration Sharron Scott answered that this is a Title III grant request for strengthening institutions, which allows matching for endowments. Gifts to the college are matched by the grant; Johnson State fundraises for one amount and this grant matches the funds raised. Dean Scott noted that incorrect forms had been included in the Committee's materials and that Johnson State will submit new materials for the September 23rd Board meeting. Chair Hinds stated the Committee would defer action on this resolution.

5. Establishment of Endowments

Chancellor Spaulding reminded the Committee that endowments of \$10,000 or more require Board approval. President Bertolino gave a brief review of the two endowments before the Committee. Trustee Diamond moved and Trustee Pelletier seconded the resolution.

Roll call vote:

Trustee Diamond	Yes
Trustee Jerman	Yes
Trustee Lippert	Yes
Trustee Macfarlane	Abstain
Trustee Milne	Yes
Trustee Pelletier	Yes
Chair Hinds	Yes

B. ITEMS FOR INFORMATION AND DISCUSSION

1. FY2015 Year End Operating Results
2. Fall 2015 Enrollment Outlook

Chair Hinds requested items #1 and 2 be discussed together. He emphasized that it is very early in the process and the numbers still need to be audited. Chancellor Spaulding shared that both the FY15 yearend and fall enrollment numbers constitute good news.

Items for Information and Discussion

Lyndon State College President Joe Bertolino stated that the college has an FY15 surplus of \$162,000. The return of GASB funds allowed the college to avoid spending contingency funds from strategic reserves and prior year carry forward funds. They now have the flexibility to utilize those funds in next year's budget. The college budgeted for 355 new students and is currently at 380 enrolled. Returning students were budgeted at 801; currently enrollment is at 818. President Bertolino stated he is confident Lyndon State will meet budget projections related to enrollment. He raised caution about residence halls: last year's positive trend of on campus residents has lowered and students are living off campus in large groups. Residence hall occupancy is at 85%.

Castleton University President Dave Wolk stated that Castleton met last year's financial challenges, and remaining carryover funds will go to scholarships. They have had an excellent start to the year; all residence hall beds are full and enrollment is up. There are 34 countries represented in this year's student body. Enrollment of new students is 611, 41 students higher than last year. Out-of-state enrollment increased 17, in-state, 4%. Early College and dual enrollment students are still to be added. Part time students are not included in the headcount and Castleton is working on ways to include those numbers for a more accurate picture. Castleton is focused on increasing enrollment in light of the FY17 tuition freeze. With increased enrollment, they anticipate overcrowded residence halls in the future.

Trustee Diamond inquired about the number of returning students on which Castleton's budget is based. President Wolk answered that once the add/drop period ends there will be final numbers, but that they will meet the budget.

Vermont Tech President Dan Smith shared that enrollment is up 17 FTE over last year, a testament to the hard work of faculty and staff throughout the college. There are 780 new students: 40 more than last year, mainly due to the BS in Nursing and paramedicine certification program. There is also growth in the construction management and software engineering programs. Currently 25 students are enrolled in the BS in Manufacturing distance learning program. A strong recruitment plan, including CCV-VTC transfer students, is in place. The college used state appropriations to renovate Morrill Hall to accommodate new manufacturing labs and equipment. The financial close for FY15 shows the college well ahead of the anticipated figures: a \$2.4M shortfall was expected but the college will be coming in well ahead of that. FY16 has strong enrollments and they anticipate being ahead of budget. The college is focused on growing enrollment. The BS in Nursing program has a high potential for growth.

Johnson State College President Elaine Collins stated the college is carrying over \$126,000 from FY15, and they did not have to use Board-approved strategic reserve funds. They have fully funded both the Board-required and strategic funding reserves. New concentrations have enrolled 31 students—significant for new programs. Persistence initiatives paid for by OPEB funds—hiring two student support advisors and a new Mapworks software system—have been positive. The

Items for Information and Discussion

college has established new learning communities and a new marketing campaign. In-state campus based undergrad enrollment was anticipated to be -2% but is looking +2% over budget, which President Collins attributed to persistence initiatives. Thirty-five early college students are enrolled. EDP returning students are down but may rise over the next few weeks. The college may not meet budget as enrollment is currently short 65 FTE, but multiple initiatives will help close the gap. The college is focusing on retention, graduation, and enrollment.

Community College of Vermont President Joyce Judy reported that classes start next week. Late registration is in progress, and the college met last year's numbers in spite of projected decline. She noted a decrease in state populations the college serves but that enrollment steady. CCV is doing well but budgeting conservatively. CCV serves primarily three populations: students who register, high school students (currently 65 Early College, 3-400 dual enrollment this semester), and businesses. CCV is starting a new Assessment of Prior Learning program with GlobalFoundries soon. CCV is focusing on where adults are, as well as the people walking through the door. The college ended FY15 with a large carryforward because they did not use returned OPEB funds; they will bring plans for those funds forward soon. President Judy clarified that the carryforward is primarily OPEB funds but also some actual surplus.

Chair Hindes requested that at the Board meeting the Board should look at consolidated enrollment numbers for a system perspective. Trustee Dickinson inquired about the geographic distribution of the EDP program. President Judy replied that it is statewide, with no apparent clusters. It is not heavily weighted towards Chittenden County or other large populations, and includes some homeschoolers, with small numbers for most regions. Trustee Dickinson also inquired about why EDP numbers are declining. President Collins stated that Johnson State is revisiting the program in general to strengthen it together with CCV; use of technology and marketing can be improved. President Judy noted competition for adult students is fierce, and it wasn't 5-7 years ago.

3. Update on Legislative Issues

Director of External & Governmental Affairs Tricia Coates stated that the plan going forward is to shift the legislative conversation beyond PreK-12 to include higher education and to engage in a discussion of the impact of higher education on quality of life and the return on the state's investment. A goal is to increase investment in the VSC and turn the corner from flat funding, and continue to advocate for our capital appropriation. There are three study committees happening right now: one on dual enrollment and college continuation; one on the role of career and technical centers in adult education; and a PreK-16 Council subcommittee on applying an outcomes-based formula to a portion of the higher education appropriation that would reward institutions for awarding credentials to Vermonters and could incentivize degrees awarded to at-risk students, on-time degree completion, degrees awarded in high priority areas. The VSC has received a Lumina grant to collaborate with VSAC, industry, and economic development leaders on how to achieve the goal of

Items for Information and Discussion

60% of Vermonters holding a postsecondary credential by 2020. The Lumina workgroup is focusing on increasing the number of first generation students, bringing more working adults into higher education, and how to accomplish this region by region. Chancellor Spaulding informed the Committee that the governor is asking for level funded budgets, projecting a 3% increase in state revenue. The Board will discuss specific plans at its upcoming retreat. Trustee Lippert suggested that the VSC frame the narrative not about needs of the system but about the needs of Vermonters for additional skills and education, and the benefit that accrues to Vermont as a whole.

4. Rating Agency Review

CFO Robbins stated that after its annual review Standard & Poor's changed the VSC's credit rating from A/negative to A-/stable. He reminded the Committee the rating change should be viewed in the context that all of higher education currently has a negative outlook. The report noted declining enrollments and demographic of high school seniors, low state appropriations, and financial performance on an accrual basis (which includes OPEB liability). On a cash basis the system is stable and positive. Programs like dual enrollment and other initiatives to address enrollment allowed for the stable rating. Trustee Diamond inquired when the colleges will have to start paying the GASB obligation, and how that might affect cash. CFO Robbins responded that an actuarial report in 5-yr increments is due soon. The colleges are currently paying out \$5M, and recording \$7M. Chancellor Spaulding agreed the VSC is paying it now in a pay-as-you-go fashion, but the VSC has closed the groups so the unfunded liability should go down.

5. Efficiency Initiatives for FY2016

6. Consultant Engagement

Chair Hindes requested to combine these two agenda items. Chancellor Spaulding informed the Committee that the VSC issued an RFP for the four residential colleges to review business plans for the next several years to ensure their soundness and to provide guidance. He has received five proposals and is currently interviewing. They are also ensuring the review is not redundant of efforts the colleges are already undertaking. Data analysis, dialogue with college leadership, and dialogue and a report to the Board are expected by yearend.

CFO Robbins stated that he is working with the administrative deans on potential consolidations in "engine room" operations: accounts receivable, accounts payable, payroll, human resources, and purchasing. They have reviewed each college's processes and are looking at transactions performed and benchmarks per person. They will review IT once the SQL conversion is complete. On the physical plant side, they are looking for opportunities for energy efficiency and retrofitting for savings, and will have a report next month prioritized by highest return on investment.

Items for Information and Discussion

8. Committee Planning for FY2016 – Priority Topics and Areas of Interest

Chair Hindes stated the Committee may want to schedule additional meetings to cover particular items and asked members to email him with lists of items for discussion. His own area of interest for discussion includes facilities teams to share info about the system infrastructure

Director of Facilities Dick Ethier reported that the system is working on two energy audits: one for retro-commissioning existing, recently built buildings, and one for level one energy audits to identify more expensive fixes they will choose and fund with green revolving funds. There have been many roofing projects over the summer; ten years ago most roofs were new, and they are starting to reach the end of their expected lifespans, so the system will be investing more in roofs in the future. The VSC has issued an RFP for solar net metering for CCV and VTC to garner energy credits to apply to utility bills within the Green Mountain Power service territory.

9. Update on Ongoing VSC Construction**10. Review Capital Projects Report**

These items were not discussed.

C. ITEMS FOR INFORMATION ONLY

1. Monthly Grant Activity Report
2. VSC Q4 Endowment Report
3. Monthly Cash Report

These items were not discussed.

The meeting adjourned at 4 p.m.

Items for Information and Discussion

3. Report of the Education, Personnel & Student Life Committee

The Vermont State Colleges Board of Trustees Education, Personnel & Student Life Committee conducted a meeting Wednesday, September 2, 2015 at the Office of the Chancellor in Montpelier, Vermont.

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

Other trustees present: Church Hinde

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

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

From the Colleges: Dr. Nolan Atkins, Interim Academic Dean, Lyndon State College
Craig Damon, Professor, Vermont Technical College
Phil Petty, Academic Dean, Vermont Technical College
Beth Walsh, VSC United Professionals

Chair Hannum called the meeting to order at 5:10 p.m.

A. ITEMS FOR ACTION**1. Approval of the Minutes of the May 13, 2015 Meeting**

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

General Counsel Reedy introduced Taryn Moran, who recently joined Chancellor's Office staff as a trainer and investigator. Ms. Moran will work with the colleges on training and investigations related to Title IX and VSC policies.

Items for Information and Discussion

B. ITEMS FOR INFORMATION AND DISCUSSION

1. Presentation on Summer Work of the Lyndon Curriculum Task Force

Dr. Nolan Atkins, Interim Academic Dean at Lyndon State College, presented on the college's data driven process to compare programs to each other and use info to make curricular change. Over the summer and on their own time, Lyndon faculty formed a task force, including students, with a very tight timeline. The process has been open, inclusive, and transparent, including the entire Lyndon community. The goal is to streamline and simplify curriculum, and to provide 4-year maps for each program to allow students successful, timely completion.

President Bertolino emphasized that his office has not been involved in this process, and that it has been entirely faculty driven. He shared that this project is the single most important project at the college this year, and will determine the future of the college for many years. Dr. Atkins emphasized that having the data to support the project is very important.

President Smith reminded the Committee that Vermont Tech faculty also embarked on a similar curriculum review that has helped address the college's shortfall. He agreed that the faculty driven approach is what makes such a project successful, and suggested that such a process occur on a regular basis, every five years.

Trustee Hindes stated it will be interesting to compare this curriculum review process with the Policy 109 process, which is far less comprehensive and does not have a financial component. Dr. Atkins' presentation is included as a part of these minutes.

Chief Academic Officer Yasmine Ziesler handed out further reading for the Committee: "Guided Pathways to Success" from Complete College America and "Freedom to Fail? The Board's Role in Reducing College Dropout Rates" from AGB.

2. Policy 102 Preliminary Proposal for Vermont Technical College Master's Degree in Software Engineering

President Smith explained that the timeline for this proposed program is accelerated due to NEASC deadlines. He emphasized that the economic relevance of Vermont Tech's programs is at the core of their mission. Technology is a growing industry sector in Vermont, and the college's growing software engineering program is a reflection of that, with over 70 students at the four-year degree level. Professor Craig Damon and his department have been developing this program for several years. The addition of the MA degree will require a substantive change authorization from NEASC, and the application is due in October. Therefore Vermont Tech asks to have this program approved by the full Board at its September 23rd meeting.

Items for Information and Discussion

The program will allow baccalaureate students to continue into the master's program and not transfer elsewhere. Professor Damon stated that the program will utilize many upper level courses that can be cross listed for both seniors and graduate students. A master's program is an opportunity to help baccalaureate enrollment because it changes minds about Vermont Tech. It is also a way to provide this credential to a more mature workforce in Vermont; most software engineers are on the young side. Professor Damon stated that he has received many inquiries for such a program from potential students. Currently there is no master's in software engineering program in Vermont. There is also potential for employer-paid tuition for students. Chair Hannum requested that President Smith provide a formal program proposal at the Board's September 23rd meeting.

3. Policy 102 Preliminary Proposal for Lyndon State College's Bachelor's of Science in Early Childhood Education

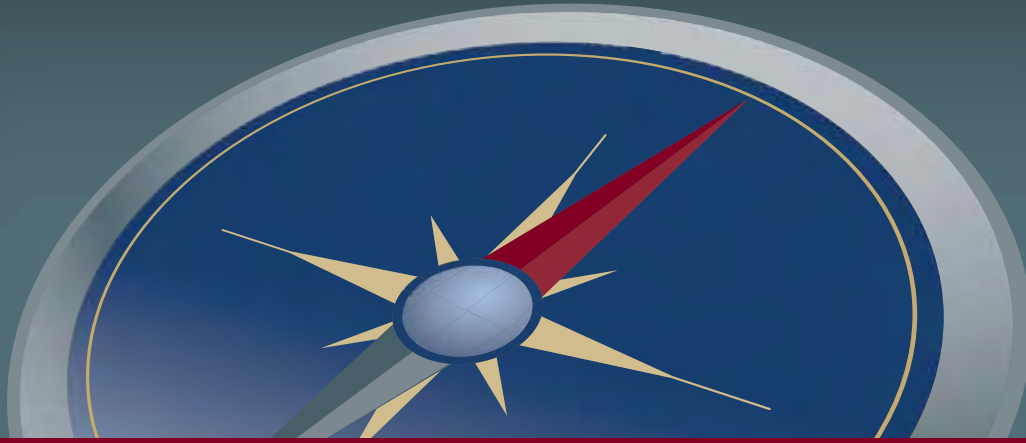
CAO Ziesler informed the Committee that the program under consideration is a proposal for a BS in Early Childhood Education, not Elementary Education as stated in the material. Dr. Nolan Atkins described the program, which leads to licensure and is intended for nontraditional learners and people in the industry who don't have licensure. This particular degree pathway doesn't exist in Vermont. It aligns with CCV's program and EDP. A CCV graduate could complete the program in two years, or 18 months for nontraditional students. The program comprises 90% online instruction, with the other 10% in different locations. Courses will be offered in five-week blocks. President Bertolino stated that demand is quite high in Vermont for such a program and Lyndon will look at flexibility for delivery throughout the state. President Judy stated that CCV associate's completers are increasing and there hasn't been a place to continue; this program will solve that problem.

Trustee Dickinson asked President Bertolino for an update on the partnership with Northern Essex Community College in Massachusetts. He stated that they are waiting for approval from the Massachusetts Department of Education, and then NEASC, which is delaying the start of the program by one semester. Lyndon will have a recruiting presence on campus in the fall and the program will start up in spring.

Trustee Masland moved and Trustee Luneau seconded a motion to allow Vermont Tech to move forward with a final program proposal for its MA in Software Engineering program, to be brought before the Board on September 23rd. The motion passed unanimously.

Trustee Luneau moved and Trustee Masland seconded a motion to allow Lyndon State College to move forward with a final program proposal for its BS in Early Childhood Education program, to be brought before the EPSL Committee at its next meeting. The motion passed unanimously.

The meeting adjourned at 6:28 p.m.



Guided Pathways to Success

Boosting College Completion

Navigating the complicated path through college is a difficult task for far too many. All students need step-by-step roadmaps and intrusive guidance to on-time completion — saving time and money — and significantly boosting their success.

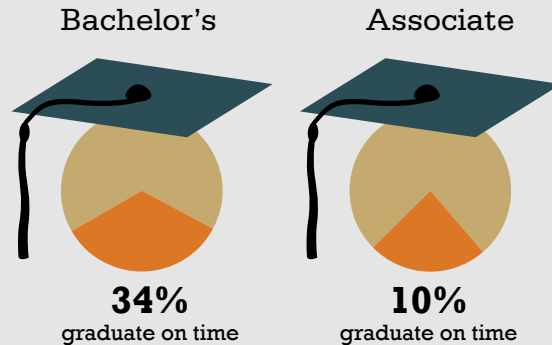
COMPLETE COLLEGE AMERICA

**THE
PROBLEMS**

Too Much Time and Money — and Too Few Graduates

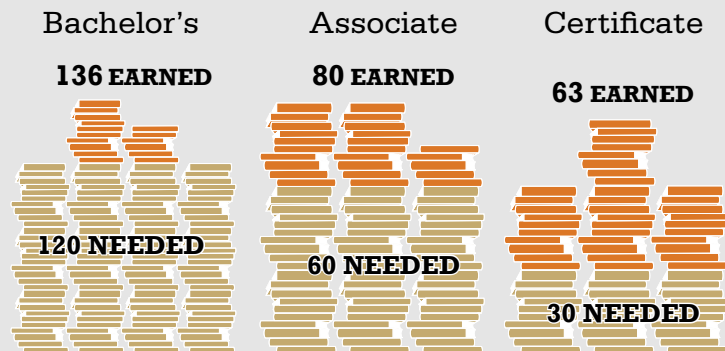
Too few students ever graduate — even fewer on time.

Nationally, only about half of full-time students pursuing a four-year degree graduate — in six years. Only about 35 percent graduate with bachelor's degrees on time. Not even 25 percent of full-time associate degree candidates graduate in three years — and only about 10 percent do so in two years. The numbers are worse for part-time students.



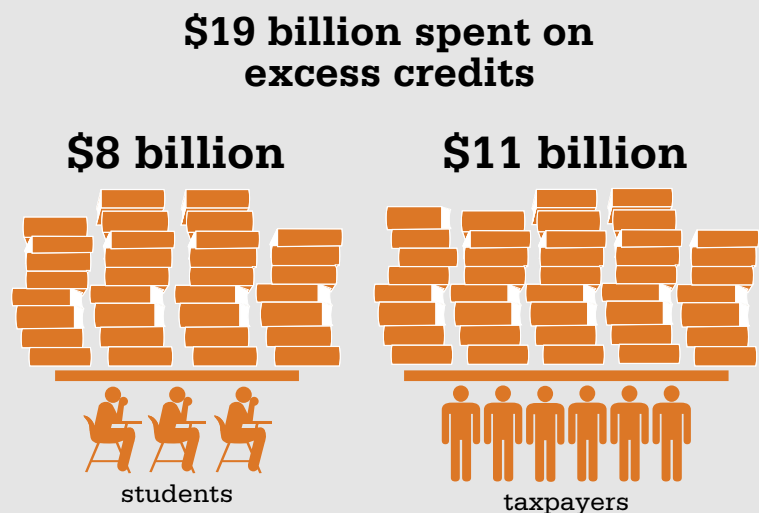
Students earn unnecessary credits.

The average bachelor's degree graduate in the United States earned more than 136 credits when 120 credits is usually enough. Associate degree holders earned nearly 80 credits instead of the expected 60. Worse, certificate earners graduated with more than double the ordinary number of credits expected: More than 63 credits were achieved instead of the 30 normally needed for programs designed to be accomplished in one year.



Billions of dollars and millions of hours are wasted on unnecessary courses.

Excess credits are estimated to cost more than \$19 billion each year. Of that amount, nearly \$8 billion is paid by students — and more than \$11 billion is the unnecessary burden of taxpayers who subsidize public higher education.



**THE
REASONS**

“Credit Creep,” Broken Policies, Uninformed, and Overwhelming Choices

POOR CHOICES: Credits earned that don’t count toward degrees often represent unwise choices.

On average, U.S. bachelor’s degree graduates earned 12 credits that didn’t count toward their majors — **costing themselves and taxpayers nearly \$6 billion a year.** One Florida study determined that changing majors once doesn’t add much extra time in college before graduation, but each additional change in major results in an average increase of three to four additional credits needed to graduate.

UNAVAILABLE COURSES: When needed courses aren’t offered, students get stuck in costly holding patterns.

Money and time are wasted when students can’t get the courses they need when they need them. **Instead of staying on track for on-time graduation, they “swirl” in place — too often gaining excess credits in unnecessary courses to maintain financial aid eligibility.**

EXCESS CREDITS: Withdrawals and no-credit repeats are very costly.

Nearly 10 percent of grades earned by U.S. undergraduates are coded “W” (withdrawal) or “R” (no-credit repeat) — the largest drivers of excess credit hours. On average, bachelor’s degree students graduate with 13 credit hours coded as withdrawals or no-credit repeats and associate degree holders graduate with nearly 7 of these types of credit hours, **costing an estimated \$6.5 billion annually — that doesn’t include those who drop out.** Withdrawals and no-credit repeats also reduce course availability for other students, lengthening their time to degree as well.

LOST TRANSFERS: Broken transfer policies undermine student progress.

More than 60 percent of bachelor’s degree recipients in 2007–08 had attempted to transfer some of their credits between institutions. Of those, 45 percent said that some or none of their prior credits were accepted by their new schools. **Assuming that each of these graduates had two courses that failed to transfer, the estimated costs to students and taxpayers would be about \$600 million each year.** That doesn’t count the costs of the failed transfers of those who ultimately drop out, which can be a key driver of student failure.

UNNECESSARY CREDITS: Too many programs require too many credits, wasting time and money.

Even though states and colleges have made progress in recent years, too many institutions still require more than 120 credits for a bachelor’s degree, more than 60 credits for an associate degree, and more than 30 credits for certificates. The result: Too few full-time students can graduate on time. Money is lost, too: **Just three more credits on average for bachelor’s degrees in the United States cost our country and its students an extra \$1.5 billion a year.**

ESSENTIAL COMPONENTS

Guided Pathways to Success (GPS)

✓ WHOLE PROGRAMS OF STUDY

Students choose coherent programs, not random, individual courses.

Students make the “big choices” of academic majors or programs — and all the other choices of necessary credits and course sequences are laid out for them. **In this way, a clear path to on-time completion is prepared for them, semester by semester, all the way to graduation day.**

✓ INFORMED CHOICE

Choice becomes more informed, deliberate, and simpler.

Colleges utilize a range of information such as past academic performance in high school to provide recommendations to students about programs of study that match their skills and interests. With this information, students can make more fully informed decisions among a set of initial broad academic pathways that ultimately lead to specific academic programs. For example, first year students would choose a “meta-major” in a broad area such as science, technology, engineering, and mathematics (STEM); health care; business; liberal arts; or social science. As students progress, the pathways narrow into more specific majors such as chemistry, accounting, psychology, nursing, etc. **Simply put, no student will receive the designation “unclassified.” All students are on degree pathways with the expectation of graduating on time.** Exploration outside one’s major is still allowed and enabled as intentional investigation, replacing aimless wandering of the college course catalog.

✓ NO WASTED CREDITS

All courses count toward degrees.

It is impossible for students to choose courses that don’t count toward a degree because course options are limited to those within their chosen program of study. **Students no longer are allowed to choose courses “cafeteria style” with no consideration for whether they lead to a credential.**

✓ DEFAULT PATHWAYS

Students remain on their chosen path unless given approval to change.

Students can still change their pathway or major but not without permission. A student is considered to be on a chosen GPS pathway until his or her academic advisor allows for a change to another pathway. **Students stay on track for graduation — and fully understand the time and money consequences of making a change.**

✓ INTRUSIVE, ON-TIME ADVISING

Academic advising is intrusive, just in time, efficient, and cost effective.

Colleges can more effectively monitor student progress toward completion through a more structured student support system built around guided pathways. Innovations in technology allow student support to be targeted and customized to meet the needs of individual students. Early warning systems make it easy for institutions to track student performance in required courses and target interventions when and where they are most needed. For example, systems can automatically place a student on administrative hold and require a meeting with an advisor if a key milestone course in the student’s major is not completed on schedule. **Academic advisors can focus their attention almost exclusively on students most in need of services instead of spreading themselves over burdensome caseloads of all students.**

✓ 15 TO FINISH

All degree pathways are built for on-time graduation.

It's impossible to graduate on schedule unless each semester requires at least 15 credit hours of study or 30 credit hours over an entire year, including summers. **Given that time is the enemy of college completion, all GPS pathways are designed with the credits necessary each semester to stay on track for on-time graduation.**

✓ CLEAR PROGRESS TO GUARANTEED COURSES

Students receive real-time feedback.

Just like GPS in your car, students on a guided pathway know their location along their chosen pathway in real time. They can see the progress made to date and a clear path of courses before them that lead to on-time graduation. **No longer must students worry if required courses will be available: The pathway guarantees courses within their program will be there when they need them.**

✓ MILESTONE COURSES

Milestone courses signal student success.

Degree pathways contain critical milestone courses that must be completed each semester to certify students are on track. **Not only do these courses provide realistic assessments of student progress; milestones give students early signals about their prospects for success in a given field of study.** This eliminates the problem of students' putting off challenging courses until the consequences of changing majors become too damaging and costly.

✓ BLOCK SCHEDULES

Highly structured schedules add even more student success.

Proven approaches at institutions across the country have demonstrated that structured program pathways are even more effective when delivered within highly structured schedules. **Block schedules (e.g., 8:00 a.m. to noon, five days a week) add much needed predictability to busy lives, especially for working students.** Informal student cohorts that result from this approach are another added benefit, providing valuable student peer supports.

✓ END-TO-END DESIGN

Students are more motivated to fulfill their career goals.

GPS programs are built with the end goal in mind. Starting with the student's desired career outcome, colleges construct a sequence of relevant courses that leads students, semester by semester, to their chosen goal. Students understand from their first day on campus where their chosen pathway will take them. **Aimless wandering is replaced with highly motivating and intentional routes to careers and more learning.**

✓ WORKFORCE CONNECTION

States and students win as GPS creates academic maps to high-demand jobs.

Structured programs enable states to strategically align their institutions to current and projected economic development needs. **New program pathways are tailored to produce graduates to fill high-demand careers, facilitating better cooperation with the state's business sector. Students enter programs of study with a clear sense of the job opportunities that await them, boosting motivation for graduation.** GPS degrees also provide opportunities for students to persist in highly valuable career paths such as STEM and health care by exposing students to the full array of occupational choices in a given field, instead of simply "washing out" promising students in their early semesters.

GPS: THE RESULTS



Florida State University (FSU): degree maps combine with other strategies to increase graduation, close attainment gaps

- ➔ Since starting degree maps, FSU has cut the number of students graduating with excess credits in half.
- ➔ In 10 years, FSU's graduation rate for all students has increased 12%, to 74%. More significantly, the graduation rate for African Americans has increased to 77%, for first-generation Pell students to 72%, and for Hispanic students to more than 70%.



Arizona State University: eAdvisor system boosting retention and success

- ➔ First-time, full-time freshman retention rates have climbed to 84%.
- ➔ 91% of all students are deemed to be "on track" in their programs, up from just 22% three years before.



Georgia State University: Degree maps and intrusive advising have boosted graduation rates by more than 20 percentage points in the last 10 years

- ➔ Pell students (52.5%), African American (57.4%), and Hispanic students (66.4%) now graduate at higher rates than the overall student body.
- ➔ More bachelor's degrees conferred to African Americans than any other U.S. university.



The City University of New York (CUNY): ASAP program has doubled graduation rates for associate degrees

- ➔ The CUNY Accelerated Study in Associate Programs (ASAP) initiative has produced a graduation rate three times higher than the national average for urban community colleges. 55% of its fall 2007 cohort earned associate degrees in three years.
- ➔ ASAP students are grouped in cohorts based on a limited set of majors and attend courses during consolidated morning, afternoon, or evening schedules to enable them to better balance school, jobs, and family responsibilities.



Tennessee Technology Centers: more than 75% of students graduate on time, job placements higher than 80%

- ➔ Utilizing highly structured, block scheduled programs, the Tennessee Technology Centers have consistently graduated their students at three times or higher than the rate of their peers — even though their student population is slightly poorer and older.
- ➔ The certificate programs available at the centers are very valuable for their graduates with job placement rates of 80% or higher.

COMPLETE COLLEGE AMERICA

1250 H Street, NW, Suite 850
Washington, DC 20005
completecollege.org

Established in 2009, Complete College America is a national nonprofit with a single mission: to work with states to significantly increase the number of Americans with quality career certificates or college degrees and to close attainment gaps for traditionally underrepresented populations.

Freedom to Fail? The Board's Role in Reducing College Dropout Rates

BY STAN JONES

TAKEAWAYS

- 1 More than 20 percent of the working adult population has started college but has not completed a degree. This increased dropout rate reflects a student body that juggles work with academic responsibilities. To govern effectively, boards must recognize this new majority student.
- 2 Boards can help reduce the dropout rate by enacting policies that equip students to make informed decisions with clear expectations concerning their education.
- 3 To retain students, boards should consider an approach to governance that reduces the time it takes for a student to graduate, lessens the number of choices, and provides more predictability and structure.

TODAY MORE THAN 70 PERCENT OF YOUNG Americans enroll in some type of advanced education and training within two years of graduating from high school. But only about half of those who pursue a four-year degree full-time finish it within six years. Worse yet, little more than two in 10 students pursuing an associate degree full-time make it to graduation day in three years. Part-time students fare even worse.

While it is true that a number of students are thriving and succeeding—especially at our flagship institutions, elite research universities, and top private liberal arts colleges—it is taking too long for most people to graduate. In fact, for far too many students, graduation day will never come.

Already over 37 million Americans—or more than 20 percent of the working adult population—have gone to college but not completed it and obtained a degree, according to

a report from Lumina Foundation for Education. Unless the nation's dropout problem changes dramatically and quickly, this generation of Americans will be the first in our history to be less educated than the previous one—with significant negative repercussions on their lives. Moreover, for our nation to compete in a global economy, it will need five million more college graduates—or six out of every 10 adults between 25 and 35—by 2020.

What can institutions and their boards of trustees do to encourage more students to graduate and obtain their degrees?

A Question of Good Intentions

For decades, I have worked in higher education and examined the problem of college dropouts. I support a number of emerging policy recommendations to improve student success in college, including better remediation, improved transfer policies, and stronger financial-aid programs. But my colleagues and I at Complete College America have found that, for real progress to occur, what is most important is that we in higher education embrace approaches that run counter to our impulses. We must flip our collective thinking and accept that sometimes—even in America—*less* is actually *more*.

Our shared values encourage us to want more time, more choice, and more flexibility. Americans want what they want when they want it: It has become the organizing principle of our commerce, our culture, and our lives. At colleges, that organizing principle has paved a road to extended periods of “self-discovery,” course catalogs the size of phone books, and chaotic schedules poorly matched to the needs of today’s students. Yet the results—low graduation numbers for more than 20 years—make it clear that doing more of the same will just get us more of the same.

Could it be that our greatest obstacles to significantly improving college completions in America are not specific policies and laws but our long-held beliefs and traditions? By letting the clock run, providing endless choices, and allowing flexibility to rule, have we simply provided students the freedom to fail?

Our campuses are overflowing with eager students with high aspirations from all walks of life. We have succeeded in convincing our young people that, for good jobs and a better life, high school isn’t enough. That provides a historic opportunity: The future generation we are counting on is there by the millions on the first day of classes. We can’t afford to miss this chance for a better, stronger, more prosperous America.

It is long past time for some bold, new thinking. Boards of directors, those entrusted with governing our institutions of higher learning, should lead the way with the urgency that the moment demands.

The Pressure Is On

The current fiscal crisis has exposed our unsustainable situation in stark relief. Beyond record enrollments, the crushing state budget cuts, escalating health-care cost and other expenses, and growing workforce demands leave trustees with little choice: More must be done with less.

Legislators are scrutinizing spending as never before, with little inclination to raise taxes to fill budget shortfalls. And administrators and trustees must be prepared to respond to compelling new data about poor graduation rates that could fuel justification for further appropriations cuts. Accord-

ing to *Finishing the First Lap: The Cost of First-Year Student Attrition in America’s Four-Year Colleges and Universities*, published just this past October by the American Institutes for Research, more than \$9 billion was spent from 2003 to 2008 on students who dropped out after one year. After the study’s release, headlines appeared in newspapers across the country like one in the *Chattanooga Times Free Press*: “Early College Dropouts Cost Taxpayers Millions.”

Meanwhile, many private colleges and universities are also struggling with student dropouts, while having to cope with smaller endowments and fewer or less-generous financial donations. Those institutions, too, can’t afford to have students who enroll but don’t graduate.

Clearly, the pressure is on and growing more intense. It is not an overstatement to claim that managing institutions of higher education has never been more challenging. Colleges can’t simply “ride out” the increased scrutiny and accountability, dwindling state funding, shrunken endowments, and often anemic donor support; most observers predict that the economic recovery will sputter along for years. Instead, boards should seize the moment and help leverage this crisis to fix things long broken, remove archaic obstacles to student success, and reinvent American higher education.

A New Majority Student

Leading the world again in college completion requires that we open our eyes to see the changing nature of today’s college students—and how we educate them. The traditional 18- to 24-year-old students who attend a residential institution for four years full time are increasingly giving way to a new majority. In fact, only 25 percent of American college students today go to residential colleges.

That’s not to say that traditional students can’t be found at campuses around the nation. And, certainly, a number of students are full of intellectual curiosity. It’s also true that the most financially fortunate have the luxuries of time and resources to experiment with the broad and extensive array of programs that higher-education institutions offer. But rapidly growing numbers of other students need to spend less time on campuses, confront fewer confusing choices, and be given less flexibility in their schedules.

Why? Because today most students balance the jobs they must have with the higher education they desire. According to a recent study by Public Agenda, nearly half of students at four-year colleges work more than 20 hours a week. At community colleges, 60 percent are at jobs more than 20 hours a week, and a quarter are working more than 35 hours. That’s a far cry from the American ideal of the ordinary college kid who attends full-time, lives on campus, goes to parties and football games, doesn’t work, and gets most of his bills paid by Mom and Dad.

So, if we summon the will to see the true nature of the emerging American majority on our campuses, we can understand that most are struggling, as they must delicately balance work and college. Nearly 40 percent of all of college

Five Steps Board Members Can Take

1. **Make College Completion Job #1.** The premiere mission of higher education is to produce graduates—now more than ever before. Require completion plans, not just strategic plans, for every campus and student.
2. **Understand the New Majority of Students.** Take a long, hard look at student data, especially for part-time students, to fully understand this new majority. Help administrators identify obstacles to such students' success as they balance work and college, and then don't let tradition stand in the way of making necessary changes to better serve them.
3. **Ask Institutional Leaders to Set Significant Goals to Boost Retention, Shorten Time to Degree, and Increase Graduations.** Ensure that the goals require stretching, not just marginal improvement.
4. **Hold Leadership Accountable.** Choose top administrators who are committed to the completion mission, measure progress toward improvement, reward success, and do not tolerate poor performance. Above all, move with a sense of urgency.
5. **Publicly Report Progress.** Make sure that your institution demonstrates to policy makers, taxpayers, donors, students, and their families that it shares their interest in success and responsible stewardship.

students can only attend part-time. Almost a quarter have kids of their own to support. More and more are from backgrounds and groups that for too long have been most likely to fail.

Today's students need to finish their studies as soon as possible and get on with life. They need clear pathways to quality degrees and career certificates to land the good jobs they desperately want. And they must have predictable schedules they can count on in order to juggle their jobs and studies.

The Counter-Intuitive Solution: Less Time...

When it comes to college graduation, time is the enemy. According to federally collected data in 2008, only 29 percent of full-time students at public four-year institutions graduated in four years. After the fifth year, 19 percent more graduated. Only 6 percent more students in the sixth year made it to graduation day and then only 3 percent more students in the eighth year. Giving students more time to graduate clearly does not yield many more graduates. Why? Because, simply put, life gets in the way.

Each passing month and year in adult life often adds more complexity. More hours are needed at jobs to make ends meet. Children arrive, requiring even more juggling between parenting, working, and college. A promotion to assistant manager at the retail store seems like a good opportunity for now, so classes take a back seat. All of the above and more thwart students'

progress to their degrees.

When, out of good intentions, those of us who lead colleges and universities or help shape institutional policies add more credit requirements; semester-long, multiple-level remediation courses; limitless periods of exploration before declaring a major; and transfer policies that don't readily recognize credits earned at multiple campuses, we must stop to ask: Will it take longer to graduate as a result? Are we adding time?

If the answer is yes, good intentions are leading to one of the worst unintended consequences: Fewer graduates.

Less Choice...

James E. Rosenbaum, professor of sociology, education, and social policy at Northwestern University, and his colleagues have found that students at two-year colleges, which now make up nearly half of all college students today, often lack the know-how to direct their own progress. Further, their work revealed that although students "are assumed to be capable of making informed choices, of knowing their abilities and preferences, of understanding the full range of college and career alternatives, and of weighing the costs and benefits associated with different college programs...many students have great difficulty with such choices."

Meanwhile, according to Rosenbaum and his fellow researchers, many private two-year colleges—with identical student bodies containing large numbers of low-income and minority students who did poorly in high school—shift academic planning responsibilities to themselves, "devising procedures to help students succeed even if they lack the traditional social prerequisites of college." And it works: The private two-year schools in the study graduated 15 percent more students than their public peers.

How do they do it? The private two-year colleges in the study offered students "package deal" plans for accomplishing specific academic and career goals in a set length of time. Instead of charting their own paths by navigating daunting catalogs overflowing with choices, students make the "big choice" of a desired career or academic discipline and then the colleges make all of the "little choices" for them—using structured programs that move students to degrees in the shortest time possible. In those cases where students are unsure of their majors, they can be guided to begin their studies by taking a general-education core, but for the vast majority, such a system of informed choice is most productive.

Before assuming that only private colleges can accomplish that, consider the past 20 years at the public Tennessee Technology Centers. Part of the Tennessee Board of Regents system, the statewide centers have been regularly accomplishing graduation rates of 75 percent or higher and job placement rates above 85 percent. Meanwhile, their community-college counterparts experience graduation rates of just 14 percent, on average.

Students sign up for whole programs, not individual courses. They are clearly told how long the program will take

to complete and the total “all in” costs. There are plenty of “big choices,” but “little choices” are directed, streamlined, and packaged to cut down on confusion and the chance of mistake.

So, this isn’t about public versus private two-year colleges. Nor is it just about college students. It’s also about the human capacity to process an abundance of choices. In one study, subjects became nearly paralyzed when presented with 24 choices of fruit jams. While 60 percent helped themselves to samples, only 3 percent could ever decide which jam to buy. By reducing the choices to six, nearly a third of the 40 percent who sampled the jams made a purchase.

Whether choosing jams or college courses, people succeed most when their choices are streamlined and directed. By thinking differently about choice, colleges can meet the needs of more of today’s students and share in the success that comes with more graduates.

...More Structure

Combining directed choice with new structures for academic delivery unleashes the full potential of reforms to boost college completions. At almost all colleges, courses are scheduled all over the weekly calendar. Yet in a student-centered culture, would programs be designed that required an 8 a.m. class on Monday, a 2 p.m. class on Tuesday, 11 a.m. on Wednesday, etc.? Of course not.

Instead, what if programs were designed with more structured scheduling? Students could attend classes every day, five days a week, from 8 a.m. to 2 p.m. Full-time attendance would now be possible for many more people, significantly shortening the time it takes to graduate. And finding time for jobs in such a predictable daily routine would no longer be a challenge.

When presented with this concept, students are incredulous. “That would be a dream come true,” they have told us. Here again, the dream is actually a tried-and-true reality.

The Tennessee Technology Centers structure academic delivery in just this way. Three-quarters or more of their students earn career certificates in 12 to 18 months going full time, five days a week, from 8 a.m. until 2 p.m. Every year, more than 12,000 students move through the multiple Technology Center campuses and nearly all of them head straight into jobs.

Structure also produces some added bonuses that should not be overlooked. Compressed class schedules create stronger connections among faculty members, as well as among students. Professors not only interact more often, they also tend to create team approaches to teaching the students they share. And students often move through programs as a group, strengthening their ties to and support of one another.

But, structured scheduling only works for vocational education and career certificate programs, right? Wrong. The City University of New York’s ASAP program for accelerated

completion of associate degrees is so successful that the system will soon open an entire campus designed to use block scheduling, student groupings, directed choice, regular academic advising sessions, and comprehensive career counseling. Why make that kind of investment in the midst of a budget crisis? Because it works so well: As many as 50 percent of ASAP students graduated in three years, compared to 25 percent of their peers at other institutions.

The Message for Boards

Time, choice, and structure are the optics through which higher education must be viewed in order to clearly see the needs of today’s American college students—and to evaluate the worthiness of new approaches and reforms intended to boost their success. When considering whether to put in place new policies or support certain legislation, boards should apply these vital questions: Will this approach reduce the **time** it takes to graduate? Will it help direct students in making an informed, transparent **choice**, clearly consistent with their aspirations? Will it provide more predictability and **structure** so as to help them balance school and jobs?

If the answers are yes, please proceed in all haste. We cannot allow this generation of Americans to achieve less than their predecessors. Clear evidence suggests that we don’t have to do so. Relying on their significant knowledge and experience, and empowered with proven new approaches and practices, trustees can help fully seize the opportunities for our country that overflowing campuses provide, significantly boost college completions, turn the broken dreams of dropouts into the bright futures of graduates, and make America once more the world leader in college attainment. ■

AUTHOR: Stan Jones is president of Complete College America.

E-MAIL: sjones@completecollege.org

T’SHIP LINK: William G. Bowen, Matthew M. Chingos, and Michael S. McPherson, “Crossing the Finish Line: Completing College at America’s Public Universities.” November/December 2009. Theodore J. Marchese, “Graduation Rates: The Stakes for Boards.” May/June 2009.

OTHER RESOURCES: Jean Johnson and John Rochkind, with Amber N. Ott and Samantha DuPont, “With Their Whole Lives Ahead of Them” (Public Agenda 2009). Complete College America, www.completecollege.org.

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Items for Information and Discussion

4. Report of the Hall of Fame Planning Committee

The Vermont State Colleges Board of Trustees Hall of Fame Committee conducted a meeting on Tuesday, August 18, 2015 at the Office of the Chancellor in Montpelier, Vermont.

The following were present:

Committee Members: Karen Luneau, Mike Pieciak, former trustee Gary Moore

Absent: Martha O'Connor

Office of the Chancellor:

Tricia Coates, Director of External & Governmental Affairs
Elaine Sopchak, Executive Assistant to the Chancellor
Jeb Spaulding, Chancellor

Chair Luneau called the meeting to order at 2 p.m.

The Committee established three purposes for creating a VSC Hall of Fame:

1. To showcase successful VSC alumni and their positive stories
2. To raise money for scholarships
3. To highlight the VSC system

The Committee discussed designating one at-large award for an individual who is outstanding in his/her profession; exemplifies the best use of the education provided by the VSC; and/or has been of service to either the system or the state of Vermont. It was suggested this award be named the Robert S. Babcock Award. For individual college awards, the Committee discussed receiving three nominations from each college president. The Committee and the chancellor would choose the recipients.

Chair Luneau asked that the Committee also consider what the physical Hall of Fame might look like and where it might reside. Chancellor's Office staff will draft a full proposal for the event—including criteria, nomination process, and a timeline—to share with the Board.

The meeting adjourned at 3 p.m.

Items for Information and Discussion

The Vermont State Colleges Board of Trustees Hall of Fame Committee conducted a meeting via conference call on Friday, September 11, 2015.

The following were present:

Committee Members: Martha O'Connor, Mike Pieciak, former trustee Gary Moore

Absent: Karen Luneau

Office of the Chancellor:

Tricia Coates, Director of External & Governmental Affairs

Elaine Sopchak, Executive Assistant to the Chancellor

Jeb Spaulding, Chancellor

Chair Luneau called the meeting to order at 10 a.m.

The Committee reviewed the proposed award criteria and nomination process. Chancellor Spaulding explained that after discussing the nomination process with the presidents, it was their clear preference to submit a single nominee from each institution. The Committee agreed to this approach, as well as to the criteria as proposed. The full proposal is attached to these minutes.

The Committee was amenable to naming the at-large award to be chosen by the Board after an individual, but deferred the decision for future discussion. Another item for future consideration by the Committee is potential sponsors. The Committee also considered whether to include a live or silent auction in the event. It was decided to forego these events for the first year and consider adding them in subsequent years.

Trustee O'Connor requested that the purpose of the event be revised in the following order:

1. To showcase successful VSC alumni and their positive stories.
2. To raise the profile of the Vermont State Colleges system.
3. To raise funds for scholarships for Vermont students attending VSC institutions.

Chancellor Spaulding added a fourth purpose:

4. To provide the opportunity for our institutions to collaborate as a cohesive system.

The Committee will schedule its next meeting in the weeks immediately following the Board retreat. The meeting adjourned at 10:30 a.m.

Items for Information and Discussion

5. Reports of the College Presidents



Castleton University

ANNUAL REPORT 2015



#We Are Castleton

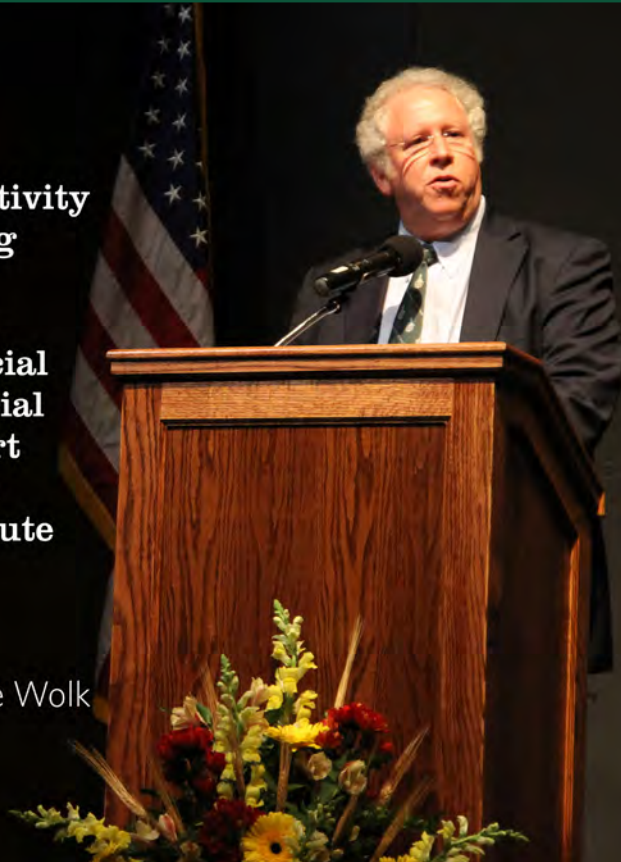


INTRODUCTION

WE ARE CASTLETON UNIVERSITY

“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.”

-President Dave Wolk



On Thursday, August 27 Castleton University officially opened the 2015-16 academic year with its fall Convocation as more than 500 students, faculty, and staff members joined President Dave Wolk for his annual state of the university address in the Casella Theater.

President Wolk welcomed the standing room only crowd, and showed a brief video of scenes from orientation weekend that was shot and edited by Castleton student Matt Levins.

After recognizing new faculty and staff hires, the Castleton alumni association honored Mohamed Y. Basha '06, and Sue Farrell '69 with the annual Alumni of the Year awards, before Wolk named Ken Stone the Commuter Student of the Semester.

Wolk's address highlighted the University's progress made over the last fourteen years, including the growth of graduate programs, focus on international recruitment, development of off campus entrepreneurial venues, implementation of Castleton Plan, and the reinvigorated campus community that is now Castleton University.



INTRODUCTION

“For the first time ever, and for many decades, if not centuries to come, welcome to Castleton University,” Wolk began, “We are now the small university with a big heart, with high expectations for students and staff, the university that helps students transform themselves, the university that, with the help of its students, is transforming itself.”

Wolk explained that along with the modernization of its name, the university will continue to see transformation, with the expansion of academic programs and strategic growth of graduate programs, as well as a greater investment in and commitment to the Rutland area.

With additional increases of student athletes and international students and a significant investment in institutional scholarships based on merit, he assured the packed theater that the university is still very much on the move, focused on the personalized, relationship-based, high quality education that has always characterized the Castleton experience.

Other exciting announcements included a tuition freeze for the 2016-17 academic year, and that with a focus on international growth Castleton now has 35 countries represented on its campus.

“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,” finished Wolk, “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.”

Read President Wolk’s complete address at: castleton.edu/convocation

Read more about Castleton’s name change at: castleton.edu/university



ACADEMIC AFFAIRS

KARECKAS NAME FULBRIGHT SCHOLAR

Taking his Castleton degree overseas shortly after walking across the stage at graduation, graduate student Kevin Kareckas headed to Poland to teach English at a local university for a full academic year after earning a spot in the prestigious Fulbright English Teaching Assistantship Program.



The Fulbright English Teaching Assistant (ETA) Program places recent college graduates and young professionals as English teaching assistants in primary and secondary schools and universities overseas. The program aims to strengthen foreign students' English language abilities and knowledge of the United States, while allowing program participants to gain from intensive cross-cultural interaction and international educational opportunities provided at the host institution.

"My Castleton education has helped to fully prepare me for this opportunity," said Kareckas, who graduated in May with a Master of Art in Education with a focus in Curriculum and Instruction.

Kareckas marks the second student out of the Castleton education department in as many years to be awarded this distinguished honor, and plans to use this opportunity to improve international relations by serving as an exemplary ambassador for Castleton and the United States.

WHITE COAT CEREMONY CELEBRATED

In January nearly 100 Castleton nursing students participated in a new collaboration between the Arnold P. Gold Foundation and the American Association of Colleges of Nursing as the inaugural ceremony marked the first time a coordinated effort had been developed to offer events such as this at schools of nursing. Castleton was selected as one of 100 nursing schools in 43 states to offer a White Coat Ceremony in the pilot year.



The White Coat Ceremony was designed in 1993 by The Arnold P. Gold Foundation as a way to welcome new students into the medical profession and to set clear expectations regarding their primary role as physicians. The tradition, includes the recitation of the medical oath by participants, emphasizes the importance of compassionate care as well as scientific proficiency in medicine.



ACADEMIC AFFAIRS

INTERNATIONAL FILM FESTIVAL GARNERS SPOTLIGHT

Introducing something new and innovative to the Castleton community, Communication Professor Michael Talbott brought Castleton's first International Film Festival to campus in March 2015. Featuring six foreign films throughout the month, the inaugural edition of the Castleton International Film Festival aimed to bring exciting films from around the globe to Rutland County.

The festival was made possible by the Tournées Festival grant, administered by the FACE, French American Cultural Exchange, in partnership with the Cultural Services of the French Embassy, which works to increase cultural awareness on college campuses.

The successful endeavor received national attention, and two such festivals are scheduled for the 2015-16 academic year.

"Having an international film festival is an important part of a college or university," said Talbott, who selects films for the festival that raise important issues across a variety of disciplines.

Featuring films such as 7 Boxes, Mr. Kaplan, Bad Hair, Wilaya, and Here and There, this year's Spanish Film Festival will run from October 15 through October 29. Showings will take place on Tuesday and Thursday nights, with a start time of 6:30 p.m. in Herrick Auditorium, and are free of charge and open to the public.

The series was made possible by a grant from the PRAGDA organization.

"The organization is not just concerned with the money. They really care about putting on a vibrant event," Talbott said.

In the future Talbott would like to bring additional elements into the events by inviting actual filmmakers to attend and speak at various showings. He believes this added aspect will encourage students to get more engaged in each event, while allowing for a more well rounded experience.

Read more about Castleton's International Film Festival at: castleton.edu/filmfestival



ACADEMIC AFFAIRS

ERIC GINTER EARNS GILMAN SCHOLARSHIP



Fulfilling a longtime aspiration to study abroad in China, Global Studies major Eric Ginter '16, spent the spring semester of his junior year in Chengdu, China studying foreign language and culture after being named the recipient of a prestigious national study abroad scholarship, the Benjamin A. Gilman Scholarship.

Ginter marks the third Castleton student in the past three years to win this prestigious national scholarship, and the first to study abroad in China. In the 2014-15 academic year Castleton had students studying abroad on five different continents including Europe, Africa, Asia, South America and Australia, as well as the islands of New Zealand and Great Britain.

SMITHSONIAN CALLS ON CASTLETON PROFESSOR

Visual artist and Castleton Adjunct Professor of Art Shelley Warren brought her artistic vision to the Smithsonian American Art Museum in Washington DC in October as she gave an artist talk at the esteemed venue, after having her art selected for a DC city arts gallery. The Smithsonian talk was part of the museum's Luce Local Artist Series presented with CulturalDC, which features local artist to discuss work on view in the museum.

SCIENTIFIC RESEARCH EFFORTS BOOSTED THROUGH NSF

Natural Sciences Department Chair and Geology Professor Tim Grover was the recipient of a National Science Foundation research grant. The nearly \$60,000 grant allows Castleton students to actively participate in relative fieldwork and is a two-year long project in collaboration with the University of Massachusetts-Amherst.

The National Science Foundation is an independent U.S. government agency responsible for promoting science and engineering through research programs and education projects. The organization is a funding source for approximately 24 percent of all federally supported basic research conducted by America's colleges and universities.



Grover's award marks the first time Castleton has received a NSF grant.



ADVANCEMENT

CASTLETON RECEIVES CARNEGIE CLASSIFICATION

Castleton was among 83 institutions to receive, for the first time, the Carnegie Foundation Community Engagement Classification announced by the New England Resource Center for Higher Education in January. The distinction pushes Castleton to the forefront in Vermont as many colleges and universities endeavor to make strides in community engagement.

The classification recognizes schools that have demonstrated deep engagement with local, regional, national, and global communities, making a difference in communities while revitalizing their civic and academic mission. An additional 157 institutions were re-classified during this round.

MEASURING THE CAMPUS CLIMATE

Last spring, President Dave Wolk established the President's Advisory Council on Inclusive Excellence, an important step toward deepening the University's efforts to create a more diverse and inclusive campus community.

This community would be one that authentically cultivates and values diversity and inclusion, where there are quality, respectful interactions among all members, where multiple perspectives are acknowledged and embraced, and where optimal learning occurs.

Some of the Council's first steps included administering a campus climate survey to measure perceptions of the quality of the climate, which nearly 500 individuals participated in, and hosting an open forum and various other events that allowed students, faculty and staff a chance to engage in dialogue about a variety of different issues and concepts related to multiculturalism, diversity, internationalization, and inclusivity.

"The campus climate survey took a snapshot of Castleton's climate in 2014 and provided us with a baseline against which we will measure our future progress towards inclusive excellence on campus," said Coordinator of International Student Services and President's Advisory Council on Inclusive Excellence Co-Chair Debbie Singiser.

"As a campus, we value civility and respect, and we are intentional about ways we build and strengthen our sense of community," said Dr. Ingrid Johnson-Robledo, Dean of Arts, Sciences and Community Engagement. "Our goal with this project, once completed is to use these results to identify additional steps we can take to make sure all members of our community feel valued and welcomed at Castleton."



STUDENT LIFE

SURPRISE OF A LIFETIME

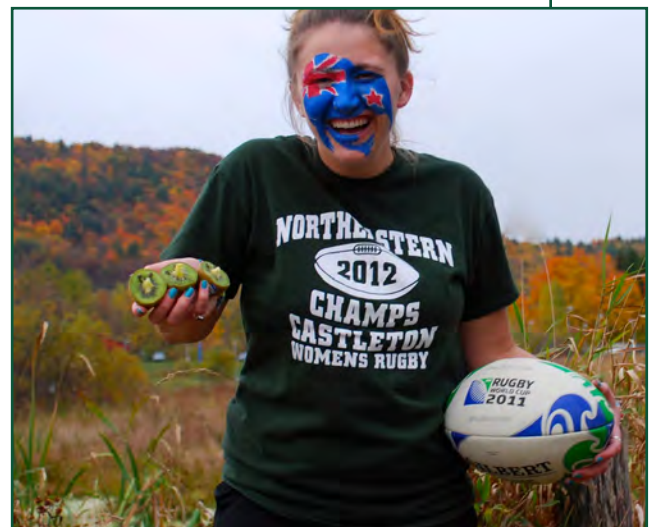


Emma Faucher '16 was overcome by excitement, thrill and emotion as she was announced the winner of a full semester tuition scholarship to study in New Zealand, an opportunity made possible by Education New Zealand.

After submitting a creative, themed photo of herself paired with an essay entry to a Go Overseas study abroad contest, Faucher was selected out of over 1,000 applications for the \$15,000 scholarship provided by the New Zealand government, including round trip airfare.

Members of the awarding organization, Go Overseas, flew to campus from California, along with a representative from New Zealand, to surprise Faucher with a oversized check and announce her official win.

Joined by family, friends, classmates, professors and Castleton President Dave Wolk, Faucher was filled with excitement after learning of her accomplishment. She made the overseas journey in the spring of 2015, studying psychology research at the Victoria University of Wellington.





STUDENT LIFE

A DATE FOR NATE



As the Castleton football team put forth a record-breaking performance on the field on October 11, 2015, they also made the game an unforgettable day for one young man who had the opportunity to be an honorary member of the Spartans team for a day.

Sixth grader Nathan Cosgrove was invited to be involved with Castleton's entire game day experience as part of the Coach to Cure MD program, an initiative supported by the American Football Coaches Association which seeks to raise money for research focused on Duchenne muscular dystrophy.

"I just thought it was a great opportunity to bring some happiness to a family that needed it with all they have been through recently," said head coach Tony Volpone.

Cosgrove is afflicted with Duchenne muscular dystrophy, leaving him confined to a wheelchair. The disease strikes boys across all races and cultures, causing progressive muscle weakness, which eventually leads to wheelchair dependency and a decline in respiratory function.

Being limited to a wheelchair didn't hinder Cosgrove from being a part of the team on Saturday, as he was able to join the Spartans in the locker room before game and then lead them out to the turf prior to the start of the contest. At halftime he was also presented with a Castleton football jersey and a football signed by the entire team.





STUDENT LIFE

FIRST IN THEIR CLASS

The Castleton women's lacrosse team won its fourth North Atlantic Conference (NAC) conference championship to secure an automatic bid in the NCAA Tournament, but for two graduating seniors viewing the NCAA Tournament selection show was still an anxious experience.



Seniors Kate Auer and Mariah Lesure were supposed to graduate on Saturday, May 9, but the NCAA First Round was scheduled for the same day. There was some hope of getting a bye to the second round, but that didn't happen and the duo was faced with the unfortunate reality of not being able to graduate with the rest of their classmates. They were excited about the good first round draw and the possibility of winning an NCAA Tournament game for the first time in program history but the thrill was tempered by missing that once-in-a-lifetime experience of college graduation.

Castleton President Dave Wolk cared enough about the situation to try and figure a solution in which the players would be able to both graduate and play, fully embracing the Division III notion that athletes are students first. After some brainstorming he was able to come up with a simple solution – Have the duo walk and receive their diplomas during Castleton's practice graduation ceremony on Thursday.

For most universities, the fact that two student-athletes would not be able to walk would be overlooked as an unfortunate circumstance.

"It feels really awesome that they went out of their way to make it happen for us," said Lesure, who was a four-year member of the women's lacrosse team. "I am just really excited that they were able to make it happen."

For Auer, the 2014 and 2015 NAC Player of the Year, this special graduation held even more significance for her and her family, as she became the first person from her immediate family to graduate with a college degree.

"It's very significant to my family, especially my parents and grandparents, to see me graduate," said Auer. "It's something that we've always talked about, and I was really looking forward to it."



STUDENT LIFE

OUR LARGEST GRADUATING CLASS



The largest class in Castleton history passed across the stage at its 228th commencement ceremony on Saturday, May 9, bringing to close the 2014-15 academic year.

Tim Donovan, former Chancellor of the Vermont State Colleges addressed the more than 3,500 people in attendance and thousands more watching online. Donovan spoke about the sweeping technological changes the world has experienced, and the importance of education in the face of change.

“As much as it may have seemed important during finals week, the specific knowledge you’ve mastered in your studies has not been an “end”, but merely a “means” for preparing you to continuously learn,” said Donovan. “Today is “commencement” – the beginning, not the end of your education. And at no time in history has this been more true.”





PUBLIC SERVICE

HANDS TO HONDURAS



Student members of the Castleton Rotaract Club had the opportunity to step outside the U.S. borders as they participated in a service trip to Honduras. Marking the group's first international mission trip since the its inception in the fall of 2013, students returned to campus with a fresh perspective on third world countries and renewed appreciation for amenities back home.

While in Honduras, the eight Castleton students completed three community projects, including the expansion of the Mary Crooker School in Danli, a pure water and sanitation mission to Trojes and medical and dental brigades in villages surrounding the Danli Region.

MENTORING PROGRAM FORMS LASTING BONDS

Working to spark an interest for higher education in the developing minds of local elementary school students, the Castleton Mentoring Program brings together college students with local Castleton Elementary School children. Now in its tenth year, the program aims to connect fourth and fifth graders with Castleton students to act as role models as they begin to consider their futures.

Using their shared interests as a building block, students develop relationships that become a positive influence in the child's life, providing social support and encouragement. Working with their mentors, the fourth and fifth grade students are exposed to the excitement of higher education and importance of setting educational goals that make college a reality.



"We model hard work, determination, enthusiasm, and leadership," said senior Elise Husa, "We specifically focus on planting the seed for college in these fourth and fifth graders minds and don't question whether they are going to college, but when and where."



FACILITIES

CASTLETON DOWNTOWN OPENS

Located in downtown Rutland on Merchants Row, Castleton Downtown will work to further the college's educational mission and better connect it with schools, nonprofit organizations, businesses, and industries. An expanded effort in community engagement programs, Castleton Center for Schools outreach, and new connections with the greater Rutland community are also key components to the new programs.

"We created Castleton Downtown because we love Rutland, and we love our students," Wolk said with pride and enthusiasm when introducing the new project.

Central to the success of Castleton Downtown will be Dean of Entrepreneurial Programs Lyle Jepson, who was hired to oversee operations and develop the new Center for Entrepreneurial Programs. In addition, Jepson oversees the Castleton Center for Schools, while working in conjunction with Director of Community Engagement Chrispin White who operates the Center for Community Engagement. The fourth arm of Castleton Downtown is the Castleton Polling Institute, which is directed by Dr. Rich Clark.

CONFERENCES AND EVENTS KEEPS CAMPUS ALIVE

In addition to the various conferences held in the college's scholarly environment throughout the academic year, the summer months bring a variety of workshops, weddings, special events and athletic groups to Castleton.

Utilizing the numerous unique, state of the art facilities, including the Castleton Pavilion and Spartan Arena, as well as various campus lecture halls, auditoriums, classrooms and sports field, Castleton has proven to be a top performing event host in Vermont. Offering an assortment of services at an economical price, the professional catering staff uses the entire campus for those interested in booking events, providing housing accommodations, food and technical support.

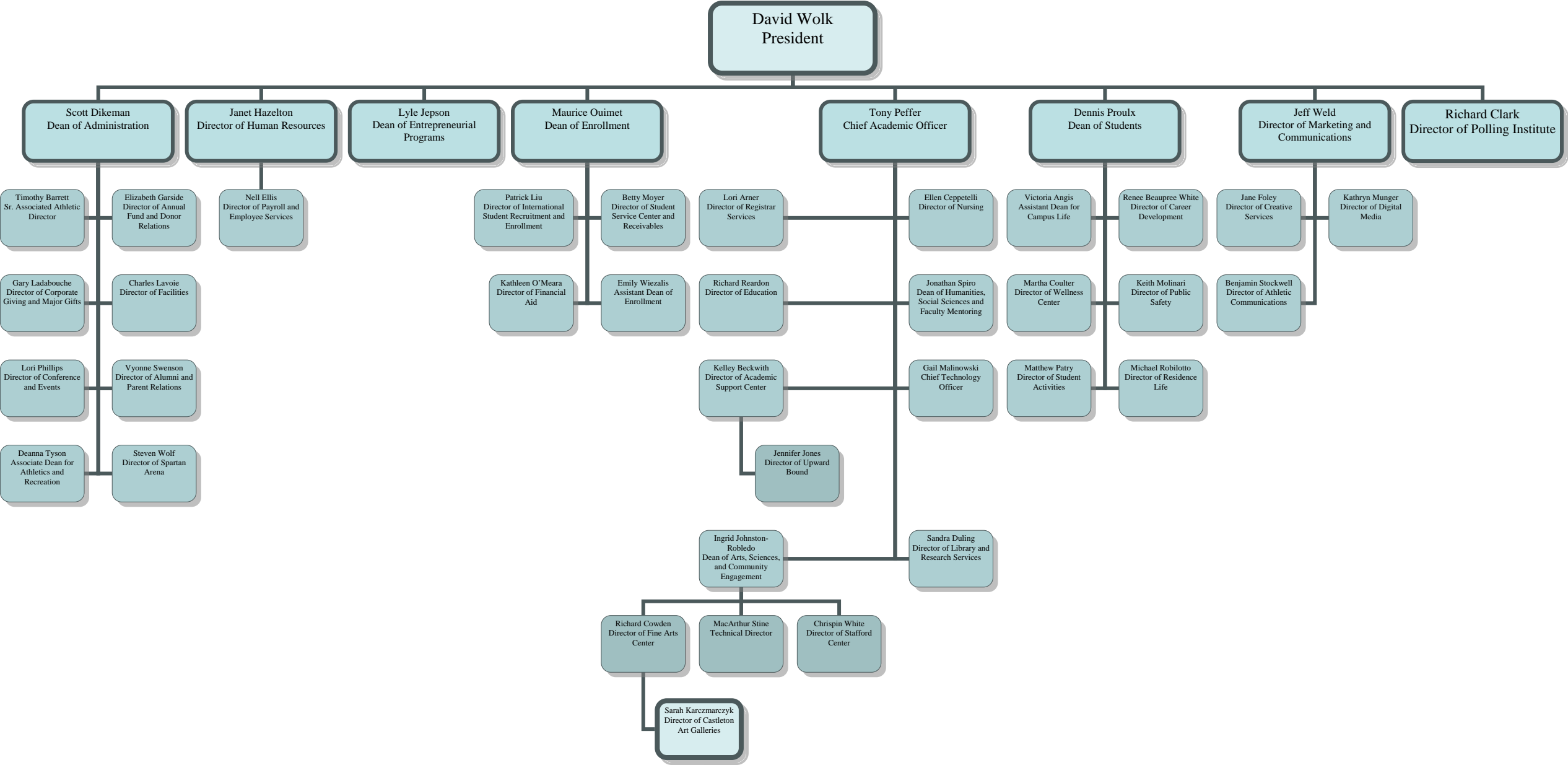
Over the years the campus has been home to popular groups, such as the Boston Crusaders and Governor's Institute of the Arts, as well as hosted yearly events like the KOSA Drum Festival, Shrine Bowl Football Camp, New England Yearly Meeting of Friends and Castleton Summer Concert series, which featured a premier lineup of local musicians that took center stage every Tuesday throughout the summer months.





UNIVERSITY PRIORITIES

1. Continue to maximize external resources for the university with the rejuvenated pursuit of entrepreneurial ventures, aggressive fund-raising, enhanced grant writing, new web site development and prudent enrollment management.
2. Implement the Castleton plan, guiding the next ten years of the university's development of the undergraduate and graduate academic programs and the entire university, including new modes of delivery for graduate programs.
3. Improve the quality of the student experience through support for student research and creative endeavors, continued development of and investment in the international student program, expanded study abroad and community engagement opportunities, and enhancement of our academic, athletic and other co-curricular programs and student services.
4. Continue to support the regional community, contributing to cultural, recreational and economic well-being, through innovative efforts to connect the schools, businesses and communities with the university, with a more revitalized effort to connect the university with the city of Rutland and surrounding communities, including support for Castleton downtown and the installation of the new spartan dome adjacent to the spartan arena in Rutland town.
5. Develop and implement a new, comprehensive marketing and communications strategy, utilizing state of the art practices to promote undergraduate and graduate academic programs, student achievement and a new identity for the institution.





Executive Summary

Dear VSC Board of Trustees,

The 2014-2015 academic year at CCV has been one of great success and also one of profound sadness for many of us at the College. This year we lost two prominent, long-term, and beloved staff members: Elmer Kimball and John Christensen. Both Elmer and John served the College for decades bringing inspiration and insight into our classrooms and academic centers. Much of our success and growth from the 1990s onward can be attributed to the dedication and hard work of these two committed educators. In their memory CCV has set up a special fund and scholarship to benefit students.

CONTENTS

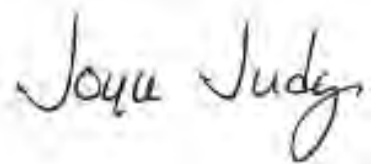
- Student Life
- Public Service
- Admissions & Enrollment Services
- Academic Affairs
- Learning Technology & Online Learning
- Library
- Development
- Finance
- Facilities
- Personnel
- Workforce Education & Training
- Veterans
- Secondary Education Initiatives
- MS Training and Certification
- Institutional Research

As you will read further on in this report, CCV has seen many positive developments over the course of the year as well. Our unique position as a statewide institution offering traditional college courses, workforce training, and college-level educational opportunities for high school students, has allowed us to increase our presence throughout the state in a variety of ways. This increased presence and visibility around Vermont has translated into a greater understanding on the part of Vermonters that if they want a college education, CCV has a path open to them regardless of their economic or educational background.

Much of CCV's work is born from work that is in direct response to the main challenge CCV faces at this juncture: Vermont's shrinking population. As the number of traditional college-aged Vermonters declines we at CCV have cast a wider net in order to meet students where they are. We have accomplished this by creating programming that targets and appeals to segments of the population that are often either underserved or overlooked. For example, CCV continues to offer one of the most comprehensive suites of veteran and military-connected student services of any college in the state. We are also able to reach students in Vermont's most rural regions through our Center for Online Learning, a model example of modern, web-based education in terms of both course content and delivery. The College has forged deep and lasting relationships with industry leaders throughout Vermont that have shaped workforce training programs to meet the needs of employers, employees, and the state as a whole. And with

the help of the state, community partners, and local high school educators and administrators, CCV has been able to make available to high school-aged Vermonters more opportunities to explore or enroll in college classes before they graduate high school.

More specifically, in the past year we moved our Brattleboro academic center into the Brooks House, located in the center of Brattleboro's bustling downtown retail district. This location change, which includes sharing a space with Vermont Tech, brings increased accessibility to college education for the people of southeastern Vermont. CCV-Springfield successfully launched a section of our Introduction to College Studies course in Bellows Falls, a community in desperate need of this type of opportunity for its youngsters. And in Rutland and Newport we hosted breakfast meet-and-greets with business leaders to introduce them to CCV's growing workforce training opportunities. These examples of our successes, along with the awarding of new TAACCCT and TRIO grants, the growth of our service and community-engaged learning initiatives, and the continued hard work of our staff and faculty, have positioned CCV well to continue serving as an economic engine in our communities and as a transformative institution for those seeking affordable and accessible higher education in Vermont.

A handwritten signature in dark ink, reading "Joyce Judy". The signature is written in a cursive, flowing style. The first name "Joyce" is written with a large, prominent "J" and the last name "Judy" follows in a similar cursive script.

Joyce Judy
President

Student Life

Cultivating student leaders, supporting students' success, and helping students develop into confident, professional, and employable graduates continues to be a focus at CCV.

Last year CCV proudly hosted its third Leadership Scholarship luncheon. The College awarded thirteen students \$1,000 scholarships in recognition of their demonstrated leadership in their academic centers, classrooms, or communities through service learning, volunteer work, and involvement in student life at CCV.

This year CCV expanded its Peer Mentor Program by embedding student leaders into 58 course sections. Feedback from students enrolled in courses in which a peer mentor was placed has been positive. We've heard that mentors encouraged students to keep going with their studies and that the mentors serve as a reminder that they too can be successful in the classroom. The program, which is a component of our retention strategy, aims to help students feel connected, develop strategies and behaviors for success, and persist through academic challenges.

This summer, CCV's TRIO staff trained students to be active ambassadors for the program, developing an understanding of their own strengths and leadership qualities. CCV's Student Support Services TRIO program has been funded for over \$1.7 million for the next five years. This national grant cycle process was extremely competitive, with only 50% of the proposals being funded. The TRIO grant allows us to support first generation and low-income students by providing intensive academic and social supports.

For the second time, CCV sponsored a student's participation in National Education for Women (NEW) Leadership New England. The student had an opportunity to participate in workshops designed to actively develop leadership skills such as public speaking and networking, as well as attend presentations from politically active women. As a result of this experience, the student is considering running for office in Bennington, her local community.

In fall 2015 CCV will be launching a new leadership program through which students can earn a leadership endorsement, indicating students have participated in at least 80 hours engaged in leadership activities and training. Further, we are looking forward to hosting our first Phi Theta Kappa (PTK) inauguration in the fall. PTK is a national honor society for two-year colleges.

Last year, 29 CCV students cultivated cultural competencies while studying abroad. In the fall, students enrolled in an interdisciplinary study abroad course explored the history, literature, film and music of Ireland. During the 10-day trip students visited the seascapes of County Clare, the hills of Wicklow and the bustling capital city, Dublin. During the spring semester, a Global Social Problems class traveled to Vienna, Czech Republic and Slovakia, visiting nonprofits and businesses and touring UNESCO World Heritage sites, Prague's Jewish Quarter, Museum of Communism, and Lennon Wall. To date, over 300 students have traveled abroad and experienced different cultures since the program's inception in 2003.

Public Service

Research tells us that service learning makes course content more relevant, allows students to apply newly learned knowledge in a hands-on setting, and increases retention. Approximately 820 CCV students engaged in over 5,840 hours of service as part of their coursework. Service projects ranged from singular activities to complex projects that spanned entire semesters, and CCV students were actively learning in communities around the state. Rutland art students collaborated with a local muralist to create a colorful mural at the Wonderfeet Kids' Museum, a popular, new children's space in the city.. Winooski environmental studies students worked on a trail building project, and as part of the Southshire Challenge, Bennington students in an internet marketing class partnered with the Green Mountain RSVP Volunteer Center to provide internet and social marketing support.

Both CCV Winooski and Montpelier hosted Empty Bowls events as part of the College's annual Harvest for Hunger initiative. In Montpelier, 11 classes worked to contribute to this event. Students served soup to over 200 guests to raise money for the Vermont Foodbank and to raise awareness about hunger and food insecurity in Vermont.

Service learning not only deepens learning, but it also empowers our students and helps them realize they can contribute to their communities. In 2014-15, we saw a 13% increase in both the number of service hours and our economic impact. Using Independent Sector's national model to assess the value of volunteer time, we estimate that CCV's 25,300 hours has an

economic impact of over a half million dollars to the Vermont economy.

Admissions and Enrollment Services

During the past year, the CCV admissions department worked closely with our academic centers to develop a more holistic, strategic and simplified approach to applicant and prospect outreach. This work was launched in early July at a college-wide enrollment summit that reenergized staff from across the College in our recruitment and retention efforts and produced positive results.

Financial aid provided more than \$8 million in federal Pell Grants to over 3,200 students during the 2014-2015. That represents 54% of CCV degree students during the award year. Of those that received financial aid, more than 60% were first-generation college students.

In our registrar's office during 2014-15, our CCV's Veteran Services Team has enrolled 663 veteran and military students. Of those students, 350 have used VA benefits and 15 have used Army Tuition Assistance. In an effort to meet the needs of VA Section 702, CCV began granting in-state tuition to qualifying veteran and military students in fall 2014.

Academic Affairs

CCV is committed to providing an array of professional development opportunities to faculty. Opportunities this year included semester kickoff events, curricular workshops, webinar presentations, and our annual Summer Institute conference. Workshops were offered in-

person or through video conferencing, webinars, and online forums.

Many faculty participate in at least one CCV professional development opportunity each year. Of the nearly 300 instructors who responded to the 2014 Faculty Evaluation of College and Center Services, 44% attended a semester kick-off event at their academic center, 31% participated in a Friday Morning webinar, and 25% attended the annual Summer Institute. A significant number of faculty also reported participating in a college committee or task force, attending an external conference or class, and engaging in course- or discipline-related trainings.

In preparation for the start of the semester, kick-off events were held at every academic center. After hearing the latest research on student success, faculty at the fall 2014 events worked in small groups to share their success strategies. In the spring, a variety of topics were offered at different centers, everything from enhancing students' critical thinking skills and utilizing universal design strategies to exploring open-educational resources and handling students in crisis. Also, in preparation for the semester, faculty Moodle Mentors met one-on-one with their colleagues to help with setting up and managing Moodle gradebooks for their courses.

As classes began, so did the College's Friday Morning webinars, a one-hour session that takes place each week and can be joined from any computer with Internet access. During the year, webinars were offered to faculty on using Turnitin to respond to student writing, learning the essentials of e-Tutoring, and integrating student success activities in class.

Also, during the year, academic committees met statewide to discuss specific curriculum, review retention and assessment data, share best teaching practices, and consider student preparation and skill development. As part of CCV's Brown Bag Forum, faculty presenters connected online with other faculty to share their experiences working with student mentors, using rubrics, and developing successful assessments. Members of the College's new Faculty Advisory Committee on Technology (FACT) also began meeting with peers in their academic centers to introduce technological strategies for supporting student learning.

In June, nearly 170 people attended CCV's 8th annual Faculty Summer Institute Conference. Dr. April Yee presented research from four years of interviewing first-generation and middle class college students. Dr. Maryellen Weimer presented key strategies for becoming a learner-centered teacher. Faculty led sessions on many popular topics, including restructuring classes for rigor and relevance, employing games and icebreakers to build community, and avoiding common pitfalls when developing research assignments.

In addition to the opportunities provided at the College, over two dozen faculty utilized professional development funds this year to attend regional or national conferences, association meetings, and workshops. The faculty development policy was recently revised to expand the opportunities for which faculty can request funding, so we look forward to supporting even more requests in the future.

Learning Technology & Online Learning

Fall 2015 marks the first time in CCV's history that all students have institutional email accounts, providing them with a more consistent communication platform and stronger affiliation with the College. In addition to CCV email addresses, students' online Office 365 accounts give them free cloud access to a full suite of Microsoft Office applications and other resources, such as file storage and the ability to work collaboratively on documents with other students and their instructors.

Usage of Moodle, the VSC's learning management system, continues to grow, with over three-quarters of CCV on-ground and online course sections employing this resource. Spring 2015 also saw a significant increase in the use of the Moodle gradebook, a crucial retention tool that gives students online access to their assignment grades, as well as to their overall average in courses to date. Just under two-thirds of CCV courses used this tool, thanks in part, to a Moodle Mentor peer tutoring program that provided faculty with one-on-one assistance with the gradebook and other Moodle resources. In fall 2015, in response to a strong recommendation from CCV's new Faculty Advisory Committee on Technology (FACT), the College is launching a comprehensive training program called Moodle Basics, which will provide orientations to students, faculty, and staff.

The impressive growth in CCV attendance by high school students through the dual enrollment program has brought more of these students to

online as well as on-ground courses. In spring 2015, 183 high school students enrolled in 204 CCV online courses, and they successfully completed those courses at about the same 79% rate as the overall student population. In order to ensure the continuing success of high school online students, CCV's Center for Online Learning has developed an Online Resource Center to provide these students with help resources and study tips.

Library

The Hartness Library launched Library in Moodle (LIM), a new approach to helping faculty integrate library resources and services into the Moodle classroom environment. With LIM, instructors have several options that allow them to tailor library integration to their students' specific needs. These options include a pre-packaged Toolbox created for specific courses and a Custom Library Links Block for more faculty members who want to choose their own library databases and tutorials. Added together with our Embedded Librarian Program and TILT (The Information Literacy Tutorial), LIM represents a comprehensive package of user-friendly tools that help to make the students' library experience even more seamless and inviting than before.

Our library catalog got a long-overdue facelift in 2014. We launched VuFind, which is a new catalog interface that greatly improved usability for students. This is a shared VSC-wide library resource supported by the Office of the Chancellor's IT Department. With their invaluable help, the VSC libraries are launching the mobile-friendly version of this catalog

interface to start off the fall semester 2015.

Also, with the help of the OC IT, we are working on launching an exciting new discovery service. In library lingo, “discovery tool” is a way to use a single search box to access all the collections of the library, including the book catalog, eBook collections, media, and even full-text journal articles from our databases. In collaboration with our partners at Vermont Tech and the Chancellor’s Office, we are busy fine-tuning this new service and hope to launch it in Beta form during the fall semester.

Development

CCV’s community of alumni, faculty, staff, and friends support a thriving annual fund, nine different scholarship funds, and thirteen Student Assistance Funds(SAF) used to meet compelling and urgent financial needs of students at each CCV location. In the 2014-2015 academic year we awarded 164 scholarships totaling nearly \$132,000 to CCV students. The average scholarship was \$803.00. In addition, 263 CCV students accessed SAF funds for a total of \$40,000 and we awarded 254 students \$19,000 in an early registration incentive program.

Major donors, particularly the J. Warren and Lois McClure Foundation, Bari and Peter Dreissigacker, and the Vermont Community Foundation, provide support for dual enrollment programs and the enhanced services that CCV provides to military veterans and their family members. In addition, the McClure Foundation has provided a new major gift to support our career services work in the upcoming academic year. We have also received an additional grant

from Bari and Peter Dreissigacker to support a project in Lamoille County that is targeting first-generation young males as they transition to college.

The College’s endowment is currently valued at nearly \$1.8 million. In the coming year, we will be working to increase the number of major donors, improve our usage of tools in our donor database system, and increase our connection to our alumni throughout the state.

Finance

The College continues to experience sound financial health, maintaining its high standards in financial management, enabling the College to meet its mission of providing affordable, statewide access to higher education and helping students succeed in achieving their educational goals. As has been the case for the past two years, revenue sources remain in stable proportion with tuition and fees representing 61% of the college’s revenue. Twenty-five percent of revenue support was received from grants and contracts while 12% of revenues were received from appropriation by the State of Vermont. Expenses remain distributed similar to previous years at 32% operations, 34% instruction, and 34% academic and student support. Approximately 80% of all unrestricted expenses fund employee compensation. The year-end financial report audited and consolidated into the VSC financial statements will address the specific financial results.

Highlights of the year include:

TAACCCT IV—CCV was awarded nearly \$2.4 million over three years in Trade Adjustment

Assistance Community College and Career Training (TAACCCT) grant funding to provide training and education to assist Vermonters in acquiring the workforce skills Vermont businesses need to remain competitive. Training and education will focus on high demand industry sectors including healthcare, business, agribusiness, and engineering technology.

TRIO – After an extremely competitive process, we were notified that our TRIO grant, totaling over \$1.7 million, was awarded for the next five years. Only 50% of applicants received the award.

CCV continues to receive generous support from the Vermont Community Foundation and other donors, sponsoring programs that contribute to access and success.

The college continues to exploit the use of technology to creatively enhance services and reduce operating costs (communication, energy management, reduced travel).

Facilities

In the past few years, CCV has experienced extraordinary development in our physical facilities. This past year's repair and maintenance projects ranged from a new roof and gutters in St Albans and sidewalk-safety repairs in Montpelier to patching and painting and in other centers. Overall, facility efforts for the 2014-2015 time period were focused on maintaining and enhancing rather than developing.

However, a special highlight of the year has been our move into our newly created space in Brattleboro. This has been a wonderful experience for students, faculty and staff. Students feel like

they are “at a real college,” due in large part to the simple yet technologically advanced setup of the classrooms. Faculty appreciate the spacious classrooms and also the teaching technology that has been integrated into this center. Staff and faculty who had the opportunity to assist with the design of the center love the layout and how functional the space is.

In June, the newly dedicated Timothy J. Donovan Academic Center in Winooski began wearing a bold new outside sign. While keeping up with routine maintenance and repairs, we were able to make additional improvements to the outside of building that enhances the character of the center. A new flagpole has been installed with lighting that enables the center to keep the flag flying after sunset. This flagpole will be dedicated later this fall to those who have served the United States in military service. Also installed and dedicated were two benches honoring long time employee Elmer Kimball. These provide outdoor seating in a lovely, peaceful setting.

In addition to programmatic improvements, CCV continues to focus on safety and security in all of our facilities. New centers have been designed with a variety of security considerations including cameras, locking systems, room shades and alert systems. Leased centers have been updated to contain these features as well. Each center performs emergency training and evacuation drills at the beginning of every semester, ensuring that in the event of an actual emergency, faculty, students and staff will have had some experience with sheltering or evacuation techniques.

Personnel

This past year the College provided staff and faculty with a number of learning opportunities that have strengthened the College's workforce in a number of key areas.

In October, nearly 160 staff members gathered in the Montpelier center to listen to CCV graduate and certified Bridges Out of Poverty facilitator Prudence Pease deliver a keynote presentation about economic diversity. Later in the day, staff chose among several professional development opportunities such as learning to use social media, enhancing customer service delivery and acquiring new IT skills.

On April 17, sixty-five academic staff came together for a professional development day that focused on ways to support students and faculty. Robyn Stratton-Berkesset, a nationally recognized coach, speaker, podcaster, and author of *Appreciative Inquiry for Collaborative Solutions: 21 Strength-Based Workshops*, was the keynote speaker. She introduced the staff to the fundamental tenets of appreciative inquiry through the lens of positivism. Several subsequent workshops provided staff with strategies for addressing challenging behaviors, conversations, and situations in ways that helped participants to feel more centered, purposeful, and helpful. Another afternoon workshop provided a lab setting for FACT (Faculty Advisory Committee on Technology) Chair Shawn Kerivan to demonstrate positive, technologically-supported pedagogies in the classroom.

College Council is the staff governance body comprised of six academic and six administrative staff members. Every year, the Council focuses

on different initiatives to enhance the working environment for all employees. This past year, the Council approved a number of center-based wellness proposals. Centers used the funds for wellness initiatives that included exercise and nutrition classes as well as fitness supplies and sports equipment.

Workforce Education and Training

The past year was a time of significant growth in the workforce division at CCV, with more than 100 credit-bearing courses and non-credit trainings provided to employers and nearly 1,000 individuals seeking to improve workforce skills. Enrollment in the Governor's Career Readiness Program remains strong, with 200 participants having earned the credential. CCV continues to grow its connections to the business community. CCV provided training services to a variety of businesses and organizations this past year including Comcast, University of Vermont Medical Center, Twincraft, Grace Cottage Hospital, and Ben and Jerry's. Courses ranged from one day trainings in customer service, bill collection, and computer applications, to full courses in Supervision and Assessment of Prior Learning.

Through the receipt of a TAACCCT grant, the college is expanding training tied to industry-recognized credentials in manufacturing, IT applications, and allied health. The college became a member of Manufacturing Skills Standards council (MSSC). Faculty members are in the process of becoming certified to teach the courses in the program, and the college will offer

the Certified Production Technician training program in the fall of 2015. The program is designed to develop the skills of entry level production workers.

Veterans

This year, we focused on community-building and college engagement with our veteran and military students, including the launch of a Moodle site, Voodle, exclusively for this student population. The “Mess Hall,” a Voodle-based discussion forum, is a place for student-to-student interactions, with discussion topics ranging from developing a growth mindset to reactions about the film American Sniper. Additionally, Voodle is a place our team shares specialized resources and sends critical announcements about deadlines, events, and opportunities. Based on feedback from students, we will be organizing additional opportunities for connection beyond the online environment in the upcoming year, such as service projects and hikes.

Our second major focus was enhancing academic success among this segment of our student body. Veteran and military students may now request the use of a smartpen to borrow for the duration of their time at CCV. Research shows that taking notes using pen and paper is the most effective way to process and retain information—far more effective than taking notes on a laptop. Smartpens combine old-fashioned handwriting with high-tech digital enhancements to allow for comprehensive note taking and studying.

The Veterans Services Team also sponsored a faculty training on collaborative learning, facilitated by Maryellen Weimer, a nationally-

recognized expert on instructor development. Collaborative learning approaches are often highly effective for veteran and military students, who bring leadership skills, knowledge of teamwork, and investment in real-world applications. Over 30 CCV faculty members now have been trained in these teaching techniques, how to embed them in curricular design, and what the value is for veteran and military students. Future efforts to promote student academic success will include developing our peer mentor program and initiating a marketing campaign to remove the stigma associated with seeking help.

Secondary Education Initiatives

CCV continues to advance Introduction to College Studies as the gateway to dual enrollment and delivers the course statewide in many locations. Participation in ICS dramatically increases the likelihood students will enroll in college. In AY14, only 12% of eligible juniors and seniors participated in dual enrollment, compared to 26% of the students who took ICS, and students who had taken ICS matriculated in college at a rate 18% higher than all other high school students.

Vermont’s Dual Enrollment program grew exponentially since ACT 77 was passed. Participation rates increased from 1,113 in the first year to 2,809 this year--1,564 of these students attended CCV, representing an expanding statewide reach and a broader population of students accessing the program. To ensure access and reduce costs associated with transportation

and college textbooks, the legislature funded \$150 stipends for students eligible for free and reduced lunch. CCV, VSAC and other partners developed a process utilizing the online voucher application to verify eligibility and send stipends directly to students.

This year marked the beginning of the Early College program, which allows seniors to complete their last year of high school and first year of college by enrolling in college full time and transferring their credits back to their high school for a diploma. In 2014, CCV admitted 56 students, representing 26 high schools statewide. The cohort achieved an average GPA of 3.45 in the fall semester, and 54 continued on to successfully complete the program. CCV has accepted 65 students for fall 2015.

Microsoft Training and Certification

The Microsoft IT Academy offers hundreds of self-paced, online courses on virtually all of its software products, from Word to SQL Server. CCV began offering IT Academy free to students, faculty, and staff in 2013 through the federally funded Vermont Digital Economy project. The free courses and course materials have been used in CCV classes—often replacing expensive textbooks—and by students working independently to build their computer skills. Last year, with support from TAACCCT workforce development grants, CCV added the Microsoft Office Specialist (MOS) program, which allows students to sit for exams leading to industry-recognized certification in any of the several programs in the Microsoft Office suite.

MOS certification exams are available free to students, faculty, and staff at the CCV-Rutland academic center and are also available at CCV-Winooski in conjunction with training programs such as the new Career Readiness Certificate Pro, which focuses on building skill sets in manufacturing and technology. In addition to enabling students to document their real-world technology skills for potential employers, MOS certification can help them accelerate their progress toward a college degree through credit awards based on MOS equivalencies to existing computer courses. In the coming year, CCV's Workforce Development office will expand the availability of IT Academy and MOS certification through customized training programs for Vermont businesses and public offerings for workers entering or advancing their careers.

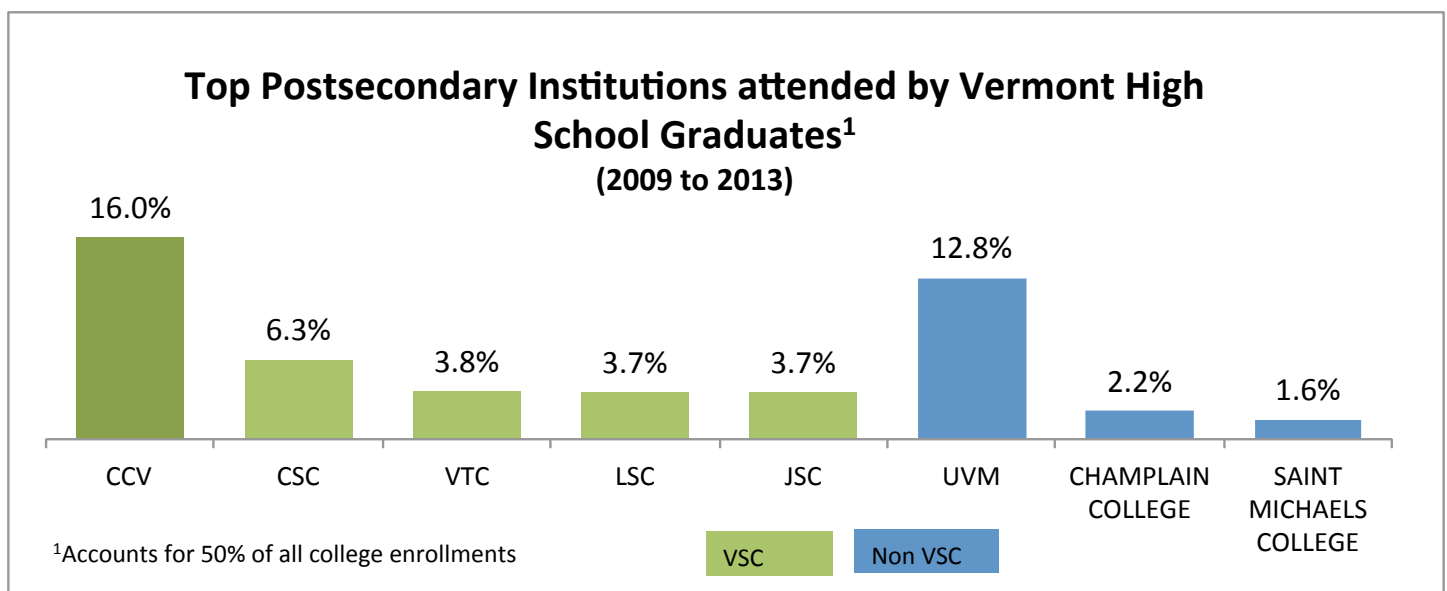
Institutional Research

CCV is proud to be the leading college choice for Vermont High School Graduates, according to the Vermont Agency of Education's recent analysis of data from the National Student Clearinghouse, an organization which tracks 96% of college enrollments nationwide. One in six of Vermont's graduates from the High School Classes of 2009 through 2013 have taken advantage of CCV's accessible, affordable, and importantly, engaging academic offerings to pursue their educational goals. In fact, according to the latest national Community College Survey of Student Engagement, CCV students report that they "Asked questions in class or contributed to class discussions" at 22% higher rates than

their peers in other community colleges. CCV's small class size (averaging 13 students), and what faculty do differently as a result of having these small classes, makes a positive difference for students.

Once enrolled, learners of all ages encounter a range of research-based practices and services which are linked to student success in the first year and beyond. Key among these offerings is student orientation, targeted at new students

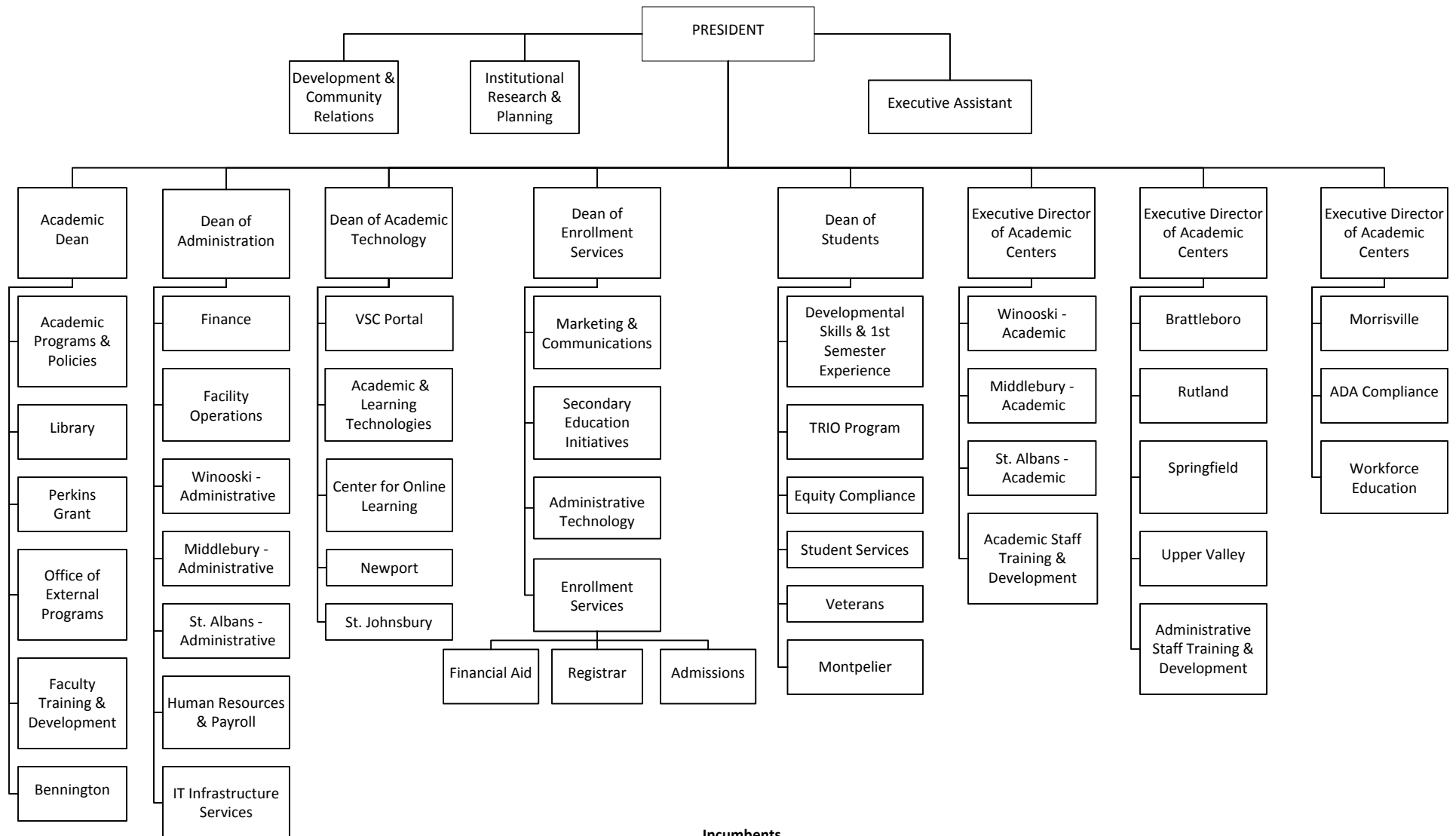
and available both in academic centers and online. On average, 51% of CCV students who participate in orientation return for a second year of study compared to 36% of students who do not participate in orientation. Inspired by this strong, positive relationship, the college has set a participation target of 60% for the coming year, up from 25% in 2010, and most recently, 48% in 2015.



Vermont High School Graduates Postsecondary Enrollment Rate, p.4

http://education.vermont.gov/documents/EDU-Data_High_School_Graduates_Higher_Education_Enrollment_Rate.pdf

Community College of Vermont
2016 Organizational Chart



Incumbents

President.....Joyce Judy
 Academic Dean.....Deborah Stewart
 Dean of Administration.....Barbara Martin
 Dean of Academic Technology.....Eric Sakai
 Dean of Enrollment Services.....Pamela Chisholm
 Dean of Students.....Heather Weinstein
 Executive Director of Academic Centers.....Dee Steffan
 Executive Director of Academic Centers.....Tapp Barnhill
 Executive Director of Academic Centers.....Penne Lynch
 Director of Institutional Research & Planning.....Laura Massell
 Director of Development & Community Relations.....Katie Mobley
 Executive Assistant.....Bridget Donnelly



JOHNSON STATE COLLEGE ANNUAL REPORT

to the Board of Trustees, Reflecting on the 2014-15 Academic Year

SEPTEMBER 22, 2015



OVERVIEW

We began the 2014-15 academic year with three new academic directions for undergraduates, six new and dynamic full-time faculty members, a new and refocused JSC website, and, with President Murphy's announcement that she would retire at the end of the fiscal year, the initial phase of a presidential search. By mid-February we were pleased to learn that the top candidate chosen by the trustees as well as JSC students, faculty and staff — Dr. Elaine C. Collins — had accepted the post and would become the 13th president of Johnson State College effective July 1, 2015.



President
Elaine C. Collins



Work continued on our College plan, [*JSC 2010-2015: A Plan for Access, Engagement & Success*](#), with most of our attention devoted to the critical issues of enrollment management and student retention. We made good progress in these areas, identifying new areas of focus within Admissions and Career Services and building on initiatives designed to enroll, engage and retain students as they progress toward graduation.

In addition to bidding farewell to President Murphy — now President Emerita Murphy — and welcoming President Collins, the year brought many highlights:

- Funding was renewed for several faculty-mentored student research projects — on asthma and exercise, microbial communities in a pond near an abandoned asbestos mine, watershed quality, landslide characteristics and infant humor — and several garnered national attention. Undergraduate students continue to work alongside faculty on all of these projects, co-authoring papers and presenting at professional conferences with faculty members.
- We welcomed our first class of “Early College” students — 19 high school students who completed their senior year at JSC, earning up to 30 credits tuition-free in a program made possible by Vermont's new Flexible Pathways Act. The program proved tremendously successful at JSC. Not only did we exceed our initial enrollment cap of 18, the EC students were academically prepared, finishing the year with an average 3.5 GPA. It also is worth noting that nine of the 19 are continuing their education at JSC, for a 47% retention rate.
- We expanded services to veterans with the creation of a dedicated Veterans Lounge in Dewey Hall where veterans can access resources and gather.
- We entered the eighth year of our Common Reading Initiative, featuring a common book chosen by a group of students, faculty and staff who meet and read faithfully throughout



President Murphy holds the framed resolution granting her *President Emerita* status while listening to a reading of the resolution at the April 2015 board meeting.



the year. The program includes a wide range of book-inspired activities scheduled during the fall semester, including a visit by the author, art exhibits and presentations, discussions during orientation, and—as fits the book—field trips and conversations across the curriculum. Our 2014-15 book, *A Pearl in the Storm* by Tori Murden McClure, had students building wooden boats on campus under the guidance of volunteers from the Lake Champlain Maritime Museum.

- We joined Castleton and Lyndon on the list of the “Top 100 Most Affordable Small Colleges in America” published by BestValueSchools.com, and we were designated a “Military Friendly School” for the third consecutive year by Victory Media.



- Last but certainly not least, we awarded more than 305 bachelor's degrees, 61 graduate degrees, and 7 associate's degrees at our 148th Commencement exercises in May 2015. Our keynote speaker was Camille Holmes, an expert in racial justice and legal issues who serves as Director of Leadership and Racial Equity at the National Legal Aid and Defender Association in Washington, D.C. We were pleased to bestow an Honorary Doctorate of Humane Letters on Ms. Holmes as approved by the VSC Trustees.



President Murphy presents the honorary doctorate to Camille Holmes.

ACADEMIC AFFAIRS

PREPARING FOR NEASC REACCREDITATION

Our plans to focus much of the 2014-15 year on a self-study in preparation for a reaccreditation visit from the New England Association of Schools & Colleges this fall shifted with the announcement that President Murphy would retire. NEASC granted us a one-year extension so we could both focus on our presidential search and involve our new president in the work toward reaccreditation.

Thus, work on a searching self-study begins in earnest this year in preparation for a NEASC team visit in fall 2016. Faculty and staff have begun assembling materials and researching the answers to two probing and necessary questions:

- How do we know what we say we know about our academic programs and student support activities?
- What changes have we made in light of what we have learned?

As part of this process, academic departments are taking steps

to align their programs with two key priorities of our College Plan: (1) academic challenge and student achievement; and (2) early and ongoing student success.

UNDERGRADUATE RESEARCH & OTHER HIGH-IMPACT EXPERIENCES

We continue to take great pride in the ongoing faculty-mentored undergraduate research underway at JSC. Our laboratories and fieldwork sites were occupied and busy all summer, with students working alongside faculty as paid research assistants. The “JSC Lab Rats,” as the students are known, continue their regular roundtable meetings with faculty, during which they share their experiences and troubleshoot issues encountered in the lab and in the field.

Summer research on campus capped a year of significant accomplishments by JSC science students, who co-authored papers with their faculty sponsors, presented at regional and national professional conferences, won awards from the Vermont Genetics Network, earned a highly selective undergraduate poster award, and — for two students — secured membership in the prestigious Sigma Xi scientific research society.



Left: One of the meetings of the “JSC Lab Rats” in summer 2014; Right: Some of the 2015 Lab Rats show off their specially emblazoned hoodies.

This record of accomplishment extends to other fields in which JSC students demonstrated similar prowess during the year. Among other things, JSC students testified at the Vermont State House, completed the final 14-county oral-history and documentary film that Professor William Doyle has coordinated for as many years, and captured lead and supporting roles in community theaters throughout Vermont and beyond, including Burlington’s acclaimed Lyric Theater.

NEW FULL-TIME FACULTY

Ongoing work to reinvigorate the ranks of full-time faculty at JSC through high-quality hires continued. While the number of searches was small due to budget constraints, we succeeded in attracting two extremely qualified individuals who are eager to work in a teaching and learning environment dedicated to high-impact education and advancement of positive social change.

- **Isaac Eddy** has joined our Fine & Performing Arts Department as an assistant professor to teach theater courses. Isaac recently completed a 12-year run as a member of the Blue Man Group, the elite, award-winning theatrical performance entourage. As part of the production, Isaac helped cast and train Blue Man performers, wrote material and performed in nightly shows in New York, Chicago, London



and Las Vegas. A Vermont native, Isaac has led workshops and lectured on improv and acting. He also has devised experimental theater at New York University’s Tisch School of the Arts, the University of Michigan, Curry College and the Vermont Governor’s Institute on the Arts. He holds an M.F.A. in performance and interactive media art from the City University of New York, Brooklyn College, and a B.A. in film studies from Wesleyan University.

- Social psychologist **Leslie Johnson** joins our Behavioral Sciences Department as an associate professor, teaching undergraduate psychology courses. Leslie previously served as an assistant professor of psychology at Finlandia University in Michigan but knows Vermont well, as her Ph.D. is from the University of Vermont. She is “always looking for students who are interested in getting hands-on experience conducting social psychological research” and expects to join her colleagues in expanding the culture of undergraduate research at JSC. Her own research focuses on the expression and experience of body weight-based stigma (e.g., prejudice and discrimination toward people who are overweight), on targets of stigma and their experiences of prejudice and discrimination, on the role of the self in interpersonal relationships, and on the history of women in social psychology.





NEW ACADEMIC DIRECTIONS

- The 2014-15 marked the first year of our **new general education program**. Faculty completed plans for the final piece, the civic perspective, which is being implemented this fall.
- Plans were finalized for our new **criminal justice** concentration, which has a distinctive focus on restorative justice. It is available within two existing majors — anthropology/sociology and political science — and also is being implemented this fall.
- We launched a **sport management** concentration within our business major, a **health and sport psychology** track in our psychology major, and a **pre-physical therapy** track in our health sciences major.
- We filed early notification to the Council of Presidents of plans to develop a 30-credit **M.A. in Professional Studies** through our External Degree Program. This program would provide pathways for students to explore a professional domain of their choosing through the lens of at least one academic discipline in which they complete graduate-level coursework.

PRECIP

We review each academic program at JSC every five years on a rotating basis as part of the continuous-program-improvement process known as PReCIP. At JSC, the 2014-15 academic year was very busy with PReCIP reviews. We reviewed all programs offered by the Fine & Performing Arts Department, several interdisciplinary programs, and (along with other VSC institutions) our general education program. We look forward to reviewing the recommendations from the various review committees.

EXTERNAL DEGREE PROGRAM

Faced with declining enrollment in recent years, EDP explored new strategies to reach and appeal to prospective students, including modification of its delivery models. EDP piloted several intensive, seven-week courses, both online and in weekend format. The format proved successful and will be expanded in the future.

Staff also explored new and improved offerings for EDP students. Working closely with JSC's Business & Economics Department, EDP became the primary vehicle for delivery of JSC's new accounting certificate. The curriculum is designed to meet Vermont's revised requirements for licensed accountants and CPAs. EDP staff also worked with the JSC

Education Department to make it easier for EDP students to complete the requirements for teaching licensure endorsement. Considerable progress was made, and further changes are anticipated.

PReCIP reviews took place in the spring for two degree programs offered through EDP: Professional Studies and Interdisciplinary Studies. These two programs account for more than 40 percent of EDP enrollment. The program looks forward to implementing the recommendations that emerge this fall from the review process. Recommendations that emerge from the review process will be implemented this academic year.

Anticipating that JSC's new concentration in criminal justice will be of interest to EDP students, staff are exploring ways to make the program accessible statewide. Finally, special efforts are planned for the coming year to attract veterans and help them take advantage of EDP's flexible degree programs and learning options.

STUDENT SUPPORT

Staff in Academic Affairs implemented both a long-planned consolidation in first-year advising and an expansion of learning communities — both of which are shown to hold promise for student success during the critical first year. Registrar Doug Eastman and his staff moved from Martinetti to Dewey Hall and joined with the Advising Center to form a combined Advising & Registration Center, streamlining services for students. We also designed a new Living & Learning Community for incoming students for fall 2015. "Self-ology: The Examined Life," led by professors Gina Mireault and Jensen Beach, combines the disciplines of psychology, literature and writing.

LOOKING AHEAD

Preparations for NEASC reaccreditation will be a critical area of attention in the coming year, as will steps to analyze academic programs. While retention efforts will remain focused on first-year students — an effort bolstered by newly hired student advisors and a new early-alert system — we will be paying



EDP Director Valerie Edwards (right) meets with student Anjuli Byrd.



further attention to initiatives designed to avert attrition in later years. Recognizing the critical importance of good advising to student success, we plan to deploy additional resources to support the advising capacity of faculty. We also expect to launch additional faculty searches in areas of critical need.

STUDENT LIFE

With the nation's attention increasingly focused on issues of alcohol misuse and sexual violence on college campuses, we take pride in the proactive steps we have taken to stay "ahead of the curve" and build on our growing reputation as a campus known for safety and a supportive and caring environment.

At the same time, of course, we recognize that safety and comfort are baseline requirements. While they are high on the hierarchy of needs and essential factors in a successful student experience, true success — persistence to graduation — requires strong and targeted student-support services that go beyond the ordinary. This is a strength we offer at JSC and one we intend to build.



We have identified Dewey Hall — named appropriately for the educational philosopher who

espoused the value of what we now refer to as high-impact educational practices — as the designated hub of such support. We made several staff and office relocations in Dewey Hall during 2014-15 with the goal of better meeting student needs, without letting department organizational structures stand in the way.

One result is our new Advising & Registration Center, which combines two functions that previously occupied two separate buildings into one office in Dewey Hall. This fall, two new advisors who focus solely on first-year students were added

to the center to strengthen services. These positions, made possible by the GASB 45 Trust funds, returned to JSC from the central office, are part of our plan to increase JSC's first- to second-year retention rate.

Other changes in Dewey include the creation of a combined Career & Internship Center — reinforcing our message that students need to plan for life after JSC throughout their college career and that internships and careers are closely intertwined. Dewey is also home to our Disability Services office, located in the Office of Academic Support. Consistent with national trends, this area has seen a significant spike in inquiries regarding residential support of service or support animals.

Beyond restructuring services and relocating staff, we continue to explore new ways to connect students with services, such as providing academic coaching in the residence halls and offering outreach programs across campus. As we work to identify and address barriers to student success, we have launched a number of new initiatives. These include a gender-neutral housing option, a student emergency fund to help students meet urgent financial needs, partnerships with local agencies to bring public transportation to campus, focused learning and living communities, and a range of programs and services to support the growing diversity of our student body.

PERSONNEL

At the end of the 2014-15 academic year, JSC saw the retirements of several staff and faculty, including President **Barbara E. Murphy**, Professor of Theater **Russ Longtin**, and Dibden Center Director **Jan Herder**. We also said goodbye to President Murphy's longtime administrative assistant, **Heloisa Herder**. While these good-byes were bittersweet, we were delighted to welcome our new president, **Dr. Elaine C. Collins**, two new full-time faculty members and several new staff.

As noted on page 3 of this report, we welcomed new faculty members **Leslie Johnson** (Behavioral Sciences) and **Isaac Eddy** (Fine & Performing Arts) to campus this fall. With the support of their faculty mentors, they are settling in well to their new posts and are very well received by students.

Will Davis is our new technical director in Dibden Center for the Arts. Joining us from Kentucky, Will is overseeing Dibden productions, communications and all things backstage — lighting, sound, carpentry and more — as well as managing student and professional crews. He replaces longtime Dibden director Jan Herder, who left us in May. Most recently, Will served as managing artistic director for Central Kentucky Community Theatre in Springfield, Ky. He has more than a



decade of experience in technical theater, working in a variety of positions with theaters in London, New York, Nebraska and Washington state.

Cecilia North has assumed the role of executive assistant to the president, Elaine Collins. Cecilia has diverse experience in administrative support, education and marketing. Most recently she was the office manager for the Department of Dermatology at Penn State Hershey Medical Center/College of Medicine, where she supervised administrative support staff and served as executive assistant to the chair of the department. She also has been a marketing and branding consultant for United Concordia Dental and held brand-management positions with the Hershey Company, Reckitt & Colman, Nabisco and Bristol-Myers Squibb. She has a B.A. in communication arts from Hofstra University and an M.B.A. in marketing from New York University.

Ashley Cormier and **Emily Neilsen** are our new first-year advisors in the Advising & Registration Center. Emily previously served as JSC's coordinator of first-year events in the Office of First-Year Experience. Ashley is a 2015 JSC graduate and a longtime student worker in the advising office.

Miles Smith Jr. is our new assistant athletic director and head men's basketball coach. A 2009 JSC graduate, Miles played varsity basketball during his time at Johnson and most recently served as the first head men's basketball coach at the newly co-ed Wilson College in Pennsylvania. He previously was an assistant coach at The College of New Jersey.



Michelle Stemper enters her first year as JSC's assistant athletics trainer, a position that was recently elevated to full time. In addition to managing day-to-day training duties, Michele will be implementing strength and conditioning programming for our 15 varsity teams. She comes to us from St. John's University in Minnesota, where she worked with the basketball and soccer teams. She played basketball at



Sterling Ridge as seen looking south from JSC's Minaert Fields

the University of Minnesota-Duluth and earned her master's degree in athletic training from the College of St. Scholastica.

FINANCE & BUSINESS

Johnson State College concluded FY 2015 with a favorable balance of approximately \$126,000, and we are pleased to report that we did not need to use the \$675,000 of strategic reserve originally approved by the Board of Trustees. In addition, the college continues to maintain a positive relationship with auditors and anticipates passing the FY 2015 financial audit with no comments or concerns.

FACILITIES

Improvements to campus facilities during 2014-2015 focused on building infrastructure and safety as well as cost savings:

- New roofs were installed on Stearns Student Center and Dibden Center for the Arts;
- The Martinetti parking lot was repaved;
- Electrical systems were upgraded and replaced in Senators Hall, a campus residence; and
- A one-acre, 150 kWh solar panel array was installed near the main campus entrance, just up the hill from the former "upper pond." The project was tied into Johnson Water & Light and started generating electricity in late fall 2014. The array is projected to generate enough power to meet the annual needs of both McClelland and Martinetti halls.



LIBRARY & INFORMATION SYSTEMS

LIBRARY

In a 2013 report, ["It Takes More Than a Major: Employer Priorities for College Learning and Student Success,"](#) high on the list of skills employers seek — just below critical thinking and analytic reasoning (82%), complex problem solving (81%) and written and oral communication (80%) — is information literacy (72%). The employers surveyed noted that "the location, organization, and evaluation of information from multiple sources" is a more important competency than innovation and creativity (71%), teamwork skills in diverse groups (67%) and quantitative reasoning (55%).

These data confirm that research self-sufficiency is power. Library staff have advocated for a comprehensive information-literacy curriculum at JSC for over a decade and have had a number of successes moving it forward, both on campus and through the External Degree Program. In the meantime, staff continue to deliver single instructional sessions by faculty request and to refine its online information literacy tutorial, TILT, which assesses what incoming students know about research strategies,

The Willey Library offers more than 60 hours a week of reference assistance to students on and off campus. Even with declining enrollments over the past few years, in-house attendance continues to grow, and with that growth comes a demand for personalized research help that can last just a few minutes or continue for hours and days.

Much of our reference interaction with distance students occurs through individual course in Moodle, where librarians embed themselves in online classes. This mode of support is popular with faculty and students alike, and faculty have noticed better sources and sharper paper topics since the embedded librarian service was expanding several years ago.

INFORMATION TECHNOLOGY

JSC Instructional Technology Coordinator Robert Gervais continued to work with faculty to introduce instructional technology during the year. Working with Staci Born and Gina Mireault (from Behavioral Sciences) he has introduced the first 1:1 devices into the M.A. in counseling curriculum. These devices enable students to access the Internet, digital course materials and digital textbooks without needing their own laptop, smart phone or other electronic device. In addition to providing equal access, 1:1 devices facilitate standardization, easy upgrades, simple networking and the ability to monitor student progress.

IT has worked closely with the Education Department to pilot electronic portfolios as well. The technology proved to be valuable, so all education students will begin using it this year.

New computers purchased at the end of the spring semester have been installed in several computer labs, improving student access to technology during and outside of class. IT will be redistributing the older models throughout campus to improve services elsewhere.

PUBLIC SERVICE & SPECIAL ACTIVITIES

JSC has a well-deserved reputation for service to the community, writ large. This work is coordinated through a number of entities on campus, including JSC's Student Government Association, Student-Athlete Advisory Committee (SAAC), SERVE Local, Badger Alternative Breaks, Residence Life, and several academic departments.

From gleaning fields in the fall (for the Johnson Food Shelf) to jumping into Lake Elmore in February (Polar Plunge), to putting on the ritz in March (JSC's Casino Night to benefit the United Way) and serving Johnson's weekly "CommUNITY" meal throughout the academic year, community service is always on the agenda at JSC.

This year SAAC launched what is to be a new tradition: a Special Olympics basketball clinic, which took place in March in Carter Gym. As a result of the success of this event, SAAC plans to coordinate and host the clinic annually in the spring.





SAAC members and supporters pose with a new friend after the March 2015 Special Olympics hoops clinic.

Awareness of JSC's role as an economic driver and valuable cultural and recreational resource in north-central Vermont and the greater Lamoille area gained considerable traction during the 2014-15 academic year. Related activities were summarized in our 2013-14 annual report and were the focus of our presentation to the VSC Board of Trustees at its February meeting; we also produced and distributed a report ("Community Impact, Community Connections") documenting JSC's many contributions to the region's vitality.

While few would dispute the importance of Johnson State College in this regard, it has been much more explicitly acknowledged of late by local leaders. Significantly, both Sen. Rich Westman and Rep. Mark Woodward —both JSC alums — led their remarks at the 2015 Johnson Town Meeting with statements noting the importance of JSC to the greater community. As well, JSC has been designated an entity warranting representation on several local planning initiatives and boards.

One topic in particular reinforced the importance of JSC to the broader community in 2014-15: the closing (temporary, as it turned out) of our indoor pool. To say that the closure of the pool resulted in a robust community dialogue is an understatement. The pool initially closed due to aging infrastructure and



a failing heating and ventilation system. In light of the need for repairs in excess of \$200,000, combined with the tight budget under which JSC was operating, the college considered closing the pool. The community response was clear: the pool was too vital a community resource to close. We received hundreds of communications from area residents underscoring the importance of the pool.

This was a good reminder that sometimes we provide the only opportunity for area residents

to partake in certain recreational and cultural offerings. Our outsized role and impact in the area is accompanied by a great deal of responsibility. We are a driver in making Lamoille County a vibrant and enjoyable place to live, study and work. Our role in helping to create this quality of life in turn makes Johnson State College more attractive to prospective students and their families.

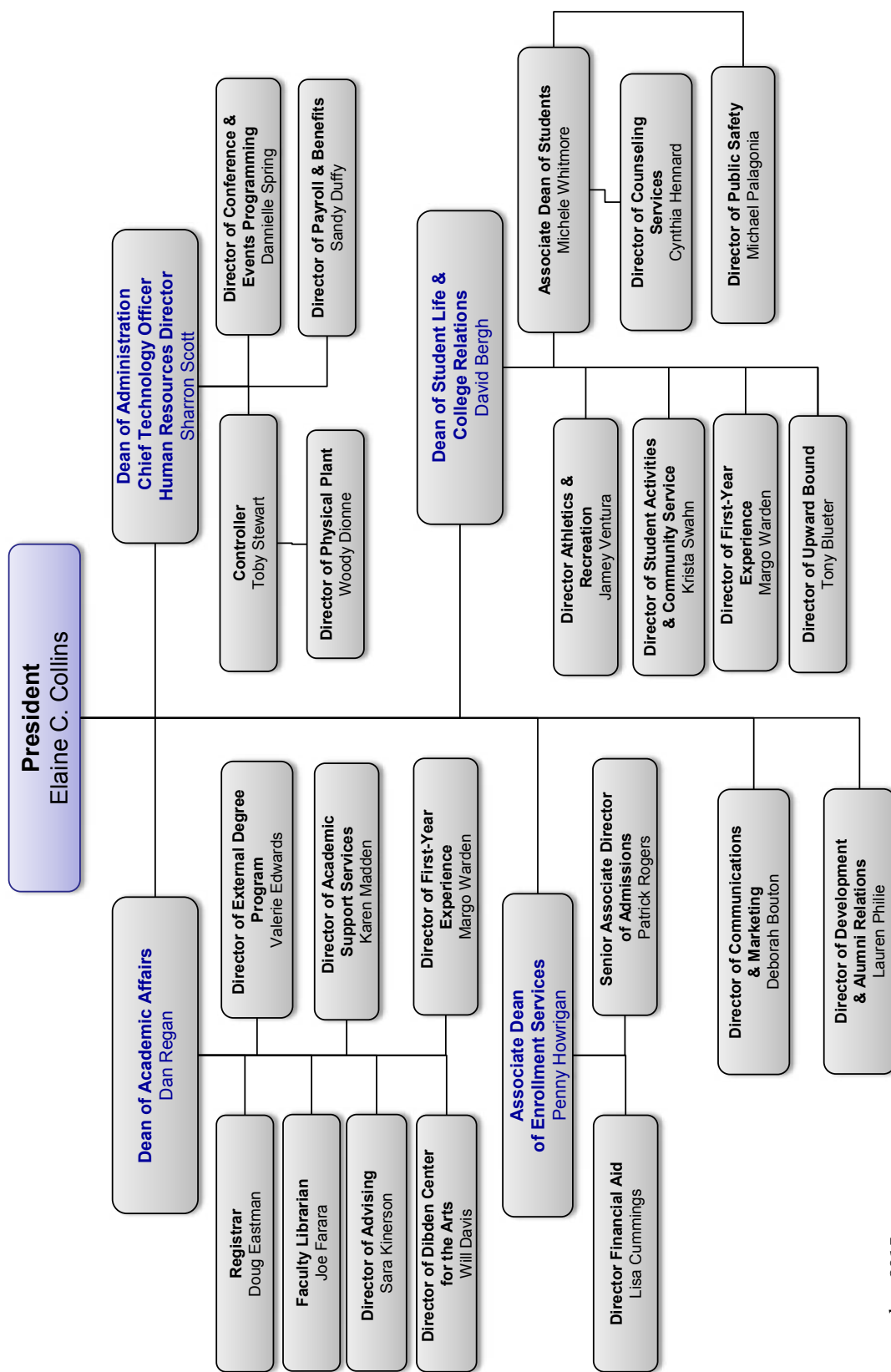
LOOKING AHEAD

The 2015-16 academic year is off to a good start. Our number of first-year Vermonters is up, and we long ago surpassed our goal for Early College enrollment. Additionally, we continue to see a steady uptick in the number of students choosing to live on campus after they are no longer required to do so. This good news is tempered by the fact that both out-of-state and EDP enrollment remains a challenge.

Our new president, Elaine Collins, has been working diligently since her arrival July 1 to sharpen our messaging by creating a set of talking points around JSC's liberal arts mission, identify new sources of revenue, explore new academic initiatives, and improve student retention. She also has committed to promote increased community engagement among internal and external constituents by providing more opportunities for people to be involved in institutional decision-making.

This year we expect to be hard at work ensuring we have the evidence to plan and implement effective actions to attract, engage and retain students who will thrive at Johnson State. This work in turn will be essential for successful NEASC reaccreditation next fall.





September 2015

ANNUAL REPORT 2015



The President's Annual Report
to the Board of Trustees of the Vermont State Colleges

SEPTEMBER 2015





Building Relationships.

JOSEPH BERTOLINO | PRESIDENT

This is an exciting time to be at Lyndon State College, and I am honored to begin my fourth year as president. As we begin the 2015-2016 academic year, I am confident that we will build on the accomplishments of last year and continue to increase our pride in the Green and Gold.

There is a buzz surrounding the Lyndon name. On numerous occasions, alums, community members, and business and government leaders have approached me, commenting on many positive things and the strong LSC community connections.

“In fact, the American Association of State Colleges and Universities recently stated that the ‘sweet spot’ in higher education is the connection between liberal arts and experiential education. Lyndon is that sweet spot.”

Higher education is changing rapidly and the changes that Lyndon is experiencing are significant. Lyndon has faced many challenges. Last year, our community came together to explore solutions to enrollment and financial challenges; we dealt with challenging personnel decisions; we watched as long-standing members of our community retired, creating a generational shift for LSC; and our faculty came together to discuss the future of Lyndon’s curriculum. All of this happened while our community dealt with the passing of five students and a beloved staff member. I have never been more proud of our community!

As we begin this new academic year:

- We appear to be on budget for enrollment, welcoming many new students this fall.
- We ended our 2015 fiscal year with a modest surplus without tapping into our strategic reserves.
- We’ve balanced the 2016 budget (also without tapping into strategic reserves).
- Gifts to the College are up; total money raised is up 260% from two years ago.
- Returning student retention is stable at 71%, while first-year retention rose 8%, to 69%.

Our spectacular location; the world-class outdoor recreation at our doorstep; some of the best academic, liberal arts, and professional programs in the nation; and an amazing faculty and staff are some of the College’s many points of pride. In fact, the American Association of State Colleges and Universities (AASCU) recently stated that the “sweet spot” in higher education is the connection between liberal arts and experiential education. Lyndon is that sweet spot.

We have a number of accomplishments to celebrate and we are excited about new initiatives for this academic year. Two recent honors remind us of the extraordinary things happening under our roofs: Lyndon’s designation as one of the top 10 journalism colleges in the U.S. by *NewsPro* magazine in 2013 and 2014, and the first and third place finishes by LSC students in North America’s rigorous, year-long WxChallenge weather forecasting contest. In both cases Lyndon bested far larger, better-known schools. Big things are happening at this small college. We were also honored again with a designation as a Military Friendly College. And Lyndon was designated one of the top 100 most affordable colleges in the nation.



“I have designated 2015–16 as Lyndon’s Year of Compassion. The programs being offered as part of this effort revolve around a central ideal of equity, respect, and compassion in the way we live and work together.”

Looking ahead, this is Lyndon's Year of Compassion. The programs offered are a continuation of last year's Year of Social Justice. Part of this effort revolves around a central ideal of intentional kindness, equity, respect, and compassion in the way we live and work together.



Lyndon's Electronic Journalism Arts students returned to a completely revamped HDTV studio. Now EJA students can use the high-tech equipment they will use at jobs in the real world.

We continue to focus on significantly expanding our services to nontraditional learners. Through LyndonFlex, we continue work on curriculum, delivery, and services for these audiences. The Curriculum Task Force had a highly productive summer, working to make informed recommendations for curriculum reduction to reduce instructional costs, and program reorganization, development of alternative programs and course delivery models, and how best to offer an appropriate balance of liberal arts and professional studies. Results and final recommendations will be shared this fall. Implementation will begin in fall 2016.

We start the new semester with just under 400 new students and some welcome improvements to the campus: a new Electronic Journalism Arts studio, new bathrooms in Poland and Wheelock, new student lounges on the fourth floor of Vail, new "smart" classrooms and upgraded technology throughout the campus, and so much more. We welcomed seven new full-time faculty members and a number of new support staff.

This will be a very important year for Lyndon. We will enhance our focus on academic excellence and program delivery, set a strategic vision for enrollment management to guarantee student success, work to ensure the institution's financial stability, and increase the College's fundraising efforts.

We will continue to spread Lyndon's message by enhancing all our communications efforts in media and public relations, social media, town halls, and print and electronic publications, including mobile devices.

We will stay true to our mission to provide access and opportunity for all deserving candidates, especially first-in-family and modest-income students. We will coordinate business practices throughout the College to make the experience of being a student here as user friendly as possible. Finally, we will continue to develop our relationship with the Lyndonville community, the Northeast Kingdom, and the State of Vermont.

Lyndon is a great community. Relationships matter here, an ethic of care matters here, community matters here, and people matter here. I look forward to growing these relationships. Most important of all, our students come first.

Joseph Bertolino
President



Lyndon hosted the third annual Veterans Summit in March 2015. Ruth W. Crocker, an award-winning writer and memoirist whose husband, Army Captain David R. Crocker, Jr., was killed in action in Vietnam described her experience following her husband's death. More than 260 people attended the summit.



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OF U.S. COLLEGES
FOR MILITARY VETERANS**



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SMALL COLLEGES**

Academics

Academic Affairs

NOLAN ATKINS | INTERIM ACADEMIC DEAN

The Office of Academic Affairs continues to center its mission on student success. With the changes happening throughout higher education, Lyndon is positioning itself to react to student needs effectively and with care, and to create even more opportunities for students to find what they need here at Lyndon.

Curriculum Task Force

A Curriculum Task Force, led by Interim Academic Dean Nolan Atkins, was established in April 2015 to examine all facets of Lyndon's curriculum. The two objectives are recommendations for curriculum reduction to reduce instructional costs and recommendations for program reorganization and development of alternative program and course delivery models—all while offering an appropriate balance of liberal arts and professional studies. To get here, it has taken the analysis of a great deal of data that quantifies and summarizes the effectiveness of all of LSC's academic programs. The results will be shared with the respective departments and greater Lyndon community for discussion. This fall, the Task Force will meet with departments to finalize recommendations for curriculum and program change. Implementation of all revised curriculum will begin fall 2016.

Enrollment Management and Institutional Research

HEATHER BOUCHEY | ASSOCIATE DEAN FOR ENROLLMENT MANAGEMENT AND INSTITUTIONAL RESEARCH

The Office of Enrollment Management and Institutional Research coordinates Lyndon's academic support and outreach through the Advising Resource Center, Academic Support Services, Trio/Project Excel, and the Leahy Center for Rural Students.

Enrollment and Retention

Lyndon's enrollment numbers finally reflected the long-anticipated declines in regional college-going youth. The College invested significant resources to track and understand student retention to offset recruitment challenges. An analysis revealed two primary factors that best forecasted first-year retention during the past five years: student's incoming academic profile and his/her unmet financial need. LSC has now pre-identified those students most at risk for dropping out and assigned them to an appropriate intervention strategy. The effectiveness of these interventions will be tracked throughout the fall semester. Planning and effectively addressing specific students' retention risk before they set foot on campus is a novel, innovative approach for Lyndon.

This year refinement and expansion of campuswide outreach activities for those students not yet registered for classes the following semester during their assigned pre-registration period continued. Outreach began approximately one week earlier in the spring than it had the previous year. This strategy worked well; within the same five-week span of time, the registration rate increased 10% from spring 2014 to spring 2015. And, the current first-year retention rate of about 69% is 8% higher than it was at this time last year; it is positioned to be at an all-time high for the institution at census.



Nedah Warstler (right) with her younger sister on graduation day. Nedah studied natural sciences as an adult student. The College is placing a priority on creating curriculum, new delivery options, and services geared toward nontraditional students like Nedah.



Weeklong SOARs (Student Orientation, Advising and Registration) help with enrollment and retention by introducing first-year students to faculty advisors, finalizing the fall semester schedule, and meeting campus leaders who will support the students on their path toward graduation.

Data-based methods help Lyndon understand why students leave the College as well as when the decision to leave might be made. Evidence indicates that nearly one-third of incoming first-year students are unsure about whether they will stay or already plan to transfer by mid-term of their first fall semester. The findings are framing the way we think about student success and accordingly design services to best meet student needs.

The Center for Rural Entrepreneurship

ANN NYGARD | DIRECTOR OF THE CENTER FOR RURAL ENTREPRENEURSHIP



Kingdom Career Connect introduces eighth graders to careers in high-growth industry sectors in the Northeast Kingdom.

The Center for Rural Entrepreneurship (CRE) and Lyndon's business and education partners in the region share skills, knowledge, and hands-on learning experiences to enhance the quality of life for people in the communities where they live, work, teach, and learn. CRE links the knowledge that students gain in the classroom to the skills that future employers expect. Through the CRE's creative initiatives, students along the K–16 pipeline get vital experiential learning and opportunities to practice skills in the real world. The impact of the program is not limited to the students; the CRE has helped create nearly 200 jobs in the region to date.

Center for Rural Entrepreneurship 2014–15 Highlights

- Kingdom Career Connect highlighted careers in four high-growth industry sectors through 16 workshops for 320 area eighth graders, teachers, and guidance counselors;
- Four academic summer camps in leadership, STEM, maker, and entrepreneurship expanded the worlds of 56 campers;
- The Center hosted the third annual Business Education Summit to link area educators with businesses;
- The new Kingdom Career Network keeps the business education conversation going; and
- Incubator Without Walls grew to include video projects with area healthcare providers like Northern Counties Health Care and Littleton Regional Hospital.



Electronic Journalism Arts

DARLENE BALLOU | DIRECTOR OF BROADCAST OPERATIONS

Students in the Electronic Journalism Arts program won three Awards for Excellence and two honorable mentions from the Boston/New England Chapter of the National Academy of Television Arts and Sciences—besting larger schools including Emerson College, Northeastern, and Boston University. And EJA was again ranked in the top ten journalism programs nationwide.

This summer, award-winning *News7* and EJA underwent a major upgrade to HDTV, which means students will graduate with experience in technology used in news stations around the globe. Completed in just 90 days over the summer, the upgrade involved completely dismantling the *News7* facility and rebuilding with nearly a mile of cable and more than 300 point-to-point connections. The high-definition broadcasts went live in mid-September. The upgrade was funded through alumni donations and GASB funds approved by the VSC Board of Trustees. The project design and management was led by Darlene Ballou, director of broadcast operations. Mark Mohrmann, EJA broadcast engineer/systems administrator, installed and implemented the new gear.



New HDTV equipment allows Electronic Journalism Arts students to gain experience using HDTV equipment like they will use in their professional lives.

Leahy Center for Rural Students

LINDSAY CARPENTER | COMMUNITY OUTREACH COORDINATOR



At a press event in September 2015, Senator Patrick Leahy (D-Vt.) praised Lyndon for its efforts, "Lyndon State has been instrumental in expanding opportunities for Vermonters. This federal grant . . . helps fuel that commitment to expanding education access for rural Vermonters and to promote the economic vitality of the Northeast Kingdom." Above, Luke O'Brien of the NorthWoods Stewardship Center with Senator Leahy and his wife, Marcelle.

The Leahy Center aims to understand and beneficially change the factors that influence rural, first-in-family, modest-income students' educational and occupational aspirations, while developing and fostering a PK-16 network in the Northeast Kingdom. The Center serves as a model for the state of Vermont and rural regions across the nation by effectively integrating PK-12 and higher education within rural communities.



Program Highlights

- 100 middle school students participated in the Early Start Kids To College program—a six-week career and college explorations program for schools in Caledonia and Orleans counties.
- For the 2015-16 academic year, the Leahy Center awarded 10 new Early Promise Scholarships totaling \$25,000. These scholarships reach first-generation college students residing within the Northeast Kingdom and surrounding counties.
- In 2015, six Early Promise Scholars graduated with their bachelor's degree and all have found jobs in Vermont.

Senator Patrick Leahy visited Lyndon to announce a \$375,000 award from the Corporation on National and Community Service to the Leahy Center. With this funding the new Lyndon Economic opportunity AmeriCorps Program (LEAP) will coordinate a team of AmeriCorps members to improve educational and economic opportunities in the Northeast Kingdom.

Partnerships with Learning Institutions

LSC @ NECC

RECRUITMENT EFFORTS READIED FOR SPRING 2016



Students at Northern Essex Community College will soon be able to finish their bachelor's degree at LSC at NECC.

In a unique higher education partnership, students in Massachusetts will be able to complete their degree at Lyndon State without leaving home. Starting spring 2016, Lyndon will offer bachelor degree completion programs on the Northern Essex Community College's Lawrence, Mass. campus. Students can finish their bachelor's degree in Visual Communications, Computer Information Systems, and Music Business and Industry. These degree programs are pending approval by the Massachusetts Department of Higher Education and New England Association of Schools and Colleges.

Lyndon and Lyndon Institute

THE LYNDON LEARNING COLLABORATIVE



President Bertolino and Lyndon Institute Headmaster Daren Houck are excited about the Lyndon Learning Collaborative.

The Lyndon Learning Collaborative, a partnership between Lyndon State and Lyndon Institute, is underway. The collaborative provides Lyndon Institute (LI) seniors with a rigorous high school experience that gives them credit toward their first year at Lyndon State—at no additional cost to the student or the taxpayer. Under the agreement, LI seniors attend LSC for free; the last year of high school and first year of college are completed simultaneously. The program's credits are free if the students stay through their second year at LSC.

This fall Lyndon welcomed four LI students who took part in a dual enrollment course taught by Dr. Alan Giese, so we expect the Lyndon Learning Collaborative to be a success! It enhances Vermont's dual enrollment and early college initiatives.

Research for Faculty and Students

Lyndon is widely known for offering real-world experiences to our students. Here is a small sample of student/faculty research projects and internships from 2014–15.

Atmospheric Sciences

Vermont Low Income Trust for Electricity (Assoc. Prof. Jason Shafer). Lyndon State College and its Vermont Institute of Applied Meteorology are working on a three-year, \$200,000 project with support from the Vermont Low Income Trust for Electricity. This project involves applied research with the Vermont Electric Power Company in two main areas: 1) improving the connection between high-impact weather events and power outages, and 2) developing a better understanding of how solar energy resources are changing across Vermont in response to climate change. Results from the project intend to improve the prediction of major storms and anticipated electricity grid impacts, and to develop the first climatological dataset that demonstrates how solar energy is changing and will change across Vermont's complex terrain. Over the life of the grant, seven LSC students have been employed to do research on this project.

National Science Foundation (Assoc. Prof. Jason Shafer). With a grant sponsored by the National Science Foundation, Lyndon State College is working in partnership with the University of Vermont to improve regional science education around weather and climate topics. Over the past four years, Lyndon

Atmospheric Sciences faculty and students have worked with primary and secondary science and mathematics teachers to help them increase their teaching competency and confidence. Lyndon has produced content modules, hosted workshops, and conducted special school visits.

S-STEM Grant Application (Asst. Prof. Janel Hanrahan). The Atmospheric Sciences Department is submitting a proposal to receive up to \$650,000 through the National Science Foundation S-STEM program, with the objectives of boosting enrollment and increasing retention within the department. If funded, this award will provide substantial scholarships to low-income academically talented students who are working toward a B.S. in ATM. In addition, the funds will be used to expand recruitment efforts, to provide more support services particularly for female students, and to cover student travel expenses for professional conferences. The proposal will be submitted to NSF in September 2015 and the anticipated funding would start in summer 2016.

Natural Sciences

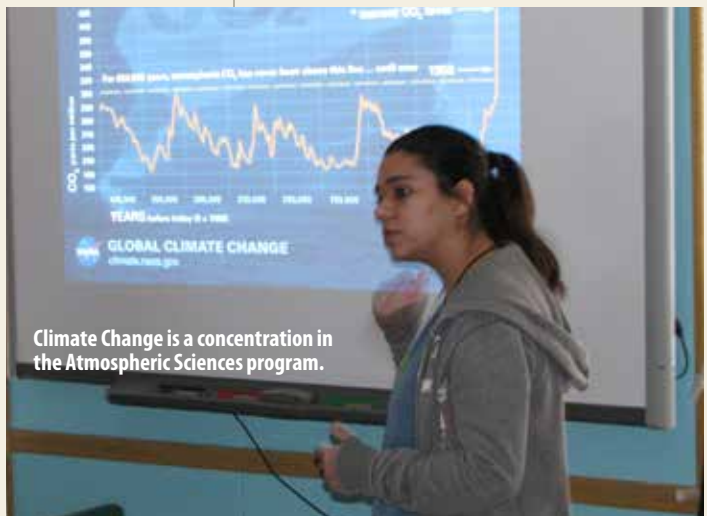
Vermont Department of Health, Black-legged Tick Research (Assoc. Prof. Alan Giese). Dr. Alan Giese is in the fourth year of funding from the Vermont Department of Health researching tick-borne pathogens in Vermont. Twelve study sites spread throughout the state

are surveyed for ticks four times per year. Black-legged ticks are tested for three pathogens. This work has led to five undergraduate presentations at professional conferences and one peer-reviewed publication with an LSC undergraduate as the lead author. A grant from the **Lyme Disease Association** is bolstering Dr. Giese's research by supporting increased sample size of any work related to black-legged ticks and Lyme disease.

Vermont Genetics Network (Assoc. Prof. Alan Giese and Asst. Prof. Ian Balcom). Lyndon is entering its sixth year of participation in the Vermont Genetics Network (VGN), an extensive, statewide partnership of academic institutions aimed at building capacity for biomedical research. This program provides direct classroom support and customized support for student research or class-related projects in the form of technical training, expertise, and equipment. The program also funds faculty research related to biomedicine and human health. Currently Dr. Balcom and Dr. Giese are VGN-funded researchers working on microbial/environmental breakdown of pharmaceutical products, and the microbial ecology of the black-legged tick. The 2015–2016 VGN Grant includes funds for the renovation of a research lab in the science wing at LSC, and it includes funds for three paid interns annually.



Dr. Alan Giese and a Lyndon student doing tick research in the field.



Research and Grants, con't

Vermont Science Initiative (VSI)

(Assoc. Prof. Alan Giese). The Mathematics and Science Partnership Committee of the Vermont Agency of Education has awarded the Leadership Grant to Biology Professor Alan Giese's project, "VSI: Partnerships to Build NGSS Capacity in Vermont." The Vermont Science Initiative brings together scientists and science educators from higher education to develop and implement a series of science learning experiences and courses for K–8 teachers. The aim is to achieve scientific literacy for children through improved instruction in science. Giese is the director of the VSI.

In their award, the committee noted they were "excited to see how this work moves forward" and cited the way Giese "created a strong network of partnerships that will support statewide implementation of Next Generation Science Standards (NGSS)." VSI runs intensive summer institutes in science and engineering for 20–30 teachers, and carries out extensive school-year follow-up. Development focused specifically on the transition to the recently adopted NGSS.

Campus Sustainability Projects (Assoc.

Prof. Benjamin Luce). As part of the Natural Sciences Department's plan to develop new research facilities and improve campus

sustainability, faculty have been developing plans for a student/campus farm and sustainable agriculture research station.

As a part of this initiative, Professor Ben Luce is pursuing sources of support for research that he has been conducting on innovative approaches to heating greenhouses with renewable energy in collaboration with the University of New Hampshire. An initial proposal was submitted to the Northeast Sustainable Agriculture Research & Education (NESARE) Foundation, and other potential sources are being pursued as well.

In addition, Professor Luce has:

- Formed an active collaboration with Green Thermal Vermont, a local energy services company, to design and test greenhouse systems in the private sector;
- Actively conducted research on a variety of renewable energy topics, including the impact of snow on solar power systems and system design, solar home heating, and local hydropower development; and
- Actively conducted research on foundations of relativity theory and nonlinear dynamical systems.

Education

A.D. Henderson Foundation Education Grant (Asst. Prof. Eden Haywood-Bird).

A Henderson Foundation grant will fund the restructuring of the Education Licensure Program to serve nontraditional students more effectively. This new program will allow nontraditional students to complete their B.S. and/or licensure swiftly, while working full-time. While the new licensure program will be aligned to assist graduates of the CCV Early Childhood A.A. program, the outcome goals for the entire program are threefold.

Outcome goals:

1. Provide students who already hold a bachelor's degree a way to complete coursework leading to a Vermont Early Childhood teaching license.
2. Provide students who already have an associate's degree in Early Childhood a way to complete a bachelor's degree in Early Childhood leading to a Vermont Early Childhood teaching license.
3. Provide already working and licensed teachers in Vermont who hold an endorsement in another concentration area the opportunity to add an Early Childhood endorsement.



Student Affairs

JONATHAN DAVIS | DEAN OF STUDENTS

Residential and Student Life

ERIN ROSSETTI | DIRECTOR OF STUDENT LIFE

Student Life has been busy with events, trainings, and programs to begin the 2015-2016 academic year. The First Year Experience team of sixteen peer leaders and two student coordinators worked hard to communicate with Lyndon's new students and welcome them to campus with summer orientation and a fall kick-off program.

Peer Leaders work with students through their first year to help them make a successful transition to Lyndon. The Residential Life staff, 21 resident assistants and four professional staff, had a successful fall training. By welcoming and working with the residential students, these groups make the transition to college easier.

Athletics

CHRIS UMMER | DIRECTOR OF ATHLETICS

Successes on the field and in the classroom

The 2014-15 athletic season marked Lyndon's fifth year as an active Division III member of the National Collegiate Athletic Association (NCAA) and its sixth in the North Atlantic Conference (NAC).

The men's cross-country team captured their sixth North Atlantic Conference (NAC) title in seven years. Tyler Scheibenpflug qualified for his second NCAA championship, marking the third-consecutive year that Lyndon runners earned a berth at Nationals. Scheibenpflug finished 42nd and set the NAC and Lyndon 8K record of 24:46. The U.S. Track & Field and Cross Country Coaches Association (USTFCCCA) named the men's and women's team All-Academic Teams for the fourth time in five years.

The men's basketball team also made an impact in the NAC as they advanced to the tournament semi-finals under the guidance of new head coach Christopher Dorsey '07. Both the women's volleyball and men's lacrosse teams advanced further in their respective NAC tournaments than ever before. All told, thirteen Hornet student-athletes were named to All-NAC teams for their respective seasons, an additional thirteen were named to the NAC All-Academic teams. Basketball stand-out Mikayla Hodge '18 was named NAC Rookie of the Year. Two head coaches were named NAC Coach of the Year: Christopher Ummer for men's cross-country and Kevin Pezanowski for men's lacrosse. The 2014-15 teams also saw an academic first as they achieved their highest cumulative GPA of 3.1.

New staff, new opportunities, in 2015-16

Three part-time staff members join the Athletic Department: Zac Harrison is the sports information coordinator; Rob Carey '08 is coaching the men's soccer team; and Greer Lemnah is the new softball coach. In spring 2017, women's lacrosse and men's and women's track and field join the roster. Lyndon is poised to compete in the ever-changing environment of both the NAC and NCAA Division III athletics.

Athletics continues to focus on full-time hires, facility upgrades, the expansion of the development program, and increased exposure through social media.

The department will continue to promote proactive student recruiting and retention. The two new full-time coaches for lacrosse and basketball have already boosted the number of student-athletes. Student athletes boasted a 92.7% retention rate from spring '15 to fall '15.



First Year Experience student staff help students transition to college and their life at Lyndon.



Tyler Scheibenpflug '15
(NAC Runner of the Year)



Lyndon is very excited to bring Morgan Crespo on to coach the NEW women's and men's track and field teams to launch spring 2017.



Lyndon's 6,000-square-foot skate park features bank ramps, quarter-pipes, grind rails, grind ledges, grind boxes, stairs, wedges and flats, a spine, a pyramid section, a planter, and other features, including a fabulous view of Burke Mountain.

The department will continue improving facilities as needed and when funding allows. Enhancements under consideration include: the construction of an artificial turf field; the renovation of the baseball and softball fields to meet NCAA compliance; and permanent seating, press boxes, and public address systems at all outdoor venues.

Community Service Learning

JONATHAN ROSS | ASSISTANT DIRECTOR OF STUDENT LIFE



Public service is a value President Bertolino hopes to instill in students through participation in good works in the community and on campus.

Service Highlights

- Community Service Learning ASSIST (A Society of Students in Service Together) enters its fifth year at Lyndon State College.
- The Lyndonville Community benefited from 823 hours of community service performed by 83 LSC students in 22 different events.
- Lyndon students provided childcare for the Prospera program at Lyndon Town School, worked with Habitat for Humanity, wrapped boxes for Helping Other People Everyday (HOPE), ran three successful Red Cross blood drives, and cleaned up roads on Green Up Day. The HOPE Color Run raised \$6,560.
- Eight students attended the National Youth Leadership Conference in Washington, D.C. to bring new ideas and innovations back to Lyndon.
- A new website will launch in fall 2015 to connect students with local organizations that need student service support.

Lyndon State Adventure Program

JAMIE STRUCK '87 | ADVENTURE PROGRAM COORDINATOR

Reflection

Strong relationships are the backbone of the Adventure Program (LSAP). These have been built through the group development outreach program with businesses, organizations, schools, and camps. LSAP maintains high participation for spring adventure break activities and is fine-tuning the fall experiences. Campus trail building continues to grow, and new trail signs and kiosk maps help give clear trail directions.

Success and looking forward

LSAP's success this year can be measured in several ways. Area schools are writing the cost for LSAP's programming into their annual budgets rather than looking for creative funding means. This deeper partnership is creating a powerful culture.

Summer programming is incredibly popular. Staffers ran iWOW camps, RecFit Adventure Camps, New Beginnings programming, and Upward Bound.

Participation in Lyndon Outdoor Orientation Program (LOOP) is surging. Closer collaboration with Student Life helped reduce program costs. This challenging program helps students form bonds that last and it builds an early safety net.

LSAP's work with the surrounding community continues to expand. The on-campus programs and facilities will need increased attention in the coming years.

LSAP will be moving into the Yellow House at the main campus entrance and making it the base of LSAP operations. A new communications campaign for LOOP 2016 will help fill trips as LSAP begins planning for LOOP bikers! To keep costs down and drive interest, the fall adventure trip will be a bit closer to home this year. Who doesn't want to paddle, climb, and hike in Acadia or hike in the Adirondacks?

Personnel

SANDY FRANZ '79 & '99 | DIRECTOR OF HUMAN RESOURCES

Seventeen staff and administrators came on board during FY2015 and the fall of 2015. LSC welcomed seven new full-time faculty members this fall, several positions were reclassified and/or existing employees took on new roles during FY15, and fifteen long-time employees—representing an incredible 367 years of service to Lyndon State College—retired. And sadly, the College lost a truly valued co-worker and friend, when Art Peake, maintenance supervisor and member of the LSC community for 42 years, passed away in May.

New staff and administrators

Jessie Dall, staff assistant to the faculty
Grace DiNapoli, media & marketing coordinator
Margaret George, admissions counselor
Lisa Goodwin, custodian
Kelly-Ann Harris, custodian
Ed Jacobs, assistant athletic trainer
Edward Jacques, maintenance technician
Tom Leiper, senior mechanical systems technician/plumber
Randy Matusky, coordinator of instructional technology
Greg Mehuron, admissions counselor
Janet Moran, staff assistant to the faculty
Joshua Peake, custodian
Dan Peal, senior mechanical systems technician/electrician
Sylvia Plumb, executive director of communications
Diane Raymond, student services consultant
Sally Simons, library information desk assistant
Nora Vasquez, assistant director of admissions/transfer coordinator

New faculty

Sam Boss, assistant professor, Library
Kristi Castleberry, assistant professor of English
Stephanie Giese, visiting assistant professor of business administration
Dawn Kopacz, assistant professor of atmospheric sciences
James Noyes, assistant professor of mountain recreation management
Aimee Pascale, assistant professor of exercise science
Ben Rush, assistant professor of mountain recreation management

Reclassifications/new roles

Kathy Armstrong, assistant to the dean of administration
Meredith Atchison, assistant director of student life
Nolan Atkins, interim academic dean
Trevor Barski, associate director of admissions



Art Peake, You are Missed

This annual report is dedicated to one of Lyndon's longest serving, dearly loved members, Art Peake.

Art Peake was a member of the LSC community for more than 42 years. His ability to fix just about anything was legendary. He knew every inch of the campus that is, and the buildings that were. Strong opinions,

sound advice, and a wicked sense of humor lurked behind a quiet voice. Whether you saw him behind the wheel plowing, or passed him on campus, there was always a smile, with a greeting. How could someone that friendly get so much done?

Art gave his life to Lyndon. He loved this community and in turn, all those who knew him loved him back. Art was the 2012 recipient of the Faculty and Staff Loyalty Award.

Christina Cotnoir, assistant to the dean of students
Terry Dwyer, vehicle & equipment mechanic/grounds maintenance tech
Miranda Fox, registrar
Jinai Gordon, assistant director of student life
Nermin Hajdarevic, master maintenance technician
Shane Mason, student services consultant II
Abbey Pasquence, public services librarian
Jonathan Ross, assistant director of student life
Victoria Rouleau, database specialist/office assistant
Brett Santo, coordinator of donor relations
Mary Schlesinger, custodial supervisor
Kirsten Simpson, staff assistant

Retirements

David Beliles, professor of English (23 years)
Bruce Berryman, professor of atmospheric sciences (33 years)
Ernest Broadwater, professor of education (41 years)
Anne Brown, director of AmeriCorps Northeast Kingdom Initiative (34 years)
Alton Carr, maintenance technician (33 years)
John DeLeo, professor of mountain recreation (38 years)
Gaylon Ely, custodian (10 years)
Elaine Fournier, staff assistant, student affairs (26 years)
Darlene Johnson, financial services consultant (8 years)
Richard Judkins, lead maintenance worker (8 years)
Peter Mallett, custodian (8 years)
Robert McCabe, director of student support services (28 years)
Garet Nelson, library director (20 years)
Ronald Rossi, professor of psychology & human services (39 years)
Charles Sjolander, electrician (18 years)

Administration

Facilities

LOREN LOOMIS HUBBELL | DEAN OF ADMINISTRATION

Between September 2014 and August 2015, Lyndon worked on an array of projects across campus.

There were major renovations in the science wing: new chemistry and geology labs, a new classroom, and new, energy efficient windows throughout. This is the first modernization project in recent years in science.

The Electronic Journalism Arts studios renovation was the largest facilities project of the year. This award-winning program has been functioning on equipment hand-me-downs technologically generations out of date. The all new, state-of-the-art equipment for the *News7* studio, and mobile cameras for the classroom and field work mean that the excellent hands-on experience now features equipment Lyndon graduates will find in the workplace.

Student response to residence hall bathroom renovations has been tremendous. This summer the multi-year renovations in six Stonehenge residences were completed. New tiles, fixtures, partitions, counters, and showers hide all-important, new plumbing lines. The first phase of a four-phase bathroom renovation in Wheelock, our oldest residence hall, was also finished.

Two new student annexes feature soft seating, meeting tables, computer workstations and printers, and research space. One annex serves Social Sciences students and the second, Education and Psychology students. Office moves required to create these spaces, co-locate faculty, and adjust around offices vacated by retirement, created a wonderful opportunity for needed painting and carpet replacement in a large number of faculty offices.

New kitchen equipment supports and even improves Sodexo's ability to provide high-quality food service to Lyndon students and conference guests.

Sustainable energy projects are moving forward. A generous gift of solar hot water panels will be installed on the new SHAPE roof with demonstration panels mounted on the ground below for classroom and research purposes. Additionally, work is underway to site one or two net-metering arrays on parcels not immediately adjacent to campus. These arrays will provide data for classroom and research projects and financial relief for campus energy costs.

The foundation of one of Lyndon's largest buildings, the Theodore N. Vail Center, was shored up this past summer. Over the years, the seasonal freeze-thaw cycle caused cracks in the foundation and floors above. It is hoped the installation of helical piles to anchor the building to the ledge below will be a permanent solution to a long-standing problem.

Lyndon received a generous gift of the Grange Hall in Lyndon Corner this past year. Just down the hill from campus, the hall is a two-story, large, flexible space with kitchen facilities on the first floor. LSC is exploring ways to use this great space.

Looking ahead...

Plans are underway to improve handicap access to the campus, particularly in the areas of doors and bathrooms. The goal is to complete the project by year-end. Accompanying this project is a goal of better campus signage and way finding. Lastly, improvements to walkways are underway. A new brick walkway replaces a trip hazard and an unused path has been returned to green space.



An Electronic Journalism Arts/*News7* student is excited about the station's upgrade to HDTV.



Lyndon's partnership with Vermont Technical College (VTC) to provide nursing education has historically been done with Vermont Interactive Television (VIT). With the closing of VIT, LSC will work with VTC to install new technology to support the nursing program. This gives Lyndon the opportunity to thoughtfully consider how distance education classroom(s) should be integrated (or not) into the general educational mix.



Major renovations have been taking place in the science wing, including new chemistry and geology labs, a new classroom, and new, energy efficient windows throughout.

On the docket for next summer is phase two of the Wheelock bathrooms renovations. In the nearer term LSC's Adventure programming will move to a former childcare building at the main campus entrance. Accompanying renovation of the exterior and interior offers the opportunity to create a "Wow Statement" about one of Lyndon's important programs and a mainstay of campus culture.

Roofs will be a recurring theme over the next few years. More than one is past the stage of cost-effective patching. It is hoped that the Stevens Dining Hall roof will be done this coming year and that over the next few years, roof replacement and repairs can be staged as needed across campus.

Lastly, an exciting research grant includes capital funds for the renovation of a biology laboratory. Preliminary planning and design work is complete and now Lyndon can make it happen, enriching science education and research for faculty and students.

Our people . . .

The successes of the facilities department are the successes of its twenty-seven talented, hard-working staff. The untimely death of a long-time member saddened the entire LSC community. Eight maintenance and custodial/housekeeping staff retired or left the College. Seven new members bring fresh perspective and energy. And the promotion of three others is a cause for celebration. As with many departments across campus, it is a challenge to provide high levels of service with reduced staffing. But as with many departments, facilities is dedicated to doing just that.

Finance

LOREN LOOMIS HUBBELL | DEAN OF ADMINISTRATION

FY2015

Fiscal year 2015 had its challenges. Fortunately, and by dint of hard work, the College rose to those challenges and finished the year with a modest surplus.

The demographics across New England are changing. Lyndon was no exception to significant drops in enrollment being seen at colleges across the northeast. After the past few years of enrollment success, by early summer 2014, Lyndon knew it wasn't going to make the "no growth" budget on which we had made our plans. The College quickly developed and implemented a contingency budget, balanced to the lower projected enrollment. True to expectations, entering student enrollment fell short of the original budget but met the contingency budget. Over the course of the year, revenue growth, expense savings, and current year savings in paying for retiree benefits moved the needle from a break-even budget to a modest surplus of \$162,000. In addition, although the contingency budget included projected use of the strategic reserve, Lyndon ended the year without spending any of it.

LSC has four major revenue streams, each essentially met or slightly exceeded the contingency budget, though three fell short of the budget that the Board approved in May 2014.

Education is a people business and, not surprisingly, between 58% and 61% of expenses were budgeted or spent on compensation. Looking at expense distribution by functional class, 37% of expenditures go into instruction, public service,



Jeff M. Russell celebrated graduation with a thumb's up this past May.



The foundation of one of Lyndon's largest buildings, the Theodore N. Vail Center, was shored up this past summer.

and academic support. This is slightly higher than in previous years because in the contingency budget planning, instruction was not hit as hard as other areas for budget cuts.

Looking ahead to FY2016 and beyond...

The College spent much of FY15 planning for FY16 through a transparent and inclusive budget process. The community participated through group and departmental meetings, town halls, budget brown bag lunches, and an email drop box. Several good ideas emerged and influenced budget planning. The College also capitalized on retirements and vacancies. In the end, the College was forced to lay off five people and not rehire many part-time faculty. Some internal reserves are included in the FY16 budget. Importantly the Board reserve or the strategic reserve will not be touched. The budget is based on conservative enrollment and, to date, it is on target.

As the College budgets for a "new normal" of lower enrollment and looks ahead to FY17, there is another difficult budget cycle ahead. The cumulative effect of two years of smaller entering classes, two years of larger graduating classes, salary and wage increases guaranteed in collective bargaining agreements, and flat tuition rates will create a budget deficit. Lyndon will again use a collaborative process to work with the community to develop a strong response, making investments in line with the strategic plan, working with an admissions consultant to increase net tuition, and ultimately coming to a balanced budget.

Development

JENNY HARRIS '79 | EXECUTIVE DIRECTOR OF DEVELOPMENT AND ALUMNI AFFAIRS

Reflection and analysis

The Institutional Advancement office saw many staff transitions in FY15. Jenny Harris became the executive director of development and alumni affairs; Sara Lussier is the new assistant director of annual giving and she continues to take on alumni relations duties; Victoria Rouleau became the database specialist/office assistant; and Brett Santo became coordinator of donor relations.

A back-to-basics strategy with realistic fundraising raised more than \$1,000,000—twice the amount budgeted and an increase of 260% from two years ago! An increased number of donors and a record number of gifts bolstered this effort. President Joe Bertolino and Executive Director of Development and Alumni Affairs Jenny Harris made a combined total of 70 visits with prospective major donors.

We are moving into FY16 with an internal goal of exceeding this year's fundraising totals and an external goal (publicly stated) that is realistically obtainable.

Eight goals guide Lyndon's institutional advancement and alumni work.

- Fundraising
- Stakeholder engagement
- Stewardship and donor engagement
- Volunteer engagement and management
- Young alumni outreach and programming
- Systems infrastructure
- Communications
- Organizational and professional development

Stay in touch with alumni relations

Visit alumni.lyndonstate.edu. From there, visit the Dugout club page for baseball fundraising, the Homecoming page, and view past issues of *Twin Tower Topics*, the alumni magazine.

Library + Information

The Samuel Read Hall Library

SAM BOSS | INTERIM LIBRARY DIRECTOR

The 2014-15 academic year was a year of change and growth at Samuel Read Hall Library. In January 2015, Graham Sheriff, the public services librarian, accepted a faculty position at the University of Vermont. According to the library's recently retired director, Garett Nelson, "Graham's intelligence, willingness to take on the challenges and demands of his job. . . as well as his calm demeanor and enthusiasm for teaching have been true assets for Lyndon." Nelson, a respected and longtime member of the Lyndon State College community, retired after serving as both the library's instructional technologist and director. Over the past few years, he initiated the library's move toward the learning commons model. Nelson's legacy will play an important role in the library's strategic planning for years to come. In the spring and summer of 2015, the library welcomed newcomer Sam Boss and Lyndon State College community member Abbey Pasquene. Boss is the interim



Lyndon's Samuel Read Hall Library had 264,039 visits in FY15 and 96% of visitors to the reference desk left with the resources or information they were seeking.

director while Abbey is the interim public services librarian.

Lyndon's Learning Commons continues to move forward through staff training and a consolidation of circulation, reference, and information technology services at the library's InfoDesk. Each year the number of library visits grows—jumping from 140,638 patron visits in 2014 to 264,039 in 2015, an 87.7% increase. Of the patrons who asked a reference question, 96% left the reference interview with the resources or information they were seeking.

During the 2014-15 academic year, the library offered nearly 40 information literacy sessions for Lyndon students and hopes to increase that number in 2015-2016. Print and electronic materials continue to circulate. A total of 10,332 print items circulated and 1,996 print and electronic items were either lent or borrowed through interlibrary loan. The library will continue to offer the same level of service to Lyndon's students, faculty, and staff.

In 2015-16, the Library will seek collaborations with departments across campus, especially those engaged in offering online services to both on and off campus students. Lastly, a new website is on track to launch in January 2016.

Information Technology

MIKE DENTE '99 | CHIEF TECHNOLOGY OFFICER

Reflection

IT upgraded several systems and services including the storage area network (SAN), backup software, and patching deployment server. To address the ever-expanding use of disk space, an additional 100 terabytes (TB) was purchased for file and backup storage. The additional space includes a replication of campus data to a secondary server location in another campus building.

The backup solution, Dell AppAssure, was implemented at the end of the spring semester. This combined with the data replication provides both a warm server site and disaster recovery data backups.



Green and Gold spirit is strong at Lyndon!

The purchase of Dell Kace provides patch management and reporting. When completely implemented, the software will allow a user to install college-approved software without an IT employee. The software will also be used for PCI compliance reporting.

The combination Library/IT Info Desk continues to work very well. In a customer service satisfaction survey, 95% of the users using the Info Desk were satisfied with the service.

Analysis

Wireless capacity and density continues to be a challenge. As the number of devices per user continues to increase, the wireless access point density must increase. New models of wireless access points are being implemented in residence halls. In the future, each residence hall room will need its own access point dedicated to the room's residents. With more than 250 rooms on campus, funding for this monumental task will be a challenge.

Physical server costs are down and server uptime has increased due to the implementation of the Microsoft Hyper-V virtualized Failover Cluster. Cooling and power requirements are lower as well. The Microsoft Failover Cluster is aware of server and network issues and adjusts and moves virtual servers as needed on the fly without staff intervention.

Projection

As the academic year proceeds, IT will start deploying Windows 10 to small areas of the campus for testing. The new operating system appears to work much faster and be more user-friendly than Windows 8.

Local network capacity and speed will be reviewed this year. Increasing backbone connections from the server room to outlying wiring closets from 1 gigabit to 10 gigabit will be a priority. Local network traffic has increased substantially over the last several years.

This year, the OIT will be upgrading labs, faculty, and students on the Microsoft platform to Office 2013. All PC platform labs were migrated this past summer. A new wireless access controller has been procured and will be installed this fall, increasing capacity and speed for wireless devices while providing redundancy for the wireless system.

Last but not least, we welcome our new coordinator of instructional technology, Randy Matusky. He will be working closely with faculty to develop their online courses, and he'll be in classrooms to develop instructional technology resources.



Presidential Goals

2015–16



Five primary areas...

1. Enrollment Management
2. Curriculum/Academic Support
- 3 Student Services
- 4 Financial Stability
5. Development/Fundraising

Look for Lyndon's Strategic Plan, "Building Relationships, A Transformative Vision" for 2015-2020 at LyndonState.edu/Strategic-Plan.



In the details...

- Enhance academic programs and services with an emphasis on transfers, veterans, nontraditional/adult students, and continuing education.
- Enrollment management—revisit and prioritize the top three recommendations from the Enrollment Task Force.
- Review and implement recommendations of the Curriculum Task Force. Evaluate the existing curriculum by exploring solutions to ensure that students can navigate academic services and curricular adjustments with ease. Special attention will be paid to paths toward graduation, IT, infrastructure, resources, and data access and availability.
- Maintain a balanced budget while exploring new ways to generate revenue and become more entrepreneurial. Do this through an inclusive, transparent process that's open to new ideas.
- Roll out new five-year Strategic Plan.
- Improve student services, lessen barriers, and increase efficiencies.
- Continue to raise the profile of the College and set the right tone by fostering a community centered on relationships and an "ethic of care."
- Develop a comprehensive long-term fundraising strategic plan.
- Establish a strong relationship with VSC-IT—emphasis needs to be placed on communication and collaboration. IT resources must be more user-friendly.
- Build stronger relationships with VSC institutions, with an emphasis on meeting the needs of transfer students and creating shared programs.
- Grow community partnerships (e.g., Lyndon Institute, St. Johnsbury Academy, Catamount Arts, Q Burke/Jay, etc.).
- Implement the Year of Compassion.

In Memory

The past year was a difficult one as Lyndon State College mourned the passing of five members of our community, **Holly Cannon**, **Alex Duranleau**, **Jake Gregg**, **Ed Horan**, and **Todd Spaulding**. The College extends its sympathies to all the friends and loved ones. Each of them is missed as we begin the academic year.



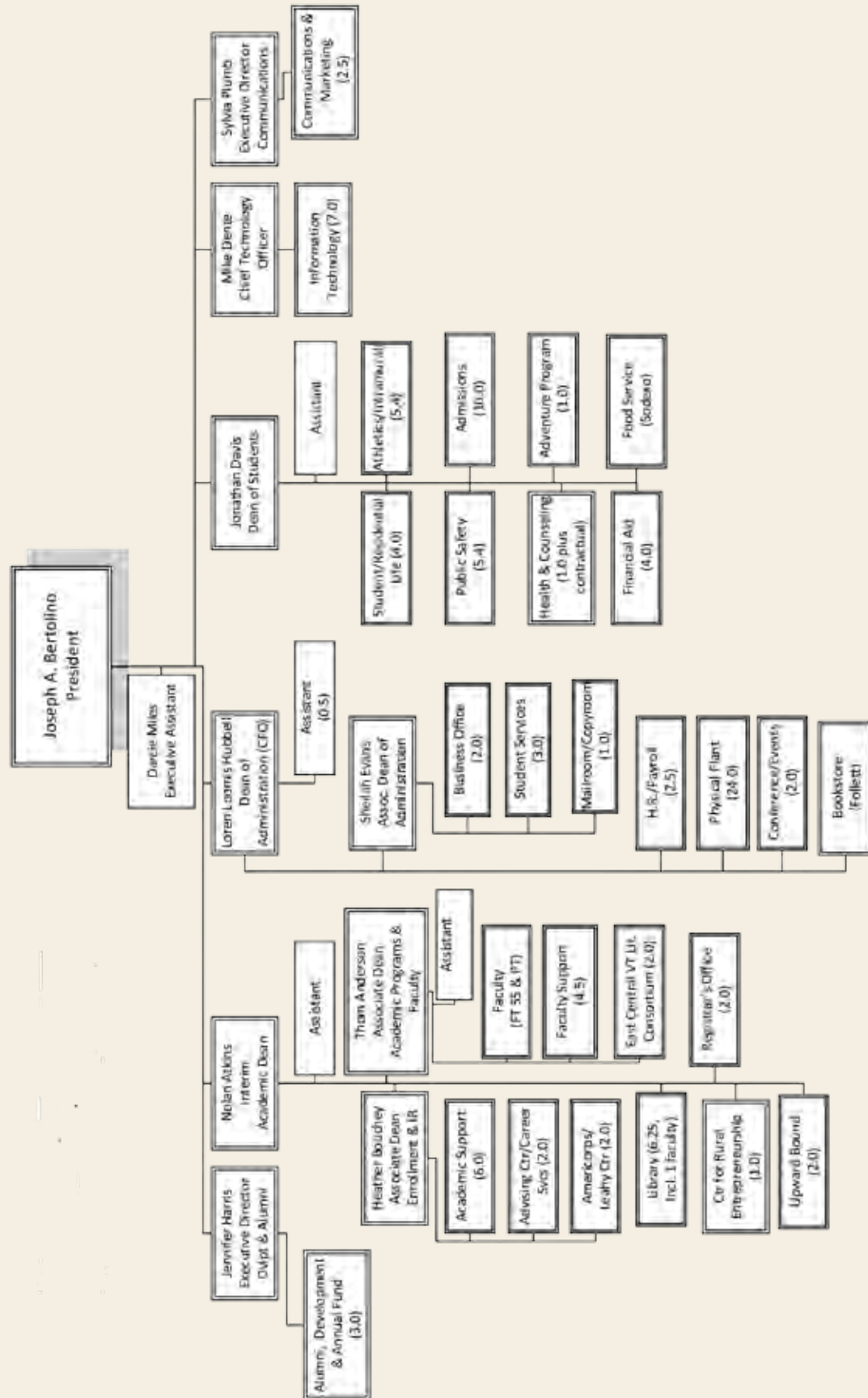
At Lyndon, we pride ourselves on an ethic of care and putting people first. To further bolster this ideal, President Bertolino has designated the 2015–16 academic year as the Year of Compassion. During the year, academic departments, student groups, and campus events and activities will focus on topics related to compassion. We began the year with a presentation on gender identity by Sam Killerman.

Fall Compassion Activities

- A five-part series on Mindfulness Based Stress Reduction (MBSR) with Professor Meri Stiles
- Transforming the Human Spirit – A poster exhibition
- Bringing Compassion into the Classroom, Faculty Professional Development
- "Animation as a Visual Language for Social Justice" with Robert Lyons
- FAIR Exchange: What is Compassion?
- Book Discussion: *LovingKindness: The Revolutionary Art of Happiness*

Visit LyndonState.edu for details.

Organizational Chart



VERMONT TECH

PRESIDENT'S ANNUAL REPORT

A report for the Vermont State College Board of Trustees | September 2015



INTRODUCTION

This year has been about building and maintaining momentum for Vermont Tech. With President Dan Smith taking the reins as president just over a year ago, he has continued to pursue his objectives of:



VERMONT
TECH

Restoring financial equilibrium

Building a collegial environment

Instilling a commitment to innovation

While there have been challenging times and obstacles that are still being broken down, with collaboration and innovation the college has seen many successes. **Our programs are tied to industries** that are vital to the state and to the region: energy, manufacturing, health care, sustainable design and construction, dairy and diversified agriculture, and software development and computer systems. With our core education linked to good jobs, we find **employers wishing we produced more graduates**. Our 2014 graduating class featured a **96% job placement rate**. At our February career fair, there were nearly 100 employers each recruiting for multiple positions within their organizations. Given that environment, there were many more openings available than the number of graduates we produced last year.

Innovation has led to the launch of new programs this fall, new partnerships with industry, and new facilities being built and spaces renovated on our campuses. Collaboration has led to offices working together in new ways, faculty creating new general education requirements and revised curriculum maps, and sister colleges providing pathways for students to get the education they want in the format they need. The financial picture for the college has improved and, more importantly, the spirit of those that work and go to school at Vermont Tech has also regained equilibrium and positive momentum. **These are good days for the college with many more to come.**



Small college. **Big outcomes.**

STUDENTS & STUDENT LIFE

Enrollment

As of September 1, 2015, our **incoming class is 780 students**. This class size is 38 students larger than a year ago, or a **5.1% increase**. There are several key factors for the incoming enrollment increase. The RN-BSN program grew from 10 students in 2014-2015 to 40 for 2015-2016. The inaugural class of the Paramedicine Certificate enrolled 13 students. Veterinary Technology saw its largest incoming class ever with 35 students enrolled. Other majors with significant enrollment increases include Civil & Environmental Engineering Technology, Software & IT, and Diesel Technology. The Vermont Academy of Science and Technology enrolled 52 students, their second largest enrolling class ever. **Seventeen states and four countries are represented in the incoming class as well as 84% in-state students.**

The overall headcount at Vermont Tech are running ahead of 2014. As of September 14th, we have a 1,505 headcount versus 1,476 a year ago on the same date (1,282 vs 1,269 FTE).

Direct Progression is a new innovation implemented for the nursing program this past enrollment cycle. In past years, students enrolled in the Practical Nursing (PN) program would have to reapply through the Admissions Office to gain entrance into the Associate Degree in Nursing (ADN) program. **The Direct Progression model now allows students who maintain a 3.0 GPA or higher the opportunity to transition into the ADN program without reapplying.** There are 103 PN graduates directly progressing into the ADN program, as well as 30 ADN students progressing into the RN-BSN program. The 133 Direct Progression students are reflected in the 780 incoming class numbers.



Marketing

The Vermont Tech marketing strategy includes events, earned and paid media, and a strong social media presence. The college has reaped the benefit of the significant effort put into revitalizing the website in the last year.

The 2014-2015 events were very successful, including hosting second annual **Try a Major Day** events on both campuses with sizeable attendance at each. **Overall, we hosted four Open Houses, two Instant Decisions Days and five Saturday Information Sessions over the course of the year.** Through these events, we introduced **810 prospective students** and more than **1,250 total guests** to our faculty, staff and current students.

Overall, Google Analytics show a **seven percent increase** in site traffic comparing the fiscal years, July 1, 2013-June 30, 2014 vs. July 1, 2014-June 30, 2015. There is also a **21% increase in site visitors** with a 14% increase in new visitors (44.2% compared to 38.8%). The home page has the most traffic, while the newly created content of the **Majors** and **My Vermont Tech** pages are second and third on the list of most visited pages. This demonstrates their relevance to the audience for whom the site was designed.

In addition to the website, at the start of this calendar year, Vermont Tech began pay-per-click digital advertising for both search and display networks. This accounted for two percent of all traffic to the website in the past year, despite running slightly less than half the year. **A strong social media presence has contributed to a 62% increase in traffic from this source over the last year.** Our largest source of Facebook fans is the 18-24 year old segment, at 16% of the total fan base.

- **Saturday Information Sessions:** 6 Info sessions with a total of 78 students, 197 total guests
- **Randolph Center Fall Open House:** 99 students, 229 total guests
- **Williston Fall Open House:** 58 students, 111 total guests
- **Instant Decision Days:** 33 students
- **Randolph Accepted-Student Open House:** 71 students, 153 total guests
- **Williston Spring Open House:** 41 students, 85 total guests
- **Williston Try a Major Day:** 155 students, 170 total guests
- **Randolph Try a Major Day:** 275 students

VERMONT TECH



a time when Vermont and our nation need engineers more than ever, this competition introduces civil and environmental engineering careers to young Vermonters. The competition is a major component of Vermont Tech's outreach efforts to encourage future careers in engineering. The construction and testing of model bridges promotes the study and application of principles of physics and engineering and it also helps students develop "hands-on" skills.

Vermont Tech's Civil & Environmental Engineering Tech Department hosted its 1st Annual Popsicle Stick Bridge Building Competition for Vermont middle and secondary students at the Randolph Center Campus on April 10, 2015. There were 22 teams competing, using only popsicle sticks, Elmer's glue, tooth picks, and dental floss to make their bridge creations. At



Through participating, students get a flavor of what it is to be an engineer, designing structures to a set of specs and then seeing them perform their function. Additionally, faculty visited participating schools to speak to students about engineering as a career choice and to kick-off the bridge building competition. This popsicle stick bridge building competition event is made possible by Vermont Tech, an educational grant and the generous support from its sponsors: VTrans, DuBois & King, Inc., EIV Technical Services and Stantec.

IN THE NEWS:

[Future Engineers Show Off Their Skills](#) | WCAX

[Students Participate in Popsicle Stick Bridge Building Competition](#) | WPTZ

Residence Life Randolph Center Campus

The residence life office was restructured this year to provide for a **part-time Student Activities coordinator on the Randolph campus**. This individual worked with the Student Council and the Student Events Board to prioritize and deliver a variety of programming and respond to needs identified in campus surveys. A weekly radio show was developed for WVTC – “It’s a Student Affair” – which broadcasts locally and on the web throughout the year to promote student events and important information.



In September, the band **Twiddle** highlighted **Fall Fest**, an event that brought multiple bands to campus for mini music festival. A sample of other events included: a trip to Nightmare New England in October; a coffee house with music and craft beer tastings; retro video game nights and karaoke; bus excursions to see the Bruins play the Columbus Bluejackets and Burlington’s Mardi Gras parade; an evening with comedian Rusty Dewees; and the annual Winter Carnival, Lake Champlain cruise, and Spring Bash with fireworks.

OTHER NOTABLE ITEMS THIS YEAR INCLUDE:

- A partnership with PBS to deliver a **series of films on campus** covering important social events such as Freedom Summer, gender issues, and the change in American society since the year 1964;
- An increasingly diverse campus with **students from Pakistan, Saudi Arabia, China, Germany, Haiti, the Cayman Islands and Nepal**. The Multicultural Club offered programming for all students, including informational presentations and traditional meals to share in the dining hall;
- The formation of a **dressage club** that participated in intercollegiate competitions;
- Substantial **investments in the residence hall infrastructure**, furnishings, and amenities;
- A relationship with the local public transportation agency, the **Stagecoach**, which provided a **weekly Saturday Shopper route to West Lebanon** from campus along with a taxi service to Randolph and a commuter route north along I-89 to Montpelier.

Residence Life | Williston Campus

For the second academic year in a row we have seen **record-breaking number of residential students at the Williston campus**. We have once again filled our residence hall beyond capacity by doubling and tripling some dorm rooms. Even after making those adjustments, we still had a large number of housing requests. We continued to work with a community partner, Riverside in the Village, to lease apartments for housing an additional twelve students.

Our new-student orientation kick-off started our academic year on August 21. We invited students from the St. Albans campus to the Williston campus orientation. Nearly 200 students were invited, and approximately 200 attended with their families. Our caterer reported serving more than 300 meals!

Stan Costa, the Coordinator of Student Activities has worked to organize many fun activities for orientation weekend and variety of fun and educational activities are on the schedule for the fall semester. Some of these events include volunteering with the Chittenden County Humane Society, comedy nights, brew fests, outings to Vermont Lake Monster games, and many more.

The **campus has also undergone several upgrades** to give the students more to do with their downtime while on campus. The 200-Building game room has been upgraded with more and better equipment for students to enjoy. The Class of 2015 had the **basketball area completely redone** with a new basketball hoop, equipment and a repaved court. Outside Williston Hall, the BBQ patio has been upgraded from a spot to just grill, to a fun hang-out spot many students are already enjoying.





Athletics

The Vermont Tech Athletic Department **honored 10 athletes with 15 athletic and academic achievement awards** at the annual Vermont Tech convocation on April 9. **Eight** were honored with United States Collegiate Athletic Association (USCAA) All-Academic or All-American awards. Student-athletes earn All-Academic honors by achieving a cumulative GPA of 3.5 or higher over the course of their academic career.

REBECCA BROADBENT, in her freshman year, captured the Yankee Small College Conference (YSCC) Individual title in Women's Cross Country. Broadbent led the entire race, winning the 6K in 25:02. A few weeks later, Broadbent improved her time (24:23 6K), finishing 7th at the USCAA National Championship. Broadbent was honored by the YSCC with Runner of the Year and by the USCAA with All-American.



JAMAL HUGHES, a junior guard on the basketball team, was honored by the USCAA for making the All-American team. He averaged 19.0 points per game and hitting 72% from the free throw line. Hughes also reached a milestone this season by hitting 1,000 points in two seasons with the Green Knights.



PAIGE WELLS, a senior forward, was honored by the USCAA for making honorable mention USCAA All-American. Wells averaged 13.3 points per game and 13.2 rebounds per game. Wells also reached two milestones this season hitting 1,000 points and grabbing 1,000 rebounds.



Career Fair

This event, staged as a trade show, brings employers together with students to discuss their companies, products and career opportunities. It's a chance for employers and students to network and explore possibilities with each other. This year's fair was a huge success with a **record-setting number of exhibitors**, including GW Plastics, Darn Tough Vermont, IBM and My Web Grocer. A total of 97 employers exhibited at the March 4, 2015 event, far surpassing previous career fair averages of 65-75 exhibitors. **The drastic rise in employer exhibitors demonstrates the growing demand for Vermont Tech graduates, not only in the state, but around the region as well.** The Career Fair gave students and employers a chance to begin relationships before to graduation. The college plans to increase the size of next year's Career Fair to approximately 109 exhibitors to accommodate anticipated growth and employer need.



IN THE NEWS:

[Business Notes: March 22, 2015](#) | Valley News

PERSONNEL

Promotions and Tenure

PROMOTED TO RANK OF PROFESSOR:

Michael Marceau, of the Electrical and Computer departments

PROMOTED TO RANK OF ASSOCIATE PROFESSOR WITH TENURE:

Sarah Billings-Berg of the *Nursing Department*

Jean Hakim, of the *Computer Information Department*

Mary O'Leary, of the *Civil Engineering Department*

Christopher Smith, a member of the *English Department*

Lori Stroutos, department chair of the *Business Department*

Eric Wolinsky, a member of the *Construction Department*

New Full-time Faculty

Renee Cather, Assistant Professor of Nursing; **Aimee Creelman**, Assistant Professor of Nursing; **Tracie Crawford**, Assistant Professor of Nursing; **Linda Havey**, Assistant Professor of Nursing; **Anna May Seaver**, Assistant Professor of Nursing

HIRED AS FULL TIME FACULTY AFTER TWO ONE-YEAR POSITIONS:

Jeremy Cornwall, Assistant Professor of *Mechanical Engin. Tech.*

Lisa Sullivan, Assistant Professor of *Nursing*

New Administrative Staff

ADMINISTRATION

Amanda Chaulk, Director of Marketing and Communications

ADMISSIONS

Dwight Cross, Associate Dean of Enrollment and Alumni Affairs; **Cory Lussier**, Assistant Director of Admissions/Campus Visit & Outreach Coordinator; **Shawn McElwain**, Assistant Director of Admissions/Transfer Coordinator

NURSING

Sarah Billings-Berg, Interim Nursing Site Director, Northeast Kingdom; **Gerri-Lynn Cohen**, Staff Assistant; **Cynthia Martindill**, Associate Dean of Nursing; **Elizabeth Steele**, Nursing Site Director, Southeast Region

FACILITIES

Travis Allen, Senior Mechanical Systems Technician; **Russel Messier**, Maintenance Technician II; **Christina Potwin**, Custodian III; **Curt Ukasick**, Senior Mechanic Systems Technician (new position for Curt with the College)

OFFICE OF THE PRESIDENT

Michelle Graham, Executive Assistant to the President

PUBLIC SAFETY

Troy Seckington, Public Safety Officer

HARTNESS LIBRARY

Candy Daniels, Acquisitions Coordinator; **Caitlin Edney**, Library I, Randolph Center; **Kim Hannon-Brobst**, Remote Access Coordinator (new position with the college); **Kate Steward**, Circulation Coordinator

STUDENT AFFAIRS

Alexander Costa, Coordinator of Student Activities/Residence Hall Director, Williston; **Kathleen Mason**, International Student Resource Coordinator, Randolph Center; **Caroline Jones**, International Student Resource Coordinator, Williston; **Seth Warren**, Coordinator of Student Activities/Residence Hall Director, Randolph Center

CEWD

Beth Demers, Project Manager, CEWD

ACADEMIC AFFAIRS

Rachel Krevetski, Laboratory Technician/Chemical Hygiene Officer

ANAEROBIC DIGESTER

Zyla Nuite, Senior Mechanical Systems Technician

Retirements

HARTNESS LIBRARY

Nancy Aitken, **Rebecca Lafferty**, **Michael Taylor**

FACILITIES

Ralph Allen, **Robert Durkee**, **Clark Hunt**, **Tom Milne**, **Ron Wallen**

BUSINESS OFFICE

Jean Alexander

VIT

Gordon Deganan

ACADEMIC AFFAIRS

Part-Time Faculty Award

In 2011, the College brought back the tradition of honoring part-time faculty. The awards are given biannually, alternating with the Harold G. Wirtz Master Teacher Award given to a full-time faculty member.

Nominations for the award are solicited from department and program chairs, faculty, students and staff. These nominations are given to the Peer Review Committee, who individually examines the student evaluations, classroom observations and personnel files of the nominees. This year, from several nominations, **Linda Gustafson**, a member of the English, Humanities, and Social Sciences Department, was selected by the Peer Review Committee as the Williston Campus recipient. The Randolph Center Campus recipient selected by the Committee is **Samuel Colwell**, an instructor in the Electrical and Computer Engineering Technology program. Both faculty received their awards during the 2015 Commencement ceremonies.

Curriculum Planning/Credit Consolidation

At the request of the President, all departments (with the exception of nursing and allied health) reduced their normal degree credits to **124/125 in a bachelor's degree** program and to **64/65 in an associate degree** program. The higher number applies to degree programs that require six credits of Pre-Calculus in their freshman year. Program credit reductions were implemented as a way to balance the increasing cost of instruction with the level of tuition revenue the College receives.

Program departments have pared degree credits by as many as 14 credits in a bachelor's program and by as many as six credits in an associate program. Because of the thoughtful evaluation by department faculty, we are confident that **credit reductions will not adversely affect student outcomes** or program objectives.

CCV - Vermont Tech Pathways

Vermont Tech now has **three articulated pathways** between the Community College of Vermont (CCV) and the college: AAS in STEM Studies from CCV provides the first two years of the **BS in Renewable Energy** and the Technology Certificate from CCV provides the first year of the **associate degree in Mechanical Engineering Technology**. For students graduating from CCV with an associate degree, they can enter Vermont Tech with junior status in the **BS in Business Technology and Management** and the **BS in Applied Business Management**, which is offered completely online.



Accreditation News

ABET ACCREDITATION

Vermont Tech is proud to announce that each of their engineering technology programs have received official accreditation from the ABET Engineering Technology Accreditation Commission. Initial full national accreditation was granted to the Electrical Engineering Technology BS program and continuing accreditation was granted to the remaining engineering technology associate and bachelor's degree programs.

NURSING ACCREDITATION

Vermont Tech is proud to announce that each of their three nursing programs have received official accreditation from the Accreditation Commission for Education in Nursing (ACEN). Initial full national accreditation was granted to the new RN to BSN (Bachelors of Science in Nursing) program and continuing accreditation was granted to the Associate Degree in Nursing program (RN) and the Practical Nursing program (LPN). The ACEN is responsible for the specialized accreditation of nursing education programs. The programs are also approved by the state's Vermont Board of Nursing.



Students Take 1st Place in National SEI Design Competition

Vermont Tech is pleased to announce that a team comprised of Alyshia Jones from Randolph, VT, David Cacciamani from Hyde Park, VT and William A. Moore IV of Milton, VT placed first in the American Society of Civil Engineers' Structural Engineering Institute's (SEI) Student Design Competition in April 2015. All three individuals are 2014 graduates of the Architectural Engineering Technology Bachelor's program. The project submitted for the competition involved selection of an appropriate structural system, determination and application of appropriate design loads, and development of construction documents and plans illustrating how the system would perform.

IN THE NEWS:

[Local Grads Win National Contest](#) | WCAX

Bachelor of Science in Manufacturing Engineering Technology

The Bachelor of Science in Manufacturing Engineering Technology will be the first engineering technology bachelor's degree program - and probably the only engineering program - in Vermont designed to be accessible to working Vermonters. By adapting CCV's model of accessibility, combined with

"The beauty of creating a program designed to meet the needs of working Vermonters is that it is also convenient for traditional college students."

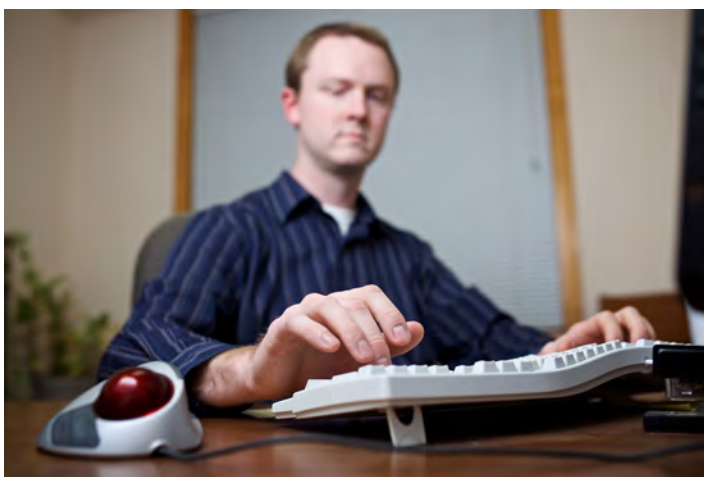
- DR. JOHN KIDDER
CHAIR OF MECHANICAL ENGINEERING DEPARTMENT



Vermont Tech's expertise in applied engineering education, Vermont Tech has created a program to meet the needs of Vermont's advanced manufacturing industry. "The beauty of creating a program designed to meet the needs of working Vermonters is that it is also convenient for traditional college students," said Dr. John Kidder, chair of the Mechanical Engineering Technology Department.

Entrepreneurship Minor/ Concentration and Specialization in Small Business Planning

The new minor/concentration in entrepreneurship and the specialization in small business planning launch this fall. **Students in business can get a concentration in entrepreneurship and students outside of business have the option of completing the minor.** Through a combination of business planning and entrepreneurship courses, students of any major can enhance their degrees and gain the skills associated with starting their own business or pursuing a career in a start-up enterprise.



Paramedicine Certificate

While developed in 2014, the **Paramedicine Certificate** was the first in Vermont to **apply for and receive Gainful Employment approval** to afford students eligibility for federal financial aid during their studies in the program. Enrolling for fall 2015, the program is offered from the **Williston campus and the Bennington extended site.**

General Education

In response to the concerns cited in the NEASC 2010 report, as well as our sense that we could provide students with a better appreciation of the arts, humanities and social sciences, a General Education Taskforce was formed in 2011. **In the past year, we have adopted a general education model that is built around two required "bookend" courses; one to be taken in a student's freshman or sophomore year and the other in her/his junior or senior year.** The first bookend course, "Self, Career, and Culture," is an interdisciplinary

course which introduces students to the nature of baccalaureate learning and enables better academic planning for follow-on general-education coursework. The second bookend course is a hands-on seminar in which interdisciplinary student teams look at a technical problem but focus on the cultural, religious, economic, aesthetic, and related issues that would be part of a solution.

Between the two bookend courses, students will take **twelve elective credits in the arts, humanities, and**

social sciences. The college has expanded our selection of courses that integrate these disciplines with technical learning. Courses such as Organizational Communication, History and Theory of Computation, Renewable Energy, and The Social Ecology of Food are the types of integrated technical/social courses we hope will further expand students' understanding of society, humanities, and the arts.



US News & World Report

In the annual best colleges' rankings by U.S. News & World Report, Vermont Tech is pleased to announce that the college has been ranked among the Top Public Schools and the Best Regional Colleges. Within the Regional Colleges of the North category,

Vermont Tech is ranked No. 12 of the Top Public Schools, and the college has earned the No. 36 spot for Best Regional Colleges.

Vermont Tech is one of just two Vermont schools to be ranked in the Best Regional Colleges of the North category and is the only Vermont college to be included in the rankings for the Top Public Schools for regional colleges in the North.

Commencements

On May 16 & 17, Vermont Tech celebrated the college's 149th annual commencement ceremony. **NASA Flight Director Zebulon Scoville**, a native of Middlesex, Vermont and graduate of Union 32 High School in East Montpelier, returned to Vermont



to inspire and encourage Vermont Tech's graduates with this year's commencement speech. Scoville is currently based at the Lyndon B. Johnson Space Center and is the Lead Flight Director on Expedition 52. He

also leads the International Space Station Flight Control team and is responsible for pre-flight mission development and real-time mission execution. At **three different ceremonies** through the weekend, the college honored more than **460 graduates**. Of those graduating, 399 (86%) were Vermonters. The Nursing Department, which delivers its program in multiple locations around the state, featured the largest number of graduates. **One hundred forty-four (144) nursing** students received degrees.



Continuing Education & Workforce Development

The Office of Continuing Education and Workforce Development (CEWD) designs and delivers workforce education and training, including customized workshops, courses that lead to certifications, degree programs and more. CEWD also partners with respected national vendors to provide online, noncredit trainings with an open enrollment format.

*The total number of
CEWD enrollments
for the past year*

2,423

In the past year, CEWD continues to offer credit-bearing courses with UTC-Goodrich, GE, GS Precision, and consortium of GW Plastics, North Hartland Tools, Concepts NREC and NE Precision with new cohorts beginning this fall.

ADDITIONAL PROJECTS AND OUTCOMES INCLUDE:

- CEWD has received **\$18,000 from Vermont Training Program** to help support credit courses in the Advanced Manufacturing Apprenticeship program.
- The **Paramedicine Certificate was approved for financial aid eligibility** through US Department of Education Gainful Employment process. US EPA accredited the Lead Renovator Initial and Refresher Courses.
- CEWD co-hosted the secondary **Career and Technical Educator Summer Conference: Career and College Ready Education in Action** held August 4-5, 2014. Approximately 240 CTE teachers/administrators attended. CEWD is also the fiscal agent for their Perkins Funding this year.
- The CEWD application for accreditation for the **Photovoltaic Installer program** through IREC Interstate Renewable Energy Council was accepted and is in process.
- CEWD collaborated with the state on the development of an S License and continuing education class being offered for PV. This was reviewed and approved for continuing education in the fall of 2014 and offered the first class was held in April.
- Vermont Tech offered **314 students Concurrent Enrollment opportunities to high school students statewide** – these students receive Vermont Tech credit for courses taught by the high school/tech center teacher in their respective schools.

Fall 2014: 63 | Spring 2015: 251 | Total: 314

- The Career and Technical Teacher Education Program currently has **58 teacher-candidates in the program**.
- Electrical and Plumbing **Apprenticeship graduation** was held April 25, 2015
 - » 91 graduates
 - » 525 enrolled
 - » 34 classes were offered around the state and through VIT
 - » 98% of the students pass with a grade of 70% or better for period 2014-2015
 - » Licensing exam pass rate (from the graduating class of April 2014) = plumbing had a 100% pass rate and electrical had an 86% pass rate.



Institute for Applied Agriculture and Food Systems

As part of its TAACCCT grant activities, the Institute for Applied Agriculture and Food Systems has delivered **29 short courses in agriculture to a total of 236 students** since the institute began operations in the spring of 2014. Of the 236 students, approximately 32 have taken additional courses. Due to the reliable demand for the most popular topics, course schedules are planned a year in advance. These established courses are in welding, cheese-making, brewing, distilling, tractor safety, wild-crafting, farm human resource management, digester operations, viticulture, maple production, herd care, and vegetable production. For the remainder of the grant period, we plan to continue delivering established courses, experimenting with courses in equipment repair, blueberries, cider, and hops production, and work to develop certificate programs in welding, dairy farm management, vegetable production and forestry that are one-to-three semesters in duration.

The institute was able to purchase \$200,000 of state-of-the-art dragline manure-delivery equipment with money from our TAACCCT grant. The cutting-edge field nutrient application

techniques support Vermont's water quality initiatives and show potential to improve yields and decrease costs. The remaining equipment money is being applied to the construction of a dairy processing laboratory at the newly-donated Norwich Farms campus. Partnering with well-respected cheese makers will provide the delivery of world-leading dairy-processing education.



The second year of full operation has moved the institute well on its way towards the **mission of facilitating educational programs, ranging from one day to doctorate, around agriculture and food production in addition to creating a working food-cycle laboratory for applied use by education and research.** Our progress is due to a continued focus on identifying and employing enthusiastic, knowledgeable individuals that are long on specific practice and driven to expand their fields.



*The Institute for Applied Agriculture and Food Systems has delivered **29 short courses in agriculture to a total of 236 students** since the institute began operations in the spring of 2014. Of the 236 students, approximately **32 have taken additional courses.***

IN THE NEWS:

[New Manure-Spreading Method Saves Time and Reduces Environmental Impact](#) | VPR

FINANCE & DEVELOPMENT

Scholarships and Donations

A number of new scholarships were created in this past year, attributable to both partnerships with businesses and gifts from estates. Vermont Tech is enormously grateful for the trust donors place in the college to carry out their objectives and wishes for future generations. The new scholarships include:

ADDITIONAL DONATIONS INCLUDE:

George Dodge	\$69,730.39
State of Vermont	\$54,702
David Blittersdorf	\$25,019
George Daly	\$50,000
AAA of Northern New England	\$15,000
<i>(to Endowment)</i>	

GW Plastics Carl Symons Scholarship

Scholarships are now being offered to freshmen, Vermont residents of either Winsor or Orange County, in the Mechanical Engineering Technology and the Manufacturing Technology programs.

PC Construction Scholarship

Scholarships are available to both Civil Engineering and/or Construction Management majors in their second or third year of their program.

Jimi Grant Scholarship

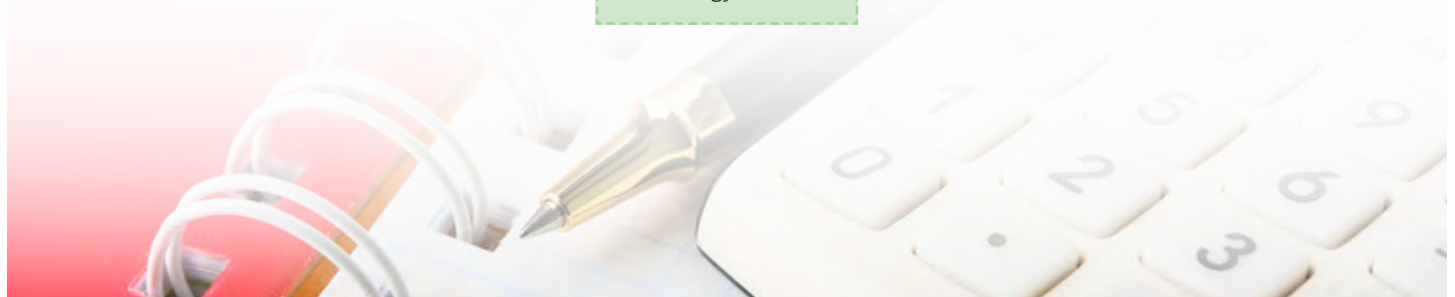
This endowment scholarship was created in honor of the late Jimi Grant to help create opportunity for needy students to access education. It is designated for students in computer science, renewable energy technology, civil and environmental engineering technology, architectural and building engineering technology, mechanical engineering technology, construction management or electrical engineering technology.

Bob Williams Memorial Scholarship

This scholarship is given to a Vermont or New Hampshire resident who will study in the Diesel Technology Program. Mr. Williams was passionate about the construction equipment industry, loved Vermont and felt strongly about helping young people get a start in their careers. The goal of this scholarship is to help a student interested in the construction equipment industry.

John D. Bryant Memorial Scholarship

The Green Mountain Humane Society established a scholarship in memory of their founder, John D. Bryant. The mission of GMHS has been to address the cause of problems that create the need for shelters and to remind those around us that humane treatment, care, concern and respect for all living creatures is a responsibility we all must share.



FACILITIES

Norwich Farms

In June, Vermont Tech **accepted a philanthropic donation of a high-quality, 40-stall operating dairy farm in Norwich, Vermont**, including 350 acres, three residential buildings and multiple barn buildings. The Norwich Farms property and ensuing partnerships offer the college the opportunity to **diversify its agriculture education** to better align with industry trends, improve the quality of the learning facility for our students, and to mitigate ongoing expenses of the current dairy operation and realize an operational and financial advantage.



IN THE NEWS:

[Norwich Dairy Farm Donated to Vermont Tech](#) | WCAX

Mechanical and Electrical Lab State Appropriation

Vermont Tech was awarded a **\$1M for mechanical and electrical engineering laboratory improvements** in FY2016 by the Vermont State Legislature. The college will receive another \$500,000 in FY2017 based on raising a matching fund of \$500,000 to support our academic facilities. Renovations began on the labs and equipment purchases for both Randolph and Williston during the summer and were in place for the start of the fall semester. To mark the occasion, Governor Shumlin signed the bill on the Randolph Center campus on June 23rd at the Administrative Building courtyard.

IN THE NEWS:

[Shumlin Signs Off on Two Capital Bill Projects at Vermont Technical College](#) | VTdigger



Big Bertha

The construction and site work to Vermont Tech's bio digester – nicknamed Big Bertha - is now finished. The operations staff is still working out some of the operational challenges, but overall **the plant is functioning as designed with feedstock primarily coming from the Water Street and neighboring farms, beer waste from two local-Vermont breweries and a by-product from a bio-diesel facility.** Those watching Big Bertha's performance are eagerly anticipating increasing output when the approval for other local food wastes are added to the bio digester's diet. Educational programming surrounding the digester is proving to be invaluable as the **fourth set of certificate students are working on its performance.** The digester could not be the success it is without the continued support of the Vermont Tech farm staff and the entire facilities team.



State Lab

The State of Vermont selected Vermont Tech's Randolph Center campus for their new **\$26 million lab building.** The college is enthusiastic about the increased activity on the campus, the 26 scientists who will come to work in Randolph every day, and the **opportunities that will bring to Vermont Tech students, programs, the state, and faculty.** Even though the building is not scheduled to be open until the spring of 2018, Vermont Tech students are already involved in the design, permitting, and in the future, building of the state lab.

IN THE NEWS:

[New State Lab Plan Draws Crowd in Randolph](#) | VPR

Conferences & Events

Vermont Tech hosted a number of conferences and camps on its Randolph Center campus during the summer semester. With a goal of bringing middle and high school students to the college, Vermont Tech's conference coordinator worked with returning groups, **HOBY, Girl's State, Lyra Summer Music Institute, Governor's Institute, and Vermont Voltage Soccer Camp.** Welcomed to campus for the first time, the college was also proud to host **Rosie's Girls** and **College Quest.** In addition, the office hosted professional events

and helped facilitate Vermont Tech's **Summer Bridge** program. With a high-level of professionalism and organization, the conference and events staff, along with our Sodexo partners, created

positive awareness of the college among prospective students and the community, all while **generating a quarter of a million dollars in revenue for the college.**



VERMONT INTERACTIVE TECHNOLOGIES

Fiscal year 2015 was another productive and rewarding year for Vermont Interactive Technologies (VIT). **The organization closed FY15 with a healthy surplus for the eleventh year in a row.** After 27 years of service to Vermonters, FY15 marks the final full fiscal year of VIT's operation. Due to waning state support, **VIT is scheduled to close the doors of its 20 video-enabled classrooms around the state on December 31, 2015.**



Over the past 27 years, VIT has made it possible for hundreds of organizations (in the education, nonprofit, government and business categories) to provide education, training, and information to people in all areas of the state. Since 1988, more than 350,000 Vermonters have accessed education and training programs via VIT. Over the years VIT has made connections between Vermont and 40 states and at least 10 countries. Last year alone VIT logged close to 14,000 hours on its classroom-based system and hosted more than 18,000 students and participants.

*Since 1988, more than **350,000 Vermonters** have accessed education and training programs via VIT*

VIT has served Vermont well. In addition to benefiting Vermont citizens, VIT also benefited Vermont's environment. In an average year, use of VIT's services saved Vermonters and Vermont 4,872,696 miles-the equivalent to driving to the moon & back more than 10 times, 90,480 hours of travel time, 190 tons of air pollution, 2,500 tons of greenhouse gases, and \$4,308,623.

As technology has rapidly advanced and Vermonters' needs have change, the VIT team has consistently demonstrated the ability to tailor-build technological solutions for its users. VIT won two prestigious awards and national recognition in recent years. 1. The United States Distance Learning Association (USDLA) 21st Century Best Practices Award for excellence in distance learning. These prestigious awards are presented annually to organizations engaged in the development and delivery of distance learning programs. 2. The Computerworld Honors Program Laureate for visionary applications of information technology promoting positive social, economic and educational change. All laureates were selected following a rigorous application and review process. VIT was named a

AMONG THE CLIENTS VIT HAD THE PLEASURE OF SERVING:

- IBEW Local 2326
- IBEW Local 300
- Mount Anthony Union High School
- The Center for Research & Public Policy
- The Francis Foundation
- US Bankruptcy Court
- UVM Area Health Education Center Program
- UVM Library Media Degree Program
- UVM Master Gardener Program
- VT Association of Blind & Visually Impaired
- VT Dental Society Continuing Education
- VT Department of Corrections
- VT Agency of Human Services
- VT Licensed Plumbers Association
- VT Chapter of American Physical Therapy Association
- Vermont Department of Corrections
- Vermont Public Service Department
- Vermont State Legislature
- Vermont Supreme Court
- Vermont Tech Associates Degree in Nursing Program
- Vermont Tech Licensed Practical Nursing Program
- Vermont Tech Respiratory Degree Program
- Vermont Tech Math Program
- And more

laureate in the Training/Education category for its use of information technology to create and improve learning programs and/or extend the reach of education and training to new and/or wider audiences, particularly those previously underserved. Other laureates named in this same category were NASA, Duke University, and Harvard Business Publishing.

The VIT Team would like to thank its many clients for their loyalty through the years. In particular, VIT would like to thank Vermont Tech for serving as an early adopter and high volume client for the past 27 years. The VIT team has taken great pride and pleasure in serving the Vermont Tech faculty, staff and students and sends best wishes for continued success.

Congratulations and thanks are also due to the VIT team and Coordinating Council, long-time employees and board members who have worked tirelessly to provide a high-quality system and high-level customer service.

VIT TEAM MEMBERS:

TARA LIDSTONE, M.A.Ed.,
Executive Director

JOHN SHEETS, C.E., NIULPE,
Director of Technical Operations

FRED MILLER, M.A.Ed.,
Regional Manager

SHANNON DEVEREUX, M.A.Ed.,
Regional Manager

MICHELLE PARENT, B.A.Ed.,
Program & Outreach Coordinator

STEVE SCHOUTEN,
Regional Manager

JIM DEGNAN, Head Technician

BRUCE AMSDEN,
Managing Technician

KATRIN HELGASON, Scheduling &
Business Operations Coordinator

VIT COORDINATING COUNCIL MEMBERS:

BARBARA GRIMES, Chair, General Manager, retired, Burlington Electric Department

NORBIE LAVIGNE, Plant Manager, retired, IBM

JOHN SAYLES, CEO, Vermont Foodbank

RICH SMITH, President, Vermont Captive Insurance Association

KATHLEEN KEENAN, Vermont State Representative

JEANETTE WHITE, Vermont State Senator

**Plus 40 very valuable part-time employees who were the faces of VIT and first line of support for clients at the 20 statewide classrooms.*

*In these final months of operation, the VIT team will do its best to deliver the **high quality service** Vermonters have come to expect and to aid its clients in transitioning their programs to an alternate delivery method. With both pride and appreciation, the VIT submits this annual report for the final time.*

LIBRARY/ INFORMATION SYSTEMS

Hartness Library

The Library catalog **Vufind interface** has been in use for several semesters now and feedback about the improved experience has been positive. **Website metrics show that students access resources more so on portable devices**, so a recent update includes a more mobile-friendly version of Vufind. For example, comparing fall 2013 to fall 2014, Hartness users (CCV and VTC) accessing our resources using a mobile device increased by 300% and tablet access increased by 180%.

Vermont Tech's **Embedded Librarian program** has continued to expand over the last year, reaching 100% coverage in nursing remote and BSN classes. To support faculty using Library services and resources in Moodle, **Hartness rolled out Library in Moodle (LIM)**, a new approach for helping faculty integrate library resources and services into the Moodle classroom environment. With LIM, faculty have several options that allow them to tailor library integration into a Moodle class to their specific needs.

Hartness Library hosted the **Randolph Regional Information Literacy Summit** last fall to coincide with National Information Literacy Awareness Month. Hartness invited librarians and interested educators from Randolph area schools and the Public Library to join staff to talk about the role of librarians in teaching and supporting information literacy in the community. Staff also presented at several events including the VSC Academic Retreat Hartness Helps You Help Yourself (and your students):

Library access and engagement in Moodle (**April Shaw, VTC** and **Rebecca Cochran, CCV**). **Eileen Gatti (Assistant Director)** and **Jane Kearns (Director)** presented at the Association of College and Research Libraries (ACRL) New England Annual Conference in Worcester, MA on Combining Cultures: The story of two Colleges with one library.



Hartness hosted many local artists and several cultural events this year. Therapy dogs visited Hartness during exam week to an enthusiastic group of students and the Zeichner Family Band played in the library early in the semester. Several local artists displayed their work including **CCV's Phil Roberston's** and **former Vermont Tech math professor, Paul Calter.**

Distance Learning

As VIT's operations wind down, **Vermont Tech staff has been working to get new technology in place to ensure continuity of service to our students.** To this end, there are now distance education classrooms at campuses in **Williston, Randolph Center, Brattleboro and Bennington, as well as at Stafford Technical Center in Rutland.** Work will continue this fall with host institutions at six other sites around the state.

2 Each classroom has **two 70-inch television monitors** mounted on the front wall, one of which is a touch screen and can be used as an interactive whiteboard. These can be connected between sites to allow people at both ends to simultaneously write on them.

3 **Each room also has three cameras;** two for different instructor positions and one to show the students, and cameras are turned on and off as needed. This is done automatically with sensors in the floor mats or manually using buttons at the instructor station. The second television monitor is usually used to display the camera of the remote site but either screen can also be used for sharing PowerPoint presentations, etc. as a projector typically would. Microphones and speakers provide audio between the sites.

The new paramedicine program was launched using this technology from the rooms in Bennington and Williston, and advanced manufacturing was similarly

captured in Rutland and Randolph Center. Our nursing and apprenticeship programs are still using VIT this fall, but will transition to the new technology for the spring 2016 semester.

Additionally, a room has been set up on the Randolph Center campus specifically to expand how traditional lectures are delivered with a white board. The room contains three cameras that turn on and off as the instructor moves around the front of the room. It is being used to deliver lectures synchronously to both students in-person in Randolph Center and in our distance-learning room in Williston. Lectures are also being recorded for asynchronous delivery to students with work obligations who cannot meet at the scheduled time.



Staffing

Logan Stahler, the long-time Coordinator of Instructional Technology, left the college for a similar position at Dartmouth Hitchcock Medical Center with an active search for his replacement underway. **A new position has been created and the search begun to help with the added support load of the distance learning sites.**

Network Port Reduction

As time has allowed, unused network jacks are being removed around distance learning sites to help reduce the amount of equipment to be purchased the next time upgrades are needed. This helps to focus resources on upgrades to the wireless network, which nearly everyone prefers to use.

Computer Lab Upgrades

Several computer labs have been upgraded over the past year and one was eliminated, where scheduling allowed, on our Randolph Center campus. In evaluating cost-savings, student-owned laptops were considered in lieu of the college purchasing additional resources. The result was a detrimental loss of the controlled environment essential to an instructor's ability to deliver their content effectively, and the scheme was abandoned.

PUBLIC SERVICE/ SPECIAL ACTIVITIES

Rosie's Girls Residential Camp

Vermont Tech held the **first-ever Rosie's Girls STEM Leadership Camp** in June - five days/four nights - for 16 Vermont girls entering 9th and 10th grades in the fall. The camp helps build strong, powerful, confident young women through hands-on exploration of STEM and skilled-trades activities, such as civil and environmental engineering, construction, chemistry, fire science, computer information systems, plus leadership skill development and broad career exposure. Girls who participated in Vermont Tech's Rosie's Girls now join a year-long mentoring program where they are paired with adult women who work in STEM fields. Their mentors will nurture their work and career interests through structured opportunities and regular interaction throughout the upcoming academic year.

The camp helps build strong, powerful, confident young women through hands-on exploration of STEM and skilled-trades activities



Rosie's Girls STEM Leadership Camp is a partnership with Vermont Works for Women to share resources and expertise across both organizations to broaden girls' career exposure to STEM/trades careers and is made possible by a Vermont educational grant. The post-camp mentorship is made possible by generous funding from the J. Warren & Lois McClure Foundation, a supporting organization of the Vermont Community Foundation; the Vermont Women's Fund; and the Vermont Community Foundation's Access to Higher Education Fund.

IN THE NEWS:

[Vermont Tech Hosts Rosie's Girls - STEM Leadership Camp](#) | VTdigger

GIV Entrepreneurship Program

In July, 28 Vermont teens entering 10th - 12th grades took part in an intensive seven-day residential **Entrepreneurial Institute with the Governor's Institutes of Vermont**, hosted by Vermont Tech in Randolph Center. This fast-paced, fun, experiential "hands-on" program started with idea generation and evaluation, then moved through the business development stages, and finally culminated in a "pitch-deck" presentation where **seven teams of students pitched their venture ideas in seven minutes to a panel of business professionals and Vermont Tech faculty**. The institute is led by experienced and professional business leaders and educators passionate about entrepreneurship, who founded this institute because they genuinely believe that developing an "entrepreneurial mindset" has the power to transform lives, communities and the world. And they also know that Vermont Tech is the perfect place to cultivate and nurture young creative entrepreneurial minds.

Montpelier Parklet 2.0

Vermont Tech students worked with Montpelier property owners and the City to design a **dynamic public space** that will feature a shade pergola, seating, L.E.D. lighting, flowers, rain water catchment, mural and public bike parking. The Montpelier Pocket Park was created under the guidance of assistant professor and local architect Ward Joyce.

Students and community members installed and maintained the park over the summer. A grand opening event took place on May 26, 2015.

AeroCamp

AeroCamp 2015 is a program designed to give young people a unique opportunity to **explore the world of aviation and aerospace.**

As a member of the Flight School Association of North America, our flight school is proud to host AeroCamp 2015 for the kids in our community. AeroCamp 2015 is for **youth ages 12-18 who want to learn about the exciting and dynamic world of aviation,**

and the training that can lead to careers flying airplanes.



IN THE NEWS:

[Aero Camp Takes Off for Young Aviators](#) | Burlington Free Press



SPECIAL COMMENTS PLANS

Solar Array

Vermont Environmental Research Associates distributed a 45-day notice in May to all interested parties about their plan to apply for a Certificate of Public Good with the Vermont Public Service Board for the **500kW solar array to be installed on about six acres of the Randolph Center campus** on the open land along the south side of Furnace Street. The project offers the opportunity to **expand students' educational engagement in renewable technologies** at scale and is part of a vision for modeling the local distribution of energy production and sustainability that are an increasing part of Vermont communities.

17th Annual Women Can Do!

Women Can Do! is a one-day career immersion experience for 9-12th grade girls from across Vermont.

It features dozens of hands-on workshops and action stations highlighting careers in the skilled trades and STEM (science, technology, engineering, and math) fields. Vermont Tech, Randolph Center Campus once again will host this event that now serves nearly **600 YOUNG WOMEN** and teachers from more than **60 SCHOOLS**.



Vermont Tech is proud to be a partner/sponsor in this program. More than **35 workshops** highlight careers in architecture, electrical and mechanical engineering, auto and diesel tech, aviation, computer sciences, agriculture, green energy, fire and public safety, construction trades, and other non-traditional careers for women. **Many of the workshops and outside-action stations will be offered**

Interim NEASC Report

Upon receipt of a 10-year reaccreditation in 2010, NEASC requested that Vermont submit a Fifth-Year Interim Report of changes and updates since the 2010 visit. The Interim Report requests updates on each of the eleven NEASC standards, specific narratives addressing areas of concern from the 2010 accreditation, a reflective essay on outcomes assessment, and section that looks ahead to the next five years. Additionally, many data reports are required. Vermont Tech submitted its Interim Report September 1, 2015. We addressed in depth our new General Education model, our financial status, student outcomes measurement, and student services.

Another aspect of the Interim Report process is a site visit to any new college locations where a student can earn at least one-half of the credits necessary for a degree. In 2014, Vermont Tech added our site at General Electric (GE) in North Clarendon to our list of locations because the partnership with GE has grown such that students now earn at least one-half of an associate degree in manufacturing. As a result, we also prepared a special report on the GE partnership, and had a site visit a NEASC evaluator in June. The visit was very productive and the evaluator wrote a positive report on our partnership, concluding, "The partnership allows the College to fulfill its mission and purposes by preparing students for immediate success and productivity in the workplace and serves as a model of VTC's successful approach to selecting and managing its off-campus locations."

by our own Vermont Tech faculty, alums and current students. Engaging faculty, students, STEM outreach, Admissions and Marketing teams is an excellent way to showcase the college and its programs to girls eager to learn more about STEM fields.

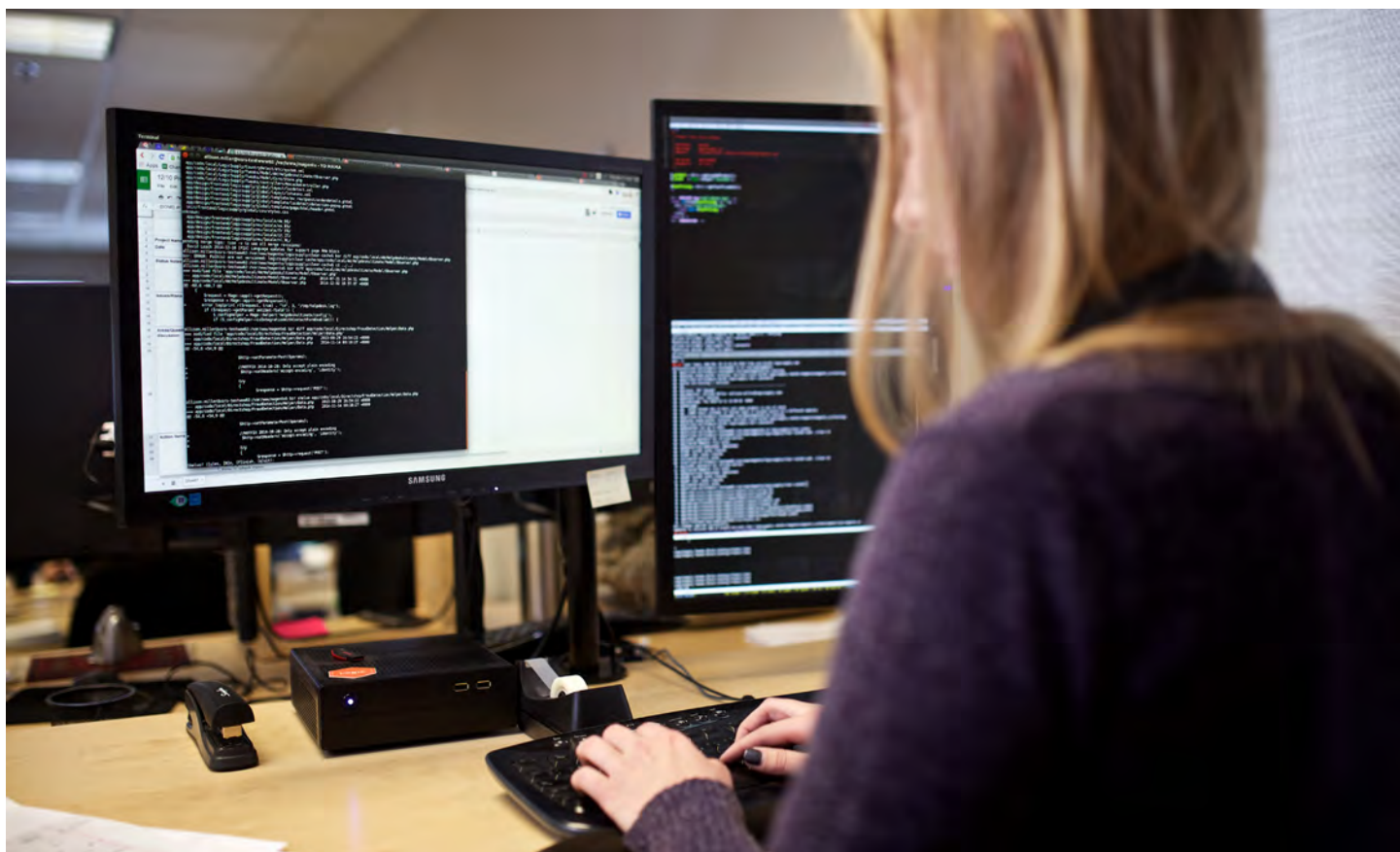
Master of Science in Software Engineering

In a **big step for both the department and the college**, the Computer and Information Systems Department will be seeking the final approvals for a new **Master of Science in Software Engineering (MS/SE) this fall**. Depending on the student's background, the degree requires 32-45 credits and includes a final project. Like all programs at the college, the degree is **focused on developing skills for the workplace, not research**. Most students are anticipated to be full-time software developers in the region, taking 1-2 courses per semester. Pending final approvals, the program will start accepting students for the fall of 2016, ten years after the first undergraduate software engineering and information technology students arrived at the college.

The CIS department is now the second largest department in the college, trailing only nursing. The vast majority of the **roughly 200 students enrolled in the three computing majors stay for a four year degree**. This fall's incoming class set a new record, with 45 students. Graduates primarily move into the thriving Vermont software industry.

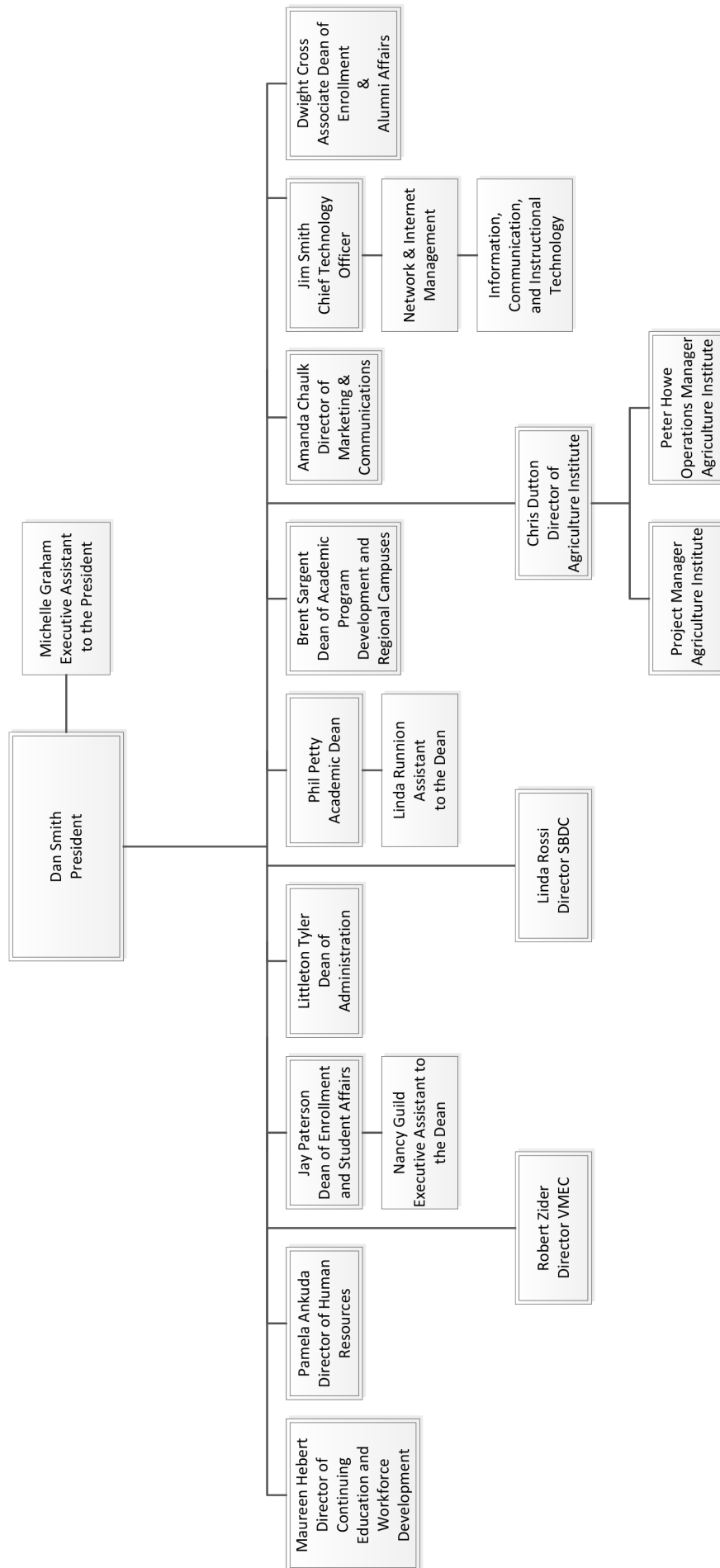
While the software industry is expecting ever stronger background in their workforce, the CIS department is particularly well-suited to deliver that background. **The full-time faculty averages 11 years of industry experience and 80% hold a doctorate**. With this program, the department will be able to maintain engagement with their existing students further into their career and build connections to new students actively working in the local industry, while exposing the undergraduate students to a wider range of working professionals to further their own career preparation.

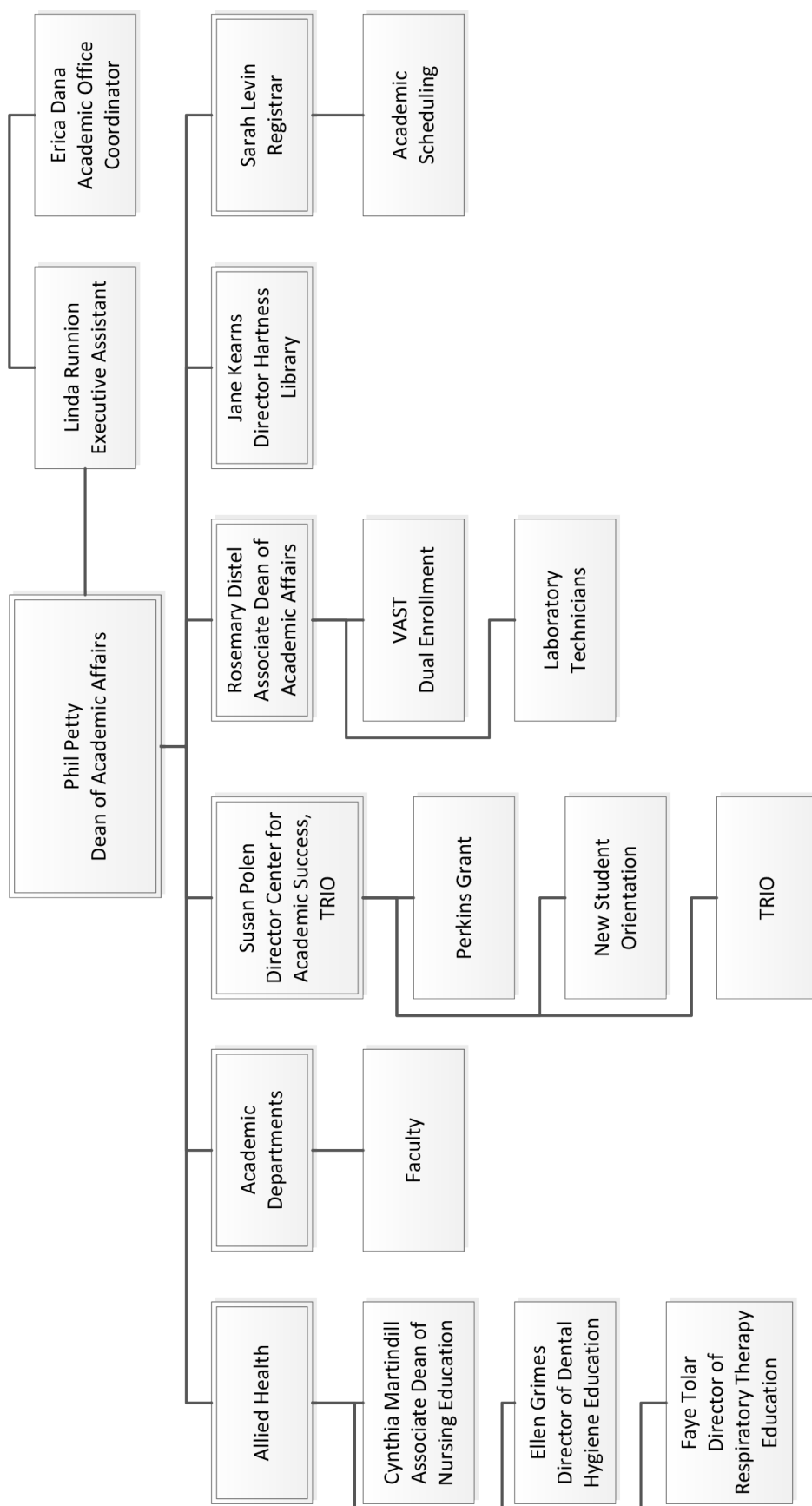
Also in development in the CIS department, a series of post-degree certificates targeting career changers is gearing up for enrollment beginning in the spring 2016 semester. The Certificate in Advanced Software Development provides the background necessary to enter the MS/SE program.

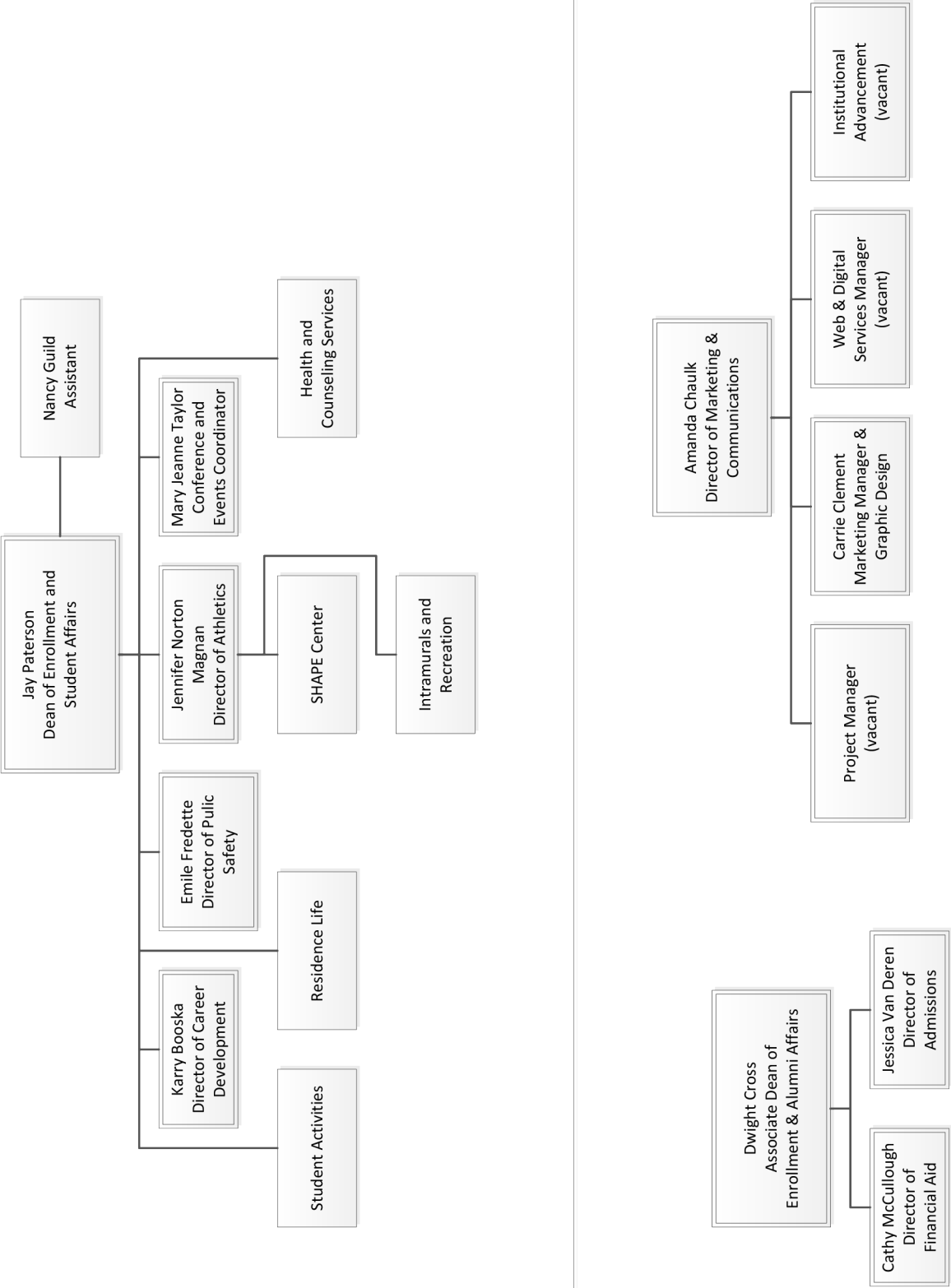


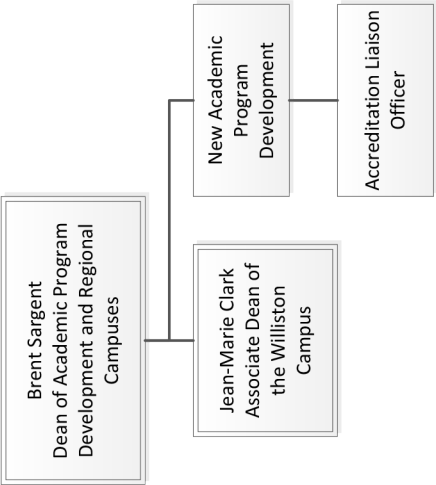
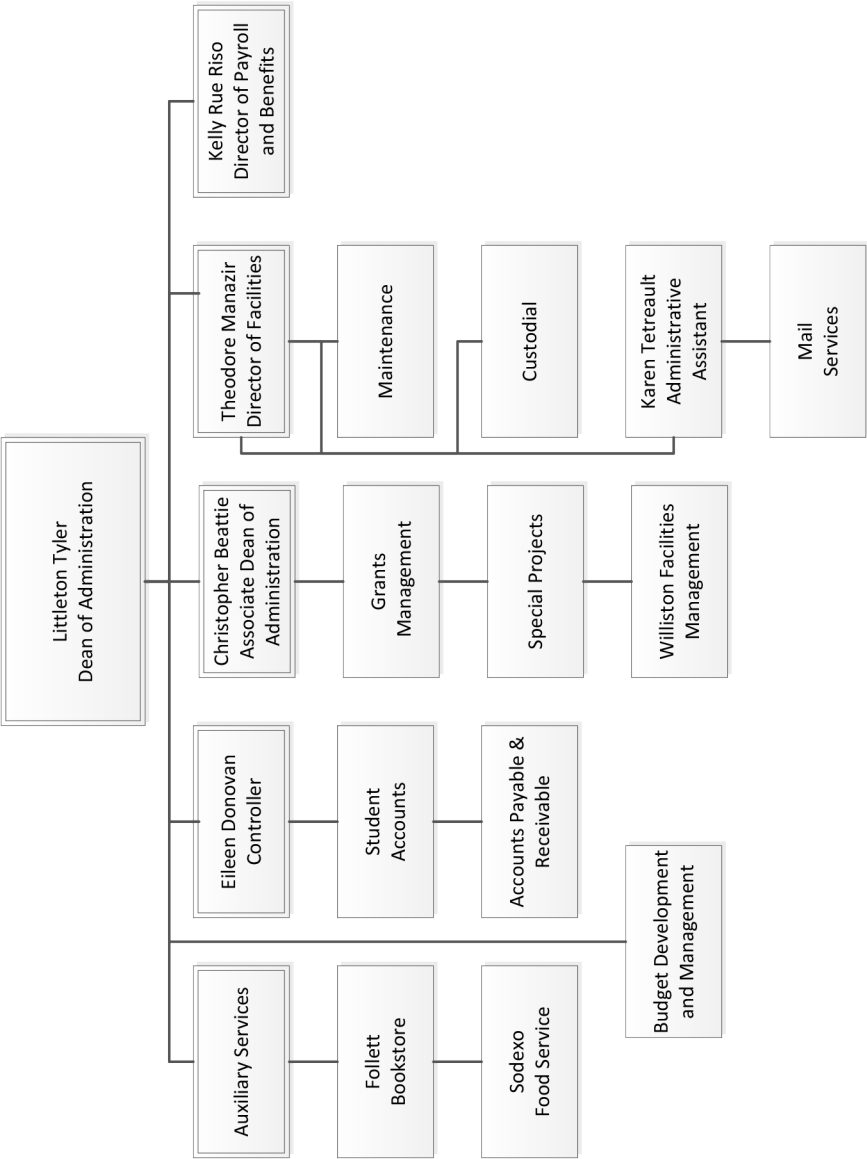
APPENDIX A

ORGANIZATIONAL CHART









Items for Information and Discussion

6. Other Business
7. Comments from the Public
8. Date and Place of Next Meeting

Wednesday December 2nd – Thursday, December 3rd, 2015
Hosted by Vermont Technical College, Randolph Campus