

**TO:** Education, Personnel and Student Life Committee

Kraig Hannum, Chair

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Karen Luneau

Mike Pieciak

Ben Simone

Martha O'Connor

**FROM:** Yasmine Ziesler, Chief Academic & Academic Technology Officer



**RE:** EPSL Meeting on April 27, 2016

**DATE:** April 21, 2016

The EPSL Committee of the VSC Board of Trustees will meet on Wednesday, April 27<sup>th</sup> at 5 p.m. in Room 101 of the the Chancellor's Office in Montpelier. The full EPSL agenda and materials are attached. We will be joined by Dr. Harry Chen, Vermont Commissioner of Health, at the start of the meeting.

I can be reached at (802) 224-3025 if you have any questions.

Thank you.

cc: VSC Board of Trustees  
Council of Presidents  
Academic Deans  
Student Affairs Council

**Vermont State Colleges Board of Trustees  
Education, Personnel, and Student Life Committee Meeting  
April 27, 2016**

**AGENDA**


1. Call to order
2. Presentation by and discussion with Dr. Harry Chen,  
Vermont Commissioner of Health, on smoke-free campus policies [Page 4](#)
3. Consent agenda [Page 29](#)
  - a. Minutes of January 13, 2016 meeting [Page 30](#)
  - b. Proposed revision to VSC Policy 208:  
Criminal Background Check Policy [Page 33](#)
  - c. Status of Programs under 2015 Policy 109 Review [Page 37](#)
  - d. VSC Faculty Fellow nominations [Page 59](#)
  - e. Resolution: Consent agenda [Page 96](#)
4. Policy 102 Preliminary Program Proposal: LSC Master of Science  
in Mental Health Counseling [Page 97](#)
5. Potential revisions to Policy 109: Annual Enrollment Review  
of Existing Academic Programs [Page 104](#)
6. Other business
7. Public comment
8. Adjourn

## MEETING MATERIALS


1. Readings provided by Dr. Harry Chen, Vermont Commissioner of Health
  - a. “Vermont Tobacco Free Campus Initiative”
  - b. “Impact of the Adoption of Tobacco-Free Campus Policies on Student Enrollment at Colleges and Universities, North Carolina, 2001–2010”
  - c. “Estimating the cost of a smoking employee”
  - d. Vermont Tech smoking survey results (provided by VT Tech Dean of Student Affairs)
2. Consent Agenda Items
  - a. Minutes of January 13, 2016 meeting
  - b. Proposed revision to VSC Policy 208: Criminal Background Check Policy
    - i. Memo from VSC Director of Human Resources Nancy Shaw
    - ii. Revised Policy 208
  - c. Status of Programs under 2015 Policy 109 Review
    - i. Policy 109: Annual Enrollment Review of Existing Academic Programs
    - ii. Policy 109 Reports from the colleges
  - d. VSC Faculty Fellow nominations
    - i. Full-Time Faculty Federation Agreement Article 42 re: Faculty Fellows
    - ii. VSC Faculty Fellows 1987-2016
    - iii. Nomination for Castleton University Associate Professor of History Andre Fleche
    - iv. Nomination for Lyndon State College Professor of History Alexandre Strokanov
3. Policy 102 Preliminary Program Proposal: LSC Master of Science in Mental Health Counseling
4. Potential revisions to Policy 109: Annual Enrollment Review of Existing Academic Programs
  - a. Memo from VSC Chief Academic Officer Yasmine Ziesler
  - b. Academic Program Enrollment reports for the colleges
  - c. VSC Degrees Awarded by Subject Area report

Item 1:  
Readings Provided by Dr. Harry Chen

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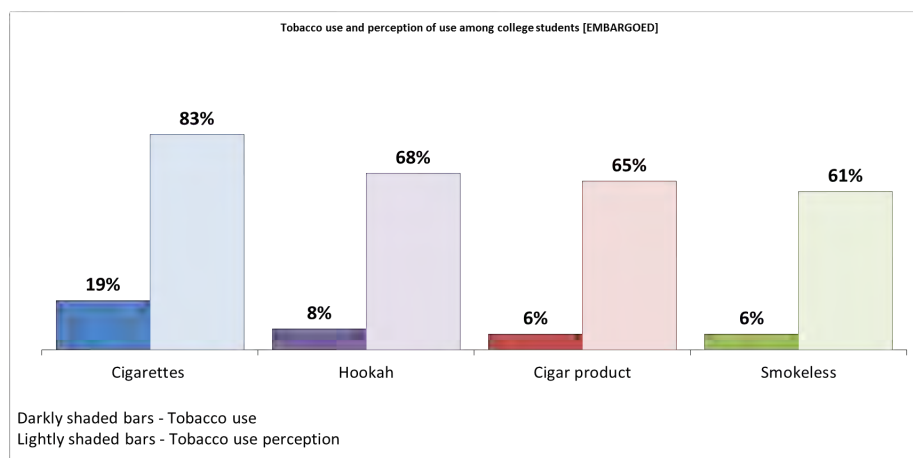


## Vermont Tobacco Free College Campus Initiative

 VERMONT  
DEPARTMENT OF HEALTH

Commissioner Harry Chen. MD  
April 27, 2016

### Students are learning to smoke (*and becoming addicted to tobacco*) at our colleges & universities



Vermont Department of Health 2014 College Health Survey

## Nationwide Tobacco/Smoke Free College & University Progress

- The number of smoke free policies in work places, public places, and housing is a national movement.
- As of **April 4, 2016**, there are at least **1,483** 100% smoke free campuses. Of these, **1,137** are 100% tobacco-free, and **823** prohibit the use of e-cigarettes anywhere on campus.
- Several states have directed *all* state and/or community college and university campuses to implement policies: OK, GA, LA, CA, IL, IA, ME, NY.

## Georgia's Tobacco/Smoke Free College & University Progress

- Implemented tobacco free college and university campus policies at 20 institutions with 37 campuses in 2012.
- 18-24 year old smoking prevalence dropped from 25% in 2011 to 16% in 2014.

### America's Health Rankings

**Georgia    40<sup>th</sup>                      Vermont    2<sup>nd</sup>**

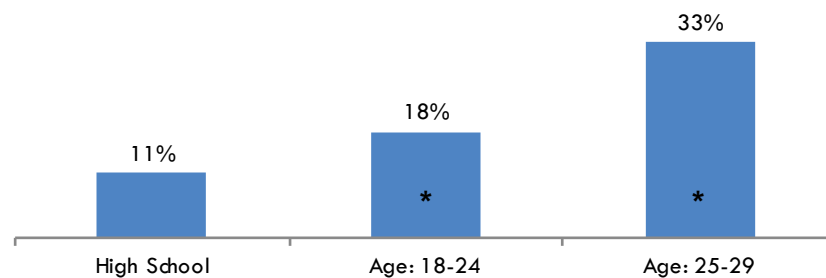
- Yet *all* their colleges are smoke free and they have a lower 18-24 year old smoking prevalence than the 2<sup>nd</sup> healthiest state in the nation!

## Northeast Tobacco/Smoke Free College & University Progress

State	# of Institutions / # of campuses	BRFSS 2014* Cigarette Smoking Prevalence Adult (18+)	YRBS 2013 Cigarette Smoking Prevalence Youth (grades 9-12)
CT	4 / 4	15%	14%
ME	9 / 19	19%	13%
MA	21 / 27 campuses	15%	11%
NH	1 / 1 (currently investigating for their state school system)	18%	14%
NY	37 / 89	14%	11%
RI	2 / 6	16%	8%
VT	**1 / 1 (UVM in 2015, St. Michael's in September 2016)	16%	13%

## Smoking Prevalence Increases after High School and throughout Young Adulthood

### Vermont Cigarette Smoking Prevalence in High School and Young Adulthood



Source: 2015 YRBS & 2014 BRFSS

\* Indicates statistically significant difference

Vermont Department of Health

## Benefits of Tobacco/Smoke Free Colleges & Universities

- ▣ **Data indicates there is a clear connection between smoking bans and smoking rates declining.**
- ▣ Reinforces healthy behaviors including quit activity; reduces triggers including secondhand smoke exposure; helps change social norms/misperceptions around tobacco use.
- ▣ Reduces liability and costs and cigarette butts litter.
- ▣ Creates a culture of wellness for everyone who lives and works on campus.
- ▣ Because a majority of students don't use tobacco, tobacco free campuses are more - not less - attractive to students entering college.
- ▣ Preparing students for the work place. Nonsmoking workers are more desired: *fewer sick days* due to tobacco related illness and *lower employer-related healthcare costs.\**

## The Impact of Smoking: Staff

- ▣ Higher absenteeism, presenteesim, lost time to smoking breaks, and higher healthcare and pension costs.
- ▣ Numerous employers have are now charging smokers higher premiums for health insurance.
- ▣ Estimated annual excess cost to employ a smoker = \$5816.
- ▣ Employees who smoke impose significant excess costs on private employers.
- ▣ Trending: employers with policies stating they will not hire smokers.

Vermont Department of Health



## The Impact of Smoking: Students

- The total *number* of youth and young adults who started smoking increased from 1.9 million in 2002 to 2.3 million in 2012.
- 88% of all current adult smokers started before age 18
- Almost 99% of all current adult smokers started before age 26
  - The fraction of smoking initiation occurring after 18 years of age has been increasing over the past decade.
- Nearly half of adult smokers transition to regular, daily smoking before age 18; and more than three-quarters transition to regular, daily smoking before they turn 21.

Vermont Department of Health

## The Impact of Smoking

- The average adult smoker makes 8 – 11 quit attempts before long-term success.

### Quit Attempts Made

High school 42%

Ages 18-24 69%

Ages 25-34 62%

- The longer a person smokes, the greater the risk for chronic diseases including cancer.
- Young adults want to quit and are more likely than were older adults to quit smoking successfully.

Vermont Department of Health

## The Impact of Nicotine

Exposure to nicotine is also a problem.

- ▣ Brain maturation period occurs between ages 10 to 25.
- ▣ Smoking cigarettes during adolescence has been associated with lasting cognitive and behavioral impairments, including effects on working memory and attention.
- ▣ Nicotine exposure, increasingly occurring as a result of e-cigarette use, may induce changes in gene function that sensitize the brain to other drugs and prime it for future substance abuse.

## Addressing Common Concerns

- ▣ Enforcement
  - ▣ Include all campus members, use signage, provide handbooks, give reminders
- ▣ Costs
  - ▣ \*Signage
- ▣ Lower Student Enrollment
  - ▣ UNC Study - No significant differences were found in student enrollment or applications when comparing years prior to and following policy implementation or when comparing with institutions without 100% tobacco-free campus policies.



## Strategies & Tips from Colleges & Universities

1. Assess the campus
2. Build a campus Coalition/Task-force/Steering Committee
3. Set goals, a policy timeline, and create an action plan
4. Develop policy and provide clear language on how the policy will be enforced
5. Educate/Communicate
6. Plan for implementation, compliance and sustainability
7. Evaluate Success/Campus Impact

## Vermont Tobacco/Smoke Free College & University Resources

- Policy planning, implementation and ongoing support through VDH Tobacco Control Program, TFCCI and network of community coalitions & district offices
- Free cessation training for college health staff
- 802Quits.org resources
- Low cost signage
- Vermont's Tobacco Free College Campus

Initiative website:

<http://www.tobaccofreecampusvt.org/>



## Together, Let's Help Vermont College Students

Graduate with a degree;  
not a nicotine addiction.





## Journal of American College Health

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# Impact of the Adoption of Tobacco-Free Campus Policies on Student Enrollment at Colleges and Universities, North Carolina, 2001–2010

Kimberly D. Miller MS, Dongqing Yu MS, Joseph G. L. Lee MPH, Leah M. Ranney PhD, Daniel J. Simons MA & Adam O. Goldstein MD, MPH

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## Major Article

# Impact of the Adoption of Tobacco-Free Campus Policies on Student Enrollment at Colleges and Universities, North Carolina, 2001–2010

Kimberly D. Miller, MS; Dongqing Yu, MS; Joseph G. L. Lee, MPH;  
Leah M. Ranney, PhD; Daniel J. Simons, MA; Adam O. Goldstein, MD, MPH

**Abstract. Objective:** College and university administrators have expressed concern that adoption of tobacco-free policies may reduce applications and enrollment. This study examines adoption and implementation of 100% tobacco-free campus policies by institutions of higher education on applications and enrollment.

**Participants:** North Carolina private colleges and universities and public community colleges. Analysis was conducted in 2011.

**Methods:** Student enrollment and application data were analyzed by campus type to determine (a) if there was a difference in student applications and enrollment before and after policy implementation, and (b) if there was a difference in student applications and enrollment for campuses with versus without a policy.

**Results:** No significant differences were found in student enrollment or applications when comparing years prior to and following policy implementation or when comparing with institutions without 100% tobacco-free campus policies. **Conclusions:** The authors found no evidence that 100% tobacco-free policy adoption had an impact on student enrollment or applications.

**Keywords:** organizational policies, policy making, school enrollment, smoking, universities

**T**obacco use remains the leading cause of preventable illness and death in the United States.<sup>1</sup> Young adults attending college have rates of smoking between 17% and 26%<sup>2–4</sup>; community college students likely have even higher risk of smoking.<sup>5</sup> Furthermore, secondhand

smoke exposure causes heart disease and lung cancer in nonsmokers, and there is no risk-free level of exposure.<sup>6</sup> College students in North Carolina (NC) have historically had high levels of exposure from secondhand smoke.<sup>7</sup> The Centers for Disease Control and Prevention have outlined best practices that focus on the creation of tobacco-free environments through comprehensive tobacco control efforts as the only means for fully protecting the public from secondhand smoke exposure.<sup>8</sup> In response to the recognized health hazards of tobacco dependence and involuntary exposure to tobacco, the American College Health Association advocates for the adoption of tobacco-free policies by colleges and universities.<sup>9</sup>

As of October 1, 2014, approximately 976 campuses in the United States have adopted comprehensive tobacco-free policies.<sup>10</sup> A quarter of both public and private colleges and universities and over 50% of community colleges are tobacco-free in NC.<sup>11</sup> Despite findings indicating that tobacco-free policies are commonly supported by both students<sup>12–15</sup> and staff/faculty,<sup>16</sup> many administrators have been reluctant to adopt tobacco control policies out of fear of student objection,<sup>17</sup> including that of potential future students.<sup>18–21</sup> Our own work on the NC Tobacco-Free Colleges Initiative<sup>22</sup> suggests 2 common perceived barriers: (1) questions over the effectiveness of tobacco-free policies and (2) fear of lower application and/or enrollment rates.

Widespread evidence exists for the effectiveness of smoke-free workplaces, schools, and public spaces.<sup>23</sup> Two studies extend this research to college campuses. A pre-post survey with a matched control school found a significantly reduced smoking prevalence among undergraduate students after implementation of a smoke-free policy at a large public university.<sup>24</sup> Research in NC has found a

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*Ms Miller, Mr Lee, Dr Ranney, Mr Simons, and Dr Goldstein are with the Tobacco Prevention and Evaluation Program, Department of Family Medicine, at the University of North Carolina at Chapel Hill School of Medicine in Chapel Hill, North Carolina. Ms Yu is with the Department of Statistics and Operations Research at the University of North Carolina at Chapel Hill in Chapel Hill, North Carolina.*

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significant negative association between the strength of tobacco-related policies and the amount of cigarette litter near campus building entrances.<sup>25</sup>

However, little research has examined the second concern (ie, fear of lower application and/or enrollment rates). Most research has examined perceptions and intentions rather than behavioral outcomes (ie, applications for admission) and has provided equivocal results. For example, undergraduate students (smokers and nonsmokers) of a Minnesota 4-year university ( $n = 1,512$ ) and a technical college ( $n = 748$ ) were asked, "What effect, if any, do you think a policy making this campus completely smoke-free would have on: student quality of life, student learning, and student enrollment?"<sup>12</sup> Nearly 31% indicated that such a policy would have a positive impact on enrollment, and another 41.2% indicated that it would have no impact on enrollment. However, in follow-up focus groups with only students who were smokers, a theme regarding how such a policy might impact enrollment was noted but not explored.

The attitudes and perceptions of faculty, staff, and students concerning the likely impact of tobacco-free policies at a university campus in Kentucky were examined by Mishra and colleagues.<sup>14</sup> Of the 2,914 respondents to a campus-wide questionnaire, 71% of whom were undergraduate students, 44% disagreed that a smoke-free campus policy would *increase* enrollment; however, 60% agreed that such a policy would improve the quality of life of students on campus.

Gerson and colleagues explored the impact of adoption of smoke-free residence hall policies by 3 large universities (Montana State University, Ohio State University, and the University of Rhode Island).<sup>19</sup> The researchers found that demand for student housing maintained a similar trajectory or remained stable at each of the institutions. Student retention rates and new student application rates were not impacted negatively either but in fact increased or remained stable across institutions. The authors concluded the policy change had not led to anticipated negative consequences such as student resistance, costly enforcement, or revenue lost.

The study detailed in this article sought to explore the impact of adoption and implementation of 100% tobacco-free campus policies on enrollment and application numbers at NC institutions of higher education. Two hypotheses were proposed:

- H1: Institutions have fewer applications and lower enrollment after implementation of a tobacco-free campus policy.
- H2: Institutions that have adopted and implemented a tobacco-free campus policy have fewer applications and lower enrollment than those that have not.

## METHODS

Two types of campuses were included, NC community colleges ( $n = 58$ ) and member institutions of the

Association of NC Independent Colleges and Universities (ie, private institutions;  $n = 36$ ). None of the 4-year public universities in NC have a 100% tobacco-free policy due to state legislation that only allows tobacco use to be banned within 100 feet of buildings on these campuses. Thus, public universities were not included in this study.

Using a list of NC tobacco-free colleges maintained by The University of North Carolina Tobacco Prevention and Evaluation Program as part of the NC Tobacco-Free Colleges Initiative,<sup>26</sup> institutions of each campus type (ie, community college, private institutions) were divided into those that had adopted and implemented a 100% tobacco-free policy by the fall semester of 2010 (community colleges,  $n = 28$ ; private institutions,  $n = 9$ ) and those that had not (community colleges,  $n = 30$ ; private institutions,  $n = 27$ ). To ensure accuracy of our data, a systematic search process described elsewhere identified policies at campuses not participating in the NC Tobacco-Free Colleges Initiative.<sup>11</sup> For each institution that had adopted a tobacco-free policy, the fall semester in which the policy was first implemented was also noted for analysis purposes (Table 1).

Student enrollment data for community colleges in academic years 2001 through 2010 were obtained from NC Community College System Annual Statistical Reports.<sup>27</sup> Variables included curriculum, continuing education, and total student enrollment (ie, curriculum and continuing education enrollment not including duplication of students in both programs) for both the fall and spring semesters of each academic year. Student application and enrollment data for private institutions for the same academic years were obtained from the NC Statistical Abstract of Higher Education.<sup>28</sup> Variables included in-state, out-of-state, and total student enrollment for the fall semester of each academic year and the number of in-state and out-of-state freshmen and transfer applications received.

To account for natural variability that may occur in student applications and enrollment from year to year, an average was computed for specific ranges of the time order data. A large range of time could lower the variability, but it may not adequately account for slower changes in the diffusion of information and behaviors. The time ranges analyzed for this study were 1, 2, and 3 years before and after a policy was implemented.

Data analysis was conducted using SAS (version 9.2; SAS Institute, Cary, North Carolina). A  $p$  value of less than .05 was established as the significance threshold, and all analyses were conducted using 1-tailed tests. Analyses were stratified by type of institution (private, community college). Variables were examined for normality; given substantial nonnormality among variables, nonparametric tests were utilized. Where normality was present, a parametric test was also conducted; as results did not change, all analyses are reported using the nonparametric tests.

For H1, the analysis was limited to schools that adopted policies and each outcome variable was compared before and after policy implementation. This was done for 3 time

**TABLE 1. Policy Group and No- or Partial-Policy Group, North Carolina, 2001–2010**

Campus type	Tobacco-free campus policy			No- or partial-policy group
	Year implemented	No. implemented	Total no.	Total no.
Private institution ( <i>n</i> = 36)	2004	1	9	27
	2006	1		
	2007	1		
	2008	3		
	2009	3		
Community college ( <i>n</i> = 58)	2007	4	28	30
	2008	4		
	2009	8		
	2010	12		

ranges: 1, 2, and 3 years before and after policy implementation. For example, for the 2-year range, the average outcome variable for the 2 years before and the 2 years after policy implementation at each school was computed, and these 2 averages were then compared in a paired test. This was repeated for the other time ranges, except in cases where time ranges were outside of the study period. A Wilcoxon signed-rank test, the nonparametric equivalent of a paired *t* test, was performed.

For hypothesis 2, the difference in the outcome variable was calculated between the time period after and the time period before policy implementation for each institution. To control for institution size (eg, 1 campus having annual enrollments of over 10,000 students, whereas most have 2,000 or less), differences between the 2 averages were divided by the average value of the outcome variable before the policy implementation. The comparison group consisted of institutions with no policy change during the study period, and all time ranges across the study period were calculated, as there was no before and after period. That is, for the 2-year ranges, the differences of 2-year average outcome variables before and after implementation at each campus with policy change were compared with *all* average 2-year differences in the study period at institutions with no policy implementation. The equivalent of the 2-sample *t* test, the Wilcoxon rank-sum test, was used.

Conducting multiple statistical tests increases the chances of type I errors (ie, incorrectly rejecting the null hypothesis). To account for this, false discovery rates (FDR) control is a statistical method used to adjust for the number of comparisons being made.<sup>29</sup> FDR adjustments were calculated for all results of the Wilcoxon signed-rank and Wilcoxon rank-sum tests and are less restrictive than Bonferroni adjustments.<sup>30</sup>

## RESULTS

When testing whether applications and enrollment were lower before and after institutions implemented a tobacco-free policy (hypothesis 1), only one *p* value was below the

significance threshold (.05) (Table 2). Within the 1-year range, enrollment in continuing education programs during the spring semester appeared to be significantly different (*p* = .03). However, the FDR adjustment *p* value for this variable was .99, well above the significance threshold. Hence, no significant evidence was found to indicate that there were fewer applications and lower enrollment after policy implementation.

When testing whether there was a significant decrease in applications and enrollment for campuses that implemented tobacco-free policies compared with those that did not (H2), only 2 significant cases were found (Table 3). In-state transfer applications (*p* = .02) and total transfer applications (*p* = .02), both within the 1-year range, at private institutions appeared to have *p* values below the significance threshold. The adjusted FDR *p* values (*p* = .55 for both) were well above the significance threshold. Thus, significant evidence was not found to indicate fewer applications and lower enrollment at schools with policy implementation than without policy implementation.

## COMMENT

This study sought to examine if a perceived barrier—reduced application and enrollment due to adoption of tobacco-free policies—is borne out by actual behavior by exploring the impact of 100% tobacco-free policies on student applications and enrollment at NC community colleges and private colleges and universities. Unsurprisingly, given high levels of student support<sup>15</sup> and widespread publicity on the harms of secondhand smoke, we found that adoption of tobacco-free policies had no negative impact on application rates or student enrollment. Furthermore, no differences in student applications and enrollment were found between campuses that had implemented policies and those that had not. These findings held true for both private colleges and universities and public community colleges. Our findings parallel earlier pilot research on smoke-free residence hall policies.<sup>19</sup> Other researchers, using college student study participants, have also reported that well-communicated tobacco-free policy implementation can increase



**TABLE 2. Distribution of Applications and Enrollment Before and After Implementation of a Tobacco-Free Campus Policy, North Carolina, 2001–2010 (*N* = 37)**

Variable	Time range (years)	<i>p</i>	<i>p</i> after FDR adjustment
Private institutions ( <i>n</i> = 9)			
IS enrollment	1	.50	.99
	2	.82	.99
	3	.80	.99
OS enrollment	1	.77	.99
	2	.73	.99
	3	.95	.99
Total enrollment	1	.86	.99
	2	.96	.99
	3	.84	.99
IS freshmen applications	1	.88	.99
	2	.99	.99
	3	.98	.99
OS freshmen applications	1	.52	.99
	2	.98	.99
	3	.91	.99
Total freshmen applications	1	.96	.99
	2	.99	.99
	3	.98	.99
IS transfer applications	1	.12	.99
	2	.32	.99
	3	.50	.99
OS transfer applications	1	.20	.99
	2	.34	.99
	3	.78	.99
Total transfer applications	1	.07	.99
	2	.16	.99
	3	.42	.99
Community colleges ( <i>n</i> = 28)			
Curr fall enrollment	1	> .99	.99
	2	> .99	.99
	3	.99	.99
CE fall enrollment	1	.60	.99
	2	.30	.99
	3	.88	.99
Total fall enrollment	1	.95	.99
	2	> .99	.99
	3	> .99	.99
Curr spring enrollment	1	> .99	.99
	2	> .99	.99
	3	.99	.99
CE spring enrollment	1	.03	.99
	2	.12	.99
	3	.50	.99
Total spring enrollment	1	.44	.99
	2	.98	.99
	3	.99	.99

*Note.* FDR = false discovery rate; IS = in-state; OS = out-of-state; Curr = curriculum programs; CE = continuing education programs. A *p* value of less than .05 provides evidence for the hypothesis that applications and enrollment outcomes decrease after implementation, and a *p* value of  $\geq .05$  indicates that there is not significant evidence to reject the null hypothesis of no change.

organizational attraction among potential employees.<sup>31</sup> Colleges can create health-promoting campuses,<sup>32</sup> and such work can be an important part of ecological approaches to student development.<sup>33</sup> Changing the normative relationship with tobacco may make tobacco-free policies a selling point of a modern, wellness-centered college brand.

### Limitations

The results of this study are subject to a number of limitations that should be taken into consideration. First, only campuses in NC were included, limiting the generalizability of its findings. Since 2008, NC law has required school districts to adopt tobacco-free campus policies (NC SB

**TABLE 3. Difference in Applications and Enrollment Between Institutions That Have Adopted Tobacco-Free Campus Policies and Those That Have Not, 2001–2010**

Variable	Time range (years)	<i>p</i>	<i>p</i> after FDR adjustment
Private institutions			
IS enrollment	1	.39	.92
	2	.70	.92
	3	.64	.92
OS enrollment	1	.68	.92
	2	.52	.92
	3	.83	.92
Total enrollment	1	.74	.92
	2	.97	.97
	3	.80	.92
IS freshmen applications	1	.62	.92
	2	.46	.92
	3	.31	.92
OS freshmen applications	1	.52	.92
	2	.72	.92
	3	.59	.92
Total freshmen apps	1	.77	.92
	2	.87	.92
	3	.44	.92
IS transfer applications	1	.02	.55
	2	.28	.92
	3	.28	.92
OS transfer applications	1	.12	.88
	2	.08	.69
	3	.17	.92
Total transfer apps	1	.02	.55
	2	.06	.69
	3	.07	.69
Community colleges			
Curr fall enrollment	1	.40	.92
	2	.65	.92
	3	.85	.92
CE fall enrollment	1	.55	.92
	2	.44	.92
	3	.86	.92
Total fall enrollment	1	.46	.92
	2	.53	.92
	3	.95	.97
Curr spring enrollment	1	.28	.92
	2	.62	.92
	3	.86	.92
CE spring enrollment	1	.39	.92
	2	.30	.92
	3	.64	.92
Total spring enrollment	1	.16	.92
	2	.30	.92
	3	.88	.92

*Note.* FDR = false discovery rate; IS = in-state; OS = out-of-state; Curr = curriculum programs; CE = continuing education programs. Because the window from schools with policy change is compared with all of the same-length time-period ranges in the study period (eg, all differences of 2-year averages) among institutions with no policy change, the *n* includes multiple time periods per comparison institution and exceeds the number of institutions. *Ns* for private policy adoption institutions have missing data and zeros for some outcome variables. Thus, the *n* for private institutions ranges between 7–9 and 121–135, 7–9 and 109–135, and 5–6 and 84–108, respectively, for policy and nonpolicy institutions in the 1-, 2-, and 3-year ranges. There were no zeros or missing data for community colleges. Thus, the *n* for community colleges is 28 and 120, 16 and 90, and 8 and 60, respectively, for policy and nonpolicy institutions in the 1-, 2-, and 3-year ranges. A *p* value of less than .05 provides evidence for the hypothesis that applications and enrollment outcomes decrease, and a *p* value of  $\geq .05$  indicates that there is not significant evidence to reject the null hypothesis of no difference.

1086). Therefore, in-state students may expect tobacco-free campus policies and may even have an expectation that they will continue to be protected from secondhand smoke

once accessing higher education settings. Nonetheless, as the leading tobacco-producing state and home of 2 of the “big three” US tobacco companies, NC is often considered

tobacco-friendly,<sup>34</sup> which may predispose students to respond negatively to limitations on their use of tobacco in any setting. Although future research should explore the impact of tobacco-free policies on student applications and enrollment in other geographies, students may be even more open to protections from secondhand smoke in non-tobacco-producing states. Other states with fully tobacco-free public universities should consider replicating this study to identify if the same patterns hold for public universities. Additional research on organizational attraction and message framing is needed, as are more precise quantifications of the impact of tobacco-free policies on student, faculty, and staff behavior. Second, the small sample was a limiting factor of this study. Third, the available data constrained the ability to calculate longer-term impacts on enrollment for policies implemented toward the end of the study period. Given that a substantial proportion of policies were implemented during this period, this study may not be able to identify longer-term changes among these campuses.

### Conclusions

Our study reaffirms earlier pilot research in which Gerson and colleagues noted, "The implications for college and university administrators are clear. In moving forward with smoke-free policies, they should not assume that this type of policy change would cause a burden to the university."<sup>19(pp163–164)</sup> This paper provides evidence that adoption of tobacco-free campus policies by institutions of higher education has no negative impact on student applications and enrollment for admission. Campus administrators can consider 100% tobacco-free policies as part of comprehensive health promotion efforts without fear of negative financial implications due to decreased student applications or enrollment.

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### CONFLICT OF INTEREST DISCLOSURE

The authors have no conflicts of interest to report. The authors confirm that the research presented in this article met the ethical guidelines, including adherence to the legal requirements, of the United States. Because no human subjects were involved in this research, Institutional Review Board approval was not sought.

### NOTE

For comments and further information, address correspondence to Adam O. Goldstein, Tobacco Prevention and Evaluation Program, Department of Family Medicine, University of North Carolina at Chapel Hill School of Medicine, 590 Manning Drive, CB 7595, Chapel Hill, NC 27599, USA (e-mail: aog@med.unc.edu).

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# Estimating the cost of a smoking employee

Micah Berman,<sup>1</sup> Rob Crane,<sup>2</sup> Eric Seiber,<sup>3</sup> Mehmet Munur<sup>4</sup>

<sup>1</sup>The Ohio State University,  
College of Public Health &  
Moritz College of Law,  
Columbus, Ohio, USA

<sup>2</sup>College of Medicine, The Ohio  
State University, Columbus,  
Ohio, USA

<sup>3</sup>College of Public Health,  
The Ohio State University,  
Columbus, Ohio, USA

<sup>4</sup>Tsibouris & Associates LLC,  
Columbus, Ohio, USA

## Correspondence to

Micah Berman,  
College of Public Health &  
Moritz College of Law, The  
Ohio State University, Cunz  
Hall, 1841 Neil Ave.,  
Columbus, OH 43210, USA;  
[mberman@cph.osu.edu](mailto:mberman@cph.osu.edu)

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## ABSTRACT

**Objective** We attempted to estimate the excess annual costs that a US private employer may attribute to employing an individual who smokes tobacco as compared to a non-smoking employee.

**Design** Reviewing and synthesising previous literature estimating certain discrete costs associated with smoking employees, we developed a cost estimation approach that approximates the total of such costs for US employers. We examined absenteeism, presenteeism, smoking breaks, healthcare costs and pension benefits for smokers.

**Results** Our best estimate of the annual excess cost to employ a smoker is \$5816. This estimate should be taken as a general indicator of the extent of excess costs, not as a predictive point value.

**Conclusions** Employees who smoke impose significant excess costs on private employers. The results of this study may help inform employer decisions about tobacco-related policies.

Ohio-based Scotts Miracle-Gro and Michigan-based Weyco, Inc, have gone a step further and decided that they will no longer retain employees who do not quit smoking within a given period of time.<sup>5</sup> Without an accurate estimate of smoking-related costs, such policies may seem arbitrary or unreasonable. A well-reasoned estimate allows companies to more fairly analyse the costs and benefits of such 'tobacco-free workforce' policies.

## METHODOLOGY

Javitz *et al*<sup>6</sup> conducted what appears to be the most exhaustive review of the various costs that smoking employees impose on their employers. That review does not, however, estimate an overall sum of these costs. Chris Hallamore calculated such a sum for the Conference Board of Canada, but the Conference Board report is written for Canadian employers (who do not pay any healthcare costs) and ignores some of the other employer costs (such as 'presenteeism') discussed by Javitz.<sup>7</sup> Building upon these analyses and a review of other published research, this paper constructs a cost estimation approach for the excess costs incurred by a private-sector US employer for each employee who smokes. It considers excess absenteeism, presenteeism, lost productivity due to smoking breaks, excess healthcare costs and pension benefits.

Our analysis omits several other costs that employers may face as a result of hiring employees who smoke, such as higher workers' compensation costs and higher life and fire insurance premiums. We did not include these costs because they vary widely by industry and recent studies do not present reliable cost estimates. For example, although Musich *et al*<sup>8</sup> showed that workers' compensation costs were dramatically higher for smokers than for non-smokers among Xerox's employees, Boyce *et al*<sup>9</sup> found no statistically significant difference in workers' compensation claims between smoking and non-smoking police officers in Charlotte, North Carolina. In addition, we excluded facilities-related costs such as the cost of maintaining 'smoking huts' or installing ventilation systems. These costs are largely within the control of the employer, unlike the other major costs discussed in this paper, and they can be reduced or eliminated by employer policies (or state or local laws) requiring a smoke-free workplace. Our approach may underestimate the relevant costs as a result of omitting these considerations and others.

Table 1 summarises the findings of this paper. For each category of expense, we present our best estimate of an employer's costs, followed by a high range and a low range. As discussed in each subsequent section, we arrived at our estimates by surveying existing research and applying the high and low ranges of that research, as well as what we

## ESTIMATING THE COST OF A SMOKING EMPLOYEE

Smoking by employees costs businesses money. But just how much? Previous studies provide only very rough (and often inaccurate) estimates of the excess costs imposed by employees' smoking. For example, the Centers for Disease Control (CDC) estimates that smoking-attributable productivity losses and medical expenditures amount to approximately \$3400 per year for each adult smoker.<sup>1</sup> The CDC's report, however, looks only at the overall economy; its calculations of productivity losses and medical expenditures do not distinguish between costs borne by employers and those absorbed by others (the smokers themselves, insurance companies, taxpayers, etc.). Moreover, the CDC's study looks only at *mortality-related* productivity losses, that is, lost productivity caused by premature smoking-related deaths. Although smoking-attributable deaths surely reduce economic productivity in a general sense, the lost earning potential due to premature death is not an accurate reflection of an *employer's* costs. The CDC's figure thus provides a poor estimate for employers to use in gauging their own costs.

This paper estimates the average excess cost of a smoking employee (over a non-smoking employee) from a private employer's perspective. Such an estimate can provide important factual context to employer decisions about tobacco-related policies. Numerous employers have begun charging smokers higher premiums for health insurance,<sup>2</sup> and several large employers including Turner Broadcasting, Alaska Airlines, Union Pacific Railroad and a number of large hospital systems have decided to hire non-smokers only.<sup>3 4</sup> Other companies, such as

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## Research paper

**Table 1** Total annual excess cost of a smoking employee to a private employer

Category	Best estimate annual costs	High range	Low range
Excess absenteeism	\$517	\$576	\$179
Presenteeism	462	1848	462
Smoking breaks	3077	4103	1641
Excess healthcare costs	2056	3598	899
Pension benefit	(296)*	0	(296)*
Total costs	\$5816	\$10125	\$2885

\*For employers with defined-benefit pension plans.

considered to be ‘best estimate’ (either the average of previous research or a more conservative estimate). Where necessary, we then used standard government statistics to convert the findings of previous research into a per-employee cost. In some cases, this required an adjustment for inflation. All costs have been adjusted to 2010 levels using the U.S. Bureau of Labor Statistics’ Consumer Price Index (CPI) inflation calculator. Because smokers are, on average, paid less than non-smokers, we have adjusted the average wage level used in our calculations. Following the findings of the Medical Expenditure Panel Survey, as reported by Cowan and Schwab,<sup>10</sup> we have discounted the average hourly wage reported by the U.S. Bureau of Labor Statistics by 15.6%.

Given our need to standardise and combine a range of studies that employed different methodologies, the results should be not taken as predictive point estimates. Rather, we believe our paper accurately shows the general range of costs that private employers who hire employees who smoke may bear. As discussed below, individual employers may adjust the calculations used in our cost estimation approach in order to better estimate their own costs.

### LOST PRODUCTIVITY DUE TO EXCESS ABSENTEEISM

Prior studies calculating workplace absenteeism due to smoking have come to surprisingly similar results. Some of these studies, while finding that smoking led to excess absenteeism, did not translate that finding into an average number of absences per year. For example, Robbins *et al* examined the records of nearly 90 000 U.S. Army personnel and concluded that ‘current smoking was associated with a 60% increase in risk of lost workdays among men and a 15% increase in risk among women’.<sup>11 12</sup> The recent US studies that did compute average excess annual absences by smokers are summarised in table 2.

**Table 2** Estimates of annual excess absences

Author	Sample	Annual excess absences (smokers compared to never smokers)
Halpern <i>et al</i> <sup>22</sup>	300 airline reservation agents	2.6 (2 year average)
Tsai <i>et al</i> <sup>18</sup>	2203 Shell Oil Company employees	2.9
Bunn <i>et al</i> <sup>23</sup>	45 630 employees at 147 companies (voluntary self-reporting)	2.3

There are also a number of non-US studies that have looked at workplace absenteeism caused by smoking. These studies are not directly applicable to the US context, but are instructive nonetheless. These studies have all found an association between smoking and absenteeism, but have varied more widely in their calculation of the average number of excess absences. The variation appears to be due to national and cultural differences with regard to workplace absenteeism in general. For example, a study in Taiwan by Tsai *et al*<sup>13</sup> found that male smokers took off an average of 4.36 days, while male non-smokers missed only 3.3 days. Female smokers took off 4.96 days, while non-smoking women were absent 3.75 days. Thus, Tsai found an average of 1.03 excess days of absenteeism for male smokers and 1.21 days for female smokers. Taiwan, however, has extremely low rates of absenteeism, compared to the international average.<sup>13</sup> On the other end of the spectrum, Lundborg<sup>14</sup> looked at Swedish employees and found that smokers were absent 10.7 days more than never smokers. After controlling for health status and other risk factors, Lundborg concluded that smoking accounted for 7.7 days of excess absence per year. These results matched earlier studies in Sweden that found 7.6 days of excess absence for smokers.<sup>15</sup> Sweden, however, has the highest rate of absences in the Organisation for Economic Co-operation and Development countries, with an average of 25 absences per year, compared to nine in the USA.<sup>14</sup>

We compute the cost of excess absenteeism by taking the number of days of excess absenteeism for current smokers and multiplying by the number of hours worked during the day (7.5)<sup>15</sup> and the average wage and benefits paid to the employee (\$26.49). As noted above, the average wage is discounted by 15.6% to account for the lower average pay of current smokers (benefits are not discounted).<sup>10</sup> According to the Employee Benefit Research Institute, the average for wages and benefits paid by employers in 2010 was \$29.72.<sup>16</sup> The wage portion of that amount, \$20.71, is discounted by 15.6% to reach an average wage for an employee who smokes of \$17.48. Including benefits, the average hourly amount paid to an employee who smokes is estimated to be \$26.49. Using the lowest calculation of smoking-related absences in the USA—0.9 excess days in a dated 1991 study<sup>17</sup>—the average cost would be \$178.81. At the high end of the range, using the 2.9 days of excess absence calculated by Tsai *et al* in their US study,<sup>18</sup> the average cost would be \$576.16. In between those extremes, using an estimate of 2.6 days (the average of the recent US studies and slightly less than the estimate of excess absenteeism produced by a recent meta-analysis of US and international absenteeism studies<sup>19</sup>) would result in an average annual per-smoker cost of \$516.56 (box 1).

### Box 1 Lost productivity due to excess absenteeism

- ▶  $\text{Cost}_{\text{AbsentSmokers}} = \text{Days Lost}_{\text{Smokers}} \times \text{Hours Worked} \times \text{Compensation Cost} = \$516.56$ .
- ▶  $\text{Cost}_{\text{AbsentSmokers}} = \text{Total annual per-employee cost due to increased absenteeism in smoking employees}$ .
- ▶  $\text{Days Lost}_{\text{Smokers}} = \text{Number of additional days of absenteeism taken by an average smoking employee compared to an average nonsmoking employee (2.6 days—the average of recent US studies)}$ .
- ▶  $\text{Hours Worked} = \text{Number of hours worked in a day (7.5)}$ .
- ▶  $\text{Compensation Cost} = \text{Average hourly wage and benefits paid to an employee who is a current smoker (\$26.49)}$ .



## LOST PRODUCTIVITY DUE TO PRESENTEEISM

Another cost to employers from smoking employees is ‘presenteeism’—lower on-the-job productivity that results from nicotine addiction. Though all employees are occasionally unproductive in one way or another, research suggests that smoking status negatively impacts productivity separately and apart from lost work time due to smoking breaks and absenteeism. This is because nicotine is a powerfully addictive drug. Although cigarettes satisfy a smoker’s need for nicotine, the effect wears off quickly. Within 30 min after finishing the last inhalation, the smoker may already be beginning to feel symptoms of both physical and psychological withdrawal.<sup>20</sup> (Much of what smokers perceive as the relaxing and clarifying effect of nicotine is actually relief from their acute withdrawal symptoms.) Now that the vast majority of workplaces are smoke-free, the repetitive, prolonged withdrawals that smoking employees suffer predictably diminishes their productivity at work.

Accurately measuring lost productivity due to presenteeism, however, is difficult. As Mattke *et al*<sup>21</sup> write, ‘Conducting such research is by no means a straightforward task, particularly in knowledge-based occupations’. Even when objective measures are used to compare the productivity of smokers and non-smokers, monetising the cost to the employer—especially in a way that would be relevant to different firms or different professions—remains problematic.<sup>22</sup> But although the specific amount of lost productivity remains difficult to determine, studies have consistently demonstrated that employees who smoke are less productive than employees who do not.<sup>22</sup>

Studies that have tried to quantify smoking-related presenteeism have, despite the imprecision of the evaluation tools, reached similar results. Bunn *et al*<sup>23</sup> reviewed more than 10 000 employee records from 147 US employers. They found that mean hours of lost productivity per year due to presenteeism were 76.5 h for a smoker compared with 42.8 h for a never smoker.<sup>23</sup> The excess presenteeism of 33.7 h/year equals approximately 1.9% of hours worked per year. Burton *et al* looked at a cohort of employees at a Midwestern financial services company and evaluated self-reported indicators of productivity. They concluded that smoking was associated with a 2.8% reduction in productivity.<sup>24</sup> Other estimates of lost productivity due to presenteeism range up to 4%.<sup>25</sup>

We compute the annual cost of smoker-related presenteeism by taking the percentage of lost productivity for current smokers and multiplying it by the cost of compensation per hour, hours worked per day and days worked per year. Estimates of smoker-related lost productivity range up to 4%, which would result in an annual per-smoker excess cost of \$1847.68. Averaging the results of the Bunn and Burton studies would result in an estimated smoking-related productivity loss of more than 2%. Nonetheless, due to the difficulties in measuring presenteeism, the possibility that employees may compensate for lost productivity, and the potential for employers to adjust for such costs (eg, by paying lower wages to less productive employees), we use a very conservative estimate of 1% for the productivity loss due to presenteeism. This results in an average annual cost of \$461.92 (box 2).

## LOST PRODUCTIVITY DUE TO SMOKING BREAKS

Productivity loss due to smoking breaks is by far the largest single cost that a private employer incurs from a smoking employee. Fortunately, it is a cost that can be completely eliminated by smoking cessation (unlike healthcare costs and absenteeism, for which former smokers will still have higher average costs than never smokers).

### Box 2 Lost productivity due to presenteeism

- ▶  $\text{Cost}_{\text{Prod}} = \text{Excess Presenteeism Rate} \times \text{Compensation Cost} \times \text{Hours Worked} \times \text{Days Worked} = \$461.92$ .
- ▶  $\text{Cost}_{\text{Prod}} = \text{Annual per-employee cost due to loss of productivity}$ .
- ▶ Excess Presenteeism Rate (1%).
- ▶ Hours Worked: Number of hours worked during the day (7.5).
- ▶ Compensation Cost: Average hourly wage and benefits paid to an employee who is a current smoker (\$26.49).
- ▶ Days Worked: Number of days worked per year (232.5).

Previous studies have found that the amount of time lost to unsanctioned smoking breaks ranges from 8 to 30 min/day.<sup>6</sup> This number may vary substantially depending upon firm policy. As Javitz *et al*<sup>6</sup> state, ‘the number of lost minutes to the employer depends on the amount of flexibility that employees have concerning when they may smoke and when they may take their breaks’.

The Conference Board of Canada report estimated that employees smoke a majority of their daily cigarettes outside of work, with an average of five cigarettes consumed in an 8-h workday—three of those during sanctioned breaks.<sup>7</sup> This estimate is supported by studies focusing on smoking breaks that were conducted in Canada.<sup>26</sup> Since the number of cigarettes consumed per smoker in Canada (15.2)<sup>26</sup> and the USA (16.8)<sup>27</sup> is similar, the assumption that only two cigarettes are smoked in non-employer sanctioned times may be applied to the USA as well. Though the average amount of time spent by employees on smoking breaks is debatable (the Conference Board estimated 20 min), 15 min/cigarette break is a conservative estimate that matches employer estimates of time lost to smoking breaks.<sup>6</sup> As more and more US companies adopt smoke-free campus policies, requiring employees to leave the company’s property in order to smoke, the amount of time taken to consume each cigarette may increase.

We calculate the annual cost of lost productivity due to smoking breaks by taking the number of cigarettes consumed per day outside of employer sanctioned times, multiplying it by the amount of time it takes to consume each cigarette (adjusted as a fraction of an hour), the cost of the compensation per hour,<sup>16</sup> and the number of days worked. Assuming that only two cigarettes are smoked outside of sanctioned break times each day, and that it takes 15 min to smoke each cigarette, the annual per-smoker cost of lost productivity due to unsanctioned smoking breaks is \$3077.24. Using an estimate of 20 min/day, as estimated by the Conference Board of Canada, would result in a per-smoker cost of \$4102.85. Utilising the lowest available estimate of 8 min/day<sup>7</sup> would result in an annual cost of \$1641.14 (box 3).

## EXCESS HEALTHCARE COSTS

Smoking by employees, whether on or off the job, also leads to excess healthcare expenses. Estimating an average excess cost per smoking employee, however, is complex. Even assuming that an employer knows the smoking status of its employees, it is no simple task to estimate the increased costs that are attributable to smoking. The higher healthcare costs of smoking employees may be in part the result of other coexisting risk factors such as a poor diet, lack of exercise, or abuse of alcohol.

## Research paper

### Box 3 Lost productivity due to breaks

- ▶  $\text{Cost}_{\text{Prod}} = \text{Cigarettes}_{\text{day}} \times \text{Time}_{\text{onbreak}} \times \text{Compensation} \times \text{Days Worked} = \$3077.14$ .
- ▶  $\text{Cost}_{\text{Prod}} = \text{Annual per-employee cost due to loss of productivity}$ .
- ▶  $\text{Cigarettes}_{\text{day}} = \text{Average number of cigarettes smoked per day at work during non-sanctioned break periods (2)}$ .
- ▶  $\text{Time}_{\text{onbreak}} = \text{Time (in hours) taken to travel to smoking area and consume each cigarette (0.25)}$ .
- ▶  $\text{Compensation} = \text{Average hourly wage and benefits paid to an employee who is a current smoker (\$26.47)}$ .
- ▶  $\text{Days Worked} = \text{Number of days worked per year (232.5)}$ .

In addition, many employees pay a substantial portion of their health insurance premium; although uncommon, employers may be able to reduce their share of excess smoking-related costs by requiring smoking employees (and dependents) to pay higher healthcare premiums.

Employer costs may vary depending upon whether the employer is self-insured or purchases private insurance. For employers who purchase private insurance, their responsibility for healthcare expenses ends when their share of health insurance premiums is paid. At that point, smoking-related illnesses do not produce an increase in healthcare costs for the employer. Nonetheless, an employer with *no* smoking employees could presumably obtain a discount in insurance premiums, due to the fact that the employee pool is likely to have lower overall healthcare costs. Correspondingly, health insurance premiums are higher for employers when there are more smokers in the labour force. However, there is no available data with which to measure the amount of excess premium costs on a per-smoker basis.

Our cost estimation approach therefore addresses only the excess healthcare costs of smoking employees for employers who self-insure. These businesses, which bear their own healthcare costs more directly, employ about 55% of private employees.<sup>16</sup> Although our approach may not produce as accurate an estimate if the employer is not self-insured, usually an employer's claims experience will eventually be reflected in that employer's health insurance premiums.

There are many studies focusing on the overall healthcare costs caused by smoking, although, as noted above, employers do not bear all of these costs. Warner *et al*<sup>28</sup> surveyed studies that estimated overall smoking-attributable healthcare expenditures. Their survey showed that estimates of the healthcare costs due to smoking ranged from 3.5% to 14% of all healthcare spendings.<sup>29</sup> Though the average conclusion of previous studies was that 6–8% of healthcare costs were due to smoking-related diseases, Warner *et al*<sup>28</sup> expressed their opinion that the correct percentage was likely higher.

More recent studies have produced somewhat higher estimates of the smoking-attributable fraction (SA%) of healthcare costs, due in part to the fact that these studies correct for some of the deficiencies noted by Warner *et al*. For example, Max *et al* studied the healthcare cost of smoking in California, which totalled approximately \$8.6 billion in 1999 (or \$1798.74 per smoker).<sup>12</sup> They concluded that smoking-related costs accounted for 11.4% of all healthcare costs for men and 8% of all healthcare costs for women. It should be noted, however, that smoking prevalence in California was (and is) lower than

### Box 4 Excess healthcare costs

- ▶  $\text{Cost}_{\text{Ins}} = (\text{Employer Healthcare Expenditures} \times \text{Adjusted SA \%}) / \text{Smoking Private Employee} = \$2055.77$ .
- ▶  $\text{Cost}_{\text{InsSmoker}}$ : Cost of healthcare to self-insured private employers for each smoking employee.
- ▶ Employer Healthcare Expenditures: 2010 Total Healthcare Expenditures by Private Employers (\$534.5 billion).
- ▶ Adjusted SA%: Smoking Attributable Fraction of healthcare expenses (8%).
- ▶ Smoking Private Employee: Number of employees in private employment who smoke. (108 million  $\times$  19.3% = 20.8 million).

the national average. Other studies have estimated smoking-attributable costs to be significantly higher.<sup>29 30</sup>

We compute the annual cost (per smoking employee) of excess healthcare to a private employer by multiplying the total cost of healthcare to private employers<sup>31</sup> by the SA% and then dividing this total by the number of private employees who smoke in the workforce.<sup>32 33</sup> Using an SA% of 8%, this results in a total of \$2056. At the high end of scale, using a SA% of 14% results in a per-smoker cost of \$3598, while the lowest estimate of 3.5% results in \$899. Since most studies of the SA% cluster around 6–8% and older studies have tended to systematically underestimate the SA%, we believe that 8% is an appropriate figure to use (box 4).

### 'DEATH BENEFIT'

Some have argued that although smokers require higher average healthcare costs while alive, they incur fewer costs overall due to their shorter lifespan.<sup>34</sup> Though Philip Morris has played a role in popularising this theory, it turns out to be false. Rasmussen *et al*<sup>35</sup> confirmed that even though never smokers lived longer than current smokers, their lifetime direct and indirect healthcare costs were lower. In a separate study, they confirmed that quitting smoking leads to substantial savings in terms of both healthcare costs and overall economic productivity.<sup>36</sup>

The more pertinent question for this analysis is whether smokers' shorter life spans end up providing employers with a 'death benefit' because they receive fewer pension payments before death. Though in some cases this may occur, it could happen only in defined benefit plans. Under such an arrangement, the employer pays a set amount in pension each year, and thus an employee with a short postemployment lifespan may end up receiving less in benefits than he paid into the fund while employed. (By contrast, an employee with a long post-employment lifespan may end up receiving more in benefits than he paid into the system while employed.) Thus, smokers' contributions to the company's pension fund could theoretically end up subsidising the retirement benefits of non-smokers.

More and more employers, however, are moving away from defined benefit plans into defined contribution plans (such as 401(k)s).<sup>37</sup> In such plans, there is no potential for a 'death benefit' because the employee is entitled to all of the assets in the fund—no more and no less—regardless of life span. The employer may pay into the retirement fund during the course of employment, but it does not make annual payments after retirement.

Nonetheless, our cost estimate incorporates a 'death benefit' for those employers that still use defined benefit pension



systems. Sloan *et al*<sup>38</sup> calculated the subsidy that smokers provide to their employers through their use of the defined benefit plans. They found that on average, each male smoker subsidised non-smoker's pension plans by \$10 123, and each female smoker by \$383 (the variation is caused by the fact that, on average, women have lower pension wealth than men).<sup>39</sup> The Sloan study was based on self-reported data collected from more than 10 000 subjects for the Health and Retirement Study at the University of Michigan Institute for Social Research. Our research did not reveal any other recent studies that considered the impact of smoking on defined benefit plans in the USA.

Using Sloan's numbers, we estimate the 'death benefit' per smoker participating in a benefit plan by calculating the individual contributions of male and female<sup>39</sup> workers in the private sector to the subsidy, adjusting for inflation for 2010, and then annualising it by dividing the total over 24 years (the average number of years of employment<sup>38</sup>) for a total of \$295.50. Since, the amounts were already discounted by Sloan *et al*, no discounting was performed on these results. Again, it should be noted that only 21% of all private employers use defined benefit pension plans,<sup>40</sup> and an employer who does not have a defined contribution will not benefit from such a subsidy (box 5).

## EXCESS COSTS VERSUS MARKET COST

This paper examines only the excess costs of an employer hiring a smoker under the employer's existing benefits structure. However, these costs may be partially offset if smokers are paid lower average wages, as some research suggests that they are. Cowan and Schwab, for example, found that of workers with equivalent experience and occupation, a smoker enrolled with employer sponsored health insurance will earn less than the equivalent non-smoking worker insured through their employer, averaging \$1.72 less per hour or over \$3400 per year in lower wage income.<sup>10</sup> Our cost estimate suggests, however, that even if employers pay lower wages at the levels suggested by Cowan and Schwab to adjust for the cost of smoking employees, the lower wages will not fully compensate for the additional costs imposed.

## CONCLUSIONS AND LIMITATIONS

Building upon the work of Javitz *et al*, the Conference Board of Canada, and other previous studies, we have estimated that employers face an annual excess cost of approximately \$5816 for each employee who smokes. As noted above, this estimate

assumes that the employer is self-insured and maintains a defined benefit pension system. When these assumptions are incorrect, employers can adjust our cost estimate approach to more accurately predict their own costs (eg, by ignoring the excess cost for health insurance if they are not self-insured). We caution, however, that our review does not include all possible smoking-related costs. For example, employers may face higher maintenance costs as a result of permitting smoking on the premises. In addition, allowing smoking in the workplace may lead to legal claims by employees exposed to secondhand smoke.<sup>41</sup>

Our cost estimate is built around several assumptions about average costs. Average costs are just that—averages. For any given particular employer, costs may be higher or lower due to the makeup of employees or a variety of costs that vary by industry. Our calculations can, however, be easily modified where employers are aware of their costs. For example, employers could better estimate their own costs by using their company's average per-hour wage in place of the national average.

It should also be noted that for some variables (such as absenteeism and healthcare costs), former smokers still impose higher costs than never smokers. (Indeed, some evidence suggests that the number of absences increases in the short term when an employee quits smoking, though the level of absences drops in the long run.<sup>6</sup>) In addition, effective smoking cessation programmes are not free. Thus, eliminating all costs described in this paper may not be an obtainable goal. Nonetheless, employers can significantly reduce long-term costs by implementing smoking cessation programmes.<sup>42</sup> Employers with the largest numbers of smoking employees have the most potential to benefit from helping employees to quit smoking, and Halpern *et al*<sup>43</sup> estimate that the benefits of a worksite cessation programme are likely to outweigh the costs to employers in approximately 4 years.

As suggested above, employers may also consider reducing smoking-related excess costs by hiring only non-smokers or increasing healthcare premiums for non-smokers. The ethical and legal implications of such policies have been extensively discussed elsewhere,<sup>44–49</sup> including by two authors of this paper.<sup>50</sup> The purpose of this paper is to provide needed factual context to discussions about worksite tobacco policies, not to add to the debate on the normative value of such policies. What seems clear, however, is that this evidence does not simply relate to a dispute about whether an employer has a moral or legal right to regulate behaviour that occurs away from the workplace. These substantial costs detailed in this paper suggest that the employee brings his or her addiction to work even if the act of smoking occurs elsewhere. This is not unexpected, as smoked nicotine is a powerful modulator of important neurotransmitters and its effects persist well beyond the time spent with a cigarette. Just as employers may reasonably address the behavioural side effects of alcohol abuse or legal use of prescribed narcotics, they may have a valid interest in the workplace effects of legal tobacco use that occurs off-premises. Of course other countervailing concerns, such as the potential of 'smoker-free workforce' policies to further exacerbate existing health disparities, must also be considered.<sup>44–48</sup> In addition, it should be noted that employer policies to hire only non-smokers are not legal in all states.<sup>50</sup>

Finally, we need to point out two obvious, yet often overlooked facts. First, it is important to remember that the costs imposed by tobacco use are not simply financial costs. It is not possible to put a price on the lost lives and the human suffering caused by smoking. The desire to help one's employees lead

### Box 5 Death benefit

- ▶ Subsidy=((Subsidy Male×Percent Male) + (Subsidy Female×Percent Female))×Inflation/Years Worked=\$295.50.
- ▶ Subsidy: Benefit offered by smoker to a private defined-benefit plan offering employer.
- ▶ Subsidy Male: Subsidy of male a smoker (\$10 123).
- ▶ Percent Male: percent of male workers in the private industry (53.4%).
- ▶ Subsidy Female: Subsidy of female smoker (\$383).
- ▶ Percent Female: Percent of female workers in the private industry (46.6%).
- ▶ Inflation adjustment: Adjustment for inflation from 2000.
- ▶ Years Worked: Average number of years the smoker contributes the subsidy (24).

## Research paper

healthier and longer lives should provide an additional impetus for employers to work towards eliminating tobacco from the workplace. Second, many current smokers are addicted in large part because of the tobacco industry's aggressive advertising of a deadly product and because of the industry's decades-long campaign to hide and distort the truth about the dangers of smoking. The need for private action to eliminate smoking from the workplace should not detract from efforts to implement public policy changes (such as smoke-free workplace laws, higher cigarette taxes, and increased funding for counter-marketing programmes) that will counteract the industry's advertising and reduce smoking prevalence in the next generation.

## What this paper adds

- ▶ Numerous studies have demonstrated that employees who smoke tobacco have higher levels of absenteeism, presenteeism and healthcare costs, in comparison to employees who do not smoke.
- ▶ No previous US studies have aggregated these costs to quantify the excess costs that employees who smoke tobacco impose on their employers.
- ▶ By analysing previous studies, we estimate that US businesses incur excess costs in the range of \$5816 per year for each employee who smokes.
- ▶ Such information may help inform employer decisions about tobacco-related policies.

**Contributors** MLB and RC conceived the article and drafted the initial manuscript. MM provided supporting research, helped design the cost estimation approach, and reviewed drafts. ES reviewed drafts and contributed to the analysis.

**Competing interests** None.

**Provenance and peer review** Not commissioned; externally peer reviewed.

**Data sharing statement** No additional data are available.

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# Estimating the cost of a smoking employee

Micah Berman, Rob Crane, Eric Seiber and Mehmet Munur

*Tob Control* published online June 3, 2013

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*These include:*

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Thursday, April 21, 2016 at 2:43:38 PM Eastern Daylight Time

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**Subject:** VTC Smoking Survey

**Date:** Friday, April 1, 2016 at 3:33:39 PM Eastern Daylight Time

**From:** Paterson, John W.

**To:** Sopchak, Elaine H.

Elaine,

I know there is a meeting at the end of the month with EPSL and the Vermont Department of Health regarding smoking and tobacco use/regulation at the VSC institutions. Below are the results of college survey we conducted this year. I think this is interesting for the discussion, but wasn't sure who to send it to/share with.

Jay

---

Received responses from 203 students and 83 faculty and staff.

- Approximately 86% of respondents were non-smokers
- 85% indicated they knew where designated smoking areas were located on their campus, or had a general idea
- 73.47% of students 61.54% of faculty and staff indicated that with the exception a few, most used these areas or that they were very effective.
- The top 3 student responses to steps that Vermont Tech can take to improve the smoking policy on campus:
  - Stricter sanctions for student caught smoking outside of designated smoking areas
  - Offer more "Help Quit" opportunities
  - Vermont Tech should go smoke free
- Top 3 staff/faculty responses to steps that Vermont Tech can take to improve the smoking policy on campus:
  - Offer more "Help Quit" opportunities
  - Vermont Tech should go smoke free
  - Stricter sanctions for individuals caught smoking outside of designated areas
- 66.23% of faculty/staff and 57.14% of student felt that no accountability for smoking outside of designated areas was the primary reason individuals didn't use the designated areas.
- 96.34% of faculty/staff and 87.56% of students said they would continue at Vermont Tech if the institution went smoke free.
- 53.01% of faculty/staff and 37% of students indicated a smoke free environment would be more appealing when deciding where to work or attend school.
- 40.5% of students felt community service would be the most appropriate sanction for smoking outside of designated areas. 11.5% felt there should be no consequence
- 56.79% of staff/faculty felt a citation would be the most appropriate sanction for smoking outside of designated areas (note: community service was not an option in their survey). 8.64% felt there should be no consequence.
- 31.33% of students and 40.30% of faculty/staff who responded do not believe Vermont Tech should go smoke free. The balance felt the school should go smoke free anywhere from next semester to Fall of 2017.

## Item 2: Consent Agenda Items

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## **Unapproved minutes of the Education, Personnel, and Student Life Committee meeting Wednesday, January 13, 2016**

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

The Vermont State Colleges Board of Trustees Education, Personnel, and Student Life Committee met on January 13, 2016 at the Chancellor's Office in Montpelier.

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

Absent: Martha O'Connor

Presidents: Joe Bertolino, Elaine Collins, Joyce Judy, Dave Wolk (by phone)

From the Chancellor's Office: Elaine Sopchak, Executive Assistant to the Chancellor  
Jeb Spaulding, Chancellor  
Yasmine Ziesler, Chief Academic & Academic Technology Officer

From the Colleges: Tony Pepper, CU Academic Dean  
Jay Paterson, VTC Dean of Student Affairs  
Sharon Twigg, Professor, Johnson State College  
Beth Walsh, Coordinator of Career Development, Johnson State College  
Andy Myrick, Faculty Federation President, Vermont Tech

Chair Hannum called the meeting to order at 1:05 p.m. The Committee approved agenda additions of discussion campus tobacco policies, the ongoing safety audit of VSC campuses, and possible revisions to Policy 102.

### **A. ITEMS FOR DISCUSSION AND ACTION**

#### **1. Approval of the Minutes of the November 18, 2015 Meeting**

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

2. Policy 102 Final Proposal: Johnson State College BA Media Arts

Trustee Masland moved and Trustee Pieciak seconded the resolution. President Collins introduced Professor Sharon Twigg, who provided the Committee with background on the proposed program. Chancellor Spaulding inquired whether this program duplicates any programs offered at the other state colleges. Professor Twigg answered that there are other media programs within the VSC, but this new program has more emphasis on art history and new media arts. Trustee Hindes inquired whether this new program involved the Vermont Studio Center. President Collins answered that this program is not affiliated with the Center but the college still is. The Committee approved the resolution unanimously.

3. Policy 102 Final Proposal: Castleton University EdD in Leadership

Trustee Masland moved and Trustee Pieciak seconded the resolution. Castleton University Academic Dean Tony Pepper stated that this is Castleton's first doctoral program and represents the transition to a comprehensive master's institution. This program is very different from UVM's Ed.D. While that program is cohort based, Castleton's has multiple entry points. In addition, UVM's program is entirely face-to-face, whereas Castleton's program is a hybrid with short term residencies and online components. There are two tracks: PK-12 for superintendents and other leaders, and a higher education track. The Committee approved the resolution with the exception of Trustee Luneau, who abstained.

B. ITEMS FOR INFORMATION AND DISCUSSION

Chancellor Spaulding asked the Committee for its thoughts about whether the colleges should go tobacco free. Commissioner of Health Dr. Harry Chen met with him recently to discuss the topic. Chancellor Spaulding suggested that members of the VSC Student Government Association should meet with the Committee and the Commissioner's team to discuss the topic as a group. Trustee Simone stated he has met with all the SGA representatives and their reaction is mixed. There is concern about the impact on students of going tobacco free. He inquired how the transition would take place, how long it would take, and whether there would be cessation assistance. Trustee Dickinson inquired whether smoking bans exist currently; Chancellor Spaulding replied that current VSC policy prohibits smoking indoors. A new ban would prevent smoking on the grounds. Trustee Luneau noted the Committee would need to discuss enforcement and the resources it would take. Chair Hannum suggested reviewing UVM's program, how it was implemented, and how it is enforced. He asked for the discussion to be included on the April Committee agenda.

Chair Hannum reintroduced a discussion of Policy 102, *Approval of New Degrees and Majors*. Currently the policy allows for two separate Committee reviews of a program proposal before sending it to the full Board for approval. CAO Ziesler stated that the policy area in need of attention is step two, the preliminary proposal. Having a single, full program proposal would allow the colleges to be more entrepreneurial and move more swiftly to create new programs. President Collins suggested the Committee consider two areas to strengthen in the policy in terms of decision making: program desirability can be more thoroughly addressed by considering not only how it can benefit the state (which is already in the policy), but also how it can benefit a region or particular target group/locale. The second area to consider is the potential hidden costs associated with certification, accreditation, or endorsements for the proposed programs. Chancellor Spaulding expressed appreciation for the Committee's willingness to allow program approval to occur more quickly than in the past. Chair Hannum directed CAO Ziesler to review Policy 102, to consider President Collins' suggestions and concerns about program duplication, and bring suggested revisions to the next Committee meeting.

General Counsel Bill Reedy provided an update on school safety issues. The Chancellor's Office is developing a new system-wide policy on safety; each institution would have more detailed practices and procedures consistent with the policy. A draft policy will come before the Board in the near future for its consideration and approval. Because of concerns about school safety, the Chancellor's Office has engaged Margolis Healy & Associates to perform an audit of all VSC facilities and safety practices, including the Chancellor's Office. Chancellor Spaulding stated that depending on the cost and scope of improvements needed as a result of the audit, there may be a need for additional funding. Trustee Dickinson stated that the House Institutions Committee had engaged Margolis Healy last year for a similar study. VT Tech Professor Andy Myrick thanked Mr. Reedy for initiating the audit and suggested that the VSC campuses are not at the level of preparedness that the state government complex is.

Chair Hannum adjourned the meeting at 1:53 p.m.





**OFFICE OF THE CHANCELLOR**  
575 STONE CUTTERS WAY  
PO BOX 7  
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**VERMONT STATE COLLEGES**

CATTLETON UNIVERSITY  
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JOHNSON STATE COLLEGE  
LYNDON STATE COLLEGE  
VERMONT TECHNICAL COLLEGE

**MEMORANDUM**

**TO:** Jeb Spaulding, Chancellor  
William Reedy, General Counsel  
Sophie Zdatny, Associate General Counsel  
**FROM:** Nancy Shaw, Director of Human Resources  
**DATE:** April 20, 2016  
**SUBJECT:** Amendment to Criminal Background Check Policy (VSC Policy 208)

On behalf of the VSC HR Council, I would like to propose an amendment to VSC Policy 208, VSC Criminal Background Policy, to allow the colleges to perform online background checks for part time camp and conference personnel and volunteers rather than fingerprint supported background checks.

The concern amongst all of VSC HR Directors is that the colleges hire a significant number of employees for camps and conferences throughout the summer months. These camps run on extremely slim margins and the colleges do not always know if the camp has enough enrollment to make it profitable until a few days before it is scheduled to start. Generally, the counselors hired to run the camps are students and may not be on campus until the day the camp starts. The colleges have great difficulty with compliance with the current requirement for fingerprint supported background checks. These camps run for a maximum of 3 weeks and typically it takes 4 to 6 weeks to get a completed background after the prints are submitted to the Vermont Crime Information Center.

In addition to the camp counselors, the colleges are involving volunteers in larger numbers. Volunteers are involved in a variety alumni events and other special events on the campuses. There are certain circumstances where the colleges would like to have a process for doing a background check on a volunteer without having to do the fingerprints.

HR Council would propose an amendment to the current policy that would allow the colleges to use an online service to perform a background check, without fingerprints, at a nominal charge. Most of these services guarantee a completed check within 48 hours. This would allow the colleges to have some peace of mind that they have some degree of certainty that the counselor has not committed any crime and is not a danger to vulnerable populations.



## Manual of Policy and Procedures

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### PURPOSE

It is the purpose of this policy to require criminal background checks on all new full-time employees and certain part-time employees to protect vulnerable persons and others who work for, enroll in, or attend programs through the Vermont State Colleges and to protect the integrity of the Vermont State Colleges financial operations.

### POLICY

The Chancellor shall develop procedures to implement a system of criminal background checks that at minimum addresses the following:

#### **A. Uniform Employment Applications**

A uniform employment application shall be used for the Chancellor's office and each member College that, among other things, shall inquire into an applicant's criminal record history. The form shall specify that providing false information on the form is grounds for immediate termination.

#### **B. Persons Covered**

To the extent permitted by law, fingerprint-supported criminal background checks shall be conducted on all persons to whom an offer of full-time employment has been made. In addition, fingerprint-supported criminal background checks shall be conducted on all persons, including student employees, to whom an offer of part-time employment has been made where the terms and conditions of employment contemplate regular access to residence halls, days care centers, and other programs or facilities where vulnerable populations are known to be congregated. Existing employees who seek different employment within the Vermont State Colleges system need not undergo new criminal background checks if one had been performed upon initial hiring or thereafter. However, the results of the prior check may be weighed by the hiring authority if relevant and material to the position under consideration. For existing employees who have not

undergone any prior criminal background check within the Vermont State Colleges system, one must be performed if the employee is offered a new position that would otherwise require such a check (e.g. moving from a part-time to a full-time job, moving from a part-time job in the financial aid office to a part-time job in a day care center or residence hall).

**C. Processing of Criminal Background Checks**

Processing of criminal background checks shall be performed at each member College through its own hiring officials.

**D. Conditional Offers of Employment**

Due to the length of time necessary to process criminal background checks, applicants for employment who are subject to such checks under this policy shall be offered employment, and be permitted to be employed, conditioned upon the subsequent results not revealing any disqualifying criminal history.

**E. Disqualifying Criminal Record History**

The hiring authority at the Chancellor's office and at each member College shall make an individualized determination of whether a conditional employee's criminal record history warrants a revocation of the offer of employment. The decision shall weigh the severity of the criminal offense, the relationship between the offense and the duties of the position in question, the age of the offender at the time of the offense, the remoteness in time of the offense, and evidence of remorse and rehabilitation. However, in each employment matter where the criminal background check reveals the existence of a criminal record, the Chancellor and General Counsel shall be notified before any final employment decision is made.

**F. Costs of the Criminal Background Checks**

The applicants for employment shall pay the costs of the criminal background checks. However, in the case of hiring for the Chancellor's office, the Chancellor or designee, and in the case of a member College, the President or designee, may agree to cover the costs of the check in cases of demonstrated hardship.

**G. Confidentiality of Criminal Background Check Information**

Information obtained in the context of criminal background checks shall be kept confidential in accordance with any applicable state or federal law and in accordance with any user agreement entered into between the Vermont State Colleges and the Vermont Crime Information Center.

**H. Time-sensitive Background Checks**

Notwithstanding the above provisions, the member Colleges are permitted to use an online service to perform an expedited background check, without fingerprints, at the member College's expense, when a time-sensitive background check needs to be performed on persons, such as camp counselors and volunteers, who have access to residence halls, days care centers, and other programs or facilities where vulnerable populations are known to be congregated and there is insufficient time in which to obtain a fingerprint supported background check. A person undergoing an expedited background check under this provision shall not be considered an "existing employee" and shall not, therefore, be exempted from undergoing a fingerprint-supported background check as set forth in Section B.

Signed by: ~~Robert G. Clarke~~Jeb  
Spaulding, Chancellor



## Manual of Policy and Procedures

Title	Number	Page
	109	1 of 3
ANNUAL ENROLLMENT REVIEW OF EXISTING ACADEMIC PROGRAMS		Date 4/20/06

### **Purpose**

The overall purpose of the policy is to support the mission of the VSC: for the benefit of Vermont, to provide affordable, high quality, student-centered and accessible education, fully integrating professional, liberal, and career study. To fully implement this mission, VSC academic programs must be of high quality and remain current, competitive, and cost-effective. Through this policy, the Board of Trustees charges the colleges with and establishes guidelines for an Annual Enrollment Review: annual college reviews of degree program enrollment, retention and graduation data to determine which, if any, programs should be designated by the presidents as “low-enrolled” and thus slated for additional review at the college and system levels.

This policy affects graduate, baccalaureate and associate degree programs. The criteria and processes for the Annual Enrollment Review follow. This policy is designed to complement VSC Policy 101: Academic Program Review.

### **Annual Enrollment Review: Policy and Procedures**

Each president will review program enrollment, retention and graduation data on an annual basis within the context of ongoing institutional planning and improvement. Annual enrollment/retention/graduation reports and related recommendations on all VSC degree programs will be submitted to the Board of Trustees for review at their annual planning retreat, in accordance with established guidelines and using a standard format. Based on these reports and the presidents’ recommendations, the Board of Trustees will identify which, if any, programs will be subject to additional review at the college and system levels due to low-enrollment.

These reports are intentionally quantitative in nature and are designed to complement some of the more qualitative aspects of VSC Policy 101: Academic Program Review. These reports are not designed to judge program effectiveness but are intended to monitor scarce resources and to eliminate programs which no longer meet student demand. The Board of Trustees recognizes that some low-enrolled programs are also highly cost-effective, thus supporting other higher-cost programs at the institution. The Board further recognizes that the VSC mission requires full support of general education curriculum system-wide.

*While the presidents have considerable discretion in which programs they designate as low-enrolled and thus recommend for further review, in general, VSC degree programs may be*

Signed by: Robert G. Clarke Chancellor
-------------------------------------------

*subject to in-depth review at the system level if they demonstrate more than one of the following characteristics:*

1. fewer than 15 declared majors in graduate programs, 25 declared majors in baccalaureate programs, including full and part-time students; fewer than 20 students in associate degree programs.
2. significant numbers of upper-level courses in the degree program with enrollment lower than accepted course minimums.
3. fewer than 5 graduates in any of the preceding three years.

In addition, a President may choose to include in this review degree programs with a significant decline in enrollment, retention and/ or net revenue over a three-year period. Programs that do not meet the criteria presented above may be included in the review of low-enrolled programs as determined by the President in consultation with the Chancellor. New programs (in existence three years or less) are exempt from low-enrollment review unless special circumstances, as determined by the President and Chancellor, warrant their inclusion. The President will provide a rationale for all programs recommended for review, as well as for those not included that demonstrate the criteria listed above.

*The process for Annual Enrollment Review follows:*

1. The Council of Presidents will confirm the format, data collection methodology and requirements of the enrollment reports to be submitted to the Board of Trustees.
2. By June of each year, the colleges will submit enrollment reports to the Chancellor, including recommendations for further review of programs they have designated as low-enrolled.
3. During their annual planning retreat, the Board of Trustees will review the enrollment reports and presidents' recommendations, and confirm the list of programs designated as "low-enrolled" and subject to further review. A program under review through Academic Program Review as described above will not be subject to "low-enrollment review" simultaneously.
4. The Presidents will submit to the Chancellor a brief report (2-3 pages) on each program designated for review, including the following components:
  - a. numbers enrolled over last five years.
  - b. numbers graduating over last five years (new programs provide as much longitudinal data as possible).
  - c. enrollment projection two years from date of review, broken out by category: new students, transfer students, continuing students.
  - d. marketing/ recruitment plan to build enrollment.
  - e. number of full-time equivalent faculty teaching in program; number of full-time equivalent staff associated with the program.
  - f. program budgets for last five years, assessment of cost-effectiveness and statement of significant unmet resource needs, if any.
  - g. statement and data related to graduate outcomes over last five years: job placement, continuing education, other as defined by college.

- h. relation of program to other programs (e.g., general education) and to College priorities.
  - i. recommended action and rationale.
5. The Council of Presidents will review all reports prior to their submission to EPSL, and will make recommendations to EPSL regarding the status of all programs under review (see four categories above).
  6. Before December 1, EPSL will review all reports and submit a resolution to the full Board of Trustees regarding the status of all programs under review (see four categories below).
  7. Before December 1, 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, terminate (see description of each category below).

Approve: The program is approved for continuation. Programs recommended for continuation may be subject to review in subsequent years based on the criteria established above. Presidents may be charged with implementing specific program improvement strategies.

Approve with Follow-Up Report Required: The program is approved for continuation. Presidents are charged to work with faculty/ academic staff to report back to the Chancellor in specified time period on progress made in relation to specific program improvement strategies. Programs recommended for continuation may be subject to review in subsequent years based on the criteria established above.

Approve with Conditions and Follow-Up Report Required: The program will continue with major modifications or under specific conditions as determined by the Board of Trustees. Presidents are charged to work with faculty/ academic staff to implement specified actions or face termination of program. Progress reports must be submitted to the Chancellor by a specified date. In addition, programs placed in this category may be subject to subsequent review, based on the criteria established above.

Terminate: The program will be terminated. The determination from the Board of Trustees will include consultation with the faculty and contain a phase-out plan including reassignment or termination/ non-reappointment of faculty/ academic staff associated with the terminated program. The phase-out plan will ensure that any students enrolled in the program can complete it within a reasonable time period, as determined by the college.

The colleges also may be charged with consolidating particular programs and/ or strengthening collaboration between particular programs to meet the criteria above and to address any unnecessary duplication.

## Memorandum

**To:** Jeb Spaulding, Chancellor  
**From:** Joyce M. Judy, President  
**Date:** April 11, 2016  
**Subject:** Annual Policy 109 Enrollment Report

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This memo contains my recommendations for program review related to VSC Policy 109. The official report on Academic Program Enrollments and Degrees Conferred by Major is attached.

### Programs Designated as Low-Enrolled by Policy 109 Criteria

Policy 109 defines “low-enrolled” associate degree programs as those that have fewer than 20 students enrolled and/or fewer than 5 graduates in any of the preceding three years. By these definitions, the Community College of Vermont has the following low-enrolled programs based on data from the 2014-15 academic year:

*(Note that italics indicate program also triggered in a previous year.)*

- Low-enrolled by headcount:

Applied Business Practices  
*Computer Assisted Drafting & Design*  
Digital Marketing  
*Education*  
*Emergency Management & Planning*  
*Massage Therapy & Bodywork*  
Multimedia Communications  
*Website Design & Administration*

- Low-enrolled by graduates: (includes only continuing programs)

*Multimedia Communications*  
*Network Administration*  
*Visual Arts*

### Low-Enrolled Programs Recommended for Further Review

- Multimedia Communications

The Communication program was redesigned to focus on multimedia forms of communication, combining its curriculum with Website Design elements. The new, combined program was launched in fall 2008. The revised program continues to struggle with declining enrollment. Though the program had only 4 graduates in 2012-13, it has met the threshold for graduates in the last two years. Over the course of the next year, the curriculum oversight committee plans to streamline this program—along with the Graphic Design and Visual Arts programs—into a single art and design degree program.

- Network Administration

This program underwent Policy 101 Program Review during 2011-12 and will do so again next year. Following the program review, the curriculum oversight committee made revisions to the program and expected to see a rise in the number of graduates. In the next year the committee is planning to develop a new streamlined information technology degree from this program and the Computer Systems Management program.



- Visual Arts

CCV's Visual Art program has struggled with a low number of graduates for most of its existence, though art classes are popular throughout the college (constituting about 4% of all semester course placements). The program was reviewed last year as part of the Policy 101 PReCIP process. Over the course of the next year, the curriculum oversight committee plans to streamline this program—along with the Graphic Design and Multimedia Communications programs—into a single art and design degree program.

#### Low-Enrolled Programs Not Recommended for Further Review

- Applied Business Practices

This program is three years old and was set to be reviewed this year as part of the Policy 101 PReCIP process. After careful analysis of enrollment and employment trends, the decision was made to close the program. We are working with students and have implemented a teach-out plan to offer degree specific courses through spring 2017. CCV will continue to offer specific courses in this program beyond spring 2017 for students in the Business program.

- Computer Assisted Drafting

The Computer Assisted Drafting and Design program has been closed. It was last offered in 2013-14.

- Digital Marketing

This program was begun in 2013. It has not experienced enrollments (or graduation rates) that were expected, though we have continued to work with employers and industry representatives to assure relevancy of the program. After careful analysis last spring and this fall, the decision was made to close the program. We are working with students and have implemented a teach-out plan to offer degree specific courses through spring 2017.

- Education

The Education program has been closed. It was last offered in 2012-13.

- Emergency Management & Planning

The Emergency Management & Planning program has been closed. It was last offered in 2015-16.

- Massage Therapy & Bodywork

Massage Therapy & Bodywork was a limited cohort program limited to two CCV academic centers. The program has been closed since 2010-11.

- Website Design & Administration

The Policy 101 recommendation regarding Website Design was to eliminate it and combine it with a redesigned Communication program, which was also low enrolled by graduates. We did just that. This program was last offered in 2007-08.



# Castleton University

Office of the President

## Memorandum

**To:** Jeb Spaulding, VSC Chancellor  
**From:** David S. Wolk, Castleton President *DW*  
**Subject:** VSC Policy 109 Annual Enrollment Report  
**Date:** April 18, 2016

The following review of Castleton's academic programs, in keeping with the requirements of Policy 109, presents my recommendations regarding "low-enrolled" programs.

### Programs Designated as Low-Enrolled by Policy 109 Criteria

Twenty-six Castleton programs fell short of Policy 109 expectations in one or more areas.

#### Associate Degrees:

- Business Administration (A.S.)
- Criminal Justice (A.S.)
- General Studies (A.A.)

#### Bachelor's Degrees:

- Career and Technical Education (B.S.)
- Chemistry (B.S.)
- Computer Information Systems (B.S.)
- Ecological Studies (B.A.)
- English (B.A.)
- Environmental Science (B.S.)
- Geology (B.S.)
- Global Studies (B.A.)
- Health Education (B.S.)
- Literature (B.A.)
- Music (B.A.)
- Music Education (B.M.)
- Natural Sciences (B.A.)
- Philosophy (B.A.)
- Political Science (B.A.)
- Social Science (B.A.)
- Social Studies (B.A.)
- Spanish (B.A.)
- Theater (B.A.)
- Women's and Gender Studies (B.A.)

#### Master's Degrees:



# Castleton University

Office of the President

Accounting (M.S.)  
Music Education (M.M.)  
Theater (M.A.)

Among this group, seventeen were triggered in previous reviews, and seven (the BS degrees in Career and Technical Education and Chemistry; the BAs in Ecological Studies, English --as an option alongside the BA in Literature-- and Women's and Gender Studies; and our master's degrees in Music Education and Theater) are new programs with three or fewer years of report data. Enrollment decline has brought the BA in Theater to the list for the first time, but only because its Fall 2015 enrollment fell one short of the requisite twenty-five. The program has graduated at least five students per year for the last decade. The BS in Natural Sciences no longer exists.

## **Low-Enrolled Programs Recommended for Further Review**

In my judgment, none of the programs designated "low-enrolled" according to Policy 109 criteria warrants further review under the guidelines of the policy.

## **Explanations for Excluding Programs from Further Review**

Each of the associate-level programs appearing on this list, the AS in Business, the AS in Criminal Justice, and the AA in General Studies, fits within either the framework of its baccalaureate counterpart (in the case of the first two) or our General Education curriculum (in the case of the third). These degrees also provide meaningful options for currently matriculated students whose prospects for completing a bachelor's degree are low. Thus, while two-year programs are steadily diminishing as a part of Castleton's curriculum, these offerings serve the needs of some Castleton students without draining resources.

Six baccalaureate degrees, Ecological Studies (misnamed on the "Enrollment and Degrees" Report as Ecological Science) and Environmental Science, English and Literature, and Music and Music Education, share much of their coursework and are thus best considered together. From this perspective, concerns about their health diminish considerably (though Music enrollments must improve). Our BAs in Global Studies, Social Sciences, Social Studies, and Women's and Gender Studies are interdisciplinary degrees that utilize courses from multiple majors with healthy enrollments, while those in Philosophy and Spanish as well as the BS in Geology contribute significantly to both General Education and other majors.

As with the BA in Theater, one more student added to the Fall 2015 enrollment for our BS in Computer Information Systems would have liberated this program from the list. Our baccalaureate degrees in Health Education (with thirteen additional students as second-majors) and Political Science are relatively new and growing. The MS in Accounting has experienced difficult personnel challenges over the past couple of years, and we have high hopes for its recovery. Our baccalaureate degrees in Career and Technical Education and Chemistry, along with our graduate programs in Music Education and Theater, are simply not old enough to permit a clear assessment of their long-term viability. We will continue to work on building their enrollments as we assess their progress. The BA in Natural Sciences, as noted earlier, has been discontinued.





# Castleton University

Office of the President

## VSC POLICY 109 ANNUAL ENROLLMENT SUMMARY REPORT\*

April 2016

Castleton University

### Programs Designated as Low-Enrolled by Policy 109 Criteria

A.A., General Studies	Triggered in previous review. Completely subsumed within other programs. Used as a non-marketed opt-out for students in most majors.
A.S., Business Administration	Triggered in previous review. Completely subsumed within B.S. in Business Administration. Used as a non-marketed opt-out for business students.
A.S., Criminal Justice	Triggered in previous review. . Completely subsumed within B.A. in Criminal Justice. Used as a non-marketed opt-out for criminal justice students.
B.S., Career and Technical Ed.	New Program.
B.S., Chemistry	New program.
B.S. Computer Information Systems	Triggered in previous review. Fall 2015 enrollment one below P109 minimum. Graduated nine students in 2014-15.
B.A., Ecological Studies	New program. Graduated five students in both 2013-14 and 2014-15.
B.A., English	New degree partnered with B.A. in Literature. Combined enrollment above P109 minimum. Graduates for 2014-15 one below P109 minimum.
B.S., Environmental Science	Research-focused degree partnered with B.A. in Ecological Studies. Combined enrollment above P109 minimum.
B.S., Geology	Triggered in previous review. Program serves General Education and other strongly enrolled science programs.
B.A., Global Studies	Triggered in previous review. Relatively new program. Interdisciplinary degree contributing enrollment to courses belonging to other programs.
B.S., Health Education	Triggered in previous review. Relatively new program with double-digit enrolment as a second major and double-digit minors connected to it.

B.A., Literature	Triggered in previous review. Combined enrollment with B.A. in English above P109 minimum. Graduates for 2014-15 one below P109 minimum.
B.A., Music	Triggered in previous review. Nine graduates in 2014-15 when combined with B.M. in Music Education. Currently revising curriculum.
B.M., Music Education	Triggered in previous review. Nine graduates in 2014-15 when combined with B.A. in Music. Currently revising curriculum.
B.A., Natural Sciences program.	Triggered in previous review. Have phased out
B.A., Philosophy Education and other strongly enrolled programs.	Triggered in previous review. Serves General
B.A., Political Science years old. Enrollment growing.	Triggered in previous review. Program only four
B.A., Social Science	Triggered in previous review. Contract program typically declared late in a student's career. Has graduated at least eight students every year since 2007.
B.A., Social Studies	Triggered in previous review. Interdisciplinary degree made up of courses from multiple disciplinary programs. Contributes enrollment to these courses. Currently re-conceptualizing program.
B.A., Spanish Education and other programs.	Triggered in previous review; serves General
B.A., Theater	Fall 2015 enrollment one below P109 minimum. Has graduated at least five students each year for the last decade.
B.A., Women's and Gender Studies	New program. Interdisciplinary degree contributing enrollment to courses belonging to other programs.
M.S., Accounting	Triggered in previous review. Relatively new program that has experienced some personnel problems. Graduation numbers above P109 minimum for each of the last three years.
M.M., Music Education	New program.
M.A., Theater	New program.

#### Low-Enrolled Programs Recommended for Further Review

None

\* Does not include second majors (with exception of approximate number for Health Education).



## **JOHNSON STATE COLLEGE**

### **VSC Policy 109 Annual Enrollment Report**

April 2016

#### **I. JSC Low-Enrolled Programs (by >1 Criteria of Policy 109)**

- AS Business Management
- AA General Studies
- AA Technical Theater
- BA English
- BA General Studies
- BA History
- BA Journalism/Communications & Community Media
- BA Mathematics
- BA Musical Theater/Theater and Drama
- BA Political Science
- MFA Studio Art

#### **II. Programs Recommended for In-Depth Review at the System Level: None.**

We have confidence in the regular PReCIP process at system level, and in our current curricular mapping and Finish in Four projects at college level, to address program enrollment issues.

#### **III. Low-Enrolled Programs Recommended for Further Internal Review under Policy 109**

- BA History/Political Science
  - These two programs, both housed within the Humanities Department, are healthy but showing some signs of declining appeal to students. We need to stem that decline.
- BA Journalism/Communications & Community Media
  - Discussions continue between program faculty and the academic dean. We expect to review and monitor progress on implementing the

recommendations from a 2013 PReCIP review. This program is responsible for the estimable community newspaper, *Basement Medicine*.

- BA English
  - We shall review progress on implementing review committee recommendations for this still healthy yet of late declining program.

#### **IV. Low-Enrolled Programs Not Recommended for Further Review under Policy 109**

- AS Business Management: This program is subsumed under another major and requires no unique courses. It is a choice by students as a second degree program or as a completion credential for those who must depart early.
- AA General Studies: This will always be a small program for exploratory students and requires no dedicated resources.
- AA Technical Theater: An infusion of new personnel, both staff and part-time faculty, gives cause for optimism about this program. Besides, as Technical Theater is often pursued simultaneously by students in the BA performing arts areas, its numbers appear artificially low. We will continue to market this unique program as a stand-alone program across and beyond Vermont. It is a NEBHE program with appeal to students who enjoy immediate application of new skills.
- BA General Studies: This program only exists for students already enrolled in it; it has transformed into a very robust Professional Studies major.
- BA Mathematics: This is a small, lean program that features excellent instruction by faculty who also serve the general education curriculum. It attracts very high quality students. Talks on collaboration have begun with Lyndon.
- BA Musical Theater/BA Theater and Drama: Taken together, these programs share faculty, classroom resources, and student majors and form a healthy pair with a wide range of performing opportunities for students. New faculty help put these programs on a solid footing.
- MFA Studio Art: This is a small but high quality program developed and delivered with our community partner, the Vermont Studio Center. It burnishes the College's reputation for excellence in the arts. Historically, it enrolls a small number of out-of-state students as degree seekers. We continue to assess the ongoing viability of this program.

#### **V. Recommendation**

- What follows restates our recommendation from previous years: Now that Policy 101 has been—most desirably—transformed into PReCIP, some of the quantitative aspects of the mostly qualitative academic program reviews have been lost. One of these in particular—Appendix D: Cost-Revenue Analyses—provided a sometimes contentious but often useful window into the health of academic programs. We recommend that consideration be given to incorporating this institutional cost-revenue analysis, by program, into the annual Policy 109 report to each college.



## MEMORANDUM

TO: Elaine Sopchak, Assistant to the Chancellor, VSC

FROM: Nolan Atkins, Interim Dean of Academic Affairs

A handwritten signature in black ink, appearing to read "Nolan Atkins".

DATE: March 25, 2016

RE: Policy 109 Recommendations

I write on behalf of President Bertolino to offer our recommendations on the Policy 109 Annual Enrollment Review. Please do not hesitate to contact me should you have any questions regarding our recommendations.

### **Programs Triggered For Review**

Based upon the VSC Policy 109 and the Official Enrollment and Degrees Awarded by Degree Level and Major 2006-2015 Report, the following are the programs triggered for review based upon one or more of the Policy criteria:

A.A., General Studies	B.A., Cinema Production
A.S., Audio Production	B.S., Computer Information Systems
A.S., Business	B.S., Environmental Science
A.S., Computing	B.F.A., Graphic Design
A.S., Electronic Journalism Arts	B.A., Liberal Studies
A.S., Graphic Design	B.A., Mathematics
A.S., General Studies	B.S., Media Communications
A.S., Human Services	B.S., Natural Science
A.S., Music Industry Mgmt.	B.A., Social Science
A.S., Music & Self Promotion	B.S., Sport Leadership
A.S., New Media Studies	B.S., Sports Management
A.S., Visual Arts	B.S., Sustainability Studies
A.S., Visual Communication	B.A., Visual Communications
A.S., Special Education	
B.S., Applied Psych. & Human Services	M. Ed.
B.F.A., Animation/Illustration	Masters in Curriculum & Instruction
	M.A., Liberal Studies



**Please note that the following programs were only recently added to the curriculum, and we are still building enrollment in these programs and graduation numbers are low as a result. We ask that they be exempt from further review.**

A.S., Audio Production  
A.S., Music Industry Mgmt.  
A.S., Music & Self Promotion  
A.S. New Media Studies  
B.S., Applied Psych & Human Services  
B.A., Cinema Production  
B.S. Sport Leadership (becoming Sports Management)  
B.A., Visual Communications (NECC collaboration major)

### **PROGRAMS RECOMMENDED FOR CLOSURE BASED ON POLICY 109**

Based on a college review process and or curricular redesign in recent years, the following programs were closed:

B.A., Arts Management  
B.A., Philosophy  
B.S., Physical Education  
B.S., Small Business Management and Entrepreneurship

However, these all remain on the list as the remaining students graduate.

### **EXPLANATIONS FOR EXCLUDING PROGRAMS FROM FURTHER REVIEW**

As the Policy notes, there are extenuating conditions that lead to the exclusion of some programs from further review. On behalf of President Bertolino, I request no further review on the following programs, with the following explanations:

#### A.S., Business

This program triggers review because it enrolls few students and has few graduates. However, this program provides a suitable credential for students who are unable to complete the Bachelor's in Business. There are no courses unique to the A.S. in Business; there is no cost in retaining the degree.

#### A.S., Computing

This program triggers review because it enrolls few students and has few graduates. However, we need to maintain this program to support the CIS program; it is also an attractive extra credential for students in Atmospheric Sciences. There are no courses unique to this A.S. in Computing; thus there is no cost to retain this degree.

### A.S., Electronic Journalism Arts

This degree, while not a primary degree for the Electronic Journalism Arts program, is an excellent degree option for students wishing to complete the two-year theoretical program. It is also frequently acquired as a secondary degree by atmospheric science broadcasting majors.

### A.A., General Studies

This program triggers review because it garners few graduates. However, the General Studies program serves as an important exploratory base for students who often go on to other majors and as a safety net for students who find themselves unable to succeed at other majors. The curriculum is composed of courses drawn from the existing offerings of the College, and we offer no courses exclusively for the degree.

### A.S., Graphic Design

This degree was replaced with the AS in Visual Communications. 2011-2012 was the last catalog year for students to enroll in this major, and we are simply graduating any students remaining in this degree.

### A.S., Human Services

This program is relatively new, and has triggered review because it has too few students and too few graduates. However, all courses in the program would otherwise be offered for the programs within the Department of Psychology/Human Services. Moreover, the program can serve as an “intermediate” credential for students who are initially uncertain about their ability to succeed at the bachelor’s level.

### A.S., Visual Arts

This degree is most often pursued as a second major. The required courses are also general education courses or courses required by other degree programs in the Visual Arts department. This degree does not require any increase to our instructions budget. It should remain an active program.

### A.S., Visual Communication

This program is going into its fourth year, and has triggered review because it has too few students and as yet, one graduate. We will continue to monitor enrollments in this degree. Moreover, the program can serve as an “intermediate” credential for students who are initially uncertain about their ability to succeed at the bachelor’s level.

### A.S., Special Education

This program triggered review because it has too few students and too few graduates. However, the program was principally created to provide a safety net for students who could not achieve the GPA or Praxis scores required for success at the baccalaureate level in Education. We offer no courses exclusively for the A.S. degree.

### B.F.A., Animation/Illustration

This program is still relatively new, and has triggered review because it has too few students and no graduates. However, this program currently has 38 active majors. In fall 2015, a full-time faculty member was hired and serves as our expert in this content area.

### B.S., Computer Information Systems

The curriculum in this program was revised in spring of 2015. It is one of the programs to be offered at Northern Essex Community College in Massachusetts, where there is a strong demand for this major. As a result, with graduation rates expected to grow, we request no further review.

### B.S., Environmental Science and B.S., Natural Science

Several years ago, the two separate majors were created in order to better serve student interests. Students continue to state that they want environmental science as a major rather than as a concentration. Furthermore, this separation creates minimal cost given that the programs represent previously existing concentrations. For this reason, we request no further review.

### B.A. Liberal Studies/Interdisciplinary Studies

Because our Liberal Studies is a stand-alone major and provides students with an excellent option for a well-rounded educational path, we suggest that this program does not require further review.

### B.A., Mathematics

The numbers of students who are enrolled solely as Mathematics majors and who graduate as majors is regularly below the threshold for Policy 109 review. Owing to the way the data are compiled, there are an additional number of students pursuing the major who most often list Atmospheric Science as the first major. An additional rationale each year for sustaining the program is the need for secondary educators in Mathematics. Discussions and collaborations have been initiated with the math department at Johnson State College, and this will help with cost effectiveness for program delivery.

### B.S., Media Communications

This program is still relatively new, and has triggered review because it has too few students and no graduates. However, all courses in the program would otherwise be offered for other programs at the College. For this reason, we request no further review.

### B.A., Social Science

The Social Science major is triggering review because the number of graduates was low in 2014. The department is currently discussion major modification to this degree to make it more appealing to prospective students.

B.S., Sports Management

At present, we do not have a Sports Management degree. We have a Sports Leadership degree, and this will be changed to Sports Management for fall 2016. We see good growth potential in marketing a Sports Management degree through our Business Department.

B.S., Sustainability Studies

This program has sufficient enrollment but a low graduation rate, which is expected to increase. For this reason, we request no further review.

M.Ed., which includes Curriculum & Instruction

Currently, the Master's program has 40 students currently enrolled. It is offered largely to support the needs of teachers in the Northeast Kingdom. We have also undergone staffing changes, program redesign and have increased our marketing efforts with this program. Thus, we request no further review at this time.

M.A., Liberal Studies

Although this degree is fairly new and presents as low performing, we are looking to redesign our Master's degrees to include a wider range of options.

# VERMONT TECH

## VSC Policy 109 Annual Enrollment Report

April 15, 2016

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**I. Please see attached official report on Academic Program Enrollments and Degrees.**

**II. Programs Designated as Low Enrolled by Policy 109 Criteria**

**A. Fewer than 20 declared ASSOCIATE degree majors**

- Agribusiness Management Technology
- Architectural and Building Engineering Technology
- Computer Engineering Technology
- Computer Information Technology
- Construction Management
- Computer Software Engineering
- Dairy Farm Management Technology
- Equine Studies
- General Engineering Technology
- Landscape Design and Sustainable Horticulture

**B. Fewer than 25 declared majors in BACCALAUREATE programs**

- Applied Business Management
- Computer Engineering Technology
- Diversified Agriculture

**C. Fewer than 5 graduates in any of the preceding 5 years**

- Equine Studies (BS)
- Dental Hygiene (BS)
- Diesel Power Technology (AAS)
- Nursing (BSN)

**D. Indicate if program is completely subsumed under another major/degree and requires no unique courses.**

- Agribusiness Management Technology (AAS)
- Computer Engineering Technology (AE)
- Construction Management (AAS)
- Computer Information Technology (AAS)
- Computer Software Engineering (AAS)

**E. New programs, in existence three years or less, exempt from low enrollment review.**

- Paramedicine Certificate
- Renewable Energy (BS)

**III. Low-Enrolled Programs Recommended for Further Review**

- **Applied Business Management (online Bachelor's)** --Applied Business Management is a degree-completion program that is offered entirely online. It has a headcount of 9, mostly part-time, in its third year of operation. The program was originally devised and funded as a continuation degree for CCV's recent TAACCCT grant. No TAACCCT graduates emerged as candidates. The business department faculty believe online programs do not lend themselves to traditional recruitment methods and that the College has limited experience in marketing online programs. The department believes that the public is generally unaware that there is a business program at Vermont Tech, let alone that there is an online business program at VTC. It is further felt that any promotion which highlights the convenience and cost benefits of the program could impact enrollment. It is anticipated that the department's recent focus on entrepreneurship, especially the newly added Entrepreneurship major should attract more attention to our business programs. Business is one of several programs that is currently trending to increase enrollment over last year's incoming class. Providing an adequate and consistent pool of online classes for this major has been a challenge.
- **Architectural and Building Engineering Technology** – Of all of our low-enrolled programs, this is the one that may sting the heart the most. ABET is one of Vermont Tech's signature engineering technology programs. Not too long ago, ABET plus the +2 Architectural Engineering Technology bachelor's program combined to form the largest department on campus. In 2008 there were over a 115 students in these two programs; last fall there were only 46. Associate degree numbers suffered most during the economic slowdown that began in 2008, although there was a modest uptick in numbers last year compared to the low point in 2014. The downturn in enrollment in these programs is a very vexing and difficult problem; especially when one recognizes the quality of instruction provided by ABET faculty and how successful graduates have been in their careers. Student performance is as strong as ever, evident from their success when participating in national competitions competing against much larger and colleges and universities, and by their frequent recognition as outstanding performers in their field. The department continues to work against the perception that VTC offers an architecture program, not an engineering program. There are many job opportunities in the engineering and technology side of the industry. No department on campus has worked

harder to increase their enrollment than ABET. They have toiled diligently on many different activities to attract greater interest in and more students into their programs.

- **Computer Engineering Technology Bachelor's Degree** – Because many of the courses in this program are also taken by the Computer Information Technology, Electrical Engineering Technology, and Computer Software Engineering students, there are typically ample numbers of students in the classes, just not in this major. In fall 2015, there were 23 bachelor's students enrolled in Computer Engineering Technology. Headcount in the Bachelor's degree is significantly higher than in the Associate's degree program (23 to 5). Both degrees have experienced greater than a 50% decline in student numbers during the past decade, particularly the Associate's degree. Some of the decline may be attributable to the higher interest in our CIS Information Technology and Software Engineering programs. Very likely this mirrors industry changes in computer fields where software, programming, networks and information technologies have become more important and prevalent. Computer Engineering Technology (CPE) is a hardware-based program that complements our software engineering and information technology degrees. Computer Engineering Technology is an ABET accredited program that resides in the Electrical and Computer Engineering Technology department, not the Computer Information Systems (CIS) department. How our Computer Engineering Technology degree programs best fit into the academic structure of the College requires study and action. There is considerable interest in potentially integrating CPE into the CIS department.
- **Dairy Farm Management** – This is the first time that the Dairy Farm Management program has been on the low-enrollment list for many years. Last fall, there were 18 Dairy Farm Management students enrolled. Dramatic changes to the way we educate our Dairy Farm Management students will begin next fall. Acquisition of the Norwich Farms site, including construction of a milk processing facility will provide our Dairy Farm Management students with exciting new educational opportunities and facilities. The one-semester, intensive, residential experience at Norwich Farms will be a unique aspect of a Vermont Tech degree in Dairy Management. Ideas are also percolating about how Norwich Farms can be utilized for ongoing education through a variety of private/public partnerships of many types and flavors. This will be a very exciting and crucial period of change for agricultural education at Vermont Tech.
- **Equine Studies – Bachelor's and Associate's degree programs**– Equine was one of several programs placed on a college financial watch as of December 1, 2014. In the spring of 2015, it was decided to eliminate the four-year program for new applicants. Current Equine bachelor's students are juniors and are in the first year of a two-year teach out of the degree program. At the same time, we created a new Associate's degree in Equine Studies. The first class of the Associate's degree enrolled 11 students.

Combining the two-year teach out of the four-year degree with the new Associate's cohort is financially advantageous. There still exists an operational challenge with the Equine Studies program associated with the additional costs of delivering the program on a farm located off campus, and the overhead of related expenses. Accordingly, review and situational planning will be ongoing, including the analysis of whether or not to continue the associate's degree pathway in future years.

- **Fire Science** – Fire Science enrollments have fluctuated a little above or a little below 20 students for several years. In fall 2015 there were 17 associate degree Fire Science students enrolled. A variety of in-state and out-of-state recruitment and marketing efforts have not appeared to increase enrollments. Student retention between the first and second year of this program is below the college average. There is a potential opportunity to link the Paramedicine Certificate and Fire Science Associate degree such that a student will graduate with both the certificate and the degree, or potentially create a 4-year combined degree in Fire Science and Paramedicine. It is perceived that low cost competitors such as Southern Maine Community College (\$180 per credit) in South Portland, ME and Lakes Region Community College (\$300 per credit) in Laconia, NH are impacting our enrollments.
- **Landscape Design and Sustainable Horticulture** – LDSH was one of several programs placed on a financial watch as of December 1, 2014. Nowhere in Vermont can students acquire the depth and breadth of design classes combined with sustainable horticultural practices that are found in this program. LDSH responded to the College's financial exigencies by mothballing its 2+2 bachelor's program, even though it was just in its first year. We believe that the program's financial picture has significantly improved and it has a much better chance of success by concentrating on the development of highly qualified, well-trained, **associate** degree technicians and designers. Additional review will focus in part on the appropriate baccalaureate continuation pathway within the college. The program faculty believe that the college website is their number one recruiting tool, and that it is not being used to its full capacity. The program is contacted about more job opportunities than the program can fill with our graduates. The green industry continues to grow and needs highly skilled employees.

#### IV. Low Enrolled Programs Not Recommended for Further Review

- **Bachelor of Science in Nursing** – The totally online BSN program began in the fall of 2013 with a headcount of 15, mostly part-time students. The pipeline of associate degree nurses seeking the BSN degree is very large, presently around 150 students. A direct progression (no additional application, guaranteed acceptance if the student meets the required academic standards) from our LPN to ADN to BSN degree programs was



implemented last year and has immediately shown dividends in BSN enrollments. In its first three years, the BSN program has grown from 15 students to 54 students. It is anticipated that this trend will continue.

- **Computer Information Technology and Computer Software Engineering Associate's Degrees**— These two programs have much smaller enrollments at the Associate's level compared to the Bachelor's (11 vs 43 students in CIT and 8 vs 64 in CSE). For most students, the associate's degrees are more of a bail out option than a real objective. The associates provide an escape valve for students who do not want to complete the entire 4 year program and are an alternative for a student who cannot afford to attend college for 4 years. There are no courses required for any of the CIS associate's degrees that are not used by bachelors' students, therefore there are no additional instructional costs to run these programs.
- **Computer Engineering Technology Associate's Degree** – With the new curriculum revisions that occurred in the spring of 2015, the Computer Engineering Technology Associate's degree does not have any unique courses. All courses in this curriculum already exist in the Electrical Engineering Technology or Computer Information Systems degrees.
- **Construction Management Associate's Degree** – This is an example of a degree program where the market and career appeal of the +2 bachelor's degree is overshadowing the attractiveness of an associate's degree. More and more students are lured by the 4-year program's expansive job opportunities for our graduates and very high starting salaries. Fewer students are stopping-out with a two-year, associate's degree. The recent dip in two-year students is counter-balanced by a concomitant increase in +2 bachelor's degree students in Construction Management. In fall, 2015, there were 46 bachelors students enrolled. Current projections are for that number to increase next fall.
- **Dental Hygiene BS Degree** – The Vermont Tech entry-level Dental Hygiene program consists of a 3-year Commission on Dental Accreditation (CODA) approved associate degree followed by a final year accredited by the New England Association of Schools and Colleges (NEASC). In addition, the program offers a Bachelor of Science degree completion program for graduates of other associate degree programs around New England. Articulation agreements are in effect for several out-of-state Dental Hygiene programs and are designed to maximize the number of credits students will be able to transfer to Vermont Tech. All courses in the bachelors programs are completed online and no campus visits are required. It is highly anticipated that many students will take advantage of completing their bachelor's in one additional year beyond their associate degree. Trends in the profession are also pushing students to attain degrees beyond the associate level. Dental Hygiene is poised, assuming Vermont legislative approval, to offer a Dental Therapist degree.

- **Diversified Agriculture BS Degree** – The Institute of Applied Agriculture and Food Systems, created as part of our TAACCCT grant, has generated increased interest in Vermont Tech’s programs focusing on production agriculture, food processing and bio-energy. A Working Lands Certificate, Forestry Technician Certificate, Sustainable Vegetable Production Certificate, Dairy Farm Management Certificate and Welding Certificate have been created. Some certificates have received Gainful Employment approvals and others are in the pipeline for approval. It is too early to assess whether any of these certificate programs will become popular. It is hoped that certificate students will increase enrollments in courses that are part of our degree programs and that they may convert into associate and bachelor degree enrollments. There may be untapped opportunities to link Diversified Agriculture with Veterinary Technology, Landscape Design and Sustainable Horticulture and Equine Studies. On paper, the program has significant competition in the Bachelor’s market. Nearly every four-year college has an environmental studies or sustainable agriculture degree. The VTC Agriculture Department believes that it delivers far more of what students interested in agriculture really want. They feel communicating this will be a slow and steady process by providing high quality short courses, and serving happy transfer students and post-graduate certificate students who will more easily spread the word and show the program’s true colors.
- **General Engineering Technology and Telecommunications Technology** -- These degree programs are offered on demand and paid for directly by industry.

## **ARTICLE 42**

### **VSC FACULTY FELLOWS**

In order to recognize outstanding Vermont State Colleges tenured faculty members, this Agreement shall establish the Vermont State Colleges Faculty Fellowships. In each Academic Year there shall be one (1) in the Fall semester and one (1) in the Spring semester. During the semester of the Fellowship, the faculty member shall offer a public lecture, reading, exhibition, performance or recital at his/her respective institution. Each Vermont State Colleges Faculty Fellow shall be allowed to draw up to \$500 from the Vermont State Colleges, Office of the Chancellor, for bonafide expense money to complete the commitment referred to above. During the semester of the Faculty Fellowship, the Faculty member shall receive a reduction in workload of three credit hours.

Vermont State Colleges Faculty Fellows shall be nominated and selected on the basis of outstanding accomplishments in teaching and learning.

1. At each campus, a committee composed of a College administrator and two faculty members appointed by the President and Faculty Federation, respectively, shall meet and consider nominations for the award of VSC Faculty Fellow.
2. By January 15 of each year of this Agreement the campus committee shall submit to the College President the names of three faculty members to be considered for the VSC Faculty Fellowship. The nominations shall be accompanied by a detailed recital of the qualifications of the faculty member and a detailed analysis of the reasons for the nominations.
3. By March 1 of each year of this Agreement each President shall submit the name of one faculty member from the aforementioned list to a VSC Faculty Fellow Committee

comprising the Chancellor or designee, the VSC Faculty Federation President or designee and a member of the Vermont State Colleges Board of Trustees. The nomination shall be accompanied by a detailed analysis of the reasons for the nomination.

4. In each year of this Agreement the VSC Faculty Fellow Committee shall meet to consider the four nominations and shall recommend to the full Board of Trustees the names of two faculty members to be awarded Vermont State Colleges Faculty Fellowships.

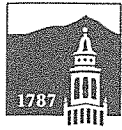
The provisions of this Article shall not be subject to the grievance and arbitration provision of this Agreement.

## **Vermont State Colleges**

### **Faculty Fellows, 1987-2016**

2015-2016	Janet Bennion, Professor of Anthropology, Lyndon State College Tyrone Shaw, Associate Professor of Writing & Literature, Johnson State College
2014-2015	Jason Shafer, Professor of Atmospheric Sciences, Lyndon State College Patricia van der Spuy, Professor of African and World History, Castleton State College
2013-2014	Peter Kimmel, Professor of Natural Sciences, Castleton State College
2012-2013	Ken Leslie, Professor of Art, Johnson State College Jim Bozeman, Professor of Mathematics, Lyndon State College
2011-2012	Linda Olson, Professor of Sociology, Castleton State College Pat Shine, Professor of Psychology, Lyndon State College
2010-2011	Gina Mireault, Professor of Psychology, Johnson State College Harry McEnerny, Professor of Theater Arts, Castleton State College
2009-2010	Elizabeth Dolci, Professor of Biology, Johnson State College Mark Fox, Professor of Biology, Castleton State College
2008-2009	Carrie Waara, Professor of History, Castleton State College
2007-2008	Steve Blair, Associate Professor of Music, Johnson State College Tom Conroy, Professor of Communication, Castleton State College
2006-2007	Denny Shramek, Professor of English, Castleton State College
2005-2006	Bob Johnson, Professor of Philosophy, Castleton State College Linda Mitchell, Professor of Business Administration, Lyndon State College
2004-2005	Abbess Rajia, Professor of Mathematics, Castleton State College Leslie Kanat, Professor of Geology, Johnson State College
2003-2004	John Knox, Professor of Mathematics, Vermont Technical College Glenn Sproul, Professor of Mathematics, Johnson State College
2002-2003	Dr. Kit Cooke, Associate Professor of Humanities, Johnson State College Paul Albro, Professor of Business Administration, Castleton State College
2001-2002	Dr. Gina Mireault, Associate Professor of Psychology, Johnson State College Dr. Lori Werdenschlag, Associate Professor of Psychology, Lyndon State College

2000-2001	Marjorie Ryerson, Associate Professor of Communications, Castleton State College Russell Longtin, Professor of Theater, Johnson State College
1999-2000	Leslie Kanat, Associate Professor of Geology, Johnson State College Pei-heng Chiang, Professor of Political Science, Castleton State College
1998-1999	Tony Whedon, Professor of Writing and Literature, Johnson State College Albert Robitaille, Professor of Civil Engineering Technology, Vermont Technical College
1997-1998	Professor Patrick Max, Director of the Calvin Coolidge Library, Castleton State College Maris Wolff, Professor of Fine and Performing Arts, Johnson State College
1996-1997	Dr. Judith M. Meloy, Associate Professor of Education, Castleton State College Dr. Cyrus B. McQueen, Associate Professor of Biology, Johnson State College
1995-1996	Dr. Robert Aborn, Professor of Music, Castleton State College Dr. James Bozeman, Assistant Professor of Mathematics and Computer Science, Lyndon State College
1994-1995	Dr. Herb Propper, Professor of Fine and Performing Arts, Johnson State College Dr. Matthew Zimet, Associate Professor of Science, Vermont Technical College
1993-1994	John Gillen, Professor of English, Johnson State College Dr. John DeLeo, Associate Professor of Recreation Resource Management, Lyndon State College
1992-1993	William Ramage, Associate Professor of Art, Castleton State College Dr. Peter Kramer, Professor of Health Sciences, Johnson State College
1991-1992	Dr. Holman Jordan, Professor of History, Castleton State College Alvin Shulman, Professor of Music, Lyndon State College
1990-1991	Dr. Stephen Butterfield, Professor of English, Castleton State College Dr. Donald Tobey, Professor of Business and Economics, Johnson State College
1989-1990	Dr. Robert Gershon, Professor of Theater Arts, Castleton State College Dr. Albert Toborg, Professor of History, Lyndon State College
1988-1989	Dr. Joyce Thomas, Associate Professor, Castleton State College Susan Halligan, Associate Professor, Johnson State College
1987-1988	Thomas Smith, Professor of English, Castleton State College Paul Calter, Professor of Mathematics, Vermont Technical College



# Castleton University

February 17, 2016

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

Dear Jeb:

It is my pleasure to nominate Professor Andre Fleche for the Vermont State Colleges Faculty Fellow award. As described in the recommendation of our nominating committee and the letters of support that are attached, Andre is an exceptional teacher who inspires undergraduates. Scott Roper, in his letter of support, credits Andre with defining “the standard of excellence that we expect from our students in the HGEP Department.” As is typically true of great teachers, his high academic standards correlate with glowing comments from student evaluations of his courses. Those fortunate enough to have enrolled in a “Fleche class,” whether a General Education survey or the History program’s capstone, routinely mention new-found or growing enthusiasm for the field. He is so skilled at modeling the work of a professional historian, in fact, that students often “discover” history as their career direction after completing one of his courses. They also frequently confer on him the title, “best teacher I’ve had at Castleton.”

In addition to representing the best aspirations of higher education in the classroom, our nominating committee’s recommendation rightly characterizes Andre as “one of the preeminent scholars” at Castleton. His first book, *The Revolution of 1861: The American Civil War in the Age of National Conflict*, upon its publication by the University of North Carolina Press received the Southern Historical Association’s prestigious James A. Rawley Award. He also recently contributed a chapter on African American soldiers to the *Blackwell Companion to the Civil War*. And, perhaps most importantly, Andre uses his scholarly work to inform and strengthen his teaching. For example, as the nominating committee points out, he “recently won a Student-Faculty Research Grant to work with his students on a web based resource on a local aspect of the Civil War, *Conscripted Castleton*.”

Of particular note are Andre’s thoughtful and wise contributions as a faculty leader, as chair of his department, as a participant in the First-Year Seminar program, as a past secretary of the Faculty Assembly, and as advisor to the Castleton chapter of Phi Alpha Theta, the national honor society for his discipline. Colleague Judy Robinson says of Andre’s departmental impact, “His leadership allows department affairs to run smoothly, administrative details to be attended to efficiently, decisions to be made democratically, and collegiality among us all to flourish.” As a particularly symbolic reflection of the high regard in which even the most senior of our faculty members hold Andre, he was elected “Chair of Chairs” at the beginning of the 2015-16 academic year. In supporting Andre’s nomination for Faculty Fellow, his predecessor in the position, Dale



# Castleton University

Kreisler, reflects upon the significance of this selection: “Andre was more than willing to take on that responsibility and he has performed admirably in that capacity. I might add that being the chair of this 16 person committee can, at times, become a daunting task but Andre was willing to perform this service to the University without hesitation.” He has also won an equal level of respect from Castleton’s administrative leadership. When you decided to establish a system-wide Faculty Advisory Council and asked each president to appoint two representatives, Andre Fleche immediately came to mind as an ideal choice for this important assignment.

In sum, Andre is the epitome of teaching excellence; a scholar who effectively brings his widely acclaimed research to bear in strengthening the classroom experience; and a community member of unusually collaborative and generous spirit. I heartily agree with the nominating committee’s assessment that, “He is clearly a scholar, teacher and colleague who reflects the very best of Castleton values.” I trust you will agree that he reflects the very best of VSC values as well. With profound gratitude, therefore, I am most pleased to recommend Andre Fleche for appointment as a VSC Faculty Fellow. He represents the best of our mission and tradition as a university and system dedicated to the futures of our students, state, and region and is richly deserving of this honor.

Respectfully yours,

A handwritten signature in blue ink, appearing to read 'Dave'.

David S. Wolk  
President





# Castleton University

To: Dave Wolk, President

From: Bob Gershon, Trish van der Spuy, Tony Pepper, VSC Faculty Fellow Nominating Committee

Re: Nomination

Date: January 14, 2016

We are very pleased to again nominate Andre Flèche for VSC Faculty Fellow for 2016-2017. We believe his work exemplifies the "outstanding accomplishments in teaching and learning" the Fellowship was created to recognize. As colleague Adam Chill's nominating letter notes, "he is an extraordinarily well-respected scholar, teacher, and member of the Castleton faculty." Andre is the consummate Castleton professor combining scholarship, teaching and service, not as separate and unrelated tasks but as aspects of the academic life. He integrates his scholarship with his teaching both of which inform his service to college and community.

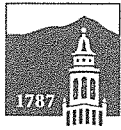
Andre has quickly become one of the preeminent scholars at the college. His first book, *The Revolution of 1861: The American Civil War in the Age of National Conflict*, was published by the extremely well-regarded University of North Carolina Press, to favorable reviews in the leading journals of the discipline and then went on to receive the prestigious James A. Rawley Award from the Southern Historical Association. From the reviews it has received it appears that right here in the VSC we have a scholar who has changed the way historians will consider the Civil War. In addition he has published a number of reviews of his own and recently contributed a chapter on African-American soldiers to *The Blackwell Companion to the Civil War*. Embracing new scholarly technology, he now writes for *Disunion*, a blog based on issues that have come to the fore during the Civil War sesquicentennial.

One of the most impressive aspects of Andre's scholarship is how it integrates with his teaching. He recently won a Student-Faculty Research Grant to work with his students on a web based resource on a local aspect of the Civil War, *Conscripted Castleton*.

Professor Flèche is recognized by both students and colleagues as a fine, caring teacher, in the Castleton tradition. It's particularly telling that he receives positive reviews from students in both his upper level and general education courses. One student wrote "prior to taking this course History has been my least favorite subject, that has changed now," a sentiment seconded by another student who said their interest increased "so much that I have switched my major" and still another who reflected "I'm not a history fan but looked forward to his class every week." One student evaluation notes that he "pushed students to think and discuss" issues, while others simply stated, "great teacher!" and "the best teacher I've had at Castleton." Professor Chill writes of Andre's "guidance of the History Program's tremendously successful two-semester capstone sequence" which is "widely regarded by students as an extremely difficult but transformational experience." In summation, the Reappointment, Promotion and Tenure Committee in their tenure recommendation letter wrote "Professor Flèche is a reflective and caring teacher."

For the past two and a half years Andre has chaired the HGEP Department, no small task and this year he has taken on the chair of that committee, a position that indicates the enormous respect in which his colleagues hold him. He has also served on committees that have shaped and steered Castleton's crucial First Year Seminar program and as secretary of the Faculty Assembly for two years. He advises Phi Alpha Theta, the history honor society. In 2010, along with a colleague Andre brought the Pioneer America Society's annual conference to Castleton, once again merging his scholarly, teaching and service interests.

As attested to by the letters of support from colleagues and students alike, Professor Flèche's substantial scholarly achievements enrich his teaching, inspire those fortunate enough to enroll in his courses, and serve as a source of pride throughout the college community. He is clearly a scholar, teacher and colleague who reflects the very best of Castleton values. The Faculty Fellow Nominating Committee is delighted to unanimously forward Dr. Flèche's nomination.



# Castleton University

2 February 2016

Dear Members of the VSC Faculty Fellow Nominating Committee:

I am very happy to write this letter in support of Andre Fleche's nomination for VSC Faculty Fellow. I first met Andre in Spring 2006, when he visited Castleton State College as part of his interview process. In our time as colleagues in the HGEP Department, we have worked together as members of a successful search committee, the HGEP committee on assessment, the department's Pioneer America Society's national conference planning committee, and on a number of smaller projects in the community. I consider Andre to be a friend, a model colleague and teacher, and an essential and productive member of the Castleton community.

Andre arrived at Castleton during my second year on the faculty. During that year, Andre would occasionally join me and Professor Trish van der Spuy for dinner to compare our experiences and to discuss pedagogical approaches and our shared interest in research. Both Andre and Trish, in fact, were important in helping me to make my transition from a larger research-oriented institution in Texas to our small Vermont college/university.

Since that time, I have heard many positive comments about Andre's classes. Among students and faculty alike, he has a reputation as a demanding but fair teacher—in fact, I would go so far as to suggest he defines the standard of excellence that we expect from our students in the HGEP Department. Some students might find his intellectual intensity intimidating but for the fact that he is so accessible and approachable. Students always appreciate how much they have learned by the end of a semester with Dr. Fleche. In fact, I suspect that several of our department's graduate-school acceptances have come in part because, having taken his research methods and capstone courses, students are better prepared for graduate school.

To my mind, Andre Fleche is a consummate historian. At Castleton, though we have several excellent teacher-scholars among the historians in our department, Andre provides perhaps the best example we have of what a professional historian does. He instills in his students an understanding of the effort and reading, research, and writing skills necessary to conduct projects in historical inquiry. He puts a tremendous amount of time into working with and getting to know his students; in fact, I remember a time about four years ago when a student sat in my office, surprised at how much Professor Fleche wanted to know about her (and other students) during introductions on the first day of class. He is a professional who cares about his students and whose guidance allows them to become stronger historians.

More than that, Andre garners the respect of his peers. At least within our department, he is widely acknowledged as our best writer. He is level-headed, confident, and adds tremendously to intradepartmental conversations. Throughout the HGEP Department's recent evolution, he has been one of the primary "voices of reason" to whom everyone in the department turned for

leadership even before we chose him as our department chair. I have benefitted tremendously from being able to discuss a variety of issues with him, and I have greatly appreciated his encouragement as I finish my current (and long-running) book project.

Time prohibits me from listing all the ways Dr. Fleche has contributed to the Castleton community, or even the ways I have benefited from his presence on campus. But I cannot stress how invaluable those contributions have been in the lives of our students at Castleton, in the reputation of the HGEP Department, and in the intellectual and academic growth of the college as a whole since Andre arrived in 2006. He would make an excellent choice for VSC Faculty Fellow.

Sincerely,

A handwritten signature in cursive script that reads "Scott C. Roper".

Scott C. Roper, Ph.D.  
Associate Professor of Geography

February 7, 2016

VSC Faculty Fellow Nominating Committee

Dear committee members:

I write in support of the nomination of Dr. Andre Fleche for VSC Faculty Fellow. He is outstanding as a professor, a scholar, a colleague and currently as the History, Geography, Economics, and Politics (HGEP) department chair.

His courses in American history and Latin American history are sought after by students. He is an authority on the United States Civil War. He is unusual in that he sets the grounding of the war's causes and philosophies in an international context. His recent book, *The Revolution of 1861: The American Civil War in the Age of Nationalist Conflict*, shows that the war cannot be fully understood outside of its relationship with political philosophies and events in other parts of the world, especially Europe and Latin America. This international perspective is a valuable new approach for Castleton students who generally arrive here having been taught to think of "our" Civil War as separate from global history.

As a colleague Dr. Fleche presents a quiet, friendly, and calm demeanor, and most importantly, he provides much-respected insights into whatever question is at hand. The same intellect that prompted him to consider the American Civil War in its broader context also prompts him today to consider everyday departmental issues in their broader and deeper contexts. The HGEP department's educational mission is much the richer for it.

He has been department chair for several years now. Having been in that position myself for several years, I can attest to the difficulties in performing that job well, especially in a department that is comprised of several quite different disciplines. His leadership allows department affairs to run smoothly, administrative details to be attended to efficiently, decisions to be made democratically, and collegiality among us all to flourish. I wish I could have done it all so well. All of this works in the background to support our teaching and to promote student learning.

In conclusion, I believe that Dr. Fleche is an exemplar in his teaching, scholarship, department member, and department chair roles, all in the service of teaching and student learning. I strongly hope you choose him to be a VSC Faculty Fellow.

With Regards,

A handwritten signature in cursive script that reads "Judy Robinson". The signature is written in dark ink and is positioned above the printed name and title.

Judy Robinson  
Professor and Coordinator, Economics  
Department of History, Geography, Economics, and Politics (HGEP)

December 28, 2015

Members of the Faculty Fellow Selection Committee:

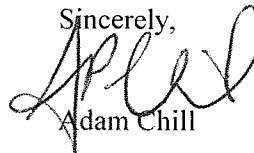
I am writing this letter to nominate Andre Fleche for the Vermont State Colleges' Faculty Fellow Award. Professor Fleche is the embodiment of the outstanding tenured faculty member outlined in the Contract. He is an extraordinarily well-respected scholar, teacher, and member of the Castleton faculty and very deserving of this honor.

During his time at Castleton, Professor Fleche has become one of the leading scholars on campus. He published his first book, *The Revolution of 1861: The American Civil War in the Age of Nationalist Conflict*, in 2012. The work was favorably reviewed in the leading journals of the discipline, including the *Journal of Southern History*, the *Journal of American History*, and the *American Historical Review*. In addition, *The Revolution of 1861* received the prestigious James A. Rawley book prize awarded by the Southern Historical Association. Professor Fleche has also published numerous articles, book chapters, and book reviews during his career at Castleton. He remains an active scholar, with no fewer than four articles and chapters in the publication process.

Professor Fleche is a dedicated teacher as well as an accomplished scholar. His guidance of the History program's tremendously successful two-semester capstone sequence over the past six years particularly stands out. The capstone sequence is widely regarded by students as an extremely difficult but transformational experience – in my view, the highest praise a teacher can receive. I often hear students, who complained about the expectations or workload of this course during the year, admit (sometimes grudgingly) how much they learned by the end of the second semester. The conference style event that Professor Fleche organizes and at which students present their capstone research in May has become the highlight of the academic year for History faculty and students alike. In addition to his work in the classroom Professor Fleche has also partnered with students outside of the classroom. He won a Student-Faculty Research Grant in 2008 for his *Conscripting Castleton* project, which digitized the town of Castleton's Civil-War era militia enrollment roster and supporting documents.

Professor Fleche is also one of the most well-respected members of the History, Geography, Economics, and Political Science Department and the Castleton faculty. As chair of the HGEP Department he has proven to be a steady hand in a time of change. His colleagues regard him as an able administrator and an effective leader. Before serving as chair in the HGEP Department, Professor Fleche was secretary of the Faculty Assembly for four years from 2007 to 2011. As a leader on campus, his opinions are widely sought and his support is often courted.

Andre Fleche is one of the most accomplished and well-respected members of the Castleton faculty and, as such, is richly deserving of Vermont State College's Faculty Fellow Award. I hope you will join me in supporting his nomination.

Sincerely,  
  
Adam Chill



# Castleton University

January 21, 2016

VSC Faculty Fellow Nominating Committee

I am writing this letter in support of the nomination of Andre Fleche for Faculty Fellow. I have worked with Andre as the Chair of the Chairpersons Committee for the past two years.

He has shown during that time period that he has the best interest of his students and the University as his top priority. During the discussions that occur in our committee meetings, Andre always has given the topics that are discussed meaningful thought before offering his input.

After serving as chair of this committee for five years, I felt that it was time for someone else to assume the role of committee chair. Andre was more than willing to take on that responsibility and he has performed admirably in that capacity. I might add that being the chair of this 16 person committee can, at times, become a daunting task but Andre was willing to perform this service to the University without hesitation.

I support his nomination as Faculty Fellow.

Sincerely,

A handwritten signature in black ink, appearing to read "Dale Kreisler".

Dale Kreisler; Ph. D.  
Mathematics Professor &  
Department Chair

**Andre M. Fleche**  
**Associate Professor of History**  
**Department Chair**  
**Castleton University**  
**Castleton, VT 05735**  
**(802) 468-6069**  
**Andre.Fleche@castleton.edu**

**Education:**

Ph.D., History, University of Virginia, 2006  
M.A., History, University of Virginia, 2001  
B.A., History, Syracuse University, 1998

**Teaching Positions:**

Associate Professor of History, Castleton University (2012-present)

Assistant Professor of History, Castleton University (2006-2012)

- US History Survey
- The Civil War and Reconstruction
- History and Culture of Latin America
- Revolutions in Latin America
- Social History of Latin America
- History Research and Thesis Seminars
- FYS: The Vermont Frontier

Instructor, University of Virginia (2005)

- African Americans in the Civil War, HIUS 401

Assistant Instructor, Gilder-Lehrman Seminar, University of Virginia (2004)

- The American Civil War: Causes and Consequences, Battlefield and Home Front, Profs. Ayers and Gallagher (July 4-10, 2004)

Teaching Assistant, University of Virginia (2000-2004)

## **Publications:**

### **I. Books**

*The Revolution of 1861: The American Civil War in the Age of Nationalist Conflict.* Chapel Hill: University of North Carolina Press, 2012; paperback, 2014 (Winner of James A. Rawley Award, Southern Historical Association).

### **II. Essays, Journal Articles, and Book Chapters**

"The American Civil War in the Age of Revolution," in *South Central Review* (forthcoming)

"Race and Revolution: The Confederacy, Mexico, and the Problem of Southern Nationalism," in Don Doyle, Marcus Gräser, and Jörg Nagler, eds., *The Transnational Significance of the American Civil War* (Palgrave Macmillan, forthcoming)

"Irish and African Americans in the Civil War Era," in Arthur Mitchell and David Doyle, eds., *Irish Soldiers, American Wars* (McFarland, forthcoming).

"America's First Red Scare?," *Jacobin Magazine* 18 (Summer 2015).

"Teaching the Civil War in a Global Context," with Don Doyle, Sarah Cornell, Niels Eichorn, and Robert Bonner and edited by David Prior, *Journal of the Civil War Era* 5, no. 1 (March 2015):126-153.

"African-American Soldiering," in Aaron Sheehan-Dean, ed., *The Blackwell Companion to the Civil War*, 2 vols. (West Sussex: Wiley Blackwell, 2014) 1:297-315.

"'Shoulder to Shoulder as Comrades Tried': Black and White Union Veterans and Civil War Memory," in John David Smith, ed., *Race and Recruitment* (Kent, OH: Kent State University Press, 2013), 290-316. Previously published in 2005 in *Civil War History*.

"The South's Man in London," in Ted Widmer, ed., *Disunion: Modern Historians Revisit and Reconsider the Civil War from Lincoln's Election to the Emancipation Proclamation* (New York: Black Dog and Leventhal Publishers, Inc., 2013), 420-424.

"Spirit of Us All: 1940-1957," in George Anthony Pepper, ed., *Big Heart: The Journey to Castleton's Two Hundred and Twenty-Fifth Birthday* (Burlington: Queen City, 2012), 135-171.

"'Uncivilized War': The Shenandoah Valley Campaign, The Northern Democratic Press, and the Election of 1864," in Gary Gallagher, ed., *The Shenandoah Valley Campaign of 1864* (Chapel Hill: University of North Carolina Press, 2006), 200-221.



“‘Shoulder to Shoulder as Comrades Tried:’ Black and White Union Veterans and Civil War Memory,” *Civil War History* 51, no. 2 (June 2005): 175-201.

### III. Op-eds and Blog Posts

“The Confederacy’s Man in London,” *New York Times Opinionator, Disunion*, November 20, 2012, <http://opinionator.blogs.nytimes.com/2012/11/20/the-souths-man-in-london/>

“The Wars of Carl Schurz,” *New York Times Opinionator, Disunion*, June 2, 2012, <http://opinionator.blogs.nytimes.com/2012/06/02/the-wars-of-carl-schurz/>

“Why an International Perspective is Important in Understanding the Civil War,” *Civil War 150, University of North Carolina Press*, April 17, 2012, <http://uncpresscivilwar150.com/2012/04/andre-m-fleche-why-an-international-perspective-is-important-in-understanding-the-civil-war/>

“The Second American Revolution in a Global Age,” *Civil War 150, University of North Carolina Press*, March 7, 2012, <http://uncpresscivilwar150.com/2012/03/andre-m-fleche-the-second-american-revolution-in-a-global-age/>

### IV. Book Reviews

W. Caleb McDaniel, *The Problem of Democracy in the Age of Slavery: Garrisonian Abolitionists and Transatlantic Reform* in *Journal of American History* 101, no. 2 (September 2014).

Andrew L. Slap and Michael Thomas Smith, *This Distracted and Anarchical People: New Answers for Old Questions about the Civil War-Era North*, in *Journal of Southern History* 80, no. 3 (August 2014).

David Sim, *The Union Forever: The Irish Question and U.S. Foreign Relations in the Victorian Age*, in *Reviews in History* no. 1572 (2014).

Malcolm J. Rohrbough, *Rush to Gold: The French and the California Gold Rush, 1848-1854*, H-France Review (2014).

Hampton Newsome, John Horn, and John G. Selby, eds., *Civil War Talks: Further Reminiscences of George S. Bernard and his Fellow Veterans*, in *Journal of Southern History* LXXX, no. 1 (February 2014).

Paul Quigley, *Shifting Grounds: Nationalism and the American South, 1848-1865* in *Civil War History* 59, no. 3 (September 2013).

Larry J. Reynolds, *Righteous Violence: Revolution, Slavery, and the American Renaissance*, *Journal of the Early Republic* (Spring 2013).

“Missouri and the Cultural Civil War,” review of Adam Arenson, *The Great Heart of the Republic: St. Louis and the Cultural Civil War* and Diane Mutti Burke, *On Slavery’s Border: Missouri’s Small Slaveholding Households, 1815-1865*, H-Net Reviews (June 2011).

Richard M. Reid, *Freedom For Themselves: North Carolina’s Black Soldiers in The Civil War Era*, in *The Register of the Kentucky Historical Society* 106, no. 1 (Winter 2008).

Kathleen Ann Clark, *Defining Moments: African American Commemoration and Political Culture in the South, 1863-1913*, in *Civil War History* 53, no. 3 (September 2007):291-293.

Thomas J. Brown, *The Public Art of Civil War Commemoration*, in *Civil War History* 54, no. 1 (March 2005).

“Child’s Play: Tot’s For the Stars and Stripes,” review of James Marten, *Children For the Union*, in *Civil War Book Review* (Fall 2004).

Henry Box Brown, *Narrative of the Life of Henry Box Brown, Written By Himself*, H-Net Reviews (August 2003).

### **Conference Presentations and Public Lectures:**

“Slavery, Emancipation, and Nation: The American Civil War and the Ten Years’ War in Cuba,” Southern Historical Association Annual Conference, Atlanta, Georgia, November 14, 2014 (panel organizer)

“The Global Gettysburg: Internationalizing Battlefield Narratives,” The Future of Civil War History: Looking Beyond the 150<sup>th</sup>, Gettysburg College Civil War Institute-National Park Service Conference, Gettysburg, PA, March 14-17, 2013

“Race and Revolution: The Confederacy, Mexico, and the Problem of Southern Nationalism,” The Transnational Significance of the Civil War: A Global History Conference, German Historical Institute, Washington, D.C., September 20-22, 2012

“Globalizing the History of the Americas,” Global Studies Roundtable, Vermont State Colleges Retreat, May 24, 2012

“A Lecture on the Times: George Jones and the New York Times from the

Civil War to the Fall of the Tammany Ring,” George Jones Lecture Series, Poultney, VT, April 29, 2011

“‘This Rebellion is a World Event:’ Secession and the Creation of Northern Nationalism,” New England Historical Association Semiannual Conference, Burlington, VT, October 17, 2009

“A World in Arms: Nineteenth-Century Revolutions and the American Civil War,” Teaching American History Grant Program Seminar, Castleton State College, July 17, 2008

“The American Civil War in a Modern Context,” Phi Eta Sigma Lecture, Castleton State College, April 17, 2008

“The American Civil War and the Age of Revolution,” Oxford/University of Virginia Transatlantic History Conference, Oxford University, United Kingdom, March 4-5, 2006

“The Revolution of 1861: The Legacy of 1848 and the Outbreak of the American Civil War,” at 1848: The Year the World Turned?, University of Central Lancashire, United Kingdom, June 23-25, 2005

#### **Media Appearances:**

Civil War Talk Radio, March 23, 2012

#### **Digital History Projects:**

Project Director, *Conscripting Castleton: The Draft in a Northern Community During the Civil War*, Castleton State College (2008-present)

Newspaper Team Leader, *Valley of the Shadow Project*, Virginia Center For Digital History (2004-2006)

Researcher, *Valley of the Shadow Project* (2001-2004)

#### **Service:**

Manuscript Peer Reviewer for University of Virginia Press, *Civil War History*, *Journal of the Civil War Era*, and *Journal of Southern History*

Chair, Department of History, Geography, Economics, Politics (2012-present)

Chair, Castleton Chairpersons’ Committee (2015-present)

Member, Vermont State Colleges Chancellor's Faculty Council (2015-present)

Member, Faculty Affairs Committee (2011-2012)

Member, FYS Steering Committee (2011-2013)

Advisor, Castleton Chapter, Phi Alpha Theta (2007-2014)

Secretary, Castleton Faculty Assembly (2007- 2011)

Chair, Castleton HGEP Department Subcommittee on Assessment (2007- 2011)

Member, NEASC Self-Study Subcommittee (2010-2011)

Member, First Year Curriculum Subcommittee (2011)

Member, First Year Seminar Curriculum Committee (2011)

Member, First Year Seminar Summer Reading Committee (2010)

Member, CSC Faculty Fellow Selection Committee (2009-2010)

Chair, HGEP European History Search Committee (October 2008-March 2009)

Advisor, Castleton History and Politics Club (August 2007-May 2008)

Advisor, Castleton Ice Hockey Club (September 2007-May 2008)

**Languages:**

Spanish, fluent

German, reading knowledge

French, basic

**Grants and Fellowships:**

Castleton State College Advanced Study Research Grant (2014, 2015)

Castleton State College Student-Faculty Research Grant (Spring 2008, 2010)

University of Virginia Summer Foreign Language Institute Fellowship, German Program (2002)

**Honors and Awards:**

James A. Rawley Award, Southern Historical Association, 2013 (for *The Revolution of 1861*)



March 22, 2016

VSC Faculty Fellow Committee  
Vermont State Colleges  
Office of the Chancellor  
P.O. Box 7  
Montpelier, VT 05601

RE: Faculty Fellow Nomination of Professor Alexandre Strokanov

Dear Committee Members:

In accordance with Article 41 of the VSC-VSCFF *Agreement*, I am pleased to submit the nomination of Dr. Alexandre Strokanov for a VSC Faculty Fellow award for the academic year 2016-2017. A member of the faculty since 2000, Dr. Strokanov is a full Professor and was tenured in 2006. He teaches in the Social Sciences Department, specifically in History.

Dr. Strokanov's letter and proposal are attached, which speak clearly to the worth of his candidacy for Faculty Fellow. Dr. Strokanov's continuing work on the Russian State Duma elections would be of high value to Lyndon, as it continues to broaden his depth of professional development. This proposal presents an excellent opportunity for Dr. Strokanov to continue his work in international elections in his home country of Russia.

Dr. Strokanov is a passionate teacher, valued colleague and productive member of the college community. He also leads several international student trips every year. Please find attached letters of support from the following: Students Justin Rathbun and Kyle Hatin, and alumni Drew Clark, Jonathan Kennedy and Emma Shattuck, as well as his faculty colleague Dr. David Plazek.

Also enclosed is Dr. Strokanov's resume.

Dr. Strokanov is well-respected in Lyndon State College's community, and is a prime candidate to become a Faculty Fellow. I am very pleased to forward his name to you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Bertolino", with a stylized flourish at the end.

Joseph A. Bertolino  
President

Enclosures

c: Dr. Alexandre Strokanov



February 1, 2016

**To: The President of Lyndon State College Dr. Joseph Bertolino**

**From: Dr. Alexandre Strokanov, Professor of History**

**Director of Institute of Russian Language, History and Culture**

***Re: Article 42 of the current VSC-VSCFF Agreement provides for the President of each campus to submit a single nominee for the two one-term Faculty Fellow awards (for the 2016-2017 academic year)***

**Dear President Bertolino:**

I would like to nominate myself for Faculty Fellow Award for the 2016-2017 academic year. During my 15 years of my teaching at Lyndon State College, I have authored four books and multiple articles published on the internet and in reference journals. Three of my books were devoted to my research in the field of Russian politics and parliamentary elections (State Duma). My last book, *The End of the Russian Revolution on the Edge of Centuries*, was published in 2007 by the Russian Federal State Library publishing house.

In September 2016, the Russian people will vote in the seventh cycle of elections to the State Duma. This election will be held after significant modifications were made in the laws regulating election as well as formation and activity of political parties. I would like to observe the election, analyze their results, publish them in forms of several articles and make presentations at different academic conferences.

**Anticipated outcomes and specific objectives of the project**

My research of Russian State Duma election in September 2016 will contribute to the Lyndon State's global appeal as a college with a recognized program in Russian studies. This will serve for purposes of promoting the college to Russian and other potential

students who choose to study at Lyndon. It also will serve to promote the State of Vermont on the international scene.

My presentation, as well as eventually an article that I am planning to write, will influence my courses in Survey of Eurasia, Modern Russia, Russian Government and Politics, and Comparative Government. Additionally, the research will be relevant to other courses taught at Lyndon.

**Plan for using the project results to further the College's academic excellence.**

My work on this research is beneficial for broadening my experience and teaching knowledge in several courses of history, culture and political science. The research that I conduct enriches my scholarship and provides me with opportunities to share with our students and colleagues my personal experience in research, writing, making presentations, and publication.

As evidence, I offer my previous manuscripts of the books and a published book which I have used to teach Lyndon courses. As the most current example, I am currently discussing with students in my classes "Modern Russia," "Research Design and Analysis," and "Russian Government and Politics" using the fourth book which I have written while teaching at Lyndon, as well as multiple articles I have had published on different internet sites and in reference journals. My students learn a great deal, because I can it demonstrates specific and concrete examples of my research methods. I greatly appreciate Lyndon State College for the support it has given me to date. The institution has provided me with the opportunity to have four my books published in my sixteen years at Lyndon State College. As further evidence, I offer my radio interviews and presentations for students that I frequently make at Lyndon, Johnson, Dartmouth and other colleges and universities. See some examples below.

<http://voicerussia.com/search.html?q=strokanov>

[http://russiaprofile.org/experts\\_panel/56057.html](http://russiaprofile.org/experts_panel/56057.html)

[http://russiaprofile.org/experts\\_panel/58377.html](http://russiaprofile.org/experts_panel/58377.html)

Dear President Bertolino,

I have been informed that Professor Alexandre Strokanov could receive the Faculty Fellow Award for the 2016-2017 academic year. The research he wishes to conduct upon the September 2016 elections to the Russian Duma will be extremely valuable to the social sciences field and to Lyndon State College. The next few years of Russian political history in my opinion (as a student of Russian/Eurasian Studies at Lyndon State College) will largely determine the path Russia will head down for possibly the next century and possibly beyond. Will Russia decide to pull away from Vladimir Putin? What political parties will die off in Russia? Which ones will pull ahead and dominate Russian politics? Which party ideologies will be the most appealing to Russians today that will shape the course of Russian and world history, and importantly for us Americans; what will be the beliefs of victorious and losing political camps in Russia this year in regards to American-Russian relations? Professor Strokanov's research will seek to answer these questions and more. This presents Lyndon State with the opportunity to participate in ground breaking research in the field of the social sciences and to grow enrollment in Lyndon State's social science program, in particular its Russian/Eurasian Studies minor. A thriving Russian/Eurasian Studies program would provide Lyndon State with a more diverse community of learners and educators, and money. We are always looking for ways to drive up our enrollment numbers; strengthening our Russian/Eurasian Studies program will help to increase numbers on our campus. Look at what unique majors such as Atmospheric Sciences, Music Business and Industry, Criminal Justice, and Mountain Recreation Management have done to shape our college financially and socially! A good reason why our college has the diversity it does in Northeastern Vermont is because of these majors, and the money members of these majors brings in helps us to keep our school afloat financially. However, we have much further to go to increase diversity and revenue; supporting Professor Strokanov's research will help us to achieve these goals. I would strongly recommend Professor Strokanov as the recipient of the Faculty Fellow Award for the 2016-2017 academic year, for such a choice has the potential to bring about very positive results for Lyndon State College.

Sincerely, Justin Rathbun ~ Sitting two time Vice-President of Lyndon State's chapter of Model UN, pursuing a B.A. in Social Sciences with a concentration in Global Studies and Minor in Russian/Eurasian Studies, Political Science, and History.



03/18/2016

To whom it may concern,

As a recent graduate of Lyndon State College, class of 2014, I would like to issue a letter of support and recommendation for Dr. Alexandre Strokanov in his endeavor for the faculty fellowship award of 2016-2017.

During my time at LSC, Dr. Strokanov was my advisor and head of my department. I had many classes with him, and have remained in touch since my graduation. He is without doubt the most under-appreciated faculty member at Lyndon State, and I am grateful for his friendship and academic support.

I would like simply express that I believe Dr. Strokanov deserves this award, and the research he has done in the past and in the future greatly contribute to Russian/American relations. He is certainly capable of any and all research endeavors that he engages in.

Thank you!

*Drew Clark*

## Sherbrook, Tracy W.

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**From:** Jonathan Kennedy <jonnnnk@gmail.com>  
**Sent:** Monday, March 14, 2016 8:10 AM  
**To:** Sherbrook, Tracy W.  
**Subject:** Re: Alexandre Strokanov Faculty Fellowship

Greetings,

I would like to express my support for Dr. Strokanov in his bid for the Faculty Fellowship Award. As a graduate of Lyndon State's Social Science Department, I have had the pleasure in enrolling in many of his classes and also attended many of his lectures. I even had the great fortune of traveling to Russia (twice!) with him. He is extremely knowledgeable with his subject matter and has taught me much about the outside world. His presentation style is moving and forces students to think outside of their own preconceived "box" whether it be politics, history, geography or even on social matters; I have rarely had a experience with him that did not either surprise me or have me questioning my own perceptions. It is my belief that Professor Strokanov should be considered highly for this award.

Thank you,

-Jonathan Kennedy, Class of 2012

## EMMA SHATTUCK

1 Kipling Road  
Brattleboro, VT 05302

802-535-1331  
emmajshattuck@gmail.com

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March 12, 2016

To Whom It May Concern,

Professor Alexandre Strokanov was the most outstanding professor I had in my four years at Lyndon State College and continues to serve as a mentor to me today. I was fortunate to have taken many classes with Dr. Strokanov including Modern Russia, Comparative Civilizations, and the History of World War II, and I thoroughly enjoyed all of these classes. Professor Strokanov has a very interactive teaching style, is consistently pleasant, and his knowledge of world history is extensive. Moreover, Professor Strokanov has a way of challenging his students to redefine what they thought they knew about history and to think critically about the past, present, and future.

While I learned a great deal about the various subjects I studied in Dr. Strokanov's classes, perhaps the most important skill I learned was the ability to think critically. Dr. Strokanov always encouraged me to challenge what I read, and taught me to never accept anything as truth without further investigation. The complex textual materials he provided as readings in class were challenging, and required careful reading, understanding, and analyzing. These acquired skills have proved to be extremely helpful throughout my years since graduating from Lyndon, and I find myself applying them daily in my current endeavor as a graduate student studying Policy Analysis and Advocacy. Dr. Strokanov's classes always engaged me in critical thinking about important issues and challenged my beliefs, ultimately resulting in increased personal confidence and professional competence. The analytical and problem-solving skills I learned in Dr. Strokanov's classes have helped me continue to succeed in graduate school, and I know that they will be of great assistance to me as I continue to pursue my career.

Dr. Strokanov is a tremendous asset to Lyndon State College and I can honestly say that he greatly enriched my college experience. Moreover, the skills I learned in Dr. Strokanov's classes have allowed me to achieve success as I continue my education, and his influence will surely continue to have a positive effect on my future endeavors.

Sincerely,

Emma Shattuck  
LSC Class of 2012

**March 14, 2016**

**To: President of Lyndon State College, Dr. Joseph Bertolino**

**From: Kyle Hatin – Senior Criminal Justice Major Student at Lyndon State College**

Dear President Joe,

I would like to whole-heartedly nominate Dr. Alexandre Strokanov for the Faculty Fellowship Award for the 2016-2017 academic year. Alexandre is someone who has demonstrated great success and knowledge throughout his professional career. I've been fortunate enough to meet and have several classes with Alexandre. He is an elite professor and someone who pushes his students to reach their full potential. This is one of his most admirable traits that he brings to the table. Another strength of Alexandre is that he not only brings a diversity of culture to the classroom, but he brings it to the entire community of Lyndon State College. I can say from my personal experiences with Alexandre that his traveling endeavors around the world have brought the student body at Lyndon State College together.

Alexandre is the most well rounded professor that I have ever met throughout my educational career. He is well qualified of teaching courses that focus on social science, philosophy, political science, foreign language, economic, and of course history. Teaching and helping students learn isn't just a job for Alexandre, but it's a lifestyle. Most people struggle going to work every day but if you love what you're doing then you don't call it work. Alexandre loves what he does and it's clear to see. Day in and day out he is excited and eager to interact with his students and the community of Lyndon State College. Whether he is advising students in picking the right courses to get them to graduate on time or in the class room spreading knowledge, he is dedicated to making learning enjoyable for all of his students.

I must say I have never come across a professor with as much published work and public presentations as Alexandre. He has written quite a few books. Some of his published works like *The End of the Russian Revolution on the Edge of Centuries: Comparative Analysis of the Elections to the State Duma in December 1999 and December 2003* slingshot his professional stature above and beyond. Alexandre has held many public presentations at Lyndon State College and if Alexandre is involved, you can bet the whole college community will be in attendance. The way Alexandre interacts with students make him such a likeable person. His presentations are always useful information and promote much thought and conversation among his audience. Alexandre will often hold presentation on real world issues like he once held one about ISIS and the events in Syria. Alexandre really knows how to keep an audience intrigued no matter what the topic is.

March 21, 2016

Dear Madams/Sirs,

I write this letter in support of Alexander Strokanov regarding his interest in a faculty fellowship. Alexander and I collaborated in many ways during my time at Lyndon State College and we continue to do so now that I am at Johnson State College. Dr. Strokanov presented in many of my courses. He reviewed historian methodology in Research Design and Analysis. He discussed foreign relations between Russia and former Soviet Republics and their southern neighbors in Middle East Politics. He analyzed Russia's place on the international stage in Introduction to International Relations. Any time I thought Alexander could benefit my courses, he was always happy to oblige.

Alexander Strokanov was also instrumental in the activities of the Institute of Canadian Politics at LSC. Not only did he play an important role in getting the Institute off the ground, he was always available to help facilitate presentations by outside speakers. Dr. Strokanov's experience was vital as we developed the Institute. Moreover, he attended and participated in the presentations of multiple Canadian speakers and helped entertain them before and afterwards. Alexander and I also debated one another in public forums on several occasions. The subjects ranged from elections in the U.S. to international relations to Israeli/Palestinian relations. In one instance, Alexander and I made the front page of the Caledonian Record as we acted the parts of presidential candidates Barack Obama and John McCain in a debate prior to the 2008 presidential elections held in the Alexander Twilight Theater. We have continued this pattern as we debated the situation in Ukraine on Johnson State's campus in Spring 2015 and we discussed the Syrian situation on LSC's campus in Fall 2015.

I would be remiss if I did not also mention that Alexander Strokanov served admirably as Chair of the Social Science Department. He guided the department through somewhat tumultuous times with a smooth and even hand. I have also witnessed his leadership abilities as a member of the Institute of Russian Language, History and Culture at Lyndon State College. We even collaborated on his book on local governance. Through all of our experiences we have become friends and he also scores high marks in that realm as well.

I have known Alexander Strokanov in multiple capacities over the last 10 years so I speak from experience when I say he is an outstanding teacher, researcher, leader, colleague, and friend. With all this in mind, I write without hesitation in support of Dr. Alexander Strokanov regarding his quest to obtain a faculty fellowship.

Sincerely,

*David J. Plazek*

Associate Professor of Political Science

Johnson State College

## **CURRICULUM VITAE**

**Alexandre A. Strokanov**  
Professor of History,  
Director of Institute of Russian Language, History and Culture

Department of Social Science  
Lyndon State College  
Lyndonville, VT 05851  
Tel. (802)626-6263  
E-Mail: Alexandre.Strokanov@LyndonState.edu

### **EDUCATION.**

Perm State University, Perm, Russia. 1987. Defended equivalent to PhD Dissertation. The title of the Dissertation: "Historiography of activities of parties' organizations in the Ural region on the eve and in the course of the first Russian revolution 1905-1907."

Moscow Historical-Archive Institute, Moscow, Russia. 1985-1987. Preparation of the Dissertation.

Perm State University, Perm, Russia. 1974-1979. Diploma with Excellence (First Grade Diploma) on qualification as a Historian, Lecturer (professor at the university level) of History and Social Science.

Tchaikovsky public school No. 3, Tchaikovsky, Perm region, Russia. 1964-1974.

### **PROFESSIONAL/OCCUPATIONAL EXPERIENCE.**

2008 - Present Director of the Institute of Russian Language, Culture and History. Lyndon State College, Lyndonville, Vermont.

2011 - 2014 Chair of Social Science Department. Lyndon State College, Lyndonville, Vermont.

2006 - Present Professor of History. Director of the Institute of Russian Language, Culture and History. Lyndon State College, Lyndonville, Vermont.

2000 - 2006 Associate Professor of History. Lyndon State College, Lyndonville, Vermont.

1996 – 2000 Professor of History. Gardner-Webb University, North Carolina.

1993-1996 Visiting Professor of History. Gardner-Webb University, North Carolina.

- 1990-1993 Vice-Chairman. International Federation of Children Organizations (UPO-FCO), Moscow, Russia.
- 1987-1993 Visiting Lecturer. Academy of Social Science, Moscow, Russia.
- 1985-1993 Visiting Lecturer. Institute of Youth, Moscow, Russia.
- 1984-1990 Lecturer, Head of the Department of Analysis of the Social - Political and Economic Problems of the Youth. Central Committee of the All-Union Komsomol Organization (VLKSM), Moscow, Russia.
- 1979-1984 Assistant Professor of History, Perm State University, Perm, Russia.

## **TEACHING AND OTHER KEY EXPERIENCES.**

### **Courses that I am qualified, experienced and prepared to teach:**

#### ***History:***

- *Survey courses* in World History, Western Civilization History, European History, Asian and Comparative Civilizations,

- *Advanced courses:*

Survey of Eurasian History;

History of Modern Russia, 19<sup>th</sup>-20<sup>th</sup> centuries;

From Gorbachev to Putin, contemporary Russia.

Government and Politics in Russia and other post-Soviet states;

History of World War II;

History of Soviet/Russian Cinema.

18<sup>th</sup>-19<sup>th</sup> Centuries Europe; and Europe since 1914;

The Islamic World;

Modern South Asia;

Modern East and Southeast Asia;

***Social Science:*** Global Understanding, Comparative World Cultures and Religions, Human Geography, Social Science Research and Design;

***Political Science:*** Introduction to Political Science, International Relations and World Politics, European Government and Politics, Eurasian Government and Politics, Comparative Government and Politics, Russian Government and Politics, Electoral Systems and Technology of Electoral Campaigns in CIS Countries;

***Foreign Literature and Language:*** Modern Russian Literature 19<sup>th</sup>-20<sup>th</sup> centuries, Russian Language at all levels;

***Economics:*** International Business and Management, Doing Business in Russia.

Teaching performance.

I am strongly committed to excellence in teaching. I love to teach and consider this job to be a natural part of my life, which makes it full and exciting. In my teaching, I employ various methods and approaches, and I take advantage of the variety of technological opportunities. I have experience of teaching on-line (Blackboard, Moodle) and video courses (Vermont Interactive Television).

My teaching performance over the last twenty academic years in the United States was increasingly highly regarded by members of senior administration of several educational institutions, my colleagues and my students.

This is just one typical example of student comments taken from student evaluations:

*"I really enjoyed Dr. Strokanov as a professor for both Global Studies and Russian History. He is a truly dedicated teacher. He is extremely knowledgeable on the subject he's presenting. I like the fact that he gets his students to really think about issues. He made my learning experience truly enjoyable. He always went out of the way to help his students better understand the subject matter. I must say he has been my best professor ever. I would recommend him definitely to other students."*

(All student evaluations from 1998-2000, 2000-2015 academic years are available upon request).

I always respect my students. I endeavor to see them as individuals and to act as a mentor to them. *Working with students outside of the classroom*, advising them, participating in different projects and activities including traveling to many countries in Africa, Asia, Australia and Europe, is a joy for me. I have contacts in many other foreign universities and colleges. Currently, I am developing a program for Lyndon State College to recruit students from the countries of former Soviet Union.

I have significant experience and a strong commitment to work in *curriculum review*. I was actively involved in the development of the new General Education program and new history courses for Lyndon State College. I am also committed to participation in departmental and college-making forums and have experience working in it.

My current *research interests* center upon contemporary European and Russian history, politics and culture.

In 2007 I have published my most recent book *The End of the Russian Revolution on the Edge of Centuries. Comparative Analysis of the Elections to the State Duma in December 1999 and December 2003*. Moscow, "Pashkov Dom Publishing, 2007. 220p.

*My key experiences also include significant work as political and business consultant*. I have sufficient experiences with electoral campaigns in Russia and some other countries of the former Soviet Union. I also led several business missions from the United States to Russia and other Commonwealth of Independent States (CIS) countries. I served as a Vice-President of American Business Center in Chelyabinsk, Russia, 1995-1998.

I believe that I have strong *leadership skills* and possess a *collaborative management style*. I am an effective team member and can contribute generally to the attainment of institutional goals through cooperative team efforts within the college and community at large.



My teaching skills have also benefited from *extensive international travel*, including travel to more than 100 countries of the World. Those travels include multiple trips to most countries in Europe as well as many countries in Asia, and several in Africa and Latin America. In the period between 1986 and 1993, I addressed and participated in many International Conferences and Congresses of Young Political Leaders and Scholars in Poland, Czechoslovakia, Austria, Scotland, Mongolia. I have participated in various research programs at the Scientific Center of the Institute of Youth and at the Academy of Social Sciences, 1987-1993. I also arranged seminars and activities of youth and children organizations in 1984-1993 in many cities of the former Soviet Union.

In recent years I participated in many international conferences where I presented several my papers, served as a chair of panels and etc. As an example may serve:

- International conference "Russian Literature and Humanities: interdisciplinary approaches" at **Zhejiang University, Hangzhou, Zhejiang Province, People's Republic of China** on April 15-18, 2016.
- International humanitarian forum "Russian language between Europe and Asia. **Perm, Russia**, May 30-31, 2013.
- Southern Conference of Slavic Studies. Hosted by Armstrong Atlantic State University and Georgia Southern University, **Savannah, GA, United States**, March 29-31, 2012.
- The 7<sup>th</sup> Central & East European International Studies Association Convention. September 2-4, 2009. **Saint Petersburg, Russia**.
- World Convention. The Association for the Study of Nationalities. Columbia University, **New York, United States**, April 23-25, 2009.
- Final Conference. University of Frankfurt am Main - Wilhelm Merton Centre for European Integration and International Economic Order. **Frankfurt am Main, Germany**, 24-25 October 2008.

Through the above-mentioned experiences, I believe that I have been well prepared for deeper and better understanding of the processes in the modern world. I have also developed the necessary skills in research and teaching about different aspects of world history as well as political and social sciences.

#### *Institute of Russian Language, History and Culture*

In 2009 I initiated and sponsored the creation of Institute of Russian Language, History and Culture at Lyndon State College. The Institute was supported by several other faculty members and members of Lyndon community. The Institute received the Grant from Foundation Russkyi Mir (Russian World) and donation from local community members. Since its creation the Institute organized many events and among them were Vermont Russian Language Olympiads.

#### *International Contests of Students' Essays*

I served as Vice-Chair of the Jury of International Students Essays contests and I encouraged my students to participate in this contest also. In the contests that were held in 2006-2007, 2008-2009 and 2010-2011 my students preformed with remarkable success.

## HONORS.

**2014 - Absolute Winner of International Contest “Best Teacher of Russian Humanities Abroad”**

**2012 – Present. Member of International Council at Editorial Board of Journal of Perm University. Philosophy. Psychology, Sociology.**

**Член Международного совета редколлегий журнала "Вестник Пермского университета. Философия. Психология. Социология."**

2007                      Beta Lambda Membership.

2005                      Who is Who Among America's Teachers

2003                      Who is Who Among America's Teachers

2002                      Who is Who Among America's Teachers

2000                      Who is Who Among America's Teachers.

1999                      Nomination for the 1999 Nancy Lyman Roelker Mentorship Award, American Historical Association.

## PROFESSIONAL MEMBERSHIP.

Association for the Study of Nationalities (ASN)

Southern Conference on Slavic Studies.(SCSS)

Canadian Association of Slavists (CAS)

## MAJOR PRESENTATIONS, PUBLICATIONS AND WRITING.

### *Presentations and Public Lectures Delivered (A Recent Selection Only, 2008-2016 years )*

2016

Presentation at International conference “Russian Literature and Humanities: interdisciplinary approaches” that will be held at Zhejiang University, Hangzhou, Zhejiang Province, People's Republic of China on April 15-18, 2016.

Presentation of position of Donald Trump in upcoming presidential election. Faculty and Students conference at Lyndon State College, sponsored by the LSC's UN Model Club. February, 2016.

2015

*ISIS and events in Syria.* Public lecture at Lyndon State College, October, 2015

*Russian Cultural Identity: how it is understood and misunderstood in the United States.* On line Presentation at XVIII International Conference “A Man is in the World. The World is in a Man.” November 2015.

2014

*Teaching Russian Humanities and Russia by eyes of my students.* Presentations at the International Contest “Best Teacher of Russian Humanities Abroad, ” Moscow, Russia, October

*Crisis in Ukraine and its potential consequences for the world order.* Public lecture at Lyndon State College, March, 2014

On line presentation at II International conference “Informational systems and communication technologies in contemporary educational process.” Perm, Russia, June 2014.  
Презентация он-лайн на II Международной научно-практической конференции «Информационные системы и коммуникативные технологии в современном образовательном процессе» Пермь, Россия, Июнь 2014.

2013

*Russian Language in the Dialog of Cultures.* Discussion at the International Humanitarian Forum “Russian Language between Europe and Asia. Perm, Russia. May 2013

2012

*State Duma (December 2011) and Presidential (March 4, 2012) elections in Russia.* Roundtable. Southern Conference of Slavic Studies, March 2012.

2011

*Local self-government and municipal management in the United States and its applicability to the Russian Federation.* Presentation at International Conference “Power and Management in Contemporary Russian City,” Perm State Tech. University, Perm, March 2011.

2009

*The Secessionist Movement: Kosovo and the Future of Self-Determination. Implications for “Frozen Conflicts” in the former soviet Union.* Roundtable. 2009 World Convention. The Association for the Study of Nationalities. Columbia University, New York, April 23-25, 2009.

2008

*Kosovo right to Self-Determination as a precedent for future recognition of the unrecognised but really existing states: Pridnestrovie, Abkhazia, Southern Ossetia.* MIRICO – Human and Minority Rights in the Life Cycle of Ethnic Conflicts. University of Frankfurt am Main - Wilhelm Merton Centre for European Integration and International Economic Order. Final Conference – Frankfurt am Main, 24-25 October 2008.

*The Georgia-South Ossetia War: Truth Against Lies and Distortions.* Public Presentation, Lyndon State College, September 10. 2008.

*The Phenomenon of unrecognized but really existing state. The case study: Pridnestrovie (Transnistria).*

*The elections to the Russian State Duma in December 2007 in context of history of Russian elections in post-Soviet period.* Hawaii International Conference on Arts and Humanities, January 11<sup>th</sup>-14<sup>th</sup>, 2008.

**Media Presentations (selection 2008-2016):**

What American Media Does Not Tell You about Events in Ukraine? Video presentation.  
[https://www.youtube.com/watch?v=3nHXN\\_dCTIs](https://www.youtube.com/watch?v=3nHXN_dCTIs)

Regular interviews on Radio: "Voice of Russia"  
<http://sputniknews.com/voiceofrussia/search/?text=Strokanov>  
<http://sputniknews.com/voiceofrussia/search/?text=Strakanov>

The Georgia-South Ossetia War. Alexandre Strokanov on Mark Johnson Show, August 14, 2008. WDEV FM 96.1 and AM 550 AM, Waterbury, Vermont  
<http://www.markjohnsonshow.com>

Ossetian Independence. August 22, 2008. Vermont Public Radio,  
<http://www.vpr.net/bio/212/>

The Georgia-South Ossetia War: Truth Against Lies and Distortions. Public Presentation, Lyndon State College, September 10. 2008. DVD.

**Author of Books and brochures:**

**The End of the Russian Revolution on the Edge of Centuries. Comparative Analysis of the Elections to the State Duma in December 1999 and December 2003.** Moscow, "Pashkov Dom Publishing, 2007. 220p.

**The Elections to the State Duma in December 1999-Russia's Choice at the End of the Twentieth Century,** Edwin Mellen Press, New York, 2003. 198p.

**The Western World.** Pearson Publishing, Boston, 2002. 254 p.

**Russian Power on the Edge of Centuries. The Elections to the State Duma in December 1999.** Ministry of Education of the Russian Federation. Perm State Technical University. Perm 2001. 156 p.

"Detskoye dvizhenie v sovremennyykh usloviyax", Moskva, Institute Molodezhi, (The youth movement in the current situation, Moscow, Institute of Youth, 1991.)

"Pyat' Pervyykh S'ezdov", Moskva, Znanie, 1990. (The Five First Congresses, Moscow, Znanie, 1990.)

"Molodezhnyy diskussionnyy politklub", Moskva, Znanie, 1989. (Youth political club for discussions, Moscow, Znanie, 1990.)

**Editor of books, brochures and other publications:**

History of Family in History of Country. A collection of essays. История семьи в истории страны. Сборник эссе. Perm: Publication of Perm National Research Technical University, 2012. 194p. Пермь: Издательство Пермского национального исследовательского политехнического университета, 2012. 194 с. (In Russian). I was a member of Editorial Board of the book .

Power and management in contemporary Russian city. Власть и Управление в современном российском городе. Perm: Perm State Technical University, 2011. – 450 p. Издательство Пермского национального исследовательского политехнического университета, 2011. – 450 с. (In Russian). I was a member of Editorial Board of the book.

Federal migration service and migration processes in regions of Russia: history and the present. Федеральная миграционная служба и миграционные процессы. Materials of the internet-conference (March-June, 2008). Материалы интернет-конференции (март-июнь 2008 г.) Perm, 2008.- 361 p. Пермь, 2008. – 361с. (In Russian). I was in charge for the international section of the conference and the book, as well as co-translator.

“Nikolay Bukharin. K novym pokoleniyam: doklady, vystupleniya, stat’i posvyashchennye problemam molodezhi”, Moskva: Progress, 1990. (Bukharin Nickolay. To the new generations: reports, speeches, articles, concerning problems of youth, Moscow, Progress Publishing, 1990.)

**Author of Articles and Book Chapters (Recent Selection Only, 2010-2015 years):**

Fifty seven (57) articles on Experts Panel, Russia Profile, 2010-2012.  
<http://www.RussiaProfile.org>

2014

Zhdanova S., **Strokanov A.** The President's image among Russian and American students // Psychology in Russia. State of the Art. №3 – 2014

Svetlana Zhdanova, Svetlana Mishlanova, **Alexandre Strokanov**, Darya Zhdanova. The Ontology Of Subject Area “Psychology Of Happiness” pp. 361-371, Article in American Journal of Scientific and Educational Research, 2014, No.2. (5), (July-December). Volume II. “Columbia Press”. New York, 2014. - 820 p.

Mishlanova S.L., Suvorova M.V., Zhdanova S.Yu., **Strokanov A.A.** Verbal and gestural representation of everyday notion of happiness in the oral narrative of American students. Article in Journal “Vestnik Permskogo Universiteta,” Issue # 4 (28), 2014, pp.35-40. In Russian. Мишланова С. Л., Суворова М. В., Жданова С. Ю., Строканов А. А. Вербальная и жестовая репрезентация наивного представления о счастье в устном нарративе американских студентов. Статья в Вестник Пермского Университета, Выпуск 4 (28), 2014, стр. 35-40.

2012

The Revolution that has opened doors into the new world. Революция, открывшая двери в новый мир. The article in book "In the field of History: 100 years anniversary of Ya. R. Volin. Статья в книге "На ниве истории: сборник посвященный. 100-летию со дня рождения проф. Якова Румовича Волина /научн. ред. С.И. Корниенко; под общ. ред. М.Г. Суслова; Perm State National Research University, Perm, 2012 210 pages, pp7-14. Пермский государственный национальный исследовательский университет. - Пермь, 2012. 210 с. С. 7-14 (In Russian)

2011

Municipal Management in Vermont: basic principles and positions. In co-authorship with D. Markowitz. Муниципальное управление в штате Вермонт: общие принципы и положения. In "Power and management in contemporary Russian city" В книге "Власть и Управление в современном российском городе." Perm: Perm State Technical University, 2011. Издательство Пермского национального исследовательского политехнического университета, Perm State Technical University, Perm, 2011, pp. 10-26. (In Russian).

2011

Municipal management in the United States: case study town Saint Johnsbury. Муниципальное управление в США на примере города Сент-Джонсбери. In "Power and management in contemporary Russian city" Perm State Technical University, Perm, 2011. В книге "Власть и Управление в современном российском городе." Издательство Пермского национального политехнического университета, 2011. pp. 37-44. (In Russian).

2011.

Cross-Cultural Features of Perception and Understanding of the film "Avatar" (by the Example of Russian, American and Chinese Students). In co-authorship with Zhdanova S. Yu., Rogers D., Barclay S. Кросскультурные особенности восприятия и понимания художественного фильма "Аватар" (на примере российских, американских и китайских студентов). В со-авторстве с Ждановой С.Ю, Роджерс Д., Барклай Ш. In Scientific Journal, BULLETIN of Peoples' Friendship University of Russia. Series Psychology and Pedagogics, 2011, # 4, pp. 44-51. В научном журнале ВЕСТНИК Российского университета дружбы народов. Серия Психология и Педагогика, 2011, № 4, с 44-51.

2010.

Conflict in Kosovo in historical-comparative analysis with ethno-political conflicts and de facto states formed on the territory of the former USSR. Конфликт в Косово в историко-сравнительном анализе с этно-политическими конфликтами и de facto независимыми государствами, возникшими на территории бывшего СССР. In "National Question in China and Russia: history and contemporary status", конференции, 1 июня 2010г. Perm, 2010, pp.76-88. В сборнике Национальный вопрос в Китае и России: история и современность. Материалы международной научной конференции, 1 июня 2010г. Пермь: Издательство "Аборигены, 2010, стр. 76-88. (In Russian).

## **OTHER INTERESTS.**

Reading, studying foreign languages, public speaking, and traveling. For the past several years, I have organized trips to Russia for both students and non-students to enjoy listening to my lectures about Russian culture and history while visiting the country.

VERMONT STATE COLLEGES

BOARD OF TRUSTEES

RESOLUTION

VSC Education, Personnel, and Student Life Committee Business: Consent Agenda

WHEREAS, At its April 27, 2016 meeting the VSC Education, Personnel, and Student Life Committee discussed the business items outlined below; therefore, be it

RESOLVED, The Committee has voted to approve the items outlined below and recommends them to the full Board:

- Minutes of January 13, 2016 meeting
- Proposed revision to VSC Policy 208: Criminal Background Check Policy
- Status of Programs under 2015 Policy 109 Review
- VSC Faculty Fellow nominations

May 26, 2016



Item 3:  
Policy 102 Preliminary Program Proposal

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## Manual of Policy and Procedures

Title  <b>APPROVAL OF NEW DEGREES AND MAJORS</b>	Number  102	Page  1 of 6
	Date  4/28/11	

### PURPOSE

The overall purpose of the policy is to support the mission of the VSC: for the benefit of Vermont, to provide affordable, high quality, student-centered and accessible education, fully integrating professional, liberal, and career study. In addition, the policy:

1. links the development of new programs directly to institutional and system priorities and strategic planning,
2. encourages early program planning collaboration across VSC colleges,
3. requires proposed new programs to identify student learning outcomes and begin to plan for their assessment,
4. maintains flexibility for colleges to respond to market demands, and
5. streamlines and accelerates the program approval process.

The VSC supports the development of new academic programs that meet the changing educational needs of students and the State. This policy affects proposals for new degrees and new majors.

### CRITERIA FOR REVIEW

At a minimum, a new academic program will:

1. align with and support the mission of the VSC and the college,
2. support institutional and system strategic planning directions,
3. assist in meeting State needs and/ or serve a new student market,
4. provide a clear and viable career path for program completers, and
5. strengthen the fiscal stability/ health of the college.

In addition, a new academic program will complement, extend and/ or diversify the educational offerings of the VSC, as well as contribute to the fiscal stability of the system.

## PROPOSAL AND REVIEW PROCESS

### **Step 1: Early Notification**

The President of the college initiating the program idea sends an electronic message to the Council of Presidents.

1. The message provides a brief notification of the program planning idea and an invitation to collaborate across colleges.
2. The message also provides an opportunity for other VSC presidents and/or the Chancellor's Office to voice reservations or endorse the program idea.

The Chancellor, in collaboration with the presidents, will determine whether or not the proposal is endorsed for further development.

### **Step 2: Preliminary Proposal**

- The President of the college initiating the program proposal submits the Preliminary Proposal Form to the Chancellor's Office (see attached Preliminary Proposal Form).
- The Chancellor may forward the Preliminary Proposal to the Council of Presidents for their review; only those proposals that are fully supported by the Council of Presidents move beyond this point.
- The Council of Presidents may forward the Preliminary Proposal to the EPSL Committee for their review.
- If approved for continued planning, EPSL may identify specific issues/questions for the college to address in their Final Proposal.

### **NOTES:**

With the approval of the Chancellor, a new program proposal may be reviewed in final form after early notification (eliminating the preliminary proposal step); the Chancellor will determine whether or not special circumstances warrant an expedited review process; the Chancellor will approve expedited review processes only in rare cases. The EPSL Committee will receive advanced notice if the Chancellor approves an expedited review process.

### **Step 3: Final Proposal**

- Pending EPSL approval for continued planning, the President of the college initiating the program proposal submits the Final Proposal Form to the Chancellor's Office with informational copies to the other VSC presidents (see attached Final Proposal Form).
- If forwarded by the Chancellor, EPSL reviews the Final Proposal Form and considers whether or not to recommend the proposal for approval by the Board of Trustees.
- If forwarded by EPSL, the full Board of Trustees reviews the Final Proposal Form and makes a final decision about whether or not to approve the new program.

Signed by:	Timothy J. Donovan Chancellor
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## VERMONT STATE COLLEGES NEW PROGRAM PROPOSAL

### Preliminary Proposal Form

#### **Part I: General Information**

1. Institution: **Lyndon State College**
2. Name of new program: **BS/MS 5-year program (BS Applied Psychology and Human Services/ MS Clinical Mental Health Counseling). We are offering a MS degree that can be completed as a 5-year pathway (BS/MS) or as a 2-year pathway (MS).**
3. a) Individual(s) with responsibility for program development: **Dr. Meri Stiles, Associate Professor Psychology and Human Services**  
  
b) Academic Department(s): **Psychology and Human Services**
4. a) Date of Preliminary Proposal: **4/15/16**  
  
b) Proposed start date of program: **Fall 2016**
5. Title of degree to be conferred (if applicable): **Master of Science in Mental Health Counseling**
6. Brief description of proposed program (150 words or less):

This program provides students with two options for completing a 60-credit MS in Clinical Mental Health Counseling. The 5-year program allows students to complete a BS in Applied Psychology and Human Services and a MS in Clinical Mental Health Counseling within five years. This fast-track to mental health counseling licensure is designed for first-year and early transfer students in the Applied Psychology and Human Services program. A second option is a traditional two-year graduate program designed for students with an undergraduate degree and for students that find the 5-year pace too challenging.

The goals of the program include:

1. Providing students a high quality, affordable graduate degree leading to mental health counselor licensure that can be completed in a shortened period of time.
2. Providing a pathway to mental health counselor licensure for students in the NEK who otherwise would not be able to pursue a graduate degree.
3. Providing a pathway for non-traditional transfer students to complete their undergraduate degree and continue into the MS degree program.

## **Part II: Program Rationale**

1. How the program relates to institutional mission, furthers institutional strategic planning and priorities, and complements existing institutional programs:

- Our program is reflective of the LSC mission to prepare students for personal and professional success through experience-based professional studies.
- Our program will meet a significant need in the NEK for mental health practitioners with advanced degrees. As shared in a recent meeting initiated by Doug Bouchard, Executive Director of Northeast Kingdom Human Services, NKHS hires 25-30 graduate-level clinicians a year; positions they are not always able to fill with qualified candidates. Our graduates will qualify for these positions.
- Our program capitalizes on the expertise of the Psychology and Human Services department, as four full-time faculty members are licensed mental health clinicians. Adding the MS degree to our current program is a wise use of existing resources.

2. Student market to be served (new or currently under-served):

Although there are programs in the NEK (Springfield College) and northern Vermont (Johnson State) that offer graduate degrees in counseling, our proposed 5-year design differs significantly from these programs. While the existing programs are designed for working professionals, our program will serve new students; primarily incoming first-year and transfer students as well as current students interested in becoming licensed clinical mental health counselors. More specifically, we think our program will attract CCV AS in Human Services graduates in addition to recent high school graduates from Vermont, New Hampshire, and other New England states. Additionally, we believe this program will increase retention of current students who plan on seeking an advanced degree after graduation from the BS program.

The traditional 2-year program will allow folks in the NEK that already have a bachelors degree to continue their masters degree education locally. Offering the traditional program doesn't add extra cost for the program delivery, but it does increase the number of potential students. We expect former local graduates of Lyndon will enroll in the traditional program. Importantly, the traditional program provides a cushion for students finding the 5-year program pace overly challenging.

3. State need(s) to be served:

There is a growing need for license-eligible mental health clinicians to provide treatment for Veterans, older adults, children and adolescents, and substance abuse in the NEK, and across Vermont. According to the Vermont Department of Labor 2012 – 2022 Long Term Occupation Projections report, mental health counselor is the fastest growing profession in Vermont with a growth rate of 2.6% per year (<http://www.vtlmi.info/projlt.pdf>).

It is common for rural areas to experience shortages of licensed mental health clinicians and the NEK is no exception. Of the three main barriers to mental health treatment in rural areas: availability of clinicians, accessibility to treatment (transportation and insurance), and acceptability of seeking care; our program will successfully target availability of clinicians.

4. How the program benefits the State of Vermont, furthers VSC strategic planning priorities, and relates to existing VSC programs:

This program will benefit the State of Vermont by meeting the growing need in the NEK and throughout the state by preparing license-eligible mental health counselors. Currently the Lyndon Psychology and Human Services department is working with CCV to define an articulation that better facilitates the transition of CCV AS in Human Services students into the BS in Applied Psychology and Human Services program. We think CCV students as well as other transfer students will make excellent candidates for our BS/MS 5-year program. This program will be a pathway to keep current VSC students in the VSC system through the completion of a master's degree.

Given that Johnson State currently offers a 2-year MA in Counseling degree, we have reached out to the Johnson State Counseling department faculty to invite conversations around potential areas for collaboration. From those conversations we understand that the Lyndon program will not be in competition with Johnson for students. The demand for entry into the Johnson program is greater than the slots available. We expect as the Lyndon program develops that there will be opportunities to collaborate with the Johnson program.

### **Part III: Resource Considerations**

Preliminary cost/ benefit analysis, including whether the program will be supported by a reallocation of existing resources or will require new resources:

While it is not precisely known how many current students, transfer students from CCV and other schools, and new first-year students will enroll in our 5-year program or graduates enrolling in the 2-year program, we can make an educated estimate based on past interest. A few years ago our department held a meeting for current and former students interested in Lyndon offering a clinical graduate degree. Forty interested alums and students attended along with a number of local human service agency directors.

We expect an initial cohort enrollment of 15 students, with the first cohort entering into graduate level course work in Fall 2017. The first few cohorts will be recruited from current students, transfer students, and alums. As new first-year students enter in Fall of 2016 they will be eligible to apply for the program and would begin graduate work during their senior year (Fall 2019). Once implemented, we anticipate that our program will be self-sustaining with student tuition being the continued funding source.

The primary instructor team will be current full-time and part-time Psychology and Human Services faculty. Although the program will use some existing psychology courses - taught as slash courses (8 electives and 4 core courses), we will need additional adjunct faculty to teach approximately 7 courses per semester. As full-time faculty shift to teach graduate courses, adjunct instructors will cover those courses in addition to teaching some of the graduate courses. We expect to need a new faculty member who holds a MS or MA in counseling to facilitate clinical field placements and teach some courses starting Fall 2018.

## Item 4: Potential Revisions to Policy 109

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**OFFICE OF THE CHANCELLOR**  
575 STONE CUTTERS WAY  
PO BOX 7  
MONTPELIER VT 05601

**VERMONT STATE COLLEGES**

CARLETON UNIVERSITY  
COMMUNITY COLLEGE OF VERMONT  
JOHNSON STATE COLLEGE  
LYNDON STATE COLLEGE  
VERMONT TECHNICAL COLLEGE

**MEMORANDUM**

**TO:** Education, Personnel, and Student Life Committee  
**FROM:** Yasmine Ziesler, Chief Academic Officer  
**RE:** Recommendation for Review of Policy 109: Annual Enrollment Review of Existing Academic Programs  
**DATE:** April 27, 2016

Policy 109 in its current form was adopted in 2006, prior to the revision of Policy 101 in 2013 (Program Review and Continuous Improvement Policy, or “PReCIP”). The two policies are explicitly designed to complement each other, with Policy 101 focused on ensuring regular attention to program effectiveness and improvement, and Policy 109 focused on monitoring program enrollments and the effective use of resources. Prior to the 2013 revision, Policy 101 included cost-effectiveness in program reviews, a strategy ultimately determined to be detrimental to the program quality continuous improvement process. With the new focus on learning outcomes assessment, the processes outlined in the “PReCIP” policy no longer include this comprehensive analysis of cost-effectiveness; however, Policy 109 in its current (2006) form focuses institutional review activities on low-enrolled programs only.

VSC academic and administrative deans have discussed and identified the following potential directions for revision of Policy 109 for EPSL’s consideration:

1. Adopt a similar approach to that which is proving effective in the PReCIP policy: direct colleges to undertake a comprehensive review process and submit annual status reports for EPSL review.
2. Define a multi-year cycle for an institutional process of identifying, implementing, and evaluating enrollment and cost management strategies, including program closure.

As supplemental material for EPSL’s consideration of these potential revision directions and this year’s current Policy 109 reports, Academic Program Enrollment Reports for Fall 2015 for each college are attached, as well as Degrees Awarded by VSC Colleges Annually by Subject Area. Previous years’ data can be found online:

- [Program Enrollments](#)
- [Degrees Awarded Annually](#)

# Academic Program Enrollments as of October 15, 2015

## Vermont Technical College

HBC 12/10/15

### Certificate Programs (Undergraduate)

Major	Head Count	Full-time	Part-time	In-State	Out-of-State	Male	Female	FTE	Second Major
Practical Nursing	150	149	1	137	13	18	132	149.8	
Paramedicine	12	8	4	12		6	6	10.9	
<b>TOTAL</b>	<b>162</b>	<b>157</b>	<b>5</b>	<b>149</b>	<b>13</b>	<b>24</b>	<b>138</b>	<b>149.8</b>	<b>0</b>

### Associate Degree Programs

Major	Head Count	Full-time	Part-time	In-State	Out-of-State	Male	Female	FTE	Second Major
Agribusiness Mgmt Technology	6	6		5	1	3	3	6.0	
Arch & Bldg Engineering Tech	12	12		10	2	8	4	12.0	
Automotive Technology	46	40	6	38	8	42	4	43.5	
Business	22	20	2	21	1	13	9	20.8	
Civil & Environmentl Engin Tech	40	38	2	35	5	35	5	39.2	
Computer Engineering Technolgy	5	4	1	5		4	1	4.9	
Computer Information Technolgy	11	7	4	11		10	1	9.4	
Computer Software Engineering	8	7	1	8		5	3	7.6	
Construction Management	17	16	1	11	6	17		16.3	
Dairy Farm Management	18	18		12	6	10	8	18.0	
Diesel Power Technology	31	29	2	20	11	29	2	30.8	
Electrical Engineering Technolgy	37	27	10	35	2	36	1	31.7	
Equine Studies	11	11		8	3		11	11.0	
Fire Science	17	16	1	15	2	14	3	16.3	
General Engineering Tech	1		1	1		1		0.5	
Landscape and Horticulture	7	6	1	6	1	6	1	6.1	
Mechanical Engineering Techn	38	36	2	31	7	34	4	36.8	
Nursing	147	46	101	129	18	9	138	121.8	
Respiratory Therapy	29	20	9	29		8	21	26.7	
Veterinary Technology	65	56	9	56	9	2	63	61.8	
Undeclared									
<b>TOTAL</b>	<b>568</b>	<b>415</b>	<b>153</b>	<b>486</b>	<b>82</b>	<b>286</b>	<b>282</b>	<b>521.0</b>	

### Bachelor Degree Programs

Major	Head Count	Full-time	Part-time	In-State	Out-of-State	Male	Female	FTE	Second Major
Architectural Engineering Tech	34	32	2	24	10	26	8	33.5	
Applied Business Management	9	1	8	8	1	3	6	4.9	
Business	62	53	9	47	15	36	26	58.1	
Computer Engineering Technolgy	23	22	1	18	5	22	1	22.9	
Computer Information Technolgy	43	37	6	35	8	39	4	40.3	
Computer Software Engineering	64	61	3	55	9	60	4	63.2	
Construction Management	46	43	3	27	19	41	5	44.1	
Dental Hygiene	61	32	29	47	14	1	60	48.3	
Diversified Agriculture	17	16	1	13	4	6	11	16.8	
Electrical Engineering Tech	28	18	10	25	3	26	2	23.3	
Electromechanical Engineering T	74	59	15	59	15	72	2	67.3	
Equine Studies	13	12	1	11	2		13	12.3	
Landscape & Horticulture	5	3	2	5		3	2	4.3	
Manufacturing Engineering Tech	17	9	8	14	3	13	4	12.3	
Nursing	54	13	41	50	4	2	52	31.5	

Professional Pilot Technology	40	37	3	27	13	38	2	39.3	
Renewable Energy	8	8		8		7	1	8.0	
Sustainable Design	5	4	1	5		2	3	4.6	
Undeclared	40	36	4	39	1	10	30	38.9	
<b>TOTAL</b>	<b>643</b>	<b>496</b>	<b>147</b>	<b>517</b>	<b>126</b>	<b>407</b>	<b>236</b>	<b>573.9</b>	

### Total Enrollment by Academic Program

	Head Count	Full-time	Part-time	In-State	Out-of-State	Male	Female	FTE	Second Major
Certificate Programs (UG)	150	149	1	137	13	18	132	149.8	
Associate Degree Programs	568	415	153	486	82	286	282	521	
Bachelor Degree Programs	643	496	147	517	126	407	236	574	
Non-matriculated Undergrads	174		174	160	14	109	65	56.6	
<b>TOTAL</b>	<b>1,535</b>	<b>1,060</b>	<b>475</b>	<b>1,300</b>	<b>235</b>	<b>820</b>	<b>715</b>	<b>1,301.3</b>	

### Report Summary

This report summarizes the enrollment by academic degree program of students at the specified VSC college on October 15th, the official Fall reporting date of 2015. Unlike the Enrollment by Headcount reports that count each student enrolled in at least one credit bearing class at the institution, this report counts all students who have an academic program at the college even if they are enrolled exclusively at another VSC institution. Additionally, it does not count students who have an academic program at another institution but are taking one or more classes at this college. Thus the headcount in this report may vary slightly from the Official Headcount Report for the same date.

Additionally, the headcount of students with a particular major, and columns that follow are based only on the current "best program" for the student. The numbers include only one degree and one major per student. The column on the far right indicates the number of students pursuing a second award in the indicated major.

### Definitions

**Headcount:** Headcount in this report is based on the number of students matriculated at the specified VSC college, whether or not they are enrolled at the same college. Each student enrolled in one or more credit-bearing courses at the particular college, at the specified time during the semester, counts as one headcount for the college. Students who are matriculated at another VSC school, and are enrolled at the given college are included in the count. Students who are matriculated at the particular school but are attending a different VSC school are not included in this count. It is understood that a student may be counted more than once system-wide if they are attending more than one school in a given semester.

**Full-time:** Any student registered for greater than or equal to the full-time credit load for a college and academic level is considered full-time. For students enrolled at more than one VSC college all of their credits are considered in the calculation of credit load. Full-time credit load depends on the academic level of the student. Generally 12 credits is considered full-time at the undergraduate level while 9 credits is considered full-time at the graduate level.

**Part-Time:** Any student registered for less than the full-time credit load for a college and academic level is considered part-time. For students enrolled at more than one VSC college all of their credits are considered in the calculation of credit load. A part-time credit load depends on the academic level of the student. Undergraduate students taking less than 12 credits, and graduate students taking less than 9 credits are considered to be enrolled part time.

**In-State:** Any student (graduate or undergraduate) identified as a Vermont resident for the purposes of admission. It is expected that the residency status of a student remains as it was when the student was admitted to the college, unless the student appeals for a change in status. For non-matriculated students, those who establish that they are Vermont residents according to definitions set by the business office are considered to be in-state students.

**Out-of-State:** Any student (graduate or undergraduate) identified as a non-Vermont resident, for the purposes of admission. For non-matriculated students, out-of-state students are those who reside outside Vermont, or who have not lived in Vermont long enough to establish residency according to the college definition.

**FTE:** Full-time equivalency figures are derived by counting 1 for all students enrolled on a full-time basis (12 credits or more for undergraduates and 9 credits or more for graduates) and then taking the student credit hours for all part time students and determining the number of full time students it would take to generate that number of student credit hours. Total part-time undergraduate credit hours are divided by 12, while total part-time graduate credit hours are divided by 9. For students with a particular major who are enrolled at more than one VSC college in the given semester, all of their enrolled credits are used in the FTE calculation at the college where they are matriculated.

**Matriculated:** A matriculated student is one who has formally applied and been accepted to a VSC college and is working toward a particular degree or certificate. Students must be matriculated to apply for financial aid, to be eligible for scholarships, to be assigned an advisor and to be awarded a degree or diploma. Non-matriculated students are those who are just taking courses for personal enrichment or are trying out college before applying for admission.

## Academic Program Enrollments as of October 15, 2015 Lyndon State College

HBC 12/10/15

### Associate Degree Programs

Major	Head Count	Full-time	Part-time	In-State	Out-of-State	Male	Female	FTE	Second Major
Audio Production	2	2		2		1	1	2.0	
Business Administration	9	8	1	8	1	6	3	8.8	
Electronic Journalism Arts	3	3		2	1	1	2	3.0	
General Studies / Pre-Nursing	16	16		12	4	4	12	16.0	
Human Services	5	3	2	4	1	1	4	4.6	
Music Industry Management	1	1		1		1		1.0	
Music and Self-Promotion	2	2			2	2		2.0	
Special Education	2	1	1	2			2	1.4	
Visual Communications	4	4		2	2	3	1	4.0	
Visual Arts	3	2	1	3		1	2	2.3	
<b>TOTAL</b>	<b>47</b>	<b>42</b>	<b>5</b>	<b>36</b>	<b>11</b>	<b>20</b>	<b>27</b>	<b>45.1</b>	<b>0</b>

### Bachelor Degree Programs

Major	Head Count	Full-time	Part-time	In-State	Out-of-State	Male	Female	FTE	Second Major
Accounting	24	20	4	20	4	13	11	22.3	
Animation/Illustration	38	36	2	24	14	19	19	37.3	
Appl Psychology & Hum Service	89	84	5	67	22	22	67	86.8	
Atmospheric Sciences	76	71	5	12	64	52	24	74.5	
Business Administration	86	77	9	1	29	55	31	81.9	
Computer Information Systems	26	25	1	22	4	25	1	25.8	
Cinema Production	23	21	2	11	12	17	6	22.3	
Criminal Justice	49	46	3	36	13	33	16	47.8	
Electronic Journalism Arts	85	82	3	21	64	57	28	84.0	
Elementary Education	74	73	1	57	17	13	61	73.8	
English	28	26	2	16	12	10	18	26.9	
Environmental Science	17	16	1	13	4	9	8	16.6	
Exercise Science	86	79	7	52	34	45	41	83.7	
Explorations	20	18	2	18	2	10	10	19.2	
Graphic Design	28	26	2	21	7	18	10	27.3	
Human Services	8	7	1	7	1	2	6	7.5	
Liberal Studies	11	7	4	10	1	4	7	8.5	
Mathematics	11	11		8	3	7	4	11.0	
Media Communications	2	1	1	1	1	1	1	1.8	
Mountain Resource Mgmt	117	110	7	23	94	106	11	115.3	
Music Business & Industry	117	110	7	38	79	93	24	115.0	
Natural Science	17	15	2	10	7	11	6	16.3	
Physical Education	4	2	2	4		3	1	2.7	
Psychology	4	2	2	4		2	2	2.8	
Social Science	20	20		14	6	13	7	20.0	
Sports Management	1	1		1		1		1.0	
Sport Leadership	26	26		16	10	20	6	26.0	
Sustainability Studies	15	15		5	10	11	4	15.0	
Visual Communications	18	17	1	8	10	8	10	17.6	
Undeclared									
<b>TOTAL</b>	<b>1,120</b>	<b>1,044</b>	<b>76</b>	<b>540</b>	<b>524</b>	<b>680</b>	<b>440</b>	<b>1,090.5</b>	<b>0</b>

## Masters Degree Programs

Major	Head Count	Full-time	Part-time	In-State	Out-of-State	Male	Female	FTE	Second Major
Curriculum and Instruction	9	1	8	8	1	1	8	4.7	
Education	17		17	16	1	3	14	7.8	
Liberal Studies	5	1	4	4	1	2	3	2.7	
<b>TOTAL</b>	<b>31</b>	<b>2</b>	<b>29</b>	<b>28</b>	<b>3</b>	<b>6</b>	<b>25</b>	<b>15.1</b>	

## Total Enrollment by Academic Program

	Head Count	Full-time	Part-time	In-State	Out-of-State	Male	Female	FTE	Second Major
Associate Degree Programs	47	42	5	36	11	20	27	45.1	
Bachelor Degree Programs	1,120	1,044	76	540	524	680	440	1,090.5	
Masters Degree Programs	31	2	29	28	3	6	25	15.1	
Non-matriculated Undergrads	36	6	30	34	2	17	19	16.2	
Non-matriculated Graduates	33		33	29	4	2	31	11.3	
<b>TOTAL</b>	<b>1,267</b>	<b>1,094</b>	<b>173</b>	<b>667</b>	<b>544</b>	<b>725</b>	<b>542</b>	<b>1,178.2</b>	<b>0</b>

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# Academic Program Enrollments as of October 15, 2015

## Johnson State College

HBC 12/10/15

### Certificate Programs

Major	Head Count	Full-time	Part-time	In-State	Out-of-State	Male	Female	FTE	Second Major
Accounting	1		1	1			1	0.7	
Small Business Management	1	1		1		1		1.0	
<b>TOTAL</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1.7</b>	

### Associate Degree Programs

Major	Head Count	Full-time	Part-time	In-State	Out-of-State	Male	Female	FTE	Second Major
Business Management	4	3	1	4		3	1	3.3	
General Studies	3	2	1	3		2	1	2.5	
Technical Theater	6	6		4	2	2	4	6.0	
<b>TOTAL</b>	<b>13</b>	<b>11</b>	<b>2</b>	<b>11</b>	<b>2</b>	<b>7</b>	<b>6</b>	<b>11.8</b>	

### Bachelor Degree Programs

Major	Head Count	Full-time	Part-time	In-State	Out-of-State	Male	Female	FTE	Second Major
Anthropology & Sociology	23	22	1	18	5	6	17	22.6	
Art	32	30	2	29	3	12	20	31.1	
Biology	49	43	6	39	10	18	31	46.6	
Business	189	120	69	164	25	81	108	155.8	
Childhood Education	104	80	24	94	10	10	94	93.6	
Communications Community Media	14	13	1	12	2	8	6	13.9	
Creative Writing	21	19	2	17	4	7	14	19.5	
English	13	11	2	12	1	4	9	12.0	
Environmental Science	26	23	3	21	5	15	11	24.7	
Health Science	57	57		45	12	25	32	57.0	
History	17	15	2	14	3	10	7	15.8	
Hospitality & Tourism Mgmt	6	6		5	1	1	5	6.0	
Interdisciplinary Studies	53	23	30	50	3	14	39	39.8	
Integrated Science	1		1		1	1		0.6	
Liberal Arts	2		2	2			2	1.1	
Mathematics	11	9	2	9	2	7	4	10.3	
Media Arts	25	24	1	22	3	12	13	24.8	
Musical Theater	14	13	1	5	9	6	8	13.8	
Music	27	24	3	19	8	15	12	25.9	
Outdoor Education	44	41	3	14	30	29	15	43.6	
Political Science	20	18	2	18	2	11	9	19.5	
Professional Studies	119	20	99	118	1	36	83	72.3	
Psychology	246	146	100	228	18	38	208	201.7	
Studio Art	25	23	2	19	6	9	16	24.3	
Theater & Drama	16	15	1	12	4	8	8	15.3	
Wellness & Altern Medicine	64	53	11	38	26	11	53	58.8	
Undeclared	91	90	1	79	12	37	54	90.8	
<b>TOTAL</b>	<b>1,309</b>	<b>938</b>	<b>371</b>	<b>1,103</b>	<b>206</b>	<b>431</b>	<b>878</b>	<b>1,141.1</b>	<b>0</b>

### Masters Degree Programs



Major	Head Count	Full-time	Part-time	In-State	Out-of-State	Male	Female	FTE	Second Major
Counseling	82	35	47	81	1	17	65	64.5	
Education	58	4	54	55	3	14	44	32.9	
Studio Art	7	2	5	3	4	1	6	4.2	
<b>TOTAL</b>	<b>147</b>	<b>41</b>	<b>106</b>	<b>139</b>	<b>8</b>	<b>32</b>	<b>115</b>	<b>101.6</b>	

### Total Enrollment by Academic Program

	Head Count	Full-time	Part-time	In-State	Out-of-State	Male	Female	FTE	Second Major
Certificate Programs	2	1	1	2	0	1	1	1.7	
Associate Degree Programs	13	11	2	11	2	7	6	11.8	
Bachelor Degree Programs	1,309	938	371	1,103	206	431	878	1,141.1	
Masters Degree Programs	147	41	106	139	8	32	115	101.6	
Non-matriculated Undergrads	39	2	37	37	2	13	26	13.8	
Non-matriculated Graduates	32		36	31	1	6	26	13.0	
<b>TOTAL</b>	<b>1,542</b>	<b>993</b>	<b>553</b>	<b>1,323</b>	<b>219</b>	<b>490</b>	<b>1,052</b>	<b>1,283.0</b>	<b>0</b>

### Report Summary

This report summarizes the enrollment by academic degree program of students at the specified VSC college on October 15th, the official Fall reporting date, of 2015. Unlike the Enrollment by Headcount reports that count each student enrolled in at least one credit bearing class at the institution, this report counts all students who have an academic program at the college even if they are enrolled exclusively at another VSC institution. Additionally, it does not count students who have an academic program at another institution but are taking one or more classes at this college. Thus the headcount in this report may vary slightly from the Official Headcount Report for the same date.

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**Part-Time:** Any student registered for less than the full-time credit load for a college and academic level is considered part-time. For students enrolled at more than one VSC college all of their credits are considered in the calculation of credit load. A part-time credit load depends on the academic level of the student. Undergraduate students taking less than 12 credits, and graduate students taking less than 9 credits are considered to be enrolled part time.

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**FTE:** Full-time equivalency figures are derived by counting 1 for all students enrolled on a full-time basis (12 credits or more for undergraduates and 9 credits or more for graduates) and then taking the student credit hours for all part time students and determining the number of full time students it would take to generate that number of student credit hours. Total part-time undergraduate credit hours are divided by 12, while total part-time graduate credit hours are divided by 9. For students with a particular major who are enrolled at more than one VSC college in the given semester, all of their enrolled credits are used in the FTE calculation at the college where they are matriculated.

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# Academic Program Enrollments as of October 15, 2015

## Castleton University

HBC 12/10/15

### Associate Degree Programs

Major	Head Count	Full-time	Part-time	In-State	Out-of-State	Male	Female	FTE	Second Major
Business Administration	10	9	1	7	3	8	2	9.8	
Communication	1	1		1		1		1.0	
Criminal Justice	1	1		1		1		1.0	
General Studies	6	2	4	4	2	4	2	4.1	
Nursing	47	15	32	47		10	37	39.3	
<b>TOTAL</b>	<b>65</b>	<b>28</b>	<b>37</b>	<b>60</b>	<b>5</b>	<b>24</b>	<b>41</b>	<b>55.1</b>	<b>0</b>

### Bachelor Degree Programs

Major	Head Count	Full-time	Part-time	In-State	Out-of-State	Male	Female	FTE	Second Major
Art	31	28	3	20	11	8	23	29.3	
Athletic Training	72	72		36	36	39	33	72.0	
Biology	45	44	1	28	17	15	30	44.8	
Business Administration	286	277	9	207	79	199	87	281.8	
Chemistry	8	8		4	4	6	2	8.0	
Communication	72	68	4	50	22	39	33	70.3	
Computer Information Systems	24	23	1	19	5	16	8	23.5	
Criminal Justice	95	93	2	69	26	72	23	94.4	
Career & Technical Education	4		4	4		2	2	1.8	
Ecological Studies	13	13		9	4	7	6	13.0	
English	23	23		16	7	9	14	23.0	
Environmental Science	28	28		17	11	19	9	28.0	
Exercise Science	91	89	2	44	47	57	34	90.1	
Geology	10	8	2	8	2	7	3	9.2	
Global Studies	8	7	1	8		4	4	7.6	
Health Education	6	6		4	2	1	5	6.0	
Health Science	112	105	7	80	32	36	76	109.8	
History	33	33		25	8	24	9	33.0	
Literature	9	8	1	7	2	5	4	8.5	
Mathematics	41	40	1	29	12	25	16	40.8	
Multidisciplinary Studies	93	93		76	17	14	79	93.0	
Music Education	11	11		7	4	5	6	11.0	
Music	6	6		5	1	4	2	6.0	
Nursing	169	155	14	146	23	18	151	165.2	
Philosophy	8	6	2	6	2	3	5	7.3	
Political Science	15	15		12	3	10	5	15.0	
Practice of Physical Education	45	44	1	28	17	34	11	44.9	
Psychology	109	104	5	72	37	30	79	107.2	
Social Science	8	8		5	3	5	3	8.0	
Social Studies	3	3		3		3		3.0	
Social Work	68	64	4	56	12	11	57	65.8	
Sociology	36	33	3	22	14	18	18	34.6	
Spanish	7	6	1	6	1	1	6	6.8	
Sports Administration	95	93	2	56	39	71	24	93.8	
Theater	24	23	1	13	11	11	13	23.9	
Women's and Gender Studies	1	1		1			1	1.0	
Undeclared	113	109	4	85	28	62	51	111.4	

<b>TOTAL</b>	<b>1,822</b>	<b>1,747</b>	<b>75</b>	<b>1,283</b>	<b>539</b>	<b>890</b>	<b>932</b>	<b>1,792.6</b>	<b>0</b>
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### Masters Degree Programs

Major	Head Count	Full-time	Part-time	In-State	Out-of-State	Male	Female	FTE	Second Major
Accounting	6	3	3	5	1	2	4	4.9	
Athletic Leadership	23	12	11	8	15	16	7	19.3	
Education	22	5	17	17	5	8	14	13.2	
Music Education	8	2	6	7	1	4	4	4.2	
Theater	5	3	2	4	1	3	2	4.3	
<b>TOTAL</b>	<b>64</b>	<b>25</b>	<b>39</b>	<b>41</b>	<b>23</b>	<b>33</b>	<b>31</b>	<b>46.0</b>	<b>0</b>

### Total Enrollment by Academic Program

	Head Count	Full-time	Part-time	In-State	Out-of-State	Male	Female	FTE	Second Major
Associate Degree Programs	65	28	37	60	5	24	41	55.1	
Bachelor Degree Programs	1,822	1,747	75	1,283	539	890	932	1,792.6	
Masters Degree Programs	64	25	39	41	23	33	31	46.0	
Non-matriculated Undergrads	67		67	61	6	36	31	20.1	
Non-matriculated Graduates	227	1	226	207	20	54	173	69.8	
<b>TOTAL</b>	<b>2,245</b>	<b>1,801</b>	<b>444</b>	<b>1,652</b>	<b>593</b>	<b>1,037</b>	<b>1,208</b>	<b>1,983.6</b>	<b>0</b>

### Report Summary

This report summarizes the enrollment by academic degree program of students at the specified VSC college on October 15th, the official Fall reporting date, of 2014. Unlike the enrollment by headcount reports that count each student enrolled in at least one credit bearing class at the institution, this report counts all students who have an academic program at the college even if they are enrolled exclusively at another VSC institution. Additionally, it does not count students who have an academic program at another institution but are taking one or more classes at this college. Thus the headcount in this report may vary slightly from the Official Headcount Report for the same date.

Additionally, the headcount of students with a particular major, and columns that follow are based only on the current "best program" for the student. The numbers include only one degree and one major per student. The column on the far right indicates the number of students pursuing a second award in the indicated major.

### Definitions

**Headcount:** Headcount in this report is based on the number of students matriculated at the specified VSC college, whether or not they are enrolled at the same college. Each student enrolled in one or more credit-bearing courses at the particular college, at the specified time during the semester, counts as one headcount for the college. Students who are matriculated at another VSC school, and are enrolled at the given college are included in the count. Students who are matriculated at the particular school but are attending a different VSC school are not included in this count. It is understood that a student may be counted more than once system-wide if they are attending more than one school in a given semester.

**Full-time:** Any student registered for greater than or equal to the full-time credit load for a college and academic level is considered full-time. For students enrolled at more than one VSC college all of their credits are considered in the calculation of credit load. Full-time credit load depends on the academic level of the student. Generally 12 credits is considered full-time at the undergraduate level while 9 credits is considered full-time at the graduate level.

**Part-Time:** Any student registered for less than the full-time credit load for a college and academic level is considered part-time. For students enrolled at more than one VSC college all of their credits are considered in the calculation of credit load. A part-time credit load depends on the academic level of the student. Undergraduate students taking less than 12 credits, and graduate students taking less than 9 credits are considered to be enrolled part time.

**In-State:** Any student (graduate or undergraduate) identified as a Vermont resident for the purposes of admission. It is expected that the residency status of a student remains as it was when the student was admitted to the college, unless the student appeals for a change in status. For non-matriculated students, those who establish that they are Vermont residents according to definitions set by the business office are considered to be in-state students.

**Out-of-State:** Any student (graduate or undergraduate) identified as a non-Vermont resident, for the purposes of admission. For non-matriculated students, out-of-state students are those who reside outside Vermont, or who have not lived in Vermont long enough to establish residency according to the college definition.

**FTE:** Full-time equivalency figures are derived by counting 1 for all students enrolled on a full-time basis (12 credits or more for undergraduates and 9 credits or more for graduates) and then taking the student credit hours for all part time students and determining the number of full time students it would take to generate that number of student credit hours. Total part-time undergraduate credit hours are divided by 12, while total part-time graduate credit hours are divided by 9. For students with a particular major who are enrolled at more than one VSC college in the given semester, all of their enrolled credits are used in the FTE calculation at the college where they are matriculated.

**Matriculated:** A matriculated student is one who has formally applied and been accepted to a VSC college and is working toward a particular degree or certificate. Students must be matriculated to apply for financial aid, to be eligible for scholarships, to be assigned an advisor and to be awarded a degree or diploma. Non-matriculated students are those who are just taking courses for personal enrichment or are trying out college before applying for admission.

# Academic Program Enrollments as of October 15, 2015

## Community College of Vermont

HBC 12/10/15

### Certificate Programs

Major	Head Count	Full-time	Part-time	In-State	Out-of-State	Male	Female	FTE	Second Major
Allied Health Preparation	277	27	250	261	16	25	252	158.1	
Childcare	14		14	14			14	5.5	
Essential Workplace Skills	2		2	2			2	1.3	
Health Information Specialist	35	1	34	33	2	4	31	16.1	
Substance Abuse Services	18		18	18		2	16	8.8	
Web Site Design	6	1	5	6		5	1	3.3	
<b>TOTAL</b>	<b>352</b>	<b>29</b>	<b>323</b>	<b>334</b>	<b>18</b>	<b>36</b>	<b>316</b>	<b>193.1</b>	<b>0</b>

### Associate Degree Programs

Major	Head Count	Full-time	Part-time	In-State	Out-of-State	Male	Female	FTE	Second Major
Accounting	131	21	110	127	4	34	97	82.6	
Administrative Management	83	13	70	80	3	8	75	45.0	
Applied Business Practices	9	1	8	8	1	7	2	5.0	
Art	41	13	28	38	3	10	31	28.3	
Business	345	94	251	325	20	160	185	222.7	
Cmputr Asstd Drafting & Design	2		2	2		2		0.8	
Communication	18	4	14	16	2	11	7	10.8	
Criminal Justice	114	40	74	110	4	61	53	76.9	
Computer Systems Management	120	28	92	110	10	97	23	73.5	
Digital Marketing	9		9	9		7	2	4.1	
Early Childhood Education	253	33	220	239	14	7	246	130.9	
Emergency Mgmt & Planning	7		7	7		5	2	3.5	
Environmental Science	71	20	51	59	12	41	30	46.5	
Graphic Design	79	27	52	75	4	30	49	52.7	
Human Services	257	42	215	246	11	54	203	154.3	
Hospitality & Tourism Mgmt	21	9	12	18	3	5	16	15.5	
Liberal Studies	917	179	738	866	51	259	658	561.4	
Medical Assistant	184	27	157	173	11	14	170	104.6	
Network Administration	41	9	32	38	3	36	5	27.1	
STEM Studies	172	38	134	159	13	83	89	110.0	
Undeclared	544	160	384	502	42	219	325	359.0	
<b>TOTAL</b>	<b>3,418</b>	<b>758</b>	<b>2,660</b>	<b>3,207</b>	<b>211</b>	<b>1,150</b>	<b>2,268</b>	<b>2,115.1</b>	<b>0</b>

### Total Enrollment by Academic Program

	Head Count	Full-time	Part-time	In-State	Out-of-State	Male	Female	FTE	Second Major
Certificate Programs	352	29	323	334	18	36	316	193.1	
Associate Degree Programs	3,418	758	2,660	3,207	211	1,150	2,268	2,115.1	
Non-matriculated Undergrads	1,666	42	1,624	1,563	103	522	1,144	575.9	
<b>TOTAL</b>	<b>5,436</b>	<b>829</b>	<b>4,607</b>	<b>5,104</b>	<b>332</b>	<b>1,708</b>	<b>3,728</b>	<b>2,884.1</b>	<b>0</b>

### Report Summary

This report summarizes the enrollment by academic degree program of students at the specified VSC college on October 15th, the official Fall reporting date of 2014. Unlike the Enrollment by Headcount reports that count each student enrolled in at least

the Official Fall reporting date of 2014. Unlike the Enrollment by Headcount reports that count each student enrolled in at least one credit bearing class at the institution, this report counts all students who have an academic program at the college even if they are enrolled exclusively at another VSC institution. Additionally, it does not count students who have an academic program at another institution but are taking one or more classes at this college. Thus the headcount in this report may vary slightly from the Official Headcount Report for the same date.

Additionally, the headcount of students with a particular major, and columns that follow are based only on the current "best program" for the student. The numbers include only one degree and one major per student. The column on the far right indicates the number of students pursuing a second award in the indicated major.

## Definitions

**Headcount:** Headcount in this report is based on the number of students matriculated at the specified VSC college, whether or not they are enrolled at the same college. Each student enrolled in one or more credit-bearing courses at the particular college, at the specified time during the semester, counts as one headcount for the college. Students who are matriculated at another VSC school, and are enrolled at the given college are included in the count. Students who are matriculated at the particular school but are attending a different VSC school are not included in this count. It is understood that a student may be counted more than once system-wide if they are attending more than one school in a given semester.

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**Part-Time:** Any student registered for less than the full-time credit load for a college and academic level is considered part-time. For students enrolled at more than one VSC college all of their credits are considered in the calculation of credit load. A part-time credit load depends on the academic level of the student. Undergraduate students taking less than 12 credits, and graduate students taking less than 9 credits are considered to be enrolled part time.

**In-State:** Any student (graduate or undergraduate) identified as a Vermont resident for the purposes of admission. It is expected that the residency status of a student remains as it was when the student was admitted to the college, unless the student appeals for a change in status. For non-matriculated students, those who establish that they are Vermont residents according to definitions set by the business office are considered to be in-state students.

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## Degrees Awarded by VSC Colleges, by Level and CIP Category for the Academic Year 2014-15

HBC 12/17/15

### Undergraduate Certificates

CIP Cat	CIP TITLE	CCV	CU	JSC	LSC	VTC	Total
11	Computer & Information Science & Support Services	3					3
19	Family and Consumer Sciences/Human Sciences.	5					5
51	Health Professions and Related Programs.	67				137	204
52	Business, Management, Marketing & Support Servs.			5			5
	<b>TOTAL</b>	<b>75</b>		<b>5</b>		<b>137</b>	<b>217</b>

### Associate Degrees

CIP Cat	CIP TITLE	CCV	CU	JSC	LSC	VTC	Total
01	Agriculture, AG Operations and Related Sciences					17	17
03	Natural Resources & Conservation	18					18
09	Communication, Journalism and Related Programs	7			2		9
10	Communications Technologies/Technicians & Supprt.				1		1
11	Computer & Information Science & Support Services	20			1	3	24
13	Education.	48			1		49
14	Engineering					5	
15	Engineering Technologies & Engin. Related Fields	2				33	35
24	Liberal Arts/Sciences, General Studies & Humanities.	179	10	3	4		196
40	Physical Sciences.		1				1
41	Science Technologies/Technicians	11					
43	Security, Law Enforcement and Protective Services.	27	4			10	41
44	Public Administration and Social Service Professions.	36			3		39
47	Mechanic and Repair Technologies/Technicians					25	25
50	Visual and Performing Arts.	14		1	9		24
51	Health Professions and Related Programs.	40	59			199	298
52	Business, Management, Marketing & Support Servs.	115	6	2	10	21	154
	<b>TOTAL</b>	<b>517</b>	<b>80</b>	<b>6</b>	<b>31</b>	<b>313</b>	<b>931</b>

### Bachelors Degrees

CIP Cat	CIP TITLE	CCV	CU	JSC	LSC	VTC	Total
01	Agriculture, AG Operations and Related Sciences					11	11
03	Natural Resources and Conservation		1	7	2		10
05	Area, Ethnic, Cultural, Gender, & Group Studies		2				2
09	Communication, Journalism and Related Programs		29	4	6		39
10	Communications Technologies/Technicians & Supprt.			3	17		20
11	Computer & Information Science & Support Services				3	13	16
13	Education.		13	16	7		36
14	Engineering					17	
15	Engineering Technologies/Technicians.					36	36
16	Foreign Languages, Literature and Linguistics		4				4
23	English Language and Literature/Letters.		4	11	1		16
24	Liberal Arts/Sciences, General Studies & Humanities.			81	7		88



26	Biological and Biomedical Sciences.		13	8			21
27	Mathematics and Statistics.		14	1	1		16
30	Multi/Interdisciplinary Studies.		11		8		19
31	Parks, Recreation, Leisure, and Fitness Studies.		32	11	43		86
40	Physical Sciences.		3		21		24
42	Psychology.		23	63	15		101
43	Security, Law Enforcement and Protective Services.		10		9		19
44	Public Administration & Social Service Professions.		22		14		36
45	Social Sciences.		15	10	10		35
50	Visual and Performing Arts.		16	29	47		92
51	Health Professions and Related Programs.		56	20	8	8	92
52	Business, Management, Marketing & Support Servs.		65	40	28	32	165
54	History.		19	8			27
	<b>TOTAL</b>		<b>352</b>	<b>312</b>	<b>247</b>	<b>117</b>	<b>1,028</b>

## Masters Degrees

CIP Cat	CIP TITLE	CCV	CU	JSC	LSC	VTC	Total
13	Education.		24	39	14		77
42	Psychology.			29			29
50	Visual and Performing Arts.		2	1			3
52	Business, Management, Marketing & Support Servs.		7				7
	<b>TOTAL</b>		<b>33</b>	<b>69</b>	<b>14</b>		<b>116</b>

## Summary of Degrees/Certificates Awarded

	DEGREE LEVEL	<u>CCV</u>	<u>CU</u>	<u>JSC</u>	<u>LSC</u>	<u>VTC</u>	<u>Total</u>
	Undergraduate Certificates	75		5		137	217
	Associate Degrees	517	80	6	31	313	947
	Bachelors Degrees		352	312	247	117	1,028
	Masters Degrees		33	69	14		116
	<b>TOTAL</b>	<b>592</b>	<b>465</b>	<b>392</b>	<b>292</b>	<b>567</b>	<b>2,308</b>

**Data Source:** Colleague extract

## Report Summary

This report is a compilation of degrees awarded by each VSC college during the indicated Academic Year, broken down by CIP category. Using an external classification system such as CIP codes helps to group various majors offered by VSC colleges into broader categories, so that comparisons may be made across colleges as to the number of students earning degrees in particular areas.

The only area of study that is not adequately captured by these numbers is undergraduate Education. Both Lyndon and Johnson have some programs in which the student's primary major is Education, however some of their students and students at Castleton more frequently major in a liberal arts discipline, with a "specialization" in Education that is not included in the above figures.

The totals in the summary section include the counts of certificates awarded by all of the VSC colleges.

## Definitions

**CIP Codes:** The CIP Classification of Instructional Programs 2010 is developed and maintained by NCES, the National Center for Educational Statistics, and the U.S. Department of Education, and provides a taxonomy with which to accurately track and report fields of study and program completions. CIP codes are the accepted federal government standard for instructional program classification and are used in a variety of education surveys and databases.

**Academic Year:** The period of time that is defined by a school to measure a generally accepted quantity of study. At the Vermont State Colleges an academic year consists of both the fall and following spring semesters. When the summer semester is included in the academic year, the summer preceding the fall semester is a part of the same academic year. The 2008 academic year consists of Summer 2008, Fall 2008 and Spring 2009.

**Data Source:** Colleague, the VSC Student Administrative Database.