

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

Kraig Hannum, Chair  
Jim Masland, Vice-Chair  
Lynn Dickinson  
Morgan Easton  
Karen Luneau  
Mike Pieciak  
Martha O'Connor

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



**RE:** EPSL Meeting on March 24, 2017

**DATE:** March 20, 2017

The EPSL Committee of the VSC Board of Trustees will meet on Friday, March 24th at 11:30 a.m. in the Stearns Performance Space at Johnson State College. Materials for the meeting are attached.

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**

**Stearns Performance Space, Johnson State College**

**March 24, 2017**

**AGENDA**

1. Call to order
2. Approval of the Minutes of the November 16, 2016 Meeting
3. Revisions to Policy 301
4. Recommendations for Emeritus Faculty
5. Recommendations for VSC Faculty Fellows
6. Northern Vermont University Mission Statement
7. Student Trustee Report on the VSCSA
8. Review and Discussion of Policy 109 Summary Data and Reports
9. Discussion of Student Mental Health with VSC Student Affairs Council
10. Other Business
11. Public Comment
12. Adjourn

**MATERIALS**

1. Minutes of the November 16, 2016 Meeting [Page 3](#)
2. Revisions to Policy 301 [Page 12](#)
3. Recommendations for Emeritus Status [Page 19](#)
4. Recommendations for VSC Faculty Fellows [Page 53](#)
5. Northern Vermont University Mission Statement [Page 76](#)
6. Review and Discussion of Policy 109 Summary Data and Reports [Page 79](#)
7. Discussion of Student Mental Health with VSC Student Affairs Council [Page 107](#)

## Item 1

### Minutes of the November 16, 2016 Meeting

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VSC Board of Trustees  
Education, Personnel, and Student Life Committee  
Meeting Minutes November 16, 2016 UNAPPROVED

## **Unapproved minutes of the Education, Personnel, and Student Life Committee meeting Wednesday, November 16, 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 November 16, 2016 at the Chancellor's Office in Montpelier, VT.

Committee members present: Lynn Dickinson (by phone), Morgan Easton, Kraig Hannum (Chair), Karen Luneau, Jim Masland, Martha O'Connor, Mike Pieciak

Other Trustees: Church Hindes, Tim Jerman

Presidents: Nolan Atkins, Elaine Collins, Joyce Judy, Pat Moulton

From the Chancellor's Office: Tricia Coates, Director of External & Governmental Affairs  
Elaine Sopchak, Executive Assistant to the Chancellor  
Jeb Spaulding, Chancellor  
Sophie Zdatny, Associate General Counsel  
Yasmine Ziesler, Chief Academic Officer

From the Colleges: Nate Ball, VTC, PAT/SUP Representative  
Reese Barber, Athletic Training Program Director, Castleton  
Jonathan Davis, Dean of Students, LSC  
Kelly Everhart, VSEA Staff Attorney  
Barb Flathers, JSC, Vice President, VSCUP  
Sandy Noyes, JSC Staff Federation Unit Chair  
Jay Paterson, Dean of Student Affairs, VTC  
Phil Petty, Academic Dean, VTC  
Dennis Proulx, Dean of Students, Castleton  
Mariah Sanderson, Coordinator, Tobacco Free College Initiative  
Jonathan Spiro, Academic Dean, Castleton  
Eoana Sturges, Tobacco Program Manager, VT Dept. of Health  
Sharon Twigg, Interim Academic Dean, JSC  
Heather Weinstein, Dean of Students, CCV  
Michelle Whitmore, Interim Dean of Students, JSC

Chair Hannum called the meeting to order at 2:06 p.m.

1. Approval of the Minutes of the July 20, 2016 Meeting

Chair Hannum noted the date in the first paragraph should be changed to July 20th from July 27th. Trustee Pieciak moved and Trustee Masland seconded the minutes as amended. The minutes were approved unanimously.

2. Review of PReCIP Reports and COP Recommendations

Chair Hannum asked Chief Academic Officer Yasmine Ziesler to give background information regarding the Policy 101 process. The VSC is now operating under a new set of NEASC standards that require a demonstrable record of success in using the results of assessment. She referred to the Council of Presidents' response to the committee reports and emphasized the need for more institutional research capacity.

Trustee Dickinson stated the reports were thorough and helpful. Trustee Masland asked the deans to ensure they are being efficient and nimble when adding or subtracting programs. He stated the thoroughness of the reports submitted are reflective of a good process. Chair Hannum noted the disparity between online success of CCV's early childhood program in comparison to that of on-ground courses, and asked if this trend is common in all programs. CCV President Joyce Judy answered that there are participation requirements and interactive aspects of online courses designed to boost this measure.

Chancellor Spaulding inquired how the deans use these reports once completed. Castleton Academic Dean Jonathan Spiro stated that faculty were initially resistant to the PReCIP process but now in general the attitude has changed and faculty view it as beneficial to look at programs and whether benchmarks have been achieved. In addition, faculty use the PReCIP reports to prepare for NEASC self studies. Lyndon State College Interim President Nolan Atkins stated that as dean he follows up mid-cycle with departments to see if progress was being made on recommendations in their reports. Vermont Tech Academic Dean Phil Petty stated that sometimes very little is done depending on the nature of the recommendations in the report; suggestions like new hires or new classroom space are difficult to implement short term. Also, all recommendations are not always accepted by departments; sometimes external committee members do not have a thorough enough background in the VSC to know that some recommendations may not be feasible.

Chancellor Spaulding noted the low number of graduating mathematics majors. President Atkins stated this speaks to the need for counting double majors in the data. Johnson State College Interim Academic Dean Sharon Twigg noted that student interviews of math majors indicated very good experiences with the programs. When asked how the lower graduate numbers affect staffing, President Atkins answered that the colleges need good faculty teaching general

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education courses as well as the lower enrolled higher level courses. Dr. Ziesler reminded the Committee that at their next meeting they will see Policy 109 reports with more comprehensive data regarding program enrollment.

Trustee Pieciak moved and Trustee Luneau seconded the motion to commend the 2016 PReCIP committees. The resolution passed unanimously.

Chair Hannum stated that the resolution to approve programs to be assessed in the 2017 PReCIP cycle required two amendments: to change 2016 to 2017 in the third whereas clause, and to add “CU BA Ecological Studies” to the list of programs to be reviewed on page two. Trustee Luneau moved the resolution as amended, and Trustee Pieciak seconded. The amended resolution was approved unanimously.

Trustee Easton arrived at this time.

### 3. Program Proposals under Policy 102

#### Castleton University BA Graphic Design

Academic Dean Jonathan Spiro provided the background on this new program, which involves hiring one new professor and converting one classroom to a graphic design lab. The program will provide interns to Rutland area businesses.

Trustee O’Connor arrived at this time. Chair Hannum noted this would be the only BA graphic design program in the system and that geographically it would be attractive to students who previously might not have attended a VSC. Chancellor Spaulding encouraged Dean Spiro to investigate opportunities for collaboration between similar programs at other colleges.

Trustee Pieciak moved and Trustee Luneau seconded the motion to approve the program resolution. The resolution passed unanimously.

#### Castleton University 3+2 Athletic Training Program: BA Science in Kinesiology/Pre-athletic training, MA Athletic Training

Reese Barber, chair of Castleton’s athletic training department, gave the proposal’s background. The accrediting body for this program recently announced that all programs must transition to a MA degree. Trustee Hinds clarified that students can enroll who are completing a degree. Professor Barber also confirmed that LSC students can graduate with a 4-year degree and then complete the MA in 2 years at Castleton. They are preparing for the change far ahead of other colleges. The MA program would begin in 2020.

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Trustee Masland moved and Trustee Pieciak seconded the motion to approve the program resolution. The resolution passed unanimously.

#### Lyndon State College BS Climate Change Science

Interim President Nolan Atkins shared that graduates from this program will bridge hard science with people who need access to that info in a meaningful way. It has many practical applications to current societal needs, including alternative energy, health, agriculture, risk management, communication, and education. 97% of scientists believe human impact is a cause of climate change while only 44% of Americans believe the same. Climate change has been added to middle and high school science standards. Courses will be taught by faculty from LSC's atmospheric science program and by JSC faculty. There are no known programs like this.

Vermont Tech Interim President Pat Moulton inquired whether students will engage in research that could be presented at VTC programs. President Atkins confirmed this and stated that there are three LSC faculty members and one JSC faculty member currently engaged in research that will provide the experiential research opportunities for students. Trustee Hindes noted this program may be an option that would help with retention and stemming the attrition rate out of the atmospheric sciences program. President Atkins agreed and stated there are a large number of students who want to be a part of atmospheric sciences but prefer less rigor.

Trustee Easton moved and Trustee Luneau seconded the motion to approve the program resolution. The resolution passed unanimously.

#### Johnson State College AA/BFA Fine Woodworking and Furniture Design

President Collins stated that when Burlington College closed the school in charge of their woodworking program needed a partner institution to be able to grant degrees. Johnson State made temporary arrangement to do teachouts for existing students. Interim Academic Dean Sharon Twigg stated the program is an opportunity for a community partnership and that Vermont Woodworking School is close to campus. The partnership combines core general education curriculum with artisan, experiential aspects of the woodworking program.

Trustee O'Connor asked whether this program required any on campus facilities. Dean Twigg answered that the Woodworking School has its own fully equipped facilities. Trustee O'Connor inquired whether JSC would need to lease space in that facility. Dean Twigg answered that the program partnership does not require this. President Collins noted a significant number of returning veterans are enrolled in the program.

Trustee Luneau moved and Trustee Easton seconded the motion to approve the program resolution. The resolution passed unanimously.

Chancellor Spaulding shared that there is interest in developing a partnership between Johnson State and the Granite Museum; Dr. Ziesler will follow up.

#### 4. Discussion of Tobacco-free Policy Options and updates from colleges

Chair Hannum reminded the Committee that the Board directed the Chancellor's Office to develop a tobacco-free policy. Associate General Counsel Sophie Zdatny provided background and reviewed the four policy options that were developed after review of many Vermont-based and national resources. The policy was drafted and circulated to the colleges and unions. A conference call discussion was held and changes made based on feedback. Ms. Zdatny noted that the colleges are in different places regarding this new policy, which is why four variations have been provided:

- Option A: A straightforward tobacco-free policy to be implemented by July 1, 2018, which allows the colleges to implement sooner than the deadline if preferred.
- Option B: A policy that allows for a safety exception, providing an accessible area off campus for tobacco users.
- Option C: Same as option B but with a 2-year sunset.
- Option D: Same as Option A but with the deadline extended to July 1, 2019.

The proposed policy is drawn from other colleges' policies, including UVM and St. Michael's College. Vaping is included in the policy. There is a focus on education more than compliance. Chancellor Spaulding noted that of the four options there is no definite right or wrong, but that the Chancellor's Office has a recommendation.

Castleton University Dean of Students Dennis Proulx shared that they have had an alcohol and drug task force since 2014. President Wolk is in favor of a policy. They do not have an implementation team. They plan on a short implementation period and hope the policy chosen by the Board is liberal enough to include colleges' variations. Castleton will bring together an implementation team after the decision is made.

There is a student petition included in the meeting packet that is in favor of separating the tobacco-free initiative from current initiatives in Vermont to legalize marijuana. Trustee Easton shared that she spoke to the president of Castleton's student government association. She stated that the impression of students is that VSC is dictating this policy but wants to emphasize it's a statewide initiative and recommended plans to educate students. Dean Proulx said Castleton would implement the policy by fall 2017 and will educate the students about it. Ms. Zdatny added that timelines are included in the educational resources being used.

Johnson State College Interim Dean of Students Michele Whitmore co-chairs JSC's tobacco-free implementation team with Dean of Administration Sharron Scott. They have identified fall 2018



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as a target implementation date but she advocates for fall 2019 to accomplish it. They will continue to communicate with the JSC community after the decision. Safety for community members who smoke is a prominent concern due to the geographic location of campus. JSC wants the Board to consider a safety provision identifying places where smokers can go, allowing them to make a more gradual, less impactful movement toward a tobacco-free campus. Barb Flathers reminded the Committee that they must ensure they are talking about union members as well as students. Designated places to smoke on campus would help retain workers. There are also concerns about how to handle visitors at conferences and camps.

Lyndon State College Dean of Students Jonathan Davis shared that they have a 15-member working group and a partnership with Northeast Medical Center to ensure a spectrum of support. The college's current policy allows smoking in designated parking lots only. The culture on campus has changed. LSC's geographic location, like JSC, creates an issue around the safety of off campus designated smoking areas. In summer 2017 they will remove smoking gazebos currently located on campus. They will also be ready to provide education and support services to assist in quitting.

Vermont Technical College Dean of Student Affairs Jay Patterson stated the college has received a grant from the Truth Initiative and in 2013 formed a committee to explore going tobacco-free. There is a new policy limiting smoking to a few designated areas. There has been some sliding back, and so communication must be continuous. Vermont Tech will be tobacco-free no later than fall 2018. Cessation resources will be made available. The Truth Initiative goes through the end of 2017. There is concern that residential students do not have a place to smoke, as opposed to non-residential students.

Academic Dean Phil Petty shared that the Faculty Assembly heard a motion to establish a smoke-free campus initiative starting fall 2017. Members felt it couldn't be implemented until fall 2018; a vote on the motion was postponed for further research. JSC Dean Twigg stated she believes a smoking ban is unethical because a campus wide smoking ban will not help with students' addiction issues. Smoking is also a class issue. Finally, not having a safe place on campus for smokers is problematic. Kelly Everhart stated the VSEA opposes an outright ban as this is a working conditions issue. They welcome education on reduction but the Federation does not want a total ban. They are also curious about enforcement and discipline as they have not heard anything about that yet.

CCV Dean of Students Heather Weinstein stated that CCV is assuming implementation in 2019. They have formed a tobacco-free working group and will assess existing conditions of perimeters and signage needs at all its sites. They conducted a survey that generated 447 respondents. They are also assessing the neighbors at academic sites. During their annual

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college-wide wellness week in March all centers will focus on cessation. They anticipate that two of 12 locations (Montpelier and St Albans) will need a safe place to smoke.

Chair Hannum reviewed the differences between each of the policy versions presented. Ms. Zdatny noted that special allowances in some policy versions do not make VSC truly tobacco-free. Eoana Sturges of the VT Department of Health noted that strict policies against smoking exist in the workforce and allowing students to smoke in college does not prepare them for that. President Moulton emphasized that this is a health issue that points to a larger issue of how to handle all unhealthy behaviors, addictions, and mental health issues in policy.

The Committee discussed the policy options at length. Trustee Luneau asked Committee members to consider the influence of smokers on family and others off campus. Trustee O'Connor stated that providing a safety zone to allow unhealthy behavior doesn't make sense. Trustee Dickinson views the policy as addressing a health issue. Trustee Masland stated he is sensitive to the class issue. Castleton Dean Proulx clarified for the Committee that the safety provision is to prevent liability for the institutions, not necessarily to provide a safe space to smoke.

Mariah Sanderson of the Tobacco Free College Initiative said what is most effective is as comprehensive a ban as possible, as clearly stated as possible. If a safety provision is necessary to accomplish the purpose of the ban, then that should be done, but suggested making the place where smoking is allowable inconvenient and not visible.

Trustee Hindes stated he cannot support approving a policy that allows deadly behavior and would rather frame it as VSC's campaign to end smoking that will include preventive and remedial activities that includes a ban on smoking. He stated he would like to see incentive programs for faculty and staff who stop smoking. The VSC should focus not on controlling smoking but stopping it.

In the resolution, the first whereas clause should declare a focus on helping people to stop smoking, followed by preventing people from starting, followed by a statement banning tobacco use on VSC property.

President Moulton recommended extending cessation efforts to include family. Trustee Easton stated it is important also to focus on quitting as saving money. Equating quitting smoking to cost can address the class issue—by not spending money on tobacco you can spend it on other things.

Chair Hannum asked for the Chancellor's recommendation. Chancellor Spaulding stated that policies like these are proven to lower the number of smokers. Giving the colleges an extra year seems to be the best opportunity to allow all the colleges the chance to implement the policy. He

recommends version D, a complete ban on tobacco use no later than July 1, 2019. Some colleges may implement the policy sooner but the deadline for all will be July 1, 2019.

The Committee decided it should approve one of the policy options, but not the resolution, which should be modified based on this discussion before being presented to the Board.

Trustee Masland moved to adopt policy option D, and asked that it be sure to include vaping. Trustee Luneau seconded. The motion was approved unanimously.

Chair Hannum suggested that the Finance & Facilities Committee investigate what kind of financial resources the VSC has to assist in implementing the new policy. Ms. Zdatny noted there will be costs associated with signage, education, supplies, etc.

5. Other Business

There was no other business.

6. Public Comment

There were no public comments.

Chair Hannum adjourned the meeting at 4:16 p.m.

UNAPPROVED

## Item 2

### Revisions to Policy 301

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## Manual of Policy and Procedures

Title  <b>POLICY ON DETERMINATION OF IN-STATE RESIDENCY FOR TUITION PURPOSES</b>	Number  301	Page  1 of 3
	Date  <b><u>March 25, 2017</u><del>June 11,</del> 2015</b>	

### PURPOSE

The Vermont State Colleges charges different tuition rates to in- and out-of-state students. Therefore, criteria and procedures to determine in-state residency for tuition purposes are required.

### STATEMENT OF POLICY

The following requirements must be met by a student prior to being granted resident status for the purpose of tuition and other VSC charges:

- 1) The student shall be domiciled in Vermont, said domicile having been continuous for one year immediately prior to the date of enrollment. Domicile shall mean a person's true, fixed and permanent home, to which he/she intends to return when absent. Domicile shall not be dependent upon a person's marital status. Although domicile may have been established, a student is presumed to be an out-of-state resident for tuition purposes if he or she moved to Vermont or continues residence in Vermont for the purpose of attending a Vermont institution of higher learning or qualifying for resident status for tuition purposes. Such presumption is rebuttable.
- 2) The student must demonstrate such attachment to the community as would be typical of a permanent resident of his/her age and education. The College's chief admissions officer shall consider in the determination of residency for tuition purposes, among other factors: voter registration, property ownership, payment of income and property taxes, automobile registration and driver's license.
- 3) Receipt of significant financial support from the student's family will create a rebuttable presumption that the student's residence is with his/her family. A student who has not reached the age of eighteen shall be presumed to hold the residence of his or her parents or legal guardian. The presumption shall be rebuttable.
- 4) A student who moves into Vermont within one year of enrollment shall be presumed to have moved to Vermont for the purposes of attending a Vermont institution of higher

learning and qualifying for resident status for tuition purposes. This presumption shall be rebuttable.

- 5) A student who is eligible for tuition purposes to enroll as a resident student in another state shall not be enrolled as a "Vermont Resident." The inability to enroll as a resident student in another state does not by itself establish residency in Vermont for tuition purposes. Additionally, a domicile or residency classification assigned by a public or private authority neither qualifies nor disqualifies a student for in-state residency status at a member College. However, such classification may be taken into consideration by the chief admissions officer.
- 6) Notwithstanding paragraphs 1-5, a student shall be considered a resident for in-state tuition purposes at the start of the next semester or academic period where:
  - a. The student, in accordance with 16 V.S.A. § 2185, is a member of the Armed Forces of the United States on active duty who is transferred to Vermont for duty other than for the purpose of education; or
  - b. The student is eligible for in-state tuition and fees, as of July 1, 2017~~5, in accordance with Section 702 of the Veterans Access, Choice, and Accountability Act of 2014,~~<sup>1</sup> because the student:
    - i. is a veteran who lives in Vermont (regardless of the student's formal state of residence) and enrolls in a member College within three years of discharge from a period of active duty service of ninety days or more;
    - ii. is anyone using a veteran's transferred benefits, who lives in Vermont (regardless of the student's formal state of residence) and enrolls in a member College within three years of the transferor veteran's discharge from a period of active duty service of ninety days or more; ~~or~~
    - ~~iii.~~ iii. is anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship, who lives in Vermont (regardless of the student's formal state of residence) ~~and enrolls in a member College within three years of the Service Member's death in the line of duty following a period of active duty service of ninety days or more;~~ ~~or~~
    - ~~iii.~~ iv. is anyone using a veteran's transferred benefits, who lives in Vermont (regardless of the student's formal state of residence) while the transferor is a member of the uniformed services serving on active duty.

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<sup>1</sup> The students described in sub-sections (i) and (ii), as well as some of those described in sub-section (iii), are eligible for in-state tuition and fees, prior to July 1, 2017, in accordance with Section 702 of the Veterans Access, Choice and Accountability Act of 2014.

After the expiration of the three year period following discharge or death, as described in 38 U.S.C. § 3679(c), a student who initially qualifies under ~~this~~ subsection (i) and (ii) will continue to be eligible for in-state tuition and fees as long as the student remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at a member College, even if the student enrolls in multiple programs.

- 7) A student enrolling at the Vermont State Colleges shall be classified by the College's chief admissions officer as a resident or non-resident for tuition purposes. The decision by the officer shall be based upon information furnished by the student and other relevant information. The officer is authorized to require such written documents, affidavits, verifications or other evidence as he/she deems necessary.
- 8) The burden of proof shall, in all cases, rest upon the student claiming to be a Vermont resident for tuition purposes by clear and convincing evidence.
- 9) Changes in residency status for tuition purposes shall become effective for the semester following the date of reclassification.
- 10) A student with resident status for tuition purposes will lose that status if he/she, at any time, fails to meet the above requirements.
- 11) The decision of the College's chief admissions officer on the classification of a student as a resident or non-resident for tuition purposes may be appealed in writing to the College's Dean of Administration. Further appeal of a classification of a student's residency for tuition purposes may be made in writing to the Office of the Chancellor. The decision of the Office of the Chancellor shall be final.
- 12) An applicant for admission or enrollment may obtain a determination of residency status for tuition purposes in accordance with the above criteria and procedures in advance of admission or enrollment.

Signed by:

Chancellor



## Manual of Policy and Procedures

Title  <b>POLICY ON DETERMINATION OF IN-STATE RESIDENCY FOR TUITION PURPOSES</b>	Number  301	Page  1 of 3
	Date <b>March 25, 2017</b>	

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- 2) The student must demonstrate such attachment to the community as would be typical of a permanent resident of his/her age and education. The College's chief admissions officer shall consider in the determination of residency for tuition purposes, among other factors: voter registration, property ownership, payment of income and property taxes, automobile registration and driver's license.
- 3) Receipt of significant financial support from the student's family will create a rebuttable presumption that the student's residence is with his/her family. A student who has not reached the age of eighteen shall be presumed to hold the residence of his or her parents or legal guardian. The presumption shall be rebuttable.
- 4) A student who moves into Vermont within one year of enrollment shall be presumed to have moved to Vermont for the purposes of attending a Vermont institution of higher



learning and qualifying for resident status for tuition purposes. This presumption shall be rebuttable.

- 5) A student who is eligible for tuition purposes to enroll as a resident student in another state shall not be enrolled as a "Vermont Resident." The inability to enroll as a resident student in another state does not by itself establish residency in Vermont for tuition purposes. Additionally, a domicile or residency classification assigned by a public or private authority neither qualifies nor disqualifies a student for in-state residency status at a member College. However, such classification may be taken into consideration by the chief admissions officer.
- 6) Notwithstanding paragraphs 1-5, a student shall be considered a resident for in-state tuition purposes at the start of the next semester or academic period where:
  - a. The student, in accordance with 16 V.S.A. § 2185, is a member of the Armed Forces of the United States on active duty who is transferred to Vermont for duty other than for the purpose of education; or
  - b. The student is eligible for in-state tuition and fees, as of July 1, 2017,<sup>1</sup> because the student:
    - i. is a veteran who lives in Vermont (regardless of the student's formal state of residence) and enrolls in a member College within three years of discharge from a period of active duty service of ninety days or more;
    - ii. is anyone using a veteran's transferred benefits, who lives in Vermont (regardless of the student's formal state of residence) and enrolls in a member College within three years of the transferor veteran's discharge from a period of active duty service of ninety days or more;
    - iii. is anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship, who lives in Vermont (regardless of the student's formal state of residence); or
    - iv. is anyone using a veteran's transferred benefits, who lives in Vermont (regardless of the student's formal state of residence) while the transferor is a member of the uniformed services serving on active duty.

After the expiration of the three year period following discharge or death, as described in 38 U.S.C. § 3679(c), a student who initially qualifies under subsection (i) and (ii) will continue to be eligible for in-state tuition and fees as long as the student remains continuously enrolled (other than during regularly scheduled breaks between

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<sup>1</sup> The students described in sub-sections (i) and (ii), as well as some of those described in sub-section (iii), are eligible for in-state tuition and fees, prior to July 1, 2017, in accordance with Section 702 of the Veterans Access, Choice and Accountability Act of 2014.

courses, semesters, or terms) at a member College, even if the student enrolls in multiple programs.

- 7) A student enrolling at the Vermont State Colleges shall be classified by the College's chief admissions officer as a resident or non-resident for tuition purposes. The decision by the officer shall be based upon information furnished by the student and other relevant information. The officer is authorized to require such written documents, affidavits, verifications or other evidence as he/she deems necessary.
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- 9) Changes in residency status for tuition purposes shall become effective for the semester following the date of reclassification.
- 10) A student with resident status for tuition purposes will lose that status if he/she, at any time, fails to meet the above requirements.
- 11) The decision of the College's chief admissions officer on the classification of a student as a resident or non-resident for tuition purposes may be appealed in writing to the College's Dean of Administration. Further appeal of a classification of a student's residency for tuition purposes may be made in writing to the Office of the Chancellor. The decision of the Office of the Chancellor shall be final.
- 12) An applicant for admission or enrollment may obtain a determination of residency status for tuition purposes in accordance with the above criteria and procedures in advance of admission or enrollment.

Signed by:

Chancellor

## Item 3

### Recommendations for Emeritus Status

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## Manual of Policy and Procedures

Title  <b>EMERITUS STATUS FOR FACULTY AND ADMINISTRATORS</b>	Number  204	Page  1 of 2
	Date  11/7/80	

### PURPOSE

To recognize the outstanding services and contributions of selected faculty and administrators to the Vermont State Colleges, the Board of Trustees may grant such individuals emeritus status.

### STATEMENT OF POLICY

#### **Proposal for Granting Emeritus Status**

The proposal that an individual be granted emeritus status normally will be initiated by the President of the College to which the nominee is appointed; however, the Board of Trustees may choose to grant emeritus status on its own initiative. Proposals for emeritus status shall be made in writing, shall describe the full history of services and contributions to the Vermont State Colleges, and shall provide full justification for the action. Proposals shall be forwarded to the Board of Trustees through the Chancellor who shall include his/her recommendations for the action.

#### **Criteria for Emeritus Status**

The following are the minimum criteria for consideration for the granting of emeritus status. Because an individual meets the minimum criteria should not be considered adequate justification for recommending emeritus status.

1. At least 10 years of full-time employment with the Vermont State Colleges;
2. Clear evidence of outstanding teaching and/or administrative services;
3. Recognized record of professional achievement, growth, and development;
4. Clear evidence of college service beyond the normal or ordinary expectations;
5. Prospects for continuing service to the Vermont State Colleges; and
6. Retired status.

### **Privileges and Responsibilities of Emeritus Status**

Individuals in emeritus status do not receive compensation; however, they are eligible for special assignments by the college for appropriate compensation and/or reimbursement for expenses at the discretion of the President and within guidelines of the Vermont State Colleges. Specifically, the President may grant individuals in emeritus status the following privileges:

1. Use of college facilities, equipment and services on an "available" basis;
2. Access to college activities on a basis comparable to faculty and administrators;
3. Recognition of emeritus status in appropriate college publications;
4. Use of college identification with emeritus status in communications with official groups/organizations; and
5. Opportunities to be designated as a college representative to specified groups/organizations.

Individuals in emeritus status are responsible to the Vermont State Colleges as follows:

1. Support the mission and purposes of the Vermont State colleges;
2. Maintain the professional standards which reflect credit on the Vermont State Colleges; and
3. Willingness to assist in the development of the Vermont State Colleges within the scope of individual capabilities.

### **Term of Emeritus Status**

Emeritus status is granted at the pleasure of the Board of Trustees and may be withdrawn by action of that Board.

Signed by: Charles I. Bunting Chancellor
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# Castleton University

February 27, 2017

Jeb Spaulding, Chancellor  
Vermont State Colleges System

Dear Jeb,

It is my great pleasure to enthusiastically recommend Professor of Communication Dr. Robert Gershon for *Emeritus* status. I can state with full confidence that there is no more beloved figure on our campus than Bob Gershon, who has taught—and changed the lives of students—at Castleton ever since he started here on August 28, 1977. That is forty years of dedicated service and sustained excellence.

Bob was instrumental in creating the Communication Department, and he served as the department's esteemed chair for many years. During that time, he developed and taught a wide variety of courses about video, television, and other forms of media. Widely known for his dedication to his students, Bob placed his charges in hundreds of internships, and his alums have gone on to pursue impressive careers in local and national radio and television, including ABC, CNN, ESPN, and Fox.

Professor Gershon is very smart, widely read, and impressively conversant in current affairs. Sometimes a gadfly, often witty, and always a humanitarian, just the mention of his name evokes warm feelings in everyone who knows him. In the highest compliment that I can bestow, my late father would have called Bob a *mensch*.

During his career, Professor Gershon was active in the Faculty Federation, served on innumerable campus and system-wide committees, was elected president of the Faculty Assembly several times, and was deservedly named a Vermont State College Fellow.

Despite the image that might pop into your head when you hear that someone has served for four decades, Bob has always stayed current with—and been excited about—technological developments. In fact, I am happy to report that he is retiring at the height of his game. He is still unfailingly enthusiastic, energetic, and forward-looking. Indeed, in one of his last gifts to the University, Bob was instrumental in shaping our new Graphic Design program that will launch in the Fall of 2017. This is just one of the many programs that will serve as enduring legacies of Dr. Robert Gershon's tenure at Castleton University.

For more details about Professor Gershon's accomplishments and effects on our institution, I have attached the unanimous letter of support from his colleagues in the Communication Department.

Respectfully yours,

A handwritten signature in black ink that reads 'David S. Wolk'.

David S. Wolk  
President





# Castleton University

February 15, 2017

Dear Board of Trustees:

In his exactly 40 years of teaching Communication at Castleton University, Robert Gershon's trademark stride has remained as consistent as his classroom enthusiasm and dedication to his students.

Four decades of students have passed through his TV studio and left with skills that led them to jobs at major networks like ESPN, ABC, and FOX, and working on shows like "Sons of Anarchy" and "Entourage."

But even those who didn't get the lofty television or movie jobs will tell you that "Bob's" teachings both about life and television production are with them daily.

One of the authors of this letter recommending to you that he be awarded Emeritus status is a former student of the '80s who became a Communication Department colleague in 2005.

He'll tell you how he owes his teaching career to his former professor and that he daily is in awe of him and his unparalleled intellect and drive to stay current in a field that changes faster than most others.

But he'll also tell you that his mentor is so much more than his intellect and drive and his need to champion students. He'll tell you Bob is a magnetic personality, a pied piper of friends who students and colleagues gravitate to for spirited intellectual conversation or just a good laugh.

One colleague spoke about his intellect in terms of him "being the smartest guy I know" and "an incredible colleague and better friend."

Another said he is "brilliant and driven in his academic area and beyond" and called him a "gem."

One struggled to boil it down to a few words, saying "That is difficult because I can think of so many experiences, so many occasions in which Bob stretched my thinking and compelled me to dig deeper into my own philosophical convictions. I have such fondness and warm feelings toward him and I will always be grateful for his friendship."

Countless former students call him friend as well, evidence of the educational and personal mark he leaves on people.

A student from his first year teaching here in 1977 said he's excited about Bob's retirement – because he wants to work with him on outside projects!

He spoke about how he and Gershon started the now iconic Video Magazine and how, thanks to his teachings and resulting quality tapes made in class, he got into "Newhouse at Syracuse," which led to a job at then fledgling CNN.

"Bob provided me with the opportunity, inspiration, and support to acquire the skills, desire and knowledge to achieve my goals and dreams," he wrote.

But Gershon's actions outside the classroom arguably left an equally indelible impression on this former student from 1977.



# Castleton University

“When my father died suddenly months after graduation, Bob was there at the funeral. When my Mom died 30 years after graduating, Bob was there at the funeral.”

Another four-decade colleague of Gershon spoke about his bond with students in their lives after Castleton.

“Bob still keeps in touch with many of his former students. I guess Facebook makes that easier than it once was, but still Bob is willing to spend the time it takes to maintain the friendships that he and students created when they were at Castleton. That's one more sign, I think, that Bob cares about his students, not just as members of a class, but as wonderful people who have been an important part of his life.”

Gershon is one of those people you simply want to be in the presence of. If you tried to find people to speak ill about him over the past 40 years, you probably could, but you might need only a few fingers on one hand.

His energy, enthusiasm, and dedication are unparalleled and he also teaches life lessons through his actions, like recently attending the Unity March in Montpelier and standing outside TD Bank offices in Rutland protesting their investment in the Dakota Access Pipeline.

Documentaries produced by his classes have illuminated area homelessness and the plight of the Vermont farm, and have gotten audiences of Vermont lawmakers.

It's difficult to boil down four decades of accomplishments and reasons why Gershon should forever have a permanent place at Castleton University and a welcome mat at each door – not because they're difficult to remember, but too voluminous to name.

He spearheaded the 1992 effort to create the current Communication Department as a separate entity from the English Department and served as its chair for most of the years since.

He has been a Vermont State College Fellow, president of the Faculty Assembly on more than one occasion and has been consistently active in the Vermont State Colleges Faculty Federation.

One colleague spoke about “his generosity and voracious multi discipline intellectual curiosity. But most of all - and you can quote me- he's possibly the most generous individual I have ever met!”

Another said emeritus status for this amazing guy is a “no-brainer.”

We hope you agree.

Communication Department Faculty, Castleton University

Sanjukta Ghosh.



VERMONT STATE COLLEGES  
BOARD OF TRUSTEES  
RESOLUTION

Emeritus Status for Professor Robert Gershon

- WHEREAS, Professor Robert Gershon has taught at Castleton University since 1977;  
and
- WHEREAS, Professor Robert Gershon provided distinguished and outstanding service  
to his students, to Castleton University, to the larger Castleton community,  
and to the Vermont State Colleges for 40 years; and
- WHEREAS, Professor Robert Gershon has earned the highest respect from the  
Castleton University community, is held in the highest regard by students  
and colleagues, and continues to contribute to the life of the University;  
and
- WHEREAS, Professor Robert Gershon meets the criteria established by the Board of  
Trustees for Emeritus Status; therefore, be it
- RESOLVED, That the VSC Board of Trustees grants the title of Professor of Humanities  
Emeritus to Robert Gershon as of the end of the Spring 2017 semester.

March 25, 2017



# Castleton University

March 1, 2017

Jeb Spaulding, Chancellor  
Vermont State Colleges System

Dear Jeb,

It is my distinct privilege to recommend former Professor of English John Gillen for *Emeritus* status. John was an iconic figure at Castleton University for almost half a century: from 1970 until his retirement in 2015.

Professor Gillen was, of course, a dedicated and enthusiastic teacher. But beyond that, he shaped our undergraduate curriculum in profound ways. John, for example, was the prime mover behind the two pillars of our General Education program: the FYS (First-Year Seminar) program and our signature Soundings program (and he taught in both programs for decades). In addition, John taught in our Honors program for many years, and created HON 1010: “Great Ideas in the Castleton Curriculum,” an interdisciplinary course, still taught to this day by John’s disciples, that is the first course in our two-year Honors sequence. Furthermore, to promote curricular innovation and spark interdisciplinary cooperation, John created our team-teaching program. All of the above are major accomplishments that define the undergraduate experience at Castleton University to this day. It is safe to say that Castleton would be a very different place were it not for the vision and enthusiasm of John Gillen.

Outside the classroom, Professor Gillen served as chair of the English Department and created the department’s concentration in World Literature. (I have enclosed the unanimous letter of support from his colleagues in the English Department.) He was president of our Faculty Assembly many times. And for the VSC system, John was a founding member—and served as president of—the VSC Faculty Federation.

Beyond his curricular and programmatic accomplishments, John had a legendary personality. Right up to the day he retired, he was renowned for his boyish enthusiasm that students and colleagues found inescapably endearing. Just as Congressional staffers remember how Lyndon Johnson would bring all of his political skills to bear by subjecting politicians to “The Johnson Treatment,” so CU professors and administrators fondly recall the hundreds of stimulating conversations that began when John Gillen cornered them in the hallway, gestured at them with both hands, and gushed: “I have an idea.” Hours later, he would release his victims by declaring: “Well, I just wanted to share that with you. Let it steep for now.”

Among the many awards bestowed on Professor Gillen over the years are the Outstanding Faculty Award and the VSC Faculty Fellow. I hope you will consider adding *Emeritus* to his long list of accolades.

Respectfully yours,

A handwritten signature in black ink that reads 'Dave'.

David S. Wolk  
President



# Castleton University

To: President Wolk  
Castleton University  
Fr: English Department  
Re: Emeritus Status  
English Professor John Gillen  
Da: February 16, 2017

In May 2015, Professor John Gillen retired from Castleton University (then Castleton State College) with much acclaim and fanfare. He had served Castleton, the English Department, and thousands of Castleton undergraduate students for 45 years. The English Department submits this letter to attest that Professor Gillen deeply deserves to be granted professor emeritus status.

Many of his colleagues inside and outside the English Department fondly recall repeated instances throughout their careers when John would come knocking on their office doors, take a seat in their offices, and begin with this: "I have an idea." John's ideas oftentimes fit somewhat uncomfortably within the established systems at Castleton. Consequently, his years of service to Castleton provide a useful testimony about how one person with vision, good will, and gentle tenacity can loosen the constraints of the system to a certain degree, anyway, and thereby let in more learning, and thereby let in more life. Here is just a short list of John's accomplishments at and contributions to Castleton, many of which, we like to imagine, began with, "I have an idea."

- John has been a vital, dedicated teacher and contributor to the English Department, including being Chair of the English Department and working to add the World Literature concentration to the department curriculum.
- John helped to design and implement the highly influential undergraduate Soundings program; he also served as a Soundings teacher for a number of years.
- John designed and offered the Honors course titled Great Ideas in the Castleton Curriculum for which he would invite faculty members from throughout the campus to introduce their disciplines to his students. Here is part of the course description: the course "introduces students to some of the most important ideas in the Castleton curriculum—ideas such as the nature of knowledge, the power of art, the relationship between justice and law, theories of space and time, and the goals of feminism."

- John served as Chair of the Ad Hoc Committee on the Experience of First-Year Students at Castleton, and he helped to design the Castleton First-Year Seminar program.
- John designed and proposed the team-teaching program at Castleton.
- John was a founding member of the Vermont State Colleges Faculty Federation.
- John was President of the Castleton Faculty Assembly for five years, President of the Vermont State Colleges Faculty Federation for four years, and its chief negotiator for one year.
- John has been the recipient of such awards as the Alumni Association's Outstanding Faculty Award, Outstanding Freshman Advocate, Student Association's Outstanding Faculty Award, American Association of Higher Education's Professor of the College Award, and a Vermont State Colleges Faculty Fellow.

One can clearly and easily infer from this list evidence of John's "outstanding teaching" and "administrative services"; his "record of professional achievement, growth, and development"; and his "service beyond the normal or ordinary expectations"—all of which are the Vermont State Colleges criteria for granting professor emeritus status. It is impossible, really, to calculate what Castleton would be today were it not for John's contributions to student and faculty life.

Many of these contributions, of course, continue to exert significant influence and otherwise hold sway at Castleton well after John's retirement. This is true especially of the Soundings program, the First-Year Seminar, Great Ideas in the Castleton Curriculum, and the Faculty Federation—all of which endure by evolving, thriving, and thereby improving the Castleton community. In other words, although Professor Gillen has retired from Castleton, Castleton has not retired from Professor Gillen—because Castleton continues to feel, and profit from, what might be called "the Gillen effect."

Not only would John, his family, and his many friends and colleagues at Castleton appreciate his being granted professor emeritus status, but such action by the Vermont State Colleges would demonstrate to new faculty members, administrators, staff members, and students alike the many benefits and rewards of high aspirations, due diligence, and moral purpose.

Only very rarely does a faculty member serve for so long and with such distinction as has John. Especially notable is his large, generous, and restless spirit. It has been the pleasure, and the challenge, of the English Department to try and keep up.

For these many reasons, and more, President Wolk, the English Department enthusiastically supports your nominating Professor John Gillen for professor emeritus status—and it thanks you for your efforts on his behalf.



# Castleton University

TO: President Dave Wolk  
FR: Bob Johnson, Professor  
RE: John Gillen

February 3, 2017

Dear Dave:

I am writing to you on behalf of my colleague John Gillen. I want to urge that you consider awarding him the status of Professor Emeritus.

Dave, I'm unsure as to how these matters are handled so please let me know if there is some other approach I should be taking.

I know that there is an effort to award Emeritus status to Bob Gershon. I have already sent my words of strong support to Dave Blow. I am pleased to do so. There is no question that Bob deserves the recognition. At the same time, I want to ask that John be considered as well.

So, let me provide my endorsement of John, too. It is truly hard to find a professor at Castleton who is so deeply devoted to the liberal arts and to student education. He is always thinking about the college and her students and what we ought to be doing to affect them. I know this personally and up close because I have had the great pleasure of teaching four courses with him, three of them being courses that he and I designed and taught. He, Bill Ramage and I taught Art, Literature, and Philosophy many years ago. Then John and I taught two different courses on literature and ethics; and most recently, we taught a very exciting and successful course called Ethical Problems in Film.

In addition, John and Bill were instrumental in creating the Soundings Program, which they supervised for many years. At times, the three of us did the course, and at one point Ana Alexander joined us to supervise Soundings. All this was the brainchild of John and Bill.

As I said, Dave, I do not know how these decisions are made. I will happy to add my recommendation in the proper way if that is required. But, in any case, I do hope strongly that you will consider awarding John emeritus status as a way of acknowledging his dedication to Castleton for so many years.

Thank you very much. Your friend, Bob Johnson

VERMONT STATE COLLEGES  
BOARD OF TRUSTEES  
RESOLUTION

Emeritus Status for Professor John Gillen

- WHEREAS, Professor John Gillen taught at Castleton University starting in 1970 and retired in 2015; and
- WHEREAS, Professor John Gillen provided distinguished and outstanding service to his students, to Castleton University, to the larger Castleton community, and to the Vermont State Colleges for 45 years; and
- WHEREAS, Professor John Gillen has earned the highest respect from the Castleton University community, is held in the highest regard by students and colleagues, and continues to contribute to the life of the University after retirement; and
- WHEREAS, Professor John Gillen meets the criteria established by the Board of Trustees for Emeritus Status; therefore, be it
- RESOLVED, That the VSC Board of Trustees grants the title of Professor of Humanities Emeritus to John Gillen as of this date, March 25, 2017.

March 25, 2017



# Castleton University

February 28, 2017

Jeb Spaulding, Chancellor  
Vermont State Colleges System

Dear Jeb,

It is my great privilege to recommend former Professor of Philosophy Dr. Robert Johnson for *Emeritus* status. I have enclosed the unanimous letter of support from his department colleagues. Their letter aptly chronicles Dr. Johnson's manifold contributions to the Vermont State Colleges System and the many reasons why we feel he qualifies for this honor.

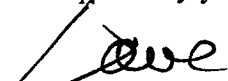
Dr. Johnson has been a pillar of our academic community from the day that he arrived here in the fall of 1986. He single-handedly created our Philosophy program, which now includes dozens of courses, a minor, and a Bachelor of Arts degree. Over the decades, he developed a number of interdisciplinary team-taught courses that exemplified the term "integrative learning" long before that was a buzz phrase in higher education. He was the prime mover behind our current General Education program, including the Four Frames of Reference that are the basis of our liberal arts curriculum. In addition, Bob played a leading role on numerous faculty committees and served as chair of the English Department (before Philosophy became a stand-alone department). In 2005, in recognition of his multifarious contributions, Dr. Johnson was named a Vermont State Colleges Faculty Fellow.

It goes without saying that Bob was an exemplary teacher. He was devoted—even more than most Castleton professors—to the intellectual growth and career aspirations of his students. It is entirely fitting that even in his retirement Bob continues to display his devotion to our students by creating the Robert Johnson Fellowship in Philosophy, a \$1,000 fellowship bestowed annually on a deserving Philosophy major.

When people think of Bob Johnson, the word that invariably comes to mind is integrity. He is a soft-spoken leader, with the wonderful ability to talk about very complex issues in an accessible manner—and always with a twinkle in his eye. For decades, he was recognized as THE voice of reason on our campus.

It is worth noting that Bob always applied his profession beyond the academy by serving, for example, on the Ethics Committee of the Rutland Regional Medical Center and founding the Vermont Ethics Network. He is also the author of a standard textbook in his field (*Logic Book: Fundamentals of Reasoning*). For these reasons, and many more, I hope you will consider my enthusiastic and heart-felt recommendation of Dr. Robert Johnson.

Respectfully yours,

  
David S. Wolk  
President



# Castleton University

**To:** President Wolk  
**Fr:** The Philosophy Program and the entire English Department  
**Re:** Emeritus Status for Professor Johnson  
**Da:** February 27, 2017

The liberal arts are at the center of Castleton academic life; and philosophy is arguably the heart of the liberal arts. During his tenure at Castleton, Professor Bob Johnson supplied the beat of that heart, with essential support from the Castleton community. There was not one course in philosophy when Bob arrived in 1986. But because of his efforts, by the time he retired after the fall of 2014, Castleton was offering 21 courses in the subject, and both a minor and the Bachelor of Arts degree in Philosophy. These are only the most prominent of Bob's deep contributions to Castleton's identity. Based on their collective weight, the Philosophy Program and the entire English Department present Bob Johnson as deserving of professor emeritus status. We aim to articulate here, briefly, our main supporting reasons.

The first noteworthy criterion for emeritus status is: "Clear evidence of outstanding teaching and/or administrative service." Bob is an exemplary teacher. In fact, Professor John Gillen refers to Bob as a "master teacher" because Bob is able to

involve a classroom of students in a thoughtful discussion of important subjects... Bob can do this because he is expert at asking thought-provoking questions and he is unbelievably skilled at critiquing an argument as it is being made and then pointing out its strengths and weaknesses. Not many people can do this while standing in front of a classroom of college students but Bob did it day after day, year after year.

One representative assessment from Bob's students comes from Zach White ('15), who wrote on the occasion of Bob's retirement, "Thank you for making the contemplation of common things harder, and harder things easier." To think that Bob taught some 209 classes of such Castleton students!

Bob's scholarship, too, has been a direct benefit to our students: Bob authored *A Logic Book: Fundamentals of Reasoning*, which went through five editions with Wadsworth, one





of the major publishing companies in the field. And his text is still in use; so students and scholars everywhere are still learning that it was written by a member of the Castleton faculty. Professor Gillen believes that “Bob’s Castleton students are leading richer, more satisfying lives today because they were able to be part of Bob’s classes. That’s a reason all by itself to award him the rank of professor emeritus.”

But, on this occasion, Professor Gillen is wrong - although his position is not without merit. Bob must also satisfy the other criteria, starting with the other facet of the one under discussion, “administrative service” - and the closely related, “college service beyond the normal or ordinary expectations.” Bob has more than satisfied this criterion through his conception, design, implementation, and administration of the Philosophy Program at Castleton. But beyond his service to the Philosophy Program, Bob was a co-teacher of Soundings and several stimulating team-taught courses. Many of Bob's contributions are - invisibly - still very much with us. For instance, Professor Gillen credits Bob as “the chief architect of our general education program... who devised the idea of the frames, which... permitted the college to promote breadth in undergraduate studies while also making clear the many ways in which the disciplines relate to each other.” Bob played an essential role in hammering out and clarifying important parts of the heart and soul of Castleton, as its values are reflected in the General Education curriculum.

Bob was also recognized as a valuable member of the English Department, which he chaired for two years. According to Professor Denny Shramek, Bob often spoke “as its ‘voice of reason’.” Further, Bob served the University as a member of nearly all Faculty Assembly committees, on numerous occasions, as chair. His service flowed outward, too, into the wider community, primarily in the area of healthcare ethics: He was a founding member of the Vermont Ethics Network and of the Ethics Committee of the Rutland Regional Medical Center, on which he served for over a decade.

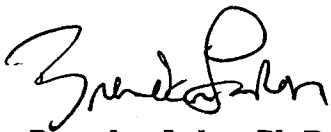
Bob over-satisfies the other criteria, too. The next one, that he should have a “record of professional achievement, growth, and development,” is evidenced by the success of his book. What other faculty member has published a book that has enjoyed such success for so many years? In part on the basis of such achievements, Bob was named a Vermont State Colleges Faculty Fellow in 2005. At the time of his retirement, he was writing a book on death, defending the thesis that it is good that we die. He is presently finishing the book. And Bob Johnson is a very good philosopher: The book will be a valuable contribution to the contemporary literature on death. Bob’s continued success will only reflect positively on Castleton. Indeed, we are proud to call him our own.

The other criterion worth discussing is, "Prospects for continuing service to the Vermont State Colleges." We are happy to report that Bob has come back on several occasions - to visit the Philosophy Club, to attend Philosophy talks; and there are two relevant events coming up this month. First is an award luncheon, at which Bob will meet with the student receiving the Robert Johnson Fellowship in Philosophy, the \$1,000 fellowship he established, which is awarded annually to the most deserving junior or senior Philosophy major. His next return to campus will be N-period, March 23, when he presents a public lecture on his research: "It Is Good That We Die." Truly, Bob continues to serve Castleton and the VSC. He was a model faculty member, and, in retirement, lives a truly "emeritus" lifestyle - giving back to the discipline, the institution, and indeed, the world.

The last criterion is "Retired status," which Bob satisfies, presumably without need for further evidence. It is, however, worth mentioning that he is doing very well in it - living the good life.

Thus, the Philosophy Program and the entire English Department recommend, President Wolk, that you propose to the Vermont State Colleges Board of Trustees that Robert Johnson be granted professor emeritus status.

Thank you for your support. For the Philosophy Program and the entire English Department,



Brendan Lalor, Ph.D.  
Associate Professor of Philosophy  
Philosophy Program Coordinator

VERMONT STATE COLLEGES  
BOARD OF TRUSTEES  
RESOLUTION

Emeritus Status for Professor Robert Johnson

- WHEREAS, Professor Robert Johnson taught at Castleton University starting in 1986;  
and
- WHEREAS, Professor Robert Johnson provided distinguished and outstanding service  
to his students, to Castleton University, to the larger Castleton community,  
and to the Vermont State Colleges for 30 years; and
- WHEREAS, Professor Robert Johnson has earned the highest respect from the  
Castleton University community, is held in the highest regard by students  
and colleagues, and continues to contribute to the life of the University  
after retirement; and
- WHEREAS, Professor Robert Johnson meets the criteria established by the Board of  
Trustees for Emeritus Status; therefore, be it
- RESOLVED, That the VSC Board of Trustees grants the title of Professor of Humanities  
Emeritus to Robert Johnson as of this date, March 25, 2017.

March 25, 2017



March 15, 2017

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

**RE: Professor Emeritus recommendation for Professor Ron Rossi**

Dear Chancellor Spaulding:

I am extremely pleased to recommend Dr. Ron Rossi for recognition as Professor Emeritus. Dr. Rossi, professor of Psychology at Lyndon since 1976, retired from Lyndon State College in spring of 2015, and he continues to teach as a highly valued part-time faculty member in his department.

This nomination is well supported by the enclosed letter of support from his department, along with letters from retired Professor of Education Barry Hertz, Professor Emeritus Jon Fitch, Professor Emeritus Richard Moye, as well as glowing letters from a myriad of his former students. Their support is overwhelming, and I shall let these letters stand on their own merit as the basis of this nomination.

Thank you in advance for giving your considered attention to this recommendation.

Sincerely,

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

Nolan Atkins  
Interim President

Enclosures: Letters of support

cc: Personnel File  
Sandy Franz, Human Resources



Nolan Atkins, President  
Lyndon State College

February 23, 2017

Dear Dr. Atkins,

The Psychology and Human Services Department is pleased to nominate Dr. Ronald Rossi to the rank of Professor Emeritus. Dr. Rossi has been an exemplary professor and college community member during his four decades of involvement with Lyndon. He has been an excellent and beloved teacher, as well as a revered member of our department, the Faculty Assembly, and the college.

Ron's influence as a teacher is legendary. He won the LSC Senior Class Award for Teaching Excellence in 1997, and the LSC Alumni Council Faculty Recognition Award in 2009. Ron has had a following of students who would take any course he offered, and who would challenge themselves to learn the intricacies of the science-oriented psychology that is his specialty. Imagine this level of enthusiasm for courses titled Psychopharmacology, Biopsychology, and Psychological Testing. Students who have gone on to graduate school can't say enough about how grateful they are for this foundation. Other students have talked about his clear and engaging lectures, and his willingness to help and be available to them. During a party to celebrate his coming retirement, many students spoke and wrote about the long-lasting impact of Ron's instruction on their developing minds and their on-going lives. It is compelling to realize that because of his efforts, literally thousands of students have a better understanding of how to be curious, knowledgeable, and discerning as they deal with the vast array of scientific information that bombards us.

Ron's scholarship as an experimental psychologist has been varied. Early in his career, he had two publications in peer-reviewed scholarly journals. He also mentored students in their own research, and was involved in four different poster presentations of student research at the American Psychological Society annual convention. He volunteered his expertise as a statistical consultant to prepare seven reports, over a number of years, to help local schools and community agencies interpret and understand data from student and participant surveys. Ron also gave week-long workshops on topics related to psychopharmacology for training institutes and certificate programs. His knowledge has thus benefitted many members of the college and the local community.

Ron's thoughtful manner, encyclopedic memory, and analytic style made him an invaluable member of the Psychology Department. We didn't think we could ever let him retire. He still teaches courses required by our major so we continue to be quite dependent on him. Because of his quiet and trustworthy ways, he has often served as our confidant and problem solver. We counted on him to remember the historical basis of most policies and decisions, sometimes going back decades, related to department or college business. He has served frequently as department chair, and set the bar high by meeting deadlines

Box 333  
East Burke, Vermont 05832

February 15, 2017

Dr. Nolan Atkins  
Interim President  
Lyndon State College  
Lyndonville, Vermont 05851

Dear Nolan,

It is indeed a pleasure to enthusiastically support Dr. Ron Rossi receiving Professor Emeritus status. I have known Ron as a faculty colleague for thirty seven years. I have worked closely with him on numerous Faculty and College wide committees, the LSC Faculty Assembly, on many, many student related matters.

Throughout my career, I have found Ron to be the epitome of professionalism in higher education. He is highly competent, sincere, dedicated, direct and honest in approach while at the same time highly considerate and sensitive to others. Ron has always, in my experience, approached difficult problems objectively evidencing intelligence and reflective, well-rounded consideration.

Throughout his career Ron contributed mightily as an academic leader in his own department, the LSC Faculty Assembly, and the college's Curriculum Committee. As a leader at the College, Ron was truly committed to a team approach, encouraging participation while being consistently supportive, unceasingly patient with an "eye for getting the job done". In addition, he was always a most valuable asset to any committee or group effort. Ron could be continually counted on to be a thoughtful, flexible, and reliable committee member.

Since our offices for decades were adjacent to each other it was impossible not to observe Ron's ability to work with students. Ron was incredibly adept at working with and advising students. His ability to clarify program requirements for students while presenting personal and academic options was incredible. He listened to students intently, integrating their concerns while at the same time assisting students to see appropriate choices and directions for the future. Ron presented ideas for the student's choice while not imposing his own values. This approach was truly a basis for developing student self-confidence and understanding. Indeed on numerous occasions Ron's students have expressed extended praise for his advising and teaching style.

Because of Ron's careful, clear, concerned, and intelligent approach faculty, including myself, continually sought him out for advice or used him as a "sounding board" for

both academic problems or program ideas. Ron always had an “open door” to assist colleagues with questions without regard for time pressure or issue complexity.

It is indeed, without question, that I recommend Ron for Professor Emeritus. Ron was truly a rare and talented faculty member, one who I respect immensely. Indeed, faculty, staff and students alike throughout the college have truly benefited from his insight, thoroughness and constant concern for academic excellence and fair play.

Ron was a faculty member and educator of the highest order, and it is an honor to recommend him for Professor Emeritus.

Sincerely,

*Barry Hertz*

Barry Hertz  
Retired Professor of Education  
Lyndon State College

February 27, 2017

Nolan Atkins  
Interim President  
Lyndon State College  
Lyndonville, VT 05851

Dear Nolan

This letter is an homage supporting Professor Ronald Rossi's award of Professor Emeritus.

As Dr. Rossi's colleague in Lyndon's Psychology Department for over three decades, I am taking this opportunity to express my awe for Ron's academic mastery and lecturing ability. You know of his work as Department Chair, Chair of the Faculty Assembly, long-time Curriculum Committee Chair, advising skills, and his unflappable nature from other sources. However, my intent is to focus on the core competency for all VSC faculty — imparting expertise and inspiring students through the classroom. Having spent numerous hours over the decades as a participant and observer in Dr. Rossi's classes, I feel uniquely qualified to offer judgments.

In the often complex world of psychological studies with a new approach happening seemingly yearly Dr. Rossi has been an advocate for critical thought based on experimental research, and fundamental psychological knowledge. This in itself is what one might expect from a rigorously educated academic psychologist. However, with the incredible advances in brain science, artificial intelligence, genomic research and the like, a unique knowledge is required for synthesizing and teaching credible information. What sets Dr. Rossi apart is his skill at integrating new developments. He is a master professor in conveying complex, difficult content in manageable units. I often thought this was because of Ron's comfortable, inviting manner putting his students at ease. This charisma coupled with logical step-by-step explanations including vivid examples enable students to get the small points and then often end up being surprised by their larger grasp of psychology. The curious student leaves class with confidence in his/her concepts and foundational knowledge in academic psychology.

Currently in this larger social and political atmosphere where the veracity of most all things is questioned Dr. Rossi embodies a professional's professional by offering psychological and physiological knowledge for understanding the life within. Our students' critical thinking demands it.



It is a joy to acknowledge my respect and admiration for such an inspiring professor. Dr. Rossi has enhanced the stature of Lyndon. Granting of Professor Emeritus status shall affirm in some small way Dr. Rossi's contributions to the intellectual lives of thousands of students.

Respectfully Submitted,

*Jon Fitch*

Jon M. Fitch Ph.D.  
Emeritus Professor  
Department of Psychology  
Lyndon State College



LYNDON STATE COLLEGE

1001 College Rd. P.O. Box 919  
Lyndonville, Vermont 05851-0919  
Telephone: (802) 626-6400  
Fax: (802) 626-9770

February 23, 2017

President Nolan Atkins  
Lyndon State College  
1001 College Rd. Box 919  
Lyndonville, VT 05851

Dear President Atkins:

I am writing to whole-heartedly support the nomination of Professor Ron Rossi to emeritus status. I can think on no one—literally no one—who is more deserving than Ron Rossi and who better represents the kind of commitment, dedication, integrity, and service that Lyndon has always relied upon to serve its students, past and present.

I served under Ron's chairmanship of the Curriculum Committee for well over a decade, and Ron demonstrated a masterful leadership that I can say without hesitation is unmatched in any other committee or forum. His knowledge of and commitment to the curriculum of the college was a model for all to aspire to, and his capacity to guide—kindly, generously, and thoughtfully—faculty and departments through the principles, policies, and procedures of the Curriculum Committee (and the college and the VSC) both allowed for the rapid but responsible changes of literally every aspect and element of departmental and college curricula over those years and ensured the integrity, coherence, and credibility of the curriculum as a whole. Ron ran that committee with remarkable efficiency and with a calm and measured rationality, decency, honor, and integrity that I have seen nowhere else. Having served on Curriculum for so many years under Ron's leadership, when his health required that he step down as chair, I succeeded him; fortunately he continued to serve for many more years on the committee before his retirement, lending his knowledge and experience to another generation of faculty. For me personally, Ron continued to serve as mentor, knowledge-base, and inspiration; his example is what I always aspired to—however far removed from that model I might nevertheless have remained. Even in his retirement, Ron continued to lend his expertise and knowledge to the committee and the college, first, because there are things that Ron knows that no one else does but, more importantly, because he is unfailingly generous with his time and energy and because his primary consideration has always been the viability and value of the college's curriculum and service to students.

Honestly, there is no colleague at the college or elsewhere, past or present, whom I respect more than Ron Rossi, and I have no doubt that such respect is universally shared among faculty, staff, and administration. I can say for one example that Ron, taking his responsibilities to the life of the college and the faculty seriously, consistently attended faculty assembly meetings. While Ron never spoke unnecessarily (hence not all that frequently), when he spoke everyone listened and listened carefully for one very simple reason: Ron always spoke deliberately, carefully, with consideration, and to the point; his comments were always directed toward solution and resolution, and he spoke honestly,

clearly, coherently, and purposefully, much as I am sure he does when teaching. Most importantly, it was always abundantly clear that Ron spoke from a position of experience and wisdom, and he always spoke in the best interests of the college as a whole and for the benefit of the education of our students. I can think of no one who better represents the dedicated, open-minded, and disinterested spirit of education and academic culture than Ron Rossi; he has served his department, his college, and most importantly his students with dedication, integrity, and excellence for longer than all the years I have been here, doing so with unfailing good humor and kindness. If “emeritus” truly means “out of merit,” no one deserves emeritus status and recognition more than Ron Rossi.

Very truly yours,

A handwritten signature in black ink, appearing to read "Richard H. Moye". The signature is fluid and cursive, with a prominent initial "R" and a long, sweeping tail.

Richard H. Moye  
Pseudo-Retired Professor of English and former Dept. Chair  
Professor of Humanities Emeritus

PO Box 314  
Vergennes, VT 05491  
February 26, 2017

Nolan Atkins  
Interim President  
Lyndon State College  
1001 College Road  
Lyndonville, VT 05851

Dear Nolan,

I understand that Ron Rossi is being considered for Emeritus status at Lyndon State College. I am grateful for the opportunity to add this letter in support of his nomination.

I transferred to Lyndon as a sophomore psychology major in the fall of 1994. Over the course of my three years at Lyndon, I took many of my course requirements with Ron. If I remember correctly, I had more classes with him than any other psychology/human services professor. I vividly recall my classes in Research Methods, Biological Psychology, and Psychological Testing. I also took my Senior Research classes with Ron where I studied the impact of participation in intercollegiate athletics on grade point average. Twenty years later, I still remember these classes, both the theory we were taught and the practice we were afforded through hands-on learning and Ron's coaching.

As a former staff member at the College (Alumni/Development, 2005-2013), I am well aware of the distinction that comes along with Emeritus status. I have studied the photos and biographies of Emeritus faculty on display in the Library hallway on several occasions. Without reservation, I can say that Ron Rossi has earned a spot there. His dedication to Lyndon State College, its students, and alumni is second to none.

As a student, I took a variety of classes both within my major and outside it. As a staff member, I continued taking classes and collaborated with faculty from several different programs as the College's alumni director. By doing so, I was afforded the opportunity to get to know and learn from dozens of Lyndon faculty. Ron always, always stood out as one of the best. He is the real deal; his care and concern for students is genuine and his standards are high. He's a good man and a rock solid professor.

My classes with Ron were engaging and interactive. Despite being an introvert outside the classroom, he came alive when teaching. Obviously, I found the topic of psychology very interesting, but Ron's personal enthusiasm and the discussions he drew me into further solidified the fact that I had chosen the right field of study. By the time I graduated, I felt I had been equipped with a solid understanding of and appreciation for human behavior and the foundation necessary to enter the workforce with as much confidence as a 21 year-old could have. I owe much of this to Ron's classes and his personal interest in my success. This set Lyndon and its faculty apart from other colleges 20 years ago and still does to this day.

I understand that much change is on the horizon for the College. If there is anything I learned as a student and later as an alumni director, it is to appreciate and celebrate what makes Lyndon special ... it is the people who make Lyndon special. Ron Rossi is a very important part of Lyndon's rich history of producing graduates who go on to achieve personal and professional success. I can't think of a person more deserving of Emeritus status at this stage in the life of the College than Ron Rossi. I hope you will give him serious consideration. Thank you.

Sincerely,

*Hannah Nelson Manley*

Hannah Nelson Manley '97

**Aja Cerone**

43 Hadley Rd Apt 86  
Sunderland MA 01375

February 12, 2017

**Nolan Atkins**

Interim President of Lyndon State College  
1001 College Rd  
Lyndonville, VT 05851

Dear Dr. Atkins,

Reflecting on my time at Lyndon State College it has become clear that while the entire Psychology and Human Services Department helped transform my personal and professional development, Ron Rossi was particularly important to that transformation process. During my four years at Lyndon I took numerous classes with Ron because of his specific teaching style. He teaches many complex psychology classes in a way that was not only easy to process during the semester but was easy to remember and apply to my professional work years later.

Ron chose to focus on topics that were important for building a solid foundation of psychology and was a wealth of information when class discussions went beyond the text. His lectures and assignments encouraged critical thinking skill necessary for professional success. Ron used assignments to teach clinical and research skills in a way that you did not even realize you were gaining these skills. The way that he nurtured my clinical writing skills has been especially beneficial to my career.

Classes with Ron not only inspired me to pursue my master's degree in clinical psychology but prepared me for the coursework and expectations of graduate school. Ron's classes were more rigorous than any class I took in graduate school. In Ron's senior research class we were required to run an entire psychological experiment from writing a hypothesis, coming up with a research design, gathering the data, analyzing the data and writing up the results and when I took a similar class in graduate school we were only required to run the data of some hypothetical experiment and write up the results in the same amount of time. My graduate professors at the University of Hartford were often impressed by the knowledge and skills I gained in my undergraduate work and having such a solid foundation I was able to help my peers by sharing Ron's tidbits of information on various topics.

While Ron's academic influence is apparent, what was even more important was his ability to help students feel supported. Ron was always available for questions about assignments, to explain things in greater detail and even to discuss real-world problems. His courses and demeanour allowed me to thrive both academically and personally to become the successful therapist and person I am today.

Sincerely,  
Aja Cerone

March 1, 2017

Nolan Atkins  
Interim President  
Lyndon State College  
Lyndonville, VT 05851

Dear President Atkins,

My name is Andrew Cochran. I am a Lyndon State College Alumnus from the class of 2013. I graduated with a bachelor's degree in Psychology and Human Services, magna cum laude. Since then I have received my Master's degree in experimental psychology (2015) and am in the second year of a Ph.D. program in Educational Psychology at the University of Connecticut. I am writing this letter to express my support for awarding Dr. Ron Rossi the esteemed honor of emeritus status.

I shared with you briefly my educational experience from Lyndon and beyond because Ron was the reason for my pursuit in graduate school. I first met Ron at the beginning of the fall semester of my first year. He was assigned to be my advisor. It was a quick meeting, but I could tell that his knowledge of the program and of psychology were vast.

When I entered Lyndon State College in 2009 I wanted to be a therapist or clinical psychologist. However, when I took psychological science courses with Ron such as biological psychology, psychopharmacology, research methods, and several others, I fell in love with research psychology. Ron has the unique ability as a professor of holding high academic standards in his classroom while being fair and compassionate at the same time. In some of the more advanced courses, he was always willing to help students that needed further assistance. I have found in my academic career that undergraduate professors who are nearing retirement tend to become lackadaisical in their teaching and advising. This is not the case for Ron. Whenever I had a question about anything he was quick to reply or to set up a meeting to discuss things further.

As I continued my undergraduate education, Ron quickly learned that I had a passion for psychology. He could see it in my dedication and performance in his classes. He could have simply kept giving me A's as I earned them, but instead he pushed me to become an even better student by taking advanced courses in the same semester and taking a year-long research project in one semester. My entire graduate school career hinged on a conversation that we had in his office regarding graduate school. It was my senior year and I was in the process of applying to Ph.D. programs directly from undergrad. I was fully intent on only applying to Ph.D. programs until I discussed it with Ron. He advised me to apply to master's programs as well if for nothing else to have a back-up plan. It turned out that I received rejection letters from every Ph.D. program I applied to, but I was accepted into the master's program. I could not imagine the devastation I would have felt if I had not applied to that master's program. I may have been discouraged enough to not continue my education.

For this master's program, I needed a letter of recommendation. I knew that Ron was my first choice because of all the academic experiences we had over my undergraduate career. When I was meeting with my advisor in my master's program for the first time, my letter of recommendation from Ron came up. My advisor said that he wrote a "sterling letter" of recommendation and that it was one of the most convincing he had ever seen. A professor who is at the end of his career could have just wrote

something to fulfill the requirement. Instead, Ron took the time to write something that would help me get into my program and further my academic career.

Ron, in all his years of teaching, service, and advising, has taught thousands of students. I met Ron toward the end of his career and he has been, to this day, one of the kindest, most understanding, passionate, and academically rigorous professors I have ever had the pleasure of learning from. My experience with Ron is one of thousands and I assure you that if you asked any other of those thousands of students that he advised and taught, they would give you a similar story about how his teaching changed their lives. I would not be where I am today without Ron. He deserves the utmost praise and awarding him emeritus status would be an excellent way to do so.

Sincerely,

*Andrew Cochran*

Andrew Cochran



February 28, 2017

Nolan Atkins  
Interim President  
Lyndon State College  
Lyndonville, VT 05851

Dear Dr. Atkins:

I am writing this letter to express the impact Dr. Ron Rossi had on me as a student, as an orientation leader, and as an employee of Lyndon State College. I have known Dr. Rossi for 15 years. I took four years of classes with him, along with being an Orientation Leader in his classes for two of those years. I then continued working with Dr. Ron Rossi while I was an Admissions Counselor for Lyndon State.

Dr. Ron Rossi was a pleasure to learn from and work with. He is a dedicated, caring, interactive and engaging professor. I feel privileged to have been advised by him, as he helped me to identify and cultivate my passion in psychology and encouraged me to continue my education by attaining my Masters Degree in Sport and Exercise Psychology.

A few important qualities Dr. Ron Rossi has as a professor include his ability to connect to students, helping them feel welcome, helping to push or guide students (gently) into identifying their passion in life, and his willingness to go above and beyond in consistently supporting both fellow staff and students. There were many times while helping Dr. Rossi during Orientation or introducing him to a new student who was touring our college, when he would be sure to make himself available to them. He would introduce the new student to the Psychology and Human Service staff, answer any questions they might have and restructure their schedule just right in order for the student to get into the classes they needed.

A great motto for Dr. Rossi would be something like “he is a meek mouse that can transform into a bold professor who can teach the shyest student to the most boisterous one.” He taught me to identify my qualities and my weaknesses and use them both to my advantage in helping others in my field. This is best seen through how I teach a team. Because of Dr. Rossi’s guidance I am able to examine the team and decide if it is necessary to reel in/tone down my “energy” or if I need to “amp it up!”

I am honored to be able to write this letter of support for such a quality individual. If anyone deserves emeritus status, it is Dr. Rossi. Thank you.

Tamara Holt  
Mental Conditioning Coach,  
M.S. Movement Science  
(Specialization in Sports and Exercise Psychology)  
802-760-8580  
[tamara.holtmcc@gmail.com](mailto:tamara.holtmcc@gmail.com)

February 26, 2017

Nolan Atkins  
Interim President  
Lyndon State College  
Lyndonville, VT 05851

Dear Dr. Atkins:

It is with great privilege that I write this letter in support of Dr. Ron Rossi's nomination for emeritus status. I feel incredibly fortunate to have graduated from the Psychology and Human Services Department at Lyndon State College in 2001. After graduating with a B.A. in psychology, I went on to earn my M.A. in psychology in 2004. While I was in graduate school, on more than one occasion I recall thinking how I felt I was so much more prepared and further ahead than my peers because of the knowledge and experiences I gained from the psychology program at Lyndon. I quickly realized that if it hadn't been for all the professors in the Psychology and Human Services Department, my judgement, clinical intelligence and critical thinking would be far less superior than it is today. My professors put in an amazing amount of time and dedication to ensure that I, along with other students, had a comprehensive foundation in psychology and human services and were supported and encouraged to pursue further academic achievements and professional career goals.

Dr. Ron Rossi was one of the most significant influences in my educational experience at Lyndon State College. I began my college career as an adult non-traditional learner in 1998. I met Dr. Rossi almost immediately. He was my academic advisor and served as my professor for several of my classes. Despite his quiet manner, Dr. Rossi made it clear how knowledgeable and competent he was. He took the time to explain the material in a commanding, masterful way without ever being boastful or egotistical. Dr. Rossi was also very kind and dedicated to every individual student. He listened to me and respected me as a person, and was invested in assuring that I was learning and becoming a successful student. He was excited to see me process theories and learn to think more abstractly. These qualities, along with his integrity and admirable character as a human being, are what helped to make me the person I am today. Without Dr. Rossi's passionate teaching style, I believe I would not have gained the confidence in my abilities to further my education. Without the academic foundation he provided, I

would not have been able to build the critical thinking skills that were needed to make me successful in my career. Every day I am required to think analytically and clearly, making daily decisions that can significantly impact the people I work with and my community. I cannot say enough about Dr. Rossi. I feel fortunate to have experienced such a dedicated professor during my time at Lyndon, and I feel his style of teaching made all the difference in my success. I cannot think of a more worthy faculty member deserving of emeritus status.

Sincerely,

*Patrick Ryan*

Patrick Ryan, M.A. , LSC '01  
Department for Children and Families  
Newport District Director

VERMONT STATE COLLEGES  
BOARD OF TRUSTEES  
RESOLUTION

Emeritus Status for Professor Ronald Rossi

- WHEREAS, Professor Ronald Rossi taught at Lyndon State College starting in 1976 and retired in 2015; and
- WHEREAS, Professor Ronald Rossi provided distinguished and outstanding service to his students, to Lyndon State College, to the larger Lyndon community, and to the Vermont State Colleges for 40 years; and
- WHEREAS, Professor Ronald Rossi has earned the highest respect from the Lyndon State College community, is held in the highest regard by students and colleagues, and continues to contribute to the life of the College after retirement; and
- WHEREAS, Professor Ronald Rossi meets the criteria established by the Board of Trustees for Emeritus Status; therefore, be it
- RESOLVED, That the VSC Board of Trustees grants the title of Professor of Humanities Emeritus to Ronald Rossi as of this date, March 25, 2017.

March 25, 2017

## Item 4

### Recommendations for VSC Faculty Fellows

[Back to Agenda](#)

## **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 System**

### **Faculty Fellows, 1987-2017**

2016-2017	Andre Fleche, Associate Professor of History, Castleton University Alexandre Strokanov, Professor of History, Lyndon State College
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 McEnery, 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 Proper, 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

January 27, 2017

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

Dear Jeb,

It is my pleasure to nominate Dr. Adam Chill for the Vermont State Colleges Faculty Fellow award for 2017-'18. Professor Chill is an innovative teacher, an engaged scholar, and an important contributor to the life of Castleton University and the Department of History, Geography, Economics, and Political Science.

Ever since Professor Chill arrived at Castleton in 2009, he has distinguished himself through curricular innovation. When Dr. Chill began at the university, he inherited a moribund European history program that suffered from minimal student interest and low enrollments. In just a few short semesters, he turned the European history curriculum into one of Castleton's great strengths. He immediately reinstated a thorough sequence of survey courses and developed classes in his area of particular expertise (the history of Ireland and the British Empire). Several years ago, he led students in his Irish history class on a very successful trip to Ireland. Indeed, Professor Chill has proven to be an especially wide-ranging and creative teacher. He has always been willing to develop new courses to meet department needs. For example, in response to student demands, Dr. Chill designed and taught courses on such diverse topics as Europe and the Middle East, the Dark Ages, Ancient Greece and Rome, and the history of women in the United States.

But Dr. Chill's pedagogical service extends beyond the boundaries of the History program. He was one of the original members of the committee that helped to develop a Global Studies major at Castleton, and he currently serves as the program's coordinator. A few years ago, he joined a number of his colleagues by participating in an intensive summer reading group, which exposed its members to cutting-edge scholarship in the field of global studies. Adam is also a member of the Women's and Gender Studies committee, and he routinely offers courses that fulfill the WGS major. Professor Chill has also been a frequent contributor to our First Year Seminar program, most recently developing and offering a successful course on coffee and world history.

Professor Chill is an outstanding instructor. All of his classes are not only popular and well liked, but also challenging and rigorous. The chair of the HGEP Department, Dr. Andre Fleche, states: "As a fellow-member of the history program, I have noticed the impact Professor Chill has had on our students. The special attention he pays to close reading and critical analysis in his classes has helped raise the sophistication of our majors, which has enhanced the level of scholarly discussion across the department." Small wonder that the scores on Chill's student evaluations outperform the averages for his department and the university as a whole.



# Castleton University

Dr. Chill is also an engaged scholar in his own right. His work on the history of sport and masculinity in eighteenth and nineteenth-century Britain has yielded published reviews, journal articles, and encyclopedia entries. He is currently hard at work on the final stages of a book manuscript, entitled *Boxing and Identity in Georgian Britain*, which will be published shortly by McFarland Books. Professor Chill has also generously shared his expertise with the campus community. He has given lectures based on his research for the Soundings program, the Phi Alpha Theta honor society, and other scholarly audiences.

Adam has also compiled an impressive record of service to the college and to the HGEP department. He has been an active member of both the Curriculum Committee and the Executive Council of the Faculty Assembly, and he has contributed to a number of steering groups and ad hoc committees. His chair says that “His work on behalf of the HGEP department has been invaluable. He has held more positions than I can enumerate, including department secretary, history club advisor, open house representative, and member of the HGEP subcommittee on assessment.”

In sum, Dr. Adam Chill is an innovative educator and an accomplished scholar who has generously shared his knowledge with students and colleagues alike. He has richly contributed to academic life at Castleton University and in the Department of History, Geography, Economics, and Politics.

For all of the above reasons, I am delighted to recommend Adam Chill for appointment as a VSC Faculty Fellow. I trust you will agree that he embodies the best of our values and continually furthers our mission to provide high quality, student-centered education to the residents of our state and region.

Respectfully yours,

A handwritten signature in blue ink, appearing to read 'D. S. Wolk'.

David S. Wolk  
President



# Castleton University

To: Dave Wolk, President

From: VSC Faculty Fellow Nominating Committee (Andre Fleche, Tersh Palmer, Jonathan Spiro)

Re: Nomination

Date: January 13, 2017

AMF  
JP  
JS

We are very pleased to nominate Dr. Adam Chill for the Vermont State Colleges' Faculty Fellow award for 2017-'18. Professor Chill is an innovative teacher, an engaged scholar, and an important contributor to the life of Castleton University and the department of History, Geography, Economics, and Political Science.

Ever since Professor Chill arrived at Castleton in 2009, he has distinguished himself through curricular innovation. When Dr. Chill began at the university, he inherited a moribund European history program, which suffered from minimal student interest and low enrollments. In just a few short semesters, he turned the European history curriculum into one of Castleton's great strengths. He immediately reinstated a thorough sequence of survey courses and developed classes in his area of particular expertise (the history of Ireland and the British Empire). Several years ago, he led students in his Irish history class on a very successful trip to Ireland. Indeed, Professor Chill has proven to be an especially wide-ranging and creative teacher. He has always been willing to develop new courses to meet department needs. For example, in response to student demands, Dr. Chill designed and taught courses on such diverse topics as Europe and the Middle East, the Dark Ages, Ancient Greece and Rome, and the history of women in the United States.

Dr. Chill's pedagogical service extends beyond the boundaries of the history program. He was one of the original members of the committee that helped to develop a Global Studies major at Castleton, and he currently serves as the program's coordinator. A few years ago, he joined a number of his colleagues by participating in an intensive summer reading group, which exposed its members to cutting-edge scholarship in the field of global studies. Adam is also a member of the Women's and Gender Studies committee, and he routinely offers courses that fulfill the WGS major. Professor Chill has also been a frequent contributor to the First Year Seminar program, most recently developing and offering a successful course on coffee and world history.

Professor Chill is an outstanding instructor. All of his classes are not only popular and well liked, but also challenging and rigorous. The chair of the HGEP Department, Dr. Andre Fleche, states: "As a fellow-member of the history program, I have noticed the impact Professor Chill has had on our students. The special attention he pays to close reading and critical analysis in his classes has helped raise the sophistication of our majors, which has enhanced the level of scholarly discussion across the department."

Dr. Chill is also an engaged scholar in his own right. His work on the history of sport and masculinity in eighteenth and nineteenth-century Britain has yielded published reviews, journal articles, and encyclopedia entries. He is currently hard at work on the final stages of a book manuscript, entitled *Boxing and Identity in Georgian Britain*, which will be published shortly by



# Castleton University

McFarland Books. Professor Chill has also generously shared his expertise with the campus community. He has given lectures based on his research for the Soundings program, the Phi Alpha Theta honor society, and other scholarly audiences.

Adam has also compiled an impressive record of service to the college and to the HGEP department. He has been an active member of both the Curriculum Committee and the Executive Council of the Faculty Assembly, and he has contributed to a number of steering groups and ad hoc committees. His chair says that "His work on behalf of the HGEP department has been invaluable. He has held more positions than I can enumerate, including department secretary, history club advisor, open house representative, and member of the HGEP subcommittee on assessment."

In sum, Dr. Adam Chill is an innovative educator and an accomplished scholar who has generously shared his knowledge with students and colleagues alike. He has richly contributed to academic life at Castleton University and in the Department of History, Geography, Economics, and Politics. The VSC Faculty Fellow Nominating Committee is delighted to unanimously forward Dr. Chill's nomination.

# Adam Chill

Department of History, Geography, Economics, and Politics  
Castleton University  
261 Leavenworth Hall  
Castleton, VT 05735  
[adam.chill@castleton.edu](mailto:adam.chill@castleton.edu)

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## EDUCATION

Doctor of Philosophy, History, Boston College (December 2007)  
Master of Arts, History, University of Cincinnati (May 2001)  
Bachelor of Arts, History, Bowling Green State University (May 1997)

## ACADEMIC EMPLOYMENT

Associate Professor, Castleton University (August 2015-present)  
Assistant Professor, Castleton State College (August 2009-August 2015)  
Post-Doctoral Fellow, Boston College (September 2007-May 2009)  
Teaching Fellow, Boston College (September 2006-May 2007)  
Instructor, Boston College (January 2005-May 2005)  
Teaching Assistant, Boston College (September 2002-May 2005)  
Teaching Assistant, University of Cincinnati (September 1999-May 2001)

## REPRESENTATIVE COURSES

The Ancient World  
Global History  
Introduction to Global Studies  
Medieval and Early Modern Europe  
Modern Europe  
Irish History  
British Empire  
Coffee in World History  
Europe and the Middle East  
Women in European History  
US Women's History

## REPRESENTATIVE SERVICE

Global Studies Coordinator (May 2016-present)  
HGEP Department Assessment Committee Chairperson (May 2016-present)  
Women's and Gender Studies Committee (September 2009-present)  
Cultural Immersion Mentor for Global Studies students abroad (2012-present)  
Vermont State College Advising Technology Steering Group (September 2015-present)  
Member-at-large of the Executive Council of Faculty Assembly (August 2012-August 2015)  
Chairperson, Curriculum Committee (September 2011-May 2012)

Online and Hybrid Teaching and Learning Workshop, Castleton University, (May-June, 2014).

Teaching Global Studies Workshop, funded by Castleton Faculty Scholarship and Pedagogy Peer Development Grant, (Summer 2013).

Participant on roundtable panel, "Africa in Transoceanic World Historical Contexts: Challenges and Opportunities in Teaching and Scholarship," *New England Regional World History Association* (September 2012).

Participant on roundtable panel, "Turning Hedgehogs into Foxes? The Role of Global Studies in Educating Global Citizens," *Vermont State Colleges Academic Retreat* (May 2012).

"Pierce Egan and the Britishness of Irish Boxers," *North American Conference for British Studies*, Baltimore, MD (November 2010).

"Heroic Females?: Women Boxers in 18th-Century Britain," invited lecture for Schenectady County Community College Lecture Series (October 2010).

"None but the Brave Deserve the Fair: Women and the Making of Modern Boxing," invited lecture for Phi Eta Sigma and Soundings, Castleton State College (April 2010).

"Heroic Females?: Women Boxers in Georgian Britain," *New England Historical Association Spring Conference*, Salem, MA (April 2010).

Comment on panel, "Dimensions of British Politics," *New England Historical Association Spring Conference*, Boston, MA (April 2008).



VERMONT STATE COLLEGES

BOARD OF TRUSTEES

RESOLUTION

Vermont State Colleges Faculty Fellowship

- WHEREAS, Article 42 of the current Agreement with the Vermont State Colleges Faculty Federation calls for the Board of Trustees to recognize up to two VSC tenured faculty for “outstanding accomplishments in teaching and learning” by establishing Vermont State Colleges Faculty Fellowships; and
- WHEREAS, The VSC Faculty Fellows committee, comprised of EPSL Committee Chair Kraig Hannum, VSC Chief Academic Officer Yasmine Ziesler, and VSCFF President Andrew Myrick, reviewed the nominations received for VSC Faculty Fellowships; and
- WHEREAS, The committee recommends that Adam Chill, Associate Professor of History at Castleton University be awarded a VSC faculty fellowship for academic year 2017-2018; therefore, be it
- RESOLVED, That Adam Chill, Associate Professor of History at Castleton University, be awarded a VSC Faculty Fellowship for the academic year 2017-2018 with all the associated rights and privileges.

March 25, 2017

February 28, 2017

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

RE: Faculty Fellow Nomination of Professor Barclay Tucker

Dear Committee Members:

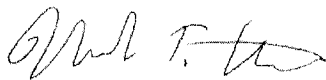
In accordance with Article 41 of the VSC-VSCFF *Agreement*, I am pleased to submit the nomination of Prof. Barclay Tucker for a VSC Faculty Fellow award for the academic year 2017-2018. A member of the faculty since 2001, Mr. Tucker is a full Professor and was tenured in 2007. He teaches in the Visual Arts Department.

Prof. Tucker's letter and proposal are attached, which speak clearly to the worth of his candidacy for Faculty Fellow. I fully supported his proposal to conduct book research in Cambodia. This proposal presents an excellent opportunity for Prof. Tucker to broaden the scope of his work in an enriching and unique cultural setting, while also including students.

Also enclosed is Prof. Tucker's resume, as well as a letter of support from his colleague, Prof. Robby Gilbert.

Prof. Tucker is thoughtful teacher, hard-working colleague, and 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,



Nolan Atkins, Ph.D.  
Interim President

Enclosures

c: Prof. Barclay Tucker, Visual Arts

To: Dr. Nolan Atkins, Interim President  
From: Barclay Tucker, Professor Visual Arts  
Date: January 12, 2017

Subject: Faculty Fellows Nomination

Dear Dr. Atkins,

I would like to nominate myself, Professor Barclay Tucker, for the Faculty Fellows award (for the 2017-1018 academic year).

This award would allocate focused time for Professor Tucker to work on the creative project of illustrating and preparing his picture book *The Three Puny Pachyderms* for submission to publishers.

**Creative Project Plan:**

In Progress:

In the 2017 spring semester Professor Tucker will be traveling to Cambodia to conduct visual research for the children's book *The Three Puny Pachyderms* that is set in Southeast Asia. (See attached manuscript)

The three credit release for one semester will give Professor Tucker needed time to design the characters of the book, finish a book dummy and complete 3 finished illustrations. The book dummy and the three finished illustrations, along with the manuscript, are the three main components book publishers look for in reviewing submissions for possible publishing.

This project contributes to the professional development of Professor Tucker's work as a picture book illustrator. By practicing the art of illustration and gaining more experience in picture book publishing, this project also supports continued enhancement of the BFA in Animation Illustration. Professor Tucker will be able to bring real world experience into the classroom, thus helping the students be more successful in their illustration endeavors.

**TIMELINE:**

The Trip to Cambodia will be February 23-March 6, 2017 with a school presentation at the end of March.

Based on workload significant work on the Character Design will not commence until the summer of 2017. If accepted as the recipient of the Faculty Fellows Award, work on the book dummy and completed illustrations can begin the semester the award is given.

A presentation on the process of creating a children's picture book and submitting to publishers will coincide with a gallery exhibit of work created for this project the semester the release is given. The artwork will be exhibited in the Quimby Gallery.

**BUDGET:**

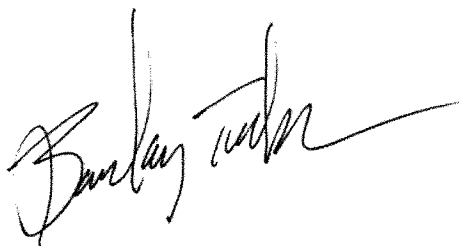
The following is the estimated cost for supplies:

Various Art, Printing, and Framing Supplies	\$350.00
Shipping Costs (for mailing to multiple publishers)	\$150.00
Total Cost	\$500.00

**CONCLUSION:**

Supporting this nomination for the Faculty Fellows increases Professor Tucker's ability to make time to complete this project. It further supports Professor Tucker's professional development as an illustrator, his teaching and his research.

Thank you for your consideration.

A handwritten signature in black ink, appearing to read "Barclay Tucker". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Barclay Tucker  
Illustrator, Graphic Designer  
Professor, Illustration and Graphic Design  
Director, Quimby Gallery  
Chair, Visual Arts Department  
Chair, Faculty Assembly

### **The Three Puny Pachyderms By Barclay Tucker**

Once upon a time there were three puny pachyderms. They lived in harmony and were the leaders of a peaceful village.

Then one day, a tiger came and threatened the village.

The villagers asked the leaders to help keep them safe.

Each puny pachyderm had a different idea for how to protect the village.

They began arguing about who had the best idea and couldn't agree on a plan.

So they decided to go to the great wise elephant to seek advice on which plan to choose.

The wise old elephant sat in silence as the puny pachyderms explained each idea. But he refused to answer their question of who was right.

Frustrated, and no longer having unity, the three puny pachyderms separated and the villagers had to decide which leader to follow.

The first puny pachyderm thought that tigers didn't like to swim, so he built his village on a river in order to be protected.

When the great tiger arrived, he paced back and forth along the river, watching the villagers across the water.

The villagers rejoiced, thinking they were safe from the great tiger.

But then to their surprise, the great tiger leaped into the water and swam over to the village.

He scratched and clawed and splashed, creating many waves on the water.

The village on the river rocked to and fro and fell apart.

The first puny pachyderm and his followers swam to shore and quickly ran from the great tiger.

They came upon the village of the second puny pachyderm and warned them that the great tiger was coming.

The second puny pachyderm had prepared his village well and wasn't worried.

He had built his village in the tops of the trees, so the tiger could not reach them.

When the great tiger came to the forest and saw everyone in the trees, he paced back and forth trying to decide how to get to them.

The first and second puny pachyderms and their followers rejoiced, thinking they were safe from the great tiger.

But the great tiger scratched and clawed at the tree trunks making the trees shake.

The village in the trees rocked to and fro and fell apart.

The first and second puny pachyderms and their followers quickly ran from the great tiger and went to warn the third puny pachyderm.

They found the third puny pachyderm all alone. He had begun to carve his village into the side of the mountain.

It was very hard work and with no one to help, he had not gotten very far.

But when the first two leaders and their followers arrived, they were all able to help finish the job.

They were tired from the hard work, but they were also proud of the strength of the village they had built together.

Then they all went inside and waited for the great tiger to arrive.

When the great tiger came, he saw that they were all sealed within the caverns of the village. He scratched and clawed at the walls, but the village did not fall apart.

Then he pushed and pulled at the doors, but he could not get in.

So he drew a deep breath and blew and blew, but nothing happened.

Not discouraged, he drew the greatest breath he had ever taken in, and blew and blew until he had no breath left. But it had no effect on such a strong village.

He continued to blow even more until finally, he disappeared.

With the great tiger defeated, everyone celebrated and the three puny pachyderms realized that they were strongest if they worked together in unity and when they built upon a strong foundation.

The End

# Barclay

Illustrator & Professor

Barclay Tucker  
513 Calendar Brook Road  
Lyndonville, VT 05851

802-626-3937  
www.barclay-studio.com  
barclay@barclay-studio.com

## EDUCATION

MFA, Illustration  
University of Hartford, Hartford Art School  
West Hartford, CT–July 2007

MA, Illustration  
Syracuse University, ISDP Program  
Syracuse, NY–August 2001

BFA, Painting Drawing Emphasis  
University of Utah  
Salt Lake City, UT–June 1997

## ACADEMIC EXPERIENCE

Lyndon State College  
Lyndonville, VT

Professor, Visual Arts: September 2001–Present

- Advise students and supervise interns.
- Developed Animation/Illustration BFA.
- Assisted in instituting and transitioning into the new Visual Arts Department.
- Manage Visual Arts Department Social Media sites.
- Organize and host Annual High School Design Competition.

Department Chair, Visual Arts.

Fall 2002 –Spring 2005, Fall 2008–Spring 2011,  
Fall 2016 –Present

- Organized full and part-time faculty class schedules.
- Hired and reviewed part-time instructors.
- Chaired search committees for full-time tenure track positions.
- Developed and reviewed department outcomes and assessments.
- Prepared information for program reviews and accreditation visits.
- Maintained department budget.
- Designed and implemented illustration concentration.
- Oversaw creation of BFA in Design and other curricular changes.
- Managed department doubling in size.

## Courses Developed and Taught

Illustration  
Advanced Illustration  
Visual Narrative  
On-Site Illustration–Vermont  
On-Site Illustration–Italy and Greece  
On-Site Illustration–Cambodia  
Animal Studies  
History of Animation and Illustration  
Drawing I  
Figure Drawing  
Survey of Western Art I and II  
Designing a Portfolio  
Senior Thesis  
Visual Arts Seminar  
Visual Arts Review  
Introduction to Design  
Color Theory  
Introduction to Animation:  
Page Layout Software  
Branding and Corporate Identity  
Illustration Software  
Photo Manipulation Software

## ILLUSTRATION AND DESIGN EXPERIENCE

Freelance Illustrator/Designer

June 1996–Present

Top selling bow tie designer, children's book  
illustrator, and graphic designer.

## CLIENTS

Beau Ties LTD. of Vermont  
Hebert and Sons  
Clyde River Outfitters  
Good Sound Publishing  
Vermont Children's Theater  
4-H Curriculum  
Mobile Medical  
Lyndon Holiday Festival Of Choirs  
CrossTalk:  
The Journal of Defense Software Engineering  
Franklin Covey  
Shipley Associates  
HEC Reading Horizons



## SKILLS

### Illustrator

- Create illustrations with a subtle quirky humor for a wide range of clients, including children's picture books.
- On site sketching.
- Drawing.
- Digital painting.

### Graphic Design

- Adobe Creative Suite.
- Branding
- Page Layout

## PRESENTATIONS

### Career Day Presentation

Lyndon Town School–2012, 2013

### Use of Facebook in the Class:

New England International Graphics Arts  
Education Association (IGAEA) Fall Design  
Conference–2010

Lyndon State College Star Event–2009

Vermont State Colleges Retreat –2008

### How To Draw 101 Elephants, A presentation of Illustrating a Book:

Lyndon State College–2007

### The Golden Age of American Illustration:

Lyndon State College Lecture Series–2005

## PUBLICATIONS

### Catalog covers

Beau Ties LTD. Vermont–Fall 2012, Spring 2013

Children's book, *Fat Freddie's Afraid to Fall*  
Good Sound Publishing–2009

Cover, *CrossTalk: The Journal of Defense Software  
Engineering*–2001

H.E.C. Software Phonetics Series: Illustrated 30  
books for phonetics program 1995–1997

## COMMITTEES

### Curriculum Task Force

Spring 2015–Present

- Streamlined colleges curriculum to be more cost effective.

### Lecture and Arts Committee

Fall 2003–Present

Chair: Fall 2012–2015

- Facilitate finding, scheduling, and funding of college wide lectures and art events.

### Commencement and Convocation Committee

Fall 2003–2010

Chair: Fall 2003–Spring 2009

- Select speakers for commencement.
- Assisting in organizing commencement and other college wide ceremonies.
- Read graduate names at commencement.

### Reappointment and Tenure Committee

Fall 2006–Spring 2008

- Review full-time faculty files for reappointment, tenure and/or promotion.
- Make formal recommendations to administration for reappointment, tenure and/or promotion.

## INDIVIDUAL EXHIBITIONS

Quimby Gallery, Lyndon State College

November 2007

*The Twelve Elephants of Christmas*

## GROUP EXHIBITIONS

Annual Faculty Exhibits

Quimby Gallery, Lyndon State College 2002–2016

Lyndon State College Illustration Exhibit

Quimby Gallery, Blank Space

March 2016

Northeastern Vermont Regional Hospital

February 2014

Stop Making Sense Members Open

Society of Illustrators December 2012

Illustrators Who Teach

Society of Illustrators October 2010

MFA Thesis Exhibit

Silpe Gallery, Hartford Art School July 2007

Arts-R-Us

Studio Place Arts, Barre, VT Spring 2006

Families

Studio Place Arts, Barre, VT Summer 2006



## HONORS

May 2007 and May 2004  
Selected as the outstanding faculty by the graduating class.

December 2003  
Chosen by three National Honor Society Inductees as their most influential professor.

Fall 2003  
Voted by Lyndon State College student body to speak at convocation.

## OTHER EXPERIENCE

Chair of the Faculty Assembly  
Fall 2014–Present

- Facilitate and moderate Faculty Assembly Meetings.
- Serve as a member of the Presidents Leadership Team.
- Represent the faculty when needed.

Vermont Technical Center Coordinator:  
Fall 2001–Present

- Developed and implemented portfolio review process for Vermont Graphic Design Technical Centers.

Design Manager  
Incubator Without Walls (IWOW)  
2011–Present

- Manage students designers and illustrators for local companies.
- Seminar presenter for branding skills.
- Assist in the development of programs to help local business grow and gain needed skills.
- Assist in the development of the local economy.

Vice Chair of the Faculty Assembly  
Fall 2010–Spring 2014

- Substituting for the Chair.
- Serving as a member of the Executive Committee.
- Serving as a member of the President's Advisory Committee.

Advisory Board Member: Center for Technology  
Essex, Lyndon Institute, Graphic Design Program,  
and Stafford Technical Center  
2008–Present

- Advise curricular changes for design programs.
- Review senior portfolios.

Policy 311 Investigator  
2007–Present

- Received training on discrimination and sexual harassment and sexual assault.
- Investigate discrimination cases on campus.
- Investigate sexual harassment cases on campus.

Quimby Gallery Director:  
Lyndon State College  
2002–Present

- Finding, scheduling, displaying, and marketing art exhibits.
- Initiated and organized Annual Faculty Exhibit, Annual Juried Student Exhibit, The Senior Design Show, and Annual High School Design Competition and Exhibit.

AIGA NH/VT Education Board Member  
2007–2009

- Assisted with initial organization of the AIGA Vermont Chapter.
- Assisted in planning and supporting local AIGA events with a focus on events benefiting students.

## ORGANIZATIONS

The Society of Illustrators  
SCBWI (Society of Children's Book Writers & Illustrators)

To: Dr. Nolan Atkins, Interim President  
From: Robby Gilbert, M.Ed., MFA, Assistant Professor Visual Arts  
Date: January 19, 2017

Subject: Faculty Fellows Nomination

Dear Dr. Atkins,

I am writing this letter in strong support of Professor Barclay Tucker for a Faculty Fellows Award.

As you already know, Professor Tucker is a most dedicated member of our Lyndon community and has worked tirelessly for the good of the college as a whole. This has been obvious to anyone who has worked with him. He generously and unselfishly gives his all to the greater communities in which he serves, far beyond the reaches of just this campus alone, putting others before himself in every instance.

What I feel may be sometimes lost in his unwavering service to the greater community is the fact that Professor Tucker is a phenomenal illustrator, and that illustration is a practice that requires a large degree of solitary focus.

I was aware of Professor Tucker's work before I arrived on campus as a new faculty member. His reputation as a solid illustrator and kind-natured and giving human is known in illustration circles across the country. I can attest to this first-hand.

His work and its continued development are critical to both the Visual Arts programs, the College, and to the growing visibility and recognition of our very important, strategic, and unique place within the VSC. Speaking as an illustrator myself, I can tell you it is vitally important for artists to remain current and produce new work, and the Fellowship would go a great distance in supporting this outstanding faculty member who does so much to support so many—without expectation of anything special in return—in his efforts.

The requirement of solitary quietude and focused time that one needs to devote to an illustration practice is often necessarily at odds with a nature of such selflessness and service to others as demonstrated in Professor Tucker. A three-credit release to allow him to have even a small amount of time to devote to his work is but a miniscule drop in the bucket towards balancing this incongruity. I know Professor Tucker will take full advantage of such an opportunity, and I strongly believe that it is in the greater interest of the department, the College, and the VSC to see Professor Tucker finish the very wonderful and charming work he has begun with his book. His work—the book itself—while requiring some amount of solitary focus is again in itself a giving act. You can see it in his lines and characters. This is a rare quality in an artist and is becoming rarer. We need to treat it like the treasure that it is.

So please consider awarding Professor Tucker a Faculty Fellows award. I cannot think of a person more humbly deserving than Barclay Tucker.

Robby Gilbert  
Assistant Professor, Visual Arts  
Lyndon State Colleges

VERMONT STATE COLLEGES

BOARD OF TRUSTEES

RESOLUTION

Vermont State Colleges Faculty Fellowship

- WHEREAS, Article 42 of the current Agreement with the Vermont State Colleges Faculty Federation calls for the Board of Trustees to recognize up to two VSC tenured faculty for “outstanding accomplishments in teaching and learning” by establishing Vermont State Colleges Faculty Fellowships; and
- WHEREAS, The VSC Faculty Fellows committee, comprised of EPSL Committee Chair Kraig Hannum, VSC Chief Academic Officer Yasmine Ziesler, and VSCFF President Andrew Myrick, reviewed the nominations received for VSC Faculty Fellowships; and
- WHEREAS, The committee recommends that Barclay Tucker, Professor of Illustration and Graphic Design at Lyndon State College, be awarded a VSC faculty fellowship for academic year 2017-2018; therefore, be it
- RESOLVED, That Barclay Tucker, Professor of Illustration and Graphic Design at Lyndon State College, be awarded a VSC Faculty Fellowship for the academic year 2017-2018 with all the associated rights and privileges.

March 25, 2017

## Item 5

### Northern Vermont University Mission Statement

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## NORTHERN VERMONT UNIVERSITY

### Mission Statement

Northern Vermont University fosters the intellectual, creative, and personal growth of every student in a community committed to diversity and inclusion. We provide innovative professional and liberal arts educational experiences that prepare students to be critical thinkers and engaged global citizens.

### The Vision

Northern Vermont University will be recognized for its innovation and creativity, preparing students for success in a global economy. Our students will advance knowledge and positive change in a wide range of liberal arts disciplines and professional programs. As a public, regional university, Northern Vermont University will be the preferred choice for students who seek transformative professional and liberal arts education.

Building on the historical strengths of each campus, our faculty and staff will collaborate to facilitate conversations across disciplines, not only across like disciplines such as the social sciences but across disparate disciplines such as sciences and the humanities, arts and business, social sciences and health sciences, liberal arts and professional disciplines. It is only within this context that students will experience the necessary openness and curiosity for experimentation and inquiry needed to solve today's complex problems.

Students will have the opportunity to learn on our campuses through experiential methods, high impact practices and innovative uses of technology. Extracurricular activities will support growth of the "whole person" including athletic programs that will capitalize on our unique position as a university and eclectic center for learning in the northern tier. Our graduates will continue to be sought after by employers as accomplished experts in their professions and leaders of their local, state, regional, national, and global communities.

Northern Vermont University will contribute to the economic, educational, environmental and cultural well-being of Vermont. Widely known as a leader in multi-disciplinary approaches to solve social, technical, environmental, and health-related challenges, Northern Vermont University will receive strong public and private support, earning a loyal following of its alumni.

VERMONT STATE COLLEGES

BOARD OF TRUSTEES

RESOLUTION

- WHEREAS, The Northern Vermont University Transition Team, with balanced representation from the Johnson and Lyndon campuses, is guiding the unification process and making decisions that will shape Northern Vermont University; and
- WHEREAS, The group's first tasks are driven by the need to document how Northern Vermont University will meet the NEASC Standards for Accreditation, including the first of these standards, Mission and Purposes; and
- WHEREAS, A revised Northern Vermont University mission statement was approved by the Transition Team after incorporating input and feedback provided by both college communities; and
- WHEREAS, The Northern Vermont University mission and accompanying vision statement encompass and will be used in tandem with the existing campus-specific mission statements; and
- WHEREAS, The Northern Vermont University mission and vision statements are in alignment with and support the Vermont State Colleges System mission and vision; therefore, be it
- RESOLVED, That the Vermont State Colleges Board of Trustees approves the mission statement for Northern Vermont University.

March 25, 2017

## Item 6

### Review and Discussion of Policy 109

#### Summary Data and Reports

[Back to Agenda](#)

## **A VSCS Board Member's Guide to Academic Program Oversight**

Fundamentally, the role of the Board as it relates to academic programs is to ensure educational quality. A [2014 report](#) by the Association of Governing Boards offers these recommendations for boards to follow in meeting this responsibility:

1. Develop board capacity...through regular, intentional discussions.
2. Ensure policies and practices promote educational quality.
3. Ensure that learning is assessed, data are used, and improvements tracked.
4. Approve and monitor necessary financial resources.
5. Develop an understanding of academic programs.
6. Focus on the total educational experience.
7. Understand accreditation.

There are three primary policies guiding academic program oversight at the VSCS:

### **Policy 101 (Program Review and Continuous Improvement Process--PReCIP)**

Policy 101 defines Board standards for high-quality programs and directs a process at the college and system level to ensure continuous quality improvement. This process results in recommendations for each program on a five-year cycle that are provided to EPSL for discussion.

#### Key questions for Board members in reviewing Policy 101 reports:

- How does the program assess student learning, and what does the program's data on student learning outcomes indicate?
- What strategies are being used for continuous improvement?
- How does the program meet Board standards for quality?

### **Policy 102 (Approval of New Degrees and Majors)**

Policy 102 directs a process for new program development that ensures alignment with the mission of the VSCS, encourages system collaboration in planning, and supports flexible, nimble program development. EPSL reviews each new program proposal after it has undergone consultation and endorsement by the Chancellor and Council of Presidents and determines whether to recommend a proposal for Board approval.

#### Key questions for Board members in reviewing Policy 102 new program proposals:

- Is the new program aligned with and in support of VSCS and college mission and strategic planning directions?
- Will the program provide a clear and viable career path for graduates?
- Will it assist in meeting State needs and/or serve a new student market?



- Will the new program strengthen the college and complement, extend, and/or diversify the offerings of the VSCS?

### **Policy 109 (Annual Enrollment and Cost Effectiveness Review)**

Policy 109 directs Presidents to review program enrollment and cost data on an annual basis and with the Chancellor provide summary reports to EPSL, including information on any programs identified for closure. EPSL reviews these reports and determines whether to recommend any actions to the Board.

#### Key questions in reviewing Policy 109 summary data and reports:

- What are the current program enrollment trends and how are the colleges responding to these?
- How are the colleges managing resource needs and costs related to program staffing (faculty:student ratio) and delivery (average class size)?
- Do we have the right mix of programs within each college and across the system?

#### Notes on selected elements in Policy 109 summary data reports:

**Full-Time Faculty:** For all colleges except CCV, the department is the organizational unit of work and decision-making. Full-time faculty develop curriculum, advise students in the major, and may have advising responsibilities for undeclared students beyond the department. Department chairs, included in the full-time faculty count, have first responsibility for course scheduling and hiring and supervision of part-time faculty.

**Department Class Size Average:** The department class size average reflects all program and general education courses taught by department-affiliated faculty, full-time and part-time, and is driver of instructional cost. Excluded from this measure are course credits offered as independent studies and internships. Instances of combined courses (one faculty member teaching students enrolled in two different levels of a course simultaneously) are treated as single courses for class size average calculations.

**% Full-Time Students:** The percentage of students in the program who are enrolled full-time (defined as a minimum of 12 credits per semester). This measure serves as a proxy for the proportion of traditional versus post-traditional (i.e. attending part-time) students being served.

**% Vermonters:** The percentage of students with Vermont residency. This measure serves as a proxy for tuition revenue and admissions reach of the program.

## Policy 109 Data Report

Community College of Vermont

College-Wide Summary	Total Enrollment (Fall 2016)	Prior Year Enrollment	2 Years Prior	% Full-time Students	% Vermonters	Total Degrees Awarded 2015-2016	2015-16 Average Class Size	2015-2016 Class Size Average for all Core Program Courses
	3,192	3,418	3,670	21%	94%	525	12.5	13.1

Concentration	Associate's Degree Programs	Current Enrollment	Prior year	2 years prior	% Full-time Students	% Vermont Students	2015-2016 Degrees Awarded	New or Closed Program Notes
		Fall 2016	Fall 2015	Fall 2014				
<b>Arts and Communication</b>								
	Graphic Design	79	79	83	27%	94%	15	Streamlined into a single program - 2017
	Multimedia Communication	36	18	25	31%	92%	3	Streamlined into a single program - 2017
	Visual Art	40	41	40	13%	93%	8	Streamlined into a single program - 2017
<b>Science and Allied Health</b>								
	Environmental Science	89	71	86	34%	88%	9	
	Medical Assisting	165	184	220	23%	95%	40	
	STEM Studies	177	172	122	26%	91%	10	
<b>Social Science and Professions</b>								
	Criminal Justice	112	114	153	28%	95%	18	
	Early Childhood Education	296	253	249	11%	98%	42	
	Emergency Mgmt & Planning	2	7	11	0%	100%	3	closed - 2015
	Human Services	243	257	281	21%	97%	46	
<b>Business</b>								
	Accounting	120	131	152	13%	96%	22	
	Administrative Management	59	83	91	10%	97%	24	
	Applied Business Practices	3	9	15	33%	67%	2	closed - 2016
	Business	341	345	370	22%	95%	59	
	Hospitality & Tourism Mgmt	10	21	20	20%	100%	2	closed - 2016

## Policy 109 Data Report

### Community College of Vermont

College-Wide Summary	Total Enrollment (Fall 2016)	Prior Year Enrollment	2 Years Prior	% Full-time Students	% Vermonters	Total Degrees Awarded 2015-2016	2015-16 Average Class Size	2015-2016 Class Size Average for all Core Program Courses
	3,192	3,418	3,670	21%	94%	525	12.5	13.1

Concentration	Associate's Degree Programs	Current Enrollment	Prior year	2 years prior	% Full-time Students	% Vermont Students	2015-2016 Degrees Awarded	New or Closed Program Notes
		Fall 2016	Fall 2015	Fall 2014				
<b>Technology</b>								
	Computer Asstd Drafting & Design	1	2	8	100%	100%	1	closed - 2014
	Computer Systems Management	113	120	134	19%	93%	22	
	Digital Marketing	2	9	16	50%	100%	2	closed- 2016
	Network Administration	32	41	42	19%	100%	3	closed -2017
<b>General Studies</b>								
	Liberal Studies	812	917	921	24%	93%	194	
	Undeclared*	348	501	614	19%	93%		
	<b>TOTAL</b>	<b>3,080</b>	<b>3,375</b>	<b>3,653</b>	<b>21%</b>	<b>94%</b>	<b>525</b>	

\*CCV 5th week data, excluding Early College students (n=112), who are included in overall enrollment headcount.

\*\*CCV Certificate program enrollment (7 certificates of 24 to 32 credits, n=387 students) is not included in overall headcount

## Policy 109 Data Report

### Castleton University

College-Wide Summary	Total Faculty*	2016 Enr.	Prior Year Enr.	2 Years Prior	% Full-time Students	% Vermonters	Total Degrees Awarded	2015-16 Average Class Size
	89.5	1,999	1,951	1,955	92%	70%	498	17.3

Department	Program Level	Major	Full-Time Faculty	Head Count Fall 2016	Fall 2015	Fall 2014	% Full Time	% Vermonters	Second Majors	Degrees Awarded 2015-2016	Dept. Class Size Average	Program Notes
<b>Art</b>			3								<b>15.8</b>	
	Bachelors	Art		30	31	29	97%	63%	2	7		
<b>Business Administration</b>			6.5								<b>19</b>	
	Associates	Business Administration		12	10	6	100%	58%		3		
	Bachelors	Business Administration		303	286	290	97%	73%	6	69		
	Bachelors	Computer Information Systems		25	24	27	96%	72%		10		
	Masters	Accounting		8	6	9	75%	50%		3		
<b>Communication</b>			4.5								<b>16</b>	
	Associates	Communication		2	1		100%	50%				
	Bachelors	Communication		73	72	88	95%	64%	1	20		
<b>Education</b>			7								<b>15.6</b>	
	Bachelors	Career & Technical Education		2	4		0%	100%		0		<i>Closing out program.</i>
	Bachelors	Multidisciplinary Studies		105	93	89	99%	90%		15		
	Masters	Education		40	22	34	20%	90%		9		
<b>English</b>			8								<b>15.6</b>	
	Bachelors	English		36	23	12	94%	67%	1	0		
	Bachelors	Literature		6	9	13	67%	83%		6		
	Bachelors	Philosophy		6	8	7	50%	67%	1	2		
	Bachelors	Spanish		8	7	11	100%	63%	4	2		

## Policy 109 Data Report

### Castleton University

College-Wide Summary	Total Faculty*	2016 Enr.	Prior Year Enr.	2 Years Prior	% Full-time Students	% Vermonters	Total Degrees Awarded	2015-16 Average Class Size
	89.5	1,999	1,951	1,955	92%	70%	498	17.3

Department	Program Level	Major	Full-Time Faculty	Head Count Fall 2016	Fall 2015	Fall 2014	% Full Time	% Vermonters	Second Majors	Degrees Awarded 2015-2016	Dept. Class Size Average	Program Notes
<b>Health, Human Movement, and Sport</b>			<b>8</b>								<b>16.5</b>	
	Bachelors	Athletic Training		72	72	72	97%	53%	1	6		<i>Phased replacement to Kinesiology/Pre-Athletic Training.</i>
	Bachelors	Health Education		6	6	3	100%	67%		4		
	Bachelors	Practice of Physical Education		65	45	55	100%	54%		12		
	Bachelors	Sports Administration		89	95	79	94%	58%	1	18		
	Masters	Athletic Leadership		38	23	5	21%	45%		5		
<b>History, Geography, Economics, and Politics</b>			<b>6.5</b>								<b>19.4</b>	
	Bachelors	Global Studies		5	8	7	100%	100%	1	3		
	Bachelors	History		43	33	44	98%	60%		10		
	Bachelors	Political Science		17	15	13	94%	88%	3	3		
	Bachelors	Social Studies		2	3	5	100%	100%		2		
<b>Mathematics</b>			<b>5</b>								<b>18.3</b>	
	Bachelors	Mathematics		35	41	46	89%	74%	1	13		
<b>Music</b>			<b>3</b>								<b>12</b>	
	Bachelors	Music		9	6	6	100%	56%	3	1		
	Bachelors	Music Education		9	11	17	100%	67%		3		
	Masters	Music Education		2	8	5	100%	50%				
<b>Natural Sciences</b>			<b>10</b>								<b>24.7</b>	

## Policy 109 Data Report

### Castleton University

College-Wide Summary	Total Faculty*	2016 Enr.	Prior Year Enr.	2 Years Prior	% Full-time Students	% Vermonters	Total Degrees Awarded	2015-16 Average Class Size
	89.5	1,999	1,951	1,955	92%	70%	498	17.3

Department	Program Level	Major	Full-Time Faculty	Head Count Fall 2016	Fall 2015	Fall 2014	% Full Time	% Vermonters	Second Majors	Degrees Awarded 2015-2016	Dept. Class Size Average	Program Notes
	Bachelors	Biology		64	45	44	94%	67%		8		
	Bachelors	Chemistry		9	8	5	100%	44%		1		
	Bachelors	Ecological Studies		12	13	11	100%	83%		4		
	Bachelors	Environmental Science		26	28	20	100%	69%	1	3		
	Bachelors	Exercise Science		81	91	77	99%	48%	3	13		
	Bachelors	Geology		7	10	16	100%	29%	2	7		
	Bachelors	Health Science		99	112	126	98%	72%		32		
<b>Nursing</b>			<b>7</b>								<b>27.7</b>	
	Associates	Nursing		1	47	77	0%	100%		93		Program terminated
	Bachelors	Nursing		209	169	152	78%	86%		17		
<b>Psychological Sciences</b>			<b>5</b>								<b>19</b>	
	Bachelors	Psychology		94	109	106	97%	68%	5	33		
	Masters	School Psychology		4			100%	75%				New 2016
<b>Sociology, Social Work, &amp; Criminal Justice</b>			<b>12</b>								<b>18.7</b>	
	Associates	Criminal Justice		6	1	2	83%	100%				
	Bachelors	Criminal Justice		89	95	82	99%	67%	1	14		
	Bachelors	Social Science		15	8	6	100%	40%	1	6		
	Bachelors	Social Work		61	68	70	100%	87%		9		
	Bachelors	Sociology		26	36	24	96%	58%	2	20		
	Bachelors	Women's and Gender Studies		1	1		100%	100%		0		

## Policy 109 Data Report

### Castleton University

College-Wide Summary	Total Faculty*	2016 Enr.	Prior Year Enr.	2 Years Prior	% Full-time Students	% Vermonters	Total Degrees Awarded	2015-16 Average Class Size
	89.5	1,999	1,951	1,955	92%	70%	498	17.3

Department	Program Level	Major	Full-Time Faculty	Head Count Fall 2016	Fall 2015	Fall 2014	% Full Time	% Vermonters	Second Majors	Degrees Awarded 2015-2016	Dept. Class Size Average	Program Notes
<b>Theater Arts</b>			<b>4</b>								<b>13</b>	
	Bachelors	Theater		25	24	26	96%	56%	5	8		
	Masters	Theater		0	5	5				1		<i>On hiatus</i>
	Masters	Arts Administration		9			89%	22%				<i>New 2016</i>
	Associates	General Studies		2	6	6	0%	100%		3		
	Bachelors	Undeclared		111	113	128	98%	78%				

\*Faculty count doesn't include faculty librarians or fulltime program directors (nursing, education).

## Policy 109 Data Report

### Johnson State College

College-Wide Summary	Total Faculty*	2016 Enrollment	Prior Year Enr.	2 Years Prior	% Full-time Students	% Vermonters	Total Degrees Awarded	2015-16 Average Class Size
	43	1479	1471	1593	67%	84%	353	15

Department	Program Level	Major	Full-time Faculty	Fall 2016	Fall 2015	Fall 2014	% Full-time	% Vermonters	Second Major	2015-2016 Degrees Awarded	Dept Class Size Average	Program Notes
<b>Behavioral Science</b>			5								16.6	
	Bachelors	Anthropology & Sociology		27	23	19	93%	85%	3	7		
	Bachelors	Psychology		230	246	238	60%	92%	6	44		
	Bachelors	Wellness & Altern Medicine		78	64	57	68%	65%	4	6		
	Masters	Counseling		91	82	92	32%	98%		24		
<b>Business &amp; Economics</b>			3								18.9	
	Certificate	Accounting		1	1		0%	100%		1		
	Certificate	Non-Profit Management				1						
	Certificate	Small Business Management										
	Associates	Business Management		2	4		50%	100%	1	2		
	Bachelors	Business (multiple concentrations)		229	189	188	65%	83%	5	45		
	Bachelors	Hospitality & Tourism Mgmt		2	6	17	100%	50%		4		changed to concentration in Business
<b>Education</b>			4								14.5	
	Bachelors	Childhood Education		91	104	110	85%	89%	1	15		
	Masters	Education		43	58	79	23%	93%		36		
	CAGS	Education		1	1		0%	100%		2		
<b>Environment &amp; Health Science</b>			9								13.9	
	Bachelors	Biology		42	49	42	90%	64%		8		



## Policy 109 Data Report

### Johnson State College

College-Wide Summary	Total Faculty*	2016 Enrollment	Prior Year Enr.	2 Years Prior	% Full-time Students	% Vermonters	Total Degrees Awarded	2015-16 Average Class Size
	43	1479	1471	1593	67%	84%	353	15

Department	Program Level	Major	Full-time Faculty	Fall 2016	Fall 2015	Fall 2014	% Full-time	% Vermonters	Second Major	2015-2016 Degrees Awarded	Dept Class Size Average	Program Notes	
	Bachelors	Environmental Science		23	26	31	74%	91%	1	9			
	Bachelors	Health Science		43	57	59	88%	72%		9			
	Bachelors	Integrated Science			1	10				1			
	Bachelors	Outdoor Education		44	44	47	95%	34%		6			
<b>Fine Arts</b>			5									13.7	
	Associates	Technical Theater		6	6	9	67%	67%		9			
	Bachelors	Art		30	32	40	93%	83%	1	8			
	Bachelors	Media Arts		22	25	28	95%	86%		6			
	Bachelors	Studio Art		35	25	20	91%	71%		6			
	Masters	Studio Art		4	7	5	50%	75%		4			
<b>Performing Arts</b>			4									10.6	
	Bachelors	Music		29	27	34	86%	76%	1	1			
	Bachelors	Musical Theater		10	14	11	100%	40%		3			
	Bachelors	Theater & Drama		14	16	25	93%	79%	4	8			
<b>Humanities</b>			5									16.8	
	Bachelors	History		11	17	21	91%	100%	1	2			
	Bachelors	Political Science		20	20	17	85%	80%	1	7			
<b>Mathematics</b>			3									15.2	
	Bachelors	Mathematics		14	11	12	79%	79%	4	3			

## Policy 109 Data Report

### Johnson State College

College-Wide Summary	Total Faculty*	2016 Enrollment	Prior Year Enr.	2 Years Prior	% Full-time Students	% Vermonters	Total Degrees Awarded	2015-16 Average Class Size
	43	1479	1471	1593	67%	84%	353	15

Department	Program Level	Major	Full-time Faculty	Fall 2016	Fall 2015	Fall 2014	% Full-time	% Vermonters	Second Major	2015-2016 Degrees Awarded	Dept Class Size Average	Program Notes
<b>Writing &amp; Literature</b>			4								13.6	
	Bachelors	Communications		16	14	20	100%	69%		3		
	Bachelors	Creative Writing		23	21	30	100%	74%		3		
	Bachelors	English		13	13	21	92%	92%	1	2		
	Bachelors	Journalism				1						replaced by Communications
											29 "JREG"	
	Associates	General Studies		12	3	1	75%	92%		4		
	Bachelors	Interdisciplinary Studies		46	53	45	28%	91%		20		
	Bachelors	Liberal Arts		1	2	9	0%	100%		1		discontinued
	Bachelors	Professional Studies		129	119	164	21%	95%		42		
	Bachelors	Undeclared		97	91	90	99%	89%				

\*Faculty count doesn't include faculty librarians or fulltime program directors (nursing, education).

## Policy 109 Data Report

Lyndon State College

College-Wide Summary	Total Faculty*	2016 Enr.	Prior Year Enr.	2 Years Prior	% Full-time Students	% Vermonters	Total Degrees Awarded	2015-16 Average Class Size
	51	1166	1198	1304	88%	56%	237	15.7

Department	Program Level	Major	Full-time Faculty	Fall 2016	Fall 2015	Fall 2014	% Full-time	% Vermonters	Second Majors	Degrees Awarded 2015-2016	Dept. Class Size Average	Program Notes
<b>Atmospheric Sciences</b>			3								12.6	
	Bachelors	Atmospheric Sciences		68	76	89	96%	7%	1	8		
<b>Business</b>			3								19.2	
	Associates	Business Administration		7	9	14	71%	86%		9		
	Bachelors	Accounting		28	24	25	93%	82%		3		
	Bachelors	Business Administration		80	86	77	85%	70%	18	22		
	Bachelors	Sports Management		9	1	7	100%	44%		1		In transition to one Sport Mgmt major
	Bachelors	Sport Leadership		18	26	21	100%	67%	1	5		
<b>Education</b>			4								12.2 / 14.5 (undergrad/grad)	
	Associates	Special Education		3	2		67%	67%	1	1		
	Bachelors	Early Childhood Education		12			83%	100%	1			New 2016 Includes Special Ed concentration option In teach-out
	Bachelors	Elementary Education		70	74	72	93%	84%				
	Bachelors	Physical Education		2	4	7	0%	100%		1		
	Certificate	Post-Baccalaureate Education				1						
	Masters	Curriculum and Instruction		8	9	6	25%	75%		2		
	Masters	Education		14	17	19	7%	93%		9		
<b>Electronic Journalism Arts</b>			3								12.5	
	Associates	Electronic Journalism Arts		1	3	6	100%	0%		5		
	Bachelors	Electronic Journalism Arts		66	85	89	97%	30%	8	17		
	Bachelors	Media Communications		1	2	2	100%	100%		1		In teach-out
<b>English</b>			5								14.9	
	Bachelors	English		20	28	33	85%	65%	3	6		

## Policy 109 Data Report

Lyndon State College

College-Wide Summary	Total Faculty*	2016 Enr.	Prior Year Enr.	2 Years Prior	% Full-time Students	% Vermonters	Total Degrees Awarded	2015-16 Average Class Size
	51	1166	1198	1304	88%	56%	237	15.7

Department	Program Level	Major	Full-time Faculty	Fall 2016	Fall 2015	Fall 2014	% Full-time	% Vermonters	Second Majors	Degrees Awarded 2015-2016	Dept. Class Size Average	Program Notes
<b>Exercise Science</b>			4								11.9	
	Bachelors	Exercise Science		68	86	92	90%	54%		14		
<b>Mathematics and Computer Information Systems</b>			5								17	
	Associates	Computing		2		1	50%	100%				
	Bachelors	Computer Information Systems		25	26	23	84%	72%	1	4		
	Bachelors	Mathematics		3	11	14	100%	33%	4	6		
<b>Mountain Recreation Management</b>			4								14.9	
	Bachelors	Mountain Resource Mgmt		124	117	141	88%	19%	1	21		
<b>Music Business &amp; Industry</b>			3								17.6	
	Associates	Audio Production		3	2	5	67%	33%	4			<i>In teach-out</i>
	Associates	Music Industry Management		2	1	2	100%	100%	2			<i>In teach-out</i>
	Associates	Music and Self-Promotion		1	2	1	0%	0%	1			<i>In teach-out</i>
	Bachelors	Music Business & Industry		107	117	141	90%	25%	1	11		
<b>Psychology &amp; Human Services</b>			4								17.7	
	Associates	Human Services		5	5	5	80%	100%		3		
	Bachelors	Appl Psychology & Hum Service		98	89	59	94%	80%		7		
	Bachelors	Human Services		3	8	22	33%	100%		6		<i>In teach-out</i>
	Bachelors	Psychology			4	12				1		<i>In teach-out</i>
<b>Science</b>			4								16	
	Bachelors	Environmental Science		22	17	18	95%	64%	1	5		
	Bachelors	Natural Science		12	17	20	75%	67%		6		

## Policy 109 Data Report

Lyndon State College

College-Wide Summary	Total Faculty*	2016 Enr.	Prior Year Enr.	2 Years Prior	% Full-time Students	% Vermonters	Total Degrees Awarded	2015-16 Average Class Size
	51	1166	1198	1304	88%	56%	237	15.7

Department	Program Level	Major	Full-time Faculty	Fall 2016	Fall 2015	Fall 2014	% Full-time	% Vermonters	Second Majors	Degrees Awarded 2015-2016	Dept. Class Size Average	Program Notes
	Bachelors	Sustainability Studies		11	15	25	73%	36%		4		
<b>Social Sciences</b>			4								19.9	
	Bachelors	Criminal Justice		57	49	50	96%	74%	4	12		
	Bachelors	Social Science		20	20	22	95%	80%		4		
<b>Visual Arts</b>			5								14.3	
	Associates	Photography		4			100%	100%	1			
	Associates	Visual Communications		3	4	2	67%	67%		4		
	Associates	Visual Arts		4	3		50%	75%	2	1		
	Bachelors	Animation/Illustration		42	38	33	93%	67%		6		
	Bachelors	Cinema Production		28	23	14	96%	50%	1	2		
	Bachelors	Visual Communications		18	18	16	100%	72%	1	7		
	Bachelors	Graphic Design		24	28	9	92%	71%		8		
	Bachelors	Visual Arts								1		
<b>General Studies</b>											15.1	
	Associates	General Studies / Pre-Nursing		24	16	20	75%	92%		1		
	Bachelors	Explorations		24	20	23	96%	71%				Entry program, not major
	Bachelors	Liberal Studies		9	11	17	89%	89%		11		
	Bachelors	Undeclared		7		8	100%	100%				
	Masters	Liberal Studies		9	5	4	22%	67%		1		

\*Faculty count doesn't include faculty librarians or fulltime program directors (nursing, education).



## Policy 109 Data Report

Vermont Tech

College-Wide Summary	Total Faculty*	2016 Enr.	Prior Year Enr.	2 Years Prior	% Full-time Students	% Vermonters	Total Degrees Awarded	2015-16 Average Class Size
	81	1445	1373	1315	76%	84%	573	15.6

Department	Program Level	Major	Total Faculty	Fall 2016 Headcount	Fall 2015	Fall 2014	% Full-time	% Vermonters	Second Major	Degrees Awarded 2015-2016	Department Class Size Average	Program Notes
	Associates	Computer Information Technolgy		6	11	16	83%	100%		2		
	Associates	Computer Software Engineering		9	8	11	89%	100%		4		
	Bachelors	Computer Information Technolgy		43	43	34	81%	88%		7		
	Bachelors	Computer Software Engineering		48	64	63	94%	88%				
	Post-graduate Certificate	Computer Networking								1		<i>New 2016</i>
	Post-graduate Certificate	Advanced Software Development		1			100%	100%				<i>New 2016</i>
	Post-graduate Certificate	Software Development		2			50%	100%				<i>New 2016</i>
	Post-graduate Certificate	Web Development		3			33%	100%				<i>New 2016</i>
	Masters	Computer Software Engineering		7			29%	100%		14		<i>New 2016</i>
<b>Construction Management</b>				4							14.7	
	Associates	Construction Management		20	17	19	100%	70%		7		
	Bachelors	Construction Management		45	46	44	100%	60%		12		
<b>Dental Hygiene</b>				3							14.1	
	Bachelors	Dental Hygiene		76	61	47	61%	74%		11		
<b>Engineering Technology</b>				13							17.8	
	Associates	Arch & Bldg Engineering Tech		6	12	8	67%	83%		3		
	Bachelors	Architectural Engineering Tech		30	34	38	90%	63%		9		
	Associates	Computer Engineering Technolgy		7	5	6	71%	100%				
	Bachelors	Computer Engineering Technolgy		26	23	29	88%	77%		6		
	Associates	Civil & Environmentl Engin Tech		40	40	24	88%	95%		17		
	Associates	Electrical Engineering Technolgy		30	37	39	87%	93%		10		
	Associates	General Engineering Tech		3	1	1	33%	100%		6		
	Bachelors	Electrical Engineering Tech		36	28	25	67%	89%		6		

## Policy 109 Data Report

Vermont Tech

College-Wide Summary	Total Faculty*	2016 Enr.	Prior Year Enr.	2 Years Prior	% Full-time Students	% Vermonters	Total Degrees Awarded	2015-16 Average Class Size
	81	1445	1373	1315	76%	84%	573	15.6

Department	Program Level	Major	Total Faculty	Fall 2016 Headcount	Fall 2015	Fall 2014	% Full-time	% Vermonters	Second Major	Degrees Awarded 2015-2016	Department Class Size Average	Program Notes
	Bachelors	Electromechanical Engineering T		64	74	70	92%	75%		14		
	Bachelors	Mechanical Engineering Techn								1		<i>Discontinued</i>
	Bachelors	Sustainable Design		2	5	15	100%	100%		3		<i>Discontinued, in teach-out</i>
<b>Mechanical</b>			3								8.3	
	Associates	Mechanical Engineering Techn		36	38	42	92%	94%		16		
	Bachelors	Manufacturing Engineering Tech		23	17		83%	83%		1		<i>New 2015</i>
	Bachelors	Renewable Energy		10	8		80%	80%		1		<i>New 2015</i>
<b>Equine Studies</b>			1								6.5	
	Associates	Equine Studies		27	11		100%	81%				<i>New 2015</i>
	Bachelors	Equine Studies		8	13	28	88%	88%		4		<i>In teachout</i>
<b>Fire Science &amp; Paramedicine</b>			1									
	Associates	Fire Science		21	17	21	100%	81%		5	9.9	
	Certificate	Paramedicine		12	12		83%	100%				
<b>Nursing</b>			20								19.2	
	Associates	Nursing		146	147	150	28%	86%		143		
	Bachelors	Nursing		81	54	32	9%	94%		7		
	Certificate	Practical Nursing		169	150	160	100%	91%		135		
<b>Respiratory Therapy</b>											12.1	
	Associates	Respiratory Therapy		31	29	23	55%	97%		11		



**Policy 109 Data Report**

Vermont Tech

College-Wide Summary	Total Faculty*	2016 Enr.	Prior Year Enr.	2 Years Prior	% Full-time Students	% Vermonters	Total Degrees Awarded	2015-16 Average Class Size
	81	1445	1373	1315	76%	84%	573	15.6

Department	Program Level	Major	Total Faculty	Fall 2016 Headcount	Fall 2015	Fall 2014	% Full-time	% Vermonters	Second Major	Degrees Awarded 2015-2016	Department Class Size Average	Program Notes
<b>Veterinary Tech</b>			2								27	
	Associates	Veterinary Technology		68	65	54	96%	78%		27		
<b>General Education (including English, math, science)</b>			17								15.1-18.8	
	Bachelors	Undeclared		41	40	50	95%	98%				

\*Faculty count doesn't include faculty librarians or fulltime program directors (nursing, education).

## 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 2016. 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 and 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.

## Memorandum

**To:** Jeb Spaulding, Chancellor  
**From:** Joyce M. Judy, President  
**Date:** March 8, 2017  
**Subject:** Annual Policy 109 Enrollment Report

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This memo contains a summary of CCV's approach to analyzing enrollment and program sustainability as related to VSC Policy 109. It also includes major actions and/or changes to programs as a result of this process, including program closures. The official data related to CCV's program enrollment is attached.

### CCV's Approach to Program Sustainability

CCV has identified several key goals for its academic programs—that they remain accessible to students across the state, students can complete them in a timely manner, and course enrollments meet levels that support best pedagogical practice and sound fiscal sense for the College.

Low-enrolled programs can be challenging to program accessibility. CCV takes advantage of online course delivery to enhance statewide accessibility; however, specialized courses may be offered online only once a year and sometimes do not reach desired enrollment levels. CCV curriculum committees and the academic dean's office actively monitor enrollment trends and cancellation data during registration and at the 5<sup>th</sup> week of the semester as part of ongoing analysis of program effectiveness. These trends are once again reviewed during the College's annual processes of year-long course planning and curriculum change.

In order to reduce the barriers that impede student progress toward completion of their programs, the College's Academic Council has prioritized the development of streamlined degree programs, particularly as they can be utilized to eliminate financial and programmatic hurdles for students within the system. Besides enrollment and cancellation data, the Council has begun reviewing data on independent study/small group guided courses as well as program change requests made through the registrar's office.

### Major Actions and/or Changes to CCV Programs

#### Arts & Communication programs:

In fall 2008 CCV's Communication program was redesigned to focus on multimedia, combining its curriculum with website design elements. The revised program was launched in fall 2008, but continued to struggle with declining enrollment. 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). Last year, the curriculum committee began work on streamlining these two programs—along with the Graphic Design program—into a single degree program. While this approach preserves student choice of focus area, it also maximizes our ability to offer courses needed in a timely manner and facilitate movement through the program. The revised program, Design and Media Studies, was approved by CCV's Academic Council as part of its 2017-18 curricular change process.

#### Technology programs:

The Network Administration program underwent Policy 101 Program Review during 2011-12, which resulted in revisions at the introductory and capstone level that were designed to enhance enrollment. Despite some initial gains in the number of graduates, enrollment continued to decline. This year, as part of its efforts to build a more streamlined information technology degree, the curriculum committee recommended that the Network Administration program be archived. We are currently redesigning our Computer Systems Management degree, which will both provide students with the skills needed for entry level positions in the field and serve as an effective foundation for pathway programs at partner institutions.

Castleton University  
**Policy 109**

Every semester, the Academic Dean at CU meets separately with the Dean of Enrollment, the Registrar, and the Director of Finance to review:

- (a) the programs that prospective students tell Admissions Officers they wish we would offer;
- (b) campus wide trends in declarations of majors, enrollments by discipline, and average class size per discipline; and
- (c) expenditures on part-time faculty salaries and full-time faculty overloads.

**New Programs in 2017-18**

-In response to information from our Admissions Officers, we created a new major in **Graphic Design** this year. This will be a joint venture of the Art Department and the Communication Department. We are conducting a search for a full-time professor of Graphic Design and the program will commence in August.

-Last year, the Commission on Accreditation of Athletic Training Education (CAATE) decreed that all Athletic Training programs must transition to the master's level by the year 2022. Accordingly, our current BS in Athletic Training will be phased out and replaced with a **3+2 BS in Kinesiology / Masters in Athletic Training**. Students earning a B.S. in Kinesiology will begin the two-year MAT program during their fourth year. The first entering class of 2017 will be ready to begin the MAT program in 2020, at which point we will create a new line for this program. This is CU's first internal 3+2 program.

**Concerns**

-We are concerned about the declining number of **Music** majors. Accordingly, we created a new position, **Director of the Arts**, tasked with boosting student recruitment and retention for all three arts departments (Music, Theater, and Art), as well as boosting the prominence of the arts at the University through strategic planning, marketing, fundraising, community outreach, and partnerships with area organizations such as Rutland's Paramount Theatre.

-Due to low enrollment, we are conducting a last-ditch marketing effort to save the **Masters in School Psychology**. If enrollment goes up by the end of May we will keep the program; if not we will put it on hiatus and see if we can revamp the curriculum for an online market and then revive it a later date. The early results from the marketing effort are promising.

**On Hiatus / Cancelled**

-Due to low enrollment, we placed the **Masters in Theater** on hiatus. There are no plans to resurrect the program in the near future.

-Due to lack of interest, we are no longer accepting applications for the **BA in Career & Technical Education**. We will close out the program when the currently matriculated students complete their degrees.

-As part of our move to a four-year BS in Nursing, we ended our **Associates in Nursing**.

## **Johnson State College**

### **Policy 109**

We watch enrollment in all programs very closely at a class by class (and section by section) level. We are committed to maintaining programs that are key to our mission as a COPLAC campus.

This year, the Academic Dean's Office asked faculty to propose courses for summer 17, fall 17, and spring 17 last December, so that the Registrar and Academic Dean's Offices could best align the course offerings with trends in student demand. This effort should yield more full courses and fewer under-enrolled courses, to a point. Difficulties in filling upper-level courses in small majors persist—including majors in History, English, Math, Music, Environmental Science, and Health Science. Some of these majors continue to be fiscally sound, since they teach many courses in the general education program, such as English and Math.

Cancelling low-enrolled courses is a practice that is disruptive to students and that can only ameliorate the problem of low enrollment in the short term. Some longer term plans, and some actions already implemented, meant to decrease the practice of cancellations include the following.

1. The English major curriculum is being streamlined to take advantage of course sharing with the Creative Writing major. Both majors share a significant number of courses, which allows us to fill upper level courses to capacity. Upcoming changes will help achieve this.
2. The History major year-long senior seminar will be offered as a senior thesis, which will make faculty more available to teach courses in the gen ed.
3. Discussions are underway with faculty in Environmental Science, Health Science, and Physical Education to examine their programs with an eye to redesign programs or collapse concentrations. These majors should be more robust, based on state-wide and national demand, so redesign rather than discontinuation makes sense.
4. One track in the BA—Music major was discontinued after examining a long-term trend of low enrollment.

**Policy 109**  
**Lyndon State College**  
**14 March 2017**

With respect to instructional costs, we are now implementing the changes recommended by a 10 month-long evaluation of all degree programs offered at Lyndon State College. The goals of this evaluation were to enhance the student experience by streamlining degree offerings and find and implement curriculum efficiencies to reduce instructional costs. We have made adjustments to course scheduling based on historical enrollments and keeping in mind the purpose a given course serves. We closely monitor average class size for the college and by department. Our college-wide average class size target is 16-18.

Every degree program has made minor and/or major changes to curriculum with the aforementioned goals in mind. In this process, low-enrolled concentrations have been removed in Atmospheric Sciences, English, Philosophy, and Film Studies, Mountain Recreation Management, and Music Business and Industry.

With respect to enrollment, a few of our well-known and larger professional programs have seen enrollment declines the past few years. These include Atmospheric Sciences, Electronic Journalism Arts, Exercise Science, and Music Business and Industry. The Atmospheric Sciences department has hired a firm to help with marketing. They have also created a Climate Change Science degree in collaboration with Natural Sciences and, in the future, hopefully the JSC Environmental Science program. Electronic Journalism Arts has implemented a major curriculum revision to ensure it is cutting edge and reflects industry best practices. The Music Business and Industry faculty have made curriculum changes to reflect current industry standards and new faculty expertise.

We also examined low-enrolled degree programs that include Mathematics, Natural Sciences, Sustainability, and Social Sciences. We intentionally did not make any decisions concerning the future of these programs until a comprehensive analysis and conversation around degree programs in the context of NVU happens.

We have added two new degree programs that we believe have market demand. The first is the Climate Change Science degree discussed above. The second is a Masters degree in Mental Health Counseling. This degree can be completed in five years by accelerating through the undergraduate Applied Psychology degree. There is also a two-year option for students who wish to earn only the masters degree.

# VERMONT TECH

## VSC Policy 109 Narrative

March 9, 2017

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Vermont Technical College is constantly analyzing enrollment data and trends. On an almost continuous basis we take a critical look at low enrollment programs and determine strategies for those programs. Decisions to cancel a program are done annually. For programs where graduates are in high demand but enrollment is dropping, we are evaluating options for growing enrollment. If we have low enrollment programs without high demand, something we are not currently experiencing, we will work with faculty to discuss the future of these programs - either by modifying (i.e. equine from a 4 year to a 2 year program), cancelling or proposing strategies to grow the program, as appropriate. As part of this analysis we examine cost-related data to identify cost containment methods. We have programs with high operating costs (i.e. agriculture or flight programs) which are unavoidable, yet we still look for ways to hold the line on increases by closely monitoring operations and contracts. When evaluating new programs we are looking at their startup costs and how best to manage those, such as locating an outside funding source to mitigate startup expenditures.

Two, similar, cost analysis tools have been developed – the original created by Dean of Administration Lit Tyler, and another by Business faculty, Greg Hughes. We are learning ways to improve and perfect these financial tools each year we employ them. A welcome effect of using these tools is that faculty have a much clearer view of the financial health of their programs.

Program enrollments, current and projected, play an important role in decision-making. For example, recent faculty hiring decisions affecting the Agriculture, Science, Nursing and Mechanical/Manufacturing departments were directly impacted by trends in their student enrollments.

Our *New Program Idea Questionnaire* is an electronic tool that anyone who is proposing a new program idea must complete and present to the Senior Leadership Team (SLT). SLT scores the proposal to determine if there is sufficient support among senior leadership for the idea to move forward. The *New Program Idea Questionnaire* is the very first step in the new program development process that is presently under discussion. Soon, Vermont Tech will settle on a flowchart that illustrates all of the essential steps required to establish a new program at the college.

This spring, we asked all academic departments' faculty and staff to collectively discuss their responses to questions posed on a *Program Sustainability Worksheet* (see attached). The *Program Sustainability Worksheet* was developed by an internal committee examining the short term and long term plans for our Williston campus. What became immediately evident is that a Williston long range plan is linked to programmatic growth at all campuses. Completed *Program Sustainability Worksheets* were submitted to the college administration in late February. Follow-up, in-person meetings with program representatives, Interim President Moulton and Academic Dean Petty are in-progress. Each program's SWOT-like analysis has generated a fascinating and thought provoking array of new ideas. One example is the value of institutionalizing a standard, ready-made "Toolbox" of strategies, actions, and resources that are utilized whenever a low-enrolled, high-demand program is struggling to sustain itself. The "Toolbox" contents will

necessarily stretch across Admissions, Marketing, Student Affairs, Academic Affairs and Administration.

No programs are currently scheduled for closure. Of most concern, are several engineering technology programs (Architectural and Building Engineering Technology, Civil and Environmental Engineering Technology and Electrical Engineering Technology), among the historical core of the institution, that are experiencing low enrollments; in spite of high demand and demonstrated success of their graduates in the workplace.



## Vermont Tech Program Sustainability Worksheet

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Date: \_\_\_\_\_ Author: \_\_\_\_\_

Program: \_\_\_\_\_ Degree Level (AAS/BS/MS): \_\_\_\_\_

Faulty who participated in this worksheet: \_\_\_\_\_

1. What has been the trend in enrollment over the last two years in this program?

\_\_\_\_\_ % (increase / decrease)

2. What is the **average class size** for programmatic classes?

\_\_\_\_\_ students per programmatic class

3. What are the program's **strengths** and **opportunities** in attracting and retaining students?

- 1.
- 2.
- 3.

4. What are the program's **weaknesses and external threats** in attracting and retaining students?

- 1.
- 2.
- 3.

5. If sustainability is defined as a minimum average class size of **fifteen students** in programmatic courses, what strategies would achieve or maintain sustainability over the next five years? (List at least five strategies.)

- 1.
- 2.
- 3.
- 4.
- 5.

6. If sustainability is defined as a minimum enrollment increase of **5% per year**, what strategies would achieve or maintain sustainability over the next five years? (List at least five strategies.)

- 1.
- 2.
- 3.
- 4.
- 5.

7. Unless mentioned above, please indicate the role(s) of online, hybrid, multi-campus, cross-VSC partnerships, or any innovative practices might have on your programmatic sustainability.

8. For departments which offer their programs at Williston and Randolph Center (BUS, CPE, CIS, EET, ELM), what role does the Williston campus play in your sustainability plan?

9. Any other comments?

## Item 7

# Discussion of Student Mental Health with VSC Student Affairs Council

[Back to Agenda](#)

## Community College of Vermont

### Working Bridges

Since 2010, CCV has housed a Working Bridges Resource Coordinator. Working Bridges is a collaborative between United Way of Chittenden County and Vermont employers and organizations, seeking to increase productivity, retention, advancement and financial stability for its constituents.

Students are encouraged to contact the Resource Coordinator if any of the following issues are impeding their success at CCV: housing, transportation, childcare, financial stress, navigating government benefits, healthcare, mental health care, transportation, or legal issues.

### Staffing

- 1 Working Bridges Resource Coordinator, 4 hours/week

**Cost to College:** \$10,300

### Eligibility for Services

- CCV students
- CCV faculty
- CCV staff
- \*Working Bridges Resource Coordinator is housed in Chittenden County; however, she serves students, faculty and staff, statewide.

### Hours

- Thursdays, 11-3 (CCV-Winooski)
- Email (a response is provided within 24-48 hours)
- Phone (a response is provided within 24-48 hours)

### January 1, 2015 – December 31, 2016

Top 10 Needs by Category	Top Reasons for Contact
Housing	Listening Support
Income Support/Financial Assistance	Program support/consolation for faculty/staff
Employment	Housing Search Assistance
Health Care	Problem Solving
Individual, Family & Community Support	Appointment Scheduling
Mental Health/Substance Abuse	Financial Coaching
Transportation	Advocacy
Utility Assistance	
Education	
Food/Hunger	
<b>2015 Contacts:</b> 165	
<b>2016 Contacts:</b> 76	
*70% of contacts are students	

### Services Not Provided

CCV does not provide direct service; we provide referrals to outside resources.

## Mental Health Trends at Castleton University

### Mission

“The Castleton Counseling Service strives to promote, enhance and support student well-being and developmental growth within a safe, confidential environment through a range of mental health services.

In keeping with the educational mission of our institution we promote self-awareness, effective coping strategies, personal responsibility, respect for self and others.

At Castleton counseling is about learning effective self-management skills to enable a person to live in a way that enhances day to day relationships and to realize their full potential. It is about getting help in developing insight, evaluating choices, and creating meaning and well-being in life.”

### Staffing

#### Direct Counseling

- 1 f/t Director, Licensed Psychologist – Master
- 1 p/t post-graduate counseling intern 3 days/week
- 1 p/t graduate counseling intern, 3 days/week
- 1 licensed private practice psychologist, 1 day/week
- 1 licensed private practice mental health counselor, 2 days/week.

#### Indirect Counseling

- 3 RN staff – *per diem*. Total of 4.5 days per week
- 1 f/t Coordinator Campus Wellness Education, Masters of Public Health
- 1 f/t Violence, Prevention and Advocacy Professional, Masters in Women and Gender Studies
- 1 f/t Administrative Assistant

### Services Provided

Crisis intervention

Short-term counseling and referral

Group counseling

Workshops and presentations

Intern supervision

Consultation to the Castleton University community

Brief Alcohol Screening and Intervention for College Students (BASICS)

### Relevant Data

Total Students receiving counseling services:

‘10/’11: 132

‘14/’15: 260

‘15/’16: 258

Fall 2016: 158

Emergency/Crisis appointments

‘14/’15: 51

‘15/’16: 40

Fall 2016: 33

## Relevant Data (continued)

### Clients who:

- Have seriously considered suicide (lifetime): 38%
- Purposely injured self without suicidal intent (lifetime): 40%
- Have made a suicide attempt (lifetime): 17.3%
- Have experienced unwanted Sexual Contact or Experience (lifetime): 31%
- Have received counseling before college: 25.4%
- Have been hospitalized for mental health issues prior to college: 4.3%
- Have taken psychiatric medications before College: 12.7%

### Counseling Survey:

- With the counseling I received I am able to cope with my problems more effectively: 78% agreed
- My participation in counseling has helped me remain enrolled: 74.19% agreed
- If required to use my medical insurance I would not have participated in counseling: 50% agreed

### **Additional Mental Health Education and Prevention Efforts:**

- Classroom and residence hall programming in stress management.
- First Year Seminar presentations to reduce mental health stigma and introduce mental health resources.
- Weekly Stress Clinics offer education, skills training and meditation. Includes therapy dogs
- “Student Support Network” a seven-week training for students and separately for faculty/staff. Teaches empathic listening, recognizing common mental health issues and substance abuse issues, responding to suicidal students, and referring students to appropriate resources for support.
- Trainings for Residence Life Staff and Orientation Leaders
- Trainings in suicide risk assessment for Area Coordinators

## Johnson State College Wellness Center

### **Mission**

To foster human development in all its diversity through compassion, empowerment, advocacy, empathy and heart. In order to support student learning and academic success, the Wellness Center provides the community with holistic evidence-based and theory-driven mental health services, health promotion and prevention services. We serve as a wellness resource for the JSC family and strive to foster a campus atmosphere that supports and respects student emotional health and lifestyle choices. Our strong collaboration with internal partners such as Academic Support Services, Residence Life and the First year experience in addition to our strong partnership with outside constituencies such as Healthy Lamoille Valley, Clarina Howard Nichols Center and Lamoille County Mental Health is key to our overall success in helping students reach their academic goals.

### **Staffing**

- 1 f/t LCSW Director who also holds a Master's degree in Public Health
- 2 p/t Master's level clinicians
- 3-4 graduate interns
- 1-2 undergraduate intern(s)
- 1 p/t staff assistant

### **Eligibility for services and hours**

- We serve p/t and f/t enrolled undergraduate students during the academic year. One-time consultation and referral for Graduate Students.

### **Services we provide:**

- one on one short term counseling (66% 10 or fewer sessions), student mandates, groups counseling, crisis services, couples counseling, and group counseling.
- offers referrals to outside agencies (Behavior Wellness and Health, Green River Guild, Recovery Ctr)
- Assist with medical leave requests when necessary
- Assists with housing release or single room requests when appropriate
- Aid in response to and/or reporting of incidents of trauma or assault.
- Assistance with scheduling medical appointments in Morrisville and the shuttle service.
- Other wellness opportunities (Relaxation Room, see below)

### **Relaxation Room Offerings:**

- light therapy and biofeedback, aroma therapy, soothing sounds, Himalayan salt lamps, sand tray, fidgets, a Buddha board, meditations, art therapy.
- The relaxation room is open when the Wellness Center is open. No appointment necessary and available to all JSC students (undergraduate and graduate)

### **Services we do not provide and commonly addressed through referral:**

- Medication management
- severe substance abuse/treatment
- eating disorders, psychiatric evaluations

### **Process for working with student problems that are outside our scope**

Referral to resources in Lamoille County. The challenge is that many of these outside resources have limited, if any, openings for new clients.

**Utilization:**

- Our typical monthly numbers for the past 4 years have been:

	Aug/Sep	October	November	December	January	February	March	April	May
2016-2017	245	199	185	93					
2015-2016	168	120	144	94	41	104	167	144	62
2014-2015	135	157	133	114	58	145	219	184	82
2013-2014	133	119	124	100	56	142	194	180	86

78% are attending for 15 sessions or less.

**Fall 2016:**

Total sessions held: 722

Total students served: 100

Students presenting with:

- Anxiety: 87%
- Abuse history (physical, emotional, sexual): 70%
- Depression: 70%
- Family issues: 66%
- Adjustment to college: 41%
- Financial stress: 36%
- Suicidal ideation at intake: 26%
- On psychiatric medication: 24%
- Ambivalent about staying at JSC: 21%

**Strategies to meet increasing need:**

- We have initiated a new “drop-in” system for initial appointments. The goal of this initial 25-minute session is to determine the student’s needs, describe our short term services, and determine how to best meet the needs of the student.

**Health Promotion and Prevention efforts**

- Partnering with the Dean of Students office to support sexual assault prevention and the promotion of healthy relationships. Partnering with PRIDE to provide bystander intervention training to students. With the addition of an undergraduate student intern we are doing more health promotion work through tabling events and residence hall talks.
- With grant funding from Healthy Lamoille Valley we are working to engage faculty to reduce substance use and encourage early intervention to nurture a healthy campus culture. We are moving toward this goal by surveying faculty to gain an understanding of their experiences with and perceptions of student cannabis/alcohol use. In addition to the survey we plan to facilitate focus groups with faculty to deepen our collective understanding of cannabis/alcohol use and work collaboratively to formulate a plan to reduce student use. The faculty survey and focus groups will increase faculty engagement and our collective understanding of substance use and resources available. These focus groups will increase cross campus collaboration which will embed substance abuse prevention and early intervention and encourage a healthy campus culture.



## LSC Health & Counseling Services – EPSL Spring 2017

### Staffing:

- Office management and support:
  - Administrative Assistant – 37.5 hours per week (10 months)
  - Work study support for lunch hour, meeting coverage, phone, filing, etc. – 10 hours per week
- Health (9 months):
  - Part-time supervising physician – 3 hours per week
  - Part-time physician assistant – 12 hours per week
  - Part-time registered nurse – 10 hours per week
- \*Counseling (9 months):
  - Part-time counselor (LADC) – 18 hours per week
  - Part-time counselor (LCSW) – 18 hours per week

\*Off campus referral to cooperating private practice when needed or requested by client.

\*We have a counseling intern most years covering about 20 hours per week, but it didn't work out for FY17.

### Eligibility/ Hours/Billing:

Any enrolled student

M-F/8-4/School in session (no summer currently)

Insurance billing currently for health services only (not aggressive).

### Visits:

YEAR	HEALTH COUNSELING & TREATMENT VISITS	MENTAL HEALTH COUNSELING VISITS
2012/2013	1,232	814
2013/2014	1,165	840
*2014/2015	970	930
2015/2016	788	837

Data includes recurring appointments

\*start of lower overall enrollment w/ 100+ fewer students and yet increased counseling demand

### Services and issues addressed across the health and counseling team of providers:

- Assessment and treatment of most minor illnesses and injuries/ER follow-ups
- Ongoing care for chronic illnesses and special problems, e.g., diabetes, GI difficulties, etc.
- Prescription assistance and counseling
- Most common mental health counseling issues: anxiety/depression/addiction
- Hospital referral services
- Sports/orthopedic injury evaluation and treatment
- Concussion Evaluations
- Body image/weight and nutrition guidance and counseling
- Pregnancy testing/Birth control/ STD/HIV testing/Free Contraception
- Tobacco cessation counseling

**VTC**  
**Mental Health**

**–Mission & Scope of Service**

We take a holistic view of the student. Our goal is to enable students to be successful in their academic pursuits via personal and group coaching. Students may access the services Vermont Tech provides through the Center for Academic Success or the Health Center and the offices of the college may reach out to students through referral by faculty or staff such as residence life, student affairs, public safety, health services or athletics.

**–Eligibility for services (**

We serve students taking credit-bearing classes, during the academic year, and matriculated in a degree program at any Vermont Technical College location. Our hours are from 8:00-4:30 p.m. Currently, the college will pay for the first 3 sessions of a student’s meeting with a counselor. After that, the student’s insurance is billed. We will also pay if we mandate the referral or want to ensure that a person is seeing somebody because of our own concerns.

**–Services we provide:**

- We have a brief counseling model and individual services are “short-term.” Follow-up care is determined by staff members in collaboration with the students.
- Options including individual sessions or referral to licensed mental health professional with up to 3 sessions covered by the college.
- Assist with medical leave requests when necessary.
- Aid in response to and/or reporting of incidents of trauma or assault.

*Randolph Campus:* Currently has one counselor from the Vet Center in White River Junction who comes to campus 1 day/week while school is in session. Contract with two private counselors to meet with students. One is here 1.5 days a week and this person also handles Drug/Alcohol referrals. Has begun holding a group for those on second offense. Just started contract with a second counselor for 1 day per week in Randolph because of the volume.

*Williston Campus:* We have a relationship with a private therapist on a referral basis. Students go to the person’s office.

*Nursing Sites & Other locations:* We are beginning conversations with a therapist who can meet with students via distance technology to address needs at these sites and potentially handle any excess needs in Williston and Randolph.

**--Issues commonly addressed:**

Personal issues: anxiety, depression, loneliness, grief	Developmental issues: adjustment, transitions
Relationship issues: partners, roommates, family	Academic concerns: motivation, anxiety, perfectionism

**--Services we do not provide and commonly addressed through referral:**

History of multiple hospitalizations	Chronic suicidality and self-injury
Evidence of risk of progressive deterioration in	Psychotic symptoms without medical stabilization

functioning	
Significant drug or alcohol problems needing treatment	Long-standing or persistent eating disorder
Request for psych evaluation for employment or legal reasons	Emergency care

**–Process for working with student problems that are outside our scope**

The office identifies resources in the community, develops relationships with these individuals and agencies, and makes referrals. In the case where a student has an existing or preferred provider we work with those entities. The overarching goal is a collaborative and coordinated effort to facilitate academic and social success at the college.

**-Relevant data**

- In FY 15 we paid \$5925 for counseling services. This year, we have paid \$4555 to date and project spending around \$10,000.
- 2016 Vermont College Health Survey found 18% of Vermont Technical College respondents reported utilizing psychological and mental health services during the past 12 months (compared to 23% of all respondents).
- 2014 NACHA Survey info points:

<u>Spring 2014 ACHA-NCHA II</u>		
	<u>Vermont Tech</u>	<u>National</u>
<u>Proportion of respondents who reported Psychiatric Condition</u>	<u>10.90%</u>	<u>6.70%</u>
<u>Used antidepressant drugs not prescribed last 12 months (male respondents)</u>	<u>4.3</u>	<u>2.8</u>
<b>Students reported experiencing the following within the last 12 months:</b>		
<u>Felt overwhelmed (male)</u>	<u>87</u>	<u>77.7</u>
<u>Intentionally cut, burned, bruised, or otherwise injured yourself (male)</u>	<u>8.7</u>	<u>4.6</u>
<u>Felt so depressed it was difficult to function (male)</u>	<u>34.8</u>	<u>28</u>
<u>Felt overwhelming anger (male)</u>	<u>45.7</u>	<u>35.3</u>
<u>Felt overwhelming anger (female)</u>	<u>45.2</u>	<u>40</u>

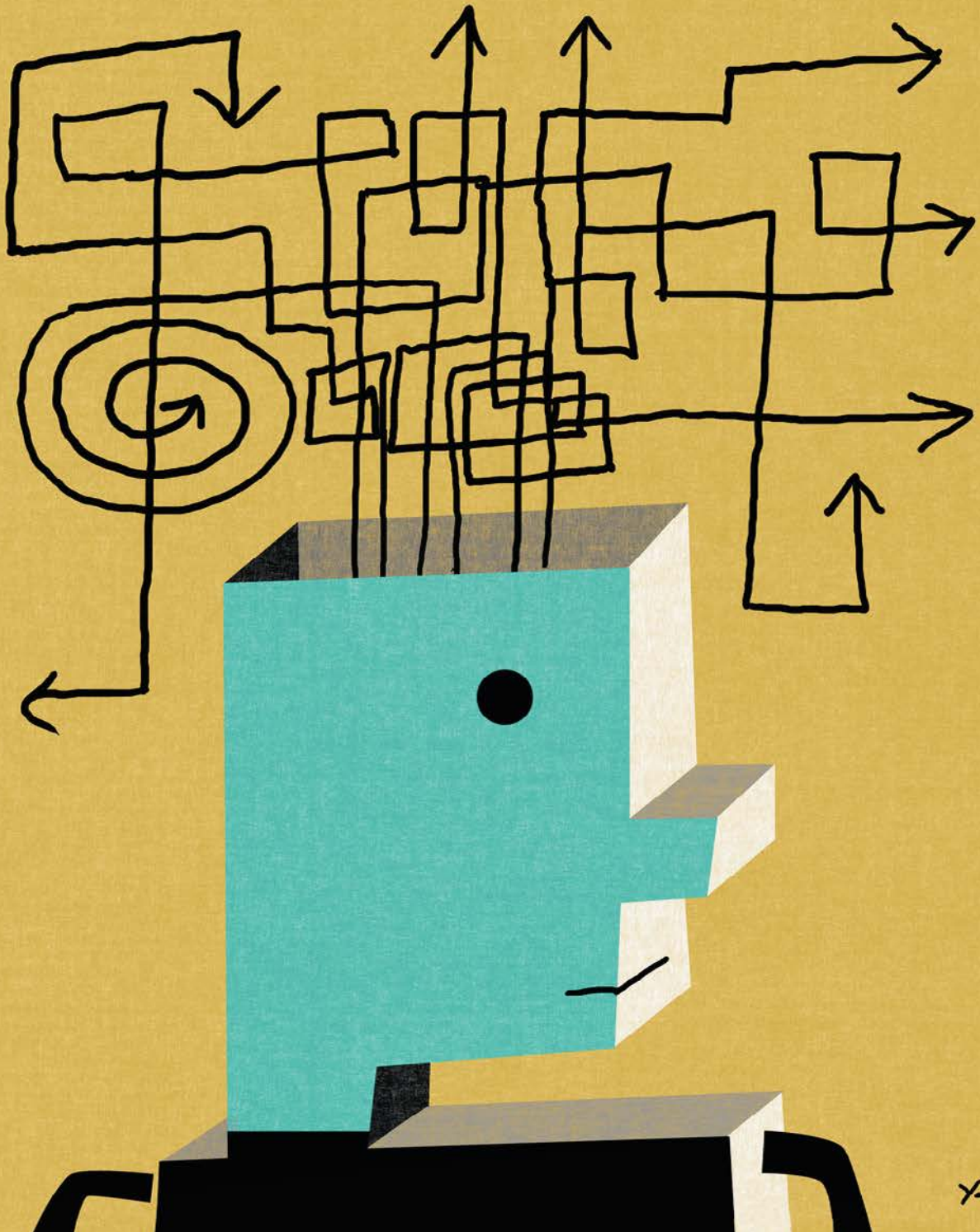
**-Future trends**

Vermont Technical College has applied for a grant through HHS to develop a comprehensive, collaborative and multilayered suicide prevention program. The overarching goals are to develop policies and protocols to respond to students in distress, to create pathways to care which would include prevention, crisis response, promoting awareness and stigma reduction, postvention efforts and the educating and training of community members in these initiatives.

# Focus

THE CHRONICLE OF HIGHER EDUCATION

# Mental-Health Issues in Students



# As a Chronicle of Higher Education individual subscriber,

you receive premium, unrestricted access to the entire Chronicle Focus collection. Curated by our newsroom, these booklets compile the most popular and relevant higher-education news to provide you with in-depth looks at topics affecting campuses today. The Chronicle Focus collection explores student alcohol abuse, racial tension on campuses, and other emerging trends that have a significant impact on higher education.

**M**ANY COLLEGES are unprepared to deal with the rising incidence of anxiety disorders and clinical depression that counselors, professors, and residential-life staff members are seeing among students. This collection of articles examines the forces behind the growing wave of students with mental-health struggles, and what campuses are doing about it.

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Cover illustration by James Yang



NORTHWESTERN U.

At Northwestern U.'s freshman-orientation sessions, participants are told that counseling services aren't just for those with a diagnosed mental illness, but for any students.

# Colleges Add Mental-Health Awareness to Crowded Orientation Lineup

By SARAH BROWN

**“T**HINK BACK: Have you known anyone who fit any of these descriptions?” That question appears during the first part of an online simulation designed to educate students about mental health. Half a dozen options are listed: Seemed overly anxious/stressed. Had been sad/depressed for a long time. Cut or hurt their bodies on purpose.

“These are all signs of distress that are very common on high-school and college campus-

es,” says “Morgan,” a virtual student who guides participants through the simulation. “When our friends feel overwhelmed, sad, or anxious, we’re usually the first ones to notice, and the first ones they come to when they need to talk.”

The 30-minute program was created by Kogni-to, a company based in New York that creates such simulations to encourage people to change their behavior. This one teaches students how to talk with friends when something seems amiss, and

where they can turn for help.

About 300 colleges offer the simulation for students, says Ron Goldman, chief executive and a founder of Kognito. Some colleges require new students to complete it.

Colleges have long educated freshmen about alcohol and drug use. Most have also started requiring new students to participate in programs on preventing sexual assault. Now, as news of campus suicides inspires calls for colleges to do more to prevent them, an increasing number of colleges are adding yet another heavy topic to the orientation lineup: mental-health awareness.

That education takes different forms. At some colleges, members of the counseling staff give a presentation or participate in a panel discussion. Others invite speakers, put on skits, or show short films that cover symptoms of possible mental illness and where to find on-campus resources. Students might discuss the material in small groups afterward.

Many institutions also offer programs like Kognito's simulation, though that can be more expensive. A one-year license to offer one of the company's modules costs \$3,250 for a college with about

**“A lot of stuff that’s presented during orientation doesn’t get absorbed so well. There’s just so much information coming students’ way.”**

3,000 students; the price goes up on the basis of enrollment.

Experts say new students should be educated in recognizing signs of mental distress in themselves and their peers, and in where to find help. A challenge, though, is ensuring that they retain at least some of what they’re told — particularly as the scope of orientation education continues to grow.

Retention is especially important, administrators note, because freshmen often feel overwhelmed by the research papers and examinations that pile up during their first semester.

“A lot of stuff that’s presented during orientation

doesn’t get absorbed so well,” says Victor Schwartz, medical director at the Jed Foundation, a non-profit group dedicated to promoting the emotional well-being of college students. “There’s just so much information coming students’ way.”

### SPREADING THE WORD

For years, John H. Dunkle, executive director of counseling and psychological services at Northwestern University, heard from students — including upperclassmen — that they didn’t know about the campus counseling center. In the 2013-14 academic year, at students’ urging, the university added a mental-health session to new-student orientation to try to remedy that. At the time, Northwestern was mourning the deaths of three undergraduates, including two by suicide.

The program became part of a series, called True Northwestern Dialogues, that all new students attend, Mr. Dunkle says. For the first three years, Northwestern brought in an outside speaker who talked about how he or she had coped with mental illness. Then Mr. Dunkle shared information about on-campus resources, and students split up into small groups to discuss the talk.

This fall the format was changed on the basis of feedback from participants. “One of the things we learned is that they wanted to hear from Northwestern students,” Mr. Dunkle says. The speaker component was replaced by student actors, who read out narratives written by anonymous Northwestern students about their mental-health problems.

One of the key messages Mr. Dunkle hopes to get across is that counseling services aren’t just for those with a diagnosed mental illness, but for any students. “We want them to think of mental health broadly,” he says.

Before Northwestern started requiring the program, sophomores were the most frequent users of the counseling center. Now, Mr. Dunkle says, it’s freshmen.

The University of Texas at Austin has taken a student-centered approach to its new requirement for mental-health education, says Chris Brownson, associate vice president for student affairs and director of the Counseling and Mental Health Center there. Last fall a new Texas law began requiring public colleges to show a live presentation or video to new students about suicide prevention and mental-health support.

Mr. Brownson led a task force that earlier this year created a video for all Texas colleges to use. It features students talking about difficult life events that their friends were experiencing — failing a test, not making friends quickly, relationship problems — and why they had decided to encourage their peers to get help.

The task force spent a lot of time thinking about



how to make the presentation as engaging as possible, Mr. Brownson says. For one thing, the film had to be concise. After pilot showings of the video, student said 10 minutes was too long; the final version runs for about four and a half minutes.

The video takes a bystander-intervention approach, Mr. Brownson says. While the chances that students watching the video are actually suicidal are low, the chances that they know someone who has talked about suicide are “very high.”

The Massachusetts Institute of Technology and Tulane University are among the colleges that use Kognito’s online program. Tulane has asked new students to complete it since 2014, as a complement to additional information on mental health that’s offered during orientation, officials there say.

### **GAME-BASED APPROACH**

Mr. Goldman, of Kognito, describes the company’s approach as “game based.” The simulation moves beyond awareness, he says, and allows students to actually practice participating in conversations with virtual students who seem depressed or anxious.

Traditional approaches, such as trying to get students to listen to a lecture or follow a series of slides online, are not likely to work well, he says. “We’re able to pack much more learning into a shortened period of time.”

One potential problem with programs like Kognito’s, however, is their sophistication, says Mr. Schwartz, of the Jed Foundation. “If these things actually convey too much detail and too much information, it might lead students to think that you have to have special technical

knowledge to help a friend,” he says.

Mr. Schwartz has seen the Kognito simulation and says it gives participants regular feedback and specific recommendations on how to talk to troubled friends. On the one hand, he says, that’s a good thing. On the other, “I worry that it could convey a sense that it’s easy to screw this up and might, in fact, make people hesitant to act.”

Mr. Goldman says Kognito’s program focuses on giving students the confidence to approach peers, not teaching them to be mental-health counselors. “The students are not expected to diagnose or intervene in the middle of a situation when someone is considering suicide,” he says.

In the Texas video, Mr. Brownson says, the word “suicide” is used sparingly on purpose. “We’re naming a reality,” he says. “We’re not preparing them for something they’ve never seen before.”

Given how easy it is for students to forget things they learned at orientation, Mr. Schwartz says, it’s critical for campus counseling centers to remind students of their presence. Members of the counseling staff might set up a table in the student union early in the semester, or write a regular column in the student newspaper about prevention resources.

It’s not easy to measure the success of such efforts at mental-health education, Mr. Schwartz says, specifically whether students change their behavior and are more likely to approach friends they’re concerned about.

But college administrators say that if students come away from orientation programs knowing that there are resources just around the corner to help them cope with the stresses of campus life, that’s a victory.

*Originally published on September 19, 2016*



KAITLIN GRANT

# An Epidemic of Anguish

Overwhelmed by demand for mental-health care, colleges face conflicts in choosing how to respond.

By **ROBIN WILSON**

**C**ASSIE SMITH-CHRISTMAS and Margaret Go have something terrible in common: Both have family members who killed themselves while attending prestigious universities. In both cases, the students went to the campus counseling center before taking their own lives. But that's where the similarity ends.

When her younger brother, Ian, told a counselor at the College of William & Mary that he was feeling suicidal, says Ms. Smith-Christmas, the response was quick and decisive: An administrator called their parents that day and forced her brother to leave and seek professional help. After five days in a mental hospital and a couple of weeks on academic leave, he returned to the campus and tried to catch up on his work. He felt rejected, fragile, and overwhelmed, his sister says. Just a few days after he returned, in April 2010, his body was discovered in his parked car.

At the California Institute of Technology, where Ms. Go's son Brian was a junior, the reaction to his suicidal thoughts was very different. After he wrote an email message in late April 2009 to a counselor questioning whether he had the "will to go on," the counselor told him she couldn't meet with him for a few days.

A week later, after he had gone up to a rooftop and threatened to hurt himself, he sought out a dean, who referred him that day to another counselor. That counselor determined it was safe for Brian to go back to his dorm and recommended that he return for more counseling, which he did. At his request, university officials say, they did not contact his parents. On May 17, Brian was found dead by suicide.

Ian and Brian's stories demonstrate two different campus responses to troubled students. College officials won't comment on specific cases, citing privacy laws. But R. Kelly Crace, associate vice president for health and wellness at William & Mary, says the college typically asks students to withdraw if the campus environment is deemed "too toxic" for them. Before they can return, the students must prove that they've received the help they needed, he says.

The Go family sued Caltech and its counseling staff for malpractice and wrongful death — and while they settled with the counseling staff, a judge dismissed their suit against the university and its administrators. "We had stars in our eyes," acknowledges Ms. Go, who had suggested that her son visit the campus counseling center after he became devastated over a breakup with his girlfriend. "I thought: elite school, elite everything."

Judy Asbury, a Caltech spokeswoman, says, "Brian did report that he had contemplated suicide but denied that he continued to have suicidal feelings." The university made the same point in its legal response to the suit, saying its counselors had determined that Mr. Go was not "imminently suicidal." It also said that, from a legal perspective, "universities and their administrators have no general duty to protect students."

Families often expect campuses to provide immediate, sophisticated, and sustained mental-health care. After all, most parents are still adjusting to the idea that their children no longer come home every night, and many want colleges to keep an eye on their kids, just as they did. Students, too, want colleges to give them the help they need, when they need it.

And they need a lot. Rates of anxiety and depression among American college students have soared in the last decade, and many more students than in the past come to campus already on medication for such illnesses. The number of students with suicidal thoughts has risen as well. Some are dealing with serious issues, such as psychosis, which typically presents itself in young adulthood,

just when students are going off to college. Many others, though, are struggling with what campus counselors say are the usual stresses of college life: bad grades, breakups, being on their own for the first time. And they are putting a strain on counseling centers.

Colleges are trying to meet the demand by hiring more counselors, creating group-therapy sessions to treat more students at once, and arranging for mental-health coordinators who help students manage their own care. A couple of colleges have even installed mental-health kiosks, which look like ATMs and allow students to get a quick screening for depression, bipolar disorder, anxiety, and post-traumatic stress.

But there is no consistent, nationwide standard

**33%**  
**OF STUDENTS FELT SO DEPRESSED SOME TIME IN THE LAST 12 MONTHS THAT IT WAS DIFFICULT TO FUNCTION**

of mental-health care on campuses, says Victor Schwartz, medical director of the Jed Foundation, which promotes emotional health among college students. "There are places functioning as top-of-the-line," he says, "and some that are extremely rudimentary."

Just how much should parents and students expect of colleges when it comes to mental-health care? Campuses are first and foremost educational institutions, after all, not health-care providers. Mentally ill students can pose substantial challenges — not just to an institution's resources, but also to their own ability to succeed academically, to their safety, and even to the safety of the campus.

"There is a real sense of responsibility, that part

of our job and mission now is the whole student, not just the education of the mind,” says Beth A. Pontari, chair of the psychology department at Furman University. “Our job is to produce better-functioning people. But when you have students who are more medicated and have been seeing a therapist since they were 12, that is very difficult.”

**D**AN JONES, who has directed the counseling center at Appalachian State University, is a past president of the Association for University and College Counseling Center Directors. What’s happened at Appalachian State is a window on the demand for mental-health services in higher education.

Initial screening interviews with students at the counseling center increased by 65 percent from the fall of 2009 to the fall of 2014, and individual therapy sessions rose by 50 percent over the same period. The number of students who said they had thoughts of ending their lives more than doubled, to 400 last fall, among a total enrollment of about 18,000. In the academic year just past, three App State students killed themselves. Nationally the number of college-student suicides has remained about the same, but it is the second-leading cause of death, after accidents.

The counseling center at Appalachian State limits students to about a dozen individual therapy sessions a year, although counselors have the discretion to extend that limit. Until this past academic year, the center usually had a waiting list with as many as 80 names. Students typically waited more than a week before a counselor could see them. But in January, the center added a full-time staff member plus several part-time therapists, eliminating the waiting list.

Other institutions have been unable to keep up. Surveys indicate that nearly one third of college counseling centers have waiting lists.

**A**RE STUDENTS just more troubled than they used to be? In a 2013 paper called “Perfect Storm for Counseling Centers,” which Mr. Jones has shared with fellow directors, he lays out the forces behind the rising demand for college mental-health services. Mass shootings in 2007 and 2008 by mentally ill students at Virginia Tech and Northern Illinois University, respectively, prompted many colleges to cast a wider net to identify troubled students — and send them to the counseling center. Campuses now have threat-assessment teams to watch for disturbed students. Professors are on alert for students who exhibit troubled behavior in the classroom.

In an interview, Mr. Jones says students do seem less resilient today than in the past. “They haven’t developed skills in how to soothe themselves, because their parents have solved all their problems

and removed the obstacles,” he says. “They don’t seem to have as much grit as previous generations.”

Students also are under greater pressure to perform, experts say. Some have been building their résumés since high school, earning top grades and spending hours practicing and competing with athletic teams and perfecting extracurricular skills.

In addition, as mental illness becomes less of a stigma, more students are arriving on campuses having already seen therapists — and taken medication — while in high school.

Jessica Schwartz will be a senior at Appalachian State this fall. She has been seeing therapists since she was 13 and began attending group counseling sessions and individual therapy at the university during her junior year. She has also continued working with a therapist in her hometown via Skype. Ms. Schwartz suffers from depression and anxiety. Her father was mentally ill and took his own life a few months ago, she says. “Coming to counseling at App State has really helped me find the tools within myself to be my own magic wand.”

But students at many colleges have been frustrated with the quality of mental-health care on campus. And they are letting administrators know.

At Tulane University, after Shefali Arora ran through the 12 sessions of on-campus therapy allotted each student, she was left on her own to find further care. “They said, ‘Here’s a list of therapists.’ But I didn’t have a car,” says Ms. Arora. She struggled to find a new therapist, balance her medication for bipolar disorder with drugs she was taking for birth control and allergies, and persuade professors to give her extra time to complete assignments.

“I told my professors, ‘I’m bipolar, I haven’t slept in days,’” she recalls. “A few really understood, but most didn’t. I had to drop out of one class, take a lot of C’s, and just muddle my way through.”

After deciding to take a semester of medical leave, Ms. Arora tried to commit suicide just before graduating last December. When she recovered, she created a Google document called “Dear President Fitts” and invited students to write about their experiences with Tulane’s counseling center. The document was a lightning rod for dissatisfaction, growing to 56 pages. She sent it to Tulane’s new president, Michael A. Fitts.

“The issues were very familiar — the ever-increasing needs of students wanting to access services and a somewhat challenged staff,” says J. Davidson Porter, vice president for student affairs. “And the need for intensive or long-term therapy versus what a college counseling center can provide.”

Starting this academic year, Tulane — which attracted media attention last year because of three student suicides — has made a variety of changes.

Students can now get up to a dozen therapy sessions per year. The counseling center, which closes at 5 p.m. each weekday, has contracted with a local mental-health service to provide an evening hotline. Tulane also has named an administrator to help students find therapists in the community who can provide long-term care. And it has bolstered the team of social workers who, among other things, help students communicate with professors about mental-health troubles that may have caused them to miss class or perform poorly.

“We are a private institution with a high tuition, and that drives expectations of families,” says Mr. Porter. “They expect us to have high-class services across the board. But how do colleges and universities respond in ways that recognize that we have thousands and thousands of students? How do you provide what you can but have appropriate limits?”

**T**HE PRESSURE that colleges feel to offer comprehensive mental-health services is similar to expectations of them in cases of sexual assault. Students, parents, and the federal government demand that colleges respond promptly to rape complaints and adjudicate them fairly — including punishing offenders, regardless of whether the police are involved. But colleges aren’t necessarily outfitted for the job of judging rape, and many have stumbled. They are spending months, if not years, revising their policies to meet federal guidelines and trying to figure out how to handle cases while staying out of court themselves.

Just as colleges have been accused of failing to respond adequately to sex-assault complaints and of working primarily to avoid bad PR, they have been accused of acting in their own self-interest when it comes to students’ mental-health concerns.

For example, the University of Oregon prompted protests in March when it demanded that its counseling center turn over to university lawyers the therapy records of a female student who was planning to sue the institution for the way it handled her rape allegations. Jennifer Morlok, a senior staff therapist at the campus counseling center, had protested that demand to university administrators and to the U.S. Justice Department, saying therapy records should remain confidential no matter what. The university has acknowledged obtaining the student’s counseling records but says it did so legally.

Now the U.S. Education Department has drafted guidance, saying student medical records should stay private with only a few, specific exceptions in cases where colleges that are sued need the information to defend themselves.

When it comes to students’ privacy, colleges generally say they will contact parents if they feel a student is in imminent danger of self-harm.

But Charles B. Anderson says the next step that some colleges take, insisting that the students withdraw, is a step too far. Mr. Anderson, a licensed clinical psychologist who has served as associate director of the counseling centers at both Virginia Tech University and William & Mary, says colleges’ concern over their own liability in such instances often trumps concern over students’ mental health. That threatens the integrity of campuses as places students can trust to treat their mental-health problems, he says.

In a *Washington Post* essay in May, Mr. Anderson wrote that too many colleges force potentially suicidal students off campus and into treatment by private hospitals or therapists simply to avoid lawsuits and potential harm to the campus’s stability and reputation. If students want

**83%**  
**OF CAMPUSES MAINTAIN  
THE RIGHT TO REFUSE  
TREATMENT TO STUDENTS  
WHOSE PROBLEMS ARE  
BEYOND THE CAPABILITIES  
OF THE STAFF**

to return after such a leave, they must prove that they have received care. In some cases, such as at some Ivy League institutions, they must apply for readmission.

“There is no therapeutic basis for such a policy. It is the antithesis of treatment planning and continuity of care,” writes Mr. Anderson, criticizing “a strategy that treats students as a problem to get rid of rather than a person who is suffering and in

need of care.”

In fact, he says, the move can backfire. “When students get the idea that they are going to be mishandled by administration for reporting suicidality, it’s pretty clear that the next step will be to underreport symptoms or avoid the school’s mental health resources altogether.”

After a Yale undergraduate killed herself in January, students protested college policies they said had contributed to her despair. She had written in her suicide note that she “needed time to work things out and to wait for new medication to kick in,” but feared that if she took time off and withdrew from Yale, she would never be readmitted. Yale is in the process of changing its policy to ease readmission for those who take a leave for medical or personal reasons.

William & Mary requires students who leave for mental-health problems, whether voluntarily or at the request of the college, to prove that they have received adequate care off campus before they can return. Family members who protest such requirements often are acting out of fear, says Mr. Crace, the associate vice president, rather than

out of concern for a student’s best interests. “This is a fear of losing one’s dream and path in life. When that starts to unravel, the fear is escalated,” he says. “But part of our job is helping them move away [from campus] and focus on what is most right for them right now.”

Ms. Smith-Christmas, whose brother went through that process at William & Mary and then killed himself shortly after he returned, doesn’t blame the college for her brother’s death. “At the end of the day,” she says, “there was only one person who made that decision.”

But she wishes the college had treated him differently — more the way it treated her when she was a student on the same campus five years earlier. She, too, was feeling desperate and, she says, William & Mary could very quickly have sent her home, as it did with her brother. Instead, says Ms. Smith-Christmas — who attended college before the shootings at Virginia Tech and Northern Illinois put everyone on high alert for mentally ill students — the campus simply set up counseling sessions for her. “It changed my life,” she says, “in a very positive way.”

*Originally published on August 31, 2015*



JAMES O'BRIEN FOR THE CHRONICLE REVIEW

# Faculty on the Front Lines

Professors need support in responding to students in the grip of psychological crises.

By JENNIFER HOWARD

**E**RRATIC MOODS in class. Struggles to complete assignments. Essays that describe thoughts of self-harm or suicide. Students in the grip of mental distress often show signs of it in their academic work and classroom behavior. Faculty members, especially those who interact frequently with them, are well placed to pick up on warning signs.

But professors often need help figuring out how to respond.

“What they tell us is, ‘Students come to us and tell us things, but we’re not quite sure what to do next,’” says David R. Reetz, director of counseling services at Aurora University, near Chicago.

Almost all colleges now have some kind of rapid-response team that will intervene when there’s

an immediate emergency — a campus shooter, a bridge jumper. Beyond that, many colleges offer training to equip faculty and staff members to identify and handle students' mental illness.

Mr. Reetz coordinates the annual survey done by the Association for University and College Counseling Center Directors, which has 830 institutional members in the United States and abroad. In the 2014 survey, 58.5 percent of the colleges said they offered formal or informal faculty training. The proportion hasn't changed much since 2007, when 59 percent of respondents said they did. That's not enough, says Mr. Reetz. "The unfortunate piece is that many institutions of higher education do not see the value in this training."

Training, when it does happen, takes many forms. Orientation for new faculty members often includes presentations on mental-health issues and services; most colleges make how-to-help brochures and other basic resources freely available through health or counseling centers. The University of California at Berkeley's University Health Services website, for example, lists "indicators of distress," phone numbers to call for advice and assistance, and a protocol chart to consult "when faced with a disruptive or distressed student."

Some institutions rely on general emails distributed at the beginning of the semester. At Columbia University, faculty members receive messages that list warning signs and what to do if they encounter a student in mental distress, says Rachel Adams, a professor of English and American studies and director of the university's Center for the Study of Social Difference. "But then you get thousands of emails, and by the time you might need that help, most people have lost sight of that," she says. The information in the email is accurate, she adds, "but it's far from adequate."

The emails represent only one part of the university's strategy, says Richard J. Eichler, executive director of counseling and psychological services at Columbia. All undergraduates must take a core-curriculum humanities course, and those instructors are offered basic training in how to spot students in distress. "It's not mandatory, but attendance is pretty good," he says.

Most important, Mr. Eichler says, is for the counseling staff to maintain strong relationships with residential-life and academic-advising staff members and with administrators. Advisers and deans are often in a position to spot and refer distressed students, or to help faculty members do so. "So we're there in an ongoing way," Mr. Eichler says.

At Columbia and elsewhere, administrators and other interested parties stand ready to help — but first someone has to alert them to signs of distress. Ms. Adams has written about how difficult it can be to find effective ways to intervene on behalf of students who suffer from depression, which along

with anxiety is one of the top two mental-health issues on campus. "The deans are allegedly keeping an eye on the students," she says. But "if the student is already doing self-destructive things, they're not going to call the dean."

**M**ANY COLLEGES rely on a layered approach — what Sharon Kirkland-Gordon, director of the counseling center at the University of Maryland at College Park, calls "safety nets all across campus." Maryland has about 12,000 resident students; each dormitory includes an affiliated psychologist, and each college dean has a working partnership with a psychologist as well.

As is true almost everywhere, Maryland's faculty and staff members aren't required to undergo training in how to respond to students in distress, but individual departments or programs can request it. Ms. Kirkland-Gordon's staff runs voluntary workshops on how to identify and deal with the most common problems that students may demonstrate in the classroom. Declining performance and mood changes can signal depression.

Faculty members have also made good use of what she calls "the warm line" in worrisome situations. "What triggers the call is that they've noticed something very different in the behavior of the student," she says. "Sometimes faculty will call us — and this is pretty common — where there's a journal entry or paper where there's a mention of suicide. Mostly they want to know if what they think they're seeing is what they're seeing, and if they should be concerned."

Often faculty members will call when "they've established some kind of relationship with the student that gives them leverage," she says, "and we just give them the words."

A lot of colleges use so-called gatekeeper-training programs, a kind of suicide-prevention equivalent of CPR. These programs usually offer both classroom-based and online components, with advanced sessions for people who want to train others. In the survey by the counseling-directors group, 480 respondents noted that their institutions use such training, which is available through a number of companies; 32.5 percent reported using a program called QPR, for Question, Persuade, and Refer (terms that outline the basic approach), while 22.5 percent used locally developed models.

Suicidal intent doesn't always manifest itself overtly, says Paul Quinnett, president and chief executive officer of the QPR Institute, which developed the program, and a clinical assistant professor of psychiatry and behavioral science at the University of Washington. Bystanders have to overcome a natural reluctance to pry and ask awkward questions. "People use polite language when they talk about self-destruction," he says. "So we have to train people to read between the lines."

If the training contains one central message,



it's this: Do something. "If a professor's reading an essay and it talks about things that alarm him or her, they should at least clarify what it means," Mr. Quinnett says. "The marker is when the hair comes up on the back of your neck. When you experience a flash, just a flash, of 'Something could be wrong here, you need to act.'"

**S**OME STRATEGIES invite faculty members to be active participants in bringing mental-health issues into the open. One approach, called curricular infusion, can be adapted to many academic settings. At the University at Buffalo, counseling-staff members worked with visual-studies professors to arrange class presentations, inviting students to enter an art contest on the theme of mental health. Marketing-and-communications classes came up with a campaign for campus mental-health services.

A three-year suicide-prevention grant in 2006 "really forced us to forge relationships with academic departments," says Sharon Mitchell, director of counseling services. "Now faculty are familiar with us, and they come to us."

She and her staff tailor training sessions to different preferences: "Some people like group things. Some people don't want to devote a lot of time. You have to be flexible and meet people where they are."

The personal touch, and making it OK to talk about mental illness, can go a long way. At Aurora, which has about 4,400 students, David Reetz encourages professors to build into their syllabi the possibility that someone in the class will end up struggling during the semester. That way, he says, "the faculty member is openly acknowledging that they are ready, willing, and able to respond to any difficulty that might evolve."

Mr. Reetz suggests that professors have students

answer a few questions early on about their expectations for the course. If a student subsequently has problems, the professor can refer back to that exercise and use it as a starting point for a frank chat and, perhaps, a referral to the counseling center.

Has that strategy paid off? He thinks so. In the 2011-2012 academic year, 26 percent of students who used the counseling center's services had been referred by a faculty or staff member; in 2013-14, that share rose to 50 percent.

Patrick Dunn, an associate professor of English at Aurora, has put that training to work in his classroom every semester. He asks his students to answer five or six short questions, including what expectations and other time commitments they have.

"I try to find something I can connect with," like a love of music, he says. Sometimes he can spot potential difficulties ahead of time. A student who reports working many hours a week, for example, might be vulnerable to stress by midsemester. Sometimes Mr. Dunn will sit down with Mr. Reetz and go through the questionnaires with him.

One of Mr. Dunn's courses, "Being Human," gets students to think about the ethics of the decisions they make. The subject matter can provoke "very revealing papers," he says. If students write that they're depressed or having a hard time, "I always take it a little bit seriously."

When the situation seems to call for a consultation with the counseling center, he says, "I don't couch it as, 'You need therapy,' but as, 'Here's someone who's available.'"

Mr. Dunn hasn't encountered any students who might pose immediate danger to themselves or others. "Not yet," he says. "But I keep David's card in my desk and security on speed dial, because I know it's a real danger."

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# Grad Schools Try to Ease 'Culture Problem' of Anxiety and Isolation

By VIMAL PATEL

**T**HESE DAYS, Arran Phipps often feels depressed and stressed. The worrying has led to migraines, he says, and he has visited the student health clinic at the University of California at Berkeley, where he is a doctoral student in physics. But seeking professional help feels inadequate, a Band-Aid, he says. “My reactions to what’s happening around me are totally valid and normal. It’s not like there’s a problem with the way I’m looking at things. That tells me there’s a culture problem in graduate school.”

Earning a doctorate, of course, is tough. It usually means at least five years of intense study, teaching, and research — all with the knowledge that secure academic jobs are becoming scarcer. Toss in the isolating nature of doctoral education in some disciplines, and stipends that often fall below a living wage, and it’s easy to see why graduate school can take a toll on mental health.

A recent survey of graduate students at Berkeley provides a snapshot of just how heavy that toll can be. Student leaders created the survey to help fill a void of data about graduate students’ mental health, which they say isn’t discussed enough on campuses. It gauged students’ well-being by asking them to indicate their level of agreement with statements such as “I’ve been concerned about money lately,” “I’m upbeat about my postgraduation career prospects,” and “I’m satisfied with life.”

The findings surprised even administrators who suspected that the climate

PAT KINSELLA FOR THE CHRONICLE REVIEW

was unhealthy. About 37 percent of master's students and 47 percent of Ph.D. students scored as depressed. Graduate students in the arts and humanities fared the worst, at 64 percent.

Graduate students at Berkeley and elsewhere want their institutions to address their emotional well-being head on. Although counseling centers are important and can play a role in helping students, especially during personal crises, these students say that to make a significant difference, colleges must change the culture of doctoral education.

"Graduate student well-being is baked into the whole system," says Galen Panger, a fifth-year Ph.D. student in Berkeley's School of Information and lead author of the report.

Psychiatrists, after all, can't do much about poor adviser relationships, social isolation, precarious finances — or career prospects, which the report found was the top predictor of graduate students' levels of both life satisfaction and depression.

Like many graduate students, Mr. Phipps worries about his career prospects as doctoral production continues to outpace the share of new tenure-track positions. He works far more than the standard 20 hours per week that a Ph.D. student is officially supposed to work for a stipend, but he feels that he must, in order to complete his doctorate in a reasonable time.

Meanwhile, making do on his stipend in the San Francisco Bay Area is a constant challenge. He and his wife, a physics Ph.D. student at Berkeley, carry six-figure student-loan debt. And finances will soon get tougher: Berkeley's decision to stop covering health insurance for the dependents of graduate students could cost Mr. Phipps, who has a diabetic stepson, \$3,000 or more a year.

"I mentor undergraduates, and it's hard to recommend grad school to anyone now," he says. "You're going to suffer a lot through grad school, and your quality of life will be poor for six or seven years."

**T**O SOME, that is how it should be. Graduate school, the thinking goes, is supposed to be rough, a painful but necessary marathon on the way to an academic job. If a student can't navigate the challenges of a doctorate — both the rigors of the program and the life challenges along the way — he or she probably won't fare well as an assistant professor, better paid but under similar stress.

Sheryl Tucker, dean of Oklahoma State University's graduate school, says academe should no longer tolerate that view. One way universities can help change their graduate-school culture, she says, is by preventing students from being overworked.

When Ms. Tucker started her job, in 2011, she often heard of doctoral students whose assistant-

ships demanded too much of their time. It's one of the most common complaints of graduate students everywhere: The 20 hours on paper is more like 30 or 40 hours in reality. It's particularly a problem when the teaching or research is not related to the student's dissertation.

Ms. Tucker decided that administrators had to sharpen their message: Students and faculty members needed to know that any work beyond 20 hours should be the student's choice, and students needed to know they had recourse when they felt overworked.

Oklahoma State officials, including Ms. Tucker, had to speak individually with many faculty members or department heads who resisted the change.

"When push came to shove, if someone really was not getting it, we did have to say, 'This is how OSU defines our workweek with the federal government. There are federal regulations about how employment works,'" Ms. Tucker says. "You have to have difficult conversations. It's not fun."

She reports rarely hearing students complain of overwork anymore. Where it continues, it tends to be greatest in the sciences, Ms. Tucker says.

Humanities and arts disciplines, however, present their own challenge to students' well-being: isolation. When coursework and exams are complete, often all that's left between a student and his or her Ph.D. is two or more years of dissertation writing, which can be a lonely endeavor.

Some colleges are responding by creating more-structured programs or dissertation workshops in which students bounce ideas off colleagues. Others are aiming to create a sense of community among graduate students, who are typically not as connected to their institutions as undergraduates are.

One such effort is at Virginia Tech. A decade ago, the university turned an old hotel and conference center into the Graduate Life Center, a sort of one-stop shop for graduate-student services. The building offers housing for graduate students and areas to meet, including a coffee shop. It's also used to provide career advice, financial-aid workshops, and counseling services, in a place where graduate students can go without the prospect of being seen in a waiting room by the undergraduates they teach.

Berkeley, too, has addressed that common graduate-assistant fear. In recent years, it has created several "satellite" sites across the campus where graduate students can discreetly seek mental-health counseling.

Mr. Panger, the Ph.D. candidate, says Berkeley administrators have been receptive to his well-being survey. He and other students have briefed many campus leaders on the report, including the University of California's president, Janet Napolitano, who oversees a system that produces 7 per-

cent of the nation's doctorates. Berkeley's graduate dean, Fiona Doyle, wants to institutionalize the survey and conduct it every two years, as the report recommends.

After the report's release, the graduate school announced that it would hire a "graduate community coordinator" to create and oversee social programs for graduate students, and would make them aware of activities and services available.

Karen DePauw, dean of the Virginia Tech graduate school, says she is hearing interest from many fellow graduate deans who want to try something like the Graduate Life Center on their campuses. She agrees with Ms. Tucker, of Oklahoma State, that academe must change its attitude that doctoral education needs to be a time of anxiety and low morale.

"Yes, graduate school is stressful, and a lot of

time and energy must be devoted to it, but we don't need to demoralize folks," she says. "This isn't the 19th century."

As for the poor job prospects, Mr. Panger says Berkeley and other universities should try to change the culture around what counts as career success. Graduate students often worry that their advisers will be disappointed in them if they don't seek academic jobs. To deal with that and other issues, Berkeley plans to create a center and devote a full-time staff member this fall to work on graduate students' professional development.

Progress at Berkeley and elsewhere has been slow, but there's a "coming awareness" about just how important well-being is to performance and productivity, Mr. Panger says. He sees efforts like Berkeley's catching on. "Change doesn't happen overnight," he says.

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# Community Colleges Seek Low-Cost Ways to Support Students' Mental Health

By VIMAL PATEL

**M**ENTAL-HEALTH counselors at community colleges rarely handle only mental-health issues. They also offer academic advising, career counseling, and transfer services. On some campuses, they even run food pantries.

Meanwhile, they're trying to help a growing number of students with mental-health problems that are increasingly severe. More than half of the community-college counselors in a survey released in 2014 said more students were seeking help for depression and anxiety disorders, among other issues.

While four-year institutions, too, cope with a rising tide of troubled students, community colleges face special challenges. Their students are typically older, with families of their own. Many have experienced personal or financial setbacks that prevented them from attending college at an age when students traditionally do.

"People don't really get the complexity of mental-health issues that community-college students face," says Marge Reyzer, coordinator of health services at MiraCosta College. Last fall the 14,500-student institution, in Oceanside, Calif., counseled 11 suicidal students and saw an increase in students with post-traumatic stress dis-

order, she says. "We see one crisis after another."

Yet community colleges have the fewest resources. Only 8 percent of the counselors in the recent survey said their institutions provided on-site psychiatry; 19 percent said no personal or mental-health counseling at all was offered. Other surveys have found that most four-year colleges have such services.

Tight budgets can blur boundaries in a way that's not helpful, says Amy M. Lenhart, a counselor at Collin County Community College, in Texas, who is president of the American College Counseling Association. "If you are academically advising a student you have also counseled during a crisis, it's just not a good mix," she says. "Most counselors continue to wear those different hats."

To meet the growing need for mental-health services, she says, community colleges are getting creative. Here's how:

## **BUILDING PARTNERSHIPS**

With resources scarce, community partnerships are key for two-year colleges, says Susan Quinn, director of student health services at Santa Rosa Junior College, in California. They

are especially useful in cases the college isn't equipped to handle — when, for example, a student is delusional or suffers a breakdown. If that happens, she says, a county-based team of licensed clinicians is summoned.

The county team is represented at meetings of the college's crisis-intervention group, which meets regularly to discuss how to handle potential problems. Many colleges, two- and four-year alike, created such teams following the 2007 shootings at Virginia Tech. Having a county employee present makes it less likely that a student will fall through the cracks if he or she is dismissed from the college because of safety concerns.

"We all learned from the Arizona case," says Ms. Quinn, referring to the 2011 shooting of U.S. Rep. Gabrielle Giffords by a recently suspended student from Pima Community College. "Our responsibility shouldn't just stop with dismissing the student. That person would still be on our county's radar screen because of the unique relationship we have."

#### USING INTERNS

Community partnerships aren't always enough. There is also more demand for campus counseling services, says Ms. Reyzer, at MiraCosta. The number of visits per year for mental-health counseling there has more than doubled over the past decade. To meet that need, MiraCosta has turned to unpaid volunteers from the area. The strategy has its critics, who, like Ms. Lenhart, worry that these interns aren't always equipped to deal with severe mental-health issues. But Ms. Reyzer says they offer a solution to limited staffing.

Ms. Reyzer's office hires one part-time licensed marriage-and-family therapist and eight interns, who need a certain number of clinical hours before becoming licensed by the state. The interns have master's degrees in marriage-and-family therapy, so the college is fulfilling its role as an

educational institution, she says. "We make no bones about it to students in need of counseling that they'll be seeing an intern."

#### TURNING TO PEER EDUCATION

Many students who need help never seek it. One cost-effective method to reach more of them is through other students, a strategy that some community colleges are embracing. MiraCosta hires about a dozen peer educators per semester,

**69%**  
**OF COUNSELING-CENTER DIRECTORS HAVE SEEN AN INCREASE IN CRISES REQUIRING AN IMMEDIATE RESPONSE**

Ms. Reyzer says. These students go into classrooms to give presentations about stress, anxiety, and depression, and often describe their own struggles.

Javiera Quinteros Bizama, a second-year student majoring in marine biology, has delivered about 30 such presentations, in which she has talked about the suicide of a friend who was depressed.

At the end of the visit, she hands out an information packet that includes a San Diego suicide-hotline number, a fact sheet about depression, and descriptions of counseling resources at MiraCosta. Students are more receptive to the information, she says, when it comes from classmates.

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# After 6 Suicides, U. of Pennsylvania Takes a Tough Look at Its Campus Culture

By CASEY FABRIS

**A** CLUSTER of suicides at the University of Pennsylvania has the campus facing tough questions about whether its culture discourages some students from getting the help they need.

Last month the university, where six students have taken their lives in a 15-month period, released a report by a task force that recommended addressing what it described as a perfectionist culture among students. Members of the task force said that many students feel pressure to put on a “Penn Face”—a perfect front to hide the emotions, stress, or sadness that they might be feeling.

“It was very concerning to me that people sort of see it as “This is what we do here, we’re good at hiding our pain,” said Anthony L. Rostain, a co-chair of the task force who is also a professor of psychiatry and pediatrics.

While the university has made some changes in its mental-health resources—such as reducing the wait times for noncrisis counseling and creating a 24/7 help hotline—the task force argued that the bigger problem is persuading students to use them.

The report has also drawn some campus critics, who say that the eight-page document does not go far enough to suggest specific reforms in health resources and that it does not provide a clear timeline for carrying them out. Other critics say the idea of changing the campus culture is vague and hard to measure.

Of course, Penn is not alone in dealing with students under pressure to excel, and a focus on success isn’t unique to Penn. It’s an element of many similarly competitive colleges, which have tried

various approaches in recent years to intervene.

## SHOW PEOPLE YOU’RE AMAZING

Jack Park, a senior urban-studies major, knows the pressure to wear a Penn Face, which he describes as “Facebook in real life.” On Facebook, he said, you post pictures of yourself only when you’re having an amazing time or eating amazing food or visiting an amazing place. At Penn, it’s the same way: You only show people that you’re amazing.

Last February he wrote about his own experience of attempting suicide. The post appeared on the blog Pennsive, which provides a place for Penn students to talk about mental health.

In his post, Mr. Park shared his phone number and email address, and invited responses from anyone who wanted to talk about what they were going through. Mr. Park didn’t think anyone would contact him. But in the year since then, he has heard from about 100 Penn students. Half of them were people he already knew, though he was hearing about their struggles for the first time, and half were strangers.

Rebecca W. Bushnell, the other co-chair of the task force and an English professor who is a former dean of the School of Arts and Sciences, said students should openly discuss the reality behind their Penn Faces.

Though some students may think they can’t change the culture, Ms. Bushnell said, she believes they can. She cited as an example a student who had organized a panel of student leaders—“people with the perfect Penn Faces”—to talk about

their vulnerabilities, failures, and disappointments. Events like that one, where students can talk about the challenges they face and see that the people around them are not as perfect as they seem, Ms. Bushnell said, have the power to drive change.

Fostering such discussions is key, said Alison K. Malmon, founder and executive director of Active Minds, a nonprofit organization that encourages college students to discuss mental health. Ms. Malmon started Active Minds when she was a student at Penn, after her brother committed suicide.

It's important to show students there isn't one perfect path to success, she said, suggesting that a college invite successful graduates who didn't take a traditional route to show students that, even if they break the mold, there's still hope for their future.

Ms. Malmon cited her brother as someone who could've benefited from that conversation. He had to take a leave of absence from his Ivy League university. The idea of needing to take time off, of not graduating in four years, was "devastating" to him, she said. Students need to be told that it's OK to not graduate in four years or not take as many courses as everyone else, she said. Mental health is more important than achieving elusive perfection.

"We need to show students that perfection is not the only thing and that success looks like a lot of different things," Ms. Malmon said. "Schools like Penn need to show their students what a typical course load should look like, what a typical night of sleep should look like, and what a typical Penn student looks like."

### **CHANGING A CAMPUS CULTURE**

Penn isn't the only college seeking to improve its mental-health offerings. In fact, there's a program dedicated to helping colleges do so.

In its report, the task force indicated that Penn would work with the Jed Foundation, a nonprofit suicide-prevention group. Penn is one of several colleges that are part of the Jed & Clinton Health Matters Campus Program, in which Jed consults with the colleges over four years on mental-health issues and policies. Penn is starting the process, said Victor Schwartz, medical director of the Jed Foundation.

Mr. Schwartz said the Campus Program helps to hold colleges accountable. As a participant, Penn will conduct self-assessments and create an oversight committee to track progress.

Culture plays an important role in discussions about improving mental health on campuses, Mr. Schwartz said. A college needs to create a culture where students feel competitive with one another, but also responsible for one another.

Cornell University, another Ivy League institu-

tion with an enrollment of high achievers, is also part of Jed's Campus Program.

Cornell too has sought to change its campus culture. Although it has worked to promote mental health on its campus for years, the issue received renewed focus when six students committed suicide in 2009-10. Clusters of suicides like those at Penn and Cornell are not uncommon due to suicidal contagion, meaning students at risk may be more likely to commit suicide after others have done so.

### **MASKS OF PERFECTION**

In response to the cluster of suicides, Cornell increased funding for mental health—something it had previously discussed reducing due to financial constraints—and expanded hours for counseling, said Gregory T. Eells, director of counseling and psychological services at Cornell.

The university worked to signal that asking for help is not a sign of weakness. The president, David J. Skorton, responded to the suicides with the message, "If you learn anything at Cornell, please learn to ask for help," Mr. Eells said.

Changing the culture doesn't mean making the college less competitive or eliminating the fear of failure—that's not going to happen at universities like Cornell or Penn—but rather getting students to understand that asking for help is the smart thing to do, Mr. Eells said.

It's important to connect with students who feel as if they're a burden, as if they don't belong, as if "somebody at admissions made a huge mistake," a feeling Mr. Eells said is common in the Ivy League.

Culture change isn't all abstract. Programming can send those messages too. Mr. Eells cited Cornell's Let's Talk program, started in 2002, as an example. The program offers informal walk-in counseling at locations around the campus, without any paperwork or appointment. It gives the college a chance to reach students who are reluctant to seek counseling, he said.

At Penn, Mr. Park said, students are beginning to cast aside their masks of perfection. It seems as if there have been more open discussions about mental health on the campus, he said.

"Real campus reform could happen if Penn students individually realized that, OK, I don't have to have a Penn Face. The society I'm in has a Penn Face, but it doesn't mean I have to have a Penn Face," he said. He still feels as if Penn should do more, but he acknowledges that it's a college, not a mental hospital. It's important, he said, that students chip away at the negative aspects of the Penn culture by working on themselves and their own mental health.

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OPINION



GWENDA KACZOR FOR THE CHRONICLE REVIEW

# Colleges Are Hard Put to Help Students in Crisis

By KATHLEEN BAKER

**I** ONCE wrote a suicide note. I was in college, at the peak of what turned out to be a lifelong battle with depression. It was the 1980s, a time when mental-health resources were available on many campuses, but also when colleges were only beginning to understand the immensity and complexity of the need. I was fortunate: A counselor, the hall director, and the resident assistant were all there to get me the help I desperately needed.

Now, nearly 30 years later, I am an administrator, on the other end of the problem — and it seems to have increased tenfold.

According to the National Alliance on Mental Illness, one in four col-

lege-aged young adults lives with a diagnosable mental illness. And suicide is the second-leading cause of death for college students, after traffic accidents.

Mental illness does not necessarily lead to thoughts of suicide, but academic pressures and the need to fit in with peers certainly can push in that direction. As a college administrator who is involved in crisis response, I see it far too often.

Colleges are at a crucial point in their ability to attract, retain, and graduate students. Many programs and services have been affected by budget cuts, and mental-health services have not been immune. At my own institution, an additional therapist was approved after many years of requests; unfortunately, the position fell to budget cuts before hiring was completed, even though assessment data showed a strong need, and enrollment continues to increase.

College officials are faced with students in crisis every single day. I'm not talking just about the counseling center on campus. I'm talking about emergency personnel, residence-life staff, even faculty. Colleges maintain crisis teams that are trained and ready to respond to any sort of incident. That makes sense, as anything that can happen in life can happen on a campus. But what about the students diagnosed with mental illness who don't yet have a full understanding of their condition? The National Institute of Mental Health reports that 75 percent of mental-health issues have begun by the age of 24. That means traditional-age college students are in their prime years for these diagnoses.

**M**ANY TIMES parents have told me during orientation events that their child was just diagnosed with a mental-health condition. Their expectation is that the college will have the services on campus to fully support their child's success while dealing with this new diagnosis.

Well, we don't.

We do not have nurses assigned to check students' rooms to make sure meds have been taken. We do not have doctors and psychiatrists

who can adjust medications and assist students when they have adverse reactions. Some campuses are fortunate to be located near hospitals and physicians, but those colleges are responsible for getting the student there in time — and safely.

What do most colleges provide? They have a limited number of counselors and physicians (most likely nurse practitioners) on campus. They have people who respond to students in crisis — most often hall directors or resident assistants who are not mental-health professionals but who have training in suicide prevention, mental illness, depression, and so on. Colleges place high expectations on those individuals to respond to things that people in the “real world” would be dealing with in a medical setting.

What can colleges do differently? Require disclosure of mental-health conditions at application or admission? Weed out students who do not meet certain expectations of mental-health stability? Require those students to live with family? Pour more and more institutional dollars into mental-health services on campus?

I don't have the answers, but I know we have a problem.

I have played devil's advocate here — I don't believe we should weed out students with mental-health problems. After all, under such a policy, I might well have been one of those weeded out. There are so many successful students and professionals who live with mental illness and lead productive, happy lives. Unfortunately, society still has such a negative view of these things that we are forced to live in secrecy — which makes the problem worse.

If more students with mental-health issues were to speak up and state that we live with these challenges, colleges might better connect with and meet the needs of their students. As both an administrator and a student, I'm speaking up — and I am hopeful for change.

*Kathleen Baker is a doctoral student in the educational-leadership program and director of housing and residence life at Seattle University.*

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# How Mental-Health Care Entered the Debate Over Racial Inequality

By ELLEN WEXLER

**J**UST BEFORE MIDNIGHT on Thursday, November 12, nearly 200 students gathered outside the house of Peter Salovey, Yale University's president. Passing around a megaphone, they read him their demands.

Among other things, they wanted mental-health professionals placed in each of the university's four cultural centers, which serve black, Asian-American, Hispanic, and American Indian students. And in Yale's Mental Health and Counseling Center, they wanted more counselors of color.

"There is a preponderance of evidence," one of the students said, "that racist environments, like Yale, harm the physical and mental health of people of color, like us."

As students on campuses across the country protest racial inequality, mental-health services for minority students keep coming up. It may not

**"When students of color feel unsafe on these predominantly white college campuses, there are mental-health consequences."**

be students' primary concern, but when students present lists of demands, it is often one of them.

When students at the University of Missouri at

Columbia issued their list of demands, in October, they asked the university to hire additional mental-health professionals, "particularly those of color." And this week at Occidental College, students demanded physicians of color "to treat physical and emotional trauma associated with issues of identity."

In the United States, minority students report higher rates of depression than do white students, but they are less likely to seek mental-health treatment. And for college students in all minority groups, stress related to race can predict psychological distress, studies have found.

Minority students need culturally sensitive support, protesters say. Living in hostile, unwelcoming environments changes how minority students experience campus life. They face unique psychological challenges, the argument goes, and so need unique mental-health services.

"When students of color feel unsafe on these predominantly white college campuses, there are mental-health consequences," said Kevin Cokley, a professor of counseling psychology and black studies at the University of Texas at Austin.

Last week Mr. Cokley attended a "town hall" organized by African-American students, who shared their experiences with racism and discrimination on the campus. At times the gathering got emotional.

"The stories that we heard from them were heart-wrenching," Mr. Cokley said. "We witnessed students breaking down during this town-hall meeting."

Mr. Cokley has studied what he calls "impostor feelings," which can affect minority students' confidence. Those students find it difficult to internal-

ize success, and they suffer from higher rates of mental illness.

As new concerns come to light, colleges and universities are trying to adapt. “I think schools understand that it’s a new day now,” said Darcy Gruttadaro, who oversees the National Alliance on Mental Illness’s campus program. “They need to listen very carefully.”

### **A CULTURAL SHIFT**

But in the national consciousness, minority mental health is a new issue. With little precedent and scant research, college counseling centers don’t always know how to move forward.

“I’m sure there are programs out there,” Ms. Gruttadaro said. “There certainly is training. But it’s more than training. It’s a whole cultural shift.”

Ohio State University has suicide-prevention brochures tailored to students of different races. The university’s Counseling and Consultation Service runs groups specific to students of color, and students can receive clinical services in six languages.

At North Carolina State University, the Counseling Center compares the racial makeup of patients with the racial makeup of the student body. When there are disparities, the Counseling Center can tell that a group is underserved.

Recently the center discovered that international students were underserved. The university started including the center on campus tours, so students could see what the office looks like. Twice a week a counselor holds drop-in hours at the Office of International Services.

“We’re not asking them to walk through the doors of the Counseling Center first,” said the center’s director, Monica Osburn. “We’re meeting them where they are.”

At Yale the students outside Mr. Salovey’s house asked for an answer by November 18.

On November 17 the president sent an email to the Yale community. “I have never been as simultaneously moved, challenged, and encouraged by our community — and all the promise it embodies — as in the past two weeks,” he wrote. The email was 19 paragraphs long.

Near the middle of it, he responded to the students’ mental-health demands. Professional counselors will schedule hours at each of the four cultural centers, he said. Yale’s counseling staff will receive additional multicultural training, and the university will make “renewed efforts” to increase staff diversity.

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At the University of Missouri at Columbia, the vice chancellor for student affairs, Catherine C. Scroggs, focused on the issue briefly in a statement to parents.

“We recognize many students were fearful, sad, and anxious,” she wrote. “We have made multiple resources available for your children, including additional counselors, including counselors of color.”

### **MORE CREDIBILITY**

Many advocates agree that colleges’ counseling centers should strive to better understand their minority students’ cultural complexities, and then tailor their services accordingly. But at universities like Yale, students are also demanding a more-diverse counseling staff, a request many colleges struggle with.

When minority students can schedule appointments with minority practitioners, supporters argue, they will be more likely to seek treatment.

“Folks already have some misgivings about approaching mental-health supporters and practitioners,” said Evan Rose, president of the Steve Fund. Mr. Rose’s family established the fund, which supports mental-health services for students of color, after his brother committed suicide, in 2014.

For students of color, Mr. Rose said, getting help becomes easier when they can approach counselors of color — especially when they’re dealing with issues related to being a member of a minority group.

“The more people can identify with your outward expression, the more likely you are to have more ascribed credibility,” said Michael G. Mason, an assistant dean of African-American affairs at the University of Virginia.

Mr. Mason is also director of Project RISE, a peer-counseling program for African-American students. When students work with a clinician of their race, he said, they might feel more open and hopeful about their treatment. But talented clinicians will earn credibility regardless of their race, he said.

Still, for many universities, finding a diverse pool of qualified practitioners is difficult.

“We need to do a better job as a profession in attracting people of color to the profession of counseling,” North Carolina State’s Ms. Osburn said. “Minority students need to see someone in the Counseling Center they feel like they can connect and identify with.”

ADVICE

# Are You Being Rigorous or Just Intolerant?

By CATHERINE SAVINI

I ALWAYS took pride in being “a hard teacher.” I was rigorous but fair; my students didn’t need to be geniuses to succeed, they just needed to be “good students.” A good student attends class, sits attentively, participates in discussions, and meet deadlines. But after more than a decade of teaching, I realized that my idea of the good student was standing in the way of good teaching.

My awakening began one day in my required composition course, when three students sat in class wearing ear buds. Trying to stifle my annoyance, I grumbled to myself: “How could they think this was appropriate classroom behavior?” A week later, another student got up and walked out of class in the middle of a writing exercise. One of her peers later told me she had deemed the work “unproductive.” Hearing that I felt the familiar heat of anger: “Why come to college if you don’t want to learn?”

I’ve learned to push past those initial flashes of frustration, thanks to fresh data on the mental health of college students and to recent research on teaching. One concept in particular that has changed my interactions with students is the “ladder of inference,” presented in Peter Senge’s *The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organization*. The ladder of inference reveals the steps we take to create our beliefs about the world. The first five rungs of the ladder are: (1) observing a person’s behavior; (2) selecting data from what we observe; (3) interpreting that data through the lens of previous experience; (4) making assumptions; and (5) drawing conclusions about that person.

We tend to run up that ladder so fast that we unconsciously draw conclusions based on scant data. To make matters worse, once we’ve drawn our conclusions, we only entertain data that confirm them. If a student is late, we might assume he doesn’t respect our time, and every time he is late, our judgment is confirmed. But if we gather more data, we might discover that the latecomer has OCD and struggles to get out of the house. Of course, the student could just be inconsiderate or a slacker, but we don’t know unless we seek out more information.

I decided to take the information-seeking route. “So, tell me about the ear buds,” I asked one day, and the story of this 18-year-old’s struggles emerged: He had been in multiple car accidents; he is on pain medication but has trouble sleeping and staying focused; the background noise of the music helps him to concentrate. People with ADHD confirm this: They need something in the background to crystallize their attention on the foreground.

As for the student who walked out midclass, I in-

vited her to my office where I learned that she had left because of a panic attack. After a short conversation, I was satisfied that she had the necessary mental-health support, but when I asked about her other courses, she told me she was at risk of failing due to excessive absences. “Easy solution,” I said. “Communicate with these professors.”

But that was not an easy solution. The last time she had divulged to an instructor that she suffered from anxiety, the instructor’s response was, “Yes, we all have anxiety.” In the student’s words, this teacher “shut me down.”

According to data from the 2013 National College Health Assessment, nearly half of 123,078 respondents from 53 colleges and universities across the country felt overwhelming anxiety over the previous year and a third had problems functioning because of depression.

While some students arrive with diagnoses and legal accommodations, many begin experiencing mental-health problems during college; the average age of onset of depression and anxiety is 18 to 24. Whether these conditions are permanent or temporary, they are usually accompanied by learning challenges, such as impaired memory and decreased ability to focus and make connections, inhibited curiosity, diminished creativity, and limited flexibility.

To be clear, I have known students with psychiatric conditions who perform the role of the good student, but for others, conforming to that script can be impossible at times.

Despite our students’ struggles, many of us to continue to teach the way we were taught. We continue to lecture and produce syllabi that have the threatening tone of the Ten Commandments: Thou shalt not eat in class, thou shalt not be late, thou shalt not use cellphones. These rigid documents reflect good intentions. We want our students to learn how to behave professionally so that they succeed in the “real world.”

But there are a few problems with that approach: It doesn’t work. Banning cellphones, for example, doesn’t stop students from using them. And in the real world, successful people sit in meetings texting and eating food, or are routinely late. When we fill our classrooms with “don’t” directives, we are not treating students as adults.

Still, we hold up the syllabus on the first day of class like a crucifix to ward off the “students from hell.” In his classic *The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life*, Parker Palmer draws the veil from the “student from hell” to reveal a student “full of fear.” According to Palmer, teachers are also driven by fear: “We collaborate with the structures of separation because they

promise to protect us against one of the deepest fears at the heart of being human — the fear of having a live encounter with alien ‘otherness,’ whether the other is a student, a colleague, a subject, or a self-dissenting voice within.”

That resonates with me. As a writing instructor I rarely lecture, but I do have a tendency to choreograph every step of class, leaving little space for “live encounters.” If, as Palmer suggests, we are protecting ourselves, it makes sense that our syllabi are stringent. It also makes sense that we are more likely to rely on stereotypes of students rather than seek more data about them — because when we gather more information, what we find can be unsettling. They are not whom we envisioned. Rather than knowledge-thirsty, carefree adolescents, our students are complex people with complicated lives.

It is tempting to say, “We should leave mental health to the experts.” I have said that myself. But now I recognize that asking students to leave their mental-health issues at the door is not only unreasonable, it’s unjust. It’s akin to asking students to leave their race or gender at the door. Of course, we should direct students to the experts when they are in crisis, but there’s much we can do without positioning ourselves as therapists or saviors.

The work of promoting mental health shouldn’t always be outsourced to the counseling center; it must be part of the fabric of our institutions, including our classrooms. Too often when faculty discuss students with mental-health conditions, the conversation ends in the same place: Either we establish rigorous standards or we coddle students. But that is a false binary.

How then do we uphold our standards while creating an equitable learning environment? We can do so through small but meaningful acts like these:

- Mention in class campus events that promote mental health.
- Bring in speakers from organizations like Active Minds, a nonprofit that seeks to raise mental-health awareness among students.
- Distribute counseling-center information in class, including what to do if a roommate acts depressed.
- Include a statement about mental health on your syllabus.
- Check in with students who have missed multiple classes.
- Survey students at the beginning of a course to gather information about their learning challenges and concerns about the course. Check in throughout the semester with anonymous exit writing.

Likewise, we can also change the culture of the classroom by rethinking how we teach and how we structure assignments:

- Try scaffolding a major paper assignment. That means having students do the work in phases —

write a project proposal and hand in annotated bibliographies before the actual paper. It’s a good way to reduce student stress about a major assignment and improve their performance.

- Assign a text about mental health.
- Assign ungraded, in-class writing that asks students to think through problems related to course content and to assess what they do and don’t understand.
- Cut back on the time you spend lecturing and integrate more group work into your courses to create community.
- Finally, when students are in crisis, walk them over to the counseling center or dial the phone to make an appointment for them on the spot.

In a 2011 survey conducted by the National Alliance on Mental Illness, stigma was identified as the No. 1 barrier to students seeking counseling. Discussing mental health in the classroom reduces that stigma and encourages students to provide us with more data.

The student who left in the middle of my class told me she felt comfortable talking about her personal struggles with me because in my class we had read an article about mental health. She is smart and hard-working, but she was at risk of failing due to excessive absences. During our 15-minute conference, I gave her my computer to email her other professors and spell out the problem. She needed a nudge to trust that this was her best shot at succeeding at college.

Admittedly this is harder to do in a large-sized class. But even in such classes, we can acknowledge mental health by being open to “live encounters,” by ditching rules that don’t enhance learning, by responding to students with flexibility and caring, and by being informed about how mental illness affects learning and behavior.

Outside of the classroom, even something as simple as organizing a panel where faculty and staff members discuss how they manage their psychiatric conditions can be helpful. Such an event had a profound effect on one of my students who had been diagnosed with depression in high school. Hearing the stories of these successful professors and staffers in her first semester, she said, made her think, “I can do this. I’m going to make it.”

Reconsidering my notion of “the good student” has improved my pedagogy and my well-being. I spend more time getting to know my students and less time being frustrated. My courses are rigorous, and I have created a space for young adults with complicated lives. In this space, a diversity of perspectives and experiences allows us to learn together and from one another.

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