

March 20, 2017

## MEMORANDUM

**TO:** Board of Trustees, Vermont State Colleges

**FROM:** Martha O'Connor, Chair  
Jeb Spaulding, Chancellor



**SUBJECT:** Materials for Board of Trustees Meeting March 24-25, 2017

Attached are the agenda and supporting materials for the upcoming regular Board meeting, Friday and Saturday, March 24-25, 2017.

Friday will begin at 11:30 a.m. with a EPSL Committee meeting. The Board meeting will begin at 1:45 p.m. with a presentation by President Elaine Collins and her staff. Materials for the Committee and Board meetings are available on your iPads and in the Board portal. The Deans of Students will present, as requested by the Board, on student mental health services at each of the colleges. We encourage all Board members to attend.

Meetings will take place in the Stearns Performance Space in the Stearns Student Center at Johnson State College. A campus map is in this packet. Here is a link for directions:

<https://goo.gl/maps/zrAt86ba9L2>

We will break at 4:30 on Friday, and enjoy dinner together in the Stearns Performance Space at 5:30. We will resume the Board meeting at 8:30 a.m. Saturday morning with an executive session to interview two finalists for the presidency of Vermont Tech. You will have already received confidential materials for these interviews.

Several of you are registered for overnight rooms at the Sunset Motor Inn in Morrisville. Please let Elaine know if you need a room. Breakfast Saturday will be available at the Charlmont Restaurant next to the motel.

Directions to the Inn: <https://goo.gl/maps/mU87N5mUqwQ2>

Directions from the Inn to Johnson State: <https://goo.gl/maps/ruCw9NQaeZ72>

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



- 1 Martinetti Hall (Admissions)
- 2 Arthur Hall
- 3 Stearns Student Center
- 4 Governors Hall
- 5 Senators Hall
- 6 Visual Arts Center (VAC)

- 7 SHAPE Center / Carter Gym
- 8 Willey Library & Learning Center (WLLC)
- 9 Bentley Hall
- 10 Dibden Center for the Arts
- 11 Dewey Hall
- 12 McClelland Hall

**PARKING AREAS:**

- A Visitors
- C Faculty/Staff
- B Students
- D Faculty/Staff/Commuters





**Vermont State Colleges Board of Trustees Regular Meeting**

**Johnson State College  
Stearns Performance Space**

**March 24-25, 2017**

**AGENDA**

**Friday, March 24, 2017**

11:30 AM – 1:30 PM	EPSL Committee Meeting; working lunch
1:45 – 4:30 PM	Presentations by Johnson State College
5:30 PM	Dinner

**Saturday, March 25, 2017**

8:30 AM – 12 PM	Executive Session: Finalist interviews for presidency of Vermont Technical College
12 – 1 PM	Lunch
1:15 – 4 PM	Board of Trustees Regular Meeting

**Vermont State Colleges Board of Trustees Regular Meeting**  
**Johnson State College**  
**Stearns Performance Space**  
**March 25, 2017**

**AGENDA**

8:30 AM Executive Session: Interviews with Two Finalists for Vermont Technical College Presidency

1:15 PM Board of Trustees Regular Meeting

1. Approval of November 20, 2016 Meeting Minutes
2. Report of the Finance & Facilities Committee
  - a. Consent Agenda
  - b. Discussion of debt restructuring
  - c. Minutes of the November 30, 2016, January 9 and February 22, 2017 meetings
3. Report of the Audit Committee
  - a. Approve VSC External Auditors for FY2017-FY2020
  - b. Minutes of the January 9, 2017 Meeting
4. Report of the Nominating Committee
  - a. Update on appointment of members to the Board of Trustees
  - b. Preparation of nominations for officers to be chosen at annual meeting
  - c. Minutes of the December 6, 2016 and February 20, 2017 meetings
5. Report of the Education, Personnel & Student Life Committee
  - a. Revisions to Policy 301
  - b. Recommendations for Emeritus Faculty
  - c. Recommendations for VSC Faculty Fellows
  - d. Northern Vermont University Mission Statement
  - e. Review and Discussion of Policy 109 Summary Data and Reports
6. Report of the Hall of Fame Planning Committee
7. Discussion of schedule of FY18 Board meetings
8. Other Business
9. Presidents Reports
10. Report of the VSCSA
11. Comments from the Public
12. Date of Next Meeting

Friday and Saturday, June 21 & 22, 2017 hosted by Castleton University

## **MATERIALS**

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Item 1:

Approval of November 20, 2016 Meeting Minutes

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## **Unapproved minutes of the Vermont State Colleges Board of Trustees regular meeting held Wednesday, November 30, 2016**

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

The Vermont State Colleges Board of Trustees held a regular meeting Wednesday, November 30, 2016 at the Community College of Vermont Montpelier Academic Center.

The following were present:

Trustees: Jerry Diamond, Lynn Dickinson, Morgan Easton, Kraig Hannum, Church Hindes, Tim Jerman, Bill Lippert, Karen Luneau, Chris Macfarlane, Jim Masland, Linda Milne, Martha O'Connor, Mike Pieciak, Aly Richards

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

Office of the Chancellor:

Tricia Coates, Director of External and Governmental Affairs  
Kevin Conroy, Chief Information Officer  
Bill Reedy, General Counsel  
David Rubin, Grants Coordinator  
Elaine Sopchak, Administrative Director  
Jeb Spaulding, Chancellor  
Steve Wisloski, Chief Financial Officer  
Sophie Zdatny, Associate General Counsel  
Yasmine Ziesler, Chief Academic Officer

From the Colleges:

Tapp Barnhill, Executive Director, Community College of Vermont  
Pam Chisholm, Dean of Enrollment Services, Community College of Vermont  
Todd Comen, Professor, Johnson State College  
Jonathan Davis, Dean of Students, Lyndon State College  
Scott Dikeman, Dean of Administration, Castleton University  
Mary Kay Dreher, Coordinator of Academic Services, Community College of Vermont  
Barb Flathers, VP, VSCUP, Johnson State College  
Loren Loomis Hubbell, Dean of Administration, Lyndon State College  
Penne Lynch, Executive Director, Workforce Development, Community College of Vermont  
Barbara Martin, Dean of Administration, Community College of Vermont

Katie Mobley, Executive Director, Community College of Vermont  
Sandy Noyes, VSCSF Unit Chair  
Katie Powers, Public Relations Coordinator, Community College of Vermont  
Eric Sakai, Dean of Academic Technology, Community College of Vermont  
Sharron Scott, Dean of Administration, Johnson State College  
Janette Shaffer, Director of Marketing & Communications, Community College of Vermont  
Aimee Stephenson, Director of Resource Development, Community College of Vermont  
Deborah Stewart, Academic Dean, Community College of Vermont  
Lit Tyler, Dean of Administration, Vermont Technical College  
Beth Walsh, VSCUP President  
Heather Weinstein, Dean of Students, Community College of Vermont

Chair O'Connor called the meeting to order at 10:30 a.m.

#### A. ITEMS FOR DISCUSSION AND ACTION

##### 20 Years of Online Learning at CCV

President Joyce Judy welcomed the Board to CCV and introduced Eric Sakai, Dean of Academic Technology. Dean Sakai shared with the Board the history of online learning at CCV and how it developed to including over a third of all CCV enrollment today. He then introduced Professor Shawn Kerrivan, who demonstrated to the Board how an online course works, including assignments, grading, class participation, and delivery. This was followed by a panel discussion led by CCV online faculty member Ted Pappadopoulos, and featured three online students, Justin Crowthier, Wendy Hatoum, and Louis Lore, who shared their experiences taking online courses.

At the conclusion of this session the Board briefly recessed for lunch. The Board reconvened to honor retiring General Counsel Bill Reedy. Chair O'Connor, President Judy, former chancellor Tim Donovan, President Wolk, Associate General Counsel Sophie Zdatny, several trustees, and Chancellor Spaulding each spoke about Mr. Reedy, his expertise, good humor, and deep integrity. Trustee Jerman moved and read aloud a special resolution honoring Mr. Reedy for his excellent service to the Vermont State Colleges. Trustee Luneau seconded the resolution. The Board approved the resolution unanimously. Mr. Reedy expressed his gratitude to the Board, Chancellor Spaulding, and presidents.

The Board took a short break and reconvened at 1:42 pm to begin the business of the meeting.



## A. ITEMS FOR DISCUSSION AND ACTION

### 1. Presentation: School-to-Work by Trustee Masland

Trustee Masland shared with the Board information about the Vermont School-to-Work Initiative. He provided a history of the program and shared materials promoting it. He noted how the program was a precursor to many programs that exist today, including flexible pathways and personal learning plans.

### 2. Consent agenda

- a. Approval of September 28-29, 2016 Retreat & Meeting Minutes
- b. Approval of the July 14, 2016 Special Meeting Minutes

Trustee Jerman moved and Trustee Hannum seconded the consent agenda. No items were removed for discussion. The Board approved the consent agenda unanimously.

### 3. Approval of Name for Unified Institution

Chancellor Spaulding stated that this is a very important day for Johnson State and Lyndon State. He shared the unanimous recommendation of President Collins, Interim President Atkins, and himself that the unified institution be called Northern Vermont University. He shared the criteria for a new name, and experiences and anecdotes from the renaming process he facilitated along with faculty, staff, and students from both colleges. Trustee Milne and Trustee Dickinson returned to the meeting at this time.

Interim President Nolan Atkins emphasized to the Board that it is a concern among alumni that the campus identities of both Lyndon and Johnson need to be prominent in the name. He also shared that data collected on why students come to Lyndon shows they prefer its small size and personal approach; however, a majority of those same students surveyed preferred university to college.

President Collins noted that process is equally important as product. The renaming process has been extraordinarily thorough and thoughtful. She has learned from students and this name is what they want. Dropping the word state from the name does not indicate a reduction in our commitment to Vermont. As well, commitment to access will remain—a new name does not change the fact that Northern Vermont University will be an access institution for Vermonters.

Trustee Diamond moved and Trustee Milne seconded the resolution. Trustee Diamond asked to amend the resolved clause to indicate that the name Northern Vermont University should be the corporate name, while the campuses could be designated as DBAs (“doing business as”). He asked

that the resolution be amended to remove “—Johnson and Lyndon” and add “and authorizes the registration of dbas NVU-Johnson and NVU-Lyndon” after “institution.” Trustee Luneau second the amendment.

Trustee Hindes stated that he had assumed this was the intention of the resolution, but that Trustee Diamond’s amendment is a good legal clarification. Trustee Lippert returned to the meeting at this time. Mr. Reedy stated that the amendment should not be a problem with NEASC.

Chancellor Spaulding informed the Board that an RFP has been issued to select a marketing firm to assist in making many future decisions about marketing, admissions materials, and a website for Northern Vermont University.

The Board approved the amendment to the resolution unanimously.

Trustee Easton voiced a concern about Vermont Tech and CCV remaining colleges; she does not want this decision to be detrimental to them in any way.

The Board approved the amended resolution unanimously.

4. Report of the Education, Personnel & Student Life Committee  
a. Program Approvals under Policy 102

Trustee Hannum moved and Trustee Masland seconded the resolution approving the following new programs:

- Castleton University B.A. in Graphic Design
- Castleton University 3+2 Athletic Training Program: B.S. in Kinesiology/Pre-Athletic Training and Master of Athletic Training (M.A.T.)
- Johnson State College A.A. and B.F.A. in Fine Woodworking and Furniture Design
- Lyndon State College B.S. in Climate Change Science

The Board approved the resolution unanimously.

b. Approval of Policy 314, *Tobacco Use Reduction and Prevention Policy*

Trustee Hannum reviewed the process leading to the Committee’s recommendation of the policy version before the Board at this time. Dr. Ziesler explained that the resolution before the Board has been revised to emphasize prevention, support, education, and guidance. The policy will go into effect no later than July 1, 2019. Institutions can put the policy into effect before that date.

Trustee Hannum moved and Trustee Pieciak seconded the resolution approving the tobacco free campus policy. The Board approved the resolution unanimously. Trustee Hannum thanked the entire VSC community for the hard work done to bring this policy about. Audience member Barb Flathers expressed concern about how this policy will affect union members.

c. Approval of Programs under 2017 PReCIP Review and Commendation of 2016 PReCIP Committee Members

Trustee Luneau moved and Trustee Diamond seconded the resolution approving the programs to be reviewed in 2017, and the commendation of 2016 program review committee members. The Board approved the resolution unanimously.

5. Report of the Finance & Facilities Committee  
a. Consent Agenda

Trustee Hindes moved and Trustee Diamond seconded the consent agenda for the Finance & Facilities Committee. The Board approved the consent agenda unanimously.

6. Report of the Audit Committee  
a. Approve Audited Financial Statements

Trustee Milne moved and Trustee Jerman seconded the consent agenda for the Audit Committee. The Board approved the consent agenda unanimously.

7. Report of the Hall of Fame Planning Committee  
a. Approval of Nominees for 2017 VSC Hall of Fame (Resolution to be hand carried)

Trustee Luneau provided the Board with an update on the planning for the 2017 celebration. Because nominations at the colleges had not all been confirmed at the time of the meeting, no resolution was brought forth at this time. The planning committee will meet in the next week to review and nominate a recipient for the Board's Award for Extraordinary Service. There will need to be a special meeting via phone for the Board to approve the full slate of nominees.

## 8. Discussion of Vermont Technical College Presidential Search

Chancellor Spaulding reviewed the preliminary timeline for the search. The Board approved the following makeup of the Committee:

- 4 Trustees, one of whom will be a Vermont Tech student
- 3 Faculty
- 2 Administration/staff members
- 1 Alumni/community member
- Chancellor Spaulding

Chair O'Connor announced the following trustees as members of the Search Committee: Trustee Jerman (Chair), Trustee Easton, Trustee Dickinson, and Trustee O'Connor. Chancellor Spaulding stated he will communicate with the Vermont Tech community in the following week to begin soliciting members of the Search Committee.

## B. ITEMS FOR INFORMATION AND DISCUSSION

### 1. Discussion of Nominations for Board Membership

Chair O'Connor reminded the Board that there are new procedures in place for reappointing members. Three terms are up for reappointment at the end of February 2017. The Governor will appoint or reappoint one term; the Board may appoint or reappoint the other two. Trustees Diamond, Dickinson, and Jerman form the Nominating Committee, and they will meet to consider a slate of nominees to present to the Board for approval.

Trustee Diamond stated the Committee needs to establish a method of gathering nominations from current Board members and for current members to indicate interest in being reappointed. He also suggested that current members seeking reappointment should let the Committee know if they plan to rely on the gubernatorial appointing process or prefer to be chosen by the Board. Finally, he suggested the Board consider a process for people who are currently not on the Board to apply to be members. Trustee Diamond stated the Committee will meet in the near future to discuss the best way to move forward.

### 2. Other Business

There was no other business.



### 3. Presidents Reports

President Atkins updated the Board on Lyndon State's \$1M budget task force work. They have identified approximately \$840K in budget adjustments to make this year. There will be about \$500K left in strategic reserves. He shared that the admissions department reports applications are up. Also a successful first joint meeting of the Lyndon State and Johnson State alumni groups in Washington DC happened recently.

President Collins reported good results from Johnson State's Giving Tuesday initiative. The campus held a NEASC visit very recently, and early findings commended six areas: governance model, student leadership initiatives, retention efforts, recent entrepreneurial efforts, campus beauty, and the COPLAC designation. Areas to be addressed include: assessment, enrollment, resources, and an abundance of planning initiatives.

President Judy introduced her staff in the audience and thanked the Board for visiting campus.

President Moulton reported that VT Tech was recently ranked 11th in the country as the best technical college for veterans by *Military Times* magazine. Inquiries for next fall are encouraging. VT Tech will soon be announcing an upcoming partnership with the Vermont Department of Transportation. A committee has been started to consider the future needs of the Williston campus. Challenges right now include attracting nursing faculty, and providing suitable mental health services on campus. The Board discussed this issue, and asked for a more in-depth discussion at an upcoming EPSL Committee meeting.

President Wolk shared that the international student population continues to grow. He echoed President Moulton's concerns regarding both nursing faculty and mental health services. He announced that the Ed.D. program that the Board recently approved will not be approved by NEASC. The issues were IT support available to students and the research credentials of faculty. Castleton plans to reassess the program and may bring it back to the Board.

### 4. Report of the VSCSA

Trustee Easton reported that the VSCSA will meet Friday, December 2nd to discuss updates on the tobacco free campus policy, unification, a pending public relations position, affordability and legislative action, and the group's spring schedule. They are considering the possibility of rotating meetings to different campuses. They are also looking for presenters and topics for upcoming spring meetings.

Chancellor Spaulding reported briefly that he met with Governor-Elect Scott to lay groundwork for the upcoming legislative session.

5. Comments from the Public

Beth Walsh spoke regarding the Fair Labor Standards Act (FLSA) and thanked the Chancellor and his staff for working on its implementation. Mr. Reedy stated that he can provide information on the current situation as the legislation is still in play. Trustee Masland asked Mr. Reedy to prepare a summary for the Board on how FLSA affects the VSC.

6. Date of Next Meeting

Friday and Saturday, March 24 & 25, 2017, hosted by Johnson State College

Trustee Diamond moved and Trustee Masland seconded a motion to adjourn. The meeting adjourned at 4:03 p.m.

DRAFT

## Item 2:

### Report of the Finance & Facilities Committee

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## Vermont State Colleges Grant Proposal Budget Analysis

Form A & B

College: Vermont Technical College

Grant Title: SBDC Cooperative Agreement

Grant Agency: U.S. Small Business Administration (SBA)

Project Director: Linda Rossi, VtSBDC State Director

Purpose of Grant: Provide assistance to the small business community through one-on-one business advising and training.

Grant Period: 10/1/2016 to 9/30/2017

Review Period: One Multi-Yr\*\* / Cumulative Grant Amt: \$ 1,321,111.19  
 \*\*(please enter number of years covered)

Proposed Funding	1st Yr				Grant	College
	Grant	Cash Match	In-Kind	Indirect		
<u>Direct Costs</u>						
Salaries & Wages	\$ 359,409.29	\$ 170,599.14				
Employee Benefits	\$ 223,644.36	\$ 99,197.30				
Operations						
Travel	\$ 5,279.79	\$ 5,060.81				
Equipment						
Library Acquisitions						
Other	\$ 555.56	\$ 114,000.00	\$ 32,780.00			
<b>Total Direct</b>	<b>\$ 588,889.00</b>	<b>\$ 388,857.25</b>	<b>\$ 32,780.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<u>Indirect Costs*</u>	\$ 50,000.00			\$ 260,584.94		
<b>Total Budget</b>	<b>\$ 638,889.00</b>	<b>\$ 388,857.25</b>	<b>\$ 32,780.00</b>	<b>\$ 260,584.94</b>	<b>\$ -</b>	<b>\$ 1,321,111.19</b>

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

What is(are) the sources of College Funding? \$20,971.50 of faculty salary/benefits (25% of Greg Hughes)

What continuing cost obligations does Granting Agency require/expect? \$357,400 of State ACCD funds as match

What Continuing cost obligations does the College intend/see likely? Designated faculty salary/benefits

Business Officer Review by: [Signature] Date: 1/30

Programmatic Review by: [Signature] Date: 1/26/17

Presidential Review by: [Signature] Date: 2/1/17

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





PO BOX 489

MONTPELIER, VT 05601-0489

T 802-828-2800 F 802-828-2805

March 24, 2017

Jeb Spaulding, Chancellor  
Vermont State Colleges  
PO Box 7  
Montpelier, VT 05601

Dear Chancellor Spaulding:

It is my privilege to present our request to establish a new endowment at the Community College of Vermont in honor of Urban and Pauline Bergeron, longtime residents of Chittenden County and pillars of their community.

During their lives, Urban L. "Ben" and Pauline L. Bergeron generously gave of themselves in service to corporate, civic, charitable and social organizations in Chittenden County, demonstrating their commitment to giving back to and improving the community where they lived.

In 2001, the Bergeron Family Foundation was established to ensure that their philanthropy continued for future generations. The Foundation's mission is to help Vermonters improve their lives. The daughter of Ben and Pauline, Jane Guyette, along with her three brothers, Paul, John & Jay Bergeron, serve as Trustees to the Foundation. Under their leadership, the Foundation supports numerous area non-profits as well institutions of higher education. Past annual gifts to CCV have funded the Urban & Pauline and Hunter Dandridge Memorial Scholarships since 2011.

This endowment is made possible by a generous gift of \$35,000 from the Foundation. The distributable proceeds from this new endowment are intended to fund the Urban and Pauline Memorial Scholarship in perpetuity. This Scholarship will benefit Chittenden County students who demonstrate financial need, are in good academic standing at CCV and have lived in Vermont for 10 years or more.

Urban and Pauline Bergeron are lovingly remembered for exemplifying how to live a charitable, good and kind life through their selfless devotion to family and leadership in the community. We seek approval from the Vermont State Colleges Board of Trustees to establish the Urban and Pauline Bergeron Memorial Scholarship Fund in their honor.

Most sincerely,

A handwritten signature in blue ink that reads "Joyce Judy".

Joyce Judy  
President

enc: VSC Policy 412 Form

## - NEW FUNDING SOURCE DOCUMENT - ENDOWMENTS ONLY

COMMUNITY COLLEGE OF VERMONT  
(College Name)

Submit to Chancellor's Office for all activities based upon a new funding source.  
Place copy in front of any applicable master file.

1) <u>Name of endowment:</u> (type in all CAP'S)		
URBAN AND PAULINE BERGERON MEMORIAL SCHOLARSHIP FUND		
2) <u>Granting agency/donor/other funding source:</u> (Attach supporting Documentation)		
BERGERON FAMILY FOUNDATION		
3) <u>Purpose of endowment:</u> (Attach supporting Documentation)		
TO IMPROVE THE LIVES OF VERMONTERS BY ENCOURAGING STUDENTS TO PERSIST IN THEIR STUDIES, COMPLETE THEIR DEGREES, AND REACH THEIR CAREER GOALS BY SUPPORTING CHITTENDEN COUNTY STUDENTS WHO DEMONSTRATE FINANCIAL NEED, ARE IN GOOD ACADEMIC STANDING AT CCV AND HAVE LIVED IN VERMONT FOR 10 YEARS OR MORE.		
4) <u>Proper accounting fund:</u>		
<input checked="" type="checkbox"/> Regular Endowment <span style="margin-left: 200px;"><input type="checkbox"/> Term Endowment</span>		
5) <u>General Ledger Activity Code(s):</u> (as proposed or assigned)		
#17014		
6a) <u>Date Endowment Reach Endowment Status:</u>		
DATE OF BOARD OF TRUSTEES APPROVAL MARCH 24, 2017* *TO BE CONFIRMED ON THE AGENDA FOR THE NEXT VSC BOARD MEETING		
7) <u>Reporting requirements:</u> (format/to whom/frequency/other)		
BALANCE OF THE CORPUS, TOTAL GIFTS RECEIVED, AND TOTAL SCHOLARSHIPS AWARDED WILL BE REPORTED TO THE BERGERON FAMILY FOUNDATION ONCE PER YEAR		
8a) <u>Funding amount:</u>	8b) <input checked="" type="checkbox"/> One-time - OR	
\$35,000	<input type="checkbox"/> Ongoing funding (indicate timeframe:)	
9a) <u>Is principal use allowed:</u> (w/Board OK?)	9b) <u>If yes, is replenishment of principal allowed or required:</u>	
NO		
10) <u>If investment proceeds generated, indicate intended disposition:</u>		
<input type="checkbox"/> Per Board Approved Spending Procedure		
<input checked="" type="checkbox"/> Fully expend for program as prescribed		
<input type="checkbox"/> Increase principal for inflation and expend remainder		
<input type="checkbox"/> All Investment earnings added for ___ years before expending for endowment purposes begins		
<input type="checkbox"/> Other (describe:)		
11) <u>President:</u>	12) <u>Date to Ch's Ofc:</u>	13) <u>Date Board Approved:</u>
Joyce Judy	MARCH 24, 2017	

## Vermont State Colleges Grant Proposal Budget Analysis

**Form A & B**

College: Lyndon State College

Grant Title: Rural Development Grant

Grant Agency: USDA

Project Director: Ann Nygard

Purpose of Grant: Center for Professional Studies Branding and Marketing Initiative

Grant Period: 10/1/17 to 9/30/18

Review Period: \_\_\_\_\_ Multi-Yr\*\* / Cumulative Grant Amt: \$47,000  
 \*\*(please enter number of years covered)

Proposed Funding	1st Yr		2nd Yr		3rd Yr	
	Grant	College	Grant	College	Grant	College
<b>Direct Costs</b>	-----	-----	-----	-----	-----	-----
Salaries & Wages		\$ 57,000.00				
Employee Benefits		\$ 32,600.00				
Operations						
Travel	\$ 6,500.00					
Equipment						
Library Acquisitions						
Other	\$ 40,500.00	\$ 1,400.00				
Total Direct	\$ 47,000.00	\$ 91,000.00	\$ -	\$ -	\$ -	\$ -
<b>Indirect Costs*</b>		\$ 104,000.00				
<b>Total Budget</b>	\$ 47,000.00	\$ 195,000.00	\$ -	\$ -	\$ -	\$ -

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

What is(are) the sources of College Funding?

What continuing cost obligations does Granting Agency require/expect?

none

What Continuing cost obligations does the College intend/see likely?

none

Business Officer Review by: \_\_\_\_\_ Date: \_\_\_\_\_

Programmatic Review by: \_\_\_\_\_ Date: \_\_\_\_\_

Presidential Review by: \_\_\_\_\_ Date: \_\_\_\_\_

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

VERMONT STATE COLLEGESBOARD OF TRUSTEESRESOLUTIONEndorsement of 2017 USDA RBDG Grant Proposal

- WHEREAS, The VSC Finance & Facilities Committee has appropriately reviewed the current grant proposal for \$47,000 and recommends it to the full Board; and
- WHEREAS, This resolution authorizes Lyndon State College to apply for and administer the RBDG, and it recognizes that Interim President Nolan Atkins is authorized to sign grant documents; therefore, be it
- RESOLVED, That the Vermont State Colleges Board of Trustees hereby endorses the following grant proposals titled, in the amount, and from the specific granting entity as indicated:
- Lyndon State College - USDA Rural Business Development Grant (RBDG) to support a marketing and branding initiative for the Center for Professional Studies.

March 25, 2017



VERMONT STATE COLLEGESBOARD OF TRUSTEESRESOLUTIONVSC Finance and Facilities Committee Business: Consent Agenda

WHEREAS, At its January 9 and February 22, 2017 meetings the VSC Finance and Facilities Committee discussed the business items outlined below; therefore, be it

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

- Approval of the U.S. Small Business Development Center grant in the amount of \$1,321,111.19.
- Approval of the CCV Urban and Pauline Bergeron Memorial Scholarship Fund
- Approval for the LSC Center for Professional Studies to apply for a USDA Rural Business Development Grant.

March 25, 2017

**Minutes of the VSC Board of Trustees Finance and Facilities Committee held Monday, January 9, 2017 at the Office of the Chancellor, Montpelier, VT APPROVED February 22, 2017**

The Vermont State Colleges Board of Trustees Finance and Facilities Committee met on Monday, January 9, 2017 at the Office of the Chancellor, Montpelier, VT.

Committee members present: Jerry Diamond, Church Hinds (Chair), Tim Jerman, Chris Macfarlane (Vice Chair), Linda Milne, Martha O'Connor (by phone)

Absent: Bill Lippert, Aly Richards

Other Trustees: Lynn Dickinson (by phone), Karen Luneau

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

Chancellor's Office Staff: Tricia Coates, Director of Governmental & External Affairs  
Todd Daloz, Associate General Counsel  
Sheilah Evans, System Controller/Senior Director of Business Operations  
Elaine Sopchak, Administrative Director, Office of the Chancellor  
Jeb Spaulding, Chancellor  
Steve Wisloski, Chief Financial Officer  
Yasmine Ziesler, Chief Academic Officer

From the Colleges: Chris Beattie, Associate Dean of Administration, Vermont Technical College  
Scott Dikeman, Dean of Administration, Castleton University  
Barb Flathers, Assistant to the Dean of Students, Johnson State College  
Loren Loomis Hubbell, Dean of Administration, Lyndon State College  
Barbara Martin, Dean of Administration, Community College of Vermont  
Sharron Scott, Dean of Administration, Johnson State College  
Lit Tyler, Dean of Administration, Vermont Technical College

1. Chair Hinds called the meeting to order at 1:05 p.m.

2. Consent agenda
  - a. Approve minutes of November 30, 2016 meeting
  - b. Grants and Endowments

Trustee Milne requested the grant form be removed from the consent agenda for discussion. Trustee Macfarlane moved and Trustee Jerman seconded the approval of the minutes. Trustee Diamond requested that his name be added to the list of members in attendance for the November 30th meeting. The amended minutes were approved unanimously.

Trustee Macfarlane moved and Trustee Jerman seconded the discussion of the SBDC Cooperative Agreement grant. Trustee Milne observed that there is a cash match of \$388,857.25 but no sources are mentioned. Vermont Tech Interim President Pat Moulton replied that the form was completed incorrectly. There is an in-kind contribution obligation from the college, and the State of Vermont also provides grant funding. Associate Dean of Administration Chris Beattie stated that the form will be changed to show a college match of a faculty member's salary of \$20K to be listed as a continuing cost obligation on the form. President Moulton restated this is an in-kind contribution and not cash. Chair Hindes stated the Committee will consider approving the grant with the understanding that the corrected form will be in the Board materials. President Moulton agreed. The Committee voted 4-1 to recommend approval of the grant to the Board. Trustees Diamond, Hindes, Jerman, and Macfarlane voted yes; Trustee Milne voted no. The grant will be sent to the full Board for its consideration.

3. Discussion of debt restructuring alternatives

Chair Hindes introduced the topic and asked CFO Wisloski to start the discussion. Mr. Wisloski reminded the Committee that the VSC was recently reviewed by S&P in December. He reviewed the current status of the two most recent ratings S&P assigned the VSC. He announced that after the December review, S&P reaffirmed our rating as A- stable. This favorable rating indicates that a perceived downward trajectory has leveled off, pending the many initiatives underway are completed successfully. Public report will be released shortly.

Chancellor Spaulding congratulated Mr. Wisloski on the accomplishment. He reminded the Committee of the recent review of financial advisor proposals, and complimented Mr. Wisloski on his expertise in interviewing the candidates.

Mr. Wisloski reviewed the six different scenarios regarding debt restructuring. He reminded the Committee of the revised resolution approved at its October 2016 meeting regarding the balloon payment. The information presented adds 2005 and 2009 smaller loans with covenants to the mix. Also, general debt savings are realized in the scenarios presented. The VSC has hired PFM

Financial Advisors LLC, which created the scenarios in the materials. He reviewed the current debt obligations and then each of the options provided by PFM.

Option 1: The VSC sells bonds on its own.

Option 2: The VSC sells bonds using the state bond bank.

Option 3: A hybrid option in which the VSC sells most of the bonds on its own and about \$34M in funding comes from the state obligation.

The Committee discussed the options at length. Regarding timing, Chancellor's Office staff could move ahead with a more accelerated schedule based on what the bond bank is doing. There could be an informational phone call for the Board before the Feb 22, 2017 Finance and Facilities Committee meeting.

#### 4. Discussion of strategic capital and facilities planning

Chair Hindes reminded the Committee that a VSC capital spending report is due to the General Assembly next week. Mr. Wisloski clarified the report is to be a long term strategic plan as to the most efficient use of capital funds. The VSC has \$550M of insured property, owns 154 buildings, 1700 acres, 2.5M square feet and approximately \$10M annual depreciation. A \$1.4M base capital appropriation, while essential, is not providing for capital planning in any meaningful way. There has been a buildup of \$60M in deferred maintenance.

Current resources for maintaining and improving capital assets are

- Operating funds, which are limited due to deficits.
- Debt; the system has not borrowed for projects since 2010.
- State funds; the base appropriation is not enough to address needs.
- Gifts, grants, and other external resources; these are minimal.

A strategic capital plan of 5-10 years looking ahead at large investments is not useful at this point. Mr. Wisloski proposed requesting from the State consistent appropriations without contingencies going forward. He reviewed the system's current capital appropriation request: \$4M towards prioritized deferred maintenance and an additional \$3M for enterprise resource planning software replacement. In light of the debt restructuring underway, the next step should be to develop an assessment of what capital needs are. Currently there is no system-wide prioritized process for assessment of capital needs. Mr. Wisloski asked the presidents to send their capital needs to include in the report to the legislature.

Mr. Wisloski reviewed an example of a report from a university system on its physical infrastructure as a possible framework for future infrastructure analysis the VSC could use.

5. Discussion of financial metrics

Mr. Wisloski reviewed the *Trusteeship Magazine* article on composite financial index and how certain measures can be applied to VSC finances for analysis purposes.

6. Review of schedule for the remainder of FY2017

Mr. Wisloski proposed rescheduling the February 6th Committee meeting to February 22nd, and cancelling the March 13th meeting.

7. Other business

There was no other business.

8. Public comment

There was no public comment.

Chair Hinderes adjourned the meeting at 2:55 p.m.

**UNAPPROVED Minutes of the VSC Board of Trustees Finance and Facilities Committee held Monday, January 9, 2017 at the Office of the Chancellor, Montpelier, VT**

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

The Vermont State Colleges Board of Trustees Finance and Facilities Committee met on Wednesday, February 22, 2017 at the Office of the Chancellor, Montpelier, VT.

Committee members present: Jerry Diamond, Church Hinds (Chair), Chris Macfarlane (Vice Chair), Linda Milne (arrived at 2 pm), Martha O'Connor, Aly Richards

Absent: Tim Jerman, Bill Lippert

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

Chancellor's Office Staff: Tricia Coates, Director of Governmental & External Affairs  
Todd Daloz, Associate General Counsel  
Sheilah Evans, System Controller/Senior Director of Business Operations  
Elaine Sopchak, Administrative Director, Office of the Chancellor  
Jeb Spaulding, Chancellor  
Steve Wisloski, Chief Financial Officer

From the Colleges: Scott Dikeman, Dean of Administration, Castleton University  
Barb Flathers, Assistant to the Dean of Students, Johnson State College  
Loren Loomis Hubbell, Dean of Administration, Lyndon State College  
Laura Jacobowski  
Barbara Martin, Dean of Administration, Community College of Vermont  
Sharron Scott, Dean of Administration, Johnson State College  
Lit Tyler, Dean of Administration, Vermont Technical College

1. Chair Hinds called the meeting to order at 1:05 p.m.

2. Consent agenda
  - a. Approve minutes of January 9, 2016 meeting
  - b. Grants and Endowments

Chair Hindes reviewed the individual consent agenda items. None were removed from the agenda. The consent agenda was approved unanimously.

3. Legislative Update

Tricia Coates, Director of External and Governmental Affairs, updated the Committee on legislative activity. The Senate and House passed the final Budget Adjustment Act, which included \$770K of funding for unification.

Partnerships in the Statehouse and with faculty unions, students, and higher education partners are strong this session. The VSC has testified in multiple committees on our appropriations request and the governor's budget proposal. We have educated a lot of new legislators about the VSC.

There is a \$2M capitol appropriations request for this year, and \$2M for next year; this is a \$600K increase. Institutions Committee testimony has gone well.

The VSC's most recent testimony has been on dual enrollment. Trustee Richards asked about the demographics of students who receive dual enrollment funds. The VSC serves the vast majority of free and reduced lunch students, and they are continuing at almost double the rate of their peers.

4. Discussion of first half results and outlook for balance of FY2017
5. Initial discussion of FY2018 budget

CFO Wisloski stated that items 4 and 5 would best be discussed together. The presidents would speak to the following three questions: the colleges' performance in the first half of the fiscal year, forecasts for the second half, and forecasts for fiscal 2018. This conversation is the first step in a 3-meeting FY18 budget development process. At the April 10 meeting the Committee will see pro forma budgets. The Committee will vote on the budget at its May 31 meeting.

Mr. Wisloski reviewed a simplified revenue and expense spreadsheet. At this time the projected deficit is \$3.8M. Enrollment is one variable; a 1% increase adds ~ \$1.3M in revenue. If the state appropriations increase of \$4M goes through, a 15.4% increase, this resolves the deficit. Salaries/wages/FICA, healthcare, and TIAA blended equals about a 3% increase. The increase in

healthcare costs is still not confirmed. A 5% increase (rather than the average 8%) will reduce the projected deficit. Potential efficiency improvements and upcoming debt restructuring will also positively affect the deficit. Chair Hindes reminded the Committee that at the April 10 meeting the numbers should be updated from these numbers, which are based on December 31, 2016.

Vermont Technical College Interim President Pat Moulton reported that the FY17 projected loss of \$685K is now projected to be a \$279K loss. Tuition receipts are up. They are still struggling with residential enrollment and conferences/events. They are looking to efficiencies and other revenues to cover the deficit, as well as one-time quasi-endowment funds. They have implemented a number of AGB recommendations. There has been an uptick in applications, particularly computer science, where they've done additional marketing. They are offering room and board scholarships for transfers and other groups of students. There is slight uptick in transfer applications. For FY2018 they are looking at a .5% enrollment increase with a continued decline in residential enrollment; an 8% increase healthcare; and increasing oil costs. Vermont Tech is looking at a balanced budget for FY2018. Any potential surplus will go to enhancing the student experience. Mr. Wisloski stated he will present a proposed 10-year plan for recapitalizing debt repayments from the colleges back to the system.

Lyndon State College Interim President Nolan Atkins shared that Q2 has a positive variance over \$800K, better relative to last year. Tuition and fees are below budget, but room and board revenue is higher than expected. The \$1M budget adjustment committee will produce ~\$839K in savings; the majority will roll forward to FY2018. Last year's deficit budget was balanced with carry forward and capital fund reserves; strategic reserves are still intact and they will be using less than anticipated. Enrollment of the incoming FA16 cohort is at expectations; returning student numbers are down slightly, as are spring enrollments. In sum, enrollments are slightly below budget. Retention is lower and a larger number of students is considered academically at risk. Out of state tuition revenue is down. Summer 2016 (FY17) term enrollment exceeded expectations, so May/June have the potential to improve revenue. The projected \$1.9M deficit is now at \$1.165M. They will preserve some reserves to roll forward to FY2018.

Johnson State College President Elaine Collins reported that the college's budgeted \$1.27M deficit is now \$1.3M. They have started investing in unification. There have also been reductions in giving; these are offset by expected bequests. The plan is to collect unification costs in a separate line item and not the primary JSC budget. They are delaying hiring and keeping vacancies open, while discretionary spending is on hold. They will be on budget by the end of June and will use strategic reserves to account for any remaining negative balances.



President Collins also presented an initial FY2018 budget for Northern Vermont University. Her best case estimate of enrollment is 1.5% growth at Lyndon and 2.5% at Johnson. Worst case is a 2.5% decline at Lyndon and flat enrollment at Johnson. Their focus is on increasing yield and deposits. Lyndon is on target; at Johnson there is a strong uptick in online and distance education. She predicts that applications for first year students will remain steady. Estimates on residential enrollment are for a best case of an increase of 40 at Lyndon and 15 at Johnson; worst case estimates are 15 at Lyndon and 5 at Johnson. Enforcement of two-year residential requirement at Lyndon will help, as well as increased opportunities at Johnson for housing. Savings from Lyndon's \$1M challenge will be permanent. New leadership will be established by July 1. For FY2018 wages will see a 3.5%; insurance 7%; TIAA 12%. There will also be an increase of \$100K per campus for equipment. President Collins stated they are assuming expenses will be funded by external resources. Critical impacts will be the state appropriation, debt refinance, enrollment, residential housing, curriculum refinement, and benchmarking of key administrative services. At Lyndon, the bottom line best case is a \$385K deficit; worst case \$1.7M deficit. At Johnson, the best case will be a \$558K deficit, and worse case \$1.5M deficit. The total best case scenario for NVU is a \$942K deficit; worst case a \$3.3M deficit. Net deficit after reserves: best case \$0, worst case \$1.479M deficit. The best case assumes a \$2M increase to state appropriation.

Trustee Diamond inquired whether the distribution of the state appropriation among the colleges will change. Chancellor Spaulding responded that given the short-term reality for the next few years, the appropriation should continue to be distributed five ways, and over a few years they can consider how to refine the distribution. The distribution depends somewhat on what happens to Governor Scott's budget proposal, which includes an outcomes model for distribution of new appropriations. Inflationary increases for subsequent years will also require the VSC to keep tuition increases under inflation. Mr. Wisloski stated that the unification report submitted by the Chancellor's Office recommended a five-college split of the appropriation through FY2020.

Chair Hindes requested the Committee take up item 7 due to time. Mr. Wisloski explained the need for a debt management policy. Trustee Diamond moved and Trustee Macfarlane seconded to adopt new Policy 432. The Committee approved the new policy unanimously.

6. Debt restructuring update

Mr. Wisloski updated the Committee on the status of the debt restructuring process. Until recently the options were to handle the bond ourselves, use the bond bank, or use the state's moral obligation funds. They are now considering only options one and two. The bond bank has been working on a new structure that does not use moral obligation and so does not require a

reserve fund. Mr. Wisloski expects pricing from the bond bank in late March/early April and will update the Committee in April.

7. Review and approval of debt management policy

Approved as stated above.

8. Quarterly cash and investments review

An investment subcommittee consisting of Chiar Hindes, Trustee Macfarlane, Chancellor Spaulding, and Mr. Wisloski is scheduling a meeting with Morgan Stanley in March.

Returning to presidents' reports regarding Items 4 and 5:

CCV President Joyce Judy reported that the college still has a half of summer semester revenue to book. Over 500 high school students and 120 early college students are currently enrolled. 73% of VTC nursing students who graduated last year started at CCV. There are 435 students in the production technician program—these numbers are not in official enrollment figures. She projects a decrease in enrollment; they are on target to make FY2017 budget. For FY2018, CCV will budget for a decrease in enrollment. Healthcare costs are a variable.

Castleton University President Dave Wolk reminded the Committee that the college maintained the tuition freeze. Scholarships have increased significantly—they are over \$1M higher and they may need to consider a cap. They have made major cuts in services, supplies, and non-essential spending, but have experienced \$350K in unexpected capital expenses. They will temporarily tap into strategic reserves. He expects enrollment to remain steady, and retention is the highest it's ever been. Spartan Dome is finally going up and will generate revenue. External revenue centers and conferences/events are going well. Fundraising has increased. Rutland housing is increasing but is revenue neutral. They are hoping to restore rescission cuts. As a result of unexpected capital expenses, they will set aside a small deferred maintenance fund. There is a need to replenish university reserves in FY2018.

Chair Hindes stated he wants to hear more about the scholarship increase and thinks the EPSL Committee would want to hear too. Tuition discounting is another topic the Committee would like to explore in more depth.

9. Other business

The Committee reviewed the upcoming schedule. Chancellor Spaulding reminded the Committee that there will not be a Long Range Planning Committee meeting on March 24, but there could be one on April 10 before the next Finance & Facilities Committee meeting. Mr. Wisloski stated that the governor's proposal to increase the VSC appropriation was based on a 6-year average wage growth of 2.2%; the VSC will need to tie tuition from FY2019 going forward to this number, if the appropriation increase occurs. Since the Board of Trustees approves tuition rates, the Board would need to give permission to follow the governor's request.

10. Public comment

There was no public comment.

Chair Hindes adjourned the meeting at 3:23 p.m.

UNAPPROVED

Item 3:  
Report of the Audit Committee

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VERMONT STATE COLLEGES

BOARD OF TRUSTEES

RESOLUTION

Audit Contract for FY2017 through FY2020

- WHEREAS, The Vermont State Colleges has just ended a three-year contract extension with O'Connor & Drew; and
- WHEREAS, During November, Request for Proposals were advertised for our next four-year audit contract, and five proposals were received; and
- WHEREAS, These five proposals were reviewed and two semi-finalists were invited for phone interviews with the audit services RFP Committee; and
- WHEREAS, Of the two semi-finalists, O'Connor & Drew was unanimously chosen by the committee to be recommended to the Audit Committee and full Board of Trustees; and
- WHEREAS, This four-year audit contract, beginning June 30, 2017 will cover the required annual financial statement and Uniform Guidance single audits; therefore, be it
- RESOLVED, That the Vermont State Colleges Board of Trustees hereby authorizes hiring O'Connor & Drew as the VSC financial statement and Uniform Guidance auditors for the fiscal years 2017 through 2020.

March 25, 2017

**UNAPPROVED Minutes of the VSC Board of Trustees Audit Committee held Wednesday, January 9, 2017 at the Office of the Chancellor in Montpelier, VT**

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

The Vermont State Colleges Board of Trustees Audit Committee met on January 9, 2017 at the Office of the Chancellor in Montpelier, VT.

Committee members present: Lynn Dickinson (Vice Chair; by phone), Church Hinde, Karen Luneau, Linda Milne (Chair), Martha O'Connor (by phone), Mike Pieciak

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

Chancellor's Office Staff: Sheilah Evans, System Controller/Senior Director of Business Operations  
Rick Bourassa, Senior Staff Accountant  
Tricia Coates, Director of External & Governmental Relations  
Elaine Sopchak, Administrative Director, Office of the Chancellor  
Jeb Spaulding, Chancellor  
Steve Wisloski, Chief Financial Officer

From the Colleges: Scott Dikeman, Dean of Administration, Castleton University  
Barb Flathers, Assistant to the Dean of Students, Johnson State College  
Loren Loomis Hubbell, Dean of Administration, Lyndon State College  
Barbara Martin, Dean of Administration, Community College of Vermont  
Sharron Scott, Dean of Administration, Johnson State College  
Lit Tyler, Dean of Administration, Vermont Technical College

1. Chair Milne called the meeting to order at 3:11 p.m.
2. Approve Minutes of the October 19, 2016 Meeting

Trustee Luneau moved and Trustee Pieciak seconded the approval of the minutes. Trustee Pieciak recommended a change of punctuation. With that amendment the minutes were approved unanimously.

### 3. Review and Approve VSC External Auditors for FY2017-FY2020

System Controller Sheilah Evans reviewed the process of choosing a new auditor and made the recommendation of the Committee to choose O'Connor & Drew. Trustee Pieciak moved and Trustee Dickinson seconded the choice of O'Connor & Drew as VSC auditors for FY2017-FY202. The Committee approved the choice unanimously.

### 4. Discuss FY2017 Internal Audit

Ms. Evans updated the Committee on the planning of the upcoming internal audit. She reminded the Committee that the internal audit questionnaire results from last year were compiled only nine months ago, and recommended a plan for moving forward that would result in a final report being submitted to the Committee at its April 12th meeting, which would be more in line with the usual schedule. The internal audit will use the very recent results from last year and would select general controls and conflicts of interest as two areas to include in the internal audit this year. The Committee approved this change in plan. The plan will be emailed to Committee members and if there are questions a special meeting will be held by phone. Ms. Evans will start on field work after receiving final approval from Chair Milne.

Trustee Hinderes inquired whether the field work will include Board-level conflict of interest, and advised that it should be included. Ms. Evans agreed.

### 5. Review Progress on FY16 Internal Audit Recommendations

Ms. Evans reviewed the most recent internal audit. There were six recommendations regarding capital and inventoried items, with updates included in materials. She reviewed responses to recommendations.

Chair Milne reminded Ms. Evans and staff of the need to develop an internal audit policy.

Chair Milne adjourned the meeting at 3:47 p.m.

## Item 4:

### Report of the Nominating Committee

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### Nominating Committee Areas of Responsibility

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

1. Annually, the Committee shall recommend VSC Board officers for election at the annual meeting provided, however, that the Committee shall only recommend nominees for Board Chair in years the Chair is up for election, and shall recommend for election members to chair or serve on the committees to the extent such election is contemplated by the resolution creating the committee.
2. Effective July 15, 2015, the Committee biennially shall recommend to the Board of Trustees members for election at the annual meeting to the office of Chair of the Board.
3. Annually, the Committee shall recommend to the Board of Trustees members for election to the Audit Committee.
4. The Committee shall recommend for election officers, committee chairs, or committee members in the event of a vacancy where the original election called for a recommendation of the Nominating Committee.

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

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

**Minutes of the Nominating Committee meeting Tuesday, December 6, 2016—APPROVED  
February 20, 2017**

The Vermont State Colleges Board of Trustees Nominating Committee conducted a meeting Tuesday, December 6, 2016 at the Office of the Chancellor in Montpelier, Vermont.

Committee members present: Jerry Diamond (Chair), Lynn Dickinson, Tim Jerman

From the Chancellor's Office: Elaine Sopchak, Executive Assistant to the Chancellor  
Jeb Spaulding, Chancellor

Chair Diamond called the meeting to order at 10:08 a.m.

The purpose of this meeting is to approve a slate of proposed new members to present to the full Board for appointment. Currently, the terms of Trustees Hannum, Luneau, and O'Connor will end as of February 28th, 2017. Chair Diamond informed the Committee that he has spoken to each trustee, and they have each expressed an interest in being reappointed to the Board.

Chair Diamond also informed the Committee that he has spoken to Rachel Feldman in Governor-Elect Scott's office to learn his intentions for the single gubernatorial appointment to be made to the Board in 2017. Ms. Feldman will get back to Chair Diamond with that information.

Chair Diamond suggested that the changes to the Board appointment process approved by the legislature in 2015 could allow legislative Board members to continue serving after the end of their legislative terms, and could broaden the skill set of the Board. Trustee Dickinson stated she believes another important purpose of the change is to allow opportunities to bring philanthropists onto the Board.

Trustee Jerman stated that if the Governor-Elect reappoints one of the current trustees whose term is ending, then the Committee should nominate the other two trustees with expiring terms to be reappointed. Chair Diamond agreed, but emphasized that the reappointment of these trustees does not set a precedent, and Board members should not assume that they will automatically be reappointed when their terms expire.

The Committee did not approve a slate of nominees at this time, and will instead wait until they receive further direction based on Governor-Elect Scott's decision. They will reconvene at that point. Chair Diamond will contact Ms. Feldman again to inform her of this plan.

The meeting adjourned at 11:04 a.m.

**Unapproved minutes of the Nominating Committee meeting Monday, February 20, 2017**

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

The Vermont State Colleges Board of Trustees Nominating Committee conducted a meeting Monday, February 20, 2017 at the Office of the Chancellor in Montpelier, Vermont.

Committee members present: Jerry Diamond (Chair), Lynn Dickinson (by phone), Tim Jerman

From the Chancellor's Office: Elaine Sopchak, Executive Assistant to the Chancellor  
Jeb Spaulding, Chancellor

Chair Diamond called the meeting to order at 2:04 p.m.

Trustee Jerman moved and Trustee Dickinson seconded the approval of the minutes of the December 6, 2016 meeting. The minutes were approved unanimously.

The Committee has not yet approved a slate of proposed new members to present to the full Board for appointment. At the time, the Committee awaits a decision by the Governor regarding the appointment of a new member.

Chancellor Spaulding informed the Committee that General Counsel Sophie Zdatny reviewed the bylaws, and interprets them to say that current Board membership will remain active after February 28th—the conclusion of the terms of Trustees Hannum, Luneau, and O'Connor—unless or until the Governor appoints a new member.

The Committee determined that it will not put forth a slate of nominees until the Governor has reached a decision regarding an appointment. Trustees Hannum, Luneau, and O'Connor will continue to serve until a decision is made.

The Committee will also consider a slate of nominees for officers of the Board after the regular meeting of the Board in March, to be considered and elected by the Board at its June meeting.

The meeting adjourned at 2:24 p.m.

## Item 5:

### Report of the Education, Personnel & Student Life Committee

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a. 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~~75, 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>

### 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,<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.
- 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

## b. Recommendations for Emeritus Faculty

[Back to Agenda](#)



## Manual of Policy and Procedures

<p>Title</p> <p style="text-align: center;"><b>EMERITUS STATUS FOR FACULTY AND ADMINISTRATORS</b></p>	<p>Number</p> <p style="text-align: center;">204</p>	<p>Page</p> <p style="text-align: center;">1 of 2</p>
	<p>Date</p> <p style="text-align: center;">11/7/80</p>	

### 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,

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,

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.

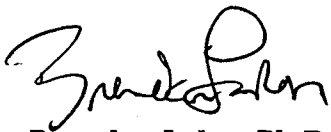
Bob over-satisfies the other criteria, too. The next one, that he should have a “record of professional achievement, growth, and development,” is evidenced by the success of his book. What other faculty member has published a book that has enjoyed such success for so many years? In part on the basis 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



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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/humans 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

## c. 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

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.

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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:**

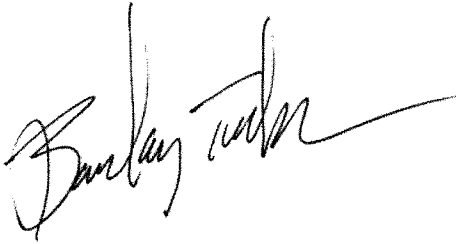
The following is the estimated cost for supplies:

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  
Shiplee 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

## d. Northern Vermont University Mission Statement

[Back to Agenda](#)

## 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 COLLEGESBOARD OF TRUSTEESRESOLUTION

- 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

## e. 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

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	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		

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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>	

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	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

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	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

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	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			

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Johnson State College

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	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

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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

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	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		New 2016
	Post-graduate Certificate	Advanced Software Development		1			100%	100%				New 2016
	Post-graduate Certificate	Software Development		2			50%	100%				New 2016
	Post-graduate Certificate	Web Development		3			33%	100%				New 2016
	Masters	Computer Software Engineering		7			29%	100%		14		New 2016
<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

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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?