

September 21, 2016

## MEMORANDUM

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

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



**SUBJECT:** Materials for Board of Trustees Retreat September 28 & 29, 2016

Attached are the agenda and materials to prepare you for the discussions planned during the Board's annual retreat, Wednesday and Thursday, September 28<sup>th</sup> and 29<sup>th</sup>.

Wednesday will start with a conversation on Board performance, followed by a presentation on the Roots Migration Project, which studied why Vermonters leave, stay, or return to our state. After lunch we will hold a Finance & Facilities Committee meeting, followed by Board discussion of the potential unification of Johnson State College and Lyndon State College. We will then have cocktails and dinner. The retreat will continue the morning of Thursday, 9/29 with a presentation on the findings of the CampusWorks analysis of VSC IT, and the unveiling of the VSC's new public website. The regular Board meeting will start at 10 a.m.

We look forward to seeing everyone on Wednesday.

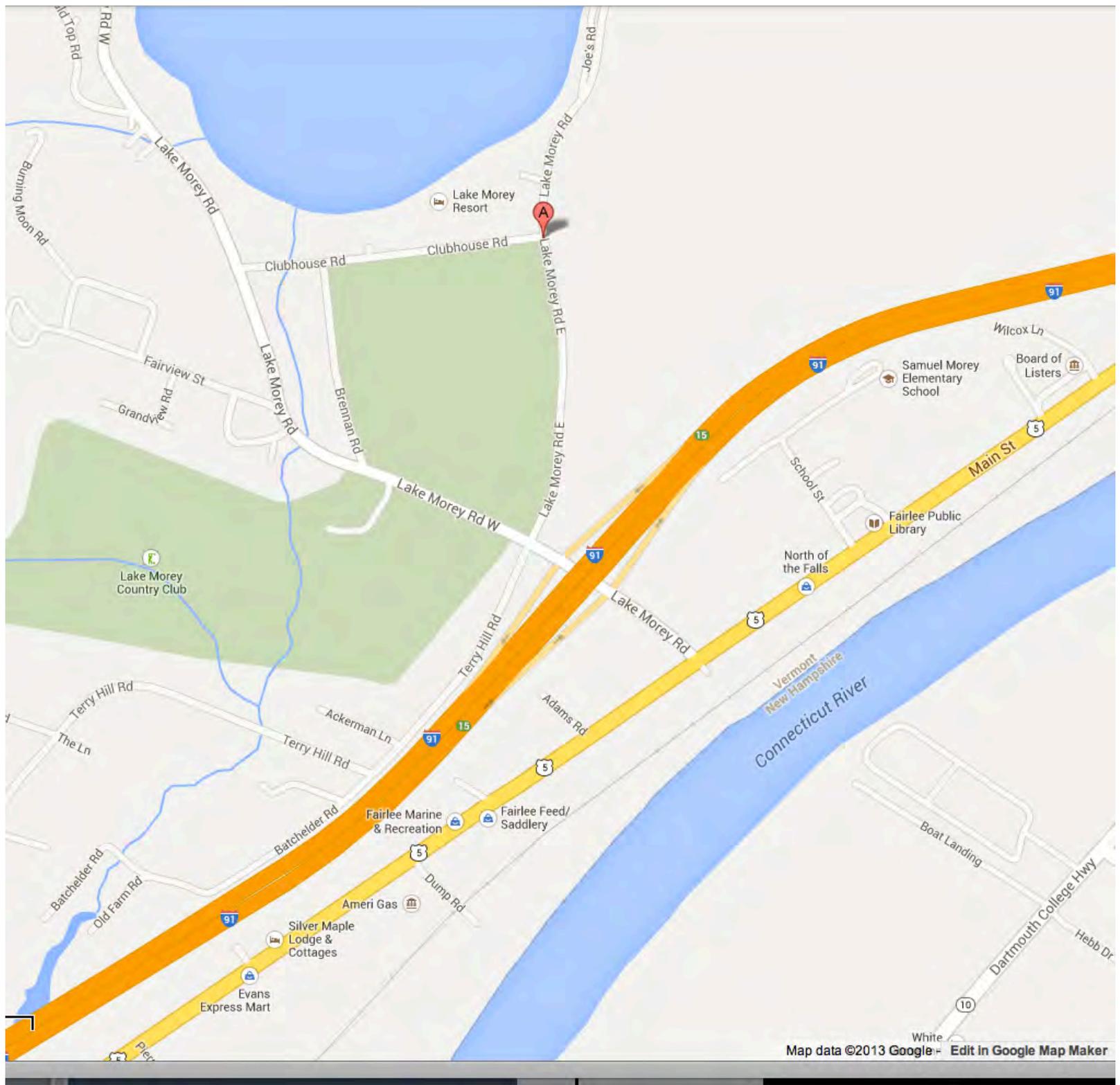
cc: Council of Presidents

Directions to Lake Morey Resort:

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

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

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





# Vermont State Colleges

## Board of Trustees

### Annual Retreat

September 28 & 29, 2016

*Lake Morey Resort  
Fairlee, Vermont*

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## **BOARD OF TRUSTEES**

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

**M. Jerome "Jerry" Diamond**  
(2/28/19)  
**Rep. Eileen "Lynn" Dickinson**  
(2/28/20)  
**Morgan Easton**  
(5/31/17)  
**Kraig Hannum**  
(2/28/17)  
**J. Churchill Hindes**  
(2/28/21)  
**Rep. Tim Jerman, Vice Chair**  
(2/28/18)  
**Rep. Bill Lippert, Jr.**  
(2/18/20)

**Karen Luneau, Secretary**  
(2/28/17)  
**Chris Macfarlane**  
(2/28/19)  
**Rep. Jim Masland**  
(2/28/18)  
**Linda Milne, Treasurer**  
(2/28/21)  
**Michael Pieciak**  
(2/28/21)  
**Aly Richards**  
(2/28/19)  
**Governor Peter Shumlin**  
(*ex officio*)

### **Board Committees**

#### **Audit**

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

#### **Education, Personnel & Student Life**

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

#### **Executive**

Martha O'Connor, Chair  
Tim Jerman, Vice-Chair  
Karen Luneau  
Linda Milne

#### **Finance & Facilities**

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

#### **Long Range Planning**

Jerry Diamond, Chair  
Karen Luneau, Vice Chair  
Lynn Dickinson  
Kraig Hannum  
Church Hindes  
Tim Jerman

### **Board Meeting Dates**

September 28-29, 2016  
November 30 - December 1, 2016  
March 24-25, 2017  
June 21-22, 2017  
September 20-21, 2017

Lake Morey Resort, Fairlee, VT  
Community College of VT, Montpelier Academic Center  
Johnson State College  
Castleton University  
TB

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

Vice Chancellor for Finance and Administration  
Vice Chancellor for Legal Affairs  
Vice Chancellor for Academic Affairs  
Vice Chancellor for Technology Services  
Director of External and Governmental Affairs  
System Controller/Senior Director of Financial Operations  
Executive Assistant to the Chancellor  
Director of Facilities  
Director of Human Resources  
Director of Institutional Research  
Director of Payroll and Benefits

**Stephen Wisloski**  
**William Reedy**  
**Yasmine Ziesler**  
**Kevin Conroy**  
**Tricia Coates**  
**Sheilah Evans**  
**Elaine Sopchak**  
**Richard Ethier**  
**Nancy Shaw**  
**Hope Baker-Carr**  
**Tracy Sweet**

**VERMONT STATE COLLEGES  
BOARD OF TRUSTEES RETREAT  
September 28-29, 2016  
Lake Morey Resort, Fairlee, Vermont**

**Board Retreat, Day 1: Wednesday, September 28**

- 8:30 - 9:30 a.m.      Arrival, Check-In
- 9:30 - 11 a.m.      Board of Trustees Self-Assessment
- Presidents & Chancellor's Office Staff: Council of Presidents Meeting
- 11:00 – 12:00 p.m.    “Academic Collaboration and Youth Retention: The Findings of the VT  
Roots Migration Project”  
Cheryl Morse, PhD, Geography Department, University of Vermont and  
Jill Mudgett, PhD, Cultural Historian, CCV and JSC EDP
- 12:15 – 1:00 p.m.    Lunch
- 1:15 – 2:30 p.m.      Finance & Facilities Committee Meeting
- 2:45 – 5:00 p.m.      Discussion on the Proposed Unification of Johnson State College and  
Lyndon State College
- 5:30 p.m.              Informal Board Dinner

**Board Retreat, Day 2: Thursday, September 29**

- 7:00 – 8:00 a.m.      Breakfast
- 8:30 – 10:00 a.m.     CampusWorks IT report, new VSC website
- 10:00 – 12:00 p.m.    Board Meeting

**Vermont State Colleges Board of Trustees Regular Meeting**  
**Lake Morey Resort, Fairlee, VT**  
**September 29, 2016**

**AGENDA**

A. ITEMS FOR DISCUSSION AND ACTION

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1. Approval of July 20-21, 2016 Meeting Minutes
2. Consideration of Chancellor's Proposal for Unification of Johnson State College and Lyndon State College
3. Report of the Finance & Facilities Committee
  - a. Consent Agenda
4. Report of the Long Range Planning Committee
5. Report of the Audit Committee
6. Report of the Hall of Fame Planning Committee
7. Discussion of Legislative Funding Request
8. Executive Session: Presidents' Performance Evaluations

B. ITEMS FOR INFORMATION AND DISCUSSION

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1. Other Business
2. Presidents Reports
3. Report of the VSCSA
4. Comments from the Public
5. Date of Next Meeting

November 30 – December 1, 2016

Hosted by Community College of Vermont Montpelier Academic Center

Meeting Materials

- Item 1: Minutes of the July 20-21, 2016 Board of Trustees Meeting [Page 9](#)
- Item 2: Draft version of the Chancellor's Report and Recommendations on the Unification of Johnson State College and Lyndon State College [Page 16](#)
- Community feedback on unification [Page 37](#)
- Draft version of resolution on unification [Page 54](#)
- Item 3: Finance & Facilities Committee Consent Agenda Resolution [Page 56](#)
- Minutes of the August 24, 2016 Finance & Facilities Committee Meeting [Page 66](#)
- Item 4: Minutes of the August 24, 2016 Long Range Planning Committee Meeting [Page 68](#)
- Item 5: Minutes of the August 24, 2016 Audit Committee Meeting [Page 71](#)
- Item 6: Annual Reports of the Colleges [Page 74](#)

**Item 1:**

**Minutes of the July 20-21, 2016 Board of Trustees Meeting**

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## **Unapproved minutes of the Board of Trustees regular meeting Wednesday, July 20, 2016**

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

The Vermont State Colleges Board of Trustees conducted a regular meeting Wednesday, July 20, 2016 in Hoff Hall at Castleton University.

The following were present:

Trustees: Jerry Diamond, Morgan Easton, Kraig Hannum, Church Hindes, Tim Jerman (Vice Chair), Bill Lippert, Chris Macfarlane, Martha O'Connor (Chair), Aly Richards

Absent: Lynn Dickinson, Karen Luneau, Jim Masland, Linda Milne, Mike Pieciak

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

Chancellor's Office Staff: Tricia Coates, Director of External & Governmental Affairs  
Sheilah Evans, System Controller/Senior Director of Financial Operations  
Bill Reedy, General Counsel  
Elaine Sopchak, Executive Assistant to the Chancellor  
Jeb Spaulding, Chancellor  
Steve Wisloski, Chief Financial Officer  
Sophie Zdatny, Associate General Counsel  
Yasmine Ziesler, Chief Academic & Academic Technology Officer

From the Colleges: Martha Coulter, Wellness Center Director, Castleton  
Scott Dikeman, Dean of Administration, Castleton  
Gillian Galle, Professor, Castleton  
Loren Loomis Hubbell, Dean of Administration, LSC  
Laura Jakubowski, Director of Finance, Castleton  
Lyle Jepson, Director, Rutland Economic Development Corporation  
Billy Langlois, Staff Federation Chair, Castleton  
Louis Palmer, Professor, Castleton  
Jillian Rader, Area Coordinator, Castleton  
Sharron Scott, Dean of Administration, JSC  
Jonathan Spiro, Academic Dean, Castleton  
Sharon Twigg, Interim Academic Dean, JSC

Beth Walsh, VSCUP President  
Jeff Weld, Dean of Advancement, Castleton  
Shaun Williams, Area Coordinator, Castleton

The meeting began at 3 pm. President Wolk introduced Dean of Advancement Jeff Weld, who gave a presentation about Castleton University's branding, communications, and advancement efforts.

The Board adjourned at 5:30 pm. The Board then joined staff and faculty for dinner at President Wolk's home. The Board adjourned after dinner to return at 8:30 a.m. on July 21<sup>st</sup>.

UNAPPROVED

## **Unapproved minutes of the Board of Trustees regular meeting Thursday, July 21, 2016**

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

The Vermont State Colleges Board of Trustees conducted a regular meeting Thursday, July 21, 2016 in the 1787 Room of the Campus Center at Castleton University.

The following were present:

Trustees: Jerry Diamond, Morgan Easton, Kraig Hannum, Church Hindes, Tim Jerman (Vice Chair), Bill Lippert, Chris Macfarlane, Martha O'Connor (Chair), Mike Pieciak, Aly Richards

Absent: Lynn Dickinson, Karen Luneau, Jim Masland, Linda Milne

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

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

From the Colleges: Jean-Marie Clark, Dean, VT Tech Williston Campus  
Scott Dikeman, Dean of Administration, Castleton  
Janet Hazelton, Director of HR, Castleton  
Loren Loomis Hubbell, Dean of Administration, LSC  
Laura Jakubowski, Director of Finance, Castleton  
Louis Palmer, Professor, Castleton  
Tony Pepper, Special Assistant to the President, Castleton  
Sharron Scott, Dean of Administration, JSC  
Jonathan Spiro, Academic Dean, Castleton  
Sharon Twigg, Interim Academic Dean, JSC  
Beth Walsh, VSCUP President  
Jeff Weld, Dean of Advancement, Castleton

From the Public: Cindy Polinsky, AFT Vermont Representative

## A. PRESENTATION

### 1. Focus on Retention and Graduation by Yasmine Ziesler, VSC Chief Academic & Academic Technology Officer, and VSC Academic Deans

Dr. Ziesler presented the Board with data and information about the VSC's retention and graduation rates, and ongoing efforts to improve them.

## B. ITEMS FOR DISCUSSION AND ACTION

### 1. Approval of Meeting Minutes

At this time Trustee Richards left the meeting. Trustee Diamond moved and Trustee Jerman seconded the minutes. The Board approved the minutes unanimously.

### 2. Approval of FY2017 Board of Trustees Schedule of Meetings

Trustee Easton moved and Trustee Pieciak seconded the FY2017 schedule of meetings. The Board approved the schedule unanimously.

Chair O'Connor adjusted the agenda to allow for Item 7 to be discussed before Item 3.

### 7. Report of the Finance & Facilities Committee

#### a. Consent Agenda

Trustee Hindes reviewed and moved the consent agenda items. Trustee Easton seconded. No items were removed. The Board approved the consent agenda unanimously.

### 3. Approval of Tuition, Fees, Room & Board Rates for the 2017-2018 Academic Year

Trustee Hindes moved and Trustee Jerman seconded the resolution. After discussion, the Board voted to approve the resolution. Trustee Macfarlane voted against the resolution. The resolution was approved (8 in favor, 1 opposed).

### 4. Report of the Executive Committee

Chair O'Connor reported that the Executive Committee met, and referred Trustees to the minutes in the materials.

### 5. Report of the Audit Committee

There was no report of the Audit Committee.

## 6. Report of the Education, Personnel, and Student Life Committee

### a. Consent agenda

Trustee Hannum thanked Dr. Ziesler for her presentation and moved the consent agenda. Trustee Pieciak seconded. No items were removed. The consent agenda was approved unanimously.

## 7. Report of the Finance & Facilities Committee

This item was handled earlier in the meeting.

At this time Chair O'Connor called for a brief recess to discuss a procedural matter. After the recess Trustee Richards returned to the meeting via phone. Chair O'Connor stated that to be sure the Board had sufficient quorum she wished to take another vote on the resolution regarding FY2018.

Trustee Hindes moved and Trustee Jerman seconded the resolution. Trustee Macfarlane voted against the resolution. The resolution was approved (9 in favor, 1 opposed).

## 8. Report of the Long Range Planning Committee

### a. Chancellor's recommendations for next steps regarding alliances between Johnson State College and Lyndon State College, as well as Community College of Vermont and Vermont Technical College

Trustee Diamond moved and Trustee [REDACTED] seconded the resolution. Chancellor Spaulding briefly reviewed his recommendations. The Board voted unanimously to approve the resolution *Chancellor's Recommendation to Unify Johnson State and Lyndon State Colleges*.

## C. ITEMS FOR INFORMATION AND DISCUSSION

### 1. Other Business

Chancellor Spaulding asked the Board for their preference regarding presidents reports. The Board decided that presidents should provide an annual report for the September retreat, but that reports for each Board meeting were no longer necessary.

### 2. Presidents Reports

President Smith and President Bertolino thanked the Board for their support during their tenures at Vermont Tech and Lyndon State. President Collins invited the Board to Johnson State's convocation on August 22<sup>nd</sup> at 10:30 a.m.

3. Report of the VSCSA

Trustee Easton reported that a new scholarship to VT Tech has been established for students who attended a Rosie's Girls camp.

4. Comments from the Public

There were no comments from the public.

The meeting was adjourned at 10:22 a.m.

UNAPPROVED

## **Item 2:**

- 1. Draft version of the Chancellor's Report and Recommendations on the Unification of Johnson State College and Lyndon State College**
- 2. Community feedback on unification**
- 3. Draft version of resolution on unification**

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## **Chancellor's Report and Recommendations on the Unification of Johnson State College and Lyndon State College**

### **Introduction**

On July 22, 2016, the VSC Board of Trustees approved, in concept, the Chancellor's recommendation to unify Johnson and Lyndon under one administration into a single, larger, and stronger college with two distinctive campuses. In order for the Board to be fully prepared to make a final decision to proceed, the Board directed the Chancellor to:

- Meet with students, faculty and staff at both the JSC and LSC campuses to solicit their feedback on the Chancellor's recommendation;
- Prepare a report that includes this feedback and identifies and addresses the legal, contractual, financial, academic, communications, and other issues that need to be addressed in order to successfully implement the Chancellor's recommendation; and
- Outline a transition plan, including a timeline, for implementation of the Chancellor's recommendation.

The information and recommendations presented in this report result from significant work and engagement with students, faculty, alumni, and community members. Since July, we have held numerous meetings in order to solicit feedback on the unification proposal and research the many issues we will need to address in the unification process. From this research and the campus and community discussions that have taken place thus far, we have not identified any obstacles significant enough to warrant reconsideration of my recommendation to unify these two colleges. In fact, I am more convinced than ever that unification is not only doable but that it will be a very positive step for both campuses.

The decision to unify Johnson and Lyndon is a strategic one, consistent with the Board's *Six Priorities to Support the Mission of the Vermont State Colleges* and, as the analysis that follows demonstrates, one that is critical to the future success and vibrancy of both campuses.

### ***Strategic Priority #5: Operate as a more integrated system to expand student opportunities and achieve operational efficiencies.***

As a decision that sets a clear destination, it is one that must be made now, so that President Collins, faculty, staff, students, and communities of Johnson and Lyndon have the time to proceed with the implementation decisions and work in order to accomplish the formal unification in July 2018. This decision is not one that can or should be made with all questions answered in advance about how the unified institution will operate or whether particular strategies for unified delivery of its academic programs, student services, and campus activities

will be successful. I encourage the Board to vote to unify Johnson and Lyndon with two specific considerations in mind: first, unification is a process which will evolve over an extended timeline, and second, unification represents a strategic commitment to the future fiscal health of Johnson, Lyndon, and the Vermont State Colleges System as well as to our future capacity to meet the needs of those who depend on the VSC. My two overall recommendations below, and the analysis that follows, are intended to provide the Board with the information it needs to make this strategic decision.

### **Recommendation I: An Extended Unification Timeline**

The timeline I am recommending would result in the first class of students entering the unified institution in the 2018-2019 academic year, with several significant milestones occurring before then. Establishing a single executive leadership team and making decisions in support of a single, unified institution's mission is an important first step. I am therefore recommending that the Board affirm the appointment of Dr. Elaine Collins as the first president of the unified institution and as the single president of both Johnson State College and Lyndon State College in a transition year effective July 1, 2017. I am further recommending to President Collins that she begin taking action quickly to establish a unified leadership team with strong representation from both campuses capable of guiding the unification process as it proceeds. While regular operations of the two colleges will continue under the administrations of Interim President Dr. Nolan Atkins at Lyndon and Dr. Elaine Collins at Johnson for the remainder of this academic year, this unified team will provide the leadership and decision-making capacity, taking into full consideration the work and recommendations of the Unification Advisory Committee, needed to implement unification.

The two most critical components in establishing a successfully unified institution are the continuation of accreditation by the New England Association of Schools and Colleges (NEASC) and authorization by the U.S. Department of Education to administer federal financial aid programs. Our team has had several interactions with both entities and feels confident we can meet the requirements of each, allowing unification to be successful. This process is timing-sensitive and will first require preparation and submission of a significant substantive change proposal to NEASC following the completion of Johnson's ten-year accreditation review that is currently underway. The timeline I am recommending anticipates submission of the substantive change proposal to NEASC no later than August 2017. Once we obtain NEASC approval, we must then apply for a revised program participation agreement with the U.S. Department of Education no later than March 2018, so that the new unified institution will have authorization to disburse financial aid to the first class of students entering the unified institution for the 2018-2019 academic year.

Finally, a central component of the work of unification will be a multi-year process of curriculum and course delivery change. Our promise to all current and future students must be clear: while we expect incremental curriculum and delivery changes each year in individual courses, program requirements, and elective opportunities, we will provide students with a clear, well-supported path to graduation in four years from the program and campus they attend. Some changes in delivery models and development of new unified programs are already underway this year—for example, the delivery of an accounting course in the telepresence classroom and the exploration of a new cross-campus program in Climate Change Science. These initiatives will accelerate as unification develops. Students will experience increasing opportunities to participate in clubs and activities from both campuses.

## **Recommendation II: Unification as Strategic Commitment**

Unification is a strategic commitment to the future of Johnson and Lyndon and with objectives beyond cutting costs to address immediate budget pressures. It is a process that will not happen overnight, and it will require significant support of the faculty, staff, and students as they work together to take advantage of the resources of both campuses in ways that create new opportunities for students. There will be necessary, one-time costs to support curriculum and faculty development, to strengthen the IT infrastructure, and to cover transition costs including marketing and branding. At the same time, it will be important to identify and pursue as many efficiencies as possible to maximize resources available for strategic investment. These efficiencies will be achieved by unification of functions within Johnson and Lyndon, or by system-level consolidations across all five colleges and the Chancellor's Office, or through some combination of both. There is no one-size-fits-all approach to the ways the unique cultures and distinctive programs of these two campus communities might combine, and some experimentation is also needed, understanding there will be successes, and the need to correct our course along the way.

There will be many important indicators of successful unification. Current and prospective students should have a strong sense of the unique culture and personality of each campus. They should be able to see clearly the full range of distinctive academic opportunities open to them—high-impact practices within the liberal arts, real-world expectations from day one in professional programs—and receive guidance from all faculty and staff to support them. The communities of northern Vermont should know that the leadership of the unified institution is committed and responsive to them. A coordinated admissions and financial aid approach should support each prospective student to the starting point that is the first and best choice for that student. A common undergraduate academic calendar and class meeting schedule should facilitate more students taking advantage of opportunities such as elective courses, travel programs, or other condensed specialty courses offered during semester breaks. New

organizational structures for academic departments and other student services should result over time in more attractive program offerings and improved strategies for student support.

### **Examples of Expanded Opportunities in Academic and Student Life**

- Additional course electives and opportunities to access new majors, minors or concentrations
- Reduced course cancellations due to low enrollment, which adversely impact on-time graduation
- Access to a greater diversity of faculty as teachers and advisors
- Improved services in advising, academic support, career, health, and counseling via unified departments that can better leverage individual staff talents and new technologies
- Increased opportunities for campus activities: more variety of student clubs; options to coordinate and/or reduce costs to book concerts and events; greater options for bus trips, conferences, and leadership training opportunities; more student performance opportunities; more opportunities to share content in student-run newspapers and radio stations

## **Review of Major Considerations for Board Decision**

### **I. Legal Authority for Decision**

The question is whether the Vermont State Colleges (VSC) Board of Trustees has the legal authority, absent some additional specific legislative grant of authority, to unify Johnson State College and Lyndon State College to create a new single postsecondary institution under a single administration and budget. The two campuses would continue to exist in their current physical form but operate as one single accredited institution of higher education. The conclusion is that such additional statutory authority is unnecessary.

The foundational statute creating the VSC and defining the powers of its Board of Trustees is contained within Chapter 72 of Title 16 of the Vermont Statutes Annotated. 16 V.S.A. §2171(a) provides that the VSC is a public corporation with the authority and responsibility to “plan, supervise, administer, and operate facilities for education at the postsecondary level.” Significantly, the corporation’s authority extends to the ownership of the real and personal property of the current five member institutions (Castleton University, Community College of Vermont, Johnson State College, Lyndon State College, and Vermont Technical College) and to “other State-operated institutions of higher education that may be established.” 16 V.S.A. §2171(b). The next sentence of that section states: “[The VSC] shall protect, preserve, and improve the properties and promote their use as institutions of higher education.” This is the precise intent—protecting, preserving, and improving VSC facilities for use as institutions of higher education—of the plan to unify Johnson State College and Lyndon State College.

The statutes governing the VSC do specify certain circumstances where additional legislative authority would be necessary before proceeding with certain actions. Such grant of additional authority by the General Assembly is required before the VSC may “abandon, lease, sell, or dispose of any of the institutions under its control,” 16 V.S.A. §2171(d)—none of which is contemplated here. No other section of the statutes that list the general and specific powers of the Board of Trustees requires legislative approval to exercise the powers necessary and incidental to unification.

### **II. Associated Legal Issues**

Having concluded that the VSC Board of Trustees has the statutory authority to proceed with unification of Johnson and Lyndon, further inquiry must be made into a variety of legal issues that flow from the unification. For example, the VSC maintains five separate collective

bargaining agreements with its employees. Those agreements would permit such unification<sup>1</sup> without the need for bargaining on the subject of whether the VSC can proceed to unify the two colleges. However, there could be impacts on the employees occasioned by the unification and those impacts may be the subject of “impact bargaining” that would have to be undertaken as those issues rise to the surface. Additionally, there may be “side letters” that apply to each specific campus and these separate agreements would have to be reconciled.

Other examples of legal issues that will need to be addressed include, but are not limited to:

- the status of institutional endowments, gifts, and scholarships under a unified administration;
- the contracting party’s or grantor’s name on certain institution-specific, multi-year contracts and grants;
- the modification of existing institution-specific policies and procedures, such as student handbooks;
- the appropriate organization of required federal non-discrimination officials and alignment of policies under the various federal statutes and regulations; and
- compliance with federal and other data collection and reporting requirements such as the Clery Act and the NCAA.

These legal issues will need to be addressed and resolved as implementation of the unification proceeds. They are not expected to interfere with or unduly delay the unification process but may require expenditure on outside legal expertise.

### **III. Stakeholder and Community Input**

In preparing this report, we conducted extensive outreach on the campuses and in the community to explain the proposal, to answer questions about it, and to listen to feedback. Over the last three months we have held more than ten public meetings with faculty, staff, students, alumni, and members of the broader Johnson and Lyndon communities. Most of those meetings included President Collins, Interim President Atkins, and me. I have met with many smaller

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<sup>1</sup> See e.g. Article 3 (Management Rights) of the Agreement between the Vermont State Colleges and the Vermont State Colleges Faculty Federation, United Professions AFT Vermont, Local 3180, AFL-CIO (September 1, 2014 to August 31, 2018); Article III (Management Rights) of the Agreement between the Vermont State Colleges and the Vermont State Colleges Part-Time Faculty Federation, Local 3180, United Professions of Vermont-AFT (September 1, 2014 to August 31, 2017); Article 4 (Management Rights) of the Agreement between the Vermont State Colleges and the Vermont State Colleges United Professionals Supervisory Unit, AFT Vermont, Local 6217, AFL-CIO (July 1, 2016 to June 30, 2020); Article 4 (Management Rights) of the Agreement between the Vermont State Colleges and the Vermont State Colleges United Professionals Professional, Administrative and Technical Unit, AFT Vermont, Local 6217, AFL-CIO (July 1, 2016 to June 30, 2020); Article 3 (Management Rights) of the Agreement between the Vermont State Colleges and the Vermont State Colleges Staff Federation (July 1, 2016 to June 30, 2020).

groups of faculty, staff and students and spoken individually with internal and external community members. I have also met with alumni groups from both colleges. Additionally, we have briefed the Governor, the Congressional delegation, legislative, and state agency leaders, economic development directors, and key business leaders in the state. We provided an online venue for input for internal and external audiences.

Overall, the unification proposal has been positively received. Externally, the proposal has received near universal recognition as a very smart move toward efficiency and preserving two campuses that are important to the northern region of the State. Most within the Johnson and Lyndon communities acknowledge that the status quo is not sustainable and that “we knew something had to be done” to build a stronger financial foundation to support continued innovation of academic programs and student supports. This sentiment is usually followed with questions about how unification will occur and what specific impacts it will have on each college and, specifically, on the faculty, the staff, and students.

Additionally, I charged a Unification Advisory Committee with the task of developing a substantive list of issues that will need to be addressed for unification to be successful, as well as provide another avenue for community members’ input. This group has already met three times and conducted its own outreach. It is my hope that their activities will begin to shape the scope and approach to unification and alleviate uncertainty about the future.

### **Unification Advisory Committee**

Chair:

Tim Donovan, former Chancellor

Johnson State College:

- Julie Theoret, Professor, Mathematics
- Toby Stewart, Controller
- Lisa Cline, Associate Professor, Humanities
- Doug Eastman, Registrar
- Kate Abdel-Fatah, Student

Lyndon State College:

- Bill Morison, Assistant Professor, Business:
- Terry Dwyer, Vehicle & Equipment Mechanic/ Grounds Maintenance Technician
- David Johnston, Associate Professor, Humanities
- Sylvia Plumb, Executive Director, Communications & Marketing
- Dana Mitchell, Student

Office of the Chancellor:

- Yasmine Ziesler, Vice Chancellor for Academic Affairs

Several themes have emerged in the feedback expressed thus far by members of the Johnson and Lyndon campuses and extended college communities. First, while there is wide understanding that the status quo is not sustainable, many wonder why I am recommending the particular unification model under consideration. Some wondered why we couldn't consolidate executive leadership, but maintain separate colleges. As discussed later in this report, my recommendation has been informed by our research into similar efforts in several other states, systems, and institutions. As I discussed with the Board in July, it became clear after multiple discussions with our accreditor, NEASC, that the single president/two college model would not be acceptable, as it does not comport with their written standards. Further, the synergies of a combined entity, both from student opportunity and marketing perspectives, are significantly greater with the unification model being proposed.

Second, many expressed concern that the process may be moving too quickly. The reality is the Board has been considering the best approach to take for a year now and our financial condition and the broader higher education environment requires deliberate and immediate action on our part. You will remember that Dr. Aims McGuinness with the National Center for Higher Education Management Systems, Dr. Michael Thomas from the New England Board of Higher Education, and Rick Beyer from the Association of Governing Boards of Colleges and Universities (AGB) all exhorted the Board to develop a greater sense of urgency to preserve our future viability. The fiscal analysis later in this report indicates a likelihood that the status quo will mean continued operating deficits and depleted reserves by the end of FY 2018. Further, our research indicates it will take about 18 months from the time the decision is made to unify until we are able to first enroll students in the new entity. In order to enroll students in a unified institution by fall 2018, my recommendation requires approval at this Board meeting.

As indicated in resolutions passed by the Johnson State College Student Government Association and the Lyndon Faculty Assembly, and in commentary from many others, there is clear and constructive concern that we “get the decisions right” and not put at risk the reputation or status of the colleges' programs, grants, or overall enrollments. Responses to the most significant potential risks, and the information we have gathered in advance from accreditors, regulators, and the experiences of other institutions, are detailed in the subsequent sections of this report. There is also concern that we “do unification right” by maintaining open communication channels that allow for adjustments in planning along the way. This has been and will continue to be our practice, beginning with the work of the Unification Advisory Committee. Finally, there are many specific questions and suggestions about “what the unified institution might be.” Unification implementation questions are most appropriately addressed--following a Board decision to unify the colleges--by the faculty, staff, and students at Johnson and Lyndon under the leadership of President Collins and the unified leadership team she establishes.

#### IV. Accreditation and Program Authorizations

Maintaining the good standing of Lyndon and Johnson with our accrediting body, NEASC, is essential and will at minimum require the preparation of a comprehensive substantive change proposal. If the Board takes action to approve this recommendation to unify Johnson and Lyndon, the next step will be to inform NEASC's Commission on Institutions of Higher Education of our proposed plan and timeline for unification in order to obtain advice on how to proceed with the substantive change process. According to NEASC's policy on substantive change,<sup>2</sup> the proposal must address how the new unified institution will continue to fulfill all the standards for accreditation. The work involved to develop this proposal, which will be done under the leadership of President Collins in cooperation with the Chancellor's Office, will include such elements as defining the new mission and organizational and internal governance structures of the unified institution; describing how the unified institution will undertake the development of a new strategic plan; documenting how the unified institution will continue to meet each individual standard (e.g. academic program, students, institutional effectiveness); and development of a multi-year analysis of revenues, expenses, and projected future developments related to the unification.

Earlier this year, Johnson achieved recognition by the Council of Public Liberal Arts Colleges (COPLAC) as Vermont's public liberal arts college. Membership in COPLAC is reserved for predominantly undergraduate and residential colleges and universities that confer more than half of their degrees in traditional liberal arts disciplines. Maintaining this significant national recognition of Johnson's commitment to the mission of liberal arts education in a new unified institutional model will require ongoing attention, including but not limited to emphasis on the liberal arts in the unified institution's mission statement, commitment to a liberal arts emphasis in the blend of academic programs centered on the Johnson campus, and attention to academic admissions criteria specific to the Johnson campus. President Collins has received assurance from COPLAC leadership that Johnson's continued COPLAC membership need not be jeopardized by unification.

Lyndon and Johnson individually maintain program-specific state and national accreditations such as teacher licensure and exercise science. Assuming no immediate changes to these specific programs takes place as a result of unification, there are no anticipated impacts to their current accreditation status.

It is likely there are many intramural and non-varsity collegiate sports at one or the other campuses (snowboarding, ice hockey, rugby, swimming, etc.) that would be enhanced by student participation from both campuses. Further, it our intention that, under unification, each of the two campuses will continue to operate their own Division III athletics teams without losing their

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<sup>2</sup> [https://cihe.neasc.org/downloads/POLICIES/Pp72\\_Substantive\\_Change.pdf](https://cihe.neasc.org/downloads/POLICIES/Pp72_Substantive_Change.pdf)

Division III membership. We have received written assurance from the NCAA that with appropriate planning and attention to reasonable requirements, this will not be a problem.

## **V. Enrollment and Revenue Considerations**

The primary goal for the unification of Johnson and Lyndon is to sustain and strengthen distinctive, high-quality programs available to students. We expect the unification process to result, over time, and with necessary experimentation, in new or revised programs that will attract and retain a greater and more diverse group of students. Early collaborative discussions among the faculty of Johnson and Lyndon are already generating potential proposals, such as a degree in Climate Change Science that would draw upon faculty expertise in multiple departments across both campuses. Faculty in the business departments of Johnson and Lyndon are currently experimenting with telepresence delivery of typically low-enrolled, upper-level accounting courses, a strategy that has potential to provide more consistent course offerings to support four-year degree completion.

Johnson and Lyndon both administer large federal work-study and supplemental educational opportunity grants (SEOG) as part of their approval from the U.S. Department of Education to administer federal Title IV student financial assistance programs. We have received initial guidance from the Department about how to proceed in reapplying for approval and do not expect any changes in the total federal funds (work-study and SEOG) available to the unified institution.

Johnson is currently entering the second year of a federal Student Support Services grant and Johnson and Lyndon both operate Upward Bound grants, all of which are federal TRiO Programs. The most recent legislation covering these programs provides for grants to individual campus locations of multi-campus institutions, and assuming no change in scope of grant activities as currently awarded, we do not anticipate adverse impacts to current grant operations or future eligibility for these grants as a result of unification.

We have a large number of student veterans and military-connected students who are valued members of both the Johnson and Lyndon communities, and their uninterrupted access to federal tuition benefits through the unification process is important. At this point, guidance from the Office of Veterans Affairs indicates that students' eligibility for tuition benefits for existing programs will not be affected by the unification of the two campuses. There is a regular two-year process for any new programs to become approved.

## **VI. Unification Expenses**

The preliminary working estimate for one-time unification costs is \$2 million; it is anticipated that, pending unification approval and the identification of the leadership team, a more precise and granular budget would be developed as planning begins in earnest, scopes of work are created, requests for proposals developed, bids received, and new knowledge and insights gained during the process of implementation.

Given the current operating deficits at both colleges and very limited reserves, outside revenues will be required to cover the one-time unification costs. Possible sources include State assistance, grant funding, and loans.

Anticipated upfront costs include new or additional marketing and branding, information technology integration, more connected classrooms, library and information resources integration, unification planning and implementation activities, and fleet enhancements. As noted above, there may be additional expenses associated with obtaining outside legal expertise as we work through any legal issues resulting from unification.

From a strategic perspective, unification will provide an excellent opportunity to market an institution with a strong Vermont brand and continued distinctiveness, as well as the close-community feel of its two campuses. Marketing and communications post-unification will integrate messaging about the unique campuses and the added value of a unified administration and expanded academic and co-curricular offerings. A new brand will be defined and promoted. Given the unification timeline, some of the associated marketing and branding costs (annual admissions materials, stationary, etc.) may be planned into existing annual production cycles and budgets. Website development, while much more significant, is also a necessary periodic expense for all institutions, and as a project of a unified institution, this may be achieved with greater cost effectiveness.

<b>Projected One-Time Unification Expenses</b>	
Accreditation/Federal Financial Aid/NCAA Changes:	\$150,000
Marketing, Branding & Identity, Website, Signage, etc.:	\$750,000
Academic Planning, Delivery Design, and Professional Development:	\$250,000
Information Technology and Connected Classrooms:	\$500,000
Fleet Enhancements for Staff Travel Between Campuses:	\$150,000
Legal:	\$100,000
<u>Miscellaneous:</u>	<u>\$100,000</u>
 ESTIMATED GRAND TOTAL:	 \$2,000,000

## VII. Budget

A discussion of budget projections should begin with at least two important caveats. The first is that unification, while clearly expected to benefit Johnson, Lyndon, and the Vermont State Colleges System as a whole, is not a panacea for solving the colleges' current budget challenges. Rather, a return to financial health will require a multi-faceted approach, consistent with the *Six Priorities to Support the Mission of the Vermont State Colleges* adopted by the Board of Trustees, including boosting revenues—through modest tuition increases, enrollment growth, and increased State support—and carefully managing expenses. Second, as is and has always been the case with the budget development process, any projection of revenues, expenses, and net operating results necessarily relies on assumptions with varying degrees of uncertainty and over which leadership maintains varying levels of control. The actual financial results realized over the next three or four years should be expected to differ from the scenarios discussed here. The duty of leadership will be to start with the best information available, to make prudent and well-founded assumptions, to closely monitor the results, and then to have the courage to make adjustments as circumstances require.

It is also helpful to define clearly the difference between the “unification” discussed in this report, and system “consolidations.” “Unification” should be understood as the process, led by the President and her leadership team, by which Johnson and Lyndon formally become a single stronger institution. “System consolidations” are the series of initiatives currently being led by the Chancellor’s Office and all five of the college presidents to conduct more efficiently business functions that are necessary to sustain the core academic mission.<sup>3</sup>

<sup>3</sup> System consolidations explicitly are designed to reduce the number of functions currently replicated using five or six (or more) individuals across the colleges and Chancellor’s Office, when two or three individuals could, through

While unification will result in reduced personnel costs over time, the most immediate being the reduction of one president and three senior leadership positions, unification savings going forward will utilize process redesign from retirements and other vacancies wherever possible. While limited personnel actions cannot be ruled out, we are hopeful that much of the work of streamlining the operations of the new institution can be accommodated through natural attrition and labor redistribution. To cite three examples: Johnson currently lacks both a full time director of information technology and a human resources director, while Lyndon's controller position is vacant; unification may permit leveraging the talents of the three incumbent individuals—two at Lyndon, one at Johnson—across the entire new, stronger institution.

While increased efficiency and cost reduction will be one outcome of unification, the more powerful outcome will be the strengthening of the student academic experience. The connections among faculty will create richer academic experiences. Deeper administrative teams in such functions as marketing, student recruitment, and retention will be better able to use individual talents and expertise across a single larger institution. These enhancements are a key condition precedent to reasonably and prudently forecasting modest increases to student enrollments.

As a unified entity, Johnson's and Lyndon's Board-approved budgets for fiscal year 2017 total \$57.2 million in revenues, and \$60.3 million in expenses, leaving a deficit of \$3.1 million, or 5.1% of operating expenses. On a combined basis, the colleges began FY2017 with \$4.9 million of strategic reserves and other discretionary funds. While both colleges expect to manage expenses during the year to more closely align with projected revenues, and Lyndon in particular is identifying up to \$1 million of savings as part of its Steering Committee process, the colleges are nonetheless expected to realize a combined deficit of between \$1.5 million and \$2.5 million during FY2017.

Given the financial position of Johnson and Lyndon it is clear that the unified entity will be unable to pay for the estimated \$2 million of upfront unification-related costs. Therefore, a funding or financing mechanism—whether internally from the system or the State of Vermont, or externally from some other source—must be identified. Further, it is clear that there is little time to achieve improved operating results, as resources to continue to fund deep operating deficits simply do not exist without external assistance. As such, a budgetary time horizon of three years is assumed, with FY2017 as “Year 0” and FY2018 through 2020 as Years 1, 2 and 3.

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centralization and process redesign, perform the same tasks. It will be incumbent upon leadership to proceed as humanely and transparently as possible, while at the same time not shrinking from the reality that the system must become more efficient for all of VSC's colleges, not only Johnson and Lyndon, but also Castleton, Vermont Tech and CCV, in order to thrive in the future. Our challenge in consolidation is increased by the multiplicity of roles that many of our staffs have by virtue of the relatively small size of each of our colleges. The leadership teams understand these challenges and will work to restructure operations around consolidation of vacancies.

Consistent with their sister residential institutions, the colleges' primary sources of revenues are tuition and fees (58%), room and board (17%) and State appropriation (16%). The primary expense drivers are salaries and benefits (60%), supplies, services and travel (19%), scholarships and fellowships (8%). For comparability, each of these percentages is expressed as a function of total expenses of \$60.3 million.

Included below are two prospective multi-year budget scenarios built from the common starting point described above. The first assumes unification, and the second assumes that Johnson and Lyndon continue as two separate colleges. Both scenarios assume that the 4% tuition and 3% room and board increases approved for FY2018 are continued through FY2020, have no increases to "all other" sources of revenue (such as sales and services, gifts, etc.), and make common assumptions with respect to annual expense increases (e.g. contractually obligated salary increases and healthcare expenses). The unification scenario assumes modest enrollment increases resulting from increased institutional strength, while the two colleges scenario assumes no change; past and projected enrollments are summarized below. Finally, both scenarios assume a very modest 3% increase in annual State support, under the reasoning that with the increased attention that the proposal for unification has generated, the Governor and the General Assembly will recognize the essential need for a sustained incremental increase in State support.

**History of Total Enrollment by Headcount**

	<b>Fall '10</b>	<b>Fall '11</b>	<b>Fall '12</b>	<b>Fall '13</b>	<b>Fall '14</b>	<b>Fall '15</b>	<i>early unofficial</i> <i>9/26/2016</i>
<b>Johnson</b>	1,924	1,859	1,783	1,692	1,613	1,514	1,512
<b>Lyndon</b>	1,436	1,422	1,508	1,519	1,430	1,266	1,200
<b>Combined Total</b>	<b>3,360</b>	<b>3,281</b>	<b>3,291</b>	<b>3,211</b>	<b>3,043</b>	<b>2,780</b>	<b>2,712</b>

**Projection of Total Enrollment by Headcount**

	<b>Fall '17</b>	<b>Fall '18</b>	<b>Fall '19</b>
<b>Combined Total: Unification Scenario</b>	2,739	2,794	2,850
<b>Combined Total: Two Colleges Scenario</b>	2,712	2,712	2,712

**Unification Scenario**

Unification is projected to lower base spending by approximately \$2 million by FY 2020. The unification scenario assumes savings of \$650,000 by the end of FY2018 from consolidation of the leadership team and an additional \$195,000 allocable to Johnson and Lyndon resulting from system consolidations during FY 2017. Additional unification savings in personnel of \$600,000 per year are estimated in both FY 2019 and FY 2020, largely driven by retirements and normal turnover, for total annual personnel savings of \$2,045,000 by FY 2020. At the same time, reinvestment in strategic hires or other expenses must be part of the planning. In the unification

scenario this is represented by \$200,000 in FY 2019 and an additional \$200,000 of expenses in FY2020.

The unification scenario further assumes modest enrollment increases, arising from the investments, stronger academic and experiential offerings, and marketing opportunities described above, of 1% in FY 2018 and 2% in each of FY 2019 and FY 2020. These enrollment gains would increase annual revenues by approximately \$2 million by FY 2020.

Thus, the reduced spending track and modestly increased enrollment assumption will, by FY 2020, provide approximately \$4 million in value annually from unification. The one-time estimated \$2 million in unification-related expenses are not included in this scenario, as it is my intent to secure outside funding to cover those costs.

**Vermont State Colleges System  
Multi-Year Budget Projection: Unification  
(Amounts rounded to \$1,000)**

	<b>Year 0</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>3-Year Projected Change</b>
	<b>FY2017 Budget</b>	<b>FY2017 Projection</b>	<b>FY2018 Projection</b>	<b>FY2019 Projection</b>	<b>FY2020 Projection</b>	
<b>REVENUES</b>						
Tuition and Fees	34,782	34,782	36,521	38,712	41,035	6,253
State Appropriation	9,830	9,830	10,125	10,429	10,742	912
Room and Board	10,095	10,095	10,448	10,866	11,301	1,206
All Other Revenues	<u>2,502</u>	<u>2,502</u>	<u>2,502</u>	<u>2,502</u>	<u>2,502</u>	<u>0</u>
<b>TOTAL REVENUES</b>	57,209	57,209	59,596	62,509	65,579	8,370
<b>EXPENSES</b>						
Personnel	36,347	35,875	36,534	37,532	38,574	2,699
Services, Supplies and Travel	11,318	11,318	11,544	11,775	12,011	693
Scholarships and Fellowships	4,660	4,660	4,893	5,187	5,498	838
All Other Expenses	<u>8,273</u>	<u>7,531</u>	<u>8,127</u>	<u>8,342</u>	<u>8,013</u>	<u>481</u>
<b>TOTAL EXPENSES</b>	60,301	59,384	61,098	62,835	64,095	4,711
<b>NET REVENUES/(DEFICIT)</b>	<b>(3,093)</b>	<b>(2,176)</b>	<b>(1,502)</b>	<b>(326)</b>	1,484	<u>3,660</u>
Percent of Total Expenses	<b>-5.1%</b>	<b>-3.7%</b>	<b>-2.5%</b>	<b>-0.5%</b>	<b>2.3%</b>	
<b>RESERVE BALANCE</b>	4,900	2,724	1,222	896	2,380	

Using these assumptions, the unified scenario projects significant deficits and depletion of available reserves by over 80%, to less than \$900,000, by the end of FY2019, followed by a return to a positive operating result by FY2020. It is important to note that in order to replenish depleted reserves, to reinvest in the academic mission, and to provide for stable operations with a reasonable margin of safety going forward, this positive operating result must grow to at least 5% of expenses on a sustained basis.

## Two Separate Colleges Scenario

The two separate colleges scenario removes all unification-related savings, but retains the \$195,000 of system consolidations, for a net increase in personnel costs of \$1,850,000 through FY2020 compared to the unification scenario. This scenario also assumes no increases to enrollment since no unification-related enhancements are identified. While this scenario does not incur the \$2 million upfront unification cost, which appears to offset the increase in personnel costs compared to the unification scenario, the avoidance of expenditure is a one-time occurrence, and even more than \$1.85 million of expenses reemerge due to annual increases in salary and health care costs. Further, the \$2 million is not appropriate to include as “savings” because it is not an investment, and would not be deployed to offset an operating loss except in cases of extreme and unavoidable financial exigency.

**Vermont State Colleges System**  
**Multi-Year Budget Projection: Two Separate Colleges**  
 (Amounts rounded to \$1,000)

	Year 0		Year 1	Year 2	Year 3	3-Year
	FY2017 Budget	FY2017 Projection	FY2018 Projection	FY2019 Projection	FY2020 Projection	Projected Change
<b>REVENUES</b>						
Tuition and Fees	34,782	34,782	36,173	37,620	39,125	4,343
State Appropriation	9,830	9,830	10,125	10,429	10,742	912
Room and Board	10,095	10,095	10,398	10,710	11,031	936
All Other Revenues	<u>2,502</u>	<u>2,502</u>	<u>2,502</u>	<u>2,502</u>	<u>2,502</u>	0
<b>TOTAL REVENUES</b>	57,209	57,209	59,198	61,260	63,399	6,191
<b>EXPENSES</b>						
Personnel	36,347	36,312	37,196	38,823	40,522	4,210
Services, Supplies and Travel	11,318	11,318	11,544	11,775	12,011	693
Scholarships and Fellowships	4,660	4,660	4,846	5,040	5,242	582
All Other Expenses	<u>8,273</u>	<u>7,531</u>	<u>7,824</u>	<u>7,838</u>	<u>7,309</u>	(222)
<b>TOTAL EXPENSES</b>	60,598	59,821	61,411	63,477	65,084	5,262
<b>NET REVENUES/(DEFICIT)</b>	(3,390)	(2,613)	(2,213)	(2,217)	(1,685)	928
Percent of Total Expenses	-5.6%	-4.4%	-3.6%	-3.5%	-2.6%	
<b>RESERVE BALANCE</b>	4,900	2,287	74	(2,143)	(3,827)	

The separate colleges scenario essentially depletes reserves by the end of FY2018, with projected annual operating losses between \$1.7 million and \$2.2 million going forward. It is difficult to see how the colleges would be able to continue to operate past FY2018 absent substantial reductions in costs, including personnel. Perhaps worst of all, forced cost cutting likely would preclude needed investments in core academic functions, thereby reducing the likelihood of increased, or perhaps even maintained, student enrollments going forward.

From a budget projection standpoint, then, it seems clear that unification is preferable to the two separate colleges continuing to operate on a standalone basis.

## VIII. Additional Resources

Several upcoming grant opportunities that could support the work and expenses associated with unification have been identified, including a multi-year federal Title III grant (anticipated RFP in 2017) or a grant from the Davis Foundation (next deadline March 2017), which has explicitly outlined objectives of supporting more effective teaching and learning and/or controlling costs. We also anticipate making legislative requests to support the specific one-time costs associated with unification, given that it is a strategic investment in sustaining and enhancing the academic mission of both campuses while reducing overall budgetary pressures that would otherwise impact student tuition.

## IX. Learning From Other Institutions

In preparing this report, we have consulted with a number of other systems and institutions on a wide range of questions related to alliances similar to the proposed unification. I spoke directly, sometimes on multiple occasions, with the chancellors of the Maine University System, University of New Hampshire System, State University of New York, Minnesota State Colleges and Universities System, and the University System of Georgia, as well as the President of St. Joseph's College of New York and the President of the New England Board of Higher Education. The Long Range Planning Committee had a phone dialogue with the Chancellor of the University System of Georgia and the Chancellor of the Minnesota State Colleges and Universities System. Our team has had many conversations with these and other experienced parties on relevant issues. We are not patterning our proposed model after any one of those systems, but have taken lessons learned about what works best and what to avoid in developing the proposal for unification of Johnson and Lyndon.

Following conversations with the University System of Georgia, which is now conducting the seventh of what it terms “campus consolidations,”<sup>4</sup> we have reviewed the major components of a unification timeline and associated critical accreditation and authorization steps with the U.S. Department of Education. The process for the Georgia institutions, we learned, has consistently required approximately eighteen months from the date of the board decision to the first class of students entering the unified institution. We also learned from Georgia that a “campus consolidation” of two rural institutions that had seen declining enrollments for several years is now on track for some enrollment growth due to proactive marketing of the new larger institution and new program development activities. As reported in my July recommendation to the Board, from the NCAA and St. Joseph's College in New York we have confirmed that it is possible to maintain two separate athletics teams. The St. Joseph's model for academic programs, we learned, is one that has evolved over the years. While offering a single set of academic programs, some are offered only at one campus location, others are offered

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<sup>4</sup> <http://www.usg.edu/consolidation>

independently at both campuses, and some smaller majors are offered by travelling faculty or utilizing technology for delivery. Finally, President Collins brings her former experience in Michigan at Grand Valley State University, with multiple campuses and a robust transportation infrastructure to support routine engagement of students and faculty across campuses.

## **X. Timeline and Next Steps**

The attached timeline provides a general overview of the types of unification planning and implementation activities expected following a Board decision to unify the colleges. This first academic year 2016-2017 will be primarily one of planning, as the faculty, students, and staff work together to define the organizational, procedural, and policy changes needed to support a unified institution. I am also recommending that President Collins work to form a unification leadership team by the end of October 2016 and that this team, with input from the Unification Advisory Committee, recommend a name for the unified institution for the Board's consideration at its December meeting. These elements will be needed to begin marketing and branding work and in drafting the substantive change proposal we anticipate submitting to NEASC in August 2017. The second year (2017-2018) is one of transition: with a single president and leadership team in place, we will work through the necessary sequence of NEASC and U.S. Department of Education authorizations to become a unified institution.

During the 2017-2018 transition year, admissions staff will begin recruiting the first class of students to enter the unified institution in the fall of 2018. On campus, work will continue to develop a unified budget, implement initial unified curriculum and delivery options, and transition to a new website and other information resources necessary to begin the academic year 2018-2019 as a single unified institution. We expect continued work to fully realize the benefits of unification over the next several years, particularly in curriculum development and delivery, as students who entered Johnson and Lyndon when they were separate institutions move through their programs and graduate. As the Unification Advisory Committee identifies operational and policy considerations, we expect to develop more detailed timelines and areas of work within this general outline.

## **XI. Internal and External Communications Plan**

Unification will provide an excellent opportunity to market a larger, stronger college with a strong Vermont brand. After a unification vote, it will be imperative to craft a dynamic communications strategy that supports an admissions timeline that best serves both colleges during the transition, strongly and clearly promotes the unified college, and emphasizes the uniqueness of each campus.

The admissions cycle for the 2017-2018 year is already underway with printed materials and counselors on the road promoting our colleges. Admissions teams have already met to discuss and synchronize their current messages to prospective students. During the transition, the marketing teams will work on brand identity and marketing strategies aligned with the mission of the unified entity. Responses to media inquiries about unification will continue to be coordinated between the two communications directors. In the meantime, messages will continue to assure students, parents, and school counselors that each college continues to deliver high quality experiences and that unification will provide net gains for students.

Internal communications will continue to be transparent and informative. The Unification Advisory Committee has established a mechanism for feedback to me and to the committee via a dedicated page on our website (<http://unification.vsc.edu>) and is planning for opportunities for input during its upcoming meetings.

## **XII. Conclusion**

My recommendation to unify Johnson and Lyndon into a single, stronger entity is rooted in an understanding that they are pivotal institutions in their regions and they are beloved by their alumni, faculty, staff, and current students. Approval by the Board of Trustees would signify recognition of that love and your commitment to maintaining two vibrant and viable campuses for the coming decades. It will put both colleges in a position of strength to weather the headwinds that most small, rural, tuition dependent colleges are facing.

An analysis of the financial condition and trajectory of both colleges can only lead to the conclusion that maintaining the current status quo is much more risky than choosing to become stronger through unification. Despite valiant efforts at both colleges, enrollment, the primary source of revenue to pay the bills, has continued to decline, consistent with the declining number of students graduating from high school in our region of the country. My opinion is that under the status quo both colleges will be likely to continue operating in deficit and have depleted reserves by the end of FY 2018.

Unification will create new academic and experiential opportunities for students, a bigger and more diverse faculty environment, advantages for recruiting new students, and a significantly strengthened financial foundation. The combination of unification savings and modest (2%) growth in enrollment will yield approximately \$4 million.

I urge the Board of Trustees to approve unification at its meeting on September 29, 2016, so that President Collins and her unification leadership team can plan accordingly and take the steps necessary to enroll the first class of students in the unified college in the 2018-2019 academic year.

UNIFICATION PLANNING AND IMPLEMENTATION  
GENERAL TIMELINE  
AND ILLUSTRATION

S-16		O-16	N-16	D-16	J-17	F-17	M-17	A-17	M-17	J-17	J-17	A-17	S-17	O-17	N-17	D-17	J-18	F-18	M-18	A-18	M-18	J-18	AY 2018-2019	2019-2020	2020-2021	
FY17: PLANNING YEAR											FY18: TRANSITION YEAR											FY19	FY20	FY21		
<b>Board action, institution status, budget</b>	9/29 vote on unification, expected to be effective by July 2018		12/1 vote on unified institution name		develop unified institution mission statement for board approval						single president/leadership team for 2 institutions				add'l board action if need		unified institution begins, operating with 2 FY18 budgets until June 30 closeout					FY19 unified budget except as needed (athletics, TRIO)				
<b>NEASC Accreditation</b>	notify of board decision and anticipated timeline		JSC 10yr accred visit			JSC 10yr accred decision					substantive change proposal DUE Aug 2017 for NEASC review, decision Sept 2017, effective date ~Feb 2018													Unified institution accred visit? (LSC 10yr scheduled Fall 2020)		
<b>U.S.Dept. of Ed. - financial aid</b>																U.S. DOE application and approval process follows NEASC approval					unified institution authorized to disburse aid					
↓ EXAMPLES OF POTENTIAL UNIFICATION IMPLEMENTATION ACTIVITIES ↓																										
<b>Academics</b>	Hold joint meetings of faculty from similar fields/disciplines to learn about programs and conduct curriculum analysis. Explore various models for collaboration (sharing low-enrolled courses via new delivery modes; developing new or revising existing programs that might be shared). Identify and engage in associated areas of professional development. Study academic governance and explore restructuring options.						Pilot shared curriculum offerings (e.g. BUS); plan curriculum & delivery changes for any programs identified for unification in 18-19; plan for implementing any identified governance/structure changes.											Unified model for academics begins 18-19 with identified set of shared program offerings for incoming class; begin exploration of options for a unified gen ed; work continues as needed in 19-20 and 20-21.								
<b>Admissions</b>	Separate JSC and LSC recruiting, admissions, and financial aid with shared talking points about unification						Identify unification opportunities for students in materials for class entering 2018						Admissions decisions, orientation, registration to unified institution					First incoming class under unified model								
<b>Current Students</b>	Student engagement in defining campus identities and potential shared opportunities. Some students enrolled in individual courses with unified delivery (e.g. BUS, MAT). Consider ways to join forces across various student centered offices to improve services (e.g. new approaches to advising and tutoring). Identify any needs for alignment of procedures and policies (e.g. student code of conduct).						Planning and celebration of unification opportunities ahead for students; expansion of pilot unified delivery of courses and student feedback; continued planning and implementation of new student services approaches and policies.						Registration for Fall 2018 unified schedule							2021 GRADS are those who entered as "transition year" final 2-college cohort						
<b>Technology &amp; Information Resources</b>	Identification of infrastructure to support unified administration and organization, teaching and learning technologies, and expanded telepresence options.				Purchase and installation of infrastructure to support unified administration, t&l technologies.		Planning and development of unified external website(s) for prospective students, donors, community and employees; internal portal site(s) for faculty, staff and students; content development for all. Development of reporting and management tools to support unified administration.						Installation of external website(s) and internal portal site(s). Further expansion of telepresence sites. Installation of reporting and management tools to support unified admin.					Continuous review and improvement of infrastructure and tools as needs arise. Further development of reporting and management tools. Further refinement of internal and external web and portal sites.								
<b>Branding and Communications</b>	Issue RFP on branding/marketing; ongoing discussion and planning for new brand.						Separate admissions materials for 17-18 with information introducing the unified institution's benefits for students. See above for website planning.											New website/brand materials in place.								

Thursday, September 22, 2016 at 11:22:08 AM Eastern Daylight Time

**Subject:** Fwd: Naming of merged institutions  
**Date:** Thursday, September 22, 2016 at 11:07:04 AM Eastern Daylight Time  
**From:** Spaulding, Jeb  
**To:** Sopchak, Elaine H.

Jeb Spaulding, via mobile  
 Chancellor, Vermont State Colleges

Begin forwarded message:

**From:** <[jeb.spaulding@vsc.edu](mailto:jeb.spaulding@vsc.edu)>  
**Date:** September 21, 2016 at 1:23:02 PM CDT  
**To:** <[jdavis22@me.com](mailto:jdavis22@me.com)>  
**Subject:** Naming of merged institutions

Jerry,

Thanks so much for getting in touch and your suggestions on potential names for a new institution. Clearly, this is an important issue and there are lots of strong opinions on the matter. We have gotten lots of suggestions and I am quite sure whatever the Board decides in this regard will please many people and disappoint others. Assuming the Board formally approves my recommendation to unify the colleges next week, I hope we can get the naming decision behind us later this fall.

One of the questions that needs to be answered is whether the new institution will be a college or university. After that, we know Vermont will need to be included prominently in the new name. At this moment personal preferences are either Vermont State College-Johnson and Lyndon or Northern Vermont State University (for the reasons you mentioned).

Again, thanks for getting in touch and for all you have done for Johnson over the years.

Jeb Spaulding, via mobile  
 Chancellor, Vermont State Colleges

**From:** Jerry Davis [<mailto:jdavis22@me.com>]  
**Sent:** Monday, September 12, 2016 4:37 PM  
**To:** VSC Unification <[unification@vsc.edu](mailto:unification@vsc.edu)>  
**Subject:** Re: naming of merged institutions

Thank you!

Upon further reflection, I am thinking that Northern Vermont State College at Johnson

and Northern Vermont State College at Lyndon might also be a possible consideration for renaming the College's. Somehow keeping the separate identity of the two schools intact, under a single administration, seems pretty important in terms of alumni, athletics, and the like?

On Sep 12, 2016, at 11:25 AM, VSC Unification <[unification@vsc.edu](mailto:unification@vsc.edu)> wrote:

Thank you for taking the time to submit your message. Your input is important to this process. Please be assured that it will be reviewed by Chancellor Spaulding and that you will receive an individual response shortly.

Thank you.

Office of the Chancellor

-----Original Message-----

**From:** Jerry Davis [<mailto:jdavis22@me.com>]  
**Sent:** Thursday, August 25, 2016 7:17 AM  
**To:** VSC Unification <[unification@vsc.edu](mailto:unification@vsc.edu)>  
**Subject:** naming of merged institutions

I would like to suggest the following possibilities for the name of the merged institutions at Johnson and Lyndon if such occurs:

"Northern Vermont State College" or "Northern Vermont University"

My sense is that the "Northeast Kingdom" occupies a very special place in Vermont lore, along with the rest of northern Vermont and, including "Northern" in the name of the new institution might very well be appropriate. I spent 43 wonderful years teaching at JSC while residing in Hyde Park, Vermont

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Thursday, September 22, 2016 at 11:19:04 AM Eastern Daylight Time

**Subject:** Fwd: Unification  
**Date:** Thursday, September 22, 2016 at 11:05:58 AM Eastern Daylight Time  
**From:** Spaulding, Jeb  
**To:** Sopchak, Elaine H.

Jeb Spaulding, via mobile  
Chancellor, Vermont State Colleges

Begin forwarded message:

**From:** <[jeb.spaulding@vsc.edu](mailto:jeb.spaulding@vsc.edu)>  
**Date:** September 21, 2016 at 10:41:33 AM CDT  
**To:** <[profrod@icloud.com](mailto:profrod@icloud.com)>  
**Subject:** Unification

Professor Thomas,

Thanks for your message. Experience creates wisdom. I appreciate your advice. We will take care to address the items you mention as important for a successful unification/merger.

All the best,

Jeb Spaulding, via mobile  
Chancellor, Vermont State Colleges

-----Original Message-----

**From:** Roderick Thomas [<mailto:profrod@icloud.com>]  
**Sent:** Thursday, August 25, 2016 4:24 PM  
**To:** VSC Unification <[unification@vsc.edu](mailto:unification@vsc.edu)>  
**Subject:** Unification

To whom it may concern

Whilst I'm a British academic in the higher education system for almost 30 years this type of merger has become quite common place. It is unquestionably with risk but if carried out successfully could result in a new revitalised an inspiring institution. I would ask those involved in developing unification to consider the following:

- 1) how will current curriculum challenges be resolved
- 2) what will be the new opportunities and vision going forward
- 3) how will the local community and schools take advantage of this new development
- 4) This is an opportunity to be innovative and entrepreneurial in both teaching methodology and assessment

- 4) all these issues are not necessarily important if just a university
- 5) therefore the titled is extremely important.

There are many more issues to be discussed and resolved. Hope you don't make the same mistakes as we did.

Prof. Roderick Thomas PhD MPhil  
MEd CEng FIEE JP  
11 Priory Close  
Carmarthen  
Wales  
UK

T: [07540 370389](tel:07540370389)  
E: [profrod@icloud.com](mailto:profrod@icloud.com)

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Thursday, September 22, 2016 at 11:20:18 AM Eastern Daylight Time

**Subject:** Fwd: Unification  
**Date:** Thursday, September 22, 2016 at 11:06:27 AM Eastern Daylight Time  
**From:** Spaulding, Jeb  
**To:** Sopchak, Elaine H.

Jeb Spaulding, via mobile  
Chancellor, Vermont State Colleges

Begin forwarded message:

**From:** <[jeb.spaulding@vsc.edu](mailto:jeb.spaulding@vsc.edu)>  
**Date:** September 21, 2016 at 12:03:54 PM CDT  
**To:** <[josborne1@immaculata.edu](mailto:josborne1@immaculata.edu)>  
**Subject:** Unification

Good afternoon, Jim. It was very nice of you to get in touch. I remember your father very well. He was a decent and gentle person with a wonderful smile.

I very much appreciate your support for the unification of Johnson and Lyndon. Change of this magnitude is bound to create some anxiety, but I am convinced we must not only help both campuses survive, but thrive in the coming years. At least, that is what I am committed to accomplishing.

Your suggestion about how to name the unified institution is worth serious consideration. I will check it out. As you can imagine we are getting lots of suggestions in this regard.

I wish you all the best.

Jeb

Jeb Spaulding, via mobile  
Chancellor, Vermont State Colleges

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**From:** Osborne, James [<mailto:josborne1@immaculata.edu>]

**Sent:** Friday, August 26, 2016 4:22 PM  
**To:** VSC Unification <[unification@vsc.edu](mailto:unification@vsc.edu)>  
**Subject:** Johnson / Lydon Unification

Good Afternoon ,

As an Alumni of Johnson State's undergrad and graduate programs, I am very supportive of the merging of administrations. The survival of the state colleges is vital to first generation Vermont college students such as myself. When you consider that the enrollment of the state college system supports a greater number of Vermonters than the University of Vermont, the importance of its survival is apparent. I owe my 25 career as a Vermont educator, both as a teacher and principal, to my education and the opportunities made available to me at JSC. Currently, as an Administrator in the Education Division of a private university, I know the danger smaller institutions face financially. The leadership to "get ahead" of the problem of financial stability and institutional viability is apparent in the steps Jeb Spaulding is taking. I know many alumni also want to preserve the identity of Johnson and Lyndon respectively. Many possible alternative are being considered. My suggestion would be to quite simply use "Vermont State Johnson" and "Vermont State Lyndon" (it works quite well here in PA, "Penn State Brandywine, Penn State Berks).

Jim Osborne JSC '75 /'78

**James P. Osborne, M.Ed.**  
Certification Officer  
Immaculata University  
[610-647-4400 ext. 3297](tel:610-647-4400)  
[josborne1@immaculata.edu](mailto:josborne1@immaculata.edu)

Thursday, September 22, 2016 at 11:20:39 AM Eastern Daylight Time

**Subject:** Fwd: consolidation moving forward  
**Date:** Thursday, September 22, 2016 at 11:06:39 AM Eastern Daylight Time  
**From:** Spaulding, Jeb  
**To:** Sopchak, Elaine H.

Jeb Spaulding, via mobile  
 Chancellor, Vermont State Colleges

Begin forwarded message:

**From:** <[jeb.spaulding@vsc.edu](mailto:jeb.spaulding@vsc.edu)>  
**Date:** September 21, 2016 at 12:25:31 PM CDT  
**To:** <[Beth.Walsh@jsc.edu](mailto:Beth.Walsh@jsc.edu)>  
**Subject:** Re: consolidation moving forward

Good afternoon, Beth. I wanted to quickly acknowledge both of your unification emails and thank you for the very professional and constructive way you handle your responsibilities.

The main points you make in the message below about communication and intentional care for our employees are well taken. I think I'll leave that right there. I know you had a good conversation with Bill Reedy this week. It would be nice if we can find common ground.

As for the name, at this moment, I do not anticipate the Board will make a decision next week. For the reasons you gave NVSU might be a good choice. We need to do a little more homework before making a decision. For me the leading candidates are Vermont State College-Johnson and Lyndon or Northern Vermont State University-Johnson and Lyndon. Whether the unified institution should be a college or university will have a bearing on the rest of the name.

Thanks very much for your input and advice. See you next week, if not before.

Jeb

Jeb Spaulding, via mobile  
 Chancellor, Vermont State Colleges

On Sep 16, 2016, at 4:58 PM, VSC Unification <[unification@vsc.edu](mailto:unification@vsc.edu)> wrote:

Another one from Beth coming next.

**From:** Walsh, Beth R.  
**Sent:** Tuesday, August 30, 2016 4:18 PM  
**To:** VSC Unification <[unification@vsc.edu](mailto:unification@vsc.edu)>  
**Subject:** consolidation moving forward

I would like to ask that our campuses and the Central Office be more communicative with each other about which jobs will be consolidated and the opportunities available that could absorb these affected employees into open positions. If Linda Davis (JSC's Accounts Payable staff member) had been notified earlier that her position was to be consolidated and moved to the Central Office she could have applied for one of the Student Financial Services openings. Instead, someone new was hired and Linda will be leaving campus. The HR Office, however named, should be in the loop on these decisions and should focus on keeping our families intact.

Also, if positions are removed due to consolidation, and the person affected acquires a job within a different (or new) union, their date of hire and seniority should continue in the new position. This is the humane way to treat these changes.

Thank you, Beth

***Beth R. Walsh, M.Ed.***

Coordinator of Career Development  
 Johnson State College Career & Internship Center  
 Please post jobs and internships at [www.jscjobbank.wordpress.com](http://www.jscjobbank.wordpress.com)  
 802 635-1377

VSCUP President  
 AFT VT Local #6217, AFL-CIO

Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has. ~ Margaret Mead

[www.jsc.edu/careers](http://www.jsc.edu/careers)  
 Dewey 131  
 Career and Internship Center  
 802-635-1377  
 Johnson State College  
 337 College Hill  
 Johnson, VT 05656

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**P** Think Green before you choose to print this email

Thursday, September 22, 2016 at 11:24:50 AM Eastern Daylight Time

**Subject:** Fwd: Do Not Merge LSC & JSC - LSC Alumni  
**Date:** Thursday, September 22, 2016 at 11:19:15 AM Eastern Daylight Time  
**From:** Spaulding, Jeb  
**To:** Sopchak, Elaine H.  
**Attachments:** ~WRD000.jpg

Jeb Spaulding, via mobile  
 Chancellor, Vermont State Colleges

Begin forwarded message:

**From:** James Sinko <[james.sinko@weathergroup.com](mailto:james.sinko@weathergroup.com)>  
**Date:** September 11, 2016 at 3:54:39 PM CDT  
**To:** "Spaulding, Jeb" <[jeb.spaulding@vsc.edu](mailto:jeb.spaulding@vsc.edu)>  
**Subject:** Re: Do Not Merge LSC & JSC - LSC Alumni

Thank you for responding Mr. Spaulding. I am very passionate about my college, Lyndon State. That was my home for 6 years. I volunteered in the community as a firefighter and did a lot on campus. That college provided me so much and I would hate to see this process destroy something great. Over the last 8 years the VSC has disappointed me both as a student and an alumni. I just hope this "cost cutting" process doesn't destroy the reputation Lyndon has built.

I will continue to follow along with this process.

~James

On Sun, Sep 11, 2016 at 12:03 PM, Spaulding, Jeb <[jeb.spaulding@vsc.edu](mailto:jeb.spaulding@vsc.edu)> wrote:

James,

Thank you for sharing your thoughts about a possible unification of Lyndon and Johnson. Your passion for your Alma mater is clear and admirable. I will be sure your message is shared with members of the VSC Board of Trustees.

The reason we are seriously considering a unification of Johnson and Lyndon into a single institution with two distinctive campuses is to strengthen their ability to continue providing the kind of educational experience you enjoyed and value. In this day and age, many colleges, especially small, tuition dependent colleges in the Northeast, are struggling mightily. There are fewer students graduating from high schools, costs and performance expectations are increasing, and tuitions are already very high. I firmly believe it is those higher education

leaders who fail to acknowledge the challenges, challenges that are only going to continue intensifying, and fail to have the courage to take action that put their colleges and universities in serious jeopardy. The Board of Trustees and I are committed to doing all we can to ensure both Lyndon and Johnson are able to not only survive, but thrive in the years ahead. I have attached a copy of my remarks to the Board of Trustees outlining the what, why, and how of the unification proposal.

I want to be very clear about one thing, James. Joe Bertolino was not forced out. When he was selected to the President of LSC, he made it very clear he would be around four or five years. I wish he would have stayed longer, but he followed through on his commitment and did a wonderful job during his tenure. It was entirely his choice to pursue the presidency of Southern Connecticut State University. We were all sad to see him go and wish him the best.

You and I may end up disagreeing on what the "right thing" to do is, but I assure that trying to do the right thing is what generated the unification proposal, not names, wallets or bank accounts.

With best regards,

Jeb Spaulding, Chancellor

Vermont State Colleges

PO Box 7; 575 Stone Cutters Way

Montpelier, VT 05601

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**From:** James Sinko [mailto:[james.sinko@weathergroup.com](mailto:james.sinko@weathergroup.com)]  
**Sent:** Thursday, September 08, 2016 9:46 PM  
**To:** VSC Unification <[unification@vsc.edu](mailto:unification@vsc.edu)>; Spaulding, Jeb <[jeb.spaulding@vsc.edu](mailto:jeb.spaulding@vsc.edu)>  
**Subject:** Do Not Merge LSC & JSC - LSC Alumni

Hello VSC & Mr. Spaulding,

I am strongly against the merger of Lyndon State (my Alma Mater) and JSC. I believe the Vermont State College system has never been successful in cost management. I believe the Vermont State Colleges Board of Trustees is at fault for this and now about to punish the students. Lyndon State College has been a very successful school in the last several years especially thanks to Joe Bertolino. However, I see you forced Joe out since nobody under the Shumlin (liberal) administration has done anything but "screw over" Vermonters and students.

I believe this is a worthless excuse to "cut cost" all awhile raising tuition costs every year. This is because someone on the board needs to pocket the money somewhere.

You are going to destroy the way our school works. I graduated in 2014 and that college functioned correctly. Functioned as a family and got stuff done thanks to Joe and the people he hired. You people do nothing but look at your version of "saving money" but don't care about the students. The administration and knowing them is crucial and with this "new" setup we won't know anyone. I find it hard to believe you wont go and fire people which is wrong. I always want to know that I graduated from Lyndon State and not this poorly managed joint college.

It's wrong and I bet many agree with me. However, I have a strong feeling nobody is reading these emails and they are falling on deaf ears. Overall, this is bad for LSC for the student environment, faculty, family environment, alumni and many more.

Do the right thing and please don't care about your name and wallets/bank accounts!

Thanks,

James Sinko

Class of 2014

Lyndon State College

--

**James Sinko** | Weather Producer / Meteorologist

w: [\(770\) 226-2275](tel:(770)226-2275) c: [\(207\) 522-7592](tel:(207)522-7592) e: [james.sinko@weathergroup.com](mailto:james.sinko@weathergroup.com)

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**James Sinko** | Weather Producer / Meteorologist

w: (770) 226-2275 e: [james.sinko@weathergroup.com](mailto:james.sinko@weathergroup.com)

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Thursday, September 22, 2016 at 12:23:54 PM Eastern Daylight Time

**Subject:** Fwd: Comment on Unification  
**Date:** Thursday, September 22, 2016 at 12:22:56 PM Eastern Daylight Time  
**From:** Spaulding, Jeb  
**To:** Sopchak, Elaine H.

I think this does it.

Jeb Spaulding, via mobile  
 Chancellor, Vermont State Colleges

Begin forwarded message:

**From:** <[jeb.spaulding@vsc.edu](mailto:jeb.spaulding@vsc.edu)>  
**Date:** September 22, 2016 at 11:22:28 AM CDT  
**To:** <[jvankovics@aol.com](mailto:jvankovics@aol.com)>  
**Subject:** Comment on Unification

Jim,

First, thanks very much for your ongoing support of Lyndon. That is so very much appreciated. Based on the quality of your message, it is clear you received a good education there. I just wanted to acknowledge your message and offer a brief reply.

I would like to assure that, assuming the Board votes to proceed, we will be choosing to unify out of a clear understanding about how much both Lyndon and Johnson mean to their students, alumni, and communities. We will making a choice to be strong by placing our future in our own hands, not making a choice to hope for a sunnier day for or for someone to ride to our rescue.

You are right that our financial position is mainly what precipitated the unification proposal, but it is much more than a cost cutting exercise. I firmly believe unification can not only help shore up our financial foundation, but also expand opportunities for students, and improve the cache of both campuses, allowing us to recruit more new students than if we choose the status quo. All that said, unification is not a silver bullet and we will need to work hard on all six of the Board of Trustee strategic priorities in support of the mission of the Vermont State Colleges.

You raise an interesting question about whether we should unify all five of the VSC institutions. We have thought about that and have, instead, decided to consolidate more administrative functions across the system at this time, without creating one single accredited institution out of all five. For example, we are in the process of consolidating five accounts payable staffers, one at each college, into two positions serving the entire system. We believe system wide consolidation of certain common functions, as well as strong alliances between pairs of colleges, is the most likely model to succeed at this time. There are many reasons for this. In brief, one of our colleges, Community College of

Vermont, employs completely different educational, economic, and labor model. It would not fit well in a unified structure. Castleton has about about 1,000 more students than either Lyndon or Johnson and, therefore, may have enough economy of scale to stand on its own. And, it is a lot further away from Lyndon than Johnson. Vermont Technical College is also a very different kind of college than the others, though I do not completely discard the notion that it might make sense to think about unifying that college as well down the road. Yes, Lyndon and Johnson have many differences, and we intend to protect and celebrate those differences, but based on my direct observation, these colleges have a lot more in common than they have in differences.

Again, thanks for taking the time to share your thinking. And, thanks for your ongoing, and most appreciated, support for Lyndon. If you are in the area sometime, I would enjoy meeting and having a face to face conversation.

All the best,

Jeb Spaulding, via mobile  
 Chancellor, Vermont State Colleges

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**From:** Jim Van Kovics [<mailto:jvankovics@aol.com>]  
**Sent:** Friday, September 09, 2016 10:22 AM  
**To:** VSC Unification <[unification@vsc.edu](mailto:unification@vsc.edu)>  
**Subject:** Comment on Unification

Good morning,

I am a LSC alumni and am a long-time significant donor to LSC's Alumni fund and other endowments so I consider myself a friend and investor in the institution. As an investor, I'd like to offer the following observation after reviewing the information on the VSC website, including the most recent VSC financial statements. It is clear to me this is primarily a financial decision. And, while I don't like the loss of autonomy as a result of unification, I recognize the need to realize financial efficiencies to remain viable.

In the FAQ document I read the rationale for unifying only JSC/LSC and not all 5 VSC's and I don't think you adequately address the business case. I recognize the catalyst for this action is the departure of LSC's President, so it's less painful to take a baby step and only unify LSC with JSC. However the efficiencies gained by unifying JSC/LSC are fairly minimal and are just a band aid in addressing the overall solvency of the VSC system. Additionally, the arguments for the positive benefits of unifying just LSC/JSC don't resonate. They are

geographically separated and very different institutions. I doubt few students will take advantage of the proposed synergies.

It may be unpleasant, it may be complex, but if you are going to do this you need to make the hard decision and unify all 5 VSCs for the good of the entire system.

Respectfully,

Jim Van Kovics  
LSC 1981

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Thursday, September 22, 2016 at 11:21:07 AM Eastern Daylight Time

**Subject:** Fwd: Good Neighbor Award at JSC  
**Date:** Thursday, September 22, 2016 at 11:06:50 AM Eastern Daylight Time  
**From:** Spaulding, Jeb  
**To:** Sopchak, Elaine H.

Jeb Spaulding, via mobile  
Chancellor, Vermont State Colleges

Begin forwarded message:

**From:** "Spaulding, Jeb" <[jeb.spaulding@vsc.edu](mailto:jeb.spaulding@vsc.edu)>  
**Date:** September 21, 2016 at 1:05:29 PM CDT  
**To:** "[russpellerin@gmail.com](mailto:russpellerin@gmail.com)" <[russpellerin@gmail.com](mailto:russpellerin@gmail.com)>  
**Subject:** Re: Good Neighbor Award at JSC

Dear Mr Pellerin,

Thanks very much for your message. It is my understanding that Johnson will be reaching out to you directly, if they have not done so already, and will confirm the Good Neighbor discount will continue under unification.

I want to personally let you know that we are thrilled that your daughter is interested in attending Johnson State College next year. There is a lot of excitement on the Johnson Campus these days. President Elaine Collins, who began her tenure, just over a year ago has brought a high level of energy and enthusiasm. Under her leadership, Johnson became one of 30 institutions in the country inducted into the Council of Public Liberal Arts Colleges. This honor recognizes the strong academic foundation at Johnson and will expand educational opportunities for students.

I also want to assure you that the probable future unification of Johnson and Lyndon into one bigger institution with two distinctive institutions will only add to your daughter's experience. Not only will our financial foundation be stronger, but academic and co-curricular opportunities will be expanded. On the other hand, we are committed to maintaining the individuality of each campus, including the current athletic programs at each college. For example, Johnson will still be a NCCA Division III member of the North Atlantic Conference.

Again, thanks for reaching out. If you have any future questions or concerns, please do not hesitate to get in touch.

Jeb Spaulding, via mobile  
Chancellor, Vermont State Colleges

**From:** Russ Pellerin [<mailto:russpellerin@gmail.com>]  
**Sent:** Saturday, September 10, 2016 11:00 AM  
**To:** VSC Unification <[unification@vsc.edu](mailto:unification@vsc.edu)>  
**Subject:** Good Neighbor Award at JSC

Hello, my daughter is a senior at Keene High School in Keene, NH and is very interested in attending Johnson State College beginning in 2017. She has attended the Girl's Basketball Camp at Johnson State and will be attending the Open House on October 21. Since we live in Cheshire County NH, she qualifies for the Good Neighbor Award tuition discount. At Lyndon State, Keene, NH is not not one of the cities that qualifies for the Good Neighbor program. With Unification, are there any plans to alter or eliminate the Good Neighbor Award at Johnson State College? If students from Cheshire County, NH do not qualify for the Good Neighbor Award this could impact my daughter's decision to attend Johnson State as it is about a \$7000 per year savings for us, making the cost similar to our NH in-state schools at Plymouth and Keene. We hope the Good Neighbor Award continues at Johnson State College.

Thank You

Russ Pellerin

Thursday, September 22, 2016 at 11:22:38 AM Eastern Daylight Time

**Subject:** Fwd: Good Idea - But Let's Not Rush  
**Date:** Thursday, September 22, 2016 at 11:07:27 AM Eastern Daylight Time  
**From:** Spaulding, Jeb  
**To:** Sopchak, Elaine H.

Jeb Spaulding, via mobile  
 Chancellor, Vermont State Colleges

Begin forwarded message:

**From:** <[jeb.spaulding@vsc.edu](mailto:jeb.spaulding@vsc.edu)>  
**Date:** September 22, 2016 at 9:25:10 AM CDT  
**To:** <[craigkjohnson3@gmail.com](mailto:craigkjohnson3@gmail.com)>  
**Subject:** Re: Good Idea - But Let's Not Rush

Craig,

I just wanted to acknowledge reading your message. Thank you for taking the time to share your thoughts. I will make sure the Board of Trustees receives your email.

For many months now, we have been considering what would be the best way to shore up the financial foundation for both Johnson and Lyndon, while expanding opportunities for students, and improving our ability to recruit new students for future years. I am confident the proposed unification is the best avenue to accomplish these things, recognizing there is not single silver bullet and we will need to work hard on all six of the Board of Trustees strategic priorities in support of the mission of the Vermont State Colleges.

If the Board makes a decision to move ahead, it will take somewhere about 18 months to work through all the logistics with NEASC, the US DOE, NCAA, etc. That means we need to get moving now to be sure we can be far enough down the road to have our marketing/admissions folks ready to begin recruiting next fall for the first incoming class in 2018.

I assure you we will have an inclusive and process to work through the myriad issues that will be required to ensure a successful unification.

One small point, the Seven Days reporter asked me if the required report would be available to the public BEFORE the Board meeting, NOT whether it would be available to the public - of course it would be available as a public document under Vermont law. I answered her honestly, saying I hadn't thought about the question of whether it would be available before the Board meeting. Then, I thought for about 20 seconds and said yes the report will be available. We are hoping to finish editing the report in the next few days

and have it posted on the unification website on Monday. I hope this seems reasonable.

Again, thanks for taking the time to weigh in. Your interest and input is most appreciated.

Jeb Spaulding, via mobile  
 Chancellor, Vermont State Colleges

**From:** Craig Johnson [<mailto:craigkjohnson3@gmail.com>]  
**Sent:** Thursday, September 15, 2016 12:51 PM  
**To:** VSC Unification <[unification@vsc.edu](mailto:unification@vsc.edu)>  
**Subject:** Good Idea - But Let's Not Rush

This message is direct to the Vermont State Colleges Board of Trustees.

I am a 2012 graduate of the Atmospheric Sciences program at Lyndon State College. The idea of "unifying" Lyndon and Johnson State Colleges seems to me like a decent idea. That being said, I am deeply concerned about how quickly this is evolving. I recently read a Seven Days article that suggested that there are still many questions yet to be answered about the proposed plan. I'm also concerned that when asked if the details of the plan that Spaulding would be presenting to the board of trustees would be made public, he answered with "I hadn't thought about it." The fact that he hadn't thought about sharing the details of the plan with the public, and more importantly the students, faculty, and alumni of the two colleges, says to me that he probably didn't intend to. I understand that he will now share those details, which is good, but it shouldn't take someone asking the question for the person proposing the plan to realize its a good idea.

Spaulding himself said that if his merger idea is opposed by the advisory committee, that it would NOT force the closure of one of the schools, but that "it would increase the odds somewhere down the road." It seems to me that all parties involved should spend the next year getting more details of the plan put in place and vetting those details before there is a vote on whether or not to continue with the plan. This could be a really great plan, I would just hate to see it voted on without the proper investigation by all parties involved.

I implore the VSC Board of Trustees to reject the merger at this time and to set up a process for vetting the details of the plan beyond what has been revealed to date.

Thanks you for the opportunity to comment on this matter.

--

**Best Regards,**  
**Craig K. Johnson**

**John Kleinhans**

September 15 at 5:37pm · 🌐

This is sad and rushed. It's a disservice to all of us that called [Lyndon State College](#) home.

When I was Student Body President and a member of the [Vermont State Colleges](#) Board of Trustees, we ran an effective lobbying effort with hundreds of students targeted at the state legislature to try to fix this problem before it came to this. The roadblock? Secretary of the Administration [Jeb Spaulding](#). Now? He's the Chancellor of the Vermont State Colleges and will push this awful plan forward.

Farewell Lyndon. It's been real.



### Shotgun Marriage? Johnson and Lyndon State Colleges Rush to the Altar

Two dozen Lyndon State College students streamed into a community room last Thursday for a lunchtime meeting with top brass. The topic? A proposal so...

SEVENDAYSVT.COM | BY TERRI HALLENBECK

👍 Like    💬 Comment    ➦ Share

👍 😊 Curtis Brown, Connor O'Sullivan and 10 others

1 share



**Weston Miller** This is disappointing to hear. Thanks for your efforts on this John.

Like · Reply · 🗨️ 1 · September 16 at 11:36am



**Tim Cappalli** It's a beautiful thing. Should have been done years ago. All 5 should be 1.

Like · Reply · September 16 at 1:22pm



**John Kleinhans** lol **Tim Cappalli** that's always been your dream

Like · Reply · September 16 at 1:24pm



**Tim Cappalli** Because it's fiscally responsible given the state of things.

Like · Reply · September 16 at 1:33pm



Write a reply...



Write a comment...



Press Enter to post.

Thursday, September 22, 2016 at 11:23:20 AM Eastern Daylight Time

**Subject:** Fwd: Open Letter to Lyndon, and the VSC Unification Committee  
**Date:** Thursday, September 22, 2016 at 11:07:39 AM Eastern Daylight Time  
**From:** Spaulding, Jeb  
**To:** Sopchak, Elaine H.  
**Attachments:** LSC open letter.docx, ATT00001.htm

Jeb Spaulding, via mobile  
 Chancellor, Vermont State Colleges

Begin forwarded message:

**From:** "Spaulding, Jeb" <[jeb.spaulding@vsc.edu](mailto:jeb.spaulding@vsc.edu)>  
**Date:** September 22, 2016 at 9:44:34 AM CDT  
**To:** "[tlavignewx@yahoo.com](mailto:tlavignewx@yahoo.com)" <[tlavignewx@yahoo.com](mailto:tlavignewx@yahoo.com)>  
**Subject:** Fwd: Open Letter to Lyndon, and the VSC Unification Committee

Tim,

I just wanted to briefly acknowledge reading your recent message and letter. Thank you for taking the time to share your thoughts. I will make sure the Board of Trustees receives your letter.

For many months now, we have been considering what would be the best way to shore up the financial foundation for both Johnson and Lyndon, while expanding opportunities for students, and improving our ability to recruit new students for future years. I am confident the proposed unification is the best avenue to accomplish these things, recognizing there is not single silver bullet and we will need to work hard on all six of the Board of Trustees strategic priorities in support of the mission of the Vermont State Colleges.

If the Board makes a decision to move ahead, it will take somewhere around 18 months to work through all the logistics with NEASC, the US DOE, NCAA, etc. That means we need to get moving now to be sure we can be far enough down the road to have our marketing/admissions folks ready to begin recruiting next fall for the first incoming class in 2018. We will have an inclusive and process to work through the myriad issues that will be required to ensure a successful unification.

I wanted to touch on two important points you referenced in your letter... The importance of identity and the value of a degree. We are in complete agreement with you on both and we will protect and strengthen both under unification. We intend to keep the kinds of traditions and campus specific programs in place - athletics, nationally acclaimed programs, partnerships, scholarships, and informal traditions. As for the reputation of programs and degrees, using the Atmospheric Sciences Program as an example, with

effective marketing we could add cache to the program and degree by branding the program along the lines of the Lyndon Atmospheric Program at Northern Vermont State University- Lyndon or the Lyndon Atmospheric Program at Vermont State College-Lyndon.

Perhaps most importantly, as I have already written, we will put our best minds together and get necessary outside assistance to work through all of the important decision points to ensure a successful unification.

Again, thanks for taking the time to weigh in. Your interest and input is most appreciated.

Jeb Spaulding, via mobile  
 Chancellor, Vermont State Colleges

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**From:** Timothy Lavigne [<mailto:tlavignewx@yahoo.com>]  
**Sent:** Friday, September 16, 2016 8:55 AM  
**To:** VSC Unification <[unification@vsc.edu](mailto:unification@vsc.edu)>; Atkins, Nolan T. <[Nolan.Atkins@lsc.vsc.edu](mailto:Nolan.Atkins@lsc.vsc.edu)>; Miles, Darcie A. <[Darcie.Miles@lsc.vsc.edu](mailto:Darcie.Miles@lsc.vsc.edu)>  
**Subject:** Open Letter to Lyndon, and the VSC Unification Committee

To all recipients of this email:

Attached is an open letter regarding the unification of Lyndon State and Johnson State College. I hope that it finds you all well. Please feel free to distribute this letter publicly as a means of healthy discussion regarding the content within. Thank you for your time in reading this letter and acknowledging it's concerns.

Tim Lavigne  
 Morning Meteorologist  
 KNOE 8 News  
 Monroe, LA 71203

Dear VSC Chancellor Jim Spaulding, Members of the LSC/JSC Unification Committee, and all who are concerned for the future of two of our great Vermont State Colleges,

For many students in the Vermont State College system, today is a day filled with the daily rigors of whether or not they have studied enough for their upcoming test, or all the bookwork they have to tackle when they get back to their dorm rooms, or off-campus housing. For the professors, it's the struggle of keeping classes on track, and all the meetings and grading and paperwork that comes with the position. For the Staff, it's finding new ways to be efficient, and still get the job done so they can go home to their families after a long hard day. However, there are many things happening behind the scenes that are creating fear and worry in the hearts of Vermont State College Faculty/Staff and students, most specifically, those enrolled and working at Lyndon State and Johnson State. In fact, after reading articles online and listening to the murmurs from old college friends, I, as an alumnus of Lyndon, am quite concerned as well for these same strong communities at these colleges.

I attended Lyndon State from 2005-2011, as a Meteorology (Atmospheric Science for all the newbies) major. I graduated with my Bachelor's degree, with a concentration in Broadcast Meteorology. It was one of the happiest days of my life. That said, It pains me to see that my Alma Mater is struggling to pay the bills, and is being subject to a potential merger within the VSC system. While I do not necessarily object to such a merger from occurring, if it is in fact for the best interest of the College, I am worried about the loss of the identity of Lyndon.

One might not think that most would care about something so simple as a name change, when in fact, I feel the notion of this scares not only current students and staff, but alumni as well. While I understand that Lyndon is not exactly a school (in my opinion) that would be put on a Top 100 list for schools with the most school spirit and pride, since we are not your classic "household name" school or university, I think that the people who work and study in the individual departments of Lyndon bear with them a prideful fire within their careers and their conversations about their college careers because of the experience Lyndon makes for them and the opportunities it affords them. I, of course, can only speak to the Atmospheric Science department, since that was my choice of study, but let's use this as an example since it is one of the many fine programs that Lyndon offers. I know in my case, I have gone out of my way to refer anyone even thinking about pursuing a career in atmospheric science to Lyndon, because I believe that this program in all aspects is second to none in the country, regardless of what the statistics might say. When I was searching for a school, I was referred by several people, none of which even attended Lyndon, to go there for its

atmospheric science program, to turn my passion into a profession, as their current motto so aptly puts it. Even now in my professional career as a broadcast meteorologist, I have gone out of my way to hand-deliver resumes or willing Lyndon grads who need a chance on the professional level, and I was given my chance in part due to the pedigree the program has, and the name it has made for itself through the success of its alumni. I feel a great deal of pride toward Lyndon, and toward the program that helped make me who I now am today. Professionals in the broadcast world have come to know the caliber of meteorologist and journalist that Lyndon puts into the workforce. In the news and weather world, Lyndon State College Journalism and Atmospheric Science is a household name; a name that has become synonymous with excellence, and dedication to the craft.

On a personal level, it pains me to think that a name change could affect a student's chances of landing that dream job. Sure, I understand the degree is still just as credible, and the talent is still just as good. But, it goes a lot farther when you have a familiar name attached to it. You may say that things will shake out in the years following the name change and things will go back to normal. This is likely true, but there will still be that dip and that struggle for those who receive the degree in the initial years following the change, when they go to fill out their resume, and an employer looks at it bewildered because they've never heard of the school before. On top of that, alumni who have the degree from Lyndon or Johnson, who still write it down as such on a resume may face similar struggles initially, although I'm inclined to believe this will not be as prevalent an issue. I understand that the committee and the VSC system have no intent of putting their students and staff in harm's way through this merger, but nothing of this magnitude goes through without a few growing pains.

In closing, as alum who is concerned for all parties involved, and wants to see the continued prosperity for the students who attend Lyndon and Johnson, I urge the committee and the Board of Trustees to tread lightly regarding this merger, and a potential name change. I urge you to consider allowing these colleges to keep their personal identities intact, despite the fact that they may be working as one to thrive and succeed. It is my hope that this merger may also be just a temporary setback due to the times we live in, and the cards the VSC system has been dealt.

Sincerely, and forever a Lyndon Hornet,

Tim Lavigne  
Morning/Noon Meteorologist  
KNOE 8 News

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Thursday, September 22, 2016 at 11:19:47 AM Eastern Daylight Time

**Subject:** Fwd: Unification Questions  
**Date:** Thursday, September 22, 2016 at 11:06:13 AM Eastern Daylight Time  
**From:** Spaulding, Jeb  
**To:** Sopchak, Elaine H.

Jeb Spaulding, via mobile  
Chancellor, Vermont State Colleges

Begin forwarded message:

**From:** "Spaulding, Jeb" <[jeb.spaulding@vsc.edu](mailto:jeb.spaulding@vsc.edu)>  
**Date:** September 21, 2016 at 11:42:39 AM CDT  
**To:** "Rossetti, Nathan R." <[Nathan.Rossetti@lsc.vsc.edu](mailto:Nathan.Rossetti@lsc.vsc.edu)>  
**Subject: Re: Unification Questions**

Nathan,

Thanks for getting in touch. I know that the kind of change we are in the midst of builds anxiety and would like to do my best to calm the stress level whenever I can. Myself, I feel unification will have a positive effect on just about everyone connected with Lyndon and Johnson.

With the caveat, that in this day and age, predicting the future is harder than ever and that it will be the leadership of the unified institution that will ultimately make personnel decisions, I do not anticipate any significant personnel reductions in areas like public safety and maintenance as a result of unification. Since we are committed to maintaining both campuses as vibrant and safe places, and since we are already thin, as you point out, I would guess folks working in this area should feel pretty good about the future. As a matter of fact, we hope to increase enrollment as a result of unification in the coming years and if we are successful, that should improve job security and working conditions.

I hope this reply is helpful. Please feel free to get in touch whenever you feel the need.

Thanks for all you do for Lyndon.

Jeb Spaulding, via mobile  
Chancellor, Vermont State Colleges

On Sep 20, 2016, at 10:19 AM, VSC Unification <[unification@vsc.edu](mailto:unification@vsc.edu)> wrote:

For your response.

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**From:** Rossetti, Nathan R.  
**Sent:** Saturday, September 17, 2016 7:38 AM  
**To:** VSC Unification <[unification@vsc.edu](mailto:unification@vsc.edu)>  
**Subject:** Unification Questions

Hi Jeb—

I've heard a lot about the consolidation of the administration but I haven't really heard anything about essential personnel i.e. public safety, maintenance, etc. I'm curious how consolidation would affect our departments or if that's been discussed? With Lyndon and Johnson becoming one institution with two distinct campuses does that mean each campus will still have individual Maintenance and Public Safety departments or is part of the plan to consolidate these departments with one supervisor for both Johnson and Lyndon?

I'm not very familiar with Johnson, I've been to a few trainings with their public safety department and I would assume they're in the same boat as us at Lyndon, but at Lyndon, we're an understaffed department. We have one director, four full-time officers and one part-time, and our department does not have a dispatch or administrative assistant. There are times that our work-study and student workers have to cover shifts to make up for the lack of help. Unlike many other schools, at Lyndon, on top of our patrols, lock-up, boiler checks, and other tasks, each officer also picks up some administrative work as well to make up for not having an administrative position. For what we have, I think we do a tremendous job—but like anything we can always improve. I went to a training at Keene last year and many of the schools at that training had very different public safety models with more officers and dispatchers. I'm wondering if down the road, the unification could help "beef" up the department? Would it benefit in that regard?

I appreciate you taking the time to review and give your feedback.

Thank you,

**Nathan R Rossetti**  
Public Safety Officer  
Lyndon State College  
Phone: 802.626.6304  
[nathan.rossetti@lyndonstate.edu](mailto:nathan.rossetti@lyndonstate.edu)

Thursday, September 22, 2016 at 1:55:17 PM Eastern Daylight Time

**Subject:** Fwd: Johnson/Lyndon State colleges consolidation  
**Date:** Thursday, September 22, 2016 at 1:53:02 PM Eastern Daylight Time  
**From:** Spaulding, Jeb  
**To:** Sopchak, Elaine H.  
**CC:** Coates, Patricia M.

Last one, if not too late. Thanks.

Jeb Spaulding, via mobile  
 Chancellor, Vermont State Colleges

Begin forwarded message:

**From:** "Spaulding, Jeb" <[jeb.spaulding@vsc.edu](mailto:jeb.spaulding@vsc.edu)>  
**Date:** September 22, 2016 at 12:52:26 PM CDT  
**To:** "[danh802@gmail.com](mailto:danh802@gmail.com)" <[danh802@gmail.com](mailto:danh802@gmail.com)>  
**Subject:** Re: Johnson/Lyndon State colleges consolidation

Daniel,

Thanks for taking the time to share your perspective and advice about unification of Johnson and Lyndon State Colleges. I will be sure your message is shared with our Board of Trustees.

For many months now, we have been considering what would be the best way to shore up the financial foundation of both Johnson and Lyndon, while expanding opportunities for students, and improving our ability to recruit new students in future years. I am confident the proposed unification is the best avenue to accomplish these things, recognizing there is not single silver bullet and we will need to work hard on all six of the Board of Trustees strategic priorities in support of the mission of the Vermont State Colleges.

As you point out, our target for the unification (single accreditation, new name, etc.) is the 2018 academic year. That said we have been very clear in saying we need to be flexible as new information and circumstances arise, and that unification will be an evolutionary process, not something where you flick a switch and everything is in its final form.

Your admonition that we should make sure we do unification "right" is important and will do our level best to be sure that will be the case.

Thanks again for taking the time to weigh in.

Jeb Spaulding, via mobile  
 Chancellor, Vermont State Colleges

Jeb Spaulding, via mobile

Chancellor, Vermont State Colleges

**From:** Daniel Herman [<mailto:danh802@gmail.com>]  
**Sent:** Thursday, September 22, 2016 8:28 AM  
**To:** VSC Unification <[unification@vsc.edu](mailto:unification@vsc.edu)>  
**Subject:** Johnson/Lyndon State colleges consolidation

After reading the article in Seven Days about the consolidation of Johnson and Lyndon State colleges, I was left scratching my head and thinking 'not again'. I immediately starting thinking of Vermont's Health Connect and politicians who, by the way, have little or no expertise and obviously do not listen to those who do, rush to change course without considering or understanding the importance of how technology impacts the success or failure of their decisions.

As someone who's had 30+ years of experience leading software design and development projects, I knew that VHC was doomed before it started after I learned about the timeline, which was impossible to meet. I make that same prediction with this proposal. The timeline of 21 months is ridiculously short and short-sighted. It will take longer than that simply to unpack each college website and create a new "unified" one. A combined online catalog and registration system is another mammoth project. And these are only 2 of the many IT projects that would have to be analyzed, redesigned and implemented.

If the software isn't working, the system will fail. Students won't be able to sign up for classes, instructors won't have the information they need, financial aid won't come through, etc. Déjà vu, VT Health Connect. This project is a significant IT endeavor and should be timed to how long the software development will truly take.

What's truly amazing is that this push for consolidation has no facts to back it up. The board chair thinks it's a great idea...based on what? No problem – full steam ahead. And when problems arise they can always round up all the students and put on a musical for the legislature!

You should learn a lesson from the disastrous rollout of VT Health Connect. Yes we do need a better health care payment system just as we need to rework our state college system. But let's do it right rather than guaranteeing another failed endeavor for lack of proper planning.

VERMONT STATE COLLEGES  
BOARD OF TRUSTEES  
RESOLUTION

Unification of Lyndon State College and Johnson State College

- WHEREAS, The Board of Trustees, in their July 21, 2016 resolution, affirmed their commitment to both the Lyndon State College and the Johnson State College campuses and their value to the regional economy, to the state, and to the VSC mission; and
- WHEREAS, Unification will expand opportunities for students through new academic programs, access to more courses and faculty, shared extra-curricular events, organizations, and opportunities; and
- WHEREAS, Unification will help achieve a strengthened financial position due to consolidated leadership positions, shared resources, and enhanced opportunities to grow enrollments and revenues; and
- WHEREAS, Faculty, staff and students are actively engaged in considering unification: what will make it successful, what challenges will be involved, how to preserve the identity of each college, and whose ideas, perspectives, and talents will shape the future of the unified college; and
- WHEREAS, The appointment of a single administrative leadership team will help achieve immediate budget savings, work with faculty, staff, and students to determine the specifics of unification, and maintain a presence on each campus after unification; and
- WHEREAS, The proposed unification timeline reflects input received about appropriate preparation time for accreditation, state and federal agency processes, for the development and marketing of a brand for the unified college, and for continued and structured input and planning by faculty, staff, and students; and
- WHEREAS, Unification will bring together the unique attributes of each college, will create a larger, stronger college that offers more opportunities for students, will maintain two campuses and access to quality postsecondary education in the northern region of Vermont, and will strengthen the finances that will support this work; therefore, be it

- RESOLVED, That the Board of Trustees approves the unification of Johnson State College and Lyndon State College into one single, accredited college with two distinctive campuses; and be it further
- RESOLVED, That to provide executive leadership for the transition, Dr. Elaine Collins will serve as the single president of both colleges beginning July 1, 2017, and will be president of the unified college on July 1, 2018; and be it further
- RESOLVED, That Dr. Collins should name a unified administration that includes executive team leaders from both campuses by the end of October, 2016, so that it will guide transition planning and implementation; and be it further
- RESOLVED, That the administrative leadership team should make a recommendation on a name for the new entity for the Board's consideration at its December meeting.

**Item 3:**

1. **[Finance & Facilities Committee Consent Agenda Resolution](#)**
2. **[Minutes of the August 24, 2016 Finance & Facilities Committee Meeting](#)**

**[Back to Agenda](#)**

## Vermont State Colleges Grant Proposal Budget Analysis

Form A & B

College: Vermont Technical College

Grant Title: VSTEOP Working Families Grant - # AH-29193-16-60-A-50

Grant Agency: US Department of Labor

Project Director: Beth Demers

Purpose of Grant: VTC/CCV are providing an advanced manufacturing apprenticeship program to create a pathway for underemployed, unemployed and incumbent workers advance in a career in the manufacturing industry.

Grant Period: 7/1/2016 to 6/30/2020

Review Period: 4 Multi-Yr\*\* / Cumulative Grant Amt: \$4,000,000  
 \*\*(please enter number of years covered)

Proposed Funding	1st Yr		2nd Yr		3/4 Yr	
	Grant	College	Grant	College	Grant	College
<b>Direct Costs</b>						
Salaries & Wages	\$ 193,750.00	\$ -	\$ 193,750.00		\$ 387,500.00	
Employee Benefits	\$ 109,759.38	\$ -	\$ 109,759.38		\$ 219,518.75	
Supplies	\$ 198,921.37	\$ -	\$ 25,000.00		\$ 25,000.00	
Travel	\$ 1,200.00	\$ -	\$ 2,000.00		\$ 1,200.00	
Equipment	\$ 324,000.09	\$ -				
contractual	\$ 425,826.00	\$ -	\$ 425,826.00		\$ 851,652.00	
Other	\$ 11,662.27	\$ -	\$ 10,000.00		\$ 10,000.00	
Total Direct	\$ 1,265,119.11	\$ -	\$ 766,335.38	\$ -	\$ 1,494,870.75	\$ -
Indirect Costs*	\$ 118,638.00	\$ -	\$ 118,306.76		\$ 236,730.00	
<b>Total Budget</b>	\$ 1,383,757.11	\$ -	\$ 884,642.14	\$ -	\$ 1,731,600.75	\$ -

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

What is(are) the sources of College Funding?

We will receive fees for the advance class that will cover the cost of food - We have received equipment from other grant that will cover lab expenses N/A

What continuing cost obligations does Granting Agency require/expect?

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

Project Manager position

Business Officer Review by: [Signature] Date: 2016/08/24

Programmatic Review by: [Signature] Date: 8/22/2016

Presidential Review by: [Signature] Date: 8/25/16

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

### Revision to Policy 417, Tuition Waiver for Students Age 65 and Older

We are recommending a minor revision to this policy to clarify its purpose. Policy 417 does not currently stipulate that the tuition discount applies only to undergraduate courses until the section on taking courses for credit. In order to make it clear that graduate level courses are not included in the policy, we recommend adding the word “undergraduate” to the Statement of Policy, as shown in the attached redlined version.



## Manual of Policy and Procedures

<p>Title</p> <p style="text-align: center;"><b>TUITION DISCOUNT FOR STUDENTS AGE 65 AND OVER</b></p>	<p>Number</p> <p style="text-align: center;">417</p>	<p>Page</p> <p style="text-align: center;">1</p>
	<p>Date</p> <p style="text-align: center;"><b>5/26/16</b></p>	

### PURPOSE

The purpose of this policy is to waive a significant portion of the tuition rate to enable individuals aged 65 and older to take undergraduate courses at the Vermont State Colleges (VSC) so that they may increase their knowledge and skills and thereby enhance their quality of life and potential to contribute in new and different fields of work and community service.

### STATEMENT OF POLICY

Effective with the Fall 2016 semester, any student aged 65 years or older may audit one ~~VSC~~ undergraduate course per enrollment period without tuition charge. Additional courses may be taken without limitation, up to and including completion of a certificate or undergraduate degree, at the rate of 50% of the charged tuition. To be eligible, such persons may not take the place of full tuition paying students in courses with enrollment limits. Course specific fees, including registration fees, shall be the responsibility of the student. All other student fees are waived.

Signed by: \_\_\_\_\_  
 \_\_\_\_\_ Jeb Spaulding, Chancellor



September 15, 2016

Jeb Spaulding, Chancellor  
Vermont State Colleges  
P.O. Box 7  
Montpelier, VT, 05602

Dear Chancellor Spaulding,

We are writing to request a change to the endowment terms for the existing President's Endowment for Excellence in Teaching and Learning. The available funds from this endowment supports the President's *Fund* for Excellence in Teaching and Learning (PFETL), which is used by the college's president to strengthen academic initiatives by awarding small grants to faculty and staff (please see attached list of recent awards).

To better explain why we are requesting this change, I am providing you with a history of the endowment and the reason why we feel that a change in terms is necessary at this time.

#### **History of the Endowment**

The President's Endowment for Excellence in Teaching and Learning was established in 2003. The initial amount of \$36,499 used to establish the endowment came from the sale of the College's Lake Eden property. President Murphy elected to add another \$9673 from the dissolution of a quasi-endowment in 2005. Since that time, we have added a total of \$436,799 in gifts from donors and matches by the state through Title 3 and other matching grant programs. Additional funds have come from market growth. The largest gift to the fund of \$402,982 was made in June, 2014, from donors Peter and Evelyn Fuss.

#### **Current Situation**

Although they had been giving to the College since 1997, in 2002 Peter and Evelyn Fuss started directing their gifts solely to the President's Fund for Excellence in Teaching and Learning. They gave \$10,000 yearly and then in April, 2012, they made a gift of \$20,000 (to keep up with inflation, according to Peter). Peter and Evelyn are pleased to see how much a grant to a small college like JSC can do, are continually impressed with our "ability to stretch a dollar", and are pleased with the personal attention that the President gives to distributing the funding.

In June of 2014, it had been over two years since the Fuss' last gift, although we continued to meet with them at our annual fall luncheon where we showcase the work of the PFETL by inviting students and faculty who have received awards from the fund to join us and discuss their work. Upon realizing that so much time had elapsed since their last gift, the Fusses decided to make a gift that would have a lasting impact and prevent a potential lapse in funding.

Therefore, our Director of Development, Lauren Philie, suggested a gift to help build the existing President's Endowment for Excellence in Teaching and Learning. They did the math and figured a \$400,000 gift to corpus would produce \$20,000 yearly at 5%, and the Fusses agreed that a gift of that nature would accomplish their goals. On June 30, 2014, they made a stock gift totaling \$402,982 to the College and it was added to the existing endowment established in 2003.

In 2014 and 2015, there was interest available to spend and the President (Barbara and then I) made an impressive slate of awards from the fund. In January, 2016, Lauren learned that there would not be any funds available from the endowment to transfer into the fund this year. On June 15, 2016, she had lunch with the Fusses and notified them of the situation. Peter and Evelyn were upset to learn of this situation, as having made such a large gift so recently, they expected something to be available to award. Their main goal in making their 2014 gift was to establish consistency in available funding. Peter asked Lauren to look into whether or not they could revoke their gift and establish a trust that would provide more consistent funding. She promised the Fusses that she would get them a comprehensive explanation of our endowment policy so she could better explain how this situation had occurred and see how we could rectify it.

#### Proposed Change

On June 27, 2016, Peter Fuss, Steve Wisloski (VSC CFO), Toby Stewart (JSC Controller), and Lauren Philie (JSC Development Director) met with me to have a discussion about how best to honor the Fuss' intentions. After a thorough discussion, we determined that the best way to rectify the situation would be to change the existing endowment terms to allow spending of the fund balance (including endowment corpus, if necessary) in the instance where 5% in earnings is not available to distribute to the fund. We agreed that Lauren Philie would contact the only other significant donor to the endowment, Barbara Murphy, and she has given her blessing to make a change to the endowment terms.

At this time, we are asking the Board of Trustees to approve a change to the endowment to allow spending of the fund balance in the instance where 5% in interest is not available to distribute to the fund.

We look forward to the Vermont State College Board of Trustees' approval for the change in terms for this existing endowment.

Sincerely,



Dr. Elaine C. Collins, President

Attachments: Current Funding Documents, Summary of President's Fund Awards

# The President's Fund for Excellence in Teaching & Learning



JSC President  
Elaine C. Collins

The President's Fund for Excellence in Teaching & Learning is a donor-supported resource that gives the President the means to strengthen academic initiatives by funding emerging academic opportunities. The fund was established in 2001, recognizing that a modest investment can make a real difference in the depth and breadth of teaching and learning at a small college such as ours. The President's role as lead voice for the College's academic and overall goals assures that these funds go to projects with the potential to have the greatest impact.

Since its inception, the fund has granted more than \$300,000 to support the participation of students, faculty and staff in interesting and unique opportunities that may otherwise have been missed. In addition, an endowment (valued at \$500,860 as of June 30, 2015) has been established, with interest going in perpetuity to support this fund.

The President's Fund for Excellence in Teaching & Learning makes possible worthy projects large and small, including technology enhancements in classrooms and labs, student/faculty inquiry, scholarships for deserving students, distinguished guest scholars, faculty enrichment, and student travel and seminars. Since its establishment, teaching and learning at JSC has been greatly enhanced by projects and activities supported by the Fund, including those summarized below.

## SELECTED AWARDS: FISCAL YEAR 2015

To **Assistant Professor Elizabeth Powell** (Writing and Literature): to travel to the Associated Writing Programs Conference in Los Angeles, CA, where she hosted a booth promoting Green Mountains Review, Pamplemousse (JSC's student literary journal) as well as promoted JSC's Bachelor of Fine Arts Program. \$500

To **Assistant Professor Michael Zebrowski** (Fine Arts): to support a paid public art internship, where students engage in a variety of public art works, events, and educational opportunities. \$4,500

To student **Eden C. Towers**: for financial support to take a summer course to become an Emergency Medical Technician. \$550

To **Professors Dr. Gina Mireault** (Psychology) and **Dr. Staci Born** (Behavioral Sciences), and **Dr. Robert Gervais** (Coordinator of Instructional Technology): to support their attendance at the Building Learning Communities Education Conference in Boston. \$1,730

To students **Jenna Paul**, **Richie Perez**, **Nihad Basic**, **Pedro Perez**, **Ron Adrian**, **Amber MuCulloch**, and **Joshua Aither**: for travel with their supervisor, **Kristin Cannon**, Coordinator of Student Athlete Development, to the Sport Management and Entertainment Lecture and Career Fair in Massachusetts. \$550

To student **Christopher Kerr-Ayer**: to purchase materials for his BFA final thesis art show. \$500

To **Assistant Professor Bethany Plissey** and the **JSC Chamber Singers**: to support their 2015 spring recruiting tour, which included ten performances in five New England states. \$4,120

To undergraduate students **Megan Cavanaugh**, **Erica Fuller**, **Alyssa Slaimen** and graduate student **Sam Flint**: to support their trip to the IMPACT Leadership Conference in Los Angeles, CA. \$1,850

To **Professor Gina Mireault** and the 21 students in her Evolutionary Psychology course: to support their field trip to Clark University in Worcester, MA and the Warren Anatomical Museum at Harvard Medical School. \$615

To student **Cara Conroy**: to fund her trip to an anime convention in Colchester to support her ongoing ethnographic study about the culture of anime in America focusing on JSC's Anime Club. \$200

To **Assistant Professor Kathleen Brinegar** (Education): to allow five students in her class to attend a conference in Colchester (where the keynote speaker was the author of their class textbook) titled Beyond the Core: Motivating Kids to Read, Write, Speak and Think in All Disciplines. \$375

To student **Melissa Mattei**: to support her attendance at the Better Together Summit in New Gloucester, ME; a conference centered on interdisciplinary connection regarding environmental awareness. \$200



## Gifts to the President's Fund for Excellence in Teaching & Learning

Support for this fund comes from friends, faculty, staff and alumni of Johnson State College. Gifts of any size are gratefully received and wisely used under the direct supervision of the President. Annual gifts and contributions to the endowment supporting this fund are especially appreciated. For information, contact the Office of Development & Alumni Relations at 802-635-1241 or email Lauren Philie, director, at lauren.philie@jsc.edu.

APPENDIX C

## NEW FUNDING SOURCE DOCUMENT

**Johnson State College**

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

1) Name of grant, endowment, or other activity: (type in all CAP's)

**PRESIDENT'S ENDOWMENT FOR EXCELLENCE IN TEACHING & LEARNING**

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

Transfer of quasi endowment funds in Lake Eden Fund

3) Purpose of activity:

Endowment for general purposes at President's discretion

4a) Proper accounting fund:

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

4b) Why this fund selected:

To establish these funds as permanent endowment, and to establish a catalyst for adding more gifts.

5) General Ledger account #: (as proposed or assigned)

033\_37023\_00000\_39999\_000

6a) Beginning date:

2/1/03

6b) Ending date:

6c) Duration:

In Perpetuity

7) Reporting requirements: (format/to whom/frequency/other)

None

8a) Funding amount:

\$36,499

8b)  One-time - OR -

Ongoing funding (indicate timeframe: )  
Additional funds to be added from time to time.

9a) If endowment, is principal use allowed: (w/Board OK?)

No

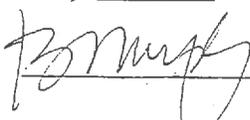
9b) If yes, is replenishment of principal allowed or required:

Interest not expended may be reinvested as principal.

10) If investment proceeds generated, indicate intended disposition:

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

11) President:



11) Date to Ch's Ofc:

January 9, 2003

13) Date Board approved:

VERMONT STATE COLLEGESBOARD OF TRUSTEESRESOLUTION

3 orig. 27  
 Stewart End.  
 Pres. Excell. End.  
 FSSC

Establishment of Endowments: Consent Agenda

WHEREAS, Revised VSC Policy #412 provides for a single consent item to jointly establish any and all new endowments which come before the Trustees at a given meeting; and

WHEREAS, The VSC Finance & Facilities Committee has appropriately reviewed the following three proposals to establish new endowments and recommend them to the full Board; therefore, be it

RESOLVED, That the Vermont State Colleges Board of Trustees hereby establishes the following new endowments respectively titled, in the amount, and for the specific purpose as indicated:

- (a) JSC – “President’s Endowment for Excellence in Teaching and Learning” in the amount of \$36,499 from which earned income from the endowment is to be used as a catalyst for adding more gifts with the purpose of funding key educational projects or activities that the current budget cannot support.
- (b) JSC – “Carrie Hubbard Stewart Scholarship Endowment” to be established from proceeds of the sale of land donated and from which earned income from the endowment is to be used for scholarships for single women, either unmarried, or divorced, with or without children, who are working their own way through college.
- (c) CSC – “Castleton State College Class of 1957 Scholarship Fund” in the amount of \$10,500 from which earned income up to 5% of the annual balance is to be used to provide a scholarship to a qualified, eligible student who is enrolled on a full-time basis.

January 27, 2003

VERMONT STATE COLLEGES

BOARD OF TRUSTEES

RESOLUTION

VSC Finance and Facilities Committee Business: Consent Agenda

- WHEREAS, At its August 24 and September 28, 2016 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 VTC VSTEER Working Families Grant in the amount of \$4,000,000
  - Approval of minor revision to Policy 417, Tuition Waiver for Students Age 65 and Over
  - Approval of change to endowment terms for JSC's President's Fund for Excellence in Teaching and Learning

September 29, 2016

**Unapproved minutes of the Finance & Facilities Committee meeting Monday,  
August 24, 2016**

*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 August 24, 2016 at the Chancellor's Office in Montpelier.

Committee members present: Church Hinds (Chair), Tim Jerman, Bill Lippert, Linda Milne, Aly Richards (by phone)

Absent: Jerry Diamond, Chris Macfarlane (Vice Chair), Martha O'Connor

Presidents: Nolan Atkins, Elaine Collins, Joyce Judy, Jay Paterson, Dave Wolk

Chancellor's Office Staff: Rick Bourassa, Senior Accountant  
Dick Ethier, Director of Facilities  
Sheilah Evans, System Controller/Senior Director of Financial Operations  
Bill Reedy, Vice Chancellor of Legal Affairs  
Deb Robinson, Controller  
Dave Rubin, VSC Grants Coordinator  
Elaine Sopchak, Executive Assistant to the Chancellor  
Jeb Spaulding, Chancellor  
Steve Wisloski, Vice Chancellor for Finance & Administration  
Sophie Zdatny, Associate General Counsel  
Yasmine Ziesler, Vice Chancellor for Academic Affairs

From the Colleges: Scott Dikeman, Dean of Administration, Castleton  
Loren Loomis Hubbell, Dean of Administration, LSC  
Barbara Martin, Dean of Administration, CCV  
Sharron Scott, Dean of Administration, JSC  
Lit Tyler, Dean of Administration, VTC  
Nate Ball, Vermont Technical College

From the Public: Tom Huestis, Public Resources Advisory Group

Chair Hinds called the meeting to order at 1:56 p.m.

1. Consent agenda
  - a. Approve minutes of July 20, 2016 meeting
  - b. Approve VSTEED Working Families Grant

Trustee Jerman moved and Trustee Lippert seconded the approval of the consent agenda. The agenda was approved unanimously.

2. Grants and Uniform Guidance Update

Dave Rubin updated the Committee on the progress of the Uniform Guidance Group. Their work is expected to generate further recommendations for new policies for the Board to consider at its September meeting.

3. Review of draft meeting schedule and topics for FY2017

Vice Chancellor Wisloski reviewed the proposed schedule and topics for meetings.

4. Review of cash management and endowment performance

Vice Chancellor Wisloski reviewed the cash and investment report and second quarter results for VSC endowment funds. Trustee Milne joined the meeting at this time. Chair Hinds invited trustees to join him as part of an investment subcommittee to explore VSC investments more deeply. He encouraged interested trustees to contact Mr. Wisloski.

5. Review of outstanding system debt

Vice Chancellor Wisloski reviewed the VSC's current outstanding debt.

6. Review of facilities and deferred maintenance

Director of Facilities Dick Ethier provided the Committee with an overview of the VSC's deferred maintenance needs. Trustee Lippert left the meeting at this time. Mr. Ethier also updated the Committee on recently completed and upcoming projects at all the colleges. He emphasized the need for upgrades to the campuses' electrical infrastructures.

7. Other business

There was no new business.

8. Public comment

There was no public comment.

Chair Hinds adjourned the meeting at 3:00 p.m.

**Item 4:**

**Minutes of the August 24, 2016 Long Range Planning  
Committee Meeting**

[Back to Agenda](#)

## **Unapproved minutes of the Long Range Planning Committee meeting Wednesday, August 24, 2016**

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

The Vermont State Colleges Board of Trustees Long Range Planning Committee conducted a meeting Wednesday, August 24, 2016 at the Chancellor's Office in Montpelier.

Committee members present: Lynn Dickinson (by phone), Church Hindes, Tim Jerman, Karen Luneau (Vice-Chair)

Absent: Jerry Diamond (Chair), Kraig Hannum, Martha O'Connor

Other Trustees: Bill Lippert, Aly Richards (by phone)

Chancellor's Office Staff: Tricia Coates, Director of External & Governmental Affairs  
Sheilah Evans, System Controller/Senior Director of Financial Operations  
Bill Reedy, Vice Chancellor for Legal Affairs  
Elaine Sopchak, Executive Assistant to the Chancellor  
Jeb Spaulding, Chancellor  
Steve Wisloski, Vice Chancellor for Finance & Administration  
Yasmine Ziesler, Vice Chancellor for Academic Affairs

College Presidents: Nolan Atkins, Elaine Collins, Joyce Judy, Jay Paterson, Dave Wolk

From the Colleges: Scott Dikeman, Dean of Administration, Castleton  
Loren Loomis Hubbell, Dean of Administration, LSC  
Barbara Martin, Dean of Administration, CCV  
Sharron Scott, Dean of Administration, JSC  
Nate Ball, Vermont Technical College

From the Public: Cory Dawson, Burlington Free Press

Vice-Chair Luneau called the meeting to order at 12:30 pm.

### 1. Approval of the minutes of the July 20, 2016 meeting

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

2. Update on system-wide efficiency efforts

Chancellor Spaulding, Vice Chancellor Wisloski, and System Controller Sheilah Evans briefed the Committee on current efforts by the Chancellor's Office to develop and implement system-wide efficiencies.

3. Update on progress of strategic alliance between CCV/VTC

CCV President Judy and VT Tech Interim President Jay Paterson updated the Committee on current partnerships and additional collaborations. Four committees are at work: program alignment, logistics for admissions and advising, distance education and technology, and workforce development. CCV is helping VT Tech develop programming and services similar to theirs to offer veteran students.

4. Update on development of report regarding possible unification of JSC and LSC

Chancellor Spaulding shared with the Committee the status of the investigation into a possible unification of Johnson State and Lyndon State. He distributed a public outreach document being shared with both colleges' communities. He informed trustees that a Unification Advisory Committee has been formed and is composed of representatives from both schools, and is chaired by former chancellor Tim Donovan.

Chancellor Spaulding asked the Committee to consider the possibilities for a new name of a unified institution, and possibly a new system name.

5. Other business

There was no other business.

6. Comments from the public

Nate Ball of VT Tech suggested the system name should be changed based on the name of the possible new institution.

The meeting was adjourned at 1:43 p.m.

**Item 5:**

**Minutes of the August 24, 2016 Audit Committee Meeting**

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VSC Audit Committee Meeting  
August 24, 2016  
UNAPPROVED MINUTES

## **Unapproved minutes of the Audit Committee meeting Wednesday, August 24, 2016**

*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 August 24, 2016 at the Chancellor's Office in Montpelier.

Committee members present: Linda Milne (Chair), Church Hindes, Karen Luneau, Michael Pieciak (by phone)

Absent: Lynn Dickinson (Vice Chair), Martha O'Connor

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

Chancellor's Office Staff: Rick Bourassa, Senior Staff Accountant  
Sheilah Evans, System Controller/Senior Director of Financial Operations  
Deb Robinson, Controller  
Elaine Sopchak, Executive Assistant to the Chancellor  
Jeb Spaulding, Chancellor  
Steve Wisloski, Vice Chancellor for Finance & Administration

From the Colleges: Scott Dikeman, Dean of Administration, Castleton University  
Loren Loomis Hubbell, Dean of Administration, Lyndon State College  
Sharron Scott, Dean of Administration, Johnson State College

Chair Milne called the meeting to order at 3:10 p.m.

### 1. Approval of minutes of the April 27, 2016 meeting

Trustee Luneau moved and Trustee Hindes seconded the approval of the minutes. The minutes were approved unanimously.

### 2. Discuss FY2016 internal audit report– capital assets and inventoried items

System Controller Sheilah Evans reviewed the internal audit process and the results of the FY2016 audit of capital assets and inventoried items. Trustee Hindes suggested the Board adopt a new policy regarding internal audits.

VSC Audit Committee Meeting  
August 24, 2016  
UNAPPROVED MINUTES

3. Discuss FY2016 O'Connor & Drew audit update

Ms. Evans reviewed the auditors' progress on the audit currently underway.

4. Other business

There was no other business.

5. Public comment

There was no public comment.

Chair Milne adjourned the meeting at 3:57 p.m.

UNAPPROVED

**Item 6:**

**Annual Reports of the Colleges**

**[Community College of Vermont](#)**

**[Castleton University](#)**

**[Johnson State College](#)**

**[Lyndon State College](#)**

**[Vermont Technical College](#)**

**[Back to Agenda](#)**



## Executive Summary

Dear VSC Board of Trustees,

As we welcome students back to our classrooms this fall, we are building on the momentum of a year of progress in 2015–2016.

The Community College of Vermont is thriving. We have always prioritized building strong relationships across the state, recognizing that we do our best work by collaborating closely with community partners. At no time has this been better realized than today, when we are deepening our existing partnerships and diversifying the types of collaborations we invest in, helping us serve Vermont students, families, and businesses even more broadly.

Our workforce initiatives of the past several years are taking root. We have built on our strong alliance with Vermont Tech (VTC) to develop pathways to bachelor degree programs and good jobs. Our Certified Production Technician (CPT)

# Report to the BOARD of TRUSTEES

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Reflections On 20  
Years of Online  
Learning at CCV

training course, which we are offering in several communities around the state, is perfectly aligned with manufacturer needs. We have worked closely with Brattleboro Memorial Hospital to develop a Medical Assistant training program specific to their institution. We have recently been awarded a grant from the Northern Borders Regional Commission Board to expand our workforce development initiatives. This summer saw the first graduates of the Foundations for the Community Health Worker class, funded by the Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant, a course that is proving instrumental in meeting the needs of new Americans.

Because of the strength of our relationships with high schools across the state, our secondary education initiatives are experiencing tremendous growth. We continue to expand the continuum that will lead more Vermont high school graduates directly to college, with our Introduction to College Studies program for freshman and sophomores, preparing them for Dual Enrollment and Early College in their junior and senior years. We are extending our reach to middle school students as well, offering college Access Days giving young Vermonters a glimpse of college life. Participation in Dual Enrollment at CCV grew from 1,490 to 2,236 students last year, and we are extremely proud to report 110 high school seniors are enrolled in the Early College program at CCV for the upcoming academic year, up from 68 students last year.

This year marks the 20th anniversary of our inaugural adventure into online learning, which has opened up access to CCV courses and programs to students across the VSC and the state.

We look forward to the coming year with great anticipation, a year in which we hope to expand our offerings, deepen our relationships, and continue to improve our services to students. Across our twelve academic centers and in communities throughout the state, CCV is a resource for growth and progress in Vermont.

A handwritten signature in cursive script that reads "Joyce Judy".

Joyce Judy  
President

## Student Life

A core component of CCV's mission is to support and promote student success. For many years, we have worked strategically to reduce barriers, deliver strong support services and research-based interventions, and provide students with leadership opportunities.

In fall 2015, CCV established a new Phi Theta Kappa Honor Society (PTK) chapter to acknowledge high academic achievement among students. PTK is recognized as the official honor society for community colleges by the American Association of Community Colleges. To be eligible for membership in CCV's chapter, a student must have completed at least 12 hours of CCV course work with a cumulative 3.70 GPA. In spring 2016, we held our first induction ceremony. Of the 540 eligible students invited to join PTK, 124 enrolled. CCV's 23% enrollment exceeds PTK's 11% global membership acceptance rate.

To help retain and recruit students studying in STEM fields, we launched the Science Co-Op in April 2015. The Co-op is an online communication tool used to inform students about internships, jobs, scholarships, and extracurricular activities throughout the state. Some examples include: the VT Genetics Network, EPSCoR Water Quality and Climate Change Mitigation Research, Vermont Energy Investment Corp., St. Albans Dairy Co-op, ECHO, and University of Vermont undergraduate internships. Currently, approximately 500 students are enrolled in the Co-Op.

In spring 2016, we launched a new leadership program through which students can earn the CCV Leadership Endorsement. The endorsement is designed to help students enhance and explore their leadership potential through participation in our leadership programs, activities, and trainings. The Leadership Endorsement appears on students' transcripts, acknowledging their leadership potential to future employers and transfer colleges. To be eligible for the endorsement, students must engage in a minimum of 80 hours of leadership activity and submit a portfolio. In April 2016, three students submitted portfolios for evaluation, and one endorsement was awarded. Currently, 26 students are actively working toward earning the endorsement. Since we announced the leadership endorsement, participation in CCV's Community of Student Representatives has increased by over 40%.

In fall 2015, with generous support from the J. Warren and Lois McClure Foundation, we launched a new set of career services designed to integrate career development across the student experience. The program utilizes a career coaching model, and is supported by two online, interactive career development tools. We have hired and trained four part-time career consultants to work directly with students on career-decision making, use of career resources, and financial planning. The career consultants work with students to cultivate professionalism, understand workplace expectations, and prepare for successful internship experiences. Career consultants also assist faculty with embedding career-related components into their teaching, and with Vermont employers, to build a network of partners who offer work-based and experiential learning opportunities. Ulti-

mately, the aim of this program is to help students and alumni develop into confident, professional, and employable CCV graduates.

## Public Service

Research tells us that service learning makes course content more relevant, allows students to apply newly learned knowledge in a hands-on setting, and increases retention. Approximately 600 CCV students engaged in nearly 6,000 hours of service as part of their coursework last year. Projects ranged from singular activities to complex projects that spanned the entire semester.

CCV-Springfield students from several classes participated in a Photovoice Springfield project. For the project, CCV students were paired with younger students in the community to shoot pictures of the things they like and don't like about the community and write narratives about their observations. CCV partnered with Project Action to display the project in Springfield's Great Hall. Our instructor shared that students who worked on the project "are becoming more articulate about their connections to the community, and they've been better able to talk about their experience [in Springfield] and what they think should change. And they're wanting to be more involved."

Students enrolled in a CCV-Rutland archaeology class assisted with an archaeological dig at the Galick Farm site at Bald Mountain. In ancient times, the site was a crossroads for trade routes. Students learned, first-hand, the rigor and science of archaeology as they dug pits and worked in teams to sift through the soil to gather artifacts.

Service learning not only deepens learning, but it also empowers our students and helps them realize they can contribute to their communities. Using Independent Sector's national model to assess the value of volunteer time, we estimate that CCV's 24,500 service hours contributed nearly \$560,000 to the Vermont economy in 2015-16.

## Admissions and Enrollment Services

Enrollment Services at CCV encompasses the administrative offices that directly support our students and staff: Admissions, Administrative Technology, Financial Aid, and the Registrar.

In the past year, CCV Admissions implemented new reporting and outreach efforts to support our prospective students in a more timely, personalized, and manageable way. Since the launch, CCV staff members have made more than 13,000 outreach contacts to our applicants, and the new processes have helped CCV achieve record-high yield rates in the fall of 2015 and spring of 2016, 16 – 21% above the national average for community colleges.

In 2013-14, we began offering micro-grants to students whose Pell and VSAC grants did not cover their full expenses. The average award has been \$180, and we have seen a 15% decline in the number of students borrowing student loans as a result.

## Academic Affairs

CCV has been collaborating this year with all VSC institutions to better articulate transfer pathways for our graduates to VSC bachelor degree programs. Roughly two-thirds (63%) of students who transfer after completing a CCV associate degree or certificate transfer to a VSC institution.

CCV and VTC have a long-standing partnership to prepare students for VTC's practical nursing certificate (PN) and associate degree in nursing (ADN). Indeed, 73% of all VTC PN students have taken at least one CCV course. Building on this success, CCV and VTC are developing seven new pathways that connect a CCV certificate or degree in business or STEM Studies to VTC degrees in business management, entrepreneurship, mechanical engineering, manufacturing engineering, software engineering, renewable energy, and computer information technology. These pathways provide students with the opportunity to take specific VTC courses prior to transfer and apply them to their CCV degree. This approach saves students time and money, and opens up pathways to good jobs and promising careers.

Over the last year, we have also developed 22 transfer pathway agreements across many curricular areas with Castleton University. Like the VTC agreements, some pathways highlight Castleton courses that students may take prior to transfer and apply to their CCV degrees. To promote the pathways, Castleton is offering a Success Scholarship of \$4,200 per year to CCV graduates who enroll full-time at Castleton.

CCV and Lyndon State College (LSC) have a new 2+2 pathway for CCV's early childhood education graduates. This pathway is unique because LSC intentionally designed their bachelor's degree and licensure program in early childhood education to connect to CCV's degree and serve a non-traditional, statewide student audience. In addition, CCV and LSC are developing a 3+1 criminal justice pathway and a 2+2 pathway to the LSC psychology and human services degree.

Collaboration with the Johnson State College (JSC) External Degree Program (EDP) is not new, but continues to be the most popular transfer option for CCV students. About one-third (31%) of CCV students who continue after graduation transfer to JSC, and the majority of these students choose EDP. CCV and JSC are also developing pathways for our business graduates into JSC's campus-based bachelor degrees in business.

In addition to transfer pathways, CCV is piloting a new Reverse Transfer (RT) initiative within the VSC. The goal of RT is to increase degree completion rates for Vermonters. Students who transferred from CCV to another VSC institution before completing their associate degree, and who meet certain criteria, may apply credits taken at the four-year institution toward their associate degree in liberal studies. Research shows that students who complete a credential or associate degree while working towards a bachelor's degree are more likely to meet or exceed their educational goals.

## Library

This year, the Hartness Library launched its new one-stop search box, powered by EBSCO Discovery Service, representing a significant improvement in service, and making the search process more intuitive and user-friendly. Students, staff, and faculty can now begin their search directly on the library's home page, and be taken to a list of results that includes books, eBooks, journal articles, magazine articles, and videos. It is easy to limit by source type or restrict your search to peer-reviewed journals. The response has been quite positive, and we expect to see our database use increase, and students to gain more self-sufficiency as they begin to get comfortable with the research process.

Hartness expanded its eBook collection from 25,000 to over 175,000 by signing on to a subscription eBook package, which includes EBSCO's Academic and University Press collections. The new collections contain unlimited access to eBooks covering subjects across the CCV and VTC academic programs. Because these subscription-based eBooks include unlimited user access, they are suitable for supplemental reading and can be linked from Moodle course sites for easy student access.

Other additions to our resources for students and faculty are Proquest Super Newsstand, which adds over 1,000 newspapers to our collection, including full-text New York Times and Wall Street Journal, and the Understanding Plagiarism tutorial, which faculty can use to teach students to avoid accidental plagiarism. This tutorial was recognized as an Outstanding Tutorial by the Association of College & Research Libraries.

Our library catalog got a long-overdue facelift in 2014. We launched VuFind, which is a new catalog interface that greatly improved usability for students. This is a shared VSC-wide library resource supported by the Office of the Chancellor's IT Department. With their invaluable help, the VSC libraries are launching the mobile-friendly version of this catalog interface to start off the fall semester 2015.

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

## Development

CCV's community of alumni, faculty, staff, and friends support a thriving annual fund, ten different scholarship funds, and 13 Student Assistance Funds used to meet compelling and urgent financial needs of students at each CCV location. This year, we were honored to establish a new endowment in memory of Karen Clark, a longtime academic coordinator at CCV-Brattleboro who

passed away in December 2015.

In the 2015-2016 academic year we awarded 181 scholarships totaling nearly \$155,000 to CCV students, averaging \$856 per scholarship award. More than 300 students received help from our Student Assistance Funds, totaling \$46,000 in awards.

Major donors, particularly the J. Warren and Lois McClure Foundation, Bari and Peter Dreissigacker, and the Hoehl Family Foundation, continue to support our work with Vermont high school students, military veterans, and at-risk college students. While major gifts will remain a top priority for our development initiative, we are also working to diversify our donor base through outreach to alumni and expanding our annual fund campaign to engage more Vermonters who share our mission of access, success, and affordability in supporting CCV.

## Finance

CCV continues to experience sound financial health through conservative budgeting and high standards in financial management. Our revenue sources remain in stable proportion, with tuition and fees representing approximately 65% of revenue. Twenty-five percent of our revenue currently comes from state and federal grants and contracts, while 12% comes from our state appropriation. Workforce Education continues to provide a new non-tuition based revenue stream for CCV, expanding opportunities for Vermonters to enrich their skills and bringing more students into the College. In addition, several major donors continue to support our specialized programs.

As in past years, one-third of our expenses go toward operations, one-third supports instruction, and one-third to academic and student support services. Approximately 77% of all unrestricted expenses fund employee compensation. We continue to exploit technology to creatively enhance services and reduce operating costs, including communication, energy management, and travel. Our year-end financial report, audited and consolidated into the VSC financial statements, will address specific financial results.

## Facilities

CCV now owns 25% of our physical locations (4 out of 12), serving slightly over 50% of our total student population. Our facilities' priorities this year, unlike in recent years, have focused on maintaining and enhancing our existing buildings, rather than developing new academic centers.

This past spring, we upgraded our telephone system from a state of Vermont system to a vendor-sponsored Voice Over Internet Protocol system. This change, funded by returned OPEB funds, decreases our operational costs and provides a system that is integrated into our IT infrastructure and managed internally by our staff.

Since the closure of Vermont Interactive Television, CCV has worked with VTC to equip rooms in our Upper Valley and St. Albans centers with new video technology. We have also facilitated an exchange of space in Springfield for telepresence rooms that allow multi-center distribution of

teaching and classroom participation. Although currently used primarily for nursing classes, these classrooms are also being used for continuing education courses. We plan to develop them for digitally broadcasted classes, as well.

In addition to programmatic improvements, CCV continues to focus on safety and security in all of our facilities. Security considerations including cameras, room shades, locking, and alert systems augment the training and evacuation drills we conduct throughout the year to ensure that in the event of an actual emergency, faculty, students, and staff will have had some experience with sheltering and evacuation techniques.

## Personnel

CCV significantly increased our efficiency in employee recruitment and hiring this year by adopting the new Interview Exchange web-based applicant tracking system. This system enables the electronic management of the recruitment process for full- and part-time faculty, staff, and student job openings. In 2015-2016, Interview Exchange was used to recruit for 216 openings, resulting in 1,500 applications, and more than 7,700 views. The system also supports the collection of voluntary information regarding the diversity of our applicant pools, helping us foster an increasingly diverse community at CCV.

Last year, College Council, a representative staff governing body, addressed issues of policy and procedure relevant to the work of CCV staff. The council convenes each month to discuss ongoing projects and identify new ones. Current initiatives include professional development for staff, improvement of college-wide communications, and the 30x3 wellness program that encourages staff to be physically active during their workday for 30 minutes, three times a week. 30x3 encourages healthy work habits that studies show lead to improved health awareness and reduced health care costs for employers. Participants report increased productivity and a greater sense of work-life balance. The 30x3 program is unique to CCV, and several Vermont organizations have expressed interest in implementing the program as a part of their wellness initiatives.

## Workforce Education and Training

CCV workforce initiatives continue to grow at a strong pace. Last year we enrolled 1,382 students in 119 workforce classes. Special programs include our collaboration with Brattleboro Memorial Hospital on the College-to-Career Medical Assisting initiative, working with the Visiting Nurse Association of Chittenden and Grand Isle Counties and UVM to provide the Community Healthcare Worker program, and contracting with a host of Vermont manufacturers (such as GE Aviation and Global Foundries) to offer the Certified Production Technician (CPT) program, which provides workers with the skills they need for careers in the advanced manufacturing field and gives them an advantage when competing for these positions. Since October 2015, more than 100 participants have earned at least one of the four required CPT credentials; so far 27 workers

have completed the full credential.

In August, CCV and the Franklin-Grand Isle Workforce Investment Board (FGWIB) received one of 14 Northern Borders Regional Commission Board grants for 2016. This \$167,000 grant will allow CCV and FGWIB to establish infrastructure and a manufacturing training program in collaboration with area employers, regional workforce and economic development groups, and VTC. The primary target group for this training will be the unemployed and underemployed. Veterans will also be able to gain access to the training along with a variety of complementary services offered at CCV. As the training moves forward, it is our hope that participants will be hired and the focus will shift to increasing the skills of incumbent workers, thereby allowing them to move into positions with greater wage opportunities.

## Veterans

We welcomed Marty McMahon to the Veteran & Military Services team this year. Marty is a Vietnam-era veteran with a wealth of professional experience from forestry to teaching. His master's degree in literature has been instrumental to our inaugural student book club, discussing Sebastian Junger's book *Tribe: On Homecoming and Belonging*.

This year, we put an emphasis on strengthening work with new-to-CCV students, including new outreach materials and a fully revamped website. We have also made adjustments to the admissions application, allowing us to collect more detailed information about applicants. This facilitated a more personalized and proactive outreach approach, ensuring early contact with students through a meeting called a Military Readiness Appointment (MRA). At an MRA, students meet with one of our Veteran & Military Resource Advisors to learn about maximizing educational benefits and transitioning successfully into a new educational system. A highlight of the MRA is providing veteran and military students with access to StrengthsQuest, a personalized assessment platform that identifies talents for personal, academic, and career success. StrengthsQuest has become an important tool from which to continue the advising relationship beyond the MRA, including career development. The CCV Career Services and Veteran & Military Services teams are collaborating to enhance support for students' professional exploration and goals (such as translating military experience to a civilian resume).

We have also started a new collaboration with VTC to share resources and strategies for supporting veterans and military students including faculty/staff training and additional development of online resources.

## Secondary Education Initiatives

As we enter the fourth year of Vermont's Dual Enrollment program, CCV is actively working with our high school partners to help students take full advantage of the continuum of courses and services that are designed to transition more Vermont high school graduates directly to college. Our

Introduction to College Studies program prepares freshman and sophomores for Dual Enrollment in their junior and senior years, Early College, and the transition to college. The double digit increases we saw in Dual Enrollment and Early College participation last year are a reflection of CCV's longtime work with high schools to create and support these pathways. We have also seen growth in our Fast Forward program this year, increasing technical center Dual Enrollments by 7%.

We have also expanded our reach this year by partnering with middle schools to engage younger students at the point at which they're making important career and educational choices. Middle School Access Days provide a positive and encouraging first exposure to a college environment. On Access Days, students are bussed to CCV academic centers to attend mini-classes, and meet with staff and other students. Nearly 670 students participated this year from 14 middle schools across the state, and the demand from schools to provide this important opportunity has grown so quickly we will continue to expand the program.

We now offer Intro to College Studies (ICS) in high schools and technical centers, rather than transporting the students to CCV, making it more accessible to younger students and more convenient for schools. We are exploring ways to integrate Personal Learning Plans into ICS to promote them as tools for career and educational decision-making. Our ICS data continue to show the positive impact of the course—increasing the likelihood students will take Dual Enrollment courses by 14% and transition to college by 15%. In the past few years, 75% of high school graduates who completed ICS matriculated in college, compared to the state average of 60% in that same period.

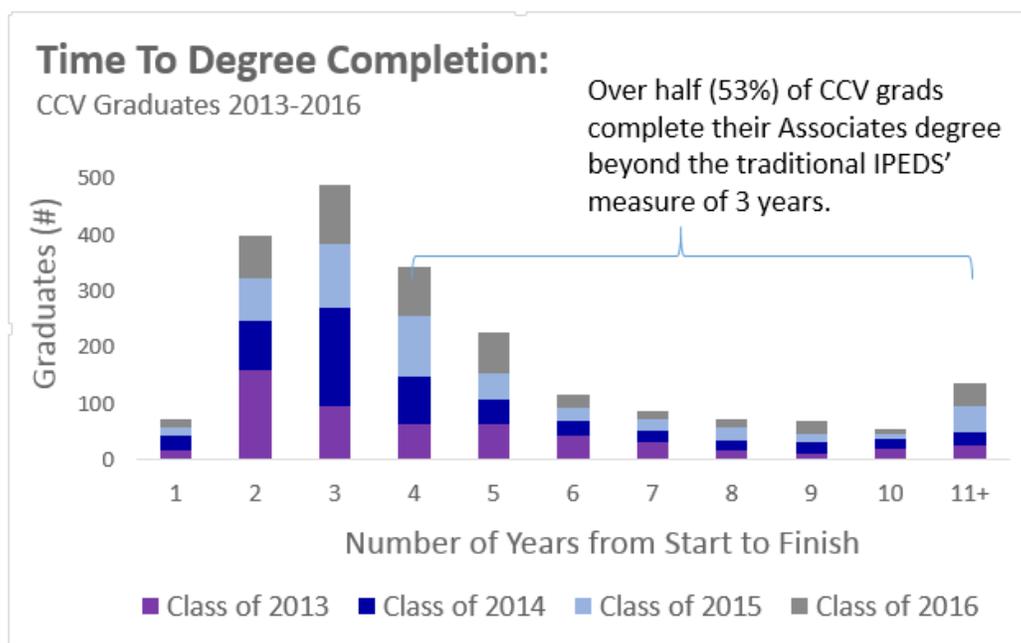
## Institutional Research

By providing Vermont's most accessible, flexible, and affordable higher education, CCV plays a crucial role in boosting the educational attainment of thousands of Vermonters. A top priority for our data development this year is to better understand the patterns our students follow as they proceed toward completion of their degrees. Typically, 80% of our degree-seeking students attend college part-time, and according to the 2016 Student Engagement Survey, 57% of these students are employed at least 31 hours a week and 46% spend 20 or more hours per week caring for family members who live with them.

With such a high percentage of part-time, working adult students, it comes as little surprise that our graduates often take longer than two years to earn their associate degrees. To get an accurate picture of this temporal aspect of student success, we analyzed the time to degree of more than 2,000 recent graduates. As the inset chart reveals, over half (53%) of CCV graduates took four or more years to complete their degree—beyond the 3-year yardstick commonly used in federal accountability reporting.

Over the coming year, we will use these data to understand the impact of the interventions

we are introducing to accelerate degree completion. Doing so, we continue to strive to preserve our mission of access and optimize student opportunity to enjoy the strong, positive relationship between educational attainment, and higher wages, among the myriad of other benefits of higher education.



## Special Initiative: Job Hunt Helpers

The Job Hunt Helpers project is part of a larger CCV career services initiative seeking to increase awareness of employment and career opportunities. A partnership of CCV and the Vermont Department of Libraries, the project places CCV students at six town libraries around Vermont to help library patrons use the internet for job searches, applications, and career exploration.

The initiative began with the eVermont Community Broadband Project in fall 2011, when CCV deployed students at 14 town libraries to help patrons with basic internet tasks, such as information searches, setting up email accounts, and protecting personal information. This work continued with the Vermont Digital Economy Project, a federally funded program also administered by the Vermont Council on Rural Development. Between 2013 and 2014, CCV students conducted over thousand help sessions with patrons in 24 town libraries.

The CCV/Department of Libraries partnership continued in spring and summer 2016, with support from the J. Warren and Lois McClure Foundation. Job Hunt Helpers promoted information literacy as well as job-search skills by showing library patrons how to use career development software and websites of the Vermont Department of Labor and other agencies to find and prepare for local employment opportunities.

Like other CCV programs that encourage students to apply their learning in service to their

communities, the Job Hunt Helpers project gives students the opportunity to develop their own communication and information skills as they promote digital literacy in their communities. The project will continue in 2016-17 at libraries in Barre, Brattleboro, Newport, Rutland, St. Johnsbury, and Winooski.

## Reflections on 20 Years of Online Learning at CCV

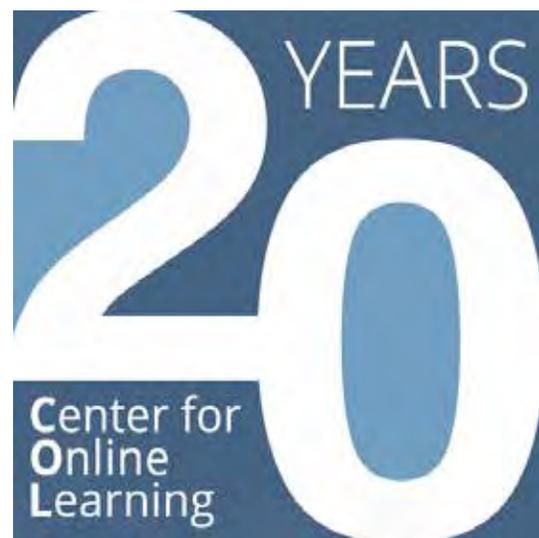
by *Eric Sakai, Dean of Academic Technology*

When CCV ran its first online course in spring 1996, many of our current students had not yet been born. There was no YouTube, no Twitter, no Facebook—in fact, the public internet was barely five years old, and online learning was regarded warily by many in higher education. As CCV now celebrates 20 years of online learning, students move as easily from on-ground to online classrooms as they do from desktop computers to smartphones. Every semester, over a third of CCV students take an online course, and 83% of our 2016 graduates took at least one.

At CCV, online learning has always been about access. Just a year before we launched that first online course, CCV's President's Council had been pondering the problem of not being able to deliver all of our academic programs to students at all 12 of our academic centers. Several of our centers served—and still serve—student populations too small to support course offerings in all programs. It appeared that we would have to advise some students of the need to limit their aspirations to certain degree programs or plan on driving long distances to a larger CCV center.

Fortunately, at about the same time, CCV's Emerging Technologies Committee (ETC) was exploring a new approach to course delivery. Emboldened by the success of the 1992 Virtual Campus project, which brought the transformative communication medium of email to our far-flung college, the ETC decided that it was time to test the waters in the new field of distance education. Honestly, we had little expertise in academic technology, but at the urging of then-Dean of Administration Tim Donovan, the ETC decided to venture a single online course for the spring 1996 semester.

At the time, there were few models to emulate. There was no Moodle or anything like what is now known as a learning management system, and only a handful of colleges and universities had developed online platforms for access to course materials and instruction. We ended up cobbling together an online course using electronic bulletin board software and a web page built by a tech-savvy CCV office manager, Megan Tucker. CCV's first online course was Introduction to Political



Science, taught by the late Bill MacLeay, a Johnson State External Degree Program mentor and faculty member. Because we were launching an untried delivery system, we decided to offer the course free to 25 pioneering CCV students. We were pleasantly surprised by the success of the course, which included a rather daring experiment with a guest “speaker,” Vermont Senator Patrick Leahy, who participated in an online chat session with students.

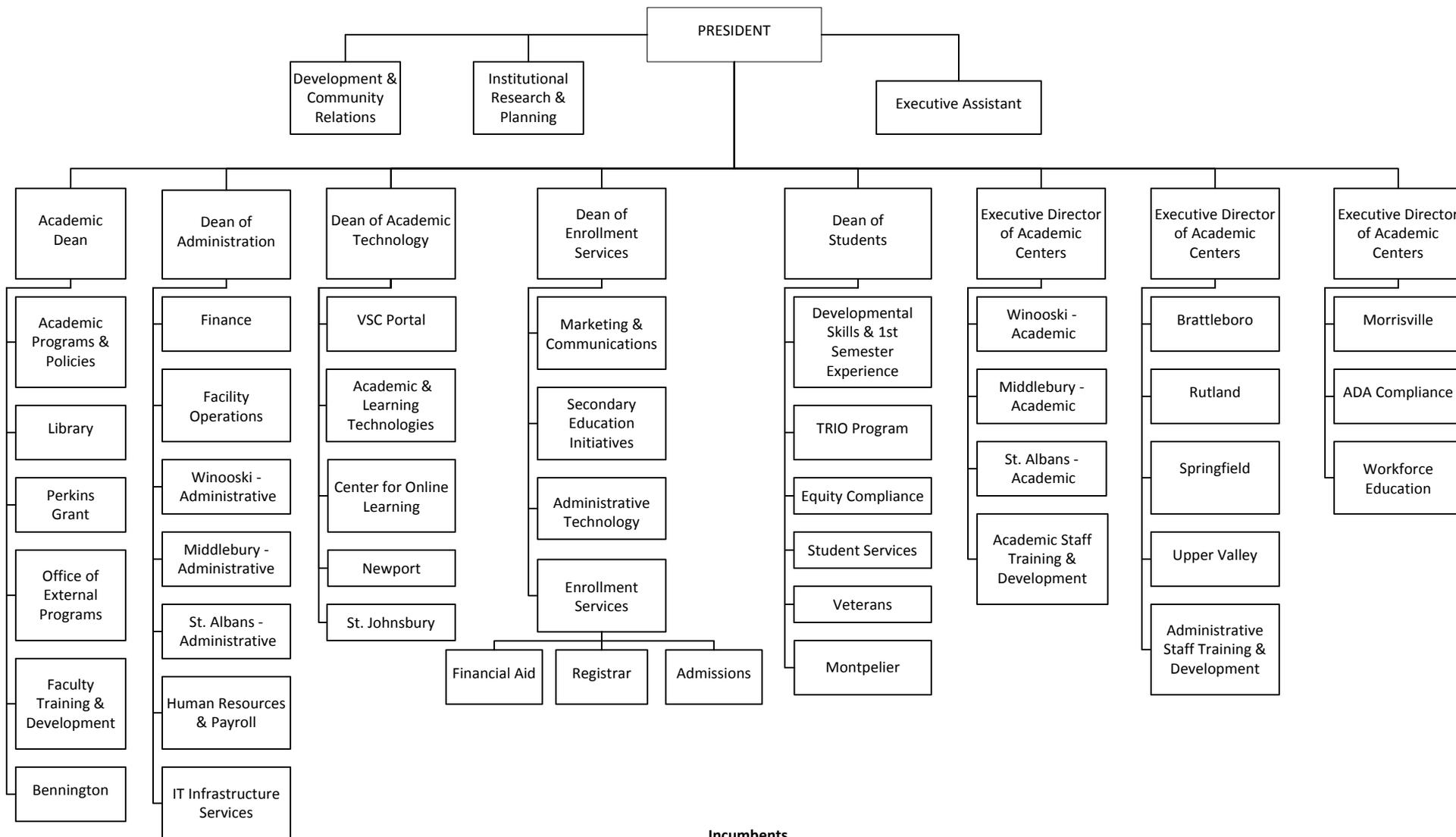
Three more online courses followed in the fall, including a second offering of MacLeay’s Introduction to Political Science, along with The Constitution, taught by Anne Buttimer, and Science Fiction Literature, taught by CCV academic coordinator John Christensen. John became the guiding light of online learning at CCV, growing the program from those three initial offerings to what is now the largest provider of online courses in Vermont, with over 300 course sections offered each semester. Sadly, John lost a long fight with cancer in 2015, but he remains the inspiration for those of us who, as John liked to put it, “toil beneath the decks” at CCV’s Center for Online Learning. Anne, another inspiring online teacher, continues to teach criminal justice and business courses to this day.

New technologies have expanded the curricular breadth of distance education. Who would have thought 20 years ago that CCV would offer courses like Anatomy and Physiology, Drawing I, and Effective Workplace Communication online? The majority of CCV’s 15 degree programs and seven certificates can now be completed entirely online, although most students mix on-ground courses with online courses that allow them to fit college studies into busy work and family schedules. Advances in the delivery of videoconference-based courses at CCV and the VSC promise another option to help students progress toward their degrees.

As we celebrate two decades of online learning at CCV, we are also extremely proud of what has not changed. Our online courses are still small, averaging 14 students rather than the more typical 25 elsewhere, which allows them to be as richly interactive as our classroom courses. They still conform to the same College-prescribed learning objectives required of on-ground courses, and students benefit from online advising, tutoring, and other support services also available at CCV academic centers. Almost 80% of CCV online students complete their courses successfully—the same high rate as that of on-ground students and including nearly 200 high school students who learn online through Vermont’s Dual Enrollment program.

One student’s reflections about an online course mirror the 20-year trajectory of this now-essential learning mode at CCV: “I’ve never taken an online class, and to be honest I struggled a bit in the beginning. However, as the weeks have gone on, I’ve gotten the hang of it. This course challenged me, which is good. I’ve learned so much in the past 13 weeks, it’s been a great experience.” We feel the same way and hope all of our online students do, too, over the next 20 years and beyond.

Community College of Vermont  
2016 Organizational Chart



**Incumbents**

President.....Joyce Judy  
 Academic Dean.....Deborah Stewart  
 Dean of Administration.....Barbara Martin  
 Dean of Academic Technology.....Eric Sakai  
 Dean of Enrollment Services.....Pamela Chisholm  
 Dean of Students.....Heather Weinstein  
 Executive Director of Academic Centers.....Dee Steffan  
 Executive Director of Academic Centers.....Tapp Barnhill  
 Executive Director of Academic Centers.....Penne Lynch  
 Director of Institutional Research & Planning.....Laura Massell  
 Director of Development & Community Relations.....Katie Moblely  
 Executive Assistant.....Bridget Donnelly



# Castleton University

ANNUAL REPORT 2016





## INTRODUCTION

### OPEN ARMS



On Thursday, September 1 Castleton University officially opened the 2016-17 academic year with fall Convocation as a standing room only crowd of more than 500 students, faculty, alumni, and staff members joined President Dave Wolk for his annual State Of The University address in the Casella Theater.

President Wolk welcomed the packed theatre back to campus, and shared Together We Can Change the World, a promotional video showcasing the authentic Castleton experience.

After recognizing new faculty and staff hires, the Castleton alumni association honored Jenna Reed '10 with the annual Outstanding Young Alumni Award, before Wolk named senior Business Administration major Dan Warnecke the Commuter Student of the Semester.

Wolk's address highlighted recent University projects, expansions and partnerships. He shared news of Castleton's investment in new and innovative programs and services in Rutland, the continued growth of the Castleton Polling Institute and downtown art galleries, new civic



## INTRODUCTION

engagement programs, the successful Project 240 collaboration with the Paramount Theatre, the growth of graduate education in all fourteen counties in Vermont through the Castleton Center for Schools, and the new collaboration with REDC, a historical and first in the country university/regional economic development partnership.

“These are hallmarks of our growth and progress as well as testimony to our connections with the Rutland region and the entire state of Vermont. We are indeed making a huge difference for our students and for Vermont,” said Wolk.

Other exciting announcements included several new international articulation agreements and partnerships with various institutions in China, as well as the University’s unwavering and enthusiastic support for the proposal to establish a new refugee resettlement program in Rutland. Wolk confidently confirmed that the upcoming academic year would celebrate cultural connections and enhance understanding related to creating a global community.

**Read President Wolk’s complete address at: [castleton.edu/convocation](http://castleton.edu/convocation)**

**View the full “Together We Can Change the World” video at: [castleton.edu/video](http://castleton.edu/video)**



## ACADEMIC AFFAIRS

### VOICES OF MY EDUCATION

Professor of History, Geography, Economic and Political Science, Dr. Trish Van der Spuy, presented on her experiences at Castleton during her Vermont State Colleges Faculty Fellow celebration on September 10.



Van der Spuy's presentation, "Voices of My Education: Living, Learning and Teaching from the Wrong Side of History," reflected on the various ways her journey from Southern Rhodesia, a British colony in South Central Africa, to Castleton has transformed her scholarship and teaching, the educational significance of being South African, and the value of teaching from a perspective of a white woman born on the wrong side of history.

### EARLY COLLEGE PROGRAM DOUBLES IN SIZE

What began in the fall of 2014 as an exciting opportunity for a small group of local high school students, has grown into a highly anticipated experience for Vermont seniors looking to pursue higher education following high school graduation, as the Castleton Early College Program continues to show exceptional growth and attract interest from a variety of in-state students.

Jonathan Spiro, Chief Academic Officer, said the program has been a huge success since its adoption last fall.

"The students themselves have benefited from being on our campus and earning a full year of college credit, but the university has also benefited enormously from their presence in our classes and in our clubs," Spiro said.

Alyssa Eaton, an Early College Program student from Mill River High School, said the opportunity to get a jumpstart on her college career has proved extremely helpful in deciding her plans after graduation.

"It's a really great environment here and I love that everyone is treated like a big family," she said. "I hope to enroll at Castleton as a full time student after graduation and continue my education."



## ACADEMIC AFFAIRS

### EXPANDING EDUCATION

With the addition of three new graduate programs - Applied Behavior Analysis, Educational Leadership, and School Psychology - Castleton's master's degree offerings now number eleven.

The Master of Arts and Certificate of Advanced Studies in School Psychology is the first program of its kind in the state of Vermont, and the others help fill voids in the preparation of educators in the state.

In addition to the growth and prosperity of its own graduate programs, Castleton continues to expand opportunities with outside programs as well. Most recently, Castleton reached an articulation agreement with Vermont Law School. The agreement states that any Castleton University student with a GPA of 3.0 or higher is guaranteed admission into any of the VLS masters programs, as well as guaranteed admission into the VLS JD program to any Castleton student whose GPA and LSAT score equal or exceed the median GPA and LSAT score of the current JD class at VLS.

### ACPHS ARTICULATION AGREEMENT FINALIZED

Castleton's most recent articulation agreement is with Albany College of Pharmacy and Health Sciences, a private and independent college with campuses located in Albany, New York and Colchester.

The agreement states that any Castleton University student with a BS in Health Science or a related field, GPA of 3.0 or higher and minimum PCAT score of 20 is guaranteed admission into the ACPHS program.

Upon successful completion of the program and degree requirements, participating students will receive a Bachelor of Science degree in Health Science, Biology, or Molecular Biology from Castleton University and a Doctor of Pharmacy degree from Albany College of Pharmacy and Health Sciences. Students will complete both programs in seven years, instead of the traditional eight, thus saving time and money.

Albany College of Pharmacy and Health Sciences is the #1 ranked value-added college in the country. The median salary of former students ten years after entering ACPHS is over \$110,000.



## ACADEMIC AFFAIRS

### GRANT ELEVATES STUDENT EXPERIENCE



Natural Sciences Professors Dr. Preston Garcia and Dr. Christine Palmer were awarded Vermont Genetics Network Pilot Grants to conduct independent research with Castleton students.

“Having active research at Castleton is transformative for our students. Not only does it give them a chance to engage with concepts in an applied setting, it also gives them a chance to become highly proficient at critical research skills from molecular techniques, to experimental design, to data analysis,” said Palmer.

These experiences are crucial for undergraduate students looking to build analytical and hands-on skills, and provide additional opportunities for students to present their work at local, regional and national professional research conferences.

In the last six years the Castleton Natural Sciences Department has received over \$836,000 in research grant funding. To date, funds have gone toward research projects such as specialized bacteria research, the exploration of the geologic evolution of the eastern Adirondack Mountains in New York, and the examination of the changing landscape in Vermont. Each grant has helped bolster the Natural Sciences Department’s ability to actively apply the research program across all disciplines, while remaining actively involved in the science community.

### \$3.6 MILLION TO BE INVESTED IN STEM

With a laser focus on preparing current and future students for high skill, high demand, high paying jobs in Vermont, Castleton University has committed to investing more than \$3 million in a renovation and modernization project at the University’s Jeffords Science Center, after acquiring a \$1 million capital investment from the state of Vermont.

The Castleton STEM Improvement Project includes funds from the Capital Adjustment Bill containing \$500,000 up front from the state, paired with \$500,000 upon match from the University, totaling \$1.5 million to be combined with federal and private funds for upgrades to the science laboratories.



The grant marks Castleton’s first state capital bill earmark. Funds are directly allocated for the renovation project, and do not effect the university’s current operating budget.



## ADVANCEMENT

### ENRICHING THE ARTS IN RUTLAND



With the opening of The Castleton Downtown Gallery II on November 6, showcasing a permanent installation of Bill Ramage's incredible work of art *Rutland: Ideal City*, Castleton art has an impressive presence in Rutland. With two galleries downtown, and previous and current installations at Rutland City Hall, the Rutland Chamber of Commerce, Chittenden Building, Opera House, Chaffee Downtown and the Rutland Free Library, Castleton is helping to fuel the art scene in Rutland County.

### LEAVENWORTH SWORD DONATED

The newest addition to the ever-growing Castleton archived collection is an authentic Civil War sword, donated by William Leavenworth, a descendant of Abel Leavenworth, a prominent figure in Castleton history.

A Civil War veteran, Abel served as an officer in the 9th Vermont Infantry. In 1865 when the Confederate troops were forced to retreat from Richmond, Abel and his unit advanced to the city.

Andre Fleche, Associate Professor and Chair of the History, Geography, Economics and Politics department, was just one of many pleased to hear of the sword donation, especially knowing the rich history it carries.

"I think it's really exciting to have this important piece of history back at Castleton. After all, it was one of the first infantry swords into Richmond," Fleche said.

### PRESERVING OUR PAST

Longtime Vermont educator and Castleton alumna Eula Goodyear Bannister donated cherished treasures from her years of teaching.

Included in the donation was an assortment of pictures, letters, transcripts, postcards, news clippings and student work from Bannister's half century of teaching in the state of Vermont. The items are currently on display in the Calvin Coolidge Library.

"I wanted a safe place for everything," explained Bannister. "I hope it will help a current student who is going into teaching see what it was like at one time."





## ADVANCEMENT

### REDC PARTNERS WITH CASTLETON

With an eye toward the revitalization of the greater-Rutland County economy, Rutland Economic Development Corp. has adopted a new mission and vision and signed a partnership agreement with the Castleton University Center for Entrepreneurial Programs.

Under the agreement, Lyle Jepson, dean of entrepreneurial programs at Castleton, will lead REDC's



*a partnership with*



**Castleton University**

operations under a three-year contract between REDC and the University.

“We believe our new vision and mission, along with the partnership with Castleton, will help REDC make major new contributions to the region's economic and social climate over time. When seeking out a

collaborative partner for this opportunity, Castleton became an obvious choice with its infrastructure and ability to be an economic and intellectual driver in our community,” REDC Board President Mark Foley, Jr. said.

Foley and Jepson said implicit in the new mission is a focus on recruiting people to live and work in Rutland County.

“Job one is to harness Rutland's best attributes and build on the work REDC and others have done and make Rutland a beacon for new businesses and residents – including students graduating from Castleton University, other regional colleges, high schools, and Stafford Technical Center,” Jepson said.

### EXCITING CHANGES IN ADVANCEMENT

With the retirement of Director of Alumni Relations Vy Swenson and the transition to a part-time role for Director of the Annual Fund Liz Garside, we have undergone a reorganization in the Office of Advancement Services. Jeff Weld is now serving as Dean of Advancement, leading all functions of the department including fundraising, relations, marketing, and communications. Joining Jeff with new roles in the department are Courtney Widli as Assistant Director of University Relations and Molly DeMellier as Assistant Director of the Castleton Fund. New to the advancement office is Michael McCord as the Director of the Castleton Fund and Donor Relations, while Director of Corporate Giving and Major Gifts, Gary Ladabouche remains in the same role.



## STUDENT LIFE

### SAP BUCKET STAYS IN CASTLETON

The Castleton Football Team put the finishing touches on another historic season, earning a 31-13 win over rival Norwich University and keeping the coveted Maple Sap Bucket Trophy in Castleton where it belongs. This is the third time in four years that the Spartans have won the game, and the first time they were able to do it at home in front of more than 3,000 fans.



### RAICHE TWINS ARE COMMUTERS OF SEMESTER

At Spring Convocation, identical twin sisters and student-athletes Morgan and Taylor Raiche were honored as the 2016 Spring Commuters of the Semester. Traveling to campus from West Rutland, the two were recognized for their dedicated commitments both in the classroom and on the court.

The epitome of true student-athletes, the twins both maintain high GPA's and helped assist the women's basketball team in achieving a winning 11-3 record this season, all while remaining some of the most reliable work study students in the Athletics office. At home, they make time to lend a hand around the house, helping with their four younger siblings.

### WRESTLING ADDED TO SPORTS OFFERINGS

Scott Legacy was announced as the inaugural head coach of the Castleton Wrestling program, which will begin varsity competition in the fall of 2016.

Legacy comes to Castleton following a Hall of Fame career as the wrestling coach at Mount Anthony Union High School in Bennington for the past 30 years. The 2014 USA Today National Coach of the Year and New England Wrestling Hall of Fame inductee created a dynasty at Mount Anthony, illustrated by his program's 27 straight State Championships.

The full story was the widest read story in the history of [castletonsports.com](http://castletonsports.com). Read it at [castletonsports.com/legacy](http://castletonsports.com/legacy)





## STUDENT LIFE

### ANNUAL AWARD CEREMONY HONORS DOZENS

On Monday, April 25 in front of hundreds of their friends, family, peers and colleagues, Castleton students, faculty and staff were honored for their achievements during the 2015-16 academic year at the Annual Castleton Awards Ceremony. Awards were given out honoring success in academics, athletics, student life and more.



“Hard to believe that I came to Castleton almost four years ago with only one goal on my mind, which was to fulfill a promise I made to my grandfather. But I didn’t know I would do so many other things here and end up loving this place more than a second home,” said senior Paolo Loli, the recipient of several academic awards at the celebration. “Today I was given some awards but I feel that I should be the one giving back to Castleton for everything that this place and its people have given me. Thanks Castleton for changing my life.”

The event culminated with the presentation of the Caroline Woodruff Award, given annually to the individual or individuals who have consistently exemplified Dr. Woodruff’s qualities of leadership, creativity, resourcefulness, and dedication to Castleton. The award is the highest honor that a student leader can achieve, and this year it was given to Mariah O’Hara. A complete list of award winners can be seen at

[castleton.edu/student-awards](http://castleton.edu/student-awards).

### GRAD STUDENTS LEARN FROM ART PROS

Using the community as a classroom, students enrolled in the University’s Master of Arts in Arts Administration recently took to campus to learn about local community arts as part of the newly established graduate curriculum.

The low-residency program, which launched in the summer of 2016, is project-focused, with an emphasis in all courses on the practical application of material. Out of the nine students enrolled in the program, two are Castleton University alumni, while the additional seven are new to the Castleton experience, each respectively coming from various locations across the country.

“This residency brought nine very different people with very diverse backgrounds and interests together for a week of learning, sharing, inspiring, and becoming part of the Castleton family,” said program faculty member and Director of the Castleton Fine Arts Center Rich Cowden.



## STUDENT LIFE

### OUR LARGEST GRADUATING CLASS



The first graduating class of Castleton University, with 533 graduates, was also the largest in the storied 229 year history of the institution.

Captain Richard Phillips addressed the more than 3,500 guests in attendance and thousands more streaming the ceremony live online. Phillips spoke of unwavering personal strength, focus and determination, and the importance of living every moment to the fullest.

“Today you are not ending your education, today the real education begins. It started in Castleton but will not end here. Do more than what is asked for, go beyond the expected, and do it earlier than desired,” said Phillips. “I congratulate you, the class of 2016, on your graduation, your personal accomplishments, and I will remind you that it is the journey you will remember more than the destination.”





## PUBLIC SERVICE

### UNITED WAY EMPLOYEE DRIVE

For more than 20 years Castleton has participated in the annual fundraising campaign for the United Way of Rutland County. In each of the last three years Castleton has donated more than \$6,000 through employee contribution, and hopes to eclipse that mark once again.

### STUDENT ATHLETES WALK FOR A CAUSE

Castleton student athletes from the men's and women's ice hockey teams stepped out to help the local community fight domestic violence, as they participated in the Rutland Walk a Mile in Her Shoes event to promote education and conscious change for both domestic and sexual violence.

Team members joined Castleton President Dave Wolk, Dean of Entrepreneurial Programs Lyle Jepson, and Director for the Center of Community Engagement Chrispin White for the walk, which surpassed its goal of raising \$50,000 for the shelter.



### ETHICS CLASS LEARNS VALUE OF SERVICE

Immersing themselves in the spirit of giving, students from Castleton's News Media Ethics class helped spread holiday cheer to one local household, after adopting a family of three for Christmas. Comprised of a single mother, along with her 7-year-old son and 3-year-old daughter, the trio experienced a holiday season to remember thanks to the student efforts.

The end of the semester project stemmed from an idea put together by Communication Professor Dave Blow. In replacement of his usual assignment focusing on journalism in the community, he chose to put a more intimate feel to the project.

"I wanted to do something on a more personal, non-media level and suggested finding a local family in need, and to raise money to provide a great Christmas," said Blow.

The class was able to raise over \$1,400 from students and community members which helped purchase presents, clothes, and pay utility bills. It was the generous nature of people around campus and throughout the community that was truly inspiring to junior Catherine Twing and her classmates.

"We could all use the money for something else, but we chose to help someone in need," said Twing. "That was very powerful to me."



## PUBLIC SERVICE

### **HABITAT CLUB SPENDS SPRING BREAK IN NC**

While students vacated campus for various spring break adventures, a group of 18 students from the Castleton Habitat Club learned that a little love goes a long way.

Traveling roughly 800 miles down to Winston-Salem, North Carolina the dedicated group spent their time helping the community as part of an alternative spring break. Working alongside the Habitat for Humanity of Forsyth County partaking in various service projects in the area, their time in the sun was not put to waste.

The group volunteered with the Salvation Army, Samaritan Ministries, the Forsyth County Habitat's Volunteer Lodge, and helped to rebuild a porch for a retired firefighter and Navy veteran.

### **HELPING RUTLAND BLOOM**

Continuing to build upon its investment in the Rutland region, Castleton University joined Green Mountain Power as lead partners of Rutland Blooms.

The multi-organization effort, started by Green Mountain Power and Mayor Chris Louras, looks to highlight the Rutland community's spirit and beauty by growing flowers anywhere and everywhere throughout the city.

Members of the football team and their coaches helped to plant several trees in a new park as well as along the roadside entering the city.

### **SOPHOMORE HOSTS FUNDRAISER FOR YOUTH**

Sophomore Tegan Waite demonstrated the far-reaching power of community engagement after hosting a Castleton shoe-drive in the Campus Center, bringing in 325 pairs of shoes. After partnering with an organization close to her heart, the donated footwear will help provide water for an orphanage in Kenya.

"I had such an overwhelming amount of emotions that I felt as I saw college students coming together along with members of the community to help children who they had never met," said Waite, explaining the success of the event. "Even people who only stopped by to drop off shoes came with such positive attitudes."

To make the event a success, Waite worked with Health, Education, Ample Nutrition, and Love (HEAL) organization founder Jennifer Musick Wright for Castleton's first "Shoe-Give-A-Thon." Wright founded the organization in 2007 and has since raised more than 1,775 pairs of shoes from across the state of Vermont.



## PUBLIC SERVICE

### **CASTLETON TO HOST U.S. SPECIAL OLYMPICS**

Special Olympics USA is proud to announce Killington, Vermont and Castleton University as the site of its one and only team training camp, prior to when it will send a 210 member delegation to represent the United States at the 2017 Special Olympics World Winter Games, being held March 18-25, 2017 in Austria.

The training camp will be held December 12-15, 2016. Killington Resort will serve as the team's home base and Castleton will host speed and figure skating at Spartan Arena and floor hockey in the Spartan Athletic Complex.

“We are proud of our long relationship with Special Olympics Vermont,” said President Dave Wolk. “And so grateful for the opportunity to host these wonderful athletes on our campus, giving them the opportunity to train to compete at the highest level while welcoming them with the warm embrace of our loving family.”

### **GIVING TUESDAY A MAJOR SUCCESS**

Castleton University's first attempt at participating in #GivingTuesday, the global day of giving that seeks to challenge the way we think about, talk about, and participate in the giving season was a monumental success thanks to the generosity of the Castleton community.

Together, the student government association and campus clubs collected more than 3,000 items to donate to various charitable organizations, including over 900 food items, 1,600 articles of warm clothing and shoes, and more than 350 toiletries for the Castleton senior nursing students' medical brigade to Honduras.

Castleton alumni, business partners, faculty, staff and students showed their Spartan pride by setting a new single-day record of 194 gifts made to the Castleton Fund. Participants from 21 different states across the country came together, raising more than \$10,500 to help Castleton students succeed.

Finally, the Gift of Life Marathon kicked off its annual 12 Days of Giving at President Dave Wolk's house. Through the event the Red Cross was able to collect 135 lifesaving gifts, surpassing the goal of 125 donations.



## FACILITIES

### FOLEY HALL OPENS IN DOWNTOWN RUTLAND

In February Castleton announced that it had plans to open a two-floor, efficient living space that could become a model for others in the heart of downtown Rutland.

“Working with Mark Foley Jr. and Green Mountain Power, we will create a highly sustainable home for 40 students, and turn space that has been empty for decades into a prototype for downtown redevelopment and energy innovation,” Castleton President Dave Wolk said. “We see this as an exciting addition to our current housing options, to Castleton’s Rutland presence, and to the Solar Capital of New England and Energy City of the Future.”



The student housing is the latest in the University’s

ongoing expansion into Rutland, which already hosts Castleton Downtown, the Castleton Polling Institute, the Castleton Center for Community Engagement, Spartan Arena, and several downtown art spaces including the Castleton Downtown Gallery. A recent partnership with the Rutland Economic Development Corporation has further solidified Castleton’s commitment to being an economic and intellectual driver in the region.

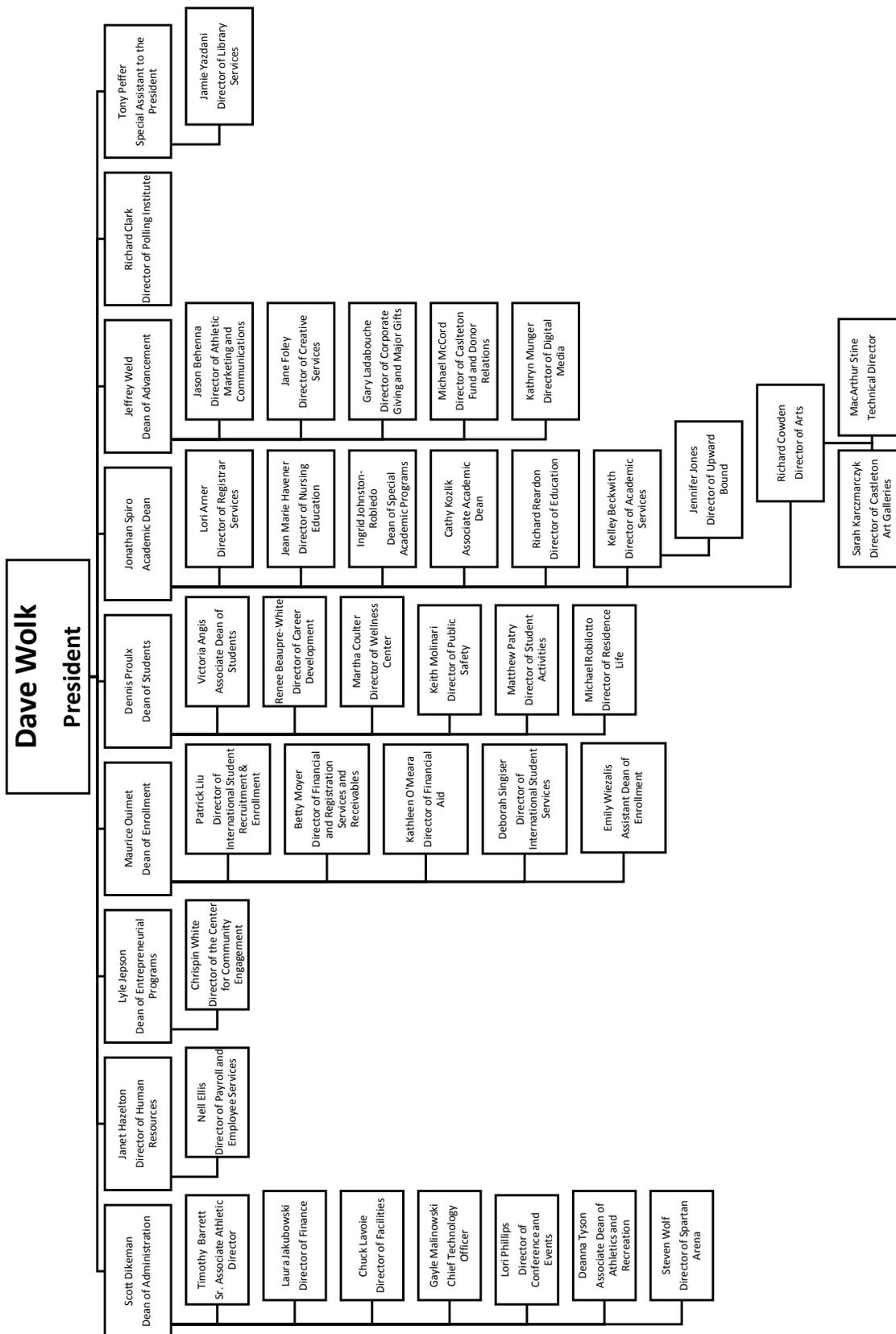
The project opened in time for 39 graduate and upper-level undergraduate students to move in prior to the start of the fall semester, an impressive six-month turnaround from conception to completion.

Castleton worked with Green Mountain Power, Efficiency Vermont, and Foley to determine how to best use high-tech energy innovations in the space located on the second and third floors of the Clement Building, which sits at the northeast corner of West Street and Merchants Row.

At the grand opening celebration held on September 15, President Wolk announced that the housing would be named for the Foley family, long time Rutland business leaders and philanthropists.



# ORGANIZATIONAL CHART







## JOHNSON STATE COLLEGE

# ANNUAL REPORT

to the Board of Trustees, Reflecting on the 2015-16 Academic Year

SEPTEMBER 28, 2016



## OVERVIEW

This year has been one of positive change, with a renewed dedication to strengthening the high-impact, liberal arts education that distinguishes Johnson State College within our state and the VSC. Under the leadership of our new president, Dr. Elaine Collins, we launched several new initiatives, clarified our mission and identity, communicated that identity internally and externally through an integrated marketing campaign, and made gains in the all-important work of student recruitment, retention and success.

Our 2015-16 common book, *The Promise of a Pencil*, set the tone for the year by encouraging us to take risks and help others in order to create positive change, which for us included becoming a member of the Council of Public Liberal Arts Colleges (COPLAC), achieving recognition as an LGBTQ-friendly college, and expanding our efforts in admissions, student services and academic support.

We began the year with new concentrations in Criminal Justice in both psychology and political science and a new minor in Wellness & Alternative Medicine. We also laid the groundwork for new options starting in fall 2016 for students majoring in art, business, communications and psychology. These include concentrations in Social Entrepreneurship and Pre-Professional Counseling, the addition of a B.A. in Media Arts to complement our existing B.F.A., and a new minor in Communications.

College planning got off to a strong start as faculty, students and alumni answered President Collins' call to participate in seven task forces to work on seven key priorities she had identified during meetings with JSC stakeholders: Academic Quality; Diversity; Enrollment & Retention; Fundraising; Information Technology; Institutional Effectiveness; and Integrated Marketing. We anticipate continued progress this year, recognizing the need to adapt our plans should the VSC Board of Trustees approve the proposed unification of Johnson and Lyndon state colleges.

We welcomed our second class of Early College students, enrolling 33 students from 13 high schools who completed their senior year at JSC and earned up to 30 credits tuition-free in a program made possible by Vermont's Flexible Pathway Act. Once again the Early College students came academically prepared, finishing the year with an average 3.09 GPA. Twelve of the 33 are continuing their education at JSC.

As always, the highlight of the year was Commencement. We awarded 268 bachelor's degrees, 15 A.A./A.S. degrees, 64 master's degrees and several certificates, including four Certificates of Higher Education to members of our "College Steps" (former "Think College") program for students with special needs. Keynote speaker Mary Alice McKenzie, executive director of the Boys & Girls Club of Burlington and former VSC general counsel, sent off the Class of 2016 with a message about the value of inclusion and a commitment to service.





## ACADEMIC AFFAIRS

### NEASC REACCREDITATION

In preparation for reaccreditation review by the New England Association of Schools & Colleges (NEASC) in 2016-17, a core team at JSC spent much of the year compiling materials, gathering data and reviewing comments and information submitted by faculty, staff and students for our required “self-study report.” The effort was a highly collaborative one, drawing input from every corner of campus. [A section of our website in support of this effort](#) has been created to disseminate documents and data related to reaccreditation and to give community members an easy way to provide feedback to the core team.

As the process nears completion, academic departments continue to take steps to align their programs with two key priorities of our most recent college plan: academic challenge and student achievement; and early and ongoing student success.

A visiting team from NEASC, chaired by Dr. Cynthia Huggins, former president of University of Maine-Machias, will be on campus November 6-9 to review the JSC Self-Study Report in support of reaccreditation.

### COPLAC MEMBERSHIP

JSC was accepted as the 30th member of the Council of Public Liberal Arts Colleges (COPLAC) in June 2016. Following submission of our in-depth application in March, we hosted visits by Dr. William Spellman, executive director of COPLAC, and later Dr. Sanders Huguenin (provost and vice chancellor, University of Virginia Wise) and Dr. Kathryn Foster (president, University of Maine-Farmington) as part of the review process. The visitors reported being impressed by conversations with staff, faculty and students, who demonstrated active commitment to the liberal arts and strong engagement in the high-impact educational practices at JSC.



## UNDERGRADUATE RESEARCH & OTHER HIGH-IMPACT EXPERIENCES

Again this year, many JSC undergraduates worked in the lab and in the field on faculty-mentored science and social-science research, and several continued as paid research assistants during the summer, working alongside faculty. The student-faculty

working group “JSC Lab Rats” continued their regular, biweekly meetings during the summer to discuss their experiences and problem-solve issues pertaining to their research.

JSC science and psychology students co-authored papers with their faculty sponsors, and science, psychology, and history students presented their research at regional and national professional conferences.

Senior Science Research Presentations | Johnson State College | April 27, 2016



Students in the fine and performing arts gained real-world experience and recognition this year as well. One of the designs created by JSC students for a poster promoting an annual Canadian festival featuring Joni Mitchell took top honors, with the student’s work used for the event poster, website and other marketing materials. Several others collaborated on what is now the new logo for the Lamoille River Paddlers’ Trail.

Two sophomores in the Media Arts program competed in the 48-Hour Film Slam sponsored by CATV and White River Indie Films, creating a quirky, four-minute love story called “Orange You Glad” that won both the “Audience Choice” and “Best Film” prizes. B.F.A candidates exhibited their work and presented author talks during a day-long celebration of the arts in April. And Musical Theater students performed in a number of campus and community productions this year, including those produced by the Stowe Theatre Guild, the Hyde Park Opera House, the Lamoille County Players, and Burlington’s Lyric Theater at the Flynn Center for the Performing Arts.

Students studied abroad and participated in study-travel and service trips this year to Cuba, England, France, Ireland, Brazil and Nicaragua for courses and programs in art, history, culture and international service.

In addition, more than 50 students completed internships over the summer with a variety of businesses, organizations and



Two JSC art students worked as interns with artist Sarah Rutherford and the Cambridge Arts Council in summer 2016, transforming two concrete silos into works of art commemorating the past and looking to the future in Jeffersonville, Vermont. The project was funded by a grant from the Vermont Arts Council.

agencies, including the Cambridge Arts Council, the Lyndonville Police Department, the Clarina Howard Nichols Center, the Vermont Studio Center, Chittenden County Court Diversion, Burton Snowboards, Copley Hospital, Circus Smirkus, the Vermont Electric Co-op and many more.

### NEW FULL-TIME FACULTY

Hannah Miller has joined JSC as an assistant professor in our Department of Education, focusing on elementary education. Hannah has a background in science education and completed her Ph.D. at Michigan State in spring 2016, where she worked for several years on a National Science Foundation science-education grant. She spent more than eight years teaching pre-K through 7th grade in China and speaks fluent Mandarin Chinese.

Blagorodna “Nori” Efremovski has joined JSC as a visiting assistant professor in our Behavioral Sciences Department, where she will teach in the counseling program. She holds an M.A. in Counseling from JSC and has taught at the Community College of Vermont as well as in a part-time capacity at JSC. She has worked as a clinician at the JSC Wellness Center and also works as a counselor at the Lund Center in Burlington.

### NEW ACADEMIC DIRECTIONS

After months of planning and preparation, we launched “JSC Online” in June 2016 with a nationwide, digital marketing

campaign. Currently, this is a degree-completion program that enables adult learners to complete a bachelor’s degree in one of five majors offered completely online: Wellness & Alternative Medicine (B.S.); Professional Studies (B.A.); Business (B.A.), with either an accounting or management concentration; Psychology (B.A.); and, Interdisciplinary Studies (B.A.).

All programs feature multiple start dates and accelerated courses. We will be adapting and refining this program in the coming year with the support of our new associate dean in distance education, Bobbi Jo Carter, who joined us in August.

### 2015-16 PRECIP REVIEWS

Like all VSC colleges, JSC reviews each academic program every five years on a rotating basis as part of a continuous program-improvement process. Three programs underwent review and prepared self-studies this year: Business, Health Sciences and Mathematics. We look forward to reviewing recommendations from the various committee involved in the process.

### 2015-16 LEARNING COMMUNITIES

We offered three learning communities for first-year students this year: “Self-ology,” a collaboration of faculty in our Writing & Literature and Psychology departments for psychology students, which included a living component in which students were housed on the same floors; “Go GloBull,” for business majors, and “Art & Human Dignity” for fine arts students. Student and faculty members of these communities participated in a number of trips designed to build community and foster learning, including kayaking and canoeing on the Lamoille River, visiting museums in Vermont and New Hampshire, traveling to Montreal and climbing Mt. Mansfield. Several faculty members hosted students in their homes for shared dinners. Retention rates for students in these learning communities are impressive, with 82 to 88 percent of them having registered for fall 2016 by mid-August. Learning communities begin their third year at JSC this fall.

### STUDENT SERVICES: CAMPUS PRIDE @ JSC

The 2015-2016 academic year brought many points of pride to the JSC community. Three focus areas within Student Services speak to this pride:

#### PRIDE IN OUR INCLUSIVE COMMUNITY

In November 2015, JSC became the third Vermont institution recognized by the “Campus Pride Index,” a national listing of LGBTQ-friendly colleges and universities, following a substantial application process. (The others are UVM and Sterling College.)



Campus Pride evaluated our official policies related to inclusion and our institutional commitment to students who identify as lesbian, gay, bisexual, transgender or questioning. We provided



documentation on academic and student life, housing, campus safety, counseling

and health services, and recruitment and retention efforts related to LGBTQ students and received a rating of 3+ Stars out of a possible 5. While this recognition further anchors JSC as a welcoming and inclusive community, we know there is more to be done. We plan to address areas targeted for improvement by Campus Pride in the coming year with the goal of improving our rating.

This was the year we introduced gender-neutral housing in Martinetti Hall. Approximately 20 students who identified themselves as transgender or gender-variant chose to live in Martinetti specifically because of that designation. In addition, we have taken steps to offer gender-neutral bathrooms in each campus building.

In honoring and strengthening our Campus Pride association with the greater community, the College continues to work with the Pride Center of Vermont to offer LGBTQ+ trainings, advocacy and other educational opportunities for students, faculty and staff. We also conducted a “climate survey” for students, staff and faculty to establish a baseline on campus attitudes. We plan to set goals based on those results and institute a year-long plan to achieve them. Additionally, JSC sponsors and participates in the annual Vermont Pride Parade and Festival each September.

### PRIDE IN OUR CAMPUS LIVING ENVIRONMENT

This is an area that has come a long way at JSC. In 2015-2016, the number of juniors and seniors who chose to live on campus comprised 29 percent of our total on-campus population. We surveyed this cohort of students to learn why they chose to live on campus beyond the two-year housing requirement. The top two reasons: the many conveniences living on campus affords, and the sentiment that “it’s my home — I like it here.” This pride is reflected by the fact that that our students increasingly respect not only the physical structures of our scenic campus, they also respect and care for each other.

More students reached out to faculty and staff out of concern for a peer during the 15-16 academic year as well – a result not unexpected after we introduced a Medical Amnesty/Good Samaritan policy at the start of the year. Also playing a role was our continued focus on bystander-intervention skills through our

online educational trainings and the “It’s on Us” NCAA Division III campaign led by JSC student-athletes. Their message comes through loud and clear: “Don’t be a bystander, be a Badger. If you see something, say something.” You can see their video contribution to this national campaign here.

### PRIDE IN OUR STUDENT-ATHLETES FOR ATHLETIC & ACADEMIC PROWESS

The number of JSC student-athletes who achieved the right balance in the classroom, on their teams and in leadership positions was at an all-time high in the 2015-16 academic year. In the classroom, 39 percent achieved a cumulative GPA of 3.0 or better — and 16 percent of those achieved 3.5 or higher GPAs. In addition, 12 percent of our student-athletes were named to the North Atlantic Conference (NAC) All-Academic Team. Criteria for this recognition include a 3.5 cumulative GPA, junior or senior status, and at least two years’ participation in a varsity sport.

Each of our varsity teams was more competitive this year than last as well, with two of our varsity teams — women’s tennis and men’s basketball — finishing in the Top Four in their conference. The men’s basketball team drew huge crowds at several of our

home matches, during which the “Badger Den” was the “crowdest and loudest” it has been in recent memory. Led by head coach and JSC alum Miles Smith (class of 2009), the team started the



Miles Smirh (right) and student Rasul Jackson

0-11 record, then bounced back to finish 10-17 overall. At the end of the season, Smith was voted NAC Men’s Basketball Coach of the Year by his fellow NAC coaches — the perfect cap to his first year coaching the Badgers.

Our student-athletes stood out in leadership positions this year as well, highlighted by the accomplishments of sophomore tennis player Nicole Monick. Following a strong performance during her semi-final match against Colby-Sawyer, Nicole was named to the North East Atlantic Conference (NEAC) All-Tournament Team. Later she was appointed to the national NCAA Division III Student-Athlete Advisory Committee, where she is representing both NAC and NEAC for the next two years as one of 24 NCAA



Division III student-athletes (12 male, 12 female) serving on the national committee. This promises to bring further attention to JSC athletics locally and nationally. You can read more about Nicole's appointment [here](#).

## LIBRARY & INFORMATION SYSTEMS

The Willey Library continued to replace low-circulation, printed academic journals and other materials with online resources. This year we added the "ScienceDirect: Health and Life Sciences Collection" and The New York Times Online. The introduction of the former reduced the number of interlibrary loan requests in the sciences and psychology from the JSC community.

At the start of the spring 2016 semester, the library added Ebsco's "eBook Academic Collection," which contains a sizable selection of academic press e-books across a broad range of academic disciplines. It contributed to a 13 percent increase in circulation over the prior academic year. Staff also began implementing Ebsco Discovery Services, a tool that allows a single search across our monographic and database collections. It will be fully operational by fall 2017.

Our embedded-librarian service continued to this past year, providing online research support and instruction through Moodle in 46 distance and four campus-based courses.

Reference staff this year reached out to local school librarians on how to better prepare their students for college, with a special focus on information-literacy skills. This work will be part of a joint initiative among the Vermont Consortium of Academic Libraries, the Vermont School Librarians Association, and the Vermont Department of Libraries.

Staff members remained professionally active. Technical Services Librarian Ray Brior continues to chair the Intellectual Freedom Committee of the Vermont Library Association; Interlibrary Loan Supervisor Alice Godin continues to serve as the chair of



the Waterville Town Library; and Faculty Librarian Joe Farara was elected to his fourth term as president of the Vermont Consortium of Academic Libraries.

## PERSONNEL

At the end of the 2015-2016 academic year, JSC saw the retirements of several longtime administrative and staff members, including Academic Dean Dan Regan, Access Services Librarian Linda Kramer, and External Degree Program Director Valerie Edwards. In addition, we also said goodbye to long-serving Dean of Students David Bergh as well as three full-time faculty members: Staci Born, Kaja Tretjak and Tim Saeed.

We also are fortunate to have several new faces in a variety of roles. In addition to welcoming Hannah Miller as our new full-time faculty member in Education, her wife, Lisa Zinn, will teach part time at JSC as well. We also are pleased to announce the hiring of Kevin Fleck, our new disabilities specialist, and Christie Silkotch, our new instructional services librarian. In August we welcomed Bobbi Jo Carter as our new associate dean of distance education programs. New hires in Athletics include Cameron Creamer, Andrew Lafrenz and Greg Eckman, who provide additional bench strength in this important area.



## INFORMATION TECHNOLOGY

The IT Task Force created by President Elaine Collins identified a number of areas of improvement for JSC related to technological infrastructure, professional development, and training and use of academic technology. Robert Gervais, our instructional technology coordinator, continues to work closely with faculty to develop new approaches and techniques related to instructional technology. This year, Robert worked with Education Department to pilot electronic portfolio software called Digication. The pilot was so successful that full implementation will occur during the 2016-2017 academic year.

In addition to Robert, other members of the task force are: Joe Farara, John Miller and Robert Genter (faculty); Amy Beattie, Sharron Scott and Dotty Spoerl (staff); and Jeff Snyder (student).

## DEVELOPMENT & ALUMNI RELATIONS

We raised \$475,801 in FY16, a 28 percent increase over the previous year. These funds came to the college via 3,292 gifts from 852 donors, 507 of whom are alumni.

We worked with alumni to offer several gatherings and events throughout the year, including a series of quarterly business mixers in the Champlain Valley of Vermont. We ended the fiscal year with a bang on June 30 when we hosted more than 40 alumni and their families at the Lake Monsters' College Alumni Night in Burlington, where we had the highest turnout of any college in attendance.

Over the years we have been fortunate to receive many generous donations of artwork to beautify our campus. Last year we received two wonderful additions to our collection: a painting from local artist Paul Gruhler, which can be found hanging in the lobby of the Willey Library & Learning Center, and a Salvador Dali lithograph from married alumni Earl and Carolyn Fisher of Connecticut. These pieces join the two Dali and two Picasso lithographs donated by the Fishers in the 1970s.

Donors, alumni and friends of the college established several new named scholarship funds last year, including:

## FINANCE & BUSINESS

JSC concluded FY2016 with a deficit of approximately \$900,000. This deficit was due largely an unexpected decrease in students, primarily in out-of-state students and students in our external degree and graduate programs.

In an effort to minimize the deficit and mitigate the financial ramifications of our lower student headcount, we launched new enrollment and financial aid strategies to boost enrollment for fall of 2016. Preliminary results indicate that these changes have had a positive impact on our number of new, campus-based undergraduates. In addition, we developed new online-only programs and adopted new marketing strategies for distance education.

## FACILITIES

Improvements to campus facilities during 2015-2016 focused on building infrastructure and safety:

- New roof installed on the SHAPE Center (athletics and recreation building);
- Sidewalk improvements in key areas around campus; and
- Electrical system upgrades.

In addition, our Physical Plant undertook architecture and engineering work to prepare for projects in future years, including window replacements in Dewey Hall (for energy conservation and infrastructure improvements) and campus sidewalk redesign (for safety).



### THE JUSTIN CLAYTON “KEEP CLIMBING” SCHOLARSHIP

This scholarship was established by Justin’s family and friends in memory of the 2012 alumnus who died in an automobile accident in June 2015. It is awarded to an outdoor education major with financial need who demonstrates Justin’s passion for the outdoors and the environment; his love of travel, family, friends and soccer; and his playful, “live in the moment” spirit.

### DR. C. MEMORIAL SCHOLARSHIP

This endowed scholarship was established with a bequest from the late Dr. Philip Chiaravalle, a retired botany professor and friend of the college who died in June 2015. It will be awarded to an undergraduate student with financial need who is majoring in biology and in good academic standing.

### KARII CLOUD MEMORIAL SCHOLARSHIP

To commemorate the first anniversary of Karii’s untimely death in November 2014, friends, family and her employer, Dealer.com, established this scholarship in memory of Karii, class of 2011. She was a gifted and talented actress, an accomplished guitarist, an award-winning potter, an avid trick skier, and a mad, tenacious rigger. This is the first scholarship at Johnson State College specifically designated for a transgender student.

### SAMANTHA L. GORTON SCHOLARSHIP FOR PERSONAL RESILIENCY & THE PURSUIT OF HIGHER EDUCATION

This scholarship was established by Samantha’s mentor, former JSC learning specialist Rich Simmons, and his wife, Tracey, in honor of Samantha’s graduation from JSC in May 2016. It will be awarded to a student who has demonstrated resiliency in overcoming difficult circumstances such as family dynamics and/or unstable living situations, multiple school placements, or difficult situations related to mental or physical health and who needs financial assistance to complete their educational goals.

### CHARLOTTE HURLBUT BULLOCK & CAROLYN B. FISHER SCHOLARSHIP

This endowed scholarship was established by married alumni Earl and Carolyn B. Fisher (classes of 1968 and 1961 respectively) in honor of the alumna and in memory of her late mother, Charlotte. It will be awarded to returning undergraduate students with demonstrated financial need.

### EUGENE SAPADIN MEMORIAL SCHOLARSHIP

This endowed scholarship was established by Eugene’s sisters in memory of the former longtime JSC philosophy professor, who died of cancer in September 2013. It will be awarded to

undergraduate students who are majoring in humanities and are in good academic standing and meet other criteria for the award.



### LOOKING AHEAD

We look forward to participating in our first undergraduate COPLAC Northeast Regional Undergraduate Research Conference October 21-22, hosted by the Massachusetts College of Liberal Arts. Several JSC students will attend to present research, give poetry readings and exhibit their artwork.

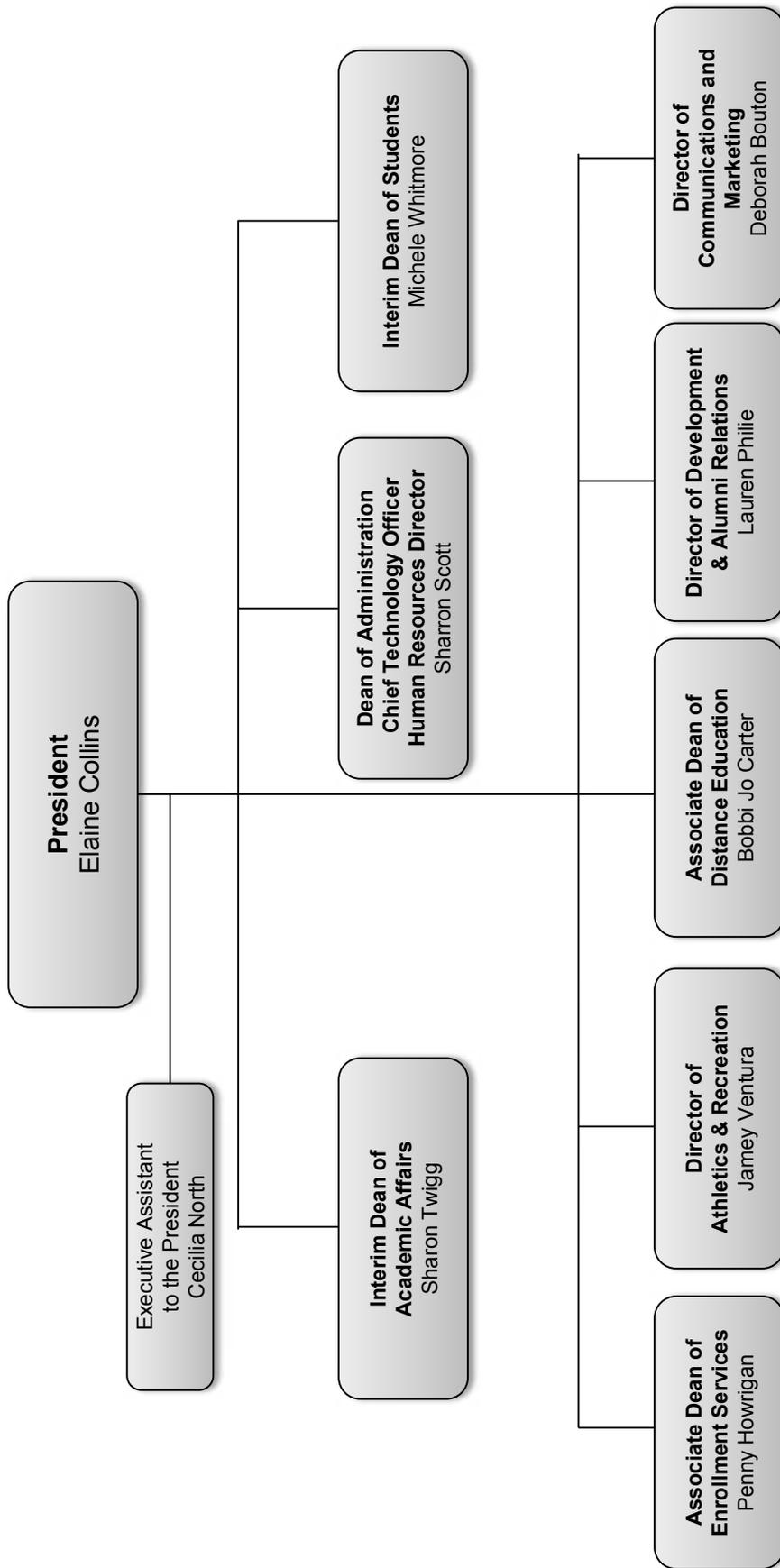
Our first telepresence classroom has been completed, and our professors are meeting with colleagues at LSC to plan collaborative course offerings.

Degree-completion pathways have been developed between CCV and the other state colleges, including JSC, as part of a “dual admission” program designed to ease the application and transfer process for students who start at CCV and plan to continue at another VSC institution. We anticipate details to be finalized and the program to go live in October 2016.

The combined JSC/LSC Unification Advisory Committee is meeting with faculty, staff and others to discuss issues presented by the proposed unification. Faculty and staff at both institutions are taking the initiative to meet with their colleagues at the other college to get to know each other and discuss programming ideas. Should the Board of Trustees vote at its September 29 meeting to pursue the unification, JSC will do everything possible to ensure a smooth and positive transition as we work to become a new entity.

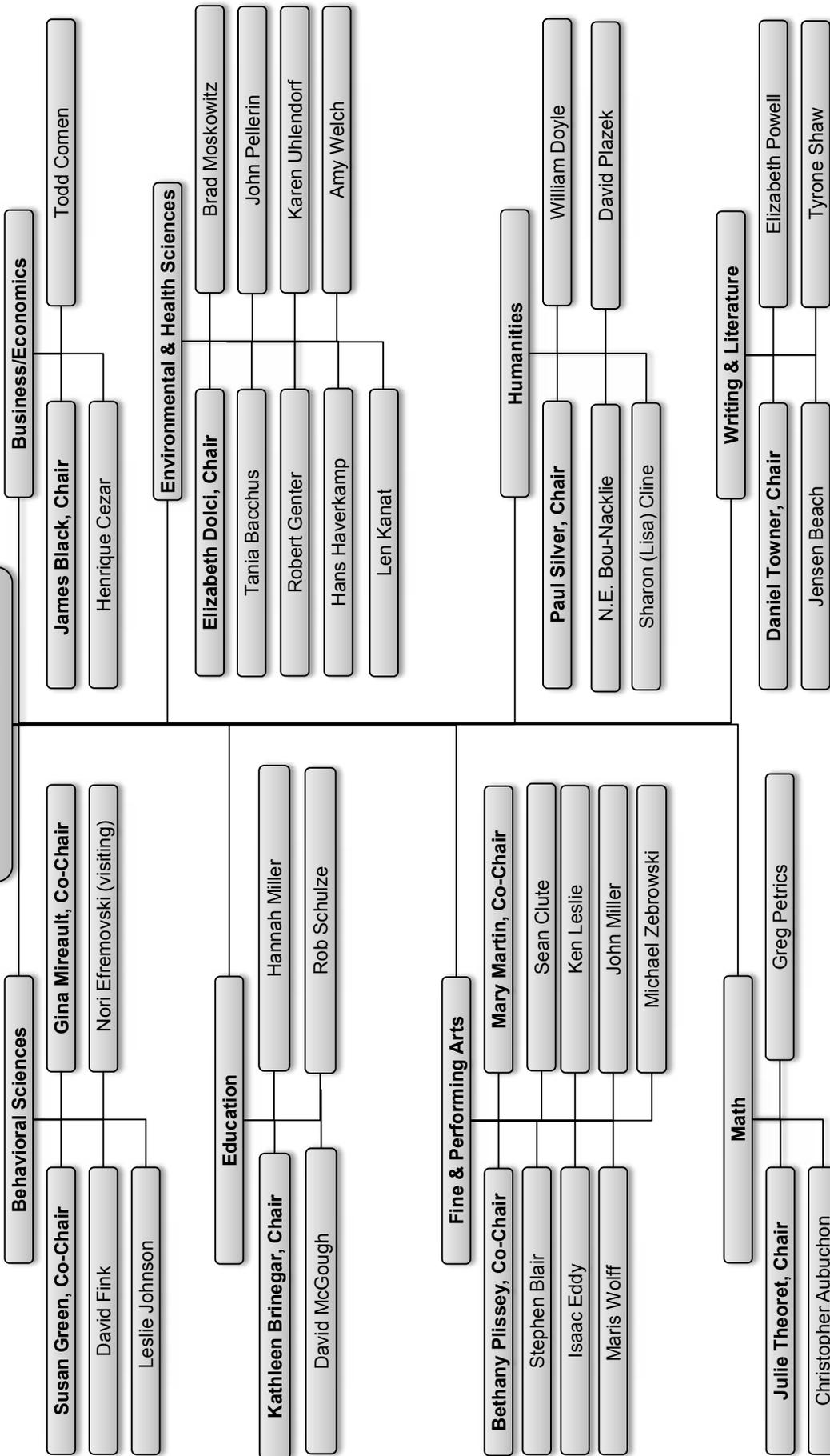


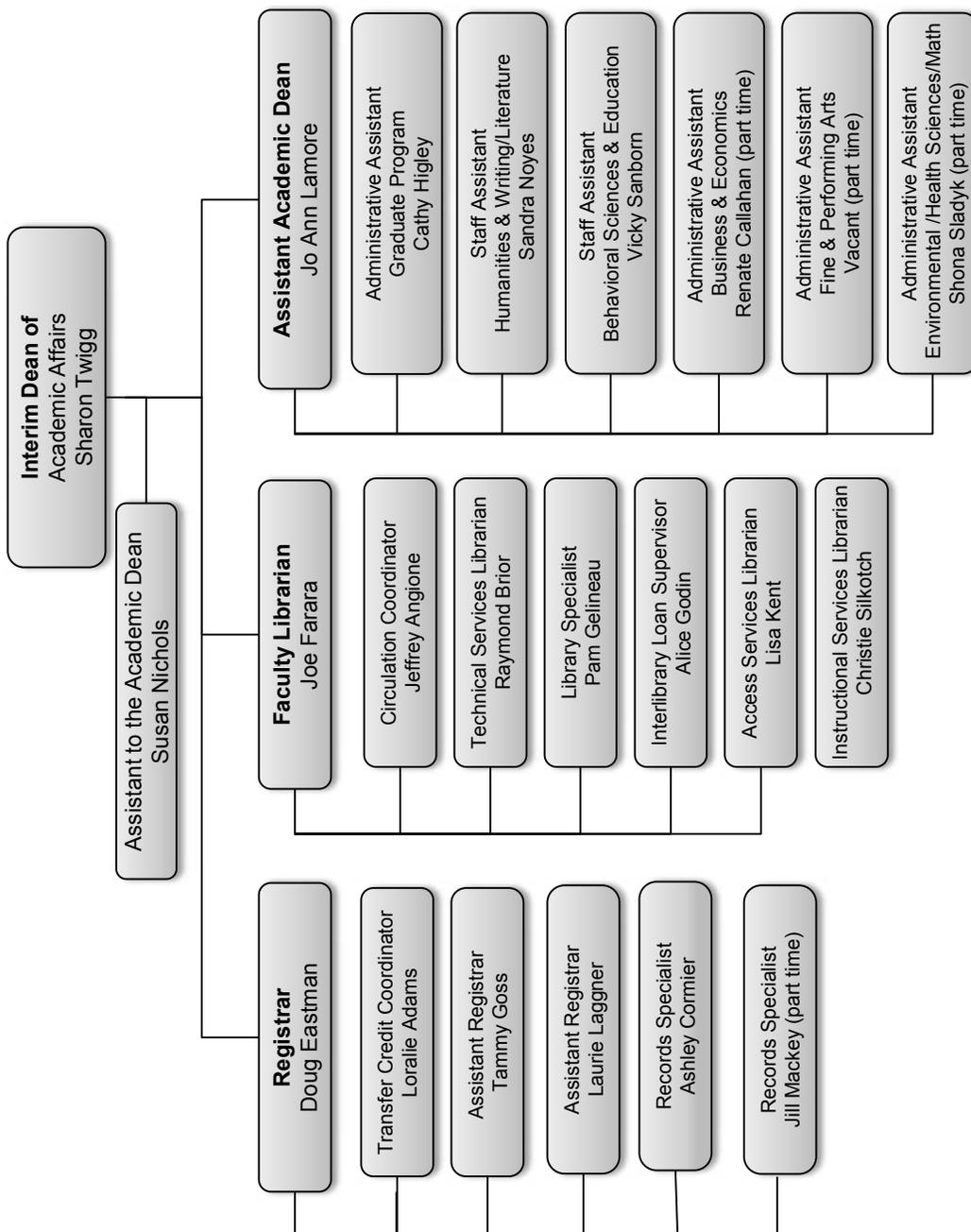
◀ JSC ORGANIZATIONAL CHART FOLLOWS ▶

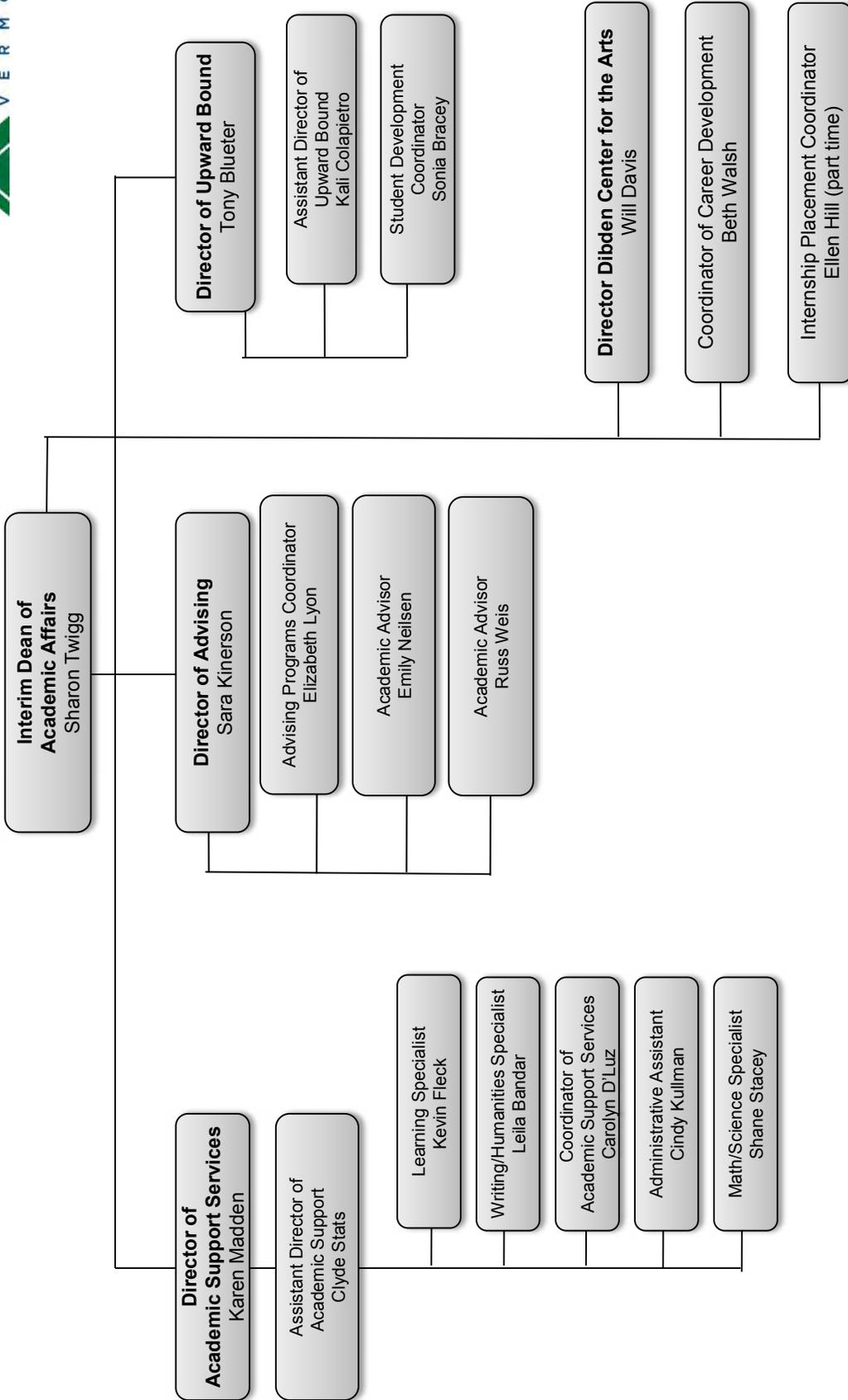


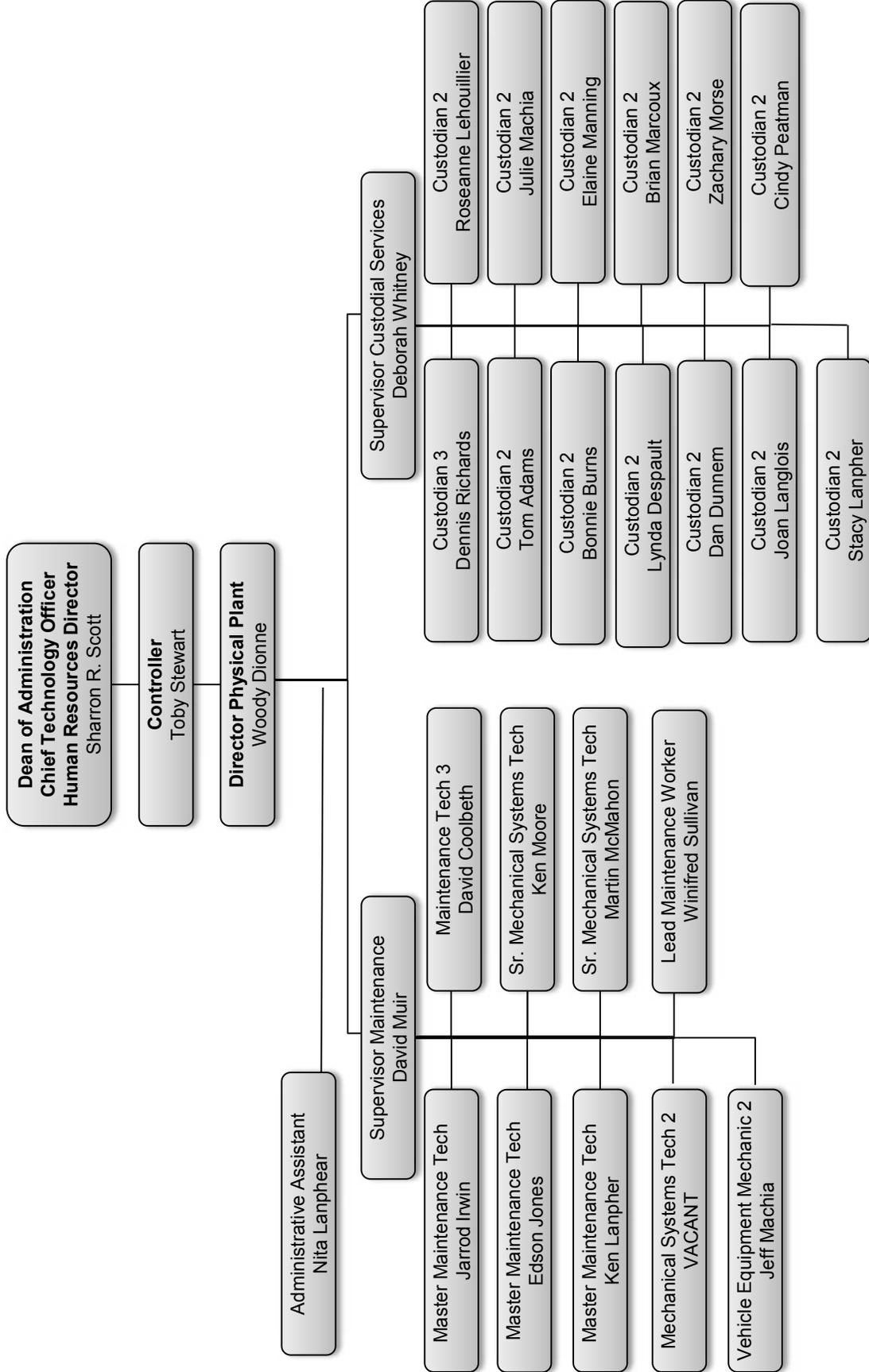


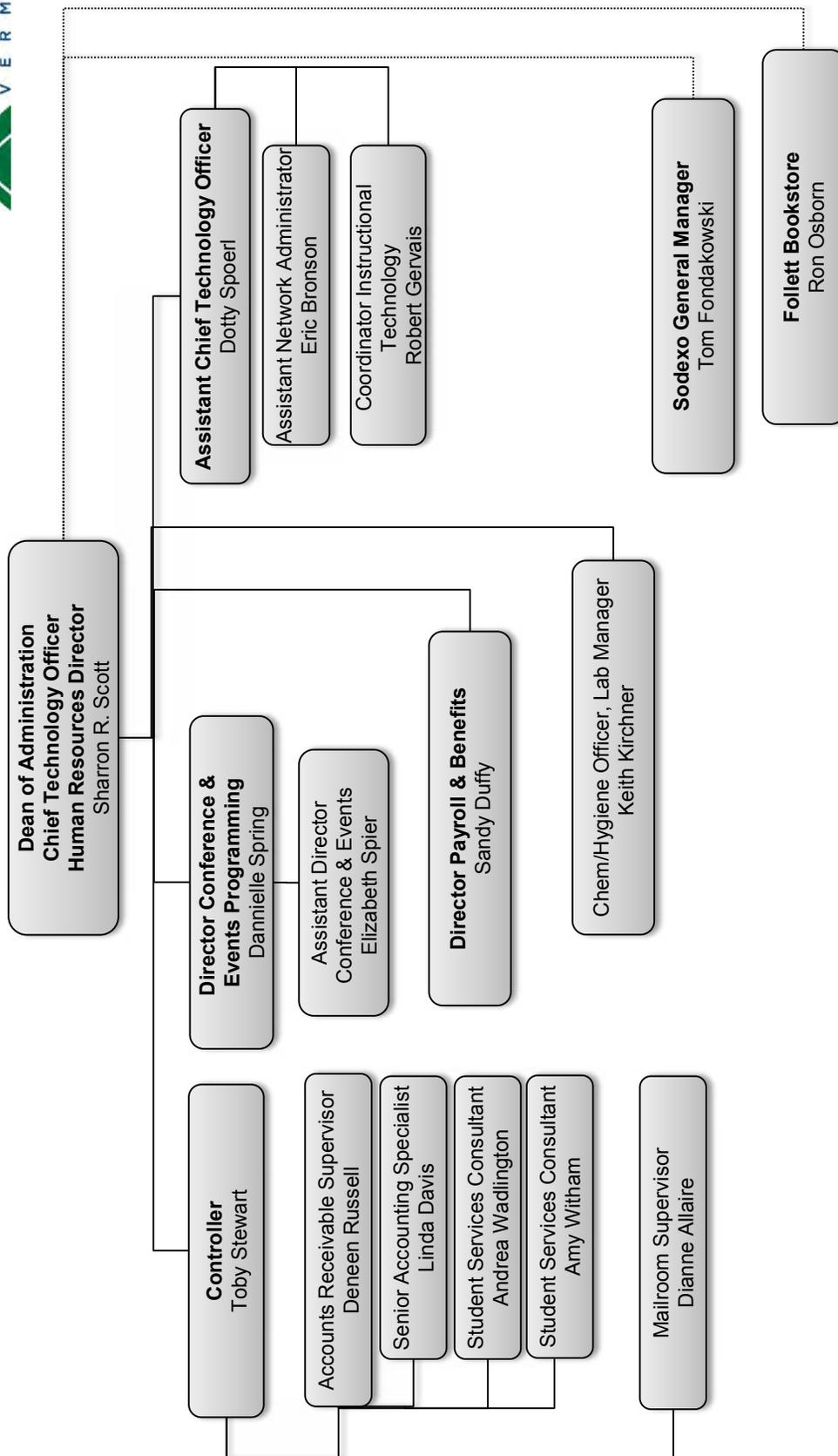
**Interim Dean of Academic Affairs  
Sharon Twigg**

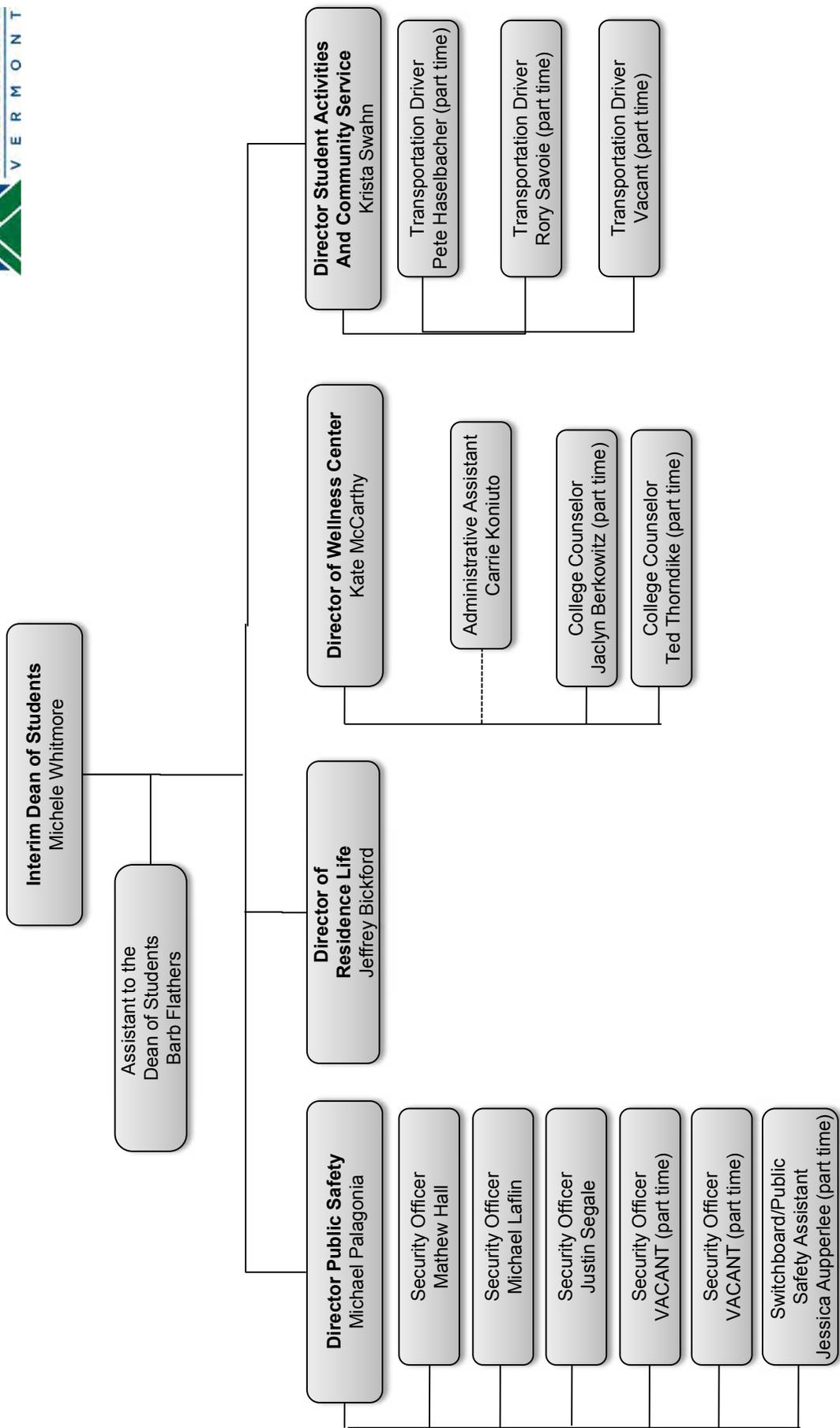


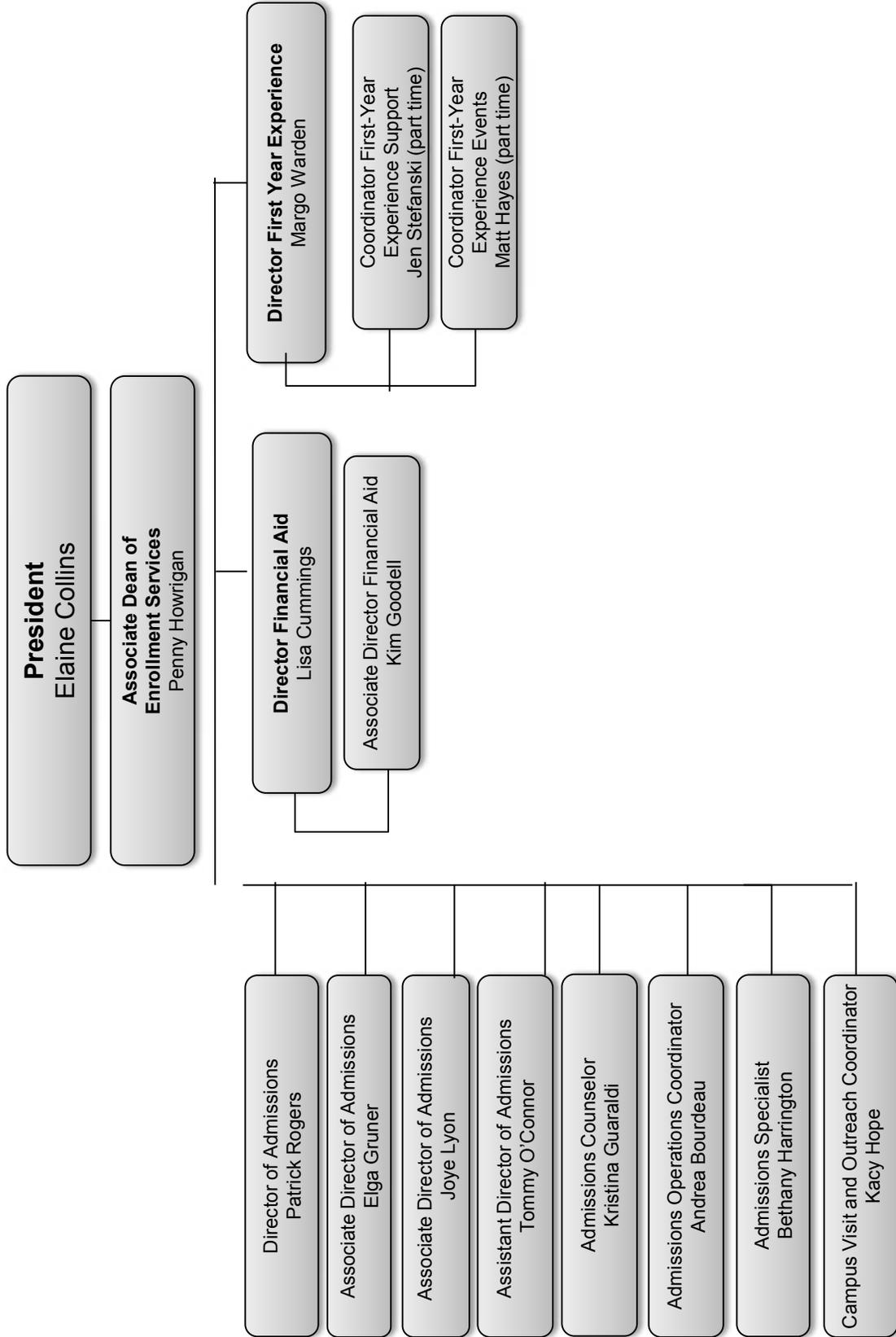


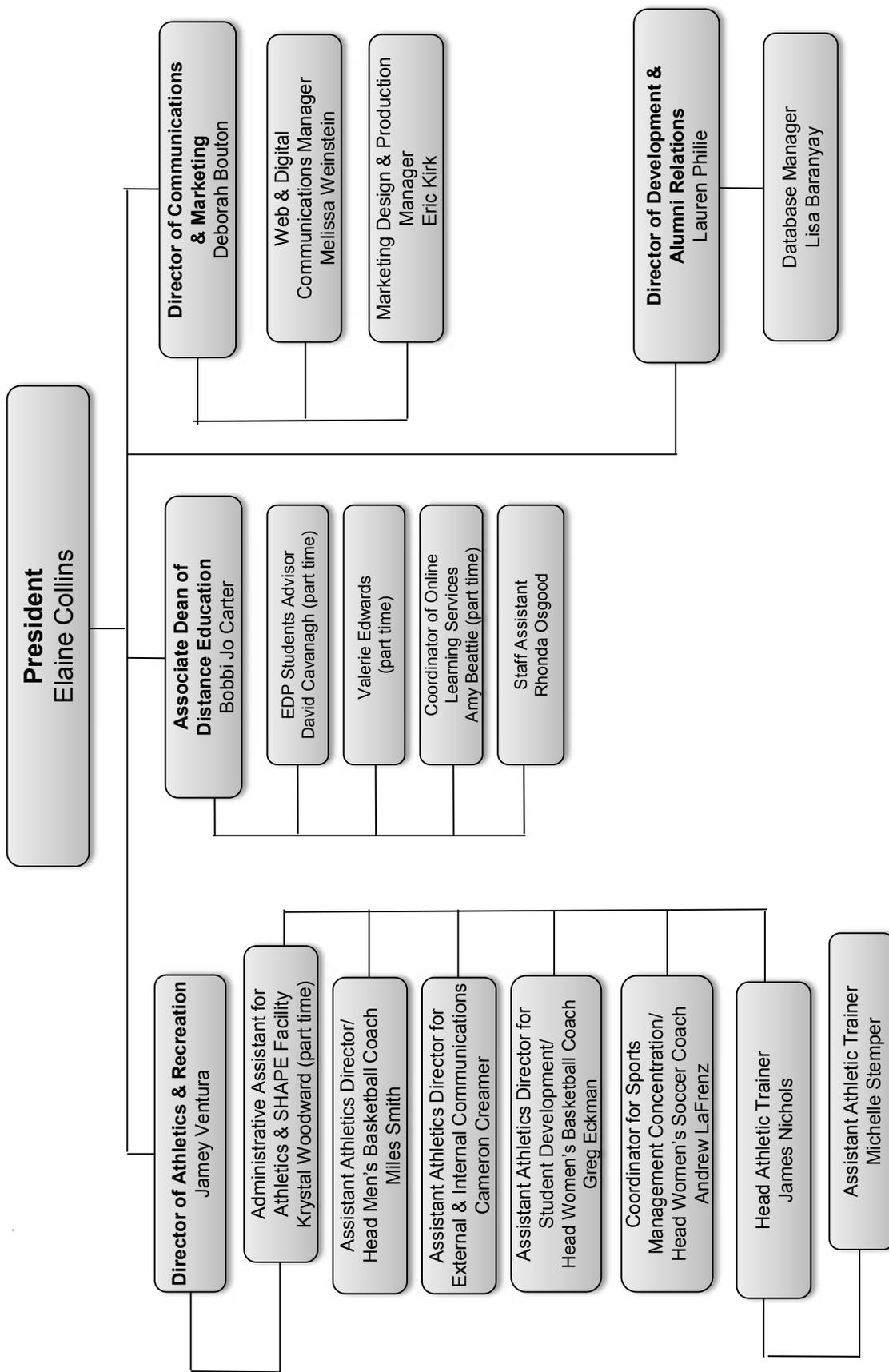








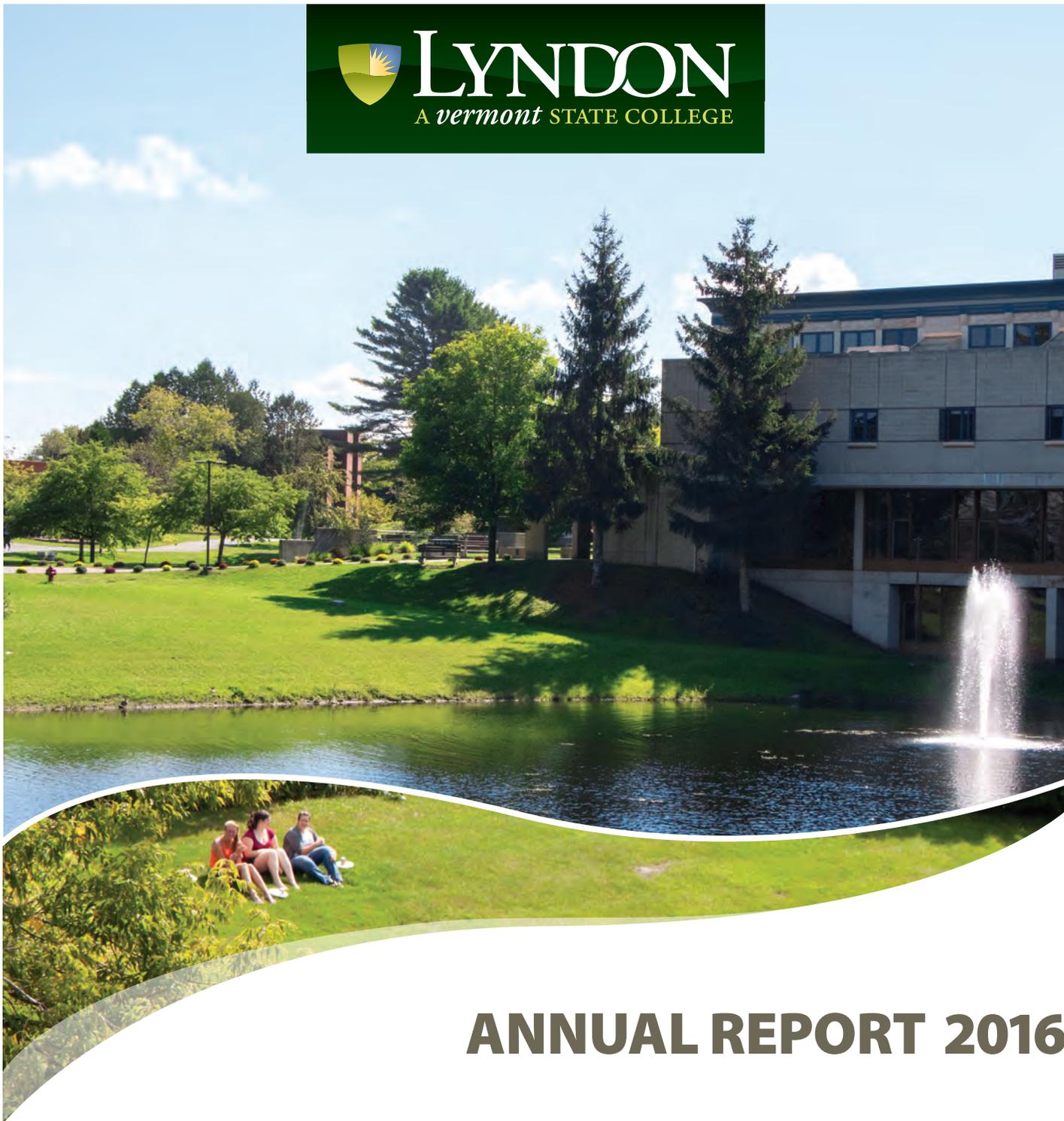




TURN YOUR PASSION INTO A PROFESSION



**LYNDON**  
A *vermont* STATE COLLEGE



# ANNUAL REPORT 2016

The President's Annual Report  
to the Board of Trustees of the Vermont State Colleges

SEPTEMBER 2016



# A Year of Transition

**NOLAN ATKINS | INTERIM PRESIDENT**

**T**his is a year of transition for Lyndon State College. In August, the College said farewell to President Joe Bertolino after four years of leadership and I took on the role of interim president. We thank President Joe for his dedication to LSC. He loved the students and made a hard decision to say goodbye.

Lyndon, like so many small, tuition-dependent colleges across the United States, is facing financial challenges. Despite these challenges the Lyndon community is close, strong, and courageous so it is fortuitous that we have named this the Year of Courage.

And we have so many good and new accomplishments to celebrate.

- This fall, we welcomed 400 new students, up 8% from last year.
- And this semester we launched our first online degree program— Early Childhood Education. With accreditation fully in place, the program welcomed thirteen students this fall. We look forward to growing this program as word spreads about the needs it fulfills throughout Vermont.
- Our satellite campus at Northern Essex Community College in Lawrence, Massachusetts is up and running—offering courses this fall supporting degree completion programs in Visual Communications, Computer Information Systems, and Music Business and Industry.
- We've recently announced the new Lyndon Center for Professional Studies that has begun offering credit bearing and non-credit bearing certification along with workforce development training to businesses within Vermont and beyond.
- Our Lyndon Learning Collaborative is in its second strong year providing Lyndon Institute students with an opportunity to complete one year of college while in high school. If they choose to continue at Lyndon, they receive that first year free. Fifteen out of the seventeen students in that program entered Lyndon this year as second-year students.
- Our Music Business and Industry program welcomed two new rock-star faculty. Professor Brian Warwick comes to Lyndon from Los Angeles. He is a Grammy Award-winning sound engineer who has worked on recordings for Michael Bublé, Michael Bolton, "Weird Al" Yankovic, and many other well-known musicians. He even engineered music for the immensely popular Outlander. Professor Timothy Saeed, a classical musician, joins us after having taught at Johnson State College for two years.
- In Athletics, this year we launch three new sports teams—women's lacrosse and men's and women's track and field.

**"Deciding to come to Lyndon State was the best decision I've ever made. . . . Thank you for being the second family I never knew I needed, and one I couldn't imagine my life without. That's the Lyndon difference."**

**- Tyler Cadorette '16**

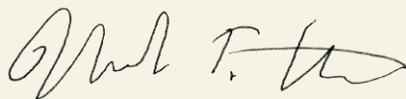
YEAR OF  
**COURAGE**  
2016 - 2017

- We've made major changes in our curriculum as a result of the work of the Curriculum Task Force, including curriculum that is more efficient, easier to navigate, and more streamlined. And every degree program now has a four-year degree plan.
- On the facilities front, we've upgraded science labs and dorms, installed new score boards at sporting venues across campus, installed new solar panels to heat the pool and use for research with faculty and students. And, perhaps most noticeably, we made major improvements to the inner-campus pond, installing a fountain and creating seating areas, rock work that is functional and beautiful, and greatly improved the area.
- We surpassed our fundraising goal last year by \$150,000
- We again received a military friendly designation because of the good work we do supporting our student veterans.
- We are collecting better and more comprehensive data on the factors influencing retention and persistence is allowing us to make better-informed decisions to increase retention and help students complete their degree in an appropriate period of time.
- This year we will roll out a winter term and expanded summer offerings to help keep students on track to earning 15 credits per semester. Additionally, we are increasing financial and academic interventions for students in need. We've also revamped our academic and advising support center to improve the services we deliver students and reduce the "bounce effect."

Lyndon State College is a busy and very special place. We are an academic gem—a place with a history of innovative and unique degree programs, a place where people matter, and a place where graduates say, ". . . this is the best program in the country in regard to return on investment."

And that is just as it should be. At Commencement in May, family, friends, faculty, staff, and the community came together to celebrate the accomplishments of the 288 graduates, one of the largest classes in recent years. It was a ceremony full of wisdom, laughter, memories, and pride. Said one guest, "that was the best, most fun, and most personable commencement ceremony I've ever attended."

Tyler Cadorette, a graduate of Lyndon's Electronic Journalism Program let everyone present know what Lyndon meant to him, "Deciding to come to Lyndon State was the best decision I've ever made. . . . Thank you for being the second family I never knew I needed, and one I couldn't imagine my life without. That's the Lyndon difference."




**In the top 20%**  
**OF U.S. COLLEGES**  
**FOR MILITARY VETERANS**



In May, Lyndon State celebrated Commencement with a class of 288 graduates, one of the largest classes in recent years. Class speaker Tyler Cadorette, an Electronic Journalism Arts major, said that "Deciding to come to Lyndon State was the best decision I've ever made."

# Academics

## Academic Affairs

**NOLAN ATKINS** | INTERIM PRESIDENT | **THOM ANDERSON** | ASSOC. ACADEMIC DEAN

The Office of Academic Affairs continues to center its mission on student success. With the changes happening throughout higher education, Lyndon is positioning itself to react to student needs effectively and with care, and to create even more opportunities for students to find what they need here at Lyndon.

### Curriculum Task Force

At the May Board of Trustees meeting, Interim Academic Dean Nolan Atkins gave a presentation on the work of the Lyndon Curriculum Task Force (CTF). Since May 2015, the CTF has been hard at work making recommendation for curriculum change in all of Lyndon's degree programs. Their work has resulted in a significant curriculum revision at Lyndon. The resulting curriculum is more efficient, easier to navigate, and more streamlined. Four-year degree plans for every degree program have been produced as a result of this work. The changes will significantly improve the academic experience for Lyndon students.

A leading CTF topic is "career ready" or "soft skills," including the ability to write and speak well, work well in a diverse team, think clearly about complex problems, and demonstrate adaptability. Employers are increasingly looking for college graduates who have developed these skills, in some cases even more so than discipline-specific content. As a college based in professional degree programs with a liberal arts core, Lyndon and its students will benefit from a sharper focus on addressing these skills in its curriculum. The CTF will be asking the faculty to systematically infuse these career-ready skills throughout Lyndon's curriculum, in every degree program and in general education classes.

## Enrollment Management and Institutional Research

**KATE GOLD** | DIRECTOR OF ADVISING RESOURCES

Advising Resources coordinates with Academic Support and other departments from Academic Affairs and Student Life to create and implement support and outreach to the students and faculty at Lyndon State. Following the departure of the Associate Dean for Enrollment Management and Institutional Research, Advising Resources assumed responsibility for persistence and retention data.

### Enrollment Risk and Response

Using the model established last year, first-time full-time students in the 2015 fall cohort were assigned to "quadrants" for academic and financial risk. Examining data on an individual student level provided the opportunity to record and track persistence patterns, and to identify factors that affect persistence so that we can better predict, implement, and target necessary interventions.

In cooperation with Lyndon's Financial Aid department, students in the "financial and academic risk" and "financial risk" categories were offered support and information relating to completion of the FAFSA, VSAC grant applications, and how to find and apply for scholarships. For the two academic risk quadrants, students who struggled in their first semester were personally invited to meet with professional staff in Academic Support for an introduction to the services that might best address individual needs.



The Curriculum Task Force has worked hard to streamline curriculum and create four-year degree plans for every degree program to improve graduation rates for LSC students.



Interim President Nolan Atkins presents an #LSC4ME Tshirt to Ben Frechette, President's List recipient.

### Patterns of Persistence

The “financial” risk group persisted at the highest rate (77%) compared to the “low” risk group (74%) and the overall cohort (69%), which seems to indicate that our financial supports are effective. Efficacy of academic interventions is less clearly obvious, and may not be as easy to directly attribute because of the complexity of the factors affecting academic performance. As predicted, the academically at-risk groups persisted at the lowest rates (47%).

Advising Resources also examined persistence and retention patterns for the entire 2015 fall cohort to identify potential advising intervention points. Progress to degree is the biggest factor that we are working to address with adjustments to advising and curriculum management.

#### Consider the following persistence rates:

- Students who earn fewer than 20 credits by the end of their first year (27%)
- Students who earn 20 credits or more by the end of their first year (75%)
- Students who earn fewer than 60 credits by the end of their second year (51%)
- Students who earn 60 credits or more by the end of their second full year (96%)

By shaping our curriculum and course schedule so that all students have the opportunity to attempt 30 credits per year, working with advisors to encourage students to maintain that pace, and targeting academic support to help students complete more of the credits they attempt, we hope to raise our overall numbers for persistence and graduation.

Our data also underscores lower persistence rates compared to the overall persistence rate (76%) for our non-traditional students ages 24 and up (62%), and students of color – specifically students who identify as Black or African-American (65%). To address this issue, Advising Resources and Academic Support are working with Student Life and Lyndon F.A.I.R. to shape outreach and interventions that will identify and address the reasons these students persist at a lower rate.

By continuing to track, record, and analyze student persistence data, Lyndon should be able to make better decisions regarding the most effective applications of our time and resources in affecting persistence and graduation rates for the students we serve.

## Center for Professional Studies

**ANN NYGARD | DIRECTOR OF THE CENTER FOR RURAL ENTREPRENEURSHIP**

Lyndon’s Center for Professional Studies (CPS) launched this summer to offer non-degree education such as certificate, diploma, and licensure programs through both traditional learning and online platforms. CPS aims to teach people new skills and advance careers through online, classroom-based, and hybrid programs enabling them to grow personally, excel in their careers, and enhance their communities.

CPS serves three distinct markets: adults who have either not completed college or who have never attended higher education; working professionals wanting to upgrade their skills; and Lyndon students looking to earn industry-recognized credentials and their degree simultaneously. The concept grew out of the recognized need that 63,754 (19%) of Vermonters have “some college, no degree” as their highest level of educational attainment, a predictor of income earning potential. Most want and need a practical path to a sustainable livelihood.

As part of CPS, Lyndon State has opened a new Certiport Authorized Testing Center for Intuit and Adobe products. It is the first certified testing center in



President’s and Dean’s List recipients gather for a photograph after the award ceremony.



Vermont for these products. Previously, those wanting to take certification exams had to travel to Maine, Massachusetts, New Hampshire, or New York. Certiport is the leading provider of value-added, computerized test delivery services that include an expanding network of testing centers worldwide.

In today's fast-paced, technology-rich work world, a pathway for continual skill upgrade is necessary for many professionals to remain competitive in the workforce. CPS fills the need of delivering education and credentialing services to prepare Vermonters during the critical years of induction into their profession and supporting professionals throughout their career to address the demands of evolving workplaces and fields.

Learn more at [LyndonState.edu/Professional](http://LyndonState.edu/Professional).

## Early Childhood Education—Online Program with Licensure Launches



Lyndon's new 90% online Early Childhood Education program received approval this summer and has already enrolled thirteen students. The program is uniquely designed to provide students working in early childhood education with a way to complete their bachelor's degree with licensure in just five semesters. And, students can get their degree while they work!

Thirteen students are enrolled in Lyndon's first 90% online degree with licensure program. The program, which received NEASC approval in May, is designed to allow students to complete their bachelor's with licensure swiftly, while continuing to work full-time. Students with a bachelor's or associate's degree from an accredited institution can complete their degree in five semesters. [LyndonState.edu/EarlyChildhood](http://LyndonState.edu/EarlyChildhood).

## Leahy Center for Rural Students

**LINDSAY CARPENTER** | PROGRAM DIRECTOR, LYNDON ECONOMIC OPPORTUNITY AMERICORPS PROGRAM AND LEAHY CENTER FOR RURAL STUDIES

The Leahy Center aims to understand and beneficially change the factors that influence rural, first-in-family, modest-income students' educational and occupational aspirations, while developing and fostering a PK-16 network in the Northeast Kingdom. The Center serves as a model for the state of Vermont and rural regions across the nation by effectively integrating PK-12 and higher education within rural communities.

### Program Highlights

- 120 youth participated in the Early Start Kids to College program—a six-week career and college explorations program for schools in Caledonia and Orleans counties.
- Six mentee/mentor matches were made with the Early Promise Mentoring program. This program matches LSC students with local high school students from the NEK who would be first in their family to attend a post-secondary institution. A former Early Promise Scholar who was also serving as a LEAP member administered this program.
- In May 2016, four Early Promise Scholars graduated from LSC with a bachelor's degree.
- For the 2016-2017 academic year, the Leahy Center awarded three new Early Promise Scholarships each at \$2,500 and renewable for four years.



### Lyndon Economic opportunity AmeriCorps Program (LEAP)

LEAP, founded in 2015, is a new vision for the former Northeast Kingdom Initiative (NEKI) that changed the lives of youth and families in the Northeast Kingdom of Vermont from 1994-2014. LEAP is an AmeriCorps State program hosted at Lyndon State College. It places members at nine nonprofits throughout the NEK. These

LEAP members serve at host sites that address a variety of community needs for NEK youth and residents, including childhood literacy, nutrition, farming/agriculture, STEM technology education, animal science, outdoor and conservation education, college preparation, and more. LEAP members have access to professional development opportunities. In return for service, full-time members earn a modest stipend, health insurance and childcare assistance, food assistance, loan forbearance, and an education award at completion of service. LEAP's goal is to recruit NEK residents and give them an opportunity to gain workforce skills through their service, while also (re)engaging in career/educational goals.

**In 2015-2016:**

- 68% of LEAP members hailed from the NEK
- 14,101 participants were reached with programming provided by LEAP members in 2015-2016
- 261 volunteers were leveraged (recruited by LEAP members to assist in program delivery)
- 701 programs were delivered by LEAP members

LEAP is actively recruiting to fill slots for the 2016-2017 service year.

## Partnerships with Learning Institutions

### LSC @ NECC

#### LYNDON STATE AT NORTHERN ESSEX COMMUNITY COLLEGE

The long-awaited Lyndon State and Northern Essex Community College collaboration is underway! Approved by the New England Association of Schools and Colleges in July, LSC@NECC is offering three bachelor degree completion programs on the NECC campus in Lawrence, Massachusetts: Computer Information Systems, Music Business and Industry, and Visual Communications. The program is designed so that NECC grads with associate's degrees in the same programs can seamlessly complete their bachelor's from Lyndon State. Learn more: [NECC.LyndonState.edu](http://NECC.LyndonState.edu).



LSC@NECC has launched! Students in Lawrence, Massachusetts have enrolled in the Lyndon program at Northern Essex Community College. Above, Lyndon State College Interim President Nolan Atkins, LSC@NECC students Jean Carlos Diaz and William Vega, and Northern Essex Community College President Lane Glenn.

### Lyndon and Lyndon Institute

#### THE LYNDON LEARNING COLLABORATIVE

The Lyndon Learning Collaborative (LLC)—an innovative early college program—met with great success during its first year (2015-2016) with 15 out of 17 inaugural Lyndon Institute students matriculating to Lyndon State College for fall 2016. LLC students take one academic year of approved coursework, offered both on the campus of Lyndon Institute and the campus of Lyndon State College. Upon graduation from Lyndon Institute, and upon successful completion of the Lyndon State College curriculum, LLC students are eligible to be awarded 24 to 36 hours of LSC credits. The program provides an opportunity for LLC students to earn a full year of college credit while also satisfying the requirements for graduation from Lyndon Institute. Participation is free of charge to the students.

The program substantially lowers the cost of college for participating students by reducing the college years from four to three when a student matriculates at Lyndon. The two institutions renewed the agreement over the summer.

## Research for Faculty and Students

Lyndon is widely known for offering real-world experiences to our students. Here is a small sample of student/faculty research projects during 2015–16.

### Atmospheric Sciences

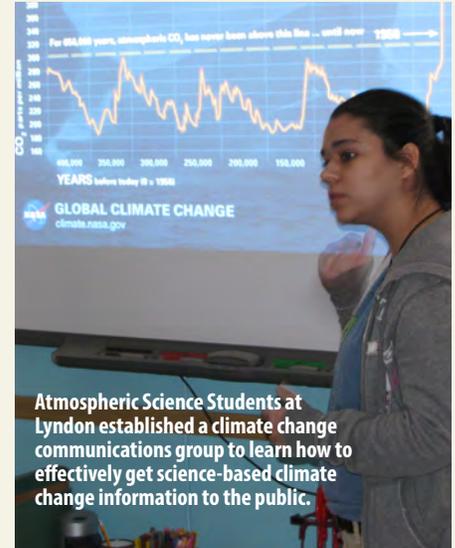
**Vermont Low Income Trust for Electricity (Assoc. Prof. Jason Shafer and Asst. Prof. Janel Hanrahan).** Lyndon State College and its Vermont Institute of Applied Meteorology continue work on a three-year, \$200,000 project with support from the Vermont Low Income Trust for Electricity. This project involves applied research with the Vermont Electric Power Company in two main areas: 1) improving the connection between high-impact weather events and power outages, and 2) developing a better understanding of how solar energy resources are changing across Vermont and New England in response to climate change. Results from the project intend to improve the prediction of major storms and anticipated electricity grid impacts, and to develop the first climatological dataset that demonstrates how solar energy is changing. Over the life of the grant, eleven LSC students have been employed to do research on this project. In addition, students and faculty have presented this work at several regional and national conferences.

**Collaborative REU site: Northeast Collaboration on Mesoscale, Synoptic, and Climate Studies (Assoc. Prof. Jason Shafer, Asst. Prof. Janel Hanrahan, and Prof. Nolan Atkins).** Lyndon State College submitted a National Science Foundation grant proposal to establish a new Research Experience for Undergraduates (REU) site in collaboration with Hobart and William Smith Colleges and Plymouth State University. The total requested amount is \$949,216, with \$209,276 directly awarded to LSC. If funded, 12 students and 6 faculty mentors across the institutions will conduct research during each summer of the project (2018–2021). REU students who are competitively selected to participate in the project will be given summer stipends, lodging, and travel support. Workshops and research colloquiums will be held throughout the year

at each of the participating institutions, and students and mentors will receive funding to present research in peer-reviewed journals and at national conferences.

**Vermont EPSCoR BREE: Lake Champlain Basin Resilience to Extreme Events (Asst. Prof. Janel Hanrahan).** Lyndon State College faculty will conduct research under the recently funded \$20 million BREE project (<http://epscor.w3.uvm.edu/2/>) with a diverse group of scientists and stakeholders under Vermont EPSCoR. The project is led by faculty at the University of Vermont, and has several partner institutions including Lyndon State College, Johnson State College, Castleton State College, Middlebury College, Saint Michael's College, Dartmouth College, and the Community College of Vermont. Also participating in the project will be key stakeholders, including the Lake Champlain Basin Program and the Vermont Agency of Natural Resources and partners from Quebec and Lake George, New York. Research teams will apply a systems-based, highly integrated approach to determine when and where impacts of extreme events cascade through the combined social-ecological system. An integrated model of the watershed will be used to test management scenarios and identify strategies for maintaining infrastructure, environmental health, and drinking water quality in the face of extreme weather events. LSC faculty will work with the Climate Projections Team to dynamically downscale climate model data under future climate change scenarios. This work began fall 2016 and will provide summer undergraduate research opportunities for the following four summers (2017–2020).

**Improving climate change communication by atmospheric scientists (Assoc. Prof. Jason Shafer and Asst. Prof. Janel Hanrahan).** In fall 2016 Lyndon State College will submit a National Science Foundation proposal (up to \$3 million) through Advancing Informal STEM Learning (AISL [https://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=504793](https://www.nsf.gov/funding/pgm_summ.jsp?pims_id=504793))



Atmospheric Science Students at Lyndon established a climate change communications group to learn how to effectively get science-based climate change information to the public.

under the Broad Implementation program, in collaboration with Bentley University and Plymouth State University. This proposal builds on research findings under a previous award to the latter universities that identified several reasons for inadequate climate change education by broadcast meteorologists when communicating to their viewing audiences. If funded, participating institutions will host climate change “boot camps” where atmospheric science students from around the country will gather to learn about the science and effective communication strategies. In addition, LSC faculty will help develop and facilitate the work of Climate Change Communication (CCC) groups at participants’ home institutions, which will be modeled after the existing Lyndon CCC group (<http://meteorology.lyndonstate.edu/education/climate-change-communication/>). The main project goals are to 1) instill a sense of responsibility for communication of climate science in our students, 2) normalize inclusion of climate topics in broadcast meteorology, 3) educate students about climate change science, 4) develop novel approaches to make this communication sustainable, and 5) provide educational training on handling perceived controversial topics.

## Research and Grants, con't

### Natural Sciences

**Vermont Department of Health, Black-legged Tick Research (Assoc. Prof. Alan Giese).** Professor Ben Luce has been conducting research on renewable energy over the past year, pursuing some renewable energy projects for the college, and also developing new teaching software and some novel technology for the creation of flipped class materials.

Prof. Luce's renewable energy research included structuring and overseeing two student projects (by Nicholas Chester and Jason Nejame) that looked at the impact of snow on solar electric production using Lyndon's photovoltaic array. This research continues with other students determining best practices for both system design and snow removal technologies and techniques.

Prof. Luce recently completed an extensive experimental project under a USDA grant in collaboration with the University of New Hampshire that tested the use of air-to-water heat pumps inside greenhouses to capture and store excess solar heat to offset nighttime heating fuel consumption. The project successfully demonstrated the technical viability of this approach, and the results will appear later this year in the peer-reviewed *Acta Horticulturae*, the journal of the International Society for Horticultural Science. Prof. Luce is actively seeking

potential funding and collaborators for further development of this approach in Vermont.

Recently, Prof. Luce worked with the College to finalize the design for the installation of a large solar hot water system. Besides reducing Lyndon's oil consumption, this installation will supply an additional experimental testbed for students to study solar heating.

Professional development support helped Prof. Luce develop "flipped" class materials, including approximately 60 hours of physics instructional videos. As part of this effort, he created and designed a special apparatus using a liquid crystal writing display to achieve a better quality of equation presentation than can be accomplished with present day computer pens.

After about seven years of work, Prof. Luce completed the development of a comprehensive teaching software package called "IKAATS" or "Interactive Knowledge Assessment and Teaching System." This system can be used to generate fresh assessments for STEM type courses and also deliver these to students electronically in a highly interactive way. Prof. Luce uses this package along with his videos to offer flipped physics courses that offer a greatly enhanced teaching environment. Prof. Luce seeks other faculty (both within and outside the VSC) who may be interested in beta-testing the system for their own courses.

### Publishing and Conferences

**VSC Faculty Fellow Janet Bennion.** Professor Janet Bennion is a Faculty Fellow of Vermont State Colleges for her research on legalization issues pertaining to polygamy. In 2015, Professor Bennion published *The Polygamy Question*, edited with Lisa Fishbayn-Joffe. The book, published by Utah State University Press, University Press of Colorado, is a compilation of scholarly works around the world concerning the question of legalization of polygamy.

Professor Bennion also contributed chapters to two other books, "La criminalisation de la polygamie à l'égard des mormons fondamentalistes," in *La religion Hors la loi*, edited by Marie-Pierre Robert, Faculté de droit, Université de Sherbrooke, 2015 and "Progressive Polygamy in Western United States," in *Beyond Same-Sex Marriage*, ed. Ronald Otter, Cal Poly Press, 2016.

In July 2016, Professor Bennion presented at the conference "Law, Media, and Polygamy," Polygamy Debates, sponsored by the Radcliffe Institute at Harvard University, July. Eight scholars from around the world discuss the impact of polygamy on women and children.

And in 2015, she presented "Is Polygamy the Next Marriage Rights Issue?" at the International Non-monogamy Conference, Lisbon, Portugal, September 25-28, New University of Lisbon.



New solar arrays will provide electricity to the College and research opportunities for faculty and students.

# Student Affairs

**JONATHAN DAVIS** | DEAN OF STUDENTS

## Residential and Student Life

**ERIN ROSSETTI** | DIRECTOR OF STUDENT LIFE

### First Year Experience

The First Year Experience team helped Lyndon's 430 new students transition to LSC through SOAR, the summer orientation program. Fall Kick Off and Welcome Week followed with a full schedule of events at the start of the school year. The theme, "Welcome Home Hornets," helped reinforce the idea that LSC is a welcoming community where all members provide an opportunity for support throughout their time here.

Peer Leaders will continue to support their students by sitting in their student's ENG1081 class weekly. There they assist the instructor in various ways including role modeling, discussion, presentations, individual student check-ins, and more.

### Residential Life

Residential Life welcomed all new professional staff this summer with two new hall directors and one head resident. They provide excellent support and service to all of Lyndon students in a number of ways. The Residential Life staff trained 21 resident assistants while preparing the residence halls and checking students in. Residence assistants provide outside of the classroom learning opportunities, upholding college policy and maintaining safe and healthy living environments for students as well as offering general support and service to the campus in various forms.

The MBI House, a new living/learning community opened this fall in the Gray House residence space. The space provides MBI students with the opportunity to continue learning outside of the classroom in ways they may not have been able to in another living space. Residential Life and the MBI Department are working together on the benefits this space can provide for these students as well as the community as a whole. So far, the experiment is going well and we look forward to seeing all the benefits of this opportunity for living and learning on campus.

### Student Activities and Student Government

The Student Government Association has been working diligently to ready the campus clubs and organizations for the year. SGA is also working to find new ways to hear and respond to the voice of the students. The executive board has been discussing unification, the proposed VSC smoking policy change, the upcoming election and voter registration, the Student Government budget, and club allocations for the year. SGA also organized the annual Student Involvement Fair for all students on August 26.

Student Activities is off to a great start with several well-attended events. Student participation in these events have been good and students are involved with the Campus Activities Board that sponsors and runs these events. Students are looking forward to attending the annual NACA (National Association of Campus Activities) Northeast conference in November where they will meet national acts, book for the next semester and academic year, and participate in educational sessions related to campus activities and leadership.



The Student Involvement Fair during the first week of classes is an LSC tradition. Student clubs and area organizations give students opportunities to take part in activities ranging from intramural sports to service clubs to theater and music. It's fun and informative!



Athletics teams give students like Mikayla Hodge '18 a way to be involved and active.



Ian Pelkey and the rest of Lyndon's men's lacrosse team hosted their first NAC playoff game and advanced to the semi-finals.



The Lyndon State Adventure Program brings outdoor adventure and leadership training to LSC students and members of the community. Above, Adventure Campers enjoy a hike and Adventure Program Coordinator Jamie Struck hangs the new sign on the program's new home.

## Athletics

CHRIS UMMER | DIRECTOR OF ATHLETICS

### Successes on the field and in the classroom

The 2015-2016 athletic season marked Lyndon's sixth year as an active Division III member of the National Collegiate Athletic Association (NCAA) and its seventh in the North Atlantic Conference (NAC).

The men's cross-country team captured their seventh NAC title in eight years. First-year Ben Cornell earned NAC Rookie of the year after finishing as the top first-year runner. The U.S. Track & Field and Cross Country Coaches Association (USTFCCCA) named the men's and women's team All-Academic Teams for the fifth time in six years.

The men's lacrosse team set a new mark for wins in a season and hosted their first NAC playoff game in program history as they advanced to the semi-finals. The men's basketball team made an appearance in the NAC playoffs for the sixth consecutive year while women's volleyball made their third straight appearance in the NAC postseason. Twelve Hornet student-athletes were named to All-NAC teams and an impressive 24 were named to the NAC All-Academic teams with two named NAC Senior Scholars. Kevin Love was named men's basketball NAC Rookie of the Year. Two head coaches were named NAC Coach of the Year: Christopher Ummer for men's cross-country and Kevin Pezanowski for men's lacrosse.

### New staff, new opportunities, in 2016-17

Joining the coaching staff in 2016 are Morgan Crespo as the women's soccer head coach and the inaugural head coach of men's and women's track and field and Sean Lynch as the head coach of women's basketball. Christopher Ummer will take the reins for the inaugural season of the women's lacrosse program. Kasey Kellard is a welcomed addition as our new head athletic trainer.

## Lyndon State Adventure Program

JAMIE STRUCK '87 | ADVENTURE PROGRAM COORDINATOR

### Reflection

This past summer has been fantastic for the Lyndon State Adventure Program (LSAP). Each year sees program growth in the greater Lyndon community. People in the region see the LSAP logo and are determined to know what is offered and what LSAP can do for them. Requests for climbing gym hours have been greater than ever, which says a great deal about how much the community looks to the College for adventure services. The Disc Golf Course has never looked better and sees hundreds of players crisscrossing our property in pursuit of perfect throws. LSAP programming has been spot on with schools and organizations as far away as Lamoille looking to LSAP for group development and programming skills.

### Success and looking forward

The incoming LSC first-years are helping to fill the HAC basement bike barn to near capacity with mountain and road bikes. Group rides are numbering regularly at eleven and interest keeps growing. It's a good problem to have in an area like the Northeast Kingdom where biking reigns supreme.

The Adventure Building received a fresh coat of paint, a new roof, and a new sign. Next the inside of the building will be reconfigured for student/leader workspace, storage of equipment, and use as a base of operations for the program. Another on campus construction completed this summer was a huge connector bridge through wet areas behind the soccer field. Next up – completing the lower campus loop!

# Personnel

## **SANDY FRANZ '79 & '99 | DIRECTOR OF HUMAN RESOURCES**

Thirteen staff and administrators came on board during FY2016 and the fall of 2016. We welcomed two new full-time faculty members this fall, several positions were reclassified and/or existing employees took on new roles during FY16. Five long-time employees—representing 95 years of service to Lyndon State College—retired, and we said farewell to President Joe.

### **New staff and administrators**

**Cody Brackett**, graphic designer  
**Mason Brewer**, admissions counselor  
**Kristin Brooks**, assistant director of student life  
**Morgan Crespo**, staff assistant, health and counseling  
**Alexandra Damato**, admissions counselor  
**Brandon Heansler**, web and digital designer  
**Kristin Hunt**, LSC site director, Northern Essex Community College  
**Jason Kaiser**, atmospheric sciences data systems administrator  
**Kevin Kareckas**, assistant director of student life  
**Kasey Kellard**, athletic trainer  
**Abigail Russo**, assistant director of Upward Bound  
**Tina Stowell**, custodian  
**Amy Wright**, director of career services

### **New faculty**

**Timothy Saeed**, assistant professor, music and performing arts  
**Brian Warwick**, assistant professor, music and performing arts

### **Reclassifications/new roles**

**Nolan Atkins**, interim president  
**Dustin Brooks**, maintenance technician  
**Lindsay Carpenter**, LEAP (AmeriCorps program) director  
**Sara Lussier**, director of annual giving  
**Rose Reynolds**, LEAP (AmeriCorps program) assistant director  
**Rhonda Trucott**, mailroom/copyroom supervisor  
**Tom White**, admissions athletics liaison/head coach

### **Retirements**

**Darlene Ballou**, director of broadcast operations (30 years)  
**Paula Chamberlin**, staff assistant, health and counseling (15 years)  
**Janis Henderson**, custodian (18 years)  
**Vicki Martin**, custodian (18 years)  
**Alton Carr**, custodian (18 years)  
**Beth Norris**, professor, music and performing arts (14 years)



# Administration

## Facilities

**LOREN LOOMIS HUBBELL | DEAN OF ADMINISTRATION**

Between September 2015 and August 2016, Lyndon worked on an array of projects across campus.

Perhaps most visible to all has been the repair work done to and around the library pond at the heart of campus. What started as a routine project to reverse nature's steady process to fill in ponds with cattails and swamp plants, quickly grew in scope with the discovery of a broken water main and disintegrating storm drain systems interwoven with the pond and outflow. Discovery and remediation was a tad harrowing but the results have been wonderful! Water usage is under control, the pond and its banks regraded, grassy, and beautiful, a new dam and outflow with a seating area overlooking the water, a new fountain providing a visual focal point, and a rebuilt bonfire pit and seating in the adjacent natural amphitheater. Students are using the space more than ever and it has become a beautiful center point for the library and academic buildings.

The state allocation for walkways and handicap access resulted in improvements across campus. Automatic door openers were installed at key external access points and internal breakpoints. Handicap bathrooms were built in the academic buildings. Older facilities designated as handicap accessible were upgraded to meet current standards. Walkways were improved at the center of campus and walkways were removed – all resulting in better traffic flow and safer pathways. Yet to come is interior and exterior wayfinding signage to assist our students and our visitors.

Over the summer, three student lounges in Stonehenge were improved by the addition of a student kitchen, a glassed in study/group meeting room, and architecturally defined areas for TV and gaming. The response has been tremendous and usage is up measurably.

Not very exciting to most, but loved by facilities and dining, is the new roof on Stevens Dining Hall. This year the acoustical tiles will be spruced up so that the positive impact of the new roof reaches the everyday diner.

Last year's roof project on the SHAPE facility enabled this year's project of mounting and piping in solar panels. That project is ongoing but is expected to be completed and commissioned in the very near future. In addition to the roof panels, ground mounted panels and data transmission technology on all the panels will enable students and faculty to study the system productivity. Already students have access to weather and production data on another set of solar panels by

the Alumni House; this new project will more than double the research data set available. Students, staff, and faculty will also benefit from the output of the solar panels with heat for the pool! During the winter, the solar panels will augment the heat provided by the boiler. During the summer, when the heating system is turned off, the panels will be at peak production to sufficiently heat the pool to make it truly functional for all age groups.

It has been very exciting to partner with Vermont Technical College to build out one new distance learning/telepresence classroom and completely renovate another. This gives the VTC/LSC nursing students a vastly upgraded space for



The pond and surrounding area received quite the improvements over the summer with new rock work, drainage, and a new fountain.



classes and project work, as well as providing a borderless classroom for academic connections across the VSC.

Lastly, is the work to build out a new, grant funded, genetics research lab. This lab will support faculty research and provide opportunities for students to work side by side with their faculty in meaningful scientific exploration.

## Finance



**LOREN LOOMIS HUBBELL | DEAN OF ADMINISTRATION**

### FY2016

Fiscal year 2016 was financially challenging for Lyndon. The planning process coming into the year was robust but factors over the course of the year caused us to move more deeply into our use of one-time funds. The year began with an approved deficit budget and a planned use of one time funds (FY12 and FY14 carryforwards) to balance the budget. A shortfall in residency created a further deficit but that too was balanced with the approved use of carry forward from the FY15 surplus. We took a loss equal to what we had forecast

albeit greater than what we had budgeted. The deficit was covered by reserves. No strategic reserves were touched.

As reported in last year's annual report, we knew that the FY17 budget was going to be very difficult. Absorbing the impact of two smaller entering classes, two larger graduating classes, and salary/wage increases from the collective bargaining agreements would exacerbate losses. Starting in early fall 2015, the college began to take strong measures to address enrollment, investing in outside consulting in the areas of admissions programming and financial aid planning. We implemented targeted marketing programs, new (simplified) application programs, and stratified aid structures designed to reverse the enrollment decline in the entering classes. The Curriculum Task Force worked with each department on streamlining and strengthening curriculum to support students in clear progress to their degrees and to reduce costs.

While many of these initiatives have produced some positive results, the impact on admissions was not the growth we, or our consultant, expected. Therefore the final budget for FY17 was presented as a \$1.9 million operating loss with the funding for that loss identified as the Strategic reserve and the Capital Fee reserve. Over the summer the president convened a group dubbed the \$1 million steering committee, to find savings in the current year budget to reduce that deficit. The group has made substantial progress against that goal.

While it is too early to say definitively, it appears that our entering student enrollment has increased over last year (approximately 9% growth) but our retention of returning students has slipped slightly. The initial review of room and board numbers suggests revenues slightly better than budget. The final numbers and revenue mix will determine our fall revenue position.

## Development

**JENNY HARRIS '79 | EXECUTIVE DIRECTOR OF DEVELOPMENT AND ALUMNI AFFAIRS**

### Reflection and analysis

The Institutional Advancement Office had several staff transitions in FY16. In January and February, the office conducted a second search for an alumni director, which ended again in a failed search. In March, the database specialist/office assistant and the coordinator of donor relations resigned to pursue other opportunities. In April, the office submitted a position planning document requesting the rehiring of the database specialist/office assistant and an assistant



Rachel Veitch '16 and Youl Youl '16 celebrate at Commencement in May.



director of alumni and community relations. The assistant director search failed and the database specialist/office assistant search is on hold for financial reasons.

In spite of these setbacks, the office raised more than \$700,000, exceeding the College's external fundraising goal of \$550,000. The funds raised were made up of 1,550 gifts from 1,089 donors, slightly down from last year in number of donors and the number of gifts. The number of donors who increased their giving level increased as did the number of new donors and recovered (lapsed) donors.

The LSC Foundation is transitioning from an event focused board to a fundraising focused board. The Foundation board hope to support the College in as many ways as it can. This past year, nine out of eleven of the Foundation board members gave to the Promise Scholarship totaling more than \$10,000 in cash and pledges.

Five goals guide Lyndon's development and alumni work:

- Conduct a listening tour – visiting high value donors and alumni to provide an opportunity for personal unification conversations;
- Continue to work with Johnson State College's Development and Alumni office to benchmark process and structure to be more efficient and effective at engaging alumni and raising money;
- Grow the LSC endowment to more than \$5 million;
- Grow Promise fundraising to \$100,000 annually; and
- Grow Annual Fund fundraising to \$100,000 annually.

### **Stay in touch with alumni relations**

Visit [alumni.lyndonstate.edu](http://alumni.lyndonstate.edu). From there, visit the Dugout club page for baseball fundraising, the Homecoming page, and view past issues of *Twin Tower Topics*, the alumni magazine.



Lyndon's Samuel Read Hall Library is a hub of information for the greater LSC community. This past year, the library launched a new website at [library.lyndonstate.edu](http://library.lyndonstate.edu).

# Library + Information

## The Samuel Read Hall Library

**SAM BOSS** | LIBRARY DIRECTOR

During the 15-16 academic year, the Samuel Read Hall Library remained on a course of growth and advancement. The library has continued to be responsive to the needs of the LSC community for spaces and resources for study, teaching, collaboration, and leisure, and in the years to come, the library will continue to provide leadership in this area.

The library increased the number of face-to-face information literacy sessions reaching a total of 54 classes and 862 students. This is up from nearly 40 sessions the year before. The library team was delighted that a wonderful group of Lyndon Institute students participated in one of the Information Literacy sessions. Throughout the year, more than 350 individuals enjoyed a wide variety of educational and recreational programming including visits from therapy dogs and activities related to the Year of Compassion.

Librarians from the Samuel Read Hall and CCV's and VTC's Hartness Libraries collaborated throughout the summer and fall on the implementation of a new system for resource discovery called EBSCO Discovery Service. The system, which we call "Search Lyndon," unites a vast quantity of unique resources in one searchable platform. It is like Google for libraries! Additionally, the library launched a web redesign that improves ease of access. Regarding web services, the library continued to improve access to services and resources for both online and campus-based students through the development of research guides, video tutorials, reference services, social media, and other library technologies.

The library counted more than 125,000 visits throughout the year. Additionally, nearly 9,000 physical resources circulated as a result of the 7,589 recorded patron transactions. Students borrowed 4,251 items. And local Northeast Kingdom community members borrowed 1,258 items. Electronic resources continued to be important to students and faculty. There were 89,544 different searches in just one of the article databases.

As the year concluded, the Samuel Read Hall Library staff bid farewell to Abby Pasquene, the library's excellent interim Public Services Librarian.

### Looking Forward

On July 7 a flood closed the ground floor of the library to patrons. The library and the College is using the opportunity to rethink how the space is used. As plans for the rebuild progressed, an area has been identified as an "innovation space." Moving forward, the library will implement the three-tier information literacy program developed during the 15-16 academic year. This program includes face-to-face instruction, an embedded librarian program, and a half-semester course developed by the Lyndon Learning Commons titled, INT 1810 – Integrated Research and Writing. Lastly, the library will begin implementing the goals outlined in its 2016-2021 strategic plan.



First year students took a trip to see the Red Sox during the first week of school.

## Information Technology

**MIKE DENTE '99 | CHIEF TECHNOLOGY OFFICER**

### Reflection

The recent upgrades to IT server infrastructure resulted in a very stable year with regards to server uptime and availability. Server uptime was 99% with very small insignificant outages. This is attributed to investments in server hardware, backups, Storage Area Network (SAN) implementation, and other enhancements to the LSC server farm.

IT has invested significantly in the theater hardware and software infrastructure including a new digital audio mixing board, intelligent lighting, high definition projection, and wireless presentation hardware.

The purchase of Dell Kace provides patch management and reporting. When completely implemented, the software will allow a user to install college-approved software without an IT employee. The software will also be used for PCI compliance reporting.

The combination Library/IT Info Desk continues to work very well. In a customer service satisfaction survey, 95% of the users using the Info Desk were satisfied with the service.

### Analysis

Wireless density and capacity continue to be a challenge. Within the first two weeks of the semester, more than 3,500 new/unique devices had connected to the wireless network. Students arrive on campus with an average of 3–5 wireless devices each. Smart phones, laptops, tablets, smart TVs, and smart watches are now standard equipment. This challenges the capacity of the wireless network. Wireless has become one of if not the most important service that IT provides.

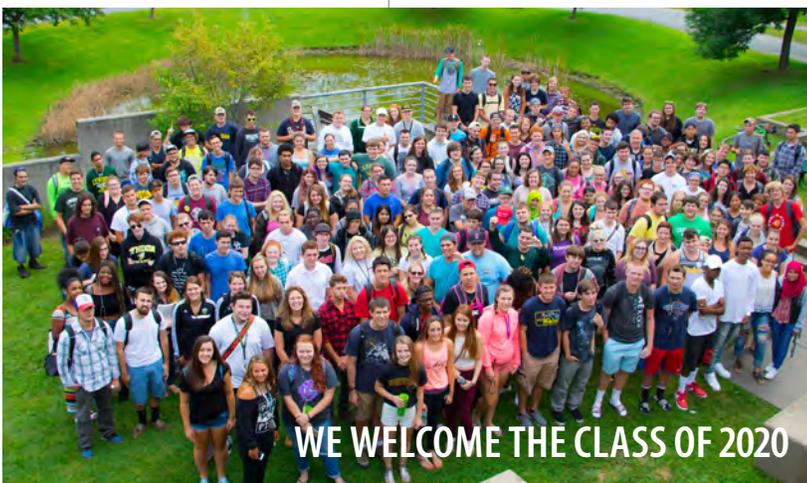
Working with the registrar's office, IT created SharePoint forms and workflows to assist with the drop/add process and replacing antiquated paper drop/add slips. When the form is submitted, the workflow routes the entry to the correct faculty member and then to the registrar for approval and entry into Colleague. The workflow processed over 250 drop/add entries in a two week period. More forms and workflows will be created to continue moving toward paperless processes.

### Projection

IT has designated this upcoming year as "The Year of Infrastructure." The basic premise is to upgrade inter-building fiber-optic cables facilitating moving to 10Gbps connections, while continuing to upgrade classroom instructional

technology. As we upgrade classrooms we are committed to removing projectors and replacing them with high resolution smart displays. The displays use less power, do not require pricey bulb replacements, and reproduce computer images much closer to the actual images.

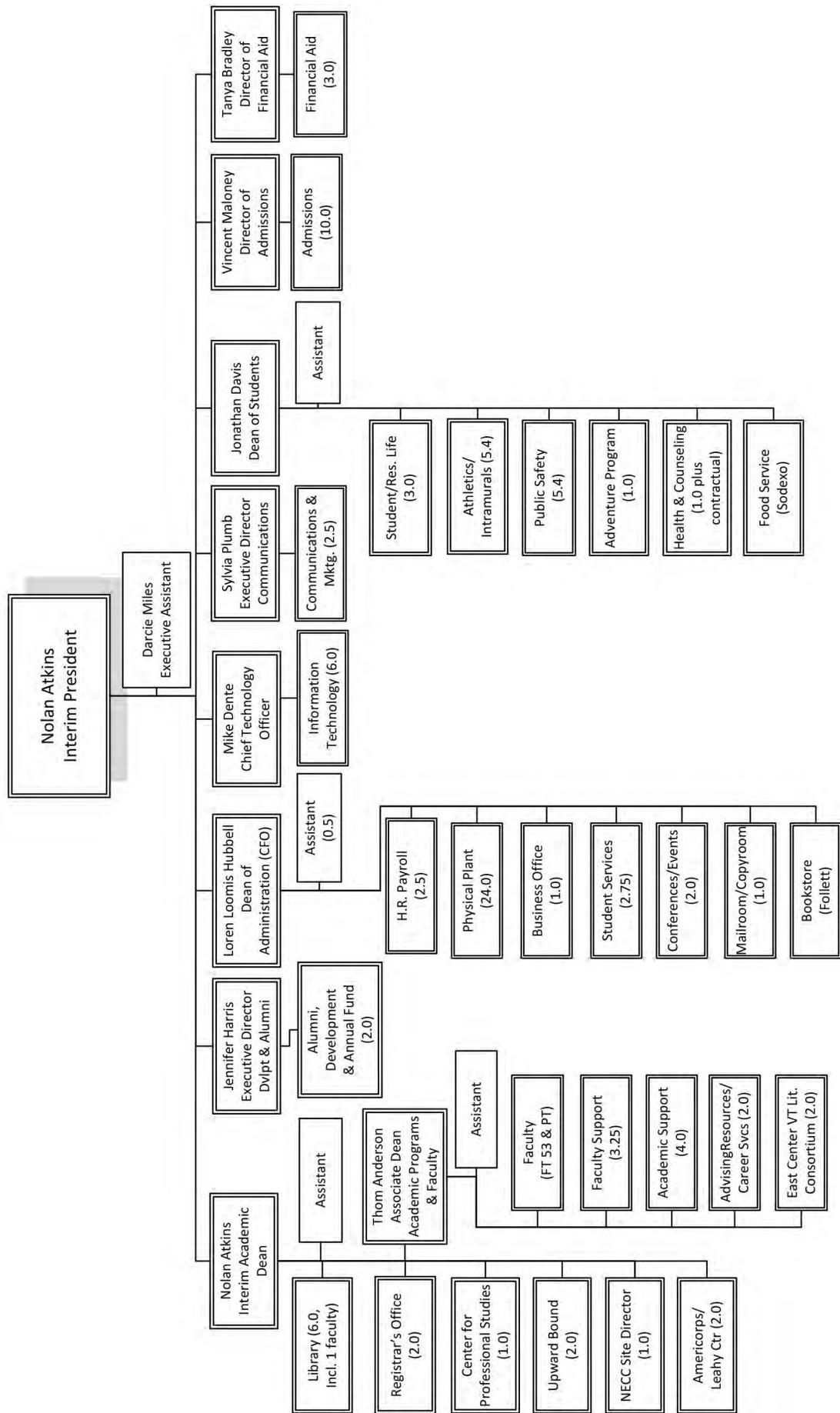
The JSC/LSC unification will have impacts on both colleges' IT planning and support models. The two IT departments are being proactive approach with virtual combined staff meetings and visiting each department's location periodically to discuss the future.





# Organizational Chart

## FY2017



# VERMONT TECH

## PRESIDENT'S ANNUAL REPORT

A report for the Vermont State College Board of Trustees | September 2016



# INTRODUCTION

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The hard work and quality of Vermont Tech gained some important **national recognition** in the past year. *U.S. News & World Report* announced their 2016 rankings with Vermont Tech making significant leaps in its standings. The college is now ranked **24th among the Best Northeast Regional Colleges** in the annual Best College rankings, up 12 spots from the previous year. In the public college category, **Vermont Tech ranks 8th in the Northeast region**, rising three places. The College Scorecard tool, introduced by the U.S. Department of Education to give parents and students easy access to data, highlights Vermont Tech's ranking as **4th in the state for highest salaries of its graduates**, following three other private Vermont institutions. The return on investment of a Vermont Tech degree is especially substantial when compared with the average annual cost and average debt of graduates among the top four institutions in the state.

In addition to the national and state standings, Vermont Tech staked significant ground in an initiative to increase female enrollments among its historically male-dominated majors. At a press conference in February, the college announced goals to **increase women** in Construction Management, Civil & Environmental Engineering, Mechanical Engineering, Computer Software Engineering, and Computer Information Technology. The enrollment targets project annual growth of nearly 40%, each year for the next three years starting in the fall of 2016.

The year saw the development of and recruitment for several new certificate programs and the new **master's degree in software engineering**, including certificates in forestry, dairy production & processing, welding, sustainable vegetable production, software and advanced software development, computer networking and web development. The college also formally added a distance site in Rutland and a residential campus at the Norwich Farm to its statewide footprint.

President Smith also initiated a strategic planning process by charging a steering committee with the research, analysis and development of priorities for the college in the spring and summer semesters. The Institutional Priorities committee developed a draft report based on input from faculty, staff and students of Vermont Tech.

At the end of the spring semester, President Smith announced that he would be leaving the college. The Chancellor and Board of Trustees quickly reached out to the Vermont Tech community for input about an interim president and search process, and successfully identified **Patricia Moulton** as President Smith's replacement on an interim basis. The strategic plan will be implemented under the direction of Interim President Moulton.



# STUDENTS & STUDENT LIFE

## Enrollment

As of September 1, 2016, our **incoming class is 680 students**. This class size is 33 students larger than a year ago, or a **5.1% increase**. There are several key factors for the incoming enrollment increase. The VAST program enrolled their largest class ever with 62 students. The Practical Nursing program was 17 students larger than a year ago due to opening a new cohort of nine students in Williston, as well as filling more seats in Brattleboro and Bennington compared to the previous year. The inaugural class of the Masters in Software Engineering program enrolled seven students. The RN to BSN program grew significantly this past year with 95 students currently enrolled in the BSN program. Veterinary Technology continued with their second year of expanded enrollment with a class of 36 students.

**The overall headcount at Vermont Tech is ahead of last year.** Also as of September 1st, we had a 1,548 headcount versus 1,474 (+5%) a year ago on the same date (1,329 vs 1,281 +2.6% FTE count).

The 2015-2016 events were very successful, including hosting the third annual **Try a Major Day** events on both campuses with sizeable attendance at each. Overall, we hosted four Open Houses, two Instant Decision Days and seven Saturday Information Sessions over the course of the year. Through these events, **we brought over 700 prospective students to our campuses**.

LOCATION FOR INCOMING DEGREE STUDENTS (ASSOCIATE IN NURSING EXCLUDED):

Location	2016	2015	2014	2013	2012
Bennington	27	27	23	26	26
Brattleboro	27	23	30	16	20
Lyndon	9	18	9	17	18
Middlebury	9		8		
Newport	9	9	11	8	14
Online	34	18	19	10	
Randolph	315	333	301	326	354
Springfield	8	9	8	9	7
St. Albans	9	9	9	8	9
Williston	179	147	165	136	180
White River Jct.	9	9	9	9	8
<b>Total</b>	<b>635</b>	<b>602</b>	<b>592</b>	<b>565</b>	<b>636</b>



#### SATURDAY INFO SESSIONS:

7 Info sessions  
80 students, 196 total guests

#### RANDOLPH CENTER FALL OPEN HOUSE:

119 students, 229 total guests

#### WILLISTON FALL OPEN HOUSE:

74 students, 142 total guests

#### INSTANT DECISION DAYS:

31 students

#### RANDOLPH SPRING OPEN HOUSE:

73 students, 185 total guests

#### WILLISTON SPRING OPEN HOUSE:

34 students, 63 total guests

#### WILLISTON TRY A MAJOR DAY:

178 students, 201 total guests

#### RANDOLPH TRY A MAJOR DAY:

256 students, 296 total guests

## Marketing

The Vermont Tech marketing strategy was focused on areas of growth potential:

### Vermont awareness

### Vermont, New England and Upstate New York lead acquisition

### Ongoing development of content

The plan's design was to **raise awareness** of Vermont Tech's unique position as a provider of **applied learning** in a community-based environment which leads to successful careers and outcomes for Vermont Tech students. Spreading this knowledge was intended to enable the word-of-mouth marketing that is so effective for Vermont Tech's recruitment and enrollment efforts. Based on target audiences of prospective students and their trusted advisors – parents and family members, peers – as the primary and teachers, school counselors and VSAC as secondary audiences, the plan utilized television and cable advertising, radio

underwriting, a robust social media footprint, and print and digital advertising with a special focus on programmatic buying and STEM media.

Building on the valuable assets of the college - **its stories of student success during college and after** - and recognizing the high value of the new website, quality photography and print collateral, the marketing plan content development focused on new video and web-based assets for the college. The new videos developed will be used in communication workflows for inquiries, as well as in the college's social media channels. In addition to media presence, the marketing campaign incorporated events and outreach initiatives for prospective students.

### The overall metrics that the marketing funnel achieved were:

**528,200 web visits**

**5,068 inquiries**

**1,663 applications**

## Manufacturing Day

OCTOBER 2, 2015

Each year, manufacturers, educational institutions and others host events designed to highlight the importance of manufacturing to the nation's economy and draw attention to the many rewarding high-skill jobs in manufacturing fields. Manufacturing Day<sup>sm</sup> is a celebration of modern manufacturing meant to inspire the next generation of manufacturers.

Vermont Tech hosted an open house on its Randolph Center campus on October 2, 2015 in celebration of National Manufacturing Day. The college opened its doors to the newly renovated lab space with current students on hand to demonstrate some of the newly installed industry-grade equipment. The renovation was made possible by a \$1M appropriation from the Vermont State



Legislative capital budget. The faculty also attended the open house to talk about the new BS in Manufacturing Engineering Technology degree that launched in fall.

The Manufacturing Day event was the unveiling of the renovations and showed what our students had been using since the start of the school year, including the production room with new CNC mills and lathes, 3D prototyping

equipment, Virtual Workstations and use of virtual lab instruments, and a metrology lab for teaching how to test and validate the tolerances of manufactured goods.

The event was well-attended by GW Plastic's

School of Tech students, area manufacturing companies, legislative representatives and local media. The college intends to support National Manufacturing Day in 2016.

### IN THE NEWS:

[Future Engineers Celebrate National Manufacturing Day](#) | WCAX

## Residence Life

### Randolph Center Campus

Campus life was back in full swing this year, as the office of Student Affairs continued to expand on some of the initiatives from the previous year while taking steps forward into new territory. With a **newly hired full time Coordinator of Student Activities** working with student council, Randolph Center was able to build upon their diverse programming opportunities for students. Events last year included trips to see the Boston Bruins, a cruise around Lake Champlain with our friends at Castleton State University, Hypnotist Brad Clark, The Vermont Comedy Club, a trip to Nightmare New England, live music, and our annual Spring Bash.

#### OTHER NOTABLE ITEMS THIS YEAR INCLUDE:



The office of Student Affairs welcomed **Kathleen Mason** (International Student Resource Coordinator) who worked with our international students to sponsor "Turning Points," a series of presentations made by students about where they're from and how they ended up at Vermont Tech.



The office of Student Affairs welcome **Alex Tyrell** (Men's head basketball coach and resident director). Alex (who is a Vermont Tech alum) breathed new life into the Knights this year!

With **24 active student clubs** on campus, students were given the outlet to expand in their interests while being afforded the opportunities to travel to such cities as Boston, Chicago, Orlando, and Providence. Student Clubs on campus completed 1,124 hours of community service last year too!



#### IN THE NEWS:

[The Many Cultures of Vermont Tech](#) | The Herald

### Williston Campus



The Vermont Tech Williston campus had its **highest recorded number of residential students on campus** since housing has been available to students on site. Williston Hall was at maximum capacity, which allowed the college to continue to work with a community partner, Riverside in the Village, in leasing apartments off campus to provide the most amount of students with college-sponsored housing. Through this partnership, Residential Life accommodated 12 students with this off-campus opportunity just down the road from the Williston campus.

New additions were made to the campus in the area of Student Life in preparation for the coming academic year.

The Class of 2016 Senior Gift supported getting more **water bottle filling stations around campus**, and the 200 building game room was remodeled. The renovated space includes a countertop for students to eat, hang out, or get

work done, a refinished billiards table, new furniture, and game systems to help the students unwind from some of their academic work. All this, and the touch of school colors and spirit add a lot to the room and offer a fun space for students to gather and have fun between classes.





## Athletics

This summer, the Vermont Tech Athletic Department welcomed a **new Director of Athletics, Hilary Linehan**. Hilary has been at Vermont Tech for five years managing the SHAPE Facility and student Intramural programs, and is a great fit to help move the Athletic Department forward in a positive direction. She is starting off strong with the implementation of the **Knights Booster Club fundraising initiative**, and the inaugural kickoff event on October 29th. Hilary has also brought in new soccer coaches on both the Men's and Women's side in order to improve recruiting and retention of student-athletes to ensure they have a positive experience, play at a competitive level and stay with the college through graduation.

The Vermont Tech Athletic Department **honored ten athletes for 20 athletic and academic achievement awards** at the annual Vermont Tech convocation on April 15th. Three student-athletes were honored to be named to the Yankee Small College Conference All-Conference Team, and four student-athletes were honored with United States Collegiate Athletic Association (USCAA) All-Academic or All-American awards. Student-athletes earn All-Academic honors by achieving a cumulative GPA of 3.5 or higher over the course of their academic career.

Men's soccer player, **PHILLIP HEPBURN** (Milton, VT), was rewarded as a **USCAA All-American Honorable Mention** and also was named to the **YSCC All Conference Team**. Phil's attitude and playing style make him a stand out student-athlete and a team leader, both on and off the field.



Women's Cross Country runner, **REBECCA BROADBENT** (North Dighton, MA), made her second **YSCC All-Conference Team**, and also qualified for the **USCAA National Championship race**. Rebecca currently holds the women's Vermont Tech Cross Country Course Record (for time).



Women's soccer player, **GWENN KEARNS**, (Jeffersonville, VT), was placed on the **YSCC All-Conference Team** with a stellar season, and also was named as **Vermont Tech's Female Athlete of the Year** due to her strong leadership and sportsmanship, both on the field and in the classroom.



## Career Fair

This event, staged as a trade show, brought employers together with students to discuss their companies, products and career opportunities. It was a chance for employers and students to network and explore possibilities with each other. **This year's fair was a huge success with a record-setting number of exhibitors**, including GW Plastics, Milton Cat, Global Foundries, and Dealer.com. A total of **102 employers** exhibited at the March 5, 2016 event, far surpassing previous career fair averages of 65-75 exhibitors. The drastic rise in employer exhibitors demonstrates the **growing demand for Vermont Tech graduates**, not only in the state, but around the region as well. The Career Fair gave students and employers a chance to begin relationships before graduation. Vermont Tech will be inviting individual employers to campus this fall for presentations and information sessions in lieu of a fall fair. The College will continue to host a spring career fair.



# PERSONNEL

## Promotions and Tenure

PROMOTED TO RANK OF PROFESSOR:

**Leslie Hills**, Dental Hygiene

**Tina Marshall**, Dental Hygiene

**Rachel Repstad**, Mathematics

PROMOTED TO RANK OF ASSOCIATE PROFESSOR WITH TENURE:

**Mary K. Hill**, Nursing

**Jessica Stewart-Riley**, Equine Studies

PROMOTED TO RANK OF ASSISTANT PROFESSOR WITH TENURE:

**Robert Palmer**, Automotive Technology

## New Full-time Faculty

**Karen Cote**, Nursing; **Christopher Gray**, Mechanical Engineering Technology; **Catherine Hall**, Nursing; **Virginia Kittell**, Nursing; **Josie Kruse**, Nursing; **Laura Lang**, Nursing; **Jack Skoda**, Computer Information Systems

## New Administrative Staff

### ADMINISTRATION

**Curtis Ostler**, Associate Dean of Resource Development; **Rachael Hill**, Assistant to Dean of Administration; **Brenda Flint**, Controller (new position with the College); **Katrin Helgason**, Accounts Payable Supervisor

### ADMISSIONS

**Schneida Bruny**, Administrative Assistant; **Mary Cooper**, Admissions Counselor

### CENTER FOR ACADEMIC SUCCESS

**Nicole Racicot**, Academic Support Counselor

### FACILITIES

**David Race, Jr.**, Maintenance Technician II; **Melodie Williams**, Custodian III; **Richard Wright**, Grounds/Custodial Worker (new position with the College)

### NURSING & ALLIED HEALTH

**Michelle Stearns**, Simulation Program Director (new position with the College); **Jeremy Hollinger**, Paramedic Clinical Coordinator

### SHAPE

**Hilary Linehan**, Director of Athletics (new position with the College); **Ben Wells**, SHAPE Facility Manager/Intramurals Coordinator

### STUDENT AFFAIRS

**Mary Kathryn Juskiewicz**, Director of Residence Life; **Theo Manazir**, Coordinator of Student Affairs; **Alex Tyrell**, Student Life Associate

### VETERINARY TECHNOLOGY

**Jill Chapleau**, Veterinary Technician; **Shannon Wright**, Veterinary Technician

### WILLISTON CAMPUS

**Peter Casavant**, Lab Tech; **Ken Bernard**, Senior Desktop Support Technician (IT)

## Retirements

### ACADEMIC AFFAIRS

**Brent Sargent**, Dean of Academic Program Development for Regional Campuses

**Linda Runnion**, Assistant to the Academic Dean

### PRESIDENT'S OFFICE

**Carol Chase**, Executive Assistant to the President

### BUSINESS OFFICE

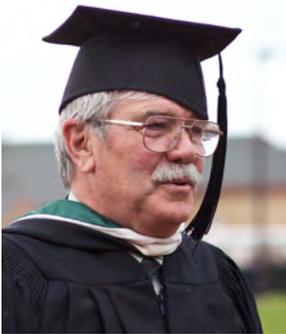
**Eileen Donovan**, Controller

### NURSING

**Anne Smeglin**, Nursing Site Director, Bennington

# ACADEMIC AFFAIRS

## Harold G. Wirtz Master Teacher Award



This year's recipient of the prestigious Harold G. Wirtz Master Teacher Award was **Professor Roger Howes**, a faculty member in the Mechanical Engineering Technology department. Colleague and Department Chair, John Kidder, says, **"Roger virtually lives in the lab and classroom, preferring to work in the camaraderie of students.... He is a truly remarkable teacher who brings to the classroom a deep and pragmatic understanding of fabrication methods and machine design along with an infectious spirit for hard work and good humor."** One of Roger's

students commented: "The amount of dedication and knowledge that Roger possesses is irreplaceable." The award was presented to Roger during the Commencement ceremony held on May 22, 2016.

## Master of Software Engineering

Vermont Tech is helping to drive growth in the Vermont technology sector with the addition of the **Master of Science in Software Engineering in the fall of 2016**. Graduates will have the opportunity to be project leads in their field and diving into the top level of their careers right from the start. The program was developed in partnership with Vermont Tech's computer information technology board of advisors, which includes professionals from the state of Vermont's top software companies such as MyWebGrocer, Systems and Software, and Green Mountain Software. The two-year Master of Science curriculum is **offered at the Williston campus**, closest to the Burlington "tech hub" scene.

## Post-degree Certificate in Computers/IT

While developed for a spring start, the post-degree certificates in **web development, software development, and computer networking will enroll for fall 2016**. The incoming class for these programs is comprised of students who are advancing or changing their careers in only two or three semesters. With enrollment in the Advanced Software Development Certificate, students will also complete requirements for admissions to the Master's in Software Engineering Technology. The certificates are available in Williston, Randolph, and online.

### IN THE NEWS:

[Vermont Tech to Offer Master's Degree](#)  
Rutland Herald

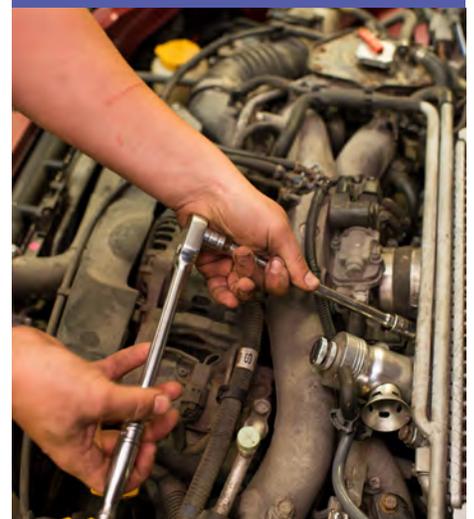
## Accreditation News

The Automotive Technology degree program at Vermont Tech received **accreditation by the National Automotive Technicians Education Foundation (NATEF)**.

To achieve this coveted recognition, the college's automotive program underwent rigorous evaluation by NATEF, which is a non-profit, independent organization.

**The program met nationally accepted standards of excellence in instruction, facilities and equipment.**

The automotive program has been accredited in the following areas: **Master Automobile Service Technology (MAST)**, which includes Engine Repair, Automatic Transmission and Transaxle, Manual Drive Train and Axles, Suspension and Steering, Brakes, Electrical/Electronic Systems, Heating and Air Conditioning, and Engine Performance.



## General Education INT 1005 – Self, Career and Culture

Vermont Tech’s new general education model of two, new “bookend” courses was partially realized this past year as six sections of **INT 1005 Self, Career and Culture** were launched during the spring semester. The first course is interdisciplinary and investigates the relationships between individual students, their careers and the social environments in which they live.

Intensive course development took place last fall, and faculty teaching the course were from very diverse Vermont Tech programs, ranging from English, Humanities and Social Sciences, to Fire Science, Construction Management, Veterinary Technology and Computer Information Systems. This diversity was beneficial in that it offered a **wide variety of faculty perspectives, backgrounds and experiences to draw upon**. The only challenge was for faculty with less education in liberal arts and who were more familiar with teaching science or engineering.

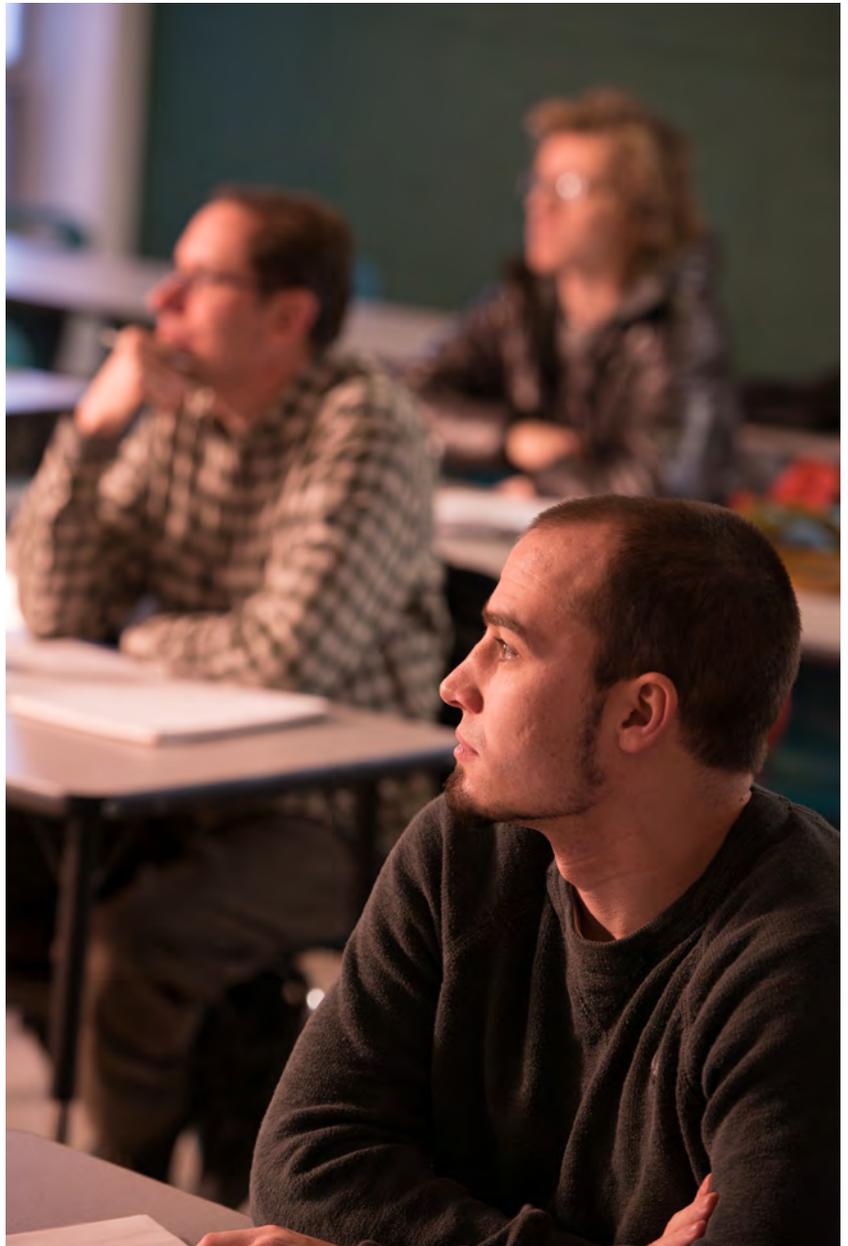
Detailed lesson plans were developed for each section of the course. As much as possible, a common experience was presented across all six sections of the class. Some of the topics/activities presented were: **nature or nurture, becoming who we are; interviewing a professional in the student’s chosen field; ethics in the workplace; what makes a community; and music’s beneficial effects on the functions in human brains**.

Not surprising, student responses to the course were highly mixed. Some students complained that they did not come to Vermont Tech to explore who they are, discuss what it means to have a career or how the arts and humanities enrich the human experience. Other students seemed to enjoy a refreshing opportunity to think about topics outside of science, technology, engineering and mathematics.

At the end of the semester, the six teaching faculty and INT 1005 course development mentor/leader, Dean Brent Sargent, gathered for an extensive debrief of what went well, what needs improvement and what should be deleted from the course. It will be very interesting to see how the course matures and continuously improves over time.

One big challenge is that three of the six faculty who taught the course last spring will be on sabbatical in the second semester. Another faculty member will not teach the course due to her heavy course and student load in her department. Professional development of a new cadre of faculty to teach “Self, Career and Culture” will be challenging, but it could also help **improve the course as more and more teachers become involved**.

Meanwhile, course development of Bookend II will start in earnest as it needs to be ready for the 2017-18 academic year.





## U.S. News & World Report

In the 2016 annual best colleges' rankings by U.S. News & World Report, **Vermont Tech has been ranked among the Top Public Schools and the Best Regional Colleges.** Within the Regional Colleges of the North category, **Vermont Tech is ranked No. 8 of the Top Public Schools**, and the college has earned the **No. 24 spot for Best Regional Colleges.** This represents significant increase in the college's ranking, moving **up 12 places** in the regional college category and three places in the public college category. The college is also ranked **19th in the North region among the Best Colleges for Veterans.** Vermont Tech is one of just two Vermont schools to rank in the Veteran's and Best Northern Regional Colleges categories and is the only public college in Vermont to be included in the Northern Regional Colleges ranking.

Small college. **Big outcomes.**

## Commencements

On Saturday and Sunday, May 21 and 22, Vermont Tech celebrated the **college's 150th annual commencement ceremony.** In a rare step for the college, the commencement speaker, Ken Squier, was honored with an honorary Doctorate in Applied Science from Vermont Tech. A preeminent NASCAR broadcaster for two decades, Squier's



role as the owner of the Radio Vermont Group and founder of Barre's Thunder Road International Speedbowl define him as a Vermont icon. At three different ceremonies through the weekend, the college conferred more than **472 degrees.** Of those graduating, 403 (85%) were Vermonters. The Nursing

Department, which delivers its program in multiple locations around the state, featured the largest number of graduates. One hundred fifty-three (153) nursing students received degrees on Saturday. In addition, the college graduated its first classes in the Professional Pilot and Renewable Energy bachelor's degree programs.



Later in June, graduation ceremonies were held in each region of the statewide nursing program for Practical Nursing graduates. In five ceremonies over three days in all corners of Vermont, one hundred thirty five (135) nursing students were awarded their certificates.

### IN THE NEWS:

[Vermont Tech's First Class of Pro Pilots](#) | Seven Days

## Continuing Education & Workforce Development

Vermont Tech's Office of Continuing Education and Workforce Development (CEWD) continues to provide accessible, career-focused education for lifelong success. **In the 2016 fiscal year, CEWD provided training to over 3,000 individuals statewide.** This is an increase of approximately 500 individuals over the previous year.

The college's youngest students are those enrolled in dual and concurrent courses. These high-school-aged students earn college credit at their home high schools, technical centers, or at a Vermont Tech campus. The addition of a dedicated part-time employee resulted in an increase in dual enrollment students and partner high school sites to 14 statewide. Over the year, **423 students gained exposure to the rigor and hands-on learning of a Vermont Tech education.** New programs offered this year included courses in Diversified Agriculture in partnership with Youth Build and Green Mountain Technical Center. These efforts create a natural progression to Vermont Tech degree programs.

In addition to providing courses to high school students, **CEWD is currently training and certifying 47 technical center teachers through the Career and Technical Center Education Program (CTCEP).** This program was fully endorsed by the Vermont Standards Board for Professional Educators, allowing the high quality education of career

**Vermont Tech's CEWD has been highly successful in obtaining grants to support and expand the college's facilities and instruction. In Fiscal Year 2016, CEWD was awarded the following in state and federal grants:**

- **\$23,140** Vermont Department of Economic Development's Vermont Training Program grant for the Industrial Maintenance Certificate program based in Franklin County. This certificate was developed in partnership with the Franklin-Grand Isle Workforce Investment Board (FGIWIB), the Franklin County Industrial Development Corporation (FCIDC) and local Franklin County manufacturing companies.
- **\$75,000** Vermont Department of Labor grant for the expansion of its Solar Installers Certification Program. The grant will allow the nationally certified program to be offered statewide at a greatly reduced cost.
- **\$4,000,000** U.S. Department of Labor Strengthening Working Families grant for developing a pathways for technical training in the manufacturing sectors along with social services, in collaboration with CCV. (See the Special Comments/Plans section for more details).
- **\$167,445** national Northern Borders Regional Commission grant to the Community College of Vermont in partnership with Vermont Tech for an advanced manufacturing lab in Franklin County and to develop area partnerships between colleges, employers and economic development organizations to high school students statewide – these students receive Vermont Tech credit for courses taught by the high school/tech center teacher in their respective schools.
- **\$100,000** Vermont Department of Economic Development Vermont Training Program grant for the Paramedicine Certificate program.

and technical education teachers to continue at Vermont Tech until 2023.

Vermont Tech continued its long standing and successful Electrical and Plumbing Apprenticeship in partnership with the Vermont Department of Labor across eleven distance learning sites. This past year, **over 500 individuals took part in this statewide training.** The development and maintenance of the distance learning sites is vital to this program, ensuring that the 529 apprentices and their employers in all areas of the state are served.

CEWD's corporate training provides flexible delivery options to our employer partners in both open-enrollment and customized, on-

site options. Currently, CEWD's signature practical, hands-on, innovative training is available in the areas of manufacturing, industrial maintenance, leadership, and professional development. CEWD served nearly **100** students statewide through credit-bearing manufacturing training and approximately **300** took part in corporate-sponsored training, customized to their company's vision, goals and team.

CEWD administers Vermont Tech's summer session, which served 150 students with 15 different courses offered statewide. This collaborative effort with Vermont Tech's faculty **generated over \$200,000 in revenue** to the college.

## Institute for Applied Agriculture and Food Systems

In the past year the Institute for Applied Agriculture and Food Systems gained momentum and recognition for the **hands-on, practical delivery of courses**. Between August 2015 and the time of the grant closeout, which started April 1, 2016, **28 courses** ran on topics from mushroom gathering and MIG welding, cheese and yogurt production, meat cutting and greenhouse growing, to natural dyeing and viticulture.

These courses were all developed and administered by the agricultural specialists that comprised the Institute for Applied Agriculture and Food Systems team. The team consisted of **Chris Dutton, the director, Rachel Arsenault, project manager, and Molly Willard, project manager**. The team worked with industry specialists to develop the course curricula, backed the content of each course with science, hired instructors with educational credentials and field experience, and included hands-on components for each course. In the final year, the team fine-tuned marketing for the courses, and as a result, enrollment and successful course starts increased from previous years.

For the past six months the team has been sequestered to grant closeout activity only – no course delivery or marketing is allowed during grant close-out. **The delivery of Ag Institute courses and management has been turned over to Continuing Education and Workforce Development (CEWD) as the Ag team continues to work strictly on grant closeout.**

During this period, the following courses ran successfully: Yogurt Production, Distilling and Natural Dyeing. The grant closeout period ends September 30th. Upon grant completion, a project manager will work with CEWD to sustain the momentum created by the Ag Institute team.

**Overall the Institute ran 36 courses and served 132 individuals.**

**Most participants sought to increase their knowledge and skills in a specific field with the aim to improve a current small business or start a new business.**



# FINANCE & DEVELOPMENT

## Scholarships and Donations

A number of new scholarships were created in this past year, attributable to both partnerships with businesses and gifts from estates. Vermont Tech is enormously grateful for the trust donors place in the college to carry out their objectives and wishes for future generations. The new scholarships include:

**ADDITIONAL DONATIONS INCLUDE:**

Blittersdorf Family Foundation .....	<b>\$40,000</b>
People's United Bank .....	<b>\$25,000</b>
Northfield Savings Bank .....	<b>\$25,000</b>
Mary Evslin .....	<b>\$20,000</b>
Vermont Agricultural Museum .....	<b>\$15,432</b>
AAA of Northern New England .....	<b>\$15,000</b>
<i>(to Endowment)</i>	

**Friends of Sonny Miller Scholarship**

This endowment scholarship was created as a memorial to Sonny Miller who spent his life in service to the farming community of Vermont, New England and across the country. The scholarship will serve Vermont students pursuing a future in agriculture through the degree programs at Vermont Tech.

**Randolph Union Community Scholarship Match**

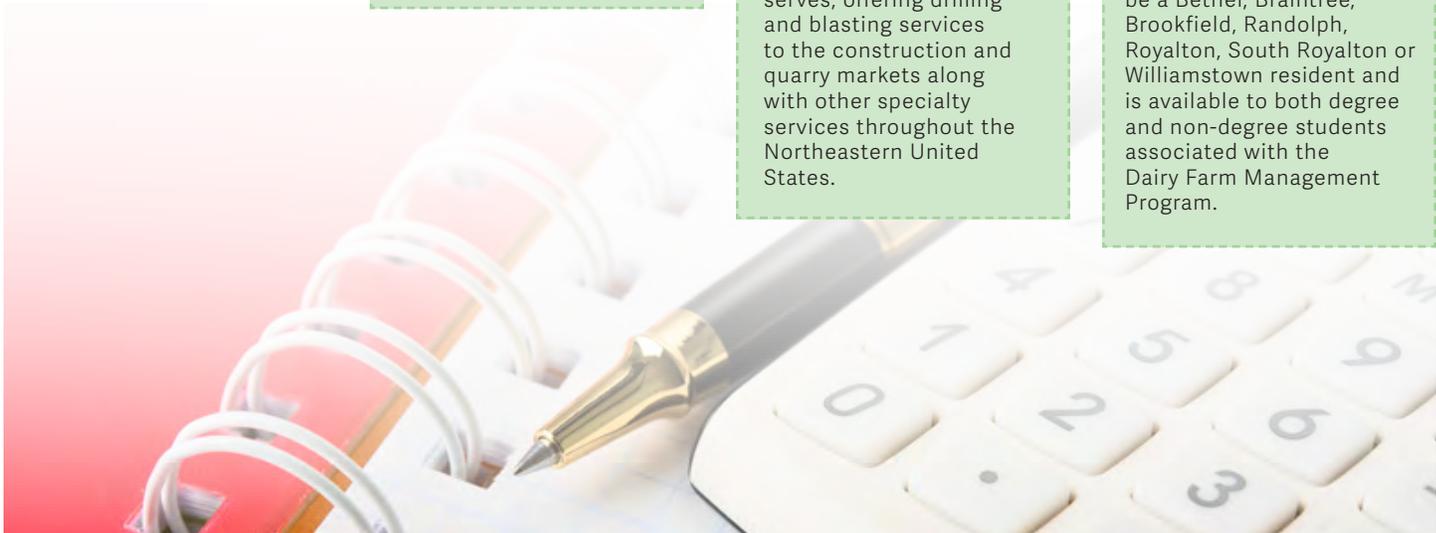
This partnership was designed to further supplement local seniors graduating from RUHS and planning to attend a Vermont State College. To be eligible, students need to be a senior at RUHS and have a demonstrated financial need. Students who attend Vermont Tech and receive a Randolph Union Community Scholarship will be given a 25% match of funds up to \$2500 in Institutional funds from Vermont Tech.

**Maine Drilling and Blasting**

Maine Drilling and Blasting, beginning with FY16, established an annual \$1,000 scholarship for the next five years to provide financial assistance to students who are enrolled full-time and majoring in civil engineering technology or construction management. The scholarship is based on both merit and need. MD&B is a recognized leader in the industry and long-term contributor to local communities it serves, offering drilling and blasting services to the construction and quarry markets along with other specialty services throughout the Northeastern United States.

**Warren E. Preston Dairy Management Scholarship**

This endowment scholarship was established for the purpose of supporting Dairy Farm Management students at Vermont Tech. With the dissolution of the Vermont Agricultural Museum in Randolph Center, in memory of its founder, Warren E. Preston, this endowment was created to assist in continuing the education of future Vermont farmers. Recipients of the scholarship must be a Bethel, Braintree, Brookfield, Randolph, Royalton, South Royalton or Williamstown resident and is available to both degree and non-degree students associated with the Dairy Farm Management Program.



# FACILITIES

## Mechanical and Electrical Lab Matching Fund & State Appropriation

Following the initial investment from the State's capital budget for Phase I of the mechanical and electrical lab renovations, President Dan Smith set a path toward **raising the \$500,000 matching fund** stipulated to receive the second \$500,000 investment in the FY2017 capital budget. Through major donors, individual contributors and foundation support, **the college was successful in meeting its matching fund requirements and was awarded the second year of capital appropriation.**

The privately-raised and public-appropriation investments will support Phase II of Vermont Tech's initiatives, including the installation of state-of-the-art **3D printers and scanners** to teach the principles of design, **reverse engineering and additive manufacturing**, as well as the addition of **machine tooling** and **material processing labs** in support of advanced manufacturing. The electrical engineering program will benefit from more advanced system applications like **controls and robotics**.



### IN THE NEWS:

[People's United Bank Supports Vermont Manufacturing Through Matching Grant to Vermont Tech](#) | vtdigger.org

[Northfield Bank Donates to VTC](#) | Rutland Herald

## Big Bertha DOE Report

The anaerobic digester at Vermont Tech, "Big Bertha," is **operating at full capacity and successfully putting electricity onto the grid**. With a carefully formulated diet of cow manure and organic matter from Vermont farms and brewery waste from the Alchemist and Long Trail Brewing Co., the digester is helping Vermont reach its ambitious goals of **90% renewable energy by 2050**. In addition, as Vermont's Universal Recycling Law (Act 148) ramps up to ban food and organic waste from landfills by 2020, Vermont Tech and its food waste transportation partners will become integral to help divert organic waste from landfills, prevent the flow of excess nutrients to Lake Champlain and other watersheds, and support agriculture and increased local food production. Vermont Tech and project partner Vermont Sustainable Jobs



Fund published the [Vermont Tech Community Anaerobic Digester Report](#), a collection of digester manuals and management plans, timeline and process, and data collection systems so colleges and municipalities across the country can replicate the community scale anaerobic digester model.

## Farming at Vermont Tech

Vermont Tech is committed to maintaining its support for Vermont agriculture and the dairy industry. To that end, the college developed a public, private and not-for-profit partnership to operate the Norwich Farm facility. **Norwich Farm Creamery (NFC) is the new micro-dairy that launched in May 2016 by Vermont cheese-making veteran, Chris Gray.** This new state-of-the-art creamery will serve as an experiential learning center for students starting with the fall 2016 semester and a production facility for NFC on an ongoing basis. NFC will produce bottled milk, yogurt, kefir, fresh cheeses, butter, and ice cream, from the herd of grass-



fed cows located on the 350-acre conserved farmstead. The herd itself is owned and managed by a second private partner, **Josh Swift.** Josh Swift's family operated the same farm more than a generation ago. The third partner is the **Upper Valley Land Trust.** Collectively, these partners are working together to reach their common goals: providing facilities to incubate a startup business, successful development of a new dairy herd, conservation of open space in the Upper Valley and the development of a unique learning environment for

students to work alongside faculty and professionals in the field of food and farms.

In establishing the Norwich Farm facility as an educational dairy hub, **Vermont Tech is now positioned to explore strategic options for its farm infrastructure and assets in Randolph Center,** including the Water Street Dairy Farm, the market garden, 2,000 maple taps, an eight-acre apple orchard, and several hundred acres of crop and pasture land.

There is a unique opportunity to explore public-private and not-for-profit partnerships for a diverse array of potential operations, through which

students see broader experiential learning opportunities alongside owners and professionals.

To adapt the college's infrastructure and organization to support an array of diversified operations in Randolph Center, the college hopes to **convene a team of organizations and individuals to advise the college, develop a plan and support the transition,** with the objective of having operational partners in place on the college's Randolph Center Farm by September 2017.

## Conferences & Events

Vermont Tech hosted a number of conferences and camps on its Randolph Center campus during the summer semester. With a goal of bringing middle and high school students to the college, Vermont Tech's conference coordinator, **Mary Jeanne Taylor,** worked with and provided support for returning groups, **Girl's State, Governor's Institute, Rosie's Girls,** and **Vermont Voltage Soccer Camp.** In addition, the office hosted professional events, a large variety of one-day conferences, and helped facilitate **Vermont Tech's Summer Bridge program.** With a high-level of professionalism and organization, the conference and events staff, along with our Sodexo partners, created positive awareness of the college among prospective students and the community, all while generating additional revenue for the college.

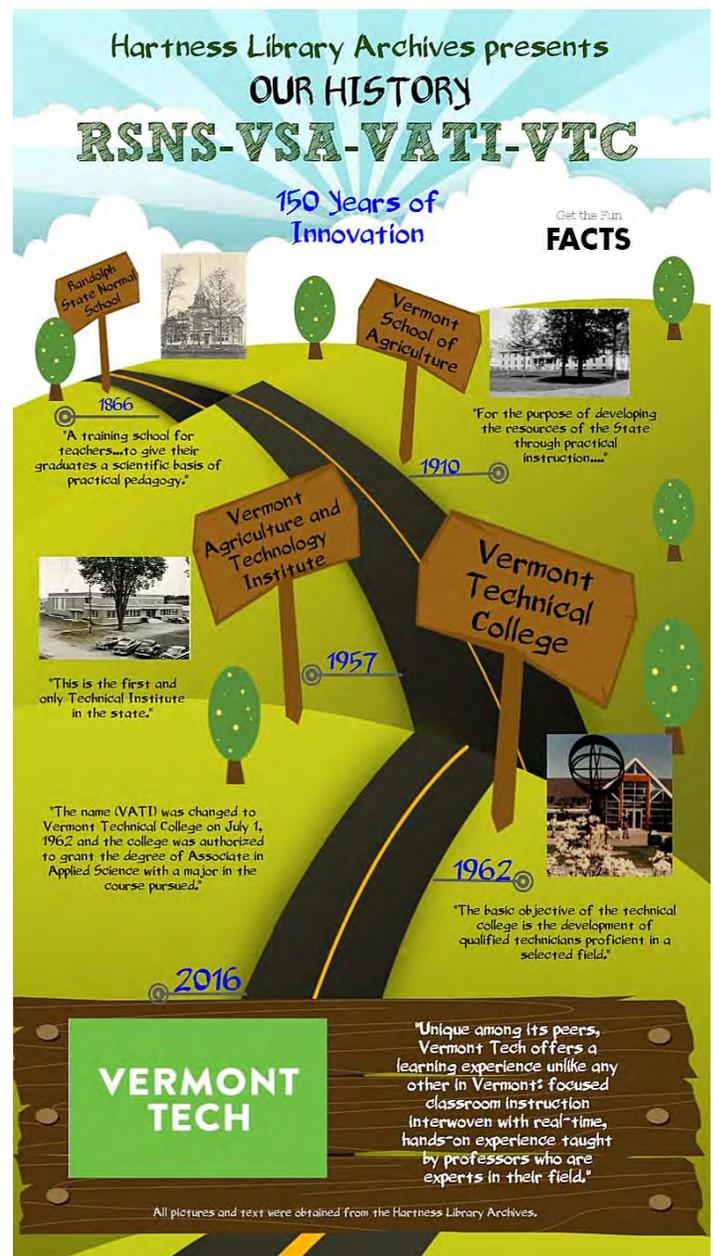
# LIBRARY/ INFORMATION SYSTEMS

## Hartness Library

Searching for resources in Hartness Library is now easier with the migration to a discovery service last fall. The discovery service provides a single **"Search Hartness"** box to discover all Library resources – books, eBooks, journals, newspapers, streamed videos and more, from one search. **Search Hartness provides a more Google-like experience which students and faculty now expect when searching for information.** The discovery service from Ebsco includes link resolver and publication finder software to replace the open source CUFTS/GODOT.

Hartness expanded its eBook collection this year from **25,000 titles to over 175,000** with a subscription to Ebsco's Academic and University Press eBook collections. These unlimited access eBooks cover subjects across the academic programs. Because these eBooks allow unlimited user access, they are **easily shared and integrated into courses** by posting in Moodle classes.

In preparation for the College's 150th celebrations in the coming academic year, Hartness launched the **Hartness Library Archives Guide** featuring a selection of digital and audio resources housed in the Hartness Library Archives. The page features historical background, photographs and documents, providing 150 years of college history from its origins as Orange County Grammar School, Randolph State Normal School, Vermont School of Agriculture, and Vermont Agricultural and Technological Institute to the present Vermont Tech. Hartness archives conducted several oral history projects this year featuring Vermont Tech students interviewing long-time staff and faculty and, oral histories with alumni of the VSA Class of 1946. These are also available for listening from the Hartness Library Archives guide.



The Library's [annual report](#) details all the major initiatives and usage statistics for 2015. The Hartness team uses these statistics and website metrics each year to assess how library services and resources are meeting the needs of the College communities.

## Telepresence

The telepresence setups are off and running with very few problems. The **Nursing, Paramedicine, Advanced Manufacturing and Apprenticeship programs** are still the heaviest users of the systems, but more and more classes and meetings are using these setups to increase accessibility.

Since last fall, additional setups have been added at the **Williston Campus, at Lyndon State College and at the CCV St. Albans** academic center. The Brattleboro setup was moved to a larger room that will accommodate more students per class. Throughout the upcoming fall semester, there will be evaluations of tweaks and upgrades to the systems that will make them easier to use and accessible to an even wider range of users.



## Information Technology

**Ken Bernard** has joined the IT staff as lead desktop support at the Williston campus. Ken filled the position left vacant by Rob Frederickson, who transitioned to Colorado for work and family. Ken was a student who graduated from the IT program last spring who was too good to let go. He hit the ground running, working with the rest of our desktop support staff to **upgrade all of the Williston classrooms**. They are now easier to use, better support a “bring your own device” (BYOD) strategy for instructors, and will be a model for future upgrades around the state.



# PUBLIC SERVICE/ SPECIAL ACTIVITIES

## Bridge Building 2.0

At the **second annual Bridge Building Competition** hosted at the Vermont Tech Randolph Center campus on April 1, 2016, 146 students had all their hard work crushed. Their Popsicle bridges crushed, that is. The **16 middle school teams and 21 high school teams** competed in the categories of aesthetics and design originality, presentation, load-carrying capacity, strength-to-weight ratio and predicted failure point. Prizes were awarded to the first, second, and third place winners for the middle school and high school age groups. Additional prizes were awarded for aesthetics, presentation, bridge design and team spirit. The event was sponsored by VTrans, who also provided judges for the competition.

The overall winners in the Middle School age group were the **Rutland Area Homeschoolers**. Their team consisted of engineers Emilia McCalla, Maxwell McCalla, Griffin Kingsbauer and Madison Kingsbauer. The second and third place teams in the Middle School group were from the **Woodstock Elementary School** and **Otter Valley Union**, respectively.



The winners in the High School age group included a tie for first place. **The Hartford High School** team of engineers, Karen Cross, Khant Thu, Connor Chandler and Jake Farewell tied with the **Randolph Union High School** team of engineers, Rafe Sauer, Tori Palmer, Nichole Huntley, and Shay Young. The second and third place teams were both from **St. Johnsbury Academy**. The two first-place teams' engineers all **won \$2,000 scholarships to Vermont Tech**, should they choose to apply. The second and third place winners all took home **scholarships to Vermont Tech for \$1,500 and \$1,000** respectively. **Two scholarship winners from the Bridge Building competition**

**will be starting at Vermont Tech as undergraduates in the fall.**

### IN THE NEWS:

[Randolph, Rutland and Hartford Schools Win 2nd Annual Vermont Tech Bridge Building Competition](#) | vtc.edu

## Dental Therapist Practitioner Bill Passes

The Vermont legislature passed a bill in May to license a new healthcare practitioner in the state, Dental Therapist. The mid-level provider position would be **licensed to provide services like hygiene and preventative care, like drilling and filling of teeth**. The new practitioner is designed to increase care in Vermont as dentists hire therapists to their practices to provide care to more Medicare patients. **Vermont Tech will provide the education and clinical practice for students seeking to meet the educational degree requirements for a dental therapist**. The college will be the **only educational provider in the state** once the program comes online. The final curriculum will have to be approved by the Commission on Dental Accreditation, which will take about a year and a half. **Vermont is the fourth state in the nation to approve dental therapy practitioner licensure.**

### IN THE NEWS:

[Could Dental Therapists Help Expand Access in Vermont?](#) | WCAX

[VT Tech Lays Groundwork for Dental Therapy Program](#)  
mychamplainvalley.com

# 11001011001110 CODER CAMP 11001011001110

Vermont Tech held its first week-long Coder Camp for middle school aged children. Launching Coder Camp was a partnership between the **Computer and Information Systems Department** and the **Continuing Education and Workforce Development Office**. The camp brought 20 children aged 9-14 to Vermont Tech's Williston campus to learn about **software development**.

Campers worked with Vermont Tech faculty and student counselors using the SCRATCH language to develop workable applications. These applications were presented to parents at the end of the week. The camp experience included a strong educational components, a field trip to Dealer.com, physical activities that reinforced logic and teambuilding, and some good old fashioned fun.

**Vermont Tech hopes of offer additional Coder Camp sections for the 2017 summer.** The faculty are also looking to develop a Coder Camp specifically for girls.



**The 2016  
Aerocamp  
consisted of 16  
young aviators  
who took to**

**the skies for one action-packed  
week of flying from July 25-29.**

Aerocampers got actual flight time in three different aircraft.

They **flew Cessnas** from Burlington Airport, **soared in gliders** over the Green Mountains from Sugarbush, and then headed to Grand Isle to **fly seaplanes** over beautiful Lake Champlain. When they weren't in the skies over Vermont they were immersed in STEM; practicing navigation, radio procedures, and learning basic aerodynamics. They were exposed to many different aviation careers with on-site visits to Burlington Airport Operations, the Air Traffic Control Tower, and the Vermont Air Guard. They also participated in hands-on workshops including a session with **Burlington Technical Center as aircraft mechanics doing riveting and safety wiring on actual jet engines**. Aerocamp was an enormous success due to **six of the college's professional pilot students and recent graduates** who were counselors and flight instructors in the camp. They flew with all the campers and throughout the week they shared their passion for aviation, empowering sixteen young people to fully explore a career as a commercial airline pilot.

Aerocamp was assisted by a partial grant from **Vermont Aviation, Department of Transportation, and the generous support of our Professional Pilot Program Partner, Vermont Flight Academy**. Aerocamp's base of operation was provided by **Burlington Technical Center**.

Small college. **Big outcomes.**



# SPECIAL COMMENTS PLANS

## Gender Equity Project

At a press conference on February 3, 2016, Vermont Tech announced their initiative to **tackle workforce development, economic development and gender equity by significantly increasing participation rates among women in several historically male-dominated fields**. By the end of the project term, Vermont Tech should realize an increase of female participation in these programs from **10% to 24%**. The momentum of such growth and lessons learned from the activities of the project's years should yield even greater participation rates beyond 2018.

As an extension of its partnership on programs like the annual Women Can Do! conference and Rosie's Girls residential camps, **Vermont Tech is collaborating with Vermont Works for Women** to support the college in reaching their enrollment goals.

In the coming year, the project team will address recruitment, retention and career placement to **improve participation rates among women**. Mentorship will overlay each of these activities. The typical applied-learning



projects of the college curriculum will focus on issues like climate change, water quality, or software privacy to demonstrate how science and engineering are at the heart of solving the problems society faces. The college will work closely with Vermont Works for Women to **build bridges between their programs and college enrollment**, as well as share outreach efforts to area high schools and technical centers. The group will continue to collaborate on successful programs like the Women Can Do! Conference and the Rosie's Girls residential camps with follow-on mentorships.

*By the end of the project term, Vermont Tech should realize an increase of female participation in these programs from 10% to 24%.*

## CEWD's \$4M U.S. DOL Grant

The **largest grant** awarded to Vermont Tech in recent years was awarded to **CEWD**

**by the U.S. Department of Labor** this summer. In collaboration with the Community College of



Vermont (CCV) and a number of statewide partners, **CEWD was awarded a \$4M Strengthening Working Families Grant**. This grant will focus on developing a pathway of technical trainings for the manufacturing sectors along with the social services that will **break down barriers for training and employment for working families in Vermont**. The goal is to allow unemployed and underemployed individuals technical training and support to gain access to the above average wages and benefits provided by manufacturing companies across the state. **This initiative will allow Vermont Tech to partner with organizations from across the state**, develop two new flexible and innovative apprenticeship models, make a major investment in the manufacturing lab at the Williston campus, and provide for mobile lab services to students statewide.

## Institutional Priorities

In January of 2016, President Smith commissioned a steering committee for a nine-month process to articulate **Vermont Tech's strategic priorities**. The committee's charge was to **coordinate opportunities for input from the college community and think creatively about the role this institution can play for our various stakeholders**, including our employees, communities, our students, the state of Vermont and the industries to which we are (or should be) connected.

In its work in the spring and summer of 2016, the committee received feedback from **337 students and over 120 faculty and staff** and offered opportunities for all employees at all locations to provide their views on mission and priorities.

The committee completed secondary research, performed focus groups and conducted surveys with Vermont Tech students, faculty and staff. Based on these findings, the steering committee submitted a draft report to the president in July 2016 and a proposed implementation plan in August. The institutional priorities project will move forward under the direction of Interim President Moulton.

## CCV Alliances

As the Vermont State College systems continues to provide clear pathways to degrees and certificate for more Vermont students while achieving operational savings, **alliances between sister colleges Vermont Tech and the Community College of Vermont are growing and new pathways are being forged**. This year, Presidents Smith and Judy charged their staff to create action plans by July 1 through collaborative working groups. Their initiatives included:



- **Program Alignment**
- **Workforce Development and Training**
- **Dual Admission, Co-enrollment and Active Second**
- **Distance Education**

Additional areas of inquiry included residential options, veterans' services, general education and funding mechanisms, Norwich Farm and Creamery, joint registrar and transfer collaboration, and creating Chittenden County connections. The working groups were chaired by peers with committee members representing each institution. The work has been, at times, challenging to existing systems but **worthy of the effort to meet the educational and operational goals**.

# APPENDIX A

## ORGANIZATIONAL CHART

