

MEMORANDUM

TO: Board of Trustees, Vermont State Colleges Systems

FROM: J. Churchill Hindes, Chair
Jeb Spaulding, Chancellor

DATE: September 20, 2018



SUBJECT: Materials for Board of Trustees Retreat September 26-27, 2018

Attached are the agenda and supporting materials for the upcoming Board retreat Wednesday and Thursday, September 26-27, 2018 at the Lake Morey Resort. A room has been reserved for those indicating they need one. Check in is at 3:00 pm, and check out is at 11:00 am.

We look forward to seeing everyone on Wednesday. Please feel free to get in touch with any questions.

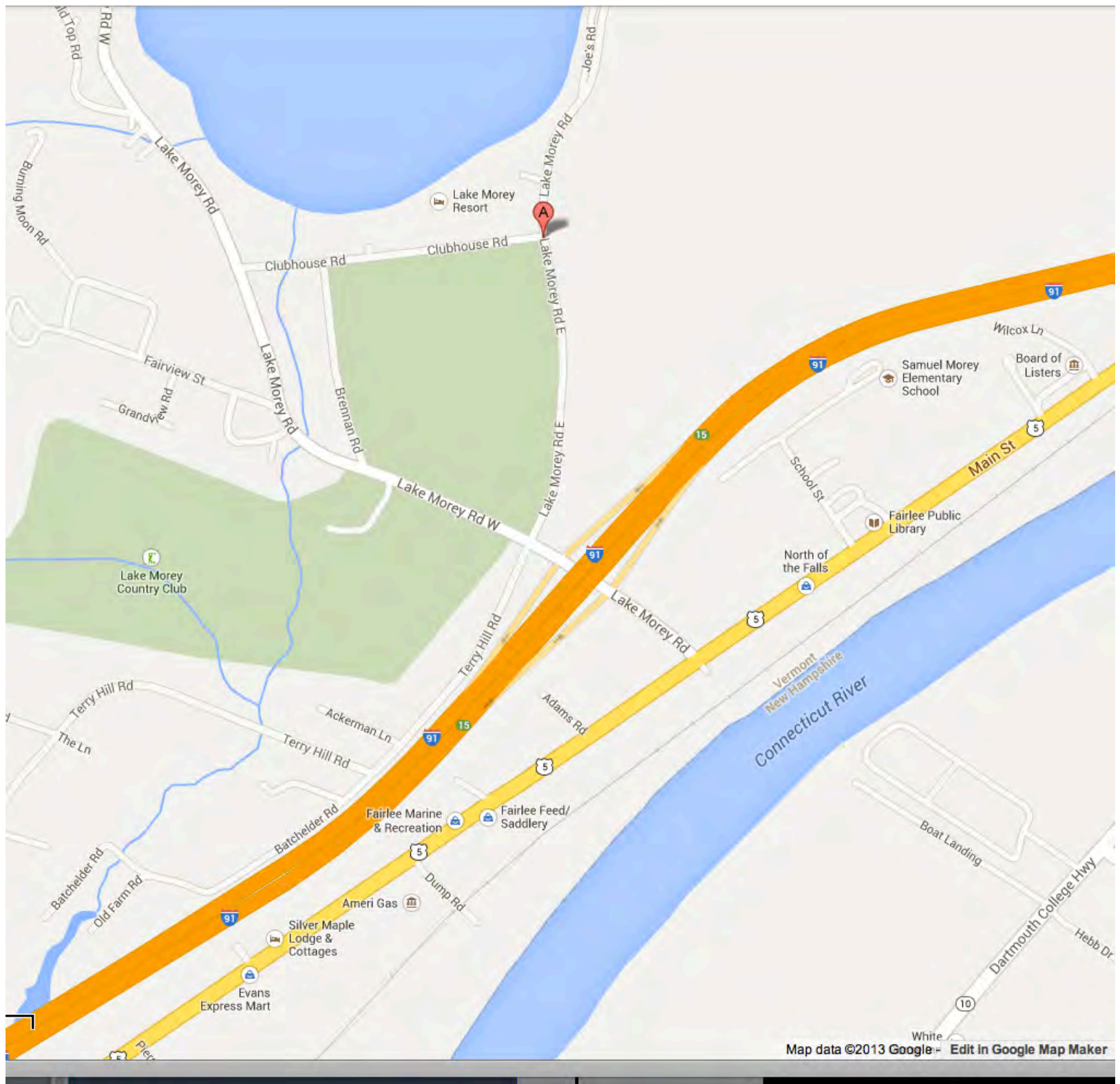
cc: Council of Presidents

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 Meeting



September 26-27, 2018

*Lake Morey Resort
Fairlee, VT*



BOARD OF TRUSTEES

J. Churchill Hindes, Chair
(2/28/21)

Janette Bombardier
(2/28/21)

M. Jerome “Jerry” Diamond
(2/28/19)

Rep. Eileen “Lynn” Dickinson, Vice Chair
(2/28/20)

Dylan Giambatista
(3/1/22)

Rep. Bill Lippert, Jr.
(2/18/20)

Karen Luneau, Secretary
(2/28/21)

Chris Macfarlane
(2/28/19)

Rep. Jim Masland
(2/28/22)

Linda Milne, Treasurer
(2/28/21)

Michael Pieciak
(2/28/21)

Aly Richards
(2/28/19)

David Silverman
(2/23/22)

Governor Phil Scott
(*ex officio*)

Jesse Streeter
(5/30/19)

Board Committees

Audit

Linda Milne, Chair
Lynn Dickinson, Vice-Chair
Karen Luneau
Chris Macfarlane

Education, Personnel & Student Life

Aly Richards, Chair
Jim Masland, Vice-Chair
Jesse Streeter
Janette Bombardier
Lynn Dickinson
Karen Luneau

Executive

Church Hindes, Chair
Lynn Dickinson
Karen Luneau
Linda Milne

Finance & Facilities

Church Hindes, Chair
Chris Macfarlane, Vice-Chair
Jerry Diamond
Bill Lippert
Linda Milne
Mike Pieciak
David Silverman

Long Range Planning

Jerry Diamond, Chair
Karen Luneau, Vice Chair
Lynn Dickinson
Dylan Giambatista
Mike Pieciak
Aly Richards

Board Meeting Dates

Sept 26-27, 2018
Dec 6, 2018
March 23, 2019
June 20, 2019

Lake Morey, VT
Vermont Technical College
Northern Vermont University-Johnson
Castleton University

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

Chief Financial Officer
General Counsel
Associate General Counsel
Chief Academic Officer
Chief Information Officer
Director of External and Governmental Affairs
System Controller/Senior Director of Financial Operations
Administrative Director
Director of Facilities
Director of Human Resources
Director of Institutional Research
Director of Payroll and Benefits

Stephen Wisloski
Sophie Zdatny
Todd Daloz
Yasmine Ziesler
Kevin Conroy
Tricia Coates
Sheilah Evans
Jen Porrier
Richard Ethier
Nancy Shaw
Patroklos Karantinos
Tracy Sweet

Vermont State Colleges System

Board of Trustees Retreat September 26-27, 2018 Lake Morey Resort, Fairlee, Vermont

SCHEDULE

Board Retreat, Day 1: Wednesday, September 26 – Waterlot Room

- 8:30 - 9:00 Arrival, Check-In, Coffee and Muffins
- 9:00 - 11:00 Finance and Facilities and Long Range Planning Committee Meetings.
- 11:15 - 12:00 Trustee refresher training on Policy 311 (Non-Discrimination, Harassment & Related Unprofessional Conduct) and Policy 311-A (Sexual Misconduct, Domestic Violence, Dating Violence, Sexual Assault, and Stalking) and Policy 207 (Conflict of Interest).
- 12:00 - 1:00 Lunch (general) and Board Executive Session
- 1:00 - 3:00 Panel Presentation and Discussion on higher education, today and tomorrow, responsibilities, challenges and opportunities in traditional and non-traditional markets.
Megan Cluver - Senior Higher Education Strategist, Deloitte
John Anderson – Retired President of Millersville University (PASSHE)
Former President of Alfred State College (SUNY)
Don Laackman – President of Champlain College
- 3:15-5:15 Presidents’ “State of the College/University” updates and discussion
- 6:30 Dinner

Board Retreat, Day 2: Thursday, September 27th –Waterlot Room

- 7:30 - 8:15 Breakfast Buffet
- 8:15 - 9:00 Chancellor’s 2018-2019 Goals and Status with discussion
- 9:00 - 10:00 Probable Executive Session – Personnel Matters
- 10:15 – 12:30 Board of Trustees Business Meeting

Vermont State Colleges System Board of Trustees Business Meeting

September 27, 2018 at 10:15 pm
Lake Morey Resort, Fairlee, Vermont

AGENDA

1. Approval of June 21, 2018 Meeting Minutes
2. Report of Executive Committee
 - a. Hall of Fame Discussion and Decision
 - b. Ad Hoc Committee on Senior Leader Compensation
3. Report of the Finance & Facilities Committee
 - a. Consent Agenda
 - i. Approval of Karii Cloud Memorial Scholarship Endowment (NVU-Johnson)
 - ii. Approval of The Dick & Nancy Collins Endowment for the Vail Museum (NVU-Lyndon)
 - b. Proposed Amendment to Policy 403, Annual Operating Budget
4. Report of the EPSL Committee
5. Report of the Audit Committee
6. Report of the Long Range Planning Committee
 - a. Approval of the NVU Strategic Plan
7. Legislative Report and Planning
8. Hall of Fame Discussion and Decision
9. Comments from the Public
10. Next Meeting is Thursday, December 6, 2018 at Vermont Technical College

MATERIALS

- Item 1: Policy 311
Policy 311A
Policy 207
VSCS Annual Trustee Compliance and Conflict of Interest Disclosure Form
- Item 2: BIO: Megan Cluver
BIO: Don Laackman
BIO: John Anderson
- Item 3: Castleton University President's Report
Community College of Vermont President's Report
Northern Vermont University President's Report
Vermont Technical College President's Report
- Item 4: Strategic Priorities Fall 2018
- Item 5: June 21, 2018 Meeting Minutes
- Item 6: Karii Cloud Memorial Scholarship Endowment (NVU-Johnson)
- Item 7: The Dick & Nancy Collins Endowment for the Vail Museum (NVU-Lyndon)
- Item 8: Policy 403
- Item 9: NVU Strategic Plan

Item 1:
**Policies 311, 311A, 207 and Disclosure/Conflict of
Interest Form**

**VERMONT STATE COLLEGES
CHANCELLOR'S PROCEDURES FOR IMPLEMENTATION OF POLICY 311:
NON-DISCRIMINATION AND PREVENTION OF HARASSMENT
AND RELATED UNPROFESSIONAL CONDUCT**

I. INTRODUCTION

The following procedures outline the steps available to students and employees who may have been subjected to discrimination, harassment (including sexual harassment), and related unprofessional conduct as those terms are defined in Policy 311: *Non-Discrimination and Prevention of Harassment and Related Unprofessional Conduct*, and describe the institutional procedures and responsibilities for handling complaints involving such misconduct. These procedures incorporate by reference the terms and conditions of Policy 311 and are to be read consistently with the requirements of any state or federal laws and regulations, any collective bargaining agreement, and any personnel handbook governing the rights and responsibilities of the VSC, its member Colleges and its employees. These procedures may be modified as necessary to comply with federal and state law and to respond promptly and effectively to incidents of discrimination, harassment and related unprofessional conduct. If there is any conflict between these Procedures and federal or state law, these Procedures are to be interpreted consistent with applicable federal or state law.

II. DEFINITIONS

The definitions set forth in Policy 311 are incorporated herein by reference. The following additional definitions apply to these procedures.

“ADA/Section 504 Coordinators” means the administrator(s) at each College selected by the President, and the person at the Office of the Chancellor selected by the Chancellor, who is responsible for coordinating the institution's compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Contact information for the ADA/Section 504 Coordinators is located in Appendix B.

“Complainant” means a person who files a complaint alleging that she or he has been subjected to conduct that violates Policy 311.

“Dean of Students” means the Dean of Students at a member College or any person carrying out that function, however named.

“Designated contact person” means those persons designated by the Office of the Chancellor and the member Colleges to advise individuals with questions about behaviors that may violate Policy 311 and to provide information about the informal and formal complaint processes to address such behaviors. The names of the designated contact persons at each institution will be published online

and made available at the office of the Dean of Students and the office of the Human Resources Administrator for each member College, as well as the office of the Director of Human Resources at the Office of the Chancellor.

“EIT Coordinators” means the administrator(s) at each College selected by the President who is responsible for overseeing the accessibility of the institution’s Electronic Information Technology (“EIT”). Contact information for the EIT Coordinators is located in Appendix C.

“Employee” means all VSC employees, including student employees, such as Resident Advisors and work study students (within their capacity as Resident Advisors and work study students).

“Parties” means the complainant and the respondent.

“Respondent” means a person against whom a complaint has been filed alleging that the person’s conduct violated Policy 311.

“Responsible College Administrator” or “RCA” means (1) the President or Dean of Students from the member College where the violation allegedly occurred; (2) the Director of Human Resources at the Office of the Chancellor, if the violation allegedly occurred at the Office of the Chancellor; (3) the Chancellor if the Director of Human Resources or a President allegedly violated Policy 311; (4) the Chair of the Board of Trustees if the Chancellor allegedly violated Policy 311; and (5) any designee of the aforementioned.

“Third Parties” means individuals who are neither students nor employees, such as visitors, parents, vendors, and independent contractors.

“Title IX/Policy 311 Coordinator” means the administrator(s) at each College selected by the President, and the person at the Office of the Chancellor selected by the Chancellor, to serve as a Title IX or a Policy 311 Coordinator for the purposes of coordinating the VSC’s efforts to comply with and carry out its responsibilities under Title IX and under other state and federal non-discrimination and prevention of harassment laws, regulations and policies, and any designee of the Title IX or Policy 311 Coordinator. The positions of Title IX Coordinator and Policy 311 Coordinator may be held by the same person concurrently or may be held by separate people. Contact information for the Title IX/Policy 311 Coordinators is located in Appendix A.

“VSC” and **“Colleges”** refer collectively to the Vermont State Colleges and its member institutions: Castleton University, Community College of Vermont, Northern Vermont University, and Vermont Technical College, however named or configured.

III. REPORTING VIOLATIONS OF POLICY 311

A. Advice and Information

Any person (including students, employees, and third parties) who believes she or he is the victim of discrimination, harassment or related unprofessional conduct, or who has information about alleged violations of Policy 311, may seek advice or information on reporting violations and how to file a complaint from the Title IX/Policy 311 Coordinator, an ADA/Section 504 Coordinator (for disability discrimination and disability harassment), a designated contact person, or a Responsible College Administrator.

Individuals with a disability may request accommodations to ensure their full and equal participation in reporting violations of Policy 311, as well as in the investigatory and adjudicatory process under this Policy. Requests for accommodations in the Policy 311 process are determined on an individual basis by the Title IX or Policy 311 Coordinator, in consultation with the ADA/Section 504 Coordinator as appropriate. Individuals with questions about the accessibility of an institution's Electronic Information Technology should contact the institution's EIT Coordinator.

Students and employees are encouraged to report instances of harassing behavior, even if the alleged conduct is not sufficiently severe or pervasive as to create a hostile work or educational environment, so that the behavior may be addressed before it creates a hostile environment for the affected individual and in a manner reasonably calculated to prevent its recurrence.

The VSC encourages the accurate and prompt reporting of any misconduct, including sexual harassment, which rises to the level of criminal conduct to a member College's Office of Public Safety, to the Dean of Administration at Community College of Vermont, and/or to state or local law enforcement.

B. Reporting Obligations of Employees

Except in circumstances where an employee is acting within the scope of his or her role as a specifically-designated confidential resource, employees who are aware or have been made aware of incidents of prohibited discrimination, harassment or related unprofessional conduct are required to report this information to one of the following: a Title IX/Policy 311 Coordinator, a designated contact person, the Dean of Students, the President, or, if the employee works in the Office of the Chancellor, to the Director of Human Resources.

Employees are not expected to and should not investigate alleged incidents, unless this is part of their job duties or they are assigned to investigate a complaint made under this Policy. The report

should include all known relevant details, including a description of the alleged incident(s), the names of anyone involved or present, the date, time, and location.

Failure by an employee to report such incidents may result in disciplinary action. The procedures and mutual obligations of the VSC and the employee under any collective bargaining agreement, or the VSC personnel handbook, will apply to any such disciplinary action.

IV. PROTECTIVE MEASURES

Sometimes it may be necessary to take steps to protect the rights and interests of a complainant before or during an investigation so that the complainant feels safe in his or her work or educational environment. Upon request, the Title IX/Policy 311 Coordinator, with the assistance of other VSC officials as appropriate, will provide complainants with appropriate protective measures. Protective measures may include, but are not limited to, altering academic or work schedules, altering transportation arrangements, changing living arrangements, issuing no contact or no trespassing orders, placing an employee on leave, or suspending a student. Any measure taken should seek to minimize the burden on the complainant while respecting the due process rights of the respondent. The temporary imposition of any protective measure does not indicate a presumption of guilt, nor does it preclude subsequent disciplinary action.

Interim measures may be offered as appropriate to the respondent, as well as the complainant. Assessment of a party's need to receive an interim measure will generally be made on an individualized basis, as appropriate, based on information gathered by the Title IX/Policy 311 Coordinator. The measures needed by each party may change over time and the Title IX/Policy 311 Coordinator should communicate with the parties throughout the investigation to evaluate whether the measures provided are necessary and effective based on the parties' evolving needs.

If the VSC has reasonable cause to believe that a student accused of violating Policy 311 poses a substantial threat to him or herself, the alleged victim, other people, property, or the continuance of normal VSC operations, the VSC may suspend the student for an interim period, pending the outcome of the disciplinary process. Careful consideration should be given to alternative interim measures, such as changing class schedules, changing residence hall assignments, and issuing no contact orders, before imposing an interim suspension, so as to avoid depriving a student of his or her education where possible.

An interim suspension may not be imposed without prior notice to the student (either written or oral) of the contemplated suspension and the factual basis for it. The student will have forty-eight hours in which to submit a letter to or appear personally before the Dean of Students (or the Dean's designee) to contest the interim suspension. The Dean of Students (or the Dean's designee) will consider: (1) the reliability of the identification of the student; and (2) whether the alleged conduct, if true, based on the

surrounding circumstances, reasonably indicates that the continued presence of the student on campus poses a substantial threat to him or herself, the alleged victim, other people, property, or the normal operations of the VSC. The Dean (or the Dean's designee) may require the student to meet certain conditions in lieu of an interim suspension. Unless the Dean of Students (or the Dean's designee) determines that it would be unreasonably difficult or dangerous to delay the interim suspension, the student will have the opportunity to be heard in person or in writing before the interim suspension takes effect.

V. FILING A COMPLAINT

Any member of the VSC community who believes that she or he has been subjected to conduct that violates Policy 311, or who has information about an alleged violation, may file a formal or informal complaint.

A. Timing

A complaint should be filed as soon as possible but in no event later than 180 calendar days from the date the complainant reasonably becomes aware of the discrimination, harassment or related unprofessional conduct that is alleged to have occurred. Filing may be permitted beyond the 180-day deadline where extraordinary circumstances are present and documented.

B. Informal Complaint

An informal complaint may be made, either orally or in writing, to a designated contact person, Title IX/Policy 311 Coordinator, or member College administrator, alleging a violation of Policy 311 and specifically requesting an informal resolution process. Examples of informal resolution processes include a meeting between the parties to the complaint, a meeting between a designated contact person or Responsible College Administrator and the respondent, a letter to the respondent requesting that the offending behavior cease, or other informal methods reasonably calculated to stop the offending behavior and to prevent its recurrence.

Participating in an informal complaint resolution process is not required before filing a formal complaint, nor does it prevent a complainant from filing a formal complaint. A complainant has the right to end the informal complaint process at any time and begin the formal complaint process or pursue other legal options.

C. Formal Complaint

A formal complaint is a written statement, signed and dated by the complainant, alleging a violation of Policy 311, which is submitted to a Title IX/Policy 311 Coordinator or designated contact person, or to one of the following Responsible College Administrators or their designee (“RCA”):

- (1) The Dean of Students, if the complaint is against a student;
- (2) The President of the College, if the complaint is against an employee of that member College;
- (3) The Director of Human Resources in the Office of the Chancellor, if the complaint is against an employee in the Chancellor’s Office;
- (4) The Chancellor, if the complaint is against a President of a member College or the Director of Human Resources in the Chancellor’s Office; or
- (5) The Chair of the Board of Trustees, if the complaint is against the Chancellor.

A formal complaint may be hand-delivered, sent by mail, or submitted by e-mail. The complaint should include a description of the alleged conduct, the date(s) and time(s) it occurred, the name of the respondent, the circumstances surrounding the alleged conduct, and the identity of any person who may have knowledge or information about the conduct. Individuals with a disability may request assistance in reporting violations of Policy 311 from the Title IX/ Policy 311 Coordinator or the ADA/Section 504 Coordinator.

Unionized employees also have the right to file grievances under their collective bargaining agreements, alleging violations of the non-discrimination provisions of those contracts, and in accordance with the procedures of those contracts.

D. Complaint brought by the VSC

The VSC may investigate and pursue disciplinary action against a respondent whose conduct allegedly violates Policy 311 in the absence of an informal or formal complaint, or as otherwise deemed appropriate by the College. If this occurs, the VSC will follow the procedures set forth below to the extent reasonably possible and may extend the full rights of a complainant, as defined in this policy, to affected parties as deemed appropriate by the Title IX/Policy 311 Coordinator, as applicable.

E. Preliminary Evaluation

The Title IX/Policy 311 Coordinator or a designated contact person will conduct a preliminary evaluation of the complaint to determine whether the allegations, if true, would constitute a violation of Policy 311. If the alleged actions of the respondent would be a violation of Policy 311, the procedures set forth below will be followed. If the alleged actions of the respondent would not be a violation of this Policy, the evaluator will consider whether the alleged actions would otherwise subject the

respondent to discipline under any other VSC policy, policies of the member College, any collective bargaining agreement, or personnel handbook. If so, the procedures applicable for handling such other alleged offenses will be followed. No further action, other than to inform the complainant, will be taken if the alleged actions of the respondent as set forth in the written statement, if true, would not constitute an offense subject to discipline.

VI. INFORMAL COMPLAINT PROCESS

If an informal complaint is submitted to a designated contact person or member College administrator, the designated contact person or member College administrator will notify the Title IX/Policy 311 Coordinator of the complaint and the details of the alleged incident or behavior. The person to whom the informal complaint was submitted, the Title IX/Policy 311 Coordinator, or a designee, will then meet with the complainant to discuss the incident or behavior that is of concern and the informal dispute resolution options open to the complainant, as well as the option to file a formal complaint or pursue available legal remedies.

VII. FORMAL COMPLAINT PROCESS

A. Preparing the Complaint

The complainant will meet with the Title IX/Policy 311 Coordinator or designated contact person to discuss the incident or behavior that is of concern. If the complainant has not already prepared a formal complaint, the complainant will be asked to prepare a written statement describing the alleged conduct. The complainant will be given a physical copy of and/or the links to Policy 311 and its implementing procedures on the VSC's website. Copies of the complaint will be provided to the Title IX/Policy 311 Coordinator, the investigators, and the VSC's general counsel.

B. Notice to the Respondent

The respondent will be informed, in writing, of the alleged policy violation(s) and provided with a summary of complainant's allegations. The notice typically includes the identities of the parties involved, the specific section(s) of Policy 311 and any other policy that has allegedly been violated, a description of the conduct allegedly constituting the potential violation, and the date and location of the alleged violation. The respondent should also be given a physical copy of and/or the links to Policy 311 and its implementing procedures on the VSC's website. The respondent will be notified that taking any retaliatory action (directly or through others) against the complainant or any person involved in the investigation is prohibited and will be considered a separate violation of VSC policy. Copies of the written notice to the respondent will be provided to the investigators and VSC's general counsel.

C. Acceptance of Responsibility

If at any point during the investigation, a respondent chooses to accept responsibility under this Policy, the RCA may issue a determination and impose disciplinary sanctions upon the respondent in accordance with sub-section E below. The RCA may also take other action that is reasonably calculated to address the harassment or discriminatory conduct and prevent its recurrence, including further investigation of the allegations. By accepting responsibility and the imposition of any assigned disciplinary sanction, the respondent waives the right to appeal.

D. The Investigation

(1) Appointment of Investigators

The Title IX/Policy 311 Coordinator shall appoint two investigators to conduct an adequate, reliable and impartial investigation into the alleged violations of Policy 311. The investigators shall conduct an investigation that is prompt, fair, impartial, and appropriate under the circumstances. The nature and scope of the investigation is within the discretion of the investigators. Investigators may be employees of the member College, other VSC employees, or outside investigators.

The complainant and respondent may raise an objection to the selection of a particular investigator if either believes there is a conflict of interest or demonstrable or reasonably perceived bias on the part of the investigator. Any such objections must be raised upon receipt of notice of the appointments. The RCA shall have final authority in the appointment of investigators.

(2) Witnesses and Evidence

The investigators will interview the complainant, respondent, and any witnesses separately. The complainant and respondent will be asked to identify: (a) relevant evidence they would like the investigators to review; (b) witnesses they would like the investigators to interview; and (c) questions they would like the investigators to ask other witnesses. The investigators have discretion as to what evidence to pursue, which witnesses to interview, and which questions to ask, depending on their determination of what they reasonably believe to be related to the issues in dispute.

(3) Advisors

Complainants and respondents may have an advisor of their choosing present at any interview or meeting with investigators.¹ Any such advisor may advise the complainant or respondent privately, but

¹ Parties should avoid choosing an advisor who may have relevant information and be interviewed as part of the investigation. A party may change advisors during the course of the investigatory and adjudicatory process. A party may request that the Title IX/Policy 311 Coordinator and/or the investigators copy their advisor on communications with the party. Typically each party may have only one advisor present at an

cannot act as a speaking advocate. An investigator may terminate the meeting and proceed with the investigation based on otherwise-available information if an advisor refuses to comply. Because a Policy 311 investigation may lead to discipline, a respondent who is a bargaining unit member has the right to be accompanied to the interview by a union representative.

(4) Additional Policy Violations

If, in the course of the investigation, other allegations against the respondent surface which could result in discipline under this Policy, other VSC policies, policies of the member College, any collective bargaining agreement, or personnel handbook, the investigators will inform the respondent, in writing, of such allegations. The respondent will be given an opportunity to respond to the additional allegations before the investigators complete their investigation. If the alleged additional violations are unrelated to the allegations contained in the complaint, the VSC may choose to address these separately and not as part of the ongoing investigatory and adjudicatory process.

(5) Time-frame

The investigation will be conducted as promptly as possible, without compromising thoroughness. The investigators will endeavor to prepare their report within forty-five (45) calendar days from their appointment to serve as investigators, excluding scheduled breaks during the fall and spring semesters. This time frame may be extended for good cause with written notice to the parties of the delay and the reason(s) for the delay.

(6) The Investigators' Report

At the conclusion of the investigation, the investigators will prepare a report setting forth their findings of fact and recommended conclusion. The findings of fact and recommended conclusion will be reached by applying the preponderance of evidence standard, *i.e.*, whether it is more likely than not that the policy was violated.

The report will include:

- (a) A statement summarizing the allegations;
- (b) A procedural summary, including the date the investigators were appointed, the names of the witnesses and dates when each was interviewed, and a list of the documents reviewed;
- (c) Applicable definitions, including the definition of the alleged violation(s) of Policy 311;
- (d) A summary of the relevant exculpatory and inculpatory evidence;

interview or meeting, however, in extenuating circumstances, the Title IX Coordinator may grant a party's request for permission to have an additional advisor or support person attend a meeting or interview during the investigatory and adjudicatory process.

- (e) The investigators' findings of fact, including how they weighted the evidence and reconciled any significant discrepancies in the statements of witnesses;
- (f) The conclusion, in which the investigators explain how the findings of fact are applied to the standards set forth in Policy 311 to reach a determination as to whether the Policy was violated; and
- (g) Any general recommendations for consideration by the RCA, such as trainings, education, or other actions that may reduce/eliminate prohibited misconduct in the future. Unless specifically requested to do so by the RCA, investigators will not make recommendations about possible sanctions.

Typically, the investigators shall send the report to the complainant and respondent, with a copy to the Title IX/Policy 311 Coordinator but, if warranted by the specific circumstances, the Title IX/Policy 311 Coordinator (after consultation with the investigators) may share the report with the parties. To the extent reasonably possible, the parties shall be provided with the report simultaneously. Certain identifying information may be redacted from the materials provided to the complainant and respondent, if necessary, to comply with the Family Educational Rights and Privacy Act of 1974 (FERPA), 20 U.S.C. § 1232g. The parties will each have the opportunity to review the investigators' report and to provide a written response to the report to the investigators within seven (7) calendar days.

The investigators will send the final report, along with copies of any written response to the Title IX/Policy 311 Coordinator. The Title IX/Policy 311 Coordinator will forward the final report, plus any responses and attachments, to the RCA, with copies to VSC's general counsel, the complainant, and the respondent.

E. Determination and Sanctions

(1) Student Respondents

The RCA is not bound by the investigators' report and may accept or reject the investigators' recommended conclusion in whole or in part, or may request additional relevant information before making a final determination. The complainant and respondent may choose to meet with the RCA individually before a final determination is made and may be accompanied by an advisor of their choosing. The advisor may confer privately with the individual, but may not address the RCA directly. The parties have seven (7) calendar days from the date the report is sent to the RCA to request a meeting with the RCA. The RCA may request to meet with either party or any other person(s) the RCA considers appropriate before making a final determination.

After conducting any such meetings and considering the investigators' report, any supplements to the report, and any additional relevant information, the RCA will issue a determination as to whether a

violation of Policy 311 (or a violation of other VSC policies, if applicable) occurred. The determination will be based on whether the RCA finds, by a preponderance of the evidence, that the respondent violated Policy 311 (or other applicable VSC policies).

If the RCA determines that a student has engaged in conduct that violates this Policy (or other applicable VSC policies), the RCA will impose disciplinary sanctions on the student. The RCA will consider what sanction(s) are: (1) fair and appropriate given the facts of the particular case, (2) consistent with the sanctions imposed in similar cases; and (3) adequate to protect the safety of the complainant and the VSC community.

Absent extenuating circumstances, the RCA will endeavor to issue a determination as to whether a violation of Policy 311 (or a violation of other VSC policies, if applicable) occurred and any applicable sanctions (or other actions) within fourteen (14) calendar days after receiving the investigators' report or within seven (7) calendar days of obtaining additional information, or meeting with the parties, whichever is later. This period may be extended for good cause, with written notification to the parties. The parties will be notified, simultaneously and in writing, of: (1) the determination; (2) the sanction, to the extent permitted by law; and (3) the appeal procedures. Copies will be sent to the Title IX/Policy 311 Coordinator and to the VSC's general counsel.

(2) Employee Respondents

The RCA is not bound by the investigators' report and may accept or reject the investigators' recommended conclusion in whole or in part, or may request additional relevant information before making a determination. After considering the investigators' report, any supplements to the report, and any additional relevant information, the RCA will notify the complainant and respondent, simultaneously and in writing, of the RCA's initial determination as to whether a violation of Policy 311 (or a violation of any other policy, agreement or handbook, if applicable) occurred and will outline the discipline, if any, being contemplated. The determination will be based on whether the RCA finds, by a preponderance of the evidence, that the respondent violated Policy 311 (or other applicable VSC policies).

The complainant and respondent may each request to meet with the RCA, before a final determination is made, and may be accompanied by an advisor of their choosing. If the respondent is an employee who is covered by a collective bargaining agreement, the procedures and mutual obligations of VSC and the employee regarding disciplinary action delineated in those agreements will apply.

Absent extenuating circumstances, the RCA will endeavor to issue a final determination as to whether a violation of the VSC's policies has occurred and the imposition of any discipline (or other actions) within seven (7) calendar days of receiving the investigators' report, obtaining additional information, or meeting with the parties, whichever is later. This time period may be shorter or longer depending on

the circumstances, including any contractual rights of the parties. The parties will be notified if changes are made to the time-frame. The complainant and respondent will be notified, simultaneously and in writing, of the final determination and the disciplinary sanctions, if any, to be imposed, to the extent permitted by law. A copy of the notification will be sent to the Title IX/Policy 311 Coordinator and to the VSC's general counsel.

F. Appeal

(1) Student Respondents

Both the complainant and respondent have the right to appeal the outcome on the following grounds: (1) procedural error where the error prevented fundamental fairness; (2) the discovery of previously unavailable evidence that could significantly impact the outcome of the case; (3) the determination is arbitrary or capricious; or (4) the sanction is substantially disproportionate to the findings. Within seven (7) calendar days of receiving the notice of the determination and any applicable discipline, the parties may appeal to the President of the College (or the President's designee) by delivering a written statement of appeal to the President and to the Title IX/Policy 311 Coordinator.

The Title IX/Policy 311 Coordinator will notify the other party of the appeal and the other party will have seven (7) calendar days in which to submit a written response to the appeal to the President (or the President's designee), with a copy to the Title IX/Policy 311 Coordinator. Both parties will be informed simultaneously and in writing, of (1) any change to the discipline and/or sanctions imposed while the appeal is pending, and (2) the final decision, to the extent permitted by law. A copy of the notification will be sent to the Title IX/Policy 311 Coordinator and to the VSC's general counsel. The decision of the President (or the President's designee) is final.

(2) Employee Respondents

In cases where the respondent is an employee, the respondent's right to appeal will be governed by the relevant employee collective bargaining agreement or the VSC personnel handbook for those employees not covered by a collective bargaining agreement. The complainant may request to meet with the Chancellor. Both parties will be notified, simultaneously and in writing, of (1) any change to the discipline and/or sanctions imposed while the appeal is pending, and (2) the final decision, to the extent permitted by law. A copy of the notification will be sent to the Title IX/Policy 311 Coordinator and to the VSC's general counsel.

VIII. NOTICES

For purposes of this Policy, written notifications to the parties and written responses from the parties may be hand-delivered, mailed, and/or sent to or from the parties' e-mail addresses, if the e-mail

addresses are known to the VSC. The same method of communication will be used where practicable for both the complainant and the respondent.

IX. CONFIDENTIALITY

The VSC is committed to maintaining the privacy of all individuals involved in a Policy 311 investigation to the extent it can reasonably do so. Reports of discrimination, harassment, and related unprofessional conduct and related complaints, investigative reports, and final determinations will be treated as confidential, to the extent allowed by law.

X. RECORD-KEEPING

The Title IX/Policy 311 Coordinators will track reports alleging violations of Policy 311 and the outcomes of Policy 311 complaints for statistical and reporting purposes. This information may be used to satisfy any VSC or member College legal reporting requirements and for planning and assessing progress toward elimination of discrimination, harassment and related unprofessional conduct.

XI. OTHER REMEDIES

Nothing contained in these Procedures precludes a student or employee from seeking other remedies through state and federal resources to redress grievances related to discrimination, harassment and related unprofessional conduct. An individual, at any time permitted under state or federal law, may elect to file a complaint with the Equal Employment Opportunity Commission, the United States Department of Education Office for Civil Rights, the Office of the Vermont Attorney General, the Vermont Human Rights Commission, or any other entity charged with receiving complaints of discrimination, harassment and related unprofessional conduct. *See* Appendix D for contact information.

XII. EDUCATION

The member Colleges and the Office of the Chancellor will provide educational programs and activities that work toward eliminating discrimination and harassment and informing students and employees how to address incidents of discrimination, harassment and related unprofessional conduct when they arise, including the filing of complaints under Policy 311 and these procedures. These programs and activities will include:

- making Policy 311, its implementing procedures and appendices (which include contact information for Title IX/Policy 311 Coordinators, ADA/Section 504 Coordinators, and state and federal agencies designated to receive complaints of discrimination and harassment) available in the VSC Policy Manual located on the VSC web site;

Revised effective February 22, 2018

- including references or links to Policy 311 and these procedures in appropriate publications provided to students and employees;
- making materials available to students and employees containing educational information on discrimination and harassment and on the rights and responsibilities of individuals under Policy 311 and these procedures;
- providing information and learning experiences to incoming students, faculty and staff to heighten awareness of the issues and of the College's expectations;
- selecting and training Responsible College Administrators, designated contact people, Title IX/Policy 311 Coordinators, ADA/Section 504 Coordinators, and persons who may be appointed as Policy 311 investigators.

The member Colleges and the Office of the Chancellor will continue to support, monitor and revise the educational programs as they work toward the goals of eliminating discrimination, harassment and related unprofessional conduct and enhancing mutual trust and respect.

Revised effective February 22, 2018

Revised contact information for Coordinators effective September 1, 2018

Policy 311: Appendix A
Policy 311/Title IX Coordinators

Office of the Chancellor:

Nancy Shaw, Director of Human Resources (both)
Nancy.Shaw@vsc.edu
(802) 224-3011

Castleton University:

Janet Hazelton, Director of Human Resources (both)
Janet.Hazelton@castleton.edu
(802) 468-1207

Victoria Angis, Deputy Title IX Coordinator (Students)
Associate Dean of Students
Victoria.Angis@castleton.edu
(802) 468-1231

Deanna Tyson, Deputy Title IX Coordinator (Athletics)
Associate Dean for Athletics and Recreation
Deanna.Tyson@castleton.edu
(802) 468-1365

Community College of Vermont:

Angie Albeck, Associate Dean of Students (both)*
Angela.Albeck@ccv.edu
(802) 654-0690

Bo Finnegan, Director of Human Resources, Deputy Coord.
Robert.Finnegan@ccv.edu
(802) 828-2816

Northern Vermont University:

Michele Whitmore, Associate Dean of Students (Title IX)
Michele.Whitmore@jsc.edu
(802) 635-1452 (Johnson)

Denise Moses, Academic Success Resources Coordinator
(Deputy Title IX/Policy 311 Coordinator – Lyndon Students)
Denise.Moses@NorthernVermont.edu
(802) 626-6424 (Lyndon)

Jo Ann Lamore, Assistant Academic Dean
(Policy 311 – Johnson Students)
Jo.Lamore@NorthernVermont.edu
(802) 635-1243 (Johnson)

Revised effective September 1, 2018

Katrina Meigs, Director of Human Resources
(Deputy Title IX/Policy 311 Coordinator – Employees)
Katrina.Meigs@NorthernVermont.edu
(802) 626-4865 (Lyndon/Johnson)

Vermont Technical College:

Mary Kathryn Juskiewicz, Dir. of Residence Life (Title IX)
MJuskiew@vtc.vsc.edu
(802) 728-1673

Jay Paterson, Dean of Students (Policy 311)
JPaterson@vtc.vsc.edu
(802) 728-1434

*Designated contact persons for each CCV site are listed at:

<http://ccv.edu/documents/2014/10/sexual-harassment-contacts-2014.pdf>

Revised effective September 1, 2018

**Policy 311: Appendix B
ADA/Section 504 Coordinators**

| | |
|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Office of the Chancellor: | Nancy Shaw, Director of Human Resources 575 Stone Cutters Way, Montpelier, VT 05602 Nancy.Shaw@vsc.edu (802) 224-3011 |
| Castleton University (Employees): | Janet Hazelton, Director of Human Resources Woodruff Hall, Castleton University, Castleton, VT 05735 Janet.Hazelton@castleton.edu (802) 468-1207 |
| Castleton University (Students): | Dennis Proulx, Dean of Students, Student Life Office Campus Center, 49 University Drive, Castleton University, Castleton, VT 05735 Dennis.Proulx@castleton.edu (802) 468-1249 |
| Community College of Vermont (Employees): | Robert “Bo” Finnegan, Director of Human Resources 660 Elm Street, Montpelier, VT 05602 Robert.Finnegan@ccv.edu (802) 828-2816 |
| Community College of Vermont (Students): | Jenney Izzo, Director of Student Services* 10 Merchants Row, Middlebury, VT 05753 Jenney.Izzo@ccv.edu (802) 388-5370 |
| Northern Vermont University (Employees): | Katrina Meigs, Director of Human Resources Vail 365, 1001 College Road, Lyndonville, VT 05851 Katrina.Meigs@NorthernVermont.edu (802) 626-4865 |
| Northern Vermont University (Students – Johnson campus): | Karen Madden, Director, Academic Support Services Room 113, Dewey Hall, 337 College Hill, Johnson, VT 05656 Karen.Madden@NorthernVermont.edu (802) 635-1438 |
| Northern Vermont University (Students – Lyndon campus) | Thom Anderson, Associate Dean of Faculty & Academic Affairs LAC 322, 1001 College Road, Lyndonville, VT 05851 Thomas.Anderson@NorthernVermont.edu (802) 626-6346 |
| Vermont Technical College (Employees): | Kelly Rue Riso, Director of Human Resources Administration Building, Randolph Center, VT 05061 KRiso@vtc.vsc.edu (802) 728-1211 |
| Vermont Technical College (Students): | Rosemary Distel, Associate Academic Dean Room 211-Green Hall, 124 Admin Dr., Randolph Ctr, VT 05061 RDistel@vtc.vsc.edu (802) 728-1245 |

* Designated contact persons for students with disabilities at each CCV site are listed at <http://ccv.edu/discover-resources/students-with-disabilities/>

Revised effective September 1, 2018

**Policy 311: Appendix C
EIT Coordinators**

| Location | Name | Title | E-mail | Phone |
|---------------------------------------|------------------|--------------------------------------|--------------------------------------------------------------------------------------------|----------------|
| Office of the Chancellor | Kevin Conroy | Vice Chancellor, Technology Services | Kevin.Conroy@vsc.edu | (802) 224-3016 |
| Castleton University | Gayle Malinowski | Chief Technology Officer | Gayle.Malinowski@castleton.edu | (802) 468-1389 |
| Community College of Vermont | Jeremy Vaughn | Coordinator of Academic Services | Jeremy.Vaughn@ccv.edu | (802) 828-4063 |
| Northern Vermont University - Johnson | Dotty Spoerl | Assistant Chief Technology Officer | Dorothy.Spoerl@NorthernVermont.edu | (802) 635-1446 |
| Northern Vermont University - Lyndon | Mike Dente | Chief Technology Officer | Michael.Dente@NorthernVermont.edu | (802) 626-6456 |
| Vermont Technical College | Jim Smith | Chief Technology Office | Jsmith6@vtc.edu | (802) 879-2337 |

Policy 311: Appendix D
State and Federal Agencies Designated to
Receive Complaints of Discrimination and Harassment

Vermont Human Rights Commission

14-16 Baldwin Street
Montpelier, VT 05633-6301
(800) 416-2010 (voice)
(802) 828-2481 (fax)
(877) 294-9200 (TTY)
human.rights@state.vt.us

Vermont Attorney General's Office - Civil Rights Unit

109 State Street
Montpelier, VT 05609-1001
(888) 745-9195 (toll-free)
(802) 828-3657 (voice)
(802) 828-3665(TTY)
(802) 828-2154 (fax)
Civil Rights Information: ago.civilrights@state.vt.us
General Information: ago.info@state.vt.us

Equal Employment Opportunity Commission

John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
(800) 669-4000 (voice)
(617) 565-3196 (fax)
(800) 669-6820 (TTY)

U.S. Department of Education's Office for Civil Rights

8th Floor
5 Post Office Square
Boston, MA 02109-3921
(617) 289-0111 (voice)
(617) 289-0150 (fax)
OCR.Boston@ed.gov

CHANCELLOR’S PROCEDURES FOR IMPLEMENTATION OF POLICY 311-A: SEXUAL MISCONDUCT, DOMESTIC VIOLENCE, DATING VIOLENCE, SEXUAL ASSAULT, AND STALKING

I. INTRODUCTION

The following procedures outline the steps available to individuals who may have been subjected to sexual misconduct, domestic violence, dating violence, sexual assault, or stalking, as defined in Policy 311-A, and describe the institutional procedures for handling complaints involving such misconduct. These procedures incorporate by reference the terms and conditions of Policy 311-A, *Sexual Misconduct, Domestic Violence, Dating Violence, Sexual Assault, and Stalking*, and are to be read consistently with the requirements of any state or federal laws and regulations, any collective bargaining agreement, and any personnel handbook governing the rights and responsibilities of the Vermont State Colleges (“VSC”), its member Colleges and its employees. These procedures may be modified as necessary to comply with federal and state law and to respond promptly and effectively to incidents of sexual misconduct, domestic violence, dating violence, sexual assault, and stalking. If there is any conflict between these Procedures and federal or state law, these Procedures are to be interpreted consistent with applicable federal or state law.

II. DEFINITIONS

The definitions set forth in Policy 311-A are incorporated here by reference. The following additional definitions apply to these procedures.

“Complainant” means a person who files a complaint alleging that she or he has been subjected to conduct that violates Policy 311-A.

“Dean of Students” means the Dean of Students at a member College or any person carrying out that function, however named.

“Designated contact person” means those persons designated by the Office of the Chancellor and the member Colleges to advise individuals with questions about Policy 311-A, to provide information about available resources for victims, to assist in the reporting of an incident that may constitute a violation of Policy 311-A, and to explain the process for filing a complaint. The names of the designated contact persons at each institution shall be published online and made available at the office of the Dean of Students and the office of the Human Resources Administrator for each member College, as well as the office of the Director of Human Resources at the Office of the Chancellor.

“Employee” means all VSC employees, including student employees, such as Resident Advisors and work study students (within their capacity as work study students).

“Parties” means the complainant and the respondent.

“Respondent” means a person against whom a complaint has been filed alleging that the person’s conduct violated Policy 311-A.

“Responsible College Administrator” or “RCA” means (1) the President or Dean of Students from the member College where the violation allegedly occurred; (2) the Director of Human Resources at the Office of the Chancellor, if the violation allegedly occurred at the Office of the Chancellor; (3) the Chancellor, if the VSC Director of Human Resources or a President allegedly violated Policy 311-A; (4) the Chair of the Board of Trustees, if the Chancellor allegedly violated Policy 311-A; and (5) any designee of the aforementioned.

“Third Parties” means individuals who are neither students nor employees, such as visitors, parents, vendors, and independent contractors.

“Title IX Coordinator” means the administrator at each College selected by the President, and the person at the Office of the Chancellor selected by the Chancellor, to serve as Title IX Coordinator for the purposes of coordinating the VSC’s efforts to comply with and carry out its responsibilities under Title IX, as well as any designee of the Title IX Coordinator. For the purposes of Policy 311-A, the Title IX Coordinator’s responsibilities include overseeing the process for handling all Title IX complaints and identifying and addressing any patterns or systemic problems that arise during the review of such complaints. The Title IX Coordinator prepares annual reports on the nature and outcome of complaints at the institution, which are to be used for satisfying any VSC or member College legal reporting requirements and for planning and assessing progress toward the goal of preventing sexual misconduct. Contact information for the Title IX Coordinators is located in [Appendix A](#) to these Procedures.

“VSC” and **“Colleges”** refer collectively to the Vermont State Colleges and its individual member institutions: Castleton University, Community College of Vermont, Northern Vermont University, and Vermont Technical College, however named or configured.

III. CONTACT INFORMATION

Any person (including students, employees, and third parties) who believes that she or he is the victim of sexual misconduct, domestic violence, dating violence, sexual assault, or stalking, or

who has information about such an incident, may seek advice or information from the Title IX Coordinator, designated contact persons, or Responsible College Administrators. Victims of conduct prohibited by Policy 311-A have the option to notify law enforcement, to be assisted by VSC officials in notifying law enforcement, or to decline to notify law enforcement.

The VSC encourages all members of the VSC community affected by sexual misconduct, domestic violence, dating violence, sexual assault, or stalking to seek immediate assistance. Seeking prompt assistance is important to ensure a person's physical safety, to obtain medical care or other support, and to preserve evidence for any legal or disciplinary action. Preservation of evidence is important even if an individual initially chooses not to pursue a complaint, criminal charge or protective order, because the individual may decide to do so at a later time.

Contact information for: (1) trained campus and community advocates and counselors who can provide an immediate confidential response in a crisis situation; and (2) Public Safety, state and local law enforcement, and other first responders, shall be published on VSC websites and made available at the offices of the Chancellor, President, Dean of Students, Human Resources, Public Safety, and counseling/student health center.

IV. SUPPORT AND ASSISTANCE

(A) Court Orders

The VSC is committed to ensuring the safety and well-being of individuals who are being or who may have been subjected to sexual misconduct, domestic violence, dating violence, sexual assault, or stalking. Such individuals may have the right to obtain orders of protection, restraining orders and/or relief from abuse orders from Vermont courts. Upon request, the VSC will assist individuals in making contact with law enforcement authorities and other external resources to seek such orders. This assistance is available regardless of whether an individual chooses to file a complaint with the VSC.

(B) Protective Measures

Sometimes it may be necessary to take steps to protect the rights and interests of an individual before or during an investigation so that the individual feels safe in his or her work or educational environment. Upon request, the Title IX Coordinator, with the assistance of other VSC officials as appropriate, will provide victims of sexual misconduct, domestic violence, dating violence, sexual assault, or stalking with changes to academic, transportation, working and/or living situations or other protective measures, if reasonably available. Individuals do not have to file a formal complaint, participate in a disciplinary process, or file a criminal complaint

in order to request such help from the VSC. The VSC will take reasonable steps to maintain as confidential any accommodations or protective measures provided, to the extent that maintaining such confidentiality does not impair the VSC's ability to provide the accommodations or protective measures. Examples of possible measures that may be taken prior to the final outcome of any disciplinary process or criminal charge, include: changing academic or work schedules; permitting students to withdraw from or retake a class without penalty; leaves of absence; facilitating access to academic support services; changing residence hall assignments; providing written notification about existing counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, student financial aid, and other services available for victims at the member College and/or in the community; issuing no contact and no trespassing orders; and increasing security. Factors that may be considered include, but are not limited to, the following: the specific need expressed by the requesting individual; the age and position of the individuals involved; the severity or pervasiveness of the alleged conduct; any continuing effects on the requesting individual; whether the individuals involved share the same residence hall, dining hall, classes, transportation or job location; and, whether any judicial measures, such as court orders, have been taken to protect the requesting individual.

Interim measures may be offered as appropriate to the respondent, as well as to the complainant. Assessment of a party's need to receive an interim measure will generally be made on an individualized basis, as appropriate, based on the information gathered by the Title IX Coordinator. The measures needed by each party may change over time and the Title IX Coordinator should communicate with the parties to evaluate whether the measures provided are necessary and effective based on the parties' evolving needs.

Any measure taken should seek to minimize the burden on the victim while respecting the due process rights of the person accused of engaging in the prohibited conduct. The imposition of any of these measures does not indicate a presumption of guilt, nor does it preclude subsequent disciplinary action. A no contact order in and of itself does not constitute discipline and will not appear in an employee's personnel file or on a student's disciplinary record, but refusal to comply with a no contact order (or other protective measure) is a violation of policy and may result in disciplinary action. A no trespass notice prohibits the presence of an individual in a designated area. Such notices are legally enforceable and, if violated, may lead to arrest.

(C) Interim Suspension

If the VSC has reasonable cause to believe that a student accused of violating Policy 311-A poses a substantial threat to him or herself, the alleged victim, other people, property, or the continuance of normal VSC operations, the VSC may suspend the student for an interim period, pending the outcome of the disciplinary process. Careful consideration should be given to alternative interim measures, such as changing class schedules, changing residence hall

assignments, and issuing no contact orders or building access restrictions, before imposing an interim suspension, so as to avoid depriving a student of his or her education where possible.

An interim suspension may not be imposed without prior notice to the student (either written or oral) of the contemplated suspension and the factual basis for it. The student shall have forty-eight hours in which to submit a letter to or appear personally before the Dean of Students (or the Dean's designee) to contest the interim suspension. The Dean of Students (or the Dean's designee) shall consider: (1) the reliability of the identification of the student; and (2) whether the alleged conduct, if true, based on the surrounding circumstances, reasonably indicates that the continued presence of the student on campus poses a substantial threat to him or herself, the alleged victim, other people, property, or the normal operations of the VSC. The Dean (or the Dean's designee) may require the student to meet certain conditions in lieu of an interim suspension. Unless the Dean of Students (or the Dean's designee) determines that it would be unreasonably difficult or dangerous to delay the interim suspension, the student shall have the opportunity to be heard in person or in writing before the interim suspension takes effect.

V. REPORTING SEXUAL MISCONDUCT, DOMESTIC VIOLENCE, DATING VIOLENCE, SEXUAL ASSAULT, OR STALKING

(A) Report by Victims or Others with Information

Any person (including students, employees, and third parties) who believes that she or he is the victim of sexual misconduct, domestic violence, dating violence, sexual assault, or stalking, or who has information about an alleged incident, may report the incident to the Title IX Coordinator, a designated contact person, a Responsible College Administrator, Public Safety, or Human Resources.

Individuals with a disability may request accommodations to ensure their full and equal participation in reporting incidents of sexual misconduct, domestic violence, dating violence, sexual assault, or stalking, as well as the investigatory and adjudicatory process under this policy. Requests for accommodations in the Policy 311-A process are determined on an individual basis by the Title IX Coordinator, in consultation with the ADA/Section 504 Coordinator as appropriate.

(B) Reporting Obligations of Employees

Except in circumstances where an employee is acting within the scope of his or her role as a specifically-designated confidential resource, employees who are aware or have been made aware of an incident of sexual misconduct, domestic violence, dating violence, sexual assault, or

stalking are required to report this information to one of the following: the Title IX Coordinator, the Dean of Students, the President, or, if the employee works in the Office of the Chancellor, to the Director of Human Resources.

Employees are not expected to and should not investigate alleged incidents, unless this is part of their job duties or they are assigned to investigate a complaint made under this policy. The report should include all known relevant details, including a description of the alleged incident, the names of anyone involved or present, the date, time, and location.

Failure by an employee to report a complaint or alleged acts of sexual misconduct, domestic violence, dating violence, sexual assault, or stalking is considered a violation of policy and may result in disciplinary action. The procedures and mutual obligations of the VSC and the employee under any collective bargaining agreement, or the VSC personnel handbook, will apply to any such disciplinary action.

(C) Reporting to Law Enforcement Agencies

The VSC encourages accurate and prompt reporting of all crimes to Public Safety and/or to state and local enforcement, when the victim of a crime elects to make a report, as well as when the victim is unable to make a report due to physical or mental incapacity. Definitions of consent and the crimes of dating violence, domestic violence, sexual assault, and stalking under Vermont law are set forth in **Exhibit B** to these Procedures. Contact information for Vermont's Special Investigation Units, by county, is set forth in **Exhibit C** to these Procedures. Additional contact information for local law enforcement agencies shall be published on VSC websites and made available at the offices of the Chancellor, President, the Dean of Students, Human Resources, Public Safety, and any campus counseling/health center.

The VSC will not wait for the conclusion of a criminal investigation or proceeding to process complaints or begin its own investigation under this policy. The VSC will, however, comply with valid requests by law enforcement for cooperation in a criminal investigation and may, if so requested, temporarily delay an investigation while law enforcement initially gathers evidence.

In certain circumstances, the VSC may need to report an incident of sexual misconduct, domestic violence, dating violence, sexual assault, or stalking to law enforcement, such as where the incident warrants undertaking safety and security measures for the protection of an individual and/or the VSC community, including those situations where there is clear and imminent danger and/or where a weapon may be involved. The alleged victim may choose whether to assist law enforcement.

VI. FILING A FORMAL SEXUAL MISCONDUCT, DOMESTIC VIOLENCE, DATING VIOLENCE, SEXUAL ASSAULT, OR STALKING COMPLAINT¹

(A) Complaints against Students

A formal complaint of sexual misconduct, domestic violence, dating violence, sexual assault, or stalking by a student shall be filed with the Title IX Coordinator.

(B) Complaints against Employees

A formal complaint of sexual misconduct, domestic violence, dating violence, sexual assault, or stalking by an employee shall be filed with the Title IX Coordinator. A complaint against a Title IX Coordinator shall be filed with the President of the College, who will designate an alternate contact person. A complaint against a President shall be filed with the Chancellor, who will designate an alternate contact person. A formal complaint against an employee in the Office of the Chancellor shall be filed with the VSC Director of Human Resources (or the Director's designee). A complaint against the VSC Director of Human Resources shall be filed with the Chancellor, who will designate an alternate contact person. A formal complaint of such misconduct against the Chancellor shall be filed with the Chair of the Board of Trustees.

Respondents who are represented by a union may exercise their rights, pursuant to federal and state labor law, through this adjudicatory process, including, but not limited to, the right to have a union representative present for any interview or meeting.

(C) Complaints against Third Parties

A formal complaint of sexual misconduct, domestic violence, dating violence, sexual assault, or stalking committed by a third party shall be filed with the Title IX Coordinator. The VSC's ability to take disciplinary action against a third party may be limited, depending on the particular circumstances, but may include banning the third party from campus.

¹ The parties may voluntarily agree to participate in an informal resolution that does not involve a full investigation and adjudication, if all parties consent after receiving a full disclosure of the allegations and their options for formal resolution, and if the VSC determines that the particular complaint is appropriate for informal resolution. The informal resolution process set forth in the *Chancellor's Procedures for Implementation of Policy 311: Non-Discrimination and Prevention for Harassment and Related Unprofessional Conduct*, may be used. The matter would continue to be classified as one arising under Policy 311-A and to be handled by the Title IX Coordinator.

(D) Complaints brought by the VSC

The VSC may investigate and pursue disciplinary action against a respondent whose conduct allegedly violates Policy 311-A even if the alleged victim chooses not to file a formal complaint. If this occurs, the VSC will follow the procedures set forth below to the extent reasonably possible.

(E) Written Complaint

After an initial discussion, the complainant will be asked to prepare a written statement describing the alleged conduct. The statement should include information such as the date and time of the alleged misconduct, the name of the respondent, the circumstances surrounding the alleged conduct, and the identity of any person who may have knowledge or information about the conduct. The complainant may designate a previously-prepared statement (such as an e-mail, an affidavit, or a statement provided to law enforcement) as the complainant's statement. The Title IX Coordinator may draft a statement, based upon the complainant's verbal description of the alleged conduct, for the complainant's review and approval. Complainant's statement may be provided to respondent, at the investigators' discretion, during the course of the investigation but will be provided, in any event, no later than the release of the investigators' report to the parties.

(F) Preliminary Evaluation

The Title IX Coordinator shall review the complainant's written statement to determine whether the allegations, if true, would constitute a violation of Policy 311-A. If the alleged actions of the respondent would be a violation of the policy, the procedures set forth below will be followed. If the alleged actions of the respondent would not be a violation of the policy, the Title IX Coordinator will consider whether the alleged actions would otherwise subject the respondent to discipline. If so, the procedures applicable for handling such other alleged offenses will be followed. The Title IX Coordinator shall take no further action, other than to inform the complainant, if the alleged actions of the respondent as set forth in the written statement, if true, would not constitute an offense subject to discipline.

(G) Notice to Respondent

If the complaint is not dismissed following the preliminary evaluation, the Title IX Coordinator shall inform the respondent, in writing, of the alleged policy violation(s) and provide a summary of complainant's allegations. The notice typically includes the identities of the parties involved, the specific section(s) of Policy 311-A and any other policy that has allegedly been violated, a description of the conduct allegedly constituting the potential violation, and the date and location of the alleged violation. The respondent should also be given a physical copy of and/or the

website links to Policy 311-A and its implementing procedures, as well as information on existing counseling, health and mental health services available on campus and/or in the community. The respondent shall be notified that taking any retaliatory action (directly or through others) against any person involved in the investigation is prohibited and will be considered a separate violation of VSC policy. Copies of the written notice to the respondent shall be provided to the complainant, the Title IX Coordinator, the investigators, and VSC's general counsel.

(H) Acceptance of Responsibility

If at any point during the investigation, a respondent chooses to accept responsibility under this policy, the RCA may issue a determination and impose disciplinary sanctions upon the respondent in accordance with Article VIII below. The RCA may also take other action that is reasonably calculated to address the conduct and prevent its recurrence, including further investigation of the allegations. By accepting responsibility and the imposition of any assigned disciplinary sanction, the respondent waives the right to appeal.

VII. THE INVESTIGATION

(A) Appointing Investigators

The Title IX Coordinator shall appoint two impartial, qualified, and trained investigators to investigate complaints alleging violations of this policy. Investigators may be employees of the member College, other VSC employees, or outside investigators.

The complainant or respondent may raise an objection to the selection of a particular investigator if either believes there is a conflict of interest or demonstrable or reasonably perceived bias on the part of the investigator. Any such objections must be raised upon receipt of notice of the appointments. The RCA shall have final authority in the appointment of investigators.

(B) Conducting the investigation

The investigators shall conduct an investigation that is prompt, fair, impartial, and appropriate under the circumstances. The nature and scope of the investigation is within the discretion of the investigators.

(1) Witnesses and Evidence

The investigators will interview the complainant, respondent, and any witnesses separately. The complainant and respondent will be asked to identify: (a) relevant

evidence they would like the investigators to review; (b) witnesses they would like the investigators to interview; and (c) questions they would like the investigators to ask the witnesses. The investigators have discretion as to what evidence to pursue, which witnesses to interview, and which questions to ask, depending on their determination of what they reasonably believe to be related to the issues in dispute. The investigators may, in their discretion, share the written statements of the parties and witnesses with the complainant and/or respondent at any time during the course of the investigation but, in any event, shall share such statements no later than the release of the investigators' report to the parties.

(2) Cross-Examination

The parties are not permitted to question or cross-examine each other during the course of the investigation but, if they wish, may provide a list of questions they would like the investigators to ask the other party. The investigators have discretion as to whether to ask such questions precisely as posed, to reframe the questions, or to not ask the questions, depending on their determination of what questions would reasonably lead to the discovery of relevant information. Questions about the complainant's sexual history with anyone other than the respondent shall not be permitted.

(3) Advisors

Complainants and respondents are entitled to the same opportunity to have an advisor of their choosing present at any interview or meeting they have with investigators.² Any such advisor may advise the complainant or respondent privately, but cannot act as a speaking advocate. An investigator may terminate the meeting and proceed with the investigation based on otherwise-available information if an advisor refuses to comply with these requirements. Because a Policy 311-A investigation may lead to discipline, a respondent who is a bargaining unit member has the right to be accompanied to the interview by a union representative.

(4) Additional Policy Violations

If, in the course of the investigation, other allegations against the respondent surface which could result in discipline under this policy, other VSC policies, policies of the member College, any collective bargaining agreement, or personnel handbook, the investigators will inform the respondent, in writing, of such allegations and the

² Parties should avoid choosing an advisor who may have relevant information and be interviewed as part of the investigation. A party may change advisors during the course of the investigatory and adjudicatory process. A party may request that the Title IX Coordinator and/or the investigators copy their advisor on communications with the party. Typically each party may have only one advisor present at an interview or meeting, however, in extenuating circumstances, the Title IX Coordinator may grant a party's request for permission to have an additional advisor or support person attend a meeting or interview during the investigatory and adjudicatory process.

respondent will be given an opportunity to respond to the additional allegations before the investigators submit their report. If the alleged additional violations are unrelated to the allegations contained in the complaint, the VSC may choose to address these separately and not as part of the ongoing investigatory and adjudicatory process.

(C) Investigators' Report

At the conclusion of their investigation, the investigators shall prepare a report setting forth their findings and recommendations.

(1) Standard

The findings and recommendations will be reached by applying the preponderance of evidence standard, *i.e.*, whether it is more likely than not that the policy was violated.

(2) The Report

The report shall include:

- A statement summarizing the allegations;
- A procedural summary, including the date the investigators were appointed, the names of the witnesses³ and dates when each was interviewed, and a list of the documents reviewed;
- Applicable definitions, including the definition of the alleged violation(s) of Policy 311-A;
- A summary of the relevant exculpatory and inculpatory evidence;
- The investigators' findings of fact, including how they weighted the evidence and reconciled any significant discrepancies in the statements of witnesses;
- The conclusion, in which the investigators explain how the findings of fact are applied to the standards set forth in Policy 311-A to reach a determination as to whether the policy was violated; and
- Any general recommendations for consideration by the RCA, such as trainings, education, or other actions that may reduce/eliminate prohibited misconduct in the future. Unless specifically requested to do so by the RCA, investigators will not make recommendations about possible sanctions.

³ The names of witnesses are typically redacted from the report. A key as to the identity of the witnesses may be obtained by the parties from the investigators.

(3) Time-frame

The investigation will be conducted as promptly as possible, without compromising thoroughness. The investigators will endeavor to prepare their report within forty-five (45) calendar days from their appointment to serve as investigators, excluding scheduled breaks during the fall and spring semesters. This timeframe may be extended for good cause with written notice to the parties of the delay and the reason(s) for the delay.

(4) Parties' Response

Typically, the investigators shall send the report to the complainant and respondent, with a copy to the Title IX Coordinator but, if warranted by the specific circumstances, the Title IX Coordinator (after consultation with the investigators) may share the report with the parties. To the extent reasonably possible, the parties shall be provided with the report simultaneously. Certain identifying information may be redacted from the materials provided to the complainant and respondent, if necessary, to comply with the Family Educational Rights and Privacy Act of 1974 (FERPA), 20 U.S.C. § 1232g. The parties will each have the opportunity to review the investigators' report and to provide a written response to the report to the investigators within seven (7) calendar days.

(5) Submission of Report

The investigators will send the final report, along with copies of any written responses to the Title IX Coordinator. The Title IX Coordinator will forward the final report (plus any responses, supplements, and attachments) to the RCA, with copies to the VSC's general counsel, the complainant, and the respondent.

VIII. DETERMINATION AND SANCTIONS

(A) Student Respondents

(1) Determination

The RCA is not bound by the investigators' report and may accept or reject the investigators' recommended conclusion in whole or in part, or may request additional relevant information before making a final determination. The complainant and respondent may request to meet individually with the RCA before a final determination is made and may be accompanied by an advisor of their choosing. The advisor may confer privately with the individual but cannot act as a speaking advocate. The RCA may

request to meet with either party or any other person(s) the RCA considers appropriate before making a final determination. The parties have seven (7) calendar days from the date the report is sent to the RCA to request a meeting with the RCA.

After conducting any such meetings and considering the investigators' report, any supplements to the report, and any additional relevant information, the RCA will issue a determination as to whether a violation of Policy 311-A (or a violation of other VSC policies, if applicable) occurred. The determination will be based on the preponderance of the evidence standard.

(2) Disciplinary Action

If the RCA determines that a student has engaged in conduct that violates this policy (or other VSC policies, if applicable), the RCA shall impose disciplinary sanctions on the student. The RCA shall consider what sanctions are: (1) fair and appropriate given the facts of the particular case, including whether the respondent has accepted responsibility for his or her actions, and the impact of separating a student from his or her education; (2) consistent with the sanctions imposed in similar cases; and (3) adequate to protect the safety of the complainant and the VSC community.

Possible disciplinary sanctions include verbal and written warnings, written reprimands, education, counseling, loss of privileges, probationary status, removal from College housing, suspension, dismissal/expulsion, revocation of degree, and/or withholding of transcript or other action determined to be appropriate under the circumstances. The sanctions of probation, removal from College housing, and suspension will be for a particular period of time, ranging from a number of days to a number of semesters, as determined on a case-by-case basis.

Regardless of the finding, other non-disciplinary action may be taken as appropriate under the circumstances, including but not limited to room changes, class changes, building restrictions, extracurricular activity restrictions, modification of no contact orders, and other actions to preserve the right of the complainant to a safe environment.

To the extent permitted by law, the complainant and respondent will be notified, simultaneously and in writing, of: (1) the RCA's determination; (2) the disciplinary sanctions, if any, to be imposed; and (3) the VSC's procedures for complainants and respondents to appeal the determination and disciplinary sanctions. The notification will include the rationale for the determination and for any sanctions. A copy of the RCA's determination shall be sent to the Title IX Coordinator and to VSC's general counsel.

(3) Time-frame

Absent extenuating circumstances, the RCA will endeavor to issue a determination as to whether a violation of VSC's policies has occurred and the imposition of any sanctions (or other action) within fourteen (14) calendar days after receiving the investigators' report or within seven (7) calendar days of obtaining additional information or meeting with the parties, whichever is later. This period may be extended for good cause, with written notification to the parties, if, for example, the RCA determines that further information or investigation is needed.

(B) Employee Respondents

(1) Determination

The RCA is not bound by the investigators' report and may accept or reject the investigators' recommended conclusion in whole or in part, or may request additional relevant information before making a final determination.

Within seven (7) calendar days of receiving the investigators' report or any additional relevant information, whichever is later, the RCA shall notify the complainant and respondent, simultaneously and in writing, of the RCA's initial determination as to whether a violation of Policy 311-A (or a violation of any other policy, agreement or handbook, if applicable) occurred and shall outline the discipline, if any, being contemplated, to the extent permitted by law. The determination will be based on whether the RCA finds, by a preponderance of the evidence, that the respondent violated Policy 311-A (or other applicable VSC policies). The RCA shall consider what sanctions are: (1) fair and appropriate given the facts of the particular case, including whether the respondent has accepted responsibility for his or her actions; (2) consistent with the sanctions imposed in similar cases; and (3) adequate to protect the safety of the complainant and the VSC community.

The complainant and respondent may request to meet individually with the RCA, before a final determination is made, and may be accompanied by an advisor of their choosing. If the respondent is an employee who is covered by a collective bargaining agreement, the procedures and mutual obligations of the VSC and the employee regarding disciplinary action delineated in those agreements will apply.

(2) Disciplinary Action

Within seven (7) calendar days of issuing the initial determination or meeting with the parties, whichever is later, the RCA shall notify the complainant and respondent, simultaneously and in writing, of the RCA's final determination as to whether a violation of Policy 311-A (or a violation of any other policy, agreement or handbook, if applicable) occurred and the disciplinary sanction(s) to be imposed, to the extent permitted by law. The RCA shall also notify the complainant and respondent, in writing, as to any right that the parties may have to appeal the determination and disciplinary action, pursuant to the relevant employee collective bargaining agreement or the VSC personnel handbook for those employees not covered by a collective bargaining agreement. A copy of the RCA's determination shall be sent to the Title IX Coordinator and to VSC's general counsel.

Disciplinary action under existing policies and/or contracts may include verbal warnings, written warnings, written reprimands, probation, suspension, termination of employment, non-renewal of a contract, or other action determined to be appropriate under the circumstances. The sanctions of probation and suspension will be for a particular period of time, ranging from a number of days to a number of semesters, as determined on a case-by-case basis.

Regardless of the finding, other non-disciplinary action may be taken as appropriate under the circumstances, including, but not limited to, extending and modifying no contact orders, room changes, class changes, work schedule changes, building restrictions, and other actions to preserve the rights of the complainant to a safe environment.

(3) Time-frame

Absent extenuating circumstances, the RCA will endeavor to issue a final determination as to whether a violation of the VSC's policies has occurred and the imposition of any discipline (or other action) within the time frame set forth in (1) and (2) above, however this time period may be shorter or longer depending on the circumstances, including any contractual rights of the parties. The parties will be notified if changes are made to the time-frame. A copy of the RCA's determination shall be sent to the Title IX Coordinator and to VSC's general counsel.

IX. APPEAL

(A) Student Respondents

In cases where the respondent is a student, both the complainant and respondent have the right to appeal the outcome on the following grounds: (1) procedural error where the error prevented fundamental fairness; (2) the discovery of previously unavailable evidence that could significantly impact the outcome of the case; (3) the determination is arbitrary and capricious; or (4) the sanction is substantially disproportionate to the findings.

Within seven (7) calendar days of receiving the final determination and notification of any discipline or sanctions to be imposed, the parties may appeal to the President of the College (or the President's designee) by delivering a written statement of appeal to the President and to the Title IX Coordinator. The Title IX Coordinator will notify the other party of the appeal and the other party will be given seven (7) calendar days in which to submit a written response to the appeal to the President (or the President's designee), with a copy to the Title IX Coordinator. Both parties will be informed simultaneously and in writing, of (1) any change to the discipline and/or sanctions imposed while the appeal is pending, and (2) the final decision, to the extent permitted by law. The decision of the President (or the President's designee) is final. A copy of the President's decision shall be sent to the Title IX Coordinator and to VSC's general counsel.

(B) Employee Respondents

In cases where the respondent is an employee, the respondent's right to appeal shall be governed by the relevant employee collective bargaining agreement or the VSC personnel handbook for those employees not covered by a collective bargaining agreement. The complainant may request to meet with the Chancellor. Both parties will be informed simultaneously and in writing, of (1) any change to the discipline and/or sanctions imposed while the appeal is pending, and (2) the final decision, to the extent permitted by law. A copy of the decision shall be sent to the Title IX Coordinator and to VSC's general counsel.

X. NOTICES

For purposes of this policy, written notifications to the parties and written responses from the parties may be hand-delivered, mailed, and/or sent to or from the parties' official VSC e-mail addresses and/or other e-mail addresses if known to the VSC. The same method of communication will be used where practicable for both the complainant and the respondent.

XI. RECORD-KEEPING

The Title IX Coordinator and designated College officials will treat reports of sexual misconduct, domestic violence, dating violence, sexual assault, or stalking and related complaints, investigative reports, and final determinations as confidential, to the extent allowed by law. The Title IX Coordinator will track these reports for statistical and reporting purposes.

XII. EDUCATIONAL PROGRAMMING

The VSC will provide educational programming for students and employees addressing the issues of sexual misconduct, domestic violence, dating violence, sexual assault, and stalking, which will include: (1) primary prevention and awareness programs for incoming students and new employees; (2) safe and positive options for bystander intervention; (3) information on risk reduction to recognize warning signs of abusive behavior; and (4) ongoing prevention and awareness programs for students and employees. The VSC shall take the following steps:

- Include VSC Policy 311-A: *Sexual Misconduct, Domestic Violence, Dating Violence, Sexual Assault, and Stalking* and its implementing procedures on the VSC's Policies and Procedures page of its website (<http://www.vsc.edu/about-vsc/Pages/Policies-and-Procedures.aspx>) and on the websites of member Colleges;
- Include links to Policy 311-A and its implementing procedures in appropriate publications provided to students and employees;
- Provide educational materials on sexual misconduct, dating violence, domestic violence, sexual assault, stalking, and bystander intervention;
- Identify those individuals responsible for overseeing the development and implementation of prevention and awareness programs;
- Develop primary and ongoing prevention and awareness programs for students and employees;
- Select and train Title IX Coordinators;
- Select and train designated contact persons;

- Select and train investigators annually regarding the issues related to sexual misconduct, domestic violence, dating violence, sexual assault, and stalking, and how to conduct investigations that are prompt, fair, and impartial; and
- Train Responsible College Administrators annually and any others responsible for adjudicating complaints and considering appeals regarding the issues related to sexual misconduct, domestic violence, dating violence, sexual assault, and stalking, and how to conduct an adjudication process that is prompt, fair, and impartial.

The member Colleges and the Office of the Chancellor shall continue to support, monitor and revise the educational prevention and awareness programs and informational materials as they work toward the goals of eliminating sexual misconduct, domestic violence, dating violence, sexual assault, and stalking and of enhancing mutual trust and respect.

XIII. OTHER REMEDIES

Individuals who believe that their rights under Title IX have been violated may file a claim with the United States Department of Education's Office for Civil Rights:

Regional Office

Office for Civil Rights
8th Floor
5 Post Office Square
Boston, MA 02109-3921

Telephone: 617-289-0111

FAX: 617-289-0150

TDD: 800-877-8339

Email: OCR.Boston@ed.gov

National Headquarters

Office for Civil Rights
Lyndon Baines Johnson Dep't of Education Bldg
400 Maryland Avenue, SW
Washington, DC 20202-1100

Telephone: 800-421-3481

FAX: 202-453-6012

TDD: 800-877-8339

Email: OCR@ed.gov

Revised effective January 30, 2018.

Revised contact information for Coordinators in Appendix A and Special Investigation Unit Contacts in Appendix C effective September 1, 2018

**Appendix A to Chancellor's Procedures for Implementation of Policy 311-A:
Sexual Misconduct, Domestic Violence, Dating Violence, Sexual Assault, and Stalking**

TITLE IX COORDINATORS

Office of the Chancellor: **Nancy Shaw**, Title IX Coordinator
Director of Human Resources
575 Stone Cutters Way, Montpelier, VT 05602
Nancy.Shaw@vsc.edu
(802) 224-3011

Castleton University: **Janet Hazelton**, Title IX Coordinator
Director of Human Resources
Woodruff Hall, 62 Alumni Drive, Castleton, VT 05735
Janet.Hazelton@castleton.edu
(802) 468-1207

Victoria Angis, Deputy Title IX Coordinator (Students)
Associate Dean of Students
Campus Center, Room 162, 42 University Drive,
Castleton, VT 05735
Victoria.Angis@castleton.edu
(802) 468-1231

Deanna Tyson, Deputy Title IX Coordinator (Athletics)
Associate Dean for Athletics and Recreation
Spartan Athletic Complex, Room 186, 190 University
Drive, Castleton, VT 05735
Deanna.Tyson@castleton.edu
(802) 468-1365

Community College of Vermont: **Angela Albeck**, Title IX Coordinator and Equity Officer*
Associate Dean of Students
1 Abenaki Way, Winooski, VT 05404
Angela.Albeck@ccv.edu
(802) 654-0690

Robert "Bo" Finnegan, Deputy Title IX Coordinator
Director of Human Resources
660 Elm Street, Montpelier, VT 05602

Revised effective September 1, 2018

Robert.Finnegan@ccv.edu

(802) 828-2816

*Designated contact persons for each CCV site are listed at:

<http://ccv.edu/documents/2014/10/sexual-harassment-contacts-2014.pdf>

Northern Vermont University:

Michele Whitmore, Title IX Coordinator

Associate Dean of Students

Dewey Hall, 337 College Hill, Johnson, VT 05656

Michele.Whitmore@NorthernVermont.edu

(802) 635-1452

Denise Moses, Deputy Title IX Coordinator (Students)

Coordinator of Academic Success

LAC, Room 325

1001 College Road, Lyndonville, VT 05851

Denise.Moses@NorthernVermont.edu

(802) 626-6424

Katrina Meigs, Deputy Title IX Coordinator (Employees)

Director of Human Resources

Vail, Room 365

1001 College Road, Lyndonville, VT 05851

Katrina.Meigs@NorthernVermont.edu

(802) 626-4865

Vermont Technical College:

Mary Kathryn Juskiewicz, Title IX Coordinator

Director of Residence Life

Room 122B, Office of Student Affairs

124 Admin Drive, Randolph Center, VT 05061

MJuskiew@vtc.vsc.edu

(802) 728-1673

Inquiries regarding the application of Title IX and other laws, regulations and policies prohibiting discrimination may also be directed to the United States Department of Education's Office for Civil Rights at 5 Post Office Square, 8th Floor, Boston, MA 02109-3921; Tel: (617) 289-0111; Fax: (617) 289-0150; Email: OCR.Boston@ed.gov

**Appendix B to Chancellor’s Procedures for Implementation of Policy 311-A:
Sexual Misconduct, Domestic Violence, Dating Violence, Sexual Assault, and Stalking**

**DEFINITIONS OF CONSENT, DATING VIOLENCE, DOMESTIC VIOLENCE,
SEXUAL ASSAULT AND STALKING UNDER VERMONT LAW**

Dating and Domestic Violence

15 V.S.A. § 1101. Definitions

“The following words as used in this chapter shall have the following meanings: . . .

(2) ‘Household members’ means persons who, for any period of time, are living or have lived together, are sharing or have shared occupancy of a dwelling, are engaged in or have engaged in a sexual relationship, or minors or adults who are dating or who have dated. "Dating" means a social relationship of a romantic nature. Factors that the court may consider when determining whether a dating relationship exists or existed include:

- (A) the nature of the relationship;
- (B) the length of time the relationship has existed;
- (C) the frequency of interaction between the parties;
- (D) the length of time since the relationship was terminated, if applicable.”

13 V.S.A. § 1041. Definition

“As used in this subchapter, ‘family or household members’ means persons who are eligible for relief from abuse under chapter 21 of Title 15.”

13 V.S.A. § 1042. Domestic assault

“Any person who attempts to cause or wilfully or recklessly causes bodily injury to a family or household member, or wilfully causes a family or household member to fear imminent serious bodily injury shall be imprisoned not more than 18 months or fined not more than \$5,000.00, or both.”

13 V.S.A. § 1043. First degree aggravated domestic assault

“(a) A person commits the crime of first degree aggravated domestic assault if the person:

- (1) attempts to cause or wilfully or recklessly causes serious bodily injury to a family or household member; or
- (2) uses, attempts to use or is armed with a deadly weapon and threatens to use the deadly weapon on a family or household member; or
- (3) commits the crime of domestic assault and has been previously convicted of aggravated domestic assault.”

13 V.S.A. § 1044. Second degree aggravated domestic assault

“(a) A person commits the crime of second degree aggravated domestic assault if the person:

- (1) commits the crime of domestic assault and such conduct violates:
 - (A) specific conditions of a criminal court order in effect at the time of the offense imposed to protect that other person;
 - (B) a final abuse prevention order issued under 15 V.S.A. § 1103 or a similar order issued in another jurisdiction;
 - (C) a final order against stalking or sexual assault issued under 12 V.S.A. § 5133 or a similar order issued in another jurisdiction; or
 - (D) a final order against abuse of a vulnerable adult issued under 33 V.S.A. § 6935 or a similar order issued in another jurisdiction.
- (2) commits the crime of domestic assault; and
 - (A) has a prior conviction within the last 10 years for violating an abuse prevention order issued under section 1030 of this title; or
 - (B) has a prior conviction for domestic assault under section 1042 of this title.”

Consent and Sexual Assault

13 V.S.A. § 3251. Definitions

“As used in this chapter:

(1) A ‘sexual act’ means conduct between persons consisting of contact between the penis and the vulva, the penis and the anus, the mouth and the penis, the mouth and the vulva, or any intrusion, however slight, by any part of a person's body or any object into the genital or anal opening of another.

(2) ‘Sexual conduct’ means any conduct or behavior relating to sexual activities of the complaining witness, including but not limited to prior experience of sexual acts, use of contraceptives, living arrangement and mode of living.

(3) ‘Consent’ means words or actions by a person indicating a voluntary agreement to engage in a sexual act.

- (4) 'Serious bodily injury' shall have the same meaning as in subdivision 1021(2) of this title.
- (5) 'Bodily injury' means physical pain, illness or any impairment of physical condition.
- (6) 'Actor' means a person charged with sexual assault or aggravated sexual assault.
- (7) 'Deadly force' means physical force which a person uses with the intent of causing, or which the person knows or should have known would create a substantial risk of causing, death or serious bodily injury.
- (8) 'Deadly weapon' means:
 - (A) any firearm; or
 - (B) any weapon, device, instrument, material or substance, whether animate or inanimate, which in the manner it is used or is intended to be used, is known to be capable of producing death or serious bodily injury."

13 V.S.A. § 3252. Sexual assault

“(a) No person shall engage in a sexual act with another person and compel the other person to participate in a sexual act:

- (1) without the consent of the other person; or
 - (2) by threatening or coercing the other person; or
 - (3) by placing the other person in fear that any person will suffer imminent bodily injury.
- (b) No person shall engage in a sexual act with another person and impair substantially the ability of the other person to appraise or control conduct by administering or employing drugs or intoxicants without the knowledge or against the will of the other person.
- (c) No person shall engage in a sexual act with a child who is under the age of 16, except:
- (1) where the persons are married to each other and the sexual act is consensual; or
 - (2) where the person is less than 19 years old, the child is at least 15 years old, and the sexual act is consensual.
- (d) No person shall engage in a sexual act with a child who is under the age of 18 and is entrusted to the actor's care by authority of law or is the actor's child, grandchild, foster child, adopted child, or stepchild.
- (e) No person shall engage in a sexual act with a child under the age of 16 if:
- (1) the victim is entrusted to the actor's care by authority of law or is the actor's child, grandchild, foster child, adopted child, or stepchild; or

(2) the actor is at least 18 years of age, resides in the victim's household, and serves in a parental role with respect to the victim.”

13 V.S.A. § 3253. Aggravated sexual assault

“(a) A person commits the crime of aggravated sexual assault if the person commits sexual assault under any one of the following circumstances:

- (1) At the time of the sexual assault, the actor causes serious bodily injury to the victim or to another.
- (2) The actor is joined or assisted by one or more persons in physically restraining, assaulting or sexually assaulting the victim.
- (3) The actor commits the sexual act under circumstances which constitute the crime of kidnapping.
- (4) The actor has previously been convicted in this state of sexual assault under subsection 3252(a) or (b) of this title or aggravated sexual assault or has been convicted in any jurisdiction in the United States or territories of an offense which would constitute sexual assault under subsection 3252(a) or (b) of this title or aggravated sexual assault if committed in this state.
- (5) At the time of the sexual assault, the actor is armed with a deadly weapon and uses or threatens to use the deadly weapon on the victim or on another.
- (6) At the time of the sexual assault, the actor threatens to cause imminent serious bodily injury to the victim or to another and the victim reasonably believes that the actor has the present ability to carry out the threat.
- (7) At the time of the sexual assault, the actor applies deadly force to the victim.
- (8) The victim is under the age of 13 and the actor is at least 18 years of age.
- (9) The victim is subjected by the actor to repeated nonconsensual sexual acts as part of the same occurrence or the victim is subjected to repeated nonconsensual sexual acts as part of the actor's common scheme and plan.”

Stalking

13 V.S.A. § 1061. Definitions

“As used in this subchapter:

- (1) (A) ‘Course of conduct’ means two or more acts over a period of time, however short, in which a person follows, monitors, surveils, threatens, or makes threats about another person, or interferes with another person’s property. This definition shall apply to acts conducted by the person directly or indirectly, and by any action, method, device, or means. Constitutionally protected activity is not included within the meaning of ‘course of conduct.’
(B) As used in subdivision (A) of this subdivision (1), threaten shall not be construed to require an express or overt threat.
- (2) ‘Emotional distress’ means significant mental suffering or distress that may, but does not necessarily, require medical or other professional treatment or counseling.
- (3) ‘Reasonable person’ means a reasonable person in the victim’s circumstances.

(4) ‘Stalk’ means to engage purposefully in a course of conduct directed at a specific person that the person engaging in the conduct knows or should know would cause a reasonable person to fear for his or her safety or the safety of another or would cause a reasonable person substantial emotional distress.

13 V.S.A. § 1062. Stalking

“Any person who intentionally stalks another person shall be imprisoned not more than two years or fined not more than \$5,000.00, or both.”

13 V.S.A. § 1063. Aggravated stalking

“(a) A person commits the crime of aggravated stalking if the person intentionally stalks another person, and:

- (1) such conduct violates a court order that prohibits stalking and is in effect at the time of the offense;
- (2) has been previously convicted of stalking or aggravated stalking;
- (3) has been previously convicted of an offense an element of which involves an act of violence against the same person;
- (4) the person being stalked is under 16 years of age; or
- (5) had a deadly weapon, as defined in section 1021 of this title, in his or her possession while engaged in the act of stalking.

(b) A person who commits the crime of aggravated stalking shall be imprisoned not more than five years or be fined not more than \$25,000.00, or both.

(c) Conduct constituting the offense of aggravated stalking shall be considered a violent act for the purposes of determining bail.”

13 V.S.A. § 1064. Defenses

“In a prosecution under this subchapter, it shall not be a defense that the defendant was not provided actual notice that the course of conduct was unwanted.”

Orders against Stalking or Sexual Assault

12 V.S.A. § 5131. Definitions

“As used in this chapter:

- (1) (A) ‘Course of conduct’ means two or more acts over a period of time, however short, in which a person follows, monitors, surveils, threatens, or makes threats about another person, or interferes with another person’s property. This definition shall apply to acts conducted by the person directly or indirectly, and by any action, method, device, or means. Constitutionally protected activity is not included within the meaning of ‘course of conduct.’

- (B) As used in subdivision (A) of this subdivision (1), threaten shall not be construed to require an express or overt threat.
- (2) [Repealed.]
- (3) ‘Nonphysical contact’ includes telephone calls, mail, e-mail, social media commentary or comment, or other electronic communication, fax, and written notes.
- (4) ‘Reasonable person’ means a reasonable person in the victim’s circumstances.
- (5) ‘Sexually assaulted the plaintiff’ means that the defendant engaged in conduct that meets elements of lewd and lascivious conduct as defined in 13 V.S.A. § 2601, lewd and lascivious conduct with a child as defined in 13 V.S.A. § 2602, sexual assault as defined in 13 V.S.A. § 3252, aggravated sexual assault as defined in 13 V.S.A. § 3253, use of a child in a sexual performance as defined in 13 V.S.A. § 2822, or consenting to a sexual performance as defined in 13 V.S.A. § 2823 and that the plaintiff was the victim of the offense.
- (6) ‘Stalk’ means to engage purposefully in a course of conduct that the person engaging in the conduct knows or should know would cause a reasonable person to:
- (A) fear for his or her safety or the safety of a family member; or
 - (B) suffer substantial emotional distress as evidenced by:
 - (i) a fear of unlawful sexual conduct, unlawful restraint, bodily injury, or death; or
 - (ii) significant modifications in the person’s actions or routines, including moving from an established residence, changes to established daily routes to and from work that cause a serious disruption in the person’s life, changes to the person’s employment or work schedule, or the loss of a job or time from work.
- (7) ‘Stay away’ means to refrain from knowingly:
- (A) initiating or maintaining a physical presence near the plaintiff;
 - (B) engaging in nonphysical contact with the plaintiff directly or indirectly; or
 - (C) engaging in nonphysical contact with the plaintiff through third parties who may or may not know of the order.
- (8) [Repealed.]”

12 V.S.A. § 5132. Jurisdiction and venue

“(a) The Superior Court shall have jurisdiction over proceedings under this chapter.

(b) Proceedings under this chapter may be commenced in the county in which the plaintiff resides. If the plaintiff has left his or her residence to avoid being stalked or sexually assaulted, the plaintiff shall have the option to bring an action in the county of the previous residence or the county of the new residence.”

12 V.S.A. § 5133. Requests for an Order against Stalking or Sexual Assault

“(a) A person, other than a family or household member as defined in 15 V.S.A. § 1101(2), may seek an order against stalking or sexual assault on behalf of him- or herself or his or her children by filing a complaint under this chapter. A minor 16 years of age or older may file a complaint under this chapter seeking relief on his or her own behalf. The plaintiff shall submit an affidavit in support of the order.

- (b) Except as provided in section 5134 of this title, the court shall grant the order only after notice to the defendant and a hearing. The plaintiff shall have the burden of proving by a preponderance of the evidence that the defendant stalked or sexually assaulted the plaintiff.
- (c) In a hearing under this chapter, neither opinion evidence of nor evidence of the reputation of the plaintiff's sexual conduct shall be admitted. Evidence of prior sexual conduct of the plaintiff shall not be admitted; provided, however, where it bears on the credibility of the plaintiff or it is material to a fact at issue and its probative value outweighs its private character, the court may admit any of the following:
- (1) evidence of the plaintiff's past sexual conduct with the defendant;
 - (2) evidence of specific instances of the plaintiff's sexual conduct showing the source of origin of semen, pregnancy, or disease; or
 - (3) evidence of specific instances of the plaintiff's past false allegations of violations of 13 V.S.A. chapter 59 or 72.
- (d) If the court finds by a preponderance of evidence that the defendant has stalked or sexually assaulted the plaintiff, or has been convicted of stalking or sexually assaulting the plaintiff, the court shall order the defendant to stay away from the plaintiff or the plaintiff's children, or both, and may make any other order it deems necessary to protect the plaintiff or the plaintiff's children, or both.
- (e) Relief shall be granted for a fixed period, at the expiration of which time the court may extend any order, upon motion of the plaintiff, for such additional time as it deems necessary to protect the plaintiff or the plaintiff's children, or both. It is not necessary for the court to find that the defendant stalked or sexually assaulted the plaintiff during the pendency of the order to extend the terms of the order. The court may modify its order at any subsequent time upon motion by either party and a showing of a substantial change in circumstance.
- (f) No filing fee shall be required.
- (g) Every order under this chapter shall contain the name of the court, the names of the parties, the date of the petition, and the date and time of the order and shall be signed by the judge.
- (h) Form complaints and form orders for an 'Order Against Stalking or Sexual Assault' shall be provided by the Court Administrator and shall be maintained by the clerks of the courts.
- (i) When findings are required under this section, the court shall make either written findings of fact or oral findings of fact on the record.
- (j) Every final order issued under this section shall bear the following language: 'VIOLATION OF THIS ORDER IS A CRIME SUBJECT TO A TERM OF IMPRISONMENT OR A FINE, OR BOTH, AND MAY ALSO BE PROSECUTED AS CRIMINAL CONTEMPT PUNISHABLE BY FINE OR IMPRISONMENT, OR BOTH.'

(k) Affidavit forms required pursuant to this section shall bear the following language:
‘MAKING FALSE STATEMENTS IN THIS AFFIDAVIT IS A CRIME SUBJECT TO A TERM OF IMPRISONMENT OR A FINE, OR BOTH, AS PROVIDED BY 13 V.S.A. § 2904.’

(l) A finding by the court pursuant to this chapter that the defendant stalked or sexually assaulted the plaintiff shall not be admissible in any subsequent civil proceedings for the purpose of establishing liability.”

12 V.S.A. § 5134. Emergency relief

“(a) In accordance with the Vermont Rules of Civil Procedure, a person other than a family or household member as defined in 15 V.S.A. § 1001(2) may file a complaint for a temporary order against stalking or sexual assault. Such complaint shall be filed during regular court hours. The plaintiff shall submit an affidavit in support of the order. The court may issue a temporary order under this chapter ex parte, without notice to the defendant, upon motion and findings by the court that the defendant has stalked or sexually assaulted the plaintiff. The court may order the defendant to stay away from the plaintiff or the plaintiff’s children, or both, and may make any other such order it deems necessary to protect the plaintiff or the plaintiff’s children, or both.

(b) Every order issued under this section shall contain the name of the court, the names of the parties, the date of the petition, and the date and time of the order and shall be signed by the judge. Every order issued under this section shall state upon its face a date, time, and place that the defendant may appear to petition the court for modification or discharge of the order. This opportunity to contest shall be scheduled as soon as reasonably possible, which in no event shall be more than 14 days from the date of issuance of the order. At such hearings, the plaintiff shall have the burden of proving by a preponderance of the evidence that the defendant stalked or sexually assaulted the plaintiff. If the court finds that the plaintiff has met his or her burden, it shall continue the order in effect and make such other orders as it deems necessary to protect the plaintiff or the plaintiff’s children, or both.

(c) Form complaints and form orders shall be provided by the Court Administrator and shall be maintained by the clerks of the courts.

(d) Every order issued under this chapter shall bear the following language: ‘VIOLATION OF THIS ORDER IS A CRIME SUBJECT TO A TERM OF IMPRISONMENT OR A FINE, OR BOTH, AND MAY ALSO BE PROSECUTED AS CRIMINAL CONTEMPT PUNISHABLE BY FINE OR IMPRISONMENT, OR BOTH.’

(e) Affidavit forms required pursuant to this section shall bear the following language:
‘MAKING FALSE STATEMENTS IN THIS AFFIDAVIT IS A CRIME SUBJECT TO A TERM OF IMPRISONMENT OR A FINE, OR BOTH, AS PROVIDED BY 13 V.S.A. § 2904.’”

**Appendix C to Chancellor’s Procedures for Implementation of Policy 311-A:
 Sexual Misconduct, Domestic Violence, Dating Violence, Sexual Assault and Stalking
 CONTACT INFORMATION FOR VERMONT’S SPECIAL INVESTIGATION UNITS**

| | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p align="center"><u>Addison County</u> Addison County Unit for Special Investigations Fred Saar Executive Director 35 Court Street Middlebury, VT 05753 (802) 274-5724 Fred.Saar@partner.vermont.gov</p> | <p align="center"><u>Bennington County</u> Bennington County Child Advocacy Center/ SIU Joy Kitchell Executive Director P.O. Box 163 129 Elm Street Bennington VT 05201 (802) 442-5107 Joy.Kitchell@partner.vermont.gov</p> | <p align="center"><u>Caledonia and Southern Essex Counties</u> Caledonia Children’s Advocacy Center/SIU Christopher St. Cyr Executive Director PO Box 272 Saint Johnsbury, VT 05819 (802) 424-1227 Christopher.StCyr@partner.vermont.gov</p> |
| <p align="center"><u>Chittenden County</u> Chittenden Children’s Advocacy Center/CUSI Veronica Rathgeb Executive Director 50 Cherry Street, Suite 102 Burlington, VT 05401 (802) 652-0991 vrathgeb@bpdvt.org</p> | <p align="center"><u>Franklin & Grand Isle Counties</u> Northwest Unit for Special Investigations NUSI/CAC Robert White Executive Director 5 Lemnah Drive St. Albans, VT 05478 (802) 524-7961 Robert.White@vermont.gov</p> | <p align="center"><u>Lamoille County</u> Lamoille County Special Investigation Unit/CAC Tracy Patnoe Executive Director P.O. Box 16 Hyde Park, VT 05655 (802)-851-8116 info@lamoillesiu.org</p> |
| <p align="center"><u>Orange County</u> Orange County SIU/CAC Patti Shane Executive Director 354 VT Route 110 PO Box 254 Chelsea, VT 05038 (802) 685-4712 pshane@orangecountyvt.gov</p> | <p align="center"><u>Orleans & Northern Essex Co.</u> The Orleans County Child Advocacy Center/SIU Dawn Kelly, Executive Director 55 Seymour Lane, Suite 2 PO Box 1133 Newport, VT 05855 (802) 334-6002 Dawn.kelly@partner.vermont.gov</p> | <p align="center"><u>Rutland County</u> Child First Advocacy Center/ Rutland Unit for Special Inv. Wendy Loomis, Exec. Dir. 80 West Street P.O. Box 6822 Rutland, VT 05702 (802) 747-0200 Wendy.Loomis@partner.vermont.gov</p> |
| <p align="center"><u>Washington County</u> OUR House of Central Vermont, Inc. CAC/SIU Rebecca Duranleau Executive Director 38 Summer Street Barre, Vermont 05641 (802) 476-8825 ourhousebarredirector@gmail.com</p> | <p align="center"><u>Windham County</u> Windham County Safe Place CAC/ SUSI Alyssa Todd Executive Director 112 Hardwood Way Brattleboro, VT 05301 (802) 579-1358 Alyssa.todd@partner.vermont.gov</p> | <p align="center"><u>Windsor County</u> The CACs of the Family Place/ Windsor County SIU Julie Gaudette, Director 319 US Route 5, South Norwich, VT 05055 (802) 295-3882 julie@the-family-place.org</p> |



Manual of Policy and Procedures

| | | |
|---------------------------------------------------------------------------|-------------------------------|--------------------|
| Title TRUSTEE AND EXECUTIVE CONFLICT OF INTEREST POLICY | Number 207 | Page 1 of 3 |
| | Date 10/25/2007 | |

GENERAL POLICY STATEMENT

It is important to the proper operation of the Vermont State Colleges system that its Trustees and Executives be independent and impartial; that system decisions and policy be made fairly and impartially, on the merits of the matter at issue; that Trustee and Executive positions not be used for private gain other than the remuneration provided by the Vermont State Colleges system; and that there be public confidence in the integrity of the Vermont State Colleges system.

It is also essential to the proper operation of the Vermont State Colleges system that those best qualified not be discouraged from serving as Trustees or Executives by requiring them to relinquish totally the opportunity to further their own interest, at least where such interests do not create irreconcilable conflicts with their official responsibilities.

In order to ensure fairness and impartiality in the conduct of Vermont State Colleges business, while, at the same time, encouraging the recruitment and retention of those best qualified to serve the Vermont State Colleges system, the Board of Trustees of the Vermont State Colleges adopts the following Conflict of Interest Policy.

Except where otherwise provided by law, members of the Board of Trustees and all Executives shall be subject to provisions of this policy. Nothing in this policy shall exempt Trustees or Executives from any other requirement of law or any duly adopted Vermont State Colleges personnel policy.

I. Definitions

As used in this policy:

- a) "Trustee" means any member of the Vermont State Colleges Board of Trustees.
- b) "Executive" means any senior management position of the Vermont State Colleges

including the Chancellor, the Vice Presidents, the General Counsel and the College Presidents or other similar positions that may be added over time. If the context so requires, “Executive” also may include the designee of an Executive.

- c) “Appearance of a conflict of interest” means the impression that a reasonable member of the public might have that a Trustee’s or Executive’s judgment might be significantly influenced by outside interests, even though there is no actual conflict of interest.
- d) “Conflict of interest” means a significant interest of a Trustee or Executive or such an interest, known to the Trustee or Executive, of a member of his or her immediate family or household or of a business associate, in the outcome of any particular matter pending before the Trustee or Executive. “Conflict of interest” does not include any interest that (i) is no greater than that of other persons generally affected by the outcome of the matter; or (ii) has been disclosed and found not to be significant.
- e) “Private Entity” means any person or any corporation, partnership, joint venture or association, whether organized for profit or not for profit, except those specifically chartered by the State of Vermont or which relies upon taxes for at least 50 percent of its revenues.

II. General Conduct

- A. A Trustee or Executive shall take all reasonable steps to avoid any action or circumstances, whether or not specifically prohibited by this policy, which might result in:
 - 1. Undermining his or her independence or impartiality or action;
 - 2. Taking official action on the basis of unfair considerations;
 - 3. Giving preferential treatment to any private entity on the basis of unfair considerations;
 - 4. Giving preferential treatment to any family member or member of the Trustee’s or Executive’s household;
 - 5. Using his or her position for the advancement of personal interest;
 - 6. Using his or her position to secure special privileges or exemptions; or
 - 7. Affecting adversely the confidence of the public in the integrity of the Vermont State Colleges.
- B. Every Trustee and Executive shall be true and faithful to the Vermont State Colleges; will not, directly or indirectly, do any act or things injurious to the Vermont Constitution or of the Vermont State Colleges; will faithfully execute the position which he or she holds; and will therein do equal right and justice to all men and women, to the best of his or her judgment and ability, according to law.
- C. A Trustee or Executive shall disclose a conflict of interest or appearance of a conflict of interest. A Trustee and the Chancellor shall disclose a conflict or appearance of a conflict to the Chairman of the Board of Trustees. Should the Chairman need to disclose a

conflict of interest or appearance of a conflict of interest he/she shall do so to the full Board of Trustees. Executives shall disclose a conflict of interest or appearance of a conflict of interest to the Chancellor.

- D. A Trustee or Executive shall recuse himself/herself from the decision making process or outcome involving a conflict of interest or appearance of a conflict of interest. Any dispute as to whether a conflict of interest or appearance of conflict of interest exists shall be resolved by the Board.

III. Personal Interests, Outside Employment, and Financial Activities

Ethical Rules While in Vermont State Colleges Service:

1. A Trustee or Executive shall not take any action on behalf of the VSC on any matter in which he or she has, or is believed to have, a conflict of interest or the appearance of a conflict of interest until such time as a determination is made, after full disclosure, that the Trustee or Executive may take such action without violating this Policy.
2. A Trustee or Executive shall not take any official action that materially advances the interest of any entity with which the Trustee or Executive is actively seeking employment or in which the Trustee or Executive, or any member of his or her immediate family, household or a business associate, has a significant interest.
3. A Trustee or Executive shall not solicit or receive any payment, gift, or favor based on any understanding that it may influence any official action.
4. A Trustee or Executive shall not accept gifts or trips from private interests if the gifts or trips:
 - i. are or reasonably could be perceived as a quid pro quo;
 - ii. are intended to influence any decision by the Trustee or Executive; or
 - iii. create an appearance of a conflict of interest.
5. Absent specific law requiring disclosure, a Trustee or Executive, both during and after VSC service, shall not disclose any confidential or privileged information obtained while in Vermont State Colleges service.

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

VERMONT STATE COLLEGES SYSTEM (VSCS) ANNUAL TRUSTEE COMPLIANCE ACKNOWLEDGEMENT AND CONFLICT OF INTEREST DISCLOSURE FORM

Trustees of the VSCS must complete this form annually and update the disclosures as necessary

As reflected in the first five words of the VSCS mission statement—“for the benefit of Vermont”—all members of the VSCS community, including Trustees, are expected to conduct themselves in a manner that demonstrates this objective. Community members must act according to the highest ethical standards in all circumstances and conduct themselves with integrity, honesty, openness and transparency. The VSCS is committed to upholding the ethical, professional and legal standards outlined in its policies and mandated by federal and state law.

COMPLIANCE WITH LAWS, RULES AND REGULATIONS

Performing your responsibilities as a Trustee on behalf of the VSCS must be consistent with all applicable laws and regulations, including but not limited to those of the United States and the State of Vermont, and with System policies and procedures. You recognize your responsibility to understand and comply with the laws, regulations, policies, procedures and ethical standards as they apply to your performance as a Trustee, and for keeping that understanding up to date. You are responsible for seeking answers, from appropriate VSCS personnel or other sources, to any questions about those laws, regulations, policies, procedures and standards.

CONFIDENTIALITY

In your role as a Trustee, you receive or have access to confidential information regarding negotiations, transactions, legal affairs and other non-public issues (e.g., student or employee specific information) either during executive sessions of Board or Committee meetings, or in other contexts within the VSCS. You recognize your obligation as a Trustee to maintain such information confidential and to be familiar with the specific regulations, policies and state and federal laws governing the release of information (such as Vermont’s Public Records Act, FERPA). You further acknowledge that use of any confidential information in a manner that benefits you, your family or your business associates is a violation of your fiduciary duty to the VSCS and possibly a violation of the law.

HARASSMENT AND DISCRIMINATION

All Trustees, staff, faculty, students and others have a right to a VSCS environment free of discrimination and harassment, including sexual harassment. ***VSCS Policy 311 – Non-Discrimination and Prevention of Harassment and Related Unprofessional Conduct*** prohibits discrimination based on sex, race, color, religion, age, sexual orientation, gender identity, national origin, ethnicity, place of birth, ancestry, creed, religion, disability, veteran status, marital status, genetic information, positive HIV-related blood test results or any other status protected by state or federal law. Both ***Policy 311*** and ***Policy 311-A – Sexual Misconduct, Domestic Violence, Dating Violence, Sexual Assault, and Stalking*** require the VSCS to comply with Title IX of the Higher Education Amendments Act of 1972, which prohibits discrimination on the basis of sex in its education program and activities, admission and employment.

REPORTING FRAUDULENT, ILLEGAL OR IMPROPER ACTIVITIES

If you become aware that a person or entity is violating VSCS policies or the law, you are encouraged to report your concerns to the Board Chair or the Chancellor. Alternatively, you may report such concerns anonymously and confidentially using the Whistleblower Hotline (EthicsPoint) at <https://secure.ethicspoint.com/domain/media/en/gui/25224/index.html> or by calling (866) 215-4016. See ***Policy 211 – Whistleblower Policy for Reporting Fraudulent, Illegal or Improper Activities*** and its Implementing Procedures.

I have read the preceding information and I will follow, to the best of my ability and knowledge, all laws, regulations, policies and procedures that apply to my role as a Trustee.

Acknowledged:

| | | |
|-------------------|------|--------------|
| Trustee Signature | Date | Trustee Name |
|-------------------|------|--------------|

CONFLICT OF INTEREST

VSC Policy 207 states: “It is important to the proper operation of the Vermont State Colleges system that its Trustees and Executives be independent and impartial; that system decisions and policy be made fairly and impartially, on the merits of the matter at issue; that Trustee and Executive positions not be used for private gain other than the remuneration provided by the Vermont State Colleges system; and that there be public confidence in the integrity of the Vermont State Colleges system.”

Trustees and Executives shall disclose any conflict of interest or appearance of a conflict of interest. From Policy 207:

“Conflict of interest” means a significant interest of a Trustee or Executive or such an interest, known to the Trustee or Executive, of a member of his or her immediate family or household or of a business associate, in the outcome of any particular matter pending before the Trustee or Executive. “Conflict of interest” does not include any interest that (i) is no greater than that of other persons generally affected by the outcome of the matter; or (ii) has been disclosed and found not to be significant.

“Appearance of a conflict of interest” means the impression that a reasonable member of the public might have that a Trustee’s or Executive’s judgment might be significantly influenced by outside interests, even though there is no actual conflict of interest.

Please complete and sign the following:

- I have no conflict or appearance of conflict of interest to report.*
- I have the following conflict(s) or appearance of conflict(s) of interest to report:*
 1. _____
 2. _____
 3. _____

In submitting this form, I affirm that I have read and clearly understand the Vermont State Colleges System Policy 207 on Conflict of Interest and that the above information is true and complete to the best of my knowledge; and I also accept responsibility for complying with the Vermont State Colleges policy on Conflict of Interest and assume responsibility for updating this disclosure as necessary.

| | |
|-----------|------|
| Signature | Date |
|-----------|------|

Item 2:
Panel Bios

Deloitte's Higher Ed Team: Megan E. Cluver



Megan E. Cluver
Deloitte Senior Manager

Sample Experience

Carnegie Mellon University
University of Alabama
University of Oklahoma
American University
The College of the Holy Cross
Seton Hall
Michigan State University
Washington University St. Louis
University of North Carolina
Chapel Hall
University of Kansas
University of Kentucky Health System
University of Connecticut
University of Wisconsin

Megan is a Senior Manager with Deloitte's Higher Education team. Megan has more than ten years of experience assisting universities and academic medical centers with institutional strategy, organizational design, and operations. Her work has included transformational projects to increase service effectiveness and reduce administrative overhead across all facets of the university, as well as targeted service delivery redesign projects. Foundational to the success of Megan's work has been strong client partnerships and a change management focus.

Megan has presented on the topics of transformational change and service delivery at NACUBO and NCURA events.

Select Publications and Presentations – Higher Education

- *Managing Transformational Change* – from the Business Officer's Seat, NACUBO Annual Conference, July 2017
- *Ensuring Successful Shared Services*. SACUBO and WACUBO Annual Conferences, April 2016 (Asheville and San Francisco), EACUBO and CACUBO, October 2016 (Washington DC and San Francisco)
- *Shared Services – Two Years Out* NACUBO Annual Conference, July 2015
- *Are Shared Services Right for Your Institution?* NACUBO Distance Learning Series, August 19, 2014
- *Shared Service Center Implementations - An Inclusive Approach*, NCURA Magazine, January/February 2014

MEGAN E. CLUVER

Senior Manager, Deloitte Consulting LLP
mcluver@deloitte.com
(802) 281-2979 (mobile)

Biography of President Donald J. Laackman



Don Laackman, the eighth president of Champlain College, is committed to making Champlain the finest small, professionally and globally focused college in the United States.

In his first year as Champlain's President, Don announced the launch of the [Champlain College Futures Initiative](#), an effort that will bring intentionality and mindfulness to identifying emerging trends and opportunities, understanding the College's strengths, and building on these strengths to position the College for success. Don also oversaw the expansion of Champlain College's path-breaking truED education partnership to the U.S. Office of Personnel Management (OPM). OPM joins leading firms such as AT&T, MetLife and Cisco in providing their employees with a high-quality, cost-effective education. Under Don's leadership, the College also announced the opening of the David L. Cooperrider Center for Appreciative Inquiry, which is in the Robert P. Stiller School of Business.

Don came to Champlain College from Harold Washington College, one of the City Colleges of Chicago, where he served as president from 2011 through 2014. Don played a key role in the college's "Reinvention" initiative, creating strategies and programs for diverse student populations while eliminating barriers to employment and addressing inequality in higher education. In 2012, Don launched the Business, Professional Services and Entrepreneurship "College to Careers" offering, a mayoral initiative providing students access to real-world experience through teacher-practitioners and internships, and getting more students and graduates into meaningful jobs.

Prior to his presidency at Harold Washington, Don managed workforce and education programs for Civic Consulting Alliance, a non-profit partnership dedicated to reshaping how Chicago operates through building pro-bono teams of business experts, government leaders and staff that develop strategies for making Chicago more livable, affordable and globally competitive.

From 1984 to 2007, Don worked at Accenture, one of the world's leading consulting, technology and outsourcing firms. Over his twenty-three-year career with the company as a partner and managing director, he led strategy, sales, planning, change management and information technology initiatives for clients of the financial services and insurance industry.

Don received his B.A. degree in Economics, Politics, Rhetoric and Law from the University of Chicago in 1984. He obtained his master's degree in Public Policy from the University of Chicago in 2009.

Don is married to Allyson Laackman, who currently serves as the Executive Director of the Burlington Housing Authority. They have two children, Donald and Emily.

John M. Anderson

John M. Anderson's career in higher education spans more than four decades. Prior to serving as President of Millersville University, he was the President of Alfred State College (SUNY). In addition, Dr. Anderson has an established and recognized career as a professor of physics and academic leader (faculty senate chair, convener of the State University of New York – SUNY – governance leaders), supplemented by more than twenty years in a variety of senior-level administrative posts (President, Executive Vice President, Provost, Vice President for Academic Affairs, Vice President of Institutional Advancement, interim Vice President of Student Services, and Dean of Student Development) at a variety of institutions.

Over his career, Dr. Anderson has been known for his innovative leadership that focused on sustainability, student leadership, financial stabilization, strategic planning, fundraising and student-civic engagement. He has served on numerous regional, state and national committees, often in leadership roles.

Anderson is a sustainability champion. He lobbied to form and served as founding chair for the Sustainable Development Committee of the American Association of State Colleges and Universities. Previously, Dr. Anderson served for five years on the Executive Committee of the American College and University Presidents' Climate Commitment.

Community involvement has been an important part of Anderson's life. He's served on a variety of boards in many communities including a not-for-profit that supports children and adults with development disabilities and a regional healthcare organization.

Anderson has a Ph.D. in education from Cornell University, an M.A. in physics from SUNY Geneseo, a B.A. in physics from SUNY Brockport, and an A.S. in math and science from Westchester Community College. He also received post-graduate education at Harvard University.

Item 3:
President's Reports

Honoring the past Celebrating the future



Contents



INTRODUCTION 4
REMARKS FROM PRESIDENT SCOLFORO
INSTALLATION AND CONVOCATION

ACADEMIC AFFAIRS 8
GARCIA SECURES GRANT
VIRTUAL REALITY
HGEP PROFESSORS PUBLISHED
COMMENCEMENT 2018
EXPANDING OUR REACH
STRATEGIC PLANNING
EDUCATING EDUCATORS
FROM THE DEAN'S DESK

ADVANCEMENT 22
DAVE WOLK STADIUM
ALUMNI OF THE YEAR

STUDENT LIFE 26
WELCOME HOME
CELEBRATING SPARTAN PRIDE
SAFETY IS JOB ONE
CLUB SPORTS EXPAND

PERSONNEL 32
A SPARTAN FAREWELL
ORGANIZATIONAL CHART

“The medallion’s chain has been described as representing a number of things. My favorite portrays the links as the connected constituents of the presidency—students, faculty, deans, staff, alumni, host communities as well as the essential disciplines of teaching, scholarship, research, and service. All links connected to and supporting the University Medallion and thus, the President.”

DR. J. CHURCHILL HINDES
CHAIR OF THE VSCS BOARD OF TRUSTEES
PRESIDENT SCOLFORO’S INSTALLATION



/KARENMSCOLFORO



Introduction

On August 30, 2018 Dr. Karen M. Scolforo was officially installed as the tenth president of the modern era at Castleton University. President Scolforo prepared the following remarks as part of her address.

Thank you, Dean Spiro and Andre Fleche for your kind and supportive remarks. Thank you, Chancellor Spaulding and Dr. Churchill Hindes, and the Board of Trustees, for conferring investiture and for your confidence in my ability to advance Castleton University to the next level of preeminence. I am humbled and appreciative of this extraordinary honor, and of this affirmation of your support, your confidence in my ability to lead, and, ultimately, your belief in my commitment to make a significant and meaningful contribution to the advancement of this dynamic, legacy-rich institution.

Thank you to everyone who joined us today for this special celebration, this transition into the future—I am grateful for those we surround ourselves with, those who profoundly influence

us. Our environment, our family, our friends, our colleagues, our students and alumni. I am grateful that you are here today. Thank you to our Trustees, Chancellor’s Office personnel, government officials, fellow Vermont presidents, principals and superintendents, and community leaders for being here today.

Higher Education has opened doors for me, and allowed me to alter the course of my life. My blue-collar background provided the foundation for a solid work ethic, and higher education allowed me to divert my trajectory. It was through exposure to new experiences that made me realize I did not have to embrace the expectations others placed upon me. Through higher education, I discovered the freedom to design my own future, to change my

socioeconomic status, and that of my children. It is because higher education was part of that design that I find myself here, before you, today. Higher education has taught me service before self. Higher education has taught me the value of excellence.

Castleton University, a public institution, has a distinct responsibility to serve our region, our state, our nation, and the globe. As we prepare for declining numbers of high school graduates in Vermont, we have a greater command to partner with our state legislators to secure the appropriate resources necessary to educate and train the next generation of leaders, innovators, and model citizens. Our students and their families have high expectations for us. They look to us for an excellent education in a nurturing environment—an education that prepares our graduates for promising careers in a global workplace. Currently Castleton University receives only nine percent of its budget from the state of Vermont. With this in mind, we must build and expand public-private partnerships, engage in creative networking and new collaborations, explore innovative delivery models and platforms, and tap into our rich regional community, which is eager to help us succeed. Our regional employers are dedicated to offering new workforce learning opportunities for our students. Our generous donors provide support for new and renovated facilities, student scholarships, and educational programs. Castleton University is a valuable resource for our community, in education resources, technology, and intellectual capital.

As we move forward, I am committed to the six priorities of the Vermont State Colleges:

1. To increase the continuation rate of high school students on to postsecondary education; we have the highest high school graduate rate, and one of the lowest postsecondary pursuit rates in the country;

2. Improve the retention and graduation rates at Castleton University; our focus is on student success;
3. Become a more attractive destination for Vermont high school graduates; they will come to Castleton for our affordable, high quality programs, our innovation, our caring faculty and staff, our support services, and to experience The Castleton Way;
4. Serve well more working age Vermonters; we will increase student entry points with more programs offered in the spring semester; we will offer more user-friendly courses for working professionals, and, through partnership with local employers, we will ensure that our graduates are workplace-ready;
5. Operate as a more integrated system to expand student opportunities and achieve operational efficiencies; through centralized processes, we will work together to gain efficiencies and ensure that our resources are allocated based on students-first;
6. Increase state financial support and other supplemental revenues; we will work together to explore new opportunities to serve our students in new and exciting ways.

At Castleton University, we provide a transformational student experience through innovation, rigorous academic experiences, new program development, opportunities for service, study abroad, and workplace learning. We are committed to growth, relevance, diversity, equity, and inclusion. We are committed to financial stability, intentional resource allocation, and strategic advancement of our outstanding institution.

CONNECT WITH ME:



[/KARENMSCOLFORO](#)



COLLABORATION, INNOVATION & TRANSFORMATION

INSTALLATION & CONVOCATION

-Jeff Weld
Dean of Advancement

Castleton University officially installed Dr. Karen M. Scolforo as its tenth president of the modern era on Thursday, August 30 as part of its Fall Convocation ceremony in the Casella Theater.

The installation ceremony featured remarks from Vermont State Colleges System Chancellor Jeb Spaulding, Chairman of the VSCS Board of Trustees, J. Churchill Hindes, and Castleton Faculty Assembly President André Fleche.

Dr. Hindes illustrated the importance of symbolism and ceremony to higher education as he told of the significance of the chains of office he had just placed around Dr. Scolforo's neck. "The medallion's chain has been described as representing a number of things," Hindes said. "My favorite portrays the links as the connected constituents of the presidency—students, faculty, deans, staff, alumni, host communities as well as the essential disciplines of teaching, scholarship, research, and service. All links connected to and supporting the University Medallion." He also referenced the medallion's weight as a reminder to the wearer that they carry a burden as "leader, manager, and servant."

Dr. Fleche reminded the audience of Castleton's history, mentioning that the presidency is beholden to the ideals of Caroline Woodruff who quoted scripture after a devastating fire destroyed the Old Seminary Building, the precursor to today's Woodruff Hall. "The school had lost most of its classrooms and offices in the blaze, and now faced an uncertain future," according to Fleche. "President Woodruff sought guidance in scripture. She opened the Old Testament at random and found on the page the following quote: 'And the glory of the latter



President Scolforo shows a gift from a student

house shall be greater than that of the former.' She inscribed the quotation on the newly built Woodruff Hall, and, in the process, offered the school a guiding statement for the modern era."

All three speakers provided a strong voice to the belief that Dr. Scolforo will lead the university into a bright future, punctuated by Chancellor Spaulding, who said "my responsibility as Chancellor is to ensure the strength and future of all of our colleges and universities. But I am also a proud cheerleader and today it's easy to cheer for Castleton University. We have an outstanding leader to lead this institution to new heights and it will be my pleasure to watch, assist, and cheer along the way."

As part of its convocation ceremony, Castleton honored new faculty and staff members and the Alumni Association bestowed Doug DiSabito, Vermont States Attorney of Grand Isle County with its Outstanding Alumni Award. DiSabito remarked, "I am proud to be a Castleton graduate and it is humbling to learn that Castleton is also proud that I am a graduate."

President Scolforo ended the event with her own address that illustrated a bright and promising future for the university which recently



Andre Fleche speaks on behalf of the faculty

welcomed over 700 new students, a 20 percent increase from last year's entering class, thanks to several new initiatives already underway.

The central tenets of Dr. Scolforo's presidency have already shown to be a commitment to transparency, transformation, collaboration, and innovation. She lauded the efforts of the admissions team who cultivated the incoming class and pointed out that the University of just under 2,000 total students, boasts representation from 36 countries and 26 states. "Diversity opens us all up to new ideas, new experiences, and forces us out of our comfort zone," Scolforo said. Scolforo referenced a chance meeting with a new student from Tibet who sought her out just before the ceremony. "I ran into him in the corridor and asked what he was looking for and if I could help him," Scolforo explained. "The student responded, 'actually, I'm looking for you.'" The student, who goes by the nickname "Snow" gave her a white scarf and explained that in his culture it is customary to seek out the organizational representative and present them with a gift. "The gift is to wish you good luck, it is white to be pure of heart," Scolforo recalled. "And as he wrapped it around my neck and dragged the fabric across my skin it created a warmth and comfort." The card that



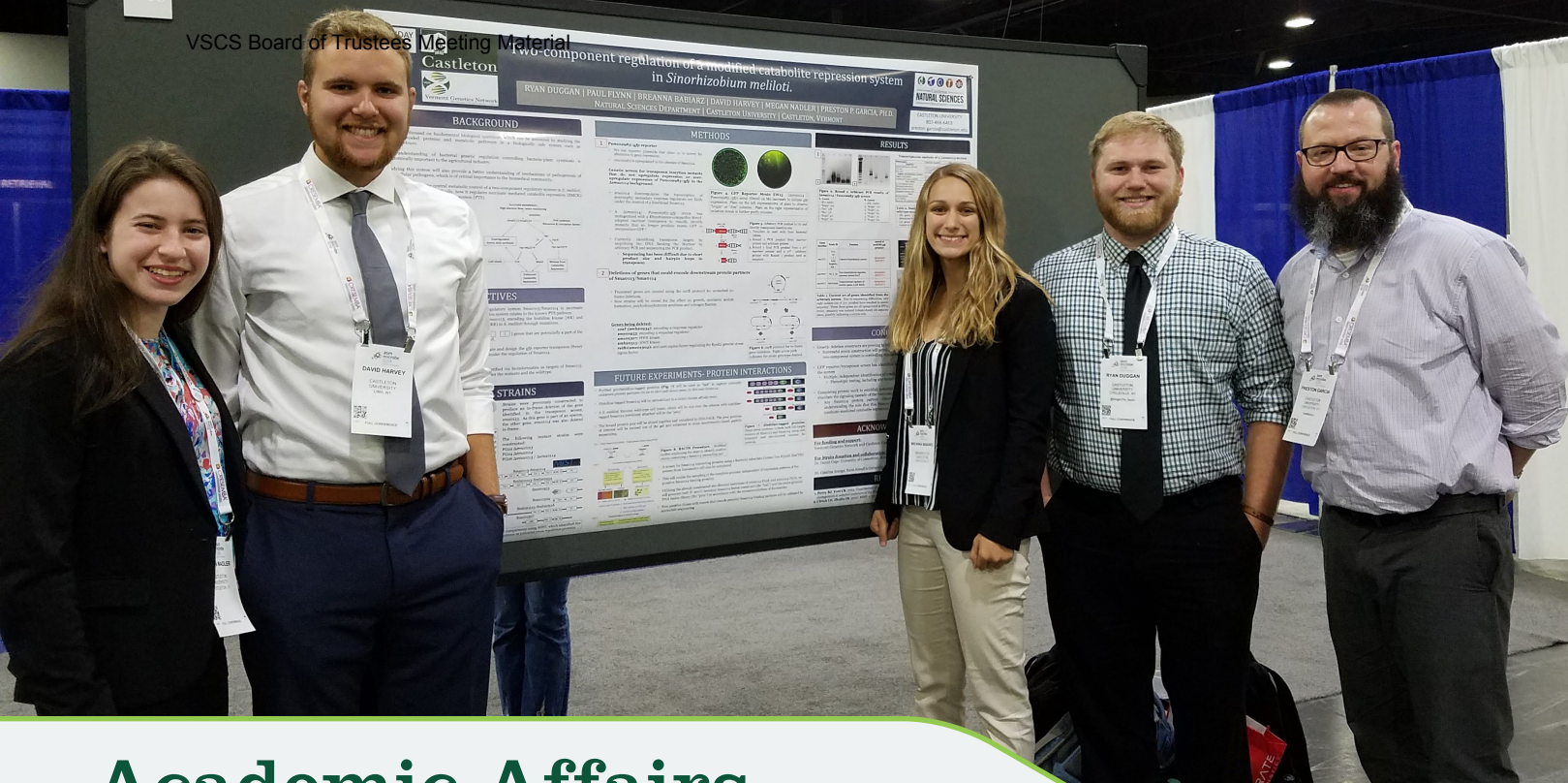
President Scolforo with members of the Faculty

accompanied the gift was inscribed "I choose Castleton and Castleton has chosen me."

Scolforo felt much the same way when she was first selected as university president and was moved to share the story.

Scolforo concluded her remarks by encouraging all in attendance to be involved, to collaborate and help guide the university into the future. "It will take the collective efforts of us all to take Castleton to new heights. I am confident that together we will change the world."





Academic Affairs



GARCIA SECURES GRANT

\$300,000 NSF AWARD TO FUND STUDENT RESEARCH

"Dr. Arango Pinedo and I are excited that our proposal was well reviewed by our peers and was awarded funding. Competing with scientists at research schools across the United States for this funding validates the hard work we have done to establish our science department at Castleton as one that provides students with the same research experiences as larger research-focused schools. With financial support to pay up to 12 Castleton students and six local high school students, we can continue to train students in cutting-edge research."

Dr. Garcia's efforts to grow research opportunities at Castleton have impacted 11 independent research students and resulted in over \$330,000 grant dollars since he arrived at Castleton. In sum, the faculty in the Natural Sciences Department at Castleton have now received more than \$1 million to fund research opportunities in microbial metabolism and genetics, plant evolutionary genetics, animal behavior, structural geology, environmental chemistry, and biochemistry for their students since 2010. The department is a baccalaureate partner institution in the NIH-INBRE Vermont Genetics Network (VGN),

Castleton University Associate Professor of Biology and Biology Program Coordinator, Dr. Preston P. Garcia (pictured above, far right), has secured a competitive research grant through the National Science Foundation (NSF) which will fund his research until 2021.

The grant entitled "RUI: Collaborative Research: Understanding the role of a modified phosphotransferase system and a unique two-component signal transduction system in regulating gene expression.," is under the direction of Dr. Garcia at Castleton, in collaboration with Dr. Catalina Arango Pinedo at St Joseph's University in Philadelphia, Pa.

The collaborative grant total amount is for \$560,082, with \$252,071 going to St. Joseph's University and \$308,011 going to Castleton University.

which provides support for students and faculty members conducting biomedical related research through the University of Vermont. According to Dr. Garcia, this NSF funding would not be possible without the financial and professional support from the Vermont Genetics Network. "The goal of VGN is to have research faculty 'graduate' to independent federal funding, which I have now done. I would not have had the data or grant writing skills to be competitive for federal funding without VGN."

Dr. Garcia's research is focused on bacteria which have the ability to directly sense their environment and change their behavior according to their surroundings. While these changes can be seen visually, the intricate genetic processes that lead to the changes are not fully understood. This project will investigate some of the ways in which bacteria carry out these processes using *Sinorhizobium meliloti* as a model. *Sinorhizobium meliloti* is a member of a larger group of bacteria called rhizobia, and is environmentally and economically vital in the field of agriculture. *Sinorhizobium* beneficially infects legumes and provides useable nitrogen to increase crop yield. An efficient and productive rhizobium infection reduces the need for chemical fertilizers. Expanding our knowledge of the genetic systems that control the behavior of this bacterium has the potential to allow manipulation to optimize the rhizobium-plant interaction.

According to Garcia, the research will allow students to explore the scientific methods and communicate findings properly. "To effectively conduct research across educational levels ranging from high school to graduate school is a great opportunity for all involved. Our research will help to answer fundamental biological questions about bacterial communication, especially how bacteria beneficially infect plants, which has direct impacts on the agricultural industry."

Castleton research students will participate in the New England Workshop on Symbiosis focused on the specific symbiotic legume/bacterial relationship being studied by the Garcia lab. This workshop is attended by faculty and students from UVM, UMass-Amherst, Eastern Connecticut, UConn, MIT, Castleton, and St. Joseph's (Pa.), further exposing Castleton undergraduates to the wider scientific community.

September 26-27, 2018

The grant also provides funding for a new Castleton course, Special Topics in Biology: Bacterial Proteomic Design & Analysis, which will achieve multiple goals including further strengthening the mission of the department to provide student training in research while also increasing the involvement of faculty in competitive research by utilizing Dr. Garcia's bacterial research samples as the basis for the data collection. The students will gain the theoretical background information at Castleton while performing the laboratory work at UVM. The UVM arrangement will allow the Castleton students to participate in hands-on research techniques and utilize equipment at an R1 research institution.

Undergraduate research students will also receive meaningful public outreach training by producing an outreach product at the end of each summer session, in the form of a podcast, video, poster, or informational fact sheet about their summer research. The outreach products will be produced and disseminated to secondary students in Vermont, facilitating collaboration between Castleton and secondary biology educators statewide. The undergraduate students on the project will also share their research experiences and outreach projects with students and faculty at St. Joseph's University and Castleton and aid in the delivery of the science lessons, including a laboratory activity, for ninth and tenth graders in Philadelphia.

"This is more than just sitting in the lab performing experiments," Garcia said. "Independent research is about discovery and learning how to critically think, but also sharing this information in an accessible way with the public. Public outreach is part of our duty as scientists, to share our knowledge."

Research reported in this release is supported by funds include support for "Division of Molecular and Cellular Biosciences: Investigator-Initiated Research Projects (MCB)" in accordance with the NSF Program Solicitation, NSF 17-589. Funds provided by this award include support in accordance with NSF program solicitation 14-579, "Facilitating Research at Primarily Undergraduate Institutions: Research in Undergraduate Institutions (RUI) and Research Opportunity Awards (ROA)".



VIRTUAL REALITY

NEW PSYCHOLOGY LAB AIDS IN RESEARCH



Keeping Castleton on the cutting edge of research in human behavior, the Psychology Department recently invested in a virtual reality lab located in the Jeffords Center. Purchased in March, the interactive lab will allow students and faculty members alike to delve deeper into the abilities of virtual reality in a variety of settings.

“The virtual reality lab is already enhancing our student experience, allowing students to design and implement scientific studies that wouldn’t be possible without this technology,” said Assistant Professor of Psychological Sciences Greg Engel, adding that the equipment is currently being utilized for a study on the effects of caffeine on stress.

The technology uses an Oculus Rift virtual reality system to immerse users in a virtual world. It does so by sending separate images to each eye creating three-dimensional images and

precisely tracking head and hand movements with special infrared cameras to allow interaction within the virtual space.

“The uses of the Oculus set up expand well beyond what even I could think of,” explained junior Psychology student Weslee Thompson, who is planning on utilizing the equipment for a study that looks at how

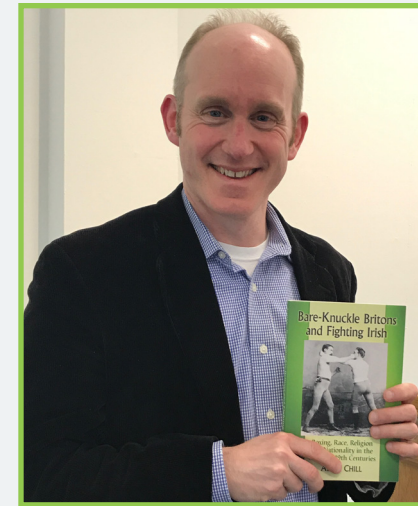
virtual reality can be used in a medical setting. “The rift allows us to access software from around the world that is on the cutting edge of technologies. I am far from a coder, but the resources that have become available to us are really staggering.”

The department hopes that students will take advantage of the unique, high-tech resource while on campus, opening doors to endless new and innovative research opportunities.

“Remaining on the cutting edge of research is the best way to teach our students about science, and prepare them for careers in science after school,” said Engel. “Involving students in research is crucial to higher education, where we’re not just teaching what is already known but also how new knowledge is generated and evaluated.”

HGEP PROFESSORS PUBLISHED

After years of hard work, research and dedication, Castleton History, Geography, Economics, and Political Science Department faculty members Dr. Scott Roper, and Dr. Adam Chill each recently had original works published.



“There is nothing quite like seeing your own name on the cover of a book and reading words that you’ve written on its pages,” says Chill.

Entitled “Bare-Knuckle Britons and Fighting

Irish,” Chill’s work details the ways in which boxers, journalists, and many others used identity to promote themselves and their sport. The strategies both reflected and shaped national, ethnic, religious, racial and gender identities in Britain and Ireland in the eighteenth and nineteenth centuries.

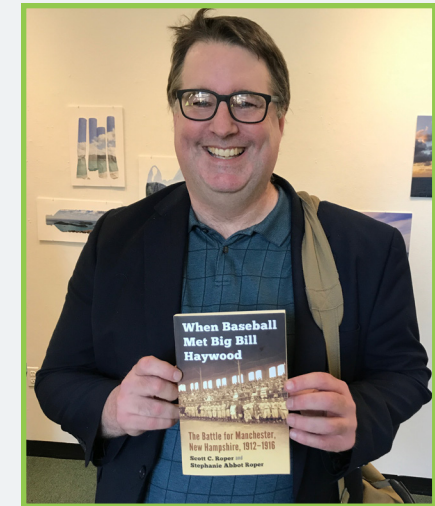
His inspiration came years back while he was researching a conference paper in the Boston College archives, and found a source about boxing, called Boxiana, peaking his interest.

“Many of my colleagues are very active and successful scholars in their fields and I’m certainly motivated to try to keep up with them,” joked Chill, adding that from start to finish his publishing journey, which started as a doctoral dissertation in 2004, took nearly thirteen years. “My students have inspired me too and watching them produce their own original research projects has been almost as rewarding as completing my book.”

Roper’s novel, “When Baseball Met Big Bill Haywood,” examines the world’s largest cotton textile in the industry, Amoskeag Manufacturing

September 26-27, 2018

Company of Manchester, New Hampshire, and seeks its relevancy to baseball with influences over the government and media. Roper hopes his book will motivate readers to better understand the importance of a social safety net and direct voting of US Senators.



“The book is about how a New Hampshire corporation attempted to use baseball, as well as its own influence over government and media, to keep its labor force from unionizing and to keep the

federal and state governments from regulating industry,” he said.

Though the Geography professor has written many articles about the use of regional cultural landscapes to Americanize immigrant, and also the desegregation of baseball, combining the two was a unique first. He utilized his 2012-13 sabbatical, as well as summer months, to accomplish a majority of his research and writing, before adding the final touches in 2016.

Both Chill and Roper are thankful for the overwhelming support they received from the Castleton community throughout their journey, including encouragement from fellow department colleagues and growing interest from students, staff, and administration.

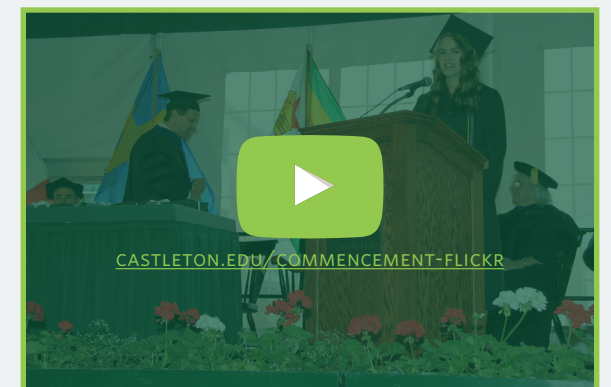
“It’s important for me to be active in researching and writing. It’s how I stay engaged in my field. I also want to provide a good example for my students, especially since I require research and writing projects in many of the courses I teach,” said Roper. “I really appreciate the support of my colleagues and former students who cheered me on through the process.”



WATCH THE GRADUATION SPEECHES



VIEW THE PHOTO GALLERY



COMMENCEMENT 2018

-Courtney Widli
Associate Director of University Relations

The third graduating class of Castleton University passed across the stage at its 231st Commencement ceremony on Saturday, bringing to close the 2017-18 academic year.

Co-keynote speakers #1 New York Times bestselling author Chris Bohjalian and critically acclaimed journalist and novelist Stephen P. Kiernan addressed the more than 3,500 guests in attendance and thousands more streaming the ceremony online.

Castleton President Karen M. Scolforo took the podium and welcomed everyone "home."

"The word home is often used as a descriptor of a place. But, to most of us "home" describes a feeling - a familiar embrace, a comforting smile, a feeling of belonging. At Castleton University, these tangible expressions are what we call the 'Castleton Way.' It's why so many of our alumni, faculty, staff, and students when asked why they

chose Castleton proudly declare 'it feels like home.'"

Scolforo told the graduates how proud she was to watch them achieve all that they have over her five months at the Castleton University helm and applauded them as the class that has "completed more research, more community service, and more internship hours than any others that came before." She also listed an impressive list of accomplishments, including Free Skiing & Riding at Killington/Pico and the growth of clubs and organizations while they were here. Dr. Scolforo concluded her remarks by saying "Graduates, I look forward to admiring your accomplishments, to cheering you on from the sidelines, just as I have done since my arrival at Castleton. Today, you have much to be proud of. You are prepared, you are accomplished, you are Spartans. As you move on to your next grand adventure, never forget your way back home. See you at Homecoming!"

Kiernan and Bohjalian mixed strong advice with humor to provide the graduates with

a memorable address. Kiernan focused on gratitude and practice as cornerstones of a life worth living, while Bohjalian implored the graduates to change the world for the better by focusing on who they are over what they do.

As has become tradition, Castleton Alumni Association President Ceil Hunt announced the recipients of several distinguished awards. Assistant Professor of Health, Human Movement, and Sport Marybeth Lennox was awarded the Alumni Association Outstanding Faculty Award, which is given annually to a faculty member whose excellence in teaching influences students well beyond graduation.

Media & Communication graduate Olivia Maher was honored with the Leonard C. Goldman Distinguished Senior Award, an annual honor given to a graduating senior who has excelled in and out of the classroom, contributed to community service and served as an example to others.

Jean-Sebastien Gagnon, a part-time faculty member in Natural Sciences was awarded the Endowed Outstanding Part-Time Faculty Award, which honors one of Castleton's many dedicated, highly competent part-time faculty.

Class of 2018 President Daniella Doolen, left her classmates with the following message "Our generation has an obligation to make a difference. We did our time, and now we need to use the knowledge we gained and make the most of it. We may not succeed the first time, or even the second time; as Winston Churchill said, "Success is stumbling from failure to failure with no loss of enthusiasm." Keep your head up, and you will all do amazing things."

Once all the degrees had been confirmed, Academic Dean Jonathan Spiro brought the day's largest applause by exclaiming: "Class of 2018: We love you. We will miss you. But it is time to fly this beautiful nest. Thank you for making a difference on our campus and in our lives, now go out and make a difference in the world."



EXPANDING OUR REACH

NEW INITIATIVES EMERGING

-Jeff Weld
Dean of Advancement

At Castleton University we are proud of our rich history as Vermont's first institution of higher learning, steeped in the liberal arts tradition.

Our complete history is best told by the pages of Big Heart: The Journey to Castleton's Two Hundred and Twenty-fifth Birthday. Throughout that book you'll notice several prominent themes have colored our history such as the presence of strong women, resiliency, financial insecurities, service to others, and a "blue-collar" approach to higher education.

However, there is one common thread that binds our entire history together with the strength of a Vermonter's bailing twine: innovation and change.

Read the history and you will see Castleton has always been innovating, changing, and on the leading edge of education.

This spring, under the guidance of President Karen M. Scolforo, we've launched several new initiatives all with a common goal to expand our reach and make a transformational Castleton University education more accessible, more dynamic, and more viable than ever before.

ARTICULATION AGREEMENTS

New transfer agreements with SUNY Adirondack (N.Y.), SUNY Orange (N.Y.), and Landmark College in Vermont have opened new pathways for students to seek a bachelor's degree when previously their options had been limited by affordability or lack of accessibility.

Dr. Scolforo lauded the efforts of the admissions team in securing all three agreements. "As we seek to be innovative and collaborative in our



President Scolforo and SUNY-Adirondack President Duffy

growth, agreements like these are essential. Our admissions team works tirelessly to cultivate these partnerships that provide pathways to students who might not have continued on in their educational pursuits, previously. We are committed to ensuring a Castleton University education remains accessible, affordable, and meaningful as we prepare our students for the global workplace of tomorrow."

All three agreements guarantee admission and the Maple Award, which brings tuition down to the Vermont resident rate, to students who graduate with an associate's degree and earn a 3.0 GPA.

"By guaranteeing admission and providing the Maple Award to these qualified students we are rewarding them for their achievements and showing them that their graduation doesn't have to be the end, but a beginning," Dr. Scolforo said.

GRADUATE TUITION REDUCED

A recent *careerbuilder* survey reports that nearly one third of all employers have increased educational requirements to require a master's degree where a bachelor's degree was once required.



With that in mind, Castleton University announced earlier this spring that it was reducing its graduate tuition and fees by 25 percent and offering Castleton alumni a \$500 grant, making its nine graduate offerings more affordable.

"Aligning our tuition to one lower rate (\$625 per credit) for our graduate students allows us to serve a broader range of students," Dr. Scolforo said. "We know that students who earn advanced degrees are more likely to find a job, have greater career flexibility, and higher earning potential than if they had chosen not to continue their education."

NEASC APPROVES ONLINE DELIVERY

In May, the New England Association of Schools and Colleges (NEASC) formally accepted Castleton's proposal to deliver education online. It took the University little time to take full advantage of the new delivery option, moving its MS in Accounting and its RN-to-BS in Nursing to a fully online delivery.

According to President Scolforo, the Master of Science in Accounting and RN-to-BS in Nursing are ready for full online launch starting immediately and additional programs will

be added to the online platform in the near future. "Both of our current programs serve unique populations of professionals and a fully online delivery will provide them the flexibility necessary to continue to focus on their careers while pursuing an advanced degree."

Castleton's MS in Athletic Leadership and MA in Arts Administration are both currently delivered in a low-residency hybrid model that couples a short-term on-campus stay with online learning.

PROGRAMS SET FOR CCV DELIVERY

In partnership with the Community College of Vermont, Castleton will begin to deliver programs at CCV-Rutland and CCV-Winooski this fall.

The partnership is designed to meet the needs of non-traditional and transfer students through a course delivery model that offers convenience and accessibility. Since the 2016-2017 academic year, Castleton has matched the CCV tuition rate for all CCV graduates who pursue a bachelor's degree at Castleton. Now, the University will bring the programs directly to the Winooski and Rutland campuses.



VERMONT'S FIRST FINE ARTS ACADEMY

Students in middle school and high school with a passion for fine arts will have an exciting new opportunity starting in the fall of 2019 thanks to an innovative new program at Castleton University. The Vermont Academy of Fine Arts at Castleton University is designed to provide students with an immersive experience in developing their passion for art, creative writing, music, or theater.

"An art course, whether visual, performance-based or writing-based, requires students to be active participants," said Dr. Scolforo. "Students take initiative, engage with their peers, problem solve as a group, demonstrate creativity, and take risks. These are desirable skills employers are seeking in college graduates. By cultivating these skills through the passionate exploration of fine arts, it provides students with a holistic learning experience."

Designed with the most talented young artists in mind, students who meet specific qualifications through portfolio review or auditions can enroll in the academy their senior year of high school, and have the option to live on campus or commute. Vermont high school seniors can attend tuition-free through the state's early college program, while out-of-state students benefit from a reduced tuition rate.

The academy will also provide summer course and camp experiences for middle and high school students who may wish to consider the academy as part of their personalized learning plan in the future.

"Recent statistics show that roughly half of all technology hires graduated from liberal arts colleges. This program shines a bright light on our commitment to cultivating the arts, to exploring unique delivery models, and to increasing opportunities for students of all backgrounds," Scolforo said.

EARLY CHILDHOOD INITIATIVE ANNOUNCED

In front of hundreds of early childhood educators at the opening of the Early Childhood Institute, Castleton University President, Dr. Karen M. Scolforo, announced the anticipated launch of the Early Childhood Lab at Castleton University.

The Early Childhood Lab at Castleton University will be a childcare center that provides educational opportunities for future early childhood educators, employment for current early childhood educators, and a host of collaborative opportunities across curriculum, across campuses, and throughout the state.

"This new initiative will likely lead to the creation of an early childhood education program and create yet another direct pathway between Community College of Vermont and Castleton," said Dr. Scolforo. "The Early Childhood Lab addresses several needs throughout the state including a new childcare facility, an accredited bachelor's degree program leading to early childhood licensure, and the potential for a new diagnostics center."

According to Scolforo the lab will be a hallmark of a collaborative, experiential learning model, allowing CCV graduates a seamless transition to a bachelor's degree while also offering a complete four-year program. "We envision on-campus collaborations with our Master of Arts in School Psychology and our Master of Arts in Applied Behavioral Analysis as well as several opportunities for students to engage in hands-on, experiential learning while pursuing bachelors and master's degrees."

In the planning stages since early in the spring semester, Castleton has identified an on-campus site for the center and has begun to explore and apply for funding through several grants. "This process has been very rewarding as we have worked through the development phase," Scolforo said. "We recently had a preliminary site visit from Vermont's Department for



Presidents Scolforo and Judy at the announcement

Children and Families Child Development Division to walk through regulations and planning. To be able to make the announcement today as we begin to host hundreds of early childhood educators on our campus for the week really brings it all together."

The four-day Early Childhood Institute, hosted in partnership with the Vermont Early Childhood Education Consortium, consists of 16 hybrid courses designed to promote Vermont's core values for early education and meet the needs of teachers of all levels. A strong emphasis is placed on courses that deepen practice, meet child care professional development requirements, and assist teachers in obtaining or retaining licenses and endorsements. The institute, an annual event at Castleton, set a new high-water mark for enrollment this year.

Scolforo expects to have the Early Childhood Lab at Castleton University operational in July 2019 with an anticipated start date for the early childhood education program of fall 2019 pending approval of the Castleton Faculty Assembly and Vermont State Colleges Board of Trustees. "We are committed to delivering an accessible, affordable, and transformational education at Castleton University. This is another great example of how we can partner with other organizations to help grow Vermont's workforce, fill a need in providing childcare and childcare providers throughout the state, while also delivering a holistic education to prepare students for a global workplace."

STRATEGIC PLANNING

THANK YOU TO OUR VOLUNTEERS

TASK FORCE ONE NEW PROGRAM DEVELOPMENT

1. TERRY BERGEN
2. CHRIS BOETTCHER
3. KATY CULPO
4. ED DANSEREAU
5. PRESTON GARCIA

TASK FORCE TWO STRENGTHENING EXISTING PROGRAMS

1. SHERRILL BLODGET
2. REESE BOUCHER
3. ANGELA BRANDE
4. WILLIAM DEFOREST
5. PAUL DERBY
6. JEANNE-MARIE HAVENER
7. TOM RUTKOWSKI

TASK FORCE THREE ALTERNATIVE DELIVERY MODELS & REVENUE STREAMS

1. LEIGH-ANN BROWN
2. ADAM CHILL
3. SCOTT HANSELMAN
4. LEAH MATTESON
5. LISA PLEBAN
6. ANNE SLONAKER
7. PHIL WHITMAN
8. EMILY WIEZALIS
9. JAMI YAZDANI

FACULTY TASK FORCE RECOMMENDATIONS

TASK FORCE ONE IN PROGRESS

1. MBA with Micro-credentials
2. Early Childhood Lab & Diagnostics Center
3. Physical & Occupational Therapy
4. Vermont Academy of Fine Arts

TASK FORCE TWO IN PROGRESS

1. \$500,000 gained in efficiencies
2. Consolidating and enhancing concentrations
3. Collaborating across programs

TASK FORCE THREE IN PROGRESS

1. Credit for experience through PLA
2. Serving adult learners
3. Cooperative education
4. Expanding online education

PROPOSED UPDATE TO STRATEGIC PLAN

Over the course of several working meetings this past spring, the strategic planning steering committee--comprised of university leadership, Vermont State Colleges System (VSCS) leadership, members of the board of trustees, faculty, staff, alumni, and students--met to update Castleton on the Move, our current strategic plan. The plan is at its midpoint and the committee worked to update it into a more consumable and realistic plan to help guide the university through the next five years. The goal was not to undertake the entire strategic planning process, but to provide updates that align the plan with the VSCS pillars and priorities. Faculty Assembly will review the proposed mission and strategic plan update this fall.

Mission

To understand the Castleton Way is to engage in respectful relationships in an inclusive, student-centered environment; to appreciate our compassionate faculty and staff; and to participate in strong community partnerships in the Green Mountains of Vermont. Castleton University's transformational education prepares its diverse graduates for relevant and meaningful global careers, advanced academic pursuits, and responsible citizenship.



Castleton on the Move

In 2013, Castleton University implemented its current strategic plan, *Castleton on the Move*, a blueprint for the University's next decade.

Now, at the plan's midpoint, a committee of University leadership, community stakeholders, students, and alumni, which was convened by Castleton President Dr. Karen M. Scolforo, has evaluated the plan and established four pillars and several priorities to move the plan to its completion and prepare the University for the future.

As a proud member of the Vermont State Colleges System, Castleton seeks to strategically align its pillars and priorities with the VSCS Mission and Priorities (on back) for the benefit of Vermont.

Pillars & Priorities

1. TRANSFORMATIONAL STUDENT EXPERIENCE

(VSCS Strategic Priorities 1, 2, 3, 4)

- Innovative approach
- Rigorous academic experience
- New program development
- Balanced approach to faculty expectations, development, and RPT

2. GROWTH & RELEVANCE

(VSCS Strategic Priorities 1, 2, 3, 4)

- Realistic projections
- Market research and trends drive decisions
- Expanded international recruitment
- Diversity and inclusion initiatives
- Improved retention, persistence, and graduation rates

3. FINANCIAL SUSTAINABILITY

(VSCS Strategic Priorities 2, 3, 4, 5)

- Balanced budgets
- Restructure and right-sizing
- Establish margins
- Replenish reserves

4. ADVANCEMENT

(VSCS Strategic Priorities 3, 5, 6)

- Strategic fundraising plan
- Brand and value statement = "our story"
- Grants pursuit and acquisition
- Community engagement
- Value versus price structure
- Partnerships
- Promotion
- Town/gown relations

EDUCATING EDUCATORS

A long-time leader in Vermont continuing education, the Castleton Center for Schools continues to expand. The center offered a record number of graduate-level courses this past year, bolstered by a very successful summer.

The summer course list included a variety of delivery formats to best accommodate educators' schedules, including on-site classes held throughout Vermont, New Hampshire and New York, online options, and blended models that combine in-person meetings and online work.

"In response to educator requests, we delivered 130 courses this summer," said Director of Education Ric Reardon. "These courses covered a wide range of content areas, geographic locations, and delivery formats. We strive to provide educators with as many relevant, convenient and affordable learning opportunities as possible."

The 130 courses delivered this summer represents a nearly 50 percent increase since the summer of 2016. In addition to the volume of courses, the delivery models and locations

of the courses have also increased in size and scope.

"We traveled over 7,600 miles this summer, visiting every county in Vermont and parts of New Hampshire and New York," Reardon said. "We are committed to being responsive to our customers' needs, and we've demonstrated an ability to be nimble in our delivery whether on campus, online, or at an off-site location."

Summer course site locations include the Lake Champlain Maritime Museum, Earthwalk, Fort Ticonderoga, Lake Bomoseen, the Vermont Institute of Natural Science, the Grafton Inn, Buck Lake, and North Branch Nature Center, with course topics ranging from work-based learning, French, online teaching, outdoor education, literacy, proficiency-based learning, technology, special education and more.

The summer's largest event, hosted on the Castleton University campus, was the Early Childhood Education Institute, which was attended by 138 educators.

In conjunction with the institute, University President Dr. Karen M. Scolforo announced the creation of The Early Childhood Lab

at Castleton University, a childcare center that will provide educational opportunities for future early childhood educators, employment for current early childhood educators, and a host of collaborative opportunities across curriculum, across campuses, and throughout the state.

Throughout the entire academic year, the Center for Schools delivered more than 260 courses to nearly 2,000 educators throughout the region and the momentum has carried into the fall semester with 95 courses set for delivery, up from 59 two years ago.

Established by Castleton University in 2002, the Castleton Center for Schools is committed to advancing education for all public and private school educators and administrators throughout Vermont, New Hampshire, and beyond. The Center's primary purpose is to provide educators with the skills and coursework needed to support them in their work.

Registration is currently open for Center for Schools fall courses.

[\[castleton.edu/continuing-ed\]](http://castleton.edu/continuing-ed)



FROM THE DEAN'S DESK

-Dr. Jonathan Spiro
Chief Academic Officer

Most weeks during the academic year, Dean Spiro sends a message to faculty and staff informing them of "what he knows." Below is a collection of those quick takes, quips, and highlights of the past quarter.

August 28, 2018

COOL FACT

An article in the *Chronicle of Higher Education* places Castleton in the 90th percentile in the nation for public institutions with the lowest student-to-faculty ratio. To be specific: we placed 47th out of 686 four-year public colleges and universities, with a student-to-faculty ratio of just 12:1. This is an astounding accomplishment, because (a) many institutions with a similar ratio charge much higher tuition than we do, and (b) most of the institutions that have a lower ratio than ours are tribal colleges (e.g. Oglala Lakota College), or colleges that specialize in the arts (e.g. MA College of Art & Design), or colleges with a tiny enrollment (e.g. New College of Florida). If you eliminate those specialty colleges from the list, Castleton actually places in the top 25 nationally!

LOOKS LIKE WE'LL NEED SOME NEW FLAGS IN THE CAMPUS CENTER

Erica Machia (Associate Director of Admissions) reports that as of opening day, our students hail from 36 countries: Australia, Austria, Bahamas, Bangladesh, Barbados, Cambodia, Canada, Cape Verde, Chile, China, Congo,

Croatia, Cyprus, Dominican Republic, Estonia, Finland, France, Germany, India, Jamaica, Japan, Kenya, Mexico, Nepal, New Zealand, Nigeria, Philippines, Rwanda, Senegal, South Korea, Spain, Sweden, Syria, Tanzania, UK, USA.

GOOD NEWS FOR OUR STUDENTS

Associate Academic Dean Pete Kimmel has inked two new articulation agreements:

- A 4+2 in Occupational Therapy in which two CU students per year are reserved a place in Clarkson University's Masters program in OT.
- A 4+3 in Physical Therapy in which two CU students per year are reserved a place in Clarkson University's Doctor of PT program.

September 11, 2018

A STUNNING COMEBACK

All graduates of our Nursing program who want to enter the nursing profession must pass the NCLEX exam, the nationwide examination for the licensing of nurses. It is a very challenging exam, in which the complex "Level 3" questions can have more than one correct answer, forcing the test taker to try to determine the best of some very viable choices.

Over the past few years, our

passing rate had declined, hitting a low of 61% in 2016. But now comes news that the passing rate of our 2018 grads rebounded to an exemplary 89% (and that could rise to 92%, pending the receipt of a late-arriving score). Kudos to our students, their professors, and Director of Nursing Jeanne-Marie Havener!

FOUR-LEGGED SPARTANS

You may have noticed an increase in the number of animals on our fair campus. Gerry Volpe, Coordinator of Disability Services, confirms that CU—in keeping with the nationwide trend--has seen a six-fold increase in the number of service dogs and emotional support animals over the last year. If you are unclear on the distinction:

-Service dogs may go wherever their owner goes, including classrooms (per the Americans with Disabilities Act).
-Emotional support animals (ESAs) are allowed in certain areas of the residence halls, but they are not permitted in classrooms or other buildings.

SOMETHING THAT ALWAYS MAKES ME SMILE...

The attitude of Colleen Ruiz, the perennially cheerful and accommodating manager of the University Store.

Dave Wolk Stadium



Advancement



DAVE WOLK STADIUM

UNIVERSITY DEDICATES STADIUM TO FORMER PRESIDENT

Former Castleton University President Dave Wolk was on hand September 1 as current President Karen M. Scolforo officially unveiled new signage for the Dave Wolk Stadium.

Wolk, who was the architect of more than a decade of growth at Castleton University was credited in remarks from Dr. Scolforo with providing the “vision and determination” that brought football to Castleton. “We’re eternally grateful that we get to enjoy beautiful Vermont Saturdays each fall watching football in this gorgeous stadium, but the stadium itself represents so much more than a venue for one team,” Scolforo said. “In addition to hosting countless Castleton field hockey, football, soccer, and lacrosse games, the stadium has been the stage for high school championships, elite sports camps, all-star games, amazing

performances from the renowned Boston Crusaders-even the backdrop to several weddings.”

Scolforo credited Wolk with understanding that the stadium would be an opportunity to introduce countless people to the University who otherwise would not have had the opportunity. According to Scolforo, Wolk’s “legacy is all about seeing and understanding what makes Castleton special, elevating it to the surface, instilling pride in the community, and inviting others to experience it.”

Castleton University Associate Dean for Athletics and Recreation, Deanna Tyson, Chancellor of the Vermont State Colleges System (VSCS) Jeb Spaulding, and VSCS Board Chairman Churchill Hinderes joined Scolforo

in lauding Wolk’s ability to provide visionary leadership to the University for 16 years. Spaulding referred to the stadium as “The House that Wolk Built” a reference to the former Yankee Stadium’s nickname as “The House that Ruth Built.” He noted that while the stadium is most certainly “the Cherry on Dave’s Castleton Sundae” it is just a piece to a greater picture that includes nearly \$80 million in infrastructure investments to the University. “This proud institution would not be anything like it is today without your love and leadership,” Spaulding said. “We all know for certain you most surely deserve today’s honor and celebration.”

Dr. Hinderes provided the standing room crowd with some lighthearted moments as he spoke of his failed proposed naming opportunities for the former president such as the “Wolk Walk” for the sidewalk in front of the library or “Dave’s Dome” atop the Old Chapel. He also drew thunderous laughter as he detailed his previous disdain for “the Spartans” as a proud Iowa University alumnus-referencing the famous Big Ten rivalry with the Michigan State mascot that shares a name and colors with Castleton as he struggled to say the words “Let’s. Go. Spartans.” He also provided one of the more poignant moments of the dedication as he said the “only place on campus big enough to hold David’s enormous heart and love for this grand university is this stadium.” Hinderes concluded his remarks with highlights from the resolution that officially named the university stadium after Wolk in December.

As Wolk spoke from the podium he pointed out the students, faculty, and staff in attendance who had made the growth and success of the university during his tenure possible. “I am so grateful to Karen Scolforo for truly embracing and carrying on the ‘Castleton Way’ which has been so important and remains important as you are the small university with a big heart,” Wolk said.

September 26-27, 2018

He thanked Tyson and Senior Associate Athletic Director Tim Barrett for their abilities in leading the department of athletics through such wide sweeping change. He lauded the facilities staff, including Director Chuck Lavoie, former Assistant Director Rick Wareing, and the entire custodial and grounds crews for their diligence in caring for the facilities. He thanked members of his family, others in the crowd, and the thousands of students who “came to Castleton and made a difference there before going out and making a difference in the world.”

Scolforo and Wolk unveiled the new signage on the clock tower together as the Spartan Marching Band provided a fitting drumroll.

As the crowd stood and cheered, the two leaders of the university shared a private moment and embrace, clearly basking in the Spartan pride.





ALUMNI OF THE YEAR

DOUG DISABITO HONORED BY ALUMNI ASSOCIATION



Douglas DiSabito was recognized as Castleton's 2018 Outstanding Alumni of the Year, announced by Alumni Association Board of Directors Treasurer Gary Quinn at Fall Convocation.

A member of the class of 1998, DiSabito was a non-traditional student during his time on campus, earning a B.A. in Art. After graduating from Castleton, DiSabito continued his education at Concord Law School, while also working full-time for the Vermont Judiciary in North Hero, Vermont.

Upon completing his degree, DiSabito received his Juris Doctor with honors, and in 2011 was admitted to the Vermont Bar.

He currently serves as the Vermont State's Attorney in Grand Isle County. In 2014, he

ran against a three-term incumbent in the primary. Receiving the nomination of both the Democratic and Republican parties, DiSabito went on to win the general election. He is currently the only openly gay State's Attorney in Vermont, and the first State's Attorney to have obtained his law degree solely online.

Outside of his professional responsibilities, DiSabito is actively involved in his local community, helping to organize and host several local fundraisers. He remains dedicated to promoting his community's access to opportunities and maintaining local justice.

"I am proud to be a graduate and it is humbling to learn that Castleton is also proud that I am a graduate," said DiSabito.

ALUMNI BRIEFS

MICHAEL O'NEILL '94 (THEATER) is a performer who has appeared in all fifty states and more than a dozen countries as a clown, actor, puppeteer, and educator. He is a graduate of Ringling Bros. and Barnum & Bailey Clown College and the Dell'Arte International School of Physical Theatre; he also earned an MFA in Directing from the University of Portland.

JESSICA TURNER '09 (SPORT MANAGEMENT) is the head women's basketball coach at Skidmore College. At CU, Jessica was a four-year standout for the Spartan basketball team; she was a two-time team MVP and a three-time NAC All-Conference selection. Before taking over at Skidmore, Turner (formerly Banks) served five seasons as an assistant coach at Middlebury College.

JAMES MAZZOLA '17 (ECOLOGICAL STUDIES) has been hired by the Winooski Natural Resources Conservation District to perform water quality monitoring and habitat assessment. The WNRCD encompasses all of Chittenden and Washington Counties, where it oversees conservation projects related to forestland enhancement, urban conservation, and watershed stewardship.

CASTLETON GALA RAISES SUPPORT FUNDS

On Saturday, June 23 the Castleton Alumni Association Board of Directors, in partnership with the Castleton Alumni Office, hosted the annual Castleton Gala at the Castleton Pavilion.

The evening of dining, dancing and live music by the Aaron Audet Band served as a reunion for alumni and friends of the University of all ages, while raising funds for the Alumni Association's Scholarship and Activities Funds. The Scholarship and Activities Funds support events for students on campus, including the Freshman Welcome and Senior Class Social, as well as fund annual scholarships for up to two Castleton University students each year.

What's New With You?



Student Life

WELCOME HOME

Castleton University hosted a Naturalization Ceremony in July, welcoming 47 new United States citizens, including both a Castleton University alumna and a current student.

The candidates hailed from 20 different countries including Austria, Bhutan, Canada, Congo, Dominican Republic, Germany, Hungary, Iraq, Kenya, Moldova, Nepal, People's Republic of China, Peru, Russia, Rwanda, Somalia, Taiwan, Thailand, United Kingdom, and Vietnam.

Castleton University President Karen M. Scolforo welcomed the group to the Castleton campus and congratulated them on this important milestone and achievement.

"As new citizens, you enrich our country. You bring experiences from which we learn, talents from which we grow, and a resolve that inspires us all," said Scolforo. "This country was built by

people like you. It has grown because of people like you. It will continue to thrive because of people like you."

Among the participating naturalization candidates was Castleton student Fidele Rutayisire, a member of the 2017 North Atlantic Conference Champion Men's Soccer Team. Originally from Rwanda, Rutayisire was surrounded by friends and fellow teammates as he earned his citizenship status. Joining him was Castleton alumna Neha Gratton '94 of the United Kingdom.

"Castleton University is a place where people of all different backgrounds come together to transform themselves, to transform one another, to transform the world around them, and to become one family in the process," added Scolforo. "We are all in this together, and together we will change the world."



CELEBRATING SPARTAN PRIDE

In front of hundreds of their friends, family, peers, and colleagues, Castleton students, faculty and staff were honored for their achievements during the 2017-18 academic year at the Annual Castleton Awards Ceremony in May.

Awards were given out honoring success in academics, athletics, student life and more.

"Looking back on my four years at Castleton almost doesn't seem real. I've changed and grown in so many ways and yet through Castleton, I'm more me than ever," said senior Olivia Maher, recipient of the Academic Excellence Awards in Media and Communication at the celebration. "Accepting the award gave me the confidence and reassurance to accept my diploma and enter the real world after graduation ready for the next adventure and excited to succeed in whatever I do."

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 Tegan Waite.

A complete list of award winners is available at castleton.edu/student-awards





SAFETY IS JOB ONE

The Castleton University Office of Public Safety plays an integral role in all facets of campus operations. At Castleton, a safe campus is a source of pride and commitment, and Director Keith Molinari has taken the commitment to new heights.

“We started with infrastructure, developing new ways to monitor and provide lockout capabilities that were all scalable,” Molinari explains. “It’s not enough to just ‘be safe’ today, we want systems that have capacity to grow as we grow.”

The department has eight full-time staff members, one part time officer and another 20 student employees who act as dispatchers and officer trainees.

“Our students play a vital role in our office,” said Molinari. “Many act as customer service reps and help with dispatch, but the student officers are integral in assisting the full-time officers while getting valuable training.”

Students across many majors, including Criminal Justice, fill out the student ranks, and Molinari relies on referrals from others on campus to help fill the ranks. “It’s all about building relationships,” he notes.

While many of the day-to-day tasks of the department might seem obvious, the task list that comprises the more than 5,000 calls the officers respond to each year is long.

“We provide 24/7 dispatch and operate the mainline switchboard, monitor parking, IDs, assist with lockouts, and escorts,” Molinari says about the more obvious tasks. “But, we also play an integral role in providing programs and training, building relationships with town services, working on conflict management, and examining ways to make campus life better for our students.”

Molinari and his entire department subscribe to the ideals of “Community Oriented Policing.” This can best be described as a collaboration between Public Safety and the entire community that identifies and solves campus community problems. The Public Safety Department is accountable but not the sole guardians of law and order. All members of the community become active allies in the effort to enhance the safety, security and quality of life for the entire community.

Statistically speaking, Castleton University is among the safest campuses in the country when comparing the annual *Clery Report* to other similar institutions. Molinari and his staff work hard to maintain the community-oriented philosophy that allows that to be the case. Castleton students, staff, and faculty also play an integral role in ensuring the safety and security of the campus.

“We are fortunate to work on a campus that believes in taking accountability for not just their own actions, but also the actions of others,” Molinari said. “Our officers are committed to the ‘Castleton Way,’ and I’m proud of the way we represent the University.”

MISSION

Castleton University Department of Public Safety’s primary function is to enhance the campus quality of life by creating and maintaining a safe and secure environment through effective, efficient and consistent service to every member of the University community.

CORE VALUES

- Integrity
- Professionalism
- Education
- Service
- Teamwork
- Diversity

DAILY TASKS

- 24/7 Dispatch Center
- Mainline Information
- ID Processing
- Parking
- Lockouts
- Escorts
- Blue Phone Monitoring
- Winter Shovel Outs
- Jump Starts
- Patrols
- Emergency Management
- Health & Safety
- Fleet Vehicles
- Training Programs
- E-Service Liaison
- Conflict Management
- Access Control
- Camera Monitoring
- Lighting
- AED/CPR Certification



CLUB SPORTS EXPAND

OPPORTUNITIES FOR ALL

-Jeff Weld
Dean of Advancement

Chris Chapdelaine is well-known by many as the head coach of one of Castleton's most successful varsity programs in the modern era, the women's soccer team. Chapdelaine has won conference championships, Coach of the Year honors, and has built a program based on hard work and respect in the classroom, on the field, and in the community. What many might not know, however, is that Chapdelaine also oversees the burgeoning Club Sports scene at Castleton, which has seen exponential growth under his supervision.

Recent expansion includes badminton, bowling, cycling, curling, and ultimate frisbee to name a few.

"Having the opportunity to work with both varsity and club sports is really interesting," Chapdelaine said. "As a varsity coach I make a majority of the decisions for our program. One of the really cool things about club sports is that the students make the decisions based upon meetings they have with the club members and a formal governance structure. My role is to help guide them through the process and assist in building their vision. The best part about both is that they provide an opportunity to enhance the overall student experience here at Castleton."

Zijie (Frank) Wan started the badminton club on campus, and it has grown to more than two dozen members. "I hope to recruit more for the fall semester, and develop it into a sustainable club that travels to compete with other schools."

A Similar approach has worked very well for Andrew Borden, who started the cycling club at Castleton, has his team at 23 members and competing in the Eastern Collegiate Cycling

Conference circuit in road, cyclocross, and mountain biking. "Club sports are a great addition to Castleton," explained Borden. "Too often in larger schools, students with similar interests will never meet. Club sports allow students a platform for those with interests in a wide array of different sports to bond over a common interest."

The bowling team experienced success on the national level this past year with Brendan Rollins ranking fourth in the country in average. If Rollins had met the criteria of 40 games (he came up just short), he would have been the top-ranked rookie in the nation. "We see our small club as a way to bring people together," said Shaun Williams. "We want to bring people together that love the sport, love to compete, and we want to have our students be a part of our family."

Chapdelaine sees the growth as a major positive for the university's future. "The best part about working with club sport student-athletes is seeing their excitement and passion for the sport and the university. Seeing someone who has a vision, is motivated to get there and wants to do it while wearing the Castleton name is really awesome! They are just as committed as our varsity athletes, and also have an ownership stake."



Andrew Borden at a recent race

ESPORTS COMING THIS FALL

-Jac Culpo '22
President, eSports Club

eSports are coming to Castleton University for the 2018-19 school year. The club team will be looking to get its feet wet in one of the fastest growing industries on the planet..

Whether you consider it a sport, hobby, or a waste of time, the industry of competitive gaming is booming and people all over the world are taking notice, including colleges and universities of all sizes.

in 2017 League of Legends, one of the most popular titles in eSports, sold out the Beijing National Stadium which seats close to 80,000 and hosted the 2008 Olympics in less than one minute. The final match between the two South Korean powerhouses SKT and Samsung Galaxy, had almost 57.6 million unique viewers from around the world. To put that in perspective, the largest recorded number of viewers watching one NBA Finals game was in 1998 when around 35.9 million tuned in to watch Michael Jordan's last championship run with the Chicago Bulls.

It shouldn't come as a shock then to anyone that large investors have started pouring into the market. This past year Blizzard held the inaugural season of the Overwatch League. A dozen teams competed, and it was reported that each of those teams paid \$20 million to be a part of the league. Some of the investors and team owners include the Kraft Group which is headed by Robert Kraft (owner of the New England Patriots), Fred Wilpon (majority owner of the New York Mets), and Stan Kroenke (majority owner of the Denver Nuggets, LA Rams, and several other professional teams).

September 26-27, 2018

With the growth and popularity of the industry, and the investments pouring into the gaming world, there is one major market that has still gone largely untouched, collegiate eSports. The Castleton team is entering at precisely the right time to capitalize.

The NCAA hasn't recognized eSports as a varsity sport yet, but it's something that is on their radar. At this point it almost feels inevitable. The Big 10 Conference and the Sun Belt Conference, both NCAA Division I Conferences, have formed their own eSports conferences and nearly 60 schools across the country have made esports a varsity sport, with dozens more like Castleton adding club teams each year.

There have been arguments made for the NCAA to not recognize eSports as a sport, one of the more common ones being the lack of physical exertion on the body. However, none of these arguments seem to hold much weight in the face of its obvious popularity and potential to generate revenue for both the NCAA and its member institutions.

The students who compete in these games get the opportunity to pursue their passion both in the classroom and in the gaming arena, in much the same ways as Castleton's more traditional student-athletes do.

Castleton has expanded its athletic offerings over the past decade and seen great success in doing so. We're still the only public university in the state of Vermont to sponsor football, and we continue to set the bar in the club sports arena as well.



Personnel

A SPARTAN FAREWELL

With a combined total of more than 450 years of service to Castleton, the University bid farewell to those setting their sights on retirement at the culmination of the 2017-18 academic year. Each a valued member of the Castleton University community, their welcoming and familiar smiles will be missed by many.



Lyn J. Adams
Associate Registrar
40 years of service

Ana Alexander
Professor of World Languages & Study Abroad
Program Coordinator
29 years of service

Tita Annis
Custodian
23 years of service

Harry Chaucer
Professor of Education
17 years of service

Vikki DeRosia
Professor of Criminal Justice
27 years of service

David Ellenbrook
Professor of Social Work
26 years of service

Sanjukta Ghosh
Professor of Media & Communication
27 years of service

Colleen Grenier
Staff Assistant Natural Sciences
28 years of service

Lillian Jackson
Professor of Social Work
20 years of service

Anita Larson
Administrative Asst. Academic Support Center
28 years of service

Malcolm Palumbo
Custodian
31 years of service

Kathy Perzanowski
Coordinator of Disability Services
20 years of service

Gary Rogers
Admissions Secretary Receptionist
38 years of service

Karen Sanborn
Coordinator of Educational Technology Services
39 years of service

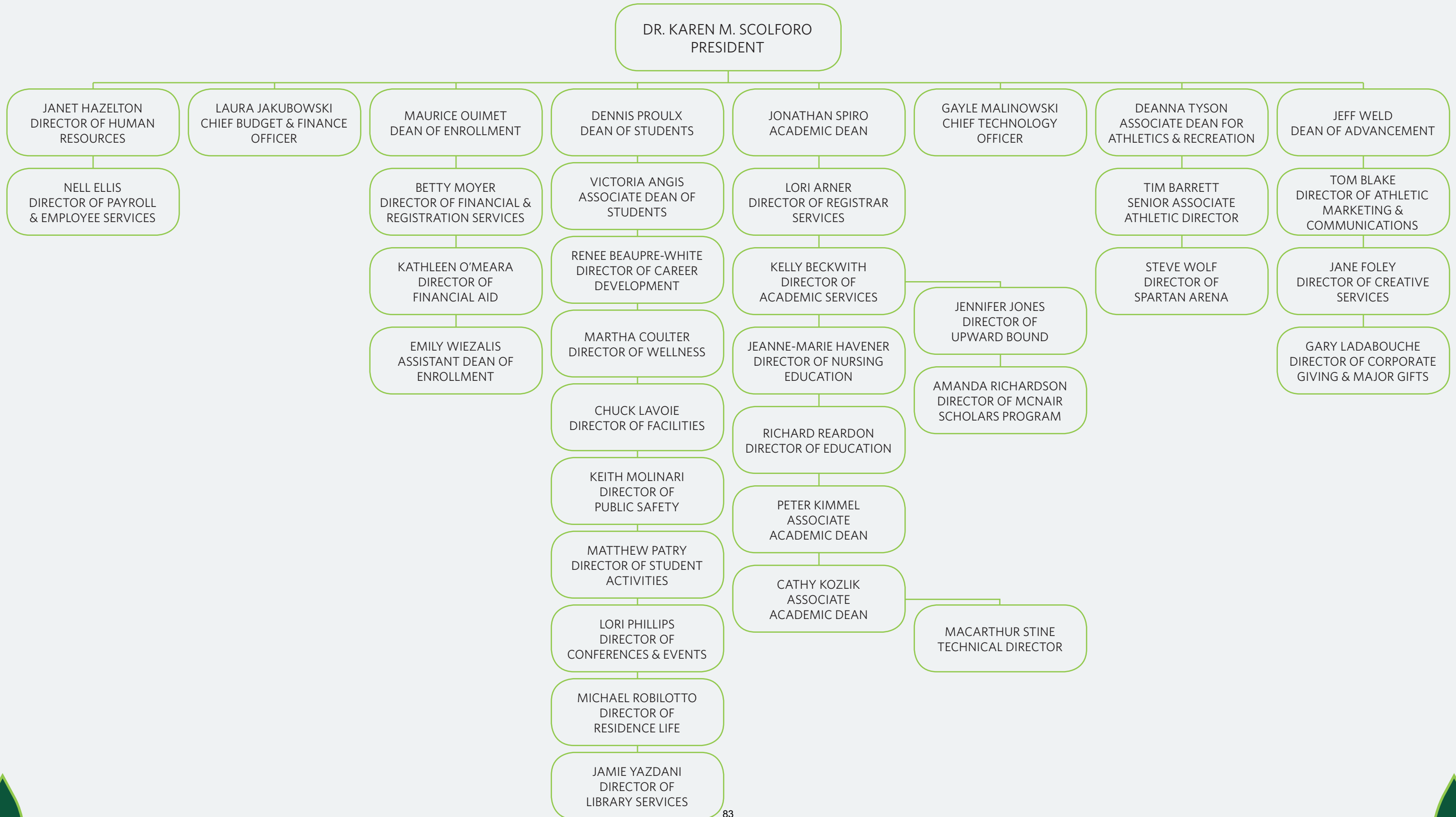
Carrie Waara
Professor of Global Studies
26 years of service

Rick Wareing
Associate Director of Facilities
21 years of service

James Waterhouse
Lead Maintenance Worker
40 years of service



Organizational Chart





 Report to the
BOARD
 of
TRUSTEES

CONTENTS

 Student Affairs

 Admissions &
 Enrollment Services

 Personnel

 Academic Affairs

 Finance

 Facilities

 Development

 Library

 Learning

 Technology

 Workforce

 Development

 Veteran Services

 Secondary Education
 Initiatives

 Strategic Planning

 Special Initiatives

Executive Summary

Dear VSCS Board of Trustees,

In January, after a year of intense focus, CCV rolled out its strategic plan for 2018-2028. This plan will provide a blueprint as we expand our reach to more Vermonters and adapt to the changing needs of students and the state.

As we increase our capacity to meet students where they are and support their work toward academic and career goals, one of our primary strategic priorities is to develop stackable credentials that are nested within our certificate and degree programs. We know that providing tangible, achievable milestones on the way to a degree is key to improving retention. Several new initiatives are advancing this work.

Last year, we launched a Certified Public Bookkeeper program, which allows students to begin working as a bookkeeper while also continuing on the path to an accounting degree. Two new manufacturing courses lead to four Certified Production Technician (CPT) certifications, allowing students to advance their careers while earning

credits they can apply to a CCV STEM degree. We also expanded our CPT offering with the introduction of a Green Production course. Since 2015, nearly 400 Vermonters have participated in the CPT and have earned over 950 industry certifications as a result.

Our partnerships with neighboring institutions and organizations continue to grow and strengthen. New programs that have emerged from these partnerships include an Environmental Services Training program, job skill and customer service training for young adults, a Certified Customer Service training, and an Apprentice Addiction Professional certification. In its expanded role in collaboration with the Vermont Department for Children and Families' Child Development Division, Northern Lights at CCV is diversifying and increasing accessibility to required trainings for the roughly 5,000 early childhood and afterschool professionals throughout the state.

We also recognize that part of meeting the changing needs of students is providing accelerated courses that can be completed in less than a traditional fifteen-week semester. We have continued to increase the number of accelerated online classes and will offer 35 in fall 2018. In the spring of 2019, our childcare certificate program will be offered in an accelerated online version that can be completed in just four semesters.

This year we were also pleased to sign a first contract with our newly formed faculty union, CCV United Faculty. We are proud to have reached an agreement after just six months of negotiations. This contract respects CCV's core values and our student-centered mission. We are fortunate to begin implementing it as we embark on our new strategic plan. Both of these crucial documents will change the way we work, and I believe they will make the College stronger.

There are many exciting developments on the horizon for CCV. We look forward to the year ahead with confidence and a strengthened commitment to serving Vermont's students and communities.



Joyce Judy
President

Student Affairs

Cultivating student leaders, supporting students' success, and helping students develop into confident, professional, and employable graduates continues to be a focus at CCV. Last year CCV proudly hosted its sixth Leadership Scholarship luncheon. President Joyce Judy awarded thirteen students \$1,000 scholarships in recognition of demonstrated leadership in their academic centers, classrooms, or communities through service learning, volunteer work, and involvement in student life at CCV. Since the program's inception, CCV has awarded \$78,000 in leadership scholarships.

In spring 2016, CCV launched a new leadership program through which students can earn a CCV Leadership Endorsement. The endorsement is designed to help students enhance and explore leadership potential through participation in CCV's leadership programs, activities, and trainings, and acknowledges verified leadership participation and training 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. The Leadership Endorsement will appear on students' transcripts when a credential has been earned. To date, six students have earned the CCV Leadership Endorsement. Further, since announcing the leadership endorsement, participation in CCV's Community of Student Representatives has increased by over 40%.

Leadership was also a theme for students enrolled in the TRIO program, a federally funded program that supports student success for first-generation and economically challenged students. Students from around the state came to a CCV TRIO Leadership Retreat where they participated in StrengthsQuest activities, explored authentic leadership, and forged new peer relationships with one another. CCV's TRIO program serves 225 students in our Winooski, Rutland, St. Albans, Montpelier, and Morrisville academic centers.

This spring, CCV held its third Phi Theta Kappa (PTK) induction ceremony. PTK is recognized as the official honor society for community colleges by the American Association of Community Colleges. To be eligible for PTK, degree-seeking students must have earned at least 12 credits at CCV and have a minimum 3.70 cumulative GPA. Since the establishment of CCV's charter, the College has welcomed 350 students to its chapter. We have 219 current members and an alumni network of 131 CCV graduates.

A core component of CCV's mission is to support and promote student success. The College works to reduce barriers to learning and to deliver strong support services and research-based interventions. In 2017-18, CCV's Peer Academic Mentor Program embedded student leaders into 38 course sections. The program, which is a component of our retention strategy, aims to help students feel connected, develop strategies and behaviors for success, and persist through academic challenges. In addition to receiving academic support in one of our twelve Learning and Career Centers, students can access learning center services on-demand using eTutoring, a collaborative online tutoring program that is available 24/7.

Our eTutoring service continues to be highly rated and praised by students, especially our English Language Learners. ELL students receive customized essay writing support from ELL trained tutors, and often submit work multiple times. In the past academic year, eTutoring was used over 2,900 times.

Last year, 28 CCV students cultivated cultural competencies while studying abroad. In the fall, CCV's study away Ethnicity and Diversity course culminated in an eight-day trip to New York City, where students experienced the food, music, art, literature, film, and cultures of immigrant populations in one of the most ethnically diverse cities in the world. In the spring, The Power of Food in Literature, Culture, and Film students visited the world's culinary capital of Paris to experience French and international cuisine and had an opportunity to practice French cooking. After touring different French regions to explore the intersection of cuisine and culture, and students came home with a deeper understanding of the way food impacts literature, culture, and memory to create meaning. To date, over 375 students have traveled abroad to experience different cultures through CCV's experiential learning program.

Admissions & Enrollment Services

Over the last year, CCV IT has launched a suite of new tools and web resources for faculty. The new toolset, called the Faculty Information Service, includes a series of notifications that help faculty keep track of and link to all of the administrative tasks that need to be completed during a typical semester. It is also a one-stop shop for faculty members to look up their own contract and course archive, as well as employee and evaluation information. We have also developed a web-based community and resource site called Teach@CCV. The site is highly interactive and is used to facilitate communication, idea sharing, and resource exchange among faculty.

Another key focus of the year for our enrollment services team was the expansion of our text messaging capabilities. Text messaging is now used across the institution by every academic advisor, financial aid counselor, and front line administrative staff member for more effective and efficient communications with applicants and students.

Several philanthropic grants have been used to help students close the gap between their financial aid and tuition, fees, books, supplies, and transportation. In the past two years, we have awarded approximately 800 of these micro-grants annually, with the average award under \$200. Over 60% of these students return for the subsequent semester, and 80% of the recipients do not take out student loans.

We have been working diligently to get up to speed on the Elevate system, with a go-live date in early September. Our Workforce and Northern Lights teams will use Elevate to market their non-credit trainings more directly and effectively. The system will also streamline the registration experience for those students.

We have also worked closely with IT at the Chancellor's office to leverage our enterprise resource planning software (Colleague). This work has allowed us to automate several processes that have previously been manual. Automating these processes means fewer errors on student billing and registrations, and that students are able to access their grades more quickly.

Personnel

Last October, over 130 staff members gathered in Montpelier for training on inclusion and diversity. Keynote speaker Dr. Bil Liepold presented *Dreaming Beyond Technicolor*, which challenged staff to think about social justice through the lenses of inclusion and diversity.

Staff then attended sessions on navigating the generational influences in the workplace, implicit bias and navigating unfamiliar territory, new Americans at CCV, and pronouns and gender identity.

CCV's College Council, as a representative staff governance body, addressed issues of policy and procedure relevant to the work of CCV staff. The council convenes each month at a CCV academic center to discuss ongoing projects and identify new directions. Current initiatives include a mentoring program, staff recognition, and the 30x3 wellness program.

Academic Affairs

As part of the College's strategic priorities to create an integrated system for students that supports academic achievement, career preparation, and professional success, Academic Council spent the past year working to ensure all degree students have multiple opportunities to explore and prepare for careers through program curricula. The Council also explored how best to integrate Career Consultants and CCV career resources into course activities and assignments.

Council members recognized three essential components for student success in creating and managing their careers:

- Identifying personal skills, values, and goals
- Identifying and using accurate, current, and unbiased career information
- Applying job seeking skills, including resume and cover letter writing and interviewing

A small group has been working over the summer to determine how best to embed learning activities consistently across degree programs and will share a proposal with Academic Council in fall 2018.

To help students gain professional workplace experience, many CCV degree programs

require a 3-credit field experience course near the end of a student's program. As a capstone, Professional Field Experience allows students to receive valuable feedback from workplace supervisors. To introduce students to career options earlier in degree programs, CCV began last year to offer a new course, Exploratory Field Experience. This course is designed for students in their first 30 credits of a program and allows them to experience multiple facets of a job as they develop their career goals. Exploratory Work Experience has been offered in both CCV Academic Centers and as a Fast Forward course in Career and Technical Centers. In an effort to support English language learners, the College also created a new course that introduces students to aspects of language use and cultural expectations in post-secondary settings, and provides an opportunity to explore language conventions used in various disciplines.

Another of the College's strategic priorities is to develop stackable credentials that build toward a certificate or degree in a given occupational area. As a result, the academic and workforce teams have worked closely to develop and update curriculum in an effort to meet this priority. CCV began offering a new Bookkeeping certificate this fall. The certificate strengthens the pathway between an industry recognized credential in Bookkeeping and the associate degree in Accounting. In addition, CCV has articulation agreements from its Accounting degree to bachelor degrees in Business and Accounting, thus providing students with seamless transition through these stackable credentials.

CCV has also developed two college-level courses Principles of Manufacturing and Manufacturing Technology that incorporate four Certified Production Technician (CPT) certifications through the Manufacturing Skills Standards Council (MSSC). These certifications are valued by manufacturing employers, and students can apply course credits to CCV STEM programs.

With support from a CURES grant through Vermont Department of Health, CCV has developed a new course—Addiction: An Introduction to Clinical Skills—that meets the education requirements of the Apprentice Addiction Professional certification through the Vermont Office of Professional Recognition. Students may apply credits earned in this course to multiple CCV degrees in the helping professions.

Finance

The College continues to experience sound financial health, maintaining its high standards in financial management, enabling the College to meet its mission of providing affordable, statewide access to higher education, and helping students succeed in achieving their educational goals. Revenue sources remain in stable proportion, with tuition and fees representing approximately 61% of the College's revenue. Of the remainder, 24% percent of revenue was received from governmental grants (state and federal) and contracts, 14% of revenues were received from appropriation by the State of Vermont, and 1% of revenue was received from gifts, gains, and private grants. Expenses remain distributed similarly to

previous years, at one third operations, one third instruction, and the last third academic and student support. Approximately 75% of all unrestricted expenses fund employee compensation. The year-end financial report, audited and consolidated into the VSCS financial statements, will address the specific financial results.

Facilities

CCV continues to take great pride in and responsibility for its facilities. Through planning and prioritization, and with modest assistance from the Vermont Capital Improvement Program, CCV has been able to keep pace with repairs and replacements throughout its 12 academic centers. Examples of projects that were undertaken this past year include carpet replacement in multiple locations, window treatments, interior and exterior painting, outside building repairs, programmatic changes in classroom facilities, and office enhancements.

Equipping academic centers with telepresence classrooms continues with additions in the Winooski, Newport, St. Johnsbury, and Rutland centers. These telepresence classrooms allow multi-center locational distribution of teaching and classroom participation, and have been developed to increase access to educational opportunities for students throughout Vermont.

In addition to programmatic improvements, CCV continues to focus on safety and security in all of our facilities. The CCV Safety Committee has met regularly and continues to advise on practice and protocol for operational and academic safety efforts and is preparing to roll out a college-wide training called Run, Hide, Fight.

Development

CCV's community of alumni, faculty, staff, and friends provide support through our annual fund, eleven different scholarship funds, and thirteen center-based Student Assistance Funds. Only 6% of gifts to CCV go toward operations, with the remaining 94% directly benefitting students through student assistance and scholarships, endowment scholarship investments, and student programs. In the 2017-2018 academic year, CCV awarded \$530,798 in scholarships and grants to 1,272 students. Seventy percent of these scholarship awards were for \$250 or less. These small awards make a huge difference in helping students continue their education.

Major donations from private donors and foundations comprise 85% of CCV's philanthropic support. Grants from the J. Warren and Lois McClure Foundation, the Hoehl Family Foundation, and the Vermont Community Foundation continue to support our work with Vermont high school students, veterans, and first-generation college students.

Development efforts have more recently focused on gifts to support scholarship awards to help minimize student loan debt, cover textbook costs and other urgent needs, and

strategically incentivize retention and degree completion. In 2017, CCV received a generous donation of \$50,000 from a private donor to be used for scholarships, and in 2018, this donation was increased to \$90,000. One hundred percent of these funds were used to directly benefit CCV students.

While foundation grants and major donors remain an important focus for CCV's development efforts, we have been exploring ways to both diversify and increase donations to the college through the use of technology, greater outreach to alumni, and strategic relationships with Vermonters who share our mission of access, success, and affordability.

Hartness Library

This was a year of technological and service improvements at the Hartness Library. As the contract for our old Library Service Platform was coming to a close, the Vermont State Colleges System Libraries needed to search for a new provider. In collaboration with the OCIT, library leadership from across the colleges evaluated bids from ILS (Integrated Library Services) providers, looking for a solution that would improve user experience and staff workflows while fulfilling the OCIT's need to improve efficiencies and reduce the libraries' dependence on in-house technical support. We decided on a hosted open-source product which went live in summer 2018. Hartness librarians at CCV and Vermont Tech worked closely with library staff from across the VSCS, the OCIT, and the vendor's implementation team to make the migration a success. Users will see improved access to our circulating collection with this service.

We've also implemented new interlibrary loan software which will better support CCV's unique and student-focused circulation system across the state. The system adds the ability for users to track loan requests within the VSCS and from other libraries. The libraries are also transitioning to a hosted proxy server, which will ensure more seamless access for students and faculty to electronic materials like eBooks, articles, and videos, from wherever they happen to be. This will also include a common VSCS proxy, allowing cross-enrolled students to seamlessly access any subscription resources that the libraries share in common.

The Hartness Library also unveiled a brand-new library website, informed by usability testing among students and faculty at CCV and Vermont Tech. Moving to WordPress allowed us to not only create a new fresh look to our library "front door," but also to better integrate the Vermont Tech and CCV sides of the site, creating a seamless experience with better organization of content for our users. We will continue to evaluate the usability of the website as we adjust content based on the instructional needs of our students and faculty. Some new website content includes material on evaluating sources, determining copyright compliance for faculty, and finding alternatives for expensive textbooks. Hartness librarians have also presented on these topics at faculty development events throughout the year.

Learning Technology

CCV has steadily increased its offerings of Accelerated Online Courses (AOC) over the past four years, with 35 available in fall 2018. The seven-week AOCs are fast-paced and demanding but allow students the flexibility to, for example, attend classes for half of a semester or take two online courses back to back, one at a time. In spring 2019, CCV's Center for Online Learning will begin offering the Childcare certificate as an accelerated program that can be completed online in as little as four semesters.

Telepresence courses, now employing the VSCS' new videoconferencing system, Zoom, are becoming popular as a way of incorporating "face time" into distance education. Telepresence brings hard-to-run courses to CCV's smaller academic centers and also reduces the time and expense of meeting attendance for staff and faculty dispersed around the state. In spring 2018, the St. Johnsbury center will pilot a new hybrid course format that combines online learning with a monthly telepresence meeting.

CCV is entering its fourteenth year in the eTutoring Northeast Consortium, which deploys faculty tutors from over 30 participating colleges in the region to provide online tutoring in writing, math, science, and other subjects. In the past year, over 1,100 CCV students used nearly 3,000 eTutoring sessions for help with their on-ground and online courses. About a third of those sessions were provided to students who self-identified as English Language Learners. The service has been invaluable for students who can't get to their CCV centers for help outside of class times.

Workforce Development

This past year the College continued to focus its workforce efforts on expanding programs and partnerships. CCV has partnered with businesses across the state to offer the Certified Production Technician (CPT) program, and thus far, almost 400 Vermonters have participated with over 950 industry certifications earned. Preliminary statistics show that program completers who were employed at the start of the training saw, on average, an increase of \$5,800 in earnings by the end of their first year post-training.

Last spring CCV launched its Green Production course as an expansion of the CPT program, providing Vermont employees at all levels the opportunity to delve deeper into green manufacturing. Participants included employees from General Electric, Manufacturing Solutions Inc. (MSI), GlobalFoundries, Darn Tough Vermont, Ben and Jerry's, and City Market. Over 20 certifications were awarded as a result of the training.

Other initiatives included the development of trainings in environmental health services and customer service. In partnership with Brattleboro Memorial Hospital (BMH), Vermont Department of Labor (VDOL), Creative Workforce Solutions (CWS) and Vermont Student Assistance Corporation (VSAC), the College developed the BMH Environmental Services Training program, which includes CCV instruction, career ready certification, OSHA

certification, and a paid work experience with BMH. CCV partnered with the Alchemist Foundation to develop a job skill and customer service training for young adults. Finally, through a VDOL Workforce Education and Training Fund grant, CCV developed a Certified Customer Service training to be offered in Rutland in which participants are guaranteed interviews with partner employers.

Veterans Services

Our specialized, individualized service to veterans and military-connected students would not be possible without our two Veteran & Military Resource Advisors, Kyle Aines and Marty McMahon, veterans themselves. They serve student veterans in all academic centers and online, cultivating strong one-on-one relationships. Their expertise includes academic services, veterans' federal education benefit programs, and strategies for supporting veterans who may have difficulty adjusting to college as a result of their military experiences.

In the past academic year, we served 348 veterans plus 76 dependents using veterans' benefits. We offer veterans additional services including Smart Pens, just-in-time tutoring support, work with career consultants as well as access to career-discovery tools. For the first time, we provided financial support to a veteran to participate in study abroad in France and we look forward to continuing this for future study abroad courses.

Community engagement is also an essential element of Kyle and Marty's work. This year we began working with the Flynn Theater's Community Impact Program to secure free seats for veterans and their families. We've been excited to help expand Veterans Town Hall, a national movement begun by journalist Sebastian Junger that gives all veterans a safe space to share their experiences with their communities. This winter Marty again paired with the Vermont Humanities Council to facilitate a book discussion group for veterans in the Northeast Kingdom. Kyle serves as a mentor at The Warrior Connection, a residential retreat in Dummerston for combat veterans. In these creative ways, our veterans' advisors are helping veterans make valuable connections within the community.

Dual Enrollment & Secondary Education Initiatives

Consistent with our mission of providing opportunities to all Vermonters, the College is committed to serving young students early in their education. CCV's secondary education programs focus on meeting the needs of all students, particularly those who may have little prior exposure to college.

Several years ago, CCV began serving middle school students at the request of local schools. Since then, we expanded Middle School Access Days throughout the state, both in answer to the demand and in response to research showing that students begin deciding their future directions at this age. In 2016–2017 we served 963 students through Access Days, and this year we served 1,292 students from 33 middle schools.

In response to requests from schools to provide a quicker follow-up experience for students excited by Access Days, beginning in the fall, we will open up Introduction to College and Careers (ICC) to 8th graders who are ready for that level. Since we redesigned the course to better accommodate school schedules, curricular needs, and ages of the students, we have seen an increasing demand to offer it at high schools during the school day. With a focus on a greater range of grade levels and goals, a group of faculty, staff, and school counselors developed a new custom textbook for ICC that will be available in the fall semester.

Dual Enrollment use continues to be strong, with students utilizing 1,566 vouchers. We're working with AOE to address the challenges associated with the new voucher request system and changes to the practices around summer enrollments for juniors. These challenges have led to decreased voucher use by some populations. CCV's Early College numbers continued to grow, from 112 last year to 131 this year. The cohort represents students from 38 high schools. Forty-seven students are eligible for Free & Reduced Lunch and 61 are first-generation. Over 70% of CCV's Early College students matriculate in college the following September, with 27% going directly to CCV.

Strategic Planning

CCV's strategic planning process commenced in January 2017 when President Judy appointed a Strategic Planning Committee comprised of two faculty and eight staff members from a cross-section of administrative functions and areas. In order to ground our plan in the best available thinking about opportunities and issues facing Vermont, we conducted interviews with nearly 20 thought leaders from Vermont's business, government, education, and social service sectors.

The College then hosted 13 SWOT (Strengths, Weaknesses, Opportunities, and Threats) sessions to gather the views of staff, faculty, Academic Council, students, and external partners. Over 150 members of the CCV community and 25 external partners participated in identifying the critical factors that should be considered in CCV's strategic plan.

These qualitative data were integrated with an analysis of Vermont's demographic, economic, social, and labor market trends. Together the research gave us a wide-ranging, candid view of the opportunities and challenges that lie ahead. Our planning began in earnest as we organized the insights and ideas we had gathered. In November 2017, President's Council endorsed a draft of the plan, which was subsequently made available for review by the full CCV community.

Four pillars make up the foundation of the new plan. Each represents a key strategic direction for the College, and includes priorities and strategies for implementation. These will require operational planning, measured risk-taking, and creativity from all members of our community, as well as ongoing assessment of our progress. Key performance indicators for each pillar will be reviewed regularly, and will figure significantly as CCV prepares for its next accreditation visit in 2022.

Special Initiatives

Northern Lights at CCV

Northern Lights at CCV (NL at CCV) provides comprehensive career development training and services for over 5,000 early childhood and afterschool professionals in Vermont. This workforce, vital to Vermont families, communities, and businesses, includes early childhood and afterschool program directors, teachers, assistant teachers, assistants, and family child care home providers.

The work of NL at CCV is funded by federal Child Care Development Funds (CCDF) and federal Part C funds administered by the Child Development Division (CDD). In January 2018, funding for the program more than doubled to support increased staffing and expanded services.

Led by director Becky Millard, NL at CCV offers regional career advising, professional development, and registry services. The team coordinates and delivers multiple trainings in all 12 CCV academic centers to meet requirements for child care program licensing and to support continued learning. NL resource advisors offer career advising and technical assistance to individuals in their designated regions. Since launching in January 2018, the NL resource team has provided over 1,000 consultations to early childhood and afterschool professionals.

The NL at CCV team is actively engaged in state-wide partnerships. Becky Millard serves as the chair and facilitator for the Professional Preparation and Development (PPD) Subcommittee of the Building Bright Futures State Advisory Council. In addition, NL at CCV recently hosted a day-long summit for professional development providers to collaborate, share data on field training needs, and plan for aligned trainings in 2019.

NL at CCV will continue to grow and develop its services for the early childhood and afterschool field. The dedicated team looks forward to expanding and strengthening its relationships with individuals, communities, and stakeholder groups in the early childhood development system.

ReSET VT

In 2017, in an effort to support the Department of Corrections in its work to reduce Vermont's recidivism rate, CCV launched ReSET VT in the Northern State Correctional Facility (NSCF). The ReSET VT pilot offered career preparation, college classes, advising, and mentoring to prepare cohorts of male inmates to transition to college or secure employment upon their release. At the conclusion of the pilot, 80% of the participants successfully completed three courses; 100% of the participants identified post-secondary and career pathways; and 100% reported the program was a worthwhile experience. The pilot gave CCV the opportunity to work closely with DoC to explore solutions to overcome

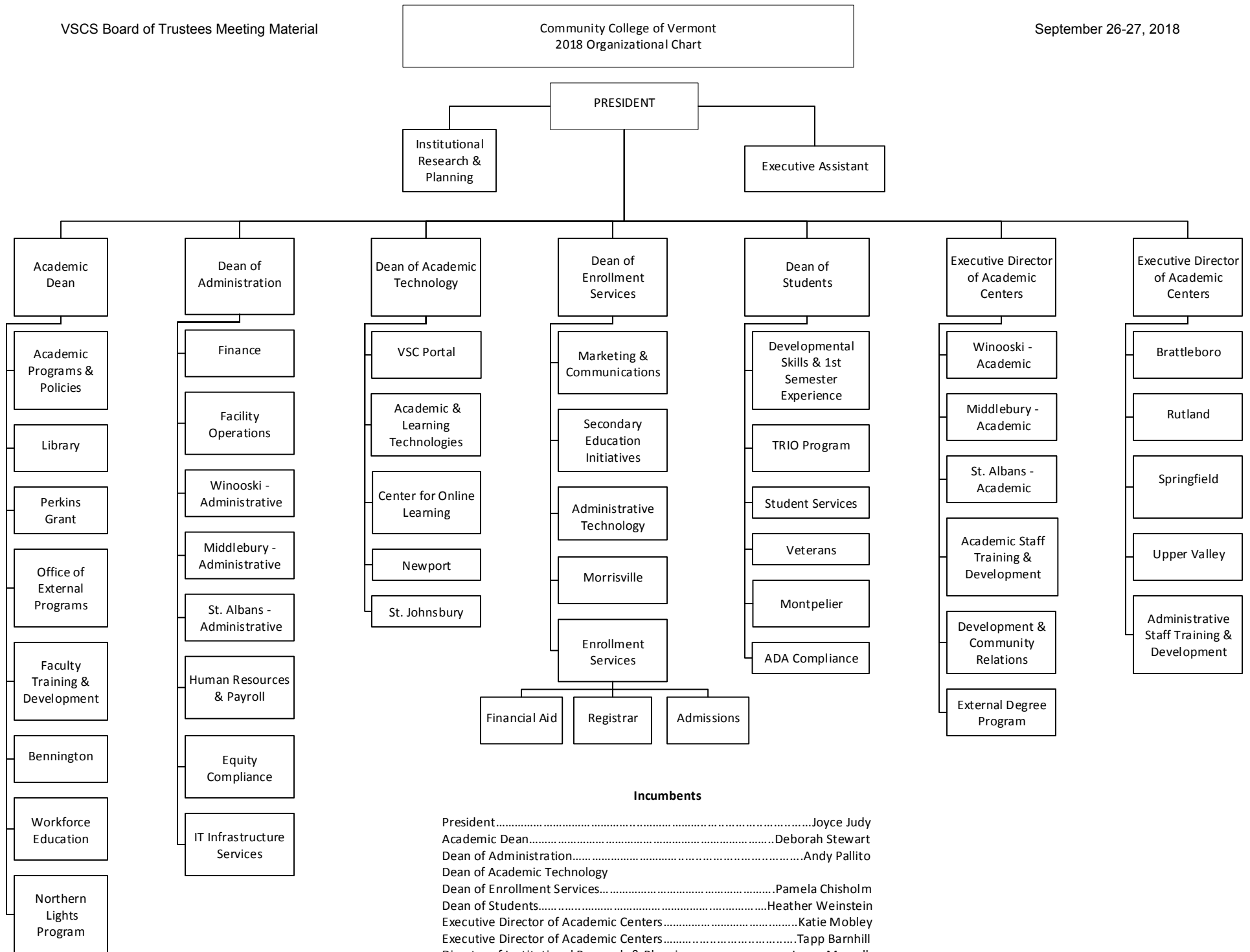
the barriers to running college courses with Vermont correctional facilities and to learn firsthand from inmates about their needs and learning experiences.

In fall 2018, CCV is offering English Composition, Introduction to Psychology, and Dimensions of Self and Society to twenty-seven students in the Northern State Correctional Facility. The College is also offering Introduction to College and Careers to Community High School of Vermont students housed at NSCF. CCV will continue to gather data to show the longer-term value of investing in higher education for Vermont inmates.

Linking Learning to Careers

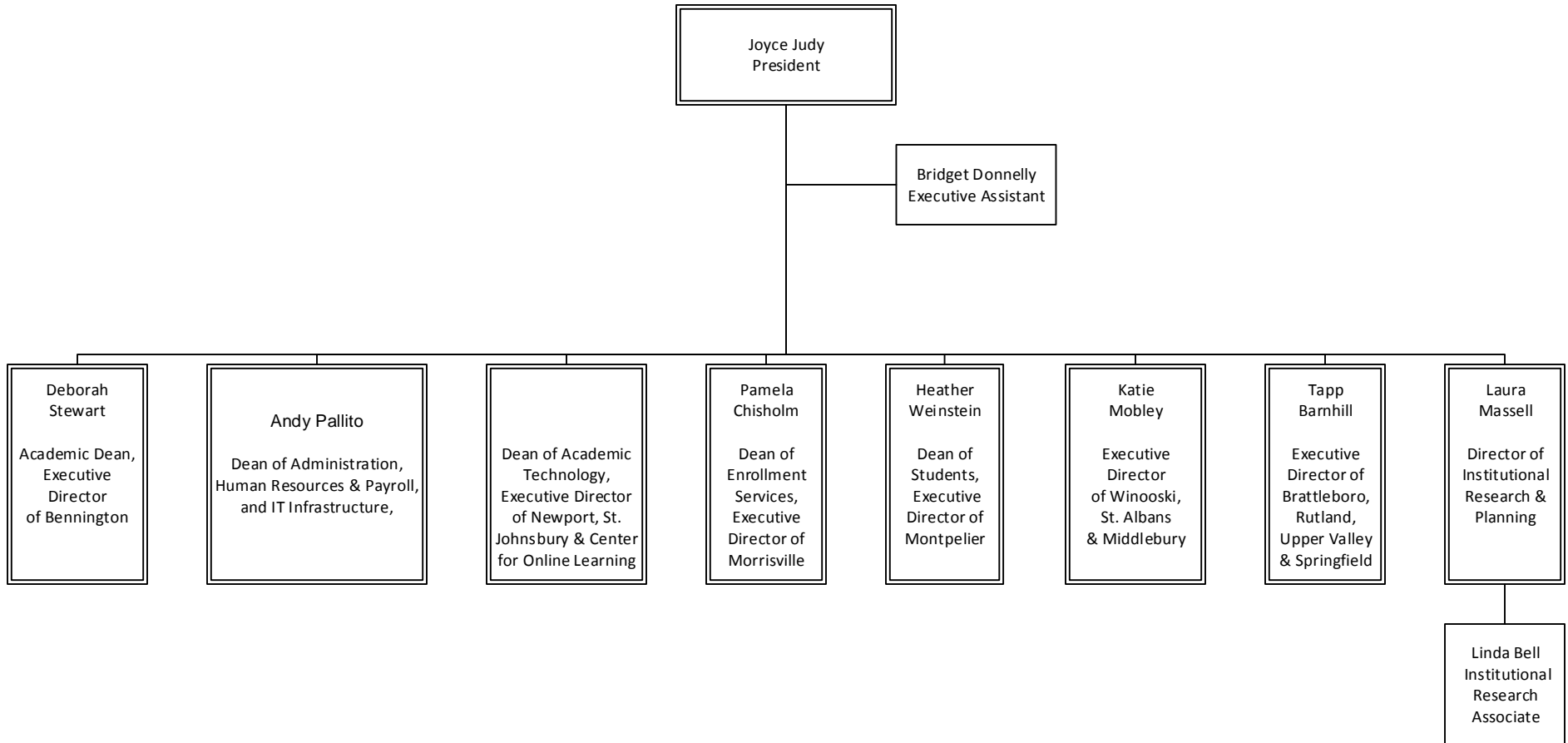
Building upon the strong relationship between Vocational Rehabilitation Services and Community College of Vermont, last year we began a new collaboration on an innovative program called Linking Learning to Careers (LLC). Supported by a grant from the U.S. Department of Education, LLC is an exciting new opportunity to improve college and career readiness for Vermont high school students with disabilities. This five-year statewide initiative will build on the effective career exploration and employment services already provided to students, and engage them in additional experiences that will help them to successfully transition from high school into adulthood. LLC creates a powerful partnership involving Vocational Rehabilitation Services, the Vermont Association of Business Industry and Rehabilitation, the Agency of Education, high schools, and career and technical education centers, and Community College of Vermont. Only five states were awarded grant funding and of those five, only Vermont has post-secondary education as a primary focus.

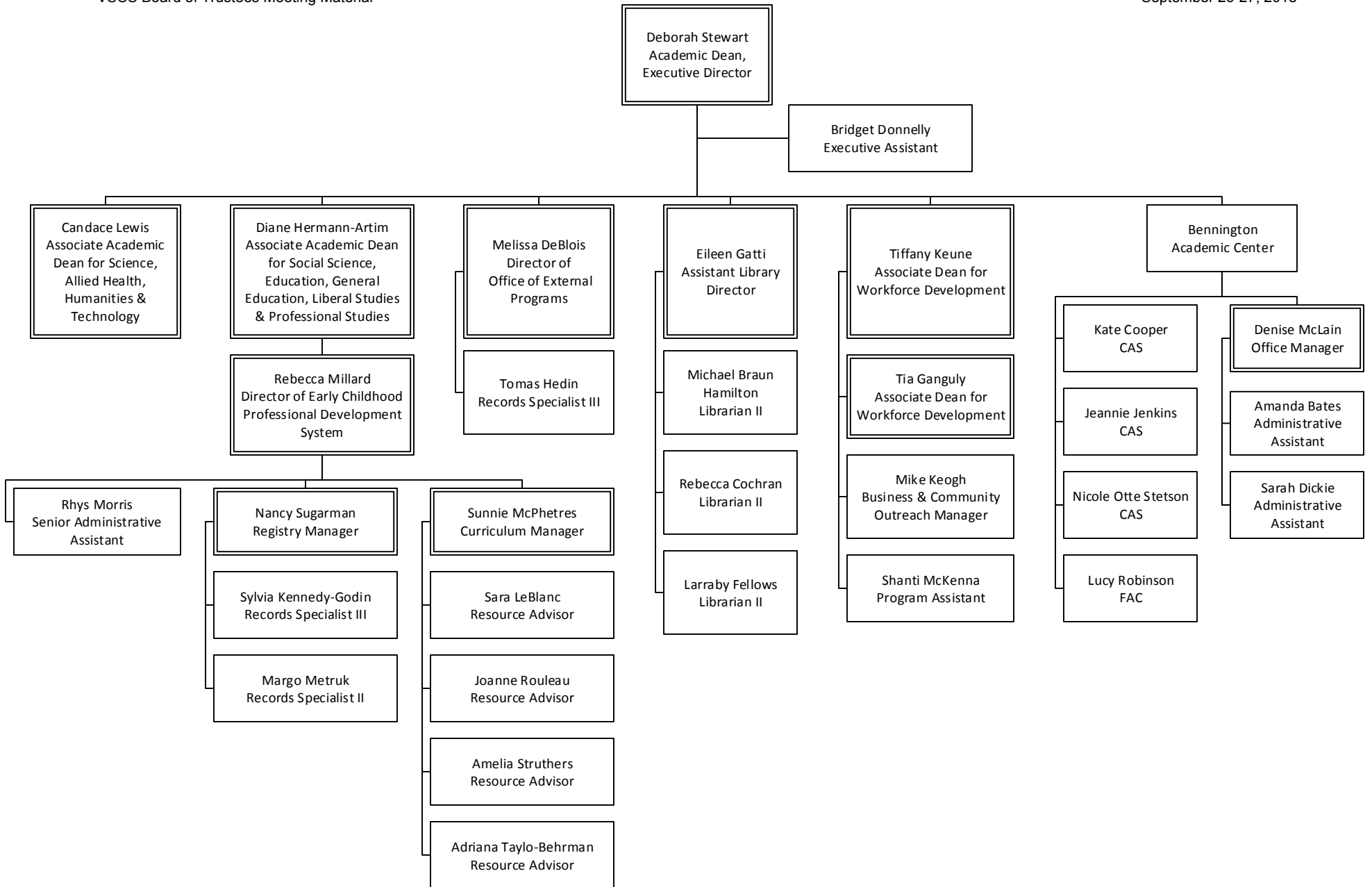
Over the next four years, four hundred high school students from across the state will have the opportunity to engage in enhanced services through the LLC program. These services include two additional LLC-funded Dual Enrollment Vouchers, contracted college courses, a disabilities-focused Introduction to College and Careers module created specifically for LLC, transportation, mentoring, work-based learning opportunities, assistive technologies support, and intensive career consultation and exploration. Over the past year, the LLC design team has developed the foundation of the LLC program, and we have now entered the implementation phase. We anticipate ramping up post-secondary education and other enhanced services over the course of the coming year.



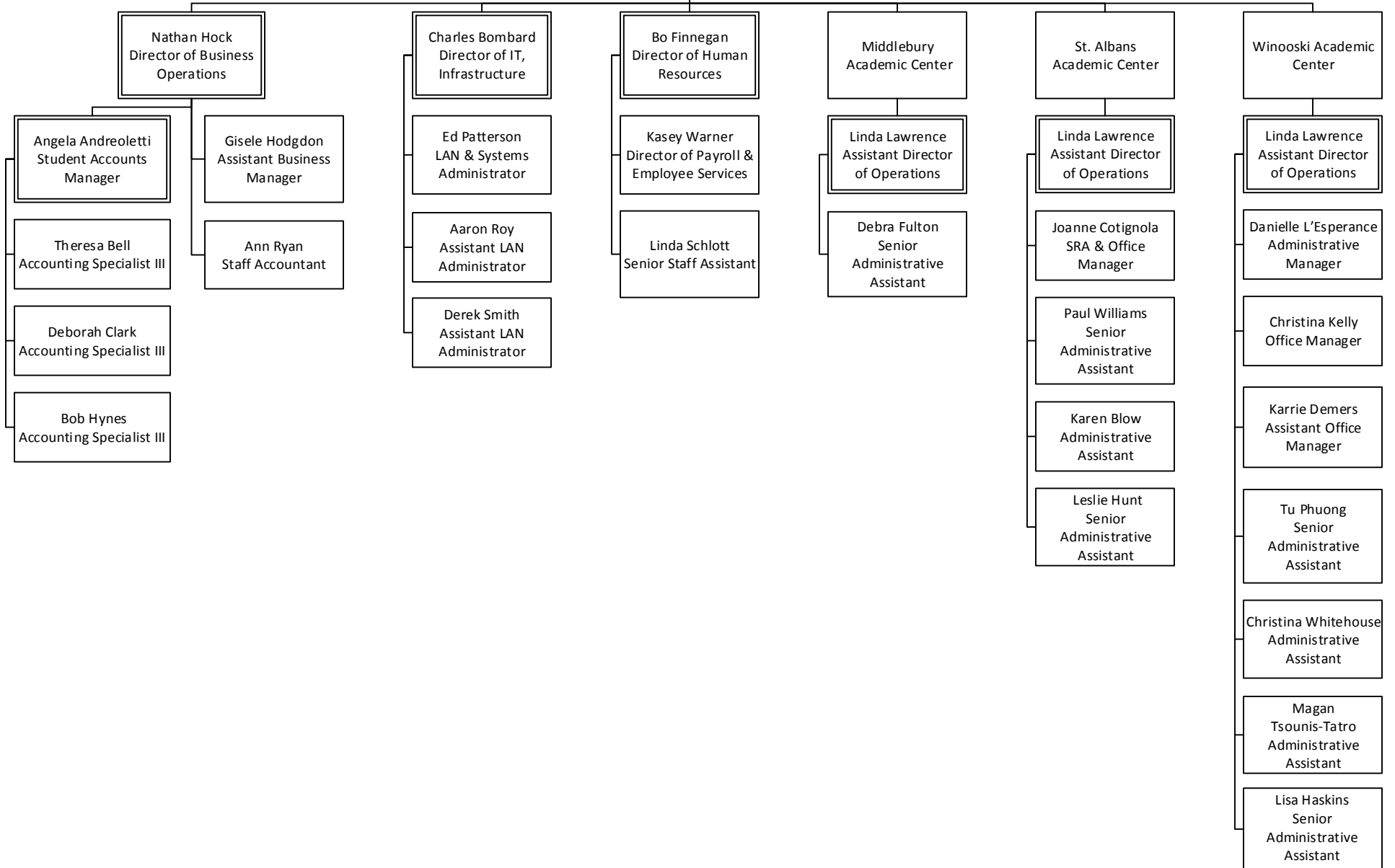
Incumbents

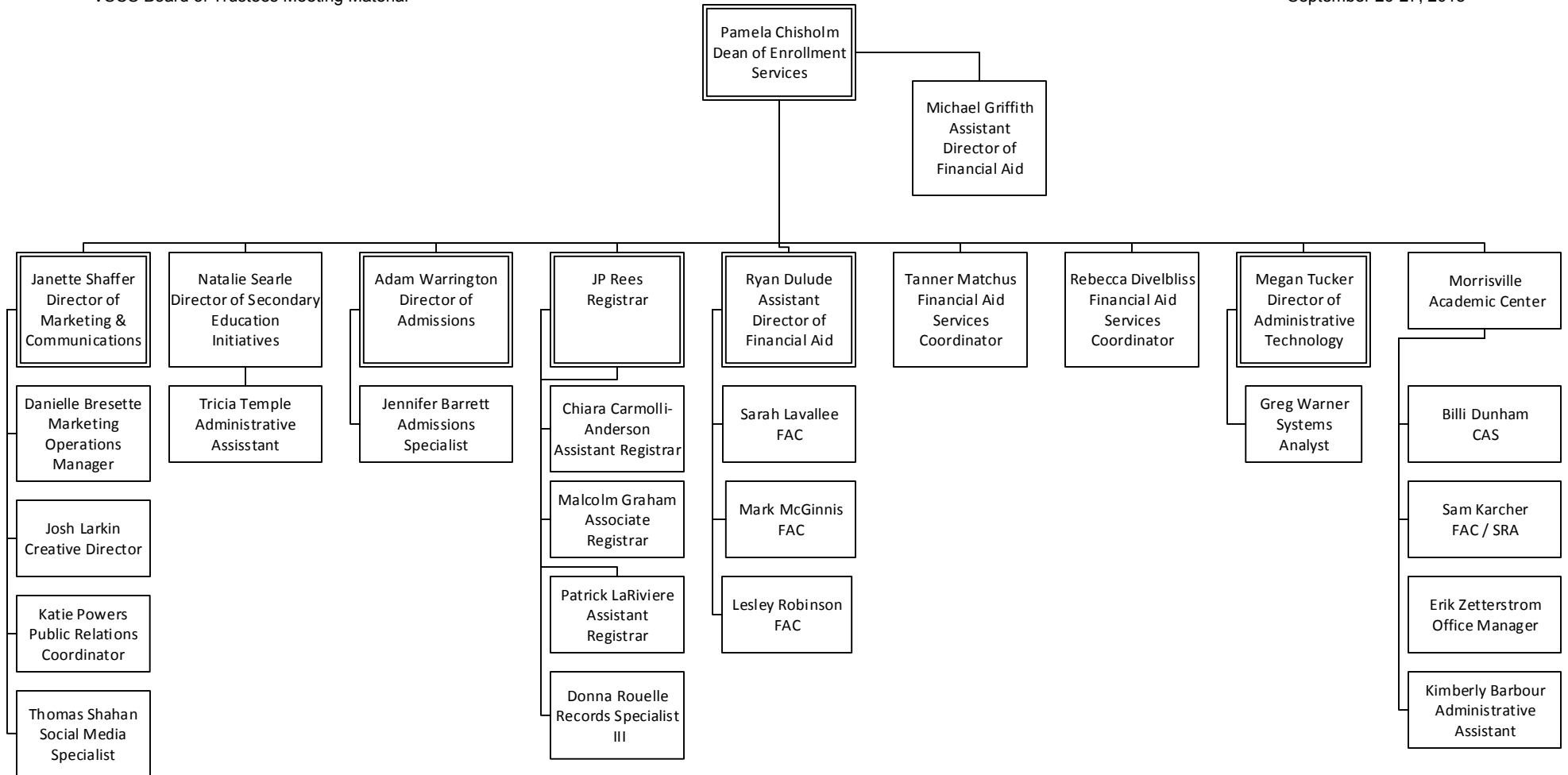
President.....Joyce Judy
 Academic Dean.....Deborah Stewart
 Dean of Administration.....Andy Pallito
 Dean of Academic Technology
 Dean of Enrollment Services.....Pamela Chisholm
 Dean of Students.....Heather Weinstein
 Executive Director of Academic Centers.....Katie Mobley
 Executive Director of Academic Centers.....Tapp Barnhill
 Director of Institutional Research & Planning.....Laura Massell
 Executive Assistant.....Bridget Donnelly

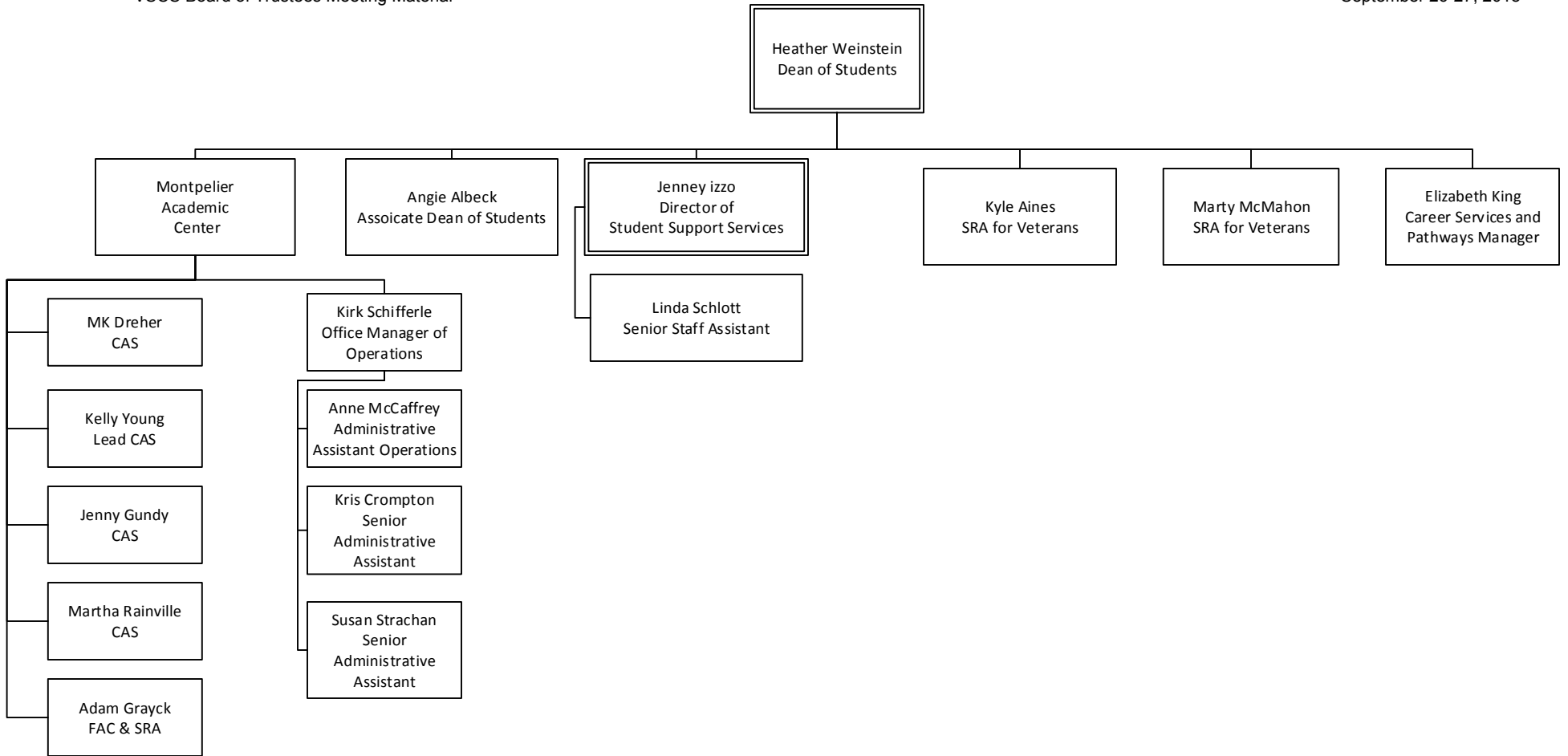


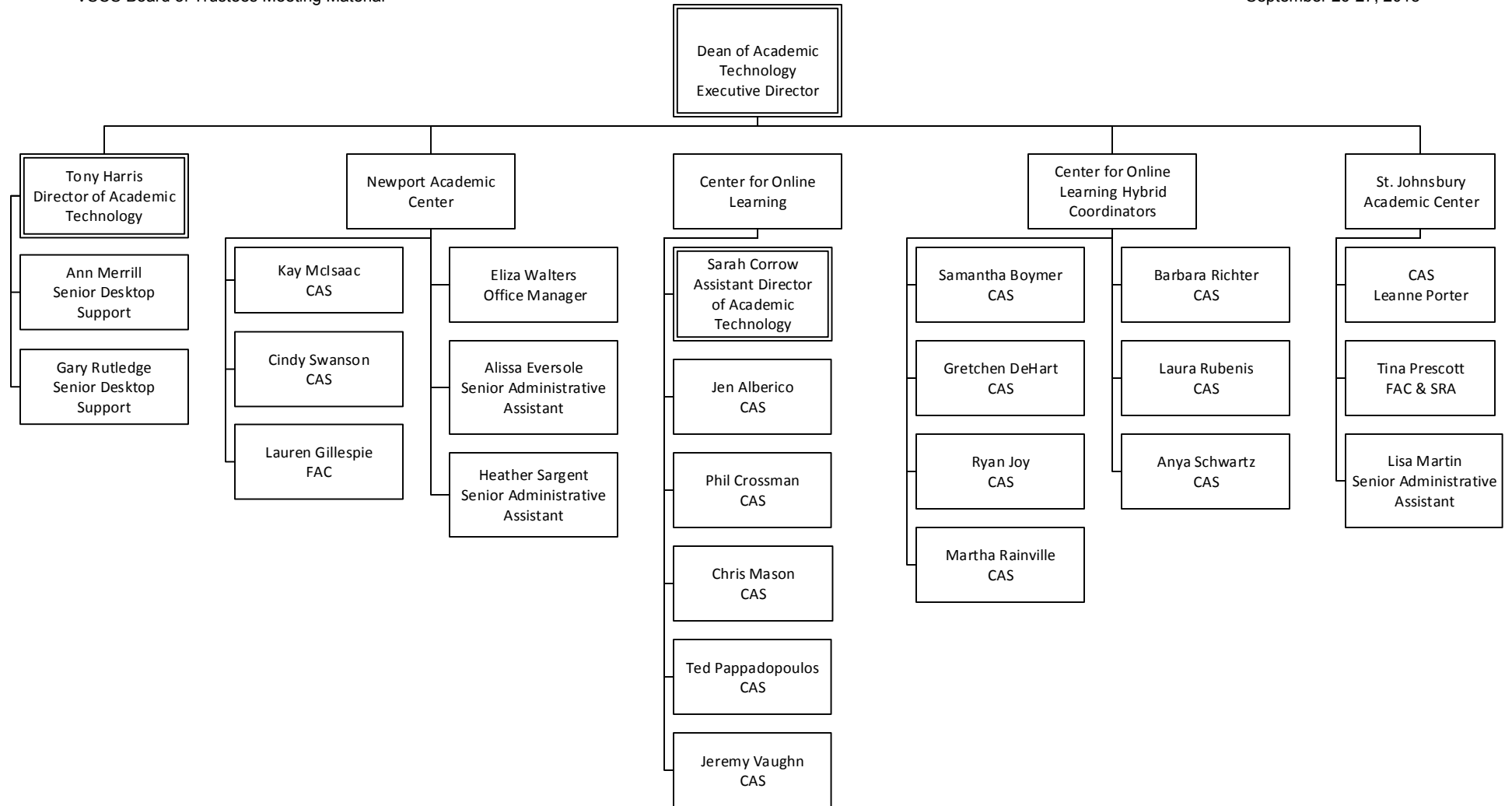


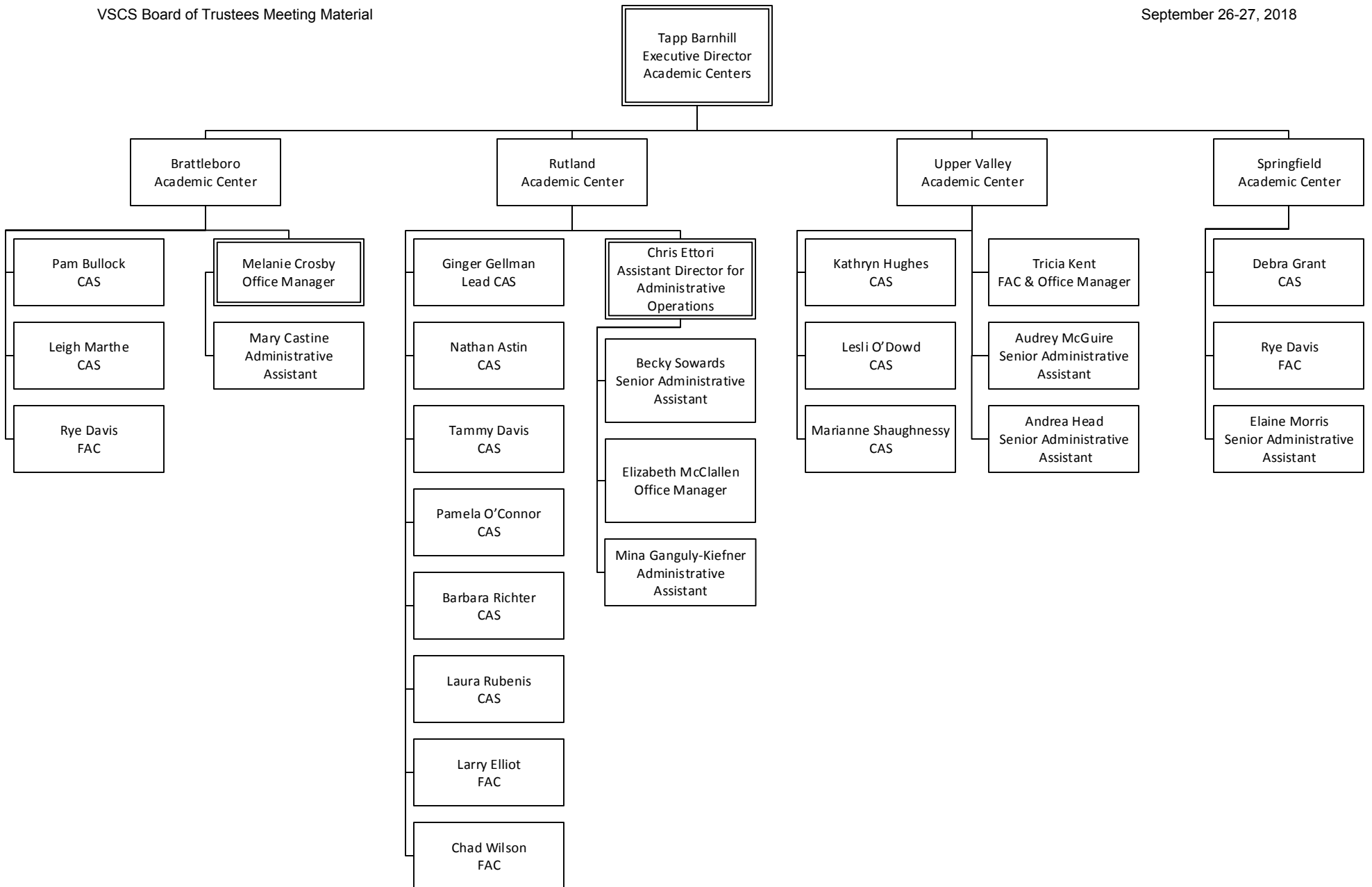
Andy Pallito
Dean of Administration

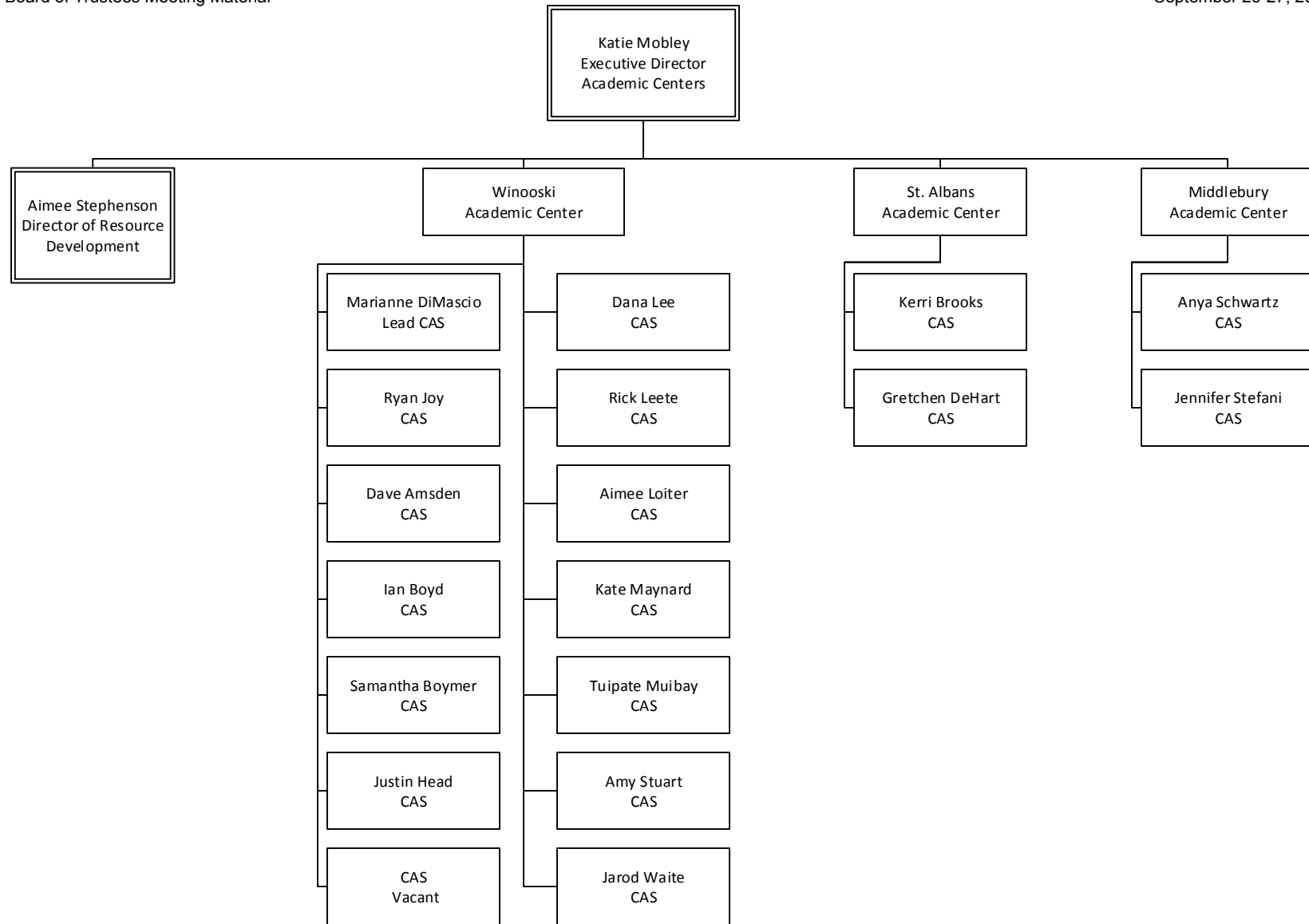














Northern Vermont
UNIVERSITY



2018

ANNUAL REPORT

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

JULY 1, 2017–JUNE 30, 2018, REPORTED SEPTEMBER 2018



President's Message

ELAINE C. COLLINS, PRESIDENT

The past year has been a momentous one in the history of Johnson State and Lyndon State colleges as our communities worked tirelessly to achieve the unification of our institutions into Northern Vermont University, which officially “opened its doors” on July 1, 2018. I cannot overstate the amount of time, expertise, patience, good will, and determination so many faculty and staff members from both campuses have contributed to this complex and enormous undertaking. As we look back over the past twelve months, I know the Board shares my pride in and gratitude for the work that has been done to ensure that we begin our first year as NVU well-positioned to serve the students and communities of the Northern Tier and beyond.

Among the many notable milestones and achievements during 2017-18 was the fall 2017 **NEASC approval of our substantive change proposal** for the two colleges to unify. We are preparing for a follow-up visit from NECHE (formerly NEASC) in 2019, during which NVU’s progress on our unification plan, governance, academic planning and evaluation, enrollment, and budget will be assessed. A comprehensive visit from NECHE will take place in 2023.

Faculty and staff on both campuses, along with student and community representatives, under the direction of Provost Nolan Atkins, collaborated to produce the **NVU Strategic Plan**, which focuses our work and growth on four priority areas: 1) Vibrant, Thriving Campuses 2) Transformative Student Experience 3) Innovative Professional and Liberal Arts Education, and 4) Exceptional Community Leadership. Steering committees for each of these strategic areas will produce detailed work plans over the course of the next year. The Strategic Plan can be found at NorthernVermont.edu/StrategicPlan.



Another major accomplishment was the development and approval of the Northern Vermont University **General Education/Core Curriculum**. The dual-campus, faculty committee created an innovative core that forms the foundation of every NVU student’s education and that focuses on the question: “How can I make an impact in the world?” The intellectual energy, collaborative spirit, and determined focus required to develop this innovative general education program over the last year is a remarkable achievement in itself. The product is something that sets NVU apart and will attract the kind of motivated,

committed, invested student who will thrive at our school. The work of the core curriculum committee was funded by another noteworthy achievement — a nearly quarter of a million-dollar **grant from the Davis Educational Foundation**, secured in summer 2017.

In addition to other academic accomplishments, detailed in this report, departments across both campuses made great strides toward aligning policies and procedures and creating budget and human resource efficiencies that will strengthen NVU's financial footing and allow us to invest in and expand our programs and services for students. The Johnson and Lyndon Admissions offices continued to build out Slate, our new CRM, which makes communications and outreach to prospective students more effective and easier to track throughout the entire admissions cycle. Student Affairs articulated a shared Community Values statement for NVU and worked to coordinate polices, services, and programming for students on both campuses. On the administrative side, our financial aid and business staff aligned procedures, policies, and awarding structures to assist NVU students and families with billing, aid, and other business processes associated with attending college.

Ultimately, the extraordinary effort noted above and expanded upon in more detail in the body of this report, has been made with the goal of serving our students. As we celebrated the accomplishments of our graduates at the 2018 commencement ceremonies (Governor Phil Scott gave Johnson's keynote address, and alumnus and Weather Channel meteorologist Jim Cantore '86 delivered Lyndon's keynote address), the purpose of our work was in plain view. As we welcomed our first class of Northern Vermont University students at the end of August, we reaffirmed our mission to foster the intellectual, creative, and personal growth of every student.

I am honored to serve as president of our new university, and invite you to learn more about the remarkable achievements of our Northern Vermont University students, faculty, and staff in this report.

Elaine C. Collins, President

Academic Affairs

NOLAN ATKINS, PROVOST

The NVU Core Curriculum

The unification of Johnson and Lyndon into Northern Vermont University has given our faculty a unique opportunity to create a new core curriculum that addresses the intellectual and social challenges of our times and prepares our students to meet these challenges. Over the course of the 2017–18 academic year, the NVU General Education/Core Curriculum Committee developed and approved the NVU Core, which focuses around students answering the question: “What can I do to make an impact in the world?” By taking courses grouped by four overarching goals and specific learning outcomes — academic skills, intellectual curiosity and flexibility, individual and social responsibility, and intercultural and global awareness, NVU students, no matter what their major, will graduate with a solid, liberal arts foundation that prepares them to engage with and lead their communities in pursuit of a better world. One unique aspect of the new core is the requirement that students take a course that has been designated as enriched in climate change, sustainability, or social justice.

Faculty and Staff Collaborations

Our faculty have also taken advantage of the opportunities unification has created to collaborate in and outside of the classroom. Some notable work on this front includes:

- **The alignment of the NVU business programs.** Both campuses (as well as NVU Online) now offer a bachelor of science in business administration, with concentrations in sport management and management. Additionally, the bachelor of science in accounting, previously only at Lyndon, is now offered at the Johnson campus and online.
- **Faculty Co-Teaching/Collaboration/Cross-Campus Teaching**
 - Business faculty Bill Morison (NVU-Lyndon) and Jim Black (NVU-Johnson) are co-teaching, while NVU-Johnson faculty Henrique Cezar is teaching an online class for both Johnson and Lyndon students.
 - Phil Parisi (NVU-Lyndon) is teaching a photography class at Johnson.
 - Ben Luce (NVU-Lyndon) is teaching physics at Johnson.
 - Gina Mireault (NVU-Johnson) and Lori Werdenschlag (NVU-Lyndon) are co-teaching developmental psychology this fall to both Lyndon and Johnson students.
 - Faculty in both campus mathematics departments are collaborating.
 - Ben Mirkin (NVU-Lyndon) is teaching advanced rock craft at Johnson.
 - Janet Bennion (NVU-Lyndon) taught an anthropology class at Johnson during 2017-18 and will be leading an educational trip to northern Africa in 2018-2019 where students will experience the urban landscapes of Casablanca and Marrakesh, the Atlas Mountains, the desert lands of Ouarzazate, and the beaches of Essaouira.
 - Alexandre Strokanov (NVU-Lyndon) led a number of educational trips in 2017-18 to Russia and Europe with students from both campuses, and has more trips planned for the current academic year.
 - Ken Leslie and Tyrone Shaw (both NVU-Johnson) have planned a February break trip to Cuba for students from both campuses.
 - Both the Johnson and Lyndon campuses hosted a pre-orientation **Summer Bridge** program for first-generation or low-income students the week before the campuses’ Fall Orientation/Fall Kickoff weekends



in August. Supported by a McClure Foundation grant, the Summer Bridge program helps these first-year students acclimate to college life, make connections with other students and support staff, and start the semester with the tools and resources they need to persist and succeed at the college level during their first year and beyond. Seventy students participated between the two campuses, and spent the week engaged in both campus-based activities and shared events. Johnson students and Lyndon students collaborated on service projects at Dog Mountain, the NorthWoods Stewardship Center, the Lyndon Outing Club, Sweet Seasons Farm, and the Caledonia County Fair Ag and Conservation Day. Students on both campuses celebrated a successful program with a shared celebration at Lake Willoughby in the Northeast Kingdom.

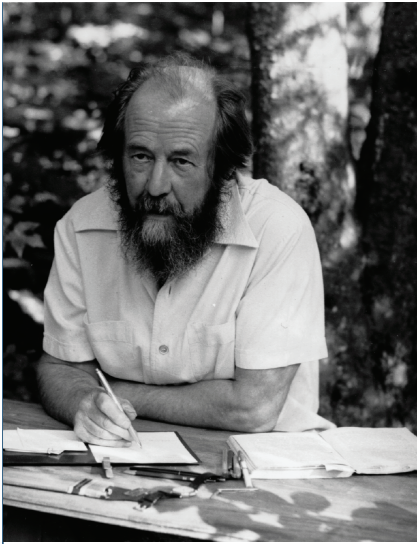
Academic Processes and Policies

- Johnson and Lyndon staff aligned and built the shared Northern Vermont University **Undergraduate and Graduate Academic Catalogs**. Partnering with DigArc, which specializes in online academic catalogs and other course-related technology, the catalog committee, led by Provost Nolan Atkins, NVU-Johnson Registrar Doug Eastman, NVU-Lyndon Registrar Miranda Fox, and NVU-Johnson Assistant Academic Dean Jo Ann Lamore, worked to get this essential resource up and running for the start of the new academic year. You can view the catalog at Catalog.NorthernVermont.edu.
- NVU adopted a **single academic calendar** for the 2018-19 academic year, so that breaks, holidays, and academic deadlines and milestones are aligned. Additionally, Johnson adopted the Lyndon policy of designating a **common hour** during the week where no classes are scheduled so that everyone can attend community meetings, celebrations, and other events without missing academic obligations.
- The **Registrar Offices aligned a range of processes and policies** to ensure a seamless experience for students on both campuses, including:
 - Aligning policy and procedures related to academic records
 - Publishing the first NVU course schedule
 - Setting up events management software, EMS, to schedule space as NVU
 - Implementing EMS campus planning interface as streamlined way for all academic departments to submit course schedules
 - Developing and implementing new coding structures for NVU course sections – location codes, section identifiers, terms
 - Developing a new streamlined process for rapid estimation of instructional cost of NVU course schedule
 - Developing a unified policy and procedure for evaluating students' transfer credits
 - Developing new program evaluations to include new NVU core GenEd program
 - Developing a unified application for degree process
 - Developing a formula-based course add/drop/withdrawal policy

Academic Symposiums, Conferences, and Lecture Series

Intellectual life on both campuses continued apace during our transition to Northern Vermont University.

Former Associate Academic Dean and NVU-Johnson Writing and Literature Chair Sharon Twigg organized the second annual **Spring Student Symposium** in April 2018, featuring creative and scholarly work from students in the



performing arts, humanities, social sciences, and natural and physical sciences on both campuses. Performances ranged from choral pieces such as “Earth Song” by Frank Tichell to a scene from Anton Chekov’s *The Seagull* to Sondheim’s “Let Me Entertain You.” Lectures and presentations featured topics such as the failure of the juvenile detention system, post-exercise bronchoconstriction in asthmatic adults; the impact of wind, snow, and ice on electric utilities; creative writing; infant temperament as a predictor of childhood grit and curiosity; and the evidence of technology distractions in outdoor recreation. Climate change, both the causes and effects, was a popular topic throughout the symposium.

On the NVU-Lyndon campus, Professor Alexandre Strokanov led efforts to organize “**Reading Solzhenitsyn,**” an international conference on Nobel Laureate and former Vermont resident Aleksandr Solzhenitsyn, who would have been 100 years old this year. Solzhenitsyn scholars from Russia, China, the U.S. and elsewhere converged upon the Lyndon campus in early September to share their research and insight into the novelist and critic. As part of the event, teachers from Vermont and New England also took part in a professional development day, where they learned strategies for incorporating Solzhenitsyn’s work into their curriculum.

New Academic Programs

We continue to expand our academic offerings to meet the needs of our students and communities.

- NVU-Lyndon now offers an **associate of science in criminal justice**.
- NVU-Johnson has launched a **certificate in sustainability** out of the business and economics department, which focuses on a practical approach to sustainability in the workplace. Classes will be offered on both campuses.

NVU at Forefront of Educating Mental Health and Drug Counselors in Vermont and Beyond

Two exciting initiatives offer new opportunities for Northern Vermont University students, faculty, and staff. Work on bringing these programs to NVU took place throughout the 2017–2018 year.

- NVU has acquired Southern New Hampshire University’s weekend, cohort-based **master of science in clinical mental health counseling program**. This thriving program is offered at regional centers in Vermont, Alaska, Maine, New Hampshire, and Wisconsin. It provides graduate education for students interested in pursuing licensure as clinical mental health and addiction counselors.
- The second initiative is a partnership with VCPI, the Vermont Cooperative for Practice Improvement and Innovation. VCPI, a statewide cooperative, provides professional and workforce development in the Vermont system of care. The VCPI partnership will give faculty access to professional development, peer networking, and resources for practice improvement in mental health counseling, substance abuse programs, and related systems of care. This large network will give students access to providers and agencies across Vermont for internship and work experiences.

NVU Online

Northern Vermont University’s online division continues to expand its offerings with the addition of a bachelor of science in accounting degree now available 100% online. As part of the unification process, NVU Online has now aligned its general education requirement with the NVU General Education/Core Curriculum, as well. (JSC Online and EDP students had a separate general education requirement.)

NVU also secured a **USDA grant of approximately \$389,000 to develop a distance-learning network** that will increase live course offerings and delivery methods for students throughout Vermont and the country. The grant will support distance-learning classes for adult learners, campus-based videoconferencing courses shared by the Johnson and Lyndon campuses, dual-enrollment courses for high school students, and Vermont Tech nursing classes.

The nursing courses are of particular benefit to Vermonters in Lamoille County, as distance-learning nursing courses there were discontinued several years ago when Vermont Interactive Television was defunded. Combined with the same pre-nursing curriculum at NVU-Lyndon, NVU will now serve the entire Northern Tier of Vermont by providing much-needed and in-demand access to nursing education.

In addition to the Vermont Tech courses, classes for adult learners will be available through desktop conferencing, so students can interact with a live class from anywhere they have an internet connection. And twenty-eight Vermont high schools will receive new technology so dual-enrollment students can take college courses for credit while they are at school.

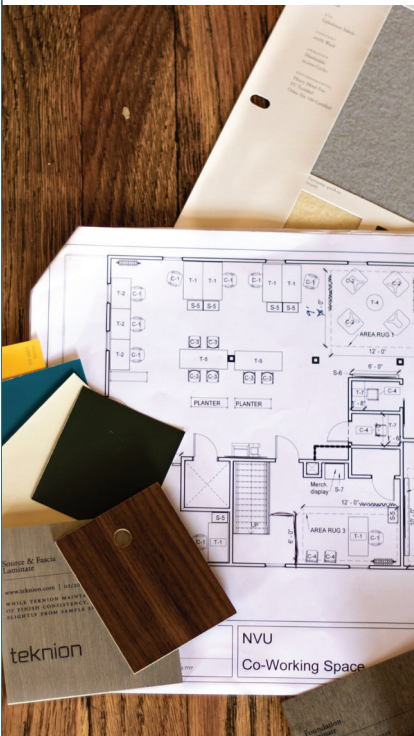
Center for Professional Studies

The **Do North Co-working** space, located in the old Bag Balm building in Lyndonville, is the capstone of the NVU-Lyndon's Center for Professional Studies work of the past year. The space is on track to open on November 1, 2018. Private donors have contributed a total of \$179,400 in support of the effort. This support has been leveraged as a match for four federal grants awarded to date from the Northern Border Regional Commission, USDA Rural Development, and U.S. Economic Development Agency. Federal dollars raised totals \$608,375 cross a three-year spending horizon. Northern Vermont University is also contributing \$131,415 through in-kind match and staff resources over the next three years. Grants awarded will furnish and equip the co-working space, offset the first year of operating costs, build the membership base, and develop programming. Serving as a satellite NVU campus, the downtown location will heighten visibility of the university, provide more accessible access to lifelong learning opportunities, and add vibrancy to the region.

The Center for Professional Studies offered opportunities for professional development throughout the year, including certification for climbing instructors as well as wilderness first aid and CPR over the summer of 2018. CPS has also been working with the Brattleboro Regional Development Corporation to hold hospitality trainings for Mount Snow and other area businesses in preparation for the upcoming winter season. The Center will pilot a new training program with Mobile Medical Corporation starting in October.

NVU at NECC

NVU at Northern Essex Community College graduated its first students this year. Three students traveled to Lyndon to attend graduation ceremonies in May. They received bachelors of science degrees in computer information systems. This bachelor's-completion program based in Lawrence and Haverhill, Massachusetts, offers NECC students direct pathways to two bachelor's degrees offered by NVU-Lyndon on the NECC campus: computer information systems (B.S.) and graphic design (B.A.). Enrollments in both programs continue to grow with 12 and 5 students enrolled this fall in the Computer Information Systems and Graphic Design programs, respectively.



Lyndon and Lyndon Institute The Lyndon Learning Collaborative

The Lyndon Learning Collaborative (LLC) — an innovative early college program — continued its success during its third year (2017–2018) with 11 out of 12 Lyndon Institute students matriculating to Lyndon for fall 2018. There are currently 12 new LI students enrolled in the program this fall. LLC students take one academic year of approved coursework, offered both at Lyndon Institute and on the Lyndon campus. Upon graduation from Lyndon Institute and successful completion of the university curriculum, LLC students are eligible to be awarded 24 to 36 hours of college credits. The program provides an opportunity for LLC students to earn a full year of college credits while satisfying the requirements for graduation from Lyndon Institute. Participation is free of charge to the students. Beginning with the 2018–2019 cohort, students who do not matriculate at Northern Vermont University are able to transfer their credits to another institution without penalty. The program substantially lowers the cost of college for students by reducing the college years from four to three. The two institutions have renewed the agreement for another academic year.

Libraries

The 2017–2018 academic year was an especially productive year for the librarians and staff of Samuel Read Hall Library at NVU-Lyndon and Willey Library at NVU-Johnson. Over the course of the year, staff consolidated electronic resources, developed the Northern Vermont University Libraries website (Libraries.NorthernVermont.edu), implemented the NVU Libraries discovery layer — a tool which makes it possible to search nearly all NVU electronic resources with a single search, worked to implement the Library and IT InfoDesk model at Willey Library, and redesigned acquisitions workflow. Additionally, with colleagues from the other VSCS libraries, staff facilitated the implementation of a new online public access catalog and patron database and a new interlibrary loan platform.

In the midst of unification activities, both libraries continued to provide a high level of service to the campuses. Samuel Read Hall Library partnered with various teaching faculty to offer more than sixty face-to-face information literacy instruction sessions. Furthermore, Willey Library provided research assistance and information literacy instruction to students enrolled in distance-learning courses. Electronic resources continued to be in high demand at both libraries. Patrons at Samuel Read Hall Library, for example, downloaded nearly 12,500 articles from NVU databases. Samuel Read Hall Library transacted 7,934 physical items and Willey Library transacted 8,296 physical items. Cooperative lending and borrowing activities with other local, regional, and national libraries also continued to be strong. Samuel Read Hall Library recorded a total of 1,777 interlibrary loan requests and Willey Library recorded a total of 1,420 requests.

The librarians and staff of Northern Vermont University Libraries are currently engaged in the strategic planning process. They plan to focus on developing information literacy instruction program, library collections, and the library spaces.

Faculty and Student Research

NVU-Johnson Assistant Professor of Education Hannah Miller will present research findings for her project, “Teach Out: Making Vermont a Safe Space for LGBTQ Teachers”, at UVM’s Translating Identity Conference in November. The project will gather data (which is not currently being collected by the state Department of Education or Vermont NEA) on the experiences of LGBTQ teachers in Vermont and come up with a list of action items to help state schools become more inclusive. Two NVU-Johnson and eight Vermont K-12 teachers will participate in the project as co-researchers.

Professor Miller has also been invited as a guest speaker in Rutgers University’s Brown Bag Lecture Series in November 2018 to speak about her publication “Developing a Critical Consciousness of Race in Place-based Environmental Education: Franco’s Story,” which was published in a 2018 issue of *Environmental Education Research*. And her dissertation, “Being a Good Person in the System We Already Have Will Not Save Us,” interpreting how students narrate and embody the process of social change for sustainability using an agency/structure lens, was published in *Environmental Education Research* in 2018.

NVU-Johnson Behavioral Sciences Professor Gina Mireault, was awarded funding in August 2017 from the Vermont Genetics Network for a project titled, “Infant Temperament at 6 Months as a Predictor of Grit and Curiosity in Childhood” — a longitudinal study following up on 165 Vermont children who had participated as infants in Mireault’s earlier studies on infant humor perception. Students **Alaura Trojanowski**, **Dreanna Godin-Dolan**, and **Jordan Niles** worked in Professor Mireault’s lab, contacting participants to ascertain whether temperamental characteristics exhibited in infancy can later predict curiosity and grit in childhood. Students completed that initial follow-up study in January 2018 and presented those findings at the Eastern Psychological Association, Philadelphia, Pennsylvania in March 2018 as well as at the VSCS Undergraduate Student Symposium in Montpelier, Vermont, in January 2018, the Vermont Genetics Network in Burlington, Vermont, in April 2018, and at the Spring Student Symposium on the NVU-Johnson campus in April 2018.

The Winter Session course, “Psychological Research in Action,” enrolled twelve Johnson students, who along with Professor Mireault’s and Professor Leslie Johnson’s lab students, traveled to Philadelphia in March 2018 to attend the Eastern Psychological Association (EPA) research conference. The course will be offered again this year to include Lyndon students, this time traveling to EPA, which will be held in New York City.

In April 2018, **NVU-Johnson Education Associate Professor and Associate Academic Dean Kathleen Brinegar** was elected co-chair of the Middle Level Education Special Interest Group of the American Educational Research Association. Professor Brinegar had a book chapter published in the *Handbook of Resources in Middle Level Education: Literature Reviews in Support of the MLER SIG Research Agenda*. Additionally, Professor Brinegar gave four national presentations last year: “Writing for Publication,” a presentation at the Association for Middle Level Education Annual Meeting, Philadelphia, 2017; “Supporting Marginalized Youth: Investigating Current Curriculum and Instruction Approaches from Middle Grades,” at the annual conference of the Association for Middle Level Education, Philadelphia, Pennsylvania; “An Exploration of the Use of the Middle School Concept to Support Culturally Responsive Practices,” at the Association for Middle Level Education Annual Meeting, Philadelphia, 2017; and “Developing a Conceptual Framework for Middle Grades Research on Cultural Responsiveness,” at the American Educational Research Association Annual Meeting, San Antonio, 2017.

NVU-Johnson Environmental and Health Sciences Professor Les Kanat

has been working with his students to use drones to monitor rockslides at Smuggler's Notch, landslides in Jeffersonville, and soil erosion around the state of Vermont. The drones are able to take high-resolution images at research sites. The images are geotagged and then imported to Agisoft PhotoScan software, where the researchers build three-dimensional digital elevation models (DEM). These models are draped over the topography allowing for the determination of the volume of materials in a given area at a given time. Subsequent model building provides information about change over time, thus allowing for the identification of rock movement, or loss of landmass, through landslides or erosion.

NVU-Johnson Behavioral Sciences Associate Professor Leslie Johnson

presented her research, "More Than Just Baby Weight: The Stigma of Retaining Weight Gained During Pregnancy and Its Relation to New Mothers' Well-Being and Comfort as Mothers," as part of the AFT Faculty Lecture Series at Johnson in March 2018; as a poster at the March 2018 Annual Meeting of the Society for Personality and Social Psychology in Atlanta, Georgia; and at the August 2017 Northeast Regional IDEa Conference, Burlington, Vermont.

NVU-Johnson Environmental and Health Sciences Associate Professor

Amy Welch presented her research at the Applied Psychophysiology and Biofeedback annual conference in Orlando, Florida, in April 2018 and the Northeast Regional IDEa Conference, in Burlington, Vermont, in August 2017.

NVU-Lyndon Associate Professor and Department of Atmospheric

Sciences Chair Janel Hanrahan continues her work on the climate modeling team for the NSF EPSCoR-funded Basin Resilience to Extreme Events in the Lake Champlain Basin (BREE). Professor Hanrahan is helping to configure and optimize WRF (the Weather Research and Forecasting Model) for the purpose of dynamically downscaling climate model data under various climate change scenarios. In addition, she continues to supervise undergraduate students who conduct research as part of the modeling team. During summer 2018, Professor Hanrahan hired ATM majors **Jessica Langlois '19** and **Lauren Cornell '20**. The students analyzed WRF simulation output to investigate how precipitation in New England is modified with changing Great Lakes' water temperatures. This work provided the larger team with information about model sensitivity to lake temperature accuracy and possible reasons for increasing precipitation in the region. The students will be presenting on this work at the American Geophysical Union Annual Meeting in Washington, D.C., in December 2018.

With support from the Vermont Low Income Trust for Electricity, **NVU-Lyndon Atmospheric Sciences Professor Jason Shafer** and his research team have continued research into extreme weather and power outages. The research has identified an improved technique to identify wet snow from dry snow storms, which is critical for determining the magnitude of storm impacts on the power grid. Last winter the research team successfully piloted new technology with Vermont utility partners to predict hazards from wet snow and ice storms — this information helps them plan smarter before storms strike. This pilot resulted in the creation of a company, Northview Weather LLC, which is working on commercialization of the power-outage prediction technology. Northview is exploring several markets beyond electric distribution where its predictive analytics can be applied to benefit society as transportation, renewable energy, and the local phosphorus runoff problem.

NVU-Lyndon ATM research scientist Dr. David Siuta recently had a manuscript titled "Benefits of a Multimodel Ensemble for Hub-Height Wind Prediction in Mountainous Terrain" accepted for publication in *Wind Energy* detailing the benefits of using an ensemble forecast for energy planning.

ATM students **Celia Fisher, Liam Kelleher, Andrew Westgate, Adam Forehlig, and Ben Frechette** presented posters related to their research at the 43rd Northeastern Storm Conference in March 2018.

More than 20 Lyndon students attended the 98th American Meteorological Society (AMS) Annual Meeting in Austin, Texas, in January 2018 with several presenting their research. The Lyndon student American Meteorological Society/National Weather Association chapter poster won second place and the club earned an honorable mention for the chapter of the year award. Lyndon faculty and student presentations included:

- **Andrew Westgate** presented a poster on Decadal Wind Chill Temperature Trends for Canada and the United States.
- **Celia Fisher** presented a poster on her research about Spatial Patterns in Summer Precipitation Changes across Complex, Mountainous Terrain in the Northeastern United States.
- **Liam Kelleher** presented a poster about the Likelihood of NWS Watches, Warnings, and Advisories in California on Days with Landfalling Atmospheric Rivers during 2007–2016.
- **Ben Frechette** shared his research on The Effect of ERA-Interim Resolution on Simulated Rainfall by a Regional Climate Model over the Lake Champlain Basin.
- **Rob Van Kleeck** gave a talk on Statistical Analysis of Heatburst Events Across Oklahoma from 1997 to 2016. Recorded presentation.
- **Dr. Aaron Preston**, Visiting Assistant Professor of Atmospheric Sciences at Lyndon, presented research on The Impact of Tropical Cyclones on Upper-Atmospheric Chemistry Using a High-Resolution Chemical Transport Model and Aircraft Observations.
- **Dr. Jay Shafer**, Professor of Atmospheric Sciences at Lyndon, gave a talk on Predicting Power Outages from Wet Snow and Ice Storms to Improve Grid Reliability. Recorded presentation.
- **Dr. David Siuta**, Research Scientist, gave a talk on the Benefits of a Multimodel Ensemble for Hub-Height Wind Prediction in Mountainous Terrain. Recorded presentation.

In late summer 2017, **NVU-Lyndon Mountain Recreation Management Professor Ben Mirkin** published *Backcountry Play Book*, a resource for outdoor education and recreation professionals, camp and scout leaders, and volunteers who lead people of all ages into the backcountry. Mirkin wrote the book with former Lyndon colleague, Jamie Struck, and dissertation advisor UNH Professor Jayson Seaman.

Brian Warwick, NVU-Lyndon assistant professor of music and performing arts, was recording engineer for Michael Bublé's 2017 Grammy-nominated album *Nobody But Me*. Warwick has had a hand in eight Grammy-winning albums, twelve GRAMMY-nominated albums, and fourteen RIAA-certified platinum and gold records.

Student Affairs

JONATHAN DAVIS, DEAN OF STUDENTS

Student Affairs started and finished many projects related to the unification of the division this year, creating more meaningful, consistent, and efficient programs and services for students across the two NVU campuses. As a result, students have been connected with experiences that reflect NVU's commitment to fostering the intellectual, creative, and personal growth of every student. Student Affairs will continue to examine national best practices for learning outcomes, adjust goals and expectations, and through assessment, ensure that NVU students are well prepared to thrive in an ever-changing world.

Activities, Events, and Student Organizations

Johnson and Lyndon students headed to Boston for a Red Sox game, marched together in the Pride parade in Burlington, traveled to West Virginia for a joint Outdoor Adventure spring break trip, and took part in educational travel experiences in Russia and Europe.

Johnson students took part in the annual Lyndon Student Leadership Conference (which Johnson will host in 2019), and experienced Lyndon's Spring Day and Greggfest traditions. Lyndon students contributed to Johnson's student newspaper, *Basement Medicine*, traveled to the Johnson campus to hear 2017 Common Book author Baratunde Thurston speak (both campuses read Thurston's book, *How to Be Black*, as the 2017–2018 common read), and took part in the annual Casino Night fundraiser.

Johnson students joined the Lyndon hockey team (not part of Division III); plan to combine student veteran organizations; and the campus student program planning organizations (SLAP at Johnson and CAB at Lyndon) are working together to maximize resources and expand options for campus entertainment. Cross-campus intramural competitions are planned for fall 2018. And the campus student government bodies have held joint meetings to discuss issues that impact all NVU students.

Planning is underway for Johnson to host the 2019 NVU Veterans Summit, which was started at Lyndon, and in 2018, Lyndon's Lecture and Arts Committee expanded to include Johnson — in fact, Lyndon's Lecture and Arts calendar included select Johnson events during 2017–18.

NVU Community Values

As part of our coming together as NVU, our community worked to articulate the qualities we seek to embody to ensure that we remain a thriving learning and living community. At the core of our Community Values Statement are freedom of expression; the celebration of curiosity, critical thinking, and thoughtful questions; compassion and responsibility; and respect for the rights of others. The full text of the NVU Community Values statement can be found at NorthernVermont.edu/CommunityValues

Policies, Campus Safety, and Student Services

Our transition to becoming Northern Vermont University has also resulted in improvements that will help support our community values, overall well-being, and quality of life.

Our Residence Life offices aligned housing eligibility and exemption policies, combined room and board contracts, and held joint resident assistant and peer leaders trainings. Additionally, as of fall 2017, students on both campuses could use their meal plans in either campus dining hall or snack bar.



Student wellness and safety policies have also been aligned between the two campuses:

- Tobacco-free campuses
- Adoption of a Medical Amnesty/Good Samaritan policy
- Title IX coordination
- Combined emergency alert system
- Draft all-hazards emergency plan
- Development of shared software for incident reporting as well as conduct and early alert management

Veterans and Military-Connected Students

Northern Vermont University continues the Johnson and Lyndon efforts to support veteran and military-connect students. During 2017–18, a number of veteran-focused traditions and initiatives took place.

Veterans Summit

The sixth annual Veterans Summit, the only such event in Vermont, was held on March 10, 2018 on the Lyndon campus. The summit draws hundreds of veterans of all eras, their families, and veteran-service organizations to strengthen the veteran support network in Vermont and northern New Hampshire. It is part of a weekend-long salute to veterans that included the fifth annual Ian Muller Rail Jam and free lift tickets at Burke Mountain. Presenters included a keynote address by Lt. Mark Fountain who spoke about Honor Flight New England; a talk by Matthew Mulcahy, acting director of the Department of Veterans Affairs at the White River Junction Medical Center; and a powerful testimony from combat veteran, Marine, and author Thomas Whorl, Ian Muller’s platoon sergeant. Governor Phil Scott addressed the attendees along with Congressman Peter Welch. Over sixty veteran service organizations with exhibitor booths provided a one-stop shop for veteran services. Breakout sessions centered on topics such as veterans who are students, women, or homeless; mental health awareness; employment opportunities; veteran farming; and service clubs. The breakout sessions were followed by a performance by Vermont’s own 40th Army Band.

The summit also included the Mobile Vet Center—a 30-foot long bus with counseling and information resources for combat veterans operated by the Berlin Vet Center. In addition, the Department of Veterans Affairs hosted a one-day Stand Down in conjunction with the Veterans Summit. Stand Downs are one part of the Department of Veterans Affairs’ efforts to provide services to homeless veterans. Stand Downs are typically one- to three-day events providing services to homeless veterans such as food, shelter, clothing, health screenings, VA and Social Security benefits counseling, and referrals to a variety of other necessary services, such as housing, employment, and substance abuse treatment. Approximately nineteen homeless veterans were served by the Stand Down and provided housing assistance, health checks, and clothing.

The summit is sponsored by the Northern Vermont University Student Veterans Association with assistance from the NVU Veteran Student Support Committee, and veteran-service organizations. Next year’s summit will be held at NVU’s Johnson campus. Both campuses are recognized as Military Friendly schools. Lyndon received the distinction as a Top 10 Military Friendly school within the small public schools category.

Veterans Book Group

The Northern Vermont University Student Veterans Association partnered with the Vermont Humanities Council to provide a veterans book group on the Lyndon campus. The group met once a month for six months and read a variety of poetry, short stories, and literature about war and veterans. It was a powerful experience that allowed veterans to compare their experiences with those articulated in the readings. The group was characterized by robust conversation, increased camaraderie, and an important healing element. The Vermont Humanities Council has recently authorized the book group to go forward with another year of funding.

Veterans Day

The Johnson campus organized a formal banquet for community veterans in an effort to thank them for their service. The philosophy behind the dinner was "You served for us, let us serve you." Student volunteers served an elegant meal and a variety of enriching speakers addressed the attendees. The Lyndon campus conducted their annual Veterans Day ceremony which featured speaker Pete Racine, a World War II veteran who fought at the Battle of Okinawa. The ceremony was followed by a screening of "Almost Sunrise," a film about the journey of two veterans who walked from Milwaukee, Wisconsin to California in an effort to heal from the effects of war.



Athletics

Both campuses' varsity athletics programs continued to provide a positive student-athlete experience, offering support and guidance for athletes to achieve success on the playing surface and in the classroom, while contributing in the community.

On August 1, 2018, Jamey Ventura was promoted to associate dean of athletics for Northern Vermont University. Ventura now oversees, directs, and supervises all university athletic programs, athletic training, recreation and intramurals, and administers all aspects of athletic facility management. He plans to focus on growing both athletic departments competitively through recruitment and retention, contributing to the university's overall enrollment. He will also place an emphasis on fundraising to help supplement operational budgetary needs as well as facility improvements.

NVU-Johnson

Accomplishments for the 2017–18 year include:

- Academically successful student athletes: Eight of fifteen varsity programs achieved a GPA of 3.0 or higher. Forty-two student athletes earned recognition at Honors Convocation in the spring.
- Continued success in recruitment, retention, and graduation: The athletic staff exceeded its goal of recruiting eighty new student athletes to Johnson, yielding eighty-six student athletes. Retention and graduation rates of student-athletes has continued to be higher than the general population at Johnson. The athletics program retained 76 percent of first-year student-athlete. Our six-year graduation rate for student athletes is at 58 percent compared to 37 percent for the general student body.
- Addition of two varsity programs: Women's triathlon and men's volleyball began varsity competition in 2018–2019. NVU-Johnson Athletics received a \$70,000 grant to start up and fund the women's triathlon program for the first three years of its existence.
- Leadership: Johnson student-athletes served as orientation leaders, resident advisors, and on the Student Government Association. They joined their professors in presenting at national conferences in their academic disciplines. Additionally, senior women's tennis student athlete Nicole Monick '18 served her second of a three-year term as the NCAA SAAC representative for the NAC and NEAC.
- Service: Johnson student-athletes planned and participated in a range of activities to benefit our wider community.
 - We held three "Kids' Night Out" events, inviting children in the community to spend three hours of fun in the SHAPE facility with our student athletes. Over 100 students participated.
 - SAAC hosted its third Special Olympics basketball tournament and dance off, where forty Special Olympic players connected with our student-athletes for a day of fun on the court and dance floor.
- Johnson varsity teams raised \$565 to donate to SERVE for Thanksgiving baskets to those in need and also donated \$250 to Copley Hospital in support of their 5k fun run to promote wellness in the community.
- Johnson student-athletes collaborated with other departments on campus to run events during Welcome Week, Alcohol Awareness Week, and Alumni and Family Reunion Weekend.
- Johnson student-athletes participated in wellness activities such as the One Love Training, which focused on healthy relationships, and in Sodexo's nutrition "Chopped" cooking contest and nutrition workshop.



New NVU-Johnson Staff Hires in 2017-2018

- Stevenson Foote – Head men’s lacrosse coach
- Cara Hancy – Athletic office assistant
- Keven John – Head men’s and women’s volleyball coach
- Kim Loeffler – Head women’s triathlon coach

NVU-Lyndon

- The 2017-2018 athletic season marked Lyndon’s eighth year as an active Division III member of the National Collegiate Athletic Association (NCAA) and its ninth year in the North Atlantic Conference (NAC).
- Two Lyndon teams advanced to the semifinals in North Atlantic Conference Championships: men’s lacrosse and baseball.
- Fourteen Lyndon student athletes were selected to North Atlantic All-Conference Teams. Mikayla Hodge ’18 earned Conference Player of the Year honors in the sport of Women’s Basketball. The North Atlantic Conference selected 28 Lyndon student-athletes for its All-Academic Teams.
- The entire Lyndon men’s basketball team met with junior high school students at Coventry Village School, Troy Elementary School, Brighton Elementary School, and Charleston Elementary School in January. Team members met with over 263 students and talked about the transition to college, moving away from home, financial aid, scholarships, the recruitment process, and the importance of working hard in school so they are prepared for college. These events were sponsored by VSAC’s Gear Up program.
- SAAC worked with Special Olympics and a variety of other community and campus service projects. The men’s soccer team worked with youth soccer programs in the area. The men’s and women’s soccer and women’s basketball teams volunteered at the county fair. And fall student athletes assisted with new student move-in.
- Men’s basketball player Robbie Rouelle (St. Johnsbury, Vermont) was named to the National Association of Basketball Coaches Honors Court for the 2017-18 academic year. The NABC Honors Court recognizes those men’s collegiate basketball student-athletes who excelled in academics during this past season.
- The women’s cross country team was named a 2017 NCAA Division III Cross Country All-Academic Team by the United States Track & Field and Cross Country Coaches Association. The Hornets earned the distinction on the strength of their team cumulative grade point average of 3.5. This marks the seventh time in the last eight years that the Hornets have been named an All-Academic Team.
- Seventeen Lyndon student athletes were named to the North Atlantic Conference All-Academic Team for the spring 2018 semester.
- Lyndon thrower Abby Salvadore (Portsmouth, NH) was named the 2018 North Atlantic Conference Women’s Track and Field Senior Scholar Athlete of the Year, as voted on by conference coaches.

New Staff Hires in 2017–2018

- Megan Barnes – Head athletic trainer
- Hayden Bunnell – Head men’s and women’s track and field coach
- Katy Ebner – Head women’s soccer coach
- Chantal Jean – Assistant athletic trainer
- David Pasiak – Sports information director and head men’s basketball coach

Admissions and Enrollment

MICHAEL FOX, DEAN OF ENROLLMENT AND MARKETING

The 2017–18 year marked our campus Admissions teams' first foray into the recruiting landscape as Northern Vermont University as we worked to spread the word about our new university. Our counselors and recruiters hit the road in fall 2017 representing the Johnson and Lyndon campuses with our newly branded materials, including the first NVU viewbook, Badgers and Hornets athletics brochures, pop-up displays highlighting our majors and other campus offerings, as well as pens, t-shirts, and other giveaways. In July 2018, we welcomed Dean of Enrollment and Marketing Mike Fox, who has been working with staff on both campuses to create efficiencies and enhance our recruitment efforts.

Behind the scenes, Admissions processes underwent significant changes. Among the most notable accomplishments was the implementation of the Slate CRM, a complex process which will ultimately streamline our offices' processes, allowing us to track communications and other aspects of the admissions funnel for every NVU prospect and inquiry. NVU-Lyndon Admissions Operations Director Mason Brewer acted as the NVU lead on this project. The team continues to build out the full functionality of the tool.

The Admissions team also collaborated to:

- Coordinate overall NVU admissions and enrollment strategy for both campuses, culminating in an enrollment plan
- Streamline vendor services from two campuses to one
- Coordinate the review of applications
- Streamline communications to first year, transfers, Early College, NVU Online, and graduate populations through all phases (inquiry through deposit)
- Develop a process for internal transfer between campuses or "change of home location"
- Implement the Mongoose texting system with prospective students
- Consolidate name buys from College Board, Phi Theta Kappa, Select Scholars enabling NVU to achieve cost savings and purchase more names to extend the pool
- Launch a digital advertising and retargeting campaign
- Evaluated and reworked the admissions staffing structure and filled vacant positions
- Coordinate admissions travel (one representative rather than two at college fairs), saving on registrations, transportation, lodging, and meals



Marketing and Communications

SYLVIA PLUMB, DIRECTOR OF MARKETING AND COMMUNICATIONS

The 2017–18 year was an extremely productive one for NVU’s Office of Marketing and Communications. Staff worked to produce recruitment materials for the admissions teams to bring on the road to recruit the first incoming class of NVU, including the viewbook and quickbook, two athletics brochures, pop-up travel banners, T-shirts, and the NVU microsite — the initial incarnation of the NVU website. Over the course of the last year, NVU Marketing and Communications:

- Created a unified office to serve the needs of both campuses and the university as a whole
- Worked with web developers to build out and populate with content the full version of the NorthernVermont.edu website, which launched at the end of June 2018
- Launched digital advertising for NVU Online
- Launched a portal rebrand in conjunction with OCIT, NVU IT, and other campus stakeholders
- Worked with IT to re-brand both Lyndon and Johnson applicant portals
- Consulted with the NVU libraries director on combining and rebranding the campus library websites
- Collaborated with IT and the Registrar’s Office to implement workflow-enabled forms system for NVU
- Collaborated with CES to move to one instance of a web calendaring system

- Launched the NVU Communications website to streamline marketing/communications project management for both campuses
- Produced NVU business cards, name tags, and stationery for both campuses
- Worked with the state to implement NVU highway signage
- Developed print, video, audio, and digital advertising for recruitment and brand raising
- Collaborated with Admissions on staged implementation of Slate applications and event registrations and related communications plans
- Collaborated with Admissions to identify and engage populations within the Slate CRM to enhance communication outflow to prospective students, applicants, accepts, and deposits.
- Continued to develop and refine communications and print materials to expand the applicant pool
- Produced community branded advertising to replace existing ads
- Implemented digital ads and retargeting strategies to engage prospective students and provide real-time data analytics to recruitment staff
- Designed NVU-branded lightpole banners installed at both campuses
- Designed signage for both campuses



Alumni and Development

During 2017–18, the Johnson and Lyndon Alumni and Development Offices regularly worked together to identify best practices and efficiencies as we transitioned to become Northern Vermont University. Additionally, the offices collaborated on several projects and events to help Johnson and Lyndon alumni celebrate our past as well as build excitement about our shared future as NVU. These included:

- A Johnson-Lyndon alumni mixer in Washington, D.C.
- Initial discussions about collaborations between campus alumni councils
- The opportunity for alumni to order commemorative Northern Vermont University diplomas – more than 1,500 alumni from both campuses have so far requested these documents.

The offices continued their campus-specific work as well, as detailed below.

NVU-Johnson

LAUREN PHILIE, DIRECTOR OF ALUMNI AND DEVELOPMENT

The Johnson Alumni and Development Office had another successful year staying connected with our alumni and building and growing relationships with generous donors who help ensure our university continues to serve future generations of students.

Development

On the development front, Johnson increased giving totals by 5.19%, with an end-of-year total of \$476,039. The number of individual donors (671) decreased by 9% compared to 2016-17, but the number of gifts (3797) increased by 2.4%.

The Johnson office organized two special giving days during 2017-18: Giving Tuesday 2017, a national philanthropy event held the Tuesday after “Black Friday” yielded \$12,568 for the Johnson campus. Gifts were made to 19 different funds in honor and in memory of many people. Our “Big Badger Give” event in May 2018 to celebrate Johnson State’s 151st commencement (and final ceremony under the JSC name), exceeded its goal of 151 gifts with a total of 211 gifts totaling \$4,960.

Additionally, we added three new named scholarships to our financial support options for students: The Dr. Thomas Fisher Scholarship for Choral Singing, The Alyson Finn Memorial Rugby Scholarship, and The Sugarman of Vermont, Inc. Scholarship.

Events

It was wonderful to see so many Johnson alumni and friends during 2017–18, including the annual Lake Monsters game, our 2017 and 2018 Alumni Reunion weekends, the annual Ellsworth Lecture, a regional alumni mixer in Boston, the Senator Bill Doyle retirement celebration, and the Minaert Open Golf Tournament. We’re looking forward to reconnecting with alumni on campus and beyond during the coming year.

NVU-Lyndon

JENNIFER KEMPTON HARRIS '79,

EXECUTIVE DIRECTOR OF DEVELOPMENT AND ALUMNI AFFAIRS

The Lyndon Alumni and Development Office had a successful year working with our alumni and supporters as we move into the next phase of our history.

Development

Lyndon was pleased to surpass its goal of \$500,000 by raising \$547,024 during 2017–18. The funds raised were made up of 1,375 gifts from 934 donors. Although the number of gifts and the number of donors has steadily declined for the last four years, our total funds raised has increased for each of the last three years. Both are in line with national trends.

The breakdown of FY18 total funds raised follows:

| | |
|-----------------|---------------------------------------------------------------------------------------------------------------------|
| Cash | \$439,117 <i>Endowment - \$115,000, Cowork - \$94,400, Annual Fund - \$55,219, unrestricted bequest \$85,750</i> |
| Gifts-in-kind | \$ 32,907 |
| Subtotal | \$472,024 |
| Pledges | \$ 75,000 |
| Total | \$547,024 |

Events

It was a thrill to see Lyndon alumni at socials in Saratoga Springs, New York; Austin, Texas; Longboat Key, Florida; and Wells River, Vermont as well as the second Lyndon and Johnson combined alumni social held in Washington, D.C. Our annual Homecoming weekend was a big success, with many proud alums returning to campus to reconnect with each other and learn about new developments at Lyndon. We look forward to connecting with alums on campus and around the country during the coming year.

Administrative Affairs

SHARRON SCOTT, DEAN OF ADMINISTRATION

The unification of our campus technology, business processes, and infrastructure resulted in a range of accomplishments during 2017–18.

Business and Finance

Northern Vermont University concluded FY2018 with a surplus of approximately \$992,000 (\$749,000 NVU-Johnson, \$243,000 NVU-Lyndon), which was \$2,099,000 better than the Board-approved budget for the year (\$1,296,000 NVU-Johnson, \$803,000 NVU-Lyndon). Several factors had a positive improvement on the overall budget. For example, open positions were evaluated from a unified NVU perspective and were often held open longer. In addition, tightly managed expense budgets, lower utility usage, and a favorable heating oil price lock contributed to the positive results.

Enrollment management efforts implemented in FY2016 continue to have a positive impact on overall student headcount in FY2018 for the NVU-Johnson campus and after six years of declining headcounts, Johnson realized its second straight fall term with growing headcounts.

NVU-Lyndon enrollment of new students was not as strong as prior years resulting in lower than anticipated headcounts for the campus.

Moving forward, NVU will report as one institution. New starts in fall 2018 are up by 12%.

The budget development process for FY19 is the second year that included budgeting for both the Lyndon and Johnson campuses. The Johnson budget anticipates constant enrollment across the campus based on persistence and enrollment trends, while the Lyndon campus anticipated an approximately \$1,000,000 budget shortfall for the year. The university is working hard to mitigate this problem and anticipates using university reserves to cover the shortfall as necessary. Combined, Northern Vermont University has more than \$4.5 million in available reserves.

NVU Facilities

Our primary responsibility is to maintain and enhance our campuses in order to foster an environment that supports our academic purpose while honoring our commitment to the community. During 2017-2018, we achieved this by accomplishing the following items:

- Adopted consistent work uniforms across the campuses
- Brought both campuses together by adopting a unified work order system
- Worked with Marketing and Communications to replace main campus signage to reflect our new brand
- Installed the NVU banners across the campuses

We are also reviewing many of our staffing and operating practices to find efficiencies and bring commonality.

NVU-Johnson Campus

During 2017-2018 we focused our improvements to campus facilities on building infrastructure and safety. Some of the completed projects include:

- New cooling system for Dibden Hall
- Window and sealant replacement at Dewey Hall
- A complete sprinkler system in Senators

- Various site improvements including ADA access to SHAPE, flag pole setting, and infrastructure enhancements outside Bentley

In addition, Johnson's Physical Plant undertook architecture and engineering work to prepare for projects in future years, apartment roof replacements, library glass replacement, and Bentley lot access road and parking lot upgrades.

NVU-Lyndon Campus

During 2017-2018 we focused our improvements to campus facilities on building infrastructure and safety. Some of the completed projects include:

- New fire alarm installation in Wheelock
- A boiler upgrade in Activities
- Significant storm water and parking lot resurfacing
- Restroom renovations in Wheelock Hall

In addition, Lyndon's Physical Plant undertook architectural and engineering work to prepare for projects in future years, including campus walkway improvements, additional bathroom upgrades and security and card access improvements.

Information Technology Services

Our campus IT staff, under the direction of NVU Chief Technology Officer Mike Dente, spent 2017-18 providing a high level of service to students, staff, and faculty with computing needs. In addition to the daily work of IT, the department undertook a range of projects to unify campus technology. During 2017-18, NVU IT:

- Unified the NVU wireless system, which created NVU wireless ID, unified management of wi-fi across both campuses, created self-service guest access at Johnson, and streamlined wireless controller systems
- Completed the Johnson and Lyndon fiber optic and network switch upgrades, which involved the installation of twelve fiber optic runs on the Johnson campus and three on the Lyndon campus; increased capacity to 10/40 GBPS which increased speeds at Johnson from 100 MBPS to 10/40 GBPS; and replaced forty network switches
- Unified NVU telephones
- Improved backup and recovery between campus servers by installing and configuring the server storage area network and server with failover between campuses
- Secured the NorthernVermont.edu domain and assigned NorthernVermont.edu email addresses to faculty and staff
- Assisted with negotiations with Educause to extend life of the jsc.edu domain to ensure jsc.edu emails and redirects from old Johnson website will function through 2018
- Completed the nvu.vsc.edu domain project which combined all JSC and LSC computer resources under one NVU domain
- Moved the Johnson IT help desk to the library creating the InfoDesk, a location for combined library IT help, modeled on Lyndon's InfoDesk
- Assisted in the completion of a new telepresence room on the Johnson campus in WLLC 215
- With the help of OC IT Network support, implemented a dedicated 1 GBPS connection between the Johnson and Lyndon campuses which will help facilitate the increased network traffic between the two locations due to increased telepresence classroom use

Human Resources

Alignment of Positions Across Campuses

Over the course of 2017-18, our campuses reviewed all vacancies to determine if positions can/should be restructured, where appropriate. Job descriptions were rewritten to include support for both campuses of NVU, where appropriate. To date, we have put the following positions in place to serve both campuses.

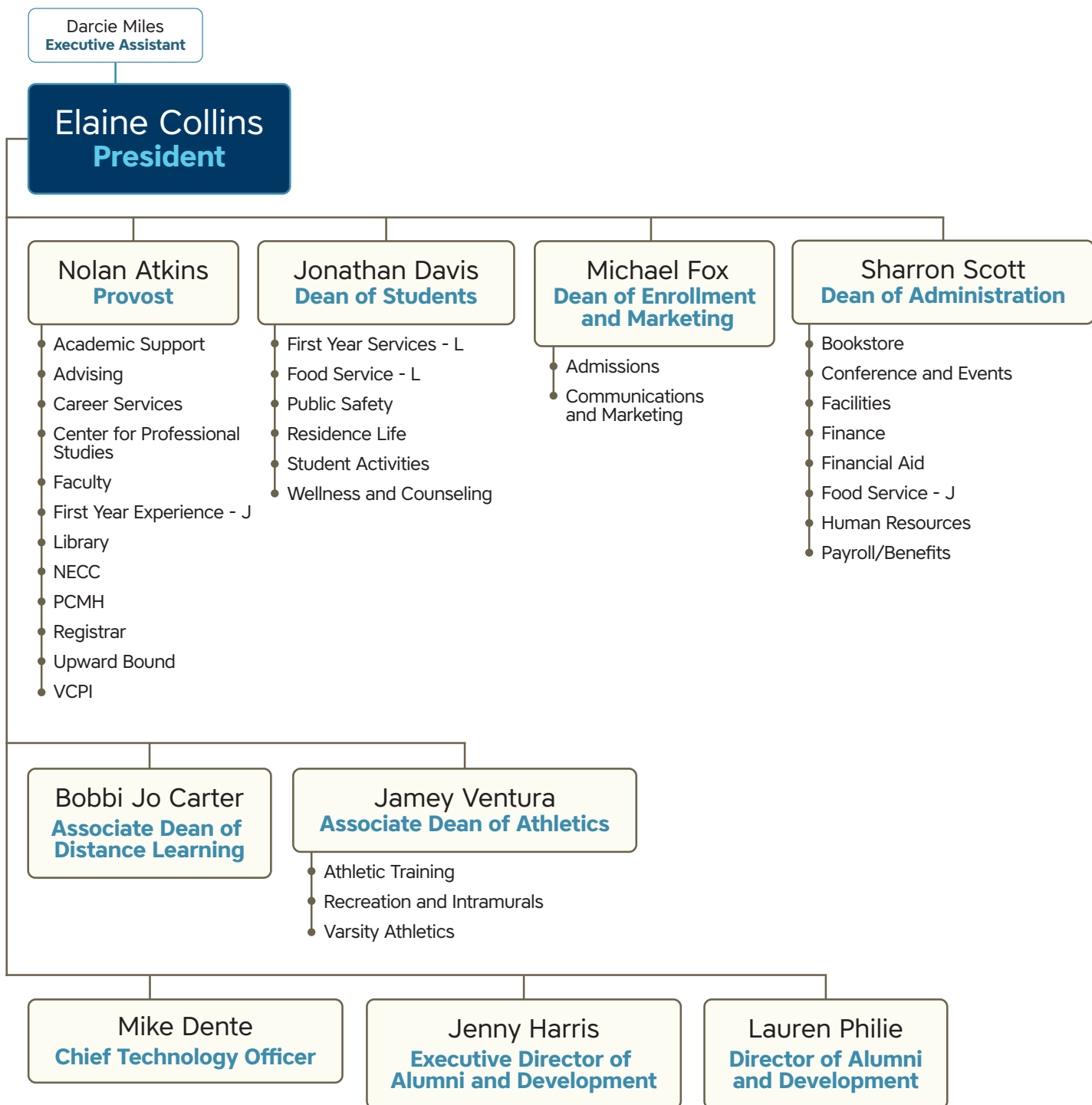
- President
- Provost
- Dean of Students
- Dean of Administration
- Dean of Enrollment and Marketing
- Associate Dean of Athletics
- Associate Dean of Distance Learning
- Library Director
- Chief Technology Officer
- LAN/System Administrator
- Controller
- Director of Human Resources
- Coordinator of Instructional Technology
- Director of Facilities
- Director of Financial Aid
- Executive Assistant to the President
- Bursar
- Marketing and Communications Office: Director of Marketing and Communications, Associate Director of Communications, Web and Digital Designer, Marketing Design and Publications Manager, Media Marketing Coordinator

New Faces and Farewells

25 new staff members joined the Northern Vermont University family over the course of 2017–18, and the university welcomed five new faculty members: Aaron Preston, Assistant Professor of Atmospheric Sciences; Kimberly Donovan, Associate Professor of Behavioral Sciences; Audrey Hoffman, Assistant Professor of Education; Justin Rito, Assistant Professor Fine and Performing Arts; and Dan Weigel, Associate Professor Behavioral Sciences.

Northern Vermont University thanks the retiring and departing faculty and staff for their dedication and commitment to NVU and our two campuses.

Organizational Chart (2018–2019)





VERMONT TECH

PRESIDENT'S ANNUAL REPORT

A report for the Vermont State Colleges Board of Trustees | September 2018

INTRODUCTION



VTC

Another year has passed at **VERMONT TECH** and we continue to grow to meet the needs of our students, community members, employer partners, and the state. **Thank you for being a part of our community and supporting us** as we strive to provide a practical and successful learning environment where everyone at this small college can achieve big outcomes.

I am thrilled Allan Rodgers has agreed to remain Academic Dean for another year. Our search for a new Academic Dean will resume in September of 2018. Allan is also providing leadership to the project management-driven implementation of our **strategic plan** in the coming year as Jay Paterson leads the strategic planning efforts overall. **Our strategic plan dovetails well with the six overall priorities for the Vermont State Colleges System.** The Strategic Plan update can be found later in this report.

As we examined and reevaluated our strategic plan, we were asked to do the same with our mission. Our new Vermont Tech mission reflects input from our Senior Leadership Team, staff, faculty, and students. It reads as follows:

We provide career-focused technical and professional education in a caring community which prepares students for immediate workplace success and continued learning.

As many involved in higher education are aware, the landscape is changing across our country. Fewer students are enrolling in traditional degree programs, opting for trade schools or employer-funded on-the-job training. While it is true that a four-year college degree may not be the correct path for everyone, **it is still imperative that young people receive some form of traditional higher education.** According to the National Student Clearinghouse Research Center, **college enrollments have decreased** among many types of institutions for the past six years. The same study found that since 2016, four-year public institutions have seen a -.02% change in enrollment.*

Our Strategic Plan will take this trend into account and adjust for this change. One specific way we can do this is by looking at efforts to 'right-size' the college. That is, **making sure the degree programs we offer**

are in line with our student's needs and wants, while still providing the practical education from industry leaders for which we are known.

The strategic planning process and development dominated our time this past year and we look forward to beginning the implementation in the coming year. While that work was ongoing, the college also had much to celebrate. **We ended the fiscal year with a surplus, our placement rate continued its high streak, and our students' senior projects were exceptional.** We also watched as the Vermont Agriculture and Environmental Lab (VAEL) broke ground on our Randolph campus as we, too, made improvements to our campuses and facilities. The college was innovating with the programs it added and professional accreditations it pursued. **All these initiatives are so we continue to be the institution of choice for applied and practical learning that offers real world experience.** From our senior-year high school to our master's degrees, we offer something for everyone.

Thank you for being a part of our **SMALL COLLEGE** community and dedicating yourself to **BIG OUTCOMES** for all.

Pat

* Source: <https://nscresearchcenter.org/current-term-enrollment-estimates-fall-2017/>

1,621



STUDENT CLUBS & ORGANIZATIONS

50+

Like Astronomy, Aviation, Bowling, Community Service, Fabrication, Multicultural, Ski & Snow Build, and more!



HIGHEST PERCENT EARNING ABOVE A HIGH SCHOOL GRAD



~ Vermont, 2018 College Scorecard, U.S. Department of Education data

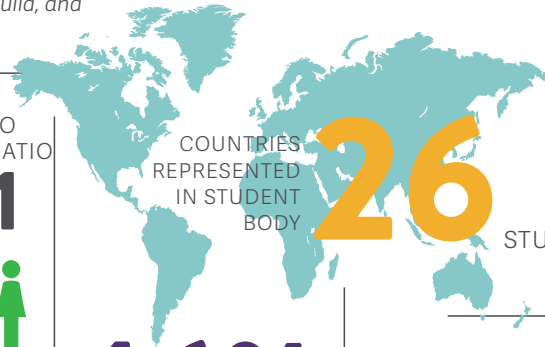
BEST COLLEGES



Top VT school ranking and only VT school ranked for Best Value School, North Region

STUDENT TO TEACHER RATIO

12:1



COUNTRIES REPRESENTED IN STUDENT BODY

26



85% STUDENTS RECEIVE FINANCIAL AID

46%

FIRST-GENERATION STUDENTS



100%

PROGRAMS ARE OFFERED WITH HANDS-ON APPLIED LEARNING

JOB & ADVANCED EDUCATION PLACEMENT RATE FOR THE CLASS OF 2017

98%

CAMPUSES & EXTENDED SITES



Bennington, Brattleboro, Lyndon, Middlebury, Morrisville, Newport, Randolph, Springfield, St. Albans, White River Junction, Williston

AVERAGE CLASS SIZE

15



ON CAMPUS SKIING & SNOWBOARDING AT VERMONT TECH HILL at Randolph Center Campus

VARSITY SPORT TEAMS

SEVEN

NEAREST AIRPORT

BURLINGTON INT'L

JOB & POSTSECONDARY PLACEMENT*

| | |
|----------------------------|------|
| All Programs | 98% |
| Bachelor's Degree Programs | 95% |
| Associate Degree Programs | 99% |
| Certificate Programs | 100% |

*Class of 2017

STUDENT

INTRAMURALS

In sports like Ultimate Frisbee, Dodge Ball, 5v5 Basketball, Volleyball, Futsal/Indoor Soccer, Bowling, Skiing/Snowboarding, Ice Skating, Racquetball, Floor Hockey, Rock Climbing Wall

UNIQUE FORMS OF ALTERNATIVE

TRANSIT

Bikes, Cross-Country Skis, Horses, Snowmobiles



DISTANCE FROM RANDOLPH TO BOSTON

2.5 HOURS



RESIDENTIAL CAMPUSES

STUDENTS & STUDENT LIFE



Enrollment

As of September 1, 2018, our **incoming class is 716 students**. This class size is **56 students larger** than a year ago. Several areas saw significant incoming enrollment increases. **The Vermont Academy of Science and Technology (VAST) enrolled their largest incoming class ever with 78 students, 20 students larger than last year.** Both first-time freshman and transfer students saw increases over last year. Dental Hygiene, Veterinary Technology, and many Nursing sites achieved waitlist status as well. **Nursing also opened new clinical sites at Littleton and Keene, NH.** There were **426 Vermont high school students** who participated in dual enrollment courses. As of September 1st, the overall headcount at Vermont Tech is ahead of last year; **we currently have a 1,580 headcount** versus 1,528 a year ago. Both the number of full-time and part-time students saw an increase over last year.

LOCATION FOR INCOMING DEGREE STUDENTS (ASSOCIATE IN NURSING EXCLUDED):

| Location | 2018 | 2017 | 2016 | 2015 | 2014 | 2013 |
|------------------|------------|------------|------------|------------|------------|------------|
| Bennington | 16 | 22 | 27 | 27 | 23 | 26 |
| Brattleboro | 26 | 29 | 27 | 23 | 30 | 16 |
| Keene, NH | 8 | | | | | |
| Lyndon | 8 | 17 | 9 | 18 | 9 | 17 |
| Middlebury | 8 | | 9 | | 8 | |
| Newport | 9 | 9 | 9 | 9 | 11 | 8 |
| Online | 29 | 25 | 34 | 18 | 19 | 10 |
| Randolph | 346 | 333 | 315 | 333 | 301 | 326 |
| Springfield | 7 | 7 | 8 | 9 | 8 | 9 |
| St. Albans | 9 | 8 | 9 | 9 | 9 | 8 |
| Williston | 181 | 157 | 179 | 147 | 165 | 136 |
| White River Jct. | 14 | 14 | 9 | 9 | 9 | 9 |
| Total | 661 | 621 | 635 | 602 | 592 | 565 |

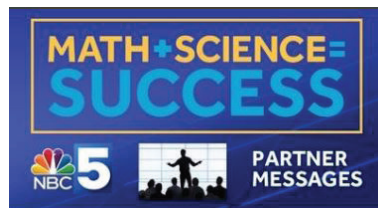


NEW FRESHMEN JUMP FOR JOY OUTSIDE MOREY HALL AT THE START OF THE NEW ACADEMIC YEAR.

Marketing

The marketing strategies for FY18 were a **continuation of several of the previous year's successful initiatives with notable additions**. Reflecting the positive results of the vertical marketing investment in Software Engineering through direct mail and digital advertising, combined with a dedicated Admissions counselor, unique landing pages, and email communications, this year's **vertical marketing campaign expanded to include all of the engineering technology programs**. Without expanding the budget, we chose to invest in digital advertising only for the new programs and used only direct mail and email marketing for Software Engineering. We also **experimented with geo-fencing**, targeting open houses at schools that share many cross applications in these programs.

We continued to **invest in general awareness of the college through mass and social media**. A new feature of our television advertising program was a partnership with **WPTZ for a Math + Science = Success campaign**. Along with other companies and the television station itself, many advertisers shared the message of math and science being key components of job opportunities available in our state and region. **This shared messaging allows the college to benefit from more reach and frequency of advertising without bearing the expense alone**. In April, the station conducted a market research survey which noted a **75% awareness of Vermont Tech among survey participants** in the station's viewership area. This will be our benchmark for future research to measure the effectiveness of the campaign.



Our staff continues to dedicate much of its time to **social media, website maintenance, and content development** for all the programs in our portfolio. In addition to robust social media following and engagement, content development internally has expanded to include **video**



Career Fair

This event, **staged as a trade show**, brings employers together with students to discuss their companies, products, and career opportunities. **It is a chance for employers and students to network and explore how they can help each other**. This year's spring career fair was a huge success with **over 100 exhibitors**, including GW Plastics, Global Foundries, and Whiting-Turner Contracting. Vermont Tech alums are represented at many of the employer's booths, with some booths being staffed entirely by Vermont Tech Alumni. **This was the third year in a row with a sold-out venue**. 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 Spring Career Fair gave students and employers a chance to build valuable relationships before graduation.

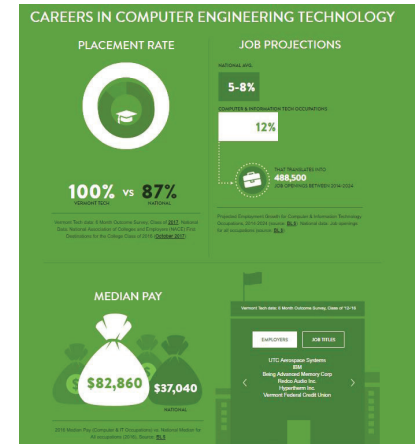
Small college. **Big outcomes.**

production. Other video work included a signature piece about senior projects, as well as individual vignettes of students' projects. Given the tradition of these annual projects, a focus on their work effectively communicates the unique nature of being a Vermont Tech student in our applied learning setting.

Our website projects for FY18 included the development of **infographics for each majors' page that highlight each program's career outcomes**.

Fed by the data from our 6-Month Outcomes Survey and external jobs databases like the Bureau of Labor Statistics, each page features the placement rate, job titles, and employers of our recent graduates; projected job growth; and projected salaries for careers in their field. **This lets prospective students and families evaluate their choices through the lens of success after college.**

While inquiries decreased this year, overall web traffic remained consistent year-to-year and **applications rose 22%**, in part due to the transition to the Common Application.



slate IMPLEMENTATION

The Admissions Office **successfully implemented our new comprehensive CRM tool, Slate**, for use beginning in the 2017-2018 academic year. CRM, or Customer Relationship Management tools, have become a necessity for college admissions over the last 10 years. **The Slate software is designed exclusively for higher education and allows us to seamlessly manage our inquiries, applications, communications, and events all within one system.**

What was once a highly manual process is now mostly automated. Applicants are able to move through the application process faster and are **updated on their progression** at every step along the way. For the 2018-2019 academic year, we have added a new applicant portal which allows applicants to monitor their progress during the application and enrollment phases, including checklists of missing information. Additionally, our **travel schedules will be searchable on the website** so prospective students can research when we might be visiting their school or geographic area.

Slate releases dozens of new features every year, and we look forward to **evolving our admissions process to meet the expectations of prospective students.**

Health and Mental Health

Student Affairs provided **online QPR Gatekeeper training** to more than a dozen individuals. **QPR stands for Question, Persuade, and Refer** and a Gatekeeper is someone in a position to recognize a crisis and the warning signs that someone may be contemplating suicide. A QPR-trained Gatekeeper learns to: recognize the warning signs of suicide, offer hope, and get help.

Vermont Tech has been accepted into a cohort of Vermont schools interested in becoming a JED Campus. According to the JED Foundation website, this initiative is “designed to guide schools through a collaborative process of comprehensive systems, program and policy development with customized support to build upon existing student mental health, substance abuse and suicide prevention efforts.” There were 11 applicants for six Vermont spots which are being funded by a private philanthropist. The other institutions selected include Middlebury College, Castleton University, Green Mountain College, Landmark College, and Norwich University.

The college went smoke and tobacco-free effective July 1. Funding from the Truth Initiative helped cover the cost of promotional materials, signs, and banners to help communicate the policy change to new and returning students, faculty, and staff.



Veterans

The Community College of Vermont generously extended their license for **Kognito training** to Vermont Technical College. This 30-minute online training educates faculty and staff about military culture in order to improve Veteran life on campus. It was designed in partnership with the Student Veterans of America. Our Veterans club remains a means of support for members of our military to transition into civilian life.



Community Service

During Black History Month, **two separate historians spoke at the Hartness library in Randolph.** The presentations were also broadcast to the Williston campus. The historians spoke about Vermonters who have made a significant contribution to the **civil rights of African Americans both in our state and in the country at large.** For both events, faculty, staff, students, and local community members attended and learned more about the African American experience.

! Safety

A Physical Safety working group has been established to prioritize the use of the funds generated by the new college safety fee. The group is comprised of the Dean of Students, the Director of Public Safety, the Director of Facilities, the Chief Technology Officer, the Assistant Dean of Administration, the Associate Dean of Nursing, and the Dean of the Williston campus.

A priority has been new locks on classroom doors and card access at the Randolph campus.

Six cameras were placed in Old Dorm in Randolph to monitor the entrances and the first floor hallways. This is a pilot program and the college is considering installing cameras in other residence hall entrances as the budget allows, which will be integrated with the new card access system.

Four Vermont Tech employees have been certified by the ALICE Training Institute to deliver Active Shooter Response Training. Workshops have been offered at every new student orientation for the past two years, and to staff and faculty at both the Randolph and Williston campuses.

The college **Incident Response Team (IRT)** meets monthly and participated in a webinar designed to develop tabletop trainings and simulation scenarios. The purpose is to create real-life, real-time situations to educate key stakeholders and prepare them for their roles in times of campus crisis.

The Clery Act requires all institutions to collect crime reports from a variety of individuals and organizations that Clery considers to be campus security authorities. These include professional staff in the Dean of Students office; the student center or student union building; the student activities office; faculty or staff advisors to student organizations; resident assistants and residence directors; students who monitor access to dormitories or other facilities; athletic directors (ADs) and coaches, including assistant ADs and assistant coaches; and administrators at branch, satellite, or separate campuses. Director of Public Safety, Emile Fredette, provided training in-person and online in November. A presentation was recorded and sent to those who were unable to attend.

Athletics

The Vermont Tech Athletic Department continues to move forward. This year we welcome a **new Women's Basketball coach, Davon Miller**, who has started the year off recruiting heavily for the upcoming season. We also welcome back seasoned coaches from our other sports who have also been busy recruiting in the off-season. This year we expect **our largest recruiting class** in the last 8 years of 21 student-athletes new to Vermont Tech from all over the country, including several international students.

The **Athletic Booster Club** had another successful year, garnering enough financial support to put in new wooden lockers in the Knights team room this year. This was a much needed upgrade, and our fundraising continues with plans to upgrade the visitor's team room this year.

In addition to varsity sports, the **YSCC hosts a Bowling Invitational** every year. This year, Vermont Tech fielded a team, that **bowled to 4th place!** Additionally, our only female bowler, **Courtney Clark, a Fire Science major**, qualified for the finals and landed in **8th place overall**, while her counterpart, **Harrison Heist of Mechanical Engineering Technology**, also qualified for the finals, where he placed **4th overall**.

Our **Track Club** has also grown steadily, from just 8 to now **24 interested participants** in one year. This year's Track Club competed at several meets, including the USCAA Invitational hosted at SUNY Delhi. **At the 2018 USCAA Invitational, the men's Vermont Tech Track Club team ran to a 2nd place team finish.** This meet included **fourteen top-10 performances** in individual events by Vermont Tech student-athletes, including **1st place in Javelin by David Mattern, an Electromechanical Engineering Technology senior, and 1st place in Long Jump and Triple Jump by Taiga Cantor of our Business Technology program**, as well as 2nd and 3rd place finishes in the 4x100 and 4x400 meter relays. The USCAA voted this summer to officially recognize Track & Field at the varsity level starting in the 2018-19 Academic year, and the Track Club is very excited about this opportunity.

Our coaches have shown growth in recruiting and continue to build programs that expect to compete for championships at the conference and national level on a yearly basis. **We are greatly looking forward to the upcoming season!**

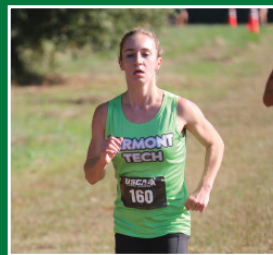


3

Our Vermont Tech athletic teams had successful seasons, which culminated with **three teams competing at the USCAA National Championships.**



Our **men's basketball** team won their first round game at the USCAA National Basketball Tournament in Lafayette, PA, and lost in the Quarterfinals to the eventual tournament champions.



Our men's and women's **cross country** teams also both competed at the **USCAA National Cross Country Championships** in Virginia Beach, VA. There **Rebecca Broadbent, a senior in Diversified Agriculture**, raced to her best finish of her career - 3rd place overall! This was her third USCAA All-American finish and, combined

with winning her third YSCC Conference Championship during the season, it was a great way to cap off a spectacular running career at Vermont Tech.



Also on the National level, we received one other USCAA All-American award, and **9 USCAA Academic All-American awards.** At the Conference level, Vermont Tech student-athletes earned **6 YSCC All-Conference Awards and 10 YSCC Academic All-Conference awards.**

Residence Life

Residence life is **burgeoning across both of our residential campuses**. Activities this past year included attending both a Boston Bruins game and Red Sox game. Many local fans are happy to report that both those teams won.

The **“Dean’s Cup”** has been established on the Randolph campus to regularly recognize and reward contributions by Resident Assistants. Categories include general performance; resident connection; bulletin boards; program and events; and above and beyond.



Randolph Center Campus

Some other fun things we did this year include:

- Getting spooky by **watching Jaws while floating in the campus pool**
- Celebrating winter carnival by doing a **tropical Carnival/ Mardi Gras themed pool party**
- Celebrating Pi Day (March 14th) with **free pie** in the library
- Weekly **bingo nights**
- Plushie **stuffing** for the holidays
- Providing **gourmet espresso** in the library during finals each semester
- Regular **blood drives** held by the American Red Cross
- Monthly **commuter coffee events** hosted in the library (can you tell our students love coffee?)

The class gift this year was a Sugar Maple tree planted in between Morey and Clark. **This is an homage to our rich history within Vermont as well as a gift that will keep on giving.** In our residence halls, one floor of Old Dorm continues to be home to students and Keenan, Morey, and Nutting are all occupied by mixed-year students. **There were about 30 active clubs across both campuses** ranging from the Adventurer’s Guild to Outdoor Recreation, Fabrication Club, and Astronomy, to name a few. **Student life continues to hold many options for students of all interests to get involved in life on campus.**

Williston Campus

Due to the growth of our engineering programs in Williston, we had **outgrown our one science lab on campus**. During the summer of 2017, we converted the former Vermont Interactive Television space to a new physics lab. It now comfortably seats 16 students. This addition releases the pressure from our single lab and has converted the original lab to our “wet lab”. This lab is now used solely for our biology and chemistry labs.

We hosted a wide variety of student events on campus last year. **Our end of the year cruise on the Spirit of the Ethan Allan is always our biggest hit.** The **Brewfest** is also another very popular event. There were several events planned around the new VSCS-wide Smoke and Tobacco Free policy. These had the purpose of communicating the change to students, as well as encouraging them to stop using these dangerous products. **Our largest event was a BBQ provided by Johnny’s BBQ from Bristol. We titled it “Smoke Meat, not Butts!”** We also hosted a spring bash that included a maple cream truck, inflatable obstacle course, and comedy show. Other events included paint nights, go-kart racing at the Essex Speedway, visits to the Escape Room, and Colchester Paintball.

PRESS RELEASE:

[Experiencing European Culture & Architecture](#) | vtc.edu

PERSONNEL

Faculty Promotions and Tenure

PROMOTED TO RANK OF PROFESSOR:

Craig Damon, Computer Information Systems

Joseph Witt, Construction Management

PROMOTED TO RANK OF ASSOCIATE PROFESSOR WITH TENURE:

Stephanie Dorosko, Veterinary Technology

Michelle Sama, Science

Inge Smith-Luce, Paramedicine

GRANTED TENURE:

Ethan Johnson, Automotive Technology

New Full-Time Faculty

Daniel P. Costin, Mechanical Engineering Technology

Susan Currier, Library

Cheryl Duby, Nursing (Southeast Region)

Jonathan Dufour, Automotive & Diesel Technologies

Jillian Golde, Nursing (Northwest Region)

Carrienne Knight, Professional Pilot Technology

Krystina Laychak, Nursing (Northwest Region)

Jose Luzardo, Electrical Engineering Technology

Laurie Sabens, Business Technology & Management

Linda Wise, Mathematics

New Administrative Staff

ACADEMIC SUPPORT

James Jarvis, Williston Lab Tech, **Andrea Morgan**, Assistant Equine Stable Manager

CENTER FOR ACADEMIC SUCCESS

Mary Cooper, Office Coordinator

CEWD

Darcy Brouillette, Project Manager-SWFI, **Lyle Jepson**, Director of Vermont Career Technical Education

FACILITIES

James Hill, Assistant Director of Facilities, **Asa Leavitt**, Maintenance Technician II

HARTNESS LIBRARY

Bonnie Lord, Library II, **Veronica Golden**, Coordinator of Circulations, **Jeffrey Metzler**, Library II

NURSING

Julie Cote, Director of Nursing Site - Northeast Kingdom, **Rebecca Randall**, Director of Nursing Site - Bennington

PUBLIC SAFETY

Douglas Currier, Security Officer

SBDC

Michael Lash, Business Advisor

STUDENT LIFE

Anna Bouchard, Coordinator of Student Activities/Resident Hall Dir. **Caitlin Clark**, International Student Resource Coordinator

STUDENT SERVICES

Darlene Jones, Records Specialist III, Registrar's Office

VMEC

Carla Wuthrich, Professional Manufacturing & Growth Advisor

Faculty Retirements

Nancy Budd, Nursing

Amy Sharpe, Mathematics

Staff Retirements

Charles Cassidy, Assistant Director of Facilities

Nick Farrington, Ground Supervisor

Philip Petty, Academic Dean

John Sheets, Senior Desktop Support Technician

ACADEMIC AFFAIRS

Programming Accreditation

Vermont Tech pursued and **successfully achieved accreditation** from professional accrediting organizations for several of its programs. In addition, the college's main accreditor, NEASC, recognized the first master's program, the Master of Science in Software Engineering.



We are proud to announce that our **Paramedicine** program has received **official accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP)**. This makes the program the **first fully accredited paramedicine**

program in the state. Vermont Tech's first graduating class of Paramedicine students (2017) had an **87% first-attempt pass rate** of the national exam (NREMT) and are all working in the field.

"We're thrilled with the news of our accreditation," said **Inge Luce, Program Director for the Paramedicine Program**. "We are particularly pleased for the strength of the collaborative partnerships we have with our community agencies and healthcare organizations. They strengthen the academic rigor of our program and provide greater access to clinical experience throughout Vermont."

The program also recently purchased their first ambulance. This will be a learning tool for the students and provide them with experience loading and unloading patients safely.



Sarah Billings-Berg, Associate Dean of the Vermont Tech Nursing Department, has led the charge in changing our nursing accreditation body. Vermont Tech is currently accredited by the Accreditation Commission for Education in Nursing (ACEN) and intends

to make the **switch to the National League for Nursing Commission for Nursing Education Accreditation (CNEA)**. All Vermont Tech Nursing programs have been **granted pre-accreditation candidacy and are working towards full accreditation.**



Vermont Tech's **Professional Pilot** program was recently added to the **exclusive list of schools** that the Federal Aviation Administration (FAA) authorizes to certify its graduates to apply for the Airline Transport Pilot (ATP) certificate with reduced aeronautical experience. **Vermont Tech is one of only two New England colleges with this authorization.**

The typical number of flight hours required before applying for one's ATP certificate is 1,500. **The authority granted by the FAA allows Vermont Tech to certify its bachelor's degree holders with 1,000 hours of flight experience to apply for the ATP.** Pilot graduates who obtain their restricted privileges ATP certificate are allowed to apply and be hired as pilots for regional airlines.

"The advantage to Vermont Tech Professional Pilot students is enormous," states **Robin Guillian, Program Director**. "Certified graduates can be hired as professional airline pilots that much sooner, creating a fast track to a career doing what they love" she adds.



In April of 2018 the **New England Commission of Schools & Colleges (NEASC) approved the accreditation of our Master of Science in Software Engineering degree program.** This is the **first graduate degree** offered by Vermont Tech. There are currently seven students enrolled and we **celebrated the first graduate of our new program during the spring of 2018.**

Summer Academic Planning

Long-term **academic planning started in the spring of 2018 in preparation for the college's decennial NECHE (formerly named NEASC) accreditation visit in 2020.** A committee of faculty and staff reviewed the nine accreditation standards and, in May 2018, **identified performance gaps between college practices and the standards.** The committee recommended launching remediation efforts in the 2018 – 2019 academic year, followed by the drafting of a self-study in late 2019. While starting a year earlier than in prior preparation cycles, this effort is seen as being critical to accreditation success.

Related to accreditation, the college **refined its definition of an "educated person",** which was encouraged by the last accreditation team visit in 2010. The college adopted the definition that a **baccalaureate graduate from Vermont Tech will be able to:**

- EFFECTIVELY SPEAK, WRITE, AND COMMUNICATE WITH A TEAM
- EXHIBIT EFFECTIVE SCIENTIFIC AND QUANTITATIVE REASONING AND PROBLEM-SOLVING SKILLS APPROPRIATE TO THEIR PROGRAM FIELD
- PROVE EFFECTIVE QUALITATIVE AND ALGORITHMIC REASONING SKILLS
- DEMONSTRATE AN INFORMED PERSONAL, CIVIC, AND SOCIAL AWARENESS
- EXHIBIT AN INFORMED AESTHETIC AND CULTURAL AWARENESS
- ESTABLISH EFFECTIVE AND ETHICAL DECISION-MAKING SKILLS
- FIND AND CRITICALLY CONSIDER INFORMATION FROM A WIDE RANGE OF SOURCES
- DEMONSTRATE ESSENTIAL SKILLS AND DUTIES EXPECTED OF PROFESSIONALS IN THEIR PROGRAM FIELD
- CONTINUOUSLY ACQUIRE NEW CONCEPTS, SKILLS, AND TECHNOLOGIES IN THEIR PROGRAM FIELD

Also in the spring of 2018, a faculty-initiated effort to **consider a schools model of academic organization was launched.** An ad hoc committee recommended the formation of the schools structure that was supported by work conducted by Beacon Associates, indicating the **model might readily result in higher net promoter scores, particularly among high school guidance counselors.**

Over the summer, a working group of thirty-five faculty and staff met to refine accreditation, organization, and long-term academic planning in support of the college's long-term strategic plan in development. The work of the summer committee identified the following schools within the college:

School of Nursing and Health Professions

School of Engineering and Computing

School of Professional Studies and Management

School of Architecture, Plant, and Animal Sciences

School of General Education

This model of academic organization is expected to provide **greater opportunities for cross-programmatic experiences, shared courses, and higher interest and retention.** At this time, we expect that implementation will start in spring 2019 and without the addition of any full-time administration.

As a further result of summer academic planning, faculty began the process of developing outcomes assessment based on program and course outcomes. We anticipate evaluation results that are

necessary for and supportive of our accreditation requirements. **Classroom and lab needs, program planning, advising, retention, dual enrollment, and VSCS opportunities for course integration** were further topics discussed over the summer.

Jay Paterson is leading the strategic planning efforts and, with Allan's leadership and the help of our dedicated faculty and staff members, we are using a **project management approach to implement our strategic plan.** This method includes the use of SMART Goals which are **Specific, Measureable, Attainable, Relevant, and Time-bound.** We will shift from the planning to our implementation stage in September 2018. Vermont Tech is prepping for our decennial accreditation visit from our accreditor, NECHE, in 2020. Our strategic plan will be key to ensuring we stay on mission to achieve reaccreditation.

Faculty Awards

Congratulations to the following two part-time faculty members for the **Excellence in Teaching Award** in 2017/2018:



FARAYDON PAKBAZ
Williston campus



CHRISTINE MOTYKA
Randolph Center campus

Commencement

Vermont Tech hosted two **commencement ceremonies** on Friday, May 18th and another was held Saturday, the 19th. **Vermont Tech conferred certificates and degrees for 504 graduates from 32 programs.** Nursing students were also presented with their nursing pins and all Allied Health graduates took their specific oaths.



Janette Bombardier, Vice President of Commercial and Industrial Customer Relations and Business Innovation for Green Mountain Power, was **selected as the guest speaker.** Ms. Bombardier

serves on the State of Vermont Workforce Development Board and is a **Trustee of the Vermont State Colleges System.** She spoke to the graduates about her experience in her career, what she has learned, and how to overcome challenges that arise. In her speech, Ms. Bombardier threw out the old idiom 'ladder of success' in favor of a more accurate analogy: **Success isn't a ladder, it's a jungle gym with more than one way to the top.**

"Sometimes you need to have courage and confidence, and leverage your learning and skills to move up and over on the jungle gym – to decide it's time for a change and that you can reach that next step or reach that next bar or be willing to climb higher."



President Patricia Moulton presided over her second commencement season with the college and asked graduates to 'do good' with their degrees. **"My hope for each of you is that you take your new talents and work for good in the world. And good is driven, in large part, by having respect for yourself and others. By doing this, along with the amazing things you will accomplish with your Vermont Technical College education, the world will be a better place."**

Overall there were **147 students (29%) graduating with honors** and **409 (81%) of the graduating class were Vermont residents.** Other members of the class came from 14 states and four different countries; Saudi Arabia, Australia, Ukraine, and Haiti.



U.S. News & World Report

Vermont Tech is pleased to announce that the college was ranked **19th among the Best Northeast Regional Colleges for 2018** in the annual best college rankings published by U.S. News & World Report. In the public college category, **Vermont Tech ranked 10th in the northeast region, making it one of the top 15 public colleges in the north for the sixth year in a row.** Vermont Tech was one

of just three Vermont schools to rank in the best northern regional colleges category and was the top public college in Vermont to be included in the northern regional colleges ranking.

Vermont Tech also ranked **17th in the Best Value Schools** and **13th in the Best Colleges for Veterans in the Regional Colleges North** category and was the **only Vermont college** to make these lists.

"We're proud to see Vermont Tech recognized as a top college again by U.S. News & World Report," said College President, Patricia Moulton. "This, along with our **College Scorecard rankings as the 5th highest for salary after graduation and 3rd lowest graduate debt in Vermont demonstrate the college's**

great return on investment. Vermont Tech might be a small college, but we produce big outcomes."

U.S. News & World Report gathers data from each college on 11 indicators of academic excellence to determine the annual rankings. The indicators range from student retention, peer assessment, student/faculty ratio, and more. These rankings serve as a powerful tool that allows prospective students and their families to better navigate the college search process.

PRESS RELEASE:

[Launch VT Student Competition](#) | vtc.edu

VERMONT TECH

CONTINUING EDUCATION & WORKFORCE DEVELOPMENT

at a glance

MISSION The Office of Continuing Education & Workforce Development provides accessible, career-focused education for life-long success.



\$968,880 grant from U.S. DOL for Apprenticeship in partnership with CCV and VDOL

3,192
PEOPLE SERVED/YEAR

APPRENTICESHIP

600
STUDENTS

122
GRADUATES

34
CLASSES STATEWIDE



PARTICIPANTS SERVED BY THE STRENGTHENING WORKING FAMILIES GRANT

50+

courses offered to employers:

- General Electric
- GW Plastics
- GS Precision
- CVMC
- FUJI
- Homeland Security
- NCH



CAREER & TECHNICAL TEACHER EDUCATION PROGRAM

61 teachers enrolled and successful accreditation review

PARTNERSHIPS WITH



100+ employers attended our career fair!



STUDENTS ENROLLED IN SUMMER SESSION

Institute for Applied Agriculture and Food Systems

In the past year the **Institute for Applied Agriculture and Food Systems** (Ag Institute) has offered trainings in Meat Cutting; Welding; Distilling; Wetland Delineation; Integrated Pest Management; ArcGIS and Mobile Mapping; Natural Resource Management; Logging; and Artificial Insemination. The Ag Institute trained over 150 people. These trainings target specific skills needed for the given field of study. All trainings are listed [here](#).

The Ag Institute has developed numerous certificates this past year. They range in duration from three days to a week to a year, depending on the industry and the desired skill set needed.

The programs are:

- [Certified Arborist](#)
- [Diesel Technology](#)
- [Integrated Pest Management and Application](#)
- [Meat Cutting](#)
- [Wetland Delineation](#)

The Ag Institute has brought in three grants this year and has a few pending. We received a \$45,000 WETF grant to offer arboriculture trainings and fit up a mapping lab in the Red School House. We received a \$20,000 grant to offer meat cutting trainings in collaboration with the Mad River Food Hub and Shaw's grocers. We also received a \$43,000 grant to develop an advanced nutrient management course in collaboration with UVM Extension. This grant will likely be extended for another two years.



FINANCE & DEVELOPMENT

Fiscal Year 2018



Vermont Tech closes the FY18 budget year realizing an

operating surplus of approximately \$300,000. Though enrollment declined 2% and our net student revenue consequently missed its budgetary target, several counterbalancing factors worked in our favor. Two of the largest such factors came on the expense side. **Our continued financial diligence allowed us to end the year 4% under budget on the supply and service lines.**

Additionally, higher-than-expected enrollment in the Healthy Saver healthcare plan allowed us to come in 7% below budget on our health insurance. Overall, **this represents our second consecutive year in the black,** and we recognize the continued diligence and hard work of everyone on the Vermont Tech team.

RESOURCE DEVELOPMENT

FOUNDATION GIFTS totaled **\$141,900**, with gifts and grants including:

- **\$50,000 from the Hoehl Family Foundation** for Mobile Technical Instruction, supporting both the Mobile Manufacturing Lab for Mechanical & Manufacturing Engineering and Mobile Simulation Lab for Nursing and Allied Health. These mobile units can bring applied learning to all regions of Vermont.
- **\$20,000 from two initiatives of the Vermont Community Foundation:** the Innovations & Collaborations Fund and the Walter Cerf Fund. Both supported mobile technical instruction.
- **\$20,000 in scholarships from the Jack and Dorothy Kupferburg Foundation.**
- **\$15,000 in scholarships from the Abraham Shapiro Scholarship Fund.**
- **\$10,000 from the Vermont Women's Fund**, once again supporting the Coder Camp for Girls and the Advanced Coder Camp, teaching middle and high school students to code their own computer programs and games.
- **\$5,500 for scholarships to Summer Youth Computer Camps from the McClure Foundation.**

CORPORATE GIVING totaled **\$62,425** and included:

- **\$7,500 from Milton CAT** for our Diesel Technology program
- **\$7,500 in scholarships** from DEW Construction
- **\$4,500 in scholarships** and Homecoming support from PC Construction
- **Over \$10,000 in scholarship** and program support from various Vermont businesses

GIFTS-IN-KIND for FY18 equaled a total value of **\$25,655** and included:

- **Over \$10,000** in vehicles from Handycars.com for our Automotive Technology program
- **Wind turbine** to replace one damaged in a storm, valued at \$4,347 and donated by David Blittersdorf

Giving from Vermont Tech **Faculty and Staff** totaled **\$22,905**, including a **\$5,000 gift from Craig & Leslie Damon**, establishing an endowment for the Promising Programmers Scholarship this year.

Vermont Tech **alumni** gave **\$12,437** and **Friends of the College** donated **\$4,265**. Development and Alumni Affairs published an Alumni Magazine at the end of the year and began a larger outreach effort to alumni and friends with email newsletters and more social media messages.

Vermont Tech hosted more pop-up alumni events this year, bringing alumni into Burlington in November, Bennington in April, and Brattleboro in June for Strolling of the Heifers.

Scholarship Dinner

The **22nd Annual Scholarship Dinner** held on October 26, 2017 was a **gala event recognizing both honored individuals and corporations who have sponsored scholarships for Vermont Tech students over the years.** The dinner was an opportunity to network as well as celebrate and honor sponsors who support and uplift our students to pursue their career dreams. **Jay Fayette, a Civil Engineering graduate of Vermont**

Tech, VSCS Hall of Fame honoree, and PC Construction President, was our sponsor and keynote speaker for the event. Fayette shared the story of his start in the Vermont State Colleges System and how his time at Vermont Technical College shaped his future.



Three student speakers; **Alyssa Cote, Veterinary Technology**; **John Holleran, Mechanical Engineering Technology**; and **Bethany Bosch, Civil & Environmental Engineering Technology**, each shared their own stories of their educational path and how Vermont Tech is now a building block and foundational piece in achieving their career goals.

PRESS RELEASES:

[Welcome Home Scholarship](http://vtc.edu) | vtc.edu

[Vermont Tech a Top School for Financial Aid](http://vtc.edu) | vtc.edu

FACILITIES

Campus Updates

In the area of Allied Health, with the expertise of **Michelle Stearns**, our Nursing programs have been able to **invest in new animatronic simulators**. These give our nursing and respiratory therapy students a chance to **practice their skills** before getting to a hospital setting. One of our newest simulators is even able to give birth, which is a brand new experience for many of our students.

We have also improved our **Mobile Manufacturing Lab**, purchased an ambulance for our Paramedicine program, and are now working on a mobile nursing simulation lab to bring health education to the far reaches of our state.

Over the summer, our Randolph Center campus made the switch to **all LED street lamps**, introduced **safer locking mechanisms for our classrooms**, and improved the **entryway to Morey Hall**. In Williston, a new roof is being placed on the 200 building that houses most admin offices and our student lounge.



PRESS RELEASES:

[Landscape Students Beautify Campus](#) | vtc.edu

[How to Improve Resource Management in the Vermont Food Chain](#) | vtc.edu

[Vermont Tech Celebrated National Manufacturing Day at Newly Renovated Lab](#) | vtc.edu

Conferences & Events

The Conference and Events Department supports all major events that happen on the Randolph Campus throughout the year. **During the summer, the concentration is on bringing groups to campus, with a special emphasis on trying to attract youth groups, some of whom could become our students one day.**

The summer of 2018 brought the following groups onto campus: **Girl's State, Governor's Institute of Vermont/Entrepreneurship, Rosie's Girls, VT Voltage Soccer Camp, the Dream Mentoring program, and Democracy Prep School.** We were also pleased to host several teachers groups from our CTTEP program and the Sodexo Chef's Camp.

Randolph Center continues to be a wonderfully central place to meet, and with the support of Sodexo and the Facilities team, we are proud to offer great meeting spaces at affordable rates with terrific food and customer service that is second to none! In order to bring new and different business to campus, we will be joining the Vermont Convention Bureau this Fall.

LIBRARY/ INFORMATION SYSTEMS

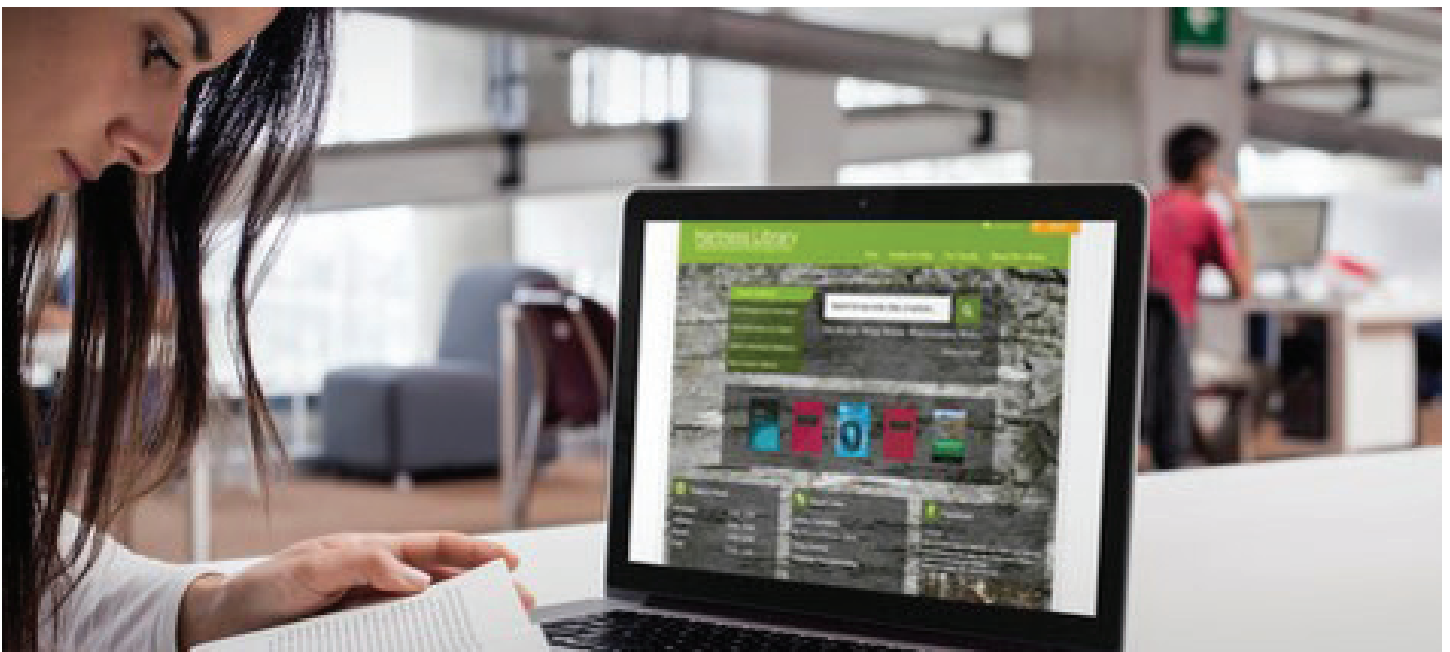
Hartness Library

It was a year which focused on **migrating to new technology** at Hartness. The Library moved to a single website on a new platform, **merging content from our previously parallel websites into a fresh appearance for our online “front door”**. A cross-institutional team developed the new website and conducted usability testing at both institutions. The site was fully launched for the winter semester with positive feedback about the enhanced interface.

Hartness **collaborated with the other VSCS libraries to evaluate, select, and migrate to a new Integrated Library System (ILS)**. The system selected is open-source with software as a service (SaaS). The cloud-based product allows staff to work on the back end from anywhere to perform functions like circulating books from any campus or CCV academic center. The ILS includes a library catalog which is the forward-

facing interface for users to discover VSCS physical resources. The back end contains the workflows for cataloging, acquisitions, and circulation staff. Interlibrary loan within the VSCS and with other libraries, upgraded with the implementation of new third-party software which improves staff workflow, includes new features for users like the ability to track requests.

The VSCS libraries collaborated on a VSCS “One Read” project, selecting *Brown Girl Dreaming* as the featured book. **Hartness hosted a related event during Black History Month, which was well attended by the college and the community.** The collaborative area of the library is now set up with **ceiling projector and computer connections**, allowing for use of the space for presentations and for student orientations.



Information Technology

Ken Bernard has been reclassified to “**Instructional Technology Specialist**”. While he will retain his current duties in supervising the Williston helpdesk, he will also be our **main point of contact for Moodle and will take a greater role in classroom design and maintenance.**

We have **replaced all of the PCs, projectors, and video cabling in all of our Randolph Center and Williston classrooms.** The new setups allow for higher quality video, make it easier to support faculty who want to bring their own devices, and standardize much of the equipment involved. **We have also started to offer video adapters and cables through Hartness Library so that anyone using this room has easy access to this technology.** This is the first step in a multi-year plan to modernize our classroom technology.

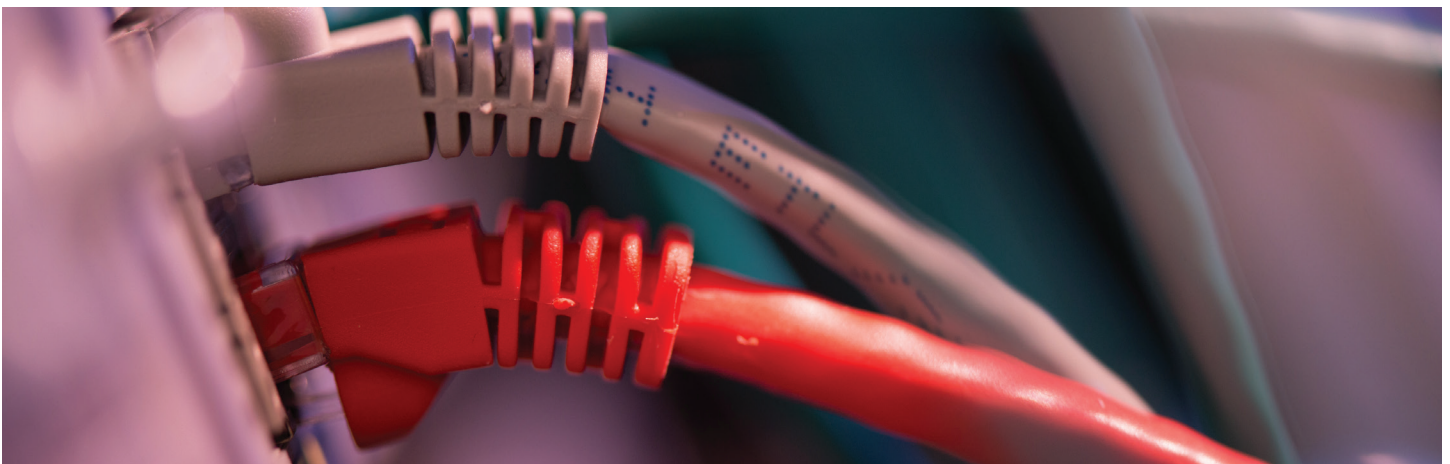
Distance Education Technology

We have added a **new room at the NVU Johnson campus** to support the Nursing department’s expansion to this site. The long-term plan for this site is to use equipment that is received as part of **NVU’s distance learning grant.**

We are in the process of moving our telepresence classes over to the VSCS’ newly adopted teleconferencing software, Zoom. This software will enhance the telepresence experience by **allowing students to connect from anywhere, allowing for local recording of lectures, improving video sharing across sites, and streamlining training by letting people use the same software that they will be using for other purposes.**



Our Telepresence technician, **John Sheets**, retired in mid-June. John had a long career with Vermont Interactive Television, transitioned to the college when VIT lost their state funding, and was key to our early success with Telepresence. A search is underway to fill this position.



PUBLIC SERVICE/ SPECIAL ACTIVITIES

Competitions

Our students are able to continually show their academic prowess, both in the classroom and in national competitions. Last fall, Vermont Tech **Dairy Farm Management and Diversified Agriculture students participated in the Northeast Regional Intercollegiate Dairy Challenge and came in third nationwide.**

Over the summer, Professor Christopher Gray led seven Manufacturing and Mechanical Engineering Students and Alumni to **Louisville Kentucky for the SkillsUSA National Leadership and Skills Conference.** There, our students brought home bronze and silver medals, **the first National SkillsUSA medals for Vermont Tech in the manufacturing discipline.**



PRESS RELEASE:

[Vermont Tech SkillsUSA Champions](http://vtc.edu) | vtc.edu



Allied Health Trip

This April, a group of **19 allied health students and three faculty travelled to the village of Cusco, Peru to provide healthcare to people in rural villages** where access to adequate healthcare is lacking. The trip was prompted by **Assistant Professor of Nursing Cynthia Peterson's** prior work with the partnering organization, MEDLIFE, as well as overwhelming interest from the nursing students on the Williston campus. The students organized to form a club, called **VTC MEDLIFE**. The student-led club focused their efforts on recruiting students to join trips in the future, fundraising for the trip, and **collecting any donated supplies that would be useful at health clinics in Peru**. Vermont Tech opened the trip to all allied health students statewide and the nursing students were joined by **three dental hygiene students as well as students from Lyndon State College**.



VAEL Breaks Ground

On Tuesday, January 30th, President Pat Moulton was joined by Governor Phil Scott to help **break ground** on a new building site.

After the Vermont Agriculture and Environmental Lab (VAEL) in Waterbury was damaged by Tropical Storm Irene, the state needed to build a new lab.

Constructing the lab on the Vermont Tech campus was a great fit, and its presence will **facilitate internships and employment opportunities for many Vermont Tech students and graduates**. **Dr. Michelle Sama** was instrumental in securing our Randolph Center Campus as the new building site.



SPECIAL COMMENTS/PLANS

Radiography

When Champlain College announced in 2017 that it would be discontinuing its associate degree radiography program, **Vermont Tech began discussions with Champlain about a possible transition of the program to our institution.** After an initial feasibility assessment, Vermont Tech determined that a **new program start up in the fall of 2019 was the best plan** to ensure a successful program launch. As part of the initial feasibility study, EAB assessed the opportunity for the program and suggested new program elements for consideration. With the help of Champlain faculty and staff, **Vermont Tech has acquired the curriculum and some program equipment.** Vermont Tech is currently searching for a program director to help finalize the curriculum, begin the accreditation processes, and facilitate the internal and external governance steps required for official program approval in the fall of 2018. **So far, the college has received over a hundred unsolicited inquiries about the program from prospective students.** This, along with positive discussions with clinical locations, has indicated an early promise of a potentially successful new program.

Dental Therapy Grant



Vermont's congressional delegation announced in July that **Vermont Tech received \$400,000 from the U.S. Department of Health and Human Services** to develop a program to educate dental therapists, which will help expand access to much-needed oral health care throughout Vermont.

The \$400,000 in federal funds will play an instrumental role in establishing and implementing a dental therapy education program at Vermont Tech.

In 2016, Vermont became the third state in the United States to authorize the practice of dental therapy, which is essential to addressing what is often considered a dental crisis in rural states like Vermont. Vermont is the first state to require dental therapists to graduate from an education program accredited by the Commission on Dental Accreditation, the nationally-recognized accreditation body for dental education programs.

Strategic Planning

At the start of the calendar year, President Moulton called together a committee to lead the college in a **strategic planning process**. Made up mostly of the Executive Committee, the participants committed to half-day sessions bi-monthly for the work. **The process was facilitated by Interim Academic Dean, Allan Rodgers.** The

Enrollment Management, Information Technology and Human Resources.

This expanded group created an outline of strategic initiatives for the proposed strategic plan and assigned leaders to each one. A draft vision was shared among the college community in forums like Faculty Assembly, Staff Council and Student Council meetings, as well as through email and

Moulton provided monthly strategic plan updates to the college community as well. The sub-committees' work was heavily influenced by the vision and objectives developed by the planning committee, but the individual groups were tasked with creating goals and tactics specific to their initiatives that would support the larger vision.

The organic, bottom-up approach empowered groups to develop realistic and SMART goals.

As the spring semester wound down, so too did the work of the sub-committees.

Many of the strategic initiatives developed

The group began with foundational work of reviewing any previous planning work, performing a SWAT analysis, evaluating current language of the mission and values, and prioritizing opportunities that would shape a vision statement for the five-year plan.

group began with foundational work of reviewing any previous planning work; performing a SWAT analysis; evaluating the current language of the mission and values; and prioritizing opportunities that would shape a vision statement for the five-year plan.

The planning group soon expanded to include additional stakeholders in

survey work. **Significant committee discussions tackled the issues of the college's future enrollment growth or decline, size of its portfolio, and prioritization of resources.** Individual strategic initiative team leads formed sub-committees to develop plans to address each initiative, expanding the number of participants in the planning process even further. President

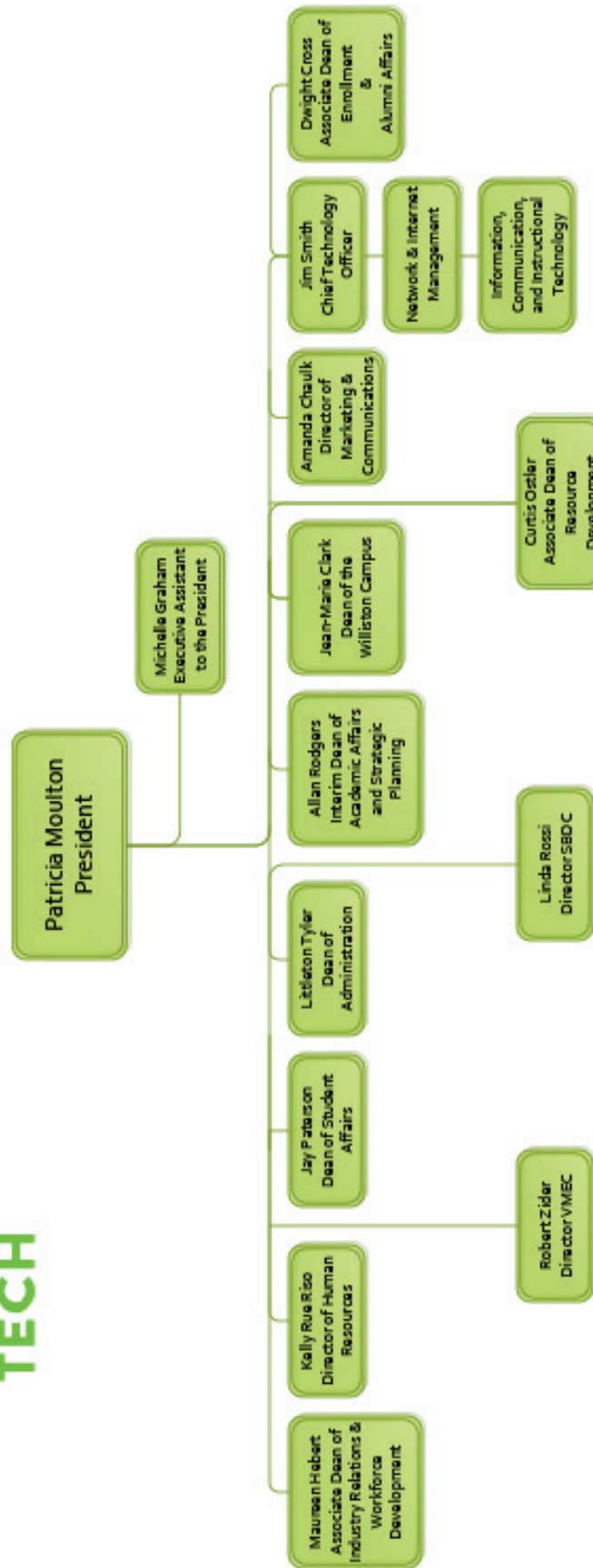
draft sub-plans during that time and presented them to the strategic planning committee. **Leadership of the planning committee transitioned from Allan Rodgers to Jay Paterson, who will see the process through in the coming academic year.** By mid-summer, the planning committee dedicated an entire working session to reconciling the individual sub-plans against the financial plan, overall goals, and the vision statement. **The group is nearing completion of a complete draft that will be presented to the college community in the fall for final feedback and potential edits, with implementation to quickly follow.**

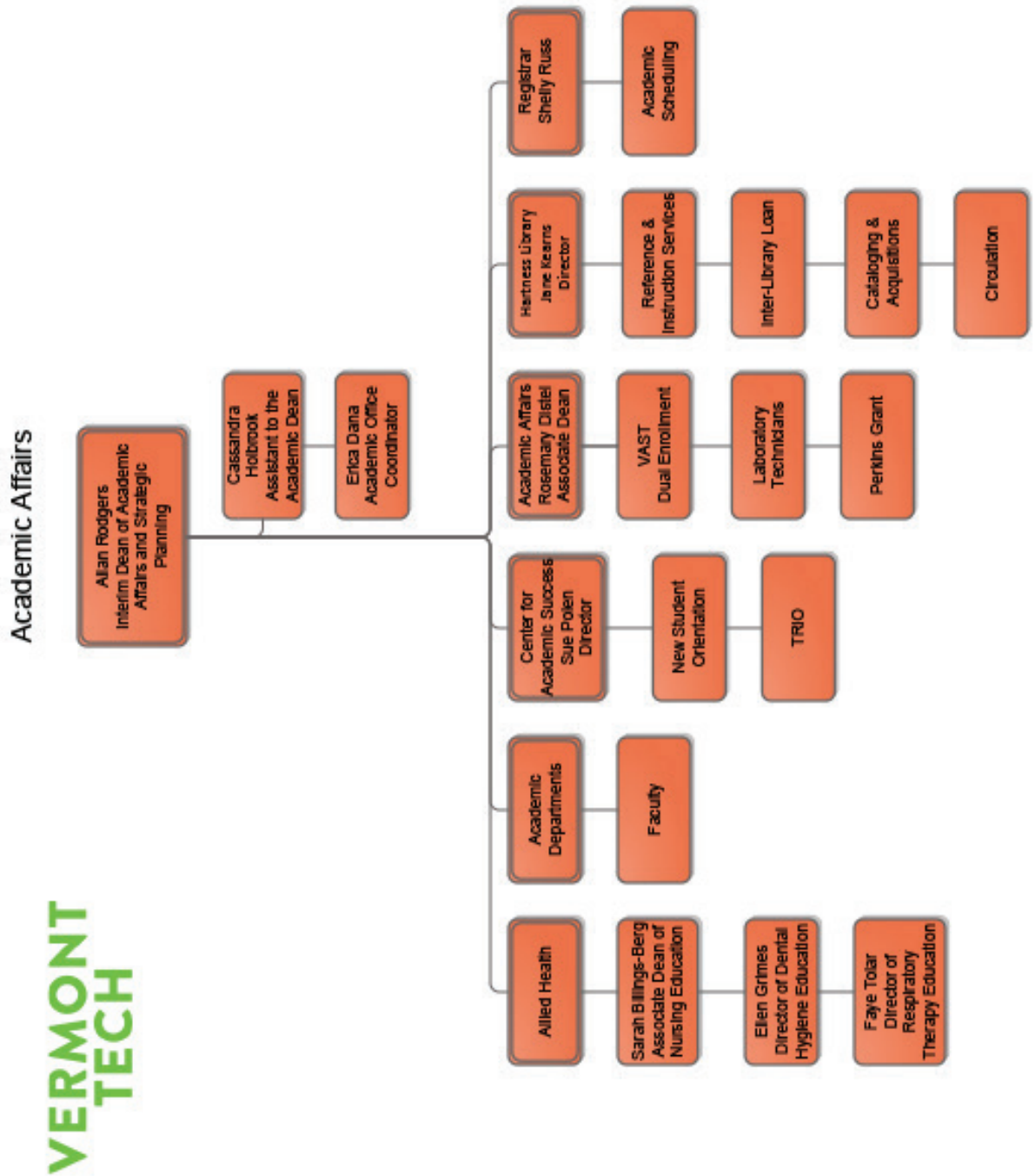
The team has committed to a project management style implementation plan that features good document management, communication, and accountability in its process. We look forward to bringing the plan to life in the culture and operations of the college to realize the vision set for 2023.



APPENDIX A

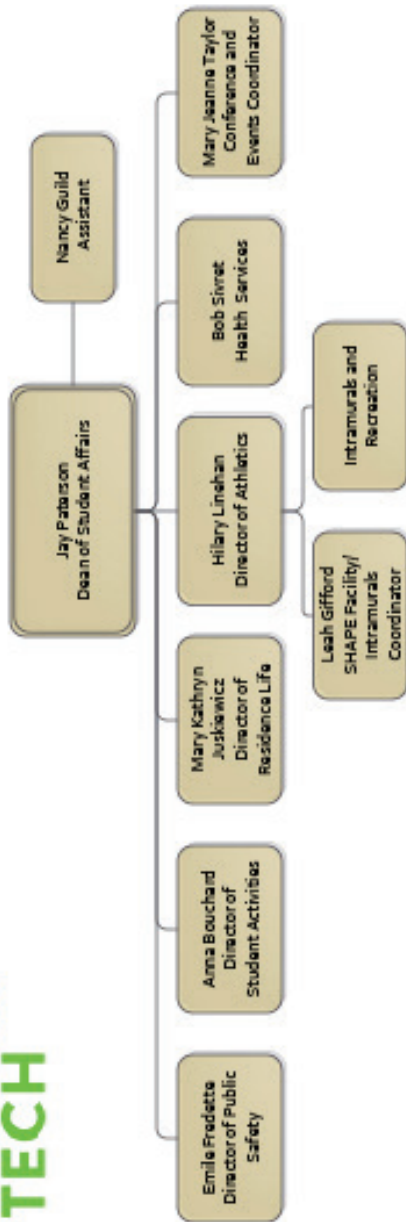
ORGANIZATIONAL CHART



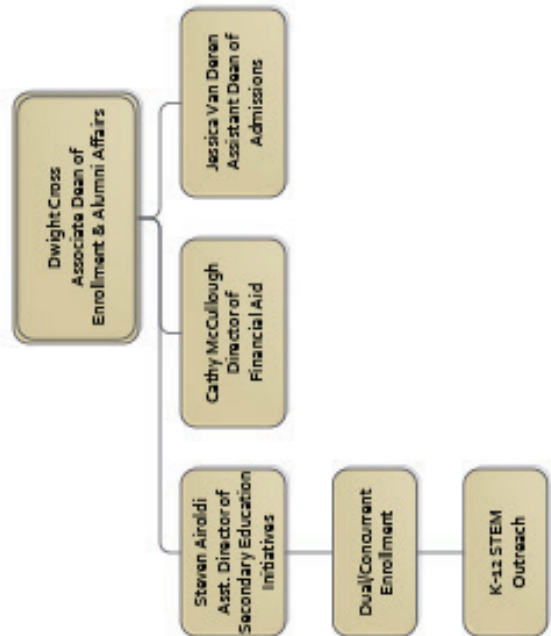




Student Affairs



Enrollment & Alumni Affairs

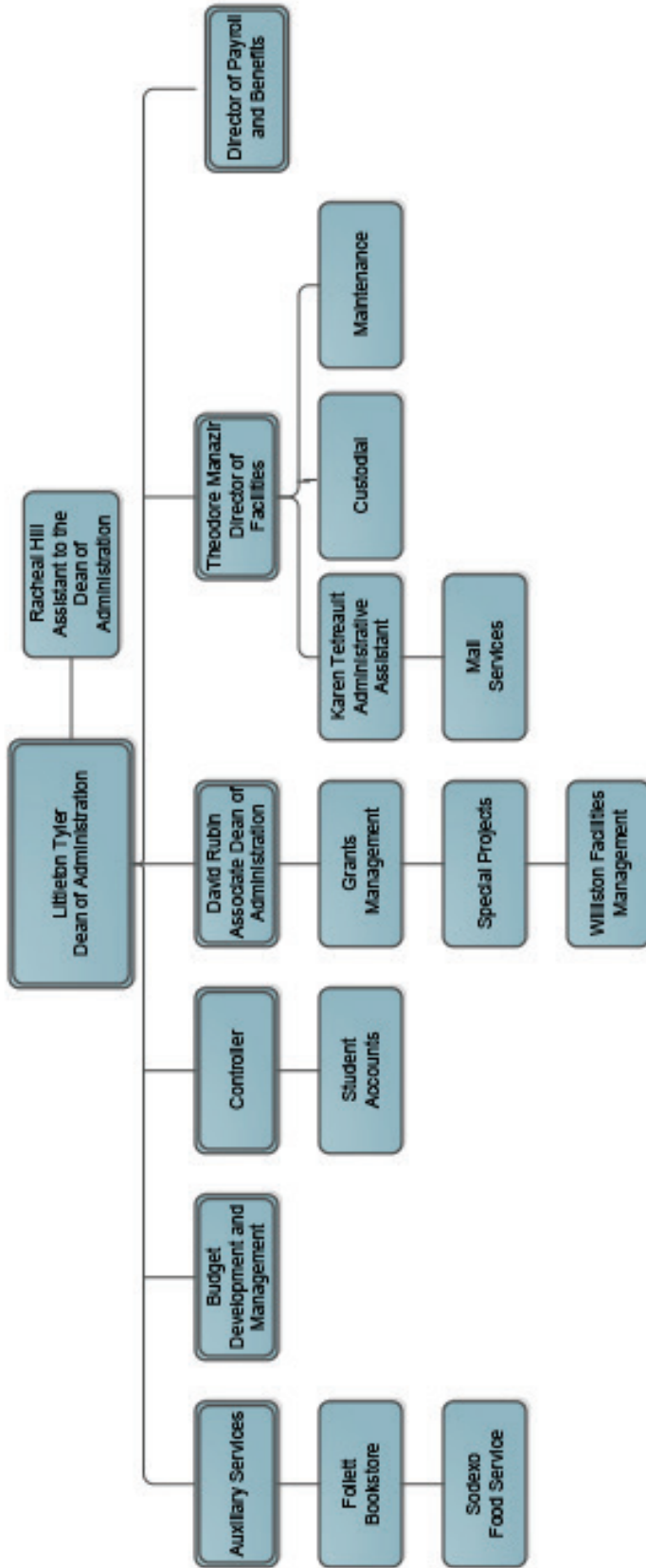


Marketing



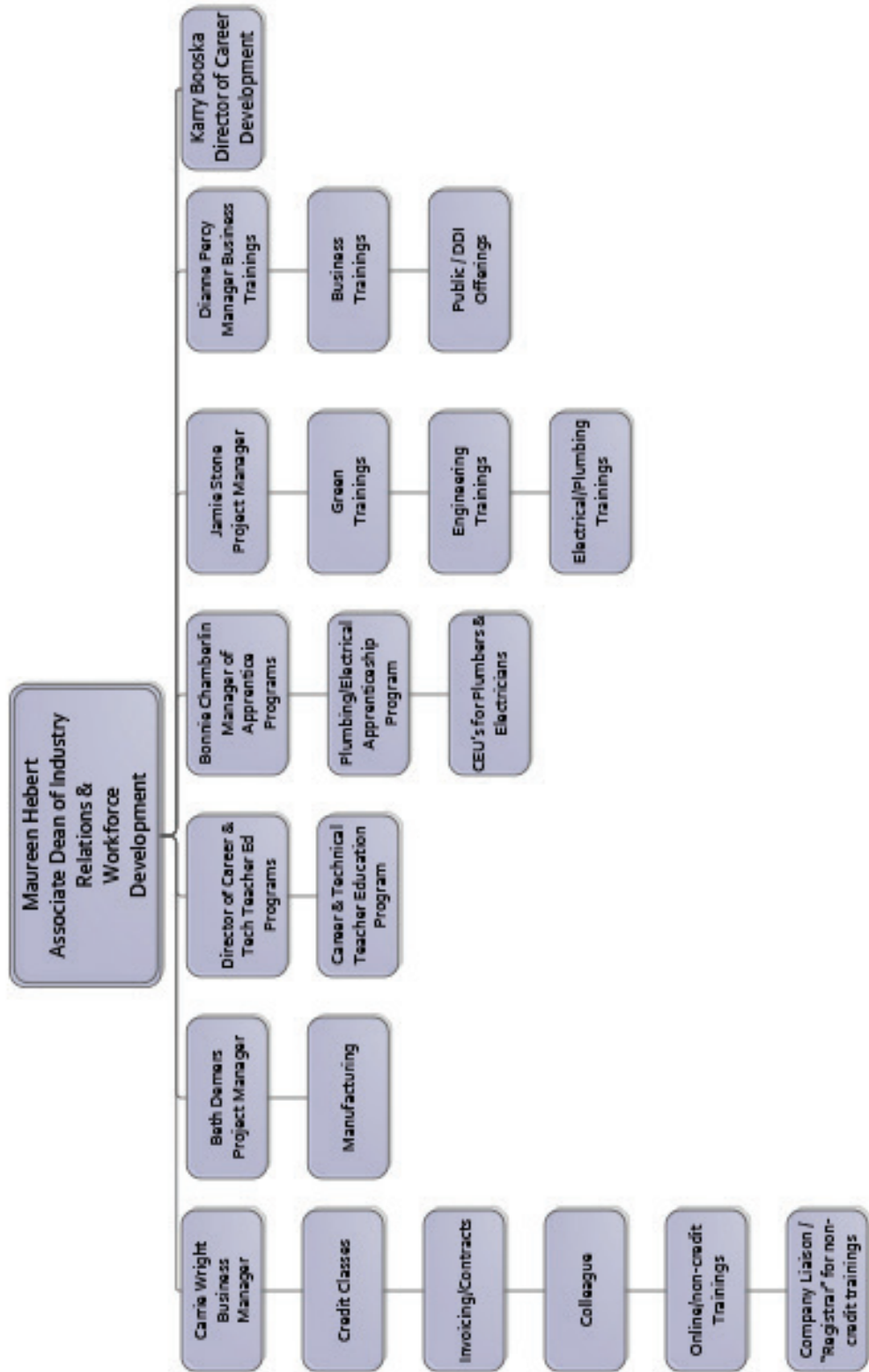


Administration



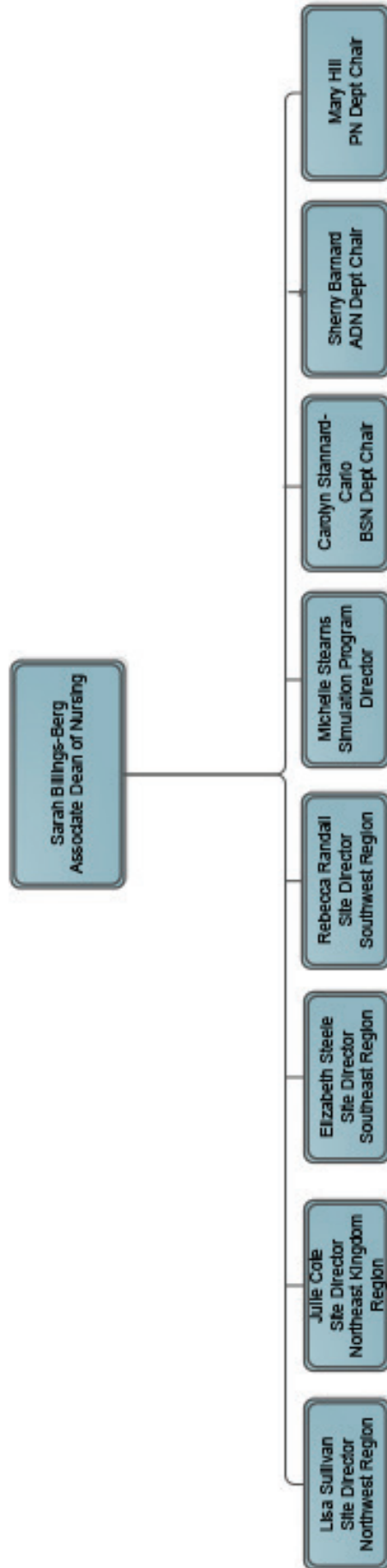


Workforce Development & Continuing Education





Nursing Leadership



Item 4:
Strategic Priorities Fall 2018

1. Increase the continuation rate of high school students on to postsecondary education

| Strategies | 2017-2018 Accomplishments | 2018-2019 Goals | Metrics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|--|--|--|--|-----------|-----------|------------|-------|-------|-------|-------|----|-------|-------|-------|---------|-------|-------|-------|-----|----|----|-----|------------|-----|-----|-----|-------------------|--------------|--------------|--------------|
| <p>1a. Provide effective leadership and advocacy, with partners, on the urgent need to increase postsecondary affordability and attainment while sustaining program quality.</p> | <p>VSCS participation in 70x2025 Steering Committee and all working groups.</p> | <p>Focus on affordability.</p> | <table border="1"> <thead> <tr> <th colspan="4">College Enrollment Rate of HS graduates*</th> </tr> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Maine</td> <td>61.6%</td> <td>61.7%</td> <td>63.5%</td> </tr> <tr> <td>NH</td> <td>58.2%</td> <td>57.1%</td> <td>54.3%</td> </tr> <tr> <td>Vermont</td> <td>52.3%</td> <td>53.2%</td> <td>52.3%</td> </tr> </tbody> </table> <p><i>*Source: New England Secondary School Consortium</i></p> | College Enrollment Rate of HS graduates* | | | | | 2014 | 2015 | 2016 | Maine | 61.6% | 61.7% | 63.5% | NH | 58.2% | 57.1% | 54.3% | Vermont | 52.3% | 53.2% | 52.3% | | | | | | | | | | | | |
| College Enrollment Rate of HS graduates* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2014 | 2015 | 2016 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maine | 61.6% | 61.7% | 63.5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NH | 58.2% | 57.1% | 54.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Vermont | 52.3% | 53.2% | 52.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>1b. Expand strategies targeted at current populations of high school students who are not continuing with postsecondary education.</p> | <p>Launch VSCS-Agency of Ed-VSAC partnership to develop college-ready math course. VAST-Forward scholarship and room fees waiver at VTC for VAST graduates with 3.5 GPA. CCV pilots ReSET Vermont, a prison-to-career pathway program.</p> | <p>3 VSCS faculty working with HS teachers on math course design work in 2018-19 with planned pilot implementation 2019-20. CCV continues ReSET Vermont.</p> | <table border="1"> <thead> <tr> <th colspan="4">HS students enrolled in credit classes</th> </tr> <tr> <th></th> <th>2014-2015</th> <th>2015-2016</th> <th>2016-2017*</th> </tr> </thead> <tbody> <tr> <td>CCV</td> <td>1,572</td> <td>1,891</td> <td>2,270</td> </tr> <tr> <td>CU</td> <td>96</td> <td>71</td> <td>73</td> </tr> <tr> <td>JSC</td> <td>70</td> <td>66</td> <td>115</td> </tr> <tr> <td>LSC</td> <td>96</td> <td>33</td> <td>112</td> </tr> <tr> <td>VTC</td> <td>301</td> <td>371</td> <td>520</td> </tr> <tr> <td>Totals</td> <td>2,093</td> <td>2,383</td> <td>3,071</td> </tr> </tbody> </table> <p><i>*Includes VAST students</i></p> | HS students enrolled in credit classes | | | | | 2014-2015 | 2015-2016 | 2016-2017* | CCV | 1,572 | 1,891 | 2,270 | CU | 96 | 71 | 73 | JSC | 70 | 66 | 115 | LSC | 96 | 33 | 112 | VTC | 301 | 371 | 520 | Totals | 2,093 | 2,383 | 3,071 |
| HS students enrolled in credit classes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2014-2015 | 2015-2016 | 2016-2017* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CCV | 1,572 | 1,891 | 2,270 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CU | 96 | 71 | 73 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| JSC | 70 | 66 | 115 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LSC | 96 | 33 | 112 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| VTC | 301 | 371 | 520 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Totals | 2,093 | 2,383 | 3,071 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>1c. Expand existing and create additional flexible academic pathways into and through our degree programs.</p> | <p>Review of VSCS Direct Admissions Program in "cross college advising" session at 2018 VSCS Academic Retreat.</p> | <p>As part of <i>Start to Finish</i> initiative, implement VSC general education framework at associate degree level and develop VSC-wide advising list of certificate options.</p> | <table border="1"> <thead> <tr> <th colspan="4">Early College & VAST Students Enrolled</th> </tr> <tr> <th></th> <th>Fall 2015</th> <th>Fall 2016</th> <th>Fall 2017</th> </tr> </thead> <tbody> <tr> <td>CCV</td> <td>69</td> <td>112</td> <td>131</td> </tr> <tr> <td>CU</td> <td>12</td> <td>18</td> <td>19</td> </tr> <tr> <td>JSC</td> <td>34</td> <td>31</td> <td>31</td> </tr> <tr> <td>LSC</td> <td>5</td> <td>7</td> <td>4</td> </tr> <tr> <td>VTC - VAST</td> <td>51</td> <td>62</td> <td>56</td> </tr> <tr> <td>VSCS Total</td> <td>171</td> <td>230</td> <td>241</td> </tr> </tbody> </table> | Early College & VAST Students Enrolled | | | | | Fall 2015 | Fall 2016 | Fall 2017 | CCV | 69 | 112 | 131 | CU | 12 | 18 | 19 | JSC | 34 | 31 | 31 | LSC | 5 | 7 | 4 | VTC - VAST | 51 | 62 | 56 | VSCS Total | 171 | 230 | 241 |
| Early College & VAST Students Enrolled | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Fall 2015 | Fall 2016 | Fall 2017 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CCV | 69 | 112 | 131 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CU | 12 | 18 | 19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| JSC | 34 | 31 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LSC | 5 | 7 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| VTC - VAST | 51 | 62 | 56 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| VSCS Total | 171 | 230 | 241 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2. Improve the retention and graduation rates at our colleges.

| Strategies | 2017-2018 Accomplishments | 2018-2019 Goals | Metrics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|--|--|--|-------------------------|-----------------------|-----------------------|-----------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----------------------------|------|------|------|-------------------------------------------------------|----|----|-----|------------------------------------------------------|--|--|--|
| <p>2a. Implement degree maps to create clear curriculum paths to graduation.</p> | <p>Maps completed at JSC, LSC, and VTC. CCV streamlined three programs into Design and Media Studies. CU maps available for individual programs such as nursing.</p> | <p>Plan for implementation of VSC general education core into student degree planning software.</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">One-year retention rates</th> </tr> <tr> <th></th> <th style="text-align: center;">Returned Fall 2015</th> <th style="text-align: center;">Returned Fall 2016</th> <th style="text-align: center;">Returned Fall 2017</th> </tr> </thead> <tbody> <tr> <td>CCV</td> <td style="text-align: center;">51%</td> <td style="text-align: center;">52%</td> <td style="text-align: center;">60%</td> </tr> <tr> <td>CU</td> <td style="text-align: center;">74%</td> <td style="text-align: center;">75%</td> <td style="text-align: center;">70%</td> </tr> <tr> <td>JSC</td> <td style="text-align: center;">68%</td> <td style="text-align: center;">69%</td> <td style="text-align: center;">64%</td> </tr> <tr> <td>LSC</td> <td style="text-align: center;">70%</td> <td style="text-align: center;">68%</td> <td style="text-align: center;">63%</td> </tr> <tr> <td>VTC</td> <td style="text-align: center;">76%</td> <td style="text-align: center;">70%</td> <td style="text-align: center;">66%</td> </tr> <tr> <td colspan="4" style="text-align: center;"><i>Source: IPEDS EFS. First-time full-time cohort</i></td> </tr> </tbody> </table> | One-year retention rates | | | | | Returned Fall 2015 | Returned Fall 2016 | Returned Fall 2017 | CCV | 51% | 52% | 60% | CU | 74% | 75% | 70% | JSC | 68% | 69% | 64% | LSC | 70% | 68% | 63% | VTC | 76% | 70% | 66% | <i>Source: IPEDS EFS. First-time full-time cohort</i> | | | | | | | |
| One-year retention rates | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Returned Fall 2015 | Returned Fall 2016 | Returned Fall 2017 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CCV | 51% | 52% | 60% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CU | 74% | 75% | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| JSC | 68% | 69% | 64% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LSC | 70% | 68% | 63% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| VTC | 76% | 70% | 66% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Source: IPEDS EFS. First-time full-time cohort</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>2b. Improve access and use of data and advising technologies.</p> | <p>Established new IR office with goal to increase data and reporting capacity. System-wide first-year student success data developed for 2018 Academic Retreat.</p> | <p>Support college staff in using new data reports and tools. Develop additional data as needed in support of <u>Start to Finish</u> initiative.</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">On-time graduation rate</th> </tr> <tr> <th></th> <th style="text-align: center;">2009</th> <th style="text-align: center;">2010</th> <th style="text-align: center;">2011</th> </tr> </thead> <tbody> <tr> <td>CU</td> <td style="text-align: center;">36%</td> <td style="text-align: center;">33%</td> <td style="text-align: center;">38%</td> </tr> <tr> <td>JSC</td> <td style="text-align: center;">16%</td> <td style="text-align: center;">19%</td> <td style="text-align: center;">27%</td> </tr> <tr> <td>LSC</td> <td style="text-align: center;">17%</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">26%</td> </tr> <tr> <td>VTC</td> <td style="text-align: center;">33%</td> <td style="text-align: center;">34%</td> <td style="text-align: center;">22%</td> </tr> <tr> <th></th> <th style="text-align: center;">2012</th> <th style="text-align: center;">2013</th> <th style="text-align: center;">2014</th> </tr> <tr> <td>CCV</td> <td style="text-align: center;">6%</td> <td style="text-align: center;">3%</td> <td style="text-align: center;">10%</td> </tr> <tr> <td colspan="4" style="text-align: center;"><i>Source: IPEDS GRS First-time full-time cohort</i></td> </tr> </tbody> </table> | On-time graduation rate | | | | | 2009 | 2010 | 2011 | CU | 36% | 33% | 38% | JSC | 16% | 19% | 27% | LSC | 17% | 20% | 26% | VTC | 33% | 34% | 22% | | 2012 | 2013 | 2014 | CCV | 6% | 3% | 10% | <i>Source: IPEDS GRS First-time full-time cohort</i> | | | |
| On-time graduation rate | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2009 | 2010 | 2011 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CU | 36% | 33% | 38% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| JSC | 16% | 19% | 27% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LSC | 17% | 20% | 26% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| VTC | 33% | 34% | 22% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2012 | 2013 | 2014 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CCV | 6% | 3% | 10% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Source: IPEDS GRS First-time full-time cohort</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>2c. Develop multiple delivery models for degree completion, including online, connected classrooms, and flexible schedule options.</p> | <p>NVU and CCV pilot delivery of telepresence courses. McClure grant funds development of VSC-wide competency-based pathway in business.</p> | <p>Refine competency-based pathway model based on student feedback and plan for potential expansion.</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;">First-year 24- and 30-credit completion rate</th> </tr> <tr> <th></th> <th colspan="2" style="text-align: center;"><i>Fall 2017 cohort</i></th> </tr> <tr> <th></th> <th style="text-align: center;">24+</th> <th style="text-align: center;">30+</th> </tr> </thead> <tbody> <tr> <td>CU</td> <td style="text-align: center;">77%</td> <td style="text-align: center;">54%</td> </tr> <tr> <td>JSC</td> <td style="text-align: center;">66%</td> <td style="text-align: center;">42%</td> </tr> <tr> <td>LSC</td> <td style="text-align: center;">69%</td> <td style="text-align: center;">41%</td> </tr> <tr> <td>VTC</td> <td style="text-align: center;">78%</td> <td style="text-align: center;">61%</td> </tr> <tr> <td>CCV</td> <td style="text-align: center;">23%</td> <td style="text-align: center;">12%</td> </tr> <tr> <td colspan="3" style="text-align: center;"><i>Source: IR Analysis</i></td> </tr> </tbody> </table> | First-year 24- and 30-credit completion rate | | | | <i>Fall 2017 cohort</i> | | | 24+ | 30+ | CU | 77% | 54% | JSC | 66% | 42% | LSC | 69% | 41% | VTC | 78% | 61% | CCV | 23% | 12% | <i>Source: IR Analysis</i> | | | | | | | | | | | |
| First-year 24- and 30-credit completion rate | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <i>Fall 2017 cohort</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 24+ | 30+ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CU | 77% | 54% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| JSC | 66% | 42% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LSC | 69% | 41% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| VTC | 78% | 61% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CCV | 23% | 12% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Source: IR Analysis</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>2d. Continue to increase comprehensive and strategic approaches to student support services.</p> | <p></p> | <p>As part of <u>Start to Finish</u> initiative, select advising dashboard software and plan for implementation.</p> | <p></p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

3. Be **recognized as an** attractive destination for Vermont high school graduates.

| Strategies | 2017-2018 Accomplishments | 2018-2019 Goals | Metrics | | | | | | | | | | | | | | | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|--|--------------------------|-----|-------------------|--------------|-----|------|-----------|------|--------------|----|----------------------------------|------|------------|--------------|------------------------------------------|-------------|------------------------------------|--|
| <p>3a. Create a positive brand at the VSCS system level that supports the unique characteristics of each college and is rooted in the sustained</p> | <p>Advocacy of brand identity that is the extension of the public education system into the postsecondary years. Launched Higher Education Matters on</p> | <p>Implement system-wide jobs posting site.</p> | <table border="1"> <thead> <tr> <th colspan="2">Vermont HS Graduates Class of 2012 Institutions attended in Fall 2012</th> </tr> </thead> <tbody> <tr> <td>Total attending in-state</td> <td>49%</td> </tr> <tr> <td>VSCS Total</td> <td>27.3%</td> </tr> <tr> <td>CCV</td> <td>9.4%</td> </tr> <tr> <td>Castleton</td> <td>7.3%</td> </tr> <tr> <td>Vermont Tech</td> <td>4%</td> </tr> <tr> <td>NVU (Johnson and Lyndon in 2012)</td> <td>6.6%</td> </tr> <tr> <td>UVM</td> <td>13.6%</td> </tr> <tr> <td>St. Michael's, Champlain, Norwich</td> <td>6.2%</td> </tr> <tr> <td colspan="2"><i>Source: VSAC Special Report</i></td> </tr> </tbody> </table> | Vermont HS Graduates Class of 2012 Institutions attended in Fall 2012 | | Total attending in-state | 49% | VSCS Total | 27.3% | CCV | 9.4% | Castleton | 7.3% | Vermont Tech | 4% | NVU (Johnson and Lyndon in 2012) | 6.6% | UVM | 13.6% | St. Michael's, Champlain, Norwich | 6.2% | <i>Source: VSAC Special Report</i> | |
| Vermont HS Graduates Class of 2012 Institutions attended in Fall 2012 | | | | | | | | | | | | | | | | | | | | | | | |
| Total attending in-state | 49% | | | | | | | | | | | | | | | | | | | | | | |
| VSCS Total | 27.3% | | | | | | | | | | | | | | | | | | | | | | |
| CCV | 9.4% | | | | | | | | | | | | | | | | | | | | | | |
| Castleton | 7.3% | | | | | | | | | | | | | | | | | | | | | | |
| Vermont Tech | 4% | | | | | | | | | | | | | | | | | | | | | | |
| NVU (Johnson and Lyndon in 2012) | 6.6% | | | | | | | | | | | | | | | | | | | | | | |
| UVM | 13.6% | | | | | | | | | | | | | | | | | | | | | | |
| St. Michael's, Champlain, Norwich | 6.2% | | | | | | | | | | | | | | | | | | | | | | |
| <i>Source: VSAC Special Report</i> | | | | | | | | | | | | | | | | | | | | | | | |
| <p>3b. Continue to improve technological and physical infrastructure.</p> | <p>IT: see 5b. Student-facing experience reflected in preparations to upgrade to mobile self-service version of</p> | <p>IT: see 5b. Student-facing experience reflected in plan to implement next-generation, mobile-friendly learning</p> | | | | | | | | | | | | | | | | | | | | | |
| <p>3c. Enhance relationships with K-12 statewide.</p> | <p>Developed college/career ready admissions guarantee aligned with Agency of Education definitions. Created partnership with AOE and VSAC for college readiness math course for 12th graders.</p> | <p>Engage with statewide K-12 organizations (VSA, VPA). Launch admissions guarantee. Support pilot of college readiness math course.</p> | | | | | | | | | | | | | | | | | | | | | |
| <p>3d. Establish VSCS celebration and support of academic excellence</p> | <p>3rd annual Hall of Fame event raised \$107,555. Faculty federation partnership presented first student research symposium at statehouse.</p> | <p>Continue Hall of Fame and Student Research Symposium at statehouse.</p> | | | | | | | | | | | | | | | | | | | | | |

4. Serve well more working age Vermonters

| Strategies | 2017-2018 Accomplishments | 2018-2019 Goals | Metrics |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>4a. Improve and expand flexible and online delivery of programs across the VSCS to increase the number of degree programs available to students statewide.</p> | <p>Developed competency-based introductory curriculum in business system-wide. NVU receives USDA grant to fund telepresence expansion.</p> | <p>Refine competency-based course challenge model and identify needs for expansion to other curriculum areas.</p> | <p>Enrolled students: in Fall 2017, 33% of all VSCS students were working-age adults (ages 25-64), a change from 34% in 2016.</p> |
| <p>4b. Work with employers on needs assessment and flexibility of delivery.</p> | <p>CU: new outreach identifies need for OT/PT. NVU-Lyndon launches coworking space. VTC & CCV engagement with Talent Pipeline Management.</p> | <p>VSCS participating in statewide strategic planning for CTE's. CCV & VTC involved in SWIB pilot projects strengthening HS/CTE/postsecondary connections. VSCS asked to contribute to healthcare workforce dev.</p> | <p>Degrees and certificates awarded: In 2017-2018 1,015 degrees and certificates were conferred to working-age adults (48% of total awards), a change from 1,030 (46%) in 2016-17.</p> |
| <p>4c. Improve the entire technology infrastructure of the system to ensure that it is user friendly and competitive.</p> | <p>(See 5b.)</p> | | <p>Flexible-delivery programs: Students graduated from 21 fully online programs in 2017-18 compared to 15 programs in 2016-2017.</p> |

5. Operate as a more integrated system to expand student opportunities and achieve operational efficiencies.

| Strategies | 2017-2018 Major Accomplishments | 2018-2019 Goals | Metrics |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <p>5a. In addition to maximizing productive system-wide collaboration and integration, develop strategic alliances among individual institutions that leverage complementary strengths.</p> | <p>Launch of Northern Vermont University. Grant-funded collaborations between CCV and VTC for certificate programs.</p> | <p>NVU strategic plan implementation. CU pilots course offerings at CCV-Winooski.</p> | |
| <p>5b. Modernize the technology infrastructure of the system to ensure that it is user friendly, competitive, and facilitates compliance.</p> | <p>Implemented new Identity Management and library systems. Expanded new admissions customer relations management system (Slate) to include all colleges except CCV. Implementing new workforce development program management system (Elevate). Adopting new system-wide vendor for videoconferencing software (Zoom) and forms.</p> | <p>Strengthen IT governance and communication. Plan and implement security improvements. Implement upgraded and mobile-friendly student account management tools (Self Service). Plan for HR/Payroll system. Implement upgraded data reporting tool (Informer 5). Implement new LMS.</p> | <p>TBD 2018-2019.</p> |
| <p>5c. Review the financial model of the system to ensure institutional stability and explore financial incentives that support collaboration and system interconnectedness.</p> | <p>Revised cross-enrollment reimbursement model. Implemented systemwide consolidation of AP and Accounting functions. Refinanced system debt with new bond.</p> | <p>Revise Policy 403, Annual Operating Budget in a fair and equitable manner to reflect four institutions and system priorities. Develop systemwide capital plan. Expand systemwide purchasing and standardize contracting.</p> | |
| <p>5d. Reduce transferability and course-sharing barriers to expand the diversity of student academic and co-curricular learning opportunities.</p> | <p>Identified associate-degree general education core framework for system; VTC adoption of academic calendar aligned with other four-year institutions.</p> | <p>Implement common definitions of college readiness; refine Direct Admissions pathways; implement Ellucian Student Planning to reflect accessibility of courses across the system and VSC general education core.</p> | |

6. Increase state financial support and other supplemental revenues.

| Strategies | 2017-2018 Accomplishments | 2018-2019 Goals | Metrics |
|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| <p>6a. More effectively advocate for state support.</p> | <p>\$1 million increase in capital appropriation (in one-time funds). Advocated for new tuition benefit for VT National Guard members.</p> | <p>Advocate for a funding increase to base appropriation in support of Governor's goals. Advocate for maintaining \$3 million base capital funding. Continue engagement with new state grant initiatives in mental health, workforce development, and CTE.</p> | <p>Change in appropriation year over year.</p> |
| <p>6b. Increase grant capacity in the system.</p> | <p>IR consultation with TRiO programs on data needs for next grant cycle.</p> | <p>Hire a grant compliance officer who will assure compliance, align policies and processes, and increase grant capacity across the system through improved administrative management.</p> | <p>Grant \$ received by college and change from prior years.</p> |
| <p>6c. Collaborate on shared fundraising resources.</p> | <p>Shared professional development on implications of new tax law.</p> | <p>Continue joint meetings of development directors to share information, best practices, and professional development.</p> | <p>Total fundraised \$ by college and change from prior years</p> |

Item 5:
June 21, 2018 Meeting Minutes

Minutes of the VSC Board of Trustees Finance and Facilities Committee held Wednesday, August 29, 2018 at the Office of the Chancellor, Montpelier, VT - UNAPPROVED

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

The Vermont State Colleges Board of Trustees Finance and Facilities Committee met on Wednesday, August 29, 2018 at the Office of the Chancellor, Montpelier, VT.

Committee members present: Churchill Hindes (Chair), Chris Macfarlane (Vice Chair), Jerry Diamond, Linda Milne (arrived at 2:08pm), Mike Pieciak, David Silverman

Absent: Rep. Bill Lippert

Other Trustees present: Rep. Lynn Dickinson, Karen Luneau

Presidents: Elaine Collins, Pat Moulton, Joyce Judy, Karen Scolforo

Chancellor's Office Staff: Jeb Spaulding, Chancellor
 Tricia Coates, Director of External & Governmental Affairs
 Todd Daloz, Associate General Counsel
 Dick Either, Director of Facilities
 Sheilah Evans, System Controller/Senior Director of Financial Operations
 Jen Porrier, Administrative Director
 Steve Wisloski, Chief Financial Officer
 Sophie Zdatny, General Counsel
 Yasmine Ziesler, Chief Academic Officer

From the Colleges: Laura Jakubowski, Chief Budget & Finance Officer, Castleton University
 Maurice Ouimet, Dean of Enrollment, Castleton University
 Andy Pallito, Dean of Administration, Community College of Vermont
 Sharron Scott, Dean of Administration, Northern Vermont University

1. Chair Hindes called the meeting to order at 12.54 p.m. in order to enter a joint Executive Session with the Education, Personnel and Student Living Committee.

2. Executive session

Trustee Richards moved that the Education, Personnel and Student Life Committee and the Finance and Facilities Committee of the VSC Board of Trustees enter executive session, pursuant to 1 V.S.A. § 313(a)(1)(B), for the purpose of discussing labor relations agreements with employees; and 1 V.S.A. § 313(a)(1)(C), for the purpose of discussing arbitration or mediation because premature general public knowledge of such discussions would place the VSCS at a substantial disadvantage. Trustee Hindes seconded. Along with the members of the Board present at this meeting, the Board invited the Chancellor, the Chief Financial Officer, the Chief Academic Officer, the Presidents, the members of the Business Affairs Council, the Administrative Director and VSCS General Counsel to attend. The Committees returned from executive session at 1:22 p.m. and took no action in open session.

Chair Hindes reconvened the meeting at 1:34p.m. (the EPSL Committee adjourned its meeting at 1:25p.m.)

3. Consent agenda and approvals:

- a. Minutes of June 21, 2018 meeting
- b. Karii Cloud Memorial Scholarship Endowment

President Collins explained that Karii Cloud was a former student at Johnson State College and her mother is still connected with NVU-Johnson. Due to her daughter's unfortunate passing she wanted to do something in her memory.

The consent agenda was approved unanimously.

4. Governmental Affairs update

Ms. Coates relayed that this is the time to begin conversations with members of the Administration to understand budget priorities and for them to understand our needs. There is an upcoming meeting with VSCS Presidents and the Governor. The Chancellor is considering a variety of possible funding requests. It is hoped the meeting with the Governor will help guide which proposals to bring to the Board of Trustees for their consideration. Last year VSCS received an additional \$1 million in one-time capital funds that brought the FY19 capital appropriations for the System to \$3 million. The VSCS will request that the additional \$1 million remain and become part of the annual capital appropriation. The Chancellor and Presidents will reiterate that adequate funding for the VSCS is critical for the success of the Governor's agenda. Trustee Silverman

asked how the Trustees can help in this cause. The response was that advice, guidance, and insights are all very helpful at this point. In addition, speaking with local legislators and Administration officials when our funding request is firmed up would be very helpful. Also, articulating how the VSCS is aligning with the Governor's priorities is productive.

5. Review preliminary FY18 financial results, discuss carry over requests

Chief Financial Officer Wisloski presented a first look at FY2018 results. He reiterated that these were still preliminary numbers and the final audited financials would not be available until the October committee meeting. VSCS closed the year with a \$1.8 million surplus, however this was due to a \$1.2 million surplus from prior fiscal year medical self-insurance and use of just under \$900,000 in one-time funds from Castleton University's Stafford earmark.

6. Fall 2018 admissions and enrollment update

CFO Wisloski reviewed weekly admissions as of August 15 compared to the same date last year – and overall enrollment generally is as budgeted. Each President gave a short overview for their respective school.

- President Scolforo from Castleton University credited a large recruitment effort resulting in new student totaling 650 undergraduates and 57 graduate students with the overall enrollment up by 3.7%. Out of state enrollment is up 20% and 36 countries are represented in CU's student body.
- President Judy of Community College of Vermont is seeing the strongest application week since 2015. She credits the strong performance of the Early College Program and dual enrollment. She stated that last year 65% of the people in the early college program were first generation Vermonters and more than 40% were low income. VSCS serves a very diverse body of students and that is good for Vermont.
- President Collins of Northern Vermont University stated that while NVU's numbers are slightly below where they wanted to be in budget, there are still two large categories of data not yet included. The first is the clinical mental health counseling program from SNHU, being taught on the Williston Campus. The second category is the distance-learning classes which do not start until the following week, therefore, the enrollment is ongoing. The Lyndon campus has a large number of new starting students, and the Johnson campus has strong returning numbers with retention between 67-68%, which is up from years past.
- President Moulton of Vermont Technical College states that Vermont Tech is on budget based on enrollment. The number of out-of-state students has increased, and Vermont Tech is still enrolling for a couple of more weeks. Students using room and board are up, and retention is at 60+%.

Chair Hindes mentioned a UVM press release saying 1 in 5 new students were Vermonters and asked the Presidents to indicate approximately what percentage of their students were from Vermont. Vermont Tech indicated 80-85% Vermonters, CCV 95%,

Castleton University just under 70%, and NVU about 70%. Chancellor Spaulding noted that the System's Institutions confer more degrees to Vermonters than all other Vermont colleges combined, and Trustee Luneau added that the majority of these students also choose to remain in Vermont.

7. Changes to Policy 403, Annual Operating Budget, including alteration of allocation of State appropriation and Chancellor's Office expense reallocation

CFO Wisloski indicated that the proposed changes to Policy 403 generally fall into three categories: (1) editorial changes, including capitalizing and consistently defining terms; (2) increasing the permitted maximum amount of reserves, and defining and permitting a new Capital, Renovations and Maintenance (CRM) Reserve, and (3) changing the methodology for allocating the State appropriation to the Institutions. After considering more than a dozen metrics over the course of eight months, and as a result of extensive discussions with both the Council of Presidents and the Business Affairs Council, the Chancellor is proposing an allocation that is ¼ unchanged, ½ based upon net student revenues, and ¼ based upon degrees and certificates – with the latter two measures based upon three-year rolling averages. The Chancellor further proposes phasing in the allocation over four fiscal years from FY2020 through FY2023. Several Trustees inquired about the allocation formula components and inquired as to both the degree of Presidents' involvement in the development of this new allocation and the degree the Presidents were in agreement with the proposed allocation. The Presidents all agreed there had been ample discussion and that they could implement the formula even if they were not completely satisfied with it. Chair Hindes indicated that further discussion of the proposed changes may occur at or around the Board retreat in September.

8. Discuss convening a brief Committee meeting on September 26

There will be a possible retooling of the agenda for the Board retreat in order to accommodate a brief Finance and Facilities Committee Meeting session to consider action to recommend (1) FY2018 Carry Forward proposals and (2) changes to Policy 403 to the full Board.

9. Capital projects update

This agenda item was discussed and Committee members were referred to the project descriptions in the meeting materials, and to CFO Wisloski or Facilities Director Ethier for further information.

10. Cash, investments and endowment update

This agenda item was discussed briefly, and CFO Wisloski noted that the fossil free screened portfolio pilot had been implemented on approximately 20% of the

endowment's market value as of August 1.

11. Other business

There was no other business

12. Public Comment

There were no public comments

13. Adjourn

Chair Hindes adjourned the meeting at 3:46 p.m.

UNAPPROVED

Item 6:
Karii Cloud Memorial Scholarship Endowment



NorthernVermont.edu

Office of the President

July 26, 2018

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

Dear Chancellor Spaulding,

I am pleased to send you the New Funding Source Document for establishing a new endowment at Northern Vermont University-Johnson.

Gifts totaling \$10,000 from family and friends of Karii Cloud, Class of 2011, will be used to establish the endowment, which will fund an annual scholarship. Karii was a person of many talents: a gifted and talented actress, an accomplished guitar player, an award-winning potter, an avid trick skier, and a tenacious member of the rugby club. Karii passed away in November 2014, at the age of 25.

This scholarship will be awarded to a returning undergraduate student who meets the following eligibility requirements:

1. Recipient must identify as transgender and address this subject in their application essay.
2. Recipient must be enrolled at Northern Vermont University with preference given to students enrolled on the Johnson campus.
3. Preference will be given to students who demonstrate Karii's inquisitive curiosity and spirit of adventure.
4. Financial need and GPA will not be considerations when awarding this scholarship.

We look forward to the Vermont State Colleges Board of Trustees' approval for the establishment of this new endowment.

Sincerely,

A handwritten signature in cursive script that reads 'Elaine C. Collins'.

Elaine C. Collins, Ph.D.
President

Attachments: Funding Source C document

- NEW FUNDING SOURCE DOCUMENT - ENDOWMENTS ONLY

Johnson State College
(College Name)

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

| | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| 1) <u>Name of endowment:</u> (type in all CAP'S) KARII CLOUD MEMORIAL SCHOLARSHIP ENDOWMENT | | |
| 2) <u>Granting agency/donor/other funding source:</u> (attach support info) Family and Friends | | |
| 3) <u>Purpose of endowment:</u> (attach support information) To fund the Karri Cloud Memorial Scholarship to be awarded annually to a student who identifies as transgender | | |
| 4) <u>Proper accounting fund:</u> <input checked="" type="checkbox"/> Regular Endowment <input type="checkbox"/> Term Endowment | | |
| 5) <u>General Ledger Activity Code(s):</u> (as proposed or assigned) 033-34697 | | |
| 6a) <u>Date Endowment Reach Endowment Status:</u> 5/4/2018 | | |
| 7) <u>Reporting requirements:</u> (format/to whom/frequency/other) None. | | |
| 8a) <u>Funding amount:</u> \$10,000 | 8b) <input checked="" type="checkbox"/> One-time - OR <input type="checkbox"/> Ongoing funding (indicate timeframe:) | |
| 9a) <u>Is principal use allowed:</u> (w/Board OK?) NO | 9b) <u>If yes, is replenishment of principal allowed or required:</u> | |
| 10) <u>If investment proceeds generated, indicate intended disposition:</u> <input checked="" type="checkbox"/> Per Board Approved Spending Procedure <input type="checkbox"/> Fully expend for program as prescribed <input type="checkbox"/> Increase principal for inflation and expend remainder <input type="checkbox"/> Fully apply to increasing principal <input type="checkbox"/> Other (describe:) | | |
| 11) <u>President:</u> Dr. Elaine C. Collins <i>Elaine C Collins</i> | 12) <u>Date to Ch's Ofc:</u> | 13) <u>Date Board Approved:</u> |

Item 7:
The Dick & Nancy Collins Endowment for the Vail
Museum



August 23, 2018

Jeb Spaulding, Chancellor
Vermont State Colleges System
PO Box 7
Montpelier, VT 05601-0007

Dear Chancellor Spaulding,

I am pleased to send you the New Funding Source Document required for establishing an endowment in the amount of \$20,000 to be titled, *The Dick & Nancy Collins Endowment for the Vail Museum*.

The endowment is funded with \$10,000 from Dick and Nancy Collins. This gift has been matched by \$10,000 from Lyndon State College's Endowment Development Fund. The total amount available to establish this endowment is \$20,000.

I request that the Vermont State College's Board of Trustees accept these gifts and approve the establishment of the Dick and Nancy Collins Endowment for the Vail Museum.

Sincerely,

A handwritten signature in cursive script that reads "Elaine C. Collins".

Elaine C. Collins, Ph.D.
President

Appendix C

New Funding Source Document

College Name: Northern Vermont University-Lyndon

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

Place copy in front of any applicable master file.

1. Name of grant, endowment, or other activity: (type in all CAPS)
The Dick & Nancy Collins Endowment for the Vail Museum
2. Granting agency/donor/other/funding source: (attach support information)
Individual Donor
3. Purpose of activity:
Earnings to be utilized for professional services outside the expertise of the Manor Vail Society Committee such as curation, restoration, executive direction and or grant writing.

- | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|---------|--------------------------|------------|--------------------------|-----------|--------------------------|------------|--------------------------|--------|--------------------------|------|-------------------------------------|-------------------|--------------------------|----------------|--------------------------|------------------------|--------------------------|-------------------------|-------------------------------------------------------------------------------------|
| <p>4a) <u>Proper accounting fund:</u></p> <table border="0" style="width: 100%;"> <tr><td><input type="checkbox"/></td><td>General</td></tr> <tr><td><input type="checkbox"/></td><td>Designated</td></tr> <tr><td><input type="checkbox"/></td><td>Auxiliary</td></tr> <tr><td><input type="checkbox"/></td><td>Restricted</td></tr> <tr><td><input type="checkbox"/></td><td>Agency</td></tr> <tr><td><input type="checkbox"/></td><td>Loan</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>Regular Endowment</td></tr> <tr><td><input type="checkbox"/></td><td>Term Endowment</td></tr> <tr><td><input type="checkbox"/></td><td>Unrestr'd Quasi-Endwmt</td></tr> <tr><td><input type="checkbox"/></td><td>Restricted Quasi-Endwmt</td></tr> </table> | <input type="checkbox"/> | General | <input type="checkbox"/> | Designated | <input type="checkbox"/> | Auxiliary | <input type="checkbox"/> | Restricted | <input type="checkbox"/> | Agency | <input type="checkbox"/> | Loan | <input checked="" type="checkbox"/> | Regular Endowment | <input type="checkbox"/> | Term Endowment | <input type="checkbox"/> | Unrestr'd Quasi-Endwmt | <input type="checkbox"/> | Restricted Quasi-Endwmt | <p>4b) Why was this fund selected? To Support the Vail Museum at NVU-Lyndon</p> |
| <input type="checkbox"/> | General | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | Designated | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | Auxiliary | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | Restricted | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | Agency | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | Loan | | | | | | | | | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> | Regular Endowment | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | Term Endowment | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | Unrestr'd Quasi-Endwmt | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | Restricted Quasi-Endwmt | | | | | | | | | | | | | | | | | | | | |

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

- | | | |
|--------------------------------------------------------------|------------------|---------------|
| 6a) Beginning date: 9/27/2018 | 6b) Ending date: | 6c) Duration: |
| 7) Reporting requirements: (format/to whom/frequency/other): | | |

| | |
|----------------------------|---------------------------------------------------------|
| 8a) Funding amount: 20,000 | 8b) One-time X OR Ongoing funding (indicate timeframe): |
|----------------------------|---------------------------------------------------------|

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

9b) If yes, is replenishment of principal allowed or required: Yes No

- 10) If investment proceeds generated, indicate intended disposition:
- Fully expend for program as prescribed
 - Increase principal for inflation and expend remainder
 - Fully apply to increasing principal
 - Other (describe)

11) President:

Elaine C. Collins

12) Date to Ch's Ofc:

13) Date Board Approved:

Item 8:
Policy 403



Manual of Policy and Procedures

| | | |
|----------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Title <p style="text-align: center;"><u>SYSTEM</u> ANNUAL OPERATING BUDGET</p> | Number <p style="text-align: center;">403</p> | Page <p style="text-align: center;">1 of 4</p> |
| | | Date <p style="text-align: center;"><u>9/26/2018</u>7/21/2016</p> |

PURPOSE

The ~~VSC~~ Board of Trustees considers the ~~annual~~ Vermont State Colleges System Annual Operating Budget as an essential oversight vehicle as well as the primary financial plan for operations of the System and its components for a given fiscal year (July 1 through ~~ensuing the following~~ June 30).- This policy prescribes the ~~dimensions of the~~ development, adoption, and subsequent administration of the Annual Vermont State Colleges Operating Budget and the annual operating budgets for the System as a whole, and for the individual colleges-Institutions plus and the System-Chancellor’s Offices and Services within the Vermont State Colleges System.

STATEMENT OF POLICY

- 1) Development of the System Annual Operating Budget

The Chancellor is responsible for Development-developing of the annual Vermont State Colleges-System Annual Operating Budget for recommendation to the Board of Trustees ~~is the responsibility of the Chancellor.~~ The System Annual Operating Budget development will be conducted in a collaborative manner with the Council of Presidents to assure application of revenues, ~~and expenditures,~~ one-time funds and any other factors ~~as well as other dimensions~~ in a consistent fashion and appropriate to functioning as an integrated System.- The System Annual Operating Budget will be presented for individual Institutions, the Chancellor’s Office, and as a consolidated budget for the entire System. ~~Annual general fund budgets (also called operating budgets) will be~~

~~developed for individual colleges plus System Offices & Services and are consolidated as the Vermont State Colleges operating budget.~~

~~Development of the The Annual general fund Operating Budget will embrace include the following key components and considerations:~~

State Operating Appropriations and Chancellor's Office Expense Allocation

After deductions as required by State law, and of additional amounts up to 3% for strategic initiatives at the discretion of the Chancellor, aAll State operating appropriations shall be allocated divided among to the colleges Institutions equally. based upon an Allocation Formula as follows:

(1) 25% based upon the Status Quo Allocation of 40% for Northern Vermont University, and 20% each for Castleton University, the Community College of Vermont, and Vermont Technical College;

(2) 50% based upon the average of the previous three fiscal years' Net Student Revenues, defined as tuition, fees, room and board minus scholarships, fellowships and waivers; and

•(3) 25% based upon the average of the previous three academic years' numbers of awarded Degrees and Credentials, with certificates multiplied by 0.6, associates degrees multiplied by 0.75, bachelor's degrees multiplied by 1, and master's degrees multiplied by 0.75.

The Allocation Formula will be phased in over four fiscal years as follows:

FY2020: 25% Allocation Formula, 75% Status Quo Allocation

FY2021: 50% Allocation Formula, 50% Status Quo Allocation

FY2022: 75% Allocation Formula, 25% Status Quo Allocation

FY2023: 100% Allocation Formula

System Office Allocation

• The System budgeted expenses for the Chancellor's Offices & Services annual operating budget will be funded by a "System Services Charge" levied equally amongst the colleges the Institutions according to the phased-in Allocation Formula. The amount, basis, and administration of the "System Services Charge" shall be determined by the Chancellor and Council of Presidents, and shall be an integral part of the annual operating budget recommended to the Board.

Student Tuitions & Fees

- Each ~~college~~Institution will retain all student tuitions & fees the ~~college~~Institution generates, and in consultation with the Chancellor can determine the use of these funds.
- During each year student tuitions ~~s &~~ and fees available to each ~~college~~Institution will be as actually generated, whether below or above budgeted levels.- Each ~~college~~Institution will assume responsibility for ~~confronting~~addressing the financial impacts from under-realized budgeted student enrollments, and for reporting additional revenues or from over-realized student enrollments.
- The Board is responsible for approving not-to-exceed maximum tuition rates, room and board program charges, and selected fees. Each ~~college~~Institution is responsible for setting individual tuition rates, room and board program charges, and selected fees at or below the approved maximum rates. Further, each ~~college~~Institution may set such waivers, merit aid programs, and need-based financial aid as the individual ~~presidents~~Presidents believe are best designed to maximize net tuition revenue and support overall enrollment.- Additionally, ~~the~~ VSC System as a whole may enter into a waiver program (~~for example: e.g.,~~ NEBHE) with the approval of the Chancellor in consultation with the Council of Presidents.- The proposed impact of the rate setting and waivers must be shown in the materials included with the ~~Vermont State Colleges Annual Operating B~~udget presented for Board approval. Actual tuition rates approved and implemented by each Institution will be included in the budget materials provided to the Board.— Each ~~college~~Institution will be responsible for the impact of the ~~college~~Institution's setting of rates, charges and fees, tuition waiver programs, and discounting practices.

Further Provisions

- Incentive for sound ~~college~~ cash management will be provided by allocation to the ~~college~~Institutions of all System investment income, returning this revenue to those whose funds produce it and doing so according to each ~~college~~Institution's monthly invested cash balances averaged over ~~12 months~~the fiscal year.
- Each ~~college~~Institution will retain all ~~entrepreneurial~~other revenues the ~~college~~Institution generates and, in consultation with the Chancellor, can determine the use of these funds.

Periodic Review of the System Annual Operating Budget Model

- Because the public higher education environment will continue to evolve, the ~~Vermont State Colleges Annual Operating B~~udget model and its key components

should be ~~periodically~~ reviewed periodically and, if necessary, recommendations made to the Board for recalibration or changes.

2) Review and Adoption of the System Annual Operating Budget

The ~~VSC Board of Trustees~~ is responsible for reviewing the ~~Vermont State Colleges System Annual Operating Budget~~ recommendations by the Chancellor, and for adopting ~~the an~~ official System Annual Operating Budget. This is consistent with the Board's ultimate fiduciary responsibility for the ~~Vermont State Colleges System~~. Timing of the Chancellor's recommendations will allow the Board to conduct its review and take action no later than the final Board meeting of each fiscal year. The Chancellor's System Annual Operating Budget recommendations are to include individual ~~college~~ Institutions plus ~~System Offices & Services~~ the Chancellor's Office and are to reflect combined System totals, within each current operating fund or group of VSC System activities.

3) Administration of the System Annual Operating Budget

On behalf of the Chancellor and Council of Presidents, the ~~System Chief Financial Officer in the Chancellor's Office~~ and ~~Business Affairs Council~~ the chief business officers at each college are expected to collaborate and work with other appropriate college Institution and System officials to assure the proper and effective administration of ~~all the System Annual Operating Budgets~~ as adopted by the Board.

Reporting

Actual operating results compared to budgeted results for activities will ~~periodically~~ be provided by each ~~college~~ Institution through the Chancellor to the Board, by means of quarterly financial statements ~~which~~ reflect budgeted, projected actual, and variance to quarterly budget numbers for key enrollment, revenue, and expenditure areas, and variance to prior year quarterly actuals.

Contingency, Strategic and Construction, Renovation and Maintenance Reserves

~~To hedge shortfalls in annual operating budgets, each college will maintain college contingency reserves in the amount of 2.50% of unrestricted fund budget Use of funded reserves is subject to approval of the Chancellor, and depletion of a college's reserves must be replenished by the college in a timeframe determined in consultation with the Chancellor.~~

The To hedge unanticipated shortfalls in Institutional Annual Operating Budgets, each Institution will maintain Contingency Reserves in the amount of 2.5% of budgeted

expenses for the current fiscal year. Use of Contingency Reserves is subject to approval by the Chancellor, and depletion of an Institution's Contingency Reserves must be replenished in a timeframe determined in consultation with the Chancellor.
~~college~~Institutions may reserve up to ~~an additional 10% of budgeted expenses~~ 5.0% as a ~~S~~strategic or discretionary ~~R~~Reserve, and an additional 15% of budgeted expenses as a Construction, Renovation, and Maintenance (CRM) Reserve. Such reserves may be budgeted and expended by the ~~president~~President with concurrence from the ~~C~~hancellor.

Carried Over Funds

Upon the audited close of each fiscal year's books, any ~~C~~arried y-o~~ver~~ ~~F~~unds available (net of encumbrances forward, commitments forward, maintained ~~college~~ ~~e~~Contingency, and ~~s~~Strategic and ~~discretionary~~ ~~CRM~~ ~~R~~Reserves) may be proposed by the ~~president~~President for one-time uses subject to concurrence of the Chancellor and approval by the Board ~~of Trustees~~.

As circumstances confronting the ~~System~~ ~~A~~nnual ~~O~~perating ~~B~~udget change over the course of a year, ~~the Chancellor budget modifications may be authorize~~propose budget modifications for consideration by the Board ~~and by the Chancellor's Office~~ for the purpose of more realistically reflecting increases, decreases, or shifts among budgeted revenue and expenditure categories.

| |
|-----------------------|
| <p>Signed by:</p> |
|-----------------------|



Manual of Policy and Procedures

| | | |
|----------------------------------------------------|------------------------------|--------------------|
| Title SYSTEM ANNUAL OPERATING BUDGET | Number 403 | Page 1 of 4 |
| | Date 9/26/2018 | |

PURPOSE

The Board of Trustees considers the Vermont State Colleges System Annual Operating Budget as an essential oversight vehicle as well as the primary financial plan for operations of the System and its components for a given fiscal year (July 1 through the following June 30). This policy prescribes the development, adoption, and subsequent administration of the Annual Operating Budget for the System as a whole, and for the individual Institutions and Chancellor's Office.

STATEMENT OF POLICY

1) Development of the System Annual Operating Budget

The Chancellor is responsible for developing the System Annual Operating Budget for recommendation to the Board of Trustees. The System Annual Operating Budget development will be conducted in a collaborative manner with the Council of Presidents to assure application of revenues, expenditures, one-time funds and any other factors in a consistent fashion and appropriate to functioning as an integrated System. The System Annual Operating Budget will be presented for individual Institutions, the Chancellor's Office, and as a consolidated budget for the entire System.

The Annual Operating Budget will include:

State Operating Appropriations and Chancellor's Office Expense Allocation

After deductions as required by State law, and of additional amounts up to 3% for strategic initiatives at the discretion of the Chancellor, all State operating appropriations shall be divided among the Institutions based upon an Allocation Formula as follows:

- (1) 25% based upon the Status Quo Allocation of 40% for Northern Vermont University, and 20% each for Castleton University, the Community College of Vermont, and Vermont Technical College;
- (2) 50% based upon the average of the previous three fiscal years' Net Student Revenues, defined as tuition, fees, room and board minus scholarships, fellowships and waivers; and
- (3) 25% based upon the average of the previous three academic years' numbers of awarded Degrees and Credentials, with certificates multiplied by 0.6, associates degrees multiplied by 0.75, bachelor's degrees multiplied by 1, and master's degrees multiplied by 0.75.

The Allocation Formula will be phased in over four fiscal years as follows:

FY2020: 25% Allocation Formula, 75% Status Quo Allocation

FY2021: 50% Allocation Formula, 50% Status Quo Allocation

FY2022: 75% Allocation Formula, 25% Status Quo Allocation

FY2023: 100% Allocation Formula

The budgeted expenses for the Chancellor's Office will be funded by the Institutions according to the phased-in Allocation Formula.

Student Tuitions & Fees

Each Institution will retain all student tuitions & fees the Institution generates, and in consultation with the Chancellor can determine the use of these funds.

During each year student tuition and fees available to each Institution will be as actually generated, whether below or above budgeted levels. Each Institution will assume responsibility for addressing the financial impacts from under-realized budgeted student enrollments, and for reporting additional revenues from over-realized student enrollments.

The Board is responsible for approving not-to-exceed maximum tuition rates, room and board program charges, and selected fees. Each Institution is responsible for setting individual tuition rates, room and board program charges, and selected fees at or below the approved maximum rates. Further, each Institution may set such waivers, merit aid programs, and need-based financial aid as the individual Presidents believe are best designed to maximize net tuition revenue and support overall enrollment. Additionally, the System as a whole may enter into a waiver program (e.g., NEBHE) with the approval of the Chancellor in consultation with the Council of Presidents. The proposed impact of the rate setting and waivers must be shown in the materials included with the Annual Operating Budget presented for Board approval. Actual tuition rates approved and implemented by each Institution will be included in the budget materials provided to the Board. Each Institution will be responsible for the impact of the Institution's setting of rates, charges and fees, tuition waiver programs, and discounting practices.

Further Provisions

Incentive for sound cash management will be provided by allocation to the Institutions of all System investment income, returning this revenue to those whose funds produce it and doing so according to each Institution's monthly invested cash balances averaged over the fiscal year.

Each Institution will retain all other revenues the Institution generates and, in consultation with the Chancellor, can determine the use of these funds.

Periodic Review of the System Annual Operating Budget Model

Because the public higher education environment will continue to evolve, the Annual Operating Budget model and its key components should be reviewed periodically and, if necessary, recommendations made to the Board for recalibration or changes.

2) *Review and Adoption of the System Annual Operating Budget*

The Board is responsible for reviewing the System Annual Operating Budget recommendations by the Chancellor, and for adopting an official System Annual Operating Budget. This is consistent with the Board's ultimate fiduciary responsibility for the System. Timing of the Chancellor's recommendations will allow the Board to conduct its review and take action no later than the final Board meeting of each fiscal year. The Chancellor's System Annual Operating Budget recommendations are to include individual Institutions plus the Chancellor's Office and are to reflect combined System totals, within each current operating fund or group of System activities.

3) Administration of the System Annual Operating Budget

On behalf of the Chancellor and Council of Presidents, the Chief Financial Officer and Business Affairs Council are expected to collaborate and work with other appropriate Institution and System officials to assure the proper and effective administration of the System Annual Operating Budget as adopted by the Board.

Reporting

Actual operating results compared to budgeted results for activities will be provided by each Institution through the Chancellor to the Board, by means of quarterly financial statements which reflect budgeted, projected actual, and variance to quarterly budget numbers for key enrollment, revenue, and expenditure areas, and variance to prior year quarterly actuals.

Contingency, Strategic and Construction, Renovation and Maintenance Reserves

To hedge unanticipated shortfalls in Institutional Annual Operating Budgets, each Institution will maintain Contingency Reserves in the amount of 2.5% of budgeted expenses for the current fiscal year. Use of Contingency Reserves is subject to approval by the Chancellor, and depletion of an Institution's Contingency Reserves must be replenished in a timeframe determined in consultation with the Chancellor. Institutions may reserve up to 10% of budgeted expenses as a Strategic Reserve, and an additional 15% of budgeted expenses as a Construction, Renovation, and Maintenance (CRM) Reserve. Such reserves may be budgeted and expended by the President with concurrence from the Chancellor.

Carried Over Funds

Upon the audited close of each fiscal year's books, any Carried Over Funds available (net of encumbrances forward, commitments forward, maintained Contingency, Strategic and CRM Reserves) may be proposed by the President for one-time uses subject to concurrence of the Chancellor and approval by the Board.

As circumstances confronting the System Annual Operating Budget change over the course of a year, the Chancellor may propose budget modifications for consideration by the Board for the purpose of more realistically reflecting increases, decreases, or shifts among budgeted revenue and expenditure categories.

| |
|---------------|
| Signed by: |
|---------------|

Item 9:
NVU Strategic Plan



Vibrant Thriving Campuses

Strategic Plan | 2018-2023

Vision

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

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

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

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



Mission

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



NVU-Johnson

We express this belief by providing high-impact interdisciplinary learning experiences that cross academic and experiential boundaries; by creating opportunities for students to extend their classroom learning to the field, the laboratory, the studio, the community, and the local and wider world, by recognizing and supporting the diverse starting points, backgrounds, and goals of students, and by sustaining high standards, active participation, vigorous debate, and mutual respect.

NVU-Lyndon

Experience is the hallmark of a Lyndon education, linking theory and practice in and out of the classroom for students of varying ethnic, cultural, and socioeconomic backgrounds. Our academic experience develops creative and critical thinking for success in today's global society. We encourage personal, social, and civic responsibility, honesty, collaboration, and respect for diversity in a supportive environment.



Four pillars—strategic priorities—will guide Northern Vermont University’s work through these formative years.



Vibrant Thriving Campuses



Goal 1

Goal 2

Goal 3

+ Create a dynamic fiscal environment that fosters student engagement, development, and success

- Identify academic and non-academic programs that are positioned for growth and help distinguish NVU from competing institutions
- Expand and develop the current distance learning framework to support sustainable growth.
- Create an innovation team tasked with identifying viable alternative revenue streams
- Expand revenue generated through development activities
- Develop a multi-year marketing and branding plan that aligns with the strategic plan
- Optimize the cost of delivering academic and non-academic programs
- Develop a recruitment strategy that expands to select regions around the country
- Ensure off-site instructional locations (e.g., Northern Essex Community College, Vermont Woodworking School) are adequately resourced to be successful

+ Celebrate and promote the achievements and contributions of NVU

- Develop a comprehensive communications plan for NVU
- Enhance the physical presence of NVU that includes our new brand
- Showcase student, faculty, and staff creative, professional, and scholarly work in an annual symposium
- Engage alumni as NVU ambassadors and as mentors for students
- Strengthen the NVU community through common events and experiences
- Design and deliver cultural and arts programs and events across all NVU instructional locations and for our community

+ Cultivate a culture of trust and understanding that celebrates differences and ensures mutual respect and safety for all members of the NVU community

- Engage in inclusive hiring practices
- Provide social justice training for staff, administration, and faculty
- Assure non-academic processes and programs are relevant to social justice, diversity, and inclusion
- Retain students of underrepresented groups comparable to the overall NVU student retention rate

Transformative Student Experience

Goal 1

+ Strengthen pathways for student academic, professional, and personal success

- Understand why matriculated students persist and are successful at NVU and build on those strengths
- Examine and recommend changes to the NVU admissions standards
- Establish student-centered, positive accountability with all university departments
- Enhance student awareness of the credentials and skills needed for careers at all levels
- Identify opportunities for non-credit bearing credentials to strengthen existing degree pathways
- Enhance degree pathway flexibility by increasing the number of courses taught through alternative delivery modes

Goal 2

+ Expand high-impact academic, extracurricular, and social opportunities for all students

- Evaluate and expand programs, services, and staffing to support a more diverse student population
- Determine how existing academic programs and courses may be made available to students on another NVU home campus
- Empower students to lead inclusive campus programming
- Provide opportunities that connect small groups of first-year students to full-time faculty through proven high-impact educational practices
- Engage student athletes in leadership roles both on campus and in our community

Goal 3

+ Develop operational infrastructure to promote student success

- Create an Office of Institutional Research to support data-driven decision making, faculty research, and institutional grants
- Simplify and streamline IT-related processes to enhance the student experience from inquiry to commencement
- Develop accurate and reliable pathways to completion
- Improve data-driven decision making to evaluate academic progress and student support
- Ensure compliance with ADA guidelines
- Provide professional development opportunities to enhance technical and systems expertise and efficiency

Innovative Professional and Liberal Arts Education



Goal 1

Goal 2



Improve student-centered learning experiences by advancing the pedagogical, technological, and professional practices of NVU faculty and staff

- Elevate teaching and learning at NVU by providing faculty with training in relevant pedagogy and requisite technological tools
 - I. Develop and staff a Center for Teaching and Learning
 - II. Implement technology required to pursue innovative pedagogy
- Develop faculty knowledge of and experience with student support best practices
- Assess curriculum with a social justice, diversity, and inclusion lens



Expand the pursuit of inquiry and discovery among faculty, staff, and students through research, professional activity, and creative work

- Incentivize faculty to engage in high-impact experiences with students

Exceptional Community Leadership



Goal 1

Goal 2

+ Expand and enhance NVU's community relationships through outreach, civic engagement, and partnerships

- Expand internship infrastructure and develop programs connecting employers, faculty, and students to proactively address known workforce needs
- Create an NVU Office of External Relations responsible for enhancing student civic engagement, coordinating regional economic development efforts, serving area businesses, and supporting entrepreneurs

+ Position NVU as a leader in community economic development

- Play a leadership role in identifying and meeting regional workforce needs by establishing partnerships with area industry
- Increase community awareness and use of NVU physical resources
- Develop relationships with local K-12 schools to increase the continuation rate of high-school students on to postsecondary education
- Improve access to credit-bearing and non-credit bearing credentials for non-traditional students in the region

Strategic Planning Steering Committee

Executive Team

Elaine C. Collins, *President*
Nolan Atkins, *Provost*
Sharron Scott, *Dean of Administration*
Jonathan Davis, *Dean of Students*

Economic viability of NVU

NVU-Johnson

Toby Stewart
Bobbi Jo Carter
Henrique Cezar
Sharron Scott

NVU-Lyndon

Jenny Harris
Stephanie Giese
Wayne Hamilton (community member)
Bill Morison

Student engagement, retention, persistence, and completion

NVU-Johnson

Karen Madden
Matthew Allen (student)
Leslie Johnson
Sara Kinerson
Mary Martin
Kate McCarthy
Margo Warden
Michele Whitmore

NVU-Lyndon

Kate Gold
Deb Bailin
David Johnston
Peter Kvietkauskas (student)
Erin Rossetti

Innovative pedagogy, scholarly and creative activity, innovative technology

NVU-Johnson

Liz Dolci
Bobbi Jo Carter
Robert Gervais
Ellen Hill
Ken Leslie
Gina Mireault
Sharon Twigg

NVU-Lyndon

Aimee Pascale
Sam Boss
Jason Kaiser
Ben Luce
Donna Smith

Relationships, collaborations, and partnerships, with local, state, national, and global communities

NVU-Johnson

Jim Black
Barb Flathers
Tyrone Shaw
Jeff Simone

NVU-Lyndon

Ann Nygard
Jen Botzjoorns (community member)
Kristin Hunt
Amy Wright

Enhanced image and reputation

NVU-Johnson

Les Kanat
Isaac Eddy
Brad Moskowitz
Justin Rito

NVU-Lyndon

Sylvia Plumb
Tim Egan
Janel Hanrahan
Ben Mirkin

Diversity and inclusion

NVU-Johnson

Jamey Ventura
Brittney Malik (student)
Rob Schultz
Beth Walsh

NVU-Lyndon

Pat Shine
Sam Boss
Kristi Castleberry
Mary Etter
Sierra Hargrave (student)

Nolan Atkins, NVU Provost, led the strategic planning process. **Boldface** indicates colead for each working group.