

October 18, 2018

TO: Long Range Planning Committee

Jerry Diamond, Chair

Lynn Dickinson

Dylan Giambatista

Karen Luneau, Vice Chair

Mike Pieciak

Aly Richards

FROM: Jeb Spaulding, Chancellor



RE: Long Range Planning Committee Meeting on May 30, 2018

The Long Range Planning Committee of the VSC Board of Trustees will hold a regular meeting on Wednesday, October 24<sup>th</sup> starting at 9:00 a.m. in Room 101 at the Chancellor's Office in Montpelier. The agenda and materials are attached.

The agenda includes a follow-up discussion of Free Public College / "Promise" Programs. Given the brief time for discussion following the presentation at its last meeting, the committee will take time at this meeting to reflect on what it learned and discuss any potential next steps.

I can be reached at (802) 224-3036 if you have any questions.

Thank you.

cc: VSC Board of Trustees  
Council of Presidents

**Vermont State Colleges Board of Trustees  
Long Range Planning Committee Meeting**

**October 24, 2018**

**AGENDA**

1. Call to order
2. Approval of the September 26, 2018 minutes
3. [Policy 505](#) Strategic Plan reviews and recommendations
  - a. Vermont Tech
  - b. Castleton University
4. Follow-up discussion of Free Public College / “Promise” Programs
5. Other business
6. Comments from the public

**MATERIALS**

1. September 26, 2018 draft minutes
2. Vermont Tech Strategic Plan 2018 to 2023 draft
3. Vermont Tech draft Williston plan
4. Castleton University strategic plan draft

Item 1:  
Minutes of the September 26, 2018 Meeting

**UNAPPROVED Minutes of the VSCS Board of Trustees Long Range Planning Committee meeting held Wednesday, September 26, 2018 at the Lake Morey Resort, Fairlee, VT**

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

The Vermont State Colleges Board of Trustees Long Range Planning Committee conducted a meeting Wednesday, September 26, 2018 at the Lake Morey Resort, Fairlee, Vermont

Committee members present: Jerry Diamond (Chair), Karen Luneau (Vice-Chair), Lynn Dickinson, Churchill Hinds, Dylan Giambatista

Absent: Mike Pieciak, Aly Richards

Other Trustees: Janette Bombardier, Bill Lippert, Chris Macfarlane, Jim Masland, David Silverman, Jesse Streeter

Presidents: Elaine Collins, Joyce Judy, Pat Moulton, Karen Scolforo

Chancellor's Office Staff: Jeb Spaulding, Chancellor  
Tricia Coates, Director of External & Governmental Affairs  
Kevin Conroy, Chief Information Officer  
Todd Daloz, Associate Legal Counsel  
Jen Porrier, Administrative Director  
Steve Wisloski, Chief Financial Officer  
Sophie Zdatny, General Counsel  
Yasmine Ziesler, Chief Academic Officer

From the Colleges: Lit Tyler, Dean of Administration, Vermont Technical College  
Michael Fox, Dean of Enrollment & Marketing, Northern Vermont University  
Nolan Atkins, Provost, Northern Vermont University  
Jonathan Davis, Dean of Students, Northern Vermont University

1. Chair Diamond called the meeting to order at 10:09 a.m.
2. Approval of the minutes of the May 30, 2018 meeting minutes

**Trustee Luneau moved and Trustee Giambatista seconded the motion to approve the minutes. The minutes were approved unanimously.**

3. Policy 505 Northern Vermont University Strategic Plan final review and recommendations

President Collins described the taskforces involved in developing the strategic plan, which included faculty, staff and students. She explained the four pillars of the plan: 1) Vibrant thriving campuses; 2) Innovative professional and liberal arts education; 3) Transformative student experience; and 4) Exceptional community leadership. There are goals and timeliness associated with every initiative, and metrics and accountability for tasks. Trustee Diamond inquired how NVU was able to adhere to the strategic goals set by the Board. President Collins explained that because the goals of the Board and of NVU are similar it was not difficult; they aligned naturally. Chancellor Spaulding reminded the Board that Policy 505 is relatively new and that the institutions are naturally at different stages of progress.

**Trustee Dickinson moved, and Trustee Luneau seconded the motion to recommend the approval of Northern Vermont University's strategic plan to the Board. The motion was approved unanimously.**

4. Tuition Free Public College / "Promise" Programs

VSCS Chief Academic Officer, Dr. Yasmine Ziesler, gave an overview presentation on the concept of Free Public College and "Promise" Programs. She shared that there are equity considerations for Vermont and how costs are covered. She gave scenario cost projections for "First Dollar", "Last Dollar" and "Affordability Grants" programs. David Smith, President, DAS Consulting, LLC was then tied in via phone from Tennessee to discuss how Tennessee is implementing their Promise Program. Mr. Smith explained that the initiative was based on the desire to attract and retain people for the jobs of the future, which was contingent upon the state's ability to educate them with post-secondary credentials or certificates and to lower the barrier of entry through cost.

Trustee Dickinson asked if there is a requirement to live or work in the state after receiving this scholarship, and Mr. Smith replied that there is not – one must only volunteer for 8 hours every year while in the program. The Board was informed that this information was presented for exposure and edification on the concepts of free college. Further questions and comments should be submitted to Dr. Ziesler

5. Other business

No other business

6. Comments from the public

No Comments from the public

**Chair Diamond adjourned the meeting at 11:18 a.m.**

UNAPPROVED

Item 2:  
Vermont Tech Strategic Plan 2018 to 2023  
Draft

# Vermont Technical College Strategic Plan 2018 – 2023

Revision: 18.0

## 1.0 FOUNDATIONS

### 1.1 VERMONT STATE COLLEGES SYSTEM MISSION

For the benefit of Vermont, the Vermont State Colleges system provides affordable, high-quality, student-centered, and accessible education, fully integrating professional, liberal, and career study, consistent with student aspirations and regional and state needs.

This integrated education, in conjunction with experiential learning opportunities, assures that graduates of VSCS programs will:

- Demonstrate competence in communication, research, and critical thinking
- Practice creative problem-solving, both individually and collaboratively
- Be engaged, effective, and responsible citizens
- Bring to the workplace appropriate skills and an appreciation of work quality and ethics
- Embrace the necessity and joy of lifelong learning for personal and professional growth

The Vermont State Colleges system provides continuing educational opportunities for individuals to meet their specific goals.

### 1.2 VERMONT TECHNICAL COLLEGE MISSION

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

### 1.3 VERMONT TECHNICAL COLLEGE VALUES

- Vermont Tech emphasizes the core values of dedication, integrity, and responsibility as a foundation for learning, career preparation, and citizenship.
- Vermont Tech is dedicated to its tradition of helping students reach their full potential by developing their academic and scholarly proficiency; critical thinking and communication skills; civic responsibility; and global awareness.
- The employees and students at Vermont Tech are committed to a stimulating, compassionate, and supportive learning community which fosters the personal and professional growth of all members.
- Vermont Tech values its role in supporting the Vermont economy and meeting the needs of businesses by preparing highly qualified graduates in various occupations, as well as by providing businesses with opportunities for continuing education for their employees.



## 1.4 EDUCATED PERSON

Vermont Tech faculty, staff and students believe that an educated person is one who assumes responsibility for **their** own learning, for career preparation and for citizenship. We believe that an educated person has sufficient foundational knowledge in subject matter important to personal and professional growth and consistently strives to reach his/her full potential, can think critically, is globally aware, is civically engaged, is curious, and is an effective communicator.

## 2.0 VERMONT TECHNICAL COLLEGE VISION

### 2.1 VERMONT TECHNICAL COLLEGE VISION 2023

The Vermont Tech community sees a future rooted in our core strengths. For more than 150 years, the College has met the needs of Vermont's employment demand by delivering hands-on education and providing graduates with meaningful careers in their chosen fields. To reach our mission, Vermont Tech will be:

- **Responsive** – The college of choice for students and employers.
- **Diversified** - Serving students from a wide range of backgrounds, ethnicities, ages, and economic standing.
- **Enduring** – Continuing into the future with robust fiscal strength.
- **Innovative** – Investing in state-of-the-art technology and spaces that support our dynamic teaching methods and highly technical programs.
- **Excellent** – Embodying a culture of excellence among faculty, staff, and administration so students are proud of the College when they are here and value us as alumni.
- **Renowned** – Well-known for what we do best in service to students, employees, employers, Vermont, and our regional economy.

## 3.0 STRATEGIC / EXECUTION PLAN

### 3.1 SMART OBJECTIVES IN SUPPORT OF VISION 2023

1. **Enrollment:** To stabilize enrollments in a declining traditional market. In 2023, our objective is to enroll no fewer than **1309** FTE students (a 5% decrease from 2018), including 22% out-of-state enrollment by headcount, and a 2% share of Vermont high school graduates.
2. **Finances:** Our 2023 objective is to increase strategic reserves to \$2 million dollars.
3. **Satisfaction of key stakeholders:** By 2023, our objective is to more than double the satisfaction rate of our key stakeholders.
4. **Accessibility of Programs:** Our 2023 objective is to increase non-traditional-access programs from 7 to 12.

5. **Technology:** By 2023, 100% of our IT Infrastructure will be on a replacement plan based on expected lifespan and college need with no technology in use beyond its planned lifespan.

6. **Recognition:** Our semi-annual objective is to increase our Marshall survey scores.

7. **Programs:** By 2023, the number of our degree programs will be less than 32.

### 3.2 SUMMARY SWOT ANALYSIS

The following represent the primary SWOT elements affecting the strategic plan.

#### Strengths

- Unique programs in our region
- Dedicated faculty and staff
- Hands-on curriculum

#### Weaknesses

- Leadership turnover
- Fiscal instability
- Deferred infrastructure investments
- Low net-promoter scores

#### Opportunities

- Transfer and non-traditional students
- Career-oriented, layered credentials and degrees
- Online programs
- Concurrent, dual, early college programs

#### Threats

- Increased competition for a shrinking market
- Continued lack of state support
- New and expanding online entrants

### 3.3 CORE COMPETENCY

Our core competency is our unique skills and knowledge which connects all our programs and offerings and is the primary reason that students select us.

We believe that our core competency is

***“We immerse our students in their program subject matter immediately and throughout their learning experiences.”***

We confirm that this will remain our core competency through the 2023 plan.

**3.3 ALIGNMENT WITH VERMONT STATE COLLEGES SYSTEM INITIATIVES**

**D = Directly Supports; I = Indirectly Supports**

Sub Plans & Objectives	1. Increase continuation rate	2. Improve retention/graduation rates	3. Become a more attractive HS grad destination	4. Serve more working age Vermonters	5. Operate as integrated system for students and operations	6. Increase state financial support
Academic Organization Plan	D	D	D			
Academic Plan	D	D	D	D		
Accreditation Plan	I	I				
Alumni Plan		I	I		I	I
Development Plan	I	I	I	I		D
Enrollment Plan	D	D	D	D	D	
External Relations Plan	D	I	D	I	I	D
Fiscal Plan	I	I	I	I	I	
HR Plan & Employee Development Plan	I	I	I		I	
Marketing Plan	I	D	D	D		I
Physical Plant Plan	I	I	I	I	I	
Student Experience & Success Plan	I	D	D	D	D	
Technology Plan				I	D	

**4.0 STRATEGIC INITIATIVES (ACTION PLAN BY AREA / SUB PLAN SUMMARIES)**

Table of Contents: Sub-Plan Summaries

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Please see the full sub-plans with specific strategies and metrics in Section 9.

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## Academic Organization

### Summary

In 2018, Vermont Tech's faculty initiated a discussion about re-organizing academic programs into schools. An ad hoc committee recommended that the college proceed with the model and suggested four schools and a distribution of programs among those schools. A market research study indicated that the schools model might increase net promoter scores, particularly among guidance counselors. During the summer of 2018, a second committee comprised primarily of faculty reviewed the model and recommended a fifth category of school to incorporate general education. The schools-model concept was endorsed by the Faculty Assembly and Executive Committee in the fall of 2018.

### Goals:

- Implement five schools in the spring 2019 semester
- Identify and achieve model benefits starting fall 2019

### Tactics:

- Identify school leadership (Year 1)
- Begin operational leadership via the schools model (Year 2)
- Identify initial schools model changes (Year 2)
- Begin and complete initial changes (Years 3-4)

## Academics

### Summary

In support of the five-year strategic planning process and in addition to accreditation planning, faculty and staff met over the summer of 2018 to identify areas of long-term academic strategic improvement. A number of preliminary plans were established and these are aggregated in this category with a schedule intended to coordinate with accreditation efforts.

### Goal:

- Achieve demonstrable improvements in the management of new and changing programs, advising, retention, teaching, VSCS integration, and other key areas as identified by the 2018 Summer Academic Planning Committee

### Timeline:

- Complete assessment and revisions in (sequence may change based on accreditation needs):
  - New and changing program management process (Year 1)
  - Advising and retention; student evaluations (Year 2)
  - Teaching; VSCS integration (Year 3)

## Accreditation

### Summary

In 2020, Vermont Tech will receive its decennial accreditation visit. Since its last accreditation in 2010, the evaluation standards were revised with an increased emphasis on metrics, evaluation, and continuous improvement. In spring of 2018, a committee reviewed the new standards and identified performance gaps in the college's current practices. A plan was developed over the summer of 2018 to address those gaps and begin preparation for a comprehensive self-study.

### Goal:

- Successful re-accreditation following the fall 2020 site visit

### Timeline:

- Close performance gaps in key accreditation standards (Year 1)
  - Focus areas: Standard 2, Planning and Evaluation; Standard 4, The Academic Program, including General Education; Standard 8, Educational Effectiveness
- Measure, assess, and correct (Year 2)
- Complete self-study (Year 2)
- Site visit, fall 2020 (Year 2)

## Alumni

### Summary

Vermont Tech's alumni engagement and giving participation rates are far lower than most comparable and regional colleges, and this has a negative effect on public image, financial contributions, industry rankings, and ultimately enrollment and continued success. To reverse this trend in the next five years, we will boost alumni engagement through greater emphasis on events, outreach and communication, and peer advocacy.

Building and strengthening affinity between alumni and their alma mater is the "friend-raising" that will lead to improved engagement, fundraising, and public image.

### Goals

- Increase alumni giving participation rate to 10% annually by 2020, 25% by 2023.
- Raise \$75,000 in alumni gifts each year by 2023. Raise five major donor gifts of at least \$5,000 each year; another 10 at \$1,000 by 2021.
- Raise net promoter score among alumni to above 60% by 2023.
- Increase attendance at Homecoming annually to 100 alumni by 2020 and 300 by 2023.
- Increase participation in the Alumni Association to eight regular members by 2020.
- Support a full-time Director of Alumni Relations by 2021 and support staff by 2023.

### Tactics

- Increased outreach through more Alumni magazines, monthly e-newsletters, more email messaging directly to alumni, instituting separate VAST messaging and publications, and reinstating a Vermont Tech yearbook.
- Annually publish and mail two Alumni Magazines, post 10 unique e-newsletters, and two e-versions of the Alumni Magazine by 2020; assess possible increases by 2023.
- Host two regular events (aside from Homecoming & golf) each year by 2019; add two more by 2023. Annually host four pop-up events by campus, major, and/or School by 2021.
- Host a VAST reunion, with at least 50 VAST alumni, and send an annual VAST newsletter.
- Establish more peer-to-peer engagement, such as Alumni Ambassadors and Class Agents, boost attendance in the Alumni Association, and host more regional pop-up events.
- Create a more robust Homecoming program with greater participation and a committee utilizing alumni; recognize Alumni of the Year; and create Honorary Alumni awards.
- Support Development in increasing fundraising to two regular appeals a year & one special appeal, and creating a regular major donor visit plan including regions outside Vermont.
- To accomplish all of the above, we will need to increase the staffing in the Alumni Affairs office, dedicated to Alumni Affairs and collaborating with Development: a fulltime Director of Alumni Affairs and some assistance in database and events management.



## Development

### Summary

Development at Vermont Tech can be divided into two categories: 1) Government Grants & Sponsored Programs; and 2) Private/Corporate Gifts. Soliciting and receiving grants and gifts is important to fill the gap in revenue left after tuition, fees, and government allocations. Grants and gifts currently represent between 0.8% and 1.5% of total revenue needed to meet expenses. Raising money takes significant time and effort, and current staffing in Development and Alumni Relations is inadequate to increase outside revenue.

A fully-staffed Development Office (with assistance from Alumni Relations) should be able to raise at least 2.5% to 3.2% of the total budget. Generally, colleges and universities experience a 10% to 20% success rate in development, meaning that eight or nine out of 10 solicitations are declined. Development at Vermont Tech is at least that effective, given our limited resources, but we could generate so much more revenue with more staff and improved strategies and tactics.

### Goals:

- Staff of four (3.25 FTE) in Development and Administration focusing on grants & Gifts (1 FTE is new; 2.25 currently exist) by 2020
- Ask for 24 grants per year by 2020, with a success rate of 20%, realizing \$500,000
- Ask for 45 foundation gifts per year by 2020, with a success rate of 25%, realizing \$400,000
- Identify 50 potential major donors (alumni and friends) by 2021
- Ask for 25 individual major gifts per year by 2021, with a success rate of 30%, realizing \$50,000
- Raise five major donor gifts of at least \$5,000 each year by 2020; another 20 at \$1,000
- Boost alumni giving participation rate to 10% by 2020 and 20% by 2022
- Realize \$100,000 in unrestricted donations to the Annual Fund by 2020

### Tactics:

- Create a regular donor-discovery visit schedule in 2019, including regions outside Vermont where alumni are established, such as metropolitan areas.
- Add subscriptions to specific donor and foundation search engines in 2019
- Begin a major donor solicitation program in 2019 to include research, personal visits, cultivation, and stewardship.
- Send two appeals to alumni annually, one after graduation and one at end-of-year, starting in 2019.
- Send one special appeal, either to a specific donor group, for a specific department or project, or based upon a regional event or time of year, starting in 2019.
- Create a "Giving Society" to recognize donors, such as pins to staff who give 1%, Dean's Club and President's Club pins to major donors of different categories, Employer Partner Badges, by 2020.
- Foster a "culture of grants" at Vermont Tech by introducing grants-related professional development opportunities, ranging from informal exercises like monthly luncheons to trainings geared toward specific aspects of proposal-writing and grants management by 2020.
- Explore, study, adapt and institute best practices in higher education for engaging faculty in grants-related activities.

## Enrollment

### Summary

Vermont Tech has had modest enrollment growth the past four years, with the college seeing a small increase in the number of FTE students from 1274 (Fall 2014) to 1306 (Fall 2017). Although we have had success in leveling and slightly increasing our enrollment, there are major recruitment hurdles that are on the horizon for the next five years. Demographics for the number of high school graduates in the Northeast will continue to shrink over the next 10 years (Knocking at the College Door, WICHE). Compounding the decline in high school graduates is the recent constraints of recruiting international students as well as public perceptions on the value of higher education.

### Goals:

Departments with a direct focus on incoming student enrollment, Admissions, Marketing, Financial Aid, VAST & Secondary Education Initiatives have each laid out five-year plans to actively support our enrollment efforts.

- Develop 5 year benchmarks and enrollment targets by program (Year 1)
- Achieve a higher than 2% enrollment share of Vermont high school graduates (Years 1-5)
- Increase out-of-state enrollment by 5% over five years. (Years 1-5)
- Increase our degree matriculation rate of dual/concurrent students to 5% or higher (Year 2)
- Achieve 50% retention of VAST graduates (Years 1-5)

### Tactics:

- Align recruitment plans for non-traditional audiences in line with college decisions around program delivery (Years 1-5)
- Along with Finance and Athletics formally determine the appropriate number and type of athletic teams for the college. (Years 1-2)
- Audit and improve all existing communications to students (Years 1-2)
- Analyze and develop a discounting strategy that increases student enrollment and minimizes financial risks (Years 1-5)
- Develop marketing content for pre-matriculation audiences, including Bridge Building, camp attendees, dual/concurrent students and scholarship winners (Skills USA) (Year 3)
- Leverage Slate to provide automation and management to existing documents (Year 2)
- Work with Admissions to review and implement upcoming changes to the Regional Student Program/NEBHE (Years 1-2)
- Develop staffing efficiencies and cross training with other departments to better serve students (Years 1-5)
- With Finance and Residence Life, examine pricing models and options for room and board beyond the current and standard options, including short-term and vacation housing, alternate meal plans, etc. (Years 2-3)
- Work with Academic Affairs, Center for Academic Success, Finance, and others to constantly explore new grants opportunities and structures to better serve students in a financially stable

model (e.g. advocate from admission through the first semester of enrollment, Upward Bound, STEM SSS grant) (Years 1-5)

- Collaborate with our 50+ dual/concurrent partners to establish a clear pathway to enroll in Vermont Tech's degree and certificate programs (Year 1)
- Increased outreach to Chittenden County schools to increase dual/concurrent and VAST enrollments (Year 3)
- Create an online orientation module for students who are taking classes 100% online (Year 2)

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## External Relations

### Summary

Vermont Tech does amazing things for our students but remains one of Vermont's "best kept secrets." The External Relations sub-plan seeks to augment our outreach activities by developing and nurturing a public relations/external relations network and activities to enhance knowledge of Vermont Tech and our impact.

### Goals:

- Develop communication strategies to increase awareness among our key stakeholders of our institutional impact
- Engage program advisory boards in external relations
- Engage with Career and Technical Education (CTE) centers as promoters and to develop programs/pathways
- Engage more Vermont Tech faculty in outreach to the community, legislators, government agencies, and corporations

Tactics: All tactics align with Objectives 1, 3 and 6

- Prioritize and enhance utilization of existing and new events, and other venues for outreach.
- Develop an inventory of stories to share at events, on social media, and with stakeholders to promote the college statewide and with regional impact
- Collaborate with the academic advisory boards to strategically advocate and promote awareness of Vermont Tech's impact, events, programs, and projects as ambassadors and promoters of the college
- Increase opportunities for faculty, as subject matter experts, to share their experiences and knowledge around the state and work with aligned organizations and industries.
- Expand the President's role at events, chamber meetings, Rotary Clubs, and more.
- Facilitate opportunities for students to participate and attend relevant industry events, meetings, and conferences.
- Enhance existing connections with CTE centers to further promote pathways to, and partnerships with, Vermont Tech.

## Fiscal Plan

### Summary

Vermont Tech enters the Vision 2023 strategic planning process in a relatively strong financial position. For two consecutive years, the college has closed with an operational surplus on its unrestricted accounts, and consequently has been able to begin to rebuild our strategic reserves.

The main overarching goal of this sub-plan is to provide a blueprint by which to maintain and build upon this financial solidity.

### Goals:

- Recognizing the need to maintain a certain amount of working capital as a financial safety net, Vermont Tech will close the 2024 year with \$2,000,000 in strategic reserves.
- Recognizing the age of our physical plant and infrastructure, and both the liabilities and opportunities inherent, Vermont Tech will allot \$400,000 per year into capital investment.
- A sustainable financial plan will be built upon realistic and responsible assumptions regarding critical environmental conditions, such as enrollment trends, tuition rate increases, and health care costs.
- The financial plan will be built at the 30,000 level and will provide general budgetary goals for each of the five years of the plan, allowing flexibility during subsequent years' budget processes to adapt to an ever-changing landscape.

### Assumptions:

The single biggest variable in predicting Vermont Tech's financial state is enrollment, and consequently we have put the most thought into anticipating coming enrollment trends. Vermont expects to see a 4.2% decline in HS graduation rates from academic year 18-19 to academic year 23-24<sup>1</sup>. We've assumed that primarily traditionally-aged programs will most naturally have a likelihood to follow this trend, and therefore we have projected proportional declines in these programs<sup>2</sup>. For primarily non-traditionally aged programs, most notably Nursing and Allied Health, we have assumed level enrollment, based on robust enrollment trends over the past several years combined with an ever-growing need in the state of Vermont for graduates with these critical skills.

### Additional assumptions:

- Three percent tuition rate increase, annually
- Level general appropriation from the State of Vermont
- General inflation of 2%
- Salary and wage inflation of 2.5%
- Six percent health care inflation

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<sup>1</sup> Extrapolated from 2017 WICHE data, which presents state-by-state projections for HS graduations numbers. The Projected HS Grad Deltas, presented at the bottom of Appendix 2 and which sum to this 4.2% decline, were obtained by using proportions of VTC enrollment by state to create a weighted average of the WICHE numbers.

<sup>2</sup> See Appendix 2, Future FTE Projections, by FY.

Tactics:

In broad terms, achieving our objectives as laid out above leaves an annual budgetary gap of \$435,000 for each of the first four years of the strategic plan, with a \$285,000 gap in the final year. This plan identifies three avenues to closing this gap: operational efficiencies; new revenue; and reform of discounting policy.

In more specific terms, addressing these challenges will be rolled into our annual budgetary process. For example, beginning in winter 2019, Vermont Tech will begin the budget development process for fiscal year 2020. As shown in the first Appendix, Vermont Tech's goal will be a \$17,471 surplus in this budget year, and we project that there will need to be approximately \$435,000 worth of positive changes in order to make this happen. It will fall upon those involved in this process to identify and enact specific measures in order to stay within the general guidelines of this plan, i.e. achieving a small surplus on the year.

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## Human Resources

### Summary

The Human Resources strategic plan reflects a collaborative effort with a diverse group of internal stakeholders across campuses and regions. It also represents a collective desire to enhance the Vermont Tech experience for the approximately 730 faculty, staff, and student employees across four campuses and eight distance learning locations across the state.

### Goals:

- Foster a high performing, diverse, and inclusive workplace
- Find efficiencies in our communications, systems, processes, and policies
- Develop empowered and capable leaders, managers, and teams
- Provide support for all employees at all locations

We will continue to strengthen several foundational themes of the HR organization. These include: Change Management; Communication; Culture, Diversity and Inclusion; and Compliance/Management of Risk. These areas of focus along with the foundational themes align directly with the college's mission, values, institutional objectives, and statement of philosophy regarding an educated person, and are very important to achieving the academic and professional needs of our greatest asset - our employees.

We believe that creating the best workplace environment possible for the individual is at the core of the Vermont Tech community. Strategic partnership with every Vermont Tech employee is key to achieving the goals we have set for advancing our operations and towards strengthening our reputation as a workplace where every faculty, staff, and student employee contributes their best work.

In the next four years, the major themes of focus will be retention, modernization, professional development, and quality of the employee experience.

- Provide comprehensive professional development/training tools for all employees
- Acquire the technology needed to automate core processes
- Improve orientation/onboarding/retention system
- Build a culture and community of excellence

### Tactics:

- Projects and initiatives to increase integration and efficiency of HR processes and systems (Y1-4)
- Projects and initiatives to adopt and integrate emerging technologies (Years 2-4)
- Return on investment (ROI) on work redesign and process improvements (Years 3-4)
- Key Performance Indicators for turnover, time to fill positions, source of hires, inactivity rates, and population health improvement (Years 1-4)
- Engagement Survey (Years 1-4)
- Workforce demographics assessment (Years 2-3)
- Market studies of compensation and benefits (Years 3-4)
- Financial costs of non-compliance (Years 1-4)
- Utilization of HR programs, trainings and services (Years 1-4)
- Customer surveys and feedback provided by campus constituencies (Years 1-4)

## Marketing

### Summary

Vermont Tech provides a high quality education with exceptional outcomes for its graduates. Its programs are well aligned with growing industries of the state and region, and graduates are the backbone of Vermont's workforce in healthcare, agriculture, infrastructure, emergency services, and business. The school's historic foundation is built on 150 years of providing students with practical educations that lead to job placement and career success.

Vermont Tech faces challenges – some unique and some shared across higher education – including:

- Increased competition as institutions focus on practical, applied learning to improve students' return on investment (Vermont Tech's core strength)
- Changing demographics
- A deferred maintenance backlog
- Low net promoter rates
- Weak alumni engagement / support of the institution
- Perceptions of Vermont Tech as an "advanced tech high school"
- Low State support

Vermont Tech will be undergoing a major organizational change from "majors" to "schools" during this planning cycle. The Academic Dean's Office and Faculty Chairs will also be expanding the number of programs offered in flexible delivery formats, increasing access for new audiences. Marketing will be tasked with leveraging the advantages of this new organizational and product structures to drive interest, application, and matriculation from prospective students.

### Goals:

- Increase inquiry and applications rates by 2% each year
- Increase net promoter score by at least 100% over the course of five years
- Increase the Marshall survey score the first year, and by some margin established in subsequent years based on first year's results
- Support academic changes as the programs become more flexible in their delivery format and available to more post-traditional audiences, keeping or catching up with industry standards.

Tactics: (All are aligned with Objectives 1, 2, and 6)

- Leverage Vermont Tech's job placement record, applied academic excellence, the change to a "schools" organization, and its programs to support the above goals and to add vitality to Vermont Tech overall.
- Strengthen understanding of, and affiliation with, the meaning of being a Vermont Tech'er among students, faculty, staff, alumni, and parents, and what the Vermont Tech experience provides.
- Build a strong internal identity for Vermont Tech that will lead to greater current and future evangelizing on behalf of Vermont Tech.
- Strengthen messaging to clarify, and seat more strongly, the role Vermont Tech plays / has played in the success and vitality of lives of individuals and the economy and society of Vermont among key Influencers.



- Build perceptions of Vermont Tech as one of Vermont's premier educational assets – akin to the respect given to UVM, Middlebury (but within its own genre).

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## Physical Plant Plan

### Summary

The Physical Plant section of the Strategic Plan is primarily driven by the Deferred Maintenance Study prepared by Smith-Alvarez-Sienkiewicz Architects; Krebs & Lansing, Civil Engineers; and L.N. Consulting, Mechanical-Electrical Engineers in conjunction with Vermont Technical College in spring 2018. The Study includes field observations of the site and all buildings on the Randolph campus and the Farmstead over a period of several months. Conditions noted in the Study are consistent with observations at the time of inspection.

The Study is divided into three categories: Architectural Assessment; Site-Civil Assessment; and Mechanical, Electrical, Plumbing and Fire Protection Systems Assessment. Each category includes the assessment and an estimate of probable construction costs for deferred maintenance items.

The Deferred Maintenance Study will serve as the basis for several subsequent planning initiatives to be conducted and completed prior to 2023, including:

- Campus Master Planning (Randolph)
- Campus Master Planning (Williston)
- Re-envisioning the farm/digester continuum

### Goals:

- Complete Campus Master Planning processes for both main campuses in 2019
- Begin implementing Campus Master Plan, 2019-2023
- Complete re-envisioning of the farm/digester continuum in 2019
- Develop capital campaign and/or other funding strategies for farm/digester upgrades, 2019-2023

### Tactics: (All are aligned with Objectives 1-4)

- Commission external experts and convene internal team to jointly develop comprehensive plans for both campuses, employing the Deferred Maintenance Study to identify priorities
- Identify responsible parties associated with each component of the Master Plan and begin implementing plan components
- Align priorities identified in planning processes and the Deferred Maintenance Study with projected annual budgets and capital projects planning

## Students

### Summary

Vermont Tech takes a holistic view of the student. We seek to offer a broad array of services and events, in a compassionate and supportive environment, to enhance the educational process. Administrative departments focused on the social and cultural personal aspect of the student experience include: Athletics and Intramurals, Career Development, the Hartness Library, Public Safety, Residence Life, Student Activities, Student Academic Success, Student Health and Mental Health, and efforts focused on Diversity, Inclusion, and Cultural Competency.

Efforts in each of these areas are aligned with the college's mission, values, institutional objectives, and statement of philosophy regarding an educated person. Foundational components include:

- Personal Integrity & Responsibility
- Independence, and Self-direction
- Career Preparation & Placement
- Communication Skills
- Adaptability & Resiliency
- Citizenship, Community & Civic Engagement
- Critical Thinking & Knowledge Acquisition
- Global Awareness & Diversity

### Goals:

In the next four years, major themes are retention, modernization, and quality of the student experience.

- Increase the overall graduation rate of Black and Hispanic students (25% and 14%) to within 10% of the graduation rate of White students (54% as of 2018).
- Increase the retention rate of all athletic teams from 76% (2018) to 81%
- Increase the retention of all first-time, first-semester students pursuing a bachelor's degree from 66% (2017) to 75%
- Increase the percentage of students responding to the annual Student Affairs survey who say they feel very safe at college from 60.82% (2018) to 75%

### Tactics:

- Aligned with Objectives 1, 2, 3, 4 – Restructure student affairs to include focus on the inclusion, retention and graduation of minority student populations (Years 1-4)
- Aligned with Objectives 1, 2, 3, 4 – Implement new position shared between Center for Academic Success and Admission to serve as student advocate from admission through the first semester of enrollment (Years 2-4)
- Aligned with Objectives 3, 5 – Utilize the college safety fee to purchase and install new public safety technology such as cameras, control access, and mass notification to serve as a force multiplier and allow for early intervention and response calls to specific threats (Years 1-4)

- Aligned with Objectives 1, 2, 3 – Work through the college master planning process to study residence hall modification and modernization options and make recommendations. Explore pricing models and options beyond the standard option, to vacation housing (Years 1-2)
- Aligned with Objective 3 – Develop an open educational resources (OER)/low cost textbook initiative led by Hartness Library with a goal of balancing curriculum support and reducing textbook costs for students. Work with faculty to support them in using library and open educational resources (OER) in their classes and provide support concerning copyright and applying principles of Fair Use (Years 1-5)

DRAFT

## Technology

### Summary

IT infrastructure is a key part of everything we do in a modern world and within our college. We are good, as a college community, at “keeping up” with what is new and promising in the technical realm, but actually using this technology to its fullest potential takes more planning and effort. It also requires the funding to purchase new technology when it is appropriate, replace technology as it ages, offer trainings, and maintain the knowledge base needed to support the technology.

The Technology sub-plan has been divided into several specific areas: classroom equipment; computer labs; phones; simulation equipment; telepresence; and wired and wireless networks. Our focus in each of these areas includes right-sizing and updating what we have in place now, establishing and budgeting for hardware replacement cycles, and planning for innovation in the future.

### Goals:

- Create a standard for classroom technology that meets the needs of users of our educational spaces and which is flexible enough to fit into our varied classroom and lab environments; update all of our classrooms and labs to this standard by 2023
- Replace all educational personal computers on a five-year replacement cycle and in a manner consistent with our plan and budget
- Ensure that all hardware and peripherals meet or exceed minimum standards for operating effectively in today’s complex higher education environment
- Increase wireless coverage to accommodate all current demand and anticipate future demand
- Ensure that simulation labs are equipped with state-of-the-art equipment
- Work toward consistency across all sites regarding phone hardware; develop and implement plan to migrate to VOIP within five years

### Tactics: (All are aligned with Objectives 1,2,3,4, and 5)

- Establish a replacement plan for all printers and copiers; evaluate current placement of all printers and copiers and look for efficiencies
- Re-evaluate telepresence technology on a yearly basis to look for improvements that enhance the experience in the rooms without undue added cost
- Continue funding the replacement of equipment on a per-room yearly basis
- Perform assessments on each Williston, Randolph Center, and Bennington campus buildings that is connected to our wired network in order to right-size the number and placement of network jacks in each; create and fund a plan to replace all wiring, fiber optics, network switches and associated equipment on a yearly replacement cycle; create parallel fund to replace all hardware associated with our campus wireless networks
- Perform “deep-dive” on all phone-related hardware, software, switches and service contracts to maximize efficiencies and realize cost-savings without sacrificing quality
- Collaborate internally to develop replacement cycles by program for simulation equipment; fund through a combination of grants and departmental budgets

**5.0 MEASUREMENT PLAN**

**5.1 DASHBOARDS - SHORT TERM METRICS**

DASHBOARD METRIC	CONTACT	SOURCE	LONGEVITY	FREQUENCY	FORMAT	NOTES
OVERALL ENROLLMENT	DWIGHT	COLLEAGUE	5-10YR	BI-WKLY DURING PEAK PERIODS	LINE GRAPH	BY LOCATION, MAJOR, AGE, GENDER
NET REVENUE ESTIMATED PROJECTION	LIT	CALCULATION	3YR	WEEKLY	LINE GRAPH	
INCOMING FUNNEL (INQ/APP/DEPOSITS)	JESSICA	SLATE/COLLEAGUE	1YR SLATE/5YR COLLEAGUE	BI-WKLY DURING PEAK PERIODS	LINE GRAPH	BY LOCATION, MAJOR, AGE, GENDER

**5.2 LONG TERM METRICS**

Scorecard Metric	Contact	Source	Longevity	Frequency	Format	Notes
Staff+Faculty #s	Shelly/Kelly-Rue	Calculation	5yr	Term	bar graph	
Retention Rate	Judy/Shelly/Rose	Calculation	5-10yr	Annually	bar graph	Yr2Yr, 1st-2nd, Direct Progression
Net cost/degree by fee structure (6+)	Cathy	Calculation	5yr	Annually	bar graph	
Placement Rate	Karry	Spreadsheet	5yr	Annually	pie chart	
Satisfaction (Students)	Jay	Spreadsheet	5yr	Annually		
Satisfaction (Employees)	Kelly-Rue	Spreadsheet	1x	Annually		
Annual Donations	Curtis	Spreadsheet	1 yr	Annually		by alumni, foundations, corporations

## **6.0 STRATEGIC PLAN MANAGEMENT**

### **6.1 Overall Responsibility for Plan Execution & Review**

The President has overall responsibility of overall plan execution and review with responsibility for plan components delegated to the Executive Committee and others as follows:

Academic Organization – Academic Dean  
Academics – Academic Dean  
Accreditation - Academic Dean  
Alumni – Associate Dean of Resource Development  
Development - Associate Dean of Resource Development  
Enrollment – Associate Dean of Enrollment & Alumni Affairs  
External Relations - President  
Fiscal Plan – Dean of Administration  
Human Resources – Director of Human Resources  
Marketing - Director of Marketing & Communications  
Physical Plant – Dean of Administration  
Students – Dean of Students  
Technology – Chief Technology Officer

### **6.2 Frequency of Review**

Progress in the execution of the Strategic Plan will occur no less than monthly.

### **6.3 Content of Review**

Monthly review will include the following:

- Review of annual objectives
- Progress in Initiatives
- Review of updated Dashboards
- Review of updated Long Term Metrics
- Other issues of strategic concern or opportunities

### **6.4 Schedule of Plan Revisions & Updates**

The plan will be updated annually with an additional year's objectives and plans added. The plan revisions will maintain a rolling five-year planning horizon. The schedule of review is as follows:

November – Year 6 SMART goals identified  
January – Year 6 action plans and initiatives updated  
February – Stakeholder review and comments  
April – Revised plan published, presented, and celebrated

## 7.0 COMPLETION CHECKLIST

Upon complete of the sub plans, we should confirm that we have adequate coverage of these areas:

1. Ensure a culture of engagement and participation
2. Ensure that the facilities plan is adequate
3. Ensure a leadership culture of teamwork, realism, and prompt decision making
4. Ensure that fiscal plans are within financial limits, are feasible, etc.

## 8.0 PLANNING PARTICIPANTS

### Executive Steering Committee

Patricia Moulton  
Lit Tyler  
Curtis Ostler  
Maureen Hebert  
Rosemary Distel  
Dave Rubin  
Dwight Cross  
Kelly Rue Riso  
Jim Smith  
Jay Paterson  
Amanda Chaulk  
Jean Marie Clark  
Allan Rodgers

### Academic Organization

David Jarmy  
Susan Currier  
Kim Crowe  
Faye Tolar  
Steve Belitsos  
John Kidder  
Joan Richmond-Hall  
Michelle Sama  
Curtis Ostler  
Mary O'Leary  
Amanda Chaulk  
Ralph Esposito



Craig Damon  
Brent Sargent  
Eric Wolinsky  
Patricia Moulton  
Matt Gallagher  
Jeff Higgins  
Robert Palmer  
Rosemary Distel

Academics

John Kidder  
Kim Crowe  
Scott Sabol  
Rob Palmer  
Jeremy Ouellette  
Mary O’Leary  
Matt Gallagher  
Ellen Grimes  
Jeff Higgins  
Ralph Esposito  
Jessica Riley  
Marlys Eddy  
Sarah Billings-Berg  
Inge Luce  
Robin Guillian  
Faye Tolar  
Joan Richmond-Hall  
Robin Goodall  
Rosemary Distel  
Susan Currier  
Jason Lacroix  
Brent Sargent  
Stephanie Dorosko  
Eric Wolinsky  
David Jarmy  
Michael Marceau  
Allan Rodgers  
Others, TBD

Accreditation

Kim Crowe  
Alex Northern  
Rosemary Distel  
Susan Currier  
Amanda Chaulk

Anna Bouchard  
Savannah Simonds  
Maureen Hebert  
Brent Sargent  
Jane Kearns  
Robin Goodall  
Mary Kathryn Juskiewicz  
John Kidder  
Erica Dana  
Joan Richmond-Hall  
Cassandra Holbrook

Alumni

Rosemary Distel  
Curtis Ostler  
Dwight Cross

Development

Dave Rubin  
Curtis Ostler

Enrollment

Dwight Cross  
Jay Paterson  
Jessica Van Deren  
Cathy McCullough  
Steve Airoidi  
Ethan Johnson  
Craig Damon  
Kim Crowe  
Amanda Chaulk

External Relations

Pat Moulton  
Curtis Ostler  
Maureen Hebert  
Tricia Coates  
Jeff Higgins  
Karry Booska

Fiscal Plan

Lit Tyler

Brenda Flint  
Lori Rivers  
Ben Hulbert  
Karen Tetrault

Human Resources

Kelly Rue Riso  
Nate Ball  
Bob Dunkle  
Mary Kathryn Juskiewicz  
Michelle Graham  
Dianne Percy  
Geri Lynn Cohen  
Maureen Hebert  
Robin Goodall  
Michelle Stearns  
Lit Tyler

Marketing

Jessica Van Deren  
Dwight Cross  
Jim Smith  
Amanda Chaulk  
Faculty Peer Reviewers: Greg Hughes, Joyce Twing

Physical Plant

Dave Rubin  
Lit Tyler

Students

Anna Bouchard  
Jean-Marie Clark  
Jay Paterson  
Emile Fredette  
Karry Booska  
Sue Polen  
Mary Kathryn Juskiewicz  
Kathleen Mason  
Hilary Linehan  
Jane Kearns

Technology

Academic Technology

**Telepresence (Co-Chairs: Rosemary, Jim)**

Steve Bohnyak  
Rosemary Distel  
Jason Pelletier  
John Sheets  
Jim Smith

**Classroom and Lab Technology (Co-Chairs: Rosemary, Jim)**

Ken Bernard  
Steve Bohnyak  
Rosemary Distel  
Paul Evans  
Ted Manazir  
Jim Smith

**Allied Health Technology (Co-Chairs: Jim, Dave)**

Ken Bernard  
Rosemary Distel  
Dave Rubin  
Jim Smith  
Michelle Stearns

**Infrastructure**

**Network Infrastructure (no chair)**

Steve Allen (LSC)  
Bill Coberly  
Tom Maguire

**Printers / Copiers (no chair)**

Bill Ix  
Michelle Graham  
Jim Smith

**Phones (Chair: Dave)**

Mike Dente (LSC)  
Michelle Graham  
Tom Maguire  
Dave Rubin  
Jim Smith  
Karen Tetreault

**9.0 SUB-PLAN DOCUMENTS**

**9.4 ALUMNI SUB-PLAN (3 PAGES)**

**9.5 DEVELOPMENT SUB-PLAN (3 PAGES)**

**9.6 ENROLLMENT SUB-PLANS:**

**9.6.1 ADMISSIONS AND RECRUITMENT SUB-PLAN (2 PAGES)**

- 9.6.2 FINANCIAL AID SUB-PLAN (2 PAGES)**
- 9.6.3 COMMUNICATION SUB-PLAN (2 PAGES)**
- 9.6.4 ORIENTATION SUB-PLAN (2 PAGES)**
- 9.6.5 SECONDARY INITIATIVES SUB-PLAN (3 PAGES)**

**9.7 EXTERNAL RELATIONS SUB-PLAN (4 PAGES)**

**9.8 FISCAL SUB-PLAN (2 PAGES)**

**9.9 HUMAN RESOURCES SUB-PLAN (4 PAGES)**

**9.10 MARKETING SUB-PLAN (3 PAGES)**

**9.11 PHYSICAL PLANT SUB-PLAN – DEFERRED MAINTENANCE STUDY (391 PAGES)**

**9.12 STUDENTS SUB-PLANS:**

- 9.12.1 ACADEMIC SUCCESS (3 PAGES)**
- 9.12.2 ACTIVITIES (2 PAGES)**
- 9.12.3 ATHLETICS (5 PAGES)**
- 9.12.4 CAREER DEVELOPMENT (2 PAGES)**
- 9.12.5 DIVERSITY AND INCLUSION (4 PAGES)**
- 9.12.6 HARTNESS LIBRARY (4 PAGES)**
- 9.12.7 MENTAL AND PHYSICAL HEALTH (2 PAGES)**
- 9.12.8 PUBLIC SAFETY (2 PAGES)**
- 9.12.9 RESIDENCE LIFE (3 PAGES)**

**9.13 TECHNOLOGY SUB-PLAN (10 PAGES)**

**10.0 APPENDIX**

**10.1 ACADEMIC ORGANIZATION**

**SCHOOLS MODEL\_FINAL RECOMMENDATIONS.DOCX (2 PAGES)**

**10.2 ACADEMICS**

**ACADEMIC PLANNING - RETENTION SUB GROUP.DOCX (1 PAGE)**

**CLASSROOM AND LAB NEEDS REPORT.PDF (4 PAGES)**

**FINAL REPORT CURRENT-EXPAND-MERGE-CLOSE-NEW\_PROGRAM\_WORK\_REPORT-2018-07-27.PDF (16 PAGES)**

**FINAL REPORT GENERAL EDUCATION SUBGROUP%2C AUGUST 9%2C 2018.DOCX (2 PAGES)**

**PROPOSED SCHEDULE FOR ASSESSMENT & CONTINUOUS IMPROVEMENT SCHEDULE.XLSX (SPREADSHEET)**

**PRIMER FOR ACADEMIC ASSESSMENT SLOs DRAFT 0718.DOCX (5 PAGES)**

**PROGRAM OUTCOMES MASTER DRAFT 080918.XLSX (SPREADSHEET)**

**10.3 ACCREDITATION**

**DRAFT FINAL RECOMMENDATIONS NEASC PLANNING COMMITTEE.DOCX (2 PAGES)**

**10.7 EXTERNAL RELATIONS**

**EXTERNAL RELATIONS STAKEHOLDER CHARACTERISTICS (2 PAGES)**

**DESCRIPTION OF STAKEHOLDER CHARACTERISTICS (1 PAGE)**

**10.8 FISCAL**

**FINANCIAL STRATEGIC PLAN (2)**

DRAFT

Item 3:  
Vermont Tech Draft Williston Plan

## **Williston Strategic Plan**

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**Goal:** Facilitate the immediate and long term expansion of programs and space at the Williston campus.

### **Strategies:**

- Utilize existing classroom space for Radiography.
- End hair salon lease to facilitate Dental Therapy
  - Consider Para-medicine for a portion of this space.
- Update the 2012 “Master plan” for Williston and obtain cost estimates.
- Prepare for a capital campaign for Williston expansion.
- Provide temporary solutions for parking.
- Research additional opportunities for expansion by leasing/acquiring properties adjacent to the Williston campus.

### **Metrics:**

- Lease additional parking fall 2018.
- Demolish buildings for parking and build new parking as soon as practical.
- Prepare the 128room in the 100building for radiography summer 2019.
- Prepare the “hair salon space” for dental therapy Spring semester 2020 for summer 2020 start.
- Complete master plan update summer 2019

### **Background:**

Vermont Tech acquired the Williston Campus in 2003. We had offered programs for IBM in one or more of the buildings prior to acquisition.

The original programs in Williston included:

- Business AS
- Nursing: Practical Nursing Certificate, AS in Nursing
- Electrical Engineering Technology AE
- Dental Hygiene: AS

Total enrollment in 2003 was approximately 100 -200 FTE

### **Current State**

Over the years we have added a number of programs including:

- Professional Pilot (in conjunction with the VT Flight Academy at Burlington Airport)
- Computer Software Engineering, Computer Engineering Technology, Computer Information Technology. AAS, BS, MS
- Electromechanical Engineering Technology BS
- Electrical Engineering Technology AS
- Respiratory Therapy AS
- Para-medicine Certificate



Enrollment has grown to approximately 500 FTE. In addition to the degree programs, plumbing and electrical apprenticeship programs are taught in the evenings on the Williston campus.

**Facilities:**

The working campus consists of 5 buildings we own and operate. (See [attached map](#)) Four buildings (buildings 100, 200, 300 and 400) are one-story former commercial buildings that form a “circle” and house our classrooms, offices, library and labs. The 5<sup>th</sup> building (700) is three stories and houses our dorm rooms, a fitness center, and part of the Continuing Education and Workforce Development office, which contains a classroom and space we currently lease to a hair salon.

There are two other commercial buildings we own and have rented to private businesses. They are not shown on the map. One single-story, wood frame building (known as the “neck & back” building) is now vacant, used for storage and presently, employee parking. The other single-story, wooden frame building houses the Vermont Sandwich Company, which will be relocating in fall 2018. Neither building is useful for renovation and are slated for demolition at some point. We have terminated the lease with the Sandwich Shop due in part to the condition of the building and required renovations to bring the building to code. Also, we are working with the Town of Williston, which seeks to add a new road connecting Helena Drive with the mall across the street. That will involve “taking” some of the land we own and is part of the Sandwich Shop parking area. These negotiations are ongoing, but we hope to reach an agreement prior to the end of 2019.

There are two additional single-story, wood frame buildings located on land we own and lease to external parties. They house private sector business (Rack Warehouse and Creative Sound). We have a right of first refusal to purchase these buildings.

**Almost at capacity:**

We have reached 98% of capacity for classroom space during any academic year. That includes weekdays and evenings. We utilize classrooms in the evenings for apprenticeship training. We are hosting a new NVU Masters program on the campus on weekends.

We have reached 100% capacity of office space available. This can be mitigated to some degree by sharing faculty offices, but we have no capacity to add additional office or classroom space.

We have 30 dorm rooms in the 700 building or “Williston Building.” (#5 on the map). We have filled the dorms for the past several years. Currently these rooms are housing 47 students, some in triples. We have not had to lease additional rooms/apartments for the past two years, as we did three years ago.

We have exceeded our parking capacity for the first time this year. We are having employees park in the “neck and back building” parking lot and will utilize the “Sandwich Shop” parking when that tenant leaves. We are negotiating to lease additional parking spots at a nearby vacant restaurant until we can demolish the “neck & back and Sandwich Shop” buildings to improve that land for parking.

**Short Term Opportunities:** (Less than 2 years, minimal capital out-of-pocket except grants)

**Parking:** We have a parking “crisis” during the day on the campus now. It will lessen some with attrition, but we know the situation will become worse when we add additional programs.

We have initiated discussions to lease additional parking spots at a nearby vacant restaurant. This is accessible to campus via a crosswalk on Rte. 2A, so it should alleviate certain immediate pressures.

We need to demolish the “neck& back and sandwich shop” buildings, then prepare the space for more parking and provide access in to either Helena drive or the campus “loop” parking area. This needs to be done either spring or summer 2019. We do not have capital funds budgeted for this, so this may bump another capital project currently on the list.

We have two new programs we are adding to the Williston Campus:

**AS Radiography:** We have yet to go through the Policy 102 process for this program. We are in the process of hiring a program director to facilitate the process. This is an Associates of Science program Champlain College has ended and we want to restart. We currently have tremendous interest in this program.

The program can be located in an existing room in the 100 building. We have obtained all useful equipment from Champlain College. We hope to start this program in the fall of 2019. Renovation in the short term is relatively low-cost. However, long term, we are expected to have a fully operational radiography lab, with a fully charged x-ray lab. That will be a larger expense. We expect to pursue grants to facilitate that. We will have approximately 3 years from the start of the program to have the fully prepped lab.

**MS Dental Therapy:** We will be locating Dental Therapy in part of the space we currently lease to the hair salon in the “700 building”. We have grant funds to assist with the fit-up and we have significant grant funds for both equipment purchases and the first four years of operations.

The fit-up involves additional dental chairs and all that entails: water, air, electrical, etc. to construct a fully functional dental office. There is also a need for additional larger classroom and office space.

This work must be completed by summer of 2020, when the dental therapy program will commence. We may be able to use existing dental space that summer, as we do not offer dental hygiene in the summer. But new space must be ready by the time we start the fall 2020 dental hygiene classes.

**Other Possible Programs:**

In addition to the known new programs for Williston. We are or will be investigating additional new programs including:

- Aviation management
- Aviation airframe power plant

- Fire Science
- Sonography
- Architecture
- BS Healthcare Management
- Additional Continuing Education programs:
  - Business, Leadership, BS completion.

**Additional Williston needs:**

As programs and use of the campus grows, so will have the need for full-time Public Safety as well as some sort of dining hall/food court operation on the campus.

We presently have part-time Public Safety staff at Williston from 6pm to 11pm Monday through Friday and Saturdays from 8pm to midnight. There is no day time coverage, nor coverage on Sundays. We have work study or staff that provide weekend access to the classes hosted there, but that will have to change in the short term.

**Longer Term Opportunities:**

As we consider the longer term, there are additional programs that could be duplicated in Williston adding to enrollment potential. Some would require smaller investment. Most will require substantial investment in the millions of dollars.

**With Minor Capital Investment:**

**New or moved program possibilities:**

The following programs have potential for duplication at Williston. Presently these programs are offered in Randolph and would require a significant capital investment. We should duplicate them in partnership with the private or public sectors to provide “lab” or direct experience opportunities. These would require relatively “minor” capital investments of \$1-\$1.5 million dollars. We have not done a lot of investigation into these program possibilities other than to know there is interest. So, we are not prepared to move forward at this time.

- Fire Science: In partnership with local fire departments.
- Vet Tech: In partnership with local veterinarians and humane societies.
- Diesel, auto, transportation (This may require a major investment.

**With Major Capital:**

Growing the campus beyond the Short Term Opportunities outlined above will require “minor” to major capital investment. Ultimately, that capital investment WILL be required. But this investment is not something Vermont Tech can do on our own. We do not have the capital reserves to undertake such investment.

Expansion will be required to accommodate existing and potential new or duplicated programs at Williston. As noted above, we are at capacity on classroom, office and lab space in Williston after we have started Dental Therapy and Radiography.

**Land:** The “neck & back and Sandwich Shop” buildings are located on approximately 1.2 acres. We anticipate when the Town of Williston completes their road improvement project, that site

may be 1.1 or 1 acre, approximately. This site fronts on US Route 2 and is a highly valuable parcel for commercial development.

This parcel may present an opportunity for a public/private partnership with a developer to build a new building with commercial on the first floor and office/classroom on a second and potentially housing/dorm space on a third floor. This has not been explored to any significant extent but would seem possible.

**2012 study:** A 2012 study done by Northern Architects speaks to the possibility of demolishing the 100, 200 and 400 buildings on the Williston campus, one at a time, and constructing a new 3 or 4 story building, with ground floor parking, for classroom, office and dorm space. Cost estimates do not exist at this time but are needed as we move forward.

Each new building could be between 8,000-10,000 sq. ft. per floor for new building space of 20,000 to 30,000 square feet and parking of 10,000 sq. ft.

Alternatively, the “Creative Sound and Ski Rack” buildings may present a less disruptive, less costly solution for a number of years. However, a long term strategy will involve the demolition and new construction of buildings on the campus.

#### **How to fund?:**

Vermont Tech will have to undergo a substantial capital campaign to undertake these longer term investments. We believe there are opportunities to do this in Chittenden County. Public/private partnerships, capital campaign and perhaps some debt supported by increased enrollment could be the solution. We must work closely with the Chancellor and Board of Trustees as we pursue these options.

This expansion could be another public/private partnership, but we are not sure leasing long-term is the best strategy. Those options would have to be explored.

We do not see State funding as the likely solution to a Williston expansion. We could be wrong, but if State support could be available, it may be better to use that in Randolph Center for other parts of the College Master Plan we are developing.

#### **Financial:**

##### Short term:

- Parking: lease \$ 1,300/month, 6 months
- Parking: new parking lot on the land we own \$40,000 estimate, one time
- Public Safety staffing \$200,000 per year, ongoing.  
(Estimate)

##### Long term:

- Purchase of adjacent buildings and renovation \$2 million
- Demolition and new construction At least \$200 per square foot.  
Or \$6million to \$10million for one building.

Item 4:  
Castleton University Strategic Plan Draft

## Proposed Mission

*To understand the Castleton Way, which guides the university in all its endeavors, is to engage in respectful relationships in an inclusive, student-centered environment; to appreciate our learned and compassionate faculty and dedicated and caring staff; to strive to learn, use, and teach sustainable environmental practices; and to participate in strong community partnerships. Castleton's transformational education emphasizes undergraduate liberal arts and professional studies while also offering graduate programs. The university prepares its diverse students for relevant and meaningful careers in a global economy, advanced academic pursuits, and responsible citizenship.*

CURRENT MISSION AVAILABLE AT:  
[WWW.CASTLETON.EDU/MISSION](http://WWW.CASTLETON.EDU/MISSION)



**Castleton**  
UNIVERSITY

## 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

# Vermont State Colleges System Mission

For the benefit of Vermont, the Vermont State Colleges system provides affordable, high quality, student-centered, and accessible education, fully integrating professional, liberal, and career study, consistent with student aspirations and regional and state needs.

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## Vermont State Colleges System Strategic Priorities

- 1. INCREASE THE CONTINUATION RATE OF HIGH SCHOOL STUDENTS ON TO POSTSECONDARY EDUCATION.**
  - Provide effective leadership and advocacy, with partners, on the urgent need to increase postsecondary affordability and attainment while sustaining program quality.
  - Expand strategies (e.g. Introduction to College Studies, dual enrollment, “try a major” events) targeted at current populations of high school students who are not continuing with postsecondary education.
  - Expand existing and create additional flexible academic pathways into and through our degree programs, including providing meaningful certificates and associate degrees.
- 2. IMPROVE THE RETENTION AND GRADUATION RATES AT OUR COLLEGES.**
  - Implement degree maps to create clear curriculum paths to graduation.
  - Improve access and use of data and advising technologies.
  - Develop multiple delivery models for degree completion, including online, connected classrooms, and flexible schedule options.
  - Continue to increase comprehensive and strategic approaches to student support services.
- 3. BECOME A MORE ATTRACTIVE DESTINATION FOR VERMONT HIGH SCHOOL GRADUATES.**
  - Create a positive brand at the VSCS system level that supports the unique characteristics of each college and is rooted in the sustained quality of the academic experience.
  - Continue to improve technological and physical infrastructure.
  - Enhance relationships with school counselors statewide.
  - Establish VSCS celebration and support of academic excellence (e.g. VSCS Hall of Fame).
- 4. SERVE WELL MORE WORKING AGE VERMONTERS.**
  - Improve and expand flexible and online delivery of programs across the VSCS to increase number of degree programs available to students statewide.
  - Work with employers on needs assessment and flexibility of delivery.
  - Improve the entire technology infrastructure of the system to ensure that it is user friendly and competitive.
- 5. OPERATE AS A MORE INTEGRATED SYSTEM TO EXPAND STUDENT OPPORTUNITIES AND ACHIEVE OPERATIONAL EFFICIENCIES.**
  - In addition to maximizing productive collaboration and integration across the entire system, develop strategic alliances between Johnson and Lyndon State Colleges, as well as Vermont Technical College and Community College of Vermont, intended to complement and/or supplement their individual strengths and weaknesses.
  - Improve the entire technology infrastructure of the system to ensure that it is user friendly and competitive.
  - Review the financial model of the system to ensure institutional stability and explore financial incentives that support collaboration and system interconnectedness.
  - Reduce transferability and course-sharing barriers to expand the diversity of student academic and co-curricular learning opportunities.
- 6. INCREASE STATE FINANCIAL SUPPORT AND OTHER SUPPLEMENTAL REVENUES.**
  - More effectively advocate for state support.
  - Increase grant-writing capacity in the system.
  - Collaborate on shared fundraising resources.