

MEMORANDUM

TO: VSCS Board of Trustees

FROM: Sophie Zdatny, Chancellor

DATE: December 2, 2020

SUBJECT: Board of Trustees Regular Meeting on December 7, 2020

Trustees:

The materials are now available for the upcoming regular Board meeting scheduled for **1:00 p.m.** on Monday, **December 7, 2020**. The meeting will take place via Zoom and will be livestreamed on YouTube.

We have two presentations at the upcoming meeting.

The first presentation will be by **Shirley Jefferson**, the Associate Dean for Student Affairs and Diversity at Vermont Law School. Dean Jefferson will provide a short presentation, approximately 15-20 minutes in length, and would then be happy to answer questions and engage in a discussion as to ways in which the VSCS's member institutions can work to make their campuses more welcoming to students of color. The materials include a recent report from the New England Board of Education (NEBHE) titled *Indicators of Postsecondary Diversity, Equity and Inclusion in New England*.

The second presentation will be by **Dr. Barbara Brittingham**, retired president of the New England Commission of Higher Education (NECHE) and **Dr. James Page**, retired chancellor of the University of Maine System and consultant to the VSCS. As several scenarios concerning VSCS's future involve adapting or changing its accreditation structure, Dr. Brittingham and Dr. Page have been invited to provide an overview of salient points both as they pertain to accreditation generally and to VSCS's current situation in particular. In addition to their responsibilities as president and chancellor respectively, they led the discussions with the federal Department of Education that resulted in the first conversion to system accreditation in American public higher education.

Dr. Brittingham will present:

1. an overview of the American system of regional accreditation: its mission and goals;
2. an introduction to NECHE: its operating principles and standard practices;

3. the what's and how's of making structural accreditation change (a “substantive change”).

Dr. Page will present:

4. what bringing multiple institutions under a single accreditation does and does not do; and
5. resources needed for successful change.

Their presentations are expected to take approximately 30 minutes in total, leaving time for questions and discussion.

As part of the **Chancellor's update**, I will provide an update on our capital bill and appropriations requests to the Governor. This will be brief as this will be discussed in greater detail at the Finance and Facilities Committee being held earlier in the day. In addition, we will provide a quick update on the work of the legislative Select Committee¹ and discuss the Board's next steps for discussing and taking action upon the Committee's recommendations.

Next, we will hear from the **Finance and Facilities Committee**, which is holding a meeting earlier on December 7th. We anticipate that the Committee will be sharing a proposed resolution for the Board's consideration regarding tuition and fees for 2021-2022.

We will then discuss the **Presidents' strategies** for implementing the Board's selected strategic priorities for this academic year.

Before we conclude, we will be asking the Board to vote on replacing Trustees Cluver and Luneau with Trustees Giambatista and Moran on the Audit Committee.

I look forward to seeing you all on Monday.

Cc: Council of Presidents
Academic Deans
Business Affairs Council
Student Affairs Council

¹ The final version of the Select Committee's first report is scheduled to be submitted to the Governor and the General Assembly on December 4, 2020. This will be shared upon its release.

Vermont State Colleges Board of Trustees Meeting
Zoom Meeting/YouTube Stream
Monday, December 7, 2020

AGENDA

1:00 P.M. – Board of Trustees Meeting

1. Call to order
2. Approval of Minutes
 - a. November 16, 2020 Regular Board Meeting
3. Presentation by **Shirley Jefferson**, Esq., Associate Dean for Student Affairs and Diversity at Vermont Law School, on addressing the challenges faced by students of color in higher education in Vermont
4. Presentation by **Dr. Barbara Brittingham**, former President of the New England Commission of Higher Education (NECHE), and **Dr. James Page**, former Chancellor of the University of Maine System, on accreditation, the process for making a structural accreditation change, what a single accreditation can and can't do, and the resources needed for successful change
5. Chancellor's Update
6. Review and approval of resolution on tuition and fees for FY22
7. Presidents' strategies for implementing the Board's strategic priorities
8. Election of Trustee Giambatista and Trustee Moran to the Audit Committee
9. Additional Business
10. Comments from the Public
11. Adjourn

MEETING MATERIALS

- Item 1: November 16, 2020 Meeting Minutes
- Item 2: NEBHE: Indicators of Postsecondary Diversity, Equity, and Inclusion in New England
- Item 3: Resolution 2020-021 AY2021-2022 Tuition Freeze
- Item 4: Strategic Actions
- Item 5: Committee Assignments (updated)

ITEM 1:
November 16, 2020 Meeting Minutes

Minutes of the VSCS Board of Trustees Meeting held Monday, November 16, 2020, at 1:00pm via ZOOM – UNAPPROVED

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

The Vermont State Colleges Board of Trustees met on Monday, November 16, 2020, via ZOOM.

Board members present: Lynn Dickinson (Chair), Janette Bombardier, Megan Cluver, Ryan Cooney, Dylan Giambatista, Adam Grinold, Bill Lippert, Karen Luneau, Jim Masland, Mary Moran, Mike Pieciak (2:04 p.m.), David Silverman, Shawn Tester (1:30 p.m.)

Absent: Linda Milne

Presidents: Elaine Collins, Joyce Judy, Pat Moulton, Jonathan Spiro (Interim)

Chancellor's Office Staff: Donny Bazluke, Network/Security Analyst
 Kevin Conroy, Chief Information Officer
 Renee Hunt, Controller
 Katherine Levasseur, Director of External and Governmental Affairs
 Katrina Meigs, System Director of HR and Benefits Administration
 Jen Porrier, Administrative Director
 Kathryn Santiago, Assistant General Counsel
 Sharron Scott, Chief Financial/Operations Officer
 Patty Turley, General Counsel
 Meg Walz, Director, Program Manager
 Sophie Zdatny, Chancellor
 Yasmine Ziesler, Chief Academic Officer

From the Colleges: Sarah Chambers, Coordinator of Instructional Technology, Castleton University
 Bryce Diggs, Student, Castleton University
 Chris Gilmore, Director of Athletics, Northern Vermont University
 Laura Jakubowski, Chief Budget & Finance Officer, Castleton University
 Sara Lussier, Faculty, Northern Vermont University
 Karen Madden, Director of Academic Support Services, Northern Vermont University
 Kathleen Mason, Coordinator of Diversity, Equity and Inclusion, Vermont Technical College
 Tom Mauhs-Pugh, Provost, Castleton University
 Linda Olson, VP Education AFT-VT, Castleton University

Andy Pallito, Dean of Administration, Community College of Vermont

Patricia Shine, Faculty, Northern Vermont University

Ayo Shokeye, Student, Northern Vermont University

Miles Smith, Assistant Director of Athletics, Northern Vermont University

Sabra Anne Snyder, Student, Northern Vermont University

Toby Stewart, Dean of Administration, Northern Vermont University

Devyn Thompson, Student, Northern Vermont University

Littleton Tyler, Dean of Administration, Vermont Technical College

Jamey Ventura, Associate Dean of Athletics, Northern Vermont University

Beth Walsh, President, VSCUP, Northern Vermont University

Cynci Watkins, Student, Vermont Technical College

From the Public:

Michael Alcamo, External Consultant

Nicholas DiGiovanni, Esquire, External Labor Counsel

Lola Duffort, Reporter, VT Digger

1. Chair Dickinson called the meeting to order at 1:03 pm.
2. Approval of Minutes
 - a. October 16, 2020 Regular Board Meeting
 - b. October 29, 2020 Special Board Meeting

Trustee Moran moved and Trustee Grinold seconded the motion to approve the minutes from October 16, 2020 and October 29, 2020. The motion was approved unanimously.

3. Chancellor's Update

Chancellor Zdatny reported that the Legislative Select Committee received the Draft Outline Report from NCHEMS, the external consulting firm retained to assist the Select Committee. This report was discussed at the November 9th Select Committee meeting and based on that discussion there will be an added Select Committee meeting to be held on November 23rd, in addition to the November 30th meeting currently scheduled. The final report will be issued on December 4th and the VSCS Board of Trustees will meet on December 7th. The Draft Outline Report contains several recommendations that the VSCS is already working on including standardizing core education programs, collaborating on programs between Northern Vermont University and Castleton University, and moving to a system-wide budget, among others. Chancellor Zdatny then shared that the VSCS met with the Administration on November 13th to discuss the VSCS's Capital Bill request. The VSCS's appropriation request is due on November 20th and will be discussed at a November 23rd meeting with the Administration.

Trustee Cluver moved that the Board direct the Chancellor to work, in consultation with the Presidents, on developing an implementation plan and the decision structure necessary to move forward upon completion of the Select Committee's report. Trustee Luneau seconded the motion and it passed unanimously.

A robust discussion followed regarding the broad nature of the report and the strategy of the VSCS for determining the direction and focus for action.

4. Report from the Education, Personnel and Student Life Committee
 - a. Approval of revisions to VSC Policy 208: *Criminal Background Checks*

Chief Academic Officer Dr. Yasmine Ziesler updated the Board briefly on the 2020 cycle of the "PreCIP" process. Given the pandemic, the review process was modified and only a limited number of programs have completed reports for this year. These will be reviewed, and the results shared with EPSL at its next meeting.

General Counsel Patty Turley then reviewed the proposed revisions to VSC Policy 208: Criminal Background Checks. The current policy of the VSCS requires all new employees to undergo fingerprint-supported background checks, which is a lengthy process with significant delays. The proposed changes allow the system to use other background check options, including online services. These changes provide greater flexibility and the receipt of more timely results. The policy revisions create flexibility while still maintaining necessary protections.

Trustee Moran moved and Trustee Silverman seconded the motion to approve the revisions to VSC Policy 208: Criminal Background Checks. The motion was approved unanimously.

5. Report from the Long Range Planning Committee
 - a. Approval of Chancellor's Recommendations for Strategic Action in 2020-2021

Chancellor Zdatny explained that, based on the Strategic Priorities adopted by the Board at its October 16, 2020 meeting, the Chancellor, in consultation with the Council of Presidents, is recommending that the VSCS focus on particular strategic initiatives, with measurable key performance indicators, for the current academic year.

Trustee Bombardier moved and Trustee Moran seconded the motion to approve the Chancellor's Recommendations for Strategic Action in 2020-2021. The motion was approved unanimously.

6. Report of Finance and Facilities Committee
 - a. Approval of the FIPSE Grant
 - b. Approval of FY21 Budget
 - c. Discussion of tuition and fees for 2021-2022
 - d. Review of VSCS capital bill and state appropriation request

Trustee Silverman reminded the Board that the system-wide FIPSE grant supports the VSCS Strong Project and is designed to improve Vermont high school to college continuation rates through expanded dual enrollment programming, targeted professional development, and strategic investments in technology that will improve distance learning throughout the VSCS.

Trustee Silverman moved and Trustee Grinold seconded the motion to approve the FIPSE Grant. The motion was approved unanimously.

Trustee Silverman moved and Trustee Masland seconded the motion to approve Resolution 2020-022 FY2021 Vermont State Colleges System Annual Operating Budget. The motion was approved unanimously.

Chancellor Zdatny shared an FY2022 early budget estimate snapshot and discussed the estimated budget gap of between \$42 and 47 million dollars. This early snapshot assumes several factors: no increase in tuition or room and board, bargained-for faculty wage increases, fulfilling the debt service obligation, and meeting the standard requirements for capital maintenance. The Chancellor reinforced that the VSCS will work closely with the Board, member institutions, Governor and Legislature as direction is received from the Select Committee. On Friday, November 20, the VSCS will submit its State Appropriation request for a combination of base appropriation and bridge funds necessary to operate the VSCS in FY2022.

7. Report of the Audit Committee
 - a. Approval of FY2020 Draft Audited Financial Statements

Chief Financial and Operating Officer Sharron Scott shared that the Audit Committee last met October 29th and heard a report from auditors O'Connor & Drew that they had completed a clean audit.

Trustee Dickinson moved and Trustee Giambatista seconded the motion to approve Resolution 2020-020 Acceptance of the FY2020 Draft Audited Financial Statement. The motion was approved unanimously.

8. Presentation by Nicholas DiGiovanni, Esq. regarding VSCS's Collective Bargaining Agreements

Chancellor Zdatny introduced Nicholas DiGiovanni, who provided an educational presentation on the VSCS's collective bargaining agreements.

Executive Session:

At 2:44 p.m. Trustee Cluver moved that the VSCS Board of Trustees enter executive session, pursuant to 1 V.S.A. § 313(a)(1)(B) to discuss labor relations agreements with employees; and 1 V.S.A. § 313(a)(1)(F), for the purpose of receiving confidential attorney client communications made for the purpose of providing professional legal services. The motion stated that because premature general public knowledge of these discussions would place the VSCS at a substantial disadvantage it was appropriate for the Board to enter executive session. Along with the members of the Board present at the meeting, the Board invited the Chancellor, the Presidents, VSCS Chief Financial Officer, VSCS Chief Academic Officer, VSCS General Counsel, System HR Director, Director of External and Governmental Affairs, and outside labor counsel Nicholas DiGiovanni to attend. Trustee Moran seconded the motion and it passed unanimously.

The Board exited Executive session at 3:48 p.m.

The Board took a 10-minute break.

9. Presentation by Michael Alcamo, regarding VSC's Educational Broadcast Spectrum Licenses

General Counsel Patty Turley advised the Board that the VSCS holds three licenses registered with the FCC for Educational Broadband Services Spectrum. Ms. Turley then introduced Michael Alcamo who shared more information about the history of the licenses and recent regulatory changes at the FCC. A revision to VSC Policy 427: Leasing of Educational Broadband Services Spectrum was proposed as the current policy only allows leasing of licenses and the revisions to the policy will allow for the sale of the licenses, consistent with FCC regulations.

Executive Session:

At 4:21 p.m. Trustee Cluver moved that the VSCS Board of Trustees enter executive session, pursuant to 1 V.S.A. § 313(a)(1)(A) to discuss contracts to which the VSCS may be a party; and 1 V.S.A. § 313(a)(1)(E) to discuss pending or probable civil litigation to which the VSC may be a party; and 1 V.S.A. § 313(a)(1)(G) to negotiate or secure lease options; and 1 V.S.A. § 313(a)(1)(F) for the purpose of receiving confidential attorney client communications made for the purpose of providing professional legal services. The motion stated that because premature general public knowledge of these discussions would place the VSCS at a substantial disadvantage it was appropriate for the Board to enter executive session. Along with the members of the Board present at the meeting, the Board invited the Chancellor, the Presidents, VSCS Chief Financial Officer, VSCS General Counsel, Director, Director of External and Governmental Affairs, and consultant Michael Alcamo to attend. Trustee Moran seconded the motion and it passed unanimously.

The Board exited Executive Session at 4:47 p.m.

Trustee Moran moved and Trustee Cooney seconded the motion to approve the revisions to VSCS Policy 427: Leasing of Educational Broadband Spectrum. The motion was approved unanimously.

10. Presentation by VSCS Social Justice on diversity, equity and inclusion initiatives across the VSCS

Chair Dickinson welcomed Kathleen Mason, Coordinator of Diversity, Equity and Inclusion at Vermont Technical College who introduced the following students: Bryce Diggs, Castleton University, Ayo Shokeye, Northern Vermont University, Sabra Anne Snyder, Northern Vermont University, Devyn Thompson, Northern Vermont University, and Cynci Watkins, Vermont Technical College. The students shared their experiences and perspectives on racial justice on campuses. The students concluded their discussion with a list of asks and a recommendation for the Board, as follows:

- *Recruit, hire, & retain more racially diverse staff, administration and faculty members.*
- *Provide regular education & trainings for staff, administration and faculty members on issues of racial justice & white supremacy.*
- *Establish groups and spaces on each campus specifically for students of color.*
- *Offer more courses that specifically address diversity, multi-culturalism, and anti-racism.*

- *Make racism/multi-culturalism courses a core requirement for Gen Ed programs, especially if the VSC establishes a unified Gen Ed program.*
- *Help all faculty members to incorporate more racially diverse materials into their curricula.*
- *Have the Chancellor's Office and the Board of Trustees keep racial justice as a priority in all of their work and increase the racial diversity of the Board and Office of the Chancellor.*
- *Have the Board of Trustees make each campus create an Anti-Racist Pledge for all faculty and Staff and students.*

11. Additional Business

Chancellor Zdatny asked for a vote to approve the addition of two board meetings on Friday January 15, 2021 and Monday February 22, 2021 to the calendar.

Trustee Silverman moved and Trustee Cooney seconded the motion to approve the addition of Board meetings on January 15, 2021 and February 22, 2021. The motion was approved unanimously.

12. Comments from the Public

There were no comments from the public.

Chair Dickinson adjourned the meeting at 5:30 p.m.

ITEM 2:

**NEBHE: Indicators of Postsecondary Diversity, Equity and Inclusion in
New England**

NOVEMBER 2020

INDICATORS OF POSTSECONDARY DIVERSITY, EQUITY, AND INCLUSION IN NEW ENGLAND



New England Board of Higher Education

PREPARED BY:

Stephanie Murphy
Associate Director of Policy Research & Analysis

Candace Williams
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State Policy Engagement Coordinator

If the ladder of educational opportunity rises high at the door of some youth and scarcely rises at the doors of others, while at the same time formal education is made a prerequisite to occupational and social advancement, then education may become the means, not of eliminating race and class distinctions, but of deepening and solidifying them.

- President Harry S. Truman
"Statement by the President Making a Public
Report of the Commission on Higher Education"
December 15, 1947

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THE CASE FOR EXAMINING DIVERSITY, EQUITY, AND INCLUSION IN NEW ENGLAND

Diversity. Equity. Inclusion.

These words have dominated the national conversation in recent weeks. From the racial justice protests that have sprung up across the U.S. since the death of George Floyd, to the White House's recent [executive order](#) against the "malign ideology" of diversity training efforts in federally funded programs, individuals from both sides of the political aisle have had a lot to say on the matter.

In addition to the recent resurfacing of questions around racial justice in the U.S., significant demographic shifts in New England prompt us to reexamine the persistent quality of life gaps that exist in our region along racial and ethnic lines. Many of these gaps have been shown to threaten society's long-term well-being and economic success (Page 2008, Futrelle 2013, Burns 2012).

While New England's population remains predominantly non-Hispanic white, the region has diversified considerably in recent years, as most population growth has occurred among minority groups. According to the U.S. Census Bureau, between 2010 and 2018, **New England's non-Hispanic white population shrank by 3.1%**. During this same period, the region's minority populations grew significantly: **The Black population increased by 13.2%**, the number of **Hispanics rose by 29.4%**, and the **Asian population expanded by 29.5%** (U.S. Census Bureau).

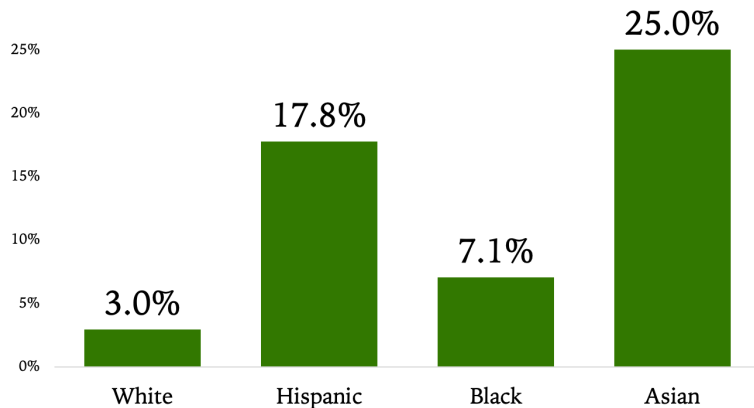
Researchers project that this general demographic pattern will persist. By 2032, **New England's white population of high school graduates is forecast to shrink by 21%**. By contrast, the region's number of **Black high school graduates is anticipated to grow by 7%**, **Hispanics in this same category are expected to proliferate by 26%**, and New England's **Asian population is projected to grow by nearly 12%** (Bransberger and Michelau 2016).

This brief builds on previous work by the New England Board of Higher Education to re-examine the disparities that exist in New England along racial and ethnic lines, many of which begin at birth and persist through young adulthood and beyond. Erasing these disparities is critical to the economic vitality of New England. Higher education leaders and policymakers must act now to ensure that *every* New Englander has the same opportunity to thrive.

NEW ENGLAND THEN AND NOW

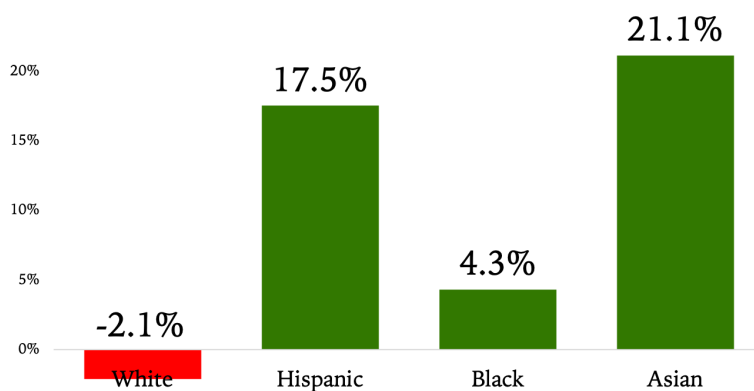
Percent Change in Population, by Race/Ethnicity: 2010-2018

Figure 1: United States



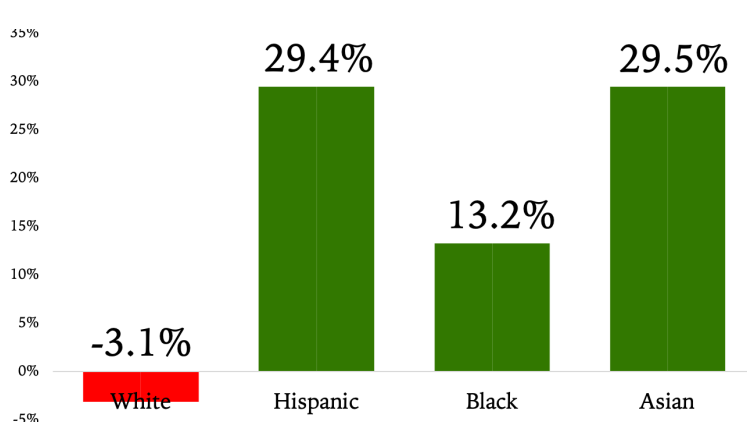
Between 2010-2018, the U.S. population grew among every racial/ethnic group. The growth of every group outpaced that of white Americans.

Figure 2: Northeast Region



During this same period, in the Northeast, which includes New England and the Middle Atlantic states from which many of the region's college students originate, the white population shrank slightly, but the number of Hispanics, Blacks, and Asians grew sharply.

Figure 3: New England



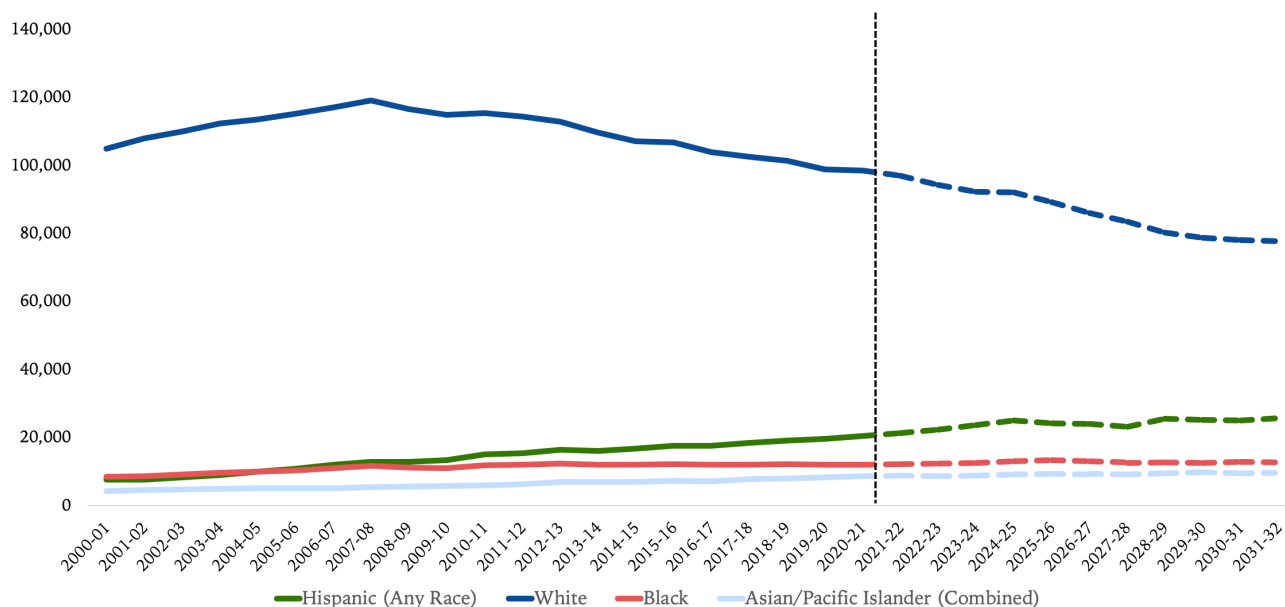
In New England specifically, the white population shrank at a higher rate, and every other racial/ethnic group grew at a higher rate than both national and northeastern regional averages.

Source: U.S. Census Bureau, 2010- 2018 American Community Survey 1-Year Estimates. Table DP05.

Note: The Northeast Region comprises the states in the New England and Middle Atlantic Divisions: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont.

DEMOGRAPHIC TRENDS, CONTINUED

Projected Number of High School Graduates in New England, by Race/Ethnicity: From 2000-01 to 2031-32



Source: NEBHE analysis of WICHE's *Knocking at the College Door*, 2016

By 2032, the number of new high school graduates in New England is projected to decline by 18,000, or by 12% (Bransberger and Michelau 2016).

In the region, Connecticut and New Hampshire are expected to face the sharpest declines: The number of new high school graduates in both states is expected to decrease by at least 16% by 2032 (ibid).

Much of the overall drop in high school graduates can be explained by declining birth rates among white New Englanders. Between 2020-2032, the population of white high school graduates is projected to fall by 21% (ibid).

Yet, while the region's white population is shrinking, its minority population is growing. Between 2020-2032, the number of minority high school graduates will increase significantly: by 26% among Hispanics, 7% among Blacks, and 13% among Asian/Pacific Islanders (ibid).

For every 10 white high school graduates lost in New England, three minority graduates are gained (ibid).

SOME EVIDENCE OF STRUCTURAL INEQUALITY IN NEW ENGLAND

While the population of racial and ethnic minorities in the region has been growing rapidly, **quality-of-life gaps persist** between white New Englanders and their Black and Hispanic peers.

49-78%

INCOME GAP BETWEEN WHITE NEW ENGLANDERS AND THEIR BLACK AND HISPANIC PEERS

In 2018, white New Englanders had a median income of **\$76,342**— **4% higher** than the total regional average (\$73,199), **49% higher** than the median income of Black New Englanders (**\$51,378**) and **78% higher** than the median income of Hispanic/Latino New Englanders (**\$42,922**).

Source: U.S. Census Bureau, American Community Survey, Table S1903

17-23 PERCENTAGE POINTS

GAP IN HOME OWNERSHIP BETWEEN WHITE NEW ENGLANDERS AND BLACK AND HISPANIC INDIVIDUALS

A well-documented history of mortgage market discrimination shows that Blacks and Hispanics are significantly less likely to own a home than whites. In 2019, 69% of white Americans owned a home, compared to only 42% of Blacks (-23), and 48% of Hispanics (-17).

Source: U.S. Census Bureau, Current Population Survey/ Housing Vacancy Survey, March 10, 2020

5-15 PERCENTAGE POINTS

DISPARITY IN THE INCARCERATION RATES OF WHITE NEW ENGLANDERS COMPARED TO BLACK AND HISPANIC INDIVIDUALS (AS A PROPORTION OF THE TOTAL POPULATION)

While white New Englanders comprise 80.6% of the region's total population, they account for 60.8% of the prison population. By contrast, Black New Englanders make up just 5.8% of the region's population, but 20.9% of the incarcerated population. Similarly, Hispanics account for 8.9% of New Englanders but 14.8% of the region's prisoners.

Source: NEBHE analysis of Bureau of Justice Statistics data (2018)

EQUITY INDICATORS

This report draws from multiple data sources to provide measures of equity, diversity, and inclusion in college readiness, access and enrollment, college affordability, post-college success, and instructional staff composition across New England's postsecondary institutions. The purpose of this report is to:

- **Investigate** the condition of equity in New England higher education
- **Identify** gaps that may hinder the achievement of equity in the region
- **Demonstrate** the need for increased support of policies and practices that will foster more equitable, diverse, and inclusive systems, structures and institutions of higher education throughout New England.

Indicator #1 College Readiness

- Projected High School Graduation Rates
- High School Dropout Rates
- AP College-Readiness Benchmarks

Indicator #2 Access & Enrollment

- Enrollment Rates by
 - Sector
 - Race/Ethnicity
 - Household Characteristics

Indicator #3 Affordability & Debt

- Net College Cost Trends
- Average Student Loan Balance
- Share of Students with Student Loan Debt
- Cumulative Student Loan Debt by Race/Ethnicity

Indicator #4 Post-College Success

- Postsecondary Attainment Rates
- Six-Year Completion Rates
- Share of Degrees Awarded

Indicator #5 Faculty Diversity

- Racial and Gender Make-up of Instructional Staff with Faculty Status
- Academic Rank of Instructional Staff
- New Instructional Staff Hires
- Racial/Ethnic Representation of the Faculty Population

Note: This is not meant to be an exhaustive list of indicators, but rather a starting point by which to establish meaningful benchmarks for the region's higher education community. Some data, such as FAFSA completion rates, are not available at the state-level and represent areas for additional work. We also encourage states to consider how equity is accounted for in longitudinal data systems. NEBHE welcomes feedback and recommendations for key indicators. Share your thoughts with Stephanie Murphy at smurphy@nebhe.org

EQUITY INDICATOR #1

College Readiness

HIGH SCHOOL PERFORMANCE

Public High School Adjusted Cohort Graduation Rates (ACGR) in New England: 2017-18

White High Schoolers



86%

Hispanic High Schoolers



79%

Black High Schoolers



70%

Gap
between
white New
Englanders
and the
region's
Black and
Hispanic
populations:

-7

-16

SOURCE: U.S. Department of Education, Office of Elementary and Secondary Education, Consolidated State Performance Report, Table 219.46, 2012-13 through 2017-18. The term "adjusted cohort" is the number of students who enter 9th grade plus any students who transfer in, minus any students who transfer out, grades 9-12.

More than six decades after the landmark decision of *Brown v. Board*, minority students — including Blacks and Hispanics — continue to trail their white peers on a variety of important educational indicators.

Despite the American democratic ideal of education as a "great equalizer," a large body of research documents significant racial/ethnic disparities in the high school graduation rates of students (Coleman 1966, Heckman & LaFontaine 2010, Thernstrom & Thernstrom 2003). These chronic gaps often later translate into social inequalities in adulthood, such as future earnings and employment status, and incarceration rates (Fryer, 2013).

In New England, high school graduation rates of minority groups are persistently lower than that of the white population, with intermittent but largely unsustainable improvements over the last decade. In 2017-18, compared to their white peers, Black New Englanders graduated high school at a rate that is 16 percentage points lower, and Hispanics graduated at a rate that is seven percentage points lower.

Percentage of High School Dropouts Among 16 to 24 Year-Olds: 2018

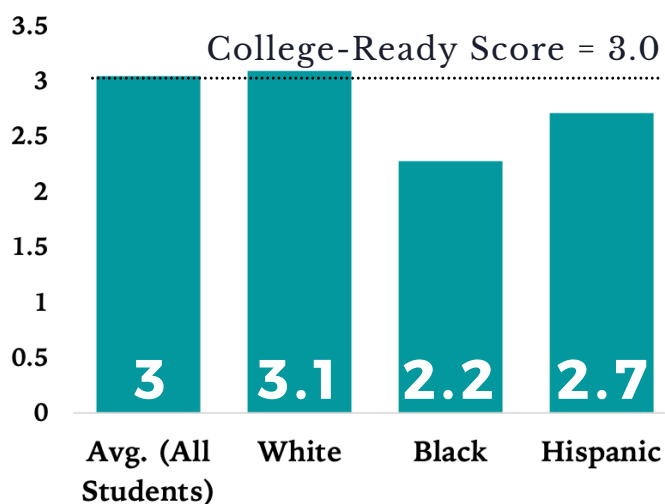
New England, by race/ethnicity:



SOURCE: U.S Department of Commerce, Census Bureau, American Community Survey (ACS), Table 219.85s.

While we often talk about "achievement gaps," equally important is what is sometimes called the "**discipline gap**." Evidence shows that minority students tend to be disciplined more severely than their white peers. For decades, this discipline gap has been shown to increase the high school drop-out rates of Black and Hispanic students (Bradshaw, O’Brennan, & McNeely 2008). This, in turn, has larger ecological implications, such as affecting minority students' sense of belonging and perceptions of equity (Bradshaw, Bottiani, & Mendelson 2017).

Mean AP Scores in New England (All Exams): 2019



Of the exams taken in New England in 2019, 65% achieved a score of 3 or higher.

Ours is a high-performing region on AP exams — but only for some students. In all six New England states, there are glaring AP "**performance gaps**" between white exam-takers and those who are Black or Hispanic. Black and Hispanic students who take the AP exam achieve mean scores well below their white peers, and they perform below their state’s total average score.

Source: NEBHE analysis of the College Board’s National and State Summary Reports for 2019.

AP exams with scores of 3 or higher often translate to college credit, allowing students to save time and money in completing a postsecondary credential.

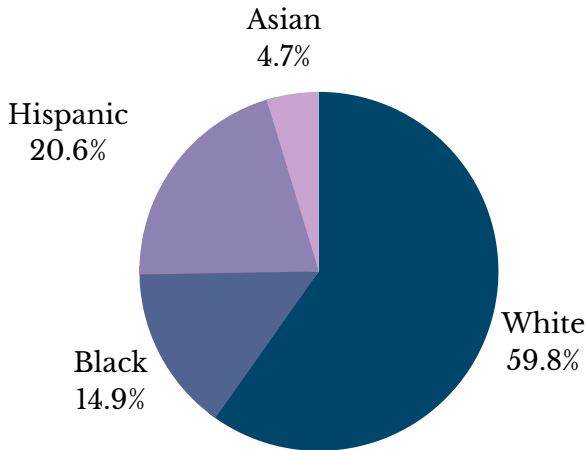
EQUITY INDICATOR #2

Access & Enrollment

COLLEGE ENROLLMENT

Fall Undergraduate Enrollment in New England: 2018

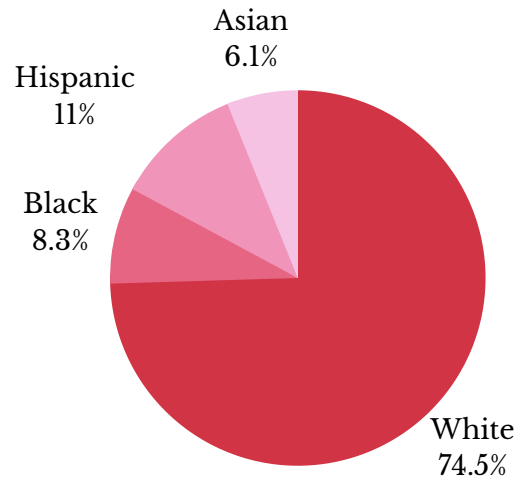
Public Two-Year Institutions



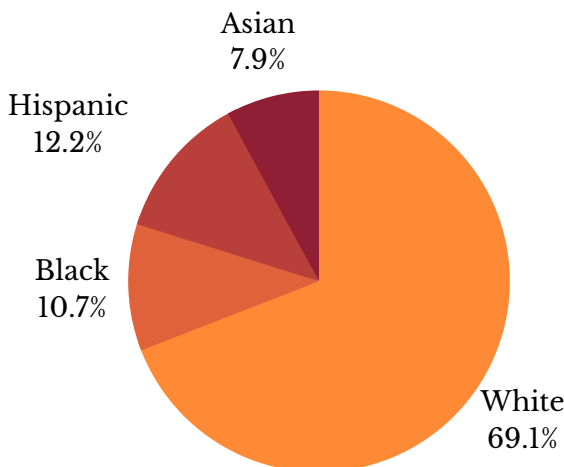
Community colleges, tend to serve more diverse populations than do public and private four year institutions in New England. They are also among the most affordable and flexible postsecondary education options in the region.

White students make up the vast majority of the student body at our region's public four-year colleges. These institutions in Connecticut, Massachusetts, and Rhode Island (in that order) serve the most non-white students in New England.

Public Four-Year Institutions



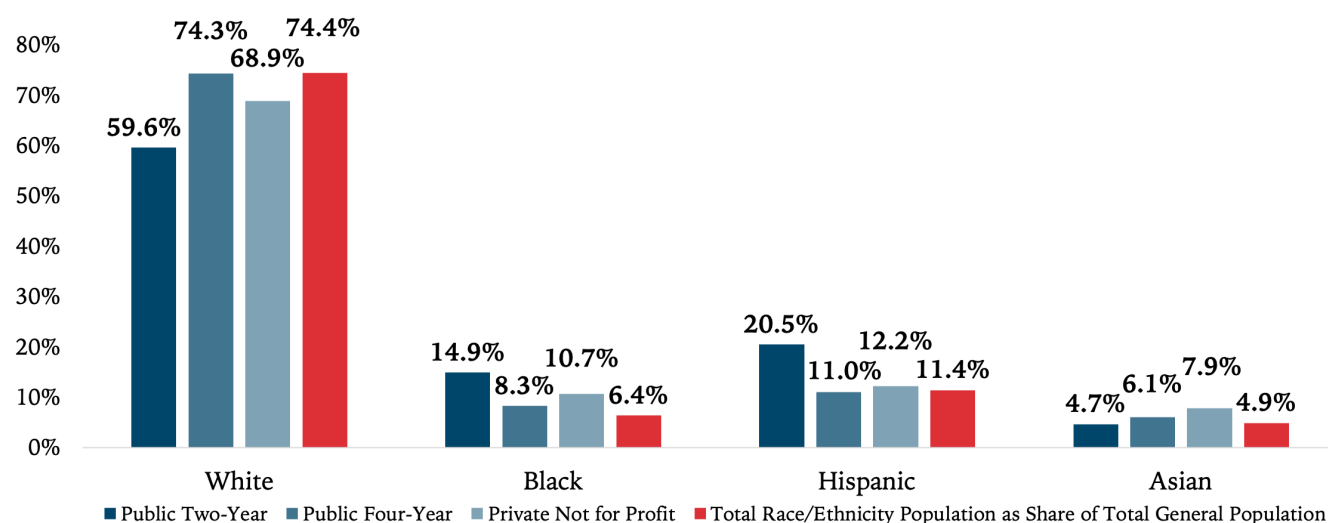
Private Not for Profit Four-Year Institutions



Four-year private, not-for-profit institutions make up a large portion of the colleges and universities in New England. While they serve more students of color than do four-year public institutions in the region, they are still predominantly white serving. This data mirrors federal data, as private colleges and universities are still predominantly white spaces in our country.

SOURCE:

Racial/Ethnic Groups as a Share of the Postsecondary Student Population Compared to the General Population in New England, by Sector: 2018



SOURCE: U.S Department of Commerce, Census Bureau, American Community Survey (ACS), 2018, Table 302.65.

Despite recent gains in the college-going rates for all demographic groups, gaps in college enrollment among different racial/ethnic groups persist.

Black and Hispanic individuals are overrepresented at New England's two-year institutions, comprising a larger share of the community college student body than of the region's general population. Research suggests that this may be due to a greater sensitivity to labor market conditions among Blacks and Hispanics, compared to white individuals (Smythe 2019).

The chart above also demonstrates that Black and Hispanic New Englanders are less likely than their white peers to enroll in four-year colleges and universities — especially public institutions. Evidence shows that a number of barriers may account for this disparity, especially inadequate college-related social resources among disadvantaged students (Avery & Kane 2004) and inadvertently harmful programs like traditional forms of remediation. There is some evidence that counseling models aimed at providing these types of resources may improve college enrollment (Stephan & Rosenbaum 2013).

Additionally, reductions in racial/ethnic disparities in college-going rates have occurred in other states as a result of revised statewide college admissions policies. One such policy is the [Texas Top 10% plan](#), which guarantees public university admission to students who graduate in the top decile of their high school class. As a result of the policy, Black and Hispanic enrollment has steadily risen in Texas and has led to instances in which universities welcome the most diverse freshmen classes in their campus history (House Research Organization 2005). States may also consider system-wide admissions policies to boost college-going of students of color.

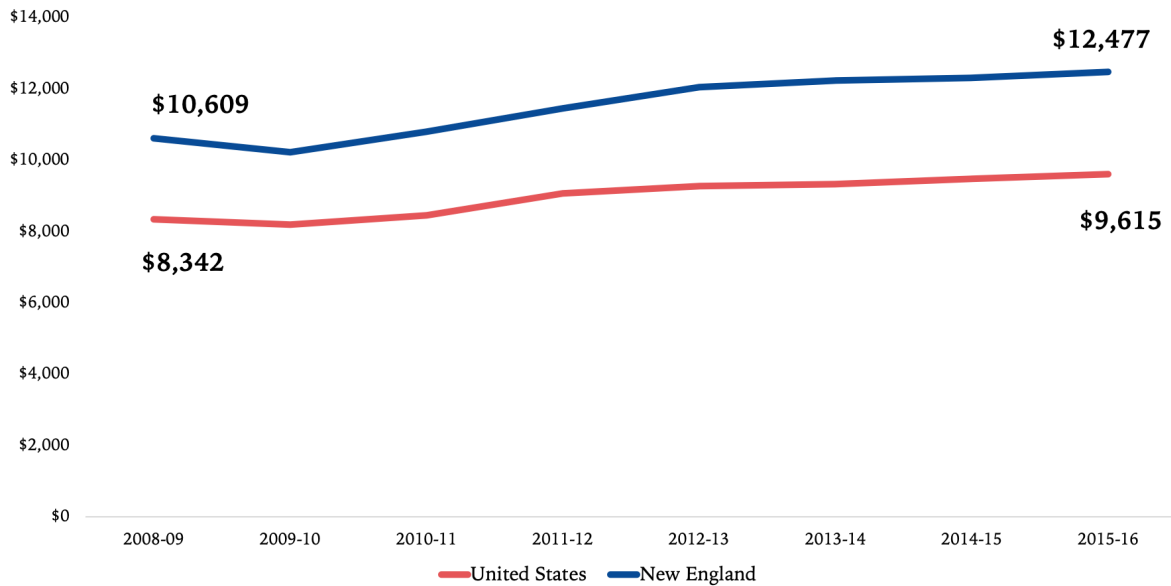


EQUITY INDICATOR #3

Affordability & Debt



Average Net Cost for Full-time, First-time Degree/Certificate-seeking Undergraduate Students Who Have Been Awarded Grant or Scholarship Aid in New England: 2008-09 to 2015-16



17.6%
Increase in the net cost of college in New England between 2008-09 to 2015-16

29.8%
Higher net cost of college in New England compared to the national average (2015-16)

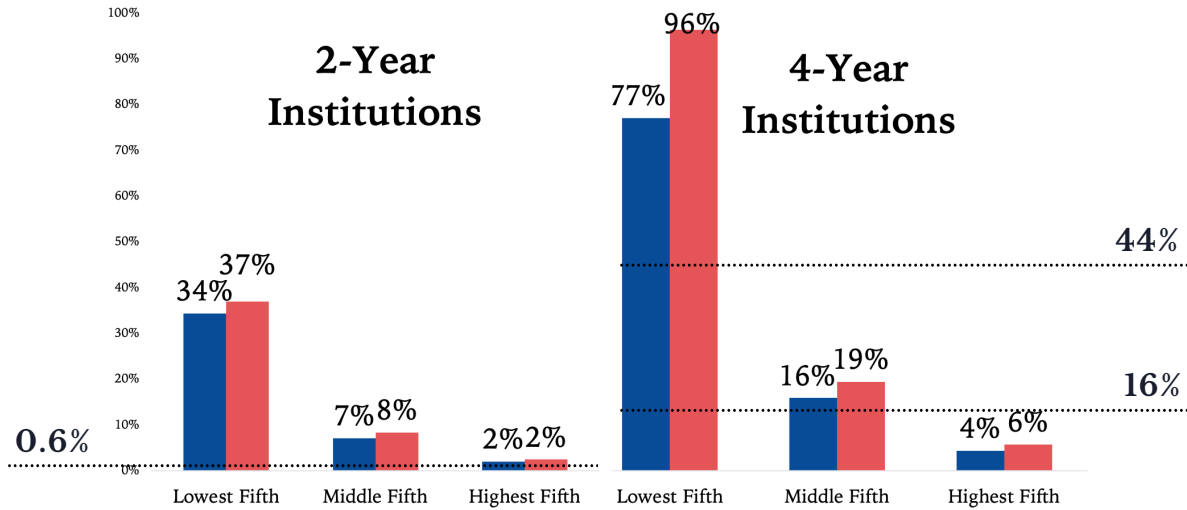


81.5% of New England's postsecondary students took out a federal loan while in school in 2019, according to the U.S. Department of Education.

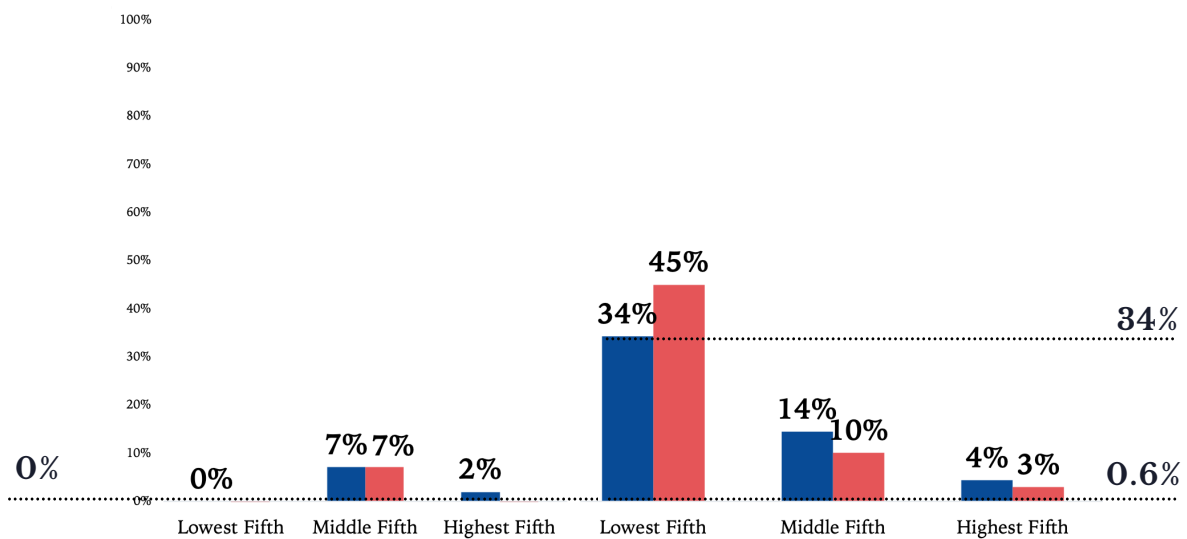
SOURCES: NEBHE analysis of data from U.S. Department of Education, College Scorecard Data, and IPEDS .

Share of Income Needed to Pay Average Tuition and Required Fees by Income Quintile in New England: 2014-15 vs. 2019-20

Before Pell Grant



After Pell Grant

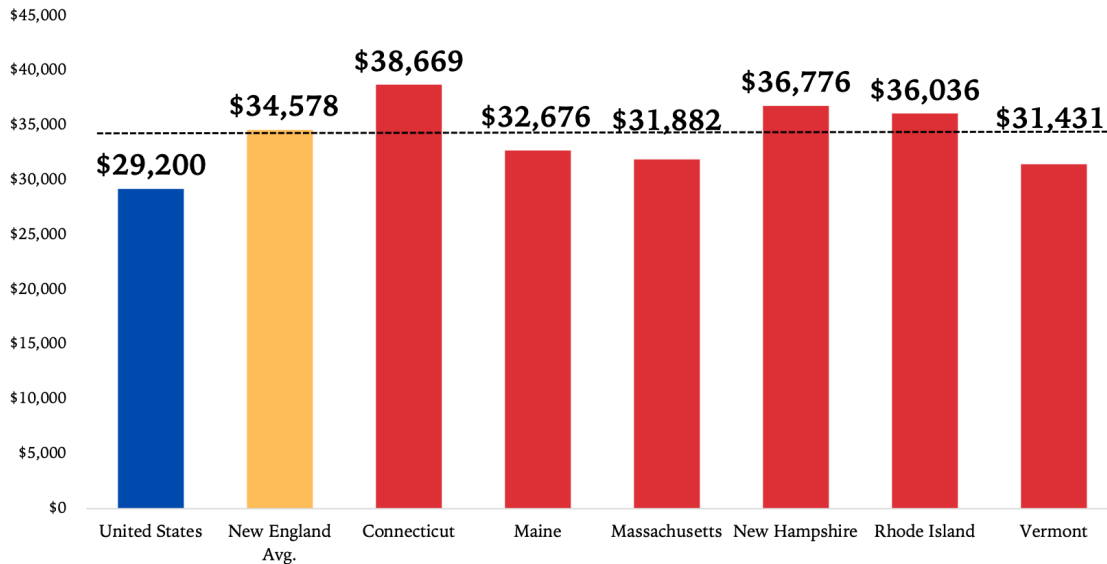


Source: NEBHE's 2019-20 Tuition and Fees Report. Original data sources: NEBHE analysis of data from state system offices and institutions, U.S. Census Bureau, U.S. Department of Education

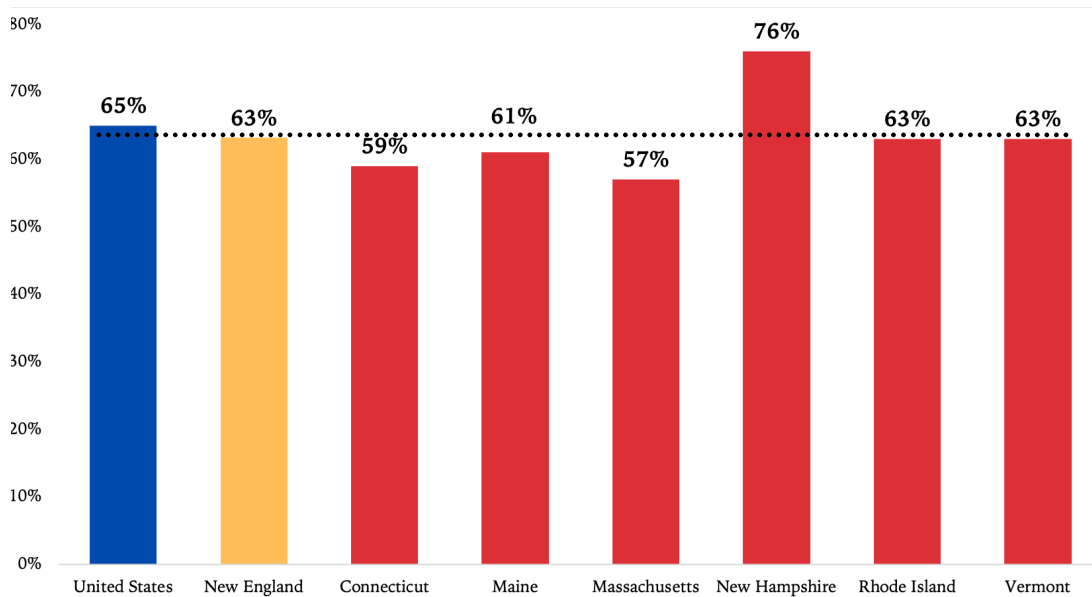
Note: Tuition and fees are average published rates for in-state students. Averages are not enrollment-weighted and dollar values are not adjusted for inflation. Median value for each quintile (fifth) of income used for calculation.

Dotted lines indicate U.S. national average benchmarks for reference. The figures were calculated as the share of the median U.S. household income in 2018 (the last data available through the U.S. Census Bureau): \$61,937. The tuition and fees figures are for 2019-20. The 2-year benchmark indicates the share of the median U.S. household income for in-district tuition and fees at 2-year institutions. The smallest percentage benchmark for 4-year institutions is share of income for in-state tuition and fees at public 4-year institutions, and the larger benchmark shows the share of income needed to pay the average out-of-state tuition and fees at public 4-year institutions.

Average Debt of College Graduates at Four-Year Public and Private Non-Profit Institutions: Class of 2018



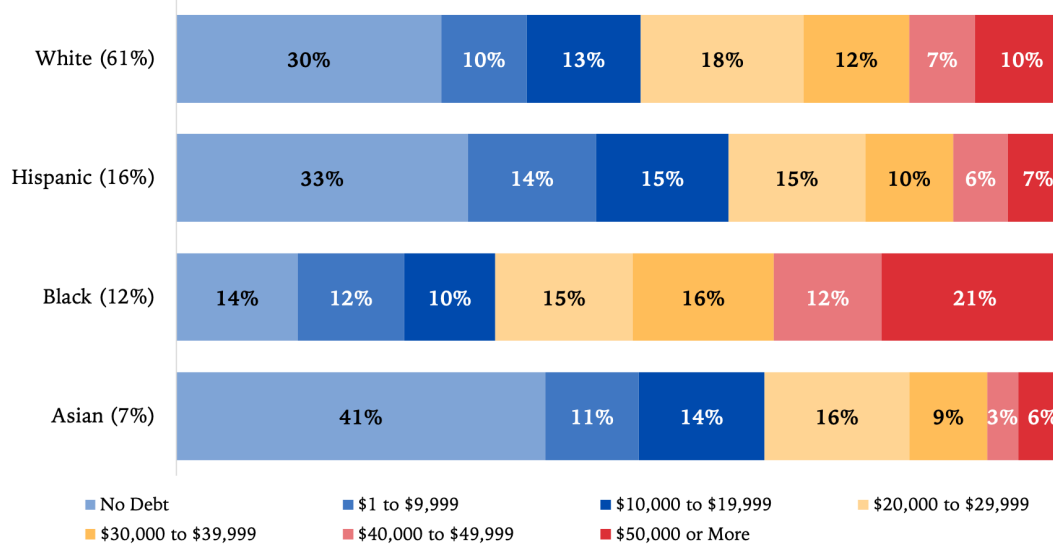
Share of College Graduates with Student Loan Debt: Class of 2018



The top states in the U.S. in terms of average student debt are in New England: Connecticut (#1), New Hampshire (#2), Rhode Island (#3). On average college graduates in the region possess 18% more student debt than the national average.

SOURCE: The Institute for College Access & Success (TICAS), Project on Student Debt

Cumulative Debt of 2015-16 Bachelor's Degree Recipients in the U.S., by Race/Ethnicity



SOURCE: NCES, NPSAS, 2016; calculations by The College Board

Unfortunately, research on postsecondary student borrowing, debt, and default patterns is limited because the U.S. Department of Education does not typically track borrowers by race. The majority of our knowledge about the racial debt gaps and default patterns is comes from cross-sectional surveys conducted by the U.S. Department of Education every four years. Because of the infrequency of these surveys, borrowers cannot be tracked over time (Scott-Clayton & Li 2016). That being said, there are a few things we do know, from which we can identify implications.

Cost Burden: The median incomes of Black and Hispanic New Englanders, on average, are 49-78% lower than the income of white individuals. This suggests that college for Black and Hispanic New Englanders requires a greater share of their income than for white New Englanders. As a result, Black and Hispanic students are more likely to rely on federal and state financial aid to pay for their postsecondary education. National research shows that Black students borrow more than other students for the same degrees and are more likely than white borrowers to drop out before completing their degree (Goldrick-Rab, Kelchen, & Houle 2014). Additional research indicates that racial disparities in postsecondary and labor market experiences exacerbate the debt gap (Addo, Houle, & Simon 2016, Grinstein-Weiss, et al. 2016).

Delinquency: According to the [Mapping Student Debt](#) project, even though delinquencies in the U.S. tend to be concentrated in Black and Hispanic communities, with a few rare exceptions, delinquency in New England is generally low across all races and ethnicities. It is more often positively linked to rurality than to race or ethnicity.

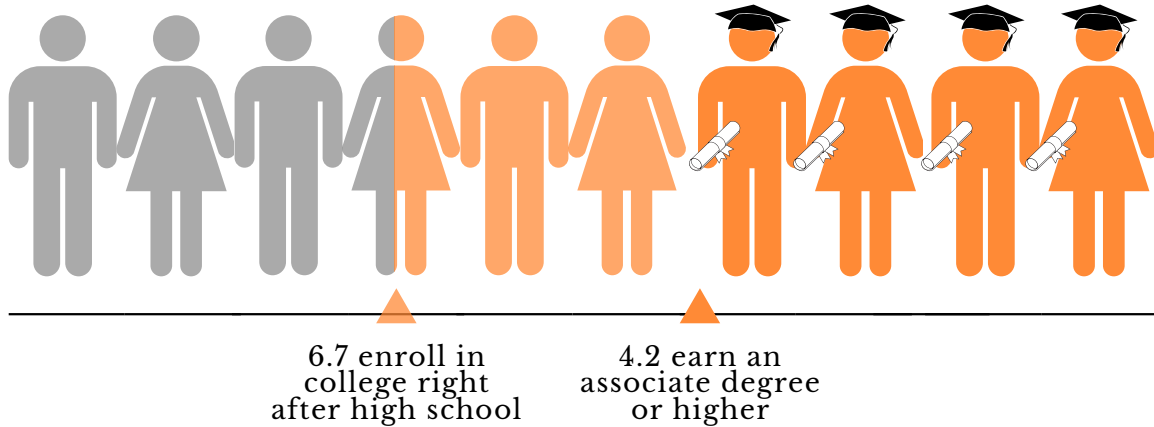


EQUITY INDICATOR #4

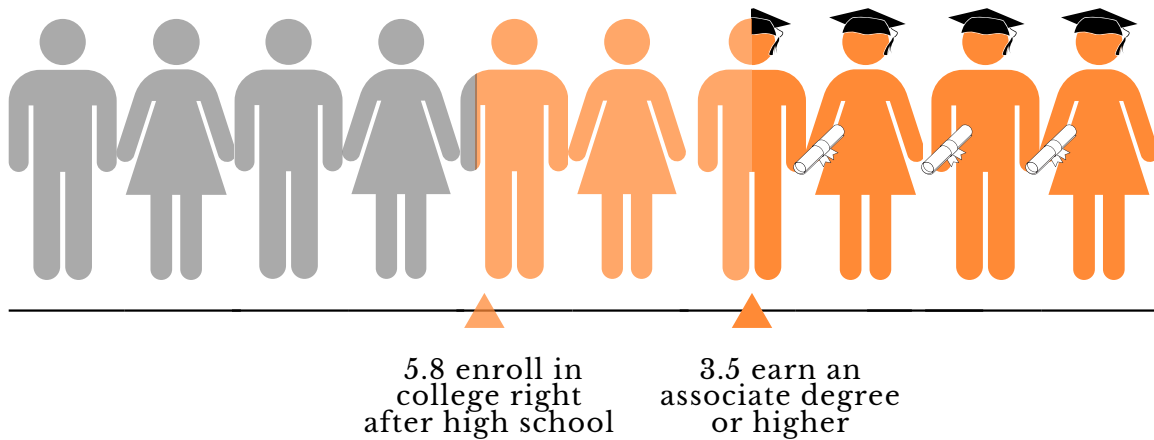
Post-College Success

POSTSECONDARY ATTAINMENT

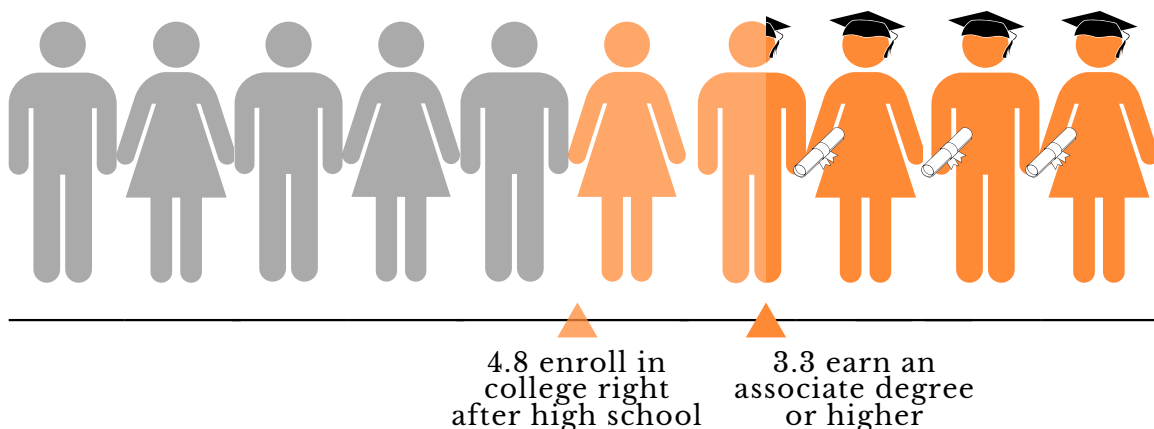
For every 10 white high school graduates in New England...



For every 10 Black high school graduates in New England...

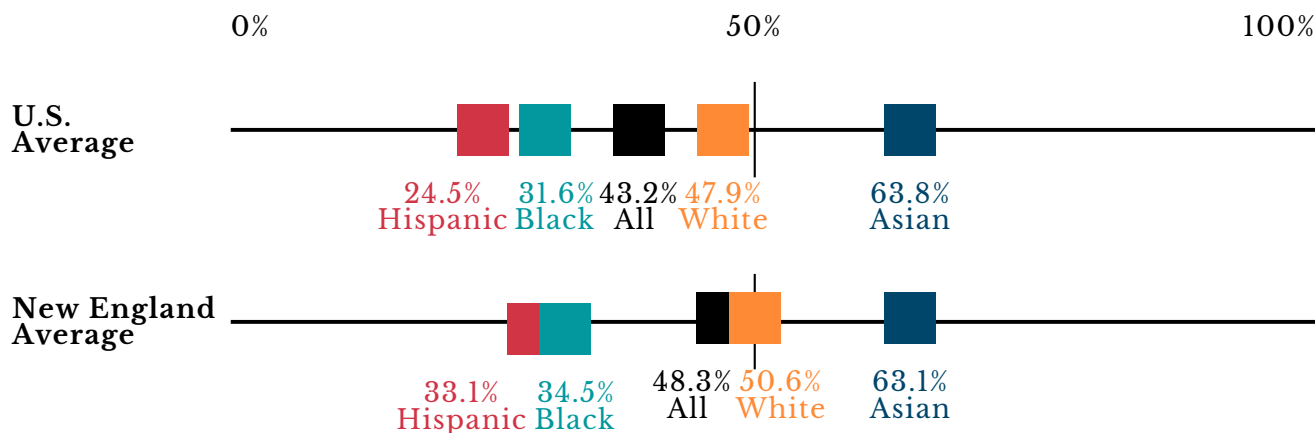


For every 10 Hispanic high school graduates in New England...



SOURCES: College enrollment rates are sourced from the The National Student Clearing House for the graduating class of 2018 via the New England Secondary School Consortium 2019 Common Data Project. Attainment rates are from Lumina Foundation, A Stronger Nation Report.

Post-High School Credential Attainment Rate in the U.S. and New England, by Race/Ethnicity: As of February 2020



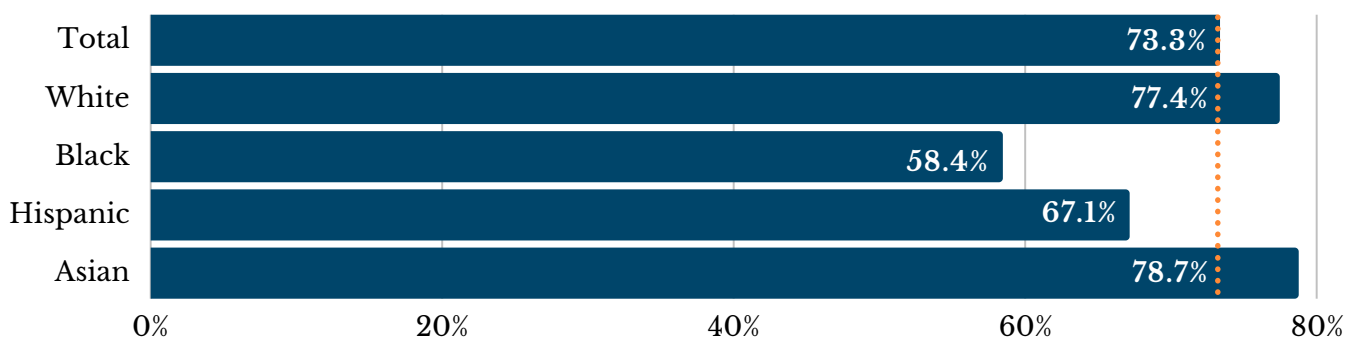
SOURCES: Lumina Foundation, A Stronger Nation Report. Values above do not include short-term credentials, only achievement of associate degree or higher by individuals aged 25-64. Note: Data are unavailable for the attainment rate of Black individuals in New Hampshire.

Research shows that, although there are few gender, racial, or immigration-related disparities in students' aspirations to attend and complete college, certain groups succeed at higher rates (Hirschman 2016). New England's overall average attainment rate is higher than the U.S. average rate, as is the postsecondary attainment rate of white New Englanders.

While Black and Hispanic New Englanders have slightly higher attainment rates than average Black and Hispanic Americans, these groups nevertheless attain a postsecondary degree at much lower rates than both the regional average and their white peers.

Black New Englanders have a postsecondary attainment rate that is 13.8 percentage points lower than the regional average and 16.1 percentage points lower than white New Englanders. Hispanic New Englanders attain a postsecondary degree at a rate that is 15.2 percentage points lower than the regional average and 17.5 percentage points lower than white New Englanders (Lumina Foundation).

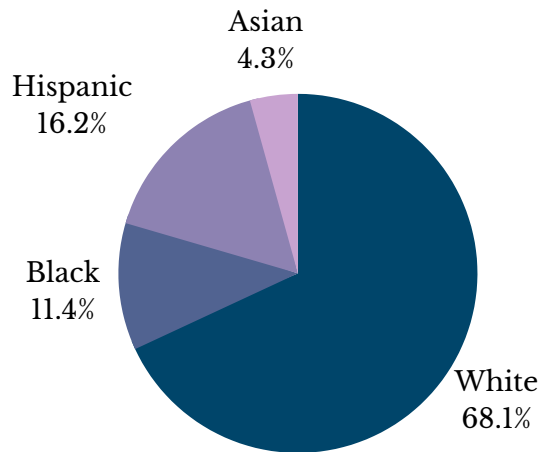
Six-year Completion Rate at New England Public Four-Year Institutions, by Race/Ethnicity: 2013 Beginning Cohort



SOURCES: NEBHE analysis of National Student Clearinghouse data.

Share of Degrees Awarded in New England, by Sector and Race/Ethnicity: 2019

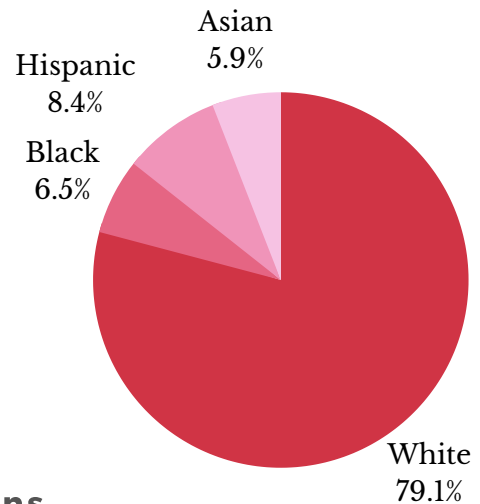
Public Two-Year Institutions



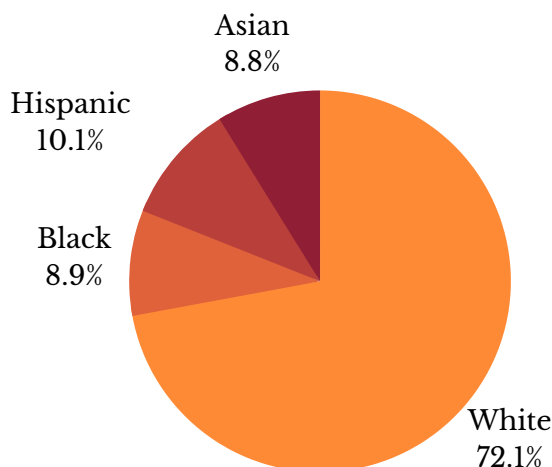
At the region's community colleges, students of color make up roughly 40% of the student body, yet they earned roughly 31% of the degrees awarded at the region's community colleges in 2019. It is worth noting that many community college students transfer to a four-year institution without having earned a degree.

Individuals of color at the region's public four-year institutions comprise 26% of the undergraduate student body. Yet, only roughly 21% of degrees awarded by these institutions in 2019 were earned by students of color.

Public Four-Year Institutions



Private Not for Profit Four-Year Institutions



Non-white students make up approximately 30% of the undergraduate population at New England's private not for profit four-year institutions. This group earns roughly the same share of degrees awarded in this sector.

SOURCES: NEBHE analysis of IPEDS data.

Racial/Ethnic Breakdown of New England's Top Growing Industries That Offer Family-Sustaining Wages: 2019

Colleges, Universities, and Professional Schools

Job openings: **160,631** (57% above national average)

Average earnings per job: **\$97,961** (17% above national average)

	2019 Jobs	2019 %
White	123,467	76.9%
Asian	14,022	8.7%
Black/African American	9,944	6.2%
Hispanic/Latino	10,050	6.3%

Computer Systems Design and Related Services

Job openings: **137,918** (26% above national average)

Average earnings per job: **\$163,998** (16% above national average)

	2019 Jobs	2019 %
White	100,272	72.7%
Asian	26,366	19.1%
Black/African American	3,726	2.7%
Hispanic/Latino	5,758	4.2%

Research and Development in the Physical, Engineering, and Life Science

Job openings: **88,138** (66% above national average)

Average earnings per job: **\$207,340** (23% above national average)

	2019 Jobs	2019 %
White	63,689	72.3%
Asian	15,635	17.7%
Black/African American	3,077	3.5%
Hispanic/Latino	4,385	5.0%

SOURCE: NEBHE analysis of Emsi's Industry Overview Reports, Q3 2020 Data Set. Industries are determined by their 5-digit industry code. Top industries are ranked by highest number of job openings.

EQUITY INDICATOR #5

Diversity of Faculty

RACIAL AND ETHNIC REPRESENTATION AMONG FACULTY

More than 20 years ago, then-U.S. Secretary of Education Richard Riley stated, “Our teachers should look like America” (Riley 1998). By this, he meant that our nation needed to diversify the teacher workforce to eliminate the mismatch between its demographics and the population structure of our students. Since then, numerous public policies and [research projects](#) in the K-12 space have supported the hiring of more minority secondary teachers, as some evidence suggests a strong positive relationship between minority student success and minority teacher representation (see, esp., the entire [1998 issue](#) of *Education and Urban Society*, Coleman 1966).

Yet, apart from a few notable exceptions (e.g., American Council on Education and American Association of University Professors 2000, Anaya & Cole 2001, Seifert & Umbach 2007), existing research on education policymaking tends to overlook the influence of racial and ethnic diversity of postsecondary faculty on learning and teaching in the college classroom. Among the studies that do exist, most suggest that minority students are more likely to persist in their college degree program if they have an introductory course that is taught by a minority professor (Price, 2010). Among community college students, gaps between minority and non-minority students in pass rates, grades, and courses dropped are smaller when classes are taught by professors who are minorities themselves (Fairlie, Hoffmann, & Oreopoulos, 2011).

To better understand the linkage between postsecondary faculty diversity and student performance and outcomes, we begin here by exploring the demographics of instructional staff at New England's colleges and universities.

In terms of academic rank, full-time status, proportion of new hires, and percentage of faculty population relative to the demographics of the general population, Black and Hispanic instructional staff at the region's postsecondary institutions are, by and large, underrepresented. In other words, we uncover evidence that systemic inequalities exist along racial/ethnic lines among New England's postsecondary instructors.

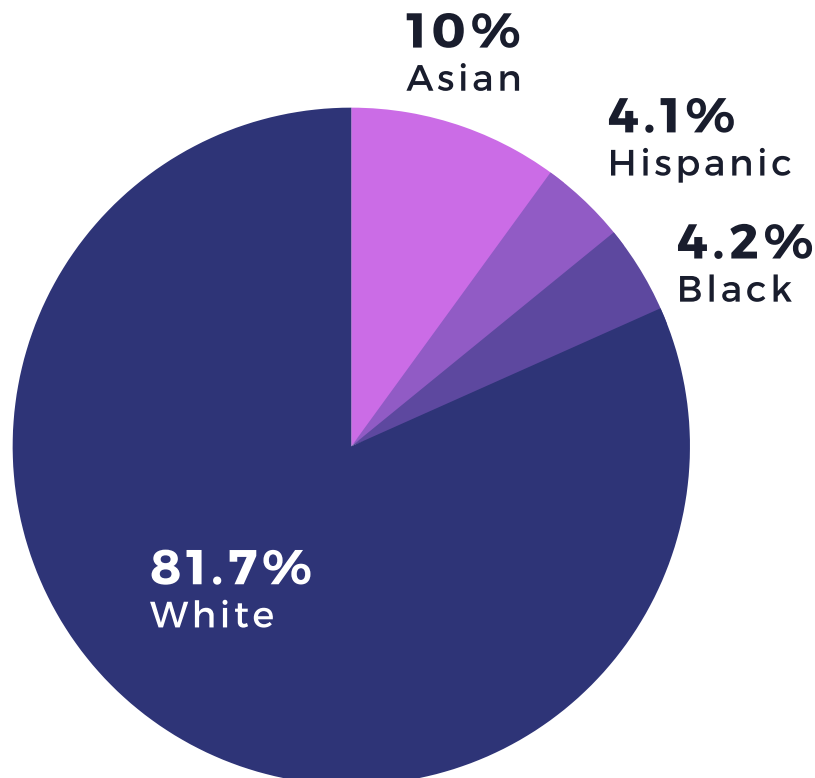
RACIAL AND ETHNIC REPRESENTATION AMONG FACULTY

As we saw above, colleges, universities, and professional schools represent one of the top growing industries that offer family-sustaining wages in New England. In 2019, the industry offered 57% more jobs openings than the national average and an average annual salary that was nearly 17% higher than the U.S. average.

While our region's postsecondary instructional staff has become marginally more diverse over time, the faculty members at New England's colleges and universities remain disproportionately white.

The number of non-white faculty members in New England has been slowly increasing in recent years. However, meaningful efforts must be made to support graduate student work and mentorship, as well as employment of faculty of color.

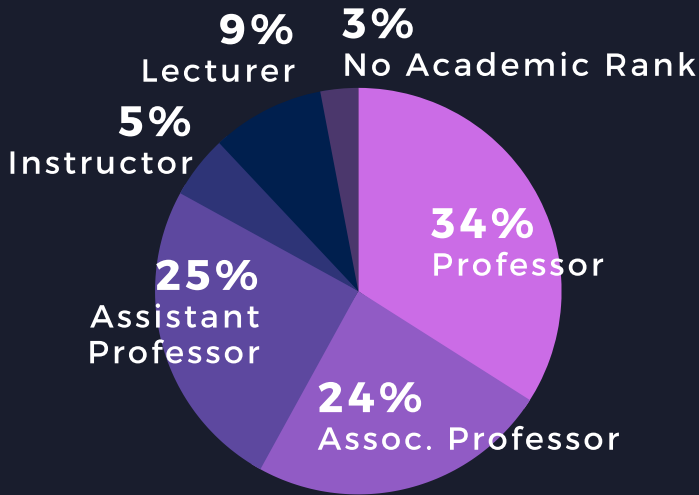
Full-time Instructional Staff with Faculty Status, by Race/Ethnicity in New England: 2018



SOURCE: IPEDS, Spring 2019, Human Resource component, Fall staff section. Status is designated by the institution according to the institution's policies.

Instructional Staff, by Academic Rank and Race/Ethnicity in New England: 2018

Grand Total: New England



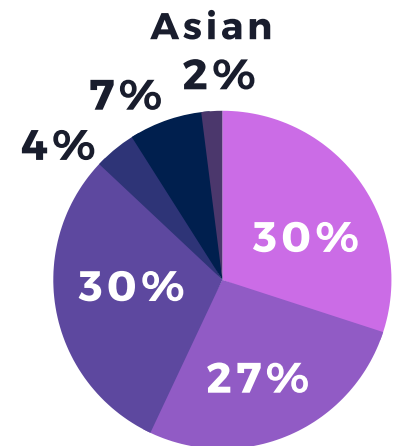
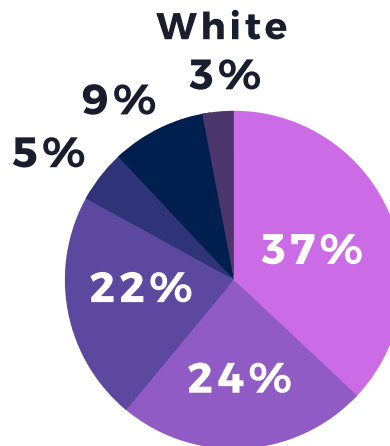
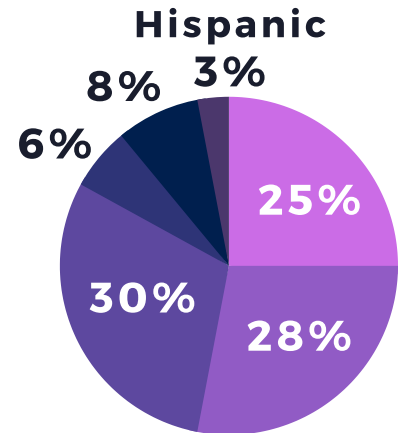
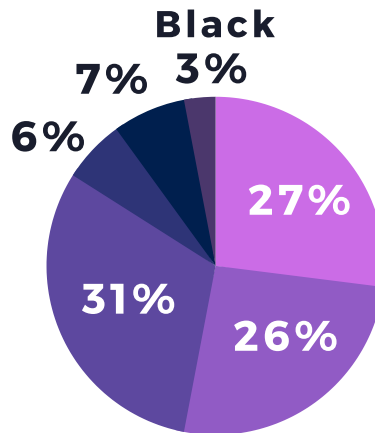
Roughly one-third (34%) of faculty members in the region in 2018 were "Full Professors," the destination of the "tenure track," upon exhausting all promotions other than those of special distinction.

Nearly one-quarter (24%) of New England's faculty members were Associate Professors (mid-level, tenured) and 25% were Assistant Professors (entry-level, tenured or tenure-track).

In 2018, white faculty members in New England were disproportionately categorized as the highest ranking Professor compared to their Hispanic and Black colleagues, who were disproportionately categorized as lower-ranking positions.

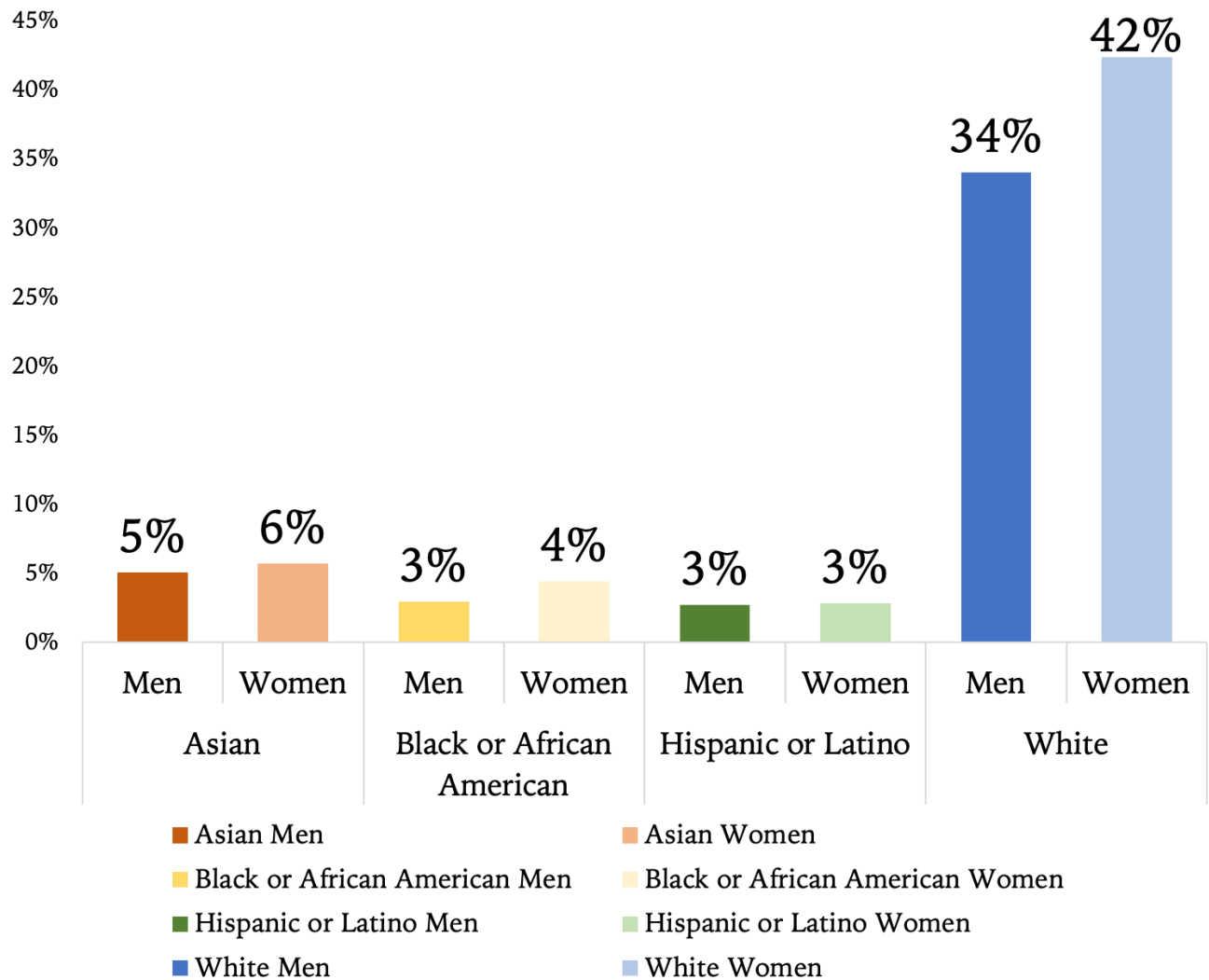
Among white faculty members, 37% were Professors, while only 25% of Hispanic faculty members and 27% of Black faculty members were classified as such by their institutions.

Among white faculty members, 22% were categorized as Assistant Professors, while 30% of Hispanic faculty members and 31% of Black faculty members fell into this category.



SOURCE: IPEDS, Spring 2019, Human Resource component, Fall staff section. Status is designated by the institution according to the institution's policies.

New Instructional Staff Hires, by Race/Ethnicity and Gender in New England: 2018



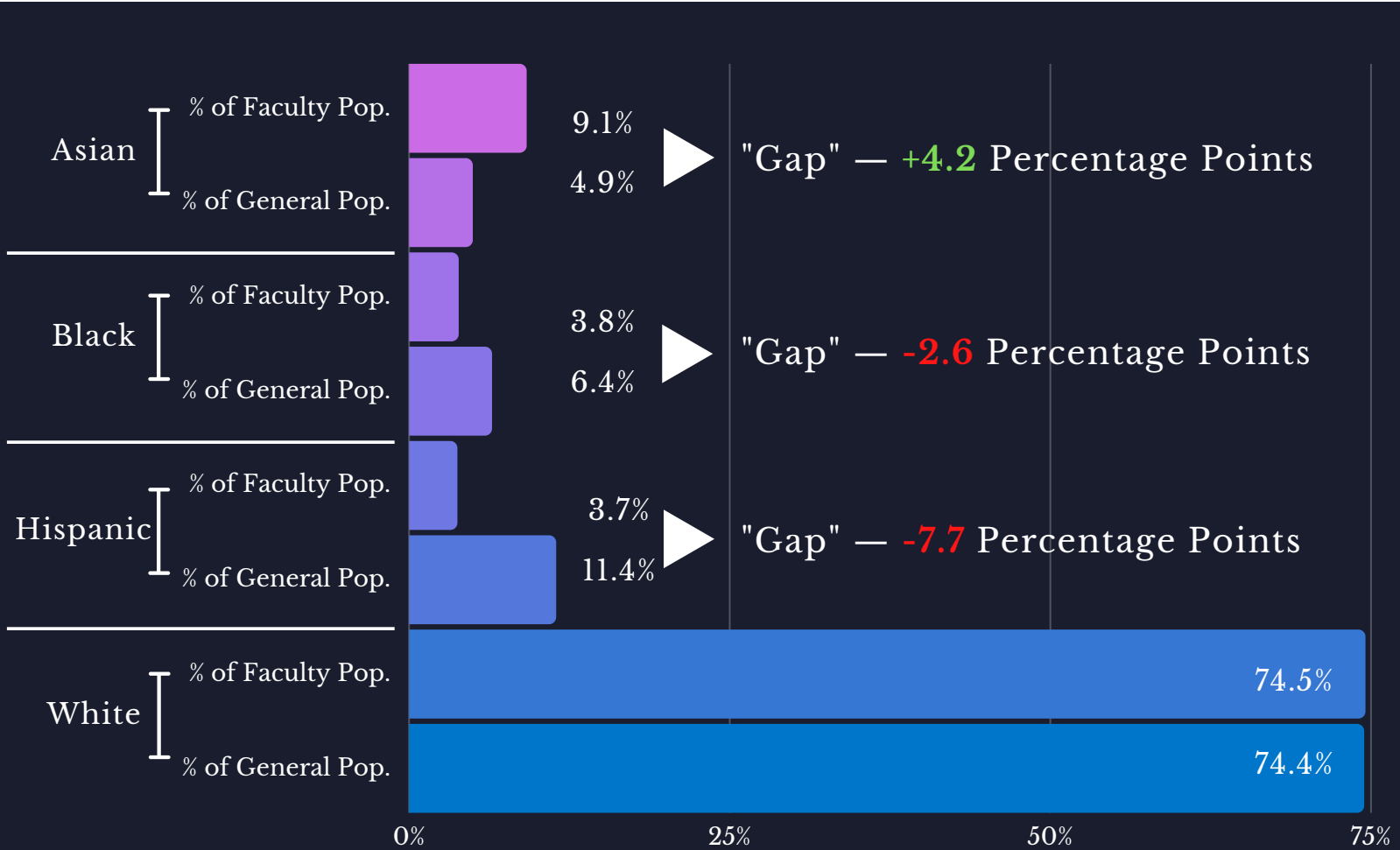
SOURCE: IPEDS, Spring 2019, Human Resource component, Fall staff section

White women made up the greatest share of new instructional hires across New England's colleges and universities in 2018 (42%), followed closely by white men (34%).

Blacks and Hispanics lagged far behind, in terms of new instructional hires.

The smallest share of new instructional hires in the region in 2018 were Black men and women (3% and 4%, respectively) and Hispanic men and women (3% each).

Racial/Ethnic Groups as a Percentage of the Faculty Population vs. the General Population, New England: 2018



SOURCE: IPEDS, Spring 2019, Human Resource component, Fall staff section

White faculty members make up a majority of the faculty population, but in a way that reflects the demographics of New England’s general population. They represent 74.5% of the faculty. White individuals comprise 74.4% of New Englanders.

Relative to the general population, among faculty in New England, Blacks and Hispanics are underrepresented. While Blacks comprise 6.4% of New England’s population, they make up only 3.8% faculty members across the region (2.6 percentage point “gap”). Similarly, Hispanics represent 11.4% of the region’s population, but only 3.7% of faculty members in New England (7.7 percentage point “gap”).

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Accreditation, NECHE, and
the Vermont State College System
for

Vermont State Colleges Board of Trustees

December 7, 2020

James Page

Chancellor, University of Maine System (retired)

Barbara Brittingham

President, New England Commission of Higher Education (retired)

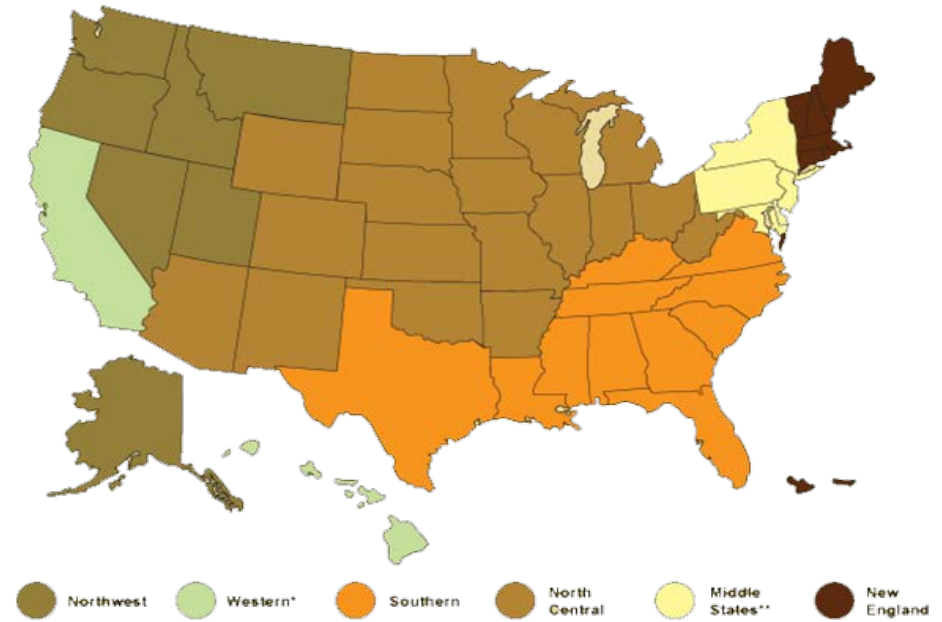
U.S. Features that help define accreditation

1. Historical: Private institutions first
2. Political: U.S. federal system and the Constitution
 - U.S. federal system and the Constitution
 - Dartmouth College case, 1819
 - No national university
3. Strong tradition of voluntary associations*
4. Not really an organized system
 - Decentralized
 - Large
 - Diverse
 - Serves a mobile society
 - Porous – and forgiving

** Peer review in higher education*

NECHE and Regional Accreditation

- 1885. NEASC
- 1929. Accreditation
- 1961. Staff and office
- 1965. Higher Education Act
- 2018. NECHE
- Regions of Regional Accreditation



~3,000 institutions; ~20 million students

NECHE 101

1. What is NECHE?

- 501(c)(3) organization
- Membership organization of accredited institutions

2. What is the Commission?

- 27 people elected by the membership (includes public members)
- Make all policy and accreditation decisions

3. Who accredits the accreditors?

- US Department of Education*
- Council for Higher Education Accreditation

* \$1 billion/year federal financial aid
to New England students

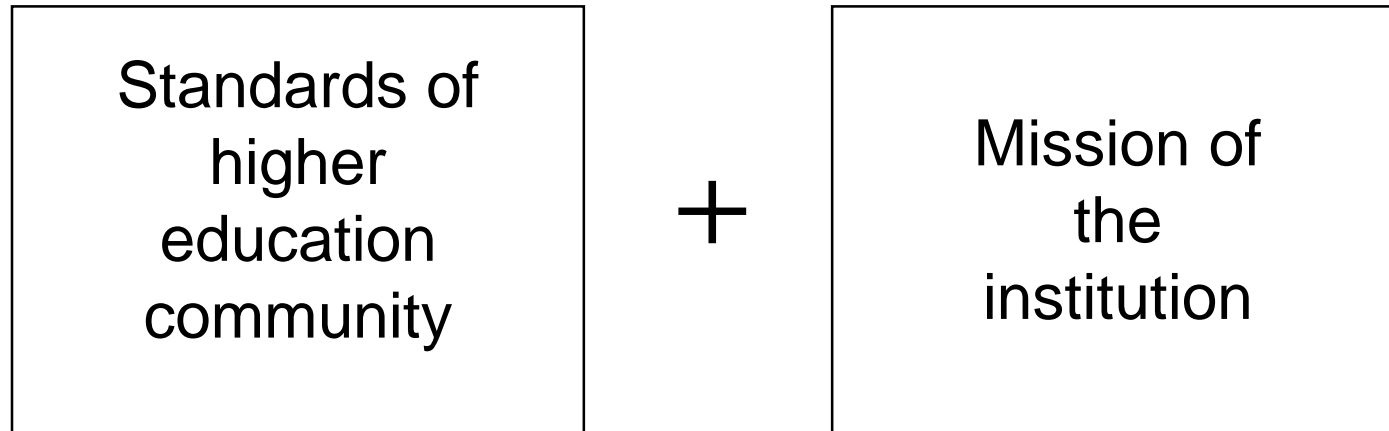
Dual Purposes of accreditation

Quality
Assurance



Quality
Improvement

Accreditation = Standards + Mission



evidence, evidence, evidence, evidence, evidence, evidence

Standards for Accreditation

1. Mission and Purposes
2. Planning and Evaluation
3. Organization and Governance
4. The Academic Program
5. Students
6. Teaching, Learning, and Scholarship
7. Institutional Resources
8. Educational Effectiveness
9. Integrity, Transparency, and Public Disclosure

Format

- Statement of the Standard – a summary in **bold**
- Numbered paragraphs – to explicate the statement of the Standard
- Subheadings – for organization and clarity

Variety in Institutional Mission in NECHE Institutions

A Sample of *Public*, Independent and For-Profit Institutions

Harvard University

University of New England

Hartford Seminary

Community College of Vermont

Williams College

Bay State College

Boston Architectural College

U.S. Coast Guard Academy

Maine Maritime Academy

Johnson & Wales University

Capital Community College

Hult International Business School

Woods Hole Oceanographic Institution

Berklee College of Music

University of New Hampshire

Southern New Hampshire University

Massachusetts College of Liberal Arts

Northeastern University

Vermont Law School

Wellesley College

Rhode Island College

American University in Bulgaria

Post University

Conway School of Landscape Design

Standard 3: Organization and Governance

3.3 The governing board is the legally constituted body ultimately responsible for the [accredited] institution's quality and integrity.

3.11 The board delegates to the chief executive officer and, as appropriate, to others the requisite authority and autonomy to manage the [accredited] institution compatible with the board's intentions and the institution's mission.

3.15 The [accredited] institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. Faculty have a substantive voice in matters of educational programs, faculty personnel, and other aspects of institutional policy that relate to their areas of responsibility and expertise.

Some Accreditation Terms

1. Substantive Change
2. Advisory Opinion
3. Implementation Visit
4. Comprehensive Evaluation

Process Basics – for the 10-year review

1. Standards
2. Periodic review
3. Self-study
4. Visit by trained peer volunteers
5. Response from the institution
6. Meet with the Commission
7. Decision by the Commission

More on Process

Commission initiated

Comprehensive Evaluation*

Interim Report*

Progress Report

Focused Evaluation

* Every institution does these.

More on Process

Commission initiated

Comprehensive Evaluation*

Interim Report*

Progress Report

Focused Evaluation

Institution initiated

Advisory Opinion

Substantive Change Request

What you may
want to do.



* Every institution does these.

Working with the Commission

- What are the limits of Commission decisions?
 1. Legal limits: The Higher Education Act and regulations
 2. Commission's *Standards for Accreditation* and policies
 3. Mission: quality assurance and quality improvement
- Decide what you might want to do (Might be 1 idea; might be more)
- Work with Commission staff
- Consider asking for an Advisory Opinion
- Submit a Substantive Change request – and what comes after that?

Let's assume. . . . Advisory opinion. . . . Substantive change to combine X institutions. . . . Commission approves*. . . . Then what?

Commission determines future monitoring, which might be:

Substantive Change Visit – 6 months

Comprehensive evaluation:

How does the new institution meet the standards?

Does it have realistic plans for improvement

** Not automatic*

What bringing multiple institutions under a single accreditation does and does not do.

- It will:
 - Remove accreditation and other administrative barriers to multi-institutional initiatives and collaborations.
 - Facilitate a more rational sharing of (human and capital) resources, both administrative and academic.
 - Foster innovation by breaking down administrative and geographic silos.
 - Help change the cultural perspective from one focused on individual institutions to that of a unified, integrated enterprise serving the entire state.

What bringing multiple institutions under a single accreditation does and does not do.

- It will not:
 - By itself solve VSCS's operational or financial challenges. It is necessary but not sufficient for meaningful integrative change.
 - Be a financial panacea. Direct, immediate savings will be minimal; longer-term reductions and bending of expense trends should be substantial.

Resources needed for successful change.

- Capital
 - One-time initiative costs
 - Ongoing integrative and operational changes
- Human
 - Leadership (at every level, with training)
 - Project Management
- Data

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Time for your questions, please.

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ITEM 3:
Resolution 2020-021 Tuition Freeze

VERMONT STATE COLLEGES SYSTEM
BOARD OF TRUSTEES
RESOLUTION 2020-021

AY2021-2022 Tuition Freeze

WHEREAS, The Chancellor of the Vermont State Colleges recommended a Tuition Freeze for the 2021-2022 Academic Year at the December 7, 2020 meeting of the Finance and Facilities Committee, and

WHEREAS, The Finance and Facilities Committee of the Board of Trustees has reviewed the recommendation of the Chancellor, and

WHEREAS, The Finance and Facilities Committee has discussed individual aspects of the proposal with the Chancellor and the Presidents of the individual institutions, and

WHEREAS, The Finance and Facilities Committee recommends a Tuition Freeze for the 2021-2022 Academic Year as proposed by the Chancellor of the Vermont State Colleges; therefore, be it

RESOLVED, That the Board of Trustees of the Vermont State Colleges System hereby approves a Tuition Freeze for the 2021-2022 Academic Year.

Approved: _____

Lynn Dickinson, Chair of the Board of Trustees

ITEM 4:
Strategic Actions

VSCS Strategic Action for Year One, 2020-2021

NOTE: The Key Performance Indicators column identifies potential system-wide KPIs that can be used to measure performance moving forward. The VSCS does not currently have all of the necessary data to measure these KPIs but will be working to gather this information and establish baseline data, with an estimated delivery date of February 2021.

<p>1. AFFORDABILITY: Reduce total cost of attendance for students and families.</p> <p>The VSCS will commit to reducing the cost of attendance for students and their families by:</p> <ol style="list-style-type: none"> Reducing the cost of textbooks and ancillary materials; Improving the on-time graduation rate; and Increasing average class size at residential campuses 		
<p><i>Strategy Summary</i></p> <p>(a) Reducing the cost of textbooks and ancillary materials can be achieved primarily by faculty incorporating Open Educational Resources (OER) into their courses via the Canvas learning management system and otherwise monitoring the costs of required texts and ancillary materials via data provided by bookstore vendors. Professional development and instructional design support for faculty in using Canvas, instructional librarian support in locating high-quality OER, and coordination with bookstore vendors to provide timely cost data to faculty are all necessary efforts related to this strategy.</p>	<p><i>Key Performance Indicators</i></p> <p>Percentage of courses using Canvas to provide some course content.</p> <p>Average cost per section of required texts and materials.</p>	<p><i>Aligned Institution and System Initiatives and Goals</i></p> <p>SYSTEM:</p> <ul style="list-style-type: none"> By February 1, 2021, provide system-wide professional development opportunities to faculty on using Canvas to provide course content, including OER and library resources. As part of the initiative to adopt a system-wide purchasing and procurement process, negotiate contractual provision requiring bookstore vendors provide course section cost data for analysis. As part of the VSCS Library Committee’s work in 2020-2021 to develop a single virtual library services core, provide instructional librarian support to identify high-quality OER options for faculty. <p>CCV:</p> <ul style="list-style-type: none"> Increase use of OER in CCV classes by conducting a Student Textbook Survey in fall 2020 and tasking CCV’s Academic Council with evaluating the survey results, establishing OER adoption goals using 2019-20 faculty results (50% reporting using OER) as a benchmark, and developing a communication plan and strategy to meet the goals. <p>Castleton:</p> <ul style="list-style-type: none"> Commit to 100% of faculty using Canvas as the primary means of providing student access to course content, including OER. Castleton will support faculty use of Canvas via instructional design support and will work with the VSCS Library Committee with a goal of ensuring at least 33% of courses use OER in 2021-2022 (current level unknown but anecdotal evidence suggests <10%). <p>NVU:</p> <ul style="list-style-type: none"> Establish baseline of OER usage by start of spring 2021 term; increase use of OER by fall 2021 and fall 2022 to 10-20% above the baseline value in spring 2021. <p>Vermont Tech:</p> <ul style="list-style-type: none"> Engage EAB to analyze which programs may be best positioned to access OER resources, prioritizing general education courses; develop benchmark for current programs using OER by March 1, 2021; determine and secure the best resources for OER assistance and implementation by

		<p>June 2021; complete search for a new bookstore vendor offering remote services at lower cost by summer 2021.</p>
<p><i>Strategy Summary</i></p> <p>(b) Improving the on-time graduation rate is a long-term strategy that requires sustained effort institution-wide, as well as a change in those institutional practices identified as specific barriers for the institution’s students or subpopulations of students. Intermediate strategies that contribute to on-time graduation include ensuring “on-map” course-taking, 15 credits/semester enrollment for fulltime and increased credit momentum for part-time students; leveraging software to target timely advising interventions with medium-risk students; and improving first-year experiences that support academic success and retention.</p>	<p><i>Key Performance Indicators</i></p> <p>One-year retention rates disaggregated by full-time and part-time student status.</p> <p>On-time (2- and 4-year) graduation rates for full-time students.</p> <p>200% graduation and transfer rates for part-time students (<i>i.e.</i> part-time students in 2 year degree programs graduate in 4 years and part-time students in 4 year degree programs graduate within 8 years).</p>	<p><i>Aligned Institution and System Initiatives and Goals</i></p> <p>SYSTEM:</p> <ul style="list-style-type: none"> Continue to provide Aviso implementation support consulting for all institutions’ individual areas of need in Spring 2021, leveraging all opportunities to create and share training and professional development resources system-wide, with goal that all institutions will begin leveraging automated student success and persistence alerts during the Spring semester. <p>CCV:</p> <ul style="list-style-type: none"> Increase credit momentum, with goal of increasing the number of students taking 3 classes instead of 2 classes by 5%, by CCV advisors using Aviso to identify and deliver targeted advising to part-time students in the low- and medium-risk persistence categories. <p>Castleton:</p> <ul style="list-style-type: none"> Castleton will stabilize its on-time graduation rates impacted by the pandemic and improve these by 2 percentage points in 2021-2022 via its Title III activities. This includes extensive deployment of Aviso to provide alerts on students encountering difficulties so as to enable timely interventions, as well as the development and implementation of a new advising model. <p>NVU:</p> <ul style="list-style-type: none"> Consistent with the plan and expectations of NVU’s Title III grant, increase NVU’s six year graduation rate for first time, full time freshmen by 2% at the end of the 2021-2022 academic year. <p>Vermont Tech:</p> <ul style="list-style-type: none"> Submit Title III grant in the fall of 2021 to enhance retention, collect data on need for enhanced first year experience in first quarter 2021, research first year experience best practices by end of summer 2021, implement as much as feasible without the Title III funds. If unsuccessful on first application, redesign and submit again.
<p><i>Strategy Summary</i></p> <p>(c) Increasing average class size at residential campuses will require faculty development and instructional design to support alternative delivery options to aggregate enrollments;</p>	<p><i>Key Performance Indicators</i></p> <p>Percentage of course sections with enrollments of</p> <p><5</p> <p>5-9</p> <p>10-14</p>	<p><i>Aligned Institution and System Initiatives and Goals</i></p> <p>SYSTEM:</p> <ul style="list-style-type: none"> Submission of FIPSE grant (Oct. 2020) with plan to support classroom technology upgrades and faculty professional development and instructional design for remote instruction. If grant is unsuccessful, explore all options to leverage any additional federal funds that may be received to support this plan.

<p>physical and technological infrastructure changes to support aggregate and larger enrollments; and curriculum changes, particularly in lower-enrolled and duplicative programs at NVU and CU to increase program delivery efficiency.</p>	<p>15-19 20+</p>	<p>Castleton:</p> <ul style="list-style-type: none"> Review all classrooms during AY2020-2021 to reassess maximum seating capacity and take steps to maximize capacity once pandemic protocols allow, including reviewing all course enrollment caps, reviewing new general education requirements with regard to course caps and frequency of offering. By February 1, 2021, produce a proposal for shared curricula with NVU that can support per-course enrollment increases, particularly in upper level major courses, through cross-campus registration and classes that are delivered both remotely and face-to-face, effective beginning Fall 2021. <p>NVU:</p> <ul style="list-style-type: none"> In collaboration with Castleton, by February 1, 2021 develop a proposal that describes collaborative plans for all duplicate programs between NVU and CU, including details of course sharing and program alignment. <p>Vermont Tech:</p> <ul style="list-style-type: none"> Increase the percent occupancy of non-capped program classes starting fall 2021, with goal of offering 20% fewer classes with less than 75% occupancy by fall 2022.
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2. ACCESSIBILITY: Increased access to VSCS programs regardless of race/ethnicity, age, educational attainment of parents, prior educational experience, family status, or place of residence.

The VSCS will commit to expanding access to VSCS programs for traditional and non-traditional students by offering flexible delivery modalities (in person, virtual, hybrid, *etc.*) and flexible scheduling (such as accelerated programs, evening/weekend, *etc.*).

<i>Strategy Summary</i>	<i>Key Performance Indicators</i>	<i>Aligned Institution and System Initiatives and Goals</i>
<p>Increasing access to VSCS programs will require development of new delivery modalities and scheduling as well as development of new pathways and partnerships to reach additional populations of students.</p>	<p>Percentage of courses and programs available in flexible formats.</p> <p>Percentage of total headcount enrollment by subpopulations: <u>Student type:</u> High school First-time College Transfer Graduate</p>	<p>SYSTEM:</p> <ul style="list-style-type: none"> Submission of FIPSE grant (Oct. 2020) with plan to support classroom technology upgrades and faculty professional development and instructional design for remote instruction. If grant is unsuccessful, explore all options to leverage any additional federal funds that may be received to support this plan. By January 1, 2021, launch single website platform showcasing all courses and programs in the VSCS offered through flexible delivery modalities. By July 1, 2021, implement new general education program core and enable search function on the new online.vsc.edu website for courses offered in online and other flexible formats. <p>CCV:</p> <ul style="list-style-type: none"> Expand accelerated course selection by 10% in 2020-21, offering 114 classes in an accelerated format in fall and spring. In 2020-21, students will be able to complete five certificate and degree programs in an accelerated format. Expand Flex classes from 18 in Fall 2020 to 25 in Spring 2021. Develop Pipelines for CTE Students by including career-specific courses as well as courses that build academic skills needed for college success with a four-year goal (by 2024) of increasing the

	<p>Continuing Ed/Workforce <u>Demographic:</u> Adult (age 25+) Students of color First-generation Pell recipient</p>	<p>percentage of CTE students from 20% to 25% who matriculate at CCV having already earned 6 or more college credits.</p> <ul style="list-style-type: none"> • Expand Post-secondary Access to Incarcerated Vermonters in AY2020-21 via CCV’s designation as a Second Chance Pell institution able to award incarcerated Vermonters Pell Grants to offset the cost of tuition (goal dependent on lifting of COVID restrictions on access to facilities). • In December 2020, CCV’s Office of Prior Learning Assessment will offer six competency-based course options for Early Childhood professionals to demonstrate their learning in specific content areas (increases total competency-based courses from 6 to 12). <p>Castleton:</p> <ul style="list-style-type: none"> • CU’s Center for Schools will expand its offerings and enrollment targeting professional needs of working Vermonters by 10% by AY2022-2023 from 316 courses delivered in AY2020 (no expansion anticipated until pandemic impacts on preK12 educators subsidy). • Grow enrollment in CU’s MBA degree, launched as a fully online program in September 2019, by 10% per year for each of the next 3 years, with marketing support and full-time faculty member to lead program and direct recruitment efforts. • Launch a fully online M.S. degree in Nursing, with concentrations in Nurse Educator and Clinical Nurse Leader effective January, 2021. • Submit a proposal to the Board of Trustees by February 1, 2021, in conjunction with NVU, for how CU and NVU can share curriculum and collaborate on degree offerings through remote learning modalities. • Begin renovation of select classrooms for telepresence capabilities. <p>NVU:</p> <ul style="list-style-type: none"> • Add 2-5 new community college articulation pathways by the end of fall 2021. • Establish a Graduate Division by the end of 2020-2021 with appropriate administrative support to grow enrollments (current enrollment 293, target to recruit 159 by fall 2021). • Expand graduate mental health counseling program to other areas of the state (e.g. Rutland area) by Fall 2021. • Work with CU to deliver duplicate programs flexibly around the state, with the first collaboratively-delivered course being offered fall 2021. • Create a new nursing pathway with VTC enrolling 20 new students by fall 2021. <p>Vermont Tech:</p> <ul style="list-style-type: none"> • Formed a Diversity Equity and Inclusion committee in November 2020 to develop programming and other plans for increased enrollment and retention of students of color and other marginalized populations. DEI activities will continue with a minimum of 4 lunch and learns in Spring 2021. Additional DEI plans to be driven by student demand/interest in spring 2021 & launched fall 2021. • Engage EAB to conduct research on how other technical colleges have enabled access for non-traditional students using alternative modalities, scheduling, and decentralized locations while maintaining applied learning opportunities. Work begins Q1 of 2021, study results acted upon through Fall 2021 to plan for Fall 2022 delivery, with initial conversations to be held in spring 2021 with all programs about potential future modality, calendar, lab offerings, and timing.
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		<ul style="list-style-type: none"> • Increase enrollment in introductory computing and engineering technology courses through remote delivery, targeting early college/high school, working adults and transfer students, with the delivery of engineering and computing 1000 level courses asynchronously in Fall 2021. • Expand CEWD options by 4 employer partners in FY 21 from 31 currently.
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3. ACCESSIBILITY: Students receiving the academic, advising and other supports necessary to succeed in their VSCS programs as measured by their retention, persistence and graduation.

The VSCS will commit to improving the support services available to all students through expanded training on and use of Canvas (Learning Management System) and Aviso (Advising software) across the system, as well as improved career counseling and mentorship of at-risk students.

<i>Strategy Summary</i>	<i>Key Performance Indicators</i>	<i>Aligned Institution and System Initiatives and Goals</i>
<p>Improving academic, advising, career counseling, and at-risk student mentorship will require professional development for staff and faculty to use technological tools effectively, which in turn increases staff capacity for high-impact activities such as coaching, mentoring, and career counseling.</p>	<p>Percentage of faculty using Canvas gradebook.</p> <p>Percentage of faculty and advising staff using Aviso.</p>	<p>System:</p> <ul style="list-style-type: none"> • Continue investment in providing Aviso implementation support consulting for all institutions' individual areas of need in Spring 2021, leveraging all opportunities to create and share training and professional development resources system-wide, with goal that all institutions will begin leveraging automated student success and persistence alerts during the Spring semester. • Support continued Canvas adoption through coordinated professional development via the VSC-TLT Group. <p>CCV:</p> <ul style="list-style-type: none"> • Starting October 2020 through April 2021, offer 5 virtual trainings to support advisors in integrating coaching skills into their advising practices and using new program semester maps in advising. • Enhanced transfer pathways webpage, mapping articulation agreements from CCV to other colleges and universities published Fall 2020. • In 2020-21, offer enhanced services that support students in a remote learning environment, including the creation of a virtual learning center, increased promotion of CCV's Tutor.com service, and training and deploying embedded peer mentors in selected online courses. • In 2020-21, increase employment of Aviso functions, including the use of predictive analytics, alerts, notes, and scheduled meetings, as a strategy to support CCV's retention, credit momentum, and graduation strategic goals. • In 2020-21, increase faculty pedagogical expertise and practical use of technologies for teaching remotely by providing virtual trainings, creating how-to resources, and engaging in 1:1 instructional sessions on tools like Canvas, Zoom, and Yuja, assessing faculty participation and surveys to determine training effectiveness. <p>Castleton:</p> <ul style="list-style-type: none"> • Fully implement a new Center for Teaching and Learning, including offering Canvas workshops for faculty. • Fully implement Aviso and develop new research-based advising model.

		<ul style="list-style-type: none"> ● Implement enhanced career counselling and internship experiences through the addition of a Title III, grant-funded position of Director of Experiential Learning and Workplace Readiness and a partnership with Rutland’s Chamber and Economic Development Corporation. <p>NVU:</p> <ul style="list-style-type: none"> ● Increase the percentage of faculty using Canvas and Aviso for outreach to students to 50% by fall 2021 and 80% by fall 2022, consistent with Title III grant target retention rate increase of 1% from spring 2021 to fall 2021. ● Increase the number of early at-risk student interventions by 10% over AY2019-2020 levels by using Aviso communication functionality. <p>VTC:</p> <ul style="list-style-type: none"> ● Continue Strategic Enrollment Management Committee to maximize retention and assist in on-time graduation, including developing a full plan to include preparation of Title III grant in fall 2021. ● Via spring 2021 activities TBD, increase adoption of Canvas and Aviso above fall 2020 rates by a target % TBD. ● Improve and enhance student experience and accessibility in Canvas by partnering with 3-5 programs each semester to do targeted training on best practices in course design. ● Using Title III grant funds (if awarded), develop a centralized advising model, with a goal of increasing the retention rate from its current 71% to 75% over the next few years.
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4. QUALITY: The ability of VSCS graduates to meet externally-recognized measures of achievement (i.e. licensure exam success rates) and their preparation to compete in the global workforce.

Starting this academic year, the VSCS will conduct an annual survey of recent graduates and their employers.

<p><i>Strategy Summary</i></p> <p>Obtaining robust & regular survey data from recent graduates and employers is a critical component of quality improvement & external alignment of VSCS programs. <i>See</i> Board Policy 101. Individual institutions have been challenged to obtain adequate results & much of the effort could be streamlined by</p>	<p><i>Key Performance Indicators</i></p> <p>KPIs to be developed in conjunction with survey development.</p>	<p><i>Aligned Institution and System Initiatives and Goals</i></p> <p>System:</p> <ul style="list-style-type: none"> ● In the absence of any additional resources to fund cost, lead a task force of VSC institutional representatives to develop and implement a survey to be conducted annually of all graduates within 6 months of graduation, with first survey to be conducted of Spring 2021 graduates in late 2021-early 2022. ● In the absence of any additional resources to fund cost, lead a task force of VSC institutional representatives to develop and implement a survey to be distributed annually to all workforce development partners and identified employers of recent graduates, with first survey to be conducted in spring of 2022.
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<p>implementing an integrated system approach.</p>		
<p>5. RELEVANCE: Development of degree paths that are relevant to student goals and expectations of value in a career. The VSCS will expand the development of degree paths with embedded Industry Recognized Credentials (IRCs).</p>		
<p><i>Strategy Summary</i></p> <p>Expanding degree paths with embedded Industry Recognized Credentials (IRCs) can be accomplished by: (a) development of new “entry-level” learning opportunities, such as single CCV courses, Registered Apprenticeships, or certificate programs; (b) by the integration of such credentialed learning into CCV or other VSC associate degree programs; (c) by the development of Direct Admissions pathways from CCV to other VSC degree programs; & (c) by the development of additional and “exit-level” internships and other IRCs into VSC baccalaureate and graduate programs.</p>	<p><i>Key Performance Indicators</i></p> <p>Percentage of degree pathways with embedded IRC’s.</p>	<p>CCV:</p> <ul style="list-style-type: none"> • In 2020-21, establish four new certificates, all of which are aligned with workforce needs and nested within existing degree programs. • In 2020-21, in partnership with Amazon Web Services (AWS), offer a new course, Foundations of Cloud Computing. Students who complete this 3 credit course will be prepared to take the AWS Certified Cloud Practitioner exam. • In 2020-21, launch Introduction to Pharmacy college-wide to all students. Students who take the course can sign up to be Registered Apprentices. • In fall 2020, launch new strategic partnership with MSI (Manufacturing Solutions Inc in Morrisville) and ETS (MSI’s staffing agency) to create a new training and employment pipeline. • In 2020-21, introduce Flex Credentials, consisting of 2-6 Flex courses leading to a stackable credential in 11 areas such as Certified Production Technology, Digital Marketing, and Medical Terminology. <p>NVU:</p> <ul style="list-style-type: none"> • Create two career pathways with participating industry experts in the Learning and Working Community Model in each of the next three years beginning at the end of the 2021-2022 academic year through AY 2022-2023. • Embed IRCs in degree programs in Graphic Design, Computer Information Systems, and Music Business and Industry by the end of Fall 2021. <p>Vermont Tech:</p> <ul style="list-style-type: none"> • Develop a benchmark of the IRC’s currently embedded by end of spring semester 2021.

ITEM 5:
Committee Assignments (updated)

BOARD OF TRUSTEES

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(3/1/24)

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(2/28/21)
Megan Cluver, Vice Chair
(3/1/23)
Ryan Cooney
(5/30/21)
Rep. Dylan Giambatista
(3/1/22)
Adam Grinold
(3/1/23)
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(3/1/24)
Karen Luneau, Secretary
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Jim Masland
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Michael Pieciak, Chair
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Dylan Giambatista
Adam Grinold
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Shawn Tester

Nominating

Lynn Dickinson
Janette Bombardier
Bill Lippert
Adam Grinold

Investment Sub-Com

Dylan Giambatista
Michael Pieciak
David Silverman

Board Meeting Dates

December 7, 2020
January 15, 2021

Zoom
Zoom

VSC Chancellor's Office
Sophie Zdatny, Chancellor

Chief Financial Officer and Operating Officer
General Counsel
Chief Academic Officer
Chief Information Officer
Administrative Director
Director of Facilities
Director of Human Resources
Director of Governmental & External Affairs

Sharron Scott
Patty Turley
Yasmine Ziesler
Kevin Conroy
Jen Porrier
Richard Ethier
Katrina Meigs
Katherine Levasseur