

Annual Report to Vermont State Colleges Board of Trustees



Johnson State College

September 29, 2009

The 2008-2009 year at Johnson State College was a year of continuing gains in meeting our mission of delivering an education...

“that crosses academic and other boundaries, wherever possible; creates opportunities for students to extend their classroom learning to the field, the laboratory, the studio, the community, and the local and wider world; recognizes the diverse starting points and goals of students; and sustains active participation, high standards, vigorous debate and mutual respect.”

We have come to appreciate that we cannot ask students to grow and change if we—their administration, staff, and faculty—do not do the same. A climate of self-evaluation, inquiry, and experimentation has to guide us as well. As part of our progress, we have initiated new programming—seminars, public events, early immersion and supports of new students—and renewed our commitments to resource development—human, fiscal, physical, and technological—as essential to our thriving into the future.

The goals we are setting for 2009-2014, which we discuss at the conclusion of this report, further describe our ongoing commitments. We take most seriously the responsibilities we have to help students build the futures they want and deserve.



STUDENTS / STUDENT LIFE

Looking back over the past year, it is clear that two long-standing emphases of the student services division — interdepartmental collaboration and student empowerment — have become firmly established as predominant themes and areas of focus in our work.

The recent renovation of the Stearns Hall student center has served as a physical manifestation of these goals. We sought to create a space that enhances the student experience, integrates services, and provides students with leadership and development opportunities. Last year in this report it was noted that we were “putting a lot of stock” in this project, and indeed we have.

We now have a beautiful facility that has received rave reviews from students and serves as a central community gathering locale. This did not happen by chance. The project had come in response to student requests — it was a top student priority in campus master-planning exercises— and students were involved in the planning and design process.

Student empowerment and a culture of actively seeking, and listening to, student opinion, has become a hallmark of the College. During remarks shared with the incoming class during orientation weekend, Student Government President Ben Chaucer made this point, stating, “Johnson is one the most amazing colleges in the country. As students here we have the opportunity to talk openly with faculty and staff... As students at JSC we have, and exercise, the ability to change the campus.”

Ben went on to provide examples of initiatives in which students have had input, from campus environmental projects to course-delivery methods. The physical transformation of the campus in recent

years, highlighted by Stearns Hall, has been greatly influenced by students.

We learned last year that even the best planning and design does not ensure success, for we did not initially realize the levels of use that we expected in some function and common areas in the building. In part this was attributed to the challenge of opening a facility mid-year, after habits and traffic patterns have been established. More important, however, it served as a reminder that such projects are never “done” and are, in fact, works in progress.

Stearns provided us with an important reminder that we need to stay regularly attuned to the needs of students. In this case, the message was that departments facilitating student leadership opportunities could be most effective by being located in the prime real estate of our new student center, and that by hosting these areas the building would experience optimal student use.

Based on this feedback, we responded by reimagining the space and, ultimately, moving our Center for Service Learning (SERVE) to Stearns to be adjacent to our Student Government Association. We also created additional meeting spaces for student clubs and organizations. Our responsiveness to student input (and willingness to reallocate space a mere nine months after the renovation), along with improvements in the quality of services, and an explicit push to hold early-semester programming in the building, have had an immediate impact. Stearns is now what we had hoped it would be: a thriving hub of student involvement and engagement.

SERVE is a natural fit for the building. It also serves as an effective demonstration of the collaboration between departments (and divisions) that has become the norm in student services at the College. In its

current interim staffing model, the department and its functions are being managed by a number of staff from other areas who have specific expertise to bring to bear on its operation. This allows us to build on existing skill sets to meet determined priorities — in this case, local community service, local partnerships, and our alternative spring break program.



SERVE students gather on the banks of the Lamoille River during their clean-up project.

The SERVE department is but one example of our collaborative approach to meeting students' needs. At a divisional meeting held during the first week of this school year, every department could point to examples of such collaboration and how it made offerings and services more effective. Some examples: the First-Year Experience department is working with other programming areas to pioneer its new creative audience requirement; numerous student services areas are sponsoring a night of programming during the upcoming Alcohol Awareness Week; and Upward Bound is working with SERVE to incorporate service projects in its curriculum.

Going forward, we have agreed to make collaboration our theme for the year in student services. The benefits of this approach have become increasingly apparent, as staff have seen how looking for areas of natural overlap and enlisting colleagues in support of related initiatives leads to better services to students. This principle, while seeming self-evident, often is

lacking in a higher education culture that commonly defines itself by its separate functional areas.

PERSONNEL

Turnover at the College was modest this year. Where changes occurred, they were explained by retirement, restructuring, or change in scope of responsibility. Emma Thompson, Staff Assistant to the Dean of Students, retired after 40 years as Assistant to the Dean of Students. Emma had the unique distinction of serving several college presidents and many deans and, quite literally, watching the campus grow and take shape over four decades. In addition, Professors Jerry Davis (Mathematics) and Neil Shepard (Writing and Literature) retired. In January, we were saddened to learn of the passing of Dr. Bob DiGiulio (Education). Bob made terrific contributions to the JSC community and to the world of education in Vermont, and we miss him. The section on Academic Activities details new faculty joining JSC this Fall.

Bonnie Fairbanks, Director of Human Resources, left the College at the end of June. Sharron Scott, Dean of Administration, and Susan Rothschild, Assistant to the Dean of Administration will be filling the Human Resources role for the College. Ken Schexnayder, Dean of Institutional Advancement, also left the College at the end of June. Deb Bouton, most recently the Director of Outreach for the Committee on Temporary Shelter (COTS), has joined us as Director of College Communications. Reporting to Deb will be all web, communications, marketing and public information functions.

The College launched a successful Wellness Program during the 2008-2009 academic year and plans to expand its offerings in the new year. A committee consisting of representatives from all areas of the College began meeting during the winter and implemented several wellness initiatives that have improved the

health and well-being of the College community. Included among the offerings were a meditation program, a nutrition series, Weight Watchers and a very successful walking program. Additionally, the Wellness Committee has offered mini-grants to allow employees to participate in trainings that contribute to the overall wellness of the community.

ACADEMIC AFFAIRS

Early Student Success

A favorable external evaluation of the College’s Title III grant project, devoted to early student success, concluded: “The site visit to Johnson State College in November 2008 [by Dr. Scott Coleman, Evergreen State College] yielded convincing evidence that the Title III project has been successfully implemented.... [A]ll segments of the college community [have come] together, with the help of Title III resources, for the purpose of refocusing and energizing Johnston State College at this critical time for higher education.”

Over the past year JSC maintained its focus on its Title III-supported goal of early and ongoing student success. Some particularly interesting first-year seminars were developed this summer and last, bringing the total to nearly 40. In addition, faculty members have begun to revamp other courses that first-year students frequently take, with the goal of fostering more engaged and active learning.

The Common Reading Initiative continued its success in bringing the campus together around a text—starting with book distribution at summer New Student Registration and book discussion groups at fall orientation, and continuing through a semester-long series of varied programs and events tied to the reading. The faculty added a public-events component (“Creative Audience”) to the general education curriculum for first-year students.



Moustafa Bayoumi, author of *How Does It Feel to Be a Problem?*, is this year’s keynote speaker for our Common Reading Initiative.

A variety of initiatives continue to bring “academic affairs” into the first-year residence halls. Over the past year, these included tutoring, advising, and support services; mini-lectures by faculty and staff; and a well-attended series of international food and cultural events.

External Degree Program

Recently, the 2,500th person earned a bachelor’s degree through JSC’s External Degree Program. The past year saw continued growth in the EDP, with 515 students enrolled in the spring ’09 semester. This fall, at the time of writing, more than 550 EDP students are enrolled in online and weekend courses throughout the state. A few examples suggest the rich array of EDP students’ learning experiences, both in and out of the classroom, over the past year:

- In Dr. Martha Leah Chaiken’s Animal Behavior course, the class conducted an experiment to test the hypotheses that humans can “catch” yawns from dogs and, if so, that empathy toward dogs plays a role. The class summarized the results and submitted a paper that is currently being considered for publication by the *Journal of Young Investigators*.
- Dr. Karen Madden’s course in Vermont History took place this summer during an intensive



week at the Shelburne Museum, where students learned in vivid ways how Vermonters lived in earlier times.

- Dozens of student teachers performed practica in schools throughout Vermont. Students majoring in psychology, business, and professional studies logged more than 4,000 hours in internships all over the state. They gained valuable practical experience by working with professionals and contributed their own expertise and labor to their communities.

The EDP’s popular self-designed major, General Studies, received a new name this year, becoming a B.A. in Professional Studies. The change recognizes the nature of most students’ plans of study, which tend to show a strong emphasis in business or human services.

EDP’s ability to support faculty and students in online courses grew substantially with the hiring of Amy Beattie as Coordinator of Online Learning and Services. Her workshops and one-on-one work with faculty and students have earned high praise. Funded by the College’s Title III grant, the new position is geared toward retaining and helping ensure the success of EDP and other students, many of whom take online courses.

The EDP currently offers about 40 online courses per semester. It is a format that has proved extremely popular with EDP’s non-traditional learners because of its flexibility. This past spring the College announced its intention to offer a fully online degree program through the EDP. Pending a favorable outcome from our accreditation association (NEASC), we hope to launch an online B.A. in Professional Studies in Fall 2010, which will mark an important new stage in EDP’s development.

Faculty Changes

JSC continues to experience a very low rate of faculty turnover, including retirements. For the small number of vacancies that did exist, the College enjoyed another successful year recruiting first choices to full-time faculty positions. Assistant Professor Elizabeth Powell has joined Writing and Literature from a senior lectureship at the University of Vermont. David McGough has begun as associate professor in Education with a special focus on secondary education, and Jerry Himelstein, after two years as a visiting sociology professor in Behavioral Sciences, has been appointed to the tenure stream as assistant professor.

A Culture of Research

An ongoing cultural shift is drawing more and more students and faculty into research activities. Research increases the level of academic challenge for students, and develops connections—among students, and between students and faculty members—that help students stay and succeed through graduation. Also, by conducting research, students often address real community needs and make a valuable service contribution, particularly to local communities. For example:

- Environmental & Health Science Department faculty and students have been studying the health of the Lamoille Valley watershed, where the College is situated. Students and faculty have been collecting information on the sources of *E. coli* along the Lamoille River, gathering meteorological data to assess local climate trends, and studying bacterial colonies at the long-defunct asbestos mines in Eden and Lowell.
- Three students worked this summer with Professor Les Kanat, evaluating the effects of the April 1999 landslide in Jeffersonville and predicting when more land is going to fall.



- Department chair Liz Dolci’s VSC Faculty Fellowship during 2009-2010 will help advance the emerging culture of research at the College. It has already expanded to Behavioral Sciences, for example, where under the guidance of Professor Gina Mireault, students are conducting a naturalistic observation of how infants discover and develop humor, and the importance of humor to bonding and attachment.

The focus on research is a part of the college-wide emphasis on high-quality, experiential learning—learning beyond the classroom—as a complement to classroom-based learning. This past year, a full range of extended classroom experiences, via student internships, research, service, and service learning, contributed to the communities around Johnson State College and made our institutional presence felt. An example is the engagement of our business students with Vermont Soy Company in Hardwick, helping the company assess its penetration into local markets.

Particularly noteworthy was a workforce development project that provided in-service training to behavior interventionists and paid internships (and many employment offers) to prospective behavior interventionists. A proposal for a second round of funding, and possible replication elsewhere in the state, is under consideration by the Vermont Department of Labor.

Looking Ahead

Academic Affairs continues to plan for a post-Title III world, which will begin in late 2010. As the external evaluator for the College’s Title III project noted in his conclusion, “It does...seem critically important that the structures set in place to enrich the students’ early experience, particularly the staff positions of Director of First Year Experience,

Coordinator of First Year Events, and Coordinator of Career Services, be maintained after the grant funding ends.”

Besides addressing the sustainability of important, grant-funded positions and activities, we aim to identify and plan for those early success initiatives that transcend “first year” and hold promise for more experienced students. In particular we are continuing to make meaningful steps, begun this past year, to ease the path for the many transfers to JSC.

The coming year promises to be a busy and demanding one for Academic Affairs in other ways as well. A small group of faculty members will work with the academic dean to advance an academic plan intended to take JSC’s Academic Affairs to 2014; and a report to NEASC with a major focus on program assessment also will be a major task. The College also is preparing to host a scholar from Malaysia, Dr. Zaharom Nain, for a five-week stay on campus from October 12 to November 13 under the Fulbright Visiting Specialists Program: Direct Access to the Muslim World. We expect students and faculty/staff from across the College and curriculum to connect with him, both in courses and outside the classroom.

FINANCE AND DEVELOPMENT

Finances

Johnson State College continues to maintain a solid financial position and anticipates ending FY2009 with modest excess revenue over expenses. This is a result of good budget management by departmental budget managers as well as an increase in the number of students living on campus. The College continues to maintain a strong relationship with its auditors and anticipates completing the year-end audit with few comments.

The 2008-2009 academic year saw terrific advancements in business processes. Chief among these were the implementation of electronic commerce and the addition of new software tools to streamline for Perkins Loan processing. Together, these improvements have increased the efficiency of the Business Office and improved the timeliness of information to our students. Additional benefits have included improved loan receivables for our Perkins Loans as well as quicker receipt of refunds to our students through the use of e-refunds.

During 2009-2010, we anticipate capitalizing on these improvements through the introduction of new methods of communication to our students, and the adoption of document imaging. Through these changes we expect to resolve student accounts earlier in the semester and to improve the overall student experience as it relates to bill-paying.

Development and Alumni Relations



Among those attending this summer's "Donors of the Decade" reception were (from left) Mark and Star (Sweeney) Heinrich, both '69, Barbara Wilson, and Michael Luck '70.

JSC Development efforts this past year have focused on building our endowment, increasing our donor base, and stewarding and cultivating donors.

To honor donors and celebrate accomplishments, a "Donors of the Decade" reception and celebration was held this summer. August 20. Seventy-five donors attended, representing donors of naming gifts to Stearns, Dewey, and SHAPE; donors

who established named endowments; donors to endowments via direct gifts or planned bequests; donors in leadership categories or of 10 or more consecutive years; and all staff and faculty who make regular gifts to the College.

The event provided a wonderful opportunity to thank and cultivate our supporters, celebrate what has been accomplished over the past 10 years, and to look forward to the major tasks ahead. The printed program will be sent to invitees who were not able to attend as a way to thank them to include them and inform them of our plans. President Murphy addressed the group, expressing appreciation and presenting the fundraising plans ahead. She noted that JSC is well into the planning stages of the College's first major campaign, the Campaign for Johnson State College. We are now in the first stages—building our donor base and our endowment—and have reached two major milestones:

- We have reached the \$500,000 mark since the Campaign's "building phase" inception in January 2007
- We have grown the JSC endowment to more than \$2 million (from \$400,000 eight years ago).

President Murphy spoke about the ways in which a successful campaign will move the College to our next level of excellence and provide the opportunity for sustainable change as new directions in education and student learning emerge. The campaign has three areas of focus:

- *Capital Projects:* Reconfiguration of important physical spaces on campus. The Stearns (and Dewey) renovations were completed last year, and SHAPE is nearly complete. Naming opportunities are available in these exciting new spaces. Upgrades of science and art facilities are our next significant area of investment.



- *Endowment:* Endowment funds exist in perpetuity and provide a vehicle of ongoing support to students and faculty, and to overall JSC learning community needs.
- *Current-Use Funds:* Current-use gifts invite donors to fund one-time or program-specific initiatives and see these gifts put to immediate use. The President’s Fund for Excellence in Teaching and Learning is a special focus, with funds used at the President’s discretion in response to emerging needs and requests from students and faculty.

JSC will continue to reconnect with alumni through alumni receptions and events, homecoming, and Athletic Hall of Fame events. The President’s fundraising advisory committee, the Fund for JSC, continues to grow. There has been a change in leadership, with Victor Swenson stepping down after eight valuable years as chair, and Don Vickers (BS ’70) taking over that role. Fund member and alumna Mark Heinrich (BS ’69) is taking an active role in increasing the level of donations of alums from the classes of the ’50s and ’60s.

FACILITIES

The 2008-2009 fiscal year was an extremely busy year from a facilities perspective. This year saw the completion of the Stearns Student Center, a \$7million project, as well as the launch of the SHAPE Renovation project. Both projects truly transform the way the College works and operates.

In October, JSC opened the Stearns Student Center. This building is now the hub of student activity for the College and includes not only residential dining, but two retail dining venues, club and

activity meeting spaces, a performance space, a cinema, a gaming space, and a fireplace lounge. The renovation transformed Stearns Hall from a dark place where much of the building was unused to one where all areas of the building are fully used by students, faculty, staff, and the community.



In January, the College launched the planning phase for the SHAPE renovation project. This project is transforming the SHAPE building into a vibrant athletics facility that meets the needs of our varsity student athletes as well as students, faculty, staff, and community members. The renovated building includes a fully renovated varsity gym—with new flooring, lighting, and bleachers—as well as a new climate-controlled fitness center. Also planned are a new spinning studio, a group exercise room, a meeting and multi-function room, an exercise physiology lab, and offices.

During the next fiscal year, the College plans facilities upgrades for the sciences and fine arts programs that will include renovations to Bentley Hall and the addition of a Digital Arts Lab. We hope to complete these renovations during the 2009-2010 fiscal year. In addition, the southwest electrical primary will be replaced, and modest changes will be made to the College’s way-finding signage.



LIBRARY AND INFORMATION TECHNOLOGY

It is nearly impossible to watch a sporting event on television and not see an advertisement for KBG, a company that will answer—for about a dollar—such important questions as, “Is pork a red or white meat?” A sensible person may ask why trivia seekers don’t simply text, email, or call their local library with such questions and have them answered for free.

It’s safe to say that JSC students and faculty would do just that. They are accustomed to dealing with library staff both in person and over the Web, and they realize that they receive high-quality, personalized service regardless of where and how they access library services. Our use of social networking tools has broadened and deepened the ways that patrons can have their research needs addressed. What might have been viewed as cutting edge just a few years ago is now regarded as no more than a best practice.

This transition from innovation to ordinary is happening with greater rapidity all the time. For instance, a futurist think tank, the Da Vinci Institute, released a widely circulated paper in late 2006 that purported to envision the future of libraries. A close reading of the report revealed that the future looked very much like the recent past and the present. There were some surface differences, but what might happen in 2050 seemed little different than what happened in 1990. The unexciting truth is libraries will continue to evolve and adapt to the changes that technology may trigger, just as they always have. The librarians at JSC live in this shifting landscape of tools and ideas, so they are well-prepared to adjust what they do in order to meet new challenges.

What shape this landscape will take over the next few years remains to be seen. Previous annual reports have addressed open-source platforms and the growing interconnectedness of libraries—academic,

public, and school—across Vermont. These circumstances promise a number of opportunities for meaningful collaboration among libraries, creating opportunities that may well be beyond the grasp of a single institution or even a college system. Where early efforts of intralibrary cooperation were focused on increasing purchasing power, the future of collaboration now seeks to find common ground at the functional level.

For instance, there is a vigorous exchange of materials among Vermont’s public and academic libraries, and it succeeds despite the realities of institution-specific policies and the variety of software packages and hardware platforms involved. Instead of maintaining these disparate systems and their related guidelines, libraries might be able to improve the efficiency of this service by implementing a common open-source solution. If approached properly, a project of this nature could prove to be an ideal confluence of technology and policy, resulting in improved access to content without significant infusions of capital. A similar project is now under way in Rhode Island, and we are monitoring its progress.

As they have over the past few years, JSC librarians continue to assess emerging Web 2.0 technologies for their applicability in enhancing library services. The challenges on this front are two-fold. The most pernicious is the inevitable hyperbole that accompanies a new, or even potential, product, as typified by a recent Fast Company article, “How Web-Savvy Edupunks Are Transforming American Higher Education.” Even the most cursory of readings reveals little actual transformation has taken place, other than the increasingly steady stream of venture capital into some broadly conceived initiatives. Still, some intriguing ideas are covered within its pages, and they are worth greater scrutiny when they begin to mature.



Another challenge centers on the intended use of a given technology. As the musician David Bowie once noted, the first thing he and his musical collaborator Brian Eno did when they received their first synthesizers was to throw away the instruction manuals. Their reasoning was they had ideas as to their use that might have escaped the software developers, and they wanted to be open to chance. Library staff approach new technologies with the same spirit of discovery, as they have with every innovation since the introduction of microform archiving.

During the 2008-2009 school year, the College’s Information Technology staff improved facilities and offerings. Among the department’s accomplishments are an upgrade of network service between buildings, completion of an installation and reassignment of computers from three labs, and the addition of wireless access points to several buildings.

The department has worked this past year to improve the overall availability and speed of both the wired and wireless networks with the addition of wireless service to Stearns Hall and to sections of the Library and Learning Center. In addition, network bandwidth between buildings was upgraded to 100 megabit service. This change has improved the on-campus data flow between buildings and will be useful as the VSC upgrades its wide-area network during the next fiscal year.

Installing software that manages and deploys software upgrades across campus was another important project for our department. This has improved the efficiency of software installations and allows us to remain in compliance with the latest security upgrades.

In addition to traditional hardware and software installations, the College has focused on installing

technology in the classroom. This academic year saw the installation of the three new technology-enhanced classrooms that are heavily by instructors and in high demand. In addition, a digital message board with accompanying software was installed in Stearns Hall. This message board serves as a primary means of communication to visitors of the building and has been very useful for sharing the message regarding the building.

Information Technology is eagerly anticipating the VSC Network project and its accompanying increase in bandwidth. It is hoped that this project will increase overall bandwidth for the College by 66 percent — a much-needed improvement for our student population. In addition, the department is preparing for the installation of its first Digital Arts Lab. This lab is expected to incorporate 20 Macintosh computers and associated peripherals.

PUBLIC EVENTS

The College continues to make a major investment in public events as a vehicle for community building and for teaching and learning from diverse perspectives. Highlights from the '08-'09 academic year included:

- Visiting author Chris Rose, who had written the essays that made up *1 Dead in Attic*, our “common book” choice last year. He read and spoke to a packed Dibden Theatre, earning a standing ovation for his impassioned recounting of the dark days of Hurricane Katrina and a thanks to those who came to New Orleans in the aftermath to help.
- Ellsworth Lecturer Liselotte Ivry from Montreal addressed a standing-room-only crowd of listeners of all ages as she told her life story of surviving concentration camps in her youth — and how



she has devoted her life to history speaking for those who cannot.

- Madeleine Kunin, former governor of Vermont and U.S. ambassador to Switzerland, gave a reading of her Pearls, Politics, and Power and spoke about the role of women and men in making a democratic world.
- To balance the global and national perspectives presented by these speakers, we hosted our first-ever series of Vermont entrepreneurs who spoke to JSC business students and others about starting and sustaining their own businesses.

This year we have launched “The Creative Audience,” a program required of all entering students that mandates their attendance at their choice of selected events on campus. Our intention is to expose students early on to the learning that can come from attending a range of public events.

LOOKING AHEAD

Our work in the years ahead will be guided by a College Plan focused on issues critical to our success. In all our planning, we will stay focused on the unique attributes and particular strengths of Johnson State College and our vital contribution to higher education in Vermont. In all our endeavors, we will strive to “address the things that will take us the furthest.”

We have identified six key areas of focus:

- Academic Planning
- Early and Ongoing Student Success
- Civic Engagement
- Comprehensive Enrollment Planning
- College Transformation (Physical and Virtual)
- Development and Funding

The first two priorities specifically address the teaching and learning experience — as does the third, by enlarging students’ experiences outside the classroom. The fourth goal insists that we keep working on the question of “fit” as we strive to draw to our College those students with the potential to succeed and the belief that Johnson State is the venue in which to do their work. The final two goals are structural and resource-oriented goals. Each of these priorities is supported by a detailed goal statement. I look forward to sharing this work with Trustees.

Reflecting back on planning efforts over recent years, it is clear that several themes endure. Most prominently, the success of students stays front and center, with the high quality of teaching a close second. In reality, these goals are so closely connected that it is impossible to posit one goal without the other.

We also have moved from believing that students simply need a good start in order to succeed. Succeeding in college is a complex process, and for many students it requires that they take on a new view of themselves — a new approach to their education and learning. For some students, this means learning a new language and culture. We now see that a commitment to ongoing student success is just as crucial as ensuring a strong, solid start. Similarly, we have come to appreciate that while transfer students may be experienced in many ways, they are new to our College and are likely to be starting a new chapter in their lives. They do not automatically know how to “do” college simply because they tried it before. We are mindful of the need to nurture their growth and success just as we with incoming, first-year students.

The goal of approaching enrollment as a means of advancing student and academic success is a relatively new concept. But it has become apparent that recruiting students who, early on, show a commitment to their own learning and an openness



to Johnson State as the place with which to affiliate helps to establish the community in which they—and we—will thrive. Civic engagement as a goal is not only “a good thing to do” but a necessary correlate to our commitment to help students strengthen their sense of themselves as learners in community, extend the educational process beyond the classroom, and prepare them for successful lives.

At the same time, we recognize the need to keep our physical, information-technology and fundraising goals at the forefront. These are part of the support system that will secure the resources to advance the objectives of teaching, learning, and engagement.

Planning cannot be episodic but must be part of the ongoing work we do. We are committed to keep asking and inventing the questions that will link our daily decisions with our aspirations for the future of Johnson State College.





















