

President's Annual Report to the Vermont State Colleges Board of Trustees August 29, 2006



EXECUTIVE SUMMARY

The Johnson State College community believes in the power of higher education to transform lives. We express this commitment through an education that crosses academic and other boundaries, where 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; recognized the diverse starting points and goals of students; and sustains active participation, high standards, vigorous debate and mutual respect.

— Johnson State College Mission Statement
Adopted 2005

This past year at Johnson State College has been at once the most exciting and dynamic of my five-year tenure as president and the most critical in terms of positioning JSC for the future.

We accomplished a great deal and I believe are now poised to implement or expand many initiatives that have grown out of several years of planning. Our strategic plan and new mission statement helped guide our conversations with the NEASC visiting team in the college's successful 10-year re-accreditation process. The visiting team's recommendations and the NEASC board's commentary supported the overall strategic direction of the college and identified areas that, with an investment of time and focused work, would help ensure that the college remains on-track for reaching its vision. This was the result I'd hoped for: it reinforced the correctness of our vision and supported our strategy to achieve that vision.

Our Title III grant has completed the first year of its five-year cycle. We've made substantial progress in a number of areas (see "Title III", in Academic Affairs), and established an infrastructure that we believe is essential to the transformation of Johnson State College. The support the College has received from Title III has accelerated our progress in designing a comprehensive first-year experience, a key element in JSC's strategy to improve retention.

Similarly, Title III has accelerated our goal to bring the College's endowment to the \$2 million level. At the end of last fiscal year, our endowment stood at \$842,939. At the beginning of this fiscal year—counting the match pending from Title III and the HETF and State Legislative Challenge match of \$61,086 earned this past year—once matching pledges are paid the endowment will be \$1,648,104. In concert with our focus on endowment, we have completed preliminary planning

for launching a comprehensive fundraising campaign for Johnson State College.

Our Campus Master Plan, completed this past spring, has generated an enthusiastic response from both the campus and the alumni community. The plan, which grew out of the College's previous strategic planning, evaluated classroom space and usage, and all current facilities in light of our aspirations. Recommendations range from classroom furniture modifications to major construction projects to support for academic programming. It is, obviously, a multi-year plan. We are in conversation with many groups about implementation of elements of the plan.

We have also invested in people over the past year. We began this fiscal year by filling a long-unfilled position at the college: Dean of Institutional Advancement, a position that oversees admissions, communications, development and alumni relations—essentially the external face of the College. We have expanded the ranks of our faculty by investing in four, important curricular areas: Education, Journalism, Sociology, and Art History. **Regina Ritscher-Winters, Tyrone Shaw, Eric ("Luke") Krieg, and Mary Martin** have accepted new, tenure-track faculty appointments. As well, we welcome Visiting Professor **Reed Brown** to our theater department.

We began our fall semester on August 28 with Convocation, a celebration designed to welcome our first-year students to the Johnson State College community. The composition of our first-year class reflects a focus of our recruitment efforts this past year. Vermonters, who had made deposits, were up 34 percent (or 51 students) over last year at this time. Our overall class size will come in at more than 20 students higher than last year's entering class. This increase is by design, a deliberate focus on marketing the College to in-state students. In the coming year, we will continue to expand our in-state marketing, balanced by an increase in targeted out-of-state marketing. A cornerstone of this out-of-state marketing

effort will be a newly redesigned College Web site, which will launch around the first of the year.

Our focus has been on strategically aligning all the elements necessary for implementing change on campus—talent and experience, people, programs, and tactics to achieve success—then investing in the most important element. These investments are critical to the work that lies before us as we seek to transform Johnson State College.



ACADEMIC AFFAIRS

With NEASC re-accreditation (not to mention the ROPA-R review process for teacher education) and the formal launch of Johnson State College's Title III grant, academic year 2005-2006 has been little short of momentous for Academic Affairs, as for the rest of the College.

Title III In year one Johnson State College has made a rapid start on its Title III award. If the first-year pace continues over the five-year grant cycle, the result will not be "merely" to strengthen but to transform the institution. Substantial progress has been made on (a) supporting programs and activities that advance three strategies for improving student persistence and success: academic transformation, advising and academic support transformation, and endowment building; (b) placing personnel and establishing structures that will advance, monitor, and evaluate the grant objectives; and (c) evaluating progress made in meeting grant objectives.

Programs and Activities

Curricular and Academic Support Transformation

- Fourteen freshman seminars have been developed, and four more were added this summer, the latter to be piloted during spring '07. Thirteen of these new courses were supported by Title III. Each attempts to challenge students, prepare them for collegiate success, and—as far as possible—to: cross traditional disciplinary boundaries in a multi- or inter-disciplinary manner; incorporate an extended classroom experience and co-curricular component; awaken students to the connections this single course will make to their ongoing learning; advance diversity education by being as inclusive as possible; include an information literacy component relating to the substantive focus; develop critical thinking and writing skills; and orient students in an intentional manner to the culture of academic life, connecting students to campus events and opportunities.
- A First-Year Experience task force, composed of staff and faculty members, met throughout the summer to create six action plans, covering various aspects of a transformed first year: how the first-year seminars would characterize and be part of a fuller experience encompassing a program of co-curricular events; how the first-year for JSC students would encompass extended classroom (including service-learning) experiences; how the College might advance diversity education and inclusiveness in the first year; how academic advising might support a transformed first-year experience; how to utilize a full range of campus resources to support first-year success; how an expanded institutional research capacity would assess progress on advancing each action plan and the extent to which grant goals for student



Orientation Weekend 2006

persistence and success have been met.

- Steps have been taken to advance quantitative literacy, a major barrier to student success. Our expectation is that student retention will increase if students become more proficient in quantitative reasoning and forge stronger links between quantitative reasoning and their areas of primary interest. Two faculty members attended a FIPSE-sponsored summer workshop and, as a result, Hollins University workshop presenters visited Johnson last fall. The College is using its own resources to support a faculty sabbatical to develop a numeracy curriculum; and a Title III-supported summer workshop, building upon the well regarded Hollins model, aimed at the integration and assessment of quantitative literacy in courses throughout the curriculum.
- A very successful Title III “kickoff” visit by Vincent Tinto, Distinguished University Professor and Chair of the Higher Education Program at Syracuse University, riveted campus attention on the aims of the Title III project. He is a leading scholar on theory and research on student persistence and attainment in higher education who focuses, as he himself describes it, on “curricular and pedagogical innovations designed to enhance student attainment, especially for underrepresented and under-prepared students...” A series of well-attended follow up meetings catalyzed interest in the aims of the project: improved

student persistence and success through academic, advising, and endowment-building strategies.

- Numerous co-curricular activities, most connected to freshman seminars, have allowed students to test and expand their classroom knowledge through “extended classroom experiences,” and have encouraged deeper connections with classmates and instructors. These included a trip to Washington, D.C. for a course on public sculpture, tickets for a Broadway play, a class trip to see *The New World* (for a course on literary responses to the conquest of the Americas), and a workshop on intercultural communication and bridging cultural conflicts (for a course on multiculturalism).
- Steps for the near future include a faculty/staff/student reading group, to discuss works that highlight the voices and experiences of students at college and, very likely, a regular Title III newsletter to the campus community. In '06-'07 efforts will begin to revise academic scheduling in an attempt to remove a significant barrier to student persistence.
- Key personnel attended the NACADA annual meeting and, on campus, a web-based conference revolved around “innovations in first-year advising to enhance retention and graduation.” Several other web-based or audio conferences have focused attention on topics such as internationalizing the curriculum and the second-year experience, among others.
- Six staff members and administrators, including the President, attended a two-day conference on “data-driven strategic enrollment management.” Among other themes, the conference emphasized a much broader and more inclusive approach to enrollment management, integrating all practices related to the optimal recruitment, retention, and graduation of students.
- A small team, having returned from

a conference on residential life, is spearheading a task force plan for enhancing student learning through residential life experiences.

- The fall orientation for first-year students has been completely revised, with a focus on a rich academic experience and the creation of connections among students. Its culmination—opening Convocation—



Orientation Weekend 2006

makes explicit the themes of welcoming new students and beginning to integrate them into the college community.

Endowment Building

- The College has made very rapid progress on increasing the endowment since receiving a Title III grant. With \$278,930 in new endowment funds, fundraising is well ahead of the schedule projected in the grant proposal.

Personnel and Structures

For the grant to be successful and its aims realized, it has seemed clear from the beginning that the President must be involved directly. Thus the President has formed and charged several groups relevant to grant progress (see below), and sits on the oversight

body herself; while her academic dean serves as Title III project coordinator. On a temporary basis, a part-time professional development coordinator was appointed to move professional development activities (53% of overall grant funds) forward during the pivotal first year. More recently, the College was pleased to appoint **Margo Warden** as Director of the First-Year Experience, a position which represents a considerable upgrade in expectations and responsibilities from those of the temporary professional development coordinator. This new position will have administrative support and come under the direct supervision of both the Academic Dean and Dean of Students. The planning group that developed the College's comprehensive development plan has transformed into a Title III oversight body, while the President's Council regularly addresses Title III progress and activities. Each of these bodies combines both faculty and staff members, and thus helps in "crossing boundaries, making connections," which is the title

used internally for the kinds of curricular and academic support transformations that are to improve student outcomes and retention at Johnson State College.



Project Evaluation

- We have begun to track all students who take one of the new seminars developed specifically for first-year students. Their rate of persistence is a percentage point higher than that of the general first-year population.
- Assessment of the new first-seminars, in terms of their learning outcomes (see first bullet, under "**Curricular and Academic Support**

Transformation," above), has begun. The results are very promising, suggesting the utility of first-year seminars as a retention tool.

- The College continues to use the annual NSSE instrument as an important means of obtaining information about the perceptions of first-year (and senior) students.
- With the help of Dianne Pollak, Johnson State has begun to use the powerful, electronic "data warehouse" to track the annual federal cohort and perform necessary retention analyses.
- Several administrators attended an interactive teleconference, sponsored by the Vermont Higher Education Council, on "Research 101: Finding the Data You Need."
- Our new registrar, **Doug Eastman**, was selected partly for his interest in conducting institutional research analyses on retention and related topics.

NEASC

The NEASC team generally endorsed and found favor with the treatment of standards four (Programs and Instruction) and five (Faculty) in the College's self study. In the coming year Academic Affairs will need to make progress in "developing comprehensive master planning in the academic area, with related planning in enrollment management and assessment."

External Degree Program

The past year was another one of solid growth in the External Degree Program. Enrollment topped 500 students for the first time, with 516 enrolled in spring '06, up from 476 in spring '05 for an increase of 8.4%. The number of graduates in the EDP also reached an all-time high in May--137 or 45% of the entire bachelor's-level graduating class.

Beyond the growth, it was a year with a focus on enhancing the quality of the EDP and the

relationships between EDP and the campus programs. The NEASC report gave the EDP high marks, calling it "...a highly successful adult/distance education program." EDP's co-directors worked with the full-time faculty in several academic departments and on several committees with the goal of improving and better aligning programs off and on campus. The General Education programs and majors in Education and Psychology received particular attention. That work will continue in 06-07.

In Education, the collaboration between campus and the EDP has taken a very tangible form with the hiring of a new full-time faculty member specifically appointed to work on campus and with the EDP. Along with teaching duties on campus and off, Dr. **Regina Ritscher-Winters** will serve as a liaison between EDP's statewide faculty and students in education and those on campus. Dr. Ritscher is herself a JSC/EDP graduate (1985) who went on to complete a master's at Dartmouth and doctorate at Harvard. The College is delighted to have her re-join JSC in this new and important "hybrid" position.

Johnson State is also proud of EDP's many part-time faculty who have helped the program develop a statewide reputation for excellence in teaching and meeting the needs of adult learners. This year, we're especially proud because of several honors bestowed on EDP faculty. **Linda Gray**, who teaches Vermont History and other subjects, has been awarded a Fulbright scholarship to teach in Ukraine during spring '07. Dr. **Patricia Halpin**, long-time EDP instructor in the health sciences, received an award for part-time teacher of the year at University of New Hampshire. Dr. **John Sparrow**, on the full-time faculty of UNH and a regular instructor of psychology for EDP, was named teacher of the year at UNH.

The EDP's online program has continued to grow. This fall, the EDP will run 38 online courses in a variety of disciplines. The coming year will see a further expansion of online and weekend programming, along with continued emphasis on quality and integration of the EDP

with the programs on campus.

Vermont Campus Compact

The final year of a Vermont Campus Compact grant to institutionalize service-learning has aimed at widening the circle of faculty members who integrate high quality service-learning into their teaching and student learning. Six full- and part-time faculty members—**Leila Bandar, Liz Dolci, Jean Haigh, Luke Krieg, John Miller, and Gina Mireault**--were invited to submit professional development proposals as service-learning "ambassadors." Three (Haigh, Krieg, Miller) discussed their experiences at a panel on "Service-learning in general education: Pleasures and pitfalls" at the VSC academic retreat in May.

Bonner Foundation

The Corella & Bertram F. Bonner Foundation, a private foundation based in Princeton, New Jersey that supports service-based scholarship programs on campuses around the nation, has asked Johnson State College to join the Bonner "family." Specifically, JSC has been asked to join the national Bonner Leader Program, with training and technical assistance provided by the Foundation and funding provided by a combination of federal work-study, AmeriCorps Education awards, and institutional aid.

Vermont Genetics Network

Johnson State College is one of five baccalaureate colleges in Vermont to collaborate with the University of Vermont in the Vermont Genetics Network (VGN), funded by a five-year award from the National Center for Research Resources and part of the NIH initiative called IDeA Networks of Biomedical Research (INBRE). **Dain LaRoche** (Environmental & Health Sciences) received one of thirteen VGN pilot awards to pursue his research on "Aging, Physical Activity and Muscle Function" and presented his work at the recent VGN annual retreat, held in S. Burlington. He was also one of two young scientists from Vermont invited to visit NIH/NSF with VGN director Dr. Judy Van

Houten. In Washington, D.C., sessions were held with top officials of NIH, NSF, NASA, the Department of Energy and other agencies that provide funding for science research. In year one of this award, Johnson State College received approximately \$193,000 to support faculty and student research.

VGN held its undergraduate student career day in April. Students who had been awarded VGN funding for research over the last year presented posters of their work. Among the 14 presenters were two JSC students, **Mélanie Lussier** and **Sarah Venzel**. The VGN presents awards to the top two posters, and Mélanie's received one of the two awards for her poster presentation, "The Effects of Ginkgo Biloba on Oxidative Stress." Both students presented their posters at the annual student research day on campus later in April.

In early May the VGN undergraduate outreach program in DNA microarray, which returned to JSC for a second year, made it possible for 12 JSC students to travel to New York City. There they viewed the Darwin exhibit at the American Museum of Natural History and were treated to a special tour of the museum's genome lab. The College's Title III funding made it possible for all students to attend a performance of the Broadway production of *Rent*.

Elizabeth Dolci (E&HS) is the coordinator of VGN at Johnson State. In addition, she has received a Math Science Partnership grant from the Vermont Department of Education to fund the Vermont Science Initiative (VSI). The overarching goal of the VSI is to improve the scientific literacy of Vermont's school children through the development of a cohort of skilled teachers of science who will serve as teacher-leaders in delivering professional development to colleagues within their schools and districts. The grant award is for \$1,080,000 over three years.

Personnel

It was a banner recruitment year for Johnson State College. Four tenure-stream faculty

slots and one visiting position were filled, all with the College's first choices. As mentioned previously, **Regina Ritscher-Winters** has joined JSC as assistant professor, Education, with joint responsibilities to both the campus-based and EDP programs. **Tyrone Shaw**, long-serving part-time faculty member and advisor to the student newspaper, has become assistant professor, Writing and Literature (Journalism). Visiting professor **Eric ("Luke") Krieg** is now associate professor, Behavioral Sciences (Sociology) and visiting professor **Mary Martin** is assistant professor, Fine and Performing Arts (Art History). **Reed Brown** is a visiting professor in Fine and Performing Arts (Theatre). On the staff side, **Douglas Eastman**, formerly Enrollment Services Specialist and before then Financial Aid Officer, became the college's new Registrar, and **Margo Warden**, as mentioned previously, formerly Academic Skills Advisor with Academic Support Services, has become Director of the First-Year Experience.

Professors **Catherine Bodnar** and **Alice Whiting** announced their retirements. Professor Whiting, after a long and distinguished career, had elected a special retirement option under which she worked on a half-time basis through spring '06, assisting the Department of Education on many important projects, including a successful ROPA-R review.

Dr. **Tania Bacchus**, Environmental and Health Sciences, was promoted to Professor.

LIBRARY AND INFORMATION TECHNOLOGY

Library

Designing and delivering comprehensive information literacy instruction for Johnson State College's disparate populations (on-campus undergraduates, non-residential students, and graduate students) remains the Library's major focus. Frequent conference and workshop attendance on the topic by reference



librarians confirms that we are hardly unique in this regard; if anything, our participation in these professional development activities confirms that Johnson State College is struggling with similar obstacles, but that our approach, which is very much rooted in current best practices, should manage to overcome many of them.

Survey data indicate that many of our students, particularly those at the undergraduate level, have had little or no background in using library resources, and the absence of a formal information literacy program leaves many of these students at a disadvantage when it comes to producing college-level research. This problem is exacerbated when new databases and technologies are added to those already being offered through the Library.

Putting in place tools that require little intercession from either librarians or faculty has made some inroads in bolstering student research skills. JSC's version of the University of Texas's online information literacy tutorial, TILT, has been well-received by our students, as well as reference librarians across the Vermont State Colleges. TILT is becoming a crucial component in the education of all

VSC students and, in addition to its obvious benefits, system-wide use of this tool helps facilitate baseline research knowledge that is consistently taught, regardless of where a student is enrolled.

Although the use of TILT at Johnson State College hasn't been as widespread as hoped, it has been used successfully in a number of pilot projects over the last few years. This has led the College's Freshman Year Experience Task Force to consider proposing its use in all freshman year courses. If approved, information literacy instruction will have progressed, at least conceptually, far beyond our current, in-person, faculty demand model.

During the past year, JSC reference librarians also added interactive instructional tutorials to our website (<http://library.jsc.vsc.edu/camtasia/LibraryTutorials/Menu.html>). Designed to walk end-users through our services and database holdings, these tutorials can be easily accessed over the web. For those with only a dial-up connection or no internet connectivity at all, CD-ROM versions are available on request. Given their initial success, the Library now needs to expand its range of tutorials, as well as to devise a way of linking tutorials with relevant TILT screens in Blackboard. Related to this work, subject-specific pathfinders were added as .pdf files to the Library website.

None of this means that in-person instruction has become irrelevant. The Library still conducts numerous bibliographic instruction sessions within the library and around campus. The coming year will see the Library devising similar instructional experiences for distance students, with IP video serving as a primary delivery method.

Beyond its work on information literacy, the Library continues to add high quality databases to its list of online resources. The Library has used technology to streamline the interlibrary loan (ILL) process, the result of ILL management software and capabilities provided by the recent implementation of

SIRSI, the VSC automated library management system, and will continue its explorations into instant messaging and similar applications as possible communication tools for patrons seeking more immediate and interactive reference assistance.

Information Technology

Balancing security and access continued to be the challenge before Information Technology over the past year. This is hardly revelatory, since the inherent tension between convenience and control has been—and will continue to be—an ongoing struggle within technology planning. Certainly the recent spate of data security breaches that have stung not only higher education, but also government agencies and major accounting firms, will further guarantee ongoing consideration of these matters.

One significant hurdle we face is the openness of the academy when it comes to information. Over the past year, Johnson State College Information Technology has made some significant decisions when it comes to protecting data of all sorts, not just information that is generally considered confidential. We were an early adopter of the “lock computer” feature in Windows XP for staff and student laboratory computers, and we’ve extended this policy to cover faculty machines at the onset of the impending semester. Even more critical was the College’s purchase of Bradford Network’s Campus Manager product, which scans machines seeking access to our network for viruses and spyware, both of which can trigger potentially crippling security threats. Implementing this product is particularly important given the growing number of student-owned machines on campus, as well as our expanding wireless network. The latter, in particular, can present any number of security issues, and we’ve approached this technology with due caution.

While security remains foremost in the department’s planning, we continue to invest in new instructional technologies, including the upgrading and expansion

of technology enhanced classrooms and computer laboratories. IT has run an instructive pilot project using open source instant messaging that has considered not only inter-departmental communication, but also some preliminary academic applications, such as reference exchanges between end-users and librarians. There is more testing to



do on this front, but it seems promising. We are also committed to a successful rollout of Blackboard’s Content Management System, a product that promises to address a number of academic needs, such as e-portfolios for student teachers, in a secure environment.

STUDENT SERVICES

A Student-Centered Focus and Commitment to Continual Improvement
During the 2005-06 academic year, the College underwent its 10-year accreditation review. This process served to both validate the work of the student services division and to help guide improvement efforts by defining and targeting areas for review. The initial report of the accreditation team described the staff in the division as a clear strength of the College:

There is a committed, student-centered, well qualified staff within the Student Services division. Students report positive interactions with members of the student services division, and that staff

are concerned with assessing the effectiveness of programs and services, to help guide improvements.

Several measures were taken this past year to improve services in areas identified by students as warranting attention. The Health Center was relocated to a renovated space in Senators Hall, adjacent to the Counseling Center. The new space includes separate waiting and reception areas, an exam room, an observation room, a larger lab space, and two handicapped accessible bathrooms. This move, driven by student requests, has been met with positive feedback.

The accreditation report suggested that student services play an active role, in conjunction with the faculty and academic leadership, in the development of the College's First-Year Experience (FYE) initiative. The partnership between student and academic services in the design and proposed implementation has been an increasingly close one, and the Dean of Students joined the Academic Dean and Faculty Assembly Co-chair in leading a FYE planning seminar this summer. This relationship has been further formalized by having the newly created Director of the First-Year Experience co-report to the Dean of Students and Academic Dean.

It was also suggested that the College further explore ways of working with parents as part of its retention strategy. To this end, an orientation planning sub-committee focused on parental outreach has been formed. Its initiatives to date include increasing outreach to, and programming for, parents at new student registrations and orientation, and putting together a more informative parent packet that includes a handbook on helping first-year students succeed.

Athletics has been identified as an area needing increased attention, and several steps were taken this past year in response. The most significant of these were the hiring of an admissions recruiter with an athletics

focus, and the prioritization of athletics on the new website (currently under construction). Momentum in this area was also evidenced by one of the most successful campaigns the athletic department has experienced in recent years. Most teams saw improvements in their win-loss records over the prior year. More importantly, JSC student-athletes continued to perform well in the classroom, and were well represented among the recipients of awards and scholarships handed out at the College's annual Honors Convocation.

The responsiveness of student services staff to student suggestions and concerns appears to be paying dividends in the form of a student body that values and appreciates its collective experience. Requests for on-campus housing have been running ahead of last year's numbers and we anticipate full residence halls at the beginning of the semester. The NEASC report noted that "student feedback, both in structured and informal interviews, praised and appreciated the work of members of the Division." Ensuring that this continues to be the case is a top goal of student services in 2006-07.



ADMINISTRATIVE AFFAIRS

Personnel and Human Resources

We saw a number of arrivals and departures during the '05-06 academic year. These changes strengthened the college in a number

of ways.

Ken Schexnayder joined the college in August as Dean of Institutional Advancement. Ken's most recent assignment before JSC was as executive director of Vanderbilt University's Advancement Communications. Prior to working at Vanderbilt, Ken worked for more than 10 years for the University of Vermont.

Diana Gonsalves, JSC alum, joined the college as a publication specialist rounding out the marketing and public information staff.

Dave Bergh was appointed Dean of Students after serving as interim dean for the first part of the year.

Renee Breault is the college's new Athletic Trainer. Renee is a graduate of the Lyndon State College Sports Medicine program and comes to the college with experience as a clinical athletic trainer as well as head athletic trainer for Mount Mansfield Union High School.

Brian Buczek returns to JSC as the head men's and women's soccer coach after a one year absence. The college is excited to have him working with our college athletes.

Krista Wendling, previously staff assistant in our Career Center, has been appointed Coordinator of Student Activities.

Sheilah Ladd, former CFO for Tivoly in Derby Line, Vermont joined the college as Controller in December. Sheilah has experience as a financial auditor working for Gallagher Flynn in Burlington and is a graduate of the Wharton School of Business.

Doug Eastman, formerly Financial Aid Enrollment Specialist was appointed Registrar in May.

JSC Alum, **Allison LaFlamme** has assumed the Financial Aid Enrollment Specialist. Allison works closely with students regarding financial aid and student employment.

Margo Warden has been appointed Director of First Year Experience. This is a Title III grant funded position focusing on the academic and student life experiences that will improve student retention of first year students.

Jeanette Damato has assumed the role of Academic Skills Advisor left vacant by Margo's new assignment.

Please refer to the Academic Services section for new faculty hires.

The college continued its emphasis on professional development this year. Staff and faculty participated in a number of conferences and training events both on and off campus. In addition to these activities, the college hosted driver training sessions, and many other safety trainings.

Finance and Facilities

Overall, the college's Statement of Net Assets, and thus, the college's financial position, has improved from prior year. At June 30, 2006, the college's total net assets are \$14,762,349 compared to \$14,182,034 at the close of prior year and total assets have increased from \$16.9M to \$17.5M. Total liabilities have remained relatively consistent year over year, while total assets have increased. The current ratio has improved over prior year to approximately 3.5:1, mostly due to grants receivables. In addition to a strengthened financial position, the college anticipates carrying forward some money into the next fiscal year.

Process improvements implemented at the beginning of the '05-06 academic year have greatly increased the efficiency of the business office. The student "clearing" process, bookstore vouchers, and student payroll check processes were streamlined by eliminating unnecessary steps and by empowering other offices to take action based on instructions from the business office. The result has been fewer trips to the business office by students

which in turn has resulted increased one on one attention for students who require additional assistance.

The college completed its first Campus Master Plan this year with the assistance of Bob Joy, President of Joy, McCoola and Zilch. The first recommendations from the master plan were completed during the '05-06 academic year, including relocation of the college's health center to Senator's Hall in order to provide greater privacy and closer working relationships with the college's counseling center. Additionally, the president's office suite was renovated, admissions received a facelift and the college's business office was modified to improve student communications.

Major recommendations of the master plan include the addition of a visual arts wing to the Dibden Center for the Arts, a major renovation of Stearns Hall, and significant modification to college traffic and pedestrian flow. The college is currently evaluating each option, and beginning the search for funding sources.

Numerous projects were completed by the college's Physical Plant department, including renovation of the Senator's North bathrooms, replacement of windows in Bentley Hall, and a major paving project. Our physical plant director, Woody Dionne, continues to focus his attention on prevention of future problems through preventative maintenance.

DEVELOPMENT AND ALUMNI RELATIONS

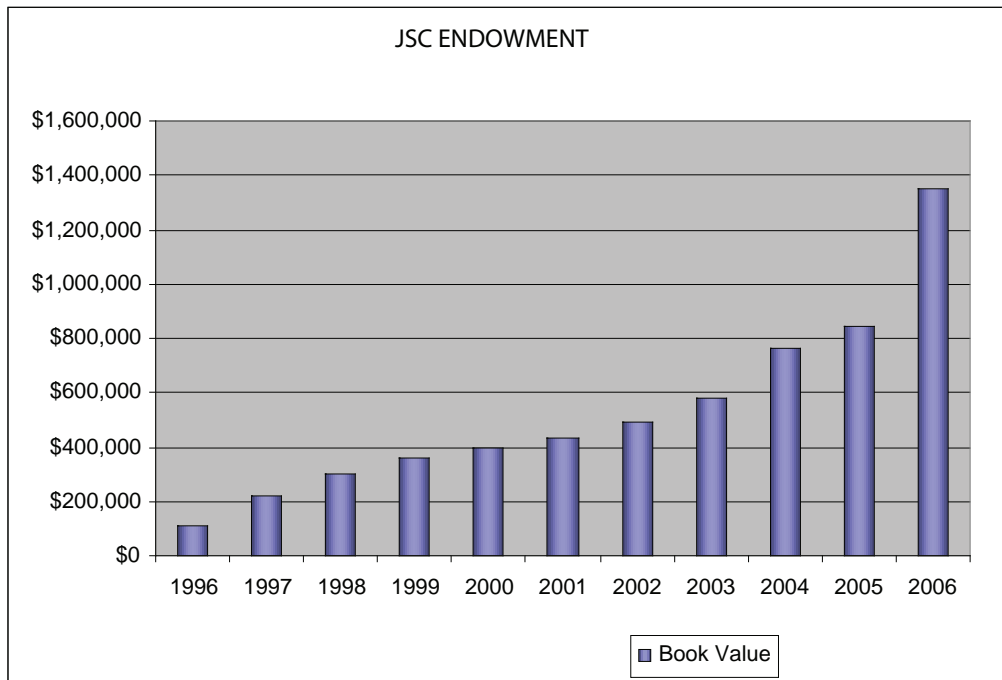
Endowment Growth

The highlight of the year for development is the growth of the endowment, which has for the first time topped \$1 million. The charts below show the tremendous increase over the past decade. The challenge portion of the Title III grant which goes to match new endowment has helped fundraising

considerably. The timing of the grant payments mean that only \$50,000 of the match has been received as of June 30; JSC is eligible for another \$233,930 to date, having matched all but \$80,000 of the matching funds in the first nine months of the five year grant. These funds will be paid over the next four years. As of June 30, counting the match pending from Title III and the HETF and State Legislative Challenge match of \$61,086 earned this past year, once matching pledges are paid the endowment will be **\$1,648,104**.

<i>JSC</i>	<i>Endowment</i>
<i>as of:</i>	Book Value
6/30/2006	\$1,351,088
6/30/2005	\$842,939
6/30/2004	\$763,244
6/30/2003	\$581,961
6/30/2002	\$492,320
6/30/2001	\$430,699
6/30/2000	\$397,624
6/30/1999	\$360,036
6/30/1998	\$299,300
6/30/1997	\$218,911
6/30/1996	\$112,375
6/30/1995	\$100,770
6/30/1994	\$99,730





Seven New Endowments Established This Year

- Louella Eldridge Scholarship Endowment
- Graves Story Endowment
- Robert Harris Scholarship Endowment
- John Lord Scholarship Endowment
- Sargent Math Scholarship Endowment
- Jane Stearns Scholarship Endowment
- Sylvester-Hulburd Endowment

Luella Eldridge Scholarship Endowment was established by the daughter of 1903 graduate of the Normal School, the sister of a 1933 graduate, and the aunt of several graduates of the past decade. Miss Eldridge gave a Charitable Gift Annuity (CGA) in 2000. With her passing last fall, the remaining funds went to an endowment in her name to fund scholarship for a full-time, traditional-age student from Vermont. (A Charitable Gift Annuity is a type of gift which allows the donor to receive a set annuity for life, usually from the interest earned on the gift.)

Carolyn Bover Graves/Barbara Graves Story/Carol Story Endowment. Retired Professor Carol Story established this endowment in the names of three generations of alumni: Carol Story '69 & MA '74; her mother Barbara Graves Story, Class of 1942 and 1981 (BA); and her grandmother Carolyn Bover Graves, Class of 1915. The purpose is to provide a cash prize for the winner of the JSC Alumni Association's Distinguished Faculty Award and to fund a scholarship for a student working in gifted and talented education.

Robert Harris Scholarship Endowment is to fund a scholarship for a student in political science or history, in memory of the late legislator and VSC Board Member.

John Lord Scholarship was established to honor JSC's long-term Registrar, who retired in 2004 after

27 years with the College.

Stella and Walter Sargent Scholarship Endowment was donated by retired faculty member Stella Sargent, to fund scholarships for JSC students who are majoring in mathematics, studying to teach mathematics, or involved in other mathematical studies.

Jane Stearns Memorial Scholarship Endowment was donated by Mr. Prescott Stearns, longtime friend and supporter of the College, to fund a scholarship in memory of his late wife. The *Jane Stearns Memorial Scholarships* will go to an upper class student in good academic standing who is involved in athletics,

Sylvester-Hulburd Endowment will support an annual seminar, the Lamoille Seminars on Public Service. The endowment is established in honor of Harold C. Sylvester, Esq. (1904-1985) of Eden and Johnson and Benjamin N. Hulburd, Esq. (1898-1964) of Hyde Park, as representative figures in the local tradition of private citizens serving the interests of their communities.

JSC Students Produce a Video: *Life in Lamoille*

The Office of Development and Alumni Relations has played a behind the scenes role, assisting to raise the funds and taking charge of the distribution of a video produced by Professor/Senator Bill Doyle and his Vermont History and Government Class last fall. The video has been featured on Vermont Public Radio and in most of the newspapers in the state. To date, 1200 copies have been distributed, including *gratis* copies to all the libraries, historical societies, and schools in Lamoille County. Professor Doyle and his class (again with the aid of cinematographer Vince Franke) will this fall be producing a second video, on the History of Franklin County. The Vermont Humanities Council had granted \$5,000 towards the project, and the College will fund \$5,000. The remainder of the \$15,000 will come from private donations.

Alumni/Development Publications and Events

Homecoming/Reunion Weekend was held the last weekend in September 2005.

Johnson Views was published and sent to all alumni, parents, and friends in December. Alumni receptions were held in Stowe in November, in Denver, Colorado, in April 4, and in Boston, Massachusetts, in May.

Campaign Plans

JSC is in the planning phases for a comprehensive fundraising campaign, with the silent phase expected to begin in January 2007.

PUBLIC SERVICE



Dibden Center

This past year Dibden Center has continued to develop its collaborations with the community. The emerging partnerships with non-profits like River Arts and other local arts organizations and schools offers a wonderful 'town-gown' link that promises to bring underserved populations into the emerging creative economy through exposure to higher education, technology and the creative arts. These are some of the highlights of our recent activity:

- Dibden has joined with River Arts in an underserved audience initiative. This special audience development program aims to find 4 sponsors at \$500 each to buy tickets that are then focused on underserved Vermonters to experience

the Orchestra.

- A dance and contemporary composition project with the Vermont Youth Orchestra explored ways of channeling young choreographers into an exchange with contemporary composers.
- JSC will commission 2 or 3 short dance pieces to some existing contemporary music for a youth concert in fall 2007. This will then be performed with an orchestra and dancers at Dibden and the Elly Long Center in Colchester, with other venues and schools possible.
- JSC launched the TV show "Vtlive presents: Live @ Dibden." We aired 3 performances last spring: Dresden Dolls, Reverend Glasseye, and Glengarry Bhoys. These performances were aired on RSN in Stowe and Smugglers Notch, and through UPN to 1.6 million young viewers in the New England and Albany area. We also taped two additional performances to be aired this fall: "David Budbill, Wiliam Parker and Hamid Drake," and the "Connipion Fits," a band with JSC students. This fall we are planning at least three more events for national broadcasting as well as new in-house, on campus, 24/7 web casting associated with the new web site.

Because the Associates of Arts in Technical Theater degree program is so firmly rooted in and supports our theatre activities, we include a report on its progress in this section. This AA program continues to see healthy enrollment growth. Now in its sixth year, the program has over 30 majors. Recent acquisitions in hardware and software include the new ETC Emphasis computer lighting system featuring full 3-D rendering, Wysiwyg, control of intelligent lighting fixtures, a 3 screen interactive environment and wireless control of our dimmer system. These are

cutting edge technologies found rarely in New England, and are unknown in most educational institutions outside of the region.

In terms of sound, our Soundcraft Series Two front of house sound board 'desk' is also state of the art. This is a high end, road touring board, which allows our students to mix professional acts such as the Glengarry Bhoys or Arlo Guthrie. Between Dibden Center and the Base Lodge in Stearns, our student sound engineers mixed around 100 events last academic year.

Internships and extended classroom experiences have fanned out all over the country this summer: Morgantown, West Virginia, Las Vegas, Portland, Maine—as well as five Technical Theater majors providing support for the Department's Vermont tour of "A Lion in Winter" directed by Professor Russel Longtin. Current and former students are also working in an enhanced relationship for Local 919, of the International Association of Theatrical Stage Employees, out of Burlington.

Center for Service Learning

Since 1987, the Center for Service Learning has been an integral part of learning for many JSC students. The Center for Service Learning offers numerous student-led opportunities for organized service experiences, meeting identified community needs. The Center for Service Learning houses the efforts of students who develop collaborative relationships designed to draw the JSC Community in creating and participating in positive life changing experiences, centered on current social issues, which encourage them to become active citizens and leaders among their peers.

This past year, 15 student leaders focused their educational and direct service efforts on the environment, women's issues, youth and education, global issues, animal welfare, and prison reform.

Break Away trips during college break times took place at these sites: The Farm and The Sequatchie Institute, TN; Lake Metro Parks, Ohio; Prison Activist Resource Center, San Francisco, CA; My House, Atlanta, GA; Global Issues and Landmines – Vietnam; Equinox Family Services, Albany, NY.



Mentoring has been a particular area of growth for the last couple of years. Last year JSC hosted the second annual Mentoring Festival, which is designed to make becoming a mentor a much more fluid and simple process. The “one-stop” format will be repeated this year with on-site fingerprinting, multiple trainings, immediate placement, music and games. A Mentoring Luncheon was hosted by President Murphy to key community partners to look at sustainability for Lamoille Valley Mentoring Partnership. Institutional support grew immensely as JSC has granted office space and in-kind support to Lamoille Valley Mentoring Partnership for the past two years. Mentoring at JSC involved more than 50 students.

Philanthropy Highlights 2005-2006

JSC students, faculty and staff are engaged in philanthropic efforts and raised \$13,860.00 for numerous nonprofits agencies and programs in Vermont and beyond. Fundraising projects included those listed below.

Build, Read and Play: JSC business students collaborated with America Reads students and the JSC Child Development Center on reading

and planning construction on a new play house for the Child Development Center. Mimi Galligan Mathieu’s Principles of Management (nonprofit course) offered a spaghetti dinner, charging \$10 / and raised \$560.00 for the Child Development Center.

Project SMILE—making pottery and selling, raising \$1,500. [Amy May]
(Providing life-changing cleft palate surgery to seven children)

Tee shirt sales in Barbara Molloy’s Printmaking I class {Fall 2005}. \$1953.00 to *Habitat for Humanity*/ hurricane relief.

Toys for Tots –75 toys for Lamoille Family Center, Christmas 2005 [Bethany Harrington]

Student Athletes- *Coat Drive*- 205 coats [Barb Lougee]

Four JSC staff members (Leila Bandar, Doug Eastman, Dana DeMartino and Wendy Brothers) completed the 26.2 mile San Diego marathon (June 2006). Team JSC raised over \$7,200 for the Leukemia and Lymphoma Society. Team in Training participants (4,000 people) at the San Diego Rock n’ Roll Marathon raised an astounding \$12.5 million to help make cures happen.

- Student Matt Chamberlin, *United Way* “Pain for Gain” {running from JSC to BTV}, raising \$217.00

Team JSC participated in the *Relay for Life* on March 11th and 12, 2006.

Total Raised: **\$1,255.00**

Hunger and Homelessness Week (April 2006). Raised \$145 for COTS and 298 lbs of food and \$130 for the Johnson Food Shelf.

Awareness building and fundraising events, including:

- Oxfam Hunger Banquet
- dorm storm

- Hungry for Music
- shanty town
- two local service projects
- Presentation from Michael Stoops (Executive Director of the National Coalition for the Homeless) and the National Faces of Homelessness Panel (current and formerly homeless individuals). Michael Stoops will also participate in Shanty Town.

Team JSC (Wendy Brothers, Dave Cavanaugh, Doug Eastman, Barb Lougee,) participated in the **Harpoon Point to Point Ride for Hunger (June 2006)**. They were the top fundraising team donating over **\$900** to the **Vermont Foodbank**.

Red Cross Blood Drive:

Both Fall and Spring semesters , we hosted a blood drive. 82 Donors and a group of volunteers helped to collect 71 units of blood at the spring drive alone.

Sexual Violence Awareness Month

We partnered with the Clarina Howard Nichols Center on two projects.

Clothesline project: This awareness raising T-shirt display was held in Dewey

24 Hour Healing Fire: Volunteers staffed this 24 hour fire for survivors of Sexual Violence.

Next Steps for Service Learning

With the leadership of **Laura Megivern**, The Center for Service Learning is introducing "CSLocal", which will include a new corps of student leaders working on local issues with community partners in the Lamoille Valley. Through CSLocal we will be offering at least one local service project per week (usually weekends), beginning with our Community Plunge River Cleanup project on September 1 (in partnership with the Volunteer Center of Lamoille Valley and the Lamoille River Anglers). We are also continuing the efforts with Break Away and will be sending out five domestic trips and one international trip this year.

Along with the renewed emphasis on local

service, we are developing a detailed student leadership development program in conjunction with a new partnership with the Bonner Foundation. (See Academic section of report for further information). The mission of the Bonner Leaders Programs is to transform the lives of students and members, the life of their campuses, their local communities, and the world through service and leadership. The Bonner Program promotes access to education through scholarships, AmeriCorps educational awards, and federal work study funds.

Students will be participating in regular leadership development programs tailored to their current skills. This will include formalizing current work and bringing in partners from across campus to implement the student leadership curricula. The Bonner Leaders program will allow us to place 5-10 student volunteers in community agencies for 8 – 10 hours each week, with gradually increasing, developmentally appropriate duties. These students will also participate in leadership development activities, providing the local community agencies with a new group of active, energetic volunteers, and enriching our local community with students primed to be thinking about the world in new and connected ways.

For the upcoming 2006-7 year

We have identified key issues and student leaders for Break Away experiences: Prison Reform: Jenni-Marie Santos & Brian Merrill; Hunger and Homelessness: April Allen & Katina Grutsch; Children with Special Needs: Hailee Laidman & Anna Windsor; Health Care: Dave Jacobs & Kate Wageman; Environment: Katie Crown & Stephanie Lees; Global Health (AIDS/HIV & Childhood Hunger); International (Africa): Kara Casey, Celine Riendeau, & Maria Teixeira.

LOOKING AHEAD

We at Johnson State College feel a measure of pride when we look back over the past year. The extended process of self-evaluation that is central to the re-accreditation process; the bold projections into the future that are part of setting goals; the sharing of ideas and talent that is essential to addressing challenges—all these, and more, were critical elements in preparing ourselves to actively shape Johnson's future. And we have already taken steps to assure that we achieve the future we have projected. It would be simple to respond to NEASC recommendations by adhering "to the letter" rather than to the spirit. We are committed to more serious and purposeful change and deep structural improvements.

Our first-year experience program is well underway. With our new director in place and with preliminary recommendations already in hand from our summer task forces, we are intensifying our efforts to increase early student success and begin initial plans to carry our retention initiatives into the second year.

In partnership with our retention efforts, we have identified a core group who will write an enrollment management plan for the College. That plan will serve, in part, as the starting point for a true Strategic Enrollment Management (SEM) program, at Johnson State College. An organization with a SEM focus makes a commitment to recognize and focus on the relationships between recruitment, retention, graduation, and alumni status. By recognizing these relationships, gathering data to support our observations and/or perceptions, and acting on these in a way that strategically influences students throughout their relationship with the College, we will over time create a more balanced College community. Our SEM structure will be in place by the end of the fiscal year.

In concert with these other efforts, we will begin work on establishing priorities

and setting a goal for the College's first comprehensive fundraising campaign. This fall we will conduct a wealth survey of our alumni to help gauge giving capacity. At the same time, we will draft a case for support and begin a market study to test our priorities, our goal, and the interest of our alumni in supporting this ambitious effort. We'll begin our quiet phase of the campaign in January.

This academic year promises to be a turning point for Johnson State College. If we do our work well, we stand to provide JSC with the elements essential for true transformation.



Johnson State College Organizational Chart 2006

