

Saint Michael's College



The Year 2000 Self-Study Report

For The Comprehensive Visit by The
New England Association of Schools and College

March 12-15, 2000

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Abbreviations

ASL	American Sign Language
CEP	Curriculum and Educational Policy Committee
COD	The Center for Organizational Development
EdTech	Educational Technology Committee
GREAT	Growing Recognition of the Effects of Alcohol on Thinking
IEP	Intensive English Program
IA	Institutional Advancement
IT	Information Technology
LLRC	Language Learning Resource Center
LIS	Library and Information Services
LSR	Liberal Studies Requirement
MSA	Master of Science in Administration
MATESL	Master's in Teaching English as a Second Language
MOVE	Mobilization of Volunteer Efforts
POW	Pre-Orientation Weekend
SA	Student Association
SSE	Society of Saint Edmund
SIS	School of International Studies
"Route 96"	A project that brought fiber optic cable, Mikenet, and cable TV to campus
TRC	Teaching Resource Committee
UAP	Undergraduate Academic English Program
ALC	Course with an applied language component
VPAA	Vice President for Academic Affairs

Institutional Characteristics

Date: **February 7, 2000**

1. Corporate name of institution: **Saint Michael's College**
2. Address (city, state, zip code): **Winooski Park, Colchester, VT 05439**
Phone: **802/654-2000**
3. Date institution was chartered or authorized: **1903**
4. Date institution enrolled first students in degree programs: **1904**
5. Date institution awarded first degrees: **1908**
6. Type of control: (check)

Public

State

City

Other

(Specify) _____

Private

Independent, Non Profit

Religious Group

(Name of Church) **Roman Catholic**

Proprietary

Other

Specify) _____

7. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? **The State of Vermont; baccalaureate and master degree**

(Attach a copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.)

8. Level of postsecondary offering (check all that apply)

Less than one year of work

At least one but less than two years

Diploma or certificate programs of at least two but less than four years

Associate degree granting program of at least two years

Four or five-year baccalaureate degree granting program

First professional degree

Master's and/or work beyond the first professional degree

Work beyond the master's level but not at the doctoral level
(e.g., Specialist in Education)

A doctor of philosophy or equivalent degree

Other _____
Specify _____

9. Type of undergraduate programs (check all that apply)
- | | |
|---|--|
| <input type="checkbox"/> Occupational training at the craftsman/clerical level (certificate or diploma) | <input type="checkbox"/> Liberal arts and general |
| <input type="checkbox"/> Occupational training at the technical or semi-professional level (degree) | <input type="checkbox"/> Teacher preparatory |
| <input type="checkbox"/> Two-year programs designed for full transfer to a baccalaureate degree | <input type="checkbox"/> Professional |
| | <input type="checkbox"/> Other _____ |
10. The calendar system at the institution is:
- Semester** Quarter Trimester Other
11. What constitutes a “normal” credit hour load for students each semester?
- a) Undergraduate **15** credit hours
b) Graduate **9** credit hours
c) Professional _____ credit hours
12. Student population:
- a) How many full-time students in degree programs?
- | | | |
|------------------|--------------|---------------------------|
| | Headcount: | Headcount M/F: |
| 1. Undergraduate | 1,891 | 885 Men/1006 Women |
| 2. Graduate | 95 | 30 Men/65 Women |
- b) How many part-time students in degree programs?
- | | | |
|------------------|------------|--------------------------|
| | Headcount: | Headcount M/F: |
| 1. Undergraduate | 113 | 58 Men/55 Women |
| 2. Graduate | 529 | 137 Men/392 Women |
- c) How many full time equivalents (total student population)?
- | | |
|------------------|--------------|
| 1. Undergraduate | 1,925 |
| 2. Graduate | 297 |
- d) How many students (headcount) in non-credit, short-term courses? **51**
13. List all programs accredited by a nationally recognized, specialized accrediting agency. List the

name of the appropriate agency for each accredited program: **BS in Chemistry – American Chemical Society. Vermont Department of Education – Teacher Certification**

14. List by name and title the chief administrative officers of the institution (**see following table**).

15. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization: (see Appendix I)

16. Record briefly the central elements in the history of the institution: (**see following description**)

Chief Institutional Officers

FUNCTION OR OFFICIAL	NAME	EXACT TITLE
Chair Board of Trustees	Peter R. Worrell	Chair of the Board
President/Director	Dr. Marc A. vanderHeyden	President
Executive Vice President	N/A	
Chief Academic Officer	Dr. Janet W. Sheeran	Provost/Vice President for Academic Affairs
Deans of Schools and Colleges	Dr. John P. Kenney Dr. Bonnie Tangalos	Dean of the College Dean of The School of International Studies
Chief Financial Officer Chief	Neal E. Robinson	Vice President for Finance
Chief Student Services Officer	Michael D. Samara	Vice President for Student Affairs
Institutional Research	John Kulhowick	Director of Institutional Research and Communication
Development	Barbara M. Wessel	Vice President for Institutional Advancement
Library	Patricia Suozzi	Director of Library and Information Services
Continuing Education	N/A	
Grants/Research	Patricia A. Ryan	Director for Government, Corporate & Foundation Relations
Admissions	Jerry E. Flanagan	Vice President for Enrollment & Marketing
Registrar	John Sheehy	Director of Student Information/Registrar
Financial Aid	Nelberta Lunde	Director of Financial Aid
Public Relations	Dr. Buff Lindau	Director of Public Relations
Alumni Association	Patrick Gallivan	Director for Alumni & Parent Relations
Other	Marilyn E. Cormier Rev. Marcel R. Rainville, SSE	Assistant to the President Director of Edmundite Campus Ministry

History of Saint Michael's College

Saint Michael's Institute was founded in 1904 at Winooski Park, Vermont by members of the Society of Saint Edmund. The priests and brothers, known as Edmundites, came to Vermont in the late 19th century to escape religious persecution in France. The Edmundites bought farmland upon which the College stands today. As the Institute developed into an American-style college, the farmland became a college campus. Founders Hall (1904), the only building in the early years, was later complemented by Jeanmarie Hall in 1921.

The College grew slowly in its first forty years, reaching an enrollment of only 250 students by the end of World War II. After the war, with the return of the war veterans and the G.I. Bill, Saint Michael's expanded to some 1,145 students. To accommodate the expansion, military barracks were acquired from the federal government from nearby Fort Ethan Allen. The barracks, which were located in an area that became known as the North Campus, served as classrooms, faculty offices, the library, and student residences.

The College first followed a curriculum deeply rooted in the classical European liberal arts tradition, including mandatory Greek and Latin. In 1951, the Dean and future president, Father Gerald E. Dupont initiated The Saint Michael's Plan, which at its base, followed a >Great Books@ curriculum, with the focus on the intellectual growth of students, engaged in the secular world and informed by Catholicism. This Plan was replaced in the 1971 with a limited set of distributional requirements. Today's general education requirement, with more structure and proficiency requirements, can trace its lineage back to the distributional model of the early 1970s.

Over the last forty years, Saint Michael's has developed into a high quality, Catholic, residential liberal arts College, attracting undergraduates primarily from the New England and middle Atlantic states. In the early 1970s, the College became fully co-educational. Enrollment increased gradually to the present undergraduate level of 1,850 full-time students, some 900 part-time adult graduate students and an additional 200 international students studying English.

The undergraduate College is joined by Saint Michael's School of International Studies which began in 1954 and enrolls students from some 65 countries around the world. International students come to Saint Michael's as full-time undergraduates, as English language students, and as graduate students in its well-known master's program for Teaching English as a Second Language. The College offers four additional graduate programs leading to master's degrees in Education, Administration, Theology and Clinical Psychology.

The campus facilities at Saint Michael's have grown considerably since the 1950s. The integrated intellectual and religious character of the College is symbolized by the central green, anchored by the Chapel of Saint Michael the Archangel (1965) at the east end and the Durick Library (1968) at the west end. Other buildings added during the post World War II period include the Cheray Science Hall (1949), Alliot Student Center (1960), Ross Sports Center (1973), and McCarthy Arts Center (1975).

In 1987, Saint Edmund's Hall, the home to many of the College's classrooms and offices for faculty and academic administrators, was completed allowing for the academic unification of the north and south campuses. The Durick Library was expanded and fully computerized in 1992. Cheray Science Hall was similarly redeveloped in 1993 as was the Alliot Student Center in 1992. The Tarrant Recreational Center, attached to the Ross Sports in 1994, provided the community with additional recreational opportunities. Since the completion of the "Route 96" project in 1996, Saint Michael's has been fully wired; all student residences and faculty and administrative offices have access to the campus computer network, telephone (including voice mail) and video services.

Saint Michael's College Self-Study Committee

Chair

Dr. Herbert Kessel, Chair of the Department of Economics

Administrators

Jennifer Cernosia, Assistant Dean of Students/Director of Student Activities

Marilyn Cormier, Assistant to the President

Mary Jane Russell, Director, Financial Planning and Budget Management

John Sheehy, Registrar/Director of Student Information

Dr. Janet Sheeran, Provost/Vice President for Academic Affairs

Patricia Suozzi, Director, Library and Information Services

Faculty

William Anderson, Professor, Business Administration and Accounting Department

Rev. Richard Berube, S.S.E., Chair of the Religious Studies Department

Dr. George Dameron, Professor of History

Dr. Douglas Green, Associate Professor, Computer Science Department

Dr. M. Kathleen Mahnke, Associate Professor, School of International Studies

Students

Jennifer Craver, English and Secondary Education Major

Matthew Mostoller, Environmental Science Major

Trustee

Susan Crampton, Principal, Vermont Partnership

Support Staff

Carol Martin
Kelly McDonald

Louis Luchini
Leslie Turner

INTRODUCTION

In September of 1998, the President of Saint Michael's College, Dr. Marc vanderHeyden, appointed a 15 member, broadly representative, Self-Study Committee to organize the College for its decennial re-accreditation by the New England Association of Schools and Colleges (NEASC). President vanderHeyden directed the Committee to prepare a report that would respond fully and candidly to the standards established by NEASC and, in so doing, identify the strengths and achievements of the College while clarifying the challenges that impede progress and require further study. The President emphasized that the process would be as important as the product, that a successful self-study would need to consider and be informed by the views and experiences of as many members of the community as possible. The Committee spent the next 18 months responding to the President's directive and planning for the March 2000 NEASC site visit by a team headed by Dr. Donald Harward, President of Bates College.

From the beginning, the Committee realized that a carefully-conceived self-study would have beneficial effects well beyond the successful completion of the document itself. On one level, since the Committee relied heavily on the existing committee structure for information and guidance, the Self-Study provided an opportunity to validate their effectiveness in terms of planning and evaluation. The NEASC standards are, in large measure, a "good practices" manual. It is important to see how well the College stacks up against these external standards. College planning could be redirected, for example, if neglected areas of institutional weakness are uncovered in the Self-Study process. Indeed, many of the projections included in the following chapters make recommendations of this sort. The inquisitive and wide-ranging nature of this Self-Study contributed to improving communication flows and helped strengthen community between units or areas of the College which had historically been isolated from one another. Finally, the Self-Study Report provides the College with an important historical record of the status of Saint Michael's in the year 2000; future progress can be assessed against this benchmark.

Saint Michael's generates a substantial volume of planning and evaluation material, and has documented its institutional policies and procedures, all of which offered the Self-Study Committee a basis to assess the College's compliance with NEASC standards. The Self-Study Committee augmented this existing material with other information more closely aligned with the needs of the accreditation process. This material included:

- In November of 1998, the Self-Study Committee asked every campus committee, program, and high-level administrator to complete self-appraisals by the spring of 1999. (Exhibit 01 provides a description of the format for these self-appraisals.) Each unit was asked to describe *what they were doing*, appraise *how well they were doing* and project *how they could do better*. Well over 100 self-appraisals, ranging from two to hundreds of pages in length, were prepared. The existing committee structure was supplemented by committees drawn together to study either special concerns (e.g., "Maintaining the Edmundite Tradition") or standards that would not otherwise be covered (e.g., "Public Disclosure" and "Integrity").
- The Self-Study Committee conducted a survey of all College employees in the spring of 1999. The survey which offered every member of the community the opportunity to shape the Self-Study, asked respondents to comment on the role of the Mission in the life of the College and to identify the College's strengths, weaknesses, and areas of improvement and decline. Three hundred and forty six members of the community, over 65% of all employees, responded to this anonymous survey. A parallel survey of trustees

was conducted which included additional questions pertaining to trustee responsibilities and functions. Eighteen out of the 30 trustees completed surveys. (Exhibit 02 includes copies of these survey instruments.) The two surveys taken together are referred to in the narrative which follows as the “campus-wide survey.”

- The Self-Study Committee sponsored a student survey which focused on attitudes about the College and its Mission. A random sample of 431 students was selected from all undergraduates. Out of this number, 363 interviews were completed. The study was conducted by students from a Sociology Research Methods class under the direction of the instructor. Interviews were conducted in person, with sensitive questions completed anonymously on separate forms. (Exhibit 03 includes the results from this study, “SMC Students Reflect on the Mission.”)
- The Committee compiled records of all academic presentations sponsored by the College and of the professional achievements of the faculty during the 1998-99 academic year (see Exhibits 04 and 05). A comparative analysis of Saint Michael’s and its peer and aspirant institutions was also prepared (see Exhibit 06).

The Self-Study Report is based upon an extensive data base, which provided the Committee with both a comprehensive picture and “a bottom-up and top-down” view of the College. A number of subcommittees were created from within the membership of the Self-Study Committee, each of which focused attention on individual standards. Members from each subcommittees prepared early chapter drafts which were then reviewed, debated and refined by the Self-Study Committee as a whole.

A number of measures were taken to keep the community informed and involved in the Self-Study process. These included:

- In the Spring of 1999, a Web site was constructed to share information with the community about the Self-Study process ([http:// academics. smcvt.edu/self_study](http://academics.smcvt.edu/self_study)). Articles about the Self-Study were included in the student newspaper, the *Defender*, and alumni publications, *Founders Hall* and *Alumnet*. Two specially prepared “accreditation newsletters” were sent to all College employees in September and December of 1998 (see Exhibit 19).
- Presentations explaining the process and goals of the Self-Study were made to faculty, administrative, and student committees during the 1998-99 academic year. Multiple meetings to discuss the Self-Study were also held with the Board of Trustees.
- Half-day campus-wide retreats were held to inform the community of the objectives and early findings from the Self-Study. The Self-Study Committee met with faculty and staff on May 11, 1999 and on September 24, 1999 for this purpose. The findings from the campus-wide surveys were the focus of an all day retreat on June 4, 1999 attended by trustees, faculty, staff and students.
- Drafts of the Self-Study Report were posted on the College’s network, enabling the community to become familiar with and to provide critical commentary of the document.

Each chapter in the Report responds to one of the 11 NEASC standards and is organized around the convention of description, appraisal and projections. Areas of strength and concern are highlighted.

Three themes are interwoven throughout the narrative that follows. The first is the importance of the Mission; the document will show that it is a unifying force that sustains and directs academic and student life and energizes a diverse community of students and employees. This strong sense of community leads to a culture of engagement and participation. For its small size, Saint Michael's has many, some might say too many, committees and sponsors a wide array of activities. Collaboration, both in form and in function, between various constituencies is a hallmark of the College. At times, this has meant that decisions are not made easily and that planning might be "messier" than what might be the case otherwise. The very nature of the Self-Study process is indicative of this participatory model. Institutional improvements manage to emerge from this process; this is a second theme of the Report. In virtually every area of College life, significant progress has been easy to document. With strong presidential leadership in the 1990s, a supportive Board of Trustees, and an engaged and talented workforce, Saint Michael's has become a more vibrant institution than it was at the start of the decade. During this period, the College has successfully addressed most of the issues raised by NEASC at the time of the last comprehensive site visit. Progress has brought with it, however, elevated expectations on the part of faculty, students and administrators in terms of what each would like to accomplish. While the endowment and net revenues have increased markedly over the last decade, constraints are still felt throughout the institution. The problem of resource limitations is a third major theme that comes into clear view in the Self-Study Report. Improving the quality of the College has not reduced, but in many ways, has increased the institutional demand for scarce resources. Aspirations have now been changed.

A self-study occurs at a particular time in the history of an academic institution. The timing of this study was an opportune one. The convergence of new leadership at the presidential and vice presidential levels, the College's upcoming centennial celebration, a major capital campaign, and a new strategic planning initiative suggests that the College will benefit from the type of methodical, objective and far-reaching examination that a self-study process provides. With change comes the possibility of a loss of self-awareness and the failure to ask the right questions. If the Self-Study has been successful, the narrative that follows will guard against these unwelcome prospects and serve as a guide to the College as it moves into the new millennium and begins its second century of excellence.

CHAPTER ONE

STANDARD 1: MISSION AND PURPOSES

Description

Saint Michael's College, like other colleges and universities, is dedicated to communicating and cultivating knowledge while pursuing the moral development of its students. What makes Saint Michael's College distinctive, apart from its Vermont residential location, is the spiritual and intellectual environment which is permeated by the spirit of its founding fathers, the Society of Saint Edmund and its Catholic heritage. Saint Michael's is a learning community which seeks to harmonize faith, knowledge and culture and whose members are offered the opportunity to grow and mature in the light of the Catholic faith.

The Mission of the College is stated clearly in Article 2 of the *Bylaws* of the Board of Trustees. **“It is the mission of Saint Michael's College to contribute through higher education to the enhancement of the human person and to the advancement of human culture in light of the Catholic faith.”** Formulated through extensive campus-wide reflection and discussion, the Mission of the College is anchored in the Edmundite Learning Tradition and framed with a vision for the future. Early Mission deliberations identified objectives and goals. Later conversations articulated the place of the liberal arts and science and delineated the intellectual, social and religious nature of the Mission. The Mission Statement has been included in the College's *Bylaws* since 1987 and is repeated in relevant admission material and other College publications. It is derived from a longer statement of Mission and Goals produced under President Edward Henry's administration in 1976 and reflects the early classical and Catholic tap roots nourished by the founding fathers and the lay members of the community who were committed to a liberal education in the Catholic tradition.

The light of the Catholic faith was first turned on at Saint Michael's at its founding in 1904 by members of the Society of Saint Edmund, the Edmundites. As the Mission Statement has evolved over the years, it has remained firmly grounded in its Edmundite Heritage which consists of Judaic-Christian values or principles which determine the way that Saint Michael's fulfills its purpose in higher education. By focusing on what makes the College unique, Saint Michael's has preserved and fostered five essential elements, which define the Edmundite Learning Tradition. These catholic or universal values center around: \supseteq respect for the dignity of each person, $\not\subset$ excellence in the search for the truth in all things, \subset the promotion of moral character, \subseteq a commitment to service, and \in a strong sense of community.

Animating the College's Mission

The Mission of Saint Michael's is central to the life of the College. It is a unifying force bringing together and sustaining academic and student life and the talents and energy of a diverse community of employees and students. The Self-Study Report, in its entirety, will show how the College is shaped by its Mission. The following examples are some of the diverse ways by which Saint Michael's has chosen to animate its Mission.

- # Since its founding, Philosophy and Religious Studies have been an essential part of the education of a Saint Michael's student. Under the Liberal Studies Requirement, all undergraduate students take two courses in each of these areas. At the graduate level, the College's Theology and Pastoral Ministry Program has served students since 1962.
- # The First-Year Seminar Program, required of all entering students since 1996, offers an array of seminars which focus on mission-related topics such as respect and suppression of diversity, justice and injustice, identity and community, environmental justice, war and peace, and faith and disbelief.
- # The Edmundite Campus Ministry embodies the vision of a Christian community and seeks to deepen participation in the life of the Church. It supports the reflective and celebrative dimensions of life at Saint Michael's. The Edmundites bring the values of their own religious community to students, faculty, administrators, staff and trustees. To strengthen the ties between the community and the Edmundite heritage, the College sponsors annual pilgrimages to locations in France which were pivotal in the formation of the Order.
- # In recent years, the Student Association (SA) has expanded its focus from traditional recreational planning to addressing social awareness concerns. Reflecting the College's Mission, the SA's thematic programming during this past year included sessions on "Building Community," "Alcohol Awareness Campaign, Why Me," "Habitat for Humanity projects," "Hunger and Homelessness," and "Blue Lights-AIDS Awareness." The Student Life Office also extends the Mission through its student theme housing program.
- # The College has encouraged and supported groups which examine the religious and philosophical roots of Saint Michael's through book discussions, lectures, retreats and symposia. Groups like the Pontigny Society, the Rabbi Wall Endowment Program, the Program on Spirituality and the Intellectual Life, and the Edmundite Trust Fund foster inter-faith dialogue and reflections on the place and impact of faith and spirituality on the intellectual life of the College.
- # By bringing students together from the diverse cultures of the world, Saint Michael's School of International Studies (SIS) enhances human understanding and cooperation which are at the heart of the College's Mission.
- # A commitment to service is a prominent aspect of the Edmundite Learning Tradition. Through the Mobilization of Volunteer Efforts Office (MOVE), approximately 70% of all undergraduate students participate in a volunteer activity. Other students volunteer for the College's Fire and Rescue Squad, which responds to an average of 1,800 emergency calls each year in the greater community. As a way of extending the service mission to the entire community, the College offers all employees up to one week of paid leave per year to volunteer in an approved community service activity.
- # The administrative commitment to multicultural dialogue through programs offered by the Office of Multicultural Student Affairs, The Martin Luther King Jr. Society, the Diversity Coalition, the International Student Affairs Committee, the Peace and Justice Committee, and the Multicultural Programming Committee promote the Mission by fostering a culture of caring and respect for the dignity of all people.

- # The College offers targeted scholarships to attract students whose desire to learn coexists with a recognition that there is a world that can benefit from their service.

Appraisal

In preparation for the Self-Study, every department and committee on campus was asked to consider how their work might be shaped by the Mission. The responses varied, yet each demonstrated a way by which the Mission “**contributes through higher education to the enhancement of the human person and to the advancement of human culture in light of the Catholic faith.**” For example, in Fine Arts, the Theatre faculty felt that their courses “serve to hold a mirror to this light, (the light of the Catholic faith), the better to focus, direct, and magnify that illumination.” According to the Political Science Department, “the pursuit of social justice, commitment to the search for truth, respect for the diversity and dignity of all people, these principles which are articulated in the College’s Mission statement also inform our departmental view of politics.” In a similar vein, the English Department noted that “the study of literature and writing is intrinsically the study of human endeavor, vision, experience and expression; as such it leads to deeper understanding of the moral, ethical, and spiritual dimensions of individuals and cultures and supports the underlying values of a Catholic education.” The graduate program in Clinical Psychology “prepares students to work to alleviate the suffering and alienation felt by so many members of our society, and particularly those from less advantaged economic positions who cannot afford private mental health services.” Consistent with the Mission, the Student Life Office strives to develop “the whole person” and “to create a culture of caring and culture of participation on campus.”

The classroom experience plays a major role in transmitting the values that undergird the Mission. The ideas that comprise the core of an introductory course in biology, economics or computer science at Saint Michael’s would look familiar to an external reviewer. What might not be quite as familiar is the pervasiveness of the close-knit relationships that develop between faculty and students and the faculty’s propensity to discuss the moral and spiritual dimensions of a topic. One faculty member, responding to a question about the Mission on the Self-Study’s campus-wide survey summarized the feelings of many, “I am more prone to talk about moral and ethical issues in class. I am more prone to say that ‘I care’ about students as ‘whole persons.’ I care about their honesty, drinking and moral development. I am more likely to treat them as my sons and daughters than ‘clients’ or ‘customers.’” Another indicated that “I am more generous with my time. I think time is one of the greatest gifts we can give students -- after class, during office hours, supervising their projects, and inviting them in groups to my home for meals.” These themes are echoed in the findings from the survey of students conducted for the Self-Study Committee. According to the survey, 80% of the students felt that their professors discussed the moral implications of the subject matter during class while 70% agreed with the statement that *SMC is a place where you feel comfortable talking about religious and spiritual issues with your professors.*

The impact of the College’s Mission can often be seen in the relations that develop between faculty and students and the types of questions that are explored during classroom discussions. Faculty members have found other ways to incorporate the Mission into the educational experience. Service learning, which is discussed in Chapters Four through Six represents one such approach. Another innovative example includes a business plan competition for students in which judges look at the usual considerations for a traditional business plan plus criteria which reflect the social purpose of the proposed enterprise. The winning entrant receives \$5,000 in seed money from a fund established by a trustee to help launch the fledging enterprise.

Each year, the trustees, faculty, staff and students participate in a planning day to discuss strategies for the enhancement of programs and operations. Recommendations from these plenary sessions advance the Mission and make it more widely known and understood. Yet in spite of these and many other mission-based forums, not everyone feels that the Mission of the College is widely or perhaps properly understood. Approximately one-half of the respondents in the campus-wide survey felt that the Mission was not widely understood. To the extent that people interpret the Mission differently, many in the community will feel that their own construction is not widely shared or understood. In a vibrant community, differences of this sort are not surprising.

The survey of students suggested that they are less likely than the staff to feel that the Mission is widely understood among their peers. However, approximately one-half of those interviewed indicated that they had read the College's Mission Statement. Further, when asked if they could guess what themes might be emphasized in the Mission Statement, more than 90% of their "best guesses" were correct. The survey found that substantial change and growth occur during the four years students spend at Saint Michael's, and according to the survey's summary, "the ethos of the campus community gradually influences students over time." Conclusions of this sort are consistent with the finding that approximately 60% of the students felt that there was more discussion of moral issues at Saint Michael's than at other colleges (only four percent felt that there was less). *Developing a meaningful philosophy of life* during college was viewed as either "essential" or "very important" for three-quarters of Saint Michael's students. By comparison, when asked to rank this factor before entering college on the nationally administered CIRP survey, only 40% responded affirmatively. This rate is nearly identical to the national average for first year college students.

While there may be some disagreement over the meaning of the Mission, its impact on the community is well understood and appreciated by the College's various constituencies. In response to an open-ended question on the campus-wide survey about the College's strengths and weaknesses, the strong sense of community emerged clearly among all constituents as the most prominent strength of the College. Two recent five-year post graduation alumni surveys conducted by the College's Center for Social Science Research reached a similar conclusion about the importance and strength of the community at Saint Michael's (see Exhibit 07).

What did our graduates like best about their years at Saint Michael's? The sense of a close knit community stands out in the minds of the alumni. Nearly 90% of the alumni think of Saint Michael's College as a "caring community." When alumni were asked whether their expectations about college life were exceeded, met, or not met in 9 areas, it was in the sense of community where expectations were most likely to be exceeded

A significant problem facing Saint Michael's in the coming years will be the passing of the Edmundite presence on campus as the community has experienced it up to this point in the College's history. While sustaining the Catholic Mission of Saint Michael's is not the exclusive purview of the Edmundites who serve on the Board of Trustees or who are employed by the College, the Board and the College have relied heavily upon the Society for leadership and vision. As of the summer of 1999, only 34 Edmundites remained in active service in a variety of apostolates throughout the country. Among the thirty-four, seven serve either on the staff or faculty of the College, a decline from the eleven who served on campus in 1990. As the number of Edmundites decreases, members of the Saint Michael's community will be called upon, as they have in the past, to maintain the Society's traditions of faith, service, community and learning.

Preserving Saint Michael's Catholicity will become challenging in the coming years. New students, faculty, and staff are not necessarily attracted to the College because it is Catholic or because of its Edmundite heritage. The student survey revealed that only six percent felt that the Catholic affiliation was a "very important" factor in their decision to attend Saint Michael's, although a much higher figure, 32%, felt it was a "somewhat important" factor. Among Catholics, the total rises to 53% (we expect that it would be higher for parents). The College's academic reputation, its strong sense of community, the Vermont residential location, and the Edmundite spirit of hospitality which welcomes people from all faiths and beliefs are other key factors which draw many to the College. While most students come from Catholic homes, (just over 70%), they do not necessarily claim to be Catholic themselves. Sixty-one percent identify themselves as Catholic. Furthermore, even among those who describe themselves as Roman Catholic, they do not always possess a strong knowledge base about Catholicism when they come to the institution. The many Student Life and Campus Ministry activities, in concert with academic initiatives, provide multiple opportunities to engage undergraduates in the essential elements of the Mission without unduly proselytizing.

The results from alumni surveys reveal little difference in the way that the College affects graduates from differing religious traditions. These studies show that 90% or more of Catholics, Protestants, those from other religious traditions and those expressing no religious affiliation, felt that Saint Michael's College was a "caring community" which "deepened their understanding of moral problems" and made a "significant contribution to their general quality of life." Whether or not their spiritual life was enhanced, however, reflected the religious background of the students; Catholics were much more likely to feel the impact of this aspect of the Mission.

Over time, the number of courses taught by adjuncts has slowly increased. Adjuncts do not undergo the same orientation offered to permanent employees, nor do they attend the various plenary sessions and lectures which foster reflection on the Mission. In response to a question on the campus-wide survey, part-time faculty members were nearly two times more likely than full-time faculty to say that they were "uncertain" about whether the Mission impacted the way that they carried out their jobs at Saint Michael's. This problem should diminish if the College is successful in its goal of replacing a number of adjuncts with full-time faculty.

The Mission at Saint Michael's College manifests itself in many ways; in the classroom, in the chapel, with a mentor, in conversations with people from different backgrounds, and through service or voluntary learning experiences to name a few. "Academic personalism," the direct, congenial relationships between students and faculty is at the heart of a Saint Michael's education, and is independent of a student's residential or undergraduate/graduate status. Services and programs offered through the Student Life Office and the Edmundite Campus Ministry, in contrast, are targeted towards undergraduates living on campus. Graduate and non-residential undergraduate students may be less inclined or unable to take advantage of programs offered in these areas, but they are important mechanisms by which the Mission of the College is transmitted.

Strengths

- o The clear Mission, goals, and identity of the College.
- o The presence of the Society of Saint Edmund.
- o The strong sense of community and the pervasive "personalism" that graces the campus.

- o The close connection between the College's programs and activities and its Mission.

Concerns

- o The need to recruit highly qualified students, faculty, and staff who can effectively contribute to the Mission, independent of their religious affiliation.
- o The decline in the number of Edmundites.

Projections

The College's Mission is unlikely to change in the future. The stability of the Mission and the ongoing success of the College suggest that it has served as a useful guide in resource allocation decisions, student programming, and curriculum reform. What will change, as it has in the past, is the means to accomplish the Mission.

Sustaining the Mission will not be easy. Members of the community will need to maintain and augment the work of the members of the Society of Saint Edmund, both on the Board and on the staff of the College. The Edmundites have always worked closely with members of the community to sustain the College's Catholic traditions. Now, however, more non-Catholic students and employees are coming to Saint Michael's, which suggests the need to develop additional ways to incorporate non-Catholics and non-Christians as enthusiastic and necessary partners in the Edmundite Learning Tradition. As a Catholic college, Saint Michael's should encourage all "persons of faith" to take spirituality seriously. A permanent steering committee comprised of Edmundites and lay people will be established to help keep the Edmundite Learning Tradition at the forefront of campus life.

Within the last few years, several new programs have been established to support the Edmundite Learning Tradition. The College will encourage the development of these programs and continue the ongoing dialogue during planning days, retreats and seminars that help the community arrive at a common understanding of the College's Mission and ways to animate it. The expansion of service learning, the development of a Peace and Justice minor and the Social Justice Semester in the South are examples of learning opportunities that will help preserve the heritage of the College.

In comparison to undergraduates, graduate students come to Saint Michael's with clearer objectives and at very different stages in the life process. While many "live the life" of the Mission through their work as teachers, counselors, members of religious communities, in nonprofit organizations, or through family and civic ties, they are not typically part of the residential community which plays an important role in transmitting the Mission to traditional undergraduates. The Graduate Council, along with the Student Life Office, should consider ways to extend mission-related activities to nonresidential students, both graduate and undergraduate alike, for the mutual benefit of all members of the community.

As the College begins to expand the systematic process of assessing student outcomes, it will be guided by the five essential elements from the Edmundite Learning Tradition that frame the Mission.

CHAPTER TWO

STANDARD 3: ORGANIZATION AND GOVERNANCE

Description

Saint Michael's is organized and governed in a manner that safeguards its Mission while vesting appropriate roles and responsibilities to particular bodies. The *Bylaws* of the College clearly identify the powers of trustees and officers of the College, the role of trustees and committees of the Board, and major College bodies such as the Faculty Assembly and the Alumni Association (see Exhibit 08). Shared governance, grounded in the Church's teaching on Subsidiarity (no higher authority should do what is within the competence of a lower authority), has been a principle guiding the organization and decision making at Saint Michael's College for many years.

Board of Trustees

The Board of Trustees is a self-perpetuating body with thirty members, one-third of whom must be members of the Society of Saint Edmund. The Board of Trustees, acting in accordance with its *Bylaws*, has the final authority to determine policies affecting the College. The President of the College, the immediate past President of the Alumni Association and the Superior General of the Society of Saint Edmund are *ex officio* members of the Board. An *Agreement between the Society of Saint Edmund and Saint Michael's College* outlines the relationship between the College and the religious order that founded the institution. There has been and continues to be a dialogue about the role of the Edmundite community.

The organization of the Board of Trustees and the manner in which it governs Saint Michael's has received extensive review and revision since the 1990 Self-Study. The Board's eleven standing committees have been reduced to five committees (i.e., Executive, Trusteeship, Development, Learning, and Operations). The provision limiting a trustee to two three-year terms has been amended to permit three three-year terms. While previously the Superior General of the Society of Saint Edmund served as the *ex officio* chairman of the Board, the Board now elects its own chairperson, vice chairperson and secretary. With the exception of the Executive Committee, 12 faculty members and 10 students now serve as voting members on Board committees. Committee decisions must be approved by the full Board with a majority of the trustees in attendance. The Faculty Assembly nominates two Faculty Representatives to serve as non-voting members of the full Board and to coordinate the work of the 12 faculty committee members. These numerous changes occurred in response to the Board's critical assessment of its effectiveness.

The Board meets four times during each academic year. In recent years, the June meeting has been combined with day-long community retreats where trustees meet with faculty, staff and students to discuss the College's Mission and institutional effectiveness. Issues raised by the Self-Study were the subject matter for last year's community retreat.

**Saint Michael's College Board of Trustees
1999-2000**

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Managing Director, The Bigelow Company

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Church of the Nativity of BVM

Mr. Charlie Titus (SMC 72)
Director of Athletics, University of Massachu-
setts at Boston

Mr. James Wall (SMC 74)
National Managing Director of Human Re-
sources and Partner, Deloitte & Touche LLP

Board members are often drawn from those who have been associated with the College as alumni or parents of students. In considering nominations to the Board, a special effort is made to include at least one young graduate. Presently, the Board includes five women and one African American among its members. The Edmundite Trustees are drawn from various areas of the Society's work and currently include two who have positions at the College and reside on campus as members of the local Edmundite house. The Board of Trustees recognizes the principle followed in American higher education that staff members are not normally eligible for membership on the Board of Trustees of that institution. Yet, the *Bylaws* of the College require that ten Edmundites serve on the Board from a Society of less than 34 active members. For the Board to obtain the most effective guidance from the Edmundites, it is necessary to create an exception to the general principle of separation between staff and trustees. The Board of Trustees, understanding the difficulty involved in recruiting ten members from a small religious order, is considering appropriate ways to amend the *Bylaws*.

Administrative Leadership

The President, the chief executive officer of the College, is accountable to the Board of Trustees and serves without a specified term of office. Current President, Dr. Marc A. vanderHeyden, acts as a catalyst for new ideas and serves as the chief spokesperson for Saint Michael's College. The College's *Bylaws* specify that

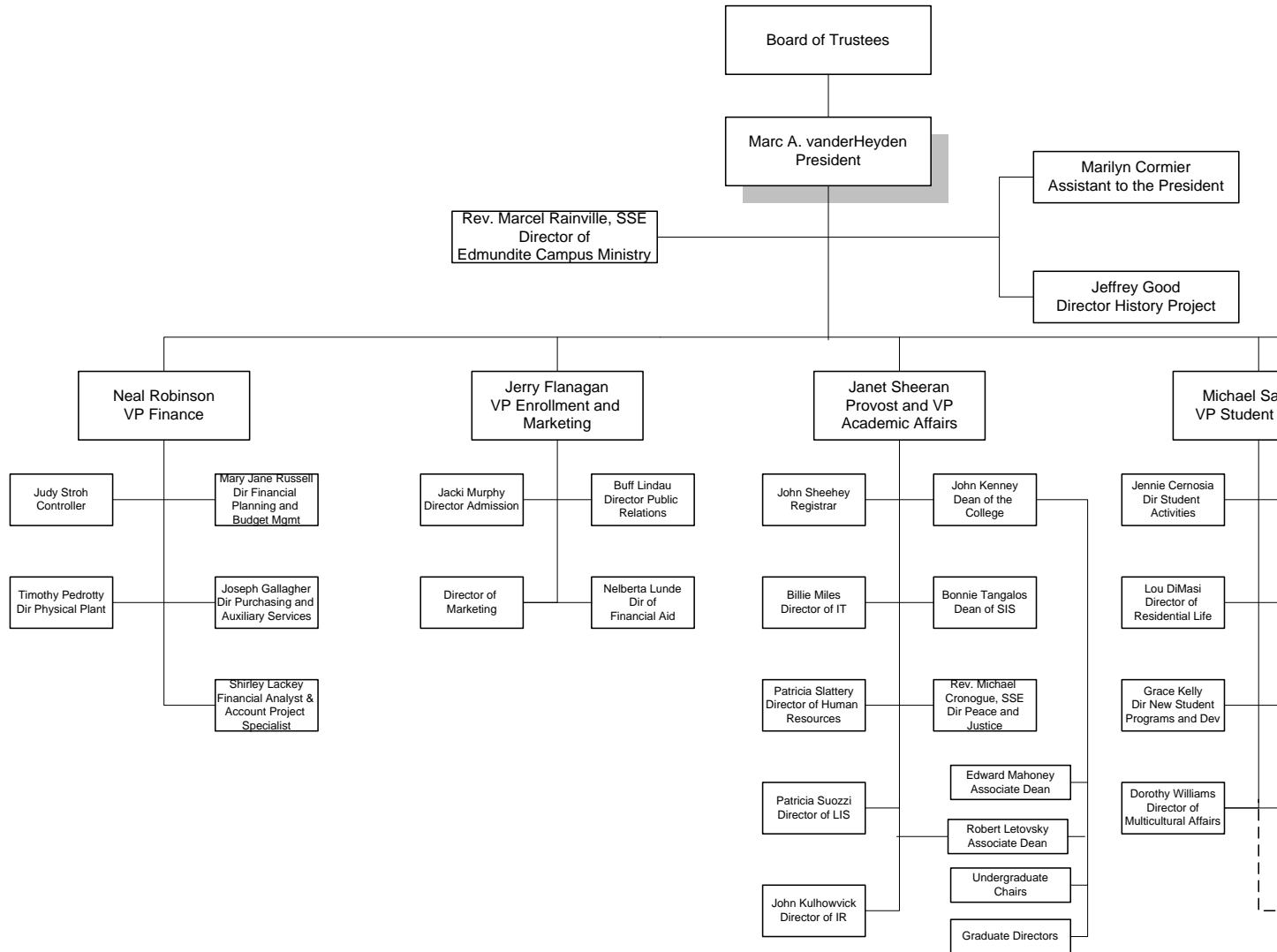
The President shall, as educational and administrative head of the College, exercise a general superintendence over all the affairs of the institution, and bring such matters to the attention of the Board as are appropriate to keep the Board fully informed to meet its policy-making responsibilities. The President shall have power, on behalf of the trustees, to perform acts and execute all documents to make effective the actions of the Board or its Executive Committee. (Article 10: Section 1)

Major College decisions are reviewed by the President's Cabinet and where appropriate, the Board of Trustees. The Cabinet plays a key role in the administrative structure of the College and meets weekly in addition to a minimum of three retreat days per year. Five Vice Presidents, the Assistant to the President and the Director of Edmundite Campus Ministry serve on the Cabinet. The members of the Cabinet, serving as the College's senior management team, connect the leadership and vision of the President and Board of Trustees with the implementation and planning functions of the faculty, staff, students and alumni.

The Vice Presidents, appointed by the President and confirmed by the Board, include the Provost/Vice President for Academic Affairs (Provost/VPAA), the Vice President for Finance, the Vice President for Enrollment and Marketing, the Vice President for Student Affairs, and the Vice President for Institutional Advancement. Success in achieving the Mission of the College depends upon the support and coordination of all five Vice Presidents. The specific objectives, achievements and challenges facing each vice president are discussed in subsequent chapters.

To maintain and improve communications between the faculty and the administration, the President meets monthly with the Executive Committee of the Faculty Assembly. The President also meets at least three times each year with the Edmundite Advisory Board on matters relating to the participation of the Society in the fulfillment of the College's Mission and on other matters of special interest. The President maintains an open-door policy and meets informally with committees and individuals to discuss policy issues and gain insight into College operations.

Administrative Offices Fall 1999



Academic Leadership

The Provost/VPAA is the chief academic officer of the College and is responsible to the President for the administration, coordination and development of academic and faculty policies and activities. Prior to 1998, the responsibilities of chief academic officer were more narrowly defined. With the arrival of Dr. Janet Sheeran to Saint Michael's in 1998, the position of the Vice President for Academic Affairs was broadened to include the functions of a Provost. The intent of this change was to reinforce the centrality of the College's academic mission, improve communication and coordination of all units associated with student learning, and add clarity and stability to the academic mission during a time when the President is immersed in the College's capital campaign.

The Provost/VPAA supervises all services that directly relate to and sustain the College's academic mission, including Library and Information Services (LIS), the Registrar, Information Technology (IT), the School of International Studies (SIS), academic programs administered through the Dean of the College, and the Office of Human Resources. The Provost/VPAA also maintains coordination with the activities of the Vice President for Enrollment and Marketing, the Vice President of Student Affairs, and the Deans of the College. The Provost chairs the Strategic Planning Committee, the Technology Steering Committee, the Campus Culture Committee, the Commencement Planning Committee and the Academic Affairs Council.

Key technology decisions are now directly under the purview of the Provost/VPAA. This reflects a number of significant administrative changes that took place during the 1990s. Early on, decisions about computer related issues, while informed by the academic side of the institution, were under the direction of the Vice President for Administration (now the Vice President of Finance). Gradually, as technology began to play a more prominent role in the academic life of the College, many of these responsibilities were transferred from Information Technology, (formerly known as Computer Services and reporting to the Vice President for Administration), to Library and Information Services (reporting to the Provost/VPAA). Both units now report to the Provost/VPAA.

Programs and instruction are offered through two administrative units, "the college" in which undergraduate and graduate programs reside and the more narrowly focused and smaller School of International Studies (SIS). Each administrative unit reports to the Provost/VPAA. The School of International Studies which began in 1954 to provide international students with intensive study of the English language and American culture, offers its own credit-bearing graduate (Teaching English as a Second/Foreign Language) and undergraduate courses, linguistics courses for undergraduates and non-credit-bearing intensive English language proficiency courses for non-native speakers. It also offers three overseas programs and has developed formal exchange relationships with 25 educational institutions around the world. The school has its own Dean, Associate Dean, and administrative and committee structure.

The chairs and directors of undergraduate and graduate programs report directly to the Dean of the College, Dr. John Kenney. The Dean of the College has primary responsibility for the development, administration and evaluation of the undergraduate program and for four out of the five graduate instructional programs; his area of oversight includes curriculum development, course scheduling, academic budgets, administrative assignments and assessment of full-time and part-time faculty.

The Dean of the College is assisted by the Associate Dean of the College and the Associate Dean for Academic Affairs. The Associate Dean of the College, Dr. Edward Mahoney, is responsible for student

advising, monitoring student academic progress, maintaining academic integrity, assessment of student learning, student teaching evaluations, coordination of services for students with special needs, degree certification and parent relations. The position of the Associate Dean for Academic Affairs, held by Dr Robert Letovsky, was created in July of 1998 to oversee areas of the College which had been operating semi-autonomously, such as the Center for Organizational Development and the Summer Playhouse. Additional responsibilities include the summer school, noncredit and study abroad programs, academic grant support and assisting in the administration of graduate programs.

The Dean of the School of International Studies, Dr. Bonnie Tangalos, is responsible for developing and overseeing campus and off campus-based programs which fall under the auspices of the School of International Studies. The Dean of SIS shares oversight responsibilities with the Dean of the College when SIS programs overlap with undergraduate and graduate programs.

The Dean of the College and the Dean of SIS are present during the Faculty Council's deliberations on tenure and promotion decisions (the Faculty Council is a statutory committee of the Faculty Assembly which evaluates and makes recommendations on personnel matters). The Deans are present at the invitation of the Faculty Council and attend meetings when either general policy is being discussed or when faculty from their respective areas are being reviewed. Neither Dean participates directly or formally in the ongoing deliberations. Each Dean provides the Provost/VPAA with recommendations, independent of those made by the Faculty Council, about their respective faculty.

Members of the academic departments and programs have collective responsibility for program development, curriculum, departmental or program policies, recruitment, orientation and evaluation of full- and part-time faculty and student advising. Undergraduate chairs are appointed for a three-year term of office by the Dean of the College with the approval of the Provost/VPAA and typically serve no more than two consecutive terms. In appointing undergraduate chairs, the Dean of the College consults with department members and the Faculty Council. Term limitations were established in the revised 1996 *Faculty Regulations* to broaden the community's base of understanding of the governance process. Chairs meet bimonthly in the Dean's Council to advise the Dean of the College on educational policy matters and to organize collectively the policies implemented by departments.

Graduate directors, with the exception of those serving in SIS programs, are appointed by the Provost/VPAA and serve on a yearly, renewable, basis. SIS directors are appointed by the Dean of this administrative unit. All graduate program directors meet with the Dean of the College in the Graduate Council. The Graduate Council also serves as the curriculum committee for graduate programs.

The Prevel School

The organizational structure and related governance processes of the College have undergone considerable change since the time of the last reaccreditation. This is most apparent in four of the College's five graduate programs (Administration and Management, Clinical Psychology, Education, and Theology and Pastoral Ministry). In 1994, nontraditional educational programs were organized under the administrative umbrella of the "Prevel School." These included four out of the five graduate programs, two undergraduate majors developed for adults and other continuing education programs. The Prevel School had its own Academic Dean and administrative structure.

The establishment of a separate Prevel School was designed to broaden the College's activities, programs and revenue streams and represented a clear manifestation of a movement towards a small uni-

versity model envisioned by former President Dr. Paul Reiss. A second example of this movement was the 1995 transformation of the Center for International Programs into the School of International Studies.

Less than five years after these administrative changes were put in place, President vanderHeyden and the Board of Trustees refocused the College in the direction of a small, quality residential program in the tradition of its religious founders. This new vision led to the dismantling of the Prevel School and the reassignment of its Dean and staff to other areas of the College. As part of the reorganization, graduate programs, with the exception of programs in SIS, were integrated into affiliated undergraduate departments. Graduate directors now report to the Dean of the College.

Faculty Governance

The faculty of Saint Michael's College has a vital share in defining and implementing the Mission of the College. Faculty self-governance in matters of educational policy and peer evaluation have become increasingly important. The faculty manages its own affairs and contributes to the shared governance of the College through the Faculty Assembly and its statutory and standing committees, academic departments and Trustee committees. The purposes of the Faculty Assembly are spelled out in section I-B-3-a of *The Faculty Regulations and Manual* (see Exhibit 09):

The Faculty Assembly is the deliberative body of the faculty. It exists so that the faculty may govern its own affairs and fulfill its roles in the overall governance of the College in a manner consistent with College policies. The Faculty Assembly may address any matter which directly or indirectly affects the interests of the faculty. It has the responsibility to consider such fundamental matters as admissions, curriculum, subject matter and methods of instruction, research, faculty status and related matters, and those aspects of student life which directly relate to the educational process. Resolutions or recommendations of the Faculty Assembly shall be submitted for information or action to the President through the VPAA. The President shall submit to the Board of Trustees, together with his/her own recommendations, those recommendations of the Faculty Assembly which must be reviewed by or acted upon by the Board.

Much of the Assembly's work is done through the following statutory, or standing, committees: the Faculty Council (advisory to the Provost/VPAA on personnel matters such as tenure and promotion), the Curriculum and Education Policy Committee, the Faculty Welfare Committee (advises the faculty and, through the Provost/VPAA, the administration on issues related to faculty compensation, the professional environment and financial exigencies), the Academic Review Board (advises the Dean on the status of students liable for academic dismissal) and the Dispute Resolution Panel (reviews grievances brought by individual faculty members). The *Faculty Regulations* also enable administrators to appoint faculty to ad hoc committees. As a matter of course, the Faculty Council is consulted about these appointments.

The *Bylaws* of the Faculty Assembly also established a number of committees including Admissions, Educational Technology, Honors Program, Lecture, Library and Instructional Materials, Student Financial Aid, Teaching Resources, and Faculty Development.

The Faculty Assembly nominates and votes on the membership of the Faculty Council, the Faculty Welfare Committee and the Faculty Representatives to the Board of Trustees. The Faculty Council, in turn, is responsible for appointing faculty to all other standing committees. It is through the standing

and ad hoc committees that the faculty, working with the administration, assures the academic integrity of the educational programs at Saint Michael's and the effectiveness of the faculty assessment process.

The Executive Committee, comprised of the Moderator of the Faculty Assembly and the chairpersons of the Faculty Council, the Faculty Welfare Committee, the Curriculum and Educational Policy Committee of the College and the faculty representatives to the Board of Trustees, coordinates the agenda of the Assembly and represents the Assembly when it is inconvenient or impractical to convene the entire Assembly.

Student Governance

The General Assembly of the Student Association (SA) is responsible for creating and coordinating many of the social, political, recreational and cultural activities that occur on campus. The SA is a student-run independent organization with a budget of over \$300,000. The funding comes from monies collected through student activity fees and is allocated to 32 recognized clubs and organizations. As a general assembly organization, the SA also acts as an open forum for discussions about issues and concerns affecting the student body and the College community as a whole. Any member of the Saint Michael's College community can bring issues and concerns to the attention of the SA.

The SA's Executive Board is comprised of its President, Vice President, and seven executive secretaries coordinating programs and assisting students in the following areas: finance, academics, programming, operations, international student affairs, communications, and student policy. In addition to the Executive Board, there are two parts to the General Student Assembly which act as a voice and as a legislative body. The voting portion of the Senate is made up of residence hall and area representatives, off-campus representatives, resident assistants and representatives from theme houses. The voice of the student body is composed of class presidents and vice presidents, representatives from 36 SA funded clubs, residence hall and area presidents and vice presidents. The SA is the official governing body and voice of the students. Two moderators are voted on by the Student Senate to oversee meetings and act as representatives to the faculty and staff. The College strongly supports the opportunities for leadership and governance as a central part of the holistic residential learning experience.

Students also participate in most campus-wide committees such as the Strategic Planning Committee, trustee committees, the Campus Culture Committee, the Curriculum and Educational Policy Committee, athletic advisory committees and the Self-Study Committee.

Policies and Procedures

The policies and procedures governing the faculty, staff and students are described in the *Faculty Regulations*, the *Personnel Handbook*, and the *Student Handbook*, respectively. These documents are discussed in future chapters.

Appraisal

Change in the governance and organizational structure of the College has been a prominent feature of Saint Michael's during the 1990s. Since the time of the last Self-Study in 1990, the senior management team has been in a state of flux; the College has been served by two Presidents, five Vice Presidents for Academic Affairs (two of whom were acting), three Vice Presidents for Administration (Finance),

two Vice Presidents for Institutional Advancement, two Deans of the College and three SIS Deans. The Prevel School was discontinued, and the support and delivery of computer technology went through major and, at times, contentious reorganizations throughout the decade. The Board of Trustees also significantly overhauled its own committee structure and leadership.

A new vision for the College followed with new presidential leadership; the organizational structure was transformed as the College moved from a “small university model” to a more focused liberal arts residential college in the Catholic Edmundite Tradition. While it’s too early to assess the success of these changes, it seems fair to reach three conclusions: first, much change has occurred at Saint Michael’s since the last accreditation; second, the current leadership team is likely to remain in place for a number of years; third, in spite of the many changes, the College is a healthier, more vibrant institution than it was in 1990.

With the arrival of any new president, an academic institution can expect administrative change. Typically, this is a time when an institution carefully evaluates the effectiveness of its governance structure. Many of the administrative changes that have occurred at Saint Michael’s reflect the impact of just such a reassessment. As a result, some decisions such as stepping back from the “small university model” and the transfer of some of the responsibilities for computer technology from IT to LIS did not occur smoothly. With so many changes in the top leadership of the College, not all affected parties were consulted or apprised about reorganization decisions in as timely a fashion as might otherwise have been the case. Additionally, institutional resistance to change made the transition understandably more challenging.

The redirection of the College’s administrative structure and administrative turnover inevitably affected morale; change is never easy. The campus-wide survey asked a question about what aspects of the College had declined the most since 1995. Out of 20 possible choices, *Effectiveness of Governance* was one of the most frequently cited areas of decline (the faculty were less likely to say this than were members of the staff). Effective governance depends upon *open communication* and *trust*; as seen by the staff in the Spring of 1999, the administration had failed to live up to the community’s high expectations in these areas.

While many expressed concern about the *effectiveness of governance*, the community was quick to point out the improvements that have occurred over the last five years, improvements that have come through the governance structure of the College. Among the nearly 350 respondents to the survey, well over 50% felt that the *quality of the faculty*, *the quality of the physical resources*, *the quality of academic courses*, *support for diversity* and *quality of student life* had “improved,” and had not “stayed the same” or “declined.”

The findings from the Self-Study’s trustee survey suggests that the Board is quite satisfied with its new governance structure. Over two-thirds of the trustees felt that the composition and structure of the Board had improved in the last five years, that they had adequate time to meet with students and College employees, that they were in a better position to raise the type of money envisioned in the upcoming capital campaign, and that they have enough time and information to make informed decisions. One concern raised by the Board was the format, reliability and currency of the information provided by the administration. Unlike the staff, the Board was not critical of the College’s governance and organizational structure or communications. The disjunction between the views of staff and trustees was discussed at some length at the June 4th, 1999 joint retreat with trustees, faculty, staff, and students.

Effective governance requires a regular system of information distribution. Each area of the College performs some assessment and has more data available. In general, these materials are not organized and distributed in a standard format or on a regular time-line and consequently, the effectiveness of the governance process is impeded. The lack of information also hinders communication flows. The recent hiring of an institutional researcher, a position that has been vacant for many years, should help the administration better manage its affairs and respond to both internal and external requests for information and analysis.

The self-study process itself has acted as a catalyst for the administration to respond to the underlying concerns that have surfaced about governance, trust and communication. Airing the staff's concerns about the *effectiveness of governance* in campus-wide open meetings last spring was a healthy exercise; both sides left the community meetings with a clearer sense of the problems and possible remedies. The Provost/VPAA now produces a *GOLDSHEET* which regularly keeps the community informed about recent events and new initiatives. With the passage of time, a reconstituted Personnel Welfare Committee for the staff may begin to function along the lines of the faculty's Welfare Committee and, in so doing, should improve the level of trust and communication between the College's various constituencies. The Personnel Welfare Committee now reports directly to the President, instead of, as it had earlier, to the Director of Human Resources.

In July of 1996, the Board of Trustees approved new *Faculty Regulations*, which had been drafted earlier by the Faculty Welfare Committee and passed by the Faculty Assembly (one area was left unresolved and that is faculty grievance procedures). The new regulations have had one salient effect: they advanced faculty responsibility in governance. The current Dean of the College, who took office just prior to the adoption of the *Regulations*, and the Provost/VPAA have sought to implement them fully and to resist the prior practice of "passing but ignoring" governance provisions. As a result, major changes have occurred. For example, the Curriculum Committee has begun to function as an Educational Policy Committee. With information on departmental needs, staffing patterns and enrollments, the Committee makes recommendations to the Dean of the College and Provost on the replacement or addition of tenure and non-tenure track full-time positions. To date, the priorities established by the Committee have been followed by the administration. Similarly, the Faculty Development Committee was given the task of advising the Dean of the College and Provost on faculty travel and other development programs. A new travel policy was produced and implemented. Many of the recent curricular and personnel initiatives, which are discussed in future chapters, were successfully implemented, with the support of the administration, through the faculty's own governance processes. These are examples of what might be described as a shift in the faculty polity, offering faculty new collegial responsibility.

After safeguarding the financial health of the College, decisions about the appointment of new faculty members, tenure and promotion are among the College's most important responsibilities. Saint Michael's has developed a tightly structured and highly participatory process in this area. The President acts in response to a process which incorporates the views of students, faculty, department chairs, the Faculty Council, respective Deans and the Provost/VPAA. In recent years, the sense of shared governance and collegiality has generally emerged unscathed in what can be a contentious, divisive process. While the President has ultimate responsibility for faculty personnel decisions, it is exceptionally rare that the President overrules a recommendation that emerges from the Faculty Council and on through the Deans and Provost/VPAA.

Strengths

- o The relationship between members of the Board and the various constituencies of the College is generally positive, open and productive.
- o The senior management team is aware of the need to improve communication flows and rebuild the trust that has been strained in some areas of the College over the last few years.
- o The appointment of the Provost provides better coordination of the internal operations of the College by means of direct reporting, chairing of major committees and reinforcing the primary importance of the academic mission.
- o The governance structure is sufficiently flexible to respond to changing external conditions.
- o Shared governance, with broad-based collegial community involvement, is still a reality at Saint Michael's College. The faculty has responded positively to new opportunities to become more fully engaged in the governance structure of the College.
- o The College provides a number of opportunities for the various constituencies to engage one another on College-wide committees and at retreats and planning days.
- o The graduate programs are becoming fully integrated into the established governance structure of the College.
- o The Edmundites have been progressive and flexible in offering lay responsibility for safeguarding the Mission of the College.

Concerns

- o The decision-making process has not always been informed by a full range of information.
- o At times, decisions have been made quickly without all affected parties being consulted or apprised of the changes in a timely fashion.
- o The administration has not been consistent in communicating the reasons underlying the new reporting lines and organizational changes which have occurred in the last few years. There is still some residual confusion within the community about (1) the nature of the relationship between undergraduate and graduate programs in terms of budgeting, planning and the implementation of academic initiatives, (2) the changing responsibilities of IT and LIS, and (3) the decision-making processes between SIS and the undergraduate and graduate programs.
- o It is difficult to find a sufficient number of qualified Edmundites to fill the stipulated number of Edmundite seats on the Board.

- o Relationships between employees at Saint Michael's tend to be informal, which can complicate the decision-making and information-sharing processes.

Projections

With the senior management team now in place, it will be important to rebuild the trust that was strained, especially within the ranks of the staff, as a result of the many changes that have occurred in recent years. Diminished trust and communication problems make it difficult for the College to fully achieve its Mission. Resolving these problems will be a high priority for the administration.

The recent termination of the Prevel School and the integration of four out of the five graduate programs with undergraduate departments have changed many reporting relationships. The Administration must see to it that the new governance structure is well understood by the entire community and that the effectiveness of this restructuring is evaluated formally after an appropriate period of time.

The College will fully integrate all SIS operations (accounting, marketing, recruitment, housing, student assessment) into the formal operating structure of the College.

The pace of organizational change at Saint Michael's has made it difficult for some official College documents like the *Faculty Regulations* to remain current. All official documents of the College will be reviewed annually to ensure their timeliness. The Board of Trustees, the Faculty Welfare Committee and the administration will work cooperatively to resolve disagreements about the grievance procedures in the *Faculty Regulations*.

With the recent hiring of an institutional researcher, the administration will publish a series of regular reports, annual reports, and "dashboard indicators" so that the community can better understand the College's challenges and achievements.

The Board of Trustees will continue to evaluate and refine its own structure and the College's overall governance structure so that Saint Michael's becomes even more competitive and successful in Catholic higher education. The disjunction between the trustee's views of the College and those of the staff that surfaced during the community retreat in the spring of 1999 suggests the need to maintain and strengthen communication between the trustees and other College constituencies.

The College will identify ways to preserve the Edmundite presence on the Board and at the College so as to sustain the College's Edmundite and Catholic heritage.

CHAPTER THREE

STANDARD 2: PLANNING AND EVALUATION

Description

The self-appraisals prepared for the College's Self-Study Committee discuss a myriad of planning projects, including those completed in the past, those currently underway, and those planned for the future. These projects run the gamut from the development of the College's comprehensive strategic plan to justifications for additional equipment in a particular office. While planning is necessary at all administrative levels, strategic planning, the activity which focuses on long term resource acquisition and high level resource allocation decisions, is the most crucial to the success of the institution. With the arrival of a new President and Provost/VPAA, campus-wide strategic planning has taken on a renewed sense of importance.

This chapter provides an overview of the role played by planning and evaluation at Saint Michael's. With the exception of the campus-wide strategic planning process, other planning and evaluation efforts are either summarized briefly or left for subsequent chapters where they are discussed within the context of specific standards (e.g., curriculum planning is discussed under Standard Four: "Programs and Instructions;" faculty evaluation is discussed under Standard Five: "Faculty;" financial planning is discussed under Standard Nine: "Financial Resources").

The President and Board of Trustees

The confluence of a new administration, the College's upcoming centennial celebration, a major fund raising campaign, and the decennial reaccreditation provided the catalyst for a strategic analysis of the College's position and direction. President vanderHeyden, with Board approval, modified the "small university" model that evolved during the tenure of former President Reiss and re-focused the College on its residential liberal arts tradition. The President identified five institutional strategies that would guide the College as it implemented this new strategic direction: "Foundation and Future in Faith," "Academic Excellence," "Centrality of Student Learning," "Strength in Community," and "Fiscal Responsibility and Accountability" (see Exhibit 10).

Planning at the Board level is the function of the Executive Committee, made up of the chair, vice-chair, the chairs of the Board committees, the President, and the Superior General of the Society of Saint Edmund. The President develops plans and proposals for Executive Committee discussion and Board approval. The most significant planning activities are for the capital campaign, the facilities master plan, and the annual and five year budget plans (these plans are discussed in subsequent chapters, "Physical Resources" and "Financial Resources"). The President has presented a proposal for the facilities master plan to the Board and to the College community. The draft plan, which will be acted on by the Board in the Spring of 2000, divides the building projects into three classes: needs, desirables, and fantasies.

Approval of the facilities plan is required for planning to continue for the capital campaign. While the total cost of all the projects in the 30-year facilities plan is far greater than the \$50 million campaign goal, only a limited number of building projects will be included in the campaign's case statement.

The campaign's major goal is for scholarship endowment. A campaign steering committee will produce the final case statement for the campaign and monitor the progress of the campaign.

The Board has instituted a system for tracking College performance and has participated actively in strategic planning. The President's Cabinet, in conjunction with the Board Trusteeship Committee, developed a set of institutional performance indicators which include:

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| * Retention and graduation rates | * Average class size |
| * % credit hours taught by full-time faculty | * % of faculty with terminal degrees |
| * FTE enrollment | * Revenues (gross and net) per FTE student |
| * Endowment support for operations/FTE student | * Discount per FTE student |
| * Expenditures in different classes per FTE student | * Market value of the endowment |
| * New revenues raised in institutional advancement | * Revenues received-institutional advancement |
| * Cost of raising money in institutional advancement | * Alumni participation rate |
| * Gender breakdown of faculty, staff, and students | * Study abroad participation |
| * Class rank and SAT's of incoming class | * % of students receiving aid |
| * % receiving aid without need | * Number of applications, acceptances and enrollments and changes from previous years |

The Board will use these indicators to monitor the general health of the College. The indicators, however, must not be misunderstood as measures of "institutional effectiveness" which, in the final analysis, must be outcomes-based. The indicators are subject to change and revision as their usefulness is considered.

The Board also asked its auditors, KPMG Peat Marwick, to benchmark the financial performance of Saint Michael's. The KPMG methodology is still under development, but the Board received a preliminary report in October of 1999 which showed that the College easily exceeds the minimal Department of Education standards for financial health. However, when compared to a subset of mostly aspirant schools selected by the President, the College's small endowment led to a low ranking despite its overall financial health. KPMG characterized Saint Michael's as one of a group of schools that needs additional resources to more fully engage in institutional research and development.

The Board, as a whole, and the Executive Committee in particular, actively evaluate institutional performance. The Executive Committee also appraise Board performance. The Board realigned the committee structure in 1998-99 so that more members could participate in various discussions. The Executive Committee will re-evaluate the new committee structure at the end of the academic year.

Vice Presidents

At the Cabinet level, the Vice Presidents, with the assistance of the Assistant to the President and the Director of Edmundite Campus Ministry, advise the President on campus policies and review plans which have significant campus-wide impact. Each Vice President is also responsible for planning and evaluation in his/her own areas of oversight. This past year, the Provost assumed responsibility for the College's strategic planning process. Strategic planning has been important at Saint Michael's in the past, but the current model appears to be considerably more systematic, comprehensive, and inclusive. The strategic planning process was formerly an outgrowth of the financial planning process. The Provost expanded the scope and time horizon of the planning process and linked the financial results to College-wide objectives. Strategic planning has taken a significant portion of the Provost's time, and

the presence of all Vice Presidents on the Strategic Planning Committee, along with key representatives of the faculty and staff, should harmonize individual department plans with the College plan.

The Strategic Planning Committee developed twenty strategic goals, which were framed by the President's five institutional strategies and informed by the early findings from the reaccreditation process and from various campus-wide discussions (see Exhibit 11). During the Fall of 1999, the Committee identified operating objectives, measurable targets, and timetables for each strategic goal. These operating objectives will also be used to develop the case statement for the capital campaign. The plan will be reviewed by the Board in the Spring of 2000.

Along with strategic planning, the Provost is also responsible for the Campus Culture and Technology Steering Committees. The former Committee examines issues related to student outcomes and retention, the learning environment, and the interplay between the campus culture and the College's Mission. The Technology Steering Committee guides and coordinates academic and administrative technological planning and implementation. The group is developing a strategic technology plan with the help of EdTech (the faculty's technology committee), IT, LIS, the Library and Instructional Materials Committee, and the Datatel administrative users group. The plan will include a vision for the use of technology, descriptions of the expected learning outcomes for staff and students, and financial projections for technology acquisitions. Key ideas and proposals for the capital campaign will be derived from the plan.

In much the same way that the members of the Cabinet, consult with the President on matters of College strategy and planning, the Academic Affairs Council, comprised of the Deans and key academic administrators, advise the Provost on academic policy and strategy. The Council also helps build consensus within the administrative academic leadership team.

The Vice President for Institutional Advancement is responsible for capital campaign planning along with the Campaign Steering Committee. The case statement for the campaign will be finalized in the Spring of 2000, once the Board has acted on the facilities master plan. To date, the campaign has proceeded as planned; staffing, management and pledges are in line with expectations.

No major planning or assessment initiatives are underway within the Office of Student Affairs. However, planning and evaluation do take place on a continuous basis as offices under Student Affairs are required to submit yearly goals and objectives for review by the Vice President of Student Affairs.

The Vice President for Finance plays a key role in the development of the annual financial plan and in the strategic planning process. The financial plan is developed by a subcommittee of the Strategic Planning Committee and approved by the Board of Trustees. The Board has also charged the Vice President for Finance to develop a five-year, rolling financial plan which is scheduled for presentation to the Board in the winter of 2000. The plan will rely on key assumptions from the strategic planning process and from the Enrollment Management Committee.

The Vice President for Enrollment Management prepares yearly enrollment targets which are developed concurrently with the annual financial plan. The annual financial plan includes target levels for financial aid, tuition and fees, and the anticipated number of enrolled students in the coming year. This information, along with discussions that occur at biannual retreats, provide the Vice President for Enrollment Management with the requisite material to prepare enrollment targets. An annual profile of the entering class is prepared by the Admission Office and is widely distributed on campus. The profile compares the current class with the entering classes from previous years.

Other Administrators

The Dean of the School of International Studies is responsible for the planning and evaluation of its programs. SIS has developed a detailed master plan which includes enrollment targets, pedagogical objectives and assessment criteria for both the program and the students in the program. The plan was based on an exhaustive strategic review of their programs and includes specific action items, time lines and evaluation criteria (see Exhibit 12).

The planning and evaluation responsibilities for the graduate programs rests with the corresponding graduate program directors who meet as the Graduate Council with the Dean of the College as the chair. The precise structure of planning for each of these programs is under revision as they are being merged with their allied undergraduate departments. Generally speaking, the program directors plan enrollment targets, recruiting strategies, curriculum change, and program and student evaluations.

Faculty

Saint Michael's encourages faculty to participate in planning and evaluation within their own departments and on campus-wide committees. Faculty serve on all significant College and trustee committees. The self-appraisals prepared for the Self-Study Committee show substantial variation in the types of planning and evaluations activities conducted by the departments. One commonality is that nearly all departments present persuasive arguments for additional resources to improve their effectiveness. The Dean's Council, a committee comprised of department chairs, provides a measure of coordination between departments and serves as a conduit of information from other committees.

The governance structure of the College offers the faculty a substantial role in planning and evaluation. Statutory committees identified in the *Faculty Regulations* direct faculty to review, evaluate and make recommendations on personnel matters (Faculty Council), on compensation and the professional environment (Faculty Welfare Committee), and on undergraduate academic programs and curriculum (Curriculum and Educational Policy Committee). The standing committees of the Faculty Assembly, (Admissions, Educational Technology, Honors Program, Lecture, Library and Instructional Materials, Student Financial Aid, Teaching Resources, and Faculty Development) offer faculty multiple opportunities to increase institutional effectiveness through planning and evaluation.

The faculty also plays a role in assessing governance at the College through its annual evaluation of administrators. On a two-year cycle, key administrators are evaluated by the faculty. The results are sent to each administrator and to their immediate supervisor (for the President, the results are shared with the Chair of the Board of Trustees).

Task Forces and Ad Hoc Committees

The College has frequently used task forces or other short-term committees to evaluate various programs, challenges, and opportunities. These groups typically develop plans with recommendations to address problems uncovered during the review period and then disband. Task forces have been established in recent years to examine the library, math and sciences education, athletics, the discounting problem, administrative record keeping and data processing ("Project Links"), classroom technology and configurations ("Design for Learning"), maintaining the Edmundite Tradition, long-range ten-year financial planning ("Financial Planning 2000") and assessment of student outcomes. The findings

from a number of these task forces are discussed in subsequent chapters. Periodically, the Dean of the College uses external review bodies to assess the structure and effectiveness of academic departments.

Appraisal

Appraisal of planning and evaluation activities is difficult. Successful outcomes are not necessarily the result of effective planning or even the apparent result of any planning at all. The converse is also true; formal planning and evaluation activities do not guarantee successful outcomes. Furthermore, many decisions are based on analysis done on the “back of the envelope,” leaving few records for inspection or analysis. Nevertheless, systematic planning activities have resulted in significant progress for the College in the last decade. Formal participatory planning models are now used more frequently than they were in earlier years to address important problems.

The appraisal of planning and evaluation must also take place in the context of the College’s governance structure and leadership. Changes in leadership have resulted in older planning models being set aside in favor of new processes. While it is too early to reach definitive conclusions about the effectiveness of these models, some general conclusions about formal planning and evaluation can still be drawn.

Important decisions have often been made by an informal consensus within the small group comprised of Cabinet members. While morale problems can emerge if large segments of the community feel they have little input into major decisions, especially in a close-knit and engaged community like Saint Michael’s, informal consensus decision-making does allow for innovation and rapid adoption of new ideas, especially those that have broad appeal. Campus-wide planning has frequently focused on the implementation of decisions made by this informal process.

College departments do a lot of planning; much of that planning brings change, and some of that change is evaluated. Some planning and assessment has been done in the absence of institutional priorities or independent of other initiatives. Some planning receives no formal recognition or response; the communication around all aspects of the planning process has not always been effective. There is also a lack of clarity about which proposals require plans and which proposals do not.

During the past decade, the College has improved many of its operations as a result of effective planning initiatives. Outsourcing of some services, the transformation of the library into an integrated centralized information center, expanded faculty opportunities for professional growth, the assessment process that now spans each faculty member's career, improved financial modeling, the emphasis on lifetime recreation in the Athletic Department, refinancing of the College’s bond portfolio, the extended first-year student orientation, early retirement options for faculty, and curriculum reform provide examples of such improvements. These and other examples are each discussed in future chapters.

Faculty devote significant time planning for change and assessing programs and activities through the extensive system of statutory and standing committees identified in the *Faculty Regulations* and in the *Bylaws* of the Faculty Assembly. Future chapters will show how these committees have served as the catalyst for many of the important changes that have occurred in educational policy at Saint Michael’s.

Strategic Planning

The strategic planning process is the College's most visible and widespread planning project. The precursor to this project was the annual financial planning process which involved less planning and more budget ratification. Typically, the Financial Planning Committee discussed a few scenarios centered around increases in compensation and tuition. The list of priorities was far longer than the available resources. Tuition was set to provide the desired raises; one or two modest unmet needs were included; and the plan was then presented to the President and Trustees. The process was directed by the Vice President for Administration who exercised considerable influence over the outcome. Outside of the Cabinet, the process was not well understood by more than a few members of the community.

With the appointments of a new President and Provost, a comprehensive strategic planning process was put into place in the Fall of 1998. The current process meets many of the criteria for successful planning. The linkages between mission, strategy and the plan are explicit. While the plan is grounded in the financial limitations of the College, longer term strategic goals, and not the annual financial plan, have driven the process. The plan includes goals that reflect the relationships between different, often disjointed, departments on campus. The Committee has broad representation. The Provost has communicated the Committee's progress frequently and frankly. At each stage in the process, the Committee has requested campus-wide comments on the planning process and the content of the plan. The plan will ultimately have clear benchmarks, time lines, and points of accountability. The process should also serve as a reasonable standard against which new initiatives can be measured. Equally important, the strategic plan should curtail ad hoc creation of new programs and new positions. The plan defines the boundaries in which growth and change will occur.

Strategic planning at Saint Michael's College is still a work in progress; while it promises to be more comprehensive and inclusive than earlier efforts, questions remain unanswered. How will priorities be formed? How will the plan be evaluated? How will an unsuccessful plan be modified? These items are on the agenda for the Committee to determine.

While the strategic plan incorporates a vision for the College and a detailed framework to achieve this vision, the College will need to guard against using the planning processes in such a rigid way that innovation and creativity are stifled. A strategic plan that allows for no innovation or change is just as harmful as no planning and the consequent lack of guidance and structure for decision making. No one plan can resolve all planning issues on campus, but one plan can provide impetus for change and a model to emulate. The College believes that such a plan is under development.

Planning Problems

Planning for change is seldom easy, especially in an environment where the competitive conditions are in a state of constant flux and where changes in key personnel occur with some regularity. Over the last few years, a number of high profile planning problems have emerged. The College has learned from each of these experiences and has responded appropriately. Three examples are provided below, each of which shares, at least at some level, a common problem of inadequate communication and untimely consultation. The concerns about the effectiveness of College communications that surfaced in the Self-Study's campus-wide survey were prompted by problems such as the ones listed below.

In 1996-97, the financial planning process broke down as revenue estimates from two programs fell short of expectations resulting, in concert with new accounting procedures, in a shortfall. The account-

ing deficit exposed flaws in the planning process. While there are differences of opinion about the exact cause of the system failure, two factors likely impacted the accuracy of the revenue forecasts. As long as the overall budgetary results met annual expectations, individual line item variances were not considered by the Committee in the next year. Furthermore, revenue estimates provided at one level of the institution were subject to revision by others without the guarantee of a review by the original source. The 1996-97 budget shortfall contributed to a number of significant institutional changes, among them the new strategic planning process and others that are discussed in Chapter Nine, "Financial Resources."

In the mid 1990s, more attention was devoted to constructing a new vision for the College than to determining how the old vision, "the small university model" would be "put to rest." Staff reassignments and the process of merging graduate programs with affiliated undergraduate departments were not explained in a timely fashion to either the community or the affected parties. Budgetary, staffing and reporting relationships were not resolved in a manner that allowed for a smooth transition.

Planning for "Route 96," a project that brought fiber optic cable, Mikenet, and cable TV to virtually every residence hall room on campus, provides another example where poor communication and limited academic consultation caused the actual implementation process to fall short of the ideal. A powerful teaching tool, "Route 96," was put into place with inadequate long-term academic planning for its use. It was also implemented with a problematic technical configuration which caused confusion, disruptions, and consternation among end-users. When problems arose early in the implementation, end-users were often kept in the dark about the nature of system problems.

The responsibility for addressing questions of planning and evaluation rests with the College leadership. The College has the necessary talent, motivation and experience to plan, execute and evaluate programs that will enhance all dimensions of the Saint Michael's experience: planning is pervasive even if it is not always well coordinated. The faculty and staff demonstrate extraordinary commitment to the College and share an understanding of the College's purposes which motivates the community to strive for higher levels of achievements. Thus, planning and evaluation problems are, at the core, challenges to the President, the Cabinet and the Board of Trustees.

Strengths

The strategic planning and self-study processes, the capital campaign, rapid technological change, and intense competition for students, all promote a climate that supports and demands effective planning and evaluation. Progress in the context of planning and evaluation has been made in several ways:

- o The College has developed indicators to monitor institutional performance and for Board reporting.
- o The key management positions should be stable through the capital campaign.
- o Planning and evaluation occur at all levels of the institution; some of the undertakings are state of the art. Some planning projects are less formal than others, but most are thoughtful.
- o Planning models are more likely to be used today; formerly some resource decisions were made on an ad hoc basis.

- o The upcoming capital campaign provides a means to implement opportunities for change identified by the self-study and the strategic planning process.
- o Faculty is taking a more active role in academic planning.
- o The College has responded effectively to planning and evaluation problems.
- o Plans that are developed on campus are supportive of the College's Mission and vision.

Concerns

The College faces many challenges before it can say that it has a genuinely effective planning and evaluation process:

- o Resource limitations constrain the scope of planning and implementation of plans.
- o Some key decisions and significant resource allocations have been made outside the formal planning process leading to dissatisfaction from affected constituencies.
- o More evaluation of program impacts is required at all levels and the evaluations need to be coordinated with the planning process.
- o Strategic planning is unproven and has not become institutionalized. The process has yet to mature to the point where it will continue even after changes in leadership. It is also too early to demonstrate that the process will improve College performance.
- o Messages about direction and speed of strategic change have often been misunderstood.
- o The linkages between plans at different levels are unclear.
- o The College lacks a comprehensive data base of its competitive environment. Casual empiricism has substituted for rigorous data analysis in some planning decisions.

Projections

As the College works to achieve its goals in its many planning and evaluation activities, it will need to become more sensitive to the importance of clear communication and timely consultation. The College will make its planning processes more inclusive and better coordinated. The administration will also ensure that planning documents prepared by departments or committees receive a thorough hearing and timely response.

Strategic planning is a work in progress; it's one that holds much potential. The plan will develop clear priorities and identify a process by which it can be assessed. The College will clarify what needs to go through the planning process and what doesn't. The relationships between the strategic plan and plans currently in place, particularly at the Board level, should be reconciled. Some plans, especially at the

urging of the Board of Trustees, have, for the sake of speed, been developed without consideration by the community.

Effective planning depends upon a clear understanding about the College's peer and aspirant institutions and its own operations. With the recent hiring of an institutional researcher, the College will develop a systematic research agenda to meet the information needs of the College's planning and evaluation committees.

The Board has instituted a system for tracking College performance based upon a series of indicators. In combination with the strategic planning process, these indicators will shape the future course of the College. Once the strategic plan is complete, it will be important to reconcile any inconsistencies in the goals of that plan with the trustee indicators. One indicator that will be added to the list of items tracked is the ethnic-demographic characteristics of the students, faculty and staff.

The College will complete a new strategic technology plan, a plan for assessing long-term student outcomes, and a plan to enhance campus culture. All new plans which have a significant impact on the operations of the College should include an evaluation component.

CHAPTER FOUR

STANDARD 4: PROGRAM AND INSTRUCTION

The *Strategic Vision* of the College, prepared by President Marc vanderHeyden in 1998, characterizes Saint Michael's as a superior residential Catholic college which engages the whole student for life-long learning in a global society. Five institutional strategies, discussed in Chapter Three "Planning and Evaluation," were identified to guide the College as it strives to achieve this vision. This chapter focuses on the academic programs offered by the College and responds to two of these key strategies, "Academic Excellence" and "Centrality of Student Learning." The subjects discussed in this and the following chapters can be viewed in terms of the extent to which they advance the *Strategic Vision* of the College.

This chapter begins with a description and assessment of undergraduate programs and is followed in a similar fashion with a consideration of graduate programs. Other programs and outreach activities are reviewed next. Projections are then offered for both undergraduate and graduate programs. A discussion of scholarship, research and instruction are covered in Chapter Five, "Faculty" while admission and financial aid policies and practices are reviewed in Chapter Six, "Student Services."

Description of Undergraduate Programs

The undergraduate programs serve approximately 1,850 students, nearly all of whom are enrolled on a full-time basis. This is an increase of roughly 100 students over the number of undergraduate students enrolled at the time of the last reaccreditation in 1990.

In the past decade, Saint Michael's College has successfully implemented several initiatives in the area of undergraduate degree programs. The effects of these changes have been to enrich the quality of undergraduate education and to increase the likelihood that students embody the intellectual and ethical attributes expected of a graduate of Saint Michael's College. By including the teaching of Judaic-Christian values in the curriculum, the College carries out the tradition of liberal education which "has always sought the formation, not only of the intelligent person, but of the good person."

The General Education Requirement

In the post-war era, the College moved from a "great books" curriculum (the Dupont Plan – named for the Edmundite President who devised it along University of Chicago lines) to a distribution system. The basic lines of the College's general education, or the Liberal Studies Requirement (LSR), have remained relatively stable for several decades. Changes within the distributional system, however, were approved by the Faculty Assembly in 1982-1983, 1992-1993, and 1996-1997. In 1991, the faculty adopted the four principles to serve as the foundation for the Liberal Studies Requirements:

- # Enhancement of Citizenship
- # Appreciation and Cultivation of the Arts and Sciences
- # Improving Critical Thinking and Communication Skills
- # Integration of Human Knowledge

The LSR now requires all undergraduate students to complete:

- # Two courses in Religious Studies
- # Two courses in Philosophy
- # Three courses in social sciences and organizational studies
- # Two courses in natural and mathematical science
- # Three courses in humanities (literary studies, historical studies, culture and civilization)
- # Two credits in artistic experience
- # Two writing intensive courses
- # Writing and foreign language proficiency
- # First-Year Seminar

Excluding a writing-intensive course in the major and the foreign language proficiency courses, students must complete a minimum of 14 courses and 42 credits to fulfill the LSR. To graduate, students are required to complete 34 courses and 124 credits and achieve a GPA of 2.0 overall and in their major field of study. Students can place out of the language proficiency requirement by examination, but most students take two five-credit courses to fulfill the requirement. With two language courses added, the total LSR requirement comes to 16 courses and 52 credits, constituting at least 48% of all courses and 42% of all credits required for graduation.

For students seeking a more coordinated or sequenced set of courses within the LSR, the College has established two interdisciplinary groupings of six courses, each with a specific academic focus. The first is a Peace and Justice sequence of LSR courses including a special seminar entitled *Peace and Justice Seminar: The Search for Genuine Community*. The second set of structured LSR course offerings is in the area of Christian Humanism.

The College *Catalogue* describes in detail the requirements for the LSR, the major, and minors. The *Catalogue* also explains how the “Edmundite Learning Tradition” underscores the program of instruction at Saint Michael’s.

Curriculum Innovations Since 1990

In 1991, the faculty, with administrative support and approval, adopted a variable credit system for courses, a new global perspectives requirement (one course), a revision of the humanities requirement, a new set of graduation requirements (34 courses/124 credits), a universal lab requirement in the natural sciences, a reduction of the faculty teaching load of 24 credits per year to 21 credits per year, and an Applied Language Component for selected courses (i.e., a one-credit option in a foreign language bundled on the content matter of the course). In 1995, the faculty voted in favor of proficiency requirements in a foreign language and in college writing, added an artistic experience to the LSR, eliminated the global perspectives requirement, and created a universal First-Year Seminar Program. The faculty decided that a global perspectives course was redundant because it was already embodied in the new foreign language requirement and the faculty had by then successfully “internationalized” many courses in the LSR. Finally, the Curriculum and Educational Policy Committee approved a number of new interdisciplinary minors.

The Proficiency Requirement in a Foreign Language

After a vigorous debate in the Faculty Assembly, foreign language proficiency was added to the graduation requirements for each student; after 1996, all incoming students must demonstrate competence at the intermediate level. Approximately one out of eight students fulfill this requirement by examination offered by the College or from a score of three or more on an AP test or by reaching a qualified score on the foreign language SAT II test. Other students complete the requirement by taking two five-credit courses.

The Proficiency Requirement in Writing

All students must demonstrate minimum proficiency in written English. This objective is accomplished by successfully completing two writing-intensive courses which have been approved by the Curriculum and Educational Policy Committee. Prior to matriculation, students are tested for writing competencies. Those who fail to achieve a minimum level, about ten percent each year, are placed into special First-Year Seminar classes taught by writing specialists from the English Department. Other entering students are placed into the remaining writing-intensive First-Year Seminars. Students fulfill the second requirement by taking approved upper level courses in their major, typically a senior seminar which requires a significant amount of writing.

The Laboratory Requirement in the Natural Sciences

In February of 1991, the faculty adopted a universal laboratory requirement in the natural sciences which, after careful study and prolonged deliberations by several faculty committees, will be phased in over several years beginning in the next academic year. The universal lab requirement will have a substantial impact on the two departments affected, Biology and Chemistry-Physics. In the past, approximately 150 students in an incoming class of 500 enrolled in lab-based courses in these two departments. Non-science majors have generally fulfilled their science requirements by taking courses in Computer Science, Mathematics or non-lab-based courses in Chemistry, Physics, Biology or Environmental Science. Implementing the lab requirement will require additional staff, equipment, expendables, renovations and the development of several new courses to meet student demand.

The First-Year Seminar Program

The faculty established the First-Year Seminar Program in 1996 to provide all entering students with a common interdisciplinary seminar experience and to support the writing proficiency requirement. Development of the program began in 1985, when several faculty members, with the support of the Curriculum Committee, first proposed the program to the administration. Faculty developed and taught several successful pilot courses between 1985 and 1996. Seminars are restricted to 15 students and typically are taught by teams of faculty in an interdisciplinary setting. All First-Year Seminars fulfill an area within the LSR and count as one of the two required writing intensive courses. Among the seminars offered in the 1999-2000 academic year are: *Peace and Justice*; *Race Relations in the U. S.*; *Revolutionary Ideologies in the Twentieth Century*; *Beginnings*; *Science as a Way of Knowing*; *Engaging Diversity*; *Defining Self and Community*; *Great Russians*; *On Writers and Writing*; *Envisioning the American West*; *Nature*; *Perception & Imagination*; and *20th Century Diverse Views*.

First-Year Seminars offer the faculty an opportunity to experiment with innovative, integrative mission-based approaches to learning. The *Peace and Justice* seminar provides a good example. Seventy-five first-year students meet in small discussion groups with the directors of the Center for Peace and Justice and the MOVE Office and professors from Philosophy, Psychology, and Modern Languages. Several times during the semester, the students meet together in one large group to hear from specialists or to view films. To prepare for the class, students are asked to read Huxley's Brave New World during the summer as a way of encouraging them to begin thinking about community and individuality and how they become distorted in society. The course blends or reconciles the gap between the "head" and the "heart" by requiring a community service component to accompany the more traditional philosophical discourses embodied in peace studies. The Edmundite Learning Tradition, which seeks harmony between theory and practice, the contemplative and the active life, is brought into focus early on in the educational experiences of these first-year students.

Undergraduate Majors and Minors

Twenty-eight majors are offered by departments and programs at Saint Michael's College (18 for the degree of BA and 10 for the BS). The faculty established departmental minors in 1986 and interdisciplinary minors in Gender/Women's Studies (1992), International Business (1995), East Asian Studies (1996), Environmental Studies (1996), and Medieval Studies (1998). Most areas of study are in the traditional arts and sciences, but the College also offers several popular pre-professional programs as well. They include Elementary Education, Journalism, Business Administration and Accounting, and licensure in secondary school education. Cross-program and dual-degree programs in Engineering exist with Clarkson University and the University of Vermont. Students can also design their own majors and minors, subject to the approval of the Curriculum and Education Policy Committee and the Dean. Course offerings have expanded during the past decade with the funding of new faculty tenure lines in several fields, including Art History, Geography, Anthropology and Latin American History.

Undergraduate Programs and the School of International Studies

The School of International Studies (SIS) maintains two separate credit-bearing programs that serve undergraduates, and one certificate program. The Undergraduate Academic English Program (UAP) offers credit-bearing undergraduate English courses to foreign students enrolled in SIS. Many students enroll in this program after successfully completing SIS's Intensive English Program (IEP). The Intensive English Program provides non-English speakers with a series of four week-long, multi-level courses which run 11 months each year. Students can enroll at any time in a proficiency-appropriate level course. Students receive a certificate upon completion of an IEP course. The second credit-bearing program is the Language and Linguistics Series that offers undergraduate courses taught by SIS faculty in the fields of language and linguistics. When students in SIS achieve a 550 TOEFL score, they can matriculate into the traditional undergraduate college.

The collaboration between SIS and the undergraduate college has increased noticeably in recent years. SIS faculty now offer linguistics courses for undergraduate students and teach in the First-Year Seminar Program. SIS has also arranged for a number of bi-directional faculty exchanges between foreign universities and the College. At the urging of SIS's tenure-line instructors, and others, the Faculty Assembly in the mid 1990s, extended voting privileges to full-time non-tenure track faculty. One effect of this change was to bring full-time lecturers, including those in SIS, into the governance structure of the College.

The Prevel School and Undergraduate Degree Programs

As noted earlier, the Prevel School, which administered four out of the College's five graduate programs, the summer school, and undergraduate courses for nontraditional students, was discontinued as a separate administrative unit in the 1998-99 academic year. The Prevel School offered two undergraduate majors: Human Development and Leadership and Management. These majors are being transferred to allied undergraduate departments. On the basis of discussions with the related academic departments, the Curriculum and Education Policy Committee will decide by the end of the 1999-2000 academic year whether to recommend to the Faculty Assembly to continue or close either or both of these majors. The Faculty Assembly will then render a decision. In either case, enrolled students will be able to complete their degrees without interruption.

Academic Enrichment Opportunities

The Honors Program

The Honors Program at Saint Michael's was established in the 1986-87 academic year to provide enhanced learning opportunities for academically talented students through small group discussions, research and extracurricular activities. Honors students take at least five Honors courses, including special sections of the First-Year Seminar Program, Religious Studies and Philosophy. Faculty members offer special versions of existing courses or prepare new courses designed for the program. Students are required to complete a senior Honors thesis under a faculty mentor in their chosen discipline. Enrollment in Honors courses is limited to 17 students. The number of students in the program has remained fairly constant, at approximately 100 students, for a number of years. Honors courses are approved and assessed by the Honors Committee (new courses also need the approval of the Curriculum and Educational Policy Committee).

Students with a grade point average of at least 3.4 are eligible to be nominated for the Honors Program at the end of their first year. Some promising first-year students are selected as Honors candidates on the basis of their high school record. Those who complete the requirements receive special recognition at graduation, on their transcripts, and on their diploma.

Study Abroad

Saint Michael's has provided study abroad opportunities for undergraduate students informally since 1982. The College demonstrated its commitment to study abroad in 1995 with the establishment of a full-time study abroad director who was expected to increase the number of students and programs abroad. In the past decade, the study abroad option has undergone rapid expansion. There are now 41 approved program providers. Whereas 6% of the class of 1990 studied abroad sometime during their undergraduate career, over 21% of the class of 1998 did so. The President has established the goal of 33% study abroad participation for the Class of 2004.

Most study abroad students leave campus for either the fall or spring semester. With 41 approved providers, students have a broad choice of curricular, geographic, linguistic and cultural options. Financial aid is maintained in full for students studying abroad. The College has also developed its own exchange program with the Universidad de las Americas in Puebla, Mexico, where small groups of stu-

dents, accompanied by a Saint Michael's faculty member, spend either one or two semesters taking courses which are applied toward their major, minor, core requirements or general electives. The Saint Michael's faculty member will typically offer two courses per semester in their own specialty area.

Summer session and inter-session study abroad programs are also an option for students. In addition, faculty members have developed a number of study abroad trips on specific educational topics. Often these tours have been hosted by a local university or institute in the country of destination. For example, in the last few years faculty members have led study tours to Germany (*Germany After the Wall*, hosted by Hedwig-Dransseld-Haus), to Venezuela (*Spanish Language and Venezuelan Studies*, hosted by Universidad Bicentenario de Aragua), to South Korea (*Exploring South Korea*, hosted by Catholic University) and to several Central American countries (*Inside Central America*). Faculty-led trips are planned this year for China, France, Germany and Venezuela.

Independent Research

Credit-bearing independent research opportunities are available for juniors and seniors. Research projects must be approved by the Associate Dean of the College and cover topics not typically covered in regular courses. The research projects are supervised by a faculty member.

Courses with Applied Language Components

Saint Michael's College established an Applied Language Component (ALC) to selected courses in the curriculum in 1991. The purpose of this option was to foster international awareness and sensitivity and to provide students with an additional opportunity to deepen their language proficiency. Courses which have an Applied Language Component require students to read selected texts in a foreign language that is pertinent to the subject matter and to meet with an instructor for an additional hour per week to discuss this material in the foreign language. The additional credit from an ALC can be applied towards the language major or minor, or in areas such as East Asian Studies, Russian Studies and International Business. Currently, 15 courses in five departments are approved for ALC credit.

Internships

Internships enhance and supplement formal classroom education and promote personal and career development. Approximately 70 students participate in credit-bearing off-campus internships each year. Throughout the semester, students are expected to remain in close contact with their faculty advisor, their site supervisor, and the internship program supervisor. Internships are designed as learning experiences first, and as such, do not carry compensation.

Except in unusual circumstances, applicants for internships must have junior or senior standing. A maximum of 15 internship credits can be earned toward graduation requirements. Most internships are for three credits, however. Applicants are required to have completed prerequisite courses, a 2.7 minimum cumulative grade point average, and the support of their advisor or department chair. The scope of the internship program reflects the diversity of student interests, the fluctuating demand for certain skills, and the requirement that the content of job placements be connected to an academic department.

Center for Social Science Research

The Center for Social Science Research (SSRC) was established in 1987 to enhance the academic vi-

tality of the Saint Michael's community. The Center sponsors annual book discussions and research seminars while providing research opportunities for faculty and students. Many of the SSRC's projects are funded externally and offer opportunities for students to work alongside faculty on research projects. Since 1990, the SSRC has completed nearly 40 externally-funded studies.

Students have been awarded a number of SSRC summer research fellowships. Students, working as the principal investigators under a faculty mentor, receive summer stipends and free housing at the College. At the completion of the program, students present their findings to a panel of faculty members. One student presented her summer supported research paper, *The Impact of NAFTA in Vermont*, first to a group of faculty and subsequently at last year's Students in Free Enterprise Conference. The student placed first runner-up among students from over 20 colleges and universities in the Northeast.

Groups of students have also worked on SSRC sponsored student-faculty collaborative research projects where the collaborative process is viewed as being as important as the research itself. Experiences of this sort are an important way for students to learn about the excitement of discovery and the practical and methodological constraints of doing research in the social sciences.

Saint Michael's Playhouse

Saint Michael's Playhouse is the resident professional theatre of Saint Michael's College and has operated on the campus since the summer of 1947. The Playhouse was one of the first in New England to establish a professional theatre company on a College campus as a means of curriculum enrichment. Each summer, the Playhouse offers students an opportunity to partake and learn in the Playhouse Internship Program. During the Playhouse's most recent season, 12 student interns, each with a summer stipend, developed their talents and skills working alongside the Playhouse professionals who served as mentors. Internship areas include theatre management, box office management, scenic design and construction, costume design and construction, lighting, and sound and stage management. Interns also had the opportunity to audition for a limited number of roles that are available to non-union actors.

Academic Program Coordinator

In recent years, Saint Michael's College has increasingly supported learning experiences that take place outside of the classroom. Many of these experiences follow naturally from the residential nature of the College; students spend, at best, only part of their week either in or preparing for class. Activities such as faculty-student research projects, academic study trips, service learning, internships, attending cultural events, discussion sessions over dinner with faculty, attending conferences and lectures at surrounding colleges and universities, and receptions with esteemed guests all enrich the educational experience of college students.

The College offers students, faculty, and staff widespread opportunities to attend open lectures by Saint Michael's faculty and staff and by invited guests. Groups such as the Pontigny Society, the Rabbi Wall Endowment Program, the Program on Spirituality and the Intellectual Life, the Edmundite Trust Fund, the Peace and Justice Program, the Humanities Colloquium, the Center for Social Science Research, the Psychology Colloquium, the Saint Michael's College Lecture Series, the Multicultural Programming Committee, and Food for Thought sponsor public lectures throughout the school year. The Self-Study Committee compiled a list of these presentations and group discussions for the 1998-99 academic year (see Exhibit 04). The large number of presentations reflects the College's commitment to broaden its educational offerings and the vitality of its learning community. Saint Michael's

recently established the position of Coordinator for Academic Programs to expand the number of non-classroom based learning opportunities and to encourage students' attendance at these activities.

Academic Support Services for Students

Advising

Student advising is an essential aspect of the undergraduate program. The Associate Dean of the College is the principal administrator supervising undergraduate advising, and the Curriculum and Education Policy Committee is the primary faculty body with jurisdiction over advising. Faculty in the various departments and programs serve as advisors to the students who major in their disciplines. Students who have yet to declare a major, exploratory students, meet with advisors assigned to them by the Associate Dean of the College and the Office of the Registrar. Some exploratory students are assigned advisors from the ranks of the College's administrative staff. Once exploratory students decide on a major (usually by the second semester of their sophomore year), they meet with an advisor in the department of their major. Depending upon department affiliation and other responsibilities, faculty members may have anywhere from no advisees to more than 60. Students meet with their advisors at least twice in the academic year before pre-registration in the Fall and Spring, though most advisors encourage students to meet with them whenever the need arises.

Incoming students attend "STAR Days" in the summer before matriculation. First-year students have the opportunity to meet with an academic advisor, pre-register for courses and learn about the academic life at the College. The College administers writing and language tests at this time to determine the appropriate course selection in these areas for incoming students.

Each semester, faculty members also volunteer to meet regularly with groups of first-year students in their residence halls. This program allows first-year students to meet with faculty mentors in an informal setting and raise questions about college life and academic concerns. Faculty members act as mentors and advocates for groups of students who reside together in specific areas of a residence hall.

Writing Center

The Saint Michael's College Writing Center helps students with poor writing skills overcome compositional and grammatical problems and provides more advanced writers, undergraduates, graduate students, faculty and staff, with objective feedback on their work. As student coaches work with other students to improve writing skills, both parties are empowered, and both parties benefit.

Since its beginning in 1987, the Writing Center has grown from five student coaches to approximately 25 and from nearly 100 visits per year to 475 visits this fall alone. Students go through an extensive process to become coaches: after being recommended by a faculty member, they must perform well on an entrance exam, take a credit-bearing course (EN314: Teaching Writing), and be approved by the Writing Center's director, who is an Associate Professor in the English Department. In the past year, the Center has also begun to offer some coaching in writing in Spanish. While most of the student coaches are undergraduates, the Center also hires coaches from the graduate program in Teaching English as a Second Language to work with international student writers.

Study Skills

The Student Resource Center offers study skills assistance through one-on-one appointments and a series of workshops covering the major components of study skills. The Center also provides study skills support for students with documented learning disabilities and Center personnel are available to talk with students and their families about concerns centering on LD issues. The Center refers students with learning disabilities to the Associate Dean of the College for academic accommodations.

Computer and Media Support

Computer and media support is offered by the User Support Center which provides the campus community with individual support services and tutoring. LIS, which oversees the computer and media support services, also provides a series of workshops each semester which are designed to enhance the skill level and literacy of students, staff and faculty in the use of software and the Web.

Language Learning Resource Center

The Language Learning Resource Center provides instructional and technological support for those teaching and learning a second language. The Center includes 20 audio/recording booths, eight networked workstations, TV's and satellite reception (SCOLA and other cable television stations).

Tutoring

Peer tutoring is available for all undergraduates free of charge. Tutors come from the student population and are paid an hourly wage. Tutors and tutees must receive permission from the instructor in the course in question. Approximately 75 students are tutored through this program each semester.

Appraisal

Curriculum

After a decade of change, a "new curriculum" has now settled into place. Expanded course offerings with the funding of new faculty lines, augmented co-curricular learning opportunities, new interdisciplinary minors and an Applied Language Component for selected courses have all enriched the curriculum. The LSR has been strengthened with the introduction of proficiency requirements in writing and foreign language, a First-Year Seminar Program, and an artistic experience. A lab requirement in the natural sciences will be phased in beginning in the 2000-2001 academic year. The faculty appear encouraged about these changes. On the campus-wide survey, course offerings were identified by faculty and others, as one of the top three areas, among a list of 23, which have improved the most in recent years.

Several steps have also been taken to simplify the general education program (a candidate interviewing for the Dean's position once described the LSR as "rococo;" once that candidate became Dean, he set about scaling it back to "baroque" levels). These steps include substantially reducing the courses that fulfill each category in the LSR, encouraging departments to construct courses offered by full-time faculty which are appropriate for general education students, and renumbering courses within departments (at the 100 and 200 level) to reflect inclusion within the LSR. The structure of the LSR is now

educationally more exact and clearer. Instead of including long lists of departmental courses in the interest of coerced subscription, the LSR has courses which better fit the intentions of a liberal studies program.

The faculty seems disposed to live with the “new curriculum,” preferring to determine its educational success before launching into another divisive debate. The curricular history of the College indicates that the likely outcome of another general education debate would be relatively modest changes in the current distribution system. There are members of the faculty, however, who would prefer a “true” core; that is to say, a set of common requirements that all students take. Introduction to Philosophical Problems is the only common course now required of all students. Other faculty, especially those in departments or programs with heavy major requirements (e.g., the sciences, Accounting and Education) prefer a smaller core. Electives, either within or outside the major, are limited for many students. In addition, some faculty members see the coupling of social science and organizational studies into a single distributional category as confusing. Though individual faculty, groups of faculty, or administrators may come before the Curriculum Committee with proposals to resolve these concerns, there are currently no major LSR initiatives before the Curriculum and Educational Policy Committee.

With the variable credit model introduced in 1991, course credits now range from one to five credits, replacing the earlier three-credit model. Pedagogical rather than administrative considerations determine how many credits a course receives. Foreign language courses, offering five credits, for example, now meet five days per week for 50 minutes each day, while less intensive two-credit artistic experience courses meet once a week for 90 minutes. At the margins, the variable credit model is reasonable. Yet, there remains considerable ambiguity about the difference between three and four-credit courses if the overall workload, not the in-class seat-time, is the standard. Faculty and students alike have expressed this concern, and there is some interest in moving towards a program in which students take fewer, but more challenging, four-credit courses.

Majors play a prominent role in the education of students at Saint Michael’s College. While the LSR encourages students to broaden their education, students often do their best work and understand their education in terms of their major field of study. Students typically complete their LSR requirements early on in their undergraduate years and see the core curriculum as a collection of distribution requirements to be filled. The development of direct, personal relationships between faculty and students, the important mentoring function, occurs much more frequently within the major. The majors at Saint Michael’s provide a sequenced course of study, starting with principles courses, moving on in depth to the intermediate level, and concluding with a writing-intensive senior seminar. The major and minor, with the LSR, provide both the breadth and coherence to the undergraduate curriculum.

The Honors Program

The Honors Program has played both a symbolic and substantive role in the education of Saint Michael’s best students. Many of the Honors courses are among the most challenging and interesting ones offered at the College. The program has also been a catalyst for the development of innovative courses which have subsequently been offered to the entire undergraduate community. Young scholars are brought together for short periods of time during their undergraduate years to form their own learning community. These and other attributes make this an important curricular option for a select group of students. Since its beginning, however, students and faculty alike have raised questions about the structure of the program, and in particular, the limited range of courses offered each semester and the difficulty completing the requirements in the face of heavy major and LSR requirements. These struc-

tural problems have restricted the program's potential impact to a smaller number of students than might otherwise be the case.

Writing and Language Proficiency

Both the writing and foreign language proficiency requirements have been implemented without major difficulties. Assessments conducted by the departments affected, the Dean, and the Curriculum and Education Policy Committee are now ongoing to determine their success. One surprise that occurred in introducing the language requirement was the large number of students who enrolled in American Sign Language (ASL). Among the class of 2003, ASL was second to Spanish in enrollment requests, far outstripping the supply of available instructors. ASL is now available only for students who can demonstrate a specific reason for this choice.

Advising

During the 1992-1993 academic year, the College experienced significant but understandable difficulties in the process of undergraduate pre-registration as it implemented the curricular changes adopted in 1991. The VPAA appointed an Ad Hoc Committee on Scheduling and Pre-Registration that made several recommendations designed to resolve those difficulties. Now the process of pre-registration goes more smoothly, and significant numbers of faculty volunteer outside their normal pre-registration advising duties to help with online pre-registration and to advise students who are seeking additional courses. However, many students continue to voice concern about their inability to register for the classes of their first choice. The College is currently developing a method by which all students may be able to pre-register online from anywhere on campus.

The success or failure of undergraduate advising depends on both students and faculty and, as such, the quality of student advising is uneven. The major strength of advising at the College is that it works reasonably well for most of the students. On the most rudimentary level, students rarely approach their last semester with requirements that cannot be completed, and most students find suitable majors early in their academic careers. Most faculty members take advising responsibility seriously; it is a consideration in tenure and promotion decisions.

The Associate Dean of the College reached the following two conclusions in the self-appraisal prepared for the Self-Study Committee:

- (1) Generally, faculty are committed to a process of academic advising that assists the students in pursuing their academic goals and future careers.
- (2) The College lags behind many other institutions in its overall approach to advising as a comprehensive endeavor involving many segments of the campus.

There are a number of structural weaknesses in the advising process. The Associate Dean of the College sponsors annual training sessions for faculty where attendance is unreliable. The Associate Dean supplements these workshops with mailings of relevant advising materials to all advisors, but how fully this information is absorbed by the community is unknown. Additionally, advising is not a purely academic exercise; in an ideal world, faculty advisors would work more closely both with the students and the staff from the Student Life Office and the Student Resource Center. These offices are brought into the discussions only in unusual situations. A more pressing problem confronts larger departments

(e.g., Business and Accounting, Psychology, Education, and Biology). Their heavy advising loads make it difficult to offer the individual attention that other departments provide. Faculty members in Education and Biology, for example, are often assigned more than forty advisees each year. Full-time faculty members from departments which rely heavily on adjuncts, who typically do not have advising responsibilities, face a significant challenge providing the individual attention that students expect.

Assessment of Student Learning

The assessment of student learning is not an easy task, and it is one that evokes considerable passion and disagreement within the Saint Michael's community. On the one hand, student learning is assessed with every exam taken and paper corrected. Classes are small enough that faculty members typically get to know the capabilities, strengths and weaknesses of each student well enough to generate a careful and well-rounded assessment of student learning. On the other hand, assessment of learning tends to be course specific and not linked systematically to the outcomes of four years of learning.

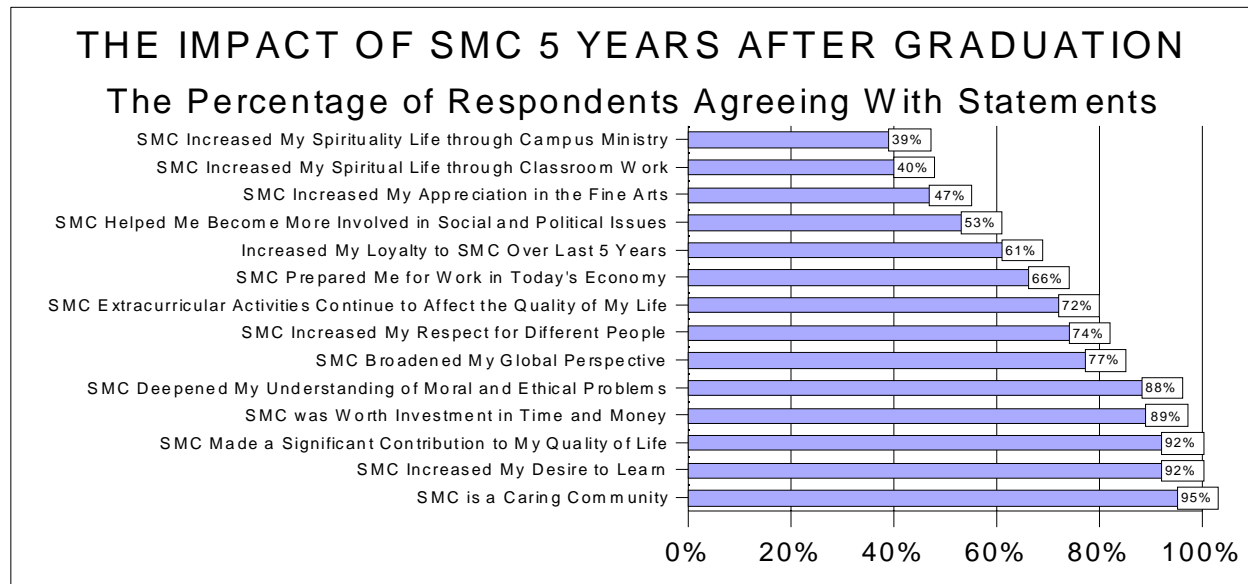
Students are provided with the opportunity in every course taught at Saint Michael's College to share with the faculty the extent to which they feel they are learning something of value. On last year's course evaluations, the SUMMAS, students rated the amount of learning that was taking place in their courses, college-wide, as a 4.08 on a five point scale (*In this course, I am learning much*).

The extent to which departments assess student learning beyond the boundaries of a specific class varies substantially. Some departments, like Education, assess student portfolios twice a year; others like Computer Science track each graduate's post college experiences. Many departments use senior seminars, with their emphasis on critical thinking skills, writing and public presentations, as a culminating measure of a student's progress over the four-year period of study. Others, like Theatre, rely in part, "on a constant stream of feedback and assessment from the rest of the community" on their public performances. In response to a question put to all academic departments by the Self-Study Committee about outcomes-based assessment, the Political Science Department was not alone when it felt that, "the concept of appraising our performance as a department by assessing outcomes is fraught with peril and considerable interpretive dispute. What does it mean for a student to have been a "successful" Political Science major at Saint Michael's College?"

The College has sponsored several alumni surveys to assess longer term student outcomes, the most recent of which were two five-year post graduation follow-up surveys conducted in 1997 and 1998 by the College's Center for Social Science Research. The results from these studies, which captured responses from approximately 60% of the graduates of the classes of 1991 and 1992, are remarkably consistent and reveal a picture of alumni who are very satisfied with their undergraduate educational experience, approximately one-half of whom have continued on, at some point, with their formal education and who are now in jobs which offer "definite" or "possible career potential" (86%).

In addition to periodic alumni surveys, Saint Michael's has utilized other assessment tools. To provide a different perspective on student growth, learning and institutional effectiveness, the President of the College surveys the parents of all graduating seniors each year. The College also participates annually in the Cooperative Institutional Research Program Survey (CIRP) and the Academic Profile Survey which provide baseline data on the attitudes and expectations of entering students. In the Spring of 1999, the National Center for Higher Education Management Systems invited Saint Michael's College to join a dozen other colleges and universities in an alpha testing project to assess student engagement

in learning. The survey sampled half of the students in the first-year and senior classes. Saint Michael's will continue to participate in this pilot project during the 1999-2000 academic year.



One outcome that is relatively easy to measure, but not necessarily easy to interpret, is the retention rate for first-year students and the proportion of those who graduate. Saint Michael's retention rate for first-year students remains at approximately 86%, which is just above the mean rate of eight peer institutions. The graduation rate within a six-year period is 77%, again just above the mean rate for peer institutions. While the retention rates are not unusually low, the Provost, nevertheless, established and is chairing a committee, the Campus Culture Committee, to explore the student environment and its relation to retention.

In the past, a number of student assessment committees have been constituted, but for various reasons, changes in the academic administration being the most prominent, the work of these committees has not been sustained. The absence of an institutional researcher, even though assessment would not be their sole responsibility, has also contributed to a lack of systematic student outcomes assessment.

In response to the ad hoc nature of the College's student outcomes assessment process, the Provost established student assessment as a priority this year. The Associate Dean of the College is chairing an assessment committee to explore the following three questions. First, what is the desired profile of a Saint Michael's graduate? Second, what are the appropriate instruments to determine whether the College has achieved the desired outcomes? Lastly, what mechanisms are required to achieve the desired outcomes based on the results of the student survey instruments? With the establishment of this new committee and the high priority assigned to it by the Provost, along with the recent hiring of an institutional researcher, the College is taking important steps in improving the process by which it determines how well it does in achieving its educational mission.

Academic Integrity and the Intellectual Climate

On the campus-wide survey, faculty identified the intellectual climate and academic honesty as two

troublesome problems facing the College. Students come to Saint Michael's, as they do to other colleges, for reasons that are not solely academic. The College and, in particular, the surrounding community, offer activities that divert student attention away from intellectual or academic pursuits. There is a broad understanding on campus that administrators, faculty, and staff all must take initiatives to raise the level of the intellectual climate and academic honesty on campus. In recent years, the Student Life Office, (see Chapter Six, "Student Services"), has supported many innovative programs that channel students' energy and attention into activities that protect and elevate the academic mission of the College. The College's emphasis on non-classroom learning and the recommendations that will flow from the recently constituted Campus Culture Committee should help in this area.

Strengths of the Undergraduate Program

- o There is a close connection between the undergraduate course of study and the Mission of the College. Moral and ethical concerns and an integrative, intellectual search for truth in the curriculum reflect the commitment of the College to **"the development of human culture and enhancement of the human person in the light of the Catholic faith."**

- o "Academic Personalism," the direct, personal relationship between students and faculty, is at the heart of a Saint Michael's education. This flows naturally from the residential student-centered learning environment that permeates the ethos of the whole community.

- o There is an institutional commitment to increasing the level of undergraduate study abroad. The number of students studying abroad and participating in short-term study trips has increased considerably over the past decade.

- o In keeping with the liberal arts focus of the College, there are now more opportunities for students to experience interdisciplinary approaches to learning, often in a team-taught environment. These opportunities come from the new interdisciplinary minors, The First-Year Seminar Program, and in special interdisciplinary courses such as *Politics and Literature*, *Work, Liberal Arts and Purposeful Living*, *Ethical Issues in Business*, *Gender Issues and Society*, and *The Environment: Exploration of Science and Policy*. These opportunities have had a residual benefit of building stronger ties and improved communication between faculty members from different fields who work together in these activities.

Concerns with the Undergraduate Programs

- o There is a disparity between what the faculty would like to have in its undergraduate degree programs and what current resources allow. As the College matures, faculty and administrative expectations have risen accordingly. Among the areas of greatest concern for faculty are staffing levels, faculty development funds, the library collection, infrastructure (laboratories, technology and seminar rooms), and funding for co-curricular undergraduate events and programs.

- o The College has introduced many new academic programs and fields of study, expanded learning opportunities, and made changes in the LSR requirements, all of which will take considerable time to assess. Implementing change is not easy; assessing and responding appropriately to change is often more difficult.

- o Assessment of student learning beyond the boundaries of individual academic departments is limited and unsystematic.

Description of Graduate Programs

Overview

From 1926 to 1959, a variety of master's level programs were offered at Saint Michael's College, including Master degrees in Education, English, French, History, Latin, Sociology, Biology, Chemistry, and Mathematics. These early programs were offered only in the summer and generally were directed toward training religious and other teaching professionals serving in Catholic schools. By the mid-1960s, most of these early programs were phased out. However, graduate programs in Education were continued, and the 1960s saw the initiation of the Graduate Program in Theology (1962) and the Graduate Program in Teaching English as a Second Language (1963).

In 1979, the Graduate Program in Administration and Management was added to Saint Michael's offerings. In addition, a number of educational options such as certificate programs, summer institutes, and special workshops were developed to broaden opportunities for specialized study. In the 1970s, the Graduate Program in Counseling was developed, and in 1983 this program evolved into the Graduate Program in Clinical Psychology. During this time, graduate courses were also offered on a year-round basis.

Major changes in the organizational structure of graduate programs were few until the mid-1990s, when graduate programs were grouped together administratively in the Prevel School. As noted earlier, the Prevel School was disbanded during the 1998-99 academic year and all graduate programs are currently being integrated with undergraduate departments, with the exception of the Master's in Teaching English as a Second Language Program (MATESL), which is housed in the School of International Studies.

At present, just over 700 students are enrolled on a part-time or full-time basis in the graduate programs. The graduate programs, by providing a strong practical and theoretical orientation, prepare students for professional careers in the public sector, community service organizations, education, the church, and business. Master's degree programs at Saint Michael's are designed largely as terminal non-research oriented programs; only a few students use them as a foundation for further study at the Ph.D. level.

The specific objectives and the degree requirements for each of the five graduate programs are presented in the *Saint Michael's College 1999-2001 Graduate Programs Catalogue*.

Specific courses of study are as follows:

- o **The Master of Science in Administration (MSA) Program** offers two options: a 37-43 credit master's degree and a Certificate of Advanced Management Study (CAMS), a post-master's program for students who wish to continue their education without going on to the doctoral level. Approximately one-half of the MSA students are employed full-time in the nonprofit sector and many of the courses offered reflect this sectoral concentration. Rather than

concentrate on developing specialists in particular functional areas, the program's primary emphasis is on developing generalists who are equipped to operate effectively in the for-profit, nonprofit and public sectors. The development of leadership, teamwork and communication skills resides at the program's core.

- o **The Clinical Psychology Program** offers a 60-credit master's degree. To obtain a license to practice, graduates are also required to obtain at least one year of supervised practice and pass the national licensing examination. The program can be broadly characterized as "psycho-social" in orientation. It prepares students for entry-level professional positions in the mental health services of hospitals, clinics, colleges, schools and human service organizations or for continued study towards the doctorate at other institutions.

Students may also enroll in the Klein Certificate Program through the Graduate Education Program. This program combines graduate education and graduate psychology courses and prepares students to work in public schools with children and adolescents who have severe emotional and behavioral problems.

- o **The Graduate Programs in Education** offer a 36 credit Masters of Education (M.Ed) degree. In addition, students can enroll in a 30-credit Certificate of Advanced Graduate Study (CAGS) for post-master's students, several certificate programs, and a number of Vermont State approved licensure programs.
- o **The Graduate Programs in TESL/TEFL** offer four options: a 36-39 credit Master of Arts in TESL/TEFL; a K-12 ESL Endorsement Program (in conjunction with the Graduate Education Programs); an 18-21-credit Advanced Certificate Program in TESL/TEFL; and a 10-credit Institute in TESL/TEFL. Credits earned in the Advanced Certificate and Institute Programs may be applied toward the Master of Arts Degree.

The Graduate Programs in TESL/TEFL have brought students to campus from over 60 countries, including the U.S. Students are provided with many practicum options ranging from working with students in SIS's Intensive English Program (English training for non-native students), specially designed ESL programs for local refugees and immigrants, ESL programs in local schools and language programs in countries throughout the world.

- o **The Graduate Theology and Pastoral Ministry Program (GTHPM)** offers a 36-credit Master of Arts in Theology. Students may also enroll in one of two certificate programs: a) a Graduate Certificate (18 credits); or b) a Certificate of Advanced Specialization for post-master's level students who desire more professional training. The Graduate Theology and Pastoral Ministry Program (GTHPM) trains laity and religious for active roles in the ministerial life of the Church.

Graduate Students

In the Graduate TESL/TEFL and Clinical Psychology Programs, approximately one-half of the students are full-time. Students are almost all part-time in the other three graduate programs. The TESL/TEFL Program is unique in that approximately one-half of the students come to Saint Michael's from countries outside of the United States, are enrolled full-time, and many reside on campus. Students and the faculty in the Theology and Pastoral Ministry Program live on campus in the summer

months. The MSA and the Education Program draw students primarily from the local market while Clinical Psychology attracts students from a wider geographic area.

**ENROLLMENT PATTERNS
GRADUATE PROGRAMS
Spring 1999**

	Full-Time	Part-Time
Administration and Management	3	208
Clinical Psychology	22	30
Education *	17	299
Theology and Pastoral Ministry (Summer 1999)	2	46
English as a Second/Foreign Language	50	44
Total	94	627

* More students enroll in Graduate Education programs in the summer than at other times of the year. In the summer of 1999, 527 students enrolled in one of the three summer sessions.

Missions and Purposes

Each of the five graduate programs contributes to and enhances the overall Mission of Saint Michael’s in unique ways. With their emphasis on the moral and spiritual dimensions of higher education, and by means of their far-reaching impact on populations unreachable by the undergraduate college alone, the graduate programs enhance the ability of Saint Michael’s College to achieve its Mission.

The Faculty

Individual graduate programs, reflecting their distinct nature, have followed different paths in selecting faculty. Courses in the Graduate TESL/TEFL Programs, with the exception of some of its overseas offerings, are staffed by full-time tenure-track faculty for whom graduate level teaching constitutes a majority of the normal teaching load. Each summer, the program also brings to campus visiting professors from universities throughout the world. Faculty who teach in the summer Theology and Pastoral Ministry Program, with the exception of the College’s own full-time faculty, are tenured at other universities and colleges in the United States, England, Ireland, Australia and Italy. Graduate Education courses are taught by a combination of full-time non-tenure and tenure track instructors. The program also relies extensively on the services of adjuncts, all of whom are either public school teachers with advanced degrees or educational administrators. Courses in Clinical Psychology and the MSA are taught by full-time Saint Michael’s faculty who take on graduate courses as part of load or overloads and adjuncts, most of whom are practitioners.

Off-Campus Graduate Programs

While most students take classes on campus, a limited number of off-campus programs are offered in Graduate Education, TESL/TEFL, and the MSA Program. These programs all issue contracts of agreement with the off-site sponsor which specify the courses to be offered, entrance requirements, approval of instructors and resources requirements. Each off-site program is overseen or coordinated by a full-time Saint Michael's College faculty member.

Within the last few years, three complete master degree programs in Education have been delivered on-site in three public school districts. A similar program began in September of 1999. During the 1997-98 academic year, approximately 12% of Graduate Education credits were offered off-campus.

The graduate programs in TESL/TEFL have three overseas options, one in Colombia, one in Poland, and one in Thailand (the 1999-2000 program in Colombia has been postponed until 2000-2001, due to political unrest in that country). All three programs are supervised by Saint Michael's College faculty, who also teach the majority of the required courses. Some teaching in these programs is also done by faculty in-country who have either taught at Saint Michael's as visiting faculty or whose credentials and teaching experience have been carefully evaluated. The course of study in each of these programs is the same as that on the campus. The programs in Poland and Thailand are both housed on university campuses, where full access to library and computer facilities are provided to students. To support the program in Colombia, a library has been established at the Saint Michael's House in Bogota. In addition, Internet connections have been installed, with full access to the Web. The Graduate TESL/TEFL Programs also work closely with the Hellenic American Union in Athens, Greece, which helps screen Greek applicants for the on campus MATESL/TEFL Program.

The MSA program offers a small on-site graduate program for the staff at the Rutland Regional Medical Center. The program was started in 1997 and includes a five-year sequence of courses serving approximately 35 students. The program has a site coordinator and four part-time instructors.

Assessment in the Graduate Programs

The Graduate Council, chaired by the Dean of the College, is responsible for the overall planning and evaluation for graduate programs in the areas of curriculum, marketing, budgeting, and student services. To assess the quality of the graduate programs, all utilize student course evaluations and periodically undertake complete program reviews which involve both peer and student input. Largely market-driven, these programs are all engaged on an ongoing basis in strategic planning, both individually and as a group. Strategic planning serves both to position the graduate programs favorably in very competitive markets and to stimulate curricular reform.

Examples of assessment activities include student focus groups, alumni surveys, work with appropriate national and international professional organizations to establish common student competencies and program standards, and meetings with student advisory committees. All teaching licensure programs offered by the Graduate Programs in Education and the Graduate Programs in TESL/TEFL are reviewed by the Vermont Professional Standards Board and the Vermont Department of Education, which conduct Results-Oriented Program Approval (ROPA) visits every six years. Students in the graduate programs are assessed by a variety of means. Oral exit interviews, oral exams, theses and portfolio assessments are among the most common methods used.

Appraisal

Graduate programs at Saint Michael's College are meeting the needs and interests of a significant number of students who wish to take advantage of the College's value-based education. The self-assessments conducted for the Self-Study by each program provide evidence that they are being received well by their graduates. While the five graduate programs are diverse in character, all have met the test of time. The College has no plans to either expand or contract its graduate offerings; it would like, however, to increase the proportion of full-time students.

Each graduate program possesses unique strengths and weaknesses which are presented in detail in their individual self-appraisals. A number of common strengths and concerns emerge across these self-appraisals and are summarized below.

Graduate programs complement the undergraduate college. The programs bring in guest lecturers for the benefit of the broader community, offer the faculty the stimulus that comes from teaching graduate students, and help, in a small way, to diversify the overall student body. Graduate classes, offered in the evenings, weekends and summer, allow the College to utilize its resource base more efficiently and, as a consequence, reduce per-student operating costs. The programs also raise the College's profile both in the local community and internationally.

The lack of integration of the graduate programs into the College's learning community was singled out as a concern by the 1990 NEASC visitation team. Since then, the College has made significant progress in this area as graduate programs are being merged with undergraduate departments, more full-time faculty teach both in the undergraduate and graduate programs, and the Dean of the College now has responsibility for both graduate and undergraduate programs.

Graduate programs at Saint Michael's are tuition-driven and are expected to meet at least a portion of their indirect costs. Some graduate directors have felt pressure to increase enrollments and reduce costs in order to maintain tuition at competitive levels. In comparison to undergraduate programs, graduate programs rely more heavily on part-time adjuncts and full-time faculty teaching overloads. As a group, adjunct faculty bring a unique expertise and the helpful perspective of the practitioner to the classroom, but relying on adjuncts can be problematic. Students may find it difficult to meet with adjuncts, many of whom have full-time obligations elsewhere. The graduate programs at Saint Michael's have been fortunate, however, to have highly committed adjuncts who have been with the College for many years, (the average faculty tenure in the MSA program is, for example, 13 years of service), and who understand its student-centered expectations.

Strengths of the Graduate Programs

- o Each graduate program has carved out a distinctive niche within the framework of the College's Mission. Each can point to evidence from alumni surveys or from reviews conducted by external organizations that they are serving their constituencies effectively.
- o Each program offers members of the local community competitively-priced quality options for graduate training at the master's level.

- o According to the graduate directors, the students are their most important strength. Graduate students bring a wealth of experience and a strong commitment to learning to the classrooms.
- o The curricula of the graduate programs undergo review on an ongoing basis and are revised regularly to reflect changes in theory and practical applications.
- o The present structure of graduate programs provides the flexibility to meet changing market conditions.

Concerns with the Graduate Programs

- o Resource limitations were expressed by the graduate directors in their self-appraisals. The infrastructure was one such concern. Many of the College's classrooms are not well suited to adult learners. Also, limited services are available for graduate students in the areas of general counseling, career counseling for local and international jobs, financial aid, and on campus housing in the fall and spring semesters.
- o Incorporating new technology into graduate curricula is difficult because of time and resource constraints.
- o The administration of graduate programs has become more difficult with the elimination of the Prevel School which, in its formative years, had developed a strong support staff to handle the labor intensive record keeping, correspondence, and scheduling tasks required of graduate programs. Until directors utilize available support efficiently, they will struggle with some of these administrative burdens.
- o The merger of graduate and undergraduate education programs, while having the potential for strengthening graduate programs, raises some unanswered questions. Will the disparity between the predominantly tenure or tenure-track undergraduate faculty and the non-tenure line faculty in Graduate Education Programs create a visible, "two-tiered" faculty system detracting from the College's sense of community? What impact will the merger have on the resources available for graduate programs?
- o If the number of clerics and religious continues to diminish, will there be new markets for the College's Theology and Pastoral Ministry Program?

Other Programs

As Saint Michael's has channeled more of its resources and energies towards its residential, credit-bearing programs, the number of non-credit-bearing activities offered to the local community has diminished. The College offers summer sessions for its undergraduate and graduate programs, academic and athletic summer camps for young people, a management-leadership outreach program, survey research services for local agencies and companies, and an educational outreach program for public and private school teachers who are interested in exploring issues related to spirituality in the classroom.

Summer Session

The Summer Session consists of two six-week sessions of undergraduate and graduate courses and graduate workshops and a third, one-to two-week intensive session for graduate students only. Typically the courses are taught by full-time and adjunct faculty who teach during the regular academic year. The majority of the students enrolled in the Summer Session attend Saint Michael's during the regular academic year. A notable exception is the Graduate Program in Theology and Pastoral Ministry, in which most of the faculty and nearly all the students are at Saint Michael's for a Summer Session only. Graduate Education also offers more courses in the summer sessions than during the school year.

Courses offered at both the undergraduate and graduate level are based on anticipated needs and historical trends. Over the last few years, enrollments in undergraduate courses have diminished, falling from an average of just over 380 students in 1995 and 1996, to just under 300 students in the last two summers. In response to the declining numbers, the College is exploring the option of offering more intensive short term summer courses.

Outreach

The Center for Organizational Development (COD) was established in 1984 to provide management training, including leadership, communication, supervisory and team development training, to local companies and agencies. Programs usually last from a few days to several months and are offered on-site or at Saint Michael's. Academic credit is not offered for COD courses. The training programs offer a needed service to the community while Business and Accounting faculty have an opportunity for professional growth through the outreach activities of the Center. As part of a recent reorganization, COD has been placed under the umbrella of the Department of Business and Accounting while reporting to the Associate Dean for Academic Affairs and the Provost.

The Center for Social Science Research was established in 1986 to provide research opportunities for Saint Michael's students and faculty through its outreach survey research activities for area businesses, government agencies, and nonprofit institutions. The funds generated from these activities are used to support Center sponsored faculty-student research projects, book discussions and lecture series.

The Program for Spirituality and Education was established in the Fall of 1999 with a grant from the New Visions Foundation. The program encourages scholarship and dialogue about the relationship between spirituality and education. Its resources are directed to both the Saint Michael's and the surrounding educational communities.

Projections

On the basis of decisions made in the course of the strategic planning process, the Provost/VPAA will set priorities in the area of instructional programs, define the needs for change and additional funding, and work with the Office of Institutional Advancement to acquire funds for these purposes.

Academic excellence depends upon the College's ability to improve the academic and intellectual climate on campus. This effort will necessitate close collaboration between Academic Affairs, Student

Life, and Admission and Enrollment Planning. The approach will need to be multi-faceted, including initiatives such as:

- 1) Revising the Honors Program based upon a thorough analysis by the Curriculum and Education Policy Committee and the self-appraisal prepared by the Honors Program.
- 2) Introducing “Quiet Housing” to promote a residential sub-culture for more academically-oriented students.
- 3) Establishing more major-based honors programs and ensuring all departments include a more uniform “senior obligation.”
- 4) Developing Delta Epsilon Sigma, the College’s honor society, as a more active presence on campus.
- 5) Reapplying for admission to Phi Beta Kappa.
- 6) Offering more financial aid to academically proficient students.
- 7) Expanding co-curricular activities like study trips, lectures, study abroad, internships, independent research within majors, and special seminars in student dormitories or at faculty residences.
- 8) Reviewing the “flexible credit” model where credit is based upon seat-time in class, not overall workload. As part of this review, the Dean and the Curriculum and Educational Policy Committee will examine whether students should take fewer but more challenging courses, especially at the introductory level.
- 9) Developing an “agreement” between faculty and students about academic commitment.

Academic advising has not been subject to a systematic review for several years. Academic Affairs, working with the Student Life Office will jointly assess and improve the campus-wide advising program. Some of the shortcomings associated with the current advising system simply reflect a problem of numbers; the College needs more advisors. The Provost has proposed a plan, consistent with strategic goal number five, to increase the number of full-time faculty by 10 by the year 2004.

The Student Life Office and Edmundite Campus Ministry have played a strong role in maintaining Catholicism at Saint Michael’s. The academic programs need to be a partner in this effort and should continue development of “mission-related” academic programs including:

- 1) The development of a Peace and Justice Minor and a “Semester in the South” (i.e., a program with Xavier University, a Catholic African American College in New Orleans, combined with service learning opportunities provided through an Edmundite Mission in same city).
- 2) The expansion of service learning opportunities. The Edmundite connections with Saint Joseph’s Parish in Burlington and at other sites throughout the country offer ample opportunities for service learning.

3) The continued support for lectures and discussion groups which focus on Catholic intellectual thought and the relationship between faith, spirituality and learning.

4) Renewed emphasis on inter-faith spirituality. Speakers from different religious traditions should be regular guests at Saint Michael's, as is the case now with Judaism through the Rabbi Wall Endowment Program.

SIS programs provide the College with an unusual resource that can be used to enrich the experience of the College's undergraduates. Additional initiatives will be designed to forge closer relationships between SIS and American students. These might include the development of additional undergraduate programs attractive to international students (e.g., International Journalism, International Studies), the use of SIS's 'network' of sites and alumni to recruit international students into the undergraduate college, and initiatives which bring domestic and foreign students closer, both socially and in classes.

The assessment of undergraduate student outcomes has been largely ad hoc in nature. Previous attempts to introduce systematic college-wide assessment initiatives have not been sustained. The Provost/VPAA, working with the newly established assessment task force, will determine the desired profile of a Saint Michael's graduate and identify measures that capture the extent to which a student's education contributes to this profile. Permanent funding will be needed to sustain assessment of student learning.

The Dean of the College will begin a "majors initiative" during the current academic year. The self-appraisals prepared for the Self-Study will be used as a basis to address the purpose and nature of the department's LSR courses, the progression and level of major courses, the nature and number of major requirements, areas for curricular change, assessment of pedagogy, department standards, and the department's success in the integration of classroom technology.

The Student Life Office and the Student Resource Center have traditionally devoted their attention to undergraduate students. This has been their mandate. The Cabinet will consider the feasibility of extending this mandate to graduate students, especially in the provision of additional on campus housing for full-time graduate students and job counseling.

The Dean of the College now chairs the Graduate Council and has the direct responsibility for the academic integrity of graduate programs. In this new capacity, the Dean will begin a thorough review, with the Graduate Council, of curricular and faculty standards and enrollment levels. The self-appraisals prepared by the graduate programs provide a useful departure point for this endeavor. As part of this review, the question of whether the College has achieved the appropriate blend of part-time and full-time faculty and what the cost would be to change this mix should be addressed.

The Graduate Council should consider ways to alleviate the pressures from the tuition-driven nature of graduate programs. Pursuing grant funding for faculty, library resources, financial aid, technology, and curricular initiatives will be helpful. The Council will also examine the allocation of marketing funds set aside for graduate programs.

The College will formally assess the effectiveness of the undergraduate-graduate program mergers.

CHAPTER FIVE

STANDARD 5: FACULTY

Description

Composition and Qualifications

The instructional staff at the College includes people with full-time, tenure-track positions and people with a variety of other types of appointments. As defined in the *Faculty Regulations*, the faculty consists of all those who have full-time assignments at the College as Professor, Associate Professor, Assistant Professor, Instructor, the President, the VPAA and the Academic Dean. The College's instructional staff also includes part-time, adjunct, visiting, full-time non-tenure track lecturers, instructors, emeritus faculty, and other administrators who teach courses. Titles and responsibilities of non-tenure track and part-time instructional staff have diversified since 1990 and duties among those with the same titles can vary significantly.

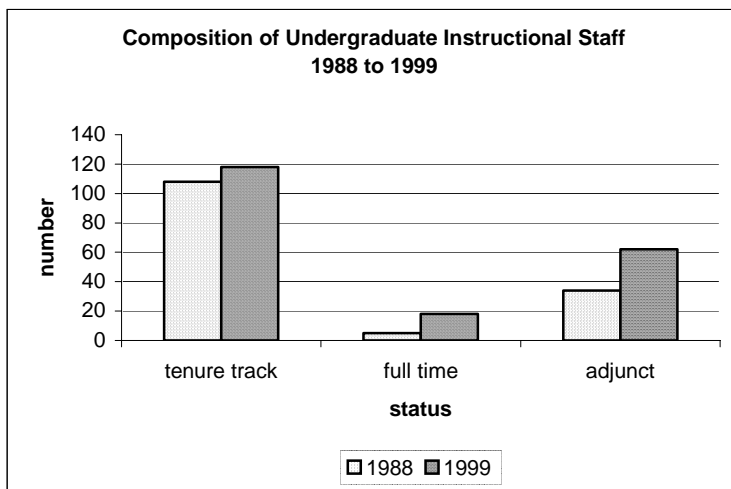
Because of the diversity within the College's instructional staff, the faculty can be categorized along several dimensions, the two most common are tenure track/non-tenure track and undergraduate/graduate. There is considerable overlap in these categories. For example, in a number of departments (e.g., Business and Accounting, Education, Psychology, and Religious Studies), tenure track faculty who can be classified primarily as undergraduate instructors also teach courses in their department's graduate program. In the School of International Studies, tenure track faculty primarily teach graduate level courses, but some teach undergraduate courses as well. Likewise, some non-tenure track full-time SIS instructors, who teach in the Intensive English Certification Program and the Undergraduate Academic English Program, also teach in the MATESL program. Graduate programs rely more heavily than undergraduate programs on non-tenure track instructors, some of whom work full-time at the College, while others are members of the local professional communities who teach part-time and bring to the classroom expertise that the College would otherwise lack.

Most departments do not have a graduate program. Faculty in these departments teach exclusively at the undergraduate level and most are in tenure line positions. However, in recent years, the College has made increasing use of non-tenure track faculty in the undergraduate programs. Some of these appointments are full-time, and are (or have the potential to be) long term. Other appointments are part-time, and serve as sabbatical or leave replacements, or to satisfy heavy student demand for certain courses.

Between July 1, 1998 and June 30, 1999, a total of 359 instructors turned in grades for courses offered at Saint Michael's. Of these, 219 taught primarily undergraduate courses, 138 taught primarily graduate level courses. Between 80 and 90 of these instructors taught in the summer programs only, most often at the graduate level in Education, Teaching English as Second Language, and Theology and Pastoral Ministry programs.

Several recent curricular changes have increased the College's reliance on non-tenure track faculty. LSR requirements, such as language proficiency, Artistic Experience, and the First-Year Seminar Pro-

gram have all had an effect on the composition of the faculty. For example, the language proficiency requirement resulted in the hiring of a number of non-tenure track full-and part-time instructors. The Artistic Experience component of the LSR can account, in a given semester, for nine one-credit sections of dance all taught by adjuncts. Finally, thirty sections of the First-Year Seminar are offered annually, each with an enrollment cap of 15. These seminars often draw faculty away from courses with larger enrollments. In some areas, non-tenure track faculty have been hired to make up this difference.



Tenured and tenure track faculty are required to have a terminal degree in their field. In most cases, this means a doctorate or equivalent, such as an Ed.D. In certain disciplines and in a limited number of cases, faculty members with master's degrees have received tenure. Members of the non-tenure track instructional staff typically hold a master's degree.

Instructional Staff 1998-1999

<i>Primary Duties</i>	<i>Category</i>	<i>Total</i>	<i>Ph.D./equiv.</i> %	<i>M.S./equiv.</i> %	<i>Other</i> %
Undergraduate	tenured/tenure track	108	79%	18%	3%
	full-time non-tenure track	21	33%	62%	5%
	part-time	73	27%	53%	19%
Graduate	tenured/tenure track	7	86%	14%	-
	full-time non-tenure track	4	75%	25%	-
	part-time	104	36%	60%	4%

Workload and Productivity

Teaching

Teaching is the faculty's foremost responsibility at Saint Michael's College. Faculty members are also expected to remain professionally active and serve the College in a number of different ways. The teaching load for tenure-track faculty is 21 contact hours per academic year, while full-time non-tenure track instructors teach 24 contact hours per year, or make up the difference with specific administrative duties. A number of faculty members earn additional compensation by teaching courses in the summer program, or by teaching additional courses as overloads. Prior to the early 1990s, overloads were common. This is no longer the case. Overloads are now used to fill unexpected, short-term staffing shortages, or restricted to departments where graduate courses are regularly offered as overloads. Most graduate programs run year-round, and a few faculty members teach during the summer as part of their regular duties.

Faculty are active in both course revision and the development of new courses. Curriculum reform usually leads to the development of new courses. Virtually all the courses offered in the First-Year Seminar Program have been developed “de novo” by teams of faculty. The universal lab requirement will require a series of new courses as well. The language requirement, with its intensive five-credit courses, has spurred the development of many new and innovative approaches to language instruction. The Journalism Department completely revised its curriculum in recent years as it moved aggressively into electronic media and replaced its older model of segmented courses (e.g., print courses, broadcast courses, public relations) with an integrative curriculum that reflects the convergence of media. A review of the individual department self-appraisals provides similar examples of major course revisions.

The Teaching Resource Committee (TRC) and curricular development funds are available to help faculty become more effective instructors. Informal support networks and mentoring also play a prominent role in enhancing classroom pedagogy. The TRC was established in 1988 and sponsors six seminars each year where faculty share ideas about teaching and pedagogy. Recent topics have included “Faculty Burnout,” “The Teaching of Critical Thinking Skills,” “Effective Use of Group Discussion,” “Student Demeanor,” “Web-Based Courses.” The TRC also helps new faculty adjust to the academic ethos and cultural life of the College by sponsoring a beginning of the year lunch discussion for new hires. Finally, each January, the TRC organizes a day-long pedagogy seminar for the faculty.

During the last decade, the College has devoted substantial resources to upgrading its technology base. The academic community has been increasingly receptive to the significant role that new technologies can play in the classroom and in scholarship. Faculty members are putting their syllabi on the Web along with their assignments, previous exams, and hyperlinks to online readings and to other sites connected with the course (see <http://academics.smcvt.edu/gdameron> for an example). The Teaching Resource Committee has identified 15 faculty Web mentors who will share their experiences and knowledge with other faculty members.

Faculty have gone well beyond using the network simply to create a virtual, multi-dimensional syllabus. The following examples show how Saint Michael’s faculty have adopted new computer technologies to restructure and enhance their courses. As a class project, students in an art history course created a Web site about Fort Ethan Allen on the College’s North Campus. The students researched primary and secondary documents detailing life at the Fort, historic preservation laws, and the Fort’s architectural structures. This information was combined with photos and oral histories of soldiers who had lived at the Fort to produce an award winning Web site (see <http://personalweb.smcvt.edu/thefort>). In a Shakespeare class, selected students prepare pre-discussion worksheets for distribution on the Web to the class the day before a particular reading is up for discussion. The worksheets clarify something that piqued a student’s attention and are designed to generate interest and allow students to influence the direction of the discussion on a given day. Students are also required to review posted material extracted from an international list server of discussions underway among Shakespeare scholars. Selected queries and observations from members of the class are placed on the conference bulletin board where responses have been received from Shakespeareans world-wide. More generally, mathematics, economics, and the natural sciences make extensive use of computer-based tools for visualization, modeling, and data analysis. Pre-professional programs draw heavily on the College’s computer infrastructure to consider topics like electronic commerce, using computers to teach in the K-12 curriculum, digital imagery, and electronic media.

The EdTech Committee, a standing Committee of the Faculty Assembly, has encouraged faculty to take advantage of the expanded learning possibilities offered by new technologies. It has accomplished this objective by sponsoring summer faculty workshops and discussion sessions during the academic

year, and by providing consulting services to individual faculty members and the administration. This year, the Committee will be providing competitive grants, totaling approximately \$20,000, for projects which incorporate emerging technologies into teaching.

Professional Growth and Scholarship

The *Faculty Regulations* delineate a clear expectation for professional growth and scholarly achievement for those in tenure track positions, in part, through peer-reviewed publications. Tenure and promotion decisions and post-tenure faculty reviews are based upon scholarship and artistic achievements. The table below summarizes the faculty's professional activities for the 1998-99 year, as reported in the faculty profile survey conducted by the Self-Study in the Fall of 1999 (See Exhibit 05 for the complete listing of these activities).

Saint Michael's Faculty Selected Professional Activities 1998-99 Academic Year

Books	16	Local Off-Campus Lectures	28
Poetry Publications	42	Grants	14
Journal Articles/Book Chapters	99	On campus Academic Presentations	17
Conference Presentations	121	Consulting Projects	10
Book Reviews	28	Software Development	7
Referee (Editor)	17	Theatre: Directing, Writing, Design	7
Other Articles, Including Popular Press	15	Other Professional Activities	25

The College supports faculty scholarship and artistic achievement in a number of ways. The Faculty Development Committee has an annual budget of approximately \$25,000 which it allocates among faculty who submit requests for support for scholarship and curriculum development. The Social Science Research Center typically awards grants of approximately \$3,000 annually for faculty research projects in the social sciences. The College will be providing, for the first time, four research stipends for junior faculty members during the summer of 2000. Each faculty member is allocated \$750 to attend or to present papers at academic conferences, although the Dean of the College has some discretionary money to supplement this sum. Junior faculty summer research stipends and the travel policy are both administrative responses to recommendations from the Faculty Development Committee. Following a vacancy of several years, the College now has a grants coordinator to facilitate application for external funding for projects. Perhaps the biggest stimulus to faculty productivity can be traced to the College's decision in the early 1990s to reduce the typical teaching load from eight courses per year (with overloads for some) to an average of six courses per year.

Sabbatical leaves are available after five years of continuous teaching, but in practice they occur at longer intervals. To provide representative numbers, during the four semesters leading up to and including the Fall of 1999, an average of seven faculty have been on sabbatical (next year, 12 sabbatical leaves have been granted). Faculty have the option of a one-semester sabbatical at full pay, or a two-semester leave at half-pay. In 1998, the Faculty Assembly approved a proposal from the Faculty De-

velopment Committee to support a one-semester research leave for junior faculty. This proposal is undergoing administrative review.

The College offers faculty members a number of opportunities to present either completed or works-in-progress to the Saint Michael's community. The Humanities Colloquium, the Social Science Research Seminar, and EdTech all sponsor seminars where faculty can discuss their scholarship or topics of academic interest. These groups have also sponsored many interdisciplinary round table discussions on topics which have ranged from "Reflections on Karl Marx and the Communists Manifesto: 150 Years of Understanding and Misunderstanding", to "Innocents Abroad: Perceptions of China at the End of the 20th Century" to Murray and Herrnstein's The Bell Curve: Intelligence and Class Structure in American Life. These sessions help break down barriers between departments and, more generally, enhance the academic life of the community.

Service

Faculty serve the College through student advising and committee work. Advising responsibilities can be significant in departments with many majors or for faculty who advise large numbers of students who have yet to declare a major. At the end of the 1998-99 academic year, 112 members of the faculty served as advisors. The number of advisees for these faculty ranged from one to 68, with an average of 15.

There are 62 positions to fill on the statutory and standing faculty committees, and each position carries a two-year term. In addition, faculty serve on many ad hoc committees and work with student clubs, religious groups, sports teams and other activities. At any given point in time, a high percentage of the faculty will be serving on committees or assisting the College in other capacities.

Recruitment and Hiring

The *Faculty Regulations* outline the following procedure for initial full-time faculty appointments at the College:

Every appointment of a faculty member shall be made by a formal agreement signed by the member and by the President of the College or by a person designated by the President. The agreement shall state the rank, academic department or unit in which the appointment is made, salary, length of agreement, faculty member responsibilities, and other conditions of employment

When authorization to fill a faculty position has been given, the Dean of the appropriate unit in which the position is to be made shall establish a search committee in consultation with the faculty of the academic department in which the appointment is to be made. Wherever possible, a majority of the members of the search committee shall be drawn from among faculty in the department where the appointment is to be made. This committee shall meet promptly with the Director of Human Resources for a briefing on government regulations pertaining to hiring procedures. Upon completion of its search, the committee shall present to the Dean a priority list of preferred candidates. Under ordinary circumstances, up to three (3) of these candidates may be invited to campus for an interview. On the basis of the search committee's recommendation, and after consultation with the committee, the VPAA will make a recommendation to the President, who makes the final decision.

The Curriculum and Educational Policy Committee (CEP) and the Dean of the College review the institutional need for each position requested by undergraduate departments. Priorities are set for new hires and replacement positions based upon guidelines established by CEP. A member of the Faculty Council is appointed to each search committee to ensure that the search complies with standard practices and that candidates are informed about College expectations.

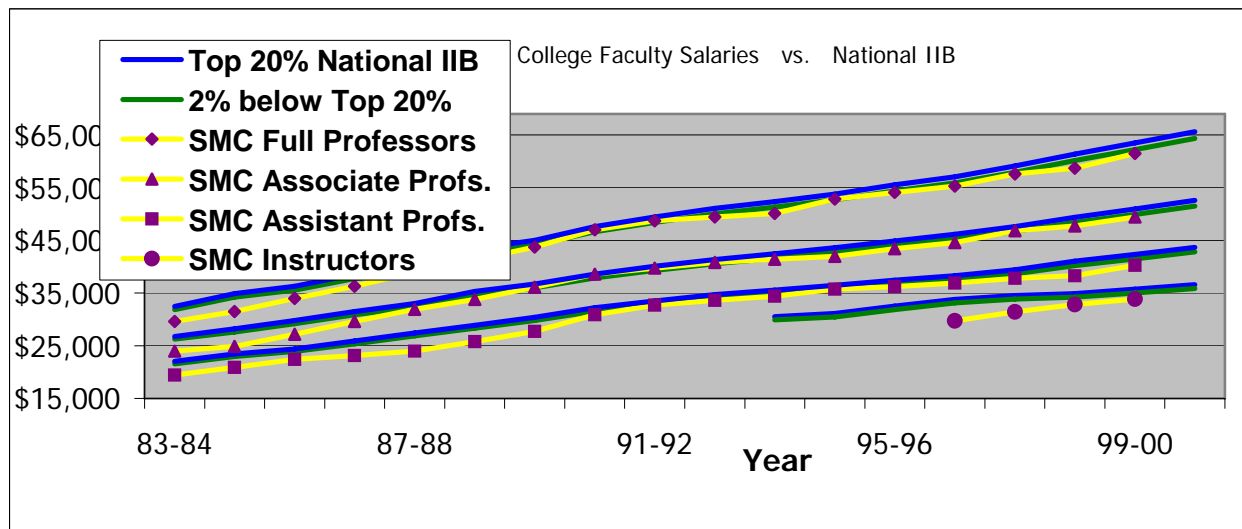
Searches for full-time faculty are national in scope and are carried out through standard, discipline-specific channels. The interview process differs among departments, but generally includes meeting with students, delivering on campus public presentations, providing assessments of teaching and scholarship, and establishing a candidate's potential contributions to the department and the College. Candidates are also expected to meet with the President, Provost/VPAA, and the Dean of the College or Dean of the SIS.

All newly hired tenure track faculty participate in a year-long orientation process. In a series of monthly meetings, new faculty are brought together to learn about the institution's history, its Mission, expectations, the academic environment, and activities and services offered by the College.

Hiring of adjunct instructors requires the approval of the Dean of the College or the Dean of SIS. Adjunct searches are generally accomplished within local markets by department or program directors.

Compensation

The Faculty Welfare Committee engages in annual discussions with the administration to determine the level and pattern of faculty salaries and benefits. In 1987, former President Paul Reiss set a goal of moving Saint Michael's average faculty salaries at each rank into the upper 20% of liberal arts colleges (AAUP designation IIB) based upon data published in *Academe*. For a number of years, the targets were set 2% below the top 20% level on the basis that Saint Michael's 10% contribution to the pension plan was more generous than that of other schools. Last year, the faculty voted to move the target to the upper 20% (rather than 2% below) by the 2001 academic year. The chart below compares Saint Michael's salaries by rank to those at other IIB schools.



Salaries and benefits are set according to rank, and within a rank all faculty receive the same annual changes in compensation. As a result, faculty members with the same number of years at a given rank receive approximately the same salary and benefits. There is some variation regarding salary at the initial appointment, but this variation is largely eliminated as the faculty member is promoted and moves to the base salary of the next rank.

Faculty Governance and Evaluation

The faculty participates fully in the shared governance of the College. All aspects of faculty governance, including the College's organizational structure and policies regarding hiring, evaluation, tenure, and promotion, are defined by the *Faculty Regulations* and were described earlier in Chapter Two "Governance and Organization."

The revision of the *Faculty Regulations* in 1996 expanded and clarified the policies and procedures for retention, tenure, promotion, and post-tenure faculty evaluation; it significantly advanced faculty responsibility in peer evaluation. The new regulations embody the principle that regular evaluation of all faculty, including tenured faculty, is an important component of professional development. The new regulations require that tenure track faculty undergo a:

- First-year review – a check by the department Chair
- Second-year review – a departmental review conducted by the Chair and Dean
- Fourth-year review – initial Faculty Council review, including Dean and Provost
- Sixth-year review – tenure/promotion review by Faculty Council, Dean, and Provost
- Promotion review – by application after at least three years in rank; conducted by Faculty Council, Dean, and Provost
- Senior review – every five years; a departmental review conducted by Chair, Dean, and another senior faculty member

Except for the first year, these reviews are based upon materials submitted by the candidate, including student evaluations (student evaluations are required of every course offered at the College and are reviewed by department chairs and the instructor). For tenure and promotion reviews, the Dean solicits six internal and two external letters from a list agreed upon with the candidate. These letters are redacted by the Dean and shared with the candidate in a fashion that preserves confidentiality. Departments have generated field-specific criteria to interpret the general language of the *Faculty Regulations* regarding teaching, scholarship and service.

Academic Freedom

The *Faculty Regulations* ensure that faculty, both part-time and full-time, are protected from infringements on academic freedom. The following principles are outlined in the *Faculty Regulations*:

1. Faculty members, as teachers and scholars, have full freedom in research, subject to the performance of other academic responsibilities.
2. They have the freedom to publish the results of their research.
3. They have the freedom to plan courses and discuss their subjects according to the dictates of their training and knowledge.

4. They have the freedom to speak, write, or act on public issues as citizens without institutional censorship or discipline.

Appraisal

Academic excellence can be achieved only with a highly qualified and dedicated faculty who are allowed to teach and pursue scholarship in a supportive environment. The preceding description portrays the faculty in such a light. Over the last several years, the faculty have implemented innovative changes in the curriculum, have been responsible for their own governance and have raised the expectations for scholarly work. By providing challenging courses, by supporting these courses with their own scholarship, and by working directly with students in a variety of capacities, both in and outside the classroom, the faculty carry out the educational mission of the College.

Effects of “Enrollment Creep”

Since the 1990s, undergraduate programs have experienced what might best be called “enrollment creep,” a process by which an imbalance develops between traditional faculty resources and student credit demands. Since the late 1980s, enrollment in undergraduate programs has increased by about 12%, from the mid 1,600s to mid 1,800s. At the same time, as new graduation requirements were phased in and a variable credit model implemented, the total number of credits students take increased from 26,561 in the Fall of 1988 to 31,388 in the Fall of 1998, an increase of 18%. This result is partially mitigated by a reduction in the number of courses required for graduation, down from 40 to 34, though some students take more (students take on average 2.5% more credits than needed for graduation).

With the move to a credit-driven model, the faculty’s teaching requirement declined from 24 to 21 credits per year; the typical teaching load fell from eight courses per year to five to seven courses (with a mode of six courses per year). During this period, the College introduced a number of courses with limited enrollments such as writing-intensive courses, first-year seminars, and honors courses.

More students are taking more credits while individual faculty members are teaching fewer credits and courses. While the College increased the number of tenure lines, the growth in adjuncts and full-time non-tenure instructors was even more pronounced. At the time of the last reaccreditation, the College had a total of 108 tenure track faculty, five full-time non-tenure track instructors, and 34 part-time adjuncts. Averaged over the four semesters ending with the Fall of 1999, the College now has 118 tenure track faculty, 18 full-time non-tenure track instructors, and 62 adjuncts.

Student credit hours provide a better measure of how teaching is distributed among the instructional staff. In 1988, tenure track faculty accounted for about 81% of all student credit hours taught, full-time instructors accounted for 3.8%, and adjuncts for 15.2%. In the four semesters up to and including the Fall of 1999, the averages for these groups are 67.5%, 11.1%, and 18.2% respectively. Staff and administrators teach 3.2% of student credit hours, to bring the total to 100%.

Undergraduate Programs 1988 to 1999			
Year	tenure track	Full-time	adjunct
Number of faculty			
1988	108	5	34
1998-99	118	18	62
% of Credit Hours Taught			
1988	81.9%	3.8%	15.2%
1998-99	67.5%	11.0%	18.2%

Enrollment creep has prompted the College to hire more adjuncts and non-tenure track full-time instructors, reduce the number of small classes (in 1988, 28% of classes had 10 or less students, compared to 17% in the fall of 1999), and, in a few cases, introduce the large lecture/small discussion model of classroom teaching. The effects of this process are not uniformly felt throughout the College, and certain disciplines have disproportionately borne the brunt of this burden. From the student perspective, classes seem to fill more quickly, and it has become more difficult to get into courses subject to high demand (this was a prominent concern expressed in the student survey).

There is a great diversity within the class of non-tenure track instructors. In many cases, these instructors have been at Saint Michael's for long periods of time and are well blended into programs and departmental activities. In other cases, these instructors are short term, and not well integrated into the College environment; student contact with these instructor may be limited, especially if the instructor holds employment elsewhere. Tracking down these instructors at a later date for letters of reference is difficult. Adjuncts are also more likely to be hired to teach at the introductory level. During the formative first year, students see a disproportionately high percentage of non-permanent instructors. Administrative costs are also high, as department and program heads spend considerable time recruiting instructors and getting them acclimated into the community.

Enrollment creep has also made it more difficult for all segments of the College to participate fully in some of the more worthwhile curricular innovations. For example, important as the First-Year Seminar Program is, no sections have yet been offered in science or mathematics. Some faculty members find themselves in an "innovation bind." They have ideas for new courses and new programs, but find that they are not able to give up the courses they currently instruct. Adjuncts might not be appropriate or available. For the College to operate efficiently, faculty must be fully occupied in their teaching. However, this needs to be balanced by sufficient slack to permit ongoing innovation and the implementation of new courses and programs.

Hiring Practices, Salaries, and Diversity

The quality of the faculty determines how successful a college will be in achieving its educational mission. Fortunately, Saint Michael's College has been successful in attracting many talented and dedicated faculty members. The Vermont location and the College's congenial and welcoming community, elicits large numbers of job applicants from all over the world. Of course, more competitive starting salaries, reduced teaching loads, increased opportunities for professional growth and scholarship, and a glut of prospective faculty in many disciplines have all contributed to the College's ability to hire first-rate, student-centered faculty members who demonstrate significant potential as scholars.

The hiring process has lead to a sharp increase in the proportion of female faculty members. In 1991, 27% of the full-time faculty were female; by 1999, the percentage had increased to 42%. While the proportion of females within the ranks of the full-time faculty has risen, success achieving diversity in other areas has remained elusive. In 1991, five percent of the faculty were either African American, Asian or Hispanic. By 1999, this percentage had declined slightly to 4%. As noted earlier, the College complies with all non-

Number of Full-Time Instructional Staff		
	1991	1999
Females	31	59
Males	83	81
Black Non-Hispanic	1	3
Hispanic	1	2
Asian	4	1

discriminatory regulations and practices that apply to hiring faculty. However, there is no quota or specific institutional mandate to recruit preferentially from under-represented groups.

The College's goal to place average salaries in the top 20% of the AAUP designated IIB schools confirms its commitment to offering competitive salaries. Historically the College has been close, but often just below, this target. In setting salaries, the College has followed an egalitarian approach of setting rates at essentially the same level for all faculty members with the same number of years in rank. This fosters a sense of community, and it eliminates certain forms of undesirable competition and some of the administrative burdens of, for example, a merit pay system.

There are, however, costs to this approach. The College's system makes it difficult to pursue exceptional candidates who are at the top of their field or to attract well-qualified candidates in fields where market forces have driven salaries and start-up money considerably above its starting salaries. The College expects its faculty to be dedicated, and part of this may come in the form of accepting a lower salary than one might make in a different profession or at a different school. The cost of this dedication is not equally shared across all fields. Candidates in some fields accept large salary reductions to work at Saint Michael's, while in fields with surpluses, salaries are more than competitive. Recruiting and maintaining faculty in certain fields becomes dependent on the serendipitous availability of people who are interested in the College for other reasons, such as its Catholic foundation, the Vermont location or local professional opportunities for a spouse. This makes it difficult, at times, to build and plan for the future, and can impact the long-term viability of certain disciplines.

In the past decade, salary negotiations between faculty and the administration have been largely without the type of bitterness that can emerge during this process. An important reason for this has been the agreement reached between faculty and administration to maintain parity with the top 20% of IIB schools. This has de-politicized the process. According to the self-appraisal prepared by the Faculty Welfare Committee:

The committee has found its dealings with the administration on these sensitive issues to be highly satisfactory. Although differences of position and opinion are to be expected when dealing with such issues, those differences have always been resolved professionally and amicably, and the outcomes have been mutually beneficial. There has been remarkably little rancor on either side at any time.

Recently, the Faculty Assembly approved a recommendation from the Faculty Welfare Committee to raise the target level to 1% below the top 20% of IIB schools. The Faculty Welfare Committee has received no formal administrative commitment to this new target level. While this may become a source of tension in the future, strategies to achieve certain targets will be included in the five-year budget projections that will be reviewed by the Board.

Faculty Evaluation

The current *Faculty Regulations*, adopted in 1996, represent the culmination of a great deal of work by the Faculty Welfare Committee and the administration, as well as prolonged discussions within the Faculty Assembly. Many of the changes in the new Regulations were designed to clarify and formalize the process by which faculty are evaluated. The Regulations reaffirm the requirement for creative teaching and expertise in the instructor's discipline. They place an increased emphasis on the role of scholarship, and establish the principle of peer review as an indicator of quality. The College now has in place a continuous schedule of formal review that spans each faculty member's entire career at the

College. According to Dean of the College, "It is my view as Dean that Saint Michael's now has in place a first-rate system of faculty evaluation, one which offers the promise of continuous and meaningful appraisal." The revisions to the evaluation process enjoyed widespread, though not unanimous, support among the faculty, corroborating the Dean's position.

Continuous evaluation places a burden on the evaluators, in particular, heads of large programs and departments, and the academic deans. There may be ways to streamline the process in these cases without sacrificing the benefits that derive from thoughtful evaluation. As the process of evaluating tenured faculty matures, the College will gain a better understanding of its purpose. The benefits of self-reflection, self-critique, and evaluation by colleagues are undeniable at all points during the career of a faculty member. The evaluation system for tenure line faculty is formative, not summative. Whether the College will go beyond the current process is not clear. The College does not have in place a mechanism to reward good senior evaluations or penalize bad ones. There is also no formal non-departmental process to assess adjuncts and full-time non-tenure track instructors.

Professional Growth and Scholarship

By the standards of a large research university, the resources devoted to scholarship and professional growth at Saint Michael's are modest. Yet, in comparison to earlier levels of institutional support, significant advancements have been made. In general, faculty applying for institutional support for scholarship, travel or curriculum development receive partial or full funding for their requests. In 1998, the Faculty Assembly approved a series of recommendations prepared by the Faculty Development Committee to further the scholarly and artistic potential of the faculty. These proposals, some of which have been at least partially implemented, include junior faculty sabbaticals, 80% funding for full-year sabbaticals, summer research stipends for junior faculty, increased curriculum development and research funding, a minimum of \$750 annually for conference participation, and additional money for labs.

Academic Freedom

Recently, the U.S. Bishops drafted a document regarding the application of the papal document, *Ex Corde Ecclesiae* to Catholic colleges in the United States. The document approved by the Bishops will now go to the Vatican for confirmation and, if accepted, will undergo further refinement before implementation. It is premature to anticipate how this document in practice will shape the path for Catholic institutions of higher learning. In response to the Bishops' action, the President and the Chairman of the Board of Trustees of Saint Michael's sent a letter to the community on November 29, 1999 which concluded:

It is our view that the final outcome will not affect Saint Michael's College in the administering of the institution in any measurable fashion. The College will continue to operate as it has over the past 25 years, with strong participation of the entire community, deep respect for the traditions of the founding fathers of the Society of Saint Edmund, and with a full and total commitment to academic freedom....To call for a closer association with the Bishop as pastor is not unreasonable; it is welcome, but it is equally appropriate to repeat that the Bishop's authority does not extend to the internal administration and functioning of Saint Michael's College.

Strengths

- o The beneficial influence of scholarly investigation on classroom performance is beyond question. Published research may not make a good teacher but the lack of intellectual curiosity will certainly make a poor one. Qualitatively and quantitatively, faculty productivity in the area of scholarship has increased markedly since 1990. Such increased professional productivity, in an environment safeguarded from the extremes of the publish-or-perish syndrome, has elevated the quality of undergraduate instruction. In a number of cases, undergraduate students are themselves directly involved in these research endeavors.
- o Saint Michael's faculty is dedicated, talented, and productive.
- o Relations between the faculty and administration remain cordial and mutually respectful. All constituencies within the College are willing to work together to improve the effectiveness of the institution.
- o The College has been successful in achieving greater gender diversity.

Concerns

- o Colleges with well-established tenure systems face staffing problems when student enrollment patterns change due to either curriculum reform or a shift in student interests. Both of these have occurred at Saint Michael's. Some departments, such as Education, Business, Biology and Psychology have experienced sizable enrollment increases. Likewise, changes in the LSR have placed significant staffing pressures on Modern Languages and Fine Arts. The College has responded by funding new faculty lines, transferring existing faculty lines from one area to another with retirement and expanding the number of courses taught by adjuncts. Adjuncts are appropriate in some situations, but a high quality, residential college requires a properly credentialed full-time faculty.
- o The College faculty is overwhelmingly Caucasian.

Projections

The Board of Trustees and the President believe that full-time faculty are in the best position to guarantee the academic integrity of the College. The College will increase the number of full-time tenure track positions. Prior to increasing the number of new positions, the College will review the way that non-tenure track instructors are used and determine, within the context of the strategic planning process, the optimal number of tenure track faculty. Preliminary plans suggest that the College will need to hire an additional 10 full-time faculty members in the coming years.

The College will review hiring policies with the clear intent of increasing the diversity within the faculty.

As the number of non-tenure faculty become a permanent feature of the instructional staff, the College will refine the system used to classify and evaluate these faculty members. Formal job ladders will be developed to recognize the achievements of the long-term non-tenure track instructional staff. The College will also develop a uniform process to review part-time and full-time non-tenure track faculty.

The College will review the salary structure in an effort to ensure that equally well-qualified candidates in all the disciplines are attracted to the College.

The system of confidential letters, solicited and redacted by the Dean, has been in place for two years. The Faculty Council and the Dean of the College will assess whether this process has been effective.

The College will continue to support and expand the opportunities for professional growth and scholarship. This will include studying the feasibility of implementing all of the 1998 recommendations from the Faculty Development Committee.

The College will use the new administrative Datatel system to centralize data collection on the activities, accomplishments and qualifications of all full-and part-time faculty. This will make data gathering and reporting more efficient.

CHAPTER SIX

STANDARD 6: STUDENT SERVICES

A student's first contact with Saint Michael's is often through the Offices of Admission and Financial Aid. This chapter therefore will review the services offered by these offices (the standards for this area are found in NEASC's "Programs and Instructions" section), as well as the programs and activities sponsored by the Office of Student Affairs and Edmundite Campus Ministry.

Description

Admissions

The Office of Admission seeks to attract students whose desire to learn, to serve and to involve themselves in a campus community, coexists with an ability to recognize a world beyond that community. While Saint Michael's strives to recruit students who can "breathe life" into the Mission, it is also realistic about the competitive environment and enrolls students who are as attracted to the College as they are attractive to the College.

Each student's admissions application is reviewed by at least two, and as many as ten people. Both the admissions staff and the four faculty members serving on the Admission Committee are involved in this review process. The Admission Committee, chaired by the Vice President of Admission and Enrollment Management, meets at the beginning of the year to review the admissions record from the previous year and to set guidelines for the types of applications that can be admitted or rejected without Committee review. The current guidelines are as follows:

Applicants with high school class ranks greater than the 70% and a verbal SAT of greater than 560 and a math SAT of 550 may be granted admission without admission committee review. Those students with high school ranks below the 50% and a verbal SAT below 500 and a math SAT below 490 can be denied admission without further review by the committee.

For applicants who fall within these boundaries, the admissions staff prepares a file summary with a recommendation for faculty consideration (access is also provided to the complete file). Faculty will typically review and vote on up to one-third of all applications received. After some deliberation, the Committee will generally reach a consensus that will be adhered to by the Office of Admission.

Applications are treated thoughtfully and thoroughly as all those involved in the admissions process recognize the weight that a decision may have on the lives of young applicants. Standardized test scores, transcripts, recommendations, required essays and optional writing samples, extra and co-curricular activities, and interview synopses are all taken into account in the review process.

The Office of Admission is supported by the Enrollment Management Committee. This Committee, with representation from Financial Aid, SIS, Registrar's Office, Residential Life, Academic Affairs, Finance, and the faculty, gathers and interprets enrollment data to provide greater predictability in stu-

dent enrollments. Enrollment targets are based upon an examination of demographic, national and international trends, student yield and retention rates, re-admissions and transfer policies and the number of students studying abroad.

In the 1998-99 academic year, 2,267 students applied for undergraduate admission to the College (an additional 148 transfer students applied). Seventy-one percent were accepted and 31% of this group enrolled (68% of the transfer students were accepted and 54% of these individuals enrolled). A snapshot of the most recent class shows that students entered the College with SAT's of just over 1,100, and almost one-half graduated in the top one-quarter of their high school class. Approximately 98% were white non-Hispanic, with slightly more females than males. Three-quarters of the students came from four states: Massachusetts (30%), Vermont (22%), New York (13%), and Connecticut (10%). Finally, nearly one-third of the first-year class entered College as exploratory students while large numbers of students also selected Business Administration (12%) and Elementary Education (10%) as major fields of study.

While the Admission Office makes a determination about acceptance or rejection, the evaluation of transfer credits rests with the Registrar. Credit is only granted for comparable courses contained in the College's *Catalogue* and the student must have attained a C- or better in all courses transferred.

With the exception of MATESL, decisions about graduate admissions reside with the individual program directors. SIS has its own Admission Committee for MATSEL students. Admission requirements vary from program to program. More detail is provided in the self-studies prepared by each program.

Financial Aid

Financial Aid is provided through a well-organized program that provides a link between the College's Mission and enrollment management. The Office of Financial Aid attempts to fill the gap, as determined by the College Scholarship Service, between the family's resources and college expenses through a combination of federal, state and institutional funding sources. Three types of financial aid are offered at Saint Michael's: 1) Grants and Scholarships, 2) Loans, and 3) Student Employment.

Most financial aid (about 90%) is need-based. Awards are based on the federal formula for federal aid and an institutional methodology for Saint Michael's grants. The institutional methodology of the College is almost identical to the federal formula, with the additional consideration of home equity valuation and income from summer work. After packaging loans, grants, and work study, a financial aid gap of between \$2,500 to \$6,000 often remains unfilled. While no specific funds are set aside for minority students, the more liberal federal rather than institutional methodology is employed to assess need for minority applicants. Further, need for minority students is met fully and their financial aid package will include a higher proportion of grants than other students typically receive. The College will consider unusual circumstances in financial aid determination, but will not negotiate with candidates who receive larger packages elsewhere.

Relatively modest amounts of merit aid are offered to nearly 20% of each incoming class. Students receive merit aid based upon a model which incorporates high school class rank and SAT's to predict a student's expected grade point average (GPA) at Saint Michael's. Grants of between \$2,500 to \$3,500 for expected GPA's above 2.5 are offered for four years as long as students maintain a GPA of 2.5 or higher. In addition, State Scholarships of \$6,250 are awarded each year, for four years, to approximately 30 incoming students from the Northeast States. The College has also established the Green

Mountain Scholarship program, which offers approximately 15 incoming Vermont students \$7,500 per year in merit aid. State and Green Mountain scholars are selected by faculty who serve on the Financial Aid Committee.

The College uses its financial aid budget to support the Mission through the Vermont Parish Scholarship Program. Each parish pastor in the Catholic Diocese of Vermont may select one of their parishioners to receive a scholarship valued up to \$11,000 over four years. The funding for these scholarships has risen sharply over the last decade from \$30,000 in 1989 to over \$255,000 in 1999.

Financial aid has become a key budgetary consideration at Saint Michael's. Some four out of five incoming students receive aid, an increase from 60% in 1990. In the past year, students received almost \$25 million in loans, grants and scholarships, and work opportunities, nearly one-half of which was funded by Saint Michael's. The FY2000 operating budget reflects an average undergraduate tuition discount of 34%, down from approximately 37% the year before.

The College work-study program is the largest component of college-based government aid. The program offers students convenient jobs, many of which offer significant learning opportunities. Typically, 750 students earning, on average, just over \$1,000 per year, are placed in jobs throughout the College. Out of the total work-study budget of \$772,524 in FY 1998, federal funds supplied \$223,425.

Financial aid accomplishes a number of objectives such as enabling students to attend Saint Michael's who lack financial resources, attracting more high-end achievers and others who will enrich the campus community, increasing diversity, improving the competitiveness of the men's and women's basketball teams, and providing employees with the fringe benefit of tuition remission. Conflicts are inherent in achieving these multiple objectives; more need-based aid means less money for other worthy objectives. The Campus Culture Committee is studying how financial aid can be more successfully leveraged to create a class with identifiable and desirable characteristics.

Financial aid for graduate students is limited. Low interest government loans are available for domestic students. Some graduate programs offer a limited number of graduate assistantships to help cover the cost of tuition and fees. Endowed scholarship funds are available for designated MATESL/MTEFL students with high academic promise.

Student Affairs

Programs sponsored by the Office of Student Affairs reflect a commitment to the development of the whole person and are an integral part of an institutional vision which focuses on the centrality of student learning, both in and outside of the classroom. Student service professionals remove obstacles to learning by creating a supportive environment that channels students' energies into productive and healthy pursuits.

In earlier times, student service professionals devoted much of their time responding to problems of student misbehavior. While this is still a part of their responsibilities, they now play a more important role in bringing the Mission of the College into the daily lives of students and creating and reacting to learning opportunities outside the classroom. The Edmundite Learning Tradition, with its culture of caring and participation, guides the activities and services of the Office of Student Affairs through its Residential Life Office, Office of First-Year Programs, Athletics/Recreation Department, the Office of Multicultural Student Affairs, the Student Resource Center, Health Services, and Student Activities.

Changes in Financial Aid (FY 89 and FY 98)		
	FY 1989 (\$)	FY 1998 (\$)
I. Government Aid		
A. College-Based Federal Aid		
1. Supplemental Educational Opportunity Grants	229,690	430,200
2. Work Study Grants (Federal and SMC)	430,974	772,524
3. National Direct Student Loans (Perkins Loans)	206,236	669,000
<u>Total College-Based Federal Aid</u>	<u>866,900</u>	<u>1,871,724</u>
Percent of Total Financial Aid	24%	8%
B. Non-College-Based Government Aid		
1. Pell Grants	210,701	579,146
2. Stafford Loans	1,743,287	6,110,882
3. Plus Loans	117,537	3,654,978
4. State Assistance Programs	362,060	465,360
<u>Total Non-College-Based Government Aid</u>	<u>2,577,735</u>	<u>10,810,366</u>
Percent of Total Financial Aid	48%	43%
II. Saint Michael's College Grant Aid		
Need-Based Grant Aid	714,825	8,473,378
Honor Scholarships (Predicted GPA-based)	169,775	363,275
State Scholarships	86,100	1,126,850
Vermont Parish Scholarships	30,850	255,925
Athletic Scholarships	251,625	497,410
Family Multiple Student Discounts	40,500	39,344
Tuition Remission (Faculty and Staff)	296,730	617,555
Endowed Scholarships	174,153	378,975
Graduate Students Grants	20,150	65,625
International Students Assistance Grants	29,889	219,307
National Guard Grants	30,630	56,655
Total Saint Michael's College Grant Aid	1,943,627	12,134,299
Percent of Total Financial Aid	36%	49%
Grand Total of Aid	5,388,262	24,816,389

Orientation

The transition from high school to college is often a difficult one. The College devotes considerable resources to making this process less stressful and introducing students to the ethos of their new community. The orientation process begins in the spring semester of each year. After a student confirms their intent to study at Saint Michael's they are invited to participate in a variety of orientation programs. The flagship of the orientation experience is POW (Pre-Orientation Weekend) which is offered three times each year in the month of July. POW, in its fifteenth year, takes small groups of incoming students to off-campus locations to discuss academic and social issues that they will face during their undergraduate years. This weekend model has been successfully adapted to week-long wilderness programs and the TREK local community service experience offerings sponsored by the MOVE Office. Over one-half of each incoming class participates in one of these three summer orientation programs. The goals of these programs are fairly simple: to ease anxiety by familiarizing new students with the community values of Saint Michael's, to introduce the incoming class to upper-class students, faculty and staff, and to offer students an opportunity to bond with their classmates.

In the summer months, most confirmed students attend weekend Star Days (Student Testing, Advising and Registration) on campus. STAR Days are organized by the Associate Dean of the College and provide incoming students with the opportunity to meet with an academic advisor, pre-register for courses and learn about the academic life of the College. This time is also used to assess writing and language proficiency. STAR Days have fostered a healthy partnership between academic and student affairs, as the community works in tandem to bring these new members into the College's learning community.

Just prior to the beginning of classes, new students attend a three-day orientation program that offers them an intensive immersion to the academic, social and spiritual aspects of the community. The Director of New Student Programs and Development and the residence hall staff offer educational activities that extends the orientation process throughout the first year.

Residence Life

Perhaps nowhere else is the spirit of community as energetic and ever-present as in the residential life of Saint Michael's. A culture of caring and participation is embodied in both the structure and activities of the College's residence halls, townhouses and theme housing. Saint Michael's requires all full-time undergraduate students to live on campus unless approval is granted by special permission to live off-campus. Approximately 90% of undergraduates reside on campus. This places a special obligation on the College to provide a safe, organized and stimulating environment that is conducive to academic and personal growth.

The presence of adults living in the residence halls 24 hours a day is crucial in achieving the goals mentioned above. Over the past five years, the number of adults living in residence halls has increased by eight. The Director of Residence Life supervises four Assistant Directors, all of whom have master's degrees. In addition to their residence hall supervisory duties, they coordinate programmatic efforts in the area of alcohol education, Sophomore Development, judicial programs, and housing operations. Six Resident Directors, who are enrolled in graduate programs, are responsible for different living areas and are assisted by 53 undergraduate residence hall advisors. These staff members partake in a rigorous training program at the beginning of each year and meet weekly to discuss various topics of interest and concern.

The Director of New Student Programs and Development coordinates a 22-member faculty residential

hall visitation program and sponsors an extensive series of workshops and activities that address the intellectual, emotional, social, physical, cultural, and spiritual needs of first-year students. Attendance at educational programs in first-year residential halls has increased dramatically from 1,268 in 1991 to 5,586 in 1998.

GREAT housing (Growing Recognition of the Effects of Alcohol on Thinking) represents one of the many ways that the College promotes student responsibility. GREAT Housing provides a substance free environment and is regulated by students themselves. The program has grown from 20 students in 1994 to 336 for the 1998-99 academic year. Students living in GREAT housing open their living areas for admission tours, participate on new student orientation panels, and publish, with the Student Activities Office, a list of weekly alcohol free activities.

Several smaller houses owned by the College are reserved for groups of students who choose to further the College's Mission and enhance the campus culture. These Theme Houses are awarded in a competitive selection process where faculty, staff and students decide on the worthiness of student proposed themes in light of the College's Mission. Residents are required to offer a number of theme-related activities to the community or to volunteer their services to appropriate external programs. Theme Housing began in 1977 with houses devoted to philosophy, fire and rescue, and Christian living. The program has grown to 17 Theme houses with approximately 150 students. Programmatic initiatives range from AIDS Awareness, Catholic Awareness, Men Against Sexual Harassment, Habitat for Humanity, Kids First, Make a Wish, to SADD (students against drinking and driving).

First-year students reside in traditional large 200 bed housing units, both co-ed and single gender. Upper class students are offered options ranging from townhouses to single apartments to medium-size resident halls.

Diversity

A residential campus presents important opportunities for people from different backgrounds, perspectives, and talents to come together to confront, to learn and to celebrate human differences. The Office of Student Affairs promotes the idea that the term "different" should elicit interest and admiration rather than apathy. Diversity in the student population is recognized as an institutional value necessary for preparing students for citizenship in a global society.

Diversity has been present at Saint Michael's largely through the students who enroll in the School of International Studies. In the Fall of 1999, for example, students from 20 different countries were enrolled in SIS sponsored programs. Beyond the international students, however, Saint Michael's has achieved only limited success attracting American-born minority students. One institutional response to this shortcoming was the establishment in 1990 of the Center for Multicultural Student Affairs, headed by the program's current director, Dr. Dorothy Williams. Originally conceived as a support network for a group of 15 African American students who entered the College in 1989 through the Sister Thea Bowman Foundation, the program is now more inclusive and has a broad multicultural focus. The Center is the home for the Martin Luther King Jr. Society, an inter-racial/inter-cultural group of students who promote the principles of Dr. King, and the Diversity Coalition, a network of students who raise awareness in discussion groups and more scholarly forums about issues related to human differences.

Dr. Williams is a mentor, counselor and advisor to ALANA students (African, Latino, Asian and Native American), and raises community awareness of minority issues and concerns. The Director also serves as a coordinator of the Humanitarian Network. This is an association of student run clubs and associations that includes Alianza (a network of students that promotes and supports Hispanic culture and students), ALLY (a student club that offers support and provides education for gay, lesbian, bisexual, and transgender issues), Amnesty International, MOVE, and the Peace and Justice Committee of the Student Association.

The Center for Multicultural Affairs supports a series of lectures, workshops, seminars, charitable activities, and artistic presentations. One of the more visible and well attended programs, from within and outside the College, co-sponsored by the Martin Luther King, Jr. Society, is the annual Martin Luther King Jr. Memorial Convocation held each January. Since 1993, speakers have included C. Eric Lincoln; Cornel West; Henry Lewis Gates Jr.; Mary Frances Berry; Michael Eric Dyson; Adrien Katherine Wing; Judy Richardson; and Father Michael Jacques, S.S.E. This convocation is part of a broader Black History Month, during which the College sponsors workshops and lectures throughout the month on issues related to the life and history of African Americans.

Edmundite Campus Ministry

The programs and activities of the Office of Edmundite Campus Ministry at Saint Michael's support the social outreach, reflective and celebrative dimensions of life in the College community. The activities are designed to help students "stand back" and see life on a deeper, more human and spiritual level. The Office of Edmundite Campus Ministry draws strength and direction from the Gospel, the rich traditions of the Roman Catholic Church, and from the heritage of the Society of Saint Edmund. Edmundite Campus Ministry has six full-time and four part-time staff members. The Director of Campus Ministry, the Rev. Marcel Rainville, reports directly to the President and serves on the Cabinet. The work of Campus Ministry is divided into two major categories: pastoral ministries and social ministries. Both of these ministries have been helpful in breaking down barriers that isolate the College community from its neighbors.

The pastoral ministry finds its highest expression in the liturgy and other religious activities held on campus. Edmundite Campus Ministry has developed a series of pastoral education programs designed to meet the needs of students, faculty and staff. Edmundite Campus Ministry fosters the culture of participation by informing, training and educating students and employees to help with their ministries. The spiritual life is an active and enduring lifestyle of many students. This may take the form of teaching young children through Family Religious Education, holding leadership positions in weekend guided retreats (LEAP and EMMAUS), organizing faith sharing and prayer groups for other students, or participating as "extraordinary" ministers of the liturgy.

The social mission of Campus Ministry is accomplished through the MOVE program. MOVE is ecumenically based and takes its strength from the Edmundite Learning Tradition. Approximately 70% of undergraduate students at Saint Michael's will participate in a volunteer activity through MOVE prior to graduation. MOVE channels the talents, creativity and energy of the College community into effective service programs that extend to the greater Chittenden County community and beyond.

The voluntary activities supported through MOVE are as varied as the service needs in the community. Each activity provides participants with the opportunity to learn more about the world and themselves by confronting racial, ethnic and income diversity. With the Director of MOVE, students coordinate 24

programs. These range from Little Brother/Little Sister, Best Buddies (pairing students with mentally challenged adults), tutoring youthful offenders, providing company to the elderly at a senior center, to preparing and serving food at the Salvation Army.

Extended week-long service trips during school vacations take students, faculty and staff to a number of work sites in low income areas throughout the United States and abroad. Each year, some 100 people participate in these extended service trips to Alabama, Louisiana, Kentucky, Florida, Connecticut, New York City, Washington D.C., El Salvador, Haiti, and Venezuela. Last year, for example, a faculty member took a group of nine students to the Edmundite Mission House in Selma, Alabama. During the week, students put a new roof and siding on a small home for a housebound senior citizen. The group also worked in an adult education program and at a school for disadvantaged youth. Each evening the group convened to reflect and meditate on their day's work and the implications for their spiritual and educational development. Students who participate in these extended week-long trips can also enroll in a one-credit course on poverty where students study, both before and after their trips, the broader dimensions of poverty and inequality.

Upon graduation, 10 to 15 students typically continue their service vocation through year-long opportunities provided by the Edmundite Service Corps, the Jesuit Volunteer Corps, Peace Corps and AmeriCorps-Vista.

Athletic and Recreational Opportunities

The Athletic Department offers a broad range of programs that support student growth and development. A sound educational philosophy governs the Athletic Department; athletes are students first. Virtually every student on an athletic scholarship graduates. Program offerings include three broad categories: intercollegiate, intramural and recreation, and wilderness programs.

The intercollegiate program offers a total of 20 varsity sports, 10 for men and 10 for women. Saint Michael's College is an NCAA Division II institution, a member of the Northeast 10 Conference (NE-10), and the Eastern Collegiate Athletic Conference. Over 300 student athletes compete in intercollegiate athletics in a given year. Athletic scholarships are provided for men's and women's basketball. All varsity athletes participate in the Decisions Program each year. This program, which began in 1995, offers student-athletes information on making responsible decisions while providing them with the tools to become better role models and student leaders on campus.

The ultimate goal of the Athletic Department is for students to develop healthy habits for lifetime physical wellness. The intramural and recreation program offers a variety of activities including intramural leagues for team sports and tournaments for individual sports. Instructional classes are offered in recreational activities such as aerobics, scuba, horseback riding and rock climbing. Club sports exist in rugby, women's ice hockey, cheerleading, mountain biking and snowboarding. Over 650 students participate in intramural and recreation programs annually.

One of the College's distinguishing characteristics is its Vermont location with its exceptional opportunities for attractive and enjoyable outdoor activities. The College established the Wilderness Program in 1996 to take advantage of these opportunities and to promote healthier leisure options. The program offers instruction and leadership development in land, water, and snow/ice courses for faculty, staff and students. Activities are planned for each weekend and include hiking, backpacking, sea kayaking and winter camping. The program has developed a Learn to Ski and Snowboard Program

with Smuggler's Notch Ski Resort. Extended trips in backpacking and mountaineering, including annual climbing trips to Cotopoxi, Ecuador, and sea kayaking in Mexico, are offered during school breaks. In 1997-98, 647 individuals participated in a Wilderness Program. The program is staffed with a single director who trains student leaders to oversee many of the wilderness experiences.

The Athletic Department receives guidance from the Athletic Advisory Board and the Student Athletic Advisory Council. A Student Athletic Advisory Council is required for all NCAA institutions. This council, comprised of representatives from each intercollegiate team, offers students a forum to raise concerns about the College's athletic programs and to discuss NCAA legislation. The Athletic Advisory Board has broader campus representation and focuses on policy issues and strategic planning. After a thorough review of athletic and recreation programs in 1996, the Athletic Task Force produced a series of recommendations to enhance planning and management functions, to establish a lifetime recreational program, to improve the quality of coaching, to offer greater opportunities for international students and to take a more active role in NE-10 deliberations.

Health Services and Counseling

Student Health Services provides comprehensive health care to students to optimize their educational experience. A holistic approach is followed where attention is directed at both the provision of health care and health education. An interdisciplinary team of health care professionals, including registered nurses, nurse practitioners and a physician provide effective and cost-efficient care. In the 1997-98 academic year, the staff recorded 6,237 visits to the Student Health Services.

Personal counseling is offered to undergraduates through the Student Resource Center. Three full-time counselors assist students with emotional and psychological support. In 1997-98, counselors worked directly with just under 300 students, with an average of just under 4 visits per person. Personal counseling includes individual and group work, short-term therapy and a referral service. Counselors also provide crisis intervention services to the campus and work with the local emergency room of Fletcher Allen Hospital and Howard Mental Health Services to provide emergency psychological referrals. Access to psychiatric services is made through a contract with a local psychiatrist. The most frequent problems reported by the Student Resource Center include, in order of frequency, relationship issues, identity issues, adjustment problems, depression and dysthymia, family issues, anxiety, alcohol and substance abuse, grief and loss, eating disorders and body image problems, and academics.

Personal counselors, along with the College's health care professionals, provide outreach work on issues such as alcohol and drug abuse, acquaintance rape, sexuality, family issues, stress, eating disorders and HIV/AIDS. Support groups are established as needed or when requested by interested students.

Career Development

The Student Resource Center is responsible for career development, which encompasses career planning, career information and the acquisition of job search skills. Three full-time career counselors teach students the skills they need to effectively place themselves in an appropriate career path. While there are a variety of opportunities for on campus job interviews, the Center does not consider itself a placement office. Its mission is to equip students with the skills and appropriate alumni contacts to place themselves in rewarding careers.

Career planning for students begins during the first year at Saint Michael's and continues throughout a student's stay. Students are provided access to self-assessment inventories and a computer assisted guidance program, as well as career related panel discussions and presentations. In addition, workshops and individual appointments on resume writing, graduate school applications, interviewing and job search strategies are offered. The career counseling staff met with 91% of the members of the Class of 1999 during the course of their four years at Saint Michael's.

Student Association

The Saint Michael's College Student Association (SA) serves as the student governing body of the institution. Its main objective, as discussed earlier in Chapter Two, "Organizational and Governance," is to create and implement social, political, cultural and recreational activities on campus. The SA's budget of over \$300,000 is used to fund 39 clubs and organizations. The Association also lobbies for their concerns with the administration. The Student Association is governed in representative fashion by a General Assembly (GA), which has 70 active representatives.

The Student Association is an active partner in the governance of Saint Michael's. As a matter of course, students participate in campus-wide retreats, departmental searches and College committees. The Student Association is a respected and essential partner in both institutional planning and decision making.

College programs sponsored by MOVE, First-Year Orientation, Wilderness, Admissions, Residential Life, and Student Life provide multiple opportunities for the development of leadership skills. The range of options and activities offered by the College would not be possible without student volunteers organizing and leading many of these activities.

Student Records

The Saint Michael's College Catalogue and the *Student Handbook and Code of Conduct* describe the College's policies about access to and privacy of records. The Admission Office, Registrar, Student Resource Center, the Business Office, Health Services, the Associate Dean of the College, and the Dean of Students all have operational guidelines for the safe storage and eventual disposal of confidential information.

Until President Clinton signed the 1998 re-authorization bill, the College's institutional policies regarding access to and privacy of student records were governed by the Family Education and Privacy Act of 1974 (the Buckley Amendment). This new re-authorization bill allows the names of students involved in "violent crimes" to be released along with the type of violation committed, and the sanction imposed by the institution. Saint Michael's is seeking legal guidance about the interpretation of this new law.

Student Rights and Responsibilities

Saint Michael's College requires all students to abide by policies and regulations that are set forth in *The Student Handbook and Code of Conduct*. In 1995, the *College's Student Handbook and Code of Conduct* was thoroughly updated by a campus-wide committee of faculty, staff and students. The committee's work was approved by the General Assembly, the President's Cabinet, and the Board of Trustees. Special attention was given to grievance procedures for both academic and behavioral viola-

tions. More recently, the Associate Dean of the College, with the assistance of the Curriculum and Education Policy Committee, revised the section on academic integrity. The *Handbook* serves as an official behavioral contract with students. Each student receives this *Handbook* when they arrive at Saint Michael's. Changes and updates are widely publicized and distributed on an annual basis.

The model used to address violations of behavioral expectations and academic integrity are similar in that they both involve informal and formal judicial mechanisms and an appeal process. Often, violations are managed outside of the formal judicial framework. Depending upon the nature of the offense, a student who misbehaves or plagiarizes might reach an accommodation with a staff member from Student Life or an individual faculty member. In the case of more serious offenses, the College will convene a panel. Students will be notified about the nature of their offense, receive a fair hearing before a review panel and the right to appeal. Disciplinary sanctions range from reprimand to expulsion.

Academic Advising and Support

The Associate Dean of the College is responsible for the student academic advising system at the College which was discussed earlier in Chapter Four. The Associate Dean also serves as the ombudsman for students with special needs, including students diagnosed with specific learning disabilities, students with physical disabilities or challenges and students designated "at risk."

The College has approximately 140 students with identified physical or learning disabilities. The Office of the Associate Dean maintains contact with the Student Resource Center with regard to individual student needs and academic accommodations, assists counselors in making contact with faculty members about individual students and maintains daily contact with the Vice President of Student Affairs concerning matters inhibiting students from succeeding academically. The Associate Dean also tracks the progress of "marginal admits" and students "at risk." This information is helpful in determining the effectiveness of the selection process used in the admissions process.

Assessment

The Student Life Office relies on a number of assessment tools to determine the effectiveness of its programs and to learn more about student attitudes and behaviors. Some of these methods are part of a regularly-scheduled assessment process. For example, all students entering Saint Michael's participate in the national CIRP survey. Every three years, students in residence halls are asked to complete quality of life surveys. Other assessments are more ad hoc in nature. For example, the College has completed several alumni surveys over the last decade which provide a longer term perspective on the effectiveness of various offices and activities on campus. Undergraduate classes periodically select research projects that assess some aspect of student life and programming. With faculty assistance, students have surveyed the community recently on topics ranging from the role the Mission plays in the life of students, to substance abuse, sexual harassment, purposes of education and academic work loads. The long-term absence of an institutional researcher on campus has limited the range and frequency of student assessments conducted. This should change with the recent hiring in this area.

Appraisal

During the past decade, student programs and services have both grown and matured; each has been designed to channel the intrinsic curiosity and energies of students into productive pursuits, ones that

complement the Mission. The residential nature of the College provides multiple opportunities for character formation. The success of these developmental efforts has been recognized beyond the borders of Saint Michael's. In 1997, the John Templeton Foundation identified Saint Michael's as one of the nation's 135 "Character Building Colleges." Saint Michael's selection provides some validation of the College's student-centered, value-based education. Colleges selected were ones that "inspire students to develop moral reasoning skills; encourage spiritual growth and moral values; provide community building experiences; advocate a drug-free lifestyle; and conduct assessment of character building programs." The community service activities at Saint Michael's have also been widely praised. Former President George Bush designated Saint Michael's as his 34th "Point of Light," the first institution of higher education to be so recognized. Similarly, the J.C. Penney Company awarded the MOVE program its "Golden Rule" Community Service Award twice during the 1990s.

The College has achieved notable success in expanding the number of co-curricular opportunities which enrich and intensify the undergraduate experience at Saint Michael's. Some recent examples include:

- Since 1990, the College has used its residential options, through its GREAT and Theme Housing Programs, to advance the College's Mission. Restructuring of the Residence Hall staff by providing an expanded adult presence has strengthened the College's response to inhibitors of individual success.
- Student clubs and organizations are unified around Mission-related themes, such as human dignity and diversity. Over the past ten years, the Diversity Coalition, Alianza, Ally, Amnesty International, and Peace and Justice have been established to remind the community of the dignity and unique gifts of each person.
- The College provides a year long orientation process to familiarize new students with the community values of Saint Michael's and to facilitate students' transition from high school to college. The College's first-year retention rate, at 86%, is above the average rate of its peer institutions.
- Some of the obstacles that separate the staff in student services from the academic community are diminishing. There is a recognition that campus-wide partnerships are essential in educating the "whole student." Faculty visit dorms on a regular basis as part of the First-Year Orientation Program. They are also involved in the selection of Theme Houses and participate in student clubs and extended service trips. Likewise, personnel from the Student Affairs are involved in academic advising and teaching.
- Over the past decade, new recreational programs and services have been established which provide students with healthy extracurricular options. The 1994 completion of the Tarrant Recreation Center and the 1996 creation of the Wilderness Program substantially expanded the range of wellness options and lifetime recreational opportunities.
- MOVE celebrated its tenth anniversary this past year. During this period, the number of service programs have increased from five to 24 and incorporated a stronger international focus with service options in Haiti, Venezuela, and El Salvador. MOVE now involves the entire community; it is no longer just for students.

- The College has developed a strong fabric of support for students with disabilities. Students who are paraplegic, quadriplegic, blind, or deaf, as well as students with learning disabilities find a caring environment at Saint Michael's. There is a genuine spirit of persistence to assist students in their resolution of personal, physical and educational problems. Except for the large first-year "quad" residences, all buildings on the main campus have recently become fully accessible. The number of students enrolled with physical and learning disabilities continues to climb as the College becomes more accessible.

Operating an undergraduate residential campus provides important opportunities for character formation and personal growth; at the same time, the College is presented with significant challenges. The nature of this tension or sense of duality was identified by the Vice President of Student Affairs in his self-appraisal when he concluded that:

We must have integrity about the *policies* that govern this community, while we maintain relationships with students who can be resolving issues surrounding authority.

We must challenge and confront the inappropriate behaviors of students while we still communicate care for them as persons.

We will stand ready with our caring safety net while we *encourage* student autonomy and independence.

We will promote student freedom, but within the context of student responsibility.

The philosophy guiding the Office of Student Affairs is captured well in these competing viewpoints. Those who work with students find a sense of satisfaction as they watch them develop and achieve. They also find themselves challenged as they cope with problems of substance abuse and pre-existing or emerging psychological conditions.

As on most campuses, alcohol consumption and substance abuse at Saint Michael's are as pervasive and persistent as are the programs and resources in place to combat the problem. According to Student Affairs, the problem can be like "sweeping the tide with a broom; it can be discouraging work." The College's programs in this area have been built on a spirit of persistence and hope. Coupling education with enforcement, and institutionalizing a "forced referral" program whereby students determined to be at personal risk are evaluated by the counseling and health services staff, has underscored the College's efforts to address this pressing concern.

"Enrollment creep" has not only had an impact on academic programs as was shown in the previous chapter, but it also affects the Office of Student Affairs. Undergraduate full-time enrollment has slowly risen from an annual average of 1,680 in 1990-91 to 1,850 this past year. The effects of this enrollment creep, while not always apparent on a day-to-day basis, have been to stretch existing facilities, especially living areas, and other resources. Associated stress and tension was identified in a number of the self-studies prepared by the Office of Student Affairs.

As the number of students has increased, so has the number of students entering the College with physical and learning disabilities and emotional problems. The College has approximately 140 students with identified physical and learning disabilities (the actual number is higher as not all students with disabilities register with the Associate Dean of the College). Those who work in student services

feel that more students are arriving on our campus with pre-existing psychological conditions. Some of these students are now or have been on prescription medication for a variety of disorders. The growing number of students with special needs has created additional demands on staff who do not necessarily possess the specialized training to serve all of these students. The personal counseling staff is aware of their limitations, in relation to both time and ethical competence to serve this population.

Diversity

Since the time of the last reaccreditation, program offerings which address the goals of inclusiveness, sensitivity, equal opportunity and diversity have expanded considerably. Much of this activity is promoted and supported by the Offices of Multicultural Affairs, MOVE and the School of International Studies. According to alumni surveys, these programs have increased the community's understanding of diversity (approximately three-quarters of graduates feel that their experience at Saint Michael's helped them *develop a deeper respect for others*). While the College has expanded its multicultural programming, only limited success has been achieved in recruiting and retaining ALANA students.

Minority recruitment has been an ongoing challenge to Saint Michael's. The lack of a critical mass of minorities on campus and in the Burlington area, (Vermont has the second lowest percent of African Americans in the United States), presents a natural recruiting barrier. The College's limited endowment has also constrained its ability to provide financial aid packages commensurate with those of more highly endowed institutions.

Saint Michael's has, nevertheless, worked hard to respond to these problems. For many years, the College fostered a mentoring relationship with minority students from Holyoke High School in Massachusetts. Students and faculty from Saint Michael's visited Holyoke High School each October to promote the value of higher education, although not exclusively at Saint Michael's. Groups of Holyoke students attended free week-long educational sessions sponsored by Saint Michael's each summer. Very few students from Holyoke ended up enrolling at Saint Michael's. The program was terminated with the recent retirement of the program's faculty founder.

In 1989, 22 African American students enrolled at Saint Michael's; 15 of these students were Sr. Thea Bowman Scholars, who received significant tuition assistance from a privately funded foundation. The funding source proved unreliable and the College added its own \$100,000 to the cause in 1991. Nevertheless, success was limited. Out of the 15 Thea Bowman students who entered Saint Michael's, only six graduated. Attempting to capitalize on the presence of this critical mass of students, the College hired its first minority recruiter in 1990. Since that time, the number of ALANA students has increased modestly, mostly due to additional enrollments of American students of Asian and Hispanic heritage.

Full-Time Undergraduate Students (self-identified categories)		
	1990-91	1998-99
Non-Resident Aliens	82	31
Black Non-Hispanics	27	12
American Indians	1	2
Asian	1	17
Hispanic	7	19
White Non-Hispanic	1597	1781
Total	1721	1862

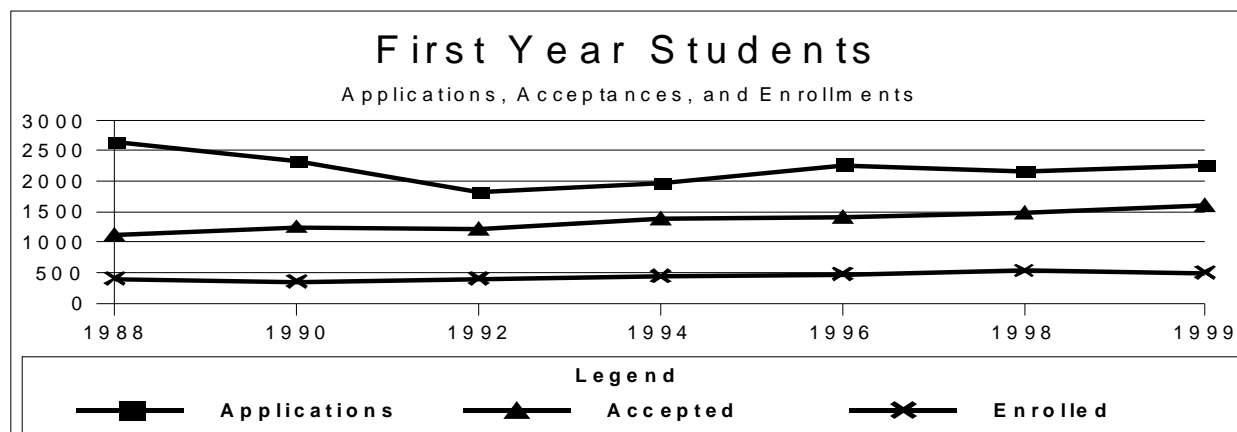
As noted earlier, the School of International Studies brings students from many countries to campus, offering the potential for meaningful bi-directional learning experiences. The College has made some progress in recent years in bringing these international students into the life of the community, but the extent of this integration falls short of the ideal. Language limitations, cultural differences, and the short-term nature of some of the program participants limits student-to-student contacts.

Commuting Students

While most undergraduate students live on campus, graduate students and undergraduate commuters lack dedicated spaces to rest between classes or store belongings. The library and the Alliot Student Center are used now in the absence of other places. Efforts are made to include undergraduate commuters in campus events, but the Office of Student Affairs feels that they fall short of systematic programs and activities to support this population.

Enrollment and Financial Aid

The Admission and the Financial Aid Offices have been successful each year in attracting a large number of applicants with both acceptably high SAT scores and class ranks, and with an openness to personal growth. While the College has little trouble filling the class each year, the student body has been marked more by academic and demographic similarities over time than by identifiable improvements. Standard measures of student quality, such as SAT scores and high school class rank, have changed little over the last decade and a half. Four states, Massachusetts, Vermont, New York, and Connecticut continue to provide the bulk of enrolled students. The number of applications, around 2,200 per year, and the yield rate of approximately 34% have not varied significantly over the past decade.



In one sense, maintaining a stable admissions profile is a welcome accomplishment. The market for the students Saint Michael's traditionally recruits is growing more slowly than other potential groups (e.g., minorities and students from single parent homes). Competition with peer and aspirant institutions is intense for students who can attend without financial aid. Aspirant institutions with larger endowments, and even some peer institutions with smaller endowments, offer more financial aid than Saint Michael's. Furthermore, the tuition gap between private colleges like Saint Michael's and public institutions, especially for students who do not qualify for aid, continues to grow. In spite of the substantial progress made by the College in nearly every area, it has not translated into entering classes

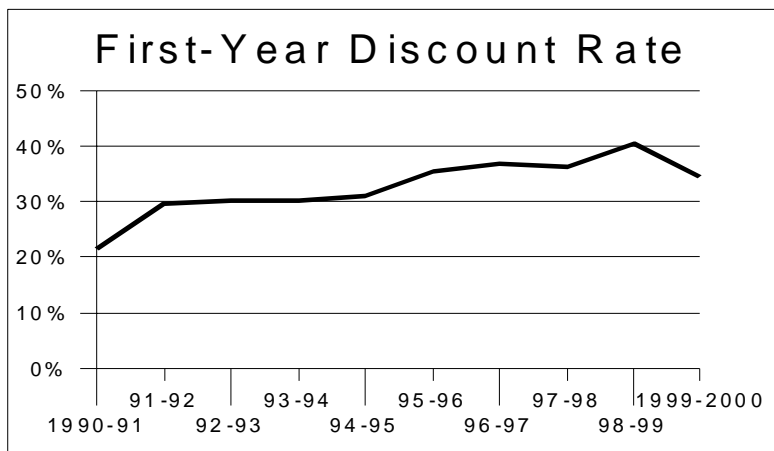
with higher academic achievement. While the educational experience and co-curricular options offered have improved, the basic “inputs” into this process, the student body, has remained largely unchanged.

The Board of Trustees has identified an enrollment target of 1,800 full-time undergraduate students, approximately 30 less than enrolled currently. To the extent that the College is successful in achieving this target, the quality of the class, as defined by traditional measures, should improve. While the academic achievement might rise, it will come at some cost. The students at the “bottom” of the admission queue typically receive less financial aid than others. Student quality will also improve if the College is successful in its goal of increasing the number of applications.

A perplexing question facing Saint Michael’s is whether there is a perceived relationship between its academic reputation and that of the schools it competes against athletically. To what extent does the public view these as linked? As long as Saint Michael’s remains a Division II athletic program, the NE-10 provides a favorable competitive athletic environment. Yet, with the recent expansion of the NE-10 to 15 schools, the academic quality of the conference becomes problematic. Saint Michael’s will be competing against many schools with considerably lower admission standards. While the College competes with conference schools in areas of New England from which it draws many of its applicants (and where many alumni reside), a decision to remain in the conference, as it intends on doing, may make it more difficult for the public to properly gauge the strength of its academic programs. If there is such a link, the College may find it more difficult to improve the quality of its applicant pool.

Unlike admissions, financial aid statistics have been anything but stable. In 1990, 60% of students received financial aid; in 1999, 80% received aid. Back in 1990, Saint Michael’s contributed \$1.9 million dollars in aid from its own revenues, accounting for just over one-third of all aid students received. Today, one-half of all aid students receive is provided by the College, costing Saint Michael’s over \$12 million dollars. During this same period, the discount rate (financial aid as a percent of tuition and fees) for first year students rose from 21.5% in 1990 to 40.6% in 1998 before declining to 34.5% this year.

Financial aid has become an essential element in budget considerations and Mission deliberations. Not only is the amount of aid going up, but the type of aid is also changing. Peer and aspirant institutions are increasing their discounts to students without need but with desirable characteristics, leading to a reduction in aid to students with financial need. Schools that do not follow this trend will find themselves with greater yield rates among financially needy students



and overspent financial aid budgets. Like other peer institutions, Saint Michael’s has increased the amount of merit aid allocated to students who may have less financial need than in years past. A policy of need-based financial aid, which is consistent with the College’s Mission, becomes a challenge to maintain for a tuition-dependent college like Saint Michael’s.

Last year, the trustees became understandably alarmed about the trend in financial aid and mandated that it be capped at an average discount rate of 35%, down from nearly 40% the year before. This decision freed up additional resources for other purposes. It also had a modest impact on the quality of the incoming class. Yield rates fell from 36% the year before to 31%. SAT and class rank scores also fell (SAT scores declined by 8 points and class rank, the proportion in the top 25% of the graduating class, fell from 53% to 47%). One year doesn't make a trend, but these figures suggest that there may be greater elasticity in the pricing of a Saint Michael's education than originally recognized. A critical question that remains unanswered is whether the \$12 million financial aid budget could be used more effectively to generate a higher quality incoming class. Of course, a revised marketing strategy might also impact the statistics. These questions are currently being addressed by the Cabinet, the trustees, and a number of other committees and offices.

Strengths

- o Mission-based student programming has expanded during the past decade.
- o There is growing cooperation between Student Affairs and Academic Affairs.
- o While the College has experienced substantial turnover in many areas, the key personnel positions in Admission, Financial Aid and the Office of Student Affairs have remained remarkably stable. The professional staff reveal a dedication to the principles outlined in the Mission, to the welfare of the College and to the importance of developing close-knit mentoring relationships with students. They have also learned to work well with limited resources.
- o The students maintain a key role in their own governance and contribute to the overall governance of the College. Students provide important sources of leadership for many College programs.

Concerns

- o The lack of diversity within the student body is troublesome.
- o Assessment of student outcomes and experiences is more ad hoc than systematic.
- o Increasing number of students arrive on campus with pre-existing emotional and substance dependency problems which interfere with academic progress and the overall health of the community.
- o Until last year, institutional aid had been increasing yearly at a rate that was not sustainable. The College's limited endowment means that institutional aid largely comes from general revenues.

Projections

The Office of Admission will improve the quality of the applicant pool. This will be accomplished, over time, by realizing the twin goals of increasing the number of undergraduate applications to 3,000

annually and by reducing the size of the incoming class by 30 students. The quality of the applicant pool will be enhanced through more effective marketing and public relations efforts and expanding the College's geographic markets. Effective marketing will require that the College assess and demonstrate the "value" of its Catholic residential student-centered education to a larger segment of the population.

The success of efforts to attract a more diverse and higher achieving student body is contingent on effective financial aid policies. The College will continue to examine the ways it uses its financial aid budget. This analysis will take place in the context of the practices followed by peer and aspirant institutions.

The current capital campaign will raise substantial amounts of endowment income for scholarships. This will help the College achieve its social objectives in the admissions process.

The Campus Culture Committee will consider and make recommendations about how it can successfully recruit minority candidates. Saint Michael's College will also pursue becoming a university partner for the Posse Foundation, which aims to place ethnically diverse high school student leaders at top colleges in the nation. The College will also refill an open minority recruiting position in the Admission Office.

The Student Handbook and Code of Conduct was last reviewed 5 years ago. The College will undertake a comprehensive review of current student policies and procedures in light of current "best practices" in student services. This review process will be used to update the *Handbook*.

The College will continue to implement the recommendations from the 1996 Athletic Task Force Report and study the relationship between its varsity athletic program and admissions.

Working with the Office of Student Affairs and Edmundite Campus Ministry, the institutional researcher will develop a systematic plan to assess student services and outcomes. The College will develop a "co-curricular profile" of graduating students as one way of validating the activities offered in the area of student affairs.

The College will continue to develop linkages between the academic community, student services, and Edmundite Campus Ministry which recognize the explicit interconnectedness between the "head, heart and hand." Programs like the new Peace and Justice Center, the credit-bearing service learning associated with MOVE, and First-Year Seminars which have a service component will be supported and expanded.

CHAPTER SEVEN

STANDARD 7: LIBRARY AND INFORMATION SERVICES

Since 1990, the Library has been transformed from an organization primarily focused on the physical collection into the central information services unit for the campus. The core mission of providing information to support the programs and activities of the College remains, but the tools and methods of carrying out this mission have changed reflecting recent innovations and a more interdependent relationship with information technology. Although popularly imagined as “book warehouses,” libraries have always been more than that. Libraries have traditionally collected information in a variety of media and provided the tools and expertise to access that information. This is no less true now that much of the information utilized at the College is in electronic format. In the last 10 years, the library, working with the Information Technology Department (IT), reorganized to provide the tools and expertise necessary to access all types of information in all types of media, even though much of this information no longer physically resides on campus. For all this change, the mission of the Library and Information Services (LIS) remains focused on supporting the teaching and learning mission of the College.

Description

Library and Information Services

Library and Information Services provides the College community with library services and technology and computing support services. LIS is divided into four major divisions, Access and Instructional Services, Bibliographic Services, Collection Services, and Technology Development and Support, with each area led by an Associate Director. With over 30 staff members, LIS provides a wide range of information services, including:

Full Array of Library Services
Computing Support Services
Media Services

Academic Technology Services
Web Design and Maintenance
Software Acquisition and Support

LIS is responsible for the acquisition and maintenance of the physical collections, which include 190,000 volumes, 100,000 microforms, 1,700 periodical subscriptions, and 10,000 maps, videos, and other items, most of which are housed in the Durick Library building. The collection also contains a wide variety of electronic resources including a large number of full-text and multimedia databases and software applications. Many of these are accessible through the LIS home page.

Interlibrary loan services are available to students, faculty and staff through LIS’s participation in national and regional computer networks. The College has reciprocal borrowing agreements with most Vermont academic institutions. LIS is also an active member in the Vermont Automated Library System which allows searches of other Vermont college and university library catalogs. These linkages offer the College community access to a greatly enhanced collection.

Students have access to approximately 150 PC-compatible systems in nine campus computer labs, although increasingly students arrive on campus with their own computers. Students have the opportunity to create personal Web pages on the College's personal page server. All labs, offices and student residential units are fully wired and have access to the campus computer network (Mikenet), telephone (including voice mail), and video services. Through Mikenet, students can access the Internet, Microsoft Office, Electronic mail, specific course applications and a variety of databases.

LIS is staffed 120 hours per week while classes are in session, with 24-hour service during the last week of classes and the week of final exams. Computing support staff are available during all hours of operation. Reference librarians are also available during most of these hours. All of the LIS electronic services, including full-text databases, documentation, FAQ's, technical support information, and policy documents are available 24 hours per day via the LIS Web site.

Workshops and courses in the utilization of technology and information resources are offered to students, faculty and staff throughout the year. These offerings include credit-bearing courses, such as LS101, *Research in an Electronic Environment*, and GED579, *Information Literacy*, as well as non-credit workshops and individual tutoring.

Facilities

In 1990, the NEASC visitation team expressed concern about the size of the College's library, its collections and technology. In 1992, the Durick Library was enlarged and renovated; the facility is now 60,000 square feet, double its earlier size. The collection, along with the technology, changed accordingly. LIS also has responsibility for two facilities outside of the Durick building: the Language Learning Resource Center and the User Support Center, both located in Saint Edmund's Hall. The Durick Library houses the main book and periodical collections, as well as collections of maps, videos, audio CDs, microforms, software, rare books and special collections, and archives of the College and the Society of Saint Edmund. The Durick Library also contains two computer labs, three classrooms, the Writing Center, several video viewing rooms and offices. The seating capacity totals over 400 with 50 private study carrels. Approximately one-half of the study carrels are wired for data connections to the campus network, and many other data jacks are available throughout the building.

The Language Learning Resource Center (LLRC), located in Room 215 in Saint Edmund's Hall, provides instructional and technological support for those teaching and learning a second language, including modern languages, American Sign Language, Latin, Greek, and English as a Second Language. The LLRC includes 20 audio/recording booths, 8 networked workstations, including one system with a writeable CD-ROM drive, 2 TV/VCR machines, and satellite reception (SCOLA and other cable television stations). The LLRC also includes collections of software, dictionaries, language texts, teachers' manuals and supplemental texts, videos, audiocassettes, and many other language resource materials.

The User Support Center is located in SE221 and provides campus computing support. Media Services is also located in the 221 suite. Media equipment is circulated from this location as are PC and projectors.

Staffing

LIS employs 33 people, 22 of whom are in professional positions. The staff is assisted by over 125 work-study students. All the positions of librarian, coordinator, or associate director are generally people holding

the master's degree or above. The staff is expected to participate actively in professional organizations at the regional and national level and to contribute to their professions by presenting and publishing papers.

Planning and Assessment

In the Spring of 1993, the library staff created a strategic plan with new mission and vision statements. The Library's move to electronic resources, the development of reciprocal borrowing plans with other Vermont libraries, the broadening of the online catalog to become a campus information database, the emphasis on teaching and instruction, and development of the liaisons program for collection development all grow out of this plan.

In 1998, LIS began the process of developing a new five-year strategic plan. This plan will provide LIS with a basis to assess its overall operations. The plan is in draft form but revised mission and vision statements have been completed. At this point, the plan includes the following 10 goals:

1. Develop an "Information Quad" to the existing Durick Library building, which will contain teaching and learning spaces, experimental labs, and production suites.
2. Renovate campus facilities to better support experimentation with emerging technologies.
3. Expand the information resources and the technology instructional programs.
4. Expand services to insure seamless integration of technology as a tool in the academic and administrative processes of the College.
5. Utilize electronic resources and learning technologies to provide broader access to, and more efficient utilization of, information for the entire community.
6. Develop additional means for resources sharing with the scholarly and professional communities.
7. Make available the information resources needed to support curricular and research needs and utilize technologies to assist users with special needs to access all the information resources provided.
8. Identify, acquire, preserve, and make available, archival, artifactual and rare, unique and valuable research materials and special collections.
9. Insure adequate staffing and financial resources to support mandated services and initiatives.
10. Support information and technology planning.

LIS tracks a variety of indices to assess its effectiveness, including statistical data on library use, circulation, Web site hit rates, comments from the electronic suggestion box, problem resolution rates for service calls, assessment from faculty oversight committees, and participant evaluations of courses and workshops. In addition, the Director is reviewed biennially through the faculty's administrative review process. The results from this assessment are reviewed by the Director and the Provost/VPAA and provide the College with an additional measure of institutional effectiveness.

There are several campus committees that are advisory to LIS. These are the Library and Instructional Materials Committee, the Educational Technology Committee (EdTech), and the Technology Steering Com-

mittee. The Library and Instructional Materials Committee is a standing committee of the Faculty Assembly and advises the Director of LIS and the Bookstore Manager on matters of concern to the faculty. Ed-Tech is also a standing committee of the Faculty Assembly and focuses on the use of technology in teaching. The faculty are examining the jurisdictional overlap between these committees; two options include merging these committees or revising their responsibilities.

The Technology Steering Committee is an administrative committee appointed and chaired by the Provost/VPAA. This Committee oversees technology implementation across the campus, sets technology annual budget priorities, and is developing a campus technology master plan.

Information Technology

IT provides the College with:

- Support and maintenance of more than 125 network and voice hubs, and more than 35 servers that support Mikenet, the campus-wide network.
- Access to voice, video and data for all residential, office and academic areas.
- Implementation, support maintenance, and training for Datatel and other administrative software systems.
- Application development

LIS and IT have undertaken a number of major projects in recent years, including computing lab upgrades, desktop software upgrades, IP addressing changes (from dynamic to static), and an upgrade of the library system software (from DRA to Endeavor). This year's upgrading of the Datatel administrative software has been challenging and time consuming. Supported primarily by the IT staff, this process, designated as "Project Links," required every department on campus to identify their data processing needs and how these processes could be enhanced. Many of the results from this campus-wide planning process have been incorporated into the upgraded system. IT's Director and the Datatel Committee have developed a number of applications which allow secure, but user friendly access to student and faculty data.

Reorganization

It would have been unusual for the administrative structure of the Library to remain unaffected in the face of rapid technological changes, and indeed, the Library did undergo a substantial administrative reorganization in the 1990s. In 1996-97, the President mandated that the College undertake a transformation of the Library to create an integrated information/knowledge center that would combine the best use of technology with the best use of information, buttressed by high quality support and instructional services. At the same time, IT, which had principal responsibility for computers, software, and networks processes, was reorganized to focus on its core area of expertise – system infrastructure. The result has been a partnership between the two organizational units which provides integrated services and technology support.

The basic philosophy of the reorganization was outlined in the "Knowledge Center" document prepared by the directors of LIS and IT (see Exhibit 13). In order to effect a real integration and transformation, both LIS and IT reviewed all their respective processes and functions. The goal of LIS was a high standard of service, which meant that administrative and clerical processes should be focused on

service and support. Additional staffing as well as changes in both process and structure were implemented over the reorganization period with a final organizational structure implemented in July 1999. The staffs of LIS and IT work closely together. Both units now report to the Provost/VPAA. There is a formal team, the "Tech Team," which meets regularly to discuss problems and projects.

Financial Support

Since FY90, LIS's budgets have increased substantially. Both the total operating budget and the materials budget have more than doubled during this time period. This increase is directly attributable to the College's efforts to remedy the very serious under-funding of the Library which existed prior to FY90 and its expanded responsibilities.

Materials Budget Expenditures (\$)

	<u>FY94</u>	<u>FY95</u>	<u>FY96</u>	<u>FY97</u>	<u>FY98</u>	<u>FY99</u>	<u>FY2000</u>
Periodicals	125,793	128,408	120,000	125,185	135,090	136,800	167,067
Electronic databases	20,000	20,000	42,721	37,828	45,750	61,656	63,000
Back Issues	1,000	1,000					
Continuation/Serials	56,770	56,270	50,000	50,490	66,100	55,000	55,000
Bindery	8000	8,000	13,565	13,540	14,000	12,000	12,000
Microform	10,500	10,500	10,923	15,473	17,000	17,000	27,580
Books and media	126,465	111,445	116,889	122,625	160,122	142,928	150,737
Software						25,000	25,000
Total Budget	348,528	335,623	354,098	365,141	438,062	450,384	500,384

Appraisal

Since 1990, the Library has undergone a complete transformation both in its technology base and in its organizational structure. Back in 1990, the Library had two electronic databases on stand-alone CD workstations, no internet access, a card catalog, 117,000 volumes and a materials budget of \$213,696. Since that time, the Library has doubled its physical and collection size, its material budget has more than doubled to \$500,000, an online catalog system has replaced the card catalog, online access is provided to over 600 electronic journals and numerous electronic databases, many with full-text. The College's move into electronic full-text databases offers the community a broader array of resources than could be provided in print. Access to informational resources is also available 24 hours/day, 7 days/week to any desktop user on campus or through dial-in. While the movement towards electronic resources has not resulted in cost savings, it has filled important gaps in the Library's collection. The Library has been transformed from a physical structure where things were stored and accessed to an integrated information and knowledge center.

The College's e-mail system, which went online during the 1990s, has fundamentally changed the way that the faculty, students and staff communicate with the internal and external community. At a minimum, e-mail has extended the hours that members of the community can be in contact, opened avenues of communication between various campus constituencies, reduced the College's geographic isolation, and, in general, strengthened community and learning.

The Library's resources are used extensively and have become an essential part of the education of a Saint Michael's students. Between 1990 and 1998, for example, annual total material circulation rose from

59,470 to 90,939 items. Use of the Durick Library increased from 151,900 visits in 1992 to 278,856 in 1998. In March of 1999, the Library recorded the following hits on its Web site:

Index page	2,340	Resources	2,855	Catalog	819
Databases	2,340	Services	343		

Interlibrary loans have increased dramatically as the new electronic databases identify increasing numbers of books and other material. The College borrowed 109 items in September and October of 1995. This figure has risen to 597 items during these two representative months in 1999.

While the capabilities of library and information services have increased dramatically over the past 10 years, LIS and IT face serious challenges, with budget and staffing limitations being among the most prominent. As shown below, the inflation rate for books and periodicals has been rising far more quickly than the Consumer Price Index (CPI) throughout the last decade.

Library Materials Price Changes
(%)

	<u>89</u>	<u>90</u>	<u>91</u>	<u>92</u>	<u>93</u>	<u>94</u>	<u>95</u>	<u>96</u>	<u>97</u>	<u>98</u>	<u>99</u>
Periodicals	9.5	12	12.2	5.5	5.5	10.8	9.9	10	9.9	10.3	10.4
Hardcover books	3.7	4.9	2.4	-22.3	23	5.6	6.0	2.6	3.2	2.2	2.6
CPI	6.1	3.1	2.9	1.3	2.9	2.9	3.3	3.0	2.3	1.6	-
SMC Materials Budget	-	19.6	39.0	16.16	(2.27)	3.36	(3.7)	5.5	3.1	20.0	2.8

During the first years of this period, the materials budget increased well above the rate of increase in the cost of periodicals and books, but in recent years, the increases have leveled off (except for FY98 which had an influx of funds due to the reorganization). The FY2000 budget was originally level-funded, but the Provost/VPAA added a supplement of \$50,000 for materials to maintain the current collection level.

LIS has monitored its budgets closely and tried to be selective in all areas of collection. Some print subscriptions have been cancelled, duplications eliminated, and funds have been shifted to support electronic subscriptions and full-text databases. This process will continue as electronic archiving solutions appropriate for an academic collection are implemented by vendors. Electronic subscriptions offer easier access and are better utilized than print. They also require less labor to handle, bind, duplicate (e.g., paper and microfilm) and store. The College's return on investment is better, but, they are no less costly to purchase. The electronic format will not lessen the need to increase the materials budget in line with the materials inflation rate to prevent the College from facing a deterioration in its collection, both electronic and hard copy. Additional funding will also be needed to remedy weak collections in targeted areas.

As the user population has grown technologically more sophisticated, the type of support needed has grown more complex. Training and professional development opportunities for staff need to be improved. Training is essential (1) in a field that is rapidly changing; (2) when most new hires are at entry levels and at wages below market averages; and (3) with a staff often new to the College; turnover in this area is among the highest at Saint Michael's.

Many student workers are used to fill support gaps caused by the heavy demands of users. These students not only provide an essential service to the College, but they gain valuable experience and skills. However, it is difficult for students working only a few hours per week to acquire and maintain high enough levels of

technical expertise to satisfy demand. Computer Science majors are a natural source of skilled students with a “built-in” interest in this area, but the number of majors is limited.

With the introduction of “Route 96,” a project that fully wired all campus buildings (including residence halls) for data and cable TV in the mid 1990s, the College’s computer networking capabilities expanded dramatically. The College has encouraged and supported faculty to incorporate technology as a teaching tool and has automated nearly all of its administrative operations. Students are expected to use the full capabilities of office suites, Web searches and specific course applications. Network performance has now become problematic, particularly during peak hours of the day. Furthermore, periods of system failures, inadequate capacity, hardware malfunctions, and rapid staff turnover constrain the full use of the potential of this technology. In addition, the network design is now six years old and should be reviewed in light of changes in networking technologies.

The College lacks a budgetary system that includes adequate and regular funding to maintain and upgrade equipment. Upgrades and network capacity increases are funded through capital requests each year. This makes long-term planning more difficult, and timely response to increased demands problematic.

Strengths

- o Within the span of a very few years, the Library at Saint Michael’s has been transformed into a contemporary, integrated, campus-based information-knowledge center.
- o The College is fully connected and is finding innovative ways to use this connectivity to strengthen community and learning.
- o The staffs of LIS and IT are dedicated, professional, friendly and service-oriented.
- o The academic community has been largely receptive and supportive of the significant role that information technologies can play in the classroom and in scholarship.

Concerns

- o The College’s resource limitations make it a constant challenge to improve the quality of the Library’s electronic resources, its physical collection and to provide a high level of training and support for its staff.
- o The Library and related electronic infrastructure is quickly approaching full capacity. The College’s network is under some strain with increased user demand.
- o Funding for software and hardware upgrades limits the College’s ability to provide higher levels and a greater variety of technological options and services.
- o Retaining highly skilled technology workers who have access to more lucrative jobs outside the College remains a formidable problem.

- o While many faculty and students have achieved a high level of comfort with informational resources and technology, others have not. Those that have not will find it difficult to catch up and participate fully in the life of the community.
- o Members of the campus community express concern about the response rate and level of expertise of user services. Questions have also been raised about the dependability and ease of use of the dial-in network and the ability of the College to introduce changes in the system without impacting the network's reliability.

Projections

Substantial change has occurred at Saint Michael's over the last decade in library and information resources; there is no reason to expect that the rate of change will moderate. To keep pace with this new environment, the College will need to plan carefully and devote sufficient resources to support new forms of teaching and learning. As a point of departure, LIS's five-year strategic plan will provide a guide for future change and growth.

The College will seek endowment and grant funding for the construction of a physical addition to the Library, for the expansion of electronic and traditional collections, and for special projects such as digitizing archives and the inventory and preservation of the rare book collection.

With the increased use of technology in all aspects of the College's activities, the College intends to provide facilities that can accommodate technological opportunities throughout the campus. This will require retrofitting spaces to create more public labs and multi-media electronic classrooms.

The College will find ways to provide adequate staff and training. The training program for student workers will also be expanded to provide a larger pool of technical support workers.

The LIS and IT directors will review job classifications in both areas to seek ways to increase flexibility in classifications, especially to provide opportunities for step increases within classifications. Such a change might also help to make the College more competitive in the marketplace for technical staff.

LIS and IT will continue to assess the effectiveness of its service functions and make appropriate refinements in response to these assessments. As part of this assessment, both offices will study the desirability of outsourcing special projects and dial-in networking.

With increased demand on the network, resource have become constrained and subject to unexpected and troublesome interruptions. The College will engage an outside consultant to conduct a thorough assessment of the way that computer technology and resources are delivered on campus and to issue recommendations.

Changes in hardware and network configuration are both necessary and difficult. The College will consider establishing a model network lab to pre-test system upgrades.

The College has not completed an up-to-date comprehensive technology master plan for a number of years. Technology developments on campus have been driven by the annual budgetary process or by individual units, rather than by a long-term vision for campus technology. The Technology Steering

Committee will produce such a master plan for technology. This plan will guide the College's future technology developments and will be used to determine long-term funding for technology needs.

CHAPTER EIGHT

STANDARD 8: PHYSICAL RESOURCES

Description

The Campus

Saint Michael's College is situated on a plateau in Winooski Park, a section of Colchester, Vermont. The College campus is split into two campuses, the main campus and, about a mile away, the smaller North Campus. The College's land, once owned by a holding company that had the brothers Ethan and Ira Allen as its principals, abuts the Winooski River. There are views of Mount Mansfield, Vermont's tallest peak, and the Green Mountain Range to the east, and of the Adirondack Mountains to the west. The campus is landscaped with grass and ornamental plantings, and there are over fifty species of trees on the College property.

The College owns seventy buildings, which contain approximately 1.1 million square feet. The buildings on the main campus, all brick and consistent in style, include five academic buildings, six residence halls, a performing arts center, a student center, the Library, sports and recreation buildings, the Chapel, administrative buildings, and five clusters of townhouse style residences for students. The integrated intellectual and religious character of the College is symbolized by the central green anchored by the Chapel of Saint Michael the Archangel at one end and the Durick Library at the other. The buildings on the North Campus include three residence halls, an art center, four apartment buildings, trades shops, the College's day care center, and buildings that currently are rented to outside organizations. The North Campus is part of a decommissioned military base that was known as Fort Ethan Allen when it was in operation between the 1890s and 1960 (as noted earlier, the fort can be visited at the following Web site created by students from Art 381, "Special Topics in Art and/or Architectural History," <http://personalweb.smcvt.edu/thefort>).

The College is situated on 480 acres of land. Its woods and fields are used for recreation purposes and as "classrooms" for courses in the natural sciences. College property is classified into three categories: land that is needed for current or near future needs (roughly 80 acres); land reserved for future, undefined needs or for purposes of conservation; and land that may be used to produce income, including rentals, leases and joint development projects.

Facilities

Classrooms

The College has about seventy-two classrooms or spaces used for classes that accommodate from 10 to 110 students. With only a few exceptions (e.g., art studios), classrooms are equipped with overhead projectors, screens, television sets with VCRs, and blackboards or whiteboards. Eight of the classrooms have networked computers with ceiling-mounted projectors. The seating capacity for all classrooms is posted, and the posted capacities are in line with the fire marshal's code. The numbers of

classrooms by category are as follows:

<u>Type</u>	<u>Number</u>
Regular Classrooms	40
Seminar Rooms	12
Lecture Halls	2
Art Studios	4
Computer Labs	8
Specialized (e.g., music)	6

Equipping classrooms with leading edge technology is an important priority for the College. After consulting with faculty, students, administration, parents and alumni, an advisory council to the Provost constructed a plan to provide *configured, furnished, and technologically equipped educational facilities appropriate to various disciplines and learning styles* (strategic goal number 6). Called the *Design for Learning*, the plan has been referred to Institutional Advancement for consideration for fund-raising in the current capital campaign.

Laboratories

In 1995, Cheray Science Hall was completely modernized and an addition was constructed to house extra labs for teaching and research. Faculty in the sciences rate lab facilities from fair to excellent. There is concern about quality of the equipment, disposable resources, and lab space for non-science majors, especially in view of the soon-to-be implemented requirement of a universal lab science course.

The College operates the Holcomb Observatory that is suitable for the casual observation of planets, the moon, and some prominent deep-sky objects. The observatory is often open to the public during noteworthy sky events. The observatory was built in 1936 and needs renovation. A grant application has been submitted for this purpose to the National Science Fund.

Student Residences

About 90% of full-time undergraduate students live on campus. There is a variety of housing styles, as shown in the following table.

<u>Type of Residence</u>	<u>Number of Beds</u>
Large Residence Halls (100-200 beds)	868
Small Residence Halls (40-66 beds)	173
Apartments (4-6 beds each)	64
Theme Houses (5-20 beds, 17 houses)	146
Townhouses (4-6 beds)	417
Suite-Style Residence Hall (4 beds/suite)	47
Total	1715

First-year students live in traditional residence halls, usually in double rooms. Although the density in the residence hall quadrangle is greater than desirable, this housing style promotes community within

the student body. There are common areas in each hall where programming for first-year students is held. Seniors live in four-person or six-person townhouses. Sophomores and juniors reside in large residence halls, small residence halls, single rooms, apartments, suites, theme houses and townhouses. Infrequently, the College has also used motel rooms adjacent to the campus when enrollment levels have surpassed expectations.

Athletic Facilities

The 77,000 square foot Tarrant Recreation Center, opened in 1994, added an important dimension to an otherwise complete array of athletic facilities and playing fields. The Tarrant Center has four indoor courts for tennis, volleyball or basketball, a one-eighth mile track, racquetball and squash courts, aerobics and dance studios, a climbing wall and a fully equipped fitness center. The adjacent Ross Sports Center houses a 2,400 seat gymnasium with three basketball courts and two volleyball courts, and a competition size swimming pool with diving boards. Nearby are fields for soccer, baseball, lacrosse and softball, and lighted tennis courts.

Income Properties

The College has unused resources that are currently producing income. Examples include the land between the main campus and the North Campus now leased to Winchester Place (a condominium development), leased office space in North Campus buildings, and fields away from the campus rented to a farmer. Approximately \$180,000 per year is generated from these rental sources. These properties provide additional room for expansion and new ventures.

Recent Construction

The College has added roughly 152,000 square feet of space and has upgraded an additional 238,000 square feet since the time of the last NEASC accreditation. The new buildings and major additions are as follows.

Recent Building or Upgrade Projects		
Date	Project	Square Feet
1992	Durick Library	38,000
1992	Alliot Student Center	8,200
1994	Tarrant Recreation Center	77,000
1995	Cheray Science Hall	12,000
1997	Townhouses	17,300

Campus Access, Safety and Security

All new construction and renovations comply with the Americans with Disabilities Act (ADA). In addition, the College has systematically made efforts to bring older buildings into compliance with ADA accessibility standards. At present, 70% of the space in public buildings is fully accessible. While not all residence halls are totally accessible, there are a sufficient number of handicapped-equipped townhouses. As barriers on campus have been reduced, the number of students in wheelchairs has increased; currently there are eight wheelchair-bound students studying full-time at Saint Michael's.

The campus is well lit at night and there are 53 emergency call boxes located throughout the campus. All buildings are equipped with smoke detectors, and most have sprinklers. The Saint Michael's College Volunteer Rescue Squad and Fire Department are organizations of highly trained individuals providing emergency medical and fire services for the campus and for the surrounding towns and villages (students respond to 1,500 emergency calls each year). The Department of Safety and Security, a professional force of nine full-time officers that reports to the Vice President for Student Affairs, embraces a mission that emphasizes education and enforcement.

The Office of Environment/Energy oversees compliance with federal, state and locally required health, safety, and environmental programs, and provides training to College employees. The Office also monitors energy usage on campus and identifies opportunities for conservation. The College's Safety Committee, a broad-based committee with representation from around campus, works with the Environmental/Energy Coordinator to ensure the safety of the campus.

Maintenance

College properties are maintained by the five departments that comprise the Office of Physical Plant: Skilled Trades, Grounds and Property Maintenance, Transportation, Custodial, and Environmental/Energy. Together these departments create a clean, safe, aesthetically pleasing and comfortable environment.

With the expansion of campus facilities over the years, Physical Plant staff has had to constantly examine its work and find ways to become more efficient and more productive. Staff members receive continuous training on products, technology and safety. Cross-training enables the department to direct staff resources to work where there is greatest need.

Deferred Maintenance

The Office of Physical Plant keeps an updated and comprehensive list of deferred maintenance needs with corresponding cost estimates for every asset in the College. The current estimate includes approximately \$2.5 million in projects for each of the next five years, plus roughly \$1.2 million in upgrades for code compliance in each of the next five years. The deferred maintenance list is prioritized, and all projects on the list belong to one of three categories, *code*, *deferred* and *program*. The "code" category projects are those required by an external authority, and the "deferred" category includes replacements or upgrades (such as new roofs or boilers) that will become due. The "program" category resembles a wish list developed by Physical Plant with input from departments across the campus.

About 40% of the deferred maintenance is related to North Campus properties. The role that the North Campus may play in the future has evolved over the years. Prior to the 1980s, The College genuinely had a split campus. Classrooms, academic offices, and student residences could be found on both campuses. With the completion of Saint Edmund's Hall in 1987, nearly all classrooms and academic offices were transferred to the main campus (art studios remained on the North Campus to take advantage of large, open studio spaces). At that time, selling or renting as much of the North Campus as possible was a goal. Today, as a result of growth in enrollment and new program demands, the North Campus may become more significant in the College's future. This change in vision may explain some of the deferred maintenance on the North Campus.

On the main campus, the recent facilities additions and upgrade projects mentioned earlier, along with the renovation of the four large quadrangle residence halls, eliminated much of the College's earlier deferred maintenance. The College sets aside a reasonable amount from its capital budget for physical plant renewal and replacement. Last year, FY99, about \$1.25 million was allocated for capital projects, including renewal and replacement.

Physical Resources Planning

Physical resource planning is a collaborative process involving people from all areas of the campus. Planning is linked to the academic community, student services and financial planning through the Strategic Planning Committee and the Board of Trustees. The Office of the Provost/VPAA performs regular reviews of space allocation.

The current capital campaign has stimulated significant discussion and planning for facilities among many departments. The *Design for Learning* classroom project mentioned above is an example. The self-appraisals prepared for the Self-Study also identified a number of potential capital projects which are being considered by Institutional Advancement and the Strategic Planning Committee.

The Master Plan (or, as it is called, the *Mini-Master Plan*), prepared by the President, sets forth the College's aspirations for its physical resources for the next thirty years. It assumes a population of 1,800 residential students and essentially the same campus outline that has developed, including the North Campus. The plan sets out principles under which new construction would be undertaken and enumerates the priorities that exist at this time.

Appraisal

The physical resources at Saint Michael's are maintained in excellent condition and are appropriate for the College's size, its Mission and its financial position. The campus-wide survey revealed that out of 23 aspects of the College, the quality of physical resources was identified by nearly all constituencies as one of the principle areas that had improved the most in recent years.

As the College has grown and the curriculum changed, so has the demand for office space and classrooms. On the main campus, both have reached their capacity. Finding an available seminar room for a guest lecturer or a vacant office for a visiting professor or even a newly-hired professor is extremely difficult. Suitable office space for adjuncts is particularly hard to come by. With the implementation of the universal lab requirement, additional lab space and equipment will be needed.

The growth in the College has also brought the North Campus back into focus with both its distinct strengths and its weaknesses. The North Campus, with its excess capacity, offers the College considerable flexibility in classroom and office configurations. In the short run, it provides the College with an inexpensive way to meet space shortages. Yet, the North Campus is somewhat remote; expanding its use would create a bifurcated campus with all the coincidental costs, both explicit and implicit, incurred during earlier years. Decisions about the North Campus must involve careful considerations of past experiences along with future opportunities.

Classrooms, with a few notable exceptions, are largely configured in ways that are best suited for the lecture style of instruction. The faculty, however, are moving towards more discussion groups, in-class experimental and collaborative learning exercises, while often relying on technology. The *Design for*

Learning plan will provide for more classrooms and learning spaces in a variety of configurations, and for more technology in all classrooms.

There is a general perception on campus that there is insufficient parking space. While it is true that there are times when parking lots are at capacity, it would be rare that one could not find a place to park somewhere on campus. But that somewhere is not always in a convenient location. The Physical Plant Office is proposing the construction of parking decks to add parking spaces without encroaching on green space.

One of the strengths of the College is its residential character, and this is enhanced by the variety of housing styles available to students. On campus housing for students in the graduate programs is extremely limited. Also, there is a desire for some flexible housing space that could be used at the beginning of the school year, if the residence halls become over-crowded.

The Library doubled in size during the past decade but it is already approaching full capacity. Additional bibliographic space will be needed along with appropriate space to accommodate emerging technologies and facilities to provide training in these new technologies. The Library will also need additional space to house the recently pledged “Harold Bloom Collection,” which includes thousands of books, manuscripts, paintings and sculptures, as well as correspondence with major poets and literary figures of the second half of the 20th Century.

Physical resources planning is connected to enrollment. The Strategic Planning Committee, with the Enrollment Management Committee and the Board of Trustees, will determine, within the coming year, the College’s optimal enrollment level. Early discussions indicate that the College will slowly and modestly reduce undergraduate enrollment over the next few years. This will have some positive effects on facilities, particularly housing, classrooms and labs, and parking.

Strengths

- o The College has an attractive, well-maintained physical plant that has expanded in recent years to meet the extensive requirements of a residential campus.
- o The College has a very dedicated, skilled and experienced workforce which has handled significantly increased responsibilities during the past decade with minimal increases in staff. Dedication, cross-training and employee flexibility have enabled the staff in physical plant to do more with limited resources.

Concerns

- o Maintaining and effectively utilizing the North Campus with its deferred maintenance backlog will be challenging and expensive.
- o Physical facilities expand to meet the academic and social-personal needs of students as well as the competitive pressures to maintain parity with peer institutions. Depreciation expenses related to infrastructure reduce the funds available for other programmatic initiatives in the operating budget.

Projections

There is no lack of ideas within the College community about how to make the institution a better place, only a lack of money to implement these ideas. Physical resource planning becomes particularly important in this regard as budget items are expensive and decisions have a long “shelf life.” The Strategic Planning Committee, along with the Board of Trustees, will remain at the center of physical resource planning. The Strategic Planning Committee will establish priorities for campus projects consistent with the College’s *Strategic Vision* and the Mini-Master Plan.

A “Welcome Center” to house admissions, financial aid and other administrative offices and the renovation of Founders Hall, have all been identified as high priority projects for the current capital campaign. The campaign will also accept gifts for classroom upgrades and a library addition.

The strategic planning process has identified an optimal level of full-time faculty of 150. This number will impact physical resource use. The College will plan accordingly for any new hires.

Addressing deferred maintenance will be another priority for the College. One approach the College will pursue in this area is the development of partnerships with external groups who will fund needed renovations to North Campus facilities in return for supportive arrangements for their use.

CHAPTER NINE

STANDARD 9: FINANCIAL RESOURCES

In 1998, President Marc vanderHeyden identified “Fiscal Responsibility through Resource Acquisition and Accountability” as one of the five institutional strategies that the College would follow to achieve its *Strategic Vision*. The Strategic Planning Committee responded by establishing a series of goals and action plans to achieve this and other institutional strategies. The standards prescribed by NEASC on “Financial Resources” closely capture the intent of these very goals. For example, the 17th goal identified by the Strategic Planning Committee reads as follows:

Establish and/or maintain sound fiscal policies and practices throughout the campus community with special focus on financial and management reporting, budgeting and forecasting, balance sheet management, revenue generation, institutionally funded financial aid, and internal controls.

The College’s fiscal policies and practices are described and assessed in this chapter. This includes a consideration of financial planning and reporting, budget management, capital assets, debt and endowment funds. The challenges presented by the College’s resource limitations, as well as the fiscal implications of the upcoming capital campaign, are covered in the appraisal and projection sections.

Description

Financial and Strategic Planning

For many years, the College’s yearly planning and budgetary processes were guided by the Financial Planning Committee. The Committee was advisory to the President and included faculty, staff, students, and members of the President’s Cabinet and was chaired by the Vice President for Administration. The Business Office prepared the financial analysis, while the Committee reviewed and then disseminated the annual Financial Plan to the trustees and other constituencies on campus.

With the 1998 appointment of Dr. Janet Sheeran as Provost/VPAA, the College initiated a broader-based and more systematic strategic planning process, one which would strengthen the link between financial planning/budget management and the priorities identified in the College’s *Strategic Vision*. The former Financial Planning Committee became a subcommittee of the larger Strategic Planning Committee.

The Strategic Planning Committee guides the development of the College’s annual financial plan in accordance with the *Strategic Vision*, and prioritizes funding for academic and other programs. In addition, the Strategic Planning Committee develops the assumptions embodied in the five-year financial forecasts that are prepared by the Financial Planning subcommittee (which is chaired by the Vice President of Finance).

The Strategic Planning Committee, chaired by the Provost/VPAA, reflects a broad-based community perspective by including Cabinet members, faculty members (the moderator of the Faculty Assembly,

the chairs or designates from the Faculty Welfare and Curriculum and Education Policy Committees), the Dean of the College and the Dean of SIS, three members of the staff (the chair or designate from the Personnel Welfare Committee and two at-large staff members), and a student representative.

Budgeting and Financial Reporting

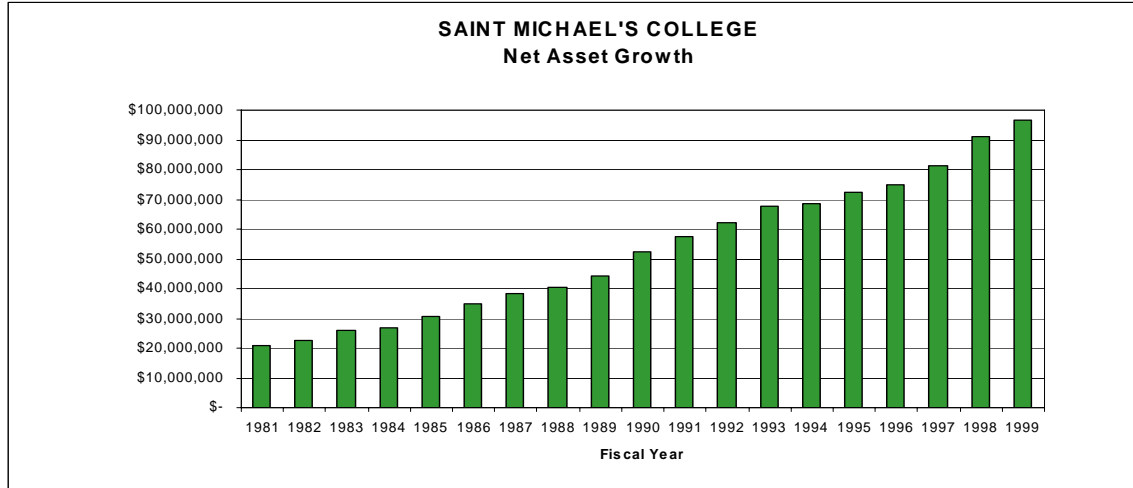
The financial plan is developed in the fall of each year, using enrollment targets and other macro-level guidelines developed in conjunction with the Board of Trustees, the President's Cabinet and the Strategic Planning Committee. The Strategic Planning Committee solicits requests from the community for capital assets, unmet needs, special projects and technology purchases. To prepare the financial plan, the Committee prioritizes these requests in accordance with the College's strategic goals, and incorporates revenue estimates, new and existing budget items, and salary targets. The financial plan is presented to the Board of Trustees in its winter meeting for approval of the proposed tuition and fees as well as planned salary increases. The trustees approve an updated summary budget at their spring meeting. From these approved parameters, a detailed operating budget for the upcoming fiscal year is developed based on current activity levels, projected revenues and historical budget data.

Budget monitoring and control is the responsibility of the Vice President of Finance through the efforts of the Director of Financial Planning and Budget Management and is achieved through monthly departmental and college-wide status reports, investigation of emergent budget variances, a position control system to monitor staffing levels and manage compensation costs, and periodic projections of fiscal year results. When the projections indicate that midyear corrections are required due to enrollment levels or other revenue and expense fluctuations, the President's Cabinet approves temporary adjustments to the operating budget, and revised projections are presented to the trustees.

The Vice President of Finance, through the efforts of the Controller's office, is responsible for accounting and financial reporting systems that complement the budget management functions. Formal financial statements are prepared once a year in conjunction with the College's annual audit, and internal reports are now being prepared periodically using generally accepted accounting principles ("GAAP"). The annual audit is performed by KPMG, an international CPA firm, and unqualified opinions have been received (see Exhibit 14). The audit report is presented annually to the Executive Committee of the Board of Trustees, and recommendations are forwarded to the President's Cabinet.

The College implemented two new pronouncements by the Financial Accounting Standards Board, FAS 116 & 117, as of July 1, 1995. This, along with the concomitant implementation of the new American Institute of CPA's Audit and Accounting Guide, Not-For-Profit Organizations, required a significant restructuring of the College's financial statements. The major changes were a transition from "fund accounting" to three classes of net assets (unrestricted, temporarily restricted, and permanently restricted); the recognition of unconditional promises to give ("pledges") as contribution revenues; carrying of investments at fair market value; and the recognition of former "plant fund" costs, such as depreciation and interest expense, as operating costs. These changes have had the effect of providing consistency among financial statements of non-governmental not-for-profit organizations, and making the financial statements more closely resemble "for profit" business entities.

Shortly after implementation of these new standards, the College experienced a one-time loss from operations for the year ending June 30, 1997. This accounting loss and the College's response are discussed in the appraisal section of this chapter. Operating results have been strong otherwise, and net assets have continued to increase steadily over the past ten years.

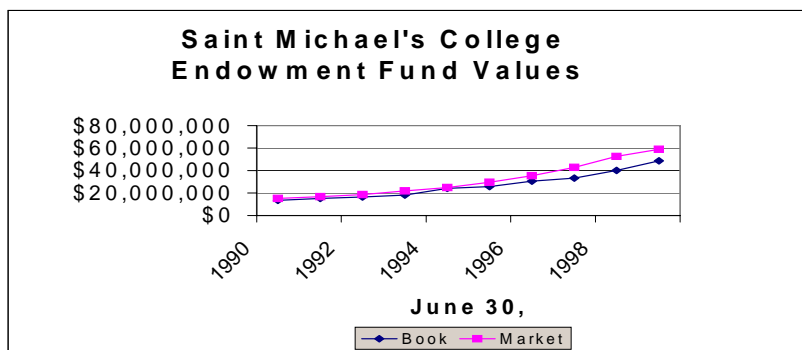


Capital Assets, Debt, Endowment Funds, and Expenditures

The Strategic Planning Committee is responsible for developing the annual Capital Budget. The Committee prioritizes requests submitted by community members in accordance with the priorities established in the College's *Strategic Vision*. Most "bricks and mortar" requests are submitted through the Director of Physical Plant, and, as a result, are coordinated with the College's *Master Plan for Facilities and Deferred Maintenance Needs*. In addition, the Committee considers the impact of depreciation expense on the operating budget, based on the useful life of each proposed capital project. The planning for capital asset acquisition is closely tied to the operating budget, as well as to the physical resource planning process.

In 1999, the College refinanced \$23.6 million of its outstanding bonds in order to take advantage of lower interest rates. In connection with this process, Standard & Poors awarded the College an "A" bond rating, an improvement over a rating of "A-" received several years ago. While the refinancing resulted in a one-time non-operating loss related to the write-off of unamortized debt issue costs on the original bond issues, it will generate significant savings in interest expense ---\$5 million over the life of the bonds. After the refinancing, the College has a total of \$25.8 million in bonds outstanding as of June 30, 1999, maturing at various dates through 2023. Interest rates range from 2.8% to 5%, and annual debt service is approximately \$1.8 million in FY2000, less than 4% of total operating revenues.

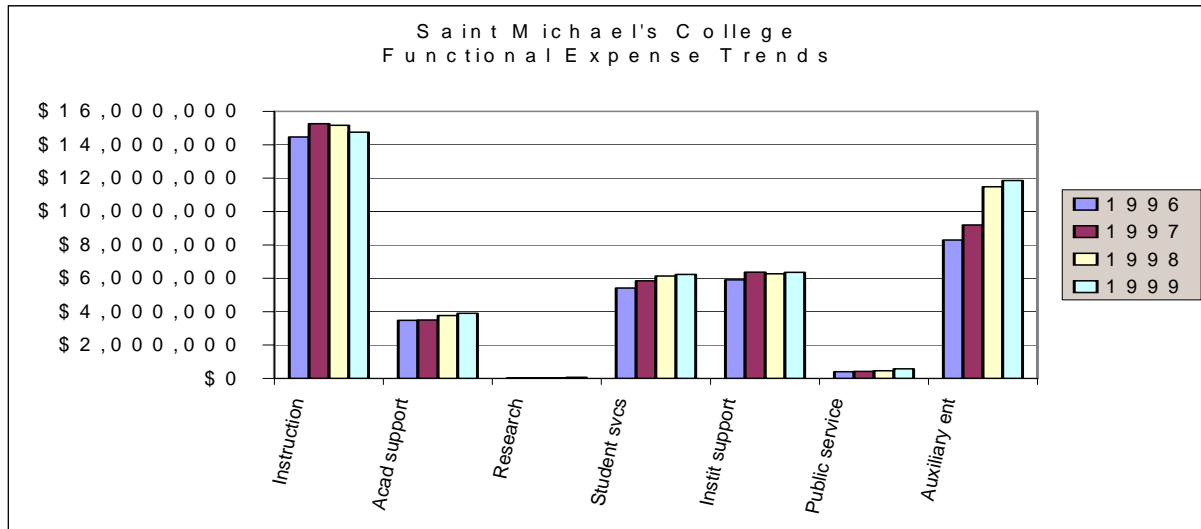
As of June 30, 1999, the College's long-term investments totaled \$65.8 million, including \$59 million in endowment funds. Growth in the College's endowment funds since 1990 reflects endowment giving as well as market appreciation. In the past ten years, the College's endowment has been used to fund



annual operating expenses and major renovations to the Durick Library, Cheray Science Hall, and the Alliot Student Center, as well as the construction of a new athletic facility.

The endowment funds are managed by an outside investment manager, Harbor Capital Management, Inc., which is overseen by an independent reviewer, Legg Mason, as well as an investment subcommittee of the Board of Trustees. In FY2000, the College began the transition to a three-year rolling average spending rate of 4.5% on its endowment funds; previously, the policy had been 4.5% of the endowment value at a single point in time. This change is intended to reduce large variations in the amount of investment income used in operations, and prevent operating budget crises due to any dramatic swings in stock market values in any given fiscal year end. The Vice President for Finance is currently coordinating revisions to the College's investment policy.

Virtually all of the revenues generated by Saint Michael's are devoted to the support of its students in their pursuit of higher education. With its focus on residential education, Saint Michael's funds few activities which are not linked in some way to the education of students. Instruction and auxiliary enterprises (e.g., room, board, bookstore) are the two largest expense categories.



Institutional Advancement

The Office of Institutional Advancement (IA) provides communications outreach and serves as the conduit for personal and philanthropic involvement with Saint Michael's College for alumni, parents, friends, corporations and foundations --- all private sources of funding --- in support of the College's current operations and endowment. All IA staff members will be involved in the upcoming capital campaign, with each assigned to a specific area including: Special Gifts, Annual Giving, Alumni and Parent Relations, Government, Corporate and Foundation Relations and Advancement Services.

Development efforts began several decades ago with the founding of the College's Development Office in the early 1960s. During the early years, fund raising was done by Edmundites with the propensity for developing relationships and asking friends and alumni for special gifts. In the 1960s, fund raising grew more comprehensive and sophisticated. Professionals were hired and aimed their annual appeals to specific constituencies such as alumni, parents and trustees. In the early 1970s, the College began, in earnest, to augment the modest endowment of just over \$1 million dollars. A systematic annual drive was initiated in 1976. A number of campaigns were initiated during the 1960s and 1970s to

erect many of the major buildings on campus (e.g., Alumni Hall, the Chapel, Durick Library, Ross Sports Center, McCarthy Arts Center).

Successful fund raising efforts have been instrumental in helping the College achieve its educational objectives. One of the earliest and most successful broad-based capital campaigns, the “Campaign for Excellence,” was launched in 1984 with an initial goal of \$3.5 million. The funds were used to construct a new academic building, Saint Edmund’s Hall and, for the first time, for endowment funds. Fund raising efforts, under the leadership of former President Dr. Paul Reiss, grew considerably during the next decade. The next major capital campaign, completed in 1994, raised \$20.6 million, surpassing its initial target by almost \$1 million.

Five years later, Saint Michael’s College has begun the planning phase of a new capital campaign with a tentative goal of \$50 million. The case statement for the campaign is being developed and reflects the needs of the campus as established by the *Strategic Vision*. The campaign’s silent phase will run from July 1, 1999 until the fall of 2001 when the campaign will be announced and the public phase launched. The campaign will conclude in the fall of 2004 when the College celebrates its centennial anniversary.

More sophisticated gift acceptance and recording policies and a donor stewardship program have been developed, as well as procedures to coordinate the recording of data in the fundraising and financial modules of the College’s administrative software. Most fundraising and support positions related to the campaign have been filled, but the impact of the substantial increase in contributions and investment activity on other departments’ workloads (financial aid and the controller) needs to be evaluated.

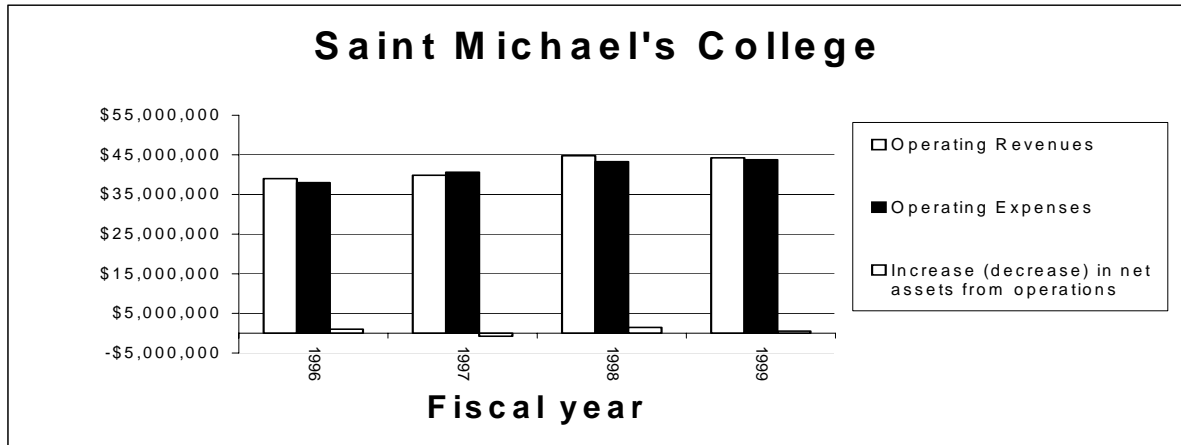
Barbara Wessel, the Vice President for Institutional Advancement, has identified five internal goals that together will further the effectiveness of the College’s Institutional Advancement efforts. These are:

- Increase Annual Giving from \$1 million dollars to a sustainable level of at least \$2 million dollars by 2004.
- Create a larger, more involved prospect pool (more people giving and giving larger gifts).
- Create a larger and more involved pool of volunteers.
- Establish significantly greater prominence for Saint Michael’s College.
- Have faculty and staff knowledgeable of and engaged in the development process.

Appraisal

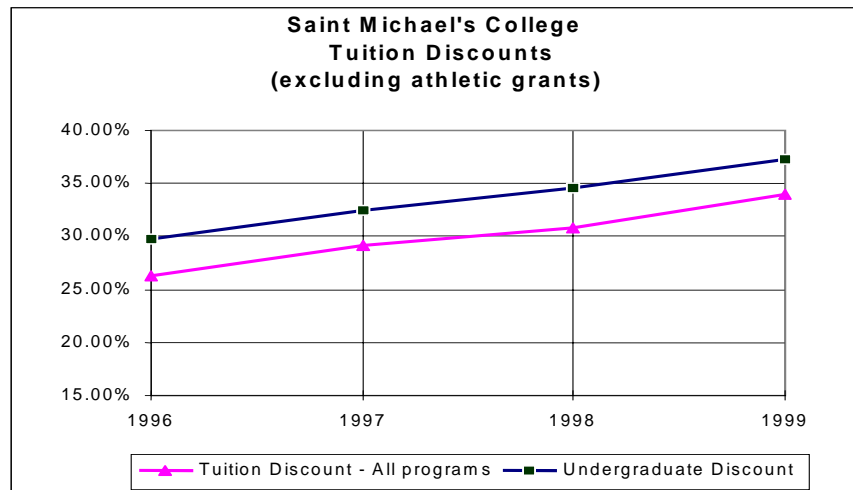
Saint Michael’s is financially stable and sound. The College’s net assets have grown considerably in recent years, more than doubling since 1988. Standard and Poor’s recent “A3” bond rating for the College provides evidence of its prudent financial policies. The College has consistently reported net increases in unrestricted net assets from operations and, under previous reporting standards, excesses of current funds revenues over expenditures. However, in 1997, a one-time loss from operations of approximately \$770,000 was reported. This accounting loss reflected the conjunction of a number of factors. The College’s long-range tuition plan did not anticipate a sharp increase in depreciation expense during 1997. A decline in contribution revenues due to timing differences related to the new accounting reporting standards, combined with inaccurate revenue forecasts outside the area of undergraduate programs, also contributed to the operating loss.

These circumstances served as a catalyst for many improvements in the financial management functions at the institution. The College has built into the budget a presidential contingency fund of \$250,000 to cover unanticipated expenses or unforeseen opportunities as well as a planned operating surplus of \$500,000 each year. Financial planning, forecasting, and budgeting techniques were refined, and additional monthly analysis reporting was implemented. The manner in which Saint Michael's responded to this situation is indicative of the College's ability to address unexpected financial problems.



Despite a strong financial position, as evidenced by continued growth in net assets, and the College's record of generally strong operating results, Saint Michael's, with its growing but still modest endowment, confronts the formidable task of offering the level of programmatic excellence that meets the high expectations of its faculty and staff. Many of the resource constraints reflect national trends in higher education, as well as unique international circumstances that affect, from time to time, SIS's key foreign markets.

Market pressures compel the College to control costs and maximize net tuition revenues. Among Saint Michael's largest cross-application competitors are several state universities which charge much lower fees. The College's commitment to academic excellence requires it to offer competitive compensation to its employees along with competitive financial aid packages to students, while



staying current with advances in technology. The cost of the factors that drive higher education continues to rise at a faster rate than the CPI. Financial aid to students, especially those from the middle and lower middle classes that the College historically draws from, has increased dramatically over the past

ten years, as evidenced in the previous chart. The College depends on student tuition, room and board for approximately 80% of its total revenues. While this is an improvement over the 1990 rate of 90%, financial planning is still very dependent on the attainment of enrollment targets for our undergraduate, graduate, and special programs. In January 2000, the Board of Trustees supported a modest tuition increase with the understanding that the College would immediately begin a process to reduce costs.

Saint Michael's College is sensitive to its competitive environment and understands how these exogenous pressures can impact its ability to achieve its Mission. Prudent planning is called for. The College has empowered numerous committees and task forces, such as the Enrollment Management Committee, the Marketing Committee, the Campus Culture Committee, and the Financial Aid Task Force, to address issues of class size, enrollment management, marketing, competitive trends, retention and tuition discounting. These committees will be studying the impact of national trends and developing predictive models to strategically manage admissions, enrollment, and financial aid, all within the context of the College's Mission and the *Strategic Vision*.

The ability to make high quality decisions in response to changing external trends and budget projections is dependent on the ability to analyze timely and accurate internal financial information. As discussed in Chapter Three, the trustees now examine "dashboard indicators" to monitor the financial status of the College (as well as other non-financial indicia) throughout the year. The College has also made several major enhancements to the templates used for financial planning, as well as in certain accounting and financial reporting processes; interim financial reporting should be more timely and accurate.

To develop and nurture a high quality, student-centered, residential learning environment is expensive; only the wealthy can afford to pay the full cost. A growing endowment is crucial if the College is to educate a cross section of society. Saint Michael's will be stepping into a higher fund-raising league as it approaches the upcoming campaign; going from a campaign target of \$3.5 million in 1984 to \$50 million today represents a significant change in the College's aspirations. To prepare for this undertaking, Institutional Advancement went through a thorough operations audit in early 1998. Job descriptions were rewritten, specific annual goals and quantifiable objectives were identified for each area within IA, and additional staff members were hired for the capital campaign. The reorganization also led to a change in orientation. Instead of an operation focused on annual and reunion-year fund-raising with few estate gifts, plateaued giving, and sporadic giving patterns, IA has now in place a comprehensive development operation focused on creating and sustaining long-term mutually satisfying relationships between the College and its donors, alumni and friends.

Planning for a major campaign requires an evaluation of the ability of Saint Michael's to raise the targeted funds. In 1998, the College contracted with the firm of Washburn & McGoldrick to conduct a feasibility study. The study was based upon background documents about the College and discussions with senior administrators, the staff of IA, and Trustees, along with in-depth interviews with 44 influential supporters. Those interviewed had received a draft of the case study and were questioned about their attitudes toward Saint Michael's and the goals of the campaign. The main conclusion reached was as follows:

WASHBURN & MCGOLDRICK, INC. recommends that Saint Michael's College-its Board of Trustees, President and senior officers, and its community of faculty, staff, students, alumni and friends-move ahead confidently with a working goal of \$50 million.

When analyzed purely logically, the information available indicates that Saint Michael's

College should seek an aggressive but lower goal of \$40 million-double that of its last campaign. However, we know that philanthropy is an emotional, not a cerebral activity.

Because of the extraordinary strong emotional commitment of the people with whom we met, combined with their unrealized ability to support a campaign, we believe that Saint Michael's College can exceed logic and plan a campaign to secure \$50 million in commitments.

Prudent and intense campaign preparation, along with a realistic understanding of the strengths and limitations of the College's development potential, will be necessary. These strengths often mirror the challenges. For example:

- Many in the alumni population are engaged, enthusiastic and loyal. Yet, there is a disconnect between their positive feelings towards their Alma Mater and their perception regarding their own and others' financial involvement in the College.
- Alumni participation in recent years has declined slightly, averaging around 35%. Yet, alumni who do give, are giving increasingly larger gifts, resulting in a growing Annual Fund.
- The College has a strong reunion giving program with significant volunteer involvement (this past year's reunion gifts from ten classes raised over \$500,000). Yet, the formal class agent system was allowed to lapse in the early 1990s.
- Public Relations has developed a strong hometown news release program with an impressive track record of article placement in newspapers throughout the student-recruitment and alumni geographic areas. Yet, there remains in some quarters of the College, some reticence, perhaps reflecting the nature of Catholic institutions, to brag or promote itself.
- Increasingly, Saint Michael's graduates are entering more lucrative fields of employment than in earlier years when graduates typically worked in education, social work or religious communities. Yet, this potential is constrained as the current alumni pool is young (30% have graduated within the last decade).
- The last capital campaign was successful as the College surpassed its goal, yet the momentum was not sustained, in part due to the campaign having been implemented primarily by an outside consulting firm whose efforts ceased at the conclusion of the campaign. In the ensuing years, staff attrition was significant.
- According to Washburn & McGoldrick, the staff in IA are bright, committed, enthusiastic, and capable of supporting an aggressive campaign. Yet, the staff is almost entirely new to the College or their current positions.

Strengths

As the College approaches its centennial anniversary in 2004, a number of strengths and concerns emerge in the area of Financial Resources:

- o The College is financially healthy and stable.
- o Saint Michael's benefits from a sound, conservative, participatory financial planning process which is linked directly to the College's strategic goals and *Strategic Vision*.
- o The College has a group of dedicated and talented staff in the Business and Institutional Advancement Offices.

Concerns

- o The endowment fund, while growing, is still not commensurate with financial aid challenges and the expectations of faculty and staff, who find themselves challenged to develop innovative new programs and pedagogical techniques in the face of limited resources.
- o The College is highly dependent upon tuition and related fees.
- o Achieving the goals of the upcoming capital campaign will be difficult, especially with a relatively young alumni pool and an insufficiently developed pool of potentially large donors.
- o Financial aid needs have been increasing at a rate faster than tuition.

Projections

Any solution to the College's resource constraints must be multi-faceted, involving community education, resource acquisition and accountability, and creative action.

The Provost, in consultation with the Strategic Planning Committee, will coordinate and implement the ideas generated by the Financial Aid task force and the Enrollment Management and Marketing Committees. Among other endeavors, these groups will investigate ways to reduce tuition dependency by constructive and creative use of the campus during non-peak periods, development of symbiotic programs, and the development of auxiliary services within the scope of the College's Mission.

The College will assess staffing and operations to identify viable cost cutting options. A "Blue Ribbon" Benefits Committee will be impaneled to study the balance between salary and benefits in the compensation mix.

A Marketing Director will be hired to facilitate the implementation of an updated strategic marketing plan.

The Vice President for Finance will coordinate efforts to refine financial planning and reporting procedures, such as monthly financial reporting, with comparisons to prior years, ratio analyses, and a more sophisticated five-year projection model.

Financial policies and procedures will be updated and documented in connection with the Datatel software upgrade, under the aegis of the campus-wide “Project Links” documentation project. Significant policies revisions will be reviewed by the Board of Trustees.

The Associate Dean for Academic Affairs will coordinate efforts to increase external funding for academic programs. This is an area that remains underdeveloped at the College.

The Vice President for Institutional Advancement will lead the capital campaign to generate funds for capital budget items consistent with the President’s *Strategic Vision*, for scholarship funds, endowed positions and programs, and general unrestricted support to provide relief from tuition dependency. The Office of Institutional Advancement will also work to increase alumni participation rates and annual giving levels.

CHAPTER TEN

STANDARD 10: PUBLIC DISCLOSURE

Description

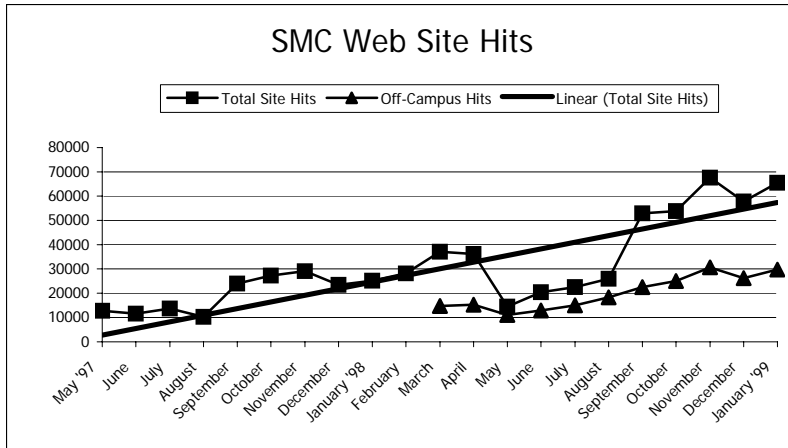
In its manifold communications, the College addresses many audiences through print and electronic media. The purposes vary and include presenting objective information about Saint Michael's to its own community and to the public, responding to requests for information from government agencies, educational associations, and other parties, attracting the interest of prospective students, maintaining emotional ties with alumni, and inspiring potential donors. The responses received about "Public Disclosure" from several College offices (namely: Public Relations, Admission, Registrar, Graduate Programs, Student Resource Center, Academic Affairs, the Business Office, Student Life, Athletics, Health Services, Safety and Security, Institutional Advancement, and the Web site Manager), along with an analysis of the College's many publications, provide the basis for the review that follows.

Publications

Two College *Catalogues* are published, one for undergraduate students and the other for graduate students. Taken together, these publications are the most comprehensive descriptions of Saint Michael's. Until its most recent issues, the College *Catalogues* were revised and reissued yearly; they are now published every two years. A systematic process, overseen by the Dean of the College (for the *Undergraduate Catalogue*) and the Associate Dean for Academic Affairs (for the *Graduate Catalogue*) and the Registrar's Office, is in place whereby information is solicited, revised, and reviewed again until such time as the final draft is ready for print. This process involves administrators, program directors, department chairs, and support staff; it helps to ensure that the information presented is "complete, accurate, and clear." The Registrar, the Deans, the chairs, and the program directors work together to eliminate courses from the *Catalogues* that are not being taught on a regular cycle.

The *Undergraduate Catalogue* contains a description of the Mission of the College, its history, the program of study, fees, academic regulations, the calendar, admission and financial aid policies, student life activities, departmental offerings, faculty qualifications, and administrative officers and Board members. The College's accreditation status along with a statement of non-discrimination are included at the beginning of the *Catalogue*. The *Graduate Catalogue* is published separately and contains similar information. The *Catalogues* are not on the Web; however, courses offered and related information (such as course syllabi) are available at the Registrar's Web site and/or sites maintained by departments, programs, and individual faculty.

Course schedules are published each semester by the Registrar's Office. Efforts are now underway to make these schedules more helpful by including such information as the tuition charges and refund policies, procedures for withdrawing from the institution, the drop/add timeline, Dean's list requirements, probation and academic warnings policies, and resources available for academic assistance.



While the *Catalogues* remain the official means to disseminate information about Saint Michael's, increasingly, people, especially those from outside the community, access information about Saint Michael's through its Web site (<http://www.smcvt.edu>). The number of monthly "hits" on the College's Web site demonstrates how important this resource has become. The College's Web site includes information about the curriculum, academic programs,

extracurricular opportunities, a calendar of events, the school's geographic location, alumni activities, and many other aspects of college life. The responsibility for maintaining the currency of the College's Web site rests with its webmaster who reviews the site annually. Department or program Web sites are maintained by sub-web authors located in each area.

The Admission Office hosts a Web site for prospective students and offers students applicants a *Viewbook*, a Search Piece, a poster, pamphlets which describe each academic department, and brochures about opportunities in athletics, multicultural affairs, fire and rescue squads, and financial aid (see Exhibit 15). There is also a 1992 video provided to guidance offices and students upon request. Admission publications are reviewed on an ongoing basis; publication changes are made either on an annual or on a two-year cycle. The College has recently contracted with an educational marketing firm to redesign all admissions publications. A Marketing Committee brings together staff members from various campus offices which are involved in marketing and public relations to share information and to ensure the consistency of the messages disseminated to external and internal audiences.

Each graduate program has produced its own marketing publications which describe program characteristics, entrance requirements, and educational opportunities. A four-color brochure is being prepared which will describe all the graduate programs at Saint Michael's. The School of International Studies also has its own promotional brochures and maintains contacts with its graduates and the College community through the *Bell Tower*, a newsletter that it publishes four times each year.

The Office of Publications is responsible for the College's Alumni magazine, *Founders Hall* (see Exhibit 16). The magazine is published six times per year and is available in hard-copy and on the Web (<http://www.smcvt.edu/publicrel/index.htm>). The Council for the Advancement and Support of Education has bestowed its Case Gold award on the *Founders Hall* magazine. The Office of Public Relations publishes *Campus Currents*, a newsletter that keeps the campus informed about the activities and accomplishments of faculty and staff. Like *Founders Hall*, *Campus Currents* is published in hard-copy and on-line (<http://www.smcvt.edu/publicrel/index.htm>) The Office also sends out press releases announcing new appointments, awards and achievements of faculty and staff, and campus cultural and other academic events (generally free and open to the public).

Many learn about Saint Michael's through the student-run radio station, WWPV-FM (100 watts), and newspaper, the *Defender* (see Exhibit 17). The *Defender* is published weekly in hard copy and on the Web (<http://www.smcvt.edu/magazine>). In 1997-98, the *Defender* was recognized by the New England Newspaper Association as the best non-daily collegiate newspaper in New England. Students who

work at the radio station and for *The Defender* enjoy first amendment rights and strive to maintain high professional standards.

A media board, comprised of three faculty members (including the Chair of the Journalism Department), three administrators (including the Director of Public Relations), five students (including representatives from each student media organization), the Vice President for Student Affairs, and the Provost, provides students with advice on liability, advertisements, legal requirements, planning, and College policy. The Board reports to the President and adjudicates controversial issues when they arise.

The Office of Institutional Advancement produces an annual report which lists gifts that have been received during the fiscal year. A leadership brochure is also prepared for donors in the President's Medallion Society (those who contribute \$1,000 or more each year). This brochure includes articles about alumni, students, and College activities as well as about the members of the Society of Saint Edmund. The Office will also be producing a newsletter which will cover the capital campaign.

Disclosure of College Policy

There are several responsibilities of the Office of the Associate Dean of the College which involve issues of full and accurate disclosure of College policy and procedures:

Academic accommodations for students with special needs: The Associate Dean's Office ensures that all incoming students with a documented disability are sent College policies and procedures for receiving academic accommodations. Once students are at Saint Michael's, the office sends a reminder to all designated students each semester about the procedures for accessing accommodations. Faculty advisors are also sent information about College policies regarding academic accommodations for students with special needs.

Academic integrity: The Associate Dean's Office is responsible for the printing and dissemination of the College's policies on academic integrity.

Internship and study abroad handbooks: The Associate Dean of the College reviews the publications of these two programs to ensure that they are consistent with College policies and procedures.

Academic dismissal and probation: As soon as a determination has been made that a student will be placed on probation or asked to take a leave of absence, the Associate Dean sends this information to the student by registered mail. The letter contains detailed information regarding the steps that students must take to return to the College (if dismissed) or the steps that students must take to ensure that they be taken off probation.

Within the purview of the Student Life Office, there are four areas where standards of public disclosure apply: the *Student Handbook and Code of Conduct*, information provided to the public by campus security, by the Athletics Department, and by Health Services.

The *Student Handbook and Code of Conduct* is the official College document of policies and procedures governing student conduct; it is considered an official contract between the institution and the student. In its last revision in 1995, careful attention was devoted to policies relating to harassment, sexual misconduct, substance abuse, and conflict resolution. The *Handbook* is reviewed annually by

members of the staff of the Vice President for Student Affairs and, as needed, by the College attorney, to ensure that it reflects policy updates approved during the previous year.

Compliance Reports

The Safety and Security Office publishes an annual report in compliance with the Campus Security Act of 1990 (and subsequent amendments). The report includes statistics on certain reported crimes, a description of Campus Security's role and authority and information on campus policies and facilities. The report is distributed to all students and employees, and it is furnished upon request to any prospective student or employee. It is available at the Campus Security Office, the Admission Office and the Office of Human Resources. This year's report was distributed to the campus electronically, as permitted by the HR6 requirements. In addition, each week the *Defender* publishes a "Security Log," compiled by the Director of Security.

The Vermont Department of Health Services requires notification of the diagnosis of fifty-two diseases. Most of these are rare and have never been diagnosed at Saint Michael's. In addition to responding to Vermont mandated reporting, the College Health Service also dispenses health-related brochures to students, faculty and staff.

Saint Michael's College Athletic Department complies with the Equity in Athletics Disclosure Act of 1994, which requires the annual publication, by sport and gender, of varsity participation numbers, coaching FTE assignments and salaries, operating expenses, recruiting expenses, athletically-related student aid, and revenues. The report is sent to the NCAA and the Department of Education and is maintained on file in several College offices. The information is compiled from databases maintained by the Athletic Department and the Business Office.

Financial information about the College is available for public review as required by federal regulations. The last three years of the College's IRS tax form 990 are posted on the College's Web site (<http://www.smcvt.edu/controller>). Printed copies of this form and of the College's IRS exemption letter are provided upon request. In its financial reporting, the College conforms to the Financial Accounting Standards Board (FASB) standards. Financial information, employment status, and student profiles, within the limits of the Buckley Amendment, are provided in response to various requests for information (e.g., Integrated Postsecondary Education Data System (IPEDS), National Association of College and University Business Offices (NACUBO), college guides).

The Office of Environmental, Safety, and Utility Management produces a number of brochures to help maintain a safe and clean environment, some of which are in response to government disclosure requirements.

Employment Opportunities and Practices

The Office of Human Resources publishes information in the media on faculty and staff openings. Employment practices and benefits are presented accurately and clearly. The content and format of published notices and bulletins are reviewed on an ongoing basis. Local and national advertising in such publications as the *Chronicle of Higher Education*, professional periodicals in a variety of disciplines, as well as the *Burlington Free Press* and other Vermont newspapers, are used to notify the public of job vacancies. Notices typically include information on the College's religious affiliation, number of undergraduate and graduate students, characteristics of the campus and area, as well as the ap-

plication process and requirements for specific positions. In addition to print media, position openings are posted on the College Web site and recruitment letters are often sent to graduate schools and job banks maintained by professional organizations. Local radio advertising, college bulletin boards, and e-mail are also utilized. Notices state that Saint Michael's College is an equal opportunity/affirmative action employer and that the College does not discriminate against any group in the hiring process.

The Office of Human Resources publishes the *Personnel Handbook*, which includes information about the College's Mission, its history, organization, and employment policies. Human Resources also publishes staff/faculty directories for internal use only.

Self-Study Notification

The Self-Study Committee maintains a Web page to inform the community about its activities and progress. The Web page also offers those who visit the site the opportunity to share their concerns and experiences with either the Committee or NEASC (http://academics.smcvt.edu/self_study). As part of the self-study notification process, the College placed advertisements in Vermont's largest daily newspaper, the *Burlington Free Press* and in *Seven Days*, a county-wide weekly newspaper devoted to the arts and politics. The advertisements invite readers to share their thoughts about Saint Michael's with NEASC (see Exhibit 18). Additionally, alumni and friends of the College were apprised of the self-study process and the opportunity for public comment through a feature article in the July 1999 issue of *Founders Hall*, through Alumnet, the College's Internet listserv, and the *Defender*.

Appraisal and Projections

In their self-appraisals, offices of the College with special responsibilities for the communication of policies and information, internally and externally, assess themselves to be conscious of, and conscientious about, their obligation to portray the College and its Mission accurately and persuasively. In preparing this chapter, the Self-Study Committee attempted to verify these assertions through a careful review of all College publications.

Publications

Publications designed to attract students and to inspire potential donors do a very good job highlighting the key features of a Saint Michael's education. Publications speak about Saint Michael's as an institution growing in strength and reputation. Commonalities include statements about the Mission and the Edmundite Tradition, the Vermont residential setting, the strong sense of community, the importance of service, student-centered education, and academic excellence.

Like most collegiate publications, the College's marketing literature extols the value of Saint Michael's. For example, the College's *Viewbook* concludes with the following:

The advantages of a private college are considerable. Our first-rate attention to academics, our strong commitment to attracting the brightest scholar-teachers, and our determination to give you access to the best possible resources and facilities make us a strong choice for students of ability. Add to that the sense of community at Saint Michael's, the individual attention you'll receive, and our beautiful Vermont location, and Saint Michael's becomes a college with advantages hard to duplicate at any institution. Moreover,

the life-time benefits of a Saint Michael's education are very real. Our alumni are out in the world proving that every day.

Support for statements of this type come from alumni surveys, records of alumni achievements maintained by the Office of Institutional Advancement, awards granted by external agencies, inferences drawn from long-term contacts maintained between alumni and College, and from the many worthwhile programs and activities highlighted in earlier chapters.

Financial aid is a source of much confusion and concern for parents and students alike. The College is particularly sensitive to this issue in light of the large proportion of students receiving aid. Policies are described clearly and accurately in the College *Catalogues*, on the Web, and in brochures prepared by the Financial Aid Office. Saint Michael's discloses that it does not meet the full need of applicants.

In the review process of the College's publications, a few problem areas were identified. The problems are not major ones and often reflect questions of the timeliness of scheduled printing cycles. Some examples: College publications are not consistent in reporting the number of undergraduate students. Three numbers are used, 1,700 students, 1,740 students, and 1,800 students, all of which are below the actual number which, for many years, has been closer to an average yearly total of 1,850 students. The brochure which presents the College's athletics and recreational opportunities contains a pictorial collage of scenes from the Ross and Tarrant Centers and various athletic fields. It also includes a picture of a hockey rink. As the College rents ice space from a local municipality, its picture in a Saint Michael's brochure is misleading. This brochure also mentions that "free weekend transportation to area mountain resorts" is provided by the College; inexpensive, not free transportation to a single resort is available. Some College publications refer to programs that have been recently discontinued, such as the Prevel School and the Holyoke High School outreach effort. It is expensive to reissue brochures and other publications every time a new program is offered or an old one is eliminated. Yet, when major structural changes occur, the College has a responsibility to factor in the increased costs associated with updating its publications.

As was shown earlier in the Chapter Five, adjuncts play an important role in the education of Saint Michael's students, at both the graduate and undergraduate level. Promotional brochures, however, list only the number of full-time faculty members. The College's *Undergraduate Catalogue* includes the names and qualifications of all its full-time faculty and only those part-time faculty who have been with the College for a period of time. Some adjuncts are short term in nature, and their exclusion from the *Catalogue* can be easily justified. The *Undergraduate Catalogue* might, however, be clearer in disclosing the approximate number of part-time faculty members excluded from the list.

The *Graduate Catalogue* and the graduate Web site list the names and qualifications of both part-time and full-time faculty members who have been associated with the College for a number of years. They do not distinguish between full-and part-time faculty; both are included on the same list. The size of departments and the level of support could be misleading to a prospective student who applies to a graduate program solely on the basis of information contained in the *Catalogue* or the Web site. Additionally, the *Graduate Catalogue* makes no mention of the College's Mission statement, nor does it include the names of the trustees (both of these are included in the *Undergraduate Catalogue*). These oversights will be addressed in the next printing of the *Catalogue*.

A number of College offices regularly review and delete infrequently taught courses listed in College publications. The time intervals between "course sweeps" will need to be reduced, however, to remain in compliance with NEASC's standard 10.5 (courses which have not been "taught for two consecutive

years which will not be taught during the third consecutive year” should not be listed in College publications).

The College’s Web page is reviewed each year by the webmaster; the review of department Web pages is left to individual departments. The department review process is less systematic than it is for the College’s Web pages; some departments are more mindful about updating their Web pages than others. As the College’s Web site has become a key source of public information, a yearly review of all information, including department Web pages, should be conducted by a special committee with broad College representation. Saint Michael’s will include the complete *Catalogues* on its Web site with the publication of future versions. Annual updates will then be easier and less expensive to make. The College will also add information on its accreditation status and the Mission on its Web site.

Many offices are involved in the production and distribution of information. Saint Michael’s lacks a centralized office to review the accuracy and currency of material produced for broad-based public circulation. The Cabinet has explored the feasibility of assigning this responsibility to a single office. This office might also examine publications produced infrequently to ensure that their content does not deviate from the reality of the day.

Documenting Outcomes

Saint Michael’s can provide a good deal of information about successful alumni in the professional world, graduate schools, volunteer programs, and nonprofit organizations, but the consistent collection and the timely availability of that information need improvement. The recently-formed committee on student assessment will design a systematic process to strengthen the College’s ability to document student outcomes.

CHAPTER ELEVEN

STANDARD 11:INTEGRITY

Description

From its inception in 1904, the College has attempted to achieve “high ethical standards in the management of its affairs.” The College’s Mission statement, along with its Edmundite Learning Tradition, sustain and illuminate the ethical dimensions of life at Saint Michael’s. The core values of truth, justice, and charity determine the way by which Saint Michael’s fulfills its Mission in higher education. Since 1939, the College has been accredited by the New England Association of Schools and Colleges. Its legal authority is derived from a charter granted by the Vermont State Assembly in 1913:

The power to confer academic degrees and awards; to conduct related institutions and activities; to receive property or funds by grants, bequests, devises, gifts or any other kind of transfers, to aid in conducting the work of the said corporation and, when appropriate, to hold and administer the said funds or properties in trust for the said purpose; and to do all things whatsoever necessary or incidental to the conducting of such a corporation and to have and exercise all rights, powers and privileges which may now or hereinafter be conferred by the laws of Vermont upon such corporations formed under the statutes of the State of Vermont.

The various documents that define the College's governance structure also define the policies and standards for ethical interactions among all College constituencies. It is through these policies and procedures that Saint Michael’s institutionalizes its core values. Relevant sections from these documents are described below.

Trustee Bylaws

The governing document for the Board of Trustees is the *Bylaws*, first established in September 1970. The *Bylaws* may be changed or amended at any meeting of the trustees by a two-thirds vote of all members of the Board, provided notice of the text is sent to all trustees at least thirty (30) days in advance. Trustees are elected by a majority vote of the full Board and are eligible to serve the College for three three-year terms and are not eligible for re-election until one year has lapsed after the end of their third term. Trustees are required to sign an annual conflict of interest statement and disclose specific conflicts of interest that may arise out of Board membership.

Relations between the trustees and College employees has over time been one of mutual respect, cooperation, and an understanding of the community’s common goals. In 1996, the trustees, working with the Faculty Welfare Committee and the Faculty Assembly, approved important changes to the *Faculty Regulations* regarding faculty evaluation. Proposed changes in the grievance and appeal procedures were rejected by the trustees. The Faculty Welfare Committee is currently working with the administration to formulate grievance and appeal language that will be acceptable to all concerned parties.

The Student Handbook and Code of Conduct

The *Student Handbook and Code of Conduct* is the official College document that outlines policies and procedures governing student conduct both in and out of the classroom. The Mission underscores these policies, as can be seen in the following excerpt:

It is especially important in the Saint Michael's community for each student to respect the dignity and rights of all other persons, to be attentive to the opinions and views of others and to demonstrate a respect for cultural diversity. A Saint Michael's student should be unselfish and fair in relation to others, have a personal commitment to serve those in need and to promote peace and justice both within the College and in the world outside.

The *Student Handbook* includes the College's policies on academic integrity, disciplinary action and the appeals process, the use of alcohol and other drugs on campus, and the Family Education and Privacy Act of 1974 (these policies have been discussed earlier in the chapter on "Student Services").

Faculty Regulations

The *Faculty Regulations* establish mechanisms for self-governance and identify the institutional framework within which faculty responsibilities are carried out. As discussed earlier, the *Faculty Regulations* guarantee academic freedom and specify the procedures for faculty evaluation. In conjunction with the *Personnel Handbook* and other documents from the Human Resources Department, the *Faculty Regulations* outline procedures for equitable and non-discriminatory hiring of new faculty members. Although the Board of Trustees must approve changes to the *Faculty Regulations*, the faculty is largely the custodian of the *Regulations*. All members of the faculty have a say about any amendments to the *Regulations*; all amendments are made through a democratic process guided by the Faculty Assembly. The amendment procedures result in a set of regulations that have been arrived at in an open, ethical process, and one that enjoys strong support within the faculty.

In addition to governance issues, the *Faculty Regulations* define the process for filing appeals and grievances and dismissal for cause. The *Faculty Regulations* make it clear that moral and ethical lapses, along with incompetence, are grounds for dismissal. A faculty member can be dismissed for sexual or racial harassment, moral delinquency, public behavior that may damage the reputation of the College or its personnel, or disregard for the basic Mission of the College.

The Personnel Handbook

The *Personnel Handbook* describes personnel policies and practices, and the services and benefits available to employees of Saint Michael's College. All College employment policies and practices are written in light of the Mission. Policies initiated to ensure a positive and supportive working environment are critically reviewed and monitored on an ongoing basis. Some methods used are listed below:

- Several avenues for ongoing communication and feedback are in place. Faculty and staff are encouraged to speak to their immediate supervisor, the manager of the department and/or the Director of Human Resources concerning any perceived employment problem, unfairness or harassment. While employees are encouraged to follow formal lines of authority, senior administrators, including the President, maintain "open door" policies.

- There are clear appeals processes for performance evaluation and the progressive discipline process.
- The Personnel Welfare Committee, a group of twelve elected administrators and staff members, meets at least monthly to discuss employment issues. The Faculty Welfare Committee studies compensation issues and professional working conditions, and maintains the integrity of the *Faculty Regulations*.
- The Human Resources Office conducts annual reviews of policies and studies of issues such as salary equity and benefits for the support of employees and dependents.

Harassment Policies

The College seeks to maintain an educational environment where every member of the community is free from physical and/or psychological harassment that threatens the dignity of individuals or adversely affects their learning, working or living environment. The College protects individuals against harassment based upon race, religion, sexual orientation, color, age, national origin, ethnicity, disability or physical characteristics. The policies in the *Personnel Handbook*, the *Student Handbook and Code of Conduct*, and the *Faculty Regulations* state that staff, students, or faculty will be subject to disciplinary action, including dismissal, if appropriate, for harassment.

Employee Benefits

The College provides an extensive range of benefits for its employees. Employees receive safety training, learn (where necessary) the correct way to handle hazardous materials, and have access to a number of health-related benefits on campus, such as vaccinations for hepatitis B and influenza. The College has an award-winning Wellness Program that promotes physical fitness and outdoor activities for employees and their families.

The Office of Human Resources oversees employee rights and handles family and personal leaves, appeals, grievances and conflict mediation with the whole person in mind. Insurance benefits include health, dental, disability, and life, and the College maintains a generous pension plan. Tuition remission is provided to all full-time employees and their dependents. Dependents of full-time employees are also eligible for tuition exchange at approximately 200 colleges and universities across the country. Health and dental care and tuition remission are available to family members and other dependents.

The College reviews employee compensation procedures in an ongoing manner. The Director of Human Resources and other managers use measures of internal and external equity for employees in a procedure established many years ago. Compensation for faculty is targeted to the top 20% of IIB schools. The administration and the Faculty Welfare Committee discuss annual salary increases in an environment that can be characterized as generally collaborative rather than confrontational. Staff salary increases are largely tied to increases that emerge from the faculty-administration wage setting process. There has also been a long-standing process of equity increases for those employees who have fallen behind in internal and external equity because of unusually low starting salaries or because of changing job content. The salaries of new hires are carefully set to maintain the overall equity of salary structure.

Assessment and Projections

The standards on integrity are among the most formidable of all NEASC standards to assess; expressions such as “the institution subscribes to, exemplifies, advocates high ethical standards,” “truthfulness, clarity, and fairness characterize the institution’s...,” “the institution demonstrates honesty and integrity...” are difficult to quantify and pertain to virtually every aspect of the College. The subjective nature of these standards, however, makes them no less important than others. Saint Michael’s could not achieve its Mission without maintaining a high level of integrity in its operations and in the manner in which it deals with its various constituencies.

Broadly speaking, the integrity of an institution can be assessed by the way it addresses the following questions:

- Does a college have a mission which is aligned with high ethical standards?
- Do formal college policies and procedures reflect the values embodied in the mission?
- Does the community have a realistic opportunity to influence college policies?
- Are policies and procedures implemented in a consistent and fair manner?
- Are activities, programs, and services consistent with the mission of a college?
- If a significant gap develops between the ideal as envisioned in the mission and the reality of everyday campus life, is the institution able to respond in a timely and appropriate fashion?

The evidence reported about Saint Michael’s in this and in earlier chapters regarding its Mission, governance structure, planning processes, and programs and services justifies an affirmative response to each of these questions, that is, the College operates with a high level of integrity.

The College’s religious foundation and traditions have created an environment where issues of integrity and ethics are interwoven throughout the curriculum, in campus-wide conversations (see Exhibit 04, which lists the campus lectures that took place in the previous academic year), and in the decision-making process. When discussions take place within the Cabinet, at Board meetings, or within the Faculty Council, considerations are often based not only upon what needs to be done, but what should be done. The religious traditions of Saint Michael’s, which emphasizes humility and human fallibility, sensitize the College to its shortcomings and need for improvement.

Many committees and offices regularly consider, if not always purposely or overtly, the ethical policies of the College. These committees include the Faculty Welfare Committee, the Personnel Welfare Committee, the Academic Affairs Council, the Women’s Caucus, the Office of Human Resources, the Office of Multicultural Affairs, the Student General Assembly, the Edmundite Campus Ministry, the Cabinet, the Board of Trustees, the Dean’s Council, and the Faculty Assembly. There is, however, no single committee or board which systematically assesses the effectiveness of the College’s ethical policies and their applications. The Cabinet will explore the feasibility of establishing a special committee on integrity to examine, on an annual basis, the College’s ethical policies and practices. An appropriately modified version of the Self-Study’s campus-wide survey will be administered on a regular basis.

Multicultural Practices

The College is committed to non-discriminatory practices. Employment policies and programs address non-discrimination and a multicultural vision of the College. According to the *Personnel Handbook*, Saint Michael's "is a multicultural community which values each individual, celebrates diversity, encourages high ethical standards, instills a passion for justice and shapes a campus-wide environment of responsibility and compassion." A great variety of programs are in place to increase staff and faculty understanding of multicultural issues and to assist in building a community which respects and celebrates members of diverse cultures and national and racial origins. The work of the Multicultural Committee exemplifies the institutional commitment to educating the whole community about the similarities and differences in the human condition. This Committee of faculty and staff works to complement the many student-led multicultural programs. While the College has devoted considerable resources to keeping multicultural issues in the forefront of the community consciousness, it has been less successful, as was discussed earlier, in attracting minority faculty and students to campus.

Over the last 10 years, Saint Michael's has achieved some success in the area of gender equity. More women are now working as administrators and on the faculty than was the case at the time of the last reaccreditation. In 1990, just over 40% of the College's top 36 administrative posts were held by women while 22% of the full-time faculty were females. By 1999, the respective figures had risen to 54% and 44%. For the last several years, the student body has consisted of slightly more women than men. There has also been a successful movement towards gender equity in the sports program. With the elevation of women's hockey to a varsity sport next year, the College will achieve gender equity under Title IX.

Academic Freedom

Academic freedom is guaranteed by the *Faculty Regulations*, and the College is committed to maintaining this integral component of a scholarly community. Nevertheless, the document *Ex Corde Ecclesiae* and the recent response to it by American Bishops raise questions, as noted in Chapter Five, about the future of academic freedom at Catholic colleges.

During its June 1999 Board Retreat, the Board of Trustees allotted a full afternoon session to a discussion of the Catholic Mission of the College and its implications. A review of the history behind and proposed provisions of *Ex Corde Ecclesiae* fostered a healthy dialogue among Board members. The following questions framed the June discussion.

- Who defines what a "Catholic" university is?
- What makes a Catholic college distinguishable from a secular university?
- Can a college be Catholic and remain Catholic without being connected to and accepting of the Catholic Church?
- How does the faith of the Church relate to Catholic higher education?
- How should this understanding affect academic practice -- especially in terms of academic freedom and institutional autonomy?

No closure was reached on these questions, and it will take considerably more time before the ramifications of *Ex Corde Ecclesiae* are understood. It is significant that the trustees are actively discussing these important issues. Absent from the discussion was any talk about limiting academic freedom in response to the document.

Academic Integrity

Saint Michael's College believes that any violation of academic integrity is a serious matter. As a result of identifying some flaws in the processes, the academic integrity policy was revised this fall under the Office of the Associate Academic Dean of the College. In revising the policy on academic integrity, the College was responding to problems such as the publication of inconsistent or multiple versions of College policy, uneven implementation of existing policy, and some uncertainty about what constitutes academic dishonesty.

The College's policy on academic integrity, first endorsed by the Faculty Assembly and the Board of Trustees during the 1988-89 academic year and revised in 1999, is clearly stated in the *Student Handbook and Code of Conduct* and in the *College Catalogue*:

The College exists primarily to sustain the pursuit of knowledge. Scholarship, teaching, and learning are possible only in an environment of academic integrity characterized by honesty and mutual trust.... Because violations of academic integrity threaten the intellectual climate central to the pursuit of knowledge, they cannot be tolerated. Violations of academic integrity include the following: plagiarism, unauthorized assistance, interference, and multiple submissions.

All incoming students receive a copy of the College's policy on Academic Integrity when they arrive on campus. The First-Year seminars devote considerable time to this question, including discussions of the proper use of citations and the work of others. The Associate Dean of the College has been working with the faculty to develop consistent protocols, in fact and in practice, for violations of academic integrity. Currently, faculty members vary a great deal in the manner in which they approach similar violations of academic integrity.

The College's recent attempt to clarify and strengthen its policy on academic integrity reflects a concern about student honesty that surfaced in the Self-Study's campus-wide survey. Faculty and trustees, cited "academic honesty" as the most prominent area of decline since 1995 among 23 possible categories of college life. Deviations from academic integrity seem perplexing in light of the strong support students display for the Mission in other areas of college life. The College will continue to monitor and respond to changing trends in this area. The College will also explore the feasibility of establishing an honor code.

Employment Conditions

Saint Michael's recognizes that its most important resource is its employees. In large measure, employees are treated with respect and fairness. Salaries and fringe benefits are competitive in most fields; this has not always been the case. Many employees devote their working lives to the College. Non-retirement turnover among the faculty, in particular, is low. Faculty members are hired with the expectation of tenure following a probationary period, during which new faculty are supported and given clear guidance about College expectations.

The blessing of a loyal and reasonably content body of professionals might lapse, however imperceptibly, into easy “minimalism.” This has not happened. If there is a problem, it is more likely to be burn-out. Many employees work extraordinarily hard and devote long hours to their jobs. This is one of the many conclusions gleaned from the pages of the committee and program self-appraisals. Limited resources, a strong commitment to the College, and high expectations on the part of staff and supervisors result in stressful working conditions. Perhaps this is simply to be expected in light of the competitive conditions faced by private colleges with limited endowments. Nevertheless, administrators throughout the institution need to be sensitive to the pressures that those who work under them experience. The establishment of the Wellness Committee has helped reduce tension among those who take advantage of their offerings. The College should consider other ways to alleviate some of the pressures expressed by the community. One of these ways will be an exploration by the administration of a campus-wide assessment of staffing numbers and related salary needs.

In 1996, the trustees rejected revised grievance procedures that had been approved by the Faculty Welfare Committee and the Faculty Assembly. The dispute centered on the role that a faculty panel might play in appeals and grievances. The Faculty Welfare Committee is working with the administration to design a revised process which would still allow for some formal faculty involvement in appeals and grievances. Revised regulations will be submitted for trustee review in the near future.

Socially Responsible Investing

In 1986, former President Paul Reiss, with the support of the trustees, established a campus-based committee to monitor the social performance of the College’s endowment. Three policies were put into place. The Socially Responsible Investment Advisory Committee recommended that a portion of the endowment be set aside for alternative investing (for example, funds were set aside for the Vermont Community Development Fund). It also advised the Investment Committee of the trustees on appropriate responses to shareholder resolutions and potential conflicts between individual holdings and the Mission. With the recent reorganization of the trustee committee structure, the Socially Responsible Investment Committee became dormant. The College will reactive this Committee.

Communications

Good communications are an essential component to an institution that wants to conduct its affairs with integrity. The College strives for effective communication in a number of ways. Regular staff meetings occur throughout the institution and a performance review system that encourages reflective evaluation is in place. Planning days provide a means for identifying and rectifying communication problems. Faculty and staff discussion days, on campus retreats with members of the faculty, staff, students, and Board of Trustees, regularly scheduled presidential general assemblies, academic convocations, and community coffee breaks encourage open communication and interaction among community members.

Even so, results of the campus-wide survey showed that many employees felt that insufficient communication, particularly between staff and top-level administration, was a major problem. At the request of the President, the College responded to the survey results in an open and candid fashion. The survey results were presented and discussed at several open meetings, including at the 1999 annual trustee-community retreat.

These discussions resulted in a better understanding of the views and concerns of the various constituencies in the College. Communications practices are being reviewed in order to address concerns raised and promote more effective communication. These meetings also serve as an illustration of one of the most significant features of Saint Michael's, and one that was also acknowledged by all segments of the College in the survey: the high regard for, and the strength of, the College community. In response to the concerns expressed, the Strategic Planning Committee included "Effective Communications" as one of the College's 20 strategic goals.

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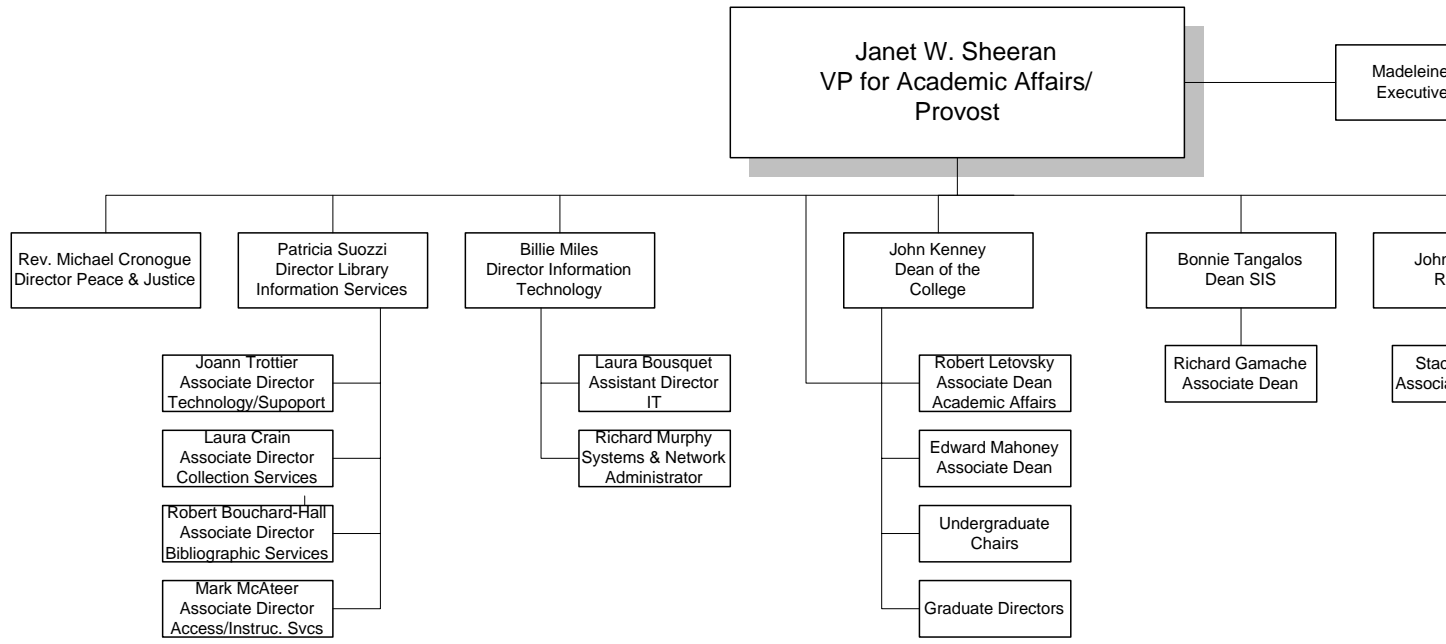
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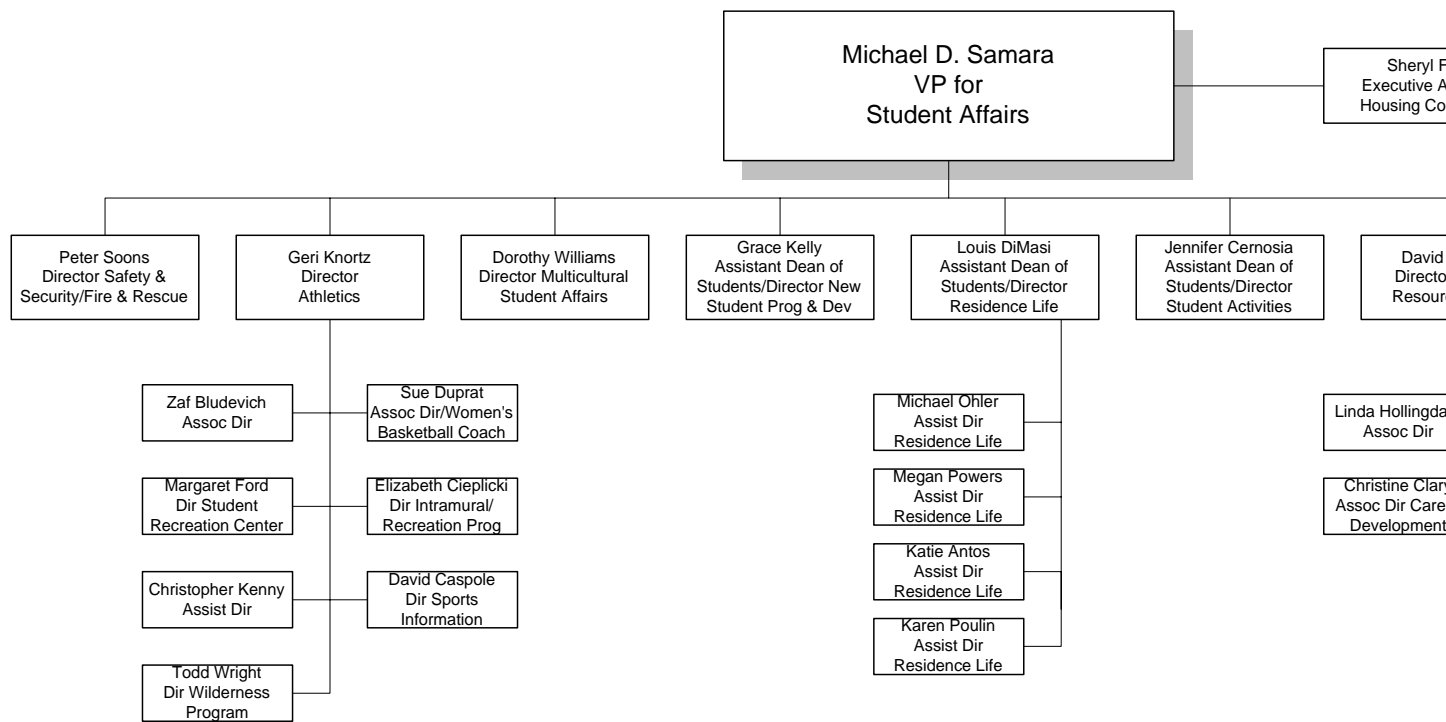
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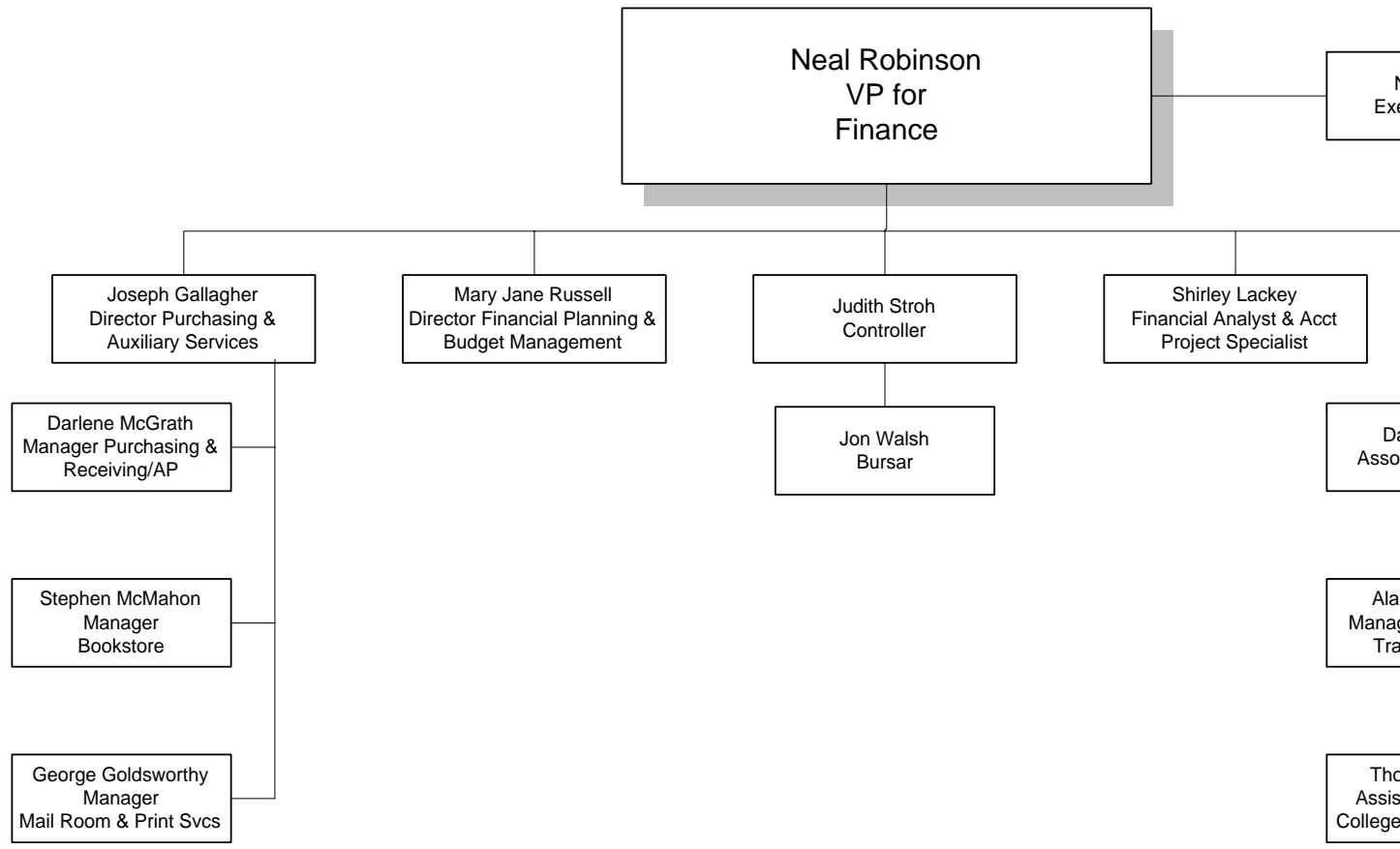
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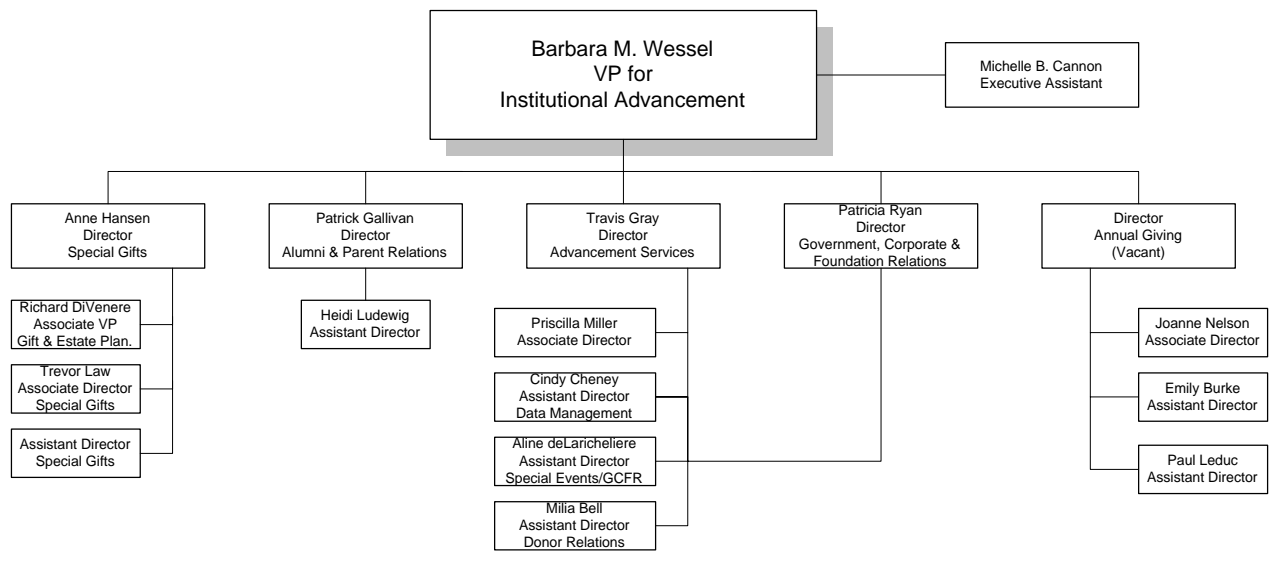
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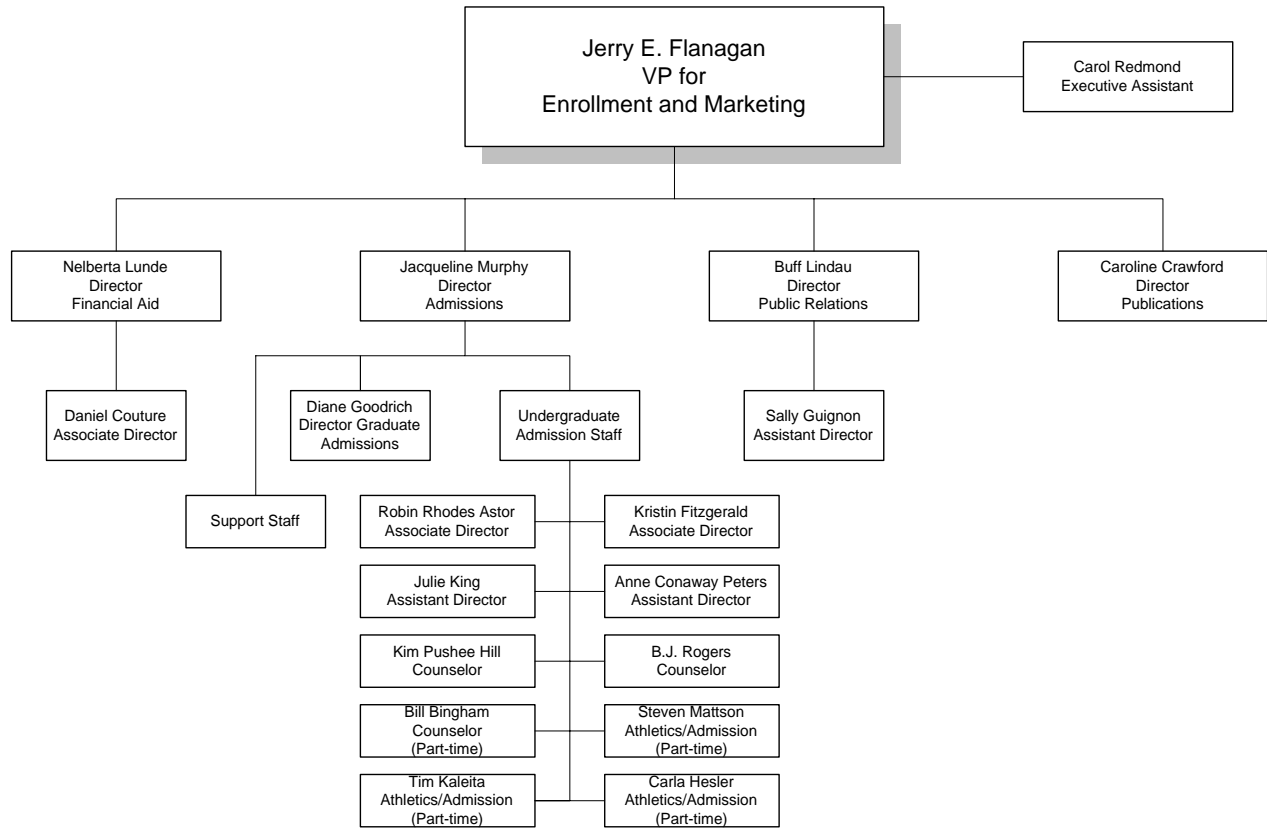
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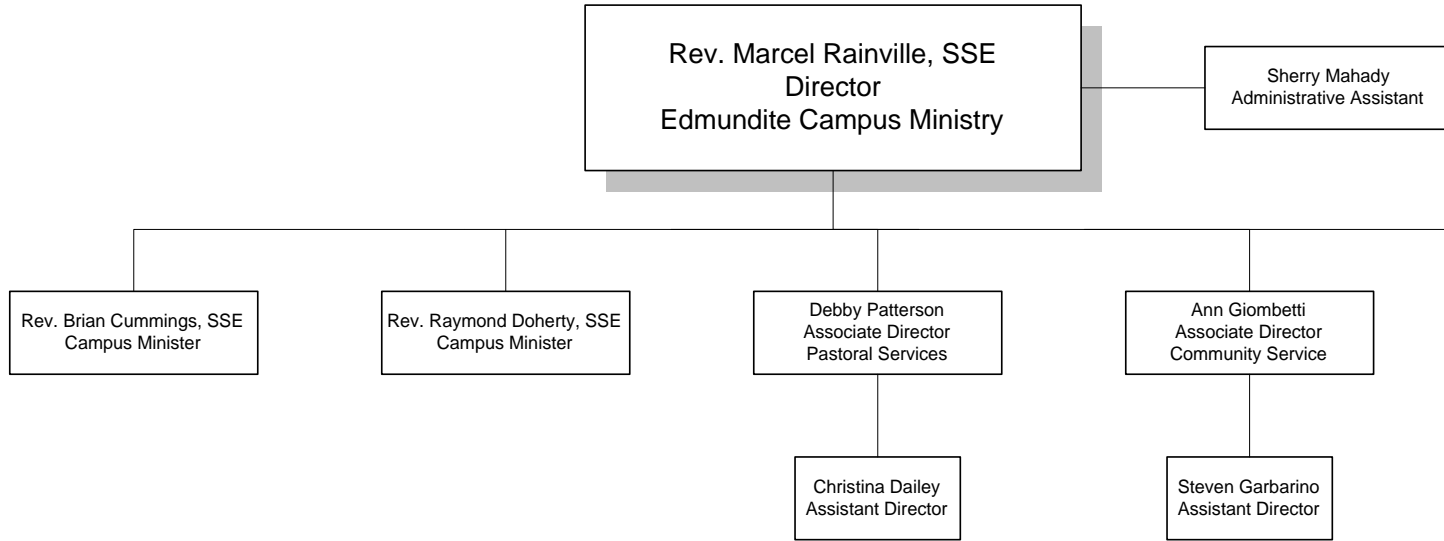












Appendix II
NEASC Data Forms