

Student Advisory Council Transcript

September 15, 2022

[note, some areas have been edited for clarity/to remove a mistake made by the transcript AI]

00:00:04.790 --> 00:01:43.109

Wilson Garland: Okay,

Wilson Garland: and you can see here the dates, the additional dates, and I believe invitations have been sent for those meetings as well, and we'll add some, obviously as we go. But we wanted to get the first several out, so that people knew what was coming.

Wilson Garland: All right any questions before we move on to the transformation overview.

Wilson Garland: All right. So transformation is a big initiative and big project. That is something. As I said. We've been working on now, but it's actually a five-year project that we're working on. One of the first big objectives is to bring together Vermont Technical College, Castleton and NVU, and to one University, Vermont State University, which is what we're here to talk about as part of

Wilson Garland: the University work. The other thing that we're doing through transformation is really trying to streamline our administrative operations and put ourselves on a strong financial footing. Um, and really making the system sustainable and growing in a place that can best serve the ah Vermonters that are looking for higher education.

Wilson Garland: And to do that, we need to establish a foundation for the future of higher education in Vermont. And that means really, as we build the new systems and processes and other things that we're working on, making sure we're focused on quality, making sure that we're focused on affordability, accessibility.

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00:01:43.120 --> 00:04:03.680

Wilson Garland: Our diversity, equity, and inclusion goals, making sure that the education we provide is relevant um and innovative in in what we do. So those are kind of our guiding principles as we're going through here with our goals for transformation.

Wilson Garland: What that means in practice is, we really have two interlocking objectives. Here we are in the process of creating Vermont State University, and a lot of the communications that you've seen are about what we're becoming as part of Vermont State University Um, and that means putting in place consistent engaging in supportive processes for students. It means having additional options for students in terms of programs, making sure that the programs and courses are offered in

Wilson Garland: realities that are convenient and accessible for students and making sure that we have the right sorts of campus experiences and ways to support and interact with students. Um. Also, we want to make sure that we have a strong connection to the community and employers, and that's something that across the Vermont State colleges system really focused on is making sure that we have

a focus on workforce and force development, and that plays a role in in our programs as people are looking for internships and other aspects of their program, they're putting the things they're learning into practice.

Wilson Garland: Uh, the second big objective here is to make sure that we have better administrative operations, and that means having effective and efficient processes. It means having stable and responsive systems and infrastructure. Uh, Mike earlier talked about facilities and other things as part of that um, but also making sure that we have shared services, the administrative functions so that we can reduce the administrative burden for faculty and staff on Campus um and focus on better service quality for students and faculty, and that we have the ability, through the combined forces of all the institutions that are part of Vermont State colleges, of having technical specialists in those, you know, throughout the shared services and to be able to take advantage of economies of scale.

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00:04:04.570 --> 00:05:17.259

Wilson Garland: So if you're if you're not familiar with the scope of the Vermont's psychologist system. It includes the Community College of Vermont, and many of you that are here tonight are from the Community college and from the different locations. Um, and then it also will include Vermont State University, which is what NVU and Castleton and VTC are becoming.

Wilson Garland: So I think, before we kind of move on to some of the details of how we're doing the work. We wanted to throw it back to you and talk a little bit about. What are some of the things that excite you or interest you in the transformation? I know a lot of you put a lot of thought into what went into your

Wilson Garland: um application to be part of this this effort. But we also want to hear what fears and concerns you have, and ah things that you're hearing from other students as well about where things are moving forward, so feel free to raise your hand, and we'll try and get to as many folks as we can.

Wilson Garland: Harley, it looks like you're first.

24

00:05:19.330 --> 00:06:29.310

Harley Moore (they/them): all right. Hi. So my name is Harley. Once again I am on the NVU Johnson campus, But I am currently taking classes in the face-to-face class model at Castleton, and I've experienced a lot of challenges just within the first few weeks of the semester with the technology.

Harley Moore (they/them): Ah,

Harley Moore (they/them): the class has been provided in order to accomplish that. And i'm, you know part of the reason that I really wanted to be a part of this was because I think that that face-to-face class model can be really good. But it needs to have the technology in place in order for that to be accomplished;

Harley Moore (they/them): but when it is accomplished and a good way, it will fuel the ability for the Vermont State University to reach many of many of people.

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00:06:32.510 --> 00:06:36.370

Wilson Garland: great. Thank you.

Wilson Garland: Ishir?

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00:06:36.910 --> 00:07:27.569

Ishir Agarwal: yeah. So this is my first-year kind of like in the system of like the remote state colleges and stuff. Um uh! This might have been there before. But one thing that I really appreciate about this transformation and kind of the um unity between all these four colleges is the fact that I could take classes, even if I'm. In a role as a of a Montex and I could take classes at CCV. Or somewhere else, which is kind of helpful because for me, I'm really um

Ishir Agarwal: I will invest in in-person stuff and online doesn't really work out for me as well.

Ishir Agarwal: Um, and especially being on the Wilson campus um, with a little bit more like the also on campus and having more of those like um classes that are concentrated on their specific majors into like the general education classes. Um, which I would have to take online. I could take some of that stuff at CCV now in person, and that's a great option.

Ishir Agarwal: Um! So I definitely appreciate that

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00:07:30.070 --> 00:07:34.790

Wilson Garland: great Thank you.

Wilson Garland: Ah, Gabriel,

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00:07:35.420 --> 00:08:25.329

Gabriel Wilkinson: I have recently been hearing a lot of concern about that potential, that this I would write VTC. That the computing majors are not in a very stable position. Right now. We have four teachers for the entirety of the computing program, and they are all like double booked on everything. They're all, I think they're all working like twenty-two credits worth of classes.

Gabriel Wilkinson: Oh, and we've had in the last year like so multiple teachers leave. And so there's my campus has a lot of software engineers and a lot of computer engineers. Um! And they've just been worried that this is they. They could end up in a situation where there's no there's No, Major, for them here.

Gabriel Wilkinson: They have to go somewhere else.

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00:08:28.470 --> 00:08:33.320

Wilson Garland: Thanks for sharing that concern.

Wilson Garland: Renee

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00:08:34.250 --> 00:10:09.069

Renee Chaples: Hi! I'm sorry, my cat. I just got a kitten, and she just jumped on my leg.

Wilson Garland: They know when you're on the screen.

Renee Chaples: Yes, she wants to participate, apparently. So I came in a year after the merge for the Lyndon and Johnson campus from a Vermont university, and in my time as a student leader, I saw kind of the residual resentment that existed from the students previous to me.

Renee Chaples: Um, and I wanted to kind of be a part of the conversation.

Renee Chaples: Um, knowing that I'll be experiencing both NVU and the new institution as we move forward. Um, I'm excited to see that there is unification happening in the sense of classes. Ah, the times that classes happen so that way it offers more opportunities in terms of learning and experiences for everybody throughout the VSC.

Renee Chaples: Some concerns I have, though, that I'm sure some people affiliate with those campuses can

Renee Chaples: Maybe a test to is how there seem to be a push for them to unify the identities of these campus. And while I understand, for a marketing perspective that makes things easier. However, every campus who is a part of this process is currently trapped stuck on my leg. By the way every campus that's a part of this process.

Renee Chaples: It has a very distinct community, and I think, trying to force some of the aspects of every campus to fit under the other identities with the other communities is very difficult, and a lot to ask of a soon body who's loyal to their individual campus.

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00:10:10.150 --> 00:10:28.300

Wilson Garland: Great. That's an excellent point, and that Renee brings up something that we'll talk about at a later session. So I do. I really am glad you brought that up, because we do want to have some unique identities as well. So that's great.

Wilson Garland: Um,

Wilson Garland: Nick.

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00:10:30.300 --> 00:11:08.670

Nick Maille: Yeah, I want to have to agree with the Gabe in the Rene. That is a big concern among the student population is that our identity here at the Randolph campus is being pushed away and being taken over by something. Students seem to not necessarily like, or some people feel as if their vote wasn't even taken in consideration.

Nick Maille: Also, again, with the software yeah software program is having a rough time right now. And also that also applies to the mechanical and manufacturing majors

Nick Maille: because we have a shortage of staff for a faculty should say,

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00:11:11.060 --> 00:11:16.510

Wilson Garland: Thank you

Wilson Garland: all right Zeb

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00:11:17.960 --> 00:11:56.000

Zeb: I just wanted to use not to use this opportunity to bring to attention like opportunities we have

Zeb: at the school for using the skills and potential of the actual students in things that loaded learning in their majors to improve the campuses and the school life, such as designing improvements to the built areas, software improvements, all that kind of stuff that we're already learning, and seems like we could use our skills to help the school and all the entire university as a whole.

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00:11:57.850 --> 00:11:59.570

Wilson Garland: Great! Thank you,

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00:12:01.530 --> 00:12:02.780

Wilson Garland: Isabel.

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00:12:03.980 --> 00:12:31.279

Isabel Gogarty (she/her): Hi! Everyone! Um! Just a couple of wonders that I'm having is. I'm just wondering like, what avenues of communication can we use to keep different populations in the loop? I think we are. We have so many stakeholders, and this group. The Student Advisory Council are major stakeholders and leaders for students, and I think also outside of this, like we take internships, and we want to be

Isabel Gogarty (she/her): in a line of communication with our future employers, and we also want to make sure that alumni people that may have graduated a few years ago, or even also future students kind of get the same experience in regards to. They feel hurt, and also they feel seen in this conversation. So um any way that we can kind of differentiate or um personalize a communication avenue

Isabel Gogarty (she/her): and kind of just meet people where they're at. I think that's worked best for me, and any type of change that I know brings out a lot of anxiety, and that could be something as small as we're just doing something different on our own campus, you know. And now something system-wide statewide where you have major stakeholders. Anything we can do. That communication has just been a wonder of mine.

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00:13:25.800 --> 00:13:30.060

Isabel Gogarty (she/her): Great. Thank you,

Wilson Garland: Hannah.

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00:13:33.190 --> 00:14:08.599

Hannah Archibald: Hi! Um! So I'm A: I've just transferred to VTC Williston this year, and I've had some mixed results with zoom classes in the past. But this semester I'm in a entirely zoom class with Professor Alan Rogers in his business Principles of management class.

Hannah Archibald: And if you can just figure out how he does zoom classes so good and just copy him on that. That'd be super cool.

Hannah Archibald: I like his. I like a style

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00:14:09.000 --> 00:14:10.659

Wilson Garland: great. Thank you.

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00:14:16.240 --> 00:14:29.730

Wilson Garland: All right.

Wilson Garland: Any final comments here? Harley or Alexandra. It looks like...

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00:14:30.430 --> 00:15:31.950

Harley Moore (they/them): whoops. I realized I did not unmute.

Harley Moore (they/them): I just wanted to pig you back on what a couple other people have been saying about staffing with professors.

Harley Moore (they/them): Um, specifically with the business department. I'm not sure how other business departments are doing on other campuses, but I know that at NVU I mean, and as a whole we have, I believe, two business professors right now.

Harley Moore (they/them): Um coming from, you know, when we used to be Johnson State College with the thriving business department.

Harley Moore (they/them): It's really scary to hear and see that we're losing so much staff and the future of those classes is kind of up in the air for a very important, I would say Department

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00:15:34.100 --> 00:15:35.140

Wilson Garland: right?

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00:15:35.260 --> 00:15:36.579

Wilson Garland: Thank you,

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00:15:36.950 --> 00:15:38.320

Wilson Garland: Sarah.

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00:15:39.440 --> 00:16:38.889

Sarah Carner: I guess one of the concerns I have is the past two semesters. I've had very much a lot of trouble with the professors and their online,

Sarah Carner: and it seems like um in the medical, you know fields for CCV. They're like kind of monopolized. These professors kind of teach everything, and it just makes you wonder if these professors are teaching there, and they're also teaching to other colleges within this like,

Sarah Carner: How are we going to make sure that we're actually getting quality teachers? I mean um, you know. Not just kind of just keeping the old ones, because that's what we got to fill the slot. Um, I mean. Some of my teachers violated several parts of their contracts. Um, that you know I had to go to hiring managers and stuff going to do.

Sarah Carner: But you know, I want to make sure that we are going to have quality, you know, versus quantity, you know, and not have just a couple of teachers who teach everything that's just kind of my concern.

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00:16:40.930 --> 00:16:44.780

Wilson Garland: Great, Thank you,

Wilson Garland: Kyla.

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00:16:46.430 --> 00:19:00.979

Kyla: So. I want to share something that I'm excited about in something that I'm nervous about. So I'm excited because I this does give a lot of um like people

Kyla: like, for example, business we just had that come up There's it would be awesome for It's going to be awesome that we can actually take business classes at other schools, and we're starting to be able to already do that which is pretty cool, but more specifically not have to worry about being

Kyla: transfer student or a student for a semester, or whatever it is, it's like. No, you're just a student now. Um, which is really cool, and the combining, which means I feel like I would be more comfortable like if I went to Rutland, and I knew Castleton was having a

Kyla: dance or something like, I would feel comfortable to be able to go there and like Hey, I'm a NVU student and be able to go to Castleton and participate in an event that's happening there. Um! What I'm nervous about is I.

Kyla: I have also a lot of concerns with the cit program of, etc. I know that all of my professors are of retirement age, and they've already been talking about not accepting people in for two thousand and twenty-three, because all of them are, would be retiring within that time period of that class being able to go through. And

Kyla: I personally would love to come back and be a professor. But if I can make money at another location, at another business at another college, if I can make more of a financial gain at another place. I'm probably going to choose that other location over the VTSU, because I need to be able to survive and live too.

Kyla: So I'm hoping that at some point we might be able to talk about trying to make sure that everyone at the VTSU

Kyla: can survive, and it makes it more competitive for us to get professors in.

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00:19:03.610 --> 00:19:05.169

Wilson Garland: great. Thank you,

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00:19:07.110 --> 00:19:08.700

Wilson Garland: Alexandra.

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00:19:09.910 --> 00:21:54.540

Alexandra Huff: Hi, um! I just wanted to share an opinion that was shared with me, and it really helped change my viewpoint on the transformation system, and it's definitely. It's definitely not the majority,

but it's something that I do think that all student leaders should hear and take into consideration, and really think about.

Alexandra Huff: I had somebody come up to me, and they're an upperclassman here at Lyndon, and I asked them straight up. I was like. How do you feel about the transformation?

Alexandra Huff: They kind of made a face at me, and then they paused for a minute, and they said. You know what

Alexandra Huff: I'm going to support it, though, because VTSU is not for me. It's not being marketed for me. I am graduating. My time is going to be done here. I'm not going to see this model. And while I love Lyndon Linden hopefully, is still going to be here. That's the whole idea of this transformation. But the idea of VTSU is for students that we haven't reached yet, and that aren't currently in our system, and so

Alexandra Huff: down the road. It's the students currently in high school, in their senior and junior and sophomore and freshman. Here it's the middle schoolers. It's the elementary schoolers on the traditional path, and it's the people who took a gap here these past couple of years and are looking for higher education systems and the people who have families, and are looking for a way to get back in the higher ed. But those of us in this call right now.

Alexandra Huff: It's not necessarily for us. Some of us might still see VTSU, but nobody here is going to have a full Vermont State University College, a career because we all experience all these other different bottles, and while I do see absolutely the value and talking to current students about their current struggle, so that for the future students we can work on these things we need to keep in mind at the end of the day, in my opinion. And again, that changed when the students shared this with me, and really got me to think a little bit Um,

Alexandra Huff: as long as our campuses are still here, and we still have the memories that we have, if we can just make these resources available to everybody else. I think that's width. So I really think Well, I understand everybody's stressors. I mean, believe me, the sleepless nights, the panic attacks that I've had about

Alexandra Huff: change in general like terrifies me. But we need to think about a bigger picture here, and I think that ideology starts with us in recognizing that change, and who this change is meant for, and how we are just supposed to help. It belongs that it can get

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00:21:55.780 --> 00:21:57.160

Wilson Garland: great thanks,

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00:21:58.190 --> 00:21:59.420

Wilson Garland: Barry.

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00:22:02.590 --> 00:22:31.090

Barry Bolio: Thank you. Um. One thing I've got to mention while I was doing my introductions because I was distracted. Um is I'm an online student through CCV campus primarily based in Montpelier. Um. And so because I'm online, I don't really get the perspective. So everyone sharing is really helpful for me to hear that. And as an older student again, really valuable perspective to kind of pick you back on what Alexandra was saying to one thing that I've been thinking about and kind of curious about is,

Barry Bolio: you know, with the transformation, you know, will the new University have kind of the cash, I guess, for like a bit of a cachet to bring people to it. And you know again

Barry Bolio: these other institutions, you know you wouldn't hear the names Lyndon and Castleton. You know they have that that

Barry Bolio: you've heard of them, so just I guess my concern as we go forward to the transformation, is

Barry Bolio: making sure that this is going to be a desirable location, and that that folks are gonna, you know, seek it out, not just because it's in Vermont, and it's local, but you know, seek it out because it's. It'll be a great education, Thank you.

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00:23:15.270 --> 00:23:35.680

Wilson Garland: It's very

Wilson Garland: all right, any final comments, or before we move on.

Wilson Garland: Okay, thanks for thanks for all those sorry about the CCV student.

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00:23:35.760 --> 00:24:00.450

Curtis: How it's going to affect us, because technically, even though it's Vermont State colleges

Curtis: we were, I almost feel separated from that.

Curtis: My concern is if we're going to get the same stuff that the other three who are combined into the be We're going to get the same.

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00:24:03.330 --> 00:24:05.019

Wilson Garland: great. Thank you.

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00:24:07.390 --> 00:28:15.320

Wilson Garland: So thanks everybody for sharing both things you're excited about and things that you're worried about. I think

Wilson Garland: the exciting thing for me is, I know that throughout the time that we'll spend together here over the next few months we'll get to talk about a lot of those topics and a lot of those issues. And so before we leave tonight we'll talk about how we prioritize the things that we want to hear more about um and or the things that we'd like to have more input, about. So thanks for sharing those. And I think uh, you know. Certainly. I know we've captured those, and we'll use those as a source of we're going next.

Wilson Garland: All right. So let me share the screen again, so we can

Wilson Garland: continue on

Wilson Garland: all right. Can everybody see the screen again?

Wilson Garland: Okay,

Wilson Garland: All right. So

Wilson Garland: the process that we're going through in transformation has a number of different stages, and as I commented last year with the Student Advisory Council, we were really focused on discovery

Wilson Garland: and design, and in terms of the different aspects of campuses, the different student services, the different parts of learning, etc. We're now moving more into the development stage, but that doesn't mean that there aren't choices that we can make as we go along to really make sure that we're providing the right services and supports and educational opportunities and career opportunities and other things like that. So we're kind of an exciting point, and the transformation doesn't really

Wilson Garland: moving into making sure that these things are what they can be as part of transformation

Wilson Garland: terms of the overall scope of transformation. It's pretty significant. It covers a lot of different aspects of

Wilson Garland: student life and different operational aspects of what we become the new university. But then we also have teams dedicated to looking at

Wilson Garland: how the back-Office administration happens. What are the systems and infrastructure that's there to support students at both Vermont State University and CCV. Uh: So the what you know, Curtis was mentioning. There is really at the forefront as we move into this part of transformation it's

really making sure that we have a good foundation for what's happening across both institutions, and then also making sure that we're leveraging opportunities for CCV students and programs, and others to

Wilson Garland: have some connection to what is happening at the University as well, and we'll talk more about what some of those opportunities are in the future. But when you look at the work that's going on. We've organized the work into these, you know, five different core team areas. We have student experience students, success and academic programs as it relates to the new University, and then we also have administrative operations and force development as to

Wilson Garland: comprehensive efforts for both from out State, University and CCV

Wilson Garland: So these are the areas that we're covering in transformation, and these are the areas that we can dig deeper into as we go, as part of the Student Advisory Council.

Wilson Garland: So I guess I wanted to throw it back to you as you're thinking about areas that you have a particular interest, not just things that you might be concerned about, but things that you think

Wilson Garland: you'd like to learn more about, or areas that you're interested in providing some input and feedback as you look at these different domains, what are the areas that

Wilson Garland: you'd like to raise up for us to consider?

Wilson Garland: Ishir?

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00:28:15.990 --> 00:28:25.059

Ishir Agarwal: Yeah. So I'm not sure. Um! Is there something that's going to be going on into the workforce development? I'm not sure if you mentioned that. But something that's going to happen there, they under there

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00:28:25.930 --> 00:28:34.170

Wilson Garland: we will certainly talk about workforce development. So the workforce Development group is really looking at. How do we

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00:28:34.180 --> 00:29:07.119

Wilson Garland: leverage what the community, college and the university have in terms of programs in terms of expertise. And how do we bring that to the community and employers in a way that is flexible and can be more course based and non-degree based as well as continuing education and other aspects of workforce development.

Wilson Garland: So we'll definitely have more about that as we go on. But if there are specific areas of workforce development that you're curious about, I'd love to hear about it.

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00:29:07.520 --> 00:29:33.269

Ishir Agarwal: Yeah, I definitely enjoyed building a career like building with the future of my career, or whatever like the start of it.

Ishir Agarwal: Um, with college and other stuff. And I really enjoy kind of networking with people and like employers and stuff in the future. So um, I think I'd love to learn more about the workforce development side, and um kind of help out with that. I don't really have anything specific about it yet. But I'm looking forward to it.

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00:29:33.280 --> 00:29:35.490

Wilson Garland: It's great. Thank you

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00:29:36.320 --> 00:29:37.550

Wilson Garland: Hannah.

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00:29:38.610 --> 00:30:17.829

Hannah Archibald: I'm interested in the advising portion

Hannah Archibald: I got shuffled around between advisors at my previous school, and i'm finding that, having a

Hannah Archibald: steady adviser who I'm able to develop like a relationship with and be able to trust enough to bring my problems to is like really key.

Hannah Archibald: And I'm just wondering about like

Hannah Archibald: adviser workload, and if they're gonna have enough time to advise all their advisors.

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00:30:20.720 --> 00:30:22.689

Wilson Garland: Great. Thank you, Hannah.

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00:30:22.700 --> 00:30:25.789

Wilson Garland: We'll definitely delve in more on that,

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00:30:27.880 --> 00:30:29.080

Wilson Garland: Jackie.

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00:30:31.330 --> 00:31:36.179

Jackie Lucas: I see Denny has some things in the chat that I wanted to talk about as the older adult.

Jackie Lucas: I'm in my mid forties as a student. So. But coming back to school or even starting

Jackie Lucas: school was very difficult for me, because I had no idea where to go. Thankfully, I did start at CCV. So they helped me a lot. They had some people that kind of like held my hand through the whole process to get me started, and when I transferred to NVU I was. It was kind of like a sinker swim type thing

Jackie Lucas: so thankfully. I had had a child that went through college experience, so he helped me a lot and then, now that I'm almost done this. Now I have to figure out how to transition from the career that I'm in into what I want to go in. So it's

Jackie Lucas: but that's been a learning experience for me, trying to figure all of that out, so it would have been nice to have somebody that could help me, even if it's just like, step by step, Hey, you know, step one. You need this, and then this

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00:31:37.370 --> 00:31:59.859

Wilson Garland: great, so I'm hearing a little bit about advising I'm hearing about student support in general. I'm hearing about some of the career, development, career services, sorts of things. Am I getting that right? Yes, okay, great. We'll definitely dig in there some more. Renee.

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00:32:01.790 --> 00:33:00.349

Renee Chaples: Hi, um. I would say that I'm interested in learning about administrative operations. Um, that umbrella I'm not too familiar with margins of what is booted underneath that myself. What I am very familiar with is the departments under student success. I at one point was a residential assistant. I'm. A student athlete. So I've kind of seen.

Renee Chaples: Ah, these departments, and how they interact with our student body on the lemon campus. And what I've noticed, especially with the Linda campus, is, we seem to funnel a lot of efforts into admissions and marketing so essentially bringing in new students. But I feel like the departments which would be student success that are meant for the students that are already here

Renee Chaples: tend to fall short um in some areas. So I would like to

Renee Chaples: see how we could negate that going forward.

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00:33:01.990 --> 00:33:03.610

Wilson Garland: Great. Thank you,

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00:33:04.380 --> 00:33:43.819

Barry Bolio: Barry. Thank you. Again. As an online student doesn't apply to me. But I'm really interested in student residence life. I think one thing that I'm missing as an online student. It's really that connectional piece with my fellow uh classmates. I've done a lot of the zoom classes, and that's very nice, but I just feel like um. I don't have that I'm doing so. I would be interested in kind of learning more about

Barry Bolio: student and resident life portion and as far as input. Um we haven't touched on it. But I would be interested in ah input, in brand launch and marketing as well.

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00:33:43.830 --> 00:33:44.970

Wilson Garland: Great,

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00:33:48.650 --> 00:33:50.760

Wilson Garland: All right. Thank you. Harley.

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00:33:53.730 --> 00:34:57.139

Harley Moore (they/them): Yeah. Ah, I would definitely be interested in both. Ah, the street life portion and the kind of student retention portion of the VTSU. I know that at Johnson we've kind of had a decline in student population and student

Harley Moore (they/them): participation in activities. We have an entire residential building that is no longer in use.

Harley Moore (they/them): Um and I,

Harley Moore (they/them): and just

Harley Moore (they/them): interested and very passionate about how the

Harley Moore (they/them): the VTSU is going to not only bring in new students, but keep the students that we have, so that you know

Harley Moore (they/them): there's no longer a such thing as like Johnson, basically being a freshman college

Harley Moore (they/them): kind of what it's done.

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00:34:59.350 --> 00:35:00.939

Wilson Garland: Great. Thank you.

218

00:35:03.880 --> 00:35:05.109

Wilson Garland: Kyla.

219

00:35:06.800 --> 00:35:50.709

Kyla: I'm interested in trying to really work hard on making sure that all satellite locations and non-main campuses are treated equally to their main campus.

Kyla: I as a VTC Williston student have felt that VTC Randolph gets a lot of things, and people remember them, and I feel like realistic campus kind of gets put to the wayside. And then even more so. I notice that with all of the

so it's like [portion of transcript corrupted, repeated "so it's like" over and over half a dozen times]

223

00:35:53.910 --> 00:35:56.819

Wilson Garland: great, that's great, observation,

224

00:35:58.070 --> 00:36:10.839

Wilson Garland: all right. We'll definitely dig in more. And I think I mentioned earlier. You know, campus identity is one of the things that I think we're interested in, and really developing it more there

Wilson Garland: in a future session as well,

226

00:36:10.960 --> 00:36:12.120

Wilson Garland: Hannah.

227

00:36:13.620 --> 00:37:21.910

Hannah Archibald: Hey, um! I spoke before, but I wanted to bring up a different topic.

Hannah Archibald: I noticed when I transferred into VTC Williston in that the scheduling and registrar kind of stuff

Hannah Archibald: It seems like there's class blocks of classes for like that. It's set up for

Hannah Archibald: folk who's a traditional college experience, freshman, sophomore.

Hannah Archibald: So on. But if you transfer in with like a weird amount of credits or something, it's not really

Hannah Archibald: taking that into account. Or if you have a weird schedule,

Hannah Archibald: it just seems like scheduling in general, could just be a little bit more flexible and

Hannah Archibald: off like there was there wasn't been in-person option for a couple of my classes.

Hannah Archibald: They were either all at Randolph or all online and

Hannah Archibald: I think I would have liked the option

240

00:37:24.610 --> 00:37:31.390

Wilson Garland: great. Well, we'll definitely dig in more on scheduling. That's I know. Going to be a hot topic for folks.

241

00:37:32.000 --> 00:37:36.480

Wilson Garland: So thanks for bringing that up.

245

00:37:50.030 --> 00:37:53.360

Wilson Garland: all right. Any other topics of interest?

246

00:38:06.220 --> 00:38:21.480

denny hughes: So I know with me one of my interests. Um would be doing work, study stuff. Ah, there's not a lot of work. Study options at CCV I'm noticed, too. Um, it would be nice if there was.

247

00:38:23.700 --> 00:38:44.489

Wilson Garland: Okay. That's good to know um. And

Wilson Garland: and when you're thinking of work, study, you know one of the things I think we're curious about is how to best publicize what is available, and those sorts of things. So that's another thing we'll probably dig into as we get in here.

250

00:38:44.500 --> 00:38:46.009

Yes,

251

00:38:46.510 --> 00:38:48.010

Wilson Garland: all right.

252

00:38:48.020 --> 00:38:56.999

Wilson Garland: So maybe if there's somebody that's been watching the chat. I'm trying to get through here a little bit, just to make sure we don't miss anything.

253

00:38:57.270 --> 00:39:32.109

Wilson Garland: um anything we'd like to call out specifically, we can obviously go back and look at these. But anything that we want to raise for everyone Here

Wilson Garland: I see alumni and developments a topic that we could look at.

Wilson Garland: Um

Wilson Garland: uh advising academic support, ADA.

Wilson Garland: It services number of different things here that Gabriel's put in the list,

258

00:39:32.120 --> 00:40:26.289

Kalysta: I think, for a couple of people that do like the CCV online classes. It's really hard to get like

Kalysta: the full college experience and interacting with your peers and classmates because you're on a computer and not all the classes, like all the ones I've taken, are just in the classroom like I don't do any zoom meetings for them. So in my ethics class, like I've interacted a lot more like in the messages side

Kalysta: with my um peers. But that's not a normal thing for my classes. So I feel like I'm missing that connection with the certain body being online all the time.

Kalysta: But it's not.

Kalysta: I deal with my lifestyle to be in classes all the time, because I work full time. So I know It's a give and take, but I don't know if there's a way that we could

Kalysta: help a lot more online students feel more connected.

265

00:40:28.820 --> 00:41:16.779

Wilson Garland: That's a That's a great thing to bring up, and I think we can take a look at that and see what sorts of things we could talk about here that could address that. Um, yeah, I know we've been talking about how we could even share some of the student activities and other things. Uh, you know, from across VTSU and CCV.

Wilson Garland: But there might be other things, too, that could come out of those discussions. So I appreciate you bringing that up. That's great.

Wilson Garland: Um! And it looks like that echoes sort of what Sarah was saying there, too, in terms of online students wanting to have a little more connection.

Wilson Garland: All right, Ariel.

270

00:41:18.380 --> 00:41:43.220

Ariel: So as an online student it is difficult, but also not really talked about when thinking about like an internship or a work study. So I've been studying from home for two years now, and my adviser is not even brought up when I should be starting my internship or work study,

Ariel: and I would like to learn more about how that's going to be talked about when Vermont State University is here.

272

00:41:43.230 --> 00:41:44.490

Wilson Garland: Okay, Great

273

00:41:52.620 --> 00:41:53.819

Wilson Garland: Zeb.

274

00:41:55.720 --> 00:42:21.200

Zeb: Um. I was hoping you might be able to talk about.

Zeb: We connection that the campus have to the overall region like it can often feel like we don't have much connection to the local area like the towns and cities around us. I feel it would be helpful to be able to have more of a connection

Zeb: uh with that kind of community outside of the school.

277

00:42:22.570 --> 00:42:31.889

Wilson Garland: Great. And when you say region. Are you talking about region of Vermont region of the country? What's in your mind there?

278

00:42:31.900 --> 00:43:05.039

Zeb: And he and all really um! There's a lack of all of that. Really, there's not much happening off campus. It's all very stuck to the campus There's not much we don't get. We don't really get off. Much.

Zeb: I've got a feel for the area. Get to know the locality. All that kind of stuff improving that access to, especially with people in the fields that we're learning about

Zeb: in the area could be very beneficial.

281

00:43:06.420 --> 00:43:09.229

Wilson Garland: Right? Thank you. It's helpful,

282

00:43:10.220 --> 00:43:11.680

Wilson Garland: Harley.

283

00:43:14.400 --> 00:44:12.359

Harley Moore (they/them): Yes, So I think one thing that I would love to kind of learn more about and delve deep into is how the

Harley Moore (they/them): how we can learn from the kind of merger of

Harley Moore (they/them): the Johnson State College in the NVU State College. Last year there was a Gardener Institute report that was published regarding the institutional trauma that was

Harley Moore (they/them): experience both from faculty and students,

Harley Moore (they/them): and I think that

Harley Moore (they/them): with this transformation we have the opportunity to do a lot better, and to learn from the kind of not necessarily mistakes, but just the shortcomings of the Merger of Johnson's Day and London State,

Harley Moore (they/them): and kind of how the Vermont State University is going to

Harley Moore (they/them): improve upon what was done previously.

291

00:44:14.370 --> 00:44:15.919

Wilson Garland: Great. Thank you.

292

00:44:16.400 --> 00:44:19.030

Wilson Garland: We can definitely talk about that,

293

00:44:19.730 --> 00:44:21.120

Wilson Garland: Sarah.

294

00:44:21.460 --> 00:45:17.290

Sarah Carner: So I kind of wanted to piggyback. I think it was Ariel who was talking about the internships and stuff like that.

Sarah Carner: Um, there really isn't any real help with that like career Services doesn't really help with that I was supposed to be an internship, this semester and my internship pulled out two days before school started, and I end up having to take a different class. And this is my final semester.

Sarah Carner: But if there had actually been help from career services when it asked months ago, and kept following up,

Sarah Carner: or even the Professor Um, who had been in that class, I had, you know, reached out like over the summer, or something more, it I feel like it could have been avoided, and I could have a backup plan if it was to happen. Unfortunately, the person is supposed to do my mentorship uh, just wasn't in the position anymore. Um, but I feel like that is something that could really help students and their overall careers, because I I like hands on experience. And now I don't get to have that

298

00:45:18.230 --> 00:45:19.580

Wilson Garland: all right. Thank you.

299

00:45:20.920 --> 00:45:39.100

Wilson Garland: So career services is definitely something I think we've talked about here. I also see a series of the program. Optimization and teaching and learning innovation are some areas that we might want to um talk about.

302

00:45:40.230 --> 00:45:41.450

Wilson Garland: Hannah?

303

00:45:42.360 --> 00:47:05.070

Hannah Archibald: Hi again. Um! So I've just been thinking about

Hannah Archibald: a lot of folks in the chat and in just in today's conversation about online students, and the kind of

Hannah Archibald: alienation and sort of disconnect from the in-person type college experience.

Hannah Archibald: And I was wondering if there wasn't

Hannah Archibald: see. I have a lot of Internet friends, and I um forums aren't so much of a popular deal anymore, but discords for time taking their place.

Hannah Archibald: I'm wondering if we couldn't have some kind of online chat with just lots of access to it across VTSU

Hannah Archibald: um, so that

Hannah Archibald: we could have more of more to contact with our online peers, but also that would probably be useful for people in the same manner. But excuse me, people in the same majors across different campuses, and

Hannah Archibald: that might help to get some kind of this kind of cross intercampus unity you guys want

Hannah Archibald: It would take moderation. You would probably get that. But I just think it might be an idea.

313

00:47:06.550 --> 00:47:40.009

Wilson Garland: Great Yeah, thanks for throwing that out. And I think that's something that we definitely want to figure out is particularly for people that Aren't able to be in person. Are there things that can approximate a similar experience, or even in some cases be better.

Wilson Garland: So.

Wilson Garland: all right. Have I missed any other things in the chat that I should have called out

Wilson Garland: anyone else have something they want to dig deeper into to? Allison.

318

00:47:41.560 --> 00:48:35.179

allisonmorton: Hi, um!

allisonmorton: Just something really quick. I'm. Originally from Maine and back from where I'm from. We had a college system that it's kind of the same thing, and merged a bunch of campuses under one name,

allisonmorton: and the main problem with all of that which happened back. There were campuses lacking originality in like

allisonmorton: like what made their own specific campus special, because for Lyndon I go here because it has a really great music business industry program. And I know that a few people are a little bit

allisonmorton: concerned about what the merger might mean for campuses. And they're basically what makes them special what attracts students.

323

00:48:37.000 --> 00:48:38.609

Wilson Garland: Great. Thank you.

324

00:48:39.350 --> 00:48:47.040

Wilson Garland: Sounds like campus identity, and that is one of the top topics that that's interesting to people that's great

325

00:48:47.550 --> 00:48:49.419

Wilson Garland: Um, Ishir.

326

00:48:50.010 --> 00:49:33.140

Ishir Agarwal: Yeah. So for like early college students and stuff um and recruiting High Schoolers, I think that's really like important, because I've benefited from the like the vast program at VTC. Greatly. Um, you know, getting free tuition getting to take classes. But I want to um, and just getting a step

Ishir Agarwal: ahead. My call is clear. Um! And I think that um a lot of people don't even know what that option, whether it's like um our college system, or like any other colleges like around the country even. Um, I don't think many people know about that. I think that'd be a great opportunity for um VTSU to kind of kick in and

Ishir Agarwal: um a market for those High schoolers.

329

00:49:38.920 --> 00:50:05.409

Wilson Garland: Great. Thank you. Yeah, that's definitely something we'll say good, too. So

Wilson Garland: all right. Any last comments.

Wilson Garland: I think that's the end of the slides that I wanted to cover today. But yeah, go ahead

332

00:50:05.810 --> 00:50:09.399

Curtis: and being able to fast track the

Curtis: doing your degree to finding the career that is optimal for you.

334

00:50:16.130 --> 00:50:17.080

Wilson Garland: Right?

335

00:50:22.240 --> 00:51:29.870

Wilson Garland: Yeah, Thank you. Yeah. So I think I'm hearing topics like career development.

Wilson Garland: Ah, career transition, some of the workforce stuff that this year you brought up earlier um definitely things around student support and how to ensure good advising relationships and other things to keep people engaged and moving forward.

Wilson Garland: Um, anyway, a lot of great topics here, so I feel like we have a lot to a lot to talk about, and I know the team that's here listening will have a lot to sort of think about as we move ahead with these sessions, and we have,

Wilson Garland: we obviously have a lot in the works that we can share. But as I mentioned earlier, we're still early enough in the process that you can have some great input in the direction that we go.

Wilson Garland: Anybody else have anything they want to share students or

Wilson Garland: other participants here.

Wilson Garland: Christian.

343

00:51:31.580 --> 00:53:21.129

Christian Kirk: Yeah. Hi, um. I just wanted to share my input about career services. Um, Personally, I've had success on finding an internship. I had one this summer. Um. I applied

Christian Kirk: it through the school because one of my professors uh sent me an email. I Also, there's also a website. If you are a VTC student, there's like a website, you can find job opportunities, internship opportunities.

Christian Kirk: That's also where I found the same internship opportunities that my professors have me.

Christian Kirk: Um, So I don't know if you guys are,

Christian Kirk: have already created an account through the career services like website for job opportunities and stuff. But I think that's a good idea to start um

Christian Kirk: to like. Let other students know that.

Christian Kirk: Yeah, you may feel like. You're not getting

Christian Kirk: a lot of help finding internship. But there are a lot of resources

Christian Kirk: that the school gives you. Don't necessarily have to contact the career services, specialists.

Christian Kirk: You can actually do it on your own. I've had so many

Christian Kirk: opportunities that I saw last year. I only took one, so

Christian Kirk: I'm not saying that the career services have nothing to improve. I think there's always room for improvement.

Christian Kirk: I just hope you guys see that there's other stuff there you can get into the

Christian Kirk: um by yourself without any help.

358

00:53:23.290 --> 00:53:24.859

Wilson Garland: great, thank you,

359

00:53:25.220 --> 00:53:39.289

Wilson Garland: and that's one of the other things. Uh from last year's Student Advisory Council, too. I think we all learned stuff from each other. So that's great and thank you for sharing that. Um this year. Did you have one more thing to add, or you still have your hand up.

360

00:53:39.300 --> 00:53:42.379

Ishir Agarwal: Okay? Sorry about that now. No worries.

361

00:53:42.870 --> 00:53:44.319

Wilson Garland: All right.

362

00:53:44.330 --> 00:54:07.870

Wilson Garland: Um. Well, thank you. Everyone for attending tonight, you know. We try and start on time and end on time. We're a little bit early today, but I'll give you back that time this this evening. So thank you so much for being here and for engaging, and I look forward over the next several sessions to talk about a lot of the topics that you all have raised today.

363

00:54:08.130 --> 00:54:12.700

Wilson Garland: So thank you very much for being here and being part of the Student Advisory Council.

364

00:54:19.690 --> 00:54:21.439

Nick Maille: To all a good night.