

Michelle K. Schutt, Ph.D.

January 11, 2019

Dear Mr. Thompson:

Working in a community college setting requires an empathic individual who is able to balance the complex needs of students with the mission of the institution. My life is dedicated to student success and it has been my honor and privilege to advance in my career to a level by which I am able to influence the individual student experience through leadership, assessment and fiscal management. I feel that my experiences seamlessly align with the position of Vice President for Academic and Student Affairs at St. Cloud Technical & Community College.

As Vice President of Student Services at the College of Southern Idaho, I am responsible for all student service functions. I am a member of the President's cabinet where I develop policies and procedures while ensuring compliance with all federal and state guidelines. I actively seek out opportunities to collaborate with campus constituents to enhance the student experience. Examples of that collaboration include instituting and mandating new student orientation as well as moving to a proactive advising model, ensuring all students are properly placed on a pathway to success. Both initiatives have resulted in increases in retention and graduation rates and decreases in the number of median credits earned at graduation. As Vice President of Student Services I am a voting member on the campus' Curriculum Committee and Instructional Council. Additionally, I choose to teach one general education class each semester to better understand the firsthand experiences faced by students and faculty at the College of Southern Idaho. Serving as an academic leader requires the trust and respect of faculty, department chairs and academic deans. It is essential to create an atmosphere of faculty governance that contributes to shared leadership with the priority consistently being student success.

My role as the Vice President of Student Services has been my first experience working at a community college and I have developed a fond appreciation of the diverse students who choose to attend the College. The College of Southern Idaho is a community college in its truest sense, offering over 130 professional, technical and academic degrees and certificates to 6900 students, educating 8000 workforce development students, and 6000 dual credit high school students. The College has five campuses throughout Southern Idaho and serves as a regional hub of educational, cultural and athletic events. As Vice President, my role is as diverse as our student population, and it has allowed me to develop into a highly adaptable administrator, ready to meet the needs of all students and community constituents.

In my previous work as the Director of Student Affairs at Penn State Scranton, where, as part of the Chancellor's cabinet, I was active in strategic planning, decision making, policy development, problem solving of campus wide issues, and the ongoing evolution to a student-centered campus. Additionally, I co-chaired the Enrollment Management Council while overseeing all areas of student services. While serving as the Director of Student Affairs I had the opportunity to collaborate with the Chief Academic Officer and faculty to enhance the student experience on the Penn State Scranton campus.

My professional work experience has always required multitasking with a great deal of autonomy in diverse, emotionally charged, high-pressure situations. I have direct experience in many areas of college operations including staff hiring and training, conference services, student programming, residence hall renovations, facilities management, faculty collaboration, financial planning and budget oversight. I also have knowledge of emergency response and crisis management, as well as ADA, Title IX, VAWA, FERPA, Cleary and Title IV compliance. I often teach and present to students, parents, staff, and faculty on topics ranging from the rules and expectations associated with being a college student to the implementation of StrengthsQuest in the classroom and work environment. I have had the opportunity to organize large, student focused, campus wide events, educational trainings and professional in-services. I have held active roles within campus assessment committees and reaccreditation work groups.

Responsible fiscal management is a core value to my work. With the current trends in education including decreased state support and decreased enrollment, I believe it is essential that higher education administrators invoke fiscal creativity and transparency. Most of the 17 budgets under my umbrella are funded through student fees, collectively exceeding 3 million dollars, which requires me to guarantee a high level of financial accountability to the students. As budgets grow leaner, it is crucial that higher education turn to local, state and federal sources for additional funding. Recently I had the opportunity to collaboratively write a \$20,000 grant for bleed control kits which will allow for faster response in case of a mass shooting on campus or at an off-campus center.

Despite the downturn in recent enrollment numbers, colleges must maintain their infrastructure and be cognizant of their competitive edge. The College of Southern Idaho is currently undertaking two construction projects including a 5 million dollars dining hall addition and 6 million dollars residence hall renovation. I have been a part of the committee that selected the architects, assisted with the feasibility study, updated the board of trustees on the projects' progress, and will soon be interviewing construction managers/general contractors and bonding these projects. Throughout this process, I have consistently remained the voice of the students, ensuring that their needs and desires are met while safeguarding current and future students from financial imbalances that could require increases in tuition or fees. I have experience with a variety of budget models including zero-based, incremental, activity-based and most recently, outcomes-based.

As many colleges wrestle with outcomes-based funding, data-based decision making becomes essential. As President Cheek recently stated in her Framing the Future address, *"I think it's gotta start with relationship building and looking at our data and the information about who's coming and who's not coming and building strategies around that. Right now we probably think we know who's coming, but there's opportunity for us to get greater clarity."* Self-assessment is a vital part of comprehensive data collection. The value of self-assessment was the driving force behind student services at the College of Southern Idaho to begin its cycle of continual assessment and improvement using Council for the Advancement of Standards in Higher Education (CAS). We recognize that we must aim towards best practices in each of the student services areas. We enlisted diverse committee members from within the college as well as community members to assist in this review. While undergoing a CAS review is a multi-year process, it will yield a service effectiveness baseline, which in turn will guide future initiatives, improvement plans and funding decisions.

Community colleges are charged with delivering high quality concurrent enrollment and post-secondary education. It is vital when offering education to diverse populations that there is collaboration and alignment with community, business and K12 educational leaders to ensure the best possible results for all parties. Particularly in career and technical education, business needs and student employability must be reigning priorities for program development and course offerings. Varied course delivery methods are also critical when serving a large geographic area. Balancing on-line delivery with hybrid courses as well as alternative scheduling of face-to-face courses ensures students multiple means to pursue higher education. By providing a diverse mix of courses and programs, coupled with a sound marketing effort St. Cloud Technical & Community College could easily see itself going from the community's "best kept secret" to the regions' greatest success stories.

My leadership style is that of a transformational leader, balanced with the philosophy of servant leadership. I am enthusiastic, passionate and dedicated to the mission of a community college, striving to improve students' lives and the communities served. As a Vice President, I spend a great deal of time listening to my team members, getting to know them so that I understand their personal aspirations and can support them in their pursuits. I believe in setting clear divisional goals and allowing people autonomy to reach them. I strive to maintain a work environment built on hard work, integrity, equality and respect.

If I were selected as Vice President for Academic and Student Affairs at St. Cloud Technical & Community College, I would be committed to the philosophy of students first while ensuring an inclusive, collegial campus environment for all employees and community members. This is a time of great change in higher education and St. Cloud Technical & Community College must be able to respond to that change in order to align with its mission of preparing students for life-long learning by providing career, technical and transferable education. In these times of change, it is necessary for a visionary leader to be prepared to make hard decisions while maintaining strong morale and a sense of community on campus. I believe this can be achieved through commitments to communication, transparency, shared governance and data-based decision-making.

On a personal level, I am intrinsically motivated with an unquenchable thirst for knowledge. This passion drives me to continually pursue educational opportunities to fulfill the goal of applying knowledge into practice in a college setting while building my skills as a professional. Most recently, I have been selected to further my education through the Institute for Educational Management at the Harvard University Graduate School of Education, which I will be attending in July of 2019.

It is my ethical belief that education should be accessible and affordable, which is why I am so committed to the mission of a community college. I believe that you will find that with my experience at the College of Southern Idaho, enthusiasm for student success, and educational background, I am well suited for the position of Vice President for Academic and Student Affairs at St. Cloud Technical & Community College. Attached you will find my vita which outlines my qualifications in detail. I look forward to hearing from you.

Respectfully,

Michelle K. Schutt, Ph.D.
Enclosures

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Professional Experience

**Vice President of Student Services, College of Southern Idaho, Twin Falls, ID-2017 to Present
(Served as Assistant Vice President of Student Services with same responsibilities from 2015-2017)**

Institutional Profile

Rural comprehensive two-year community college offering transfer and professional technical programs, dual credit and workforce development training. Multiple campuses located throughout southern Idaho. Enrollment of 6900 students and an additional 6000 dual credit students. The Twin Falls locations offers on-campus housing and 7 NJACC athletic teams.

Responsibilities

Provides overall leadership to the college's student support services by managing goals, objectives, policies, and priorities for each assigned student support services area. Supervises 7 direct reports and 90 student services employees in the areas of Student Affairs, Dean of Students, Admissions, Registrar, Financial Aid, Advising, Counseling Services, Career Services, Campus Security, Disability Services, International Student Services, Veteran Services, Multicultural Student Services, New Student Orientation, Student Conduct, and Title IX. Represents student services operations as a member of the President's Cabinet. Coordinates the strategic, tactical, fiscal, and departmental planning for all student services areas. Ensures recruiting, admissions, and records data is entered into the enrollment management system in a timely and accurate manner, and data procedures are well-defined and communicated. Collaborates in a solution-oriented manner with the Executive Vice President, the Vice President of Administration, and the Associate Dean of Institutional Effectiveness concerning issues of data integrity and reporting. Serves as the resource for faculty and administration concerning student services issues and co-chairs the campus behavior management and threat assessment team. Develops and implements multiple departmental budgets and resource allocation in all Student Services areas, totaling \$3 million. Develops and implements policies governing student services and ensures compliance with all state and federal guidelines including the Americans with Disabilities Act, Title IX, VAWA, FERPA, Cleary and Title IV. Manages collaborative relationships with student services directors from other institutions of higher education in the region and represents the College as needed with the Office of the State Board of Education.

Selected Accomplishments

- Proposed and implemented mandatory new student orientation.
- Applied a pro-active advising model, requiring advising for all degree seeking students.
- Initiated the Division of Student Services Comprehensive Program Review process to align with CAS standards and the College of Southern Idaho strategic plan.
- Stop the Bleed Grant, Twin Falls Health Initiative Trust, \$20,000, 2018-2019.
- Created and currently co-chair a behavior intervention and threat assessment team (CARE) for students, faculty and staff.
- Advised various campus construction renovations and additions including the Welcome Center, Counseling Center, campus dining, bookstore, and residence hall.
- Advocated for the establishment of comprehensive veteran services resulting in the hiring of a Veteran Services Coordinator and the creation of a campus Veteran Students' Center.
- Developed and delivered annual Title IX training for all employees.
- Established a campus food bank.

Director of Student Services, Penn State - Scranton, Dunmore, PA-2012 to 2015

Institutional Profile

A small, urban commonwealth campus, part of the Pennsylvania State University. 1200 student enrolled in transfer, bachelors and master's degree programs.

Responsibilities

Provided direction and oversight of the student services program by presenting and delivering student services in a blended learning environment. Senior campus student affairs officer, serving on the Chancellor's cabinet. Oversaw programs and services including career services, conduct standards, new student orientation, health services, financial aid, student leadership development, student government, student activities, veteran student services, disability support services, and counseling services. Served as a member of the campus senior administrative leadership team engaged in strategic planning, decision making, policy development, and problem solving for campus wide issues. Delivered student programs and services that assisted students in the successful completion of their academic goals and actively engaged them in out-of-classroom experiences. Fostered a climate of proactive engagement and collaboration between students, faculty, staff, and the local community. Acted as the administrative advocate for the welfare of students. Served as campus Title IX and VAWA coordinator. Developed and administered various budgets totaling \$300,000.

Selected Accomplishments

- Created a comprehensive new student orientation program, resulting in fall to fall retention rates increasing by 11.6%.
- Served as a member of the chancellor search committee, as appointed by the Vice President for Commonwealth Campuses of Penn State, Madlyn Hanes and the Penn State President, Eric Barron.
- Created and co-chaired the campus' first Behavior Threat Management Team.
- Established a campus food bank.
- Two-time winner of the David and Joyce Mack Tressler Professional Development Award.

Assistant Director of Residence Life, University of Wyoming, Laramie, WY-2007 to 2012

Institutional Profile

Doctoral, R2, land grant university offering over 190 undergraduate, graduate and certificate programs including Doctor of Pharmacy and Juris Doctor. Residential campus with over 14,000 students, 17 NCAA Division I athletic teams.

Responsibilities

Oversaw the academic progress and retention of first-year residential students. Collaborated with academic and student affairs offices to synchronize efforts encouraging student success and retention. Examined student retention based on criteria including but not limited to college readiness, post-withdrawal plans, scholarship eligibility, and conduct violations. Evaluated and presented data regarding college readiness as it related to academic probation status. Applied student learning theory to the design of departmental academic initiatives and assessment strategies through coordination with Student Voice (now Campus Labs.) Reviewed data from sources such as NSSE, EBI, MapWorks and Profile of an American College Student to make programmatic changes based on the needs of University of Wyoming students. Coordinated the advancement of Freshman Interest Groups residence hall communities through the alignment of faculty, the Learning Resource Network, and Residence Life & Dining Services. Educated staff members, faculty and students on StrengthsQuest. Marketed Residence Life & Dining Services through presentations and Resource Fairs at Discovery Days and Orientation. Created a partnership with the Honors Department to oversee the opening and daily operations of a new Honors House. Served as the campus liaison to UW Daniels Fund Scholars.

Selected Accomplishments

- Coordinated a student transition program by collaboratively aligning 1500 student participants after synchronizing program materials, content, and experiential learning opportunities. Program required extensive delegation of team members outside of immediate supervision. Selected, hired and trained 70 student peer leaders. Continual assessment of students' program perception, student academic success related to program attendance, participation, and faculty instruction modification. Oversight of a \$120,000 budget.
- Acted as the judicial charging party in a high-profile hazing case, as appointed by the President of the University of Wyoming, Thomas Buchanan.
- Advised all aspects of the renovation of residence halls (\$12 million and \$8 million projects) from planning with architects to meeting with contractors to developing punch lists.
- Silver Winner, NASPA Excellence Awards, Housing, Residence Life, Campus Security, Contracted Services, Judicial & Related Category: *AWARE Program and Residence Life: A Model Partnership for Alcohol Abuse Prevention at the University of Wyoming.*
- University of Wyoming Tip of the Cap Award winner.
- University of Wyoming Unsung Hero Award winner.

Area Coordinator, Senior; Academic Enhancement, University of Wyoming, Laramie, WY-2004 to 2008

Responsibilities

Oversaw daily operations of two co-educational residence halls, housing a total of 560 first-year and upper class students. Hired, trained, supervised, and evaluated two graduate students, two Assistant Hall Directors, and 20 Resident Assistants annually. Served as the liaison between Academic Affairs and Residence Life & Dining Services in the creation and maintenance of Freshman Interest Groups. Administered the community development programming requirements and recommended activities for Resident Assistants and their floor communities. Conducted conduct meetings and assigned appropriate educational sanctions. Lead collaboration efforts by serving on various campus-wide committees, including: Student Training, Orientation, and Prevention (STOP Violence Project), Learning Resource Network, Martin Luther King Jr. Days of Dialogue, Multicultural Student Leadership Initiative, and Weeks of Welcome. Assisted paraprofessional staff in the development of the community contract with an outline of floor-specific goals as they related to the living-learning environment. Developed and oversaw the implementation of academic initiatives within the residence halls. Coordinated the staffing and daily operation of the Student Learning Center, a free, walk-in tutoring center. Maintained discretionary control of student government, programming and administration budgets totaling \$65,000. Responded to crisis incidents while on-call and made referrals to appropriate University resources.

Selected Accomplishments

- Identified "early-alert" characteristics of incoming students and developed paraprofessional trainings which assisted in the success of at-risk students.
- Developed and implemented a "Withdrawal Survey" in coordination with the Dean of Students' office in order to analyze students' reasons for leaving the institution.
- Chaired two national Area Coordinator search committee.

Assistant Dean of Students/Assistant Director of Housing, Hanover College, Hanover, IN-2003 to 2004

Institutional Profile

Small, private, co-ed liberal arts college, enrolling 1100 students, affiliated with the Presbyterian Church. The campus houses 8 national fraternities and sororities and competes in 19 sports at the NCAA Division III level.

Responsibilities

Managed all administrative functions within one male residence hall, an apartment complex and a theme house. Assessed campus conduct cases and created educational sanctions. Coordinated, trained and supervised a student conduct board. Served as an advisor to the Greek conduct board. Conducted leadership training for fraternity and sorority officers. Advised hall government on constitutional development, programming and philanthropy. Created budget-saving alternatives through proposing an academically based resident assistant training program.

Residence Hall Director, St. Cloud State University, St. Cloud, MN-2000 to 2003

Institutional Profile

Public, residential campus with over 16,000 students, offering certificates, bachelors, masters and doctoral degrees. 19 NCAA Division II athletic teams and Division I hockey.

Responsibilities

Conducted all administrative functions within a 400-bed co-educational first-year residence hall. Evaluated disciplinary situations and implemented appropriate educational sanctions. Maintained discretionary control of programming and facility budgets totaling \$15,000. Hired, trained, supervised, and evaluated 45 student employees annually. Developed and coordinated educational, social and multicultural programs. Coordinated academic course recruitment and curriculum contracts. Assisted the Vice President for Student Life and Development in planning future living-learning communities at St. Cloud State University.

Presentations and Conference Involvement

- April 2018 Presenter, *Women in Leadership*
Kimberly School Girl Power Conference, Kimberly, Idaho
- Sept. 2017 Program Reviewer, 2018 NASPA Annual Conference
- Nov. 2016 Presenter, *Initiating New Student Orientation at a Community College*
Entering Student Success Institute, San Antonio, TX
- Sept. 2016 Program Reviewer, 2017 NASPA Annual Conference
- July 2016 Panelist, *Conversations with Executive Women in Higher Education*
College of Southern Idaho Chapter of AAWCC
- Sept. 2015 Program Reviewer, 2016 NASPA Annual Conference
- August 2013 Program Reviewer, 2014 Annual ASCA Conference
- August 2013 Presenter, *Totally Wicked! Rocking Out with the Wizard of Oz, Applying the Oz Principal to Student Leadership*
Penn State Summer Leadership Conference, State College, Pennsylvania
- March 2007 Presenter, *Ending Hate on Campus*
Matthew Shepherd Symposium on Social Justice; Laramie, Wyoming
- Oct. 2006 Presenter, *Positive Connections: How the University of Wyoming has Developed, Assessed, and Improved Living and Learning Communities*
Living Learning Communities and Residential Colleges Conference; Syracuse, New York
- Nov. 2005 Presenter, *Creating and Assessing Successful Living Learning Communities*
AIMHO Regional Conference; Jackson, Wyoming
- March 2005 Presenter, *Emerging Leaders in a Diverse World*
Matthew Shepherd Symposium on Social Justice; Laramie, Wyoming

Teaching, Curriculum Development and Academic Mentorship

- 2017-present College of Southern Idaho, *Class, Consumerism and Consequence*-course creation, curricular preparation, instruction and grading
- 2017 Supervised a Ph.D. practicum on appreciative advising for Idaho State University student Catrina Chapple
- 2017 Supervised a Ph.D. practicum on Title IX for Idaho State University student Hallie Star
- 2014-2015 Upper Iowa University-Higher Education Administration Masters' program, *Teaching, Advising and Retaining the Adult Student*-curriculum preparation, on-line instruction, and grading
- 2014 Penn State University, *English Composition*- curriculum preparation, instruction, and grading
- 2004-2012 University of Wyoming, *Resident Assistant Leadership Seminar*- course design, curriculum preparation, instruction, and grading
- 2003-2004 Hanover College, *Community Assistant Development*-course design
- 2000-2003 St. Cloud State University, *College Seminar*- curriculum preparation, instruction, and grading

Professional Development

- Nov. 2018 National Behavioral Intervention Team Association (NaBit) Conference
- Oct. 2018 Association of Title IX Administrators Annual (ATIXA) Conference
- June 2018 NASPA Assessment and Persistence Conference
- Nov. 2017 National Behavioral Intervention Team Association Certification
- Nov. 2017 NASPA Student Affairs Law Conference
- June 2017 Association of Title IX Administrators (ATIXA) Civil Rights Investigator Training and Certification and Title IX Coordinator Level 5 Certification
- Nov. 2016 Entering Student Success Institute, Redesigning the Entering Student Pathway
- June 2016 Association of Title IX Administrators (ATIXA) Title IX Coordinator Level 3 Certification
- June 2015 Association of Title IX Administrators (ATIXA) Title IX Coordinator Level 1 and Level 2 Certification
- April 2014 Performance Reviews that Motivate, Dale Carnegie Training
- April 2014 Recognizing and Responding to Stalking, Stalking Resource Center, National Center for Victims of Crimes
- March 2011 Certificate in Strengths Based Education, Clifton Strengths School, Gallup Organization
- March 2011 National Forum on Campus Sexual Assault, sponsored by the Department of Criminal Justice Services
- June 2010 Executive Seminar: Prevention of, Response to, and Recovery from Campus Emergencies, National Center for Biomedical Research and Training
- April 2009 StrengthsQuest Advocate Seminar, Gallup Organization
- Nov. 2008 StrengthsQuest Educator Seminar, Gallup Organization
- June 2007 ASJA Advanced Judicial Track, Donald D. Gehring Campus Judicial Affairs Training Institute
- Sept. 2007 University of Wyoming Suicide Prevention Lifesavers Initiative Gatekeepers Training
- June 2006 California Coalition Against Sexual Assault (CALCASA) Campus Training & Technical Assistance Institute
- April 2006 Sexual Assault Summit V sponsored by the Wyoming Coalition Against Domestic Violence & Sexual Assault
- June 2005 ASJA Basic Judicial Track, Donald D. Gehring Campus Judicial Affairs Training Institute
- July 2005 How to be a Creative Trainer, Rockhurst University Continuing Education Center
- Nov. 2004 Acute Traumatic Stress Management sponsored by the Rocky Mountain Region Disaster Mental Health Institute

Volunteer Work

- 2017-2019 School Transition & Planning Team member
Kimberly Public Schools, Kimberly, Idaho
- 2014-2015 School Board President
Abington Christian Academy, Clarks Green, PA
- 2012-2015 Member of the Greater Scranton Chamber of Commerce
- 2008-2014 Troop Leader & Parent Volunteer
Girl Scouts USA
Clarks Summit, PA; Laramie, WY

Education

Doctor of Philosophy, Colorado State University, Ft. Collins, Colorado
Education and Human Resource Studies, with a specialization in Higher Education, Summer, 2013
Dissertation: *A Phenomenological Study of Low Income Students Formerly Pursuing Baccalaureate Degrees with the Assistance of a Private Foundation Scholarship*
Advisor: Dr. Linda Kuk

Master of Science, St. Cloud State University, St. Cloud, Minnesota
Social Responsibility, April 2006

Master of Science, Emporia State University, Emporia, Kansas
Master Teacher - English Concentration, May 2000

Bachelors of Arts, Upper Iowa University, Fayette, Iowa
English Education, May 1998