

Campus Master Plan 2022–2026:

Maintaining our Campus—Preparing for the Future



INTRODUCTION

Vision: SIT imagines a future where we achieve our vision of One SIT and unify our undergraduate and graduate divisions to become a global, research-professional university. To make this vision a reality, we need to build a foundation that can support the weight of our ambitions. But at the same time, we recognize that we are still in recovery from the difficulties of the pandemic. The 2022-2026 Strategic Plan envisions two years focused on recovery and ‘building back,’ but also planning and development for the second two years when we launch initiatives that will build the foundation for our new university.

This campus master plan is focused first on maintenance and support for that recovery but also expands SIT’s concept of “campus” beyond our traditional physical campus in Vermont to embrace our global and digital footprint. In so doing, this plan reflects preparations for the next stage and helps to ensure that our facilities’ foundations, approach to security and risk, and more are firm and appropriate while we prepare the initiatives that will take us forward to 2032. This plan is therefore not envisioned as a strategy per se, but rather as a feasible and pragmatic operations outline to support our activities today and tomorrow, maintaining the whole campus globally as we move forward.

Redefining the Concept of Campus: For many years, SIT has operated its facilities in a ‘hub and spoke’ manner, with the Vermont campus acting as an administrative hub and the home of the Graduate Institute and a large group of learning centers across the world, which operate as the primary implementation sites or ‘spokes’ for SIT’s undergraduate programs. This configuration allowed SIT to stay nimble and diversify against global geopolitical risks, yet maintain a stable base of operation with critical infrastructure and support staff. This model has changed since 2017 as we have sought to ‘globalize,’ decentralize some aspects of our operations, and find the best faculty, staff, and leadership wherever they may be (and wish to be) in SIT’s portfolio of countries.

We believe this approach reflects a next step in the globalization of higher education with an emphasis on bringing DEIA+ values increasingly into our structure, an immersive approach at the graduate and undergraduate level to the learning experience that speaks more profoundly to our mission, and a way of supporting our staff and faculty’s lifestyle aspirations and needs—finding and engaging with talent more on their own terms. We have, therefore, moved the primary full-time operations of the Graduate Institute out to the ‘spokes,’ diversified the geographic locations of part of our leadership and administration, and introduced flexible and remote work for many of our U.S. staff. Vermont remains and will remain SIT’s ‘home,’ but SIT is gradually moving beyond the ‘hub and spoke’ to a more distributed model—to a global campus.

In concert with the SIT 2022-2026 Strategic Plan, the Campus Master Plan 2022-2026 represents a tangible way of making the abstract concept of One SIT a reality. It reflects our mission and values, responds to recent substantive changes to graduate education, and anticipates emerging programs, such as SIT First Year. Ultimately, the Campus Master Plan is a place-based learning plan that integrates the many ways and spaces where knowledge is produced and shared. An important facet in this plan is how we have questioned the concept of “campus,” expanding our definition beyond the borders of Brattleboro. SIT’s definition of campus refers to the network of our **Vermont Campus**, the **Global Campus** consisting of our non-U.S.-based learning centers, and the **Virtual Campus** for our digital learning environment.

Guiding Questions and Purpose of the Framework: Once the vision for SIT crystallized and informed a new strategic plan, we turned our attention to exploring what a global research-professional university is and what is required to build and support it. As we are still in the process of answering these questions, this framework serves as a guiding document to shape our thinking and planning. This framework details what we need to do now to ensure our facilities are in good shape, and what we need to think about over the next four years to prepare the foundation for the research-professional university our strategic plan envisions. How far this thinking is actualized within the four years will depend on our recovery now as we tailor the timing of implementation to our revenue. This framework essentially reviews our physical, technological, and security/risk infrastructure; itemizes and assesses the condition of our assets; prioritizes projects; and forecasts future investment and development with priorities outlined as revenue recovers.

Through the review and planning process, we also have been seeking opportunities to integrate our values into our framework: Community, Social Inclusion and Justice, Intercultural Communication, and Sustainability. These values are manifested in our attention to issues pertaining to security, safety, well-being, accessibility, and sustainability. The sustainability and intercultural communication conversations will continue; however, as presidential task forces emerge from the strategic plan (sustainability scheduled for fall 2022 onwards and intercultural communication for spring 2023 onwards), we have ensured flexibility in this framework to append or amend the implementation of our values are updated in accordance with our overall strategy.



OVERVIEW: VERMONT CAMPUS

The Vermont campus acts as the global ‘home’ of SIT and occupies more than 200 acres in the towns of Brattleboro and Dummerston, Vermont, providing offices, conference rooms, social spaces, large-scale videoconferencing facilities, catering and equipment space, classrooms, and resident facilities (for residencies and special education programs) in support of programming both on the Vermont campus and at educational sites abroad. It also houses SIT’s primary servers.

Resources such as the SIT library, registrar’s office, student financial services, student health and safety, and other student support functions are all located on the main campus grounds. In addition to being available to support students studying on the Brattleboro campus, these resources provide support for students studying at every campus location across the globe.

Property Summary: The core Vermont campus property was acquired in 1963 to support an existing portfolio of experiential programs, an expanding need for pre-departure training for special

programs, including Peace Corps volunteers and SIT's ambitions to become an accredited higher education institution. The property provided existing buildings and 82 acres of land for this expansion. Nine additional buildings and three major renovations have since been completed on the core property. Existing buildings were constructed throughout the 19th and early 20th centuries and included a 10,000 square-foot primary residence, now known as Boyce House, a secondary residence, and four other agricultural support structures.

Buildings: The Boyce House was constructed in 1900, at the site of the now displaced 1860 constructed Bliss House, which was relocated on a hill just to the north. Soon to follow was the carriage house in 1905, which was significantly renovated and expanded in 1996 to include the SIT library and five classrooms, now known as the Rotch Learning Center. The last of the pre-ownership structures was the current Watt Student Center, named for the organization's founder Donald Watt, originally constructed in 1930. Construction of dormitory facilities and the expansion of existing structures followed shortly after the property was acquired, providing housing, classroom, dining, and gathering spaces for students and student residents. Because of the time span in which the buildings were constructed, a wide variety of architectural styles and features exist.

The largest building on campus and the last to be constructed is the Stephen and Nita Lowey International Center. Construction of the center was completed in 1992 and provided a significant expansion in student-resident support. The building contains a large dining hall, a commercial grade kitchen, four classrooms, and 36 dorm rooms across two floors, including 16 rooms spread across four suites.

| Facilities Management | FY23 Operating Budget |
|------------------------------|-----------------------|
| Facilities Management Staff | 309,689 |
| Internal Cleaning Services | 82,949 |
| Outsourced Contract Services | 80,000 |
| Utilities | 227,500 |
| Cleaning and Office Supplies | 27,500 |
| Property Taxes | 59,000 |
| Security | 12,500 |
| Depreciation | 126,145 |
| Other/Postage | 51,900 |
| Total | 977,183 |

Properties: While no new buildings have been constructed since the addition of the Lowey International Center in the 1992, several adjacent properties were purchased to help provide additional space to support an expanding student population and the administrative needs of a growing program portfolio. These include the Kipling and Upton houses on the east side of Kipling

Road, with a combined 74 acres of land, and the Dickinson and Black Mountain houses just south of campus on Black Mountain Road with an additional 11 acres. An additional 41 acres of undeveloped land was acquired to the south of the campus in 2002, providing protection for the view from the core campus. SIT continues to invest in enhancements to the present-day campus to keep pace with the evolving needs of our students and staff. The list of past and planned enhancements is included in Appendix 2.

Budget Impact: World Learning Inc, the parent-NGO of SIT, maintains the Brattleboro campus as sole owner, with the facility free of any property loans or liens. This significantly reduces the administrative cost burden to SIT. The majority of the facility operating costs are for direct staff support and general maintenance of the facilities, as well as providing capacity for adapting to short-term needs.

Facilities and Maintenance: Adapting campus facilities and support operations to a more dynamic environment has required numerous changes within campus operations to maintain a cost-efficient structure, including bringing facilities management functions in-house in 2017. Shifts between active student and program support to longer periods of student-focused buildings being unused have changed the focus of the facilities team. With more sporadic demands for custodial support, a greater emphasis has been placed on long-term infrastructure maintenance, requiring staff with more specialized skills in painting, carpentry, plumbing, and equipment maintenance, among others. These are tasks that were previously left to outside contractors. With this structure, the organization maintains the reliability of having an in-house capacity to manage the custodial demands of high occupancy periods, while remaining cost-efficient in redirecting staff to project-based work during periods of low demand.

Our facilities team has become a more streamlined and collaborative unit, with a core team of staff dedicated to year-round campus maintenance. When hosting students on campus, our team draws on short-term staff expansion and defers more technical maintenance to slower periods—drawing on a greater level of support from contractors when needed—allowing the core team to prepare our dorms and classrooms for student arrivals and to provide immediate around the clock custodial support for those spaces when in use. This change relies on strong leadership, a core team of highly skilled maintenance staff, and a continuous review of campus conditions and long-term maintenance needs outlined in our campus needs assessment.

Providing a safe and secure environment for all persons on the Vermont campus is the primary goal of the facilities team. Maintaining all structural and mechanical systems is supported by several annual and periodic inspections, some mandated by state and local regulations and others based on good management practices. Inspections include but are not limited to:

- Monthly fire extinguisher and emergency door checks
- Annual fire suppression sprinkler system checks where installed
- Annual fire alarm system inspection, including replacement of aged sensors
- Annual roof inspection, including repairs as necessary to maintain quality of protection until scheduled replacement at age limit of roofing material
- Semi-annual inspection of kitchen fire suppression system
- Quarterly inspection of first aid stations and third-party inspection of AED units
- Seasonal inspection of exterior door operations, including all automatic door openers

- Semi-annual inspection of backup power generators
- Annual maintenance of all central HVAC systems and food storage refrigeration systems

A recent upgrade to the primary HVAC system in the Rotch library and classroom building included the installation of air quality monitoring equipment to control the rate of air exchange and improved air filtration. This provided SIT an enhanced ability to safely meet in a group setting during the later stages of the COVID-19 pandemic. The completion of a campus-wide HVAC controls upgrade provided an alert capacity to identify heating and cooling system failures before they can affect building occupants.

General maintenance requests are made through an electronic ticketing system within our Sage Intacct financial ERP platform, providing a central location for all staff and faculty to request facility support and report any issues with campus buildings and equipment. Maintaining these records in a central location allows for efficient prioritization and assignment of maintenance and housekeeping tasks and provides crucial data for monitoring of maintenance needs and trends. Campus buildings inevitably vary considerably in age, construction style, building standards, and size and require careful monitoring of their performance. A list of building needs and upgrade goals is provided in Appendix 2. Facilities and global operations also need to balance campus maintenance needs with SIT's global sites.

Accessibility: Prior to 2017, SIT conducted an internal audit of the Vermont campus to evaluate accessibility and ADA compliance. There were several meetings on making the campus accessible, spearheaded by the former director of disability services. As a result, several proposals were made that led to important modifications to existing buildings and offices. Some of the changes were:

- Adjustments to entry doors to increase accessibility (e.g., at IC and Sandanona)
- Measurements and refitting to bathroom stalls to ensure compliance
- Posting of handicap parking signs on campus
- Installation of a doorbell at the entry of the Student Affairs Office in Appel to request assistance as needed (ramp to entry was wheelchair accessible)

Sustainability: Consistent with our mission as an institution and to further align our operations with our programming, sustainability has become an increasingly important goal of our campus operations. As our only wholly owned and managed property, the Vermont campus presents the greatest opportunity for realizing those goals while providing long-term fiscal and operational sustainability. Working toward a sustainable future, World Learning has invested in both energy production and energy efficiency, with the goal of achieving the best balance and alignment between the two to achieve long-term fiscal and environmental benefits.

Sustainability and energy efficiency are also key components of our daily operations, using the most efficient options when replacing common infrastructures such as lighting, HVAC control, and information technology. Several larger projects have also been completed within the last 10 years that make great strides toward achieving the goal of long-term sustainability. These include:



- **Solar Production:** In 2017, World Learning installed 196kW DC grid-tied solar production directly on the campus property. This facility is projected to save in excess of \$600,000 during the next 20 years of service.
- **HVAC Upgrade and Fuel Source Conversion:** Completed in 2018, this project converted primary heating from oil fired boiler system to an air-to-water heat pump system. This system is a primary source of hot water used for heating the library, primary classrooms, and largest academic support buildings, as well as providing chilled water to the forced air cooling of the library and classroom spaces. Control upgrades and increased air quality monitoring and replacement air capacity were also added.
- **HVAC Controls:** In 2019, World Learning expanded the scope of the HVAC control system upgrade to include the largest dormitory and dining facility, as well as our primary administrative support facilities. This provides improved environmental control, supplies monitoring data to help increase system efficiency, and operates a warning system for system malfunction. This enhancement has also allowed for the participation in a flexible load-sharing grid management pilot program operated by Green Mountain Power, the State of Vermont's largest electric utility.

We have engaged with state and local partners in each of these projects who are able to support our project goals with technical expertise and funding support. This has helped minimize the capital required to complete these projects and shortened the period in which net energy savings are realized.

Vermont Campus Use: In support of its educational mission, SIT's Brattleboro campus provides residencies for all low-residency/hybrid graduate degree students yearly, primarily during the summer semester, as well as graduate students participating in capstone weeks, and other SIT events. An additional 300 students and staff come to campus each summer as part of World Learning's youth exchange programs. The campus provides year-round space for faculty based in Brattleboro, plus administration and leadership for SIT. The Brattleboro campus is also the base of operations for The Experiment in International Living staff and 27 of World Learning Inc.'s general and administrative support staff, many of whom support SIT at the G&A level. In all, the Vermont campus is the base of operations for 102 SIT and World Learning staff.



The shift away from hosting graduate students for full fall and spring terms at the Brattleboro campus has provided an opportunity to expand on-campus support for short-term programming and other education-based partnerships, building on a long history of on-campus programming during the summer period. Current summer activities include the in-person component of the Graduate Institute's low residency and certificate programs, leadership programs for high-school-aged youth from around the U.S. and abroad, and staff training for youth inbound and outbound programming. In recent years, on-campus programming has expanded to include the hosting of third-party-led educational programs during the winter semester, and beginning in January 2022, the campus has been used for temporary housing and language programming for refugees as part of federal and state refugee resettlement initiatives.

Refugee Support: The change to flexible and remote working for Vermont staff and the movement of students into summer residencies has meant periods of time when Vermont facilities are underutilized. While the team has pivoted successfully to new needs and a very different annual calendar, the SIT community has been looking for a new approach to dormitory and student facilities utilization during the September to May period. In fall 2021, a new opportunity emerged that has set SIT campus operations on a new course for the foreseeable future.

The U.S. State Department and the Ethiopian Community Development Council (ECDC), a federally recognized refugee resettlement agency headquartered in Washington, DC, embarked on an experiment to facilitate refugee resettlement in rural areas of the United States. Two venues were chosen—Wisconsin and Southern Vermont. A branch of ECDC was set up in Brattleboro under the leadership of an SIT alumnus who therefore had the idea to reach out to SIT. After negotiations, it was agreed that SIT would act as the primary rehousing location and partner for ECDC and the State Department for Southern Vermont. In January 2022, SIT became the temporary home of 100 Afghan refugees with SIT also providing cultural orientation and language classes. The experiment was highly successful in terms of organization and refugee experience, and memorandum of

understanding has now been extended for the academic year September 2022 to May 2023 (leaving summers free for our own residencies.)

SIT is providing temporary housing for up to three months for each refugee in its dormitories. It also provides a common space for community engagement and meal preparation (our dining room and kitchens in the Lowey International Center,) an office for ECDC staff, a prayer room, library facilities, and a quiet room with computers. SIT is also providing cultural orientation and English language teaching even after the refugees find more permanent housing in the Vermont area. In terms of campus usage, this means that facilities staff are pivoting between support for students and development programs in the summer, and refugee housing and teaching during the academic year, though still aiming to ensure that maintenance projects stay on schedule (which has meant another pivot for the facilities team.)

SIT did not wish to be in the position of acting as an individual landlord to each refugee and therefore partnered with the Vermont State Housing Authority which pays state support for accommodation costs directly to SIT. SIT also obtained a variety of grants to support this new campus usage and teaching duties, including a grant of \$62,000 from the Agency of Commerce and Community Development to support upgrading dormitories (e.g., to provide more access to individual cooking facilities) and the work of our facilities staff supporting refugees.



SIT has been delighted to be part of this exceptional project. It is mission-driven, engaging, and inspiring for staff and faculty, and has also raised visibility and engagement with the Brattleboro community (who had felt the loss of SIT's graduate community throughout the year, as well as the closing of Marlboro College.) We will continue to seek grants to support teaching and facilities, as this is a new but important commitment for a small core group of facilities staff.

‘Post’-Covid-19 Human Resource Management: During the pandemic, the Vermont campus and all learning centers were closed unless a program was considered safe to run. Then SIT’s risk management Covid-19 plan was in place. Given our management of a global institution, and the movement of key leadership positions to diverse geographical locations during Covid-19 (e.g., the provost and dean of faculty resides in Morocco, while his two associate deans lived in Uganda and upstate New York respectively,) there was no need to move quickly back to campus. World Learning Human Resources, which services SIT staff and faculty globally, was able to then develop a radical new approach to the workplace. A pilot for the Vermont campus was launched in fall 2021. Fourteen staff members took part in a hybrid-work situation, with the goal to full reopen the campus in February 2022. Due to the continued spread of Covid-29 and the facilities team involved in a new refugee resettlement project, the decision to reopen was delayed.

In April 2022, Human Resources introduced a new category of ‘flexible working’ for staff. Staff were able to determine, with their manager’s agreement, to remain fully remote, flexible, or return predominantly to the physical workplace. The majority of the 102 staff and faculty at the Vermont campus chose to the flexible status, with the choice to be on campus several days a week, several days a month, or only for specific events. The frequency and schedule remain up to the line manager. A small group of c10 staff members have chosen to use their offices the majority of the working week.

This change in work locations has understandably required a new approach to facilities management (outlined below,) including providing shared space for flexible workers and consolidating offices into core buildings. IT had already provided the necessary infrastructure to work effectively online, and as a global operation, SIT faculty and staff were already accustomed to having virtual meetings with colleagues based in several countries at once. Indeed, continuing the mainly online engagement between administrators and faculty has had the important effect of de-hierarchizing our global campus as everyone is ‘in the room’ together. The flexible model, though, has reminded the team that meeting in person at times is also important. Retreats have become more common over the past few months and will remain a key component of how work takes place in the future.

OVERVIEW: GLOBAL CAMPUS

Global Footprint Management: SIT’s global footprint is always evolving to meet the current and future needs of a diverse portfolio of programs. Currently, SIT operates more than 50 learning centers across the world that could host a diversity of programming, including graduate degrees. Over the past five years, SIT has opened five new program sites in five countries, including developing the appropriate compliance structures in each country. (See appendix 1 for the list of SIT’s global sites.) During this period SIT has also closed two programs in China and Bolivia and placed an additional five countries on temporary hiatus (the compliance structures remain open, but we have temporarily chosen not to run programs in those locations.) Sites are closed for reasons as diverse as student safety to declining student interest in a region or subject. In addition, Covid-19 has impacted some of these decisions. Of the five programs on hiatus, Covid-19 caused us to close one program (our China center) and place three programs on hiatus (Senegal, our Jaipur program in India, and one of the two programs in Kathmandu, Nepal.)

Other examples of hiatus would include the case of Nicaragua where long-term restrictions on human rights were beginning to impact our staff and faculty in-country. SIT has chosen to place Nicaragua on hiatus until the regime changes or ameliorates and is currently considering closing the

program completely. SIT is registered in Nicaragua as a non-for-profit, and the legal environment has become increasingly inimical to operating within the law. SIT closed its Bolivia learning center because of ongoing difficulties operating within the Bolivian structure for non-profits. In each case of closure or hiatus, the long-term needs of the institution are considered, weighing the time and cost needed to maintain registered entities abroad against the potential for a location to provide support for new programming in the near future. We also regularly update or change programs that are currently not enrolling well in locations to maintain staffing, investment, and reputation in that location.

Global Operations: Global operations have become an increasingly complex task especially as now many learning centers are offering multiple programs. Operations was a small sub-unit of the Study Abroad academic structure, and there were no global operations for the Graduate Institute. Day-to-day operations, including decision-making and support for the leasing and management of learning centers and the hiring and support of global staff, were overseen by a group of regional academic deans. This organizational approach placed academic and operational needs alongside each other within one job description, often in competition. Hiring requirements for deans had therefore historically veered between academic qualifications/academic management experience and operations experience.

Dean oversight of all aspects of a series of programs may make sense in a traditional collegiate structure where a dean also has an operations staff and their programs clustered around them, but SIT's global and dispersed structure requires highly specialized operational management skills to support learning centers effectively (e.g., the need to ensure day-to-day legal compliance in the hiring and firing of staff in a certain country,) as well as a highly nuanced approach to academic culture-building, organization, and program implementation (e.g., SIT faculty are not homogenous, rarely physically see each other, and are usually working with students from a very different culture.) The need to ensure that SIT was appropriately organized to meet the challenges of COVID-19 allowed a major restructuring of the central administrative units, the separation of operational expertise and management from academic affairs, and the establishment of two complementary units: The Office of the Dean of Faculty, overseeing academic issues globally; and Global Operations.

The executive director of global operations has three groups to support him. First, a series of program administrators in Vermont who help portfolios of programs (e.g., ensuring readiness of program information for incoming students or helping to update risk assessment plans;) a budget and financial team, also based in Vermont; and a group of regional operations managers (middle managers who have taken-on the day-to-day operations support for a particular region that used to be provided by the deans) who will be based either in Vermont or within the region they serve.

Global Operations is still in the process of building as SIT recovers its historic enrollment. The structure of the office is set, and the focus now is on hiring new staff in each group as enrollment grows. Human Resources works with Global Operations. Human Resources supports the leadership of each learning center for hiring, support, and removal of staff.

Learning Centers: All of SIT's Learning Centers are based in rented/leased buildings suitable for teaching and administrative activities. SIT chooses not to buy its own buildings to avoid becoming a global real-estate organization and to ensure flexibility when our needs change. All learning centers include classroom space, administrative offices, a library, spaces for students to relax, and a kitchen. In a few cases, these centers are leased within a partner university, and the additional

student facilities are shared. This allows SIT students access to even more facilities across the partner university campus.

Compliance: SIT is registered in every country where we have a learning center, allowing us to hire our own personnel, have our own bank account, and operate legally in every sphere of our operations. Compliance is organized by our General Counsel's Office and Global Operations. This also ensures that SIT's programs (with some marginal exceptions) are run and taught by faculty who work for SIT (permanently or temporarily).

Accessibility: SIT has provided ADA training to the faculty and staff at our global learning centers.

Student Safety: In 2019, the Office of Student Services was reconfigured after extensive review of trends within the U.S. and in international higher education. It was decided to re-name and redirect the office to the Office of Student Health, Safety, and Wellbeing, indicating a heightened emphasis on each of these aspects of student care and an emphasis on the overall wellbeing of each individual student under SIT's care. A new dean was appointed, who created a new organizational structure. This structure was based on regional program managers (each of them a generalist) who would serve a portfolio of programs. Each program manager would also have a specialization (e.g., Title IX), but the emphasis was on cross-training. Medical and counseling services were outsourced to a set of expert consultants (previously, SIT had relied on local doctors and in-house clerks for medical clearance and two contracted counselors.) This allows SIT greater access to expert resources and health support. The original intention was to go through a slow transition that would involve re-training and re-deploying staff members already working within the old office into the new structure. However in summer 2020, we chose to remove a section of the office as we entered Covid-19 lockdowns and have since been rebuilding according to the new structure, which is now 80% complete (commensurate with our growth in student numbers.)

During Covid-19, the roles of the Risk Assessment Committee and the Risk Management Plan were dramatically heightened. The first task of SIT was to get all our students home safely. SIT evacuated 928 students from 52 programs globally (receiving a GoAbroad Award for Innovation in a Crisis.) Following the evacuation, we had to start from the beginning with our risk assessment approach. We created a Covid-19 tracker with a list of indicators that became increasingly refined over the two years of extensive pandemic issues. The security director and the Office of Student Health, Safety, and Wellbeing worked together to track Covid-19 trends in every country where we work and developed appropriate sources of information in each country alongside our traditional structures. The risk assessment team met weekly to discuss overall trends and to review sites where students were currently located. Students were moved to other locations through this process when the tracker indicated that an outbreak had exceeded the threshold of acceptability.

The most complex sites were those where governments were not gathering or processing Covid-19 information or were not releasing that information to the public, and inevitably this caused difficulties for even the most refined risk assessment. We placed students in two programs in Tanzania, where all information available showed an acceptable level of risk. Once on the ground, an outbreak occurred which we discovered through local staff who were becoming sick. It became clear that the government was systematically ignoring or holding back relevant information. We therefore decided to move both programs to different countries.

SIT's Covid-19 tracker was the most complex set of indicators available in the study abroad world. SIT also chose to publish the tracker on its website for study abroad advisors and partners to ensure transparency. Over the past two years, we had cases of Covid-19 among staff, faculty, and students, but no 'mass outbreaks' within a group. Due to staff and faculty's effective management of risk and the leadership of the dean of student health, safety, and wellbeing and our director of security, we were able to have students on the ground throughout the pandemic.

Risk Assessment: SIT is committed to taking the necessary steps to maximize student safety at each global program site. Through our 80-plus years of running international education programs, SIT has developed sophisticated proactive and responsive risk-management strategies, and our structure allows for rapid response and adjustment to changing situations.

Daily, SIT monitors ongoing and evolving risks in each country including crime, terrorism, political instability and civil unrest, natural disasters, and public health matters. We rely on a variety of tools and resources for identifying and assessing actual or potential risk to students and staff. They include: International SOS (medical and travel risk ratings); the U.S. Department of State (Travel Advisories); the Centers for Disease Control and Prevention (Travel Health Notices); the Overseas Security Advisory Council (Country Crime and Safety Reports); U.S. Embassies (in countries of operation); and the World Health Organization (WHO). This information is also used when we review potential program and excursion sites.

In addition, SIT leverages the expertise and knowledge of our experienced host country faculty and staff, who provide us with updates about issues of concern and potential impact to our students and centers. Our local faculty and staff have extensive networks that include local authorities, U.S. embassy services, and informal sources—all of which help to inform our decisions about programs.

When issues arise that compromise the safety and wellbeing of our students, faculty, and staff, we implement our contingency plans detailed in the Risk Management Plan for the given location. An example of this was in Tanzania in the spring 2021 when it was decided that reports of an increase of Covid-19 cases (despite no official reported data) required the relocation of both the undergraduate program in Arusha and the graduate program in Zanzibar to Kilifi, Kenya.

This holistic and comprehensive information is used to inform a detailed country risk assessment, as well as our program-specific contingency plans, conducted for every location that SIT is considering for programs. Risk assessments consider health risks, such as COVID-19, as well as a multitude of risks unrelated to health. Risk assessments for approved programs are updated on a regular basis to ensure that significant changes to the risk landscape are factored into planning and implementation. When it is determined that it is safe for a program to run, we utilize our risk assessment to develop a detailed Risk Management Plan. These plans include standard SIT protocols as well as customized risk mitigation measures based on the specific risks identified in the assessment process.

OVERVIEW: VIRTUAL CAMPUS

The World Learning Information Technology (IT) department supports SIT's IT infrastructure and services in Vermont, across the United States, and globally. Vermont is the hub for all World Learning IT. Servers are housed in the Sandanona Building on that campus. Administration of educational technology, instructional design, and training for online teaching and learning for SIT is administered through the Assessment and Learning Support unit.

IT Infrastructure: Current infrastructure is a hybrid-cloud model utilizing a combination of on-premises and cloud-based platforms and services. Moving to a cloud-based platform provides access to continuously modernized software platforms and provides the same accessibility to anyone with a reliable internet connection anywhere in the world. While COVID-19 has resulted in financial and staffing challenges that preclude digital transformation at scale, the World Learning IT team continues to benefit from the decreased maintenance burden provided by the cloud-based platforms.

Networks, Wireless & Internet: The Vermont campus network core was updated to new Cisco hardware in 2014, and further elements were updated in 2018 to ensure continued reliability, supportability, capacity, and security to all connected systems. The wireless network with 100% Vermont campus coverage was upgraded to a Meraki system in 2017, and the dedicated internet access bandwidth was increased by a factor of 10 to 1Gbps in 2018 to improve online connection for staff, students, and faculty. The 10x bandwidth upgrade of the campus internet ensures that remote access to on-premises computing resources, telephony, video conferencing, and student/public WiFi internet are robust. Rooms on the Vermont campus are provisioned for wired and wireless networking connected back to the network core via 2Gbps fiber optic connections.

IT does not provide or support internet access at program sites for the global campus. These needs are addressed on the local level and costs are included in program budgets. In locations where wireless internet access may be limited, programs have invested in cost-effective portable hotspots. For example, the learning center in Kampala, Uganda, has purchased several of these devices for their office and homestay locations.

Tech Support: IT Staff work remotely or flexibly but within the Vermont area. On campus, the focus is on support for administrative staff and leadership. After the departure of full-time graduate students from Vermont, campus student computing facilities were scaled back to a computing lab with four computers and six classrooms each with a computer and projector.

Hardware: All staff and faculty globally are provided with encrypted World Learning-managed laptops that are configured, maintained, and supported throughout their four-year lifecycle. Upon reaching end-of-life, machines are donated, recycled, or disposed of securely. Computer usage policies for faculty and staff are outlined in the Human Resources manual and IT policy documents.

Telephony: In 2022, campus telephony services were migrated from old Integrated Services Digital Network (ISDN) based technology to modern Session Initiation Protocol (SIP) technology to prepare for a further telephone migration modernization.

Video Conferencing Software: A grant from Cisco in 2017 enabled many spaces to be equipped with Cisco Telepresence video conferencing hardware and a subsequent organization-wide rollout of Cisco Webex provided staff with a robust global virtual meeting/classroom tool. In addition to Webex, the Telepresence devices work with other online meeting platforms including Zoom, Microsoft Teams, and Google Meet via SIP/H.323. This flexibility allows maximum use of the hardware.

Email and Collaboration: Ongoing adoption of the Microsoft Office 365 cloud-based platform has resulted in a collaborative working environment underpinned by Microsoft Teams together with SharePoint Online. SIT graduate students are provided with SIT email accounts with more than 4,000

SIT graduate student and alumni email accounts supported. Study Abroad students are provided with limited-time SIT email accounts as they are enrolled for only one semester.

Access and Security: Multi-Factor Authentication and Single Sign-On were introduced in 2019 to improve account security, and the BitSight security monitoring tool was implemented in 2022.

Financial Software: The Sage Intacct ERP system was implemented in 2013 and subsequently rolled out to the majority of the organization's program sites as a centralized accounting platform. This cloud-based solution provides the organization with robust financial planning and analysis, general ledger, reporting, accounts receivable, accounts payable, purchasing, time tracking, expense reimbursement, international payroll, personnel management, performance evaluation, facilities management, and other important functionality. It also allowed the institution to completely digitize its finance operations and introduce many robotic process automations, generating efficiencies across the organization and eliminating waste.

Enrollment Management: In 2018, the Enrollment Rx system for student recruitment and admission was replaced with an in-house developed Salesforce HEDA system so that SIT could customize student recruitment and admission processes to improve student enrollment and the student experience.

ERP and Student Information Systems: Ellucian Colleague is SIT's Student Information System and in 2021 the WebAdvisor component was upgraded to Self Service providing added functionality for students and continuing compliance with U.S. government requirements for processing federal financial aid. In 2020, a full RFP project involving stakeholders from across the organization was carried out to evaluate and identify a replacement Student Information System as key components of our legacy system would soon be no longer supported. After a thorough review and demonstrations with three vendors, the committee selected a cloud-based system built on the Azure platform. The migration to the new SIS is currently on hold due to pandemic-related financial constraints.

Learning Management System: In 2020, SIT migrated from the Moodle system to the Canvas cloud LMS. It is integrated with Cisco Webex for staff and students serving as a globally accessible virtual learning environment.

Online Academic Support Services: Library services, Writing Center, and Career Services are all accessible online, providing synchronous and asynchronous support.

FUTURE PLANS: VERMONT CAMPUS

The Vermont campus offers the organization everything from office space to computer servers to dormitory space. Inevitably the changes made to the overall approach, particularly our heightened emphasis on geographic diversity in terms of learning and administration, have required operational changes, planning enhancements, and a changing portfolio of campus activity in Brattleboro. Further, the pivot to refugee support during the academic year has offered new opportunities and challenges. SIT's four-year strategy and the vision of achieving a research-professional university by 2032 does not change fundamentally our current approach to the Brattleboro campus model, but it does place a focus on the challenges and opportunities. We will be aiming, for example, to increase summer student occupancy as our graduate degree enrollments recover and then strengthen. We also envision the refugee population to decrease and then remain stable (from 100 in spring 2022 to

approximately 25-30 each semester starting in the fall 2022.) But we would like to provide opportunities for practicum, internships, TAs, and RAs throughout the year as we develop more programs at every level—including planned new doctoral programs. Currently, we offer practicum and internship opportunities globally, but not in Vermont.

There will need to be changes to how the Brattleboro campus is managed and decisions made about what strategy best achieves the long-term goal of maintaining such a valuable resource in the future. As a home base for SIT, assuring that staff needs are met is a priority. With a global reach and the increased work flexibility provided to staff to assist in adapting to such a dynamic environment, maintaining a sense of community and collaboration on the Brattleboro campus has influenced the most recent changes to campus planning, both current and long-term.

Our most recent investments in campus operations have been to consolidate our administrative staff into a core set of buildings, providing increased proximity and improved rate of utilization for the occupied facilities. Near-term enhancements to our campus operations will focus on future-proofing our core facilities, seeking opportunities to reutilize former administrative spaces, and supporting an expanding need for mixed-use facilities. Just prior to the suspension of on-campus programming due to Covid-19, an administrative building was turned back to dormitory use after years to help satisfy an increasing demand for residence space during the summer semester. Two more buildings are currently undergoing evaluation for use changes, one as a dormitory and another as a mixed-use educational space.

Accessibility: Accessibility is an important objective for SIT, and all renovation projects are evaluated as opportunities to increase accessibility for students, staff, and visitors. All classrooms, the main dining hall, and student-supporting administrative offices are mobility-accessible, and many of our dormitory spaces have been similarly updated, providing numerous on-campus housing options for students with mobility needs.

Capital Investment: World Learning maintains a capital improvement plan providing a long-term strategy for the modernization of Brattleboro campus facilities. Years of over-reliance on an outsourced facilities management contractor for campus management had produced a backlog of maintenance needs on the Vermont campus and addressing deferred maintenance has been a significant component of both the capital improvement and maintenance operations planning. Components of that plan include energy efficiency improvements, accessibility and safety system upgrades, educational technology expansion, and dormitory enhancements.

Over the next two years, World Learning is planning to invest in enhancing the utility of our campus residency buildings through the addition of full-service residential kitchens in each dormitory building. This capacity was added to the Lowey International Center building for the 2017 academic year and has enhanced the utility of our residential spaces as we host students under new program structures and terms. Expanding this capacity to all residency buildings will make this available to all residents on campus regardless of dormitory assignment.

Two projects are intended to address the impact of a changing climate on the Brattleboro campus. The increased frequency of heavy rain and ice storms has required enhancements to several buildings to effectively manage. Improved drainage through the reduction of impervious surfaces and the safe redirection away from critical infrastructure will reduce the impact on buildings and grounds while also improving the safety of students, staff, and visitors.

Other near-term projects include a scheduled major service to the elevator in our Rotch learning center and the replacement of a maintenance support vehicle.

In the next three to four years, we will be resuming our plan to address deferred maintenance to exterior building surfaces, including partial siding replacement to address snow and ice damage, the thermal enhancement and residing of a wood-paneled building from the 1970s, and painting of the exterior of one of many wood-sided buildings on campus. Reimplementing a regular cycle of exterior painting is an important goal in maintaining the long-term structural health of the campus.

There are also several end-of-life structural replacements upcoming that will need to be considered in medium-term financial planning as revenue is balanced with operational needs. The most urgent needs are a large metal roof replacement and the demolition of an aged structure. In addition to keeping all buildings structurally sound and protected, there will be an ongoing need to continue adapting buildings and grounds to a changing climate. Emergency efficiency, water runoff management, and alternative energy projects have provided long term cost savings and the opportunity to contribute to reducing the negative impact to our environment. Most of the buildings were not designed to operate in the hotter and more humid conditions experienced during the summer months, requiring the need for enhanced cooling and moisture reduction in interior spaces. Providing this enhancement without increasing our net energy use will require the expansion of technology that has been successfully utilized on the campus and the reengineering of many legacy systems.

Maintenance: Looking to the future, our facilities management and planning are built on more than 60 years of successes and mistakes. To help future-proof our investments and to minimize the financial and business impact of future changes, all upgrades seek to maintain maximum flexibility within each space. While this can be a challenge with buildings built for other than commercial use, our history of adapting structures originally constructed as private residences and agricultural facilities has provided significant experience to draw from when planning for the challenges of changing use. We do not envision major changes over the next four years, but we do need to ensure that the present new uses of campus are supported as we plan any upgrades.

Sustainability: The age and variety of buildings on the Vermont campus presents both a challenge and an opportunity. Most of our facilities were constructed in an era when total energy consumption was rarely a primary consideration, so most of our buildings have been particularly exposed to energy cost inflation. The inefficiency of these spaces has also presented a conflict with our mission of a more sustainable future for all, so there are benefits to investing in the long-term reduction in energy consumed beyond cost savings. Our campus, like many other buildings in Vermont and the greater Northeast, was also built for a cooler and drier climate. In sum, we need to enhance the capacity of our HVAC systems even further to provide a comfortable and healthy environment within our buildings. One project currently in the final stages of planning is an HVAC system upgrade to the Lowey International Center. This building is the campus's largest single dormitory building and also provides dining facilities for all campus residents as well as student lounge areas, a student self-service kitchen, and several classrooms. This upgrade would provide cooling to the facility, which does not currently exist, and will be based on the same air-to-water heat pump infrastructure allowing for fuel-switching. This configuration will provide maximum energy efficiency, reduced carbon output, and net energy savings.

This project also leverages one of our biggest successes. Our use of air-to-water heat pumps has provided an ability to leverage a common component within our largest buildings, the reliance on boiler-fired hydronic heating systems, a common style of heating in the Northeast. This has allowed us to take advantage of the benefit of existing hydronic systems as efficient providers of building envelope heating while still allowing for effective support of forced air cooling. This helps reduce the need for major infrastructure construction, limiting cost and disruption.

Refugee Support: Accommodation of refugees during the academic year has provided opportunities for grant-seeking and support for dormitory opening through the Vermont State Housing Authority. We have already obtained one grant from the state (see above) that will fund our work updating dormitories for longer-term usage and will support facilities staff during the next year, but we will continue to seek grants for facilities upgrades and support as we proceed with this new endeavor. Overall, the refugee project has allowed us to use our resources more fully and to offset some of our staffing costs for core staff that are necessary for a functioning campus. The refugee resettlement program has given us the opportunity to present SIT's campus usage as a model for rural refugee resettlement, especially in the higher education context.

SIT and World Learning have an extraordinary history of working with refugees. The organization was contracted by the U.S. Department of State to administer a large-scale language, intercultural, and job skills program for refugees from the former Indochina in 1978, and currently, there are five undergraduate and graduate programs being offered in refugee and migration studies. We envisage this project to be a starting point for renewed engagement globally in the international development context, as well as in the academic context (including the development of a new doctoral program in humanitarianism and refugee studies.) We envisage a future where we can combine our use of our physical resources in Vermont with practical learning and engagement through internships, RA and TA positions, and more.

Vermont Campus Expansion (exploratory): Much of the Vermont campus property is undeveloped land, acquired over the past few decades with the purchase of properties surrounding the original facility. Until recently, there was no need to utilize this land despite occasional expressions of interest from land developers. However, the introduction of our refugee resettlement program has changed the current way of thinking. Southern Vermont has a significant housing crisis, and the greatest barrier to refugee resettlement is affordable housing. Given our commitment to the refugee resettlement program and our extensive available land, SIT and World Learning are currently in discussions with the Vermont State Housing Authority to examine opportunities for developing a component of our acreage for low-income, multi-family housing units that could support refugees and asylees as part of the trajectory for our resettlement program (now named the New Vermonter Education Program.) These conversations have begun with the World Learning board of trustees, and exploration of this as a possibility will be ongoing into 2023 with potential early-stage reviews of the land taking place over the coming two years. We are not yet at the stage of a formal proposal though, and an appropriate financial mechanism to fund the project would be needed or the idea will have to be put on hold.

FUTURE PLANS: GLOBAL CAMPUS

Part of the benefit of a relatively flexible global campus is our ability to match program themes with the best location to achieve our model of immersive experiential learning. With an evolving portfolio of programs to adapt to an ever-changing world, SIT often finds itself needing to operate in a new

country or region. This requires the identification of desirable location options most suitable for hosting the program and supporting students. Before registration can even begin, SIT conducts a thorough assessment of the location's ability to support the program, including identification of the legal structure required to meet local regulations and any structural or legal limitations that would impact the ability to operate effectively, as well as the costs associated with operating in that location and the ability to meet the safety and security requirements of SIT.

Just as many of our core operations are in Vermont, each learning center around the world acts as the academic and administrative center for all programs operating from it. Each center must provide academic, health, safety, and residency support resources to students, but then receives core support from academic and administrative staff based regionally and at the Vermont campus.

SIT does not envision changing its approach to real estate management or compliance over the period of the next strategic plan. But the Academic Strategy 2021-2025 outlines potential new learning center sites and the development of new programs at present sites. Global Operations is aware of the strategy and is always part of the conversation regarding new projects. Global Operations is not yet fully staffed post-pandemic and is running at approximately 70% of its new structure. Staffing is therefore a major priority for 2022-2023, and we hope to be at 80% of its new structure at least by the end of 2023 (if remaining consistent with the return of historic enrollment.) A schedule for reviewing two of the sites that are presently on hiatus is set: Senegal in early 2023 and Jaipur, India, in 2024. Kathmandu is on short-term hiatus and is enrolling for spring 2023 as well as scheduled for a major change of program theme and design, with the aim to combine re-launch after hiatus with the roll-out of a new or re-designed program. If enrollment numbers do not pick up after the relaunch, we will consider longer-term changes. Enrollment and expense trends are also being watched in Mongolia and Santiago, Chile.

In spring 2023, we have also scheduled a further portfolio review to build a 'what if' for future possible enrollment trends. This is a common practice for Global Operations and the president as we move towards the annual budgeting process. This year we will be focusing on a 'what if' our enrollment trends do not return to 100% of historic norms in the academic year 2023-2024. We will review each portfolio (undergraduate semester, summer, graduate full-time, and part-time) and cost structures of our different business lines (e.g., custom programs) to see how we can ensure a healthy, vibrant institution within certain new parameters, which is enrollment staying at 80-90% of historic norms.

Accessibility: As part of program review of administrative units, the Office of Student Health, Safety, and Wellbeing is planning to conduct a review of disability services in fiscal year 2025. This review will extend to the learning centers of the global campus (previously the focus has been on the Vermont campus) and include an assessment of accessibility in accordance with ADA guidelines. One aim of the review is to establish a baseline of accessibility and identify areas for improvement for our learning centers.

Sustainability: Future plans to make our global campus sustainable are dependent on the outcomes of the strategic plan's envisaged presidential task force set to begin in fall 2022.

Global Safety and Security Site Assessments: As part of its commitment to ensuring the safety, security, and well-being of all personnel and program participants, SIT conducts Global Safety and Security Site Assessments at each global site. This practice was introduced pre-pandemic and

naturally pivoted to focus on the spread of COVID-19 in 2020. It now needs to be rolled out fully across all SIT learning centers per a schedule to be set in fall 2022.

The purpose of the Global Safety and Security Site Assessment is to provide a review of the safety and security conditions on the ground at the program location(s), to highlight site-specific risks that may exist to program participants, to note and assess local resources for support, and to identify any areas of concern that need to be addressed. The site assessment does not contemplate general risks faced by international travelers and should not be understood as exhaustive of all dangers.

To facilitate the successful execution of the assessment, the academic director at the program site is provided in advance with a recommended list of potential areas of review. In a collaborative effort with their dean, local senior management staff and the U.S.-based director of security will work with the person carrying out the assessment to finalize an assessment scope including timeline, places to be visited, and local staff and contacts to meet with.

A typical assessment will involve a desk review of safety and security-related documents, first-person interviews with staff, students, and other stakeholders, and will take place over the course of 2-5 days, depending on scope. Following completion of the site visit, an assessment report will be submitted to the academic director of the program site for review and comment. The assessment author will then revise if necessary and submit a final copy to the director of security (unless the director carried out the assessment) with a cc: to the academic director, relevant dean, executive director of global operations, program administrator for the region, student health, safety, and wellbeing representative for the region, and the president. Collectively the team will then address any follow-up items identified in the report within 60 days. The areas to be covered in a Global Safety and Security Site Assessment, time permitting, include:

Tour of Classroom/Administrative facilities accessible by students

- Assess entry/exit security
- Review fire prevention (fire exits or escapes, sprinklers, alarms, extinguishers, etc.)
- Access to facility for persons with disabilities, such as a wheelchair user
- Accessibility of supplies regarding basic first aid

Tour of Residence

- Proximity to/from campus or classes for homestays
- Building security/access for homestays
- Review for the possibility of burglary, fire and/or applicable natural disasters for homestays
- Review of overall environment including entry/exit security, fire safety prevention, access for persons with disabilities, and after-hour emergency assistance for hotels or dormitories

Meetings with Academic Directors and/or Local Coordinators to discuss:

- Contents of pre-departure and/or arrival educational programming including, but not limited to:
 - Transportation/pedestrian safety (safety about town)
 - Travel safety

- Religious customs (advice regarding behavior, dress, etc.)
- Gender issues (advice regarding behavior, dress, etc.)
- Specific health and safety advice regarding special populations (religious or ethnic minorities, LGBTQ students, students with physical or mental disabilities, etc.)
- Anti-American sentiment (if applicable)

Health needs/resources

- Management of disclosed pre-existing conditions, such as diabetes, asthma, anxiety/depression, eating disorders, etc.

Specific security and crisis management procedures and resources regarding:

- Political protests/civil unrest/terrorism
- Natural disaster/extreme weather
- Victim of a crime (petty or violent)
- Sexual misconduct
- Discrimination (race, gender, ethnicity, religious beliefs, etc.)
- Conduct violations, such as alcohol or drug misuse, disruptive behavior, etc.
- Complaints (re program, housing, other students, etc.)

Meeting with Regional Security Officers (RSOs) at U.S. Embassies and/or Consulates

- Informational meeting to share information about SIT in country, reinforce contact in case of emergency and ensure

Local officials, as applicable

- In some locations, municipal officials such as those from police department or local government, may play an active role in safety and security issues and would therefore be a beneficial meeting for any site review.

Students

- Meeting with students to gauge any concerns about safety and security at a particular site.

There are some overlaps here with Student Health, Safety and Wellbeing's Disability Review. Wherever possible, reviewers will support each other, team-up, or be cross-trained to perform either review ensuring wider coverage of sites per year, even if a separate visit is not possible.

FUTURE PLANS: VIRTUAL CAMPUS

Information Technology Strategy: IT plans to continue the digital transformation that it embarked on a decade ago. Despite delays caused by the pandemic and corresponding impact on finances, the IT department continues to build on previous successes. Efforts will focus on consolidating the

sprawling information infrastructure and simultaneously developing sustainable and secure cloud-first solutions optimized for a global audience. When integrated into the environment carefully, cloud-first solutions make the most efficient use of IT department resources, provide the lowest latency access to resources via a global network of data centers, enhance information security and provide the greatest overall organizational value.

Changing organizational needs and the rapid change of technology mean that upgrades and projects will be executed in parallel with the broader consolidation effort. Business-as-usual support teams will execute smaller changes and larger changes will necessitate the support of the dedicated project managers and outside consultants as needed. Currently, all large projects undergo review and prioritization by senior leadership prior to execution, and projects are evaluated as part of the budgeting process.

The goal is a simplified, supportable, secure, extensible catalog of organizational technology assets based on industry best practices that provide optimal staff, faculty, and student experiences with timely and accurate data. Several activities and initiatives have been identified to further these endeavors including:

- Revisiting staff and faculty needs and determining the feasibility of establishing Google Workspace for Education in place of Microsoft 365 (M365) Education specifically for students. At present, staff/faculty and students occupy separate M365 tenants which causes communication and interoperability inefficiencies.
- Implementing and integrating Salesforce Marketing Cloud (SFMC) with the student enrollment and admissions system, replacing the Acoustic system. This will provide staff with additional capabilities when handling prospective students by using advanced analytics and AI across a variety of marketing channels.
- Supplementing the headquarters-provided managed laptops already provided to academic directors with Cisco Meraki routers scaled to the office use case to enable remote troubleshooting and network optimization of global offices by headquarters support staff.
- Microsoft Intune Mobile Device Management and Data Loss Prevention will be implemented in conjunction with proactive monitoring of the Compliance functions in M365 to improve SIT's information security and allow for bringing your own device and increased supportability of global staff technology.
- SIT will be connected to the EduRoam global WiFi hotspot network allowing staff, faculty, and students seamless connection to the internet in EduRoam's 106 participating territories.
- The telephone system will be migrated away from desk phones and Cisco Jabber to provide a more seamless and friendly user experience given the hybrid nature of work and other collaborative tools in use.
- A virtual computing lab for faculty and students will be created.
- Fax services will be migrated from conventional fax to eFax so staff can send and receive faxes without being tied to a physical location.
- The Cold Fusion platform containing business-critical functions ranging from full-stack applications to data integrations will be replaced by a combination of Microsoft and Salesforce solutions depending on each function's needs.
- Microsoft 365 and Salesforce use will increase as part of IT's core offering. They are aligned with consolidation efforts by being modern, cloud-hosted, extensible, supportable, and

backward compatible with existing on-premises business process automation tools and systems.

- Solutions will be developed with consumption from mobile devices as a priority and will include consideration for locations with poor access to the internet.
- The current Student Information System, Ellucian Colleague, will be replaced by a cloud-hosted alternative agreed upon by organizational stakeholders and carefully integrated into the environment using the modern, supportable integration tools already in use. This is a larger-scale project, and we originally were budgeting approximately \$1 million for the update. We moved the upgrade to a later date due to COVID, but we aim to re-prioritize (revenue allowing) for some time between 2024 and 2026.

In addition to the high levels of transparency between IT and the wider organization, the IT unit will continue to drive collaborative efforts to select, evaluate, prioritize, and budget for strategically aligned technology and projects.

APPENDIX 1: LIST OF SIT GLOBAL SITES

| Region | Country | City/Town | Program Title | Address 1 |
|--------|------------|--------------|--|---|
| AF | Cameroon | Yaounde | Cameroon: Development and Social Change | Bastos, rue apres le restaurant Orient Rouge, en venant du carrefour Bastos , Sixieme portail bordeau a gauche |
| AF | Ghana | Accra | Ghana: Globalization, Cultural Legacies & the Afro-Chic | School for International Training - Ghana, House No. 4 Royal Street, Haatso, Accra, Hgana |
| AF | Kenya | Kisumu | Kenya: Global Health and Human Rights | PO Box 7286, Kisumu 40100; Adala Otuku Rd, near Child Welfare Offices, behind St. Joseph's Catholic Church, Kisumu, Kenya |
| AF | Madagascar | Antananarivo | Madagascar: Biodiversity and Natural Resource Management | SIT VN41AB Bis, Ankazolava Ambohitsoa, 101 Antananarivo, Madagascar |
| AF | Morocco | Rabat | Morocco: Migration and Transnational Identity | Langzone, Avenue Mohammed V, Rue Hims, Imm2, Appt 3, Rabat, 10000, Morocco |
| AF | Morocco | Rabat | Morocco: Multiculturalism and Human Rights | Langzone, Avenue Mohammed V, Rue Hims, Imm2, Appt 3, Rabat, 10000, Morocco |

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|----|--------------|--------------------|--|---|
| AF | Rwanda | Kigali | Rwanda: Post-Genocide Restoration and Peacebuilding | SIT KG 653 Street, No. 3, Kimihurura Sector, Gasabo District, Kigali, Rwanda |
| AF | South Africa | Durban | South Africa: Social and Political Transformation | SIT Study Abroad, Office 409, The Atrium, 430 Peter Mokaba Rd, Durban, South Africa |
| AF | South Africa | Durban | South Africa: Community Health and Social Policy | Coways Cnr, 42 Robarts Rd, Essenwood, Durban 401, South Africa |
| AF | South Africa | Cape Town | South Africa: Multiculturalism and Human Rights | 18 Station Rd. Rondebosch, Cape Town 7700, South Africa |
| AF | Senegal | Dakar | Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Villa 4538 A, Amitie 3, Dakar, Senegal |
| AF | Senegal | Dakar | Senegal: Global Security and Religious Pluralism | SIT, Villa 4538 A, Amitie 3, Dakar, Senegal |
| AF | Tunisia | Sidi Bou Said 2060 | Tunisia and Italy: Politics and Religious Integration in the Mediterranean | 17 bis, Bd du 14 Janvier, Sidi Bousaid 2026, Tunisia |
| AF | Tanzania | Arusha | Tanzania: Wildlife Conservation and Political Ecology | SIT, Plot No. 2 Block A, Njiro, Arusha, Tanzania |
| AF | Tanzania | Zanzibar | Tanzania-Zanzibar: Coastal Ecology and Natural Resource Management | House 575, Shangani/Vuga |
| AF | Uganda | Kampala | Uganda: Development Studies | SIT, Plot 107, Buganda Road, Wandegaya, Kampala, Uganda |
| AM | Argentina | Buenos Aires | Argentina: Transnationalism and Comparative Development in South America | Aráoz 2838, C1425DGT, Buenos Aires, Argentina |
| AM | Argentina | Ushuaia | Argentina: People, Environment, and Climate Change in Patagonia and Antarctica | Juan Manuel de Rosas 392, Ushuaia, CP 9410, Argentina |
| AM | Argentina | Buenos Aires | Argentina: Public Health in Urban Environments | Venezuela 847, C1095AAQ, Ciudad de Buenos Aires, Argentina |

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|----|-----------|------------------|--|--|
| AM | Argentina | Buenos Aires | Argentina: Social Movements and Human Rights | SIT CEDES, Sanches de Bustamante 27 (C1173AAA), Ciudad de Buenos Aires, Argentina |
| AM | Chile | Arica | Chile: Public Health, Traditional Medicine, and Community Empowerment | Simón Bolívar 042, Población Magisterio, Arica, Chile |
| AM | Chile | Santiago | Chile: Comparative Education and Social Change | Abdón Cifuentes 259, Department A, Santiago, Chile |
| AM | Chile | Valparaíso | Chile: Cultural Identity, Social Justice, and Community Development | El Estanque 175, Cerro Alegre, Valparaíso, Chile |
| AM | Ecuador | Quito | Ecuador: Comparative Ecology and Conservation | Hernando de la Cruz N31-37 |
| AM | Ecuador | Quito | Ecuador: Development, Politics, and Languages | Hernando de la Cruz N31-37 |
| AM | Mexico | Oaxaca | Mexico: Migration, Borders, and Transnational Communities | Melchor Ocampo 710 (entre La Noria y La Carbonera), Centro, C.P. 68000, Oaxaca, Oax., Mexico |
| AM | Peru | Cuzco | Peru: Indigenous Peoples and Globalization | Calle Fortunato L. Herrera Nro 220, Urb. Magisterio, Cuzco - Cuzco 08003 |
| AM | Panama | Clayton | Panama: Tropical Ecology, Marine Ecosystems, and Biodiversity Conservation | 674 Avenida Cárdenas, Clayton, Ciudad de Panamá, Panamá |
| AS | Indonesia | Bali | Indonesia: Arts, Religion, and Social Change | Gang I/8, Kesiman-Kerthalangu, Denpasar Timur, Bali 80237, Indonesia |
| AS | Australia | Yungaburra, QLD | Australia: Rainforest, Reef, and Cultural Ecology | 8 Pine Street, Yungaburra QLD 4884, Australia |
| AS | Australia | Mullumbimby, NSW | Australia: Sustainability and Environmental Action | 5 Station Street, Mullumbimby, NSW, Australia 2482 |
| AS | India | Rajasthan | India: Sustainable Development and Social Change | B 31, Jyoti Marg, Bapu Nagar, Jaipur, Rajasthan, India 302015 |

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|----|----------------|------------------|---|---|
| AS | India | New Delhi | India: Public Health, Gender, and Community Action | World Learning India, Ground Floor 168, Pocket 2, Jasola, New Delhi 110025, India |
| AS | Mongolia | Ulaan Baatar | Mongolia and Siberia: Nomadism, Geopolitics, and the Environment | EMYa 16-2-3, Dandar Baatar St, 16 horoo BZD, UB 13321, Mongolia |
| AS | Nepal | Kathmandu | Nepal: Development, Gender, and Social Change in the Himalaya | Naxal, Bhagawati Bahal, Kathmandu |
| AS | Nepal | Kathmandu | Nepal: Tibetan and Himalayan Peoples | Mahankal, Kathmandu 44600, Nepal |
| AS | Vietnam | Ho Chi Minh City | Vietnam: Culture, Social Change, and Development | Room 604, 49 Nguyen Thi Minh Khai street, District 1, Ho Chi Minh City 70000, Vietnam |
| AS | Samoa | Apia | Samoa: Social and Environmental Change in Oceania | National University of Samoa, Le Papaigalagala campus, Vaivase Road, To'omatagi, Apia, Samoa |
| EU | Czech Republic | Prague | Czech Republic: Arts and Social Change | Jana Zajice 7, 17000 Prague 7, Czech Republic |
| EU | Serbia | Belgrade | Serbia, Bosnia, and Kosovo: Peace and Conflict Studies in the Balkans | Nenad Porobic, Generala Vladimira Kondica 7/24, 11000 Belgrade, Serbia |
| EU | Iceland | Ísafjörður | Iceland: Climate Change and the Arctic | Suðurgötu 12, 400 Ísafjörður, Iceland |
| EU | Netherlands | Amsterdam | Netherlands: International Perspectives on Sexuality and Gender | Herengracht 513-1, Amsterdam, Netherlands |
| EU | Portugal | Lisboa | Portugal: Sustainability and Environmental Justice | ISCTE, Cidade Universitária de Lisboa, Av. das Forças Armadas, 1649-026 Lisboa, Portugal |
| EU | Spain | Bilbao | Spain: Policy, Law, and Regional Autonomy in Europe | Avda Universidades 24, Bilbao, 48007, Spain |
| EU | Switzerland | Nyon | Switzerland: Banking, Finance, and Social Responsibility | Association of World Learning in Switzerland, Avenue Reverdil 6, 1260 Nyon - VD SUISSE, Switzerland |

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|----|-------------|--------------|---|---|
| EU | Switzerland | Genève | Switzerland: International Studies, Multilateral Diplomacy, and Social Justice | 64 Rue de Monthoux, 1201 Genève, Switzerland |
| EU | Switzerland | Nyon | Switzerland: Global Health and Development Policy | 16, rue Juste-Olivier, CH - 1260 Nyon, Switzerland |
| ME | Jordan | Amman | Jordan: Refugees, Health, and Humanitarian Action | 14 Zahran Street, Zahran, Amman 11183, Jordan |
| ME | Jordan | Amman | Jordan: Psychology, Well-being & Mental Health | 60 Damascus St, Abdoun, Amman 11181 Jordan |
| ME | Jordan | Amman | Jordan: Geopolitics, International Relations, and the Future of the Middle East | 60 Damascus St, Abdoun, Amman 11181 Jordan |
| AF | Cameroon | Yaounde | Cameroon: Development and Social Change | Bastos, rue apres le restaurant Orient Rouge, en venant du carrefour Bastos , Sixieme portail bordeau a gauche |
| AF | Ghana | Accra | Ghana: Globalization, Cultural Legacies & the Afro-Chic | School for International Training - Ghana, House No. 4 Royal Street, Haatso, Accra, Hgana |
| AF | Kenya | Kisumu | Kenya: Global Health and Human Rights | PO Box 7286, Kisumu 40100; Adala Otuku Rd, near Child Welfare Offices, behind St. Joseph's Catholic Church, Kisumu, Kenya |
| AF | Madagascar | Antananarivo | Madagascar: Biodiversity and Natural Resource Management | SIT VN41AB Bis, Ankazolava Ambohitsoa, 101 Antananarivo, Madagascar |
| AF | Morocco | Rabat | Morocco: Migration and Transnational Identity | Langzone, Avenue Mohammed V, Rue Hims, Imm2, Appt 3, Rabat, 10000, Morocco |
| AF | Morocco | Rabat | Morocco: Multiculturalism and Human Rights | Langzone, Avenue Mohammed V, Rue Hims, Imm2, Appt 3, Rabat, 10000, Morocco |
| AF | Rwanda | Kigali | Rwanda: Post-Genocide Restoration and Peacebuilding | SIT KG 653 Street, No. 3, Kimihurura Sector, Gasabo District, Kigali, Rwanda |

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| AF | South Africa | Durban | South Africa: Social and Political Transformation | SIT Study Abroad, Office 409, The Atrium, 430 Peter Mokaba Rd, Durban, South Africa |
| AF | South Africa | Durban | South Africa: Community Health and Social Policy | Coweys Cnr, 42 Robarts Rd, Essenwood, Durban 401, South Africa |
| AF | South Africa | Cape Town | South Africa: Multiculturalism and Human Rights | 18 Station Rd. Rondebosch, Cape Town 7700, South Africa |
| AF | Senegal | Dakar | Senegal: Hip-hop, African Diaspora, and Decolonial Futures | Villa 4538 A, Amitie 3, Dakar, Senegal |
| AF | Senegal | Dakar | Senegal: Global Security and Religious Pluralism | SIT, Villa 4538 A, Amitie 3, Dakar, Senegal |
| AF | Tunisia | Sidi Bou Said 2060 | Tunisia and Italy: Politics and Religious Integration in the Mediterranean | 17 bis, Bd du 14 Janvier, Sidi Bousaid 2026, Tunisia |
| AF | Tanzania | Arusha | Tanzania: Wildlife Conservation and Political Ecology | SIT, Plot No. 2 Block A, Njiro, Arusha, Tanzania |
| AF | Tanzania | Zanzibar | Tanzania-Zanzibar: Coastal Ecology and Natural Resource Management | House 575, Shangani/Vuga |
| AF | Uganda | Kampala | Uganda: Development Studies | SIT, Plot 107, Buganda Road, Wandegaya, Kampala, Uganda |
| AM | Argentina | Buenos Aires | Argentina: Transnationalism and Comparative Development in South America | Aráoz 2838, C1425DGT, Buenos Aires, Argentina |
| AM | Argentina | Ushuaia | Argentina: People, Environment, and Climate Change in Patagonia and Antarctica | Juan Manuel de Rosas 392, Ushuaia, CP 9410, Argentina |
| AM | Argentina | Buenos Aires | Argentina: Public Health in Urban Environments | Venezuela 847, C1095AAQ, Ciudad de Buenos Aires, Argentina |
| AM | Argentina | Buenos Aires | Argentina: Social Movements and Human Rights | SIT CEDES, Sanches de Bustamante 27 (C1173AAA), |

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| | | | | Ciudad de Buenos Aires, Argentina |
| AM | Chile | Arica | Chile: Public Health, Traditional Medicine, and Community Empowerment | Simón Bolívar 042, Población Magisterio, Arica, Chile |
| AM | Chile | Santiago | Chile: Comparative Education and Social Change | Abdón Cifuentes 259, Department A, Santiago, Chile |
| AM | Chile | Valparaíso | Chile: Cultural Identity, Social Justice, and Community Development | El Estanque 175, Cerro Alegre, Valparaíso, Chile |
| AM | Ecuador | Quito | Ecuador: Comparative Ecology and Conservation | Hernando de la Cruz N31-37 |
| AM | Ecuador | Quito | Ecuador: Development, Politics, and Languages | Hernando de la Cruz N31-37 |
| AM | Mexico | Oaxaca | Mexico: Migration, Borders, and Transnational Communities | Melchor Ocampo 710 (entre La Noria y La Carbonera), Centro, C.P. 68000, Oaxaca, Oax., Mexico |
| AM | Peru | Cuzco | Peru: Indigenous Peoples and Globalization | Calle Fortunato L. Herrera Nro 220, Urb. Magisterio, Cuzco - Cuzco 08003 |
| AM | Panama | Clayton | Panama: Tropical Ecology, Marine Ecosystems, and Biodiversity Conservation | 674 Avenida Cárdenas, Clayton, Ciudad de Panamá, Panamá |
| AS | Indonesia | Bali | Indonesia: Arts, Religion, and Social Change | Gang I/8, Kesiman-Kerthalangu, Denpasar Timur, Bali 80237, Indonesia |
| AS | Australia | Yungaburra, QLD | Australia: Rainforest, Reef, and Cultural Ecology | 8 Pine Street, Yungaburra QLD 4884, Australia |
| AS | Australia | Mullumbimby, NSW | Australia: Sustainability and Environmental Action | 5 Station Street, Mullumbimby, NSW, Australia 2482 |
| AS | India | Rajasthan | India: Sustainable Development and Social Change | B 31, Jyoti Marg, Bapu Nagar, Jaipur, Rajasthan, India 302015 |
| AS | India | New Delhi | India: Public Health, Gender, and Community Action | World Learning India, Ground Floor 168, Pocket 2, Jasola, New Delhi 110025, India |

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| AS | Mongolia | Ulaan Baatar | Mongolia and Siberia: Nomadism, Geopolitics, and the Environment | EMYa 16-2-3, Dandar Baatar St, 16 horoo BZD, UB 13321, Mongolia |
| AS | Nepal | Kathmandu | Nepal: Development, Gender, and Social Change in the Himalaya | Naxal, Bhagawati Bahal, Kathmandu |
| AS | Nepal | Kathmandu | Nepal: Tibetan and Himalayan Peoples | Mahankal, Kathmandu 44600, Nepal |
| AS | Vietnam | Ho Chi Minh City | Vietnam: Culture, Social Change, and Development | Room 604, 49 Nguyen Thi Minh Khai street, District 1, Ho Chi Minh City 70000, Vietnam |
| AS | Samoa | Apia | Samoa: Social and Environmental Change in Oceania | National University of Samoa, Le Papaigalagala campus, Vaivase Road, To'omatagi, Apia, Samoa |
| EU | Czech Republic | Prague | Czech Republic: Arts and Social Change | Jana Zajice 7, 17000 Prague 7, Czech Republic |
| EU | Serbia | Belgrade | Serbia, Bosnia, and Kosovo: Peace and Conflict Studies in the Balkans | Nenad Porobic, Generala Vladimira Kondica 7/24, 11000 Belgrade, Serbia |
| EU | Iceland | Ísafjörður | Iceland: Climate Change and the Arctic | Suðurgötu 12, 400 Ísafjörður, Iceland |
| EU | Netherlands | Amsterdam | Netherlands: International Perspectives on Sexuality and Gender | Herengracht 513-1, Amsterdam, Netherlands |
| EU | Portugal | Lisboa | Portugal: Sustainability and Environmental Justice | ISCTE, Cidade Universitária de Lisboa, Av. das Forças Armadas, 1649-026 Lisboa, Portugal |
| EU | Spain | Bilbao | Spain: Policy, Law, and Regional Autonomy in Europe | Avda Universidades 24, Bilbao, 48007, Spain |
| EU | Switzerland | Nyon | Switzerland: Banking, Finance, and Social Responsibility | Association of World Learning in Switzerland, Avenue Reverdil 6, 1260 Nyon - VD SUISSE, Switzerland |
| EU | Switzerland | Genève | Switzerland: International Studies, Multilateral Diplomacy, and Social Justice | 64 Rue de Monthoux, 1201 Genève, Switzerland |

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| EU | Switzerland | Nyon | Switzerland: Global Health and Development Policy | 16, rue Juste-Olivier, CH - 1260 Nyon, Switzerland |
| ME | Jordan | Amman | Jordan: Refugees, Health, and Humanitarian Action | 14 Zahran Street, Zahran, Amman 11183, Jordan |
| ME | Jordan | Amman | Jordan: Psychology, Well-being & Mental Health | 60 Damascus St, Abdoun, Amman 11181 Jordan |
| ME | Jordan | Amman | Jordan: Geopolitics, International Relations, and the Future of the Middle East | 60 Damascus St, Abdoun, Amman 11181 Jordan |

APPENDIX 2: BRATTLEBORO, VERMONT CAMPUS INFRASTRUCTURE PLANS

World Learning/SIT Campus Facilities Capital Investment Plan

FISCAL YEAR 2023 & 2024 PROJECTS

| Project Name | Building Name | Building Use | Est Project Cost* |
|--|---------------|-----------------------------------|-------------------|
| Kitchen upgrade to install fully equipped kitchen in building | Bolton | Dormitory | \$ 30,000.00 |
| New ice-free gutter system to manage increased pooling of water resulting from heavier rainfall and increased frequency of ice storms. | Boyce | Office | \$ 15,000.00 |
| Replace maintenance vehicle/plow truck | Campus | Campus Maintenance / Snow Removal | \$ 45,000.00 |
| Front patio slab removal to repair water intrusion issue. | Ellsworth | Dormitory | \$ 5,000.00 |
| New ice-free gutter system to manage heavier rainfall and increased frequency of ice storms. | Ellsworth | Dormitory | \$ 8,000.00 |
| Kitchen upgrade to install range, hood ventilation, dishwashers, new cabinets and counters in existing kitchen space. | Ellsworth | Dormitory | \$ 25,000.00 |

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|--|-----------|----------------------|----------------------|
| Kitchen upgrade to install range, hood ventilation, dishwashers, new cabinets and counters in existing kitchen space. | Gamble | Dormitory | \$ 30,000.00 |
| Kitchen upgrade to install range, hood ventilation, dishwashers, new cabinets and counters in existing kitchen space. | Janeway | Dormitory | \$ 30,000.00 |
| Elevator Maintenance – 20-year fluid and valve replacement | Rotch | Library & Classrooms | \$ 10,000.00 |
| Regrade and install exterior drain system on west side of building to correct construction deficiency and prevent water intrusion into building. | Sandanona | Office | \$ 10,000.00 |
| | | Total | \$ 208,000.00 |

FISCAL YEAR 2025 & 2026 PROJECTS

| Project Name | Building Name | Building Use | Est Project Cost* |
|---|----------------------|----------------------------|----------------------|
| Renovation of building for 7-10 year file storage | Appel | Storage | \$ 20,000.00 |
| Siding replacement on rear of building to address snow and ice damage. | International Center | Dining/Classroom/Dormitory | \$ 25,000.00 |
| Exterior repair and paint as part of 15-year update. | Kipling house | Office | \$ 35,000.00 |
| Replace exterior wood paneling with foam insulation barrier and siding. | Sandanona | Office | \$ 50,000.00 |
| | | Total | \$ 130,000.00 |

WHEN FUNDING IDENTIFIED

| Project Name | Building Name | Building Use | Est Project Cost* |
|--|---------------|--------------|-------------------|
| Exterior repair and paint as part of 15-year update. | Bliss | Office | \$ 40,000.00 |
| Exterior repair and paint (15-year cycle) | Bolton | Dormitory | \$ 25,000.00 |

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|--|--------------------------|-----------------------------|---------------|
| Exterior repair and paint as part of 15-year update. | Dickinson | Dormitory | \$ 35,000.00 |
| Demolition of building and redevelopment of site to parking and green space. | Dickinson Annex | Other | \$ 35,000.00 |
| Exterior repair and paint (15-year cycle) | Ellsworth | Dormitory | \$ 30,000.00 |
| Exterior repair and paint (15-year cycle) | Gamble | Dormitory | \$ 25,000.00 |
| Renovate second floor to provide additional classroom spaces for seasonal programs. Renovate lower level for seasonal program equipment storage. | Graduate/Administrations | Classroom | \$ 90,000.00 |
| Installation of central air conditioning and expanded heat zoning. Thermal envelope improvements and new vinyl siding on west side of building. | International Center | Dining/Classroom/Dormitory | \$ 750,000.00 |
| Metal roof replacement on south side of building with dormer trip repair to correct original construction design error. | International Center | Dining/Classroom/Dormitory | \$ 150,000.00 |
| Exterior repair and paint (15-year cycle) | Janeway | Dormitory | \$ 30,000.00 |
| Replace with stand-alone 2 bay shop on main campus. | Maintenance shop | Maintenance | \$ 50,000.00 |
| Exterior repair and paint as part of 15-year update. | Oak | Dormitory | \$ 25,000.00 |
| Replace exterior windows and add central air conditioning system in the second floor office suite. | Student Center | Offices and Community Space | \$ 25,000.00 |
| Exterior repair and paint as part of 15-year update. | Upton | Office | \$ 25,000.00 |
| Renovate existing archives space to provide additional staff apartments for short-term faculty and staff residence. Exterior repair and repaint. | Winner | Residence | \$ 55,000.00 |
| Exterior repair and paint (15-year cycle) | Winner | Residence | \$ 30,000.00 |

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|--|--------------|---------------------------------|------------------------|
| Exterior repairs to preserve structure | Kipling Barn | Equipment and Furniture Storage | \$ 15,000.00 |
| | | Total | \$ 1,435,000.00 |
| Grand Total | | | \$ 1,773,000.00 |

APPENDIX 3: VIRTUAL CAMPUS PLANS

FISCAL YEAR 2023 & 2024 PROJECTS

| Project Name | Category | Est Project Cost* |
|--|------------------------|----------------------|
| Migrate from physical phones to softphones for economical and user convenience | Infrastructure | \$ 10,000.00 |
| Implement Microsoft InTune Mobile Device Management and Data Loss Protection to improve data management and compliance functions | Security | \$ 15,000.00 |
| Migrate from Acoustic marketing to Salesforce Marketing Cloud for improved handling of prospective students | Administrative Systems | \$ 70,000.00 |
| Implement EduRoam global WiFi hotspot network to allow seamless internet connection in 106 participating countries | Infrastructure | \$ 5,000.00 |
| Revisit feasibility of staff and faculty needs re Google Workspace for Education | Infrastructure | \$ 5,000.00 |
| | | \$ 105,000.00 |

FISCAL YEAR 2025 & 2026 PROJECTS

| Project Name | Category | Est Project Cost* |
|--|----------------|-------------------|
| Migrate fax systems from on-premises to cloud for improved utility | Infrastructure | \$ 5,000.00 |
| Creation of virtual computing lab for faculty and students | Infrastructure | \$ 15,000.00 |

| | | |
|---|-------------------------|---------------------|
| Migrate from Cold Fusion platform to Microsoft and Salesforce to improve supportability of critical business applications | Application Development | \$ 30,000.00 |
| Adopt mobile first design for custom applications to cater to increased mobile device usage | Application Development | \$ 15,000.00 |
| | Total | \$ 65,000.00 |

WHEN FUNDING IDENTIFIED

| Project Name | Category | Est Project Cost* |
|---|------------------------|------------------------|
| Supply with HQ provisioned hardware to provide greater IT service to global offices | Infrastructure | \$ 100,000.00 |
| Migrate current Student Information System to modern cloud-hosted alternative to | Administrative Systems | \$ 1,000,000.00 |
| | Total | \$ 1,100,000.00 |