



FACULTY SENATE

Approved Minutes
September 26, 2016

Called to order 4:00 p.m.

Senators in Attendance: 64

Absent: Senators: Hutchins (Communication Sciences), (Engineering, Mechanical), (Family Medicine), (FPPC), Sheriff (Libraries Rep 2), (MMG), Ambaye (Pathology Rep 2), Brayden (Pharmacology), Feldman (Political Science), Naylor (Psychiatry Rep 2), Lemos (Radiology).

Senator 91 % Delegate 9%

1. Approval of the Minutes. (VOTE)

Motion: To approve the minutes of May 19, 2016 as written.

Vote: 88% approve, 0% oppose, 12% abstain

2. Presentation of Degrees (VOTE)

It was moved, seconded, and voted that the following numbers of graduates be recommended by the Senate to the President for the awarding of the appropriate degrees or certificates as authorized by the Board of trustees. Individual names of the graduates are recorded with the Minutes of this meeting in the permanent Senate records.

- A. College of Agriculture and Life Sciences 21
- B. College of Arts and Sciences
 - i. Bachelor of Arts 55
 - ii. Bachelor of Science 11
- C. Grossman School of Business 13
- D. College of Education and Social Services 13
- E. College of Engineering and Mathematical Sciences 11
- F. Honors College 0
- G. College of Nursing and Health Sciences 12
- H. Rubenstein School of Environment and Natural Resources 6

Motion: To confer the degrees as presented by the Colleges

By: Cathy Paris

Vote: 100% approve, 0% oppose, 0% abstain

3. Resolution in Memoriam for Dr. Donald Balch, ASCI, CALS- Josie Davis

**Resolution in Memoriam
Donald J. Balch
Professor of Animal Science
1922-2016**

**Presented by Josie Davis
Emeritus Lecturer of Animal Sciences and Associate Dean of CALS
September 26, 2016**

Adapted from Dr. Balch's Burlington Free Press obituary May 24, 2016, from Professor Betsy Greene's Vermont Agriculture Hall of Fame nomination letter and from Director of the UVM Morgan Horse Farm Stephen Davis' tribute to Dr. Balch in the July 2016 Morgan Horse Magazine.

Dr. Donald J. Balch passed away on May 13, 2016 at 93 years of age. To appreciate Don Balch one needs to recognize his modest background. He was raised on a small dairy farm in Lyme, NH which he portrayed in his humor-laced style as a frugal, diversified-to-survive, business venture. From an early age Don expressed a keen interest in breeding and genetics and was proud to have traced his Balch family lineage to New World immigrants on the Mayflower. Don was attending the University of New Hampshire (UNH) majoring in Animal Science when, at age 20, he enlisted in the US Army. Donald served with the 121st Calvary Reconnaissance squadron as corporal and section leader. He was in combat at the Battle of the Bulge and was among the first to liberate the concentration camp at Dachau. Donald Balch was awarded 4 battle stars, the Victory Medal and the French Fourragere. After the close of WW II, Dr. Balch returned to UNH and continued his education using the GI bill, earning a Bachelor of Science degree in 1948 and a Master's Degree in 1952. That summer he accepted a position at the University of Vermont as Extension specialist for the state teaching animal science courses. In 1951 the US Government divested of their large Morgan herd in Weybridge, VT amongst the other New England land grant universities, at which time, the University of Vermont and State Agricultural College became the sole owner of the Weybridge property and remaining animals. Dr. Balch was appointed its charter director, charged with preserving the Morgan breed and its unique characteristics with just 26 brood stock left at the historic site.

Dr. Balch loved the UVM Morgan Horse Farm, its beautiful horses, and the challenge of restoring breed type to a program that had been focused on "Calvary service" for forty-four years during the US Government's tenure. Through his dedication, the farm and program evolved from a state of near extinction to a National Historic Site and a source of pride for Vermont. Dr. Balch would often remind us all that his training and experience to this point had been with mostly with cattle and sheep. He hit the ground running to establish a prized UVM herd by using careful selection within the existing group and breeding prudently to a few selected outside stallions (services donated by generous members of the New England community) to establish refined breed type with a reputation for uniform quality and disposition.

Dr. Donald Balch earned his PhD in Animal Genetics from Virginia Polytechnic Institute and State University in 1962. In 1964, he was named "Man of the Year" by the American Morgan Horse Association (AMHA) and inducted into the AMHA Hall of Fame in 1988. He officially retired in 1986. Dr. Balch was honored again in 2000 at a special dinner commemorating the 50th Anniversary of the University of Vermont stewardship of the UVM Morgan Horse Farm which raised considerable funds to start the Balch Endowment for the Farm and program. In 2005, Dr. Balch was inducted into the Vermont Agricultural Hall of Fame. But perhaps his most cherished recognition was

receiving the “Stone Soup” award from UVM President Lattie Coor’s Administration in reference to the Aesop Fable legend of making much from nothing.

There is a lot to be learned from the career and teachings of Dr. Donald J. Balch. Today as you walk into the lobby of the historic main barn at the University of Vermont Morgan Horse Farm, there is an aura emanating from the famous horses that have been bred and reared there. Portraits of many of the greats adorn the walls. The UVM Morgans of the past and those of the future are a continuing reminder of Dr. Balch’s legacy. Donald Balch touched many lives during his career and beyond. He was admired, loved and respected by those who knew him.

Motion: To pass the resolution and memorial for Dr. Donald Balch.

By: Cathy Paris

Vote: 100% approve, 0% oppose, 0% abstain

4. Faculty Senate President’s Remarks- Cathy Paris
President Paris welcomed new and returning senators.

PREAMBLE

The administration and the Faculty Senate of the University of Vermont share responsibility for the effective management of the academic affairs of the University. Authority in matters related to the academic mission of the University is vested in the faculty by the Board of Trustees. This authority is exercised in the Faculty Senate by elected senators with voting privileges and by committees authorized to act on their behalf. Meetings of the Faculty Senate are presided over by a President and Vice-President and follow a town-meeting format at which all University faculty members have a voice. The activities of the Senate are overseen by an Executive Council.

President Paris introduced each committee chair along with the 4 members at large who all comprise of the Faculty Senate Executive Committee. Each committee will have an opportunity to present at an upcoming Faculty Senate meeting.

President Paris emphasized how senators are communicators. The senate is an important information link. The most important thing a senator can do is to carry information back to their schools and to bring information from schools to the senate.

The October 10th Faculty Development Day is to include key note speaker Maureen Reed.

5. UVM President’s Remarks- Thomas Sullivan

President Sullivan welcomed and thanked to the 1st session of the 2016-2017 Faculty Senate. This has been a busy fall including a successful Home Coming weekend, the opening of Alumni House and a 100-million-dollar commitment by Dr. Larner and his wife. Inquiry, an annual chronicle of research, scholarship and creative arts at UVM will be coming out in the next week. There are two things that are at the core of the success of this University. The first is the focus on the teacher / scholar mode by shining the spotlight on the fabulous faculty. The second is by creating successful students. Successful students are the key to successful alumni.

6. Presentation of the new Faculty Senate website- Laurie Eddy
The new Faculty Senate website was launched over the summer. It has moved to the university Drupal platform. If anyone has concerns or questions on the website, they can contact the Faculty Senate office.

7. Curricular Affairs Committee Report- Laura Almstead (VOTE)

A. Uncontested request to terminate the Continuing and Distance Education Certificate of Health Care Management and Policy.

Rationale

The Certificate of Health Care Management has experienced low enrollments over the past few years. A total of 12 students have completed the certificate in the past five years. Currently, there are only two graduate students enrolled in the certificate, and they are in the process of completing their final course requirements. Both students will be allowed to complete the certificate. CDE obtained letters in support of the current program the MPA program and the Grossman School of Business. Additionally, CDE in conjunction with the Department of Medicine in the College of Medicine (COM) and the Graduate College have submitted a proposal for a new Certificate of Graduate Study in Health Care Management and Policy (CGSHCMP). The intention is that this new certificate program will replace the existing Certificate of Health Care Management offered by CDE. The newly proposed GCHCMP program offers students a higher level credential and is in alignment with the other public health programs available through CDE.

Vote: Approve 89%, Oppose 2%, Abstain 9%

B. Proposal for a new Certificate of Graduate Study in Health Care Management & Policy

Program Overview, Rationale, and Relationship to Existing Programs

The US healthcare system is experiencing ongoing change including new standards of accountability, technologies, regulations, and population-based outcome requirements. The proposed CGSHCMP will provide students with a foundation in public policy, finance, and leadership that is applicable to today's health and healthcare marketplace. Designed to include health policy and management competencies related to delivery, quality, and cost of health care for individuals and populations, the proposed certificate also imbeds core competencies such as leadership, professionalism, planning, and systems thinking into its courses.

In 2015, market research for CDE by the Advisory Board Company (an organization focused on health care and education) found demand for health care administration professionals with policy skills increased consistently with increases for demand in health care administration professionals. Employers also exhibited high demand for public health competencies. Upon completion of the CGSHCMP, students will be well positioned for career advancement and further graduate work in public health and health care policy and management.

The UVM Program in Public Health currently offers a Master of Public Health (MPH) degree and Certificates of Graduate Study in Environmental Public Health, General Public Health, and Epidemiology. The CGSHCMP expands these current offerings, providing an additional and important area of focus. Furthermore, the CGSHCMP may serve as a potential entry to the MPH degree program. Students accepted into the MPH program will be able to apply credits earned through completion of the

proposed CGSHCMP toward the MPH. Roughly 40% of the students that have completed the existing Certificate of Graduate Study in Public Health have decided to pursue a MPH degree at UVM. Thus, it is reasonable to predict that a proportion of students completing the proposed CGSHCMP would also pursue this option.

Looking outside UVM, most large schools of public health offer an MPH or MS degree in some area of health policy, health care management, or leadership. Fewer schools offer graduate certificates in this field, and those that do are generally a mix of online, face-to-face, and hybrid courses. None of these programs blends the public health and health care-related competencies needed to navigate changes in today's health care environment. The CGSHCMP will also be offered entirely online, making it more accessible in comparison to these other programs. Another unique aspect of the proposed certificate is that it provides a policy focus that will prepare students to be active and engaged in health care and public health policy and advocacy, which is critical to leadership in both public health and health care.

Vote: Approve 84%, Oppose 2%, Abstain 4%

C. Report out items.

New Early Childhood Content Concentration in the Early Childhood PreK-3 Education Program.

Rationale: The new Early Childhood Content Concentration was designed to address the content areas of a kindergarten through third grade elementary school teacher. All students in the program are required to complete a concentration in addition to the courses they take to develop the skills required to be successful teacher. Currently, all of the available concentrations are discipline specific (e.g. psychology, human development & family studies, chemistry). The new Early Childhood Content Concentration seeks to provide the background knowledge necessary to prepare students to teach in kindergarten through third grade classrooms. Students will be required to complete coursework in four fields – English language arts, math, science, and social studies – choosing 9 credits in each field from a list of approved courses (36 credits total). These content courses will complement pedagogy courses that focus on literacy, mathematics, inquiry-based science, and social studies, which are already part of the Early Childhood Pre-K3 Education Program. All of the courses already offered by the University and are already available to students in the Early Childhood PreK-3 program. The creation of the content concentration simply clarifies and organizes the courses so that the pathway is clearly defined. The new concentration was approved by former CESS Interim Dean, Dr. Cynthia Gerstl-Pepin, the Department Chair, Dr. George Salembier, and the former Assistant Dean for Academic and Student Affairs, Dr. Sha Bradley. The CESS Academic Affairs Committee also provided a memo of support.

8. Environmental Institute Proposal – Cathy Paris, Taylor Ricketts, Provost David Rosowsky

- A. The Institute is a major new university-wide research and scholarship endeavor that will mobilize scholars and leaders – at UVM and beyond – to engage in creative collaboration to understand and solve the world's most critical environmental problems.
- B. The Institute will enhance significantly transdisciplinary research, a key University priority, by capitalizing on – and adding strategic focus to – UVM's long-standing leadership in environmental research, scholarship and outreach.

- C. The Institute was designed over a four-year faculty-led process. The recommendations of three separate faculty-led working groups have coalesced with our fundraising efforts. In June 2016, donors signaled their willingness to make a leadership gift to the Institute in the very near future.
- D. The Institute will result from a significant expansion of UVM's existing Gund Institute for Ecological Economics (GIEE). The new entity will have a university-wide mandate, a broader research focus, and more resources to ensure greater success and impact.
- E. As a university-wide resource, the Institute – originally recommended in the 2013 Envisioning Environment report – will benefit scholars and academic units across UVM. The Institute will provide support for faculty research, as well as support for graduate students, postdoctoral researchers, and visiting scholars (the Institute will not grant degrees or appoint faculty).
- F. UVM's President, Provost, and Deans are highly supportive of the new Institute. Rubenstein School Dean Nancy Mathews has shown extraordinary leadership and support for the Institute's establishment, and the transition from the GIEE in the Rubenstein School to a university-wide Institute.
- G. The Institute's budget in the first year is \$1.3M, ramping steadily to a continuing level of \$2.2M in year five. Funding will come from a combination of (1) repurposed existing funds from the Gund Institute for Ecological Economics and the Rubenstein School of Environment and Natural Resources; (2) new strategic investment funds (\$500,000 annually); and (3) philanthropy and grants.
- H. All UVM faculty and students interested in transdisciplinary research and scholarship on the environment are invited to participate with the Institute, its efforts and initiatives. A formal affiliation mechanism for faculty, graduate students, and postdoctoral associates will be

Vote: Approve 77%, Oppose 13%, Abstain 9%

9. New Business.

Senator Wilson requests that April 8th 2024 be considered as a scheduled day off for the university. This day is reported by NASA as a total Solar eclipse over Mexico, the United States and Canada.

10. Adjourn

The meeting was adjourned at 5:47 p.m.

**Curricular Affairs Committee
of the Faculty Senate**

MEMO

To: The UVM Faculty Senate

From: Curricular Affairs Committee of the Faculty Senate, Laura Almstead, Chair

Date: May 5, 2016

Re: Uncontested request to terminate the Continuing and Distance Education Certificate of Health Care Management

At its meeting on May 5, 2016, the Curricular Affairs Committee unanimously approved the action recommended in the following memo.

We have reviewed a request submitted by Continuing and Distance Education (CDE) to terminate the Certificate of Health Care Management and recommend approval.

Rationale

The Certificate of Health Care Management has experienced low enrollments over the past few years. A total of 12 students have completed the certificate in the past five years. Currently, there are only two graduate students enrolled in the certificate, and they are in the process of completing their final course requirements. Both students will be allowed to complete the certificate. CDE obtained letters in support of the current program the MPA program and the Grossman School of Business. Additionally, CDE in conjunction with the Department of Medicine in the College of Medicine (COM) and the Graduate College have submitted a proposal for a new Certificate of Graduate Study in Health Care Management and Policy (CGSHCMP). The intention is that this new certificate program will replace the existing Certificate of Health Care Management offered by CDE. The newly proposed GCHCMP program offers students a higher level credential and is in alignment with the other public health programs available through CDE.

NOTE: The newly proposed CGSHCMP was also unanimously approved at the May CAC meeting, and will come to the Faculty Senate for a vote in the Fall.

Curricular Affairs Committee of the Faculty Senate

MEMO

To: The UVM Faculty Senate

From: Curricular Affairs Committee of the Faculty Senate, Laura Almstead, Chair

Date: May 5, 2016

Re: Approval of a proposal for a new Certificate of Graduate Study in Health Care Management and Policy from the Graduate College in conjunction with the Department of Medicine in the College of Medicine (COM) and Continuing and Distance Education (CDE)

At its meeting on May 5, 2016, the Curricular Affairs Committee unanimously approved the action recommended in the following memo.

The Curricular Affairs Committee unanimously approved a proposal for a new Certificate of Graduate Study in Health Care Management and Policy (CGSHCMP) submitted by the Graduate College in conjunction with the College of Medicine (COM) and Continuing and Distance Education (CDE). If approved, the program will be offered beginning Fall 2017.

Program Overview, Rationale, and Relationship to Existing Programs

The US healthcare system is experiencing ongoing change including new standards of accountability, technologies, regulations, and population-based outcome requirements. The proposed CGSHCMP will provide students with a foundation in public policy, finance, and leadership that is applicable to today's health and healthcare marketplace. Designed to include health policy and management competencies related to delivery, quality, and cost of health care for individuals and populations, the proposed certificate also imbeds core competencies such as leadership, professionalism, planning, and systems thinking into its courses.

In 2015, market research for CDE by the Advisory Board Company (an organization focused on health care and education) found demand for health care administration professionals with policy skills increased consistently with increases for demand in health care administration professionals. Employers also exhibited high demand for public health competencies. Upon completion of the CGSHCMP, students will be well positioned for career advancement and further graduate work in public health and health care policy and management.

The UVM Program in Public Health currently offers a Master of Public Health (MPH) degree and Certificates of Graduate Study in Environmental Public Health, General Public Health, and Epidemiology. The CGSHCMP expands these current offerings, providing an additional and important area of focus. Furthermore, the CGSHCMP may serve as a potential entry to the MPH degree program. Students accepted into the MPH program will be able to apply credits earned through completion of the proposed CGSHCMP toward the MPH. Roughly 40% of the students that have completed the existing Certificate of Graduate Study in Public Health have decided to pursue a MPH degree at UVM. Thus, it is reasonable to predict that a proportion of students completing the proposed CGSHCMP would also pursue this option.

Looking outside UVM, most large schools of public health offer an MPH or MS degree in some area of health policy, health care management, or leadership. Fewer schools offer graduate certificates in this field, and those that do are generally a mix of online, face-to-face, and hybrid courses. None of these programs blends the public health and health care-related competencies needed to navigate changes in today's health care environment. The CGSHCMP will also be offered entirely online, making it more accessible in comparison to these other programs. Another unique aspect of the proposed certificate is that it provides a policy focus that will prepare students to be active and engaged in health care and public health policy and advocacy, which is critical to leadership in both public health and health care.

Curriculum

Students will complete four required courses plus two electives (six courses; 18 credits). With the exception of one new course (PH 321), all courses are currently being offered. All courses are offered entirely online, and have been developed specifically for the Public Health Program. The proposers indicate that the elective options will expand as additional courses are developed and approved.

REQUIRED COURSES	
PH 305 or PH 317	Policy, Organization and Financing in Health Care Management in Health Services and Medical Care
PH 324	Public Health Informatics
PH 321‡	Controversies in Health Economics
PH 326	Health Care Law and Ethics
ELECTIVES (must complete two)	
PH 301	Public Health and Health Policy
PH 302	Epidemiology I
PH 310	Public Health Law and Ethics
PH 395*	Improving the Health of Patients and Populations

‡Under review in Course Leaf.

*Existing course. Under review for permanent course number.

Admission Requirements and Process

Students are required to have a Bachelor's degree from an accredited college or university, one semester of college biology or other science course, and one course in college mathematics. Students must apply to the Graduate College and include a resume or CV, a Statement of Experience and Goals, three letters of recommendation, and all prior college transcripts. Students already matriculated in a UVM graduate program will be required to complete a Certificate of Graduate Study Short-Form Application (available on the UVM website).

Student applications are first reviewed for completeness and compared to program standards. A second review is carried out by the program director who makes a recommendation to admit or deny admittance. In

cases where there are questions, applications are reviewed by a committee composed of representatives from the program and the Graduate College.

Anticipated Enrollment

The proposed CGSHCMP is expected attract students in nursing, health sciences, related non-health fields, as well as working professionals seeking to gain knowledge and skills in health policy and management. Current UVM medical students interested in policy and management are also a potential source of candidates. Based on course enrollment in the current public health and health care management course and student response to the Certificate of Graduate Study in Public Health and MPH degree, 20 students are anticipated in the inaugural year. This number is projected to increase over a 5-year period.

Advising

Advising will be shared between CDE and the Faculty Director, with first contact and general administrative issues handled by CDE. All academic advising and program plan approval are the responsibility of the Faculty Director. This model is currently being used successfully for several other Public Health programs.

Staffing Plan, Budget, and Resource Requirements

The instructional costs anticipated for the first year of the program are minimal since the curriculum primarily utilizes existing courses. No additional faculty or staff are required. Instructional design, faculty training for online instruction, and faculty development will be provided by CDE. Programmatic updates and marketing expenses (an estimated start-up of \$10,000) will be covered by revenue generated by the other Public Health programs.

Assessment Plan

The program's Faculty Director will be responsible for program evaluation. Criteria include enrollment, retention, student course evaluations, and student and faculty assessment of progress towards the programs goals and objectives. The proposed certificate will also be evaluated through the standard Academic Program Review (APR) process when graduate programs in the Department of Medicine are reviewed.

Evidence of Support

Strong letters of support were provided by the Dean of Continuing and Distance Education, the Dean of the College of Medicine, the Chair of the Department of Medicine, the Senior Associate Dean for Medical Education, and the Dean of the College of Nursing and Health Sciences. The Commissioner of the State of Vermont Department of Public Health also provided an enthusiastic letter of support.

Summary

The proposed Certificate of Graduate Study in Health Care Management and Policy represents a collaboration between the Graduate College, COM, and CDE. In addition to aligning well with the mission and vision of the University and the participating units, the certificate addresses an important societal need – the demand for students with the policy and management skills applicable to today's ever-changing US healthcare system. The new CGSHCMP has been thoughtfully designed to broaden the repertoire of Certificates in Graduate Study offered as part of the UVM Program in Public Health. Moreover, it capitalizes on existing resources as most of the courses included in the certificate are already offered and are commonly under-enrolled. Its online delivery method makes it unique in comparison to similar programs at other institutions, and will provide the scheduling flexibility essential for attracting health care professionals looking to strengthen their background in policy and management. It also represents a complementary learning and skills development experience for current medical students.

**Curricular Affairs Committee
of the Faculty Senate**

MEMO

To: The UVM Faculty Senate

From: Curricular Affairs Committee of the Faculty Senate, Laura Almstead, Chair

Date: September 2, 2016

Re: Items approved by the Curricular Affairs Committee that do not require a Faculty Senate vote

New Early Childhood Content Concentration in the Early Childhood PreK-3 Education Program

Submitted by: College of Education and Social Services (CESS)

Rationale: The new Early Childhood Content Concentration was designed to address the content areas of a kindergarten through third grade elementary school teacher. All students in the program are required to complete a concentration in addition to the courses they take to develop the skills required to be successful teacher. Currently, all of the available concentrations are discipline specific (e.g. psychology, human development & family studies, chemistry). The new Early Childhood Content Concentration seeks to provide the background knowledge necessary to prepare students to teach in kindergarten through third grade classrooms. Students will be required to complete coursework in four fields – English language arts, math, science, and social studies – choosing 9 credits in each field from a list of approved courses (36 credits total). These content courses will complement pedagogy courses that focus on literacy, mathematics, inquiry-based science, and social studies, which are already part of the Early Childhood Pre-K3 Education Program. All of the courses already offered by the University and are already available to students in the Early Childhood PreK-3 program. The creation of the content concentration simply clarifies and organizes the courses so that the pathway is clearly defined.

The new concentration was approved by former CESS Interim Dean, Dr. Cynthia Gerstl-Pepin, the Department Chair, Dr. George Salembier, and the former Assistant Dean for Academic and Student Affairs, Dr. Sha Bradley. The CESS Academic Affairs Committee also provided a memo of support.

UVM Institute For the Environment



Environmental Scholarship at UVM: a Proud Tradition



Founding of the Environmental Studies Program, 1972

Environmental Research at UVM: a Proud Tradition



Acid Rain Research on Camels Hump, 1980s

Faculty Involved with the Development

Name	Title	College	Working Group ^a
Barrington	Professor and Chair, Plant Biology	CALS	2
Cartlett	Professor, Political Science	RSENR	1
Bose	Assoc. Professor, Interim Director, Global & Regional Studies	CAS	2
Bowden	Professor, Water Resources Planning	RSENR	1,2
Brody	Professor, Biology	CAS	1,2
David Bundy	President and CEO, UVM Foundation		3
Melody Burkins	Senior Director of Strategic Initiatives at UVM		2
Jan Carney	Professor, Pulmonary Medicine	COM	2
Christopher Danforth	Assoc. Professor, Mathematics & Statistics, Computer Science	CEMS	2
Joshua Farley	Professor, Community Development and Applied Economics; Fellow, Gund Institute	CALS	2
Richard Galbraith	Professor, Clinical Pharmacology, Vice President for Research	COM	3
Luis Garcia	Professor, Dean	CEMS	3
Stuart Hart	Professor	GSB	3
Adrian Ivakhiv	Professor, Environmental Studies	RSENR	2
David A. Jones	Assoc. Professor	GSB	1
Stephanie Kaza	Professor Emerita, Environmental Studies	RSENR	1
Nancy Mathews	Professor, Dean	RSENR	3
Tom Mendez	Assoc. Professor, Plant & Soil Science	CALS	1
Andrew Poynter	Professor, Pulmonary Medicine	COM	1
Robert Ricketts	Professor, Director, Gund Institute	RSENR	1,2,3
John Rizzo	Professor, Civil Engineering	CEMS	1,2,3
John Ross	Research Professor, Ag. Testing Lab; Director, Science	CALS	1
Anna Toolin	Assoc. Professor	CESS	1
Robert Vogelmann	Professor, Plant Biology	CALS	2,3
Beverly Wemple	Assoc. Professor, Geography	CAS	1
Burton Wilcke	Assoc. Professor, Med. Lab. & Rad. Sci.	CNHS	2



A Four-year, Faculty-led Process



- 100+ UVM community members provided input
- 25+ faculty & leaders served on committees



Budget & Funding



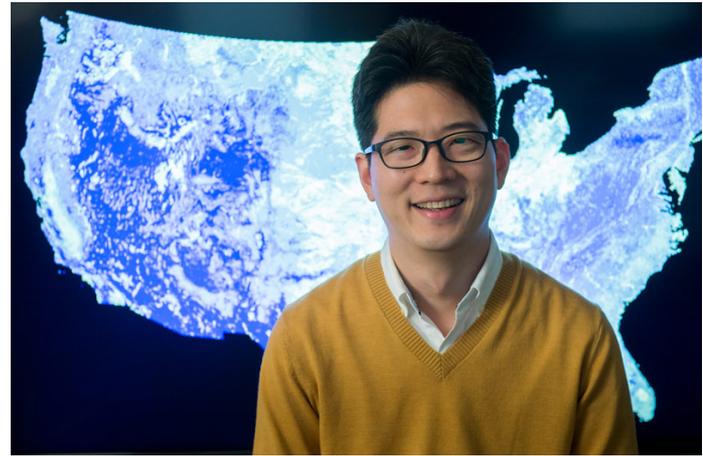
- New philanthropy & grants
- Existing Gund and RSENR resources
- New UVM investment (\$500K/year)



Who will it benefit?



Faculty



Postdocs



Undergraduates



Grad students



What the Institute Will Do

The three major goals of the Institute are to:

- ***Catalyze*** transdisciplinary research
- ***Connect*** UVM with the state, national, and global communities
- ***Solve*** critical environmental problems



Support for the Institute is Widespread

Thank you!



Global Challenge



The UVM Need



- Interdisciplinary scholarship
- Real-world impact
- Build community
- Attract students/scholars
- Compete for funds
- Reinforce leadership



How can UVM faculty & students engage

- Annual 'kickstart' grants
 - Supervise PhDs/postdocs
 - Supervise UG research
 - Host visitors, events
- Conferences, symposia
 - Interdisciplinary training
 - Vibrant community
 - Global network
 - Affiliates



UVM-wide role

Focus on interdisciplinary scholarship and outreach.

Add value – it will not duplicate the roles of colleges and schools:

- Grant degrees
- Administer faculty tenure
- F&A



Governance



- Report to Provost
- Internal Advisory Board
- External Advisory Board
- Affiliated faculty
- 3/5 Year Review



A Natural Fit



- Campus-wide strength
- Undergrad programs
- Research facilities
- Land Grant/academic mix
- Sustainability requirement
- Vermont as laboratory



4-year, faculty-led process



- 100+ UVM community members provided input
- 25+ faculty & leaders served on committees



What will the Institute do?



Catalyze

- Kickstart grants
- PhDs/postdocs
- UG research
- Grant writing



Connect

- Visiting scholars
- Events & symposia
- Sabbatical funding
- Policy & communications



Solve

- Rotating set of 2-4 strategic themes



Areas of Distinction



- Breadth of expertise
- Vermont setting
- SDG focus
- Lean design
- Policy & comms



Rough Annual Budget

Assumes \$2.2M total budget

- \$500K – Kickstart Grants
- \$470K– 4-5 PhDs and Postdocs
- \$340K– 2-4 Research Faculty
- \$300K– Events, sabbaticals, etc.
- \$530K– 5 core staff (4 already in place)



Evaluation: Years 3/5

Catalyze transdisciplinary research

- At least 8 kick-start grants, worth a total of \$1.5M
- Grantees submit at least 12 proposals, worth \$5M
- New transdisciplinary teams publish at least 25 peer-reviewed papers
- At least 10 Ph.D. students, 10 postdoctoral associates

Connect UVM with the state, national & global communities

- 10 visiting scholars, 1 international conference, 1 national conference, 5 research gatherings
- Media: at least 150 mentions/year and 35 mentions/year in top outlets
- Faculty present at conferences, non-academic venues, testify on legislation

Solve critical environmental problems

- Institute has engaged meaningfully with stakeholders in VT and nationally
- At least 6 joint projects with stakeholders, at least 3 leading to impact on policy or decisions.

Governance & operations

- Internal and External Advisory Boards function; membership rotates as appropriate
- \$4M in new gifts has been secured







The Institute

:: **Office of the Provost**

:: **The Institute**

Executive Summary

FAQs and Key Messages

The Institute's Development

Campus Communications and Discussions

The Institute's Development

Envisioning Environment

Sep. 2012	Envisioning Environment – Knodell Memo to Campus
Oct. 2012	Envisioning Environment – Knodell Committee Charge and Membership Memo to Campus
Oct. 2012	Envisioning Environment – Knodell Expanded Committee Membership Memo to Campus
Feb. 2013	Envisioning Environment – Final Report

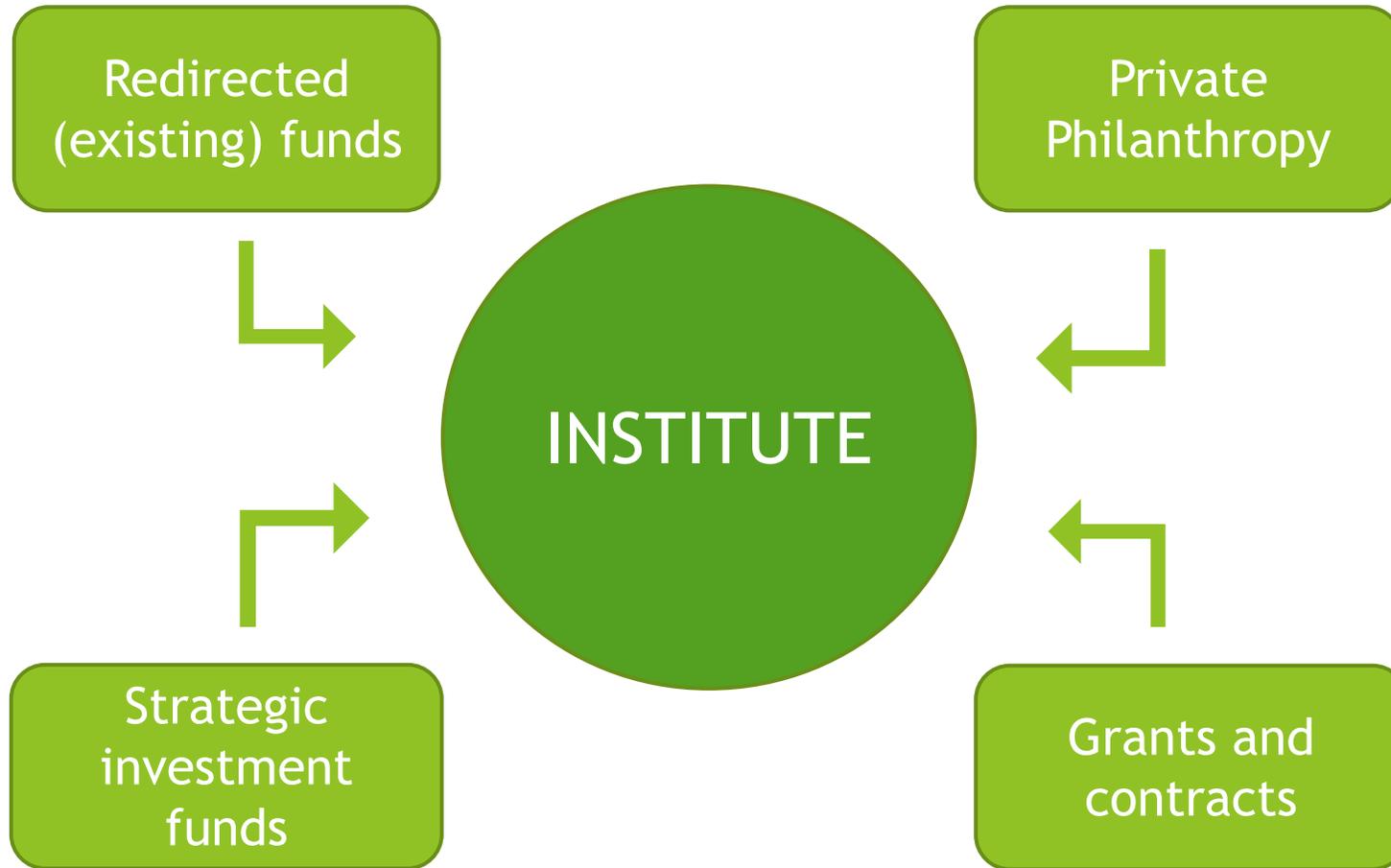
Envisioning the Institute

Apr. 2014	Envisioning the Institute – Rosowsky Committee Charge and Membership Memo to Campus
Nov. 2014	Envisioning the Institute – Final Report
Dec. 2014	Envisioning the Institute – Rosowsky Memo to Campus

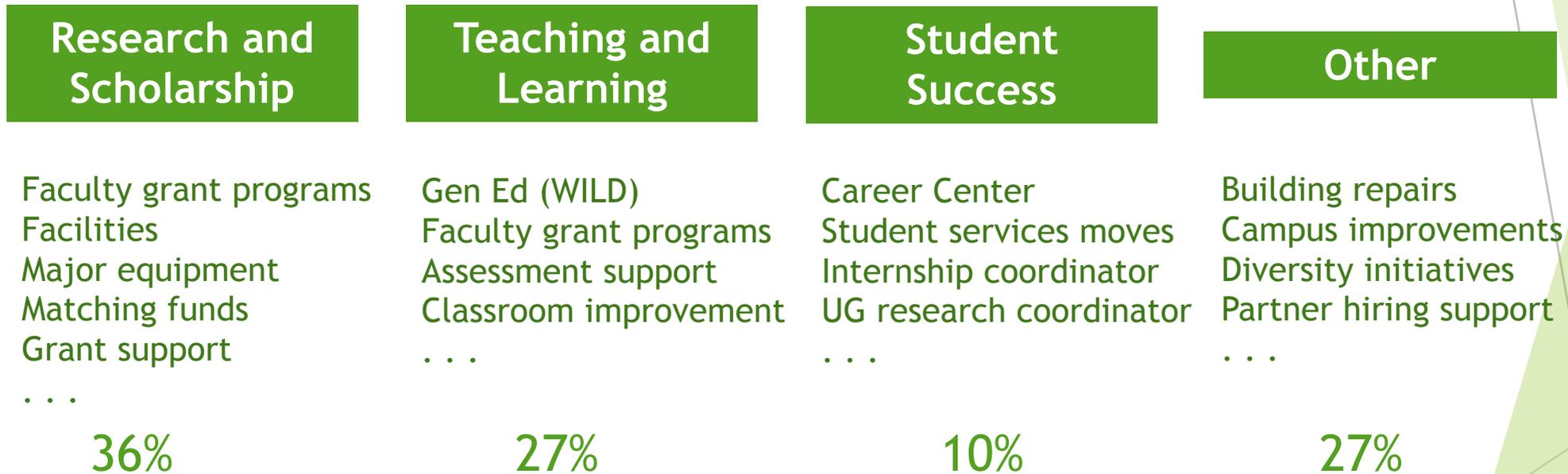
Resourcing the Institute

Jan. 2015	Resourcing the Institute – Rosowsky Committee Charge and Membership Memo
Jun. 2015	Resourcing the Institute – Final Report

Resourcing the Institute | a University-wide priority



How have investment funds (~\$4M/yr) been used in the last three years, FY14-17?



What guides investment decisions?

- Elevating faculty
- Creating distinctive programs
- Foster and enhance interdisciplinary activity
- Support student retention and progress
- Innovation
- Leverage strengths

Why is the Institute a University-wide strategic priority?

- ✓ Emerged as a faculty priority
- ✓ Advances our vision of becoming preeminent in environment
- ✓ Leverages existing strength and capacities to quickly build national and international visibility and reputation
- ✓ Decades since major programmatic investment to solidify reputation as environmental university
- ✓ Aligns with university goals for expanded interdisciplinary activities
- ✓ Greatest potential to engage the most faculty from the most colleges and schools

Multiple pathways for faculty to provide input and advance recommendations

- ▶ **GOVERNANCE** Faculty Senate, FPPC
e.g., innovation classrooms, Gen Ed, faculty grant program
- ▶ **DEANS** 1 or more deans, COD
e.g., SPA, UG research support, partner hiring support
- ▶ **FACULTY** Group of faculty from multiple colleges/schools
e.g., Food Systems, Global Health, Design, Biosciences

GOAL: Timely and regular opportunity for input as priorities are being established and investments are able to be made

