A meeting of the Educational Policy and Institutional Resources Committee of the Board of Trustees of the University of Vermont and State Agricultural College was held on Friday, May 17, 2013 at 9:45 a.m., in the Livak Ballroom, 417-419 Dudley H. Davis Center.

MEMBERS PRESENT: Chair Bill Botzow, Vice Chair David Potter, Christopher Bray, Sarah Buxton, Carolyn Dwyer, Richard Gamelli, Anne O’Brien, Kesha Ram, and Raj Thakrar

TRUSTEES ABSENT: President Thomas Sullivan, Frank Cioffi, Bill Ruprecht

OTHER TRUSTEES PRESENT: Chair Rob Cioffi*

REPRESENTATIVES PRESENT: Faculty Representative Cathy Paris; Staff Representatives Lesley Boucher and Amanda McIntire; Alumni Representative Ted Madden*; Graduate Student Representatives Ashley Gunn and Lane Manning; and Connor Daley (on behalf of the student representatives)

REPRESENTATIVES ABSENT: Faculty Representatives Richard Galbraith and Stephanie Kaza; Alumni Representative Penrose Jackson; Student Representatives Gavin Caster and Adam Kaufman

PERSONS ALSO PARTICIPATING: Faculty Senate President Julie Roberts, Professor of Geology Charlotte Mehrtens, Associate Vice President for Student & Campus Life Annie Stevens, Vice President for Enrollment Management Chris Lucier, Associate Provost for Faculty Affairs and Internationalization Gayle Nunley, Vice President for University Relations & Campus Life Thomas Gustafson, Dean of the Honors College Abu Rizvi, Director of Career Services Pamela Gardner, Associate Provost for Curricular Affairs Brian Reed, Senior Vice President and Interim Provost Robert Low, Vice President for Research and Dean of Graduate Studies Domenico Grasso, Director of Capital Planning and Management Robert Vaughan

*left the meeting at 11:00 a.m.

Chair Bill Botzow called the meeting to order at 10:00 a.m. He welcomed new Committee members Trustees Buxton, Dwyer, O’Brien, Ram and Thakrar, and expressed his appreciation for past Chair Donna Sweeney’s service to the Committee. He also congratulated Graduate Student Representative Gunn and Student Representative Caster on graduating this year.

Approval of Minutes

The minutes from the previous meeting were presented for approval. An amendment was requested to correct the word ‘leadership’ to ‘leader’ in the resolution at the top of page 4.
A motion was made, seconded and voted to approve the minutes of the February 8, 2013 meeting as amended.

**Report by the Faculty Senate Curricular Affairs Committee Chair**

Cathy Paris, Faculty Senate Curricular Affairs Committee (CAC) Chair, reported the Faculty Senate reviewed and approved a proposal for an On-Line Post-Baccalaureate Pre-Masters Certificate of Study for Speech-Language Pathology at their May 16th meeting. The proposed certificate would provide an organized pathway for completing the six courses required for application to graduate study in Communication Sciences and Disorders. All six courses are currently online. Combined with the existing Certificate of Study for Speech-Language Pathology Assistants, the proposed Post-Baccalaureate certificate would strengthen UVM’s national reach in this critical profession field.

**General Education Update**

Julie Roberts, President of Faculty Senate, and Char Mehrtens, Professor of Geology, presented an update on General Education, and specifically, a Foundational Writing and Information Literacy course requirement for all first-year, first-time students, starting in Fall 2014.

In addition, the Faculty Senate approved a pilot project that will involve four departments in different colleges and schools, to identify, implement and assess writing and information literacy in the disciplines in the second, third and fourth years of undergraduate education. UVM’s emphasis on the relationship between writing and information literacy is a point of distinction and innovation. Faculty development and assessment initiatives are now being extended beyond the pilot phase.

Trustee Kesha Ram reported that she has heard mixed reviews from both faculty and students concerning the Six-Credit Diversity Requirement and asked if the Faculty Senate has learned from that process to inform the writing outcome process. Professor Roberts responded that the Foundational Writing and Information Literacy general education requirement is quite different as this is based on learning outcomes rather than having certain courses qualify as in the case of Diversity Category 1 and Diversity Category 2 courses. Professor Mehrtens added that there are clearly articulated learning objectives, which is why writing was selected as the first General Education outcome to be developed.

Trustee Buxton urged the faculty to share with other partners in the State to help them understand what the students need to know when they come to UVM.

Trustee Bray acknowledged that the labor for faculty of writing classes is intense and asked how that is being addressed. Professor Mehrtens responded that faculty development is an important component for the success of the writing program. Professor Roberts acknowledged the Provost’s Office for providing the funding to cover the expansion of the program for Fall 2014. Trustee Botzow suggested that the faculty keep in mind the issue of writing code.
Professor Roberts also reported that two additional General Education committees have been formed. One committee is focused on Sustainability and the other on Cultures, Diversity and Global Awareness. Brief updates from these two Committees were presented at the May Faculty Senate meeting.

Action Items

Chair Botzow presented the consent agenda for approval:

**Approval to Establish a Three-Credit Undergraduate Foundational Writing and Information Literacy Requirement**

WHEREAS, on May 21, 2011, the Board of Trustees approved the General Education proposal as approved by
- the Curricular Affairs Committee of the Faculty Senate on April 14, 2011;
- the Executive Council of the Faculty Senate on April 20, 2011; and
- the Faculty Senate on May 19, 2011;
and as approved and advanced by the Provost and the President on May 19, 2011; and

WHEREAS, on April 8, 2013, the Faculty Senate voted approval of the proposed General Education requirement for a three-credit undergraduate foundational writing and information literacy course, the first component of the Communication and Informational Literacy General Education outcome;

THEREFORE, BE IT RESOLVED, that the Board of Trustees approves the establishment of a three-credit undergraduate foundational writing and information literacy requirement as approved by the Provost on April 26, 2013, and by the President on April 30, 2013.

**Approval to create an On-Line Post-Baccalaureate Pre-Masters Certificate of Study for Speech-Language Pathology**

RESOLVED, that the Board of Trustees approves the creation of an on-line Post-Baccalaureate Pre-Masters Certificate of Study for Speech-Language Pathology as approved and advanced by the Provost and President on May 16, 2013.

**Resolution Approving University Hazing Policy**

RESOLVED, that the Board of Trustees ratifies the Hazing Policy effective as of May 18, 2013, included here as Appendix A.

A motion was made and an opportunity for discussion was offered.

Associate Vice President for Student and Campus Life Annie Stevens highlighted the changes which include a section describing the range of hazing activities in greater detail and includes minor and more egregious forms of hazing. The policy was revised by a committee of staff and
student representatives and was recently circulated to the campus community for comment. Trustee Potter asked how extensive hazing is at UVM. Associate Vice President Stevens responded that since 2006, there have only been three cases reported. She added that some cases probably go unreported because it may be that not all students understand what constitutes hazing. Work is being done to get the word out including working on a website.

There being no further discussion, the motion was seconded and it was unanimously voted to approve the resolutions for recommendation to the full Board.

Global Gateway Program Update

Vice President Chris Lucier and Associate Provost Gayle Nunley updated the Committee on further progress related to the University’s work with Study Group and the development of the UVM Global Gateway Program for International students. A brief history of the Program was presented for the benefit of the new Committee members. Marketing and an admissions strategy is being implemented, space has been located on campus to house the Global Gateway instructors and staff, and the core Global Gateway curriculum is being finalized in consultation with Deans’ offices and the Registrar’s Office. In response to Chair Botzow’s question concerning whether there were any emerging issues, Vice President Lucier reported that they are very pleased with the collaboration across campus to ensure bringing students to UVM that will be successful. He added that they have worked with the residence halls to integrate the Global Gateway cohort with other students. The Program will welcome its first cohort of international pathway students in January 2014.

Career Success Action Plan Update

Vice President for University Relations and Campus Life Tom Gustafson, Director of Career Services Pamela Gardner, and Dean of the Honors College Abu Rizvi reported on the progress made over this past year on the Career Success Action Plan, an initiative currently under way to strengthen UVM’s career services efforts. The plan reflects consultation with numerous campus constituencies, including faculty, staff and students, as well as a review of best practices at other colleges and universities, and an extensive review of literature on career planning and success. Dean Rizvi highlighted the components of the plan:

1. Enhance internships, on-campus student employment, and other experiential learning opportunities that lead to career and academic success.
2. Involve employers, alumni, parents, and other stakeholders and friends in supporting student career success.
4. Provide a central and accessible physical location for student engagement with career opportunities and experiential learning in the Davis Center very soon and work towards a unified student success center later.
5. Ensure accountability and progress tracking.

The complete report is available on the President’s webpage.
Director Gardner acknowledged the work done by Vice President Gustafson and Dean Rizvi this past year.

Trustee O’Brien asked how results will be measured. Director Gardner responded that they will track progress in a number of ways, including measuring career development activity and measuring career development outcomes with surveys of recent graduates to gauge success and to guide the development of this effort.

Graduate Student Representative Manning expressed his pleasure at seeing a section on graduate students and asked if there has been any discussion about internships for graduate students. Director Gardner agreed that there has been inconsistency in this area and the plan is to hire an internship specialist to be responsible for developing internship opportunities for both undergraduate and graduate students.

In response to Trustee Dwyer’s question concerning experiential learning, Dean Rizvi reported that 90 percent of UVM students currently pursue some type of experiential learning. Dean Rizvi added that career support has been somewhat uneven across campus. Dean Rizvi pointed out that there’s also a difference between the career orientation of students in professional schools versus colleges where there is a liberal learning orientation. Students in professional schools know early on what they want for a career, whereas in other colleges students need to be encouraged to align academic and career interests. He added that it is absolutely essential for UVM to involve academic advising with career advising. There is a need for faculty and staff development around advising and work with the Center for Teaching and Learning has begun in this regard. He noted that career preparation and UVM’s academic mission are closely related.

Trustee Ram asked about plans for students who want to run non-profits and also asked about alumni taking advantage of career services. Director Gardner responded that there is a non-profit specialist in Career Services. Concerning alumni, she said in addition to working with alumni directly they have been expanding their alum-to-alum activities via LinkedIn; and in just a year, they have enlisted approximately 4,000 people in the UVM Career Connection.

In response to Trustee Gamelli’s question about resources, Dean Rizvi noted that there are one-time renovation costs in the first year for a satellite office in the Davis Center. Beginning next year, the University may ask for a student fee increase to support student career success. Student Government Association President Connor Daley noted that based on information from a student survey and focus groups, students would likely support a fee increase provided there were tangible benefits for them. Chair Botzow pointed out the importance of financial and human resources in order for the plan to succeed and thanked Vice President Gustafson, Dean Rizvi and Director Gardner for their presentation.

**Academic Quality**

To continue the discussion on academic quality at the February Committee meeting, Associate Provost Brian Reed presented a report on UVM’s efforts in the assessment of critical thinking at the University level. He provided a brief background for the benefit of the new Committee members. The strategy is to recruit representative samples of first-year and fourth-year students,
randomly assign them to one of two assessment tools, the Collegiate Learning Assessment (CLA) and the Critical Thinking Assessment Test (CTAT), and then compare the scores of the fourth-year students to those of the first-year students. The collected data is now being analyzed and a report will be presented to the Committee at the October meeting.

Trustee Buxton asked about the tools and the process. Associate Provost Reed explained how the tests worked noting that there are relative strengths and weaknesses with both assessment tools.

In response to Trustee Potter’s question of whether fourth-year students do better than first-year students, Associate Provost Reed noted that he and his colleagues will be better able to respond once the data is analyzed.

**Interim Provost’s Report**

Interim Provost Robert Low gave a brief overview of items in his written report, included as Attachment 7 in the meeting materials, referring to the prior presentations on General Education and Career Services. He reported that Dean of Continuing Education Cynthia Belliveau has been appointed to lead the Distance Education initiative in the new role of Dean of Continuing and Distance Education. A committee led by Richard Galbraith, Chair of the Faculty Senate Research, Scholarship and Creative Arts Committee, has been charged with examining the division of responsibility between the Graduate College and individual graduate programs. He will try to have a report by the end of the academic year. A committee under the leadership of Associate Provost Brian Reed has been charged with the task of evaluating the possibility of a summer semester. Interim Provost Low also reported that having reviewed the report from the Envisioning Environment work group, the goal is the assignment of responsibility for developing a concrete plan to move forward by the end of the academic year. Updates were also provided on the several searches: Dean of the Rubenstein School of Environment and Natural Resources, Dean of the College of Engineering and Mathematical Sciences, and for the Provost and Senior Vice President.

Trustee Bray asked for a comparison of a summer semester versus summer session. Interim Provost Low responded that President Sullivan is interested in developing a semester similar to what UVM has in the fall and spring. Associate Provost Reed added that the Summer Semester Task Force has met twice and has developed general lists of opportunities, challenges and areas that need research. The Task Force will have a report ready in the fall semester.

Vice President for Research and Dean of Graduate Studies Domenico Grasso provided a brief update on the Transdisciplinary Research Initiative reporting on several initiatives that have had a great deal of success. Chair Botzow thanked Vice President Grasso for all his work and wished him the very best going forward as he assumes the position of Provost at the University of Delaware.

Director of Capital Planning and Management Robert Vaughan provided a brief report on deferred maintenance including the Waterman Building project and the Main Street Gateway Sign. He added that they try to look at priorities each year.
Other Business

Chair Botzow reviewed the Work Plan for October and asked the Trustees to let him know if they see items that are prime or ready so they will be on the agenda in order to stay on target. He noted that the Committee will be having a report from the new Provost at the next meeting and added that he regrets being chair for only one meeting with Interim Provost Low, expressing his gratitude for the content and tone of Interim Provost’s work, and thanking him for taking on the role of Interim Provost this past year. Interim Provost Low also expressed his appreciation to the Committee for their work.

Adjournment

There being no further business, the meeting adjourned at 11:55 a.m.

Respectfully submitted,

Bill Botzow, Chair
Hazing

Policy Statement

It is the policy of the University of Vermont that no member of the University community may participate or be involved in hazing activities. Information that any member of the University community or student organization has allegedly violated this policy will be referred to the appropriate process for investigation and resolution. Any student or student organization will be referred through the student conduct process for an alleged violation of this policy. Faculty and staff will be referred to the appropriate review process in compliance with University policy or applicable collective bargaining agreement for any alleged violation of this policy.

Reason for the Policy

The University of Vermont is first and foremost an educational institution. Its hazing policy, prevention efforts, and response procedures for hazing incidents, must grow from, and embody, this educational mission.

Membership in organizations, teams, and other University-affiliated groups can increase leadership and service potential; provide athletic, recreational, intellectual, and spiritual opportunities; and otherwise contribute positively to personal and social development. When membership is linked with involvement in hazing activities, the educational purpose of the endeavor is compromised and can endanger the health and safety of students or other university community members.

Hazing is therefore prohibited at the University of Vermont.

Strategic Direction

This policy supports the following goal in the University's Strategic Plan http://www.uvm.edu/president/?Page=strategicplan2009_2013.html

- Institutional Efficacy: As an institution, model the highest standard of ethical conduct, accountability and best practice, public service, and strong commitment to lifelong learning.
- Student Experience: Provide a distinctive university experience that prepares students for success as accountable leaders in the 21st century.
Applicability of the Policy

This policy applies to all members of the University community and their guests.

Definitions

*Hazing:* means any act committed by a person, whether individually or in concert with others, against a student in connection with joining/pledging, being initiated into, affiliating with, holding office in, or gaining or maintaining membership in any organization that is affiliated with the University; and has the effect of socially or physically isolating, humiliating, intimidating, or demeaning the student or having the effect of harming or potentially harming the mental or physical health of a student.

- Hazing also includes soliciting, directing, aiding, or otherwise participating actively or passively in such acts.
- Hazing occurs regardless of the consent or willingness of a person to participate in the activity.
- Hazing may occur on or off campus.
- Hazing unreasonably interferes with academic, programmatic, and employment activities.
- Hazing includes activities that are in violation of University policies and Vermont law.
- Hazing does not include any activity or conduct that furthers legitimate curricular, extracurricular, or military training program goals, provided that (1) the goals are approved by the organizations’ official advisor, coach, etc. at the University; and (2) the activity or conduct furthers the goals in a manner that is appropriate, contemplated by the University, and typical and customary for similar programs at other educational institutions.

This policy is intended to be consistent with State law. The policy will be reviewed periodically and revised in light of legal developments and new insights.

*University official:* any person employed by the University and/or acting on behalf of the University.

Policy Elaboration

1. **Introduction: Understanding the Scope of Hazing Activities**

Members of University-affiliated organizations, clubs, and teams engage in a wide array of activities that positively nurture individual relationships, camaraderie, and team building; develop unity, connectedness, and a sense of belonging; and promote the development of self-esteem. However, because it is not always clear to individuals which activities are unacceptable and constitute hazing, student leaders and members of student groups are strongly encouraged to consult with the groups’ advisers, coaches, or other University officials responsible for the program or activity in advance of any planned event.
2. Activities that violate the hazing policy

A broad range of behaviors may be considered hazing. The range of activities crosses a continuum from minor to more severe forms of conduct. Severity of the hazing can be measured both by the level of pressure to engage in the conduct (e.g., expecting, encouraging, urging, requiring, coercing, forcing, etc.) and the type of the behavior involved (e.g., behavior that is very unlikely to cause physical or psychological harm to behavior that is very risky and almost always will result in some degree of harm).

Note: It is important to note that creating an expectation to participate in activities as a condition of joining, affiliating with, or maintaining membership in a group, where harm could result is likely to be considered hazing.

a. Types of Behavior (not an exhaustive list) that constitute hazing

i. The following set of examples of activities, if conducted as a condition of joining, affiliating with, or maintaining membership, represent hazing conduct that can diminish one’s sense of membership and/or breach reasonable standards of mutual respect within the team or organization. These activities can also be a warning sign of the risk of more dangerous behaviors being undertaken by member(s) of the group or organization:

- Participating in exercise unrelated to a sport, or considered extreme
- Associating with specific people, but not others
- Performing acts of servitude
- Shaving of the head or any other part of the body
- Conducting scavenger hunts or quests
- Engaging in public stunts that are potentially humiliating or degrading
- Wearing apparel that is conspicuous and not within community norms
- Making prank calls
- Needing to possess certain items at all times
- Depriving privileges granted to other members

ii. The following set of examples of activities, if conducted as a condition of joining, affiliating with or maintaining membership, represents hazing conduct considered aggravated due to the risk of harm created. These activities can place persons at risk of serious physical and/or psychological harm. Such conduct may result in more serious University sanctions as well as criminal prosecution.

- Undergoing tattooing, piercing, or branding
- Engaging in or simulating sexual acts
- Engaging in sexually violent or sexually harassing behavior
- Threatening or causing physical restraint or abuse, including but not limited to, being held down, tied up, taped, or confined in a small space
- Consuming any substance
- Kidnapping, or transporting and/or abandoning, a person
- Conducting interrogations
- Being nude in a public or private place
- Causing excessive fatigue through physical or psychological abuse
- Furnishing alcohol or illegal substances to minors, or facilitating consumption of alcohol or use of illegal substances by any person
- Damaging, destroying, or stealing property
- Identifying hazing targets or subjects on the basis of their actual or perceived race, color, religion, national or ethnic origin, age, sex, sexual orientation, marital status, disability, gender identity and expression, veteran status, or other legally protected classification.

Upon completion of a thorough investigation, determinations as to whether hazing occurred are made by the appropriate University official, hearing officer, or hearing body with due consideration of the relevant facts and circumstances.

3. Be Alert to Potential Hazing Situations

The questions below may aid the determination whether a particular activity is hazing and thus prohibited:

- Is this a team or group activity that members are encouraged or expected to attend and where minors are consuming alcohol?
- Is any one individual or group of individuals required or urged to complete tasks or activities that aren’t asked of other group members?
- Will current members refuse to participate with the new members?
- Does the activity risk emotional or physical harm?
- Is there a risk of injury or a question of safety?
- Would you have any reservations describing the activity to your parents, a professor, or a University official?
- Would you object to the activity being photographed or reported on the internet, a newspaper or local TV news?
- Will this activity be considered degrading or humiliating by any of the participants?
- Is the activity in violation of Vermont law or University policies?

Procedures

1. Reports of Hazing
   a. University officials are required to report possible hazing incidents in a prompt and effective manner to University Police Services. Students and other members of the University community are strongly encouraged to report possible hazing incidents as soon as possible to University Police Services.
   b. To maximize safety, all reports of hazing should first be directed to University Police Services.
   c. The Chief of Police Services, or designee, will promptly take steps to investigate and
respond to hazing reports consistent with the exercise of reasonable professional discretion, including the convening of responsible University administrators.

2. **Benefits to Those Who Report**
   a. Individuals who are victims of hazing and who truthfully report the activities shall not be individually charged with a violation of this regulation.
   b. Individuals who have knowledge of a hazing incident, but who did not participate, and truthfully report the activities shall not be individually charged with a violation of this regulation in relation to that particular incident.
   c. When reviewing a case, consideration will be given to whether an organization or group has self-reported a hazing behavior and identified individuals who are responsible for the hazing to an appropriate University Official or UVM Police Services.

3. **Administrative Response**
   a. The University’s response to hazing allegations will occur through the processes outlined in the Code of Student Rights and Responsibilities, the Staff Handbook, the Officers’ Handbook, or the applicable collective bargaining agreement.
   b. Since hazing may violate the policy(ies) of more than one governing body, the same incident may be referred to more than one hearing body or go through more than one process.
   c. University Police Services may refer conduct that may constitute a violation of criminal law to appropriate law enforcement officials, subject to the requirements of governing law.
   d. Student groups and organizations are also subject to suspension or revocation of University recognition for policy violations or while an investigation is on-going and until such time that the case is resolved.

4. **Sanctions**
   a. Factors that may be considered in imposing sanctions

Hearing officials or bodies responsible for imposing sanctions upon individuals and/or organizations for hazing policy violations may consider factors such as the following:

- Nature of the offense, including whether aggravated conduct occurred
- Severity of the harm or damage resulting from the offense
- The respondent’s role in the hazing incident
- Disciplinary history of the respondent(s)/organization
- Whether the respondent(s)/organization cooperated during the proceedings, responded honestly to questions, and promptly accepted responsibility for one’s actions
- Any leadership role or seniority of the respondent(s) in the organization or team relative to which hazing occurred
- Whether any offense involved behavior directed at another person because of actual or perceived race, color, religion, national or ethnic origin, age, sex, sexual orientation, marital status, disability, gender identity and expression, veteran status, or other legally protected classification
b. Examples of sanctions

Hearing officials or bodies responsible for imposing sanctions will do so exercising reasonable discretion in light of factors such as those just described above.

Examples of sanctions that may be imposed upon individual students are:

- Disciplinary suspension or dismissal, or suspension or termination of employment
- Attendance at educational programs or other trainings
- Monetary Fines
- Restitution; and/or
- Participation in alcohol, drug, or other counseling services

Examples of sanctions that may be imposed upon organizations that knowingly permit, authorize, or condone hazing are:

- Probation
- Revocation or suspension of the organization’s existence or recognition;
- Cancellation of some or all the organization’s activities or events (e.g., intercollegiate or intramural sports contests); and/or
- Decrease in, or restriction of, the organization’s privileges

Forms

None

Contacts

To maximize safety, all reports of hazing should first be directed to University Police Services.

Anonymous information may be reported to Police Services for investigation via Internet or phone:

UVM TIP LINE 2 - (802) 656-TIPS (8477)

Additional resources for any UVM student wishing to speak privately and in confidence about a hazing incident include:

- Center for Health and Wellbeing – Counseling and Psychiatry Services: (802) 656-3340 (24 hrs/day)
- Center for Health and Wellbeing – Student Health Services: (802) 656-3350 (24 hrs/day)

Faculty and staff may contact the Employee Assistance Program (EAP) via the Wellness Corporation at: 1-800-828-6025. Because other University officials are required to report possible hazing violations for investigation, communications outside of the Counseling and Psychiatry Services and EAP are not guaranteed to be confidential.

Please note: Counseling and Psychiatry Services, Student Health Services, and the Employee Assistance Program are designed to be confidential resources for individuals who report hazing
incidents. Under current Federal law, CAPS and EAP are exempted from reporting these incidents to law enforcement. Medical clinicians in Student Health Services are required to report hazing incidents, although they may do so without providing identifying information about the reporter.

For additional information regarding this policy and related matters, please contact the Dean of Students Office at (802) 656-3380.

The University official responsible for oversight of the policy when a student or student organization commits a violation is the Dean of Students. The University official responsible for oversight of the policy when a staff or faculty member commits a violation is the Provost.

**Related Documents / Policies**

Group and Organization Recognition Policy
http://www.uvm.edu/~uvmppg/ppg/general_html/grouprecognition.pdf

**Effective Date**

Approved by:

___________________________  ______________  ______________
Robert Cioffi  Title  Date

___________________________  ______________  ______________
Tom Sullivan  Title  Date