AGENDA

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<th>Item</th>
<th>Enclosure</th>
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<td>Call to Order</td>
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<td><em>1:15 p.m.</em></td>
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<td>1. Approval of October 21, 2016 meeting minutes</td>
<td>Attachment 1</td>
<td>Bill Botzow</td>
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<td>2. General Concept for Multipurpose Center</td>
<td>Attachment 2</td>
<td>Tom Gustafson, Jeff Shulman, Colleen McKenna</td>
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<td>Resolution Approving Initial Project Concept for an</td>
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<td>4. Assessment of Learning Outcomes</td>
<td>Attachment 3</td>
<td>Brian Reed, J. Dickinson</td>
<td>2:10-2:45</td>
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<td>5. Faculty Professional Development</td>
<td>Attachment 4</td>
<td>Brian Reed, Jim Vigoreaux</td>
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<td>Annie Stevens;</td>
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<td>Report E</td>
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<td>Laura Almstead</td>
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<td>Other Business**</td>
<td>Bill Botzow</td>
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*Times are approximate.

**Executive Session as necessary.
At this meeting, the Committee will receive status updates and continue discussions on Provost’s Office initiatives. Time will be reserved following my report to allow an opportunity for authors of routine and annual reports (see list at end of memo) to briefly highlight a topic of strategic importance and for Committee members to ask questions. The Committee will be asked to consider action items outlined below and receive presentations on the assessment of learning outcomes and faculty professional development.

**ACTION ITEMS**

**Approval of Previous Meeting Minutes**
The minutes for the October 21, 2016 meeting are included as Attachment 1.

*Action:* Motion to approve the minutes.

**General Concept for Multipurpose Center**
Time is reserved to continue discussing the programming and conceptual design for a proposed multipurpose center. Upon the Committee’s approval, the project will be referred to the Budget, Finance & Investment Committee for authorization to proceed with the schematic design phase and to generate an associated project cost estimate and funding plan.

*Action:* Resolution approving initial project concept for an on-campus Multipurpose Center. Attachment 2

**Faculty Senate Recommendation**
The Report of the Curricular Affairs Committee of the Faculty Senate is included as Report E in the meeting materials. Included in the report are details for the following recommendation for Committee consideration:

- Request from the College of Nursing and Health Sciences in conjunction with the Graduate College to create a new PhD in Human Functioning and Rehabilitation Science.

*Action:* Resolution approving Faculty Senate recommendation as approved by the President and Provost. Attachment 2
Resolution Adopting Amendment to the University Manual Regarding Approval of Academic Centers and Institutes
The Committee will be asked to consider an amendment to section 204.5 of the University Manual clarifying the Faculty Senate’s role regarding proposals to establish, substantially change or eliminate academic centers and institutes. The amendment appears in Appendix A to the consent agenda is recommended following consultation with the Faculty Senate.

Action: Resolution adopting amendment to the University Manual regarding approval of academic centers and institutes. Attachment 2

Reaffirmation of Equal Opportunity Statements
The Equal Employment Opportunity/Affirmative Action and the Equal Opportunity in Education Programs and Activities and Non-Harassment Policy Statements are due for annual review by the Board for compliance purposes, and they fall under the purview of this Committee. There are no recommended changes to either policy at this time.

The Committee will be asked to re-affirm the policies included as Appendices B & C to the consent agenda.

Action: Resolution Reaffirming Equal Opportunity Statements. Attachment 2

STATUS UPDATES

Provost’s Report – Included as Report C is my regular report taking the form of the January 2017 “Across the Green” memo that I periodically issue to camps providing updates on current initiatives and information on topics of interest to the broader academic community.

Assessment of Learning Outcomes – We are in the process of establishing a University system to promote and support the assessment of student learning outcomes at both the program and institutional levels. Assessment is an important process for continuous improvement but the assessment system will also help us meet the new standards of our regional accrediting body, the New England Association of Schools and Colleges (NEASC). Brian Reed, Associate Provost for Teaching and Learning and J. Dickinson, Provost’s Faculty Fellow for Assessment, will report on progress to date. Attachment 3

Faculty Professional Development – During the past year, the Office of the Provost has been taking inventory and assessing the myriad of activities that support faculty professional development. The principal goals of this process are: (i) to create a master repository of activities, accessible to UVM faculty, their mentors and supervisors, that permits strategic selection of development opportunities; (ii) to identify potential synergies between activity sponsors, increase operational efficiency, and eliminate blind spots. Jim Vigoreaux, Associate Provost for Faculty Affairs, and Brian Reed, Associate Provost for Teaching and Learning, will report on the progress to date. The report on Faculty Professional Development is included as Attachment 4.
ANNUAL/ROUTINE REPORTS

Capital Projects Progress Report - Report B
Provost’s Report - Report C
Annual VP for Human Resources, Diversity & Multicultural Affairs Report - Report D
Annual Student Affairs Report – Separate Enclosure
Report by the Faculty Senate Curricular Affairs Committee Chair - Report E
EDUCATIONAL POLICY AND INSTITUTIONAL RESOURCES COMMITTEE
BOARD OF TRUSTEES
UNIVERSITY OF VERMONT AND STATE AGRICULTURAL COLLEGE

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, October 21, 2016 at 2:00 p.m., in the Livak Ballroom, 417-419 Dudley H. Davis Center.

MEMBERS PRESENT: Chair Bill Botzow, Vice Chair Donna Sweaney, Briar Alpert, Cynthia Barnhart, Frank Cioffi*, Carolyn Dwyer, Richard Gamelli, Ron Lumbra, Curt McCormack, Anne O’Brien, Kesha Ram, Soraiya Thura, and Tristan Toleno

OTHER TRUSTEES PRESENT: Board of Trustees Chair David Daigle**

MEMBERS ABSENT: President Thomas Sullivan

REPRESENTATIVES PRESENT: Faculty Representatives Laura Almstead*** and Chris Burns, Staff Representatives Amanda McIntire and Bryan McKinney, Alumni Representative Afi Ahmadi, Student Representatives Tyler Davis and Alyssa Johnson, and Graduate Student Representatives Devin Champagne and Michelle DiPinto

REPRESENTATIVES ABSENT: Faculty Representative Jan Carney, and Foundation Representative Wolfgang Mieder

PERSONS ALSO PARTICIPATING: Provost and Senior Vice President David Rosowsky, UVM Foundation President and CEO Richard Bundy, Vice President for Enrollment Management Stacey Kostell, Vice Provost for Student Affairs Annie Stevens, Director of Career Services Pamela Gardner, Chief Information Officer and Dean of Libraries and Learning Resources Mara Saule, Associate Chief Information Officer Julia Russell, Director of Capital Planning and Management Robert Vaughan, Rubenstein School of Environment and Natural Resources Professor and Director of the Gund Institute Taylor Ricketts, Dean of the Rubenstein School of Environment and Natural Resources Nancy Mathews, Vice President for Research Richard Galbraith, Vice President for Human Resources, Diversity and Multicultural Affairs Wanda Heading-Grant, Director of the ALANA Student Center Beverly Colston, Interfaith Coordinator Rev. Laura Engelken, and Director of Global Educational Initiatives Gayle Nunley

*arrived at 2:45 p.m.
**arrived at 3:10 p.m.
***arrived at 2:20 p.m.

Chair Bill Botzow called the meeting to order at 2:00 p.m. and welcomed new member Graduate Student Representative Michelle DiPinto.
Approval of Minutes

The minutes from the previous meeting, held on May 20, 2016, were presented for approval. A motion was made, seconded and voted to approve the minutes as presented.

Provost’s Report

Chair Botzow acknowledged Provost David Rosowsky for an excellent comprehensive written report. Provost Rosowsky gave a brief overview of his report highlighting UVM’s Teacher-Scholar model, Student Success and Global Educational initiatives, *Innovation and Entrepreneurship Ecosystem*, and Research and Scholarship. He noted a total of 22 new research grants of $1 million or more were awarded to UVM faculty. Provost Rosowsky also mentioned the University and Capital Projects update including the first-year residence hall and the STEM Complex building, and the re-location of key student services offices. In addition, there were three new leadership appointments: Dr. Scott Thomas as the new Dean of the College of Education and Social Services, Alex Yin as the new Director of the Office of Institutional Research, and Amanda Waite promoted to the new position of Creative Communications Director. In closing his report, the Provost mentioned his challenge to faculty and students to come together to address the complex issues around climate change following his reading of this year’s first-year reading selection, *The Sixth Extinction*. Finally, the Provost encouraged the Trustees to read his report.

In referencing the Provost’s challenge around climate change, Trustee Soraiya Thura asked if this would be a requirement for all new students and what obstacles, if any, would there be. Provost Rosowsky responded that there are two barriers: 1) that students are already required to meet the current General Education Sustainability requirement, and 2) the University should be cautious not to overload students with credit requirements. The Provost reported that he has started to bring people together to work on this.

Trustee Carolyn Dwyer commented that the requirement could tap into many different courses. Trustee Dwyer also commented that while the Provost’s report contains a lot of activity, it is all very strategic.

Chair Botzow noted that the Teacher-Scholar model is another place that makes UVM very strategic and asked how the Trustees can be helpful. The Provost responded that he would like to get back to the Chair after he has had an opportunity to reflect on this.

Routine and Annual Reports

The Provost then invited authors of annual and routine reports to offer highlights and entertain questions and comments from the Committee.

Annual UVM Foundation Report

UVM Foundation President & CEO Rich Bundy provided some highlights from his report including this year is the fifth consecutive year of record fundraising for the UVM
Foundation. In early June, the Move Mountains capital campaign crossed the $300 million threshold. As of today, the total reached $383.6 million. Receipts by UVM Units total $75.8 million.

Chair Botzow congratulated President & CEO Bundy and the Foundation for their accomplishments. Chair Botzow then asked how we are doing in terms of capacity. President & CEO Bundy responded that it is a difficult and nuanced question to answer. What they are able to measure effectively is capacity of their donor population, but even that is not a complete measurement because they do not always know who their total donor prospect pool is with parents and friends of the institution who emerge over time. The capacity of just their alumni population is quite robust. Based on algorithms, the Foundation’s campaign consultants suggest that the total capacity of their top 3,000 donor alums is somewhere around three to $3.3 billion, but that is if everybody gave the maximum gift that they could. President & CEO Bundy added that the Foundation team has a robust pipeline of future gifts that they are currently working on that is far in excess of what is needed to complete the $500 million campaign. In addition, the Foundation Board has committed to a five-year strategic plan that includes commitment to maintain fund raising in the post-campaign period at a level equivalent to the prior three-year average up to the end of the campaign.

Annual Enrollment Report

Vice President for Enrollment Management Stacey Kostell provided highlights from the Fall 2016 Enrollment Report including enrollment trends.

Student Representative Alyssa Johnson asked if the first-time first-year undergraduate headcount enrollment numbers for Massachusetts and Maine were correct due to the fact that the number for Maine was substantially higher. Vice President Kostell noted the error and responded that it will be corrected.

Chair Botzow asked if there was a red line point where the University is going to have to be more targeted to create a gender balance. Vice President Kostell noted that UVM is following actual trends and that it is a pipeline issue, i.e., there are less men willing to go to college than women. Chair Botzow added that at some point we have to think about whether we have the opportunity and responsibility to address this issue.

Annual Career Success Action Plan

Vice Provost for Student Life Annie Stevens and Director of Career Services Pamela Gardner began their report by acknowledging the support received from the Trustees. Vice Provost Stevens also acknowledged Director Gardner and her staff. Director Gardner then provided highlights from the Annual Career Success Action Plan Progress report including a steady increase in participation and support by alumni for career initiatives, growing internship support across the campus, and new initiatives with specific academic units. Since the relocation of the Career Center to central campus, there has been a 19% increase over last year in students with whom they have met. Director Gardner added that also have received very positive comments from employers.
Chair Botzow asked if they ever considered a reverse career fair. Director Gardner responded that they have talked about reverse career fairs. She explained that the concept of a reverse career fair is that students display their work for potential employers to view. Director Gardner added that she has begun conversations with the undergraduate research conference organizers about the possibility of turning that into a reverse career fair.

Annual Information Technology Report

Chief Information Officer and Dean of Libraries Mara Saule and Associate Chief Information Officer Julia Russell began their report by informing the Committee that they will be thinking more about information technology governance. Dean Saule reported that current planning efforts are centered on the development and creation of an IT governance committee that will provide a cohesive vision to promote excellence in research, education, and administration through best practice technology use. Associate CIO Russell provided some statistics of the switch to the new campus-wide email and calendar system which included migrating 44,000 user accounts, 24.8 terabytes of email which translated to 211.5 million email messages and 50 million calendar entries. She added that there was minimum down time during the transition. Other updates included the search for a Security Information Officer. Associate CIO Russell reported they are currently in the second round of interviews and getting closer to a final candidate. She also reported on the move to multi-factor authentication which provides an extra layer of security when accessing sensitive data. Enterprise Technology Services is starting this process with PeopleSoft.

Student Representative Tyler Davis asked that since the student technology fee is part of the comprehensive fee, what is the current value of that fee, how much has been spent and what has been done since the SGA passed that resolution.

Dean Saule responded that since the student technology fee was instituted in 2007, they have conducted several faculty, staff and student surveys to determine the priorities. The top request by students and faculty is to invest in more classroom technology and media and to accommodate specialized applications. The student technology fee garners about $800 thousand per year and between $300 thousand and $500 thousand is spent on investments in classroom technology. Wireless has been expanded on campus, in classrooms and other spaces. In addition to wireless and classroom upgrades, UVM has invested in student applications that directly benefit undergraduate and graduate students including a computer clinic and upgrading computers.

Graduate Student Representative Devin Champagne asked if the multi-factor authentication would also be added to “myUVM”. Associate CIO Russell responded that it will be added after PeopleSoft is completed.

Trustee Briar Alpert asked about violations or loss of information due to hacking. Dean Saule responded that the biggest impact results from phishing attacks and people errors adding that you cannot control people clicking on bad links. Associate CIO Russell pointed out that this is the reason UVM is moving towards multi-authentication.
Capitol Projects Progress Report

Director of Capital Planning and Management Bob Vaughan referenced his written report on the status of all campus projects and reminded Trustees that he will be giving a progress update on the major projects under construction on main campus at the Committee of the Whole afternoon session.

Action Items

- Residential Life FY 2017 Deferred Maintenance (Converse Hall Phase II)

Director of Capital Planning and Management Bob Vaughan reviewed a proposal for the Phase II deferred maintenance of Converse Hall. Phase I was approved for $2.0 million in October 2015. It was determined that attempting to execute the work in two separate phases would necessitate the complete staging of the building façade twice. The scope of work of the combined Phase I and II will require extensive exterior restoration of the stone exterior elements above the roof line as well as the complete replacement of the slate roof and all of the flashings. It is estimated the total renovation of both phases will cost $4.0 million, based on the current estimates. It is proposed to utilize existing unrestricted plant funds that currently exist in residential life.

The following resolution was presented and an opportunity for discussion was offered:

**Resolution Approving Residential Life FY 2017 Deferred Maintenance (Converse Hall, Phase II)**

WHEREAS, the administration today reported on the strategic and operational need for the Converse Hall (Phase II) Deferred Maintenance Project and the associated program scope;

THEREFORE, BE IT RESOLVED, that the Committee hereby approves the conceptual scope that the administration presented on this date and refers the Project to the Budget, Finance & Investment Committee for financial review and approval.

There being no further discussion, a motion was made, seconded and it was unanimously voted to approve the resolution as presented for referral to the Budget, Finance & Investment Committee.

Faculty Senate Curricular Affairs Report

Faculty Senate Curricular Affairs Committee (CAC) Chair Laura Almstead presented a request by Continuing and Distance Education (CDE) to terminate the CDE Certificate of Health Care Management. She also presented a request from the Graduate College, the College of Medicine, and CDE for a new Certificate of Graduate Study in Health Care Management and Policy. The termination of the first certificate was uncontested and as of last spring, only two students were enrolled. The main goal of the new certificate is to give students a foundation in public policy, finance, and leadership that is applicable to today’s health and healthcare marketplace. The new
certificate aligns well with the mission and vision of the University and the participating units and addresses an important society need. It also capitalizes on existing resources as most of the courses included in the certificate program are already offered and are commonly under-enrolled. Finally, its online delivery method makes it unique in comparison to similar programs at other institutions.

Graduate Student Representative Champagne asked if there were any long-terms plans for an actual degree program. CAC Chair Almstead responded that she was not aware of any plans at this time.

- Faculty Senate Recommendation

The following resolution was presented and an opportunity for discussion was offered:

**Resolution Approving the Termination of the Continuing and Distance Education Certificate of Health Care Management and the Creation of a New Certificate of Graduate Study in Health Care Management and Policy in the Graduate College**

RESOLVED, that the Board of Trustees approves the termination of the Continuing and Distance Education Certificate of Health Care Management and the creation of a new Certificate of Graduate Study in Health Care Management and Policy as offered by the Graduate College, in conjunction with the College of Medicine, and Continuing and Distance Education, and as approved and advanced by the Provost and President on September 28, 2016.

Trustee Anne O’Brien asked if the tuition money flows through CDE. CAC Chair Almstead responded that the money flows through the Graduate College and is managed by the Graduate College. Trustee O’Brien asked if this was a different budget model to which Provost Rosowsky responded that it was not different.

There being no further discussion, a motion was made, seconded and it was unanimously voted to approve the resolution as presented.

CAC Chair Almstead continued her report by announcing that a new program is in the pipeline that did not make it into her report, but she did want to bring it to the attention of the Trustees. A new Ph.D. in Human Functioning and Rehabilitation Science is being proposed and CAC Chair Almstead will be presenting it at the next Faculty Senate meeting. Pending approval, the proposed new program will be brought to EPIR at the February meeting.

In referencing completed actions in the report, Vice Chair Donna Sweeney asked if the request from the College of Engineering and Mathematical Sciences for a new Cybersecurity Track in the Computer Software Certificate was denied. CAC Chair Almstead responded that it was disapproved because the request wasn’t fully developed and they plan to resubmit.

Pointing out the serious need to retain college graduates across all industry centers in Vermont, Trustee Frank Cioffi informed the Committee that Champlain College has mandatory internships
every year for every student and asked why UVM isn’t doing this. He encouraged faculty to have that discussion with each other because although internships are happening in a lot of areas, they are not happening universally. Provost Rosowsky agreed with Chair Cioffi’s suggestion and also suggested that the Board add it to a future meeting to have dedicated time to discuss this topic in terms of present and future plans.

Provost Rosowsky thanked CAC Chair Almstead and the CAC for their diligence.

- Establishment of an Institute for Environment

The following resolution was presented and an opportunity for discussion was offered:

**Resolution Approving the Establishment of an Institute for Environment at the University of Vermont**

RESOLVED, that the Board of Trustees approves the establishment of an Institute for Environment at the University of Vermont as recommended by the Faculty Senate on September 26, 2016 and approved by the President and Provost on September 28, 2016.

Referencing the presentation at the morning session of the Committee of the Whole, Provost Rosowsky introduced Faculty Senate President Cathy Paris, Rubenstein School Professor and Director of the Gund Institute Dr. Taylor Ricketts and Rubenstein School Dean Nancy Mathews and informed the Committee they were available at this meeting to respond to any questions concerning this proposal.

Trustee Kesha Ram commented that it sounded like the Gund Institute for Ecological Economics was being folded in and asked if that was the same for the Institute for Environmental Diplomacy and Security. Vice President for Research Richard Galbraith offered a brief history on the latter and confirmed that entity is no longer functioning. Trustee Ram pointed out that it still has an active website. Provost Rosowsky suggested that the website be removed.

Trustee O’Brien asked what happens to the work of the Gund Institute. Dr. Ricketts responded that the idea is to grow this Institute from the Gund Institute and to essentially replace it. The new Institute will have a broader campus-wide presence.

Dr. Ricketts explained that the mission of the proposed Institute for Environment was developed with an outward focus. The intention of the Institute is not to solve but to contribute to the solution.

Trustee Soraiya Thura commended the faculty and the Provost for pulling this initiative together and asked for clarification as to how student engagement will be affected in terms of research, and specifically getting undergraduate students involved in research. Dr. Ricketts replied that the Institute has explicit resources to support undergraduate and graduate research.

Trustee Ron Lumbra expressed his appreciation for how strategic the Institute is. He noted that in the morning’s presentation, there was not much said on the budget side and was curious, given
the interdisciplinary nature of the Institute, how IBB impacts this. Provost Rosowsky replied that it is neutral because under the budget model, those who are responsible for generating the scholarships will receive the revenue support they generate. There was a decision made to deviate somewhat from the indirect sharing model to ensure that colleges and schools had no disincentive for coming to the table. Dr. Ricketts added that this is going to help him go to the schools and colleges with all kinds of great ideas to collaborate because there won’t be a cost to them.

Rubenstein School for the Environment and Natural Resources Dean Nancy Mathews also responded to Trustee Lumbr’s question by explaining that one of the incentives is the fact that there is no overhead coming in from any grants that are either generated or funded by the new Institute that is going to be held by the Institute. It is all coming back to the schools and colleges.

Chair Botzow asked how crowded and competitive the field is. He also asked what the thinking was around marketing. Dr. Ricketts replied that he would not call the field crowded and what distinguishes UVM is that we have an environment talent set and interested faculty and students. He commented that global environmental challenges span across disciplines. Finally, the Institute will link to sustainability goals and global agenda.

Trustee Ram asked if there was any discussion about collaborating with Vermont Law School. Dr. Ricketts responded that it is a good idea and that there are some students already in Vermont Law School.

There being no further discussion, a motion was made, seconded and it was unanimously voted to approve the resolution as presented.

Annual Diversity Report and Presentation

Vice President for Human Resources, Diversity and Multicultural Affairs Wanda Heading-Grant introduced Director of the ALANA Student Center Beverly Colston and Senior Advisor and Chief of Staff Lacretia Johnson Flash. Vice President Heading-Grant then presented highlights from the Annual Diversity Report. She began by acknowledging the support received from senior leadership adding that the engagement of UVM’s senior leaders has been critical in maintaining momentum and supporting the collective awareness, knowledge and skills for inclusive excellence. Vice President Heading-Grant next reported on several activities and initiatives including three professional development workshops that were conducted for senior leaders, the Blackboard Jungle’s 10th anniversary this spring, and the relocation of the ALANA Student Center. Director Colston shared her experiences of settling into the new ALANA Student Center space. She reported it has only been a few weeks since the move but the space is providing better access for students than the Blundell House and the space is more than double.

Vice President Heading-Grant introduced the University’s inaugural Interfaith Coordinator, Rev. Laura Engelken. Rev. Engelken explained her role on campus will be to empower and equip students, staff, faculty and the institution as a whole to engage more comfortably and competently with issues of spirituality and religion in higher education and in society. She will
be working to move forward the continuing development of the Interfaith Center as an integral part of the campus.

Vice President Heading-Grant continued her report by informing the Committee that UVM has been named a 2016 top 30 “Best of the Best” among LGBTQ-inclusive colleges and universities. She also reported that for the third consecutive year, the University of Vermont received a Higher Education Excellence in Diversity (HEED) Award which is a national honor. Vice President Heading-Grant also announced two upcoming forums for women faculty to discuss their academic experiences, issues, unique challenges and strategies related to being a woman faculty member at UVM. Vice President Heading-Grant concluded her report explaining that UVM is in the process of implementing the Framework for Inclusive Excellence, which addresses four areas of strategic diversity engagement including academics, the community, environment, and operations. This framework has been widely shared with the campus community through campus community forums, an all-campus email linking to the document, and presentations to campus leaders and several divisions. Plans for implementation at the college and divisional levels are being developed and will include an inventory/assessment, action planning, and review/accountability.

Chair Botzow thanked Vice President Heading-Grant and her team for their accomplishments.

Trustee Cynthia Barnhart asked what mechanism the University has to understand the student climate at UVM. Vice President Heading-Grant responded that there have been meetings with the Student Government Association leadership adding that is what the ALANA Student Center and other students centers are about. She also reported that another campus climate survey will be conducted by December 2017 using the 2011 survey as a benchmark.

Trustee Lumbra asked about the re-naming of the ALANA Student Center. Director Colston replied that they will be bringing this to President Sullivan on Monday. Vice President Heading-Grant added that the name change has been in the works for some time and the President is very supportive of the process. Trustee Lumbra offered the advice to think about how the name will attract students to come to UVM, i.e., diversity in enrollment.

Referencing how far UVM is in comparison to other institutions in the Vermont, Trustee Ram asked about supporting the other institutions in the State whether it is monetized consulting or volunteering support. Director Colston responded that the ALANA Center is working with at least the institutions that are in Chittenden County. Both Champlain College and St. Michael’s College have reached out to the ALANA Center and Champlain has recently asked to be trained in the Racial Aikido program. There have also been requests from institutions like Syracuse University and other schools all over the country and Director Colston stated that the ALANA Center is willing to share their knowledge.

**Annual International Opportunities Report**

Director of Global Educational Initiatives Gayle Nunley provided several highlights from her report. The diversified efforts of UVM in international recruitment have brought the University’s international undergraduate enrollment to 5.2%, on track to meet the President’s enrollment
goals set for 2018, with the Global Gateway Program remaining a primary route of entry for international applicants. A new Pre-Master’s Program designed to contribute to the University’s goal of expanding the size and number of high-quality graduate degree programs and to enhance students’ successful transition to U.S. graduate education, was launched this fall. Acknowledging efforts led by the Office of International Education, Director Nunley reported that five new UVM institutional partnership agreements were completed during 2015-16 with an equal number planned for the current academic year.

**Academic Excellence Goal #7 – Increase domestic diversity and grow international student enrollments across the University**

Vice President for Enrollment Management Stacey Kostell provided a comprehensive presentation addressing Academic Excellence Goal #7. She provided international student enrollment data trends demonstrating growth in areas of Global Gateway and student exchange. Sixty-eight percent of undergraduate international students come from China. Ten percent come from Canada, nine percent from Asia, six percent from Europe and the rest come from Latin America and Caribbean, Sub-Saharan Africa, Oceania, and the Middle East and North Africa. Challenges to the program include more players competing for students but there are also opportunities moving forward. Vice President Kostell continued her presentation by providing enrollment data trends of the “underrepresented” student population. She pointed out that we are in the middle of a nineteen percent decline in the number of white public high school graduates while Hispanic public high school graduates will increase by forty-nine percent and Asian/Pacific Islanders by fifty-seven percent. ALANA recruitment strategies include purchasing names of ALANA students, targeting high school visits, utilizing a diversity publication, and visiting programs, e.g., Joining the Circle/Discovering UVM. The University has a partnership program with twelve schools in three cities: Bronx/Manhattan, Philadelphia and Chicago. Vermont ALANA outreach initiatives include annual outreach meetings in the Missisquoi region with Abenaki students, VSAC College Pathway programs, partnerships with local high schools and with multicultural youth programs and college planning sessions for UVM custodial staff for themselves and their dependents.

Trustee Lumbra asked about the changing demographics of national high school graduates. Vice President Kostell explained that it is important that UVM has a larger share of these students. Currently the majority of UVM students come from New England.

Concerning the strategic goal to increase the percentage of international students, Trustee Barnhart asked about a strategy for diversifying the international student population. Vice President Kostell responded that her Enrollment Management team strategizes on an annual basis.

Chair Botzow mentioned the academic presentation with the three international students at the morning session of the Committee of the Whole and offered the idea of extending an invitation to international students to visit Trustees at their homes.
Adjournment

There being no further business, the meeting adjourned at 4:25 p.m.

Respectfully submitted,

Bill Botzow, Chair
EDUCATIONAL POLICY AND INSTITUTIONAL RESOURCES COMMITTEE

February 3, 2017

Resolution Approving Initial Project Concept for an On-Campus Multipurpose Center

WHEREAS, the Board approved the commencement of a multipurpose center design development process by Resolution of February 8, 2014; and

WHEREAS, the Board approved the establishment of, and appointments to, a Multipurpose Center Work Group on May 21, 2016, to provide guidance to the administration on a potential multipurpose center project; and

WHEREAS, the administration today reported on the results of the preliminary study of the feasibility and programmatic concept of an on-campus multipurpose center project;

THEREFORE, BE IT RESOLVED, that the Committee hereby approves the concept for an on-campus multipurpose center, as presented on this date by the administration, and recommends that the Budget, Finance & Investment Committee authorize the administration to proceed with the schematic design phase, and to generate an associated project cost estimate and funding plan for review by the Budget, Finance & Investment Committee.

Resolution Approving the Creation of a PhD in Human Functioning and Rehabilitation Science in the Graduate College

RESOLVED, that the Board of Trustees approves the creation of a PhD in Human Functioning and Rehabilitation in the Graduate College, as approved and advanced by the Provost on October 24, 2016, and the President on October 28, 2016.

Resolution Adopting Amendment to the University Manual Regarding Approval of Academic Centers and Institutes

RESOLVED, that the Board of Trustees hereby authorizes the amendment by the University, through the Office of the Provost, of Section 204.5 of the University and University Officers’ Manual. The amendment will clarify the Faculty Senate’s role regarding proposals to establish, substantially change or eliminate academic centers and institutes. The amended Section 204.5 was approved and advanced by the Provost following consultation with the Faculty Senate and is attached here as Appendix A.

Resolution Reaffirming Equal Opportunity Policy Statements

RESOLVED, that the Board reaffirms the Equal Opportunity in Educational Programs and Activities and Non-Harassment Policy Statement with no changes, attached here as Appendix B; and
BE IT FURTHER RESOLVED, that the Board reaffirms the Equal Employment Opportunity/Affirmative Action Policy Statement with no changes, attached here as Appendix C, both effective as of February 4, 2017.
204.5 Academic Centers and Institutes

Centers and institutes facilitate the performance of interdisciplinary or focused research or other scholarly or creative activities not otherwise conducted within the structure of Programs, Departments, Schools, or Colleges. Centers and institutes that involve any or all of the following are considered academic centers and institutes: curriculum or instruction, research, scholarship or creative arts. Proposals to establish, substantially change or eliminate academic centers and institutes must be approved by the Board of Trustees, upon recommendation of the President and Provost following application of appropriate governance protocols, the latter to include Faculty Senate review and recommendation approval. Academic centers and institutes are subject to regular review by the Faculty Senate.

The scope of academic centers and institutes can vary from a sharply defined focus within a school or college to an interdisciplinary subject or specialized field of study spanning two or more academic units. The terms can be used interchangeably according to preference. Other synonymous terms may be used in the working title in order to best reflect current practice in a field.

Academic centers and institutes do not grant degrees or appoint faculty, nor do they offer credit-bearing courses except in cooperation with the academic unit(s) that constitute their participants.

In general, a University-wide or cross-college center or institute will be hosted in one of the participating colleges or schools. Its Director will be appointed by and report to the Provost or the Vice President for Research. A academic centers or institutes that are housed within a single college or school will typically have a Director who is appointed by and reports to the Dean or other designated college administrator.
Equal Opportunity in Educational Programs and Activities and Non-Harassment

Policy Statement

The University of Vermont and State Agricultural College is committed to a policy of equal educational opportunity. The University therefore prohibits discrimination on the basis of unlawful criteria such as race, color, religion, national or ethnic origin, age, sex, sexual orientation, marital status, disability, or gender identity or expression, as those terms are defined under applicable law, in admitting students to its programs and facilities and in administering its admissions policies, educational policies, scholarship and loan programs, athletic programs, and other institutionally administered programs or activities made available to students at the University. The University also prohibits harassment, as defined in the Vermont Statutes at Title 16, section 11(a)(26). Unlawful harassment is a form of discrimination and is therefore prohibited. Sources: Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975; Section 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990; the Vermont Public Accommodations Act; and such other federal, state, and local non-discrimination laws as may apply.

Note: This Statement of Policy is the official University of Vermont Equal Educational Opportunity Policy Statement and supersedes all prior statements regarding its subject matter. It may be modified only by written statement issued by the President as Chief Executive Officer of the University or by formal action by the University of Vermont and State Agricultural College Board of Trustees. This Policy Statement is designed to express the University’s intent and commitment to comply with the requirements of federal, state, and local non-discrimination laws. It shall be applied co-extensively with those non-discrimination laws and shall not be interpreted as creating any rights, contractual or otherwise, that are greater than exist under those laws.
Contacts

Questions regarding this policy statement or compliance with its provisions may be directed to:

Dean of Students
University of Vermont
41-43 South Prospect Street
Burlington, VT 05405
(802) 656-3380

or to:

Director, Office of Affirmative Action and Equal Opportunity

University of Vermont
428 Waterman Building
Burlington, VT 05405
(802) 656-3368

Questions may also be directed to government agencies having oversight and enforcement authority with respect to the referenced laws. A complete listing of those agencies may be obtained from the Office of Affirmative Action and Equal Opportunity.

The Vice President for Human Resources, Diversity and Multicultural Affairs is the University official responsible for the interpretation and administration of this policy.

Title IX Coordinator

Questions about policies related to Title IX, including sex discrimination, sexual harassment, and all forms of sexual violence, may be directed to the University’s Title IX Coordinator:

   Director, Office of Affirmative Action and Equal Opportunity       656-3368

Section 504 Coordinator

Questions about disability related issues may be directed to the University’s Section 504 Coordinator:

   Director, Office of Affirmative Action and Equal Opportunity       656-3368
Related Documents/Policies

Equal Employment Opportunity/Affirmative Action Policy Statement
http://www.uvm.edu/~uvmppg/ppg/general_html/affirm.pdf

Harassment – Students
http://www.uvm.edu/~uvmppg/ppg/student/studentharas.pdf

Procedures for Investigating and Resolving Discrimination Complaints

Sexual Harassment Policy – Students
http://www.uvm.edu/~uvmppg/ppg/student/sexharasstudent.pdf

Effective Date

Approved by the President: February 4, 2017
Approved by the Chair of the Board of Trustees: February 4, 2017
Equal Employment Opportunity/Affirmative Action Policy Statement

Policy Statement

The University of Vermont and State Agricultural College is committed to a policy of equal employment opportunity and to a program of affirmative action in order to fulfill that policy. The President of the University fully supports the University’s equal employment opportunity policy and the University’s affirmative action program.

The University will accordingly recruit, hire, train, and promote persons in all positions and ensure that all other personnel actions are administered without regard to unlawful criteria including race, color, religion, ancestry, national origin, place of birth, sex, sexual orientation, disability, age, positive HIV-related blood test results, genetic information, gender identity or expression, or status as a disabled veteran, recently separated veteran, active duty wartime or campaign badge veteran, or Armed Forces service medal veteran (collectively “protected veterans”), as these terms are defined under applicable law, or any other factor or characteristic protected by law, and ensure that all employment decisions are based only on valid job requirements.

In addition, the University of Vermont recognizes that discriminatory harassment and sexual harassment are forms of unlawful discrimination, and it is, therefore, the policy of the University that discriminatory harassment and sexual harassment will not be tolerated. The University also prohibits unlawful harassment on the basis of other characteristics protected by law.

Further, employees and applicants will not be subjected to harassment, intimidation, threats, coercion, or retaliation because they have engaged in or may engage in the following: filing a
complaint or assisting or participating in an investigation regarding alleged discrimination or harassment as prohibited in the policy statement above; filing a complaint or assisting or participating in an investigation, compliance evaluation, hearing, or any other activity related to the administration of the Vietnam Era Veterans’ Readjustment Assistance Act of 1974 (“VEVRAA”), Section 503 of the Rehabilitation Act of 1973 (“Rehabilitation Act”), or the Affirmative Action provisions of any other federal, state or local law; opposing any act or practice made unlawful by VEVRAA or any other federal, state, or local law requiring equal employment opportunities for individuals with disabilities or protected veterans; or exercising any other rights protected by VEVRAA or the Rehabilitation Act. Additionally, the University will not discharge or in any other manner discriminate against employees or applicants because they have inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant.

The University of Vermont maintains an audit and reporting system that: measures the effectiveness of the University’s affirmative action program; indicates any need for remedial action; determines the degree to which the University’s objectives have been attained; measures the University’s compliance with its affirmative action obligations; and determines whether individuals with disabilities and veterans have had the opportunity to participate in all University sponsored educational, training, recreational and social activities.

Sources: Titles VI and VII of the Civil Rights Act of 1964; the Immigration Reform and Control Act of 1986; Title IX of the Education Amendments of 1972; the Equal Pay Act of 1963; the Age Discrimination in Employment Act of 1967; the Age Discrimination Act of 1975; Sections 503 and 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990; Section 420 of the Vietnam-Era Veterans Readjustment Assistance Act of 1974; Executive Order 11246; the Genetic Information Nondiscrimination Act of 2008; and the Vermont Fair Employment Practices Act, all as amended; and such other federal, state and local non-discrimination laws as may apply.

Note: This Statement of Policy is the official University of Vermont Equal Educational Opportunity Policy Statement and supersedes all prior policy statements regarding its subject matter. It may be modified only by written statement issued by the President as Chief Executive Officer of the University or by formal action by the University of Vermont and State Agricultural College Board of Trustees. This Policy Statement is designed to express the University’s intent and commitment to comply with the requirements of federal, state, and local non-discrimination laws. It shall be applied co-extensively with those non-discrimination laws and shall not be interpreted as creating any rights, contractual or otherwise, that are greater than exist under those laws.

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428 Waterman Building
Burlington, VT 05405
(802) 656-3368
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Director, Office of Affirmative Action and Equal Opportunity 656-3368

Questions about disability related issues may be directed to the University’s Section 504 Coordinator:

Director, Office of Affirmative Action and Equal Opportunity 656-3368

Questions may also be directed to government agencies having oversight and enforcement authority with respect to the referenced laws. A complete listing of such agencies may be obtained from the Office of Affirmative Action and Equal Employment Opportunity.

The Vice President for Human Resources, Diversity and Multicultural Affairs is the University official responsible for the interpretation and administration of this policy.

The University has developed an Affirmative Action Plan. The portions of the plan required for disclosure are available for inspection during normal business hours; contact the University’s Public Records Officer at (802) 656-8937.

Related Documents/Policies

Equal Opportunity in Educational Programs and Activities and Non-Harassment
http://www.uvm.edu/~uvmppg/ppg/student/equaledu.pdf

Procedures for Investigating and Resolving Discrimination Complaints

Sexual Harassment Policy - Employees
http://www.uvm.edu/~uvmppg/ppg/hr/sexharasemp.pdf

Effective Date

Approved by the President: February 4, 2017
Approved by the Chair of the Board of Trustees: February 4, 2017
We are in the process of establishing a University system to promote and support the assessment of student learning outcomes at both program and institutional levels. The overarching goal of the project is to create sustainable systems for assessing whether students are achieving the learning outcomes that faculty have determined are essential to a UVM education. These are 1) the General Education requirements; and 2) the identified outcomes for students within their major programs. The support needed to fulfill this overarching goal varies across UVM’s academic units. Some programs, particularly the pre-professional programs, are already engaged in rigorous and sustained assessment initiatives to meet the requirements of their external accreditors, while other programs have had little regularized assessment in place until recently. Given this variation across campus, our approach has been to set achievable goals, establish infrastructure, and provide support as needed to the colleges, programs and faculty.

In developing infrastructure and supports for assessment, our guiding concept has been a continuous cycle of gathering information on students’ performance in key areas and then using the data to inform curricular changes, which in turn will improve students’ achievement of the identified learning outcomes. As illustrated in the below schematic, assessment done well tells us what we need to work on to make our academic programs and General Education even better. Our work in assessment will also help us meet the new (2016) standards of our regional accrediting body, the New England Association of Schools and Colleges (NEASC).
Knowing that UVM’s next decennial accreditation review and site visit will take place in Spring 2019, we reverse-engineered a plan to get the assessment system in place in a timely, yet thorough manner. The broad strokes of the plan are as follows:

2015-16: Identify/appoint responsible parties; establish baseline data for all academic programs and General Education requirements; launch support pilots for student-led focus group and survey development for departments

2016-17: Actively support academic programs, colleges and General Education assessment committees to strengthen assessment procedures and processes. All are expected to have robust, working, sustainable assessment plans in place by December 2017

2017-18: Gather/update data sets, extending the circle of engagement beyond academic units to co-curricular areas. Draft text for the sections of the accreditation self-study that deal with the assessment of learning outcomes

2018-19: Finalize self-study report; prepare for NEASC site visit; develop next steps to lead us beyond accreditation to sustainable, ongoing assessment.

The basic infrastructures for the current assessment system were put in place during the Spring 2016 semester. Every academic program and General Education requirement at UVM now has a connection to the Assessment Project and has, at minimum, the foundation for an assessment plan in place. These plans and processes are being reviewed and refined as we move forward.

Here is a brief overview of the accomplishments to date and the processes by which they were achieved:

- Assessment coordinators appointed in every academic unit
- Assessment committees established for each of the three General Education requirements: Writing and Information Literacy; Diversity; and Sustainability
- Informational meetings with every school and college
- Established supports and outreach:
  - Provided on-request consultations with departments/chairs and assessment coordinators re: assessment tools, processes, problem solving, etc.
  - Established the UVM Assessment website which contains many useful resources, including the attached Assessment Plan Template: [http://www.uvm.edu/assessment/](http://www.uvm.edu/assessment/)
  - Developed forms and templates for use in planning at the program and unit level
  - Developed Lime survey templates to help departments conduct surveys of majors
  - Established a student-led focus group program to help assessment groups gather and understand student feedback
  - Provided curriculum mapping workshops per request of several programs.
  - Facilitated program faculty meetings about assessment (on request)

- Regular meetings with unit Assessment Coordinators (quarterly) and General Education Assessment Chairs (biannual)
• Established January workshops for all department chairs (or program directors where appropriate), unit assessment coordinators and General Education assessment chairs:
  ➢ January 2016 workshops with assessment expert Barbara Walvoord. All completed an electronic version of NEASC forms to document their stated learning outcomes and current assessment processes.
  ➢ January 2017 workshops with facilitator Ed Morgan of Tufts University: focus on strengthening program assessment plans
• Proposed changes to the Academic Program Review and Program Proposal processes to better coordinate ongoing department, college/school, and University-level assessment.
• Established an annual end-of-year Assessment Retreat for assessment coordinators and General Education Assessment Committee Chairs. The agenda of the May 2017 Retreat will be a “train the trainer” program to build “bench strength” and provide support for faculty at the local level.

The establishment of a formal University system to promote and support the assessment of identified learning outcomes will help UVM meet NEASC’s accreditation standards while forwarding the larger goal of promoting a culture of assessment on campus. This culture of assessment is focused on understanding student learning outcomes and seeking to improve them in meaningful ways that reflect the high standards of each program at UVM. The underlying tenet is meaningful dialogue about how well our students are achieving what we aspire for them; whether we are fulfilling our mission; and where we need to improve.
Report on Faculty Professional Development

Board of Trustees – Educational Policy & Institutional Resources Committee
February 3, 2017

Prepared by
Jim Vigoreaux, Associate Provost for Faculty Affairs
Brian Reed, Associate Provost for Teaching and Learning

During the past year the Office of the Provost has been taking inventory and assessing the myriad of activities that support faculty professional development. This process has included conversations with the Faculty Senate, the Council of Deans, and the various campus stakeholders that sponsor these activities, including: the Division of Human Resources, Diversity and Multicultural Affairs, University Libraries and Information Technologies, Student Services, and the Office of the Vice President for Research. The principal goals of this process are: (i) to create a master repository of activities, accessible to UVM faculty, their mentors and supervisors, that permits strategic selection of development opportunities; (ii) to identify potential synergies between activity sponsors, increase operational efficiency, and eliminate blind spots.

Our new vision for faculty development is one of empowerment - faculty are provided with the information, resources and support to customize a plan that is purposeful and intentional and that enables their success while advancing our Academic Excellence Goals. Two essential components of our new vision are to promote, recognize and celebrate faculty accomplishments, and to foster a culture of institutional commitment through enhanced opportunities for administrative and leadership training.

A brief summary of what we have accomplished to date:

- The creation of the Provost’s Faculty Fellows Program as a mechanism for preparing faculty to step into leadership roles. Two appointments were made in 2016: Jennifer Dickinson as Provost’s Faculty Fellow for University Assessment and Jennifer Prue as Provost’s Faculty Fellow for First Year Experience.
- Leadership and administrative training for new chairs and associate deans.
- A first-ever campus-wide faculty conference that coincided with the August 2016 New Faculty Orientation. The conference served as the kick-off event for a year-long Faculty Development Series on the theme “The Role of Faculty in the Success of 21st Century College Students”.
- Two subsequent Faculty Development Series campus-wide events were held in October. They included a keynote presentation by an invited speaker, workshops, and roundtable discussions. The first focused on teaching resilience and resourcefulness in the context of an academic course. The second focused on how faculty can foster an environment in which all students can flourish.
- The transfer of the Faculty Mentoring Program and the Retired Faculty and Administrative Officer’s Organization from the Faculty Senate to the Office of the Provost. Administration of these programs by the Associate Provost for Faculty Affairs is
consistent with best practices nationally and will allow for effective coordination of activities.

• The Office of the Vice President for Research has created internal funding programs to increase and expand research and scholarship.
• In collaboration with the Center for Teaching and Learning, CEMS, CESS, and RSENR, we are piloting an instructional mentoring program to help promote best practices in the classroom.
• On-going conversations on the meaning and importance of the Teacher-Scholar model at UVM, and how faculty development activities could promote and advance the model.
• Celebration of faculty accomplishments through an annual recognition banquet and the unveiling of a permanent Distinguished Faculty display in the Waterman building. Additionally, President Sullivan announced last November two new awards to honor and recognize the distinguished accomplishments of faculty who hold the rank of Senior Lecturer and Lecturer.
Capital Project Progress Report  
February 3, 2017  

Board of Trustees  
Educational Policy and Institutional Resources Committee  

Prepared by  
Robert B. Vaughan, Director of Capital Planning and Management  

STEM Complex  

Engineer/Architect: Ellenzweig/Freeman French Freeman  
General Contractor: PC Construction for Phases I and II  
Engelberth Construction for Phase III  
Est. Completion Date: May 2019  
Size: 171,747 net assignable square feet  
Project Cost: $ 104 million  
Project Description: The first phase of the STEM Complex Project included the programming for each of the units of Chemistry, Physics, Mathematics & Statistics, Computer Science and the School of Engineering that will be addressed by this project, as well as the schematic design phase. The design development phase and the construction documents were authorized and completed in April 2015. The construction will be accomplished over a 4-year period with three different phases. The first phase will construct the Discovery Building, a state-of-the-art teaching and research laboratory facility, while the second phase will construct the Innovation Building, a classroom/office facility. The third phase includes concurrent selected renovations within the Votey Building.  
Status: Currently on schedule and on budget.  

Project Update: Construction activities have been underway since early summer 2015. The construction of the teaching and research laboratory building is progressing for completion and occupancy in May 2017. The relocation of all of the occupants in the existing Cook Building will take place during the entire month of May, followed by the start-up of Phase II. Phase III will also be underway this summer of 2017 to renovate selected teaching and research labs.  

First-Year Residence Hall and Dining  

Engineer/Architect: WTW Architects  
General Contractor: Engelberth Construction  
Est. Completion Date: August 2017  
Size: 207,000 gross square feet  
Project Cost: $ 70.0 million  
Project Description: The new residence hall complex will include a six-story building with the dining hall component on the first floor, and a seven-story building with all housing and housing-related uses. The project additionally includes a
bridge connection to Bailey-Howe Library over Carrigan Drive. The two buildings are connected with a five-story glass bridge hallway that spans the Green Mountain Walkway that forms a gateway entry to the buildings' courtyard. The buildings contain approximately 207,000 SF of finished above ground space including a 450-seat dining facility, 699 beds of housing, Residential Life offices, student amenity space, and bike storage.

Status: Currently on schedule and on budget.

Project Update: The building complex is progressing toward a summer 2017 completion. The exterior masonry is close to completion and the slate roof installation is 75% complete. The interior fit-up of each floor of student rooms and restroom cores are on schedule for completion within the project schedule. The dining hall component is also progressing well with interior fit-up tasks well underway.

Residential Life DM Projects

Engineer/Architect: Vermont Integrated Architecture, PC (VIA)
General Contractor: TBD
Est. Completion Date: August 2017
Size: 8,737 gross square feet (Slade Hall only)
Project Cost: $ 4.0 million
Project Description: Slade Hall is a 24-bed residence hall on the Redstone Campus, built in 1928 and is 8,737 gross square feet, including a basement and three floors above. The building requires renovation and repair, including: damage to the building foundation from water infiltration, especially through the basement walls during periods of heavy precipitation; roof replacement; repair and replacement to the interior and exterior wood trim; ceiling, wall, and floor surfaces that need to be refinished and/or replaced, renovation to the kitchen and bathrooms throughout the facility, and electrical upgrade to the service and distribution. The second task covered by this project will be the complete replacement of all of the furniture throughout the Harris/Millis Residential Complex. The complex has 581 beds in the two buildings. In addition, the sidewalks on the west side of the complex have deteriorated and require replacement. Lastly, the Trinity Back Five Buildings, with 195 beds, require various roof repairs.

Status: Currently on schedule and on budget.

Project Update: The replacement of the furniture in the Harris-Millis Complex and the work on the Trinity Back Five Buildings were completed. The Slade Hall project design process has been completed. The project is scheduled for construction commencing in February with an August 2017 completion.
**Kalkin Addition**

Engineer/Architect: Black River Design  
General Contractor: DEW Construction  
Est. Completion Date: August 2018  
Size: 30,975 gross square feet  
Project Cost: $ 11.0 million  
Project Description: A new 3-story addition located in the plaza area adjacent to the building and a partial renovation to the first floor of Kalkin Hall (30,975 gross square feet), has been designed to house two 35-seat classrooms, 12 student breakout rooms, 14 faculty offices, graduate student spaces, a 60-seat case method classroom, a multi-purpose room, an expanded student services space, and an upgraded computer lab. The addition will also capture the atrium space created by the installation of a new roof extending from the existing building to the addition.

Status: Currently on schedule and on budget.

*Project Update:* Construction is scheduled to start this upcoming summer of 2017. Regulatory activities will be taking place over the first four months of 2017 and logistics planning on the phasing of work over the next year.

**Chiller Plant Expansion**

Engineer/Architect: RMF Engineering  
General Contractor: PC Construction  
Est. Completion Date: March 2017  
Size: 7,488 gross square feet (building only)  
Project Cost: $ 11.8 million  
Project Description: The project involves an approximately 35’ expansion of the east elevation of the Central Plant to provide enclosed space for two (2) chillers, pumping, filtration, and chemical treatment systems as well as the creation of a modified cooling tower enclosure along the north elevation of the Central Plant complex. The plan is to install only one 1,600-ton chiller with its accompanying cooling towers with this project.

Status: Currently on schedule and on budget.

*Project Update:* Construction work began in March 2016 and has progressed well over the past year with a projected completion in May 2017.

**Converse Hall (Phases I and II)**

Engineer/Architect: Gale Associates  
General Contractor: TBD  
Est. Completion Date: Fall 2017  
Size: 42,796 gross square feet  
Project Cost: $ 4.0 million  
Project Description: The scope of work for the combined scope of Phases I and II will require extensive exterior restoration of the stone exterior elements above the roof line as well as the complete replacement of the slate roof and all of the flashings. Several interim repairs have been completed to remove or
stabilize the elements that were in the worst condition. We also performed intermediate repairs approximately five years ago to stabilize the areas requiring repairs. We determined that attempting to execute this work in two separate phases would necessitate the complete staging of the building façade twice. The scope will include the delicate stone removal above the roof line in order to carefully abate the hazardous material in the mortar prior to the reinstallation of the stonework.

Status: Currently on schedule and on budget.

Project Update: The entire exterior was evaluated in the summer of 2015 and remedial work was performed to eliminate any of the immediate need components on the exterior envelope. The current plan is to combine the Phase I and II approaches and perform both phases simultaneously. The schedule is to begin construction in May 2017 and complete the work by the summer of 2018.

Billings Library

Engineer/Architect: Schwartz/Silver Architects
General Contractor: TBD
Est. Completion Date: Winter 2017
Size: 34,827 gross square feet
Project Cost: $ 8.5 million
Project Description: The renovation of this facility will include a phased approach for the historic structure and the upper level of the 1984 addition. The scope of work for the third floor will enhance the interior surfaces and lighting and develop a climate controlled area for the public spaces of the North Lounge and Main Lobby, Apse, and the Marsh Room. The upper level 1984 addition, which encompasses the dining facility known as the Cook Commons, will include a complete reconfiguration of the space to accommodate compact shelving and support offices. The current kitchen area can accommodate the heavy loading requirements of this type of shelving, as it is concrete slab construction. The infrastructure modifications required to serve the Library include a new chilled water line from the campus central chilled water plant to serve the air conditioning needs. New heating and ventilation equipment will also be installed.

Status: Currently on schedule and on budget.

Project Update: Construction will begin in March 2017 with the third floor scope to be addressed. The remainder of the scope incorporating the former Cook Commons will commence after May 2017 with the closing of the dining hall.

Rescue Facility

Engineer/Architect: Freeman French Freeman
General Contractor: Neagley and Chase
Est. Completion Date: Winter 2017
Size: 4,437 gross square feet
Project Cost: $ 1.625 million

Project Description: The new facility will be 4,437 square feet and include two heated service bays to accommodate the two ambulances and related spare equipment storage, crew quarters (to accommodate up to eight people overnight) including kitchen, toilet/showers, locker and sleeping areas; small conference/study room, a work-out area, laundry and supply storage space, a charting room, and a common room (similar to a lounge) to serve as a multi-purpose gathering location where volunteers undertake training, wait for calls or enjoy a crew prepared meal. The common room will have space for a wide-screen TV. All areas will be equipped with a public address system which is used by UVM Police Services to dispatch the on-duty crew as well as wireless ports for computer access. Given the nature of the facility, a back-up generator and air conditioning is required.

Status: Currently on schedule and on budget.

Project Update: Construction work will begin in April 2017 and is scheduled to be completed by the end of the calendar year.

Taft School (Phase I and II)

Engineer/Architect: Northern Architects
General Contractor: TBD
Est. Completion Date: December 2017
Size: 25,123 gross square feet
Project Cost: $ 5.0 million

Project Description: The scope of work for Phase I will include the installation of an elevator/elevator shaft, new ADA restrooms on first and second floors, new ADA entrance ramp at north end of building, new fire alarm system throughout building, UVM data and telephone service and electronics, and Catcard (electronic locks) exterior entrances. Additional scope includes fit-out of renovated rooms for aesthetic treatment of walls, ceilings, and floor coverings; new light fixtures; and upgraded ventilation. The Phase II scope will include replacement of the electrical service to the building to increase capacity, installation of central air conditioning, upgrade to all existing restrooms, and fit-out of renovated rooms to include aesthetic treatment of walls, ceilings, and floor coverings; new lights, and upgraded ventilation.

Status: Currently on schedule and on budget.

Project Update: The project is currently in construction for Phase I. The Phase II programming and design work has been initiated.

Bailey-Howe Library Addition

Engineer/Architect: WTW Architects
General Contractor: Engelberth Construction
Est. Completion Date: August 2017
Size: 4,100 gross square feet
Project Cost: $ 3.0 million
Project Description: The scope of work will include the construction of a 2,350 square foot addition to the library at the location where the new bridge will enter into the library’s second floor. The elevated bridge is being constructed as part of the First-Year Residence Hall and Dining Project, currently under construction. The new addition will expand the area of the main seating gallery supporting student study space, and reconfigure a staff support desk to serve student needs. The bridge will serve as a new north entry into an area that will be rearranged to accommodate the additional seating capacity. The location of the new desk will provide a vantage point to establish a visual security aspect to the arrangement with a viewing corridor created between the main entrance on the west elevation and the new north entry. Minor renovation work will be required within the existing library space to address the carpet, ceiling, lights and walls impacted with the creation of this new entry point.

Status: Currently on schedule and on budget.

Project Update: The construction of the addition to Bailey-Howe has commenced, with the scheduled completion of summer 2017.

Votey Deferred Maintenance

Engineer/Architect: Ellenzweig/Freeman French Freeman
General Contractor: Engelberth Construction
Est. Completion Date: August 2019
Size: 81,234 gross square feet
Project Cost: $ 4.0 million

Project Description: The scope of work will include the replacement of the roof, the complete replacement of the heating and cooling coils within the main air handler for the building, replacement of rooftop exhaust fans, replacement of the antiquated fire alarm system, installation of a complete building fire sprinkler system, replacement of the main electrical transformer, electrical service and main switchgear, replacement of the data lines and servers, and ADA/code improvements to all restrooms in the building.

Status: Currently on schedule.

Project Update: The first component of the deferred maintenance has been completed with the entire roof membrane replacement completed during August and September. The construction will begin with enabling work being accomplished during the Spring semester in the corridor spaces throughout the first, second and third floors. The building is scheduled to be vacated for the entire summer of 2017 in order to complete the majority of the scope of work.

Virtue Field (Phase II)

Engineer/Architect: CHA Sports
General Contractor: DEW Construction
Est. Completion Date: Spring 2017
Size: N.A.
Project Cost: $ 3.5 million
Project Description: The improvements include 2,500 open air chair and bleacher seating, a new press box, the relocation of storm water and hydrant mains, relocation of existing exterior electrical power panel and feeders, addition of new electrical service, site grading and improvements, concourse lighting and paving, grandstand seating footings and foundations, masonry column and end panel installation, fencing, and a new sound system.

Status: Currently on schedule and on budget.

Project Update: The majority of the Phase II project scope has been completed and the complex was dedicated at a ceremony in September, 2016. The installation of the accessible ramp to the concourse and the completion of the stormwater lines will be scheduled for the Spring of 2017.

If you have any questions concerning the Capital Projects, please contact Robert B. Vaughan, Director of Capital Planning and Management, at 802-656-1304 or by e-mail at Robert.Vaughan@uvm.edu.

Note: With the completion of two capital projects since the last report, the following capital projects are no longer included: Alumni House and Southwick Deferred Maintenance.
Provost’s Report  
February 3, 2017

Board of Trustees  
Educational Policy and Institutional Resources Committee  

Prepared By  
Provost and Senior Vice President David V. Rosowsky

My February 2017 report will take the form of the Across the Green memo I shared with campus in January. Across the Green is a series of periodic letters I issue, providing updates on current initiatives and information on topics of interest to the broader academic community. Prior issues of Across the Green are available here.
Across the Green
January 2017

TO: University of Vermont Academic Community
FROM: David V. Rosowsky, Provost and Senior Vice President

_The University: Agent of Change in a Changing Age_

As I write this, we sit on the cusp of a new year and new administrations in Montpelier and in Washington. We use times such as these to look back and reflect on goals reached, accomplishments shared, challenges faced, and lessons learned. And we look ahead with excitement, hope, uncertainty, and sometimes anxiety. Such is the nature of time. Such is the nature of transitions.

I have always regarded America’s top universities as agents of change. Social movements are started on our campuses, come of age on our campuses, and move out into our communities. Political and economic theories emerge from our lecture halls and scientific revolutions are born in our laboratories. Our college and university campuses are places where ideas are hatched, theories are examined, practices are studied, and philosophies are debated. In our halls and on our grounds, young people are nurtured to be thinkers, skeptics, analysts, and dreamers. Our universities are the breeders of ideas and ideologies, and they are places where the next generation takes its first steps.

American higher education has come under increasing criticism in the last decade for a variety of reasons. There is debate – in living rooms and boardrooms, and certainly in the media – about the cost and value of higher education. There are accusations that higher education has become politicized, too liberal, or too ideological. And there are some who feel our campuses have become too tolerant, too nurturing, and too protective of students and their sensibilities. We are being accused of coddling students and creating generations of fragile intellectuals. These are serious accusations and there may be merit to some, but they are not new. American higher education has always had its critics, even from within the academy. Yet it remains a compelling model and powerful force, one that is still envied around the world, and one that continues to drive innovation, our economy, the arts, discovery of new ideas, scientific and technological advances, and, yes, social movements.
The criticisms must not be dismissed, however. Even as we remain committed to principles of inclusiveness and accessibility, and equity and justice, we must ensure we are challenging our students (and ourselves) with difficult and controversial subjects, with opposing and inconsistent viewpoints, and with perspectives and even principles that differ from our own. Critical study, higher learning, and ultimately deeper understanding comes from debate and from discourse. We must be made to feel uncomfortable, uneasy, and uncertain at times. But we must also ensure our students feel their classrooms and campuses are safe environments in which to examine difficult topics, debate polarizing issues or even hear from polarizing figures, and criticize established as well as emergent theories. Tall orders, I would agree, but we are up to the challenge. Universities are remarkable institutions.

As we enter the new calendar year, we bear witness to another American tradition – a presidential transition. This follows a particularly partisan and divisive election season, one in which the spectrum of emotions was on display, angry rhetoric seemed more the norm, and the frustrations and fears of many Americans came to the surface. It was not the best of times for our leaders nor was it an easy time for our country. As a university provost, my role is not political. It is, however, to seek every opportunity to elevate our university’s academic mission, programs, and stature. And the experience of the recent election season provides ample opportunity for us all.

In the days and weeks that followed the election, I made it a point to sit and speak quietly with students wherever I found them – in the Davis Center, walking across campus between classes, and in the residence halls. I especially sought out students that seemed worried, or sad, or were sitting alone. We talked about the election season, the democratic process, and even the outcome of the local elections in their home states. Some students wanted to talk about their families and their homes. They shared conversations they had with their parents about the election. We talked about the privilege of being at a university, part of a diverse and supportive academic community, and having opportunity to study, debate, and learn – from great faculty and from one another. In the end, I asked each student “where else would you rather be than at a university right now?”

I hope this brought some comfort to the students with whom I spoke, at least those seeking it, but I share this here because it seems apt for us all. In a time of transition, where large segments of our population are expressing frustration and even anger (whether with their vote or in the aftermath of the election), what could possibly provide a more intellectually stimulating and nurturing environment than a great university? If there are challenges to face, questions to ponder, processes to evaluate, and outcomes to understand – where else but at a university to do this? I feel most fortunate to be at the University of Vermont, part of this community of teacher-scholars, and feel confident and hopeful that we will be part of the great intellectual movement ahead – and help bridge the divide. We will do this in our role as a public research university, as a land-grant university serving the people and the state of Vermont, and as an academic community deeply committed to public service, social justice, and inclusion. We are political scientists, economists, doctors, engineers, sociologists, historians, artists, authors, environmentalists, behavioral scientists, religious scholars, philosophers, botanists, cultural anthropologists, entrepreneurs, computer scientists, and more. We are scholars of our discipline and students of the world in which we live. We are members of the academy, drawn together by our passion for teaching, learning, and discovery.
I hope that ours will be a university that chooses not simply to be critical, or to be dismissive or worst yet to disengage or separate from mainstream discussions, issues, and needs. We must, instead, be part of those discussions, help to lead those discussions, and provide the knowledge, data, insight, and perspectives necessary to ensure those discussions are productive.

For sure we cannot back away from the study of issues we know to be timely and critical, such as climate change. Rather, I hope we will commit as a university to knowledge discovery, integration, and dissemination – the science, the economics, the policy, the human and planetary impacts – around climate change and adaptation.

But we can also use our place and time in American history to better understand the recent election outcomes and voter demographics. We know, for example, that this is the first presidential election in US history to split so clearly along lines of income, race, age, education, and even urban vs. rural population. What will be our role, as a university, in addressing the issues that divide us? How will be seek to close the education gap or the income gap? How do we provide access to higher education to rural or historically underserved populations? How do we, and all universities, operationalize our role as institutions of higher learning to continue to educate future generations of voters?

There is so much we can and must do. I ask our faculty to consider the audacity of this challenge in preparing syllabi, crafting courses, creating degree programs, and – most importantly – engaging with our students. We all are bearing witness to a remarkable time in history. And how our University emerges in this time of both political transition and mounting scrutiny of American higher education is up to us.

THE TEACHER-SCHOLAR MODEL AND BOYER’S DEFINITION OF SCHOLARSHIP

I often use the ‘Across the Green’ memos to highlight one of the pillars of our mission as a land-grant, public research university: teaching, research and scholarship, and public service. I have written about our pedagogical innovations and commitment to excellence in teaching. I have written about our research activity, our investments in support of faculty research and scholarship, the success of our faculty in securing extramural support for their labs and their research, and the impact of our research and scholarship nationally and internationally. And I have written about the meaningful and important work our faculty, staff, and students are doing in our communities and throughout the state of Vermont.

In many ways, the Teacher-Scholar model we embrace at Vermont embodies all three pillars. The Teacher-Scholar model has been part of the UVM ethos for generations, likely from the very inception of the University. It has been embraced and emulated by other leading universities over the years. But, I believe, we are alone in our consistent and unwavering commitment to this modality of teaching, learning, discovery, and discourse. We recruit faculty who are committed not only to undergraduate teaching, but to engaging undergraduate students in scholarship and discovery. We maintain a diverse and robust portfolio of graduate and professional programs, many highly ranked, but never at the expense of our commitment to undergraduate education. We have created a continuum of learning and discovery engaging undergraduate students, graduate and professional students, and faculty and staff. In part because of our size and in part because of
our culture, our undergraduate students are afforded opportunities not found at most other research universities.

The Teacher-Scholar model at UVM is a beacon to would-be students, attracting those who seek an intimate and engaging undergraduate experience but also the benefits and opportunities of a research university. It also is a signal to would-be faculty of the value we place on teaching excellence, student mentoring, and bringing their scholarship into their classrooms and their students into their laboratories.

We continue not only to promote our commitment to the Teacher-Scholar model, but to invest in it as well. In the last year we have added new resources to enable and expand opportunities for students as well as for faculty; new recognitions of excellence and exemplars; and new professional development opportunities around teaching effectiveness, advising, and mentoring.

At our senior leadership retreat last summer, we dedicated a session to the Teacher-Scholar model, its place at UVM, and definitions of scholarship that could capture and excite (reflect and inspire) the greatest number of faculty on our campus. The discussion, which I led with Vice President for Research Richard Galbraith, was intentionally provocative and unexpectedly robust. It ended up becoming a highlight of the retreat for me and others, a focal point for the new academic year, and a presentation that we repeated to other audiences (including the Board of Trustees, the Faculty Senate, and other campus leadership groups). There was broad support for the definitions of scholarship first articulated by Ernest Boyer (1990) in his seminal report, “Scholarship Reconsidered: Priorities of the Professoriate,” published by the Carnegie Foundation for the Advancement of Teaching. Boyer proposes four different categories of scholarship: (1) the scholarship of discovery, (2) the scholarship of integration, (3) the scholarship of application (also called the scholarship of engagement), and (4) the scholarship of teaching and learning.

The scholarship of discovery refers to original research that advances the state-of-the-art or our knowledge. The scholarship of integration refers to the synthesis of information across disciplines. The scholarship of application refers to the application of disciplinary expertise beyond the university, in such a way that it can still be evaluated by peers. Finally, the scholarship of teaching and learning refers to the systematic study of teaching and learning processes, also in a form that can be evaluated by peers. (Note this final category is not the same as scholarly teaching, which generally is not shared publicly or subject to peer review.)

Note that three of Boyer’s categories of scholarship map directly onto the three missions of land grant universities: teaching, research, and service. The fourth category explicitly identifies interdisciplinary scholarship. This is both timely and relevant as it reflects the trends toward greater interdisciplinary teaching, research, and scholarship. It is especially relevant for us at UVM it has long been a priority for the University and, in fact, is both protected and incented under the new budget model.

What I find so compelling about Boyer’s categorization is that it spans the breadth of scholarly activities, allowing all members of the professoriate to align their scholarship with one or more categories, and provides both a justification for our work and a confirmation of its value and importance. It also smooths the continuum between teaching/learning and research/discovery – a hallmark of our Teacher-Scholar model. I have asked the deans to engage their colleges and
schools in a discussion of Boyer’s scholarship classifications, to seek ways to incorporate them into their strategic plans, and ensure high achievement in all four types of scholarship is both valued and recognized. I hope all faculty members will choose to participate fully in those discussions.

FIRST-YEAR EXPERIENCE

Last year, the campus-wide First Year Experience Task Committee provided President Sullivan and me with a series of recommendations to improve student success and satisfaction, which ultimately will result in increased first-to-second year retention and four-year graduation rates. The work of the task committee included benchmarking against successes at other universities as well as a careful assessment of what we are doing well at UVM. Indeed, many of the best-practices that have been shown to positively influence retention and student satisfaction already exist at UVM. Two notable exceptions are (1) a common first-year course taken by all incoming undergraduate students, and (2) the number of first-year students participating in residential learning communities. While we have first-year introductory courses in most of our colleges/schools, we do not (at present) have a course that is taken by ALL undergraduate students in their first year. And while about 40% of our first-year students live in some type of residential learning community, this percentage is far below the figure at those schools with the highest first-to-second year retention rates. Based on the recommendations provided by the task committee, President Sullivan directed us to (1) develop a proposal for a common first-year course for all undergraduate students, and (2) increase the percentage of our first-year students participating in residential learning communities, with a goal of 100% participation within the next few years.

At this time, we are making good progress toward both goals. Over the past year, numerous discussions and listening sessions were held across the campus – with students, faculty, student services professionals, and residential life staff – to build support, understanding, and engagement. This also afforded us the opportunity to learn about the challenges facing us as we implement these changes. Thanks to the hard work and thoughtful input from so many on our campus, we have confidence in the path forward. For example, we recognize the value and importance of retaining first-year courses in the college/schools, and for providing students with the opportunity to choose highly structured OR less structured living-learning communities. As a result of our campus conversations, we also recognize the best option for a common first-year course (“University 101”) is one offered through the residence halls and living-learning communities. Such a course, taught jointly perhaps by faculty and student affairs professionals, will focus on topics such as navigating the university, engaging with faculty, the importance of advising and mentoring, high-impact practices such as undergraduate research and study abroad, managing priorities and time, seeking co-curricular and other enrichment activities, the availability of student support services (academic, health and wellness, mental health, safety), building and following a four-year plan for graduation, and understanding university policies.

In the coming months, you will hear more about these evolving plans and hopefully choose to become engaged in the planning and launch of the first-year course. You will also hear from Vice Provost for Student Affairs Annie Stevens and Director of Residential Life Rafael Rodriguez about our plans to expand the number of living-learning communities (as well as the range of options for students) in each of the next few years.
FIVE-YEAR BACHELOR’S/MASTER’S STRATEGIES

Embedded in the University’s Academic Excellence Goals are clear goals for improving retention and four-year graduation rates. We have reviewed and refreshed strategies around academic advising, career planning and advising, and monitoring of student progress. We also have invested in new resources and new programs for student success such as the Career+Experience Hub, the new Advising Center, and expanded programs around health and wellness (including the new Wellness Environment program). We have built clear expectations into our recruiting materials as well as our on-campus welcome and orientation programs. And colleges and schools are directly involved in monitoring students’ progress toward graduation.

Even as the results of these initiatives begin to be seen, and we become more widely recognized for our shared university-wide commitment to student success and student satisfaction, we continue to seek more opportunities for students to take the greatest advantage of their time at UVM. Examples include greater and more intellectually diverse opportunities for undergraduate research, new internship and co-op programs, and new minors and certificates.

Another way we are providing opportunities to exceptional and highly motivated students is through our accelerated master’s programs (AMP’s). These “fifth-year master’s programs” allow students to earn both a bachelor’s and master’s degree in five years, saving as much as one year (time and costs) and providing an advanced degree. In the last two years, under the new budget model, a number of new AMP’s have been developed and promoted, bringing the total number of fifth-year master’s programs at UVM to 24 (with more currently under review). We will monitor enrollments carefully, and use this information to inform decisions about new AMP’s or changes to existing AMP’s to make them more attractive to top students.

If a department or program has interest in developing an accelerated master’s program, or if multiple units wish to propose an interdisciplinary AMP, a good first step would be to discuss it with the college/school dean(s) and the dean of the Graduate College, Cynthia Forehand.

Fifth-year Bachelor's/Master’s programs are growing in number and popularity at many universities, and are increasingly sought after by high achieving undergraduate students. UVM is well positioned to offer distinctive and compelling programs, both disciplinary and interdisciplinary, in many of the most desired fields of study. I see this as offering tremendous opportunity for the colleges and schools that wish to take advantage of such a strategy. Above all, I believe it provides our best students with an efficient option to earn a master’s degree.

SEEKING EFFICIENCIES, REQUESTING IDEAS

One of the priorities in the President’s Strategic Action Plan relates to efficiency and effectiveness. As we seek to reduce cost, realize efficiencies, and continue to be more effective and successful, we must also be careful not to overload faculty or take them away from core mission responsibilities. This is a challenge for every university given increased regulation and growing layers of compliance obligations (unfunded mandates); nonetheless it is something to which the President and I are committed. Faculty must be able to focus on their teaching and scholarship without undue burden from shifts in staffing or responsibilities, to the extent possible given today’s budgetary and regulatory realities.
President Sullivan and I meet every month with the Faculty Senate Executive Council. (We also
meet monthly with the Faculty Senate president and vice president, and attend all meetings of the
full Faculty Senate.) Our meetings with the Faculty Senate Executive Council are especially helpful
for us as they afford an opportunity to share ideas, air concerns, and brainstorm together. At one
meeting this fall, I offered the idea that we solicit ideas for “improving efficiency” in any aspect of
the University, and that we open this request for input to the entire campus. We currently have a
robust and effective “Administrative Unit Review” process at UVM, a process that is similar to our
“Academic Program Review” process but focused on administrative efficiency and effectiveness
(rather than academic program quality); however, this does not provide opportunity for
constructive ideation by all members of our campus community. While deans, vice presidents,
directors, department chairs, and others are constantly seeking ways to optimize operations,
increase efficiencies, and eliminate wasted time or resources, I felt certain there were more good
ideas out there and we needed some way to collect them. The Senate leadership was enthusiastic
about this idea and immediately offered to appoint a working committee to reach out to faculty for
ideas to improve efficiency in any of our university procedures or offices. I would like to
supplement this generous offer with a campus-wide call, perhaps with a simple web-based form to
submit ideas, that would be accessible to all faculty, staff, and students.

My office will collect suggestions, parse them by general category, and (where appropriate) pass
them to the cognizant university leader, office, or administrative unit. We will provide a report to
the Faculty Senate and other governance groups at the appropriate time, both summarizing the
constructive suggestions received and providing information on follow-up actions that have
resulted.

The more efficiently we operate as an institution with finite resources, the more of those finite
resources we can invest in our academic programs and personnel. Of course we must also follow
state and federal laws as well as best-practices around financial management, compliance, safety,
and audit matters. But there are always opportunities to improve procedures and realize cost
savings, and we must look for these regularly and often.

INSTITUTE FOR ENVIRONMENT, FOOD SYSTEMS INITIATIVE (UPDATES)

We continue to make progress on two important university-wide scholarly initiatives, each
progressing along its own timeline. The first, on which I have regularly reported over the last two
years, is the Institute for Environment. We reached two important milestones this fall, the first
being receiving the Faculty Senate’s endorsement of the proposed institute’s structure, goals,
operating model and budget, and governance. The second critical milestone was confirmation of
the first major gift toward a permanent endowment for the institute. The University, Foundation,
and Institute leadership are working together to secure additional permanent endowment funds
and we will continue to keep the campus informed about plans to launch the new institute.

The second university-wide scholarly initiative currently in the planning stage is around Food
Systems. This proposed interdisciplinary research and scholarship effort builds on earlier and
highly successful efforts in the last few years to coalesce food system teaching, research,
scholarship, and outreach activities throughout the University. As part of that work, a series of
new food systems programs were launched, making the University of Vermont the first university
in the country to offer degrees in food systems at the BS, MS, and PhD levels. Over the last year, the Food Systems core planning team worked closely with a consultant to develop a strategic vision and plan for a more aggressive, more focused, and more successful initiative around food systems at UVM, one that would compete for both state and federal funds, as well as corporate and foundation philanthropic support, and that would be able to engage even more faculty, staff, and students from across the University. I anticipate receiving the planning team’s revised strategic vision/plan this spring. Shortly after that, I expect the team will begin vetting their proposal with the faculty through the colleges, schools, and the Faculty Senate.

EDUCATIONAL STEWARDSHIP COMMITTEE (UPDATE)

At the time of transition to the new budget model, and following specific recommendations of the IBB Steering Committee, a standing committee was created to monitor the functioning and integrity of our core academic mission. The Educational Stewardship Committee (ESC), a free-standing joint committee of the Provost’s Office and the Faculty Senate, was thus established last year. The specific charges of the ESC are: (1) to safeguard the integrity of the University’s educational mission with respect to stated tenets, particularly as those tenets may be impacted by the new incentive-based budget model (IBB); and 2) to provide recommendations to promote excellence in teaching and learning and the educational experience. To carry out its charge, the ESC monitors data provided by the Office of Institutional Research (e.g., section sizes, changes in service course enrollments, changes in the number and type of cross-listed courses, etc.) and fields concerns that are brought to its attention by members of the academic community. The ESC reports to both the Provost and the Faculty Senate Executive Council. The Committee is co-chaired by the Associate Provost for Teaching and Learning (Brian Reed) and a member appointed by the Faculty Senate president (Rosemary Dale). The Committee has broad representation including five members of the Faculty Senate. The Committee’s charter, roster, working documents, reports and monitored data all are available (and updated regularly) on their webpage.

In its first year, the ESC has addressed three issues and the outcomes (resolutions) demonstrate the Committee is functioning as intended. The issues and the outcomes are fully documented on the ESC webpage. Regular reports of the activities of the Educational Stewardship Committee will be provided by the co-chairs to the Faculty Senate.

The ESC has demonstrated that it can take on challenging issues and concerns in an unbiased, thorough, thoughtful, and respectful manner. Faculty members are welcome (and encouraged) to contact any of the Committee members directly with ideas, concerns, or questions. I extend my thanks to the Faculty Senate leadership for their partnership and to the ESC members for their good work on this important oversight and monitoring activity.

FACULTY PROFESSIONAL DEVELOPMENT OPPORTUNITIES

As part of our commitment to faculty success, the Office of the Provost seeks to provide all UVM faculty, as well as their mentors, department chairs, and deans, with timely and useful professional development opportunities.
Building on a series of successful faculty orientation events in the fall, Associate Provost for Faculty Affairs Jim Vigoreaux has worked closely with faculty, department chairs, and deans, and with the Faculty Senate, to identify faculty professional development needs and opportunities. This fall saw the first two university-wide faculty professional development events, as part of the UVM Faculty Development Series administered by Associate Provost Vigoreaux's office. The theme for this year's series is “The Role of Faculty in the Success of 21st Century College Students.” On October 10, we welcomed Professor Maureen Reed (Ryerson University) who delivered a keynote address on teaching resilience and resourcefulness in the context of an academic course. Following the lecture, faculty had the opportunity to participate in roundtable groups to share experiences and best practices on how to help students develop resilience. The afternoon capped-off with a workshop guided by the keynote speaker on managing a classroom when problems and sensitive issues arise. On October 27, faculty met with Professor Corey Keyes (Emory University), keynote speaker at the Mental Health Matters conference and a pioneer in the field of positive psychology. The conversation with Dr. Keyes, as well as his keynote address, on how faculty can foster an environment in which all students can flourish was at once informational, inspirational and aspirational.

Associate Provost Jim Vigoreaux, working closely with Associate Provost Brian Reed, the Office of the Vice President for Research, and the Office of the Vice President for Human Resources, Diversity, and Multicultural Affairs, also has been building and promoting a wide range of activities that support faculty professional growth. Examples include a brown bag series on grant writing and a course on universal design for learning. A complete inventory of available resources is being compiled and will be available on the Associate Provost for Faculty Affairs’ website and the Associate Provost for Teaching and Learning’s website.

I also wanted to highlight evidence of our commitment to recognizing and celebrating faculty accomplishments. The first is the new publication, INQUIRY, highlighting faculty research, scholarship, and creative work. The second is the beautiful new display case in Waterman (which we dedicated in a ceremony October 11) highlighting University Distinguished Professors, outstanding faculty holding endowed professorships and chairs, and Kroepsch-Maurice Award winners. The third was the Faculty Recognition Dinner on November 7, an event that recognizes all faculty who have been promoted or tenured as well as those appointed to endowed positions in the past year. And fourth is the new President’s Award for Lecturers/Senior Lecturers announced this fall. I also include among these important recognitions and celebrations the annual Faculty Publication Reception hosted in November by UVM President Sullivan and Faculty Senate President Paris.

STRATEGIC COMMUNICATIONS (UPDATE)

Now in our second year working with the firm 160over90, we are making great progress in coordinating our communications strategies and activities throughout the University, extending our reach and our visibility nationally, and executing a focused and strategic campaign to realize our ambitious enrollment management goals around quality and diversity. 160over90 works with many of the nation’s top universities, including UCLA, the University of Virginia, Miami University, Texas A&M, Temple University, and the University of Florida. Our contract with 160over90 is quite modest in comparison to these other schools; however, the scope of work is also more focused (on enrollment management).
Some of the work we are executing with 160over90 is readily apparent, but much is behind the scenes and focused on building a sustainable communications infrastructure by working directly with the communications professionals within each of the colleges and schools. The first products of this important three-year partnership, however, can easily be seen. First, we have a coordinated approach to strategic communications throughout the University, including all colleges and schools including the College of Medicine and the Honors College, Admissions, Student Affairs, UVM Athletics, Continuing and Distance Education, the UVM Foundation, and the UVM Medical Center. Second, we have developed consistent guidelines and templates for all print and web design projects, and we have provided the communications staff throughout the University with templates and training in their use. Third, campus-wide communicators meetings, chaired by Creative Director Amanda Waite, bring staff from University Communications, the academic units, student life, the College of Medicine, and the UVM Foundation together monthly for professional development and collaboration. Amanda Waite, in her role as Creative Director, and Vice President for Enrollment Management Stacey Kostell serve as our primary contacts with the 160over90 team, coordinating our efforts together and prioritizing specific projects. Fourth is the suite of new communications materials built in support of our enrollment management strategy. These include the University’s new viewbook, presentation and video content as part of our admissions and campus visit activities, and new banners across our campus. Also rolled out this year have been new webpages, new brochures, and new magazines and annual reports for departments, programs, schools, and colleges. By employing consistent (and attractive) design elements (see: UVM Creative Style Guide) in all of these projects, the University is building a consistent visual identify, one that leverages and reflects our academic strengths, our culture, and our ideals.

Even in just our second year, we are beginning to see clear evidence of the value of this communications strategy and partnership. Extending our visibility nationally, and focusing on our greatest strengths and distinctive advantages as a top university, and sharpening our recruitment, admission, and financial aid strategies resulted in (1) the highest quality first-year class in the University’s history, and (2) nearly $6M more in undergraduate tuition revenue. UVM’s success, investments, and innovations are gaining national recognition at a far faster pace. Our more focused and well-coordinated strategy for promoting UVM research has resulted in more and better story placements in leading national and international publications. University Communications maintains a list of recent top media placements. Finally, this year we have seen an increase in the quality of applications, clear evidence that we are succeeding in messaging the quality and value of a UVM education to Vermonters.

LEADERSHIP TRANSITION

In December an announcement was made of the appointment of Chuck Ross as the next director of Extension. Chuck is completing eleven years of service as Secretary of the Vermont Agency of Agriculture, Food, and Markets and brings a tremendous amount of experience, as well as extensive and important connections throughout the State, to his new position. He is a graduate of UVM (and University of Washington) and served as a member of the UVM Board of Trustees and chair of its Budget and Finance Committee. Chuck also recently concluded his service as president of the National Association of State Departments of Agriculture.
This appointment coincides with the decision to move Extension back into the College of Agriculture and Life Sciences, where it resided prior to 1998. The decision to reunite these two important units of the University was made, following extensive consultation and discussions statewide, in order to strengthen the abilities of both CALS and Extension to achieve their missions around teaching, research, and service to Vermonters and to Vermont. The appointment of Chuck Ross as director of Extension at UVM has been met with enthusiasm and praise throughout the State.

Chuck Ross replaces Doug Lantagne, who last fall announced his decision to step down as dean of Extension, a position he has held since 2003. Doug has been a tremendous leader for Extension and a valued member of the University’s academic leadership team. Please join me in thanking Doug for his leadership and service to Extension, and welcoming Chuck to the University of Vermont.

LISTENING SESSIONS: COFFEE WITH THE PROVOST

In order to provide greater opportunity for me to hear from faculty, staff, and students, I will host a series of “(Bring your own) Coffee with the Provost” sessions this spring. These are informal, open to all, and without an agenda. We will try to schedule these sessions close to a café so you can grab a cup of coffee or tea on your way. As always, I welcome your comments, your feedback, your ideas, and your input.

The first two “Coffee with the Provost” sessions will be:

January 26, 2017  9:30-10:30am  Henderson’s Café (Davis Center)
February 23, 2017  9:30-10:30am  Henderson’s Café (Davis Center)

Check my webpage, my twitter feed, or University Announcements for additional dates later in the semester. I hope to see you there.

CLOSING THOUGHTS

I approached writing this ‘Across the Green’ memo differently from previous memos. I used this time of transition to reflect on opportunity1. And I shared some thoughts and offered some suggestions for our academic community as we move forward in 2017, as we seize this opportunity and seek to realize our best destiny as an institution of higher learning (and, I hope, deeper understanding).

As has been customary in these memos, I also provided some updates and, I hope, some useful information as we return to campus and start the new academic semester.

1 I used the occasion of reflecting upon the eventful and exciting year just completed at UVM to write some personal thoughts on the necessity and inevitability of change. I recently posted this brief essay on my blog.
I hope you, too, can reflect on the great year just concluded and share the excitement I feel for the year ahead. The University of Vermont continues its own remarkable transition, one that will place it firmly and sustainably among the very best universities in the nation, increasingly attractive to the best and brightest students from across the country and around the world, and able to compete for the very best faculty and scholars.

We are focusing on people, programs, and place. We are being thoughtful, strategic, and inclusive in our decisions. By every measure, we are moving mountains. And we are doing all of this together, as an academic community and a campus.

I am deeply honored to be at the University of Vermont, and profoundly grateful to join with you in this shared journey. Thank you each and all. And my very best wishes for the spring semester.

Warm regards - and Go Cats!
Selected social media posts from the provost—

“As a campus, we take seriously our commitments to the Teacher-Scholar model, to interdisciplinary and transdisciplinary education and scholarship, and to service to our community and the public good.”

“Part of our commitment to one another and to the values that have shaped our university is how we engage with people with differing viewpoints from our own. Differing ideas and civil discourse are cornerstones of the American higher education system, and they underpin reflective inquiry, substantive debate, and deep learning. We must continue to not only tolerate differing viewpoints, but foster them.”

“We are excited by the curricular innovation, interdisciplinary activity, recruitment efforts, and campus-wide research and scholarship initiatives that are resulting from and being enabled by the new budget model.”

“Ours is a campus bound together by ‘Our Common Ground.’ We stand committed to the values of respect, integrity, innovation, openness, justice, and responsibility. Free elections and the peaceful transition of power are cornerstones of democracy. As a great university and academic community, let us once again lead by example, recommit to our values and to one another. Let us learn together, let us work together, and let us move forward together.”

“The distinguished faculty at the University of Vermont are passionate about their teaching and scholarship. Few universities can boast a stronger, more authentic commitment to the Teacher-Scholar model than UVM. This is something we cherish, nurture, and celebrate every day.”

Follow @UVMprovost on Twitter
Introduction

This report includes updates on the work and major accomplishments in the Division of Human Resources, Diversity and Multicultural Affairs (HRDMA) since the last report. HRDMA consists of three organizational units: Engagement and Professional Development, Human Resource Services and Affirmative Action, and Benefits and Employee Operations. In addition to general updates, this annual report highlights:

- enhancements to key human resource processes;
- the opening and ongoing work of the Interfaith Center; and
- UVM’s Wellness Program.

Fair Labor Standards Act (FLSA)

In May 2016, the U.S. Department of Labor issued regulations that modified the test for determining exempt status under the Fair Labor Standards Act. UVM Human Resources personnel undertook an extensive review, including close consultation with deans, directors and managers, to make decisions about employees who would be impacted by the new rule. Following this consultation, employees affected were notified that they either would receive increases in their pay to retain their exempt status or would be re-classified to a non-exempt status when the Department of Labor regulation was due to become effective on December 1, 2016.
On November 22, 2016 a nationwide federal court injunction suspended a new overtime rule that was to take effect on December 1, 2016. UVM immediately put on hold on the salary actions and reclassifications that have been planned in order to comply with the now suspended overtime rule. UVM remains in compliance with all FLSA regulations.

**Staff Exit Interviews**

HRDMA worked collaboratively with campus stakeholders, including Staff Council, to develop an exit interview survey tool and process that reflect best practices for staff employees. Collection of exit interview data for employees that voluntarily leave the University is scheduled for implementation by the end of January 2017.

**Interfaith Center and Coordinator**

After a successful opening celebration in November, with approximately 80 members and friends of the UVM community, the Interfaith Center is now open Monday through Friday from 8:00 am – 4:30 pm. The building has already hosted regular meetings of the student paganism club, an evening Advent worship celebration for the Chi Alpha Christian student group, and a student or two looking for a quiet place to hang out between classes. Conversations are underway with multiple student organizations to schedule their regular prayer, worship, and club meetings in the Interfaith Center for spring semester, as well as with spiritual and religious affiliated groups to hold weekly office hours. These reservations will serve to utilize the space as well as invite more students to make themselves at home at the Center.

Now that the doors are open, the next steps for ensuring the building’s accessibility and security include such projects as paving the parking lot, equipping external entrances with push button entry and level thresholds, and installing outdoor lighting/security cameras. In terms of developing the Center’s capacity for programming, this includes securing items such as stacking chairs, folding tables, and audio/visual equipment.

To conclude, there are many possibilities for making the Interfaith Center an inclusive, dynamic space for reflection, spiritual practice, conversation, education, and community building. While some of this will happen in the Interfaith Center building, the work of the Center extends beyond its physical space. During Fall 2016, two noteworthy programs took place in other locations around campus, including a collaborative “Post-Election Good Vibes” program to provide time and space to reflect after a challenging election season and a facilitated staff-development conversation regarding religious literacy with members of the International Student Support Network.

**LGBTQA**

The LGBTQA Center continues to provide valuable service, resources, and advocacy through their collective work. In recent months, staff from the LGBTQA Center provided guidance in the ongoing effort to increase access to restrooms for transgender students. Additionally, the Center
recently completed a report that captures their extensive engagement and impact on the UVM community. For example, the LGBTQA Center conducted an audit of 557 separate points of service to UVM during the 2015-2016 academic year. Their analysis found that the center’s three staff members provided a total of 4,800+ face-to-face contacts with UVM students, staff, faculty, and alumni, and 107 prospective students and their family members. The full report (which can be accessed online at go.uvm.edu/lgbtqareport) includes detailed analysis and information about the services and resources the LGBTQA Center and its staff provide, as well as the increases in alumni contributions they have received over the years. Print copies were shared with LGBTQA alumni donors in November 2016.

**Mosaic Center for Students of Color**

After the opening and re-naming event in early November, the staff at The Mosaic Center for Students of Color (MCSC), resumed focus on supporting students of color during the last half of the semester. The national context impacted the wellbeing of many community members, which reverberated in the classroom and beyond. Many students were challenged by the election results and required counseling and advisement from our student services personnel. The MCSC staff also provided consultation for faculty and staff regarding student needs during that time. Programs for men and women of color (i.e., The Brotherhood, Sisterhood Circle) held a joint gathering to discuss thoughts, feelings and responses to what the future might hold. The MCSC joined other concerned campus colleagues to discuss meeting the potential needs of undocumented students and families in our UVM community. The MCSC is committed to enabling access to education for this vulnerable student group and anticipates ongoing discussion and planning as the policy conversations in the national context unfold.

The Friday Breakfast program continued to feed students, engage campus partners, and build community. Champlain College staff, inspired by this weekly program, created a similar event and invited UVM’s MCSC staff to be honored at the kick off.

**Performance Management**

In support of continuing efforts to develop a performance management culture at UVM, HRDMA, in collaboration with Staff Council and other campus stakeholders, has scheduled the online transition of this process for January 2017. This online module will live in PeopleAdmin, which is UVM’s current position management and applicant tracking system.

The PeopleAdmin performance module promotes the completion of performance reviews online, however it also allows for paper reviews to be uploaded and provides the additional benefits of electronic storage of appraisals, electronic retrieval of evaluations for both the employee and supervisor, and dashboard indicators for data review. This system will: streamline processes, increase accountability and internal controls through improvement in reporting and monitoring employee performance, assist in clarifying staff development needs, and provide documentation for decisions about compensation. HRDMA has scheduled trainings for supervisors and administrative support employees regarding the performance review process.
Professional Development and Training

Professional Development and Training (PDT) offers an annual curriculum of regularly scheduled trainings and also partners with other departments to provide trainings throughout the year. In support of PDT’s mission, they taught and organized 84 classes, resulting in 172 total sessions, with a total attendance of 1,511 employees this year. They provided new employee orientation for 228 new employees through the “Welcome to UVM: Culture and Community” class, and more than 350 employees attended the annual staff development conference (uvm@edu).

Other highlights from FY16 include “Clash of Civilizations”, a three-part webinar offered in partnership with the Center for Cultural Pluralism on the role of colleges and universities in civic life. PDT also created 24 new classes, including 11 classes offered in the Diversity, Equity and Inclusion track.

Wellness Program

HRDMA recently established the Wellness Program using defined dimensions of wellness (i.e., physical, intellectual, emotional, environmental, spiritual, social, and financial). In 2016, a campaign was launched to complete a needs assessment for the UVM community through a health assessment tool. This health assessment is an EEOC approved survey supported by Blue Cross Blue Shield of Vermont (BCBSVT) that allows employees to self-report on wellness related topics. Most prominently, the health assessment reviews physical and emotional wellness.

A wellness council was formed to catalog current wellness related offerings from around campus including Staff Council discounts, benefits through Human Resources, Campus Recreation offerings, and UVM Medical Center programs that are currently available to UVM employees. The UVM wellness website and BCBSVT web portal have recently been redesigned to become a central hub for University wellness information.
Reviews of Proposals to Initiate, Alter or Terminate an Academic Program:

Completed Review (one):

- Approval of a request by the College of Nursing and Health Sciences in conjunction with the Graduate College for a new PhD in Human Functioning and Rehabilitation Science
  NOTE: This will be an action item for this Board meeting.

The Curricular Affairs Committee unanimously approved a proposal for a new PhD in Human Functioning and Rehabilitation Science (HF&RS) submitted by the College of Nursing and Health Sciences (CNHS) in conjunction with the Graduate College. The proposal was also approved by the Faculty Senate at the October 24, 2016 meeting. The PhD in HF&RS will be offered beginning Fall 2017.

Program Description and Rationale
The proposed PhD in HF&RS emphasizes interprofessional education in human functioning and rehabilitation related to posture, balance, mobility, hearing, speech, language, physical activity, and exercise. This program is translational in nature as it focuses on understanding the spectrum of human function from the basic physiological function of cells and body systems to overall physical capability. The common theme of human motor performance unifies these complex human functions and behaviors.

The founding principles of the proposed PhD program are based on the movement in health care toward the dynamic systems approach of the World Health Organization’s International Classification of Functioning, Disability, and Health (the ICF model). Specifically, this model considers health at three levels: 1) status of body structures and functions at the molecular, cellular, and organ systems levels; 2) ability of the individual to participate in human activities and assume societal roles; and, 3) physical and social aspects of the environment that support the health of individuals and populations. As an
interprofessional program, students will be expected to achieve competencies in the areas of research, interprofessional content, teaching, and policy. Reaching the level of integrative thinking required to reach the competency goals of the program requires sufficient background and research experience. Thus, the newly proposed PhD will primarily recruit students with at least a Master’s level degree in a health-related field.

**Justification and Evidence for Demand**
Current educational, research, and societal needs indicate a significant demand in the region and throughout the country for a program of this type.

**Educational Needs:** At present, there is a lack of PhD trained scientists and academic faculty in core fields including kinesiology, exercise science, and communication science. Data from the Bureau of Labor Statistics projects growth over the next ten years in post-secondary educators in health specialties, nursing, and communication science. Many researchers in the field work in isolated sub-disciplines and not in an interprofessional manner. Thus, there is demand not only for PhD scientists but PhD scientists with experience in interprofessional research. The newly proposed PhD in HF&RS will train people qualified for these positions.

**Research & Societal Needs:** Motor performance and communication are critical to human behavior and our ability to participate in society. Human functioning, communication, and physical activity behaviors represent pervasive concerns associated with health conditions affecting cellular, neurological, musculoskeletal, psychological, and cardiovascular functions. These conditions represent significant health concerns due to their collective prevalence in society as well as their associated costs, lost productivity, and effects on participation in society. Consequently, these health conditions represent research priorities of several national funding agencies. The proposal included several examples of funding opportunities specifically focused on interprofessional rehabilitation research and training. Thus, the new PhD in HF&RS would position the University well to address research needs in an area with significant societal impact and to be competitive for project awards, training program grants, and collaborative or center grants.

**Relationship to Existing Programs**
The new PhD in HF&RS is unique compared to existing UVM programs. It will involve collaboration between all Departments in CNHS. Additionally, it will tap into existing curricular resources in units across the University including the Graduate Program in Clinical and Translational Science (CTS) and the departments of Neurological Sciences, Psychological Sciences, and Nutrition and Food Science. Agreements have been established with these programs/departments that will allow a truly interprofessional educational experience, and prevent duplication of resources. The collaborative nature
of the new PhD will also provide opportunities for new interprofessional research endeavors and support existing relationships.

Nationally, there are few, if any, interprofessional PhD programs in areas related to human functioning and rehabilitation science. There are PhD programs at other institutions with a focus on interprofessional health sciences. However, the proposed PhD in HF&RS represents a unique opportunity in that it offers an integrated curricular and research experience focused on understanding interactions of body dysfunctions with personal and environmental factors that jointly affect activity performance and societal participation. Combining these fields using the lens of the ICF will enhance shared curricular goals of the participating departments, focus on common methodological techniques, and foster interprofessional research in the development of new knowledge with a holistic view of health and wellness. The proposed PhD in HF&RS also differs from programs at other institutions in that it traverses traditional silos that have separated scientists in movement science, communication sciences and disorders, physical activity, and exercise behavior. The proposed PhD will set UVM apart from other institutions by advancing research and its translation with a deeper understanding of the physiological, environmental, and societal interactions that affect human activity and life participation.

Curriculum
The program will consist of a two-year pre-candidacy stage, during which students will complete core coursework (detailed in the table at the end of this section), identify research mentors, and gain broad experience in both curricular and research endeavors. Each aspect of this pre-candidacy education will facilitate interprofessional education. Students will (a) engage in core courses that expose them to methods spanning impairment, activity, and participation-based research across foci of cellular and molecular physiology of body systems, movement science, communication sciences, and physical activity and exercise behavior; (b) select courses of interest that span at least two of the foci; (c) participate in research rotations, either with a specific professional focus or an interprofessional focus, that span at least two of the foci; and (d) select two research co-mentors for their dissertation work that span at least two of these foci.

Although the proposed PhD is designed for students that have obtained at least a Master’s level degree or the equivalent, exceptional students with Bachelor’s degrees may be accepted. These students will be required to complete at least 24 graduate level credits that span a minimum of two areas within CNHS. Upon successful completion of these courses, up to 12 of these credits will be applied to the elective requirements for the PhD. For students entering the program with a graduate degree, 12 credits of appropriate electives will be accepted in transfer.
Following a qualifying examination, which involves a research proposal written in the form of a grant proposal and an oral defense of this proposal, all students will complete 20 credits of original dissertation research (HFRS 491) and write a formal dissertation. The dissertation format will consist of three publishable papers (at least one of which must be submitted for publication) for which they are first author, with integrative introduction and conclusion chapters. Students will also be required to teach at least one course under the mentorship of a faculty member, or to serve as a teaching assistant for at least one course and mentor/co-mentor an undergraduate or master’s degree research project.

In total, 76 credits are required for the PhD (12 of which are transfer credits) for students entering with a graduate degree and 88 credits for students entering with a bachelor’s degree.

### Required Courses

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HFRS 401</td>
<td>Topics &amp; Measurement of Human Functioning and Rehabilitation Science</td>
<td>3</td>
</tr>
<tr>
<td>HFRS 402</td>
<td>Applying the ICF Model to Human Functioning and Rehabilitation Science</td>
<td>3</td>
</tr>
<tr>
<td>HFRS 430</td>
<td>Seminar and Practicum in Health Professions Teaching</td>
<td>3</td>
</tr>
<tr>
<td>HFRS 450</td>
<td>Professional Writing and Grantsmanship</td>
<td>2</td>
</tr>
<tr>
<td>EDLP 409</td>
<td>Applied Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>CTS 301</td>
<td>Designing Clinical &amp; Translational Research (on-line)</td>
<td>3</td>
</tr>
<tr>
<td>CTS 310</td>
<td>Conducting Clinical &amp; Translational Research</td>
<td>3</td>
</tr>
<tr>
<td>CTS 315</td>
<td>Reporting Clinical &amp; Translational Research</td>
<td>3</td>
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<tr>
<td>CTS 320</td>
<td>Analyzing Clinical &amp; Translational Research</td>
<td>3</td>
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<tr>
<td>CTS 325</td>
<td>Multivariate Analysis of Clinical &amp; Translational Research</td>
<td>3</td>
</tr>
<tr>
<td>PH 301</td>
<td>Health Policy</td>
<td>3</td>
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Students will also be required to take 24 credits of electives chosen from a substantial list that includes courses in Communication Sciences and Disorders, Physical Therapy, Graduate Nursing, Psychological Science, Neuroscience, Nutrition and Food Science, Clinical and Translational Science, Cell Biology, Medical Laboratory Science, Public Health, Health, and Leadership and Policy Studies. Students will transfer up to 12 graduate credits in relevant fields towards these electives.

As noted previously, it is expected that students achieve competency in the areas of research, interprofessional content, teaching, and quality. Students will demonstrate their achievement by:
› Developing and submitting a research proposal for an internal or external grant competition
› Disseminating results from scholarly work in which the candidate has played a significant role through oral presentation at one or more professional meetings
› Publishing least one peer reviewed publication on which they are first author
› Teaching at least one course under the mentorship of a faculty member, or serving as a teaching assistant for at least one course and mentoring or co-mentor an undergraduate or master’s degree research project
› Analyzing a delivery system or policy process affecting health and human performance of individuals with a selected health condition

Admission Requirements and Process
Applicants are expected to have a post-baccalaureate degree at or above the Master’s level in kinesiology, movement science, exercise science, exercise physiology, communication sciences and disorders, nursing, physical therapy, occupational therapy, or related area. Exceptional students holding a BS in a relevant field may be accepted. For students who have already completed a graduate degree, the primary factors considered will be previous research experience, statement of purpose, and letters of reference. Transcripts will be used to verify previous degrees. GPAs and Graduate Record Exam (GRE) scores will be used only to differentiate between otherwise equally qualified students. For students entering the program with a BS, evaluations will be based upon the applicant’s grade point average, GRE scores, previous research experience, a statement of purpose for graduate study, and letters of reference. Final decisions to offer a position will be based upon the personal interview. This interview also offers the program a means to recruit applicants by providing tours of the research facilities, allowing prospective students to meet enrolled students and faculty, and familiarizing applicants with Burlington.

Anticipated Enrollment and Impact on Current Programs
The proposers anticipate no more than 15 to 25 total students, with approximately five students entering per year.

Advising
Initially, all students will be assigned a Doctoral Program Committee (three program faculty plus the Program Director), which will advise students in the development of their program of study and track their progress throughout their graduate career. Once students have identified a dissertation topic, they will form a Dissertation Committee (at least four members of the graduate faculty), which must be approved by the Doctoral Program Committee. The Dissertation Committee will advise the student on the
dissertation research and monitor progress toward the completion of the research project. Accordingly, the Dissertation Committee will meet with the student at least once a year.

**Staffing Plan, Budget, and Resource Requirements**

A 0.25 FTE administrative assistant will be required in the first year of admitting students and will increase to a 0.50 FTE in the third year as the program grows to provide support for administering and coordinating program events, recruiting, and general information. An HF&RS Doctoral Program Director will be appointed by the CNHS Dean on five-year renewable terms through nomination (by faculty or self) with input from program faculty and agreement from the nominee as well as the Chairs of Departments in CNHS. The Doctoral Program Director will require a 20% (two course) workload adjustment.

Cost estimates for the first five years were detailed in the proposal. Up to five competitive, 12-month GRAs will be available to doctoral students enrolled in the program each year. They will receive tuition support for the duration of their program as long as they remain in good academic standing. Stipends will be provided for two years. After that time, it is expected that students will be funded through faculty research grants, doctoral student research grants, training grants, supplemental teaching, and opportunities for clinical practice or clinical supervision. Unfunded students may also enroll in the program, although potential revenue from unfunded students was not considered in the budgetary plan.

The proposers present a three-pronged approach to addressing funding including the ongoing pursuit of individual research and foundation grants, interdisciplinary and leadership training grants, and philanthropic gifts. Specific information was provided regarding current grant proposals that have been submitted by participating faculty, and interdisciplinary leadership training program grants for which the PhD program could be eligible. The program’s unique interprofessional focus on human functioning and rehabilitation science would position faculty well for obtaining funding for individual training fellowships, investigator project awards, training program grants, and collaborative or center grants. They additionally indicate that they have made a proposal to a potential donor requesting support, and are working with the UVM Foundation.

Growth in funding is expected through the initial five-year period of the program through research and foundation grants, training grants and philanthropic support. CNHS has identified an interdisciplinary doctoral program as a strategic priority; therefore, the College will allocate dollars to support this initiative for at least five new students each year by providing tuition remission for the length of their doctoral program and stipends for the first two years. There will also be opportunities for doctoral students in the third and fourth years to receive financial support through academic and clinical teaching needs that exist across the disciplines. Given the high demand for these
professions in the community, some students may also be employed externally, including by the UVM Medical Center. Students not funded by GRAs or GTAs may be offered partial tuition scholarships.

Assessment Plan
The PhD program will be reviewed according to the Faculty Senate’s Academic Program Review (APR) process. A list of metrics (e.g. number of publications by students, rate of students securing predoctoral fellowships, place of graduates) was included in the proposal. Additionally, the proposal included a specific plan for preparing for the APR process and a list of data that will be collected for the self-study.

Evidence of Support
Letters of support have been obtained from the deans of the College of Agriculture and Life Sciences (Thomas Vogelmann), the College of Arts and Sciences (William Falls), the College of Education and Social Services (Cindy Gerstl-Pepin), and the Larner College of Medicine (Frederick Morin), as well as chairs representing Medical Laboratory & Radiation Science (Paula Deming), Nursing (Rosemary Dale), and Rehabilitation and Movement Science (Jeremy Sibold). Curricular agreements have been developed that allow students into courses offered outside of CNHS (CLBI, CSD, CTS, EDLP, NFS, NSCI, and PSYS).

Summary
The proposed PhD program in Human Functioning and Rehabilitation Science is an academic, research-oriented interprofessional program. Collaborations with departments across the University will provide the curricular resources necessary for an interprofessional educational experience without duplicating existing courses. The program will also facilitate generation of new knowledge that addresses research priorities among funding agencies by providing an academic training platform for research collaboration across the professional health disciplines represented by CNHS. It supports the strategic goal of both the University and CNHS to enhance our research infrastructure while requiring a minimum of resources.

The new PhD is unique in its truly interprofessional approach to educating students across disciplines. The opportunities to engage in research from the molecular/cellular level to the practice and policy level to improve outcomes for patients with a variety of chronic conditions and disabilities is also a unique aspect of the program not seen across other graduate programs at the University. The ability to expose students to a spectrum of clinical translation of research across fields associated with human functioning and rehabilitation will position the proposed program at the University of Vermont among the highest-rated graduate programs available today.
**Academic Program Reviews**

*Completed Reviews:*
- Counseling
- Social Work

*Reviews in Progress:*
- Rubenstein School of Environment and Natural Resources
- Music and Dance
- Community Development and Applied Economics
- Nutrition and Food Science
- Theatre
- Medical Laboratory and Radiation Sciences
- Medicine
- Forestry
- Public Administration

**Other Academic Actions**

*Completed Actions:*
- The CAC recently:
  › Approved a proposal from the Council of Associate Deans to revise and clarify the language describing the Late Withdrawal Policy.
  › Approved a proposal from the College of Arts and Sciences to add a Crime and Criminal Justice Concentration to the Sociology major.
  › Approved a proposal from the College of Engineering and Mathematical Sciences to add a Cybersecurity track to the Computer Software Certificate.
  › Approved a proposal from the College of Arts and Sciences to add a Global Health Concentration to the Anthropology major.

*Ongoing Work:*
- The CAC is actively:
  › Working to develop lines of communication between unit-level curriculum committees and the Curricular Affairs Committee. The primary goal of these efforts is to increase awareness at the unit-level of the guidelines and approval process for new programs, and university-wide policies and approval processes relating to new course proposals, course revisions, and special topic courses. A tips document has been developed, and the CAC Chair plans to meet with the chairs of all unit-level curriculum committees. It is hoped that these efforts will help the CAC serve as a
more accessible resource when questions arise regarding program development and revision.

› Participating in the newly formed Educational Stewardship Committee, a joint committee between the Provost’s Office and the Faculty Senate. The purpose of the ESC is to ensure campus-wide good stewardship and coordination of the University’s educational mission. The Committee is charged to provide recommendations to 1) safeguard the integrity of the University’s educational mission with respect to stated tenets, particularly as those tenets may be impacted by the new incentive-based budget model (IBB); and 2) to provide recommendations to promote excellence in teaching and learning and the educational experience.

Recently, changes to the requirements for the BS in Computer Science implemented this year were brought to the attention of the ESC. The changes had not been revived by the CAC or Faculty Senate. Due to the magnitude of the changes, the ESC recommended to the CAC that these changes were made in violation of the procedures for revisions to existing programs. Upon review, the CAC agreed with the ESC’s recommendation and asked the Chair of the Computer Science Department, Margaret Eppstein, to provide a memo to the CAC describing and justifying the changes. The memo was discussed at a CAC meeting. Based on the justification and the fact that the changes were published in the 2016-2017 Catalog, and thus binding for students entering UVM this year, the CAC agreed to waive a full review. The changes were subsequently shared with the Faculty Senate.

› Developing a document to clarify changes to existing programs that must be reviewed by the CAC and Faculty Senate according to the procedures for Revisions to Academic, Service, and Scholarly Endeavors. This document will be shared with the Faculty Senate at the January 23, 2017 meeting.

› Continuing to participate in the development and oversight of UVM’s General Educational program. Two members of the CAC serve on the Diversity Review Curriculum Committee, and one member serves on the Sustainability Curriculum Review Committee. We are also beginning discussions regarding the potential development of a new Quantitative Reasoning General Education Requirement as well as the creation of a General Education Oversight Committee.

› Engaging in discussions with the First-Year Experience (FYE) Committee regarding a FYE course. The Chairs of the FYE Committee attended a CAC meeting to present their current ideas, and to get input and suggestions from the CAC. It was a productive discussion, and the FYE Committee Chairs plan to attend additional CAC meetings to continue the conversation.

› Engaging in conversations focused on developing strategies that would promote Teaching Quality for faculty at all stages of their careers. Discussions include both the Associate Provost for Teaching and Learning and the Provost’s Faculty Fellow for Assessments.

› Working with the Provost’s office to develop a process to identify programs that are no longer accepting students, but are still listed as available options in the Catalogue.
Collaborating with the Provost’s Office to carry out Academic Program Reviews. CAC reviews and concluding Summary Meetings have been completed for all programs in Cycles 1 through 5 with the exception of three externally accredited programs that are reviewed under a different protocol.

Collaborating with the Provost’s Faculty Fellow for Assessment and the Associate Provost for Teaching and Learning to bring the guidelines for New Academic, Research, or Service Endeavors in alignment with the current assessments initiative at UVM.

Collaborating with the Provost’s Faculty Fellow for Assessment and the Associate Provost for Teaching and Learning to align the guidelines for the Academic Program Review process with the current assessments initiative at UVM. In addition, revisions will include necessary refinements and modifications that have come to light since the launch of the current APR process.

- **Proposals Under Consideration:**
  - A proposal for a new Minor in Public Policy Analysis from the College of Arts and Sciences.
  - A proposal for a new Certificate in Physical Activity Promotion in Children and Youth from the College of Arts and Sciences.
  - A proposal for a new Minor in Integrative Health from the College of Nursing and Health Sciences.
  - A proposal to terminate the Environmental Sciences: Biology Minor and the Environmental Sciences: Geology Minor from the Directors of the Environmental Sciences program.
  - A proposal to change the name of the existing Minor in Music Technology from the College of Arts and Sciences.
  - A proposal to add a residential option to the existing Major in Health Sciences (currently offered on-line only) from the College of Nursing and Health Sciences.