AGENDA

<table>
<thead>
<tr>
<th>Item</th>
<th>Enclosure</th>
<th>Discussion Leaders</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>Call to Order</td>
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<td>*1:00 p.m.</td>
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<tr>
<td>1. Approval of October 26, 2018 Meeting Minutes</td>
<td>Attachment 1</td>
<td>Donna Sweaney</td>
<td>1:00-1:05</td>
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<td>2. Q&amp;A Routine and Annual Reports</td>
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<td>1:05-1:30</td>
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<tr>
<td>• Provost’s Report</td>
<td>Report C</td>
<td>David Rosowsky</td>
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<td>• Annual Vice President for Human Resources, Diversity &amp; Multicultural Affairs Report</td>
<td>Report D</td>
<td>Wanda Heading-Grant</td>
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<td>• Annual Information Technology Report</td>
<td>Report E</td>
<td>Simeon Ananou</td>
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<td>• Annual Student Affairs Report</td>
<td>Report F</td>
<td>Annie Stevens</td>
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<td>• Capital Projects Progress Report</td>
<td>Report G</td>
<td>Robert Vaughan</td>
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<td>3. Academic Excellence Goals Overview</td>
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<td>1:30-2:30</td>
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<tr>
<td><em>(Enterprise Risk Management Opportunity #4)</em></td>
<td>Attachment 2; Appendices A &amp; B</td>
<td>Wanda Heading-Grant</td>
<td>2:30-2:35</td>
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<td>5. Report by the Faculty Senate Curricular Affairs Committee Chair</td>
<td>Report H</td>
<td>Laura Almstead</td>
<td>2:35-2:40</td>
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*Times are approximate.*
# EDUCATIONAL POLICY AND INSTITUTIONAL RESOURCES COMMITTEE

## AGENDA, Continued

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<td>6.</td>
<td>Action Items</td>
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<td><strong>Pending review by the Faculty Senate on 1/28/19:</strong></td>
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<td>7.</td>
<td>Other Business**</td>
<td>Donna Sweaney</td>
<td>2:50-3:00</td>
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<td><strong>Motion to Adjourn</strong></td>
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<td>3:00 p.m.</td>
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**Executive Session as needed.**
At this meeting, the Committee will be asked to consider action items outlined below. Time will be reserved for Committee members to ask questions on written routine and annual reports (see list at end of memo) and I will discuss the outcome of a fall 2018 review and reaffirmation of the existing Academic Excellence Goals.

ACTION ITEMS

Approval of Previous Meeting Minutes

The minutes for the October 26, 2019 meeting are included as Attachment 1.

Action: Motion to approve the minutes.

Resolution Approving Revision to the Equal Employment Opportunity/Affirmative Action (EEO/AA) Policy and Reaffirmation of the Equal Opportunity in Educational Programs and Activities and Non-Harassment Policy

The Equal Employment Opportunity Policy Statements are due for annual review by the Board for compliance purposes, and they fall under the purview of this Committee. The addition of “crime victim status” as a protected category has been added to the EEO/AA Policy Statement. This results from a recent change to the Vermont Fair Employment Practices Act. This change in Vermont law affects employment only, and not educational programs, therefore no changes are necessary to the Equal Opportunity in Educational Programs and Activities and Non-Harassment Policy Statement.

The Committee will be asked to approve revisions and reaffirm the policy statements included as Appendices A & B to the consent agenda.


Faculty Senate Recommendations

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

- Creation of a Bachelor of Arts in Dance in the College of Arts & Sciences
- Creation of a Certificate in Community Music: Organ in the College of Arts & Sciences
• Creation of a Bachelor of Science in Anthropology in the College of Arts & Sciences

Pending review by the Faculty Senate on January 28, 2019, and subsequent approval by the President and Provost, the following proposals may be recommended for Committee consideration:

• Creation of an Undergraduate Certificate and a Continuing Education Academic Certificate in Integrated Health & Wellness Coaching in the College of Nursing and Health Sciences and in Continuing and Distance Education
• Creation of an Undergraduate Certificate in Religious Literacy in Professions in the College of Arts & Sciences
• Creation of a Minor in Reporting and Documentary Storytelling in the College of Arts & Sciences

Action: Resolutions approving Faculty Senate recommendation as approved by the President and Provost. Attachment 2

PRESENTATIONS/STATUS UPDATES

Academic Excellence Goals Overview
I will discuss the outcome of a Fall 2018 review and reaffirmation of the existing Academic Excellence Goals. The goals of the review and reaffirmation were (1) to assess and report progress toward articulated goals, (2) to modify goals and/or strategies in cases where goals have not yet been achieved, and (3) to identify possible additional goals that may be appropriate as we prepare for a presidential transition and possible refresh of the Strategic Action Plan.

ANNUAL/ROUTINE REPORTS

Provost’s Report - Report C
Annual Vice President for Human Resources, Diversity & Multicultural Affairs Report - Report D
Annual Information Technology Report - Report E
Annual Student Affairs Report - Report F
Capital Projects Progress Report - Report G
Report by the Faculty Senate Curricular Affairs Committee Chair - Report H
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 (EPIR) Committee of the Board of Trustees of the University of Vermont and State Agricultural College was held on Friday, October 26, 2018 at 2:00 p.m., in the Livak Ballroom, 417-419 Dudley H. Davis Center.

MEMBERS PRESENT: Chair Donna Sweaney, Vice Chair Carolyn Dwyer, Briar Alpert, Otto Berkes, Frank Cioffi*, Jodi Goldstein, Sidney Hilker, Curt McCormack, Shap Smith, and Jeff Wilson

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

TRUSTEES ABSENT: Cynthia Barnhart, Anne O’Brien, and President Thomas Sullivan

REPRESENTATIVES PRESENT: Faculty Representatives Laura Almstead*** and Chris Burns, Staff Representatives Sarah Heath and Amanda McIntire, Alumni Representative Afi Ahmadi, Foundation Representative Wolfgang Mieder, and Graduate Student Representatives Jessica Bocanegra and Kenna Rewcastle

REPRESENTATIVES ABSENT: Faculty Representative Jan Carney and Student Representative Jamie Benson

PERSONS ALSO PARTICIPATING: Provost and Senior Vice President David Rosowsky, Vice Provost for Student Affairs Annie Stevens, Director of Capital Planning and Management Robert Vaughan, Vice President for University Relations and Administration Tom Gustafson, Director of Athletics Jeff Schulman, Vice President for Human Resources, Diversity and Multicultural Affairs Wanda Heading-Grant, and Senior Advisor for Strategic Diversity Assessment and Research Paul Yoon

*arrived at 3:22 p.m.
**departed at 3:00 p.m.
***arrived at 2:17 p.m.

Chair Donna Sweaney called the meeting to order at 2:09 p.m. and welcomed new member Graduate Student Representative Kenna Rewcastle. A revised meeting agenda, consent agenda (Attachment 2), and a Capital Project Preview of the On-Campus Multipurpose Center were distributed.

Approval of Minutes

The minutes from the May 18, 2018 meeting were presented for approval. A motion was made, seconded and voted to approve the minutes as presented.
Routine and Annual Reports

Chair Donna Sweaney provided an opportunity for Committee members to offer comments and ask questions pertaining to the following written reports pre-distributed in the meeting materials:
- Provost’s Report - Referencing the Climate Certificate initiative, the Provost reported that it’s been two years since the idea was first launched. Since then, he has put out a call to faculty members who might be interested and received an overwhelming response. The Provost will be hosting a luncheon in the next couple of weeks for interested faculty to move towards a timely solution. The Committee expressed interest in supporting this initiative.
- Annual UVM Foundation Report
- Annual Enrollment Report
- Annual Career Success Action Plan Progress Report - Vice Provost Annie Stevens reported that the Career Center is moving towards career communities versus the traditional one on one counseling, creating a network around students, and developing cohorts of students with similar interests. She reported that this model is increasingly being seen across campuses.
- Capital Projects Progress Report

Capital Projects

Director of Capital Planning and Management Bob Vaughan reviewed a proposal for the McAuley Hall expanded deferred maintenance project. The overall objective of the project is to expand the original requested scope of this project to replace the curtain wall system to also include the replacement of the five different levels of membrane roofing throughout the complex. Additional scope elements would include the replacement of the heating system piping throughout the student rooms, and to complete a full hazardous material abatement of identified asbestos in both the curtain wall and roof surfaces. It is estimated that the renovation scope will cost $6.1 million, based on the current estimates. It is proposed to utilize existing unrestricted plant funds that currently exist in residential life.

On-Campus Multipurpose Center Project Next Steps

Vice President for University Relations & Administration Tom Gustafson, Director of Athletics Jeff Schulman, and Director of Capital Planning and Management Bob Vaughan referenced their presentation at the morning’s session of the Committee of the Whole and entertained questions. The Committee briefly discussed the availability of space for non-athletic use.

Action Items

The following resolutions were presented and an opportunity for discussion was offered:

Resolution Approving Expanded Residential Life Fiscal Year 2019 Deferred Maintenance Project (McAuley Hall)

WHEREAS, the administration today reported on the strategic and operational need for the McAuley Hall Expanded 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.

Resolution Approving Program Plan for On-Campus Multipurpose Center Project

WHEREAS, the administration today reported on the strategic and operational need for the On-Campus Multipurpose Center 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 the Trustees unanimously voted to approve the two resolutions as presented.

Report by the Faculty Senate Curricular Affairs Committee Chair

Faculty Senate Curricular Affairs Committee (CAC) Chair Laura Almstead reported that there were no new program proposals at this time but there may be two or more proposals brought forward at the February meeting. Details of ongoing CAC work are included in the written report included as Report G in the meeting materials.

Annual Diversity Report

- **Inclusive Excellence at UVM: Diversity, Inclusion and Equity**
  Vice President for Human Resources, Diversity and Multicultural Affairs Wanda Heading-Grant and Senior Advisor for Strategic Diversity Assessment and Research Paul Yoon provided a comprehensive report on the major institutional diversity initiatives and accomplishments. The report addressed how the staff of UVM’s Identity Centers support and engage students for success. The report also highlighted the historical significance of the dedication of the Andrew Harris Commons, the University’s revamped onboarding program, and preliminary plans for the administration of a comprehensive Campus Climate Survey. Vice President Heading-Grant outlined three phases of progress:

  - Phase I: The creation of *Inclusive Excellence at UVM: A Framework for Building a More Diverse, Inclusive, and Multiculturally Competent Campus.*
  - Phase II: Colleges and Divisions across the University were required to complete an inventory of diversity related activities and initiatives and to produce a multi-year Inclusive Excellence Action Plan.
  - Phase III: The process of evaluating where each College or Division is in implementing their Inclusive Excellence Action Plan and encouraging all Colleges and Divisions to revise and update them accordingly.
Vice President Heading-Grant then reported on progress in diversity and inclusion training for all faculty, staff, and administration; recruitment and retention of faculty of color and LGBTQIA+ faculty; renovation of D1 and D2 courses and professional development training for instructors; greater clarity on how bias incidents on campus are handled and reported in a timely way; greater clarity on how bias incidents and hate crimes are defined; review of how Identity Centers are funded and the level of funding; and expansion of University-wide education and understanding of the University’s history and educational experiences relating to concerns of diversity and inclusion. She also reported on the October 7, 2018 Andrew Harris Commons Dedication Ceremony. Vice President Heading-Grant concluded her report with an update on the revamping of UVM’s onboarding process for new employees. The revamped process is intended to engage new employees from the moment they begin interacting with Human Resource Services staff through their first year on campus.

Senior Advisor for Strategic Diversity Assessment and Research Paul Yoon reported on the proposed Campus Climate Survey process which began earlier in the fall. It will be open to the entire University community including all students, faculty, and staff. It is anticipated that the survey will be administered during the spring of 2019 with the process concluding in Fall 2019. Senior Advisor Yoon also reported on UVM’s Identity Centers which support students from historically marginalized or underrepresented identities. The directors of the four Identity Centers were then introduced including Bev Colston, Director, Mosaic Center for Students of Color (MCSC); Melissa Murray, Director, Women’s Center; Kate Jerman, Director, Prism Center; and Reverend Laura Engelken, Coordinator, Interfaith Center.

Chair Sweaney suggested that the Committee members visit the Centers and that a tour be included during the employee onboarding process.

**Academic Excellence Goal #8 Revisited (Enterprise Risk Management Opportunity #4 Update)**

Provost Rosowsky reminded the members of the Academic Excellence Goals (AEG), which were “established to animate President Sullivan’s **Strategic Action Plan** and facilitate University-wide discussion, engagement, and initiatives around Academic Excellence.” Graduate College Dean Cindy Forehand presented data on AEG Goal #8: Increase Enrollment in Graduate & Professional Programs. Dean Forehand reported on enrollment trends and strategies for growing graduate enrollment including increase numbers of students in current programs through enhanced recruitment, accelerated master’s options, variable tuition, and increase international enrollment; develop new programs that attract new students including online and residential, and focus on professional master’s; and increase support for doctoral programs focusing on interdisciplinary. Dean Forehand then reported that ~200 more students (12% increase) are needed by Fall 2020 to achieve the five-year 30% growth target. Although there is a lag time in realizing enrollments for new programs, they are beginning to see results. She added that success in winning new training grants and faculty research grants bodes well.

Provost Rosowsky offered the following as to what’s next in growing graduate enrollments:

1. An increase in the offerings of Accelerated Master’s Programs (AMP).
2. Growth in graduate certificates.
3. An increase in post baccalaureate programs.
4. Industry funded and federally funded, through grants, training programs and research internships, for example, the Complex Systems and Data Science AMP.
5. Online programs that can reach new audiences beyond Vermont.

Enterprise Risk Management Updates

Vice Provost for Student Affairs Annie Stevens offered brief progress reports on the following portfolio-level risks and opportunities since the Chief Risk Officer’s annual Enterprise Risk Management report to the Board last February:

- **Increased Student Health Needs** *(Risk #16)*
  Vice Provost Stevens presented data on the challenges, the national context, and the next steps to be taken to address mental and physical health issues. Steps moving forward include leadership that continues to name and addresses the concerns; continued financial support for health resources; centralized, co-located health services; campus collaboration through President’s Commission on Alcohol, Cannabis & Other Drugs (PCAOD); and parent and family outreach.

- **Strengthen, Promote, and Assess Residential Learning Communities** *(Opportunity #17)*
  Vice Provost Stevens provided context of the Residential Learning Communities in terms of the history, where this initiative is currently, and learning community outcomes, and steps moving forward. As of Fall 2018, 83% of on-campus first-time first-year students are in a learning community. Steps moving forward include refining the one-credit course, adjusting themes/locations to meet student demand, and assessing the impact and quality of the experience.

- **Title IX Sexual Assault** *(Risk #13)*
  Vice Provost Stevens addressed the challenges and related risks as well as steps taken. She also discussed the next steps and moving forward. The next steps in mitigating sexual assault include continuous improvement of trainings for all audiences; ensure appropriate response through conduct and related processes; increase services available for immediate response when incident occurs; reduce high-risk alcohol, cannabis, and other drug use; on-going assessment via campus climate survey; and leverage national resources and professional organizations for best practices.

Adjournment

There being no further business, the meeting adjourned at 4:06 p.m.

Respectfully submitted,

Donna Sweaney, Chair
EDUCATIONAL POLICY AND INSTITUTIONAL RESOURCES COMMITTEE

February 1, 2019

Resolution Approving Revision to the Equal Employment Opportunity/Affirmative Action Policy Statement and Reaffirmation of the Equal Opportunity in Educational Programs and Activities and Non-Harassment Policy Statement

BE IT RESOLVED, that the Board of Trustees approves a revision to the Equal Employment Opportunity/Affirmative Action Policy Statement, appearing as Appendix A to this document, and reaffirms the policy as revised; and

BE IT FURTHER RESOLVED, that the Board of Trustees reaffirms the Equal Opportunity in Educational Programs and Activities and Non-Harassment Policy Statement, appearing as Appendix B to this document.

Resolution Approving the Creation of a Bachelor of Arts in Dance in the College of Arts & Sciences

BE IT RESOLVED, that the Board of Trustees approves the creation of a BA in Dance in the College of Arts & Sciences, as approved and advanced by the Provost and President on December 3, 2018.

Resolution Approving the Creation of a Certificate in Community Music: Organ in the College of Arts & Sciences

BE IT RESOLVED, that the Board of Trustees approves the creation of a Certificate in Community Music: Organ in the College of Arts & Sciences, as approved and advanced by the Provost and President on December 3, 2018.

Resolution Approving the Creation of a Bachelor of Science in Anthropology in the College of Arts & Sciences

BE IT RESOLVED, that the Board of Trustees approves the creation of a BS in Anthropology in the College of Arts & Sciences, as approved and advanced by the Provost and President on January 2, 2019.

Pending review by the Faculty Senate on 1/28/19 and subsequent approval by the President and Provost.
Resolution Approving the Creation of a Undergraduate Certificate and a Continuing Education Academic Certificate in Integrated Health & Wellness Coaching in the College of Nursing and Health Sciences and Continuing and Distance Education

BE IT RESOLVED, that the Board of Trustees approves the creation of a Undergraduate Certificate and a Continuing Education Academic Certificate in Integrated Health & Wellness Coaching in the College of Nursing and Health Sciences and Continuing and Distance Education, as approved and advanced by the Provost on __________ and the President on __________.

Resolution Approving the Creation of a Undergraduate Certificate in Religious Literacy in Professions in the College of Arts & Sciences

BE IT RESOLVED, that the Board of Trustees approves the creation of a Undergraduate Certificate in Religious Literacy in Professions in the College of Arts & Sciences, as approved and advanced by the Provost on __________ and the President on __________.

Resolution Approving the Creation of a Minor in Reporting and Documentary Storytelling in the College of Arts & Sciences

BE IT RESOLVED, that the Board of Trustees approves the creation of a Minor in Reporting and Documentary Storytelling in the College of Arts & Sciences, as approved and advanced by the Provost on __________ and the President on __________.
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”), or crime victim status, 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 402 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.

Contacts

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

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

Nick Stanton, Office of Affirmative Action and Equal Opportunity
(802) 656-3368

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

Amber Fulcher, Office of Affirmative Action and Equal Opportunity
(802) 656-0945

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**

Discrimination and Harassment Policy
http://www.uvm.edu/~uvmppg/ppg/student/studentharas.pdf

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
http://www.uvm.edu/sites/default/files/discrimination.pdf

Sexual Harassment & Misconduct Policy
http://www.uvm.edu/policies/general_html/sexharass.pdf

**Effective Date**

Reaffirmed as revised by the President: February 3, 2018
Reaffirmed as revised by the Chair of the Board of Trustees: February 3, 2018
Reaffirmed as revised by the President:
Reaffirmed as revised by the Chair of the Board of Trustees:
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.

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:

Nick Stanton, Office of Affirmative Action and Equal Opportunity  
(802) 656-3368

ADA/Section 504 Coordinator

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

Amber Fulcher, Office of Affirmative Action and Equal Opportunity  
(802) 656-0945

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

Discrimination and Harassment Policy
http://www.uvm.edu/~uvmppg/ppg/student/studentharas.pdf

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

Procedures for Investigating and Resolving Discrimination Complaints
http://www.uvm.edu/sites/default/files/discrimination.pdf

Sexual Harassment & Misconduct Policy
http://www.uvm.edu/policies/general_html/sexharass.pdf

Effective Date:

Reaffirmed as revised by the President: February 3, 2018
Reaffirmed as revised by the Chair of the Board of Trustees: February 3, 2018

Reaffirmed by the President:
Reaffirmed by the Chair of the Board of Trustees:
Provost’s Report  
February 1, 2019

Board of Trustees  
Educational Policy and Institutional Resources Committee

Prepared By  
Provost and Senior Vice President David V. Rosowsky

My February 2019 report will include the Across the Green (ATG) memo I shared with campus in January, as well as the 2018 Academic Excellence Goals report referenced that memo.

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 2019

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

“Launch”

INTRODUCTION, RETROSPECTIVE

I always enjoy reflecting on possible themes for these campus-wide updates. Writing this memo, coming in the middle of my sixth year as Provost and a year in which we plan for both the conclusion of a highly successful capital campaign and a presidential transition, provided a wonderful opportunity to reflect on progress, provide updates, and look ahead to the future.

The theme “Launch” seemed obvious on so many levels. First, our privileged role as educators includes preparing our graduates for success upon launch from the University. Second, we have launched and are launching several new or refreshed initiatives, platforms, models, and programs this year. Third, the success and growing excitement around the Innovation and Entrepreneurship Ecosystem at UVM, launched only a few years ago, is generating significant new interest, attention, resources, and opportunities for students and faculty. Fourth and finally, the growing number of new academic programs being launched (many collaboratively across colleges/schools), creating exciting new opportunities for students, responding to student interests, creating meaningful academic pathways and partnerships for students to be successful following graduation, and generating new revenue that can be invested into the colleges’/schools’ highest priorities.

I also reflected on my launch as Provost at the University of Vermont. When I arrived at UVM in fall 2013, I made it a priority to meet with, hear from, and listen to as many people on our campus (and in the University’s “orbit”) as possible. My office helped to set up an ambitious schedule of more than 100 meetings in the first three months. My earliest impressions were recorded both in a UVM Today interview and in the very first Across the Green memo (November 2013). I was excited and full of energy, but had much to learn. As I have shared often, and with humility, that learning continues to this day. It never really ends, and nor should it. Leaders must adapt, evolve, and grow just as organizations must. Recognizing this, committing to and embracing it, I would posit, is essential to success.
When I arrived in 2013, President Sullivan asked me to focus on four things: (1) leading the campus in developing a new budget model (a specific element of the 2012 President’s Strategic Action Plan), one that directly linked revenue allocation to student credit hours, incentivized innovation, enabled colleges and schools to plan for and make strategic and informed decisions, and opened pathways for generating new revenue that remained with the colleges/schools to invest in their highest priorities; (2) leading faculty and departments in the College of Arts and Sciences and the College of Engineering and Mathematical Sciences in the visioning, planning, and realization of a new STEM Complex, providing long-needed new space for teaching, learning, and discovery across the STEM disciplines at UVM; (3) reflecting on the recently completed “Envisioning Environment” report and conceptualizing, planning, and operationalizing one of its highest priorities and top recommendations, the creation of a university-wide institute for study of the environment; and (4) creating an effective communication strategy for the Office of the Provost to provide timely and regular updates on priorities, plans, and progress to the broader academic community, creating a culture of transparency that inspired both trust and engagement.

This was an ambitious agenda. I was excited to get started but mindful of two things: (1) my commitment to completing an extensive listening tour before undertaking any major initiatives, and (2) I only knew what I knew, and had much to learn about things I did not. I rolled up my sleeves and got to work. I asked questions of many people at UVM and many colleagues at other institutions. I spoke with faculty, staff, students, and alumni. I read voraciously. And I sought to keep open lines of communication wherever possible. This, I felt certain, would be key to any progress and, ultimately, success. I created a “quad chart” (ever the engineer) to focus both my attention and the expectations of others on four areas: academic excellence, student success, budget, and STEM. While my role and responsibilities took me outside these four domains regularly, people who knew me well in my first couple of years as Provost know that this quad chart guided my leadership and much of the work of my office. The quad chart served me, my office, and I believe the University, well. Today, I parse my efforts into two areas: academic excellence and student success. And, of course, these areas intersect and overlap (e.g., advising, retention, residential learning communities, mental health and wellness, career planning).

While additional information on several of these initiatives is provided elsewhere in this memo, I can offer the following quick summary of our shared progress in the four areas President Sullivan asked me to focus upon:

1. New budget model
   - IBB 1.0 launched FY16
   - IBB 2.0 to launch FY20

2. STEM Complex
   - Discovery Hall opened summer 2017
   - Votey Hall renovations completed
   - Innovation Hall to open summer 2019

3. University-wide institute
   - Gund Institute for Environment launched 2017
4. Communication strategy

- Across the Green, a series of periodic letters from the Provost, providing updates on current initiatives and information on topics of interest to the broader academic community at the University of Vermont, launched fall 2013
- New Office of the Provost website launched fall 2013, updated regularly
- IBB website launched 2013, updated regularly
- In addition to meeting with each dean and direct report (vice president, associate/vice provost, director) individually once a month, the Provost attends at least one college/school faculty and staff meeting and at least one college/school advisory board meeting per year

Whether launching into space or launching a new program, product, or company, launches into any new frontier are complex operations. So much goes into planning for and executing a successful launch. And the work doesn’t end with the launch. Great care and discipline must be applied to closely monitor the launch, making course corrections where needed, and ensuring its success. This metaphor serves us well in our own domain. One of my responsibilities as Provost is to create and oversee process that is inclusive, responsive, responsible, transparent, authentic, respectful, and ultimately successful in achieving shared goals. That covers pre-launch preparations, the launch sequence, and mission. (My love of science fiction and anything to do with the Apollo program may be coming through here.) Many of you have heard me recount a favorite line from the movie Apollo 13, when Flight Director Gene Kranz (played by Ed Harris) says calmly yet with an appropriate sense of urgency, “Let’s work the problem, people.” I think of Gene Kranz as the Provost of NASA’s Mission Control. He, too, is surrounded by very capable, very talented, very smart, and very dedicated professionals, all of whom are committed to both mission and challenge.

We continue on an ambitious and exciting trajectory at UVM, at a time where higher education is facing stiff headwinds. I have written about the challenges to higher education arising from changing public perceptions and expectations, funding models, and expectations of families and employers in previous Across the Green memos (e.g., Age of Disruption, and The University: Agent of Change in a Changing Age). UVM is neither immune nor blind to these very real challenges. But I can say with confidence that we have been, and continue to be, responsive. This has required discipline and intentionality. We have made strategic and often difficult decisions.

When making a decision and faced with a choice (stipulating that options have been deemed both strategic and sustainable for the University), I ask one of two questions:

(1) Which option is best for our students?
(2) Which option best enables faculty success?

It’s that simple. Anyone who has worked with me knows that, above all else, the answers to these questions drive my decisions. I have been heartened to see others adopt this simple rubric as well. If we focus on these fundamental questions, we will continue to make good choices and good decisions.

As Provost, I have worked to develop “equitable strategy” and to be “strategically equitable.” Decisions are made with benefit of the best information, from all stakeholders and viewpoints, in full view and with complete transparency. Decisions are informed and they are owned. There is
responsibility and accountability. There is process both in decision-making and in monitoring post-decision results and impacts. And along with transparency and accountability, there is clear, timely, and regular communication.

We must, all, remain committed to the success of our students, our colleagues, and our institution. As times, expectations, needs, financial realities, pedagogies, technologies, partnership models, and both markets and market forces change, we must continue to adapt and evolve. Failure is not an option (to again quote Gene Kranz). Failure to adapt in the face of change serves neither our students, nor our colleagues, nor the institution. While some point to higher educational institutions as infamously slow to change, or resistant to it altogether, I see it quite differently and wrote about this in last January’s Across the Green memo (Age of Disruption). I also wrote a short blog essay on change several years back, arguing the necessity and even the social justice of responsible change. My thoughts continue to evolve with every year, but my fundamental beliefs have not changed. And with each year, I am more proud of what we have accomplished as an academic community, a campus, and a truly great university. And as was also expressed by Gene Kranz, “With all due respect, I believe this is going to be our finest hour.”

ACADEMIC EXCELLENCE GOALS: PROGRESS REVIEW

“During President Sullivan’s installation speech in fall 2012, he outlined his Strategic Action Plan for the University of Vermont. The Plan was discussed by the Board of Trustees in several meetings in 2012, and was approved by the Board in 2013. In FY14, a set of Academic Excellence Goals was established in support of the Strategic Action Plan. The intent of the Academic Excellence Goals is to galvanize the University community around a common set of well-defined objectives, and to “plant a stake in the ground” committing UVM to achieving the highest standards of academic excellence – the highest ideal of any great university.

In defining these eight Academic Excellence Goals, we carefully considered our mission as a land-grant university and our role as Vermont’s flagship public research university, our commitment to the principles and content of a liberal education, and our nearly 225-year history as a distinctive and important institution of higher learning. We also considered the challenges facing higher education today and the changes being made by universities to ensure relevancy, sustainability, and a vibrant future.”

D. Rosowsky, Provost and Senior Vice President
Academic Excellence Goals Narrative, September 2014

The Academic Excellence Goals were developed by the Provost in early 2014 to both undergird (support) and animate (realize) the priorities articulated in the President’s Strategic Action Plan. The Academic Excellence Goals were accompanied by the Academic Excellence Goals Narrative that provided information about the bases for the articulated goals, timelines, mechanisms and strategies to achieve them, and specific metrics for tracking and reporting progress. The Provost reported progress regularly to the campus (through Across the Green memos, campus-wide leadership meetings, and other invited presentations), the Faculty Senate, and the Board of Trustees.
During the fall 2018 semester, a review of progress against specific Academic Excellence Goals was conducted. The intended outcomes of this review and reaffirmation of the goals were (1) to assess and report progress, (2) to modify goals and/or strategies in cases where goals have not yet been achieved, and (3) to identify possible additional goals that may be appropriate as we prepare for a presidential transition and possible refresh of the Strategic Action Plan. A summary report has been posted on the Provost’s webpage and both the findings and recommendations will be presented to the EPIR Committee at the February Board of Trustees meeting.

NEW ADVISING SOFTWARE – EAB’S NAVIGATE

We began implementing Navigate, our new advising software, in January 2018. Navigate is an innovative and powerful system. Most importantly, it houses all of the advising information a faculty member needs in one convenient location. (More information about the system’s goals and capabilities can be found in a recent Across the Green memo (April 2018).

I’m very pleased to report that Navigate went live with our Phase I user group this fall. The Phase I users, a group of 25 Student Services professional advisors from four UVM colleges/schools, began using Navigate to:

- Efficiently access student academic information;
- Record notes related to advising conversations (logging summaries of more than 3000 advising appointments this fall alone);
- Schedule appointments with individual or groups of students; and
- Create and deliver customized communications to targeted groups of students.

In spring 2019, Phase II of the Navigate implementation will begin with the training of more than 100 faculty from all colleges/schools (These early faculty users were selected by their deans.) The remaining Student Services teams will also access Navigate in January, as will other offices supporting students such as Athletics and the Office of International Education. Monthly Q&A sessions will be held to support users.

Our goal is to have all faculty using Navigate by fall 2019. To facilitate the transition, additional training sessions will be scheduled late this spring and early next fall.

This is an exciting realization of years of hard work for our campus, serving the needs of students, their advisors, and both enrollment management and student services staff. As I have suggested before, the EAB Student Success Collaborative (Navigate on our campus) has the potential to be transformative for the University of Vermont and our students’ experience. But we only realize the return on our investment in Navigate if we use it. Thank you in advance for making this a priority in 2019. Each of us play a role in academic advising and ensuring student academic success (retention, progression, 4-year graduation, and ‘launch’ post-graduation).

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1 At the time of purchase, the software was called Campus/Guide. The vendor (EAB) has just renamed the software, which we will refer to as Navigate moving forward.
RESIDENTIAL LEARNING COMMUNITIES

“Residence halls are more than simply a place to live. We know that students benefit when they participate in learning communities created with a shared purpose that engages students in active learning. By offering theme-based learning communities, students will be engaged in rich educational opportunities that optimize wellness and emphasize academic success and community engagement.

Active engagement within Learning Communities includes a first-year success course, community-wide programs, peer mentoring, and opportunities for experiential learning and connections with passionate faculty and staff through intellectual presentations and informal advising.”

UVM Learning Communities Vision, 2017

As I shared in the last Across the Green memo (August 2018), now in our first full year of our new residential learning community (RLC) model, we are engaging 82% of our first-year students (and 71% of our second-year students) in one of eight residential learning communities. Our goal remains at 100% participation of first-year students by fall 2019, and we are on-track to meet that goal.

As with any new model, particularly one as ambitious as the RLC model we sought to create and implement as a hallmark element of the broader UVM First-Year Experience (FYE, an initiative set called for by President Sullivan), there are bound to be bumps in the rollout (launch) and first year. This fall we held a series of listening sessions with participating students, student affairs/residential life staff, and faculty directors to hear some of their impressions, suggestions, and requests for additional guidance, structure, support and/or resources as we move into Year 2. The FYE and RLC leadership team (led by Vice Provost Annie Stevens, Associate Provost for Teaching and Learning Brian Reed, and Vice President for Enrollment Management Stacey Kostell, and joined starting this semester by Lisa Schnell in her new role as Provost’s Faculty Fellow for RLC Courses) will be taking this important feedback and implementing changes to improve the RLCs next year, ensuring all participating faculty and staff are both supported and clearly understand the goals of the RLCs in supporting our students’ success.

BUDGET MODEL (IBB 2.0)

As I have shared many times previously, we are required to deliver a balanced budget to the Board of Trustees annually. This requires strategic and sometimes difficult decisions to be made by deans, vice presidents, and other senior leaders. But, as a result, we operate under a balanced budget every year. Over the last seven years, under President Sullivan’s leadership, we have maintained a relentless focus on (1) elevating academic quality, visibility, and reputation, (2) growing the University’s endowment to provide more financial assistance, reducing the cost of attendance for students and their families, and (3) seeking efficiencies, reinvesting and redirecting resources, where possible, to our highest strategic priorities (e.g., emerging academic disciplines
and innovative cross-disciplinary programs, pedagogical innovation, research and scholarship). This is by design, and as articulated in the 2012 Strategic Action Plan.

As you know, in FY14 the University engaged in a two-year university-wide effort to develop and then implement an incentive-based budget model. The IBB model went live in FY16, starting July 1, 2015. As noted in the IBB Model 1.0 Report, the model was to undergo a major review in FY20. That major review – the development of IBB Model 2.0 – was initiated in November 2017 and concluded in December 2018.

The IBB Steering Committee met formally eleven times during the Spring and Fall 2018 semesters, and held several informal brown bag lunch discussions. They hosted three focus groups for Deans, Department Chairs, and Academic Program Directors in early May to gather feedback on potential changes to Algorithm 7. The Steering Committee also hosted eight focus groups for the Associate Deans, the Academic Business Managers, the original Algorithm 1 Subcommittee, the Staff Council, and four sessions for Deans, Department Chairs, and Academic Program Directors, to gather feedback on potential changes to Algorithm 1.

The Steering Committee’s recommendations to the President were communicated to the campus throughout the fall semester. As has been the practice since FY14, all campus IBB communications and updates are posted on the IBB website.

The same commitment to the open and transparent process established for the development of Model 1.0 also is evident in the Model 2.0 process, which has included the following communications:

- Posting results of the November 2017 IBB Model 1.0 Review
- Issuing Campus Update Memo #6 (November 2017) requesting IBB Model 2.0 Steering Committee nominations; announcing the Model 2.0 Input Surveys
- Posting results of the Model 2.0 Input Surveys
- Issuing Across the Green Memo (January 2018) providing an update on the Model 2.0 process and timeline
- Issuing Campus Update Memo #7 (April 2018) announcing the three areas of the model that would be refined in Model 2.0
- Issuing Campus Update Memo #8 (August 2018) announcing a revised IBB Model 2.0 timeline and preliminary recommendations to modify Algorithm 7
- An IBB 2.0 Update at the September 24, 2018 Faculty Senate Meeting
- Issuing Campus Update Memo #9 (October 2018) outlining preliminary recommendations to modify Algorithm 1
- An IBB 2.0 Update at the October 29, 2018 Campus Leadership Meeting
- Issuing Campus Update #10 (November 2018) outlining preliminary recommendations to modify Algorithm 6
- Posting IBB 2.0 Final Report (January 2019)

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2 A good summary of history and background, as well as the processes used to develop, implement, assess, and revise IBB, can be found in my remarks at the Campus-wide Leadership Meeting (June 2018) attended by 150+ leaders from across the campus.
Now approved by President Sullivan, the recommended changes to the model are being implemented this spring (in the new budget planning cycle) and will become effective July 1, 2019 (FY20). The Steering Committee will continue to meet to assess the model’s performance and impact. The next major review of the model will occur in FY24, with the implementation of IBB Model 3.0 in FY25.

In addition to the feedback that informed the Steering Committee’s work on revising selected algorithms in IBB 2.0, feedback received throughout the IBB 1.0 development and implementation processes, and the more recent IBB 2.0 process, highlighted understandable fears and concerns about potential consequences that could run counter to our commitments to academic excellence, interdisciplinarity, and the teacher-scholar model. The Steering Committee took these concerns seriously and took steps through the model’s design to both minimize the likelihood of such trends and to monitor (annually) key indicators of success to help evaluate whether or not such trends were, in fact, occurring.

The Indicators of Success were updated in November 2018 to include FY18 data. The data now reflect trends from FY13 (a pre-IBB baseline) through FY18 (our third year operating under IBB). The data tell a very strong and positive story, and it is clear that the most prominent IBB concerns expressed during the model’s development in FY14 have not come to fruition. While most of you have probably heard the major concerns, they bear repeating here. This also provides an opportunity to share what the Steering Committee learned during the IBB 2.0 process. More detailed information and data can be found in the University-wide Indicators of Success posted on the IBB website.

Concern: Quality of undergraduate experience will decline.
Findings: Student quality has increased. Acceptance rate, yield, and retention all are trending positively. There has been no significant change in the distribution of undergraduate class sections by size.

Concern: Interdisciplinary activity will decline.
Findings: Significant increase in the number of new interdisciplinary academic programs created and approved. Growth in number and size of cross-college extramural proposals and awards.

Concern: Research activity will decline.
Findings: Proposal submission rate has increased. Extramural research funding has increased.

Concern: Graduate education will decline.
Findings: Graduate enrollment has increased 14%. 21 new graduate programs have been created and approved. Accelerated Master’s Program enrollments have increased 300%. PhD yield improved by 25% in the last year. Graduate revenue has increased 61%.

3 The only appreciable change is a modest increase in the number of small class sections (10-19 students).
**Concern:** There would be a change in distribution of SCHs required within the college/school of the major vs. outside the college/school. This is sometimes referred to as “poaching” or “hoarding” of credit hours.

**Findings:** This is monitored by the Office of Institutional Research. There has been no significant change in the distribution of in-college vs. out-of-college SCHs since the launch of IBB. University-wide, the percentages of in-college and out-of-college SCHs have remained constant at 63% and 37%, respectively.

**Concern:** UVM’s Teacher-Scholar Model will be weakened.

**Findings:** There has been no significant change in the distribution of undergraduate class sections by size. Grant activity has increased (both submissions and awards). Internal investments in pedagogical innovation, high impact practices, and faculty research have increased. Nationally, among public research universities, 30% of instructional faculty are T/TT and 70% are non-TT faculty. The split at UVM has varied from about 70/30 to 60/40 over the last decade. In other words, our distribution is nearly the opposite of the national average (30/70). There has been little change in this very favorable position since IBB was launched.

The transition to an incentive-based budget model reflects a significant administrative and cultural shift, neither of which are easy undertakings for large and complex organizations. Along the way there have been bumps in need of smoothing, decisions that needed re-thinking, and it is true that the impact of the model has not been felt evenly across units. That said, the University-wide Indicators of Success all indicate that the shift has had been positive, and we will continue to monitor and update the University-wide Indicators of Success annually. As challenging as this transition may have been for some, the University as a whole is much better positioned to achieve financial sustainability than it was under the prior budget model.

Collectively, our understanding of the form and function of IBB models has deepened and matured. As we enter this second phase of IBB, I expect that our focus will move from the model itself to the potential and possibilities that the model incents and enables. Realizing this potential – in each college and school – requires engagement, commitment, diligence, and persistence. It requires some new thinking. There will be changes. Some will be very exciting, others will create understandable anxiety (as change often does).

I realize that acceptance, action, and success has come at different paces for different college/schools. And while the new budget model can incent and even enable innovation and success, it cannot force it. For some, the shift in mindset and willingness to engage may take more time. But as I have said on several occasions, “I am a tireless optimist. I will not be satisfied until 100% of our colleges and schools are able to realize success.”

I am proud of our academic community for its commitment to this transition; for the excitement and creative thinking that has been generated and shared within units; for the programmatic innovations that have provided new opportunities for our students; and for the demonstrated and continued commitment to academic excellence evidenced by the distinctive and distinguished research, scholarship, creative activity, and academic programs that are evolving.
I want to express my thanks to the members of the Steering Committee for their careful and deliberative efforts to respond – respectfully and responsibly – to the important IBB campus feedback that was received. I am grateful for the time, talent, and wisdom they have shared on behalf of our University and its future.

RESEARCH AND INNOVATION

We continue to see significant growth in research activity across the University, with increased extramural support (driven both by increased grant proposal activity and the increased number of multimillion dollar awards in several colleges and schools), the launch of several new research centers (including the University's first industry-funded Center of Excellence), and continued investments in the most promising transdisciplinary research and scholarship (e.g., project exploration funds, initiation funds/seed grants, grant writing support, and equipment and matching funds) from both the Office of the Vice President for Research and the Office of the Provost. While the list is long, let me share some highlights:

- Launch of the MassMutual Center of Excellence for Complex Systems and Data Science
- 24 new awards of $1M or more have been received by UVM faculty investigators since the start of the fiscal year
- Three new SPARK-VT projects awarded this year; new Pre-SPARK program launched
- The new Innovation and Entrepreneurship Residential Learning Community was launched, housing more than 300 students in its first year
- UVM faculty receive two NSF Major Research Instrumentation (MRI) grants totaling $1.9M
- Launch of the Humanities Center Provost’s Faculty Fellow’s Program
- UVM faculty received two NIH Center of Biomedical Research Excellence (COBRE) awards totaling $23.2M
- Through UVM Innovations, working with UVM faculty: 43 invention disclosures, 10 US provisional patent applications, 13 US non-provisional patent applications, 10 patents granted, 6 total options and licenses, and 2 spin-off companies formed

Faculty engagement, with students, in research, scholarship, and creative work is at the core of any great research university. The University of Vermont, like all research universities, must maintain active and vibrant research and scholarship activity – largely extramurally funded – to fulfill its research mission and provide meaningful opportunities for its students.

Recognizing that not all colleges and schools at UVM participate equally in research activity or have similar needs/expectations for support for their scholarship, and that not all departments offer research-based graduate degree programs, and that there are differences in disciplinary cultures around pursuit of extramural support for scholarship (whether from federal agencies, from corporate or philanthropic foundations, or through industry partnership), the Office of the Vice President for Research website maintains and supports (with additional funding from the Office of the Provost) a diverse array of programs to support faculty research, scholarship, and creative work. Please continue to familiarize yourself with these opportunities, for both research/scholarship and innovation/entrepreneurship, and take good advantage of the support provided to faculty. We remain committed to investing in faculty success and the teacher-scholar model that has always been such an important part of our culture and our campus.
CAPITAL PROJECTS

“A refresh of our academic campus, our facilities, and our infrastructure that supports our teaching and scholarship and our students’ learning and discovery is essential for the University. Just as we renew and refresh our students, faculty, and staff each year – bringing new energy, new ideas, and new expectations – so, too, must we renew and refresh our physical campus, in order to attract, inspire, and support them.”

D. Rosowsky, Provost and Senior Vice President
Across the Green, August 2018

I have used previous Across the Green memos to provide updates on capital projects, from planning through construction phases. I hope such updates have been both informing and useful as we ‘navigate’ our very dynamic campus. We have also created (and update regularly) the Building UVM website, which provides timely information on project timelines, road closures, and even live streaming webcams.

As we approach the conclusion of Move Mountains, the Comprehensive Campaign for the University of Vermont, we cannot help but recognize the changes to our campus and facilities made possible through the vision and generosity of our donors. This fall we celebrated the official openings of the Cohen Hall for the Integrative Creative Arts, the renovated Billings Library (housing several centers in the Humanities as well as Libraries Special Collections), and Ifshin Hall (Grossman School of Business). These projects were only possible through philanthropic support. This summer we will be opening Innovation Hall, the second new building in the STEM Complex.

With the news of the Tarrant Gift just last month, we expect to move quickly into final design and then construction phases of the Multi-Purpose Event Center. This exciting project will provide new/improved space for Athletics, much needed new space for recreation and wellness, and new instructional spaces. Also being planned is a new biosciences research building for the Larner College of Medicine and creation of new space for the Department of Psychological Science (College of Arts and Sciences) that will move the department into closer proximity to other academic health sciences departments. Philanthropy plays a major role in both of these projects.

At universities such as ours, whether or not they are fortunate enough to receive state support for buildings, project horizons (planning, approvals, and construction) for large capital projects often span many years and more than one administration. As such, I thought it would be informative to provide a sampling of major academic building projects (both new construction and major renovation) over the last two decades at UVM (1996-2018). This sheds light on the scope of projects as well as the relative distribution of new space by unit at the University.

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4 UVM does not receive capital construction funds from the State of Vermont.
5 Only academic building projects having costs in excess of $1M are shown. Residential life and athletics projects are not included. Campus improvements, facility/infrastructure upgrades, and individual research laboratory upgrades are not included. Projects currently being planned or in early design stages are not included.

Across the Green, January 2019
<table>
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<tr>
<th>Building (year):</th>
<th>Cost:</th>
<th>Primary occupant(s):</th>
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<tr>
<td>Old Mill/Lafayette (1996)</td>
<td>$13.5M</td>
<td>CAS (Social Sciences, Humanities)</td>
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<tr>
<td>Pomeroy (1996)</td>
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<td>CAS, CNHS</td>
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<td>$40M</td>
<td>CAS (Sciences), CEMS</td>
</tr>
<tr>
<td>Votey (2018)</td>
<td>$7M</td>
<td>CEMS</td>
</tr>
</tbody>
</table>

As always, I encourage you to [follow along with our plans/progress](#) as we thoughtfully, strategically, and responsibly update our facilities and refresh our beautiful campus. All universities are challenged to keep pace with changing needs and expectations of students and faculty alike. While we have not been able to move as quickly as better resourced universities (with larger endowments and greater state support, for example), the record above demonstrates ongoing institutional commitment to investment in facilities and campus infrastructure. This is necessary to continue to be able to recruit top students, recruit and retain top faculty, and ensure we are able to deliver on our joint academic and research missions.

ACCREDITATION VISIT, FINAL PREPARATIONS

We are just months away from our decanal NECHE (formerly NEASC) accreditation site-visit. The review team will be on our campus March 24-27, 2019. With thanks to the eight subcommittees comprised of faculty, staff, and administrators, and with input from many different campus constituencies, our self-study report is now completed. This is a comprehensive document that provides an evidence-based self-assessment of our university: who we are, how we function, and what we aspire to be. The full report will be posted online in early February and I encourage you to review it and provide comment. I also encourage you to attend one of the open forums which will be scheduled as part of the March site visit.

*Across the Green, January 2019*
My thanks to Associate Provost for Teaching and Learning Brian Reed, Dean of Libraries Mara Saule, and Provost’s Faculty Fellow for Assessment Jennifer Dickinson for their leadership, to the Executive Committee and Steering Committee, and to the 100+ faculty and staff members serving on the various Standards Committees.

During the March site visit, the team of external reviewers will host open forums, conduct interviews, tour facilities, and examine our supporting and enabling infrastructure. Their service will conclude with a formal report to President Sullivan, including both their findings and notification of our re-accreditation status.

FINAL THOUGHTS

What have we launched (or will we launch) in the 2018-19 academic year? Here is just a sampling:

- Several new Residential Learning Communities, engaging students and faculty
- MassMutual Center of Excellence in Complex Systems and Data Science
- Eight new graduate programs including the PhD in Complex Systems and Data Sciences, MS in Biomedical Engineering, and Graduate Certificate in Sustainable Enterprise
- New home for Humanities-themed Centers and Special Collections (Billings Library)
- New home for the Integrative Creative Arts (Cohen Hall)
- UVM’s newest academic building, ‘Innovation’
- **Navigate**, a new advising platform, connecting UVM to EAB’s Student Success Collaborative

As we launch into the New Year, we do so with renewed energy and much anticipation. No year is without milestones, but 2019 is especially noteworthy for the University. We will celebrate the conclusion of the largest fundraising campaign in the history of the University of Vermont (surpassing our ambitious $500M goal); we will thank and recognize President Sullivan for his leadership during a period of tremendous advancement for the University; and we will welcome our next president. Milestones are marked by achievement, celebration, and change. I hope you will join me in bringing enthusiasm and excitement to all of these in the coming months.

Few things are as important as our commitment to preparing our students for a successful launch upon graduation. Whether undergraduate or graduate, our students look to us for guidance and mentorship, as well as for help in facilitating introductions and making connections that can help them post-graduation. The best of these relationships often extend years beyond a student’s graduation. As we strengthen our advising, expand our career services, add new internship opportunities, and work with our students to help them plan for and explore post-graduate pathways, know that each of us plays a vital role.

I always appreciate feedback. If you see me at the café one morning, let my buy you a cup of coffee. You can find me in my favorite spots: Waterman Café, Henderson’s Café, and (now) Campus Perk. I would love to hear your thoughts and ideas, receive suggestions or feedback, or share some enthusiasm for our Catamounts. Coffee is on me.
THANK YOU for all that you do for our students, for one another, and for the University of Vermont. The launch of new ideas, new disciplines, new fields, new pedagogies, new research, new scholarly and creative work, new innovation, new technologies, new discoveries, new cures, new partnerships, new knowledge, new understanding, and new graduates is indeed our shared best destiny.

Go Cats Go!

“Reflecting on the past year and looking ahead to the new one. Thinking about our responsibility to help our students structure/leverage their education (major, minor, co-curricular experiences) to be successful after graduation. What a great opportunity to extend our impact.” @UVMProvost on Twitter, December 2018
ACADEMIC EXCELLENCE GOALS FOR THE UNIVERSITY OF VERMONT: 2018 UPDATE

D. Rosowsky, Ph.D., Provost and Senior Vice President

“During President Sullivan’s installation speech in fall 2012, he outlined his Strategic Action Plan for the University of Vermont. The Plan was discussed by the Board of Trustees in several meetings in 2012, and was approved by the Board in 2013. In FY14, a set of Academic Excellence Goals was established in support of the Strategic Action Plan. The intent of the Academic Excellence Goals is to galvanize the University community around a common set of well-defined objectives, and to “plant a stake in the ground” committing UVM to achieving the highest standards of academic excellence – the highest ideal of any great university.

In defining these eight Academic Excellence Goals, we carefully considered our mission as a land-grant university and our role as Vermont’s flagship public research university, our commitment to the principles and content of a liberal education, and our nearly 225-year history as a distinctive and important institution of higher learning. We also considered the challenges facing higher education today and the changes being made by universities to ensure relevancy, sustainability, and a vibrant future.”

D. Rosowsky, Provost and Senior Vice President
Academic Excellence Goals Narrative, September 2014

INTRODUCTION

During the fall 2018 semester, a review of progress against specific Academic Excellence Goals was conducted. The Academic Excellence Goals were developed by the Provost in early 2014 to both undergird (support) and animate (realize) the priorities articulated in the President’s Strategic Action Plan. The Academic Excellence Goals were accompanied by the Academic Excellence Goals Narrative that provided information about the bases for the articulated goals, timelines, mechanisms and strategies to achieve them, and specific metrics for tracking and reporting progress. The Provost reported progress regularly to the campus (through Across the Green memos, campus-wide leadership meetings, and other invited presentations), the Faculty Senate, and the Board of Trustees.

The goals of this review and reaffirmation of the Academic Excellence Goals were (1) to assess and report progress toward articulated goals, (2) to modify goals and/or strategies in cases where goals have not yet been achieved, and (3) to identify possible additional goals that may be appropriate as we prepare for a presidential transition and possible refresh of the Strategic Action Plan.
SUMMARY OF PROGRESS BY ACADEMIC EXCELLENCE GOAL (AEG), FY14-18

AEG 1: Increase the percentage of undergraduate students graduating in four years
   Progress: Increased from 61.7% to 63.6%
   National average: 35% (public), 70% (private)
   Goal: 70%

AEG 2: Improve undergraduate student retention
   Progress: Increased from 86% to 88%
   National average: 82% (public), 93% (private)
   Goal: 90%

AEG 3: Improve student advising, both academic and pre-professional/career
Metric: students reporting to NSSE that their UVM experience contributed "quite a bit" or "very much" to their job and work-related skills and knowledge
   Progress: Increased from 60% to 62%
   National average: 65%
   Goal: 70%

AEG 4: Increase interdisciplinary teaching, research, and scholarship
   Progress: Significant growth in number of new academic programs developed/approved, new cross-college proposals submitted/funded, and activity in pan-university research and scholarship endeavors such as the Gund Institute for Environment, the Humanities Center, and the MassMutual Center of Excellence in Data Sciences and Complex Systems. This is reported in more depth in various annual updates (e.g., annual update of the University-Wide Indicators of Success) and communications to the campus (e.g., Across the Green).

AEG 5: Expand programmatic offerings to include distance and hybrid modes of instructional delivery
   Progress: Total annual enrollment in online/hybrid courses increased from 4660 students to 12,667 students, a nearly 300% increase.

AEG 6: Increase research and scholarship in areas that generate high impact, recognition, and visibility
   Progress: Increased from $106M (FY13) to $132M (FY15), $138M (FY16), $123M (FY17), and $136M (FY18); increased number of large (>$1M) grants; launched several new centers and institutes with extramural funding; invested strategically in several high potential/high impact areas in the form of seed grants, equipment support, and matching funds; dramatically increased placement of stories highlighting research in regional and national media outlets.
   Goal: Increase annual sponsored project awards to above $130M consistently
AEG 7: Increase domestic diversity and grow international student enrollments
Progress: Domestic diversity among our undergraduate population has remained at 11-12% over this period. Percentage of international undergraduate students has grown from 2.0% to 5.5%. Percentage of international graduate/professional/medical students has held steady at 7-8% over this period.
Goal: Increase domestic diversity, grow to 7-10% international students

AEG 8: Increase enrollments in graduate and professional programs
Progress: Total number of graduate students increased from 1806 to 2001 (10% increase), during a period in which the total undergraduate student number increased from 9970 to 10,513 (5%), reducing the UG/G ratio from 5.5 to 5.25. The strategic growth in graduate enrollments and new graduate programs is described in various annual updates (e.g., annual update of the University-Wide Indicators of Success) and communications to the campus (e.g., Across the Green).
Goal: Undergraduate-to-graduate ratio of 4.5:1

REFLECTIONS ON PROGRESS

AEG 1 (Four-year graduation): Making progress. We can continue to push this percentage upward. But we already are quite high given our mix of in-state and out-of-state students. Given our mix, we should be at 61-62%. While we are already above that percentage, having improved to nearly 64%, our comparator average is 70% and this must be our goal. Our six-year graduation rate also has improved during this period, from 74% to 76%. New commitments to academic advising including implementation of the EAB Navigate platform are expected to continue to increase our graduation rates.

AEG 2 (Student retention): Making progress. We have made progress toward our goal of 90% and must continue to maintain this goal for reasons that are now well understood across the campus, and articulated in the 2018 Student Retention Action Plan which is driving our efforts and our progress. New commitments to academic advising including implementation of the EAB Navigate platform are expected to continue to increase our retention rates.

AEG 3 (Advising, academic and pre-career): Modest progress only. We must maintain this 70% goal. Of concern is the continued disconnect between the levels of satisfaction reported by our students in other parts of the NSSE survey and responses to this particular question. We should think about our own messaging to students around career-readiness and how we can best prepare them to respond to these types of questions. That said, the data suggest we can (and should) improve our efforts around preparing students for careers.

AEG 4 (Interdisciplinarity): Excellent progress. All indicators point to increased, and growing, interdisciplinary activity (teaching, research, and scholarship) across the University. Several exciting and promising new interdisciplinary academic programs have been launched in the last two years, with more expected in the years ahead. There is clear energy and momentum throughout the University for such activities.
AEG 5 (Distance education): Excellent progress. All indicators point to increased and growing, online and hybrid academic offerings. These new and expanded offerings are serving multiple strategic objectives: (1) reach new audiences, (2) help our undergraduate students make timely progression and complete their degree requirements on-time, and (3) provide additional flexibility to graduate students.

AEG 6 (Research): Good progress, perhaps hindered by the changes in the federal research funding landscape. That said, we continue to grow our research enterprise in strategic areas for the University.

AEG 7 (Diversity): Limited progress to-date. We must continue to work to increase the percentage of UG students from diverse groups. We have several initiatives underway to help us further our recruiting efforts in this area. Our international student numbers, both UG and G, are quite likely to decline given the current climate and US position on visas, etc. This is something being experienced by all US colleges and universities.

AEG 8 (Graduate enrollment): Making progress. We have made good progress and should continue to grow graduate enrollments, strategically, in select parts of the University. The colleges and schools are deeply engaged in this effort now.

RECOMMENDATIONS

On the basis of this review/assessment, and the continued relevance of the eight Academic Excellence Goals going forward, it is recommended that these remain our goals and that we continue to focus our efforts on achieving them in the next 3-4 years, using the strategies identified in 2014. At that point, a review should be undertaken to either modify the targets or the goals, as appropriate. For the reasons articulated in the original Academic Excellence Goals Narrative, continued progress against these goals will drive all indicators of success: student quality, student access and student success; diversity; visibility and rankings; scholarly productivity and impact, alumni engagement, global reach and global impact, faculty recruitment, institutional innovation, capital project planning, and financial stability and security.

Specific recommendations:

1. Ensure successful implementation of EAB Navigate; closely monitor progress toward broad adoption and effective utilization; take corrective actions quickly when needed; provide necessary support for students, faculty, and staff
2. Review effectiveness and implement changes to improve university and unit-level career readiness programs

Office of the Provost
December 2018
Vice President for Human Resources,
Diversity and Multicultural Affairs Annual Report
February 1, 2019

Board of Trustees
Educational Policy and Institutional Resources Committee

Prepared By
Wanda Heading-Grant, Vice President for Human Resources,
Diversity and Multicultural Affairs

Introduction

This annual report highlights a number of accomplishments and on-going work in the Division of Human Resources, Diversity and Multicultural Affairs (HRDMA) since the last report.

A. DIVERSITY, ENGAGEMENT, AND PROFESSIONAL DEVELOPMENT

Renovations to the Interfaith Center

With support from President Sullivan, the UVM Interfaith Center received a much-needed external facelift, including new stone benches, shrubs and overall landscaping. Ramps were also added to two external doors to improve access for wheelchair users and ensure ADA compliance.

Internally, the Office of the Vice President for HRDMA provided funding for a new ablution station, as well as new carpeting. The main gathering hall was painted and several non-working heaters were removed from the space.

With all of these improvements, we are eager to begin using the Interfaith Center for our spring programming. The Interfaith Student Retreat scheduled for February 8-9, 2019 is already full with a waiting list.
Expansion of PRISM

The Center for Cultural Pluralism Art Gallery in the Allen House was renovated to create a much-needed student lounge for the PRISM Center. The new lounge space features:

- Comfortable furniture
- A coffee/cocoa station
- New workstation/study area with room for groups
- Queer artwork
- A gender & sexuality library
- A Mac station for movie watching
- “Hang out” space for small group meetings & gatherings

These improvements will provide a more welcoming and comfortable space for student meetings and events and encourage students to spend more time engaging at the Center. The renovation also resulted in the creation of an additional office space, which is currently being used to provide onsite CAPS office hours in our continued efforts to ensure accessibility of mental health services.

Transgender Programming

This fall, the federal Department of Health & Human Services issued a draft memo that proposes narrowing the definition of gender, which could have serious implications for transgender and non-binary individuals, including on college campuses. More detailed information about the draft memo is available in this October 21, 2018 New York Times article.

In response to the memo, Professional Development and Training (PDT) collaborated with the PRISM Center and the Center for Teaching and Learning (CTL) to create a special program for faculty and staff on transgender issues: UVM Voices: Discussing Support for Transgender and Non-Binary Students and Colleagues. A panel of faculty, students, and community members will discuss the memo, explain its relevance, and underline the impact the new proposed definition could have on our entire community, and especially our students. In addition to gaining an understanding of the memo, attendees will be able to learn more generally from UVM faculty and students about how to support their transgender and non-binary community members in and out of the classroom, and will receive brief overview of common terminology related to gender identity. This program is scheduled for February 6, 2019 in the Howe Library’s CTL conference room from 12–2 PM.

This program is a small part of our overall efforts to include more professional development and learning on transphobia and the experiences of transgender students, faculty and staff. This important topic will be featured at this year’s Blackboard Jungle Symposium and at other events on campus this semester.
**Campus Climate Survey**

The Campus Climate Steering Committee has met several times and is in the process of finalizing a survey which is on schedule to be administered during the spring semester by the Office of Institutional Research, which has been a key partner in this initiative. All community members, including undergraduate and graduate students, faculty, and staff, will be strongly encouraged to take the survey. The Steering Committee is working to identify appropriate incentives for participation.

The survey will cover everything from overall satisfaction with individual experiences at UVM, to cultural intelligence, to harassment and bias. In General, the survey is intended to measure the community’s climate across many different axes. We estimate that preliminary results will be ready and shared with the new President the summer of 2019. The last Campus Climate Survey was administered during the 2011-2012 academic year.

**Blackboard Jungle Symposium 2019**

This year’s Blackboard Jungle Symposium (BBJ) will be held March 21-22, 2019 at the Davis Center. For 12 years, BBJ has been a critical part of our efforts to provide professional development opportunities for faculty and staff on a wide range of issues related to diversity. President Sullivan has incorporated targeted sessions for the senior leaders to kick off BBJ, and this year’s President’s Senior Leaders session will focus on the first amendment in an employment context. In addition, students participate in the evening keynote that brings our entire community together. As always, BBJ will include panels and sessions on a robust lineup of diversity-related topics, including inclusive excellence, Title IX, transphobia, and diversity-related dialogue in the classroom. BBJ is a small but important part of our overall efforts to ensure that faculty and staff have the tools that they need to engage with students and community thoughtfully and respectfully on issues of diversity, equity and inclusion.

**Rev. Dr. Martin Luther King, Jr. Celebration and Programming**

Faculty, staff, and students will be invited to participate in the 2019 MLK programs and events to be held January 17-25, 2019. Benjamin Jealous, renowned activist, civil rights leader, community organizer and 2018 Maryland gubernatorial candidate will be the keynote speaker for this year’s Rev. Dr. Martin Luther King, Jr. Celebration. The former president and CEO of the NAACP, Benjamin served as the youngest president in its history. Under his leadership and through various initiatives, he led the association to become the largest civil rights organization online and on mobile, as well as the largest community-based nonpartisan voter registration operation in the country. The keynote address will take place on Tuesday, January 22, 2019 from 4-5:30 pm in Ira Allen Chapel. Other events are being planned during the week at the Interfaith Center and Davis Center, as well as in partnership with the Flynn Center for the Performing Arts.
Onboarding

HRDMA continues to refine the onboarding process for all employees and continues to shift from the one-time “orientation day” model that the University used in the past, to a more comprehensive, ongoing, engaging process designed to help all new employees integrate to the University community. While employees will continue to attend “new employee orientation” to fill out the necessary forms and receive general information, we are working to implement programming that will engage them and help them connect with, and understand, the UVM community throughout their first year of employment.

As part of the move toward a more comprehensive onboarding program, all new employees automatically receive a “Welcome Letter” from the VP for HRDMA when they activate their Net ID, and they are introduced to a series of new onboarding videos intended to showcase some of what the University has to offer new employees. As another key onboarding initiative, new employees are being invited to “Lunch & Learns” throughout the academic year. This series presents an opportunity for new employees to engage with key University leaders in an informal setting, as well as to stay in touch and check in with each other. Finally, new employees are automatically invited to and encouraged to attend signature HRDMA events like Staff Appreciation, the Blackboard Jungle Symposium, and Rev. Dr. Martin Luther King, Jr. Celebration events.

B. HUMAN RESOURCE SERVICES

In 2018 Human Resource Services (HRS) staff answered 12,102 emails via the hrsinfo email account, and answered 9,867 telephone calls. Between August and December of 2018 (which is typically the busiest time of year), HRS processed 3,636 paper forms for a variety of HR-related functions (temp hires, background checks, I-9, etc.) and processed over 1000 changes during the open enrollment process for benefits.

New HRS Web Site

Human Resources Services (HRS) was excited to launch a brand-new web site in December 2018. HRS developed a new site that promotes intuitive navigation and ease of accessibility for all HR-related forms and information. Staff identified critical content, and reorganized it in a user-friendly way, utilizing a hub system by employee type. This process resulted in a dramatic transformation, from 748 pages to 252 pages of content.

There were five campus focus groups to solicit feedback and test the ease of accessibility/navigation for the new site. Once the site was ready, staff held six pre-launch training sessions for HR Representatives and HRS Teams to provide time for hands-on navigation and specified training. The site was successfully launched on December 5, 2018, and we will continue to solicit feedback and revise content to ensure the site remains dynamic and easy to navigate for all users.
**Total Compensation Statements**

This fall, with the assistance of Enterprise Technology Services (ETS), all full-time benefits eligible employees received a total compensation statement. The statements were mailed to each employee at home, and were intended to illustrate the dollar value that the University contributes to the wide range of benefits each employee receives, including:

- Earnings from base salary and any extra earnings for over time, on-call work, awards or bonuses received in FY18.
- UVM contributions to medical, dental, long-term disability, retirement, retirement health savings account, and income taxes.
- Information on the numerous additional benefits available to eligible employees, such as tuition remission, life and short-term disability insurance, etc.

**Sexual Harassment/ Discrimination Training**

The UVM Office of Affirmative Action and Equal Opportunity (AAEO) recently launched an online training course required for all faculty and staff, entitled "Harassment and Discrimination Prevention." As noted in President Sullivan's December 7, 2018 email to campus, the interactive course addresses a number of important topics, including sexual misconduct and other forms of discrimination and harassment, as well as information about support services, reporting options, and mandatory reporter obligations. The course takes approximately 60-90 minutes for non-supervisors and 90-120 minutes for supervisors. Employees do not need to complete the course in one sitting, as progress is saved. AAEO is currently working with campus partners to provide accessible alternatives for employees with English as a second language and for employees with other accommodation needs. The feedback from employees who have already completed the course has been overwhelmingly positive. We appreciate the support of leadership and all community members who recognize the importance of this training opportunity.

**New Supervisor Training**

Professional Development and Training (PDT) and Human Resource Services (HRS) collaborated to create a New Supervisor Certificate series. The program is designed for newly hired supervisors or current employees who have recently taken on supervisory responsibilities. The goal is to provide new supervisors with an overview of critical HR, legal and compliance policies, provide information and guidance about campus resources and procedures, and provide an opportunity to engage with other new supervisors. The series involves three intensive required classes:

- A full day program on legal issues and performance management;
- Multicultural team leadership; and
- Labor and employee relations.

Participants can then select one elective to complete the requirements of the program. Once requirements are completed, participants receive a Supervisor Certification document. The
program has been well received by the inaugural class of participants this fall, and we believe it will be a valuable tool to ensure that all supervisors have a basic understanding of the increasingly complex range of legal and compliance issues related to supervision.

**Voluntary Short-Term Disability**

For many years, Staff Council has advocated for the University to offer a Short-Term Disability Plan for non-represented staff. We were pleased to be able to offer such a Voluntary Short-Term Disability (VSTD) plan for the first time during fall open enrollment. Over 300 non-represented staff chose to participate, and their coverage became effective in January of 2019. The VSTD benefit is available to all non-represented benefits-eligible staff, and 100% employee-paid. Under the plan, participating employees can receive up to six months of replacement income insurance for extended absences resulting from an accident or illness. VSTD is intended to provide a bridge between other forms of UVM paid leave and long term disability benefits for qualifying participants. We hope that it will provide additional protection and assurance to employees who find it helpful.

**Higher Education Spring Job Fair**

In an effort to provide enhanced opportunities for outreach and recruitment, Human Resource Services is planning to host a higher education job fair this spring. Aside from internal UVM departments, invitations will be sent to other higher education institutions in our region, as well as affiliate organizations (e.g. UVMMC, Sodexo) to attract a large but targeted candidate pool. The job fair is scheduled to take place on April 9, 2018, 11:00 a.m.-5:30 p.m. at the Hampton Inn in Colchester, with special early access to veterans and people with disabilities.

We hope this event will provide a unique opportunity for individual departments to engage with and recruit community members who are interested in pursuing a career in higher education. Our outreach and advertisement will include targeted affirmative recruiting efforts to attract protected veterans, people with disabilities, women and people of color to the event.

**Affirmative Recruitment and Hiring Guide**

This fall, Human Resource Services (HRS) issued a guide for affirmative recruitment and hiring. The Guide, available in both a print and electronic version, is intended to help search committees and hiring officials navigate the complexities of the recruitment process. It provides answers to common questions, information that will help insure compliance with local and federal employment laws and policies, and a variety of useful tips and resources.

While Human Resource Services offers regular professional development opportunities on this topic, we hope that the Guide will supplement our training efforts and will serve as a useful tool to ensure that hiring officials and search committees follow best practice for affirmative recruiting.
Annual Update on Information Technology at the University of Vermont
February 1, 2019

Board of Trustees
Educational Policy and Institutional Resources Committee

Prepared By
T. Simeon Ananou, Chief Information Officer
Introduction

Information technology at UVM reflects the institution that it serves: focused on teaching, research, and student success; responsive to constituent needs within a constrained resource base. Central information and communication technology units provide basic infrastructure, systems, and services to a decentralized federation of schools and colleges—most of which have their own technology personnel who address the specialized needs of their faculty and students. Central, or enterprise-wide, services are provided primarily by Enterprise Technology Services in coordination with other central and distributed IT units, and are informed by a variety of advisory, governance, and planning groups.

UVM’s IT organizational constellation is fairly decentralized. Enterprise Technology Services (ETS) is the primary central IT unit, and is comprised of 70 IT staff members. Outside ETS, approximately 90 staff members have information technology-related job titles. These staff members are located in service units, such as the University Web Team, the Center for Teaching and Learning, Enrollment Management, Libraries, and in distributed academic IT organizations. The academic units are served by staff of varying sizes, with most Colleges and Schools having 2-4 IT staff members. These distributed information technology units typically provide customized services unique to particular functions or disciplines. For example, the Larner College of Medicine has an independent Technology Services unit (the largest unit outside ETS, with 33 staff) that collaborates with both ETS as well as with the University of Vermont Medical Center’s IT unit to serve the specialized needs of clinical and basic science faculty as well as support the joint administration of clinical departments.

Technology planning at UVM has incorporated both central and distributed IT needs, and has generally followed a five-year cycle. UVM’s most recent information technology strategic plan was generated in 2018 (see appendix A) and included academic, research, information security as well as efficiency and administrative technology priorities. Subsequent 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.

In 2012, UVM completed an academic technology planning process with a two-fold purpose: first, to identify academic technology goals and specific objectives to advance our commitment to academic excellence and align with the University’s strategic goals; and, second, to identify and prioritize student technology fee investments in support of academic technology goals. The Academic Technology Plan was presented to the Board’s Educational Policy & Institutional Resources Committee in February 2012.

Funding for central information technology systems and services has been provided through a variety of standard University funding sources: base budget funds, one-time allocations for particular purposes (such as equipment replacement), bonding, grants, income-expense (charge-
back) services (most notably for telecommunications), and a student technology fee (part of the student Comprehensive Fee). The technology fee provides an on-going resource for classroom media and other technology replacements and innovations, This fee also funds continued expansion of wireless access, support for the BlackBoard learning management system, programming for Banner student information system enhancements, and other academic technology projects directly related to student success.

The following technology “primer” provides an overview of major categories of central technology services and investments: essential technological infrastructure; strategic applications; information security; funding and staffing; benchmark institution comparisons; and, the larger context of national trends and state outreach.

**Essential Infrastructure**

**Networking**
Telecommunications and Network Services provides networking and phone service to 135 buildings on campus and eight offsite facilities, encompassing 5,000 phones and 1,700 wireless access points. High-speed fiber optical cable provides up to 80 Gigabits/sec of bandwidth at the core of UVM’s network, supporting the constantly expanding usage of the network for research and educational functions. UVM offers pervasive Wi-Fi in all residence halls and approximately 95% of the academic buildings on campus. Expansion of wireless access has been a high priority for current and prospective students; in fact, the Student Government Association voted a number of years ago that wireless expansion is the highest priority for use of the Student Technology Fee.

UVM’s Internet connections are provided by three different Internet services: two commodity (commercial) Internet providers and Internet2. Internet2 was founded in 1996 by the nation’s leading higher education institutions as a member-owned advanced technology community. Its goal is to provide a collaborative environment for U.S. research and education institutions to solve common technology challenges and develop innovative solutions in support of their educational, research, and community service missions. To this end, Internet2 provides high-speed Internet connectivity that UVM is able to leverage to attract research funding and create inter-institutional collaborative opportunities.

UVM also participates in a local and regional network, working specifically with Dartmouth, the University of New Hampshire, and the University of Maine to provide redundant connectivity to the Internet2 network for all four institutions. This redundancy provides a second means of access to the Internet should one of our connections be lost or overloaded. Funding for construction and implementation of this capacity was provided through a grant by the Experimental Program to Stimulate Competitive Research (EPSCoR) program. Locally, UVM
provides Internet2 connectivity to institutions such as UVM Medical Center, St. Michael’s College and Champlain College to foster collaborative educational opportunities.

Data Center
The data centers are the heart of IT at the University of Vermont and UVM runs two: a primary facility and a secondary backup facility. The primary facility was built as a state-of-the-art data center in 2007, while the backup site was repurposed as a secondary facility in 2003 to support the business continuity needs of critical University information systems. Each facility includes servers, storage, backup power supplies, environmental controls, and strong security systems.

Software run on the servers at the data center cover a range of applications, from departmental solutions to enterprise-wide software such as email, calendaring, Banner, Blackboard and PeopleSoft. The Vermont Advanced Computing Core (see below) is housed here as well.

Equipment Replacement and Infrastructure Maintenance
Ideally, equipment replacement occurs on a set schedule, typically of three-five years depending on the nature of the equipment. Each year, ETS develops its equipment replacement plans by focusing on its computing inventory and associated infrastructure (e.g. cooling and ventilation) and determining what needs to be replaced, based on its expected service lifetime. That list is prioritized to match available budget based on:

- Age of equipment
- Actual performance and redundancy of the environment
- Cost of maintenance
- Estimated risk to the institution of not replacing the equipment

The budget for this data center work had been funded at $250 thousand per year since the primary data center was built in 2007. Based on the expected service life of each component, this budget should be $1.25 million annually. In 2014 the Board of Trustees recognized the risk inherent in this gap and directed that the budget gradually be increased to the $1.25 million level. The budgets for fiscal years 2015 through 2019 have each been $775 thousand, closing the gap part way but still leaving a deferred maintenance gap, which needs to be addressed.

Besides data center equipment, ETS also needs to maintain and replace telecommunications and network services equipment. The Telecommunications & Network Services department wires buildings for service as they are built or renovated, using funds provided by project capital budgets. ETS does not have funding of its own for updating the university’s cable plant, and can only provide necessary networking upgrades in buildings where renovation work is underway. Currently there are approximately 33 buildings that are still equipped with only 1984-era cable.
Equipment replacement/upgrades in classrooms and computer labs are funded adequately through the student technology fee, for both centrally scheduled and departmental classrooms; most classrooms include a standard media/technology configuration that is replaced and upgraded on a set schedule. Distributed IT units adhere to a range of lifecycle replacement schedules for faculty and staff workstations and other hardware, depending on unit resources and equipment budgets.

**Systems & Applications**

**Enterprise Resource Planning Systems**

Enterprise Resource Planning Systems (ERPs) are systems used to manage the business of an organization, such as student information, human resources, or finance. The University implemented Ellucian’s Banner System for Student Information Services in 1995. This system provides support for student records, grades, admissions, recruiting, financial aid and accounts receivable. In 2004, the University introduced FAMIS and KRONOS to support facilities management and time reporting. And, in 2006, UVM implemented PeopleSoft for human resources, finance and budgeting. Since implementation, each of these systems has undergone regular upgrades and maintenance. For example, Banner is currently going through a major upgrade while PeopleSoft Human Resources and Finance modules were both recently upgraded to the latest release. In addition, the University also deploys specialized systems, such as the Rave emergency/crisis alert system, which is managed by the University’s Emergency Operations Team.

**Research**

IT support for research is highlighted by the data center’s hosting of the Vermont Advanced Computing Core (VACC). The VACC offers high performance computing similar in design and capability to national high-performance computing centers. The VACC mission focuses on multidisciplinary research and innovation efforts and “the promotion of advanced computing as a platform for cutting edge ‘big data’ research.” The VACC hosts over 300 users across campus, and was cited by faculty from over 40 disciplines and centers in their grant applications.

Examples of research facilitated by the VACC include functional MRI to better understand brain activity, multiscale modeling of biochemical systems, robotics design and artificial intelligence, micro-electro-mechanical systems, statistical methods to understand DNA repair, and research on blogosphere happiness (the emotional state of a population based on key words on the Internet). In 2018, the University received a Major Research Instrumentation grant from the National Science Foundation of nearly $1 million to build a state-of-the-art Graphics Processing Unit (GPU) cluster to improve research across many disciplines. The massively parallel system, dubbed DeepGreen, is being built by ETS. When it comes online in the spring of 2019, it will be one of the fastest supercomputers in New England.
In addition, the data center provides moderate-cost storage for high volume research data. This service enables researchers to have their data stored and managed professionally, with adherence to backup and security standards, at reasonable cost.

**Teaching and Learning**

The Center for Teaching and Learning (CTL) is the only UVM-wide faculty development unit at UVM with a mission focused on providing training and support for effective and innovative use of Blackboard and instructional technologies. Recognizing that some faculty need support for basic instructional technology use, while others seek out and experiment with new technologies on their own, CTL has offerings that range from faculty training workshops and drop-in support for Blackboard, iClickers, and Wordpress, to individual consultations on new technologies and collaborations on innovative technology projects. In collaboration with ETS professionals, CTL updates, maintains and provides most faculty support for UVM’s locally-hosted learning management system, Blackboard Learn. In 2017-2018, CTL staff responded to 2,094 support requests related to Blackboard and other instructional technologies. CTL offered 30 open enrollment events that focused on instructional technology, including Blackboard, iClickers, screencasting, multimedia tools and WordPress. CTL also provides professional development through intensive workshops such as its four-week course Teaching Effectively Online course (offered collaboratively with Continuing and Distance Education), which enrolled 40 faculty in 2017-2018.

The Five-Year Hybrid Course Initiative finished in December 2017. During the initiative, 73 faculty participated in cohort-based comprehensive trainings, design meetings and consultations. Since 2013, over 7,000 UVM students have taken hybrid courses designed by cohort participants. Interest in hybrid course design remains strong, and with the help of one-time funding from the President's office, CTL will transition to offering a shorter-term intensive-format hybrid training model in May 2019.

The use of UVM Streaming Media (an enterprise-level service that provides functionality similar to YouTube in a secure platform customized for University of Vermont affiliates) continues to grow. During 2017-2018, an additional 2,509 media files were uploaded, bringing the total to 6,620 media files uploaded by 680 individuals since 2015.

Blackboard usage remained stable in 2017-2018 (see usage statistics below).

**Blackboard Usage Statistics (Queried from bb.uvm.edu)**

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1 *Courses = Credit bearing courses only. Total number of courses spaces in Bb in a given semester. One course space may contain multiple CRNs (i.e., cross-listed courses may only have one Bb course space; multiple lab sections may only have one Bb course space)
<table>
<thead>
<tr>
<th>Academic Semester</th>
<th>Courses*</th>
<th>Students**</th>
<th>Instructors***</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2014</td>
<td>1,612</td>
<td>11,920</td>
<td>869</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>1,635</td>
<td>12,851</td>
<td>846</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>1,679</td>
<td>12,128</td>
<td>826</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>1,709</td>
<td>14,096</td>
<td>840</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>1,749</td>
<td>13,501</td>
<td>862</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>1,938</td>
<td>14,564</td>
<td>898</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>1,896</td>
<td>13,839</td>
<td>870</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>2,016</td>
<td>15,000****</td>
<td>944</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>1,928</td>
<td>14,000****</td>
<td>899</td>
</tr>
</tbody>
</table>

** Summer Sessions **

<table>
<thead>
<tr>
<th>Summer Sessions</th>
<th>Courses*</th>
<th>Students**</th>
<th>Instructors***</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2014</td>
<td>350</td>
<td>2,649</td>
<td>278</td>
</tr>
<tr>
<td>Summer 2015</td>
<td>393</td>
<td>4,020</td>
<td>306</td>
</tr>
<tr>
<td>Summer 2016</td>
<td>390</td>
<td>4,242</td>
<td>310</td>
</tr>
<tr>
<td>Summer 2017</td>
<td>398</td>
<td>4,419</td>
<td>310</td>
</tr>
<tr>
<td>Summer 2018</td>
<td>387</td>
<td>4,579</td>
<td>321</td>
</tr>
</tbody>
</table>

****Extrapolated – Data missing due database problems

CTL continued to refine its outreach strategy to increase visibility of support services and Blackboard resources to faculty and academic support staff. Elements of this strategy included:

- Offering a “Blackboard Tour” as part of New Faculty Orientation
- Developing new documentation that explicitly focuses on how Blackboard supports teaching
- Distributing “News from the Blackboard Administrator” email newsletter once a semester to all Bb faculty users to inform them of new features and upcoming changes to the system

** Students = unique students who entered at least one active Bb course space during a given semester

*** Instructors = active users associated with a given course space assigned an “Bb instructor role” from Banner
• Offering technical support at specific College locations – CTL took our long-time “Doctor Is In” drop-in technical support on the road and offered support hours at Aiken Center (Rubenstein School of Environment & Natural Resources), Kalkin Hall (Grossman School of Business), Votey Hall (College of Engineering, & Mathematics Sciences), Waterman Building (College of Education & Social Services), and Rowell Building (College of Nursing & Health Sciences).

An integral part of CTL’s mission is to research options for new instructional technologies. In addition to our regular reviews (i.e., multimedia tools, iClicker updates), this year, we coordinated two campus-wide evaluations:

• Bb Ally - As a follow-up to UVM Compliance Services’ report, “ADA Technology at UVM” (Nov. 2017), CTL, with support from Student Accessibility Services, evaluated Blackboard (Bb) Ally. Bb Ally, an accessibility application that integrates with learning management systems, improves accessibility and compliance at the enterprise level. This evaluation tested Bb Ally’s functions and gathered feedback from faculty and academic staff regarding its ease of use and overall effectiveness. As a result of this evaluation, CTL concluded that Bb Ally will improve UVM’s capacity to provide accessible learning environments to all its students and comply with federal regulation. CTL therefore recommended licensing Bb Ally.

• Respondus LockDown Browser (RLB) – CTL continued a pilot program to test the reliability of RLB, an add-on to Blackboard for online high-stakes testing. Based on feedback received from faculty and performance of the application, CTL recommended that UVM license this software. RLB is currently regularly used by several departments, including Computer Science and Nursing.

Moving forward, CTL’s focus remains on providing instructional technology training and support for faculty at all levels of technical fluency. CTL staff not only remain up to date on the range of CTL-supported applications, but also on new trends and applications for use in teaching. Working in tandem with faculty, the Center for Teaching and Learning is able to both support faculty and foster connections between faculty that inspire new and innovative uses of technology in UVM classrooms.

Information Security

Information Security threats are continually evolving and expanding with increasing potential impacts to the University. It is therefore crucial that the University Information Security Program fully adopt a formalized risk based approach to Information Security threats and mitigation with continual review, adjustment, and monitoring.
A newly chartered Information Security Council had its first meeting in January of 2019. This Council will provide a key advisory function to the Information Security Program and help drive the implementation of Information Security Policies and Initiatives that align with University goals and risk tolerances.

In support of this risk based collaborative approach to security, several assessments and audits have been completed in 2018 and provide a strong basis for strategic planning and direction of the Information Security Program moving forward.

Additionally, in order to help facilitate addressing current and future Information Security initiatives, the University has allocated a number of resources. These resources include the Information Security Office, Information Security Operations Team, as well as various other information technology professionals.

These groups work to identify, monitor, and address key information security concerns. Some areas of focus include but are not limited to:

- physical thefts (of technology equipment or paper documents)
- social engineering of students, faculty, staff, and affiliates
- insider activities (both unintentional or malicious)
- direct system attacks from external adversaries
- incidents arising from third party relationships

The University also continues to engage in opportunities to advance the information security posture present through various initiatives such as:

- expansion of User Awareness Training and Education
- evaluation and deployment of enhanced technical security solutions
- review and evaluation of new technology and vendor relationships as appropriate
- strong collaborative information sharing relationships with external organizations
- utilization of threat intelligence for internal threat assessments of emerging risks

By utilizing a holistic approach to the University’s operation and security needs, the University continues to expand upon its Information Security Program to help achieve a safe and sustainable environment.

**Technology Support**

The University supports faculty, students, staff, emeriti and retirees in their use of technology through a combination of centralized and distributed resources. Central support services include a certified hardware repair operation for Dell and Apple computers and carry-in help for hardware and software problems at the Computer Clinic, centrally located in the lower level of
Billings/Ira Allen Chapel. The Help Line provides phone support to all UVM affiliates, covering a variety of topics and constituencies. The charts below, using data from November 2017 – November 2018, illustrate the volume and variety of issues the team addresses.

<table>
<thead>
<tr>
<th>Support Group</th>
<th># of Tickets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>8997</td>
</tr>
<tr>
<td>Administrative</td>
<td>4535</td>
</tr>
<tr>
<td>Colleges</td>
<td>3802</td>
</tr>
</tbody>
</table>

Total 17334

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Tickets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Account</td>
<td>6306</td>
</tr>
<tr>
<td>Software</td>
<td>4946</td>
</tr>
<tr>
<td>Hardware</td>
<td>2145</td>
</tr>
<tr>
<td>Network</td>
<td>1270</td>
</tr>
<tr>
<td>Security</td>
<td>878</td>
</tr>
<tr>
<td>Non-IT Question</td>
<td>568</td>
</tr>
<tr>
<td>Wireless Settings</td>
<td>396</td>
</tr>
<tr>
<td>Consultation</td>
<td>211</td>
</tr>
<tr>
<td>DATA</td>
<td>195</td>
</tr>
<tr>
<td>Server Storage</td>
<td>158</td>
</tr>
<tr>
<td>Training</td>
<td>22</td>
</tr>
<tr>
<td>Loan of Equipment</td>
<td>15</td>
</tr>
<tr>
<td>Copyright</td>
<td>3</td>
</tr>
</tbody>
</table>

Grand Total 17113
Additionally, the Client Services department, which provides these services, is unique among the ETS departments in that it receives funding from the student technology fee to support up to 20 Help Line and Computer Clinic part-time student workers. This is one of the ways in which ETS supplements the academic experience of our undergraduate students with real-world experience.

**Funding and Staffing**

Enterprise Technology Services is supported primarily by general funds, with the exception of Telecommunications & Network Services, an income/expense activity. It also oversees the University software / hardware maintenance budget, which provides support for both central and distributed IT software and hardware. Over the period of FY 2011 through FY 2018, ETS general fund budgets have grown from $7.1 million to $7.9 million. The software / hardware maintenance budget has grown from $2.2 million to $4 million in the same time period.
As previously noted, IT staff at UVM work in both the distributed academic and administrative areas and in ETS, the central IT organization. From FY 2011 to FY 2019, central ETS staff positions have decreased from 81 positions to 70 positions. Several reorganizations have occurred in that time period, including the merger of the Computer Depot with the Bookstore, the creation of the Information Security Office, and the merger of the Business Process Reengineering Team and Database Administration team with Enterprise Application Services.
Benchmark Comparisons to Similar Institutions

For purposes of benchmarking against comparator institutions, we drew upon data from the 2017 Core Data Survey conducted by EDUCAUSE, a nonprofit organization whose mission is to “advance higher education through the use of information technology.” In particular, we compared ourselves against a group of institutions, the “UVM Institutional Research Office peers”, consisting of those schools UVM’s Office of Institutional Research uses for regular peer comparisons. This group includes schools such as Binghamton University and Boston College. Note that not all schools that serve as peers for us participated in this particular survey.

1. IT Expenditures

To better understand the IT support received by UVM’s faculty, staff and students in comparison to the support offered by other schools, we compared a ratio of central IT expenditures per institutional employee (faculty and staff) FTE across the two peer groups. UVM ranked 9th of 9 schools in the UVM Institutional Research Office peers group. UVM ranked 89 of 123 reporting institutions in the Doctoral – Public Institutions class.

2. IT Staffing

In order to compare the capacity of our central IT group to those of other institutions, we examined a ratio of central IT FTE per institutional employee FTE across the same two peer groups. UVM ranked 10th of 10 schools in the UVM Institutional Research Office peers group. UVM ranked 141st of 153 reporting institutions in the Doctoral – Public Institutions class.
The primary source for comparative technology information is the EDUCAUSE Core Data Survey that annually gathers information from over 500 higher education institutions.

Central IT Expenditures per Institutional Employee FTE (Faculty and Staff)

This ratio is used to estimate the amount of IT support the institution’s population receives.

<table>
<thead>
<tr>
<th>Group</th>
<th>Average of FY 17 spending per Institutional employee FTE (faculty and staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Vermont</td>
<td>4,561</td>
</tr>
<tr>
<td>Institutional Research Office Peers</td>
<td>7,750</td>
</tr>
<tr>
<td>Doctoral - Public Institutions</td>
<td>5,957</td>
</tr>
<tr>
<td></td>
<td><strong>6,055</strong></td>
</tr>
</tbody>
</table>

Institutional Research Office Peers include:
Binghamton University, Boston College, Boston University, Stony Brook University,
Syracuse University, The George Washington University, University of Colorado - Boulder,
University of Connecticut

Central IT FTE as a Percentage of Institutional Employee FTE

<table>
<thead>
<tr>
<th>Peer Group</th>
<th>Average of FY 17: Central IT staff FTEs as a percentage of institutional employee FTEs</th>
<th>Average of FY 16: Central IT staff FTEs as a percentage of institutional employee FTEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Vermont</td>
<td>1.87</td>
<td>1.83</td>
</tr>
<tr>
<td>Institutional Research Office Peers</td>
<td>3.68</td>
<td>3.67</td>
</tr>
<tr>
<td>Doctoral - Public Institutions</td>
<td>3.43</td>
<td>3.43</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3.43</strong></td>
<td><strong>3.43</strong></td>
</tr>
</tbody>
</table>

Institutional Research Office Peers include:
Binghamton University, Boston College, Boston University, Stony Brook University,
The George Washington University, University of Colorado - Boulder, University of Connecticut,
University of Massachusetts - Amherst
Key Initiatives
While ETS devotes much of its time to ongoing operations, we also engage regularly in enterprise-level projects that seek to grow and improve our services to the community. Among the initiatives planned for FY 2019 are:

University Cybersecurity Initiatives
The Information Security Office will be working with the newly formed Information Security Council to update our policies and procedures as a continuous effort in refining our cyber defense methods. The Information Security Office will also leverage the Security Council to help prioritize the recommendations that have emerged from recent audits and assessments. This prioritization effort will be followed by a cost benefit analysis to strategically guide future investments in our Information Security operations.

Research Support
UVM has two major research initiatives for this year. The deployment of the VACC’s massively parallel DeepGreen GPU cluster is a major new IT system that will allow our researchers to solve computational problems they could not consider before. This system will be installed in the spring of 2019.

The agencies that provide research funding to UVM now require data management plans, and UVM is working to enhance data services for our faculty. ETS is participating in a research data management planning committee, charged by the Provost, to make recommendations for meeting funding agency requirements for data management plans. As part of this overall process, ETS is evaluating how we can improve data storage, protection, and sharing services to better meet the needs of our research faculty.

Disaster Recovery
Enterprise Technology Services is working on improving our disaster recovery and data protection capabilities. UVM has two datacenters and several services are designed to continue operating if one of our datacenters fails. However, many services are not able to do this yet. Activities planned for this year focus on enhancing server and storage redundancy, increasing the percentage of data that is replicated between datacenters, and evaluating solutions to shorten the failover time between datacenters. We will also be developing plans for improving our secondary datacenter and will be evaluating new enterprise data backup solutions.

Launch of an ETS Service Catalog
In an effort to help the University community better understand the services ETS offers, we will be launching our first service catalog. This tool will act as a resource guide for faculty, staff and students alike, helping locate the help they need and guiding them to approved and secure solutions for their IT needs.
Unified Communications
As noted in the section on infrastructure, aspects of our telecommunications infrastructure are aging. In particular, our phone system (PBX) is out-of-date and needs to be replaced. Modern replacement options provide much more than phone service and include services such as integration between phone and email, web conferencing, chat, etc. The solutions on the market strive to provide an integrated suite of communications tools. A combined group of staff from Telecommunications & Network Services, Systems Architecture & Administration and Client Services is working to pilot two alternatives – Skype for Business and Cisco Unified Communications Manager. This pilot phase will continue into spring 2019, and ETS expects to make a decision and develop related implementation plans, by the end of summer 2019.

Strategic Engagement and IT Governance
ETS will be intensifying its efforts to engage the greater UVM community in conversations pertaining to the use of Information Technology to advance the mission of the University. Such engagement will leverage existing stakeholder groups to create an IT Governance structure that can help maintain an alignment between technology investments and the University’s overall priorities. Additionally, the IT Governance will serve as a feedback mechanism and a communication channel to disseminate technology related topics. At its core, the IT Governance structure will comprise of an executive committee, an operational committee and various tactical working groups that can help scrutinize our technology investments.

Creation of a Data Warehouse
ETS has partnered with the Office of Institutional Research to champion the creation of a data warehouse that would support and improve the University’s overall decision-making by providing greater visibility into trends and patterns affecting the University. A data warehouse in the form of a central repository along with the associated processes for storing and accessing official reports data will also increase the effectiveness and efficiency of University’s reporting and analytical capabilities.

Greater Connections
National Trends
During its 2005 comprehensive planning process, a set of Guiding Principles was developed which included the point that UVM will be an “early follower” in terms of most new technologies and applications. UVM is best positioned to learn from the experiences of early adopters of new technologies; however, we will quickly deploy and utilize current technology
that also gives our constituents a competitive edge. Consequently, members of the University’s various IT organizations play an active role in monitoring industry trends, including:

- The continued evolution of online learning and distance education
- The possibilities for cloud computing
- Strategic and sustainable IT funding and staffing
- The use of data analytics to inform decision making
- Increasing compliance requirements (HIPAA, FERPA, HEOA, etc.)
- Increasing volume and sophistication of security breaches and attacks
- Research data storage, curation, access, and protection needs

**State Outreach**

In the realm of information technology, as in other areas, the University has worked with national and state partners to make its networking capabilities available to Vermont. While the University has built its high-speed network for the use of its own faculty, staff and students, it has also worked to make high-speed connectivity available to other educational institutions across the state. Through a special Internet2 program (UCAN) the University has sponsored high-speed Internet2 access for St. Michael’s College, Middlebury College, the Vermont State Colleges, University of Vermont Medical Center, State of Vermont Department of Information and Innovation, Vermont Department of Libraries, Windsor Southeast Supervisory Union, Norwich University, Burlington schools, Champlain College and the Education Networks of America (which connects several Vermont K-12 school districts). All of this connectivity is provided at no charge to the participating institutions. We continue to look for multiple ways in which the University’s technological resources can be of wider use and benefit.

**Included for informational purposes are the following:**

Appendix A – UVM Information Technology Strategic Plan 2018 - 2023
Strategic Plan and Priorities
2018 - 2023

1. Develop the Teaching & Learning Environment of the Future
   a. Deploy tools and technology to engage 21st century learners
   b. Deploy digital backpacks to support teaching and learning
   c. Infuse research computing into the classroom
   d. Embrace learning analytics to understand trends and patterns affecting students
   e. Embrace mobile computing as well as mobile apps

2. Support Faculty Research, Scholarship and Creative Activities
   a. Refresh the Vermont Advanced Computing Core
   b. Create a data repository to support all researchers, regardless of discipline
   c. Partner with other influencers to facilitate the creation of Data Management Plans and deployment of supporting technology
   d. Promote Internet2 as a research collaboration tool

3. Support and Improve Administrative Processes
   a. Infuse business process analysis into software implementations to encourage reengineering when appropriate
   b. Implement data analytics and Business Intelligence (BI) and a data integration hub between key administrative systems
   c. Partner to initiate an ERP modernization effort and evaluation

   a. Enhance University information security posture and awareness
   b. Implement enhanced security platforms
   c. Improve incident response capabilities
   d. Enhance third party relationship management
   e. Improve technology resiliency and continuity

5. Improve Operational Efficiencies
   a. Invest in more modern IT infrastructure to ensure systems meet University needs
   b. Deploy a unified communications system and enhance collaboration tools
   c. Promote best practices through resource acquisition, consolidation of resources and shared professional development

6. Enable the Oneness of IT at UVM
   a. Establish Information Technology governance
   b. Implement a formal project management methodology to guide technology projects
   c. Increase collaboration among IT professionals across UVM and strengthen the role of Collaborative IT
   d. Improve campus-wide communications around information technology

Presented to the UVM Board of Trustees – Committee of the Whole on October 26, 2018 by Simeon Ananou
The Division works to foster an environment where UVM students are healthy, engaged and successful. Through our strategic planning, each Student Affairs unit actively works to ‘turn the curve’ on key performance measures that connect to the President’s goals around student retention, four-year graduation rates and student wellness.

Our leaders play a critical role in steering our strategic initiatives. This year, we welcomed two new directors: Daphne Wells, M.Ed. (UVM ’06) is now the Director of Student Life and the Davis Center and Harry Chen, M.D. is the Executive Director of the Center for Health and Wellbeing and Chief Public Health Officer.

Among the successes and challenges for FY19:

**SUCCESSES:**

**Sharing the Student Experience**
Our Division launched the **Student Experience Summit Series** to bring campus partners together to learn and collaborate around topics impacting UVM students. This September, the series kicked off with a session about Cannabis Use and Culture. In November, Dr. Chen led a session on Student’s Mental Health. This spring, we will explore Student Accessibility and the Centennials Generation.

We have also had success engaging families as partners in their students’ success. To this end, we launched a **Webinar Series for Families**. This fall, we explored “The First Six Weeks” and “Students’ Physical and Mental Health.” This spring, we’ll tackle the “Housing Process,” “Cannabis Use” and “Career Prep.”

**33% Decline in High-Risk Drinking - Update**
This fall, UVM students self-reported their lowest high-risk drinking rate average ever (source: Monthly Measures Survey). Notably, our current average represents a decline of 33% in six years and is just above a similarly-calculated national average (source: National College Health Assessment).
Our strategy includes engaging families, students, the University and the broader community. Our transformation continues to garner national attention. In particular, the implementation and expansion of the Wellness Environment has invited a new perspective about UVM – this year’s coverage includes the *Chronicle of Higher Education* and a segment on “CBS This Morning.”

**Residential Learning Communities**
It’s a recipe for success — students benefit when they share a common purpose, have meaningful connections with faculty and staff and are engaged in active learning where they live. The residential learning community model embodies and takes this theory to practice.

Learning Communities, which launched in Fall, 2017 and were expanded in Fall, 2018, have been collaboratively created to optimize student wellness and emphasize both academic success and community engagement through a student’s four years and beyond. Community themes reflect our University values and several of our core academic strengths:

*Current Themes:*
- Honors College
- First Year Interest Groups
- Liberal Arts Scholars
- Arts + Creativity
- Cultural Crossroads
- Sustainability
- Leadership for Social Change
- Outdoor Experience
- Wellness Environment
- Innovation and Entrepreneurship

*Data and Outcomes:*
In ’17-18, 68% of first year students chose to live in a learning community and 86% of all students in the first year’s cohort chose to live in a learning community in ‘18-19. The initial retention data points to student success: 88.3% of FA17 learning community first year students were retained in FA18 as compared to the institution’s overall rate of 86.7%.

**Career Outcomes**
The Division of Student Affairs and the Office of Institutional Research co-lead UVM’s effort to gather career outcomes data. This spring, collection was launched in Handshake, the Career Center’s online platform that makes it easy for students to search for jobs and internships, build their resume, make in-person career counseling appointments and register for events. This tool, combined with UVM Connect, LinkedIn and Departmental-level outreach is positioning the University to have its highest knowledge rate to date.

Given that data collection closes on December 31, at the deadline of this report the University’s overall success rate is still being calculated.

**CHALLENGES:**

**Food Insecurity**
*Context:* The USDA defines food insecurity as “a lack of consistent access to enough food for an
active, healthy life.” Nationally, campuses are responding to the awareness and need for students to have greater security regarding access to food. Recent surveys conducted at UVM found that one in five UVM students were food insecure, with some demographics such as first-generation students showing higher levels.

*What we’re doing about it:* The Food Insecurity Working Group has measured the prevalence of food insecurity on campus and has been working on providing solutions to help increase access to food for the UVM Community. In spring of 2019, we are launching Swipe Out Hunger, a program that allows students to donate an unused meal “swipe” to provide students in need with access to meals in dining halls. In addition, UVM currently has two small food pantries on campus located at the Mosaic Center for Students of Color and the TRIO program office, and SGA is currently working on the development and implementation of a campus-wide food pantry.

**Cannabis Use – Update**

*Context:* As of July 1, 2018, it became legal under Vermont state law for adults over 21 years of age to possess and use small amounts of cannabis. However, following federal law the possession and use by UVM students, employees, or the general public is not allowed anywhere on UVM property. And, while we’ve seen significant positive reductions in high-risk drinking, students’ use of cannabis remains above the national average, which has negative impacts on both student learning and the University’s national reputation.

*What we’re doing about it:* The President’s Commission on Alcohol, Cannabis and Other Drugs has developed a strategic plan, including data-driven intervention strategies with targeted populations (e.g. schools/colleges and learning communities), engaging students in creating a messaging and educational campaign and delving more deeply into our understanding of the intersection between cannabis use and students’ mental health.

This is an emerging field, and one in which we intend to lead the way. As more states legalize cannabis use and the public’s perception positions cannabis as safe, healthy and at times helpful, we have much work to do to in order to reduce high-risk use, to curb perception of use and to educate about the potential harms on the transitional age brain.

**Student Mental Health - Update**

*Context:* Similar to many other campuses across the country (source: Educational Advisory Board), our student population continues to be challenged by the complexity of mental health concerns in conjunction with use and abuse of drugs and alcohol.

Over the past 5 academic years, the percentage of students using Counseling and Psychiatry Services (CAPS) has steadily increased. Last academic year, just over 20% of the student population used CAPS services. This trend is continuing - based on data pulled for the first 10 weeks of the fall 2018 semester, CAPS is showing a 9% increase in scheduled appointments over the same time frame last year. Additionally, the number of unique students accessing CAPS is up almost 15% this semester over last fall.

*What we’re doing about it:* There has been a broad interest from partners across campus and senior leaders to better understand our students’ mental health since the impact is felt at all levels of the institution. This year, I led a conversation with senior leaders at the August retreat. Our
team also presented information to campus leaders and collaborated with student services units at the fall Student Experience Summit.

This fall, we added counselor drop-in hours at the Mosaic Center for Students of Color, the Prism Center and LivingWell, and expanded the CARE team’s case management approach. To gain a better understanding of our students’ mental health, we implemented the University of Michigan’s Healthy Minds Study. In addition to the ongoing work of the JED Campus Foundation, Dr. Chen has introduced the “Mental Health First Aid” program and the Student Government Association recently passed a resolution supporting an increase in the student health fee specifically to better support student mental health needs on campus.

**EMERGING INITIATIVES:**

**Career Center Strategic Plan**

*Career Interest Groups:* The Career Center has spent the last year in a department-wide strategic planning process to explore how best to meet the emerging career development needs of GenZ and Centennial students as well as how to build stronger partnerships with colleges and leverage staff talents to carry the plan forward. One model, Career Interest Groups, would center the student’s self-selected interest/s and implement programming, career counseling and high-impact practices around interest-based communities. Scaffolded by the experience of counselors, the power of the UVM Connect alumni career network and in close collaboration with college-specific career programming, this new vision has potential to transform career development work and to elevate career outcomes at UVM.

*Internship Funding Needs:* While a re-model of service delivery is internally directed, external factors have put the Career Internship Funding in jeopardy. At UVM, 67% of UVM Seniors had participated in internships, compared to 48% nationally (NSSE 2017). As we enroll more career-minded students, under the Provost’s leadership, we are challenged by how to improve our participation in internships and experiential learning with limited funding. By summer 2018, over $410,000 in internship funding requests were submitted and we met $104,000 of those requests.

We know that internships are one way students identify meaningful work and grow their network. We are looking for new ways to close the gap between student interest, institutional priority and the reality that an un-paid or low-paid internship simply is not possible for many of our students.

**Queer Student Union Support and Actions**

*Student Activism:* In October, 2018, the Queer Student Union put forward a call for Support and Action. The President and various senior leaders responded to this call. We attended a rally where the President spoke and supported Transgender and non-binary students’ rights, and we met with the students twice to discuss their proposed actions. These actions include:

1. More reports/communication from Gender Inclusive Restroom Taskforce
2. Gender inclusive housing in all residence halls
3. Required diversity training for faculty and staff
4. Required training for Dining Services employees
5. Update on the Campus Climate Survey
6. Access to legal names and preferred names across UVM systems

I am pleased to report that the meetings with the students have gone well and at the time of writing this report, future meetings to review and resolve each item are scheduled for the spring term.

**Division-Wide Strategic Planning Process**

*Student Learning Outcomes:* Last year, the Division of Student Affairs adopted the Council for the Advancement of Standards in Higher Education (CAS) Learning Outcomes. This was the first step towards a more comprehensive strategic plan. We are tracking our goals and action steps and are able to map across units to measure our contributions to University initiatives such as: first-to-second year retention, student health and wellness, four-year graduation rates, and career outcomes. We are energized by our future ability to report the impact our work has on student learning from across all of the Student Affairs units and to present our contributions on critical University priorities in new ways.
Capital Project Progress Report
February 1, 2019

Board of Trustees
Educational Policy and Institutional Resources Committee

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

STEM Complex

<table>
<thead>
<tr>
<th>Engineer/Architect:</th>
<th>Ellenzweig/Freeman French Freeman</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Contractor:</td>
<td>PC Construction for Phases I and II</td>
</tr>
<tr>
<td></td>
<td>Engelberth Construction for Phase III</td>
</tr>
<tr>
<td>UVM Managed By:</td>
<td>Facilities Design &amp; Construction Department</td>
</tr>
<tr>
<td>Est. Completion Date:</td>
<td>May 2019</td>
</tr>
<tr>
<td>Size:</td>
<td>171,747 net assignable square feet</td>
</tr>
<tr>
<td>Project Cost:</td>
<td>$ 104 million</td>
</tr>
<tr>
<td>Project Description:</td>
<td>The first phase of the STEM Complex Project included the programming for each of the units of Chemistry, Physics, Mathematics &amp; 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 Discovery Hall, a state-of-the-art teaching and research laboratory facility, while the second phase will construct Innovation Hall, a classroom/office facility. The third phase includes concurrent selected renovations within the Votey Building.</td>
</tr>
</tbody>
</table>

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, Discovery Hall, was completed and occupied in May 2017. Phase III in Votey Building was performed during the summer of 2017 to renovate selected teaching and research labs. Innovation Hall, Phase II of the new construction, is progressing well and is scheduled for construction completion by the end of May 2019. Occupancy will begin in June/July with operations beginning in the Fall of 2019.

McAuley Hall Deferred Maintenance

<table>
<thead>
<tr>
<th>Engineer/Architect:</th>
<th>Scott + Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Contractor:</td>
<td>TBD</td>
</tr>
<tr>
<td>UVM Managed By:</td>
<td>Facilities Design &amp; Construction Department</td>
</tr>
<tr>
<td>Est. Completion Date:</td>
<td>Summer 2020</td>
</tr>
<tr>
<td>Size:</td>
<td>44,986 gross square feet</td>
</tr>
<tr>
<td>Project Cost:</td>
<td>$ 6.1 million</td>
</tr>
</tbody>
</table>
Project Description: The scope of this project will replace the window curtain wall system and the replacement of the five different levels of membrane roofing throughout the complex. Additional scope elements would include the replacement of the heating system piping throughout the student rooms, and to complete a full hazardous material abatement of identified asbestos in both the curtain wall and roof surfaces. The new curtain wall framing system will require an alternate method of supporting the radiators and enclosures.

Status: Currently on schedule and on budget.

Project Update: The construction phase will begin in late May 2019 with hazardous material removal. The residence hall will be off-line for the entire 2019-2020 academic year, with occupancy scheduled for Fall 2020.

**Torrey Hall Interior Restoration**

<table>
<thead>
<tr>
<th>Engineer/Architect:</th>
<th>SAS Architects</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Contractor:</td>
<td>TBD</td>
</tr>
<tr>
<td>UVM Managed By:</td>
<td>Facilities Design &amp; Construction Department</td>
</tr>
<tr>
<td>Est. Completion Date:</td>
<td>TBD</td>
</tr>
<tr>
<td>Size:</td>
<td>11,981 gross square feet</td>
</tr>
<tr>
<td>Project Cost:</td>
<td>$6.3 million</td>
</tr>
<tr>
<td>Project Description:</td>
<td>In order to house the programs of the University’s Pringle Herbarium and the Zadock Thompson Zoological Collections, the scope of work for the interior renovation project will include a complete fitup of all new systems within the building. New life safety systems will include a new sprinkler and fire alarm system. Chilled water supply will be introduced into the building to establish air-conditioning; a new hydronic heating system, a new electrical system, along with all new plumbing and construction of new restrooms. An addition on the north side of the building will also be created to establish an accessible entrance and vertical circulation core</td>
</tr>
</tbody>
</table>

Status: Currently on schedule and on budget.

Project Update: The project is currently in the design development phase.

**Capital Projects in Design Phase**

**On-Campus Multipurpose Center (OCMC)**

<table>
<thead>
<tr>
<th>Engineer/Architect:</th>
<th>Cannon Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Contractor:</td>
<td>PC Construction</td>
</tr>
<tr>
<td>UVM Managed By:</td>
<td>Facilities Design &amp; Construction Department</td>
</tr>
<tr>
<td>Est. Completion Date:</td>
<td>Spring 2021</td>
</tr>
<tr>
<td>Size:</td>
<td>370,549 gross square feet</td>
</tr>
<tr>
<td>Project Cost:</td>
<td>$95.0 million</td>
</tr>
<tr>
<td>Project Description:</td>
<td>The project goals include: Create an enhanced and enlarged new health/wellness zone which will increase from 15,000 SF to 86,000 SF; Create a true multipurpose center that includes health, wellness, academic, social, cultural and athletic programming elements; Create tangible academic support space; classrooms and study space, Maintain two</td>
</tr>
</tbody>
</table>
separate on-campus facilities for hockey and basketball; Upgrade competitive venues for hockey and basketball, including practice facility availability and improved athlete support facilities; locker rooms, training, meeting space and administrative/coaches offices, Dual use of air-conditioned venues for other events; speakers, concerts, cultural events and community programs, Renovate and upgrade existing spaces in need of systems/ safety/ circulation/ADA/cosmetic improvements and reconfiguration, Gutterson will be preserved, improved and remains the home of UVM Hockey; A new, properly sized Events Center will be built to house academic, social, cultural and entertainment events as well as basketball practice and competition; Address long-standing deferred maintenance issues; Improve internal circulation; Include an efficient and significant re-use of existing space, with limited new construction.

Status: Currently in the bidding phase.

Project Update: The project is currently in the bidding phase with our general contractor.

Larner College of Medicine (LCOM)/Psychology Project

Engineer/Architect: Payette
Pre-Const. Contractor: PC Construction
UVM Managed By: Facilities Design & Construction Department
Est. Completion Date: Summer 2021 and Summer 2024
Size: 60,000 gross square feet and 245,987 gross square feet
Project Cost: $90 million
Project Description: The project goals include: A new building will be constructed attached to the south east side of Health Science Research Facility (HSRF); the goal is for the new construction to be 100%, Rehab Given Building for a new 50 year life, Given will be zoned into areas that are all laboratory and others that are all non-laboratory to allow for efficient HVAC, Given Building Renovations include: New core HVAC and electrical service for entire building, New distribution of HVAC and electrical to entire building, New exterior envelope, Architectural renovations of laboratory and office space, as needed
Status: Currently in design phase.

Project Update: The project is currently in the design development document phase.

Deferred Maintenance Projects (between $1.0 million and $2.0 million)

Ira Allen Chapel Exterior Repairs

Engineer/Architect: Gale Associates
General Contractor: E.F. Wall
UVM Managed By: Physical Plant Department
Est. Completion Date: Spring 2019
Size: 24,100 gross square feet
Project Cost: $ 1.5 million
Project Description: The Ira Allen Chapel exterior requires extensive repairs to the main west entrance wood columns, as well as the granite stairs. Additional exterior work will include the repainting of all of the wood windows.

Status: Currently on schedule and on budget.

Project Update: The construction is scheduled to be completed in the Spring of 2019.

Royal Tyler Theatre Exterior Deferred Maintenance

Engineer/Architect: SAS Architects
General Contractor: PeakCM
UVM Managed By: Physical Plant Department
Est. Completion Date: Fall 2019
Size: 38,661 gross square feet
Project Cost: $ 1.9 million
Project Description: The scope of work for the exterior deferred maintenance project includes the replacement of the fiberglass shingle roof with copper roofing and additional wood sheathing and insulation, the restoration of the wood windows, and the repointing of selected areas of the masonry exterior walls.

Status: Currently on schedule and on budget.

Project Update: The work associated with the roof and masonry exterior is scheduled for completion in Fall 2018. The window restoration will be performed in the summer of 2019.

Steam Line Emergency Replacement

Engineer/Architect: RMF Engineering
General Contractor: TBD
UVM Managed By: Physical Plant Department
Est. Completion Date: Fall 2018
Size: 400 feet
Project Cost: $ 1.4 million
Project Description: The scope of work for the steam distribution system is the complete replacement of the 400-foot section of steam pipe adjacent to the Harris/Millis Residential Complex.

Status: Currently on schedule and on budget.

Project Update: All of the underground utility work has been completed, with the asphalt and concrete work scheduled for the Spring of 2019.
109 S. Prospect Building Exterior Envelope Repairs

Engineer/Architect: SAS Architects
General Contractor: K.R. Adams
UVM Managed By: Physical Plant Department
Est. Completion Date: Fall 2018
Size: 9,785 gross square feet
Project Cost: $1.2 million
Project Description: Project included window restoration, replacement of historic elements including widow's walk and wedding cake stairs, and reconstruction of the circular porch and southerly porch. Roofing repaired with several sections replaced, and masonry was selectively repointed as required. Foundation behind the porches was waterproofed. Emergency basement egress was reconstructed to meet code requirements. Additional scope included reconstruction of the westerly porch to improve office conditions, including new insulation and windows.
Status: Currently on schedule and on budget.

Project Update: The work was completed in the Fall of 2018.

Stafford Level 2 Renovation

Engineer/Architect: Black River Design
General Contractor: TBD
UVM Managed By: Facilities Design & Construction Department
Est. Completion Date: Fall 2019
Size: 9,631 square feet
Project Cost: $1.9 million
Project Description: The scope of work will include upgrades to data wiring and equipment, office and laboratory fit-ups on the second floor of Stafford Hall. The area will be occupied by the newly-appointed Department Chair of Microbiology and Molecular Genetics (MMG), and the relocation of the Vaccine Trials Center (VTC) from the Given Building.
Status: Currently on schedule and on budget.

Project Update: All of the work will be completed in the Fall of 2019.

Billings/Votey Sidewalk Replacement

Engineer/Architect: SAS Architects
General Contractor: TBD
UVM Managed By: Physical Plant Department
Est. Completion Date: Fall 2019
Size: N.A.
Project Cost: $1.9 million
Project Description: Replacement of the deteriorated asphalt sidewalks with concrete sidewalks between the west elevation of Votey and the east elevation of Billings, including stair reconstruction into the lower level of Billings. Replacement of sidewalks to the easterly entrance of the Ira Allen lower level entrance,
including partial installation of future chilled water mains for Torrey and Perkins.

Status: Currently on schedule and on budget.

*Project Update:* All of the work will be completed in the Summer of 2019.

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 three capital projects and two Deferred Maintenance projects since the last report, the following projects are no longer included: Billings Library (Interior Renovation and Exterior DM Restoration), Cohen Hall (Interior Renovation and Exterior DM Restoration), and Converse Interior DM.
Reviews of Proposals to Initiate, Alter or Terminate an Academic Program:

Completed Reviews (six):

- Approval of a request by the College of Arts and Sciences for a new Bachelor of Arts in Dance
  
  NOTE: This will be an action item for this Board meeting.

The Curricular Affairs Committee approved a proposal for a new Bachelor of Arts in Dance from the College of Arts and Sciences (CAS), Department of Music and Dance. The proposal also received approval from the Faculty Senate at the meeting on November 26, 2018. Paul Besaw will serve as the director. If approved by the Board of Trustees, the program will be offered beginning fall 2019.

Program Description, Rationale, and Evidence for Demand

The proposed BA in Dance will provide the opportunity for students to combine concentrated applied and experiential practice in composition and performance through the study of culture, history, and theory. Students that major in Dance will study, develop, and discover dance technique, improvisation, composition, history/theory, cultural dance forms, and independent research/creative work inside a rigorous academic environment that prioritizes critical analysis, research, and writing. The proposed program will also provide opportunities for students to build important intersections between dance and other disciplines in the arts, humanities, health, social science, technology, and education as they also connect with professional dance artists and organizations in Vermont.

Dance was established as an academic program in the College of Arts and Sciences in 2006, and a Minor in Dance approved in 2010. In 2012, the name of the department was
changed to the Department of Music and Dance to reflect faculty expertise and course offerings. The proposed program will be the first and only BA in dance offered at a public institution in Vermont, and will address an obvious gap in the fine arts offerings in the College of Arts and Sciences. It is the outcome of careful development of dance curriculum and performance opportunities over the past decade that suit the particular needs of UVM students, collaborate with other art forms, stay current with the development of contemporary dance, and work within facilities, instructional, and other resources.

**Relationship to Existing Programs**
At UVM, the proposers indicate that the most direct relationships are with Music and Theatre, which have been ongoing. In addition to the existing creative collaborations, this new degree will require students to pursue course work in music and/or theatre, thus reinforcing the natural overlap that exists with performing arts traditions. Based on past students who have minored in dance, the proposers predict that there is likely to be continued indirect connections with departments such as Art and Art History, Creative Writing, Film and Television Studies, Anthropology, Environmental Studies, Religion, Physical Education, Elementary Education, Exercise and Movement Science, and Physical Therapy that are driven primarily by student interest in these other areas.

Beyond UVM, the proposers indicate that the proposed BA in Dance will be similar to dance programs offered by private institutions in Vermont and other institutions across the country in its combination of practical experience with historical and theoretical inquiry, strong focus on independent creative work and research by students, active faculty of artists/scholars, and frequent contributions from professional guest artists/scholars. What sets this proposed program apart from those offered at other institutions are the close collaborative ties with music composition and production design, expansive offerings of global traditions in dance, small liberal arts style within a larger university context, and flexibility that allows a broader group of students to participate.

**Relationship to Department and University Missions**
Dance is already included in many statements and goals about the arts at UVM. This new degree will realize opportunities for students to broaden and deepen their studies in dance, aligning them with peers in art, art history, creative writing, film and television studies, music, and theatre. It also will help to achieve a goal set by CAS for its students: to “experience the connectedness and accessibility of a small liberal arts
college within a high caliber public research institution.” In addition, the dance major will contribute to UVM’s commitment to diversity through courses that explore global dance traditions in ways that are unique and well-developed, especially for a program its size.

**Curriculum**

A total of 36 credits are required to complete the proposed BA in Dance, including five required courses, fifteen credits from DNCE courses (a minimum of nine credits at the 100-level or above), and six credits in music and or theatre. The required courses are indicated in the table below. An extensive list of elective options was included in the proposal.

The proposal contained a comprehensive description of the knowledge and skills students would be expected to obtain as they progress through the major in order to achieve the objectives of the proposed major in the areas of both practice and theory. The curriculum is structured to provide breadth through a wide variety of course options that span a variety of dance styles and approaches and a requirement to engage in study in music and/or theatre. Depth is achieved through creative training, practice, and research via a self-designed focus on technique/training, performance, dance history and cultural context, improvisation and site performance (or some combination of those) through their electives choices.

**Required Courses**

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNCE 50</td>
<td>Dance History and Legends</td>
</tr>
<tr>
<td>DNCE 060</td>
<td>Movement and Improvisation</td>
</tr>
<tr>
<td>DNCE 111</td>
<td>Contemporary Dance III</td>
</tr>
<tr>
<td>DNCE 160</td>
<td>Dance Composition</td>
</tr>
<tr>
<td>DNCE 280</td>
<td>Advanced Studies in Dance</td>
</tr>
</tbody>
</table>

All of the required and elective courses exist with the exception of DNCE 280, which will serve as a capstone course for the proposed major. It is currently progressing through the approval process in CourseLeaf. Four of the electives have been taught as special topics courses and are being submitted for permanent course numbers.

**Assessment**

Dance has already been a part of the Academic Program Review that took place for the Department of Music and Dance in 2016-17. This included a dance professor as an
outside evaluator. Dance will continue to be evaluated by the internal and external processes in place at UVM. Additionally, the proposed BA in Dance will be assessed by tracking student success and graduation in a timely manner, surveying graduating seniors, holding public and private yearly meetings with students to solicit feedback. The Department indicates they are adapting their current assessment plan to include assessment goals and systems for dance.

The proposers indicate that review of the program will be ongoing, with a focus at the end of each semester on student course evaluations, student faculty evaluations, and faculty peer reviews when available. Review of metrics will occur annually. Dance Program Director will be the primary person responsible for reviewing the proposed program and will enlist others as appropriate.

Admission Requirements and Advising
Since there is no requirement for an audition, the new dance major will be open to all students in the College of Arts and Science, both those coming to UVM with prior dance training and those who discover dance in college. Paul Besaw will advise students in the proposed program. The Department indicates that there are mechanisms in place to support students if Paul Besaw is on leave or takes a sabbatical.

Anticipated Enrollment and Impact on Current Programs
The Department of Music regularly receives inquiries about a major in dance form prospective students. Approximately 80 students have completed the Minor in Dance since its launch in 2009. A review of 60 student transcripts indicates that roughly 20% of those completing a dance minor would have completed enough coursework to fulfill the proposed requirements for the BA (see Curriculum section below) since many choose to take more than the required number of credits in dance. Based on this, the proposers indicate they expect ~20 to 30 majors in total and anticipate graduating approximately five to eight each year.

Resource Requirements
The proposers indicate that there are no additional costs associated with inauguration of the BA in Dance. The new program can be supported by current resources, facilities, and equipment and planned improvements already included in the budget.
**Evidence of Support**
The proposed BA in Dance was approved by the CAS Curriculum Committee and faculty. The Dean of CAS, Bill Falls, and the Chair of Theatre, Gregory Ramose, also provided letters of support.

**Summary**
The proposed BA in Dance will first and only BA in dance offered at a public institution in Vermont and addresses the strong interest in dance as an academic pursuit that has been built at UVM over the last twelve years. A BA in Dance will also address a gap in the fine arts offerings at UVM. Unique attributes of the proposed program include its inclusivity (there will be no entrance auditions) and the opportunity for students to self-design areas of focus or concentration. The curriculum is thoughtfully designed to provide both breadth and depth. The program builds on existing collaborations and courses, and support for the proposed program is evident. Based on all of these things, the proposed BA in Dance will be a welcome addition to the curricular portfolio at UVM.

- **Approval of a request by the College of Arts and Sciences for a new Undergraduate Certificate in Community Music: Organ**
  NOTE: This will be an action item for this Board meeting.

The Curricular Affairs Committee approved a proposal for a new Undergraduate Certificate in Community Music: Organ from the College of Arts and Sciences (CAS), Department of Music and Dance. David Neiweem will serve as the director. The proposal also received approval from the Faculty Senate at the meeting on November 26, 2108. If approved by the Board of Trustees, the program will be offered beginning fall 2019.

**Program Description, Rationale, and Evidence for Demand**
The proposed Certificate in Community Music: Organ will utilize existing courses to cultivate a marketable skill for graduates and address a need in the wider community for trained organists. It is designed as a professional certificate to prepare students to work effectively as leaders in community-music making. Therefore, the proposed certificate can provide career opportunities for our graduates and increase UVM’s impact on a broader community.
The number of churches with vacancies requiring organists prepared to accompany community singing is growing in Vermont as well as regionally and nationally. Nationally, music departments and conservatories are experiencing declining enrollments of students taking major studies both in organ playing and church music, which has contributed to vacancies in the field. There are students who have the technical background to play organ, but who do not wish to major in music. The proposed certificate is intended to provide students with credentials in this area an opportunity for further training.

**Relationship to Existing Programs**

The proposers note that there are no other certificates offered at UVM that are similar in content or have an overlap in focus. The certificate focuses on performance through applied lessons, practical administrative experience via a course in music business, and experiential learning through an internship. Although this program may be attractive to students minoring in music, it has a significantly different focus and does not require the coursework in three areas (music theory, performance and literature) that are the center of the minor.

**Curriculum**

Completion of the proposed certificate requires a total of 13 credits and includes four required courses plus three credit of electives.

<table>
<thead>
<tr>
<th>Required Courses</th>
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<tbody>
<tr>
<td>MUL 134 P Intermediate Organ Playing</td>
<td></td>
</tr>
<tr>
<td>MUL 234 P Advanced Organ Playing</td>
<td></td>
</tr>
<tr>
<td>MU 172 Arts Management</td>
<td></td>
</tr>
<tr>
<td>AS 190 A or B Capstone: Internship within the Community*</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Courses (choose three credits)**

<table>
<thead>
<tr>
<th>MU 181 Conducting</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU 080 Vocal Techniques</td>
</tr>
<tr>
<td>MU 119 Jazz Vocal Ensemble</td>
</tr>
<tr>
<td>MU 122 University Concert Choir</td>
</tr>
<tr>
<td>MU 127 Catamount Singers</td>
</tr>
</tbody>
</table>

*Internships will be supervised by the University Organist. Students will work for a semester with an area professional with the goals of: 1) observing typical rehearsal and performance problems in a professional setting, 2) assisting with rehearsals/general management of the organ program in a church, and 3) planning and playing for approximately five services.
Admission Requirements and Advising
The Certificate in Community Music: Organ will be open to all undergraduates. Although there are no specified pre-requisite courses for the required courses, admission to the certificate will require students to show background in keyboard playing via the audition requirements in place for MUL 134 and 234.

David Neiweem will serve as the academic advisor for the program. In most cases he would be listed as a secondary advisor for any student who might be in a different major but working on the Certificate.

Anticipated Enrollment and Impact on Current Programs
The proposers anticipate a limited enrollment, approximately one to two graduates per year, due to the audition requirements for MUL 134 and MUL 234. A short term goal is to develop a cohort of six students enrolled in the program at all times. Given the unique focus and limited enrollment, the proposers do not anticipate inauguration of the certificate will have an effect on any other programs.

Resource Requirements
No new resources are required. All courses are in place and have adequate room for the very moderate number of students expected to enroll in the proposed certificate. Existing legacy gifts provide support for a University Organist who can oversee the program (currently David Neiweem).

Evidence of Support
The proposed Certificate in Community Music: Organ was approved by the CAS Curriculum Committee and faculty. The Dean of CAS, Bill Falls, also indicated his support. Additionally, during the public comment period several faculty members from outside the Department of Music and Dance indicated strong support.

Summary
This certificate program utilizes existing courses to encourage those who can play the organ, but aren’t interested in pursuing a music degree, an opportunity to develop the skills necessary to fulfill a community need for organists. It also leverages legacy gifts that have provided for a University Organist who can oversee the program and will provide scholarship support to students in the program. Benefits to the University and
its students include 1) contributing to a credited, marketable skill for graduates; 2) creating a unique course of study that will help establish UVM as a leading presence in the market; 3) supporting the University’s missions to promote experiential learning and community outreach. The proposed certificate will thus be a valuable addition to UVM’s portfolio of undergraduate certificates.

- **Approval of a request by the College of Arts and Sciences for a new Bachelor of Science in Anthropology**
  
  NOTE: This will be an action item for this Board meeting.

The Curricular Affairs Committee approved a proposal for a new Bachelor of Science in Anthropology from the College of Arts and Sciences (CAS), Department of Anthropology. It will be overseen by the Director of Undergraduate Studies in the department, currently Scott Van Keuren. The proposal also received approval from the Faculty Senate at the meeting on December 17, 2108. If approved by the Board of Trustees, the program will be offered beginning fall 2019.

**Program Description and Rationale**

The proposed Bachelor of Science in Anthropology is an academically-intensive degree program that focuses on scientific and quantitative approaches to the anthropological study of human diversity and change. With an emphasis on analytical training, quantitative methods, as well as data collection, management, and interpretation, the proposed Anthropology BS will provide advanced training for undergraduates interested in fields that rely on scientific methods to analyze human biological and cultural diversity. Students completing the proposed BS in Anthropology will be well-positioned to compete for several local and regional career paths, including archaeological research, museums, forensics, and health services fields. The BS will also provide a strong foundation for students seeking graduate training in anthropology.

Anthropology is a diverse discipline that includes cultural, linguistic, biological, and archaeological fields. Due to this diversity, anthropology graduate programs do not outline specific undergraduate courses that applicants should take. However, students applying for graduate studies in Anthropology are expected to take coursework to prepare them for specific fields. Although the existing BA in Anthropology prepares students for graduate programs in cultural anthropology, it is not as effective at guiding students who will go on to pursue fields in archaeology, medicine, forensics, and biological anthropology. The proposed BS in Anthropology will fill this need, as well as
catering to anthropology majors completing a pre-medicine curriculum or pursuing other career paths in lieu of graduate school.

**Relationship to Existing Programs**

There are no comparable BS programs at UVM. Although the existing BA in Anthropology provides options to concentrate in either Archaeology and Heritage Management or Global Health, the proposed BS will offer a more formal and expanded degree option for advanced students interested in graduate studies or post-baccalaureate careers in anthropology and related fields. The proposed BS in Anthropology offers greater depth and breadth within the discipline and tracks students through specific coursework exploring the scientific study of archaeology, biological anthropology, and medical anthropology. Additionally, the BS requires more rigorous training in the natural sciences and in statistics to support research methodologies within these subdisciplines in anthropology (see Curriculum section). A student graduating with a BS in Anthropology will possess a range of technical skills for use in laboratory and field settings.

Nationally, the proposers indicated that almost half of the 50 departments listed in the 2011 National Research Council rankings of graduate programs in anthropology offer BS degrees (https://www.chronicle.com/article/NRC-Rankings-Overview-/124703). In developing the proposal, the proposers evaluated Bachelor of Science programs in nine highly-ranked anthropology departments at four-year public and private institutions (e.g. Pennsylvania State University, University of Florida). All nine departments offer both BA and BS degrees. The proposers indicated that the BS programs emphasize exposure and training to scientific and quantitative analyses and require mathematics (or statistics) and natural science courses to supplement anthropology offerings. Despite the availability of anthropology BS degrees nationally, there are no comparable programs at universities that engage in regional participation with UVM. The Department of Anthropology at UVM is one of the largest undergraduate-focused programs in the nation. Unlike comparable departments at other institutions that focus on socio-cultural anthropology, UVM’s Anthropology Department is unique in its degree of commitment to the four subfields: archaeology, biological anthropology, sociocultural anthropology, and linguistic anthropology. This interdisciplinarity distinguishes it from other undergraduate-only departments, as well as other university departments its size. Therefore, this proposed BS in Anthropology will be well-positioned to attract prospective students who might be surveying other programs in the Northeast.
Evidence of Interest, Anticipated Enrollments and Impact on Existing Programs
At a Town Hall meeting with Anthropology faculty last spring, the proposers indicated that Anthropology majors expressed overwhelming support for a BS program. The proposers stated that a subset of majors (25/135) with interests in the biological and archaeological sciences, pre-medicine, and cultural or biological approaches to medical anthropology have enrolled in two relatively new, optional concentrations: Global Health and Archaeology/Heritage Management. Based on these numbers, they estimate that approximately 8 to 10 students will enroll in the BS program during the first academic year and hope to eventually grow to a total of 18 to 20 students in the new program.

The proposers do not anticipate inauguration of a BS in Anthropology will affect other programs. The proposed BS would appeal to a subset of students that would have previously pursued an Anthropology BA. Advanced students in the department already seek out additional courses in statistics, biology, etc. The chairs of Math/Statistics, Biology, Chemistry, and Geology all provided memos of support.

Curriculum
The proposed BS in Anthropology will require 41 to 43 credits in anthropology courses (see table below) as well as two courses in the same foreign language (6 credits) at an appropriate level. Additionally, students will take six credits in statistics including STAT 141 and either STAT 183 or STAT 200, plus two four-credit BIOL, BCOR, CHEM, or GEOL laboratory courses. Other statistics courses may be substituted with approval from the Director of Undergraduate Studies.

Required Courses

<table>
<thead>
<tr>
<th>INTRODUCTORY COURSES (12 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 021 D2:SU: Cultural Anthropology</td>
</tr>
<tr>
<td>ANTH 024 D2:SU: Prehistoric Archaeology</td>
</tr>
<tr>
<td>ANTH 026 D2: Biological Anthropology</td>
</tr>
<tr>
<td>ANTH 028 D2: Linguistic Anthropology</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>INTERMEDIATE COURSES (18 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four courses in anthropology at the 100-level and two additional anthropology courses at any level. At least 12 credits must be selected from the courses below.</td>
</tr>
<tr>
<td>ANTH 040 Parenting and Childhood</td>
</tr>
<tr>
<td>ANTH 089 D2: Global Health Development &amp; Diversity</td>
</tr>
<tr>
<td>ANTH 104 D2: Archaeology of the Americas</td>
</tr>
<tr>
<td>ANTH 106 Preserving the Past</td>
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<tr>
<td>ANTH 127 Modernity &amp; Material Culture</td>
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<tr>
<td>Course</td>
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<tr>
<td>ANTH 134</td>
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<tr>
<td>ANTH 135</td>
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<tr>
<td>ANTH 136*</td>
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<tr>
<td>ANTH 140</td>
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<tr>
<td>ANTH 141</td>
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<td>ANTH 143</td>
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<td>ANTH 146</td>
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<td>ANTH 160</td>
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<td>ANTH 164</td>
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<td>ANTH 172</td>
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<tr>
<td>ANTH 173</td>
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<tr>
<td>ANTH 174</td>
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</tbody>
</table>

**Both of the courses below (1 credit each; 2 credits total)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 105</td>
<td>Introduction to the Major</td>
</tr>
<tr>
<td>ANTH 205</td>
<td>Senior Proseminar in Anthropology</td>
</tr>
</tbody>
</table>

**ADVANCED COURSES (9 – 11 credits)**

Three 200-level ANTH courses, with two of three selected from the courses below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ANTH 200</td>
<td>Fieldwork in Archaeology</td>
</tr>
<tr>
<td>ANTH 210</td>
<td>Archaeology Theory</td>
</tr>
<tr>
<td>ANTH 240</td>
<td>Human Osteology (4 credits)</td>
</tr>
<tr>
<td>ANTH 242</td>
<td>Research Methods Human Diversity (4 credits)</td>
</tr>
<tr>
<td>ANTH 245</td>
<td>Laboratory Archaeology Topics</td>
</tr>
<tr>
<td>ANTH 250</td>
<td>Museum Anthropology</td>
</tr>
<tr>
<td>ANTH 288</td>
<td>Anthropological Research in Global Health</td>
</tr>
<tr>
<td>ANTH 290</td>
<td>Methods of Ethnographic Fieldwork</td>
</tr>
</tbody>
</table>

*New Course: ANTH 136 (Topics in Archaeology) will be established to phase out the use of the generic special topics courses (ANTH 195/196) and is at the public comment level in CourseLeaf.

Only three credits from the following independent research courses may count toward the major: ANTH 192, 198, 292, 298; HON 202 and 203. Only three credits of the following practicum courses may count toward the major: ANTH 093, 191, 193, 291, and 293.

**Admission Requirements and Advising**

The proposed BS in Anthropology will open to all UVM undergraduates. All courses for the major must be taken for a letter grade and enrolled students must maintain an overall 2.0 grade-point average. Students will be assigned an advisor in the department that most aligns with their interests (e.g. archaeology, bioarcheology, medical anthropology). The Director of Undergraduate Studies will be available to advise anthropology minors and other non-majors who are interested in the program.
**Assessment**

The program will be evaluated by the department’s Assessment Committee in concert with the department Chair and Director of Undergraduate Studies. In addition to monitoring enrollment and retention in the program, the department will use a similar assessment plan established for the BA program, which employs indirect and direct means of assessing student satisfaction and outcomes, to evaluate the new BS in Anthropology. Since there is considerable flexibility in our plan and BA students will be allowed to take these classes, these assessment measures are suitable for the BS as well. A more specific means of assessing satisfaction and outcomes in laboratory courses and for the program overall will be added.

The department faculty will rely on student feedback collected during exit surveys, the annual Town Hall Meetings with majors and minors, and assessments of course content at various levels. The program will be formally assessed during the department’s next Academic Program Review (AY 2023-24) based on protocol established for this process.

**Resource Requirements**

No new resources are required to launch the proposed BS in Anthropology. Present staff assignments may be adjusted depending on the number of students who pursue the new BS. Current faculty teach a range of lower- and upper-level courses that include area studies, anthropological theory, special-topic, and laboratory and field studies, and offer relevant courses to staff our BA Concentration in Anthropology of Global Health and BA Concentration in Archaeology and Heritage Management. These should adequately support the new program with no significant changes.

The department has recently remodeled both its seminar and laboratory spaces to enhance student training and research experiences. Further laboratory expansion is planned when the department acquires the photography lab on the fifth floor of Williams Hall (Rooms 505, 506, and 507).

**Evidence of Support**

The proposed BS in Anthropology was approved by the College of Arts and Sciences Curriculum Committee and by the College of Arts and Sciences faculty. Additional memos of support were provided by the chairs of the Departments of Geology, Mathematics and Statistics, Biology, and Chemistry.
Summary
The proposed BS in Anthropology will provide students with an option to study in greater depth within the discipline, particularly in subdisciplines of archaeology and biological/medical anthropology. Students will receive more analytical training and emerge better prepared for careers in archaeology, medicine, forensics, and biological anthropology. The new program makes use of the diversity in academic interest of the Department of Anthropology faculty to offer a well-designed curriculum that allows students to gain knowledge in all of the core areas of Anthropology. There is evidence of interest from students currently pursuing a BA in Anthropology. Given that there are no comparable programs at universities that engage in regional participation with UVM and the aforementioned interdisciplinarity of the department, the proposed BS in Anthropology is well-positioned to attract prospective students surveying Anthropology programs in the Northeast.

- Approval of a request by the College of Nursing and Health Sciences and Continuing and Distance Education for 1) a new Undergraduate Certificate in Integrative Health and Wellness Coaching and 2) a new Continuing Education Academic Certificate in Integrative Health and Wellness Coaching

NOTE: Pending approval by the Faculty Senate at the January 28, 2019 meeting, these will be an action item for this Board meeting.

The Curricular Affairs Committee approved a proposal from the College of Nursing and Health Sciences (CNHS) and Continuing and Distance Education for 1) a new Undergraduate Certificate in Integrative Health and Wellness Coaching and 2) a new Continuing Education Academic Certificate in Integrative Health and Wellness Coaching. Karen Westervelt will serve as the director for both certificates. If approved by the Faculty Senate and Board of Trustees, the programs will be offered beginning fall 2019.

The proposed Undergraduate Certificate in Integrative Health and Wellness Coaching (IHWC) and Continuing Education (CE) Academic Certificate in IHWC share the same primary goal and learning objectives, and have nearly identical curricula. Therefore, they were considered together by the CAC. The two certificates differ in their admission criteria and process, number of credits, and advising. Specific differences will be indicated in the relevant sections of this report.
**Rationale, Program Description, and Evidence for Demand**

The field of Health and Wellness has grown in recent years in response to changes in the healthcare system. In 2017, the International Consortium for Health and Wellness Coaches (ICHWC) initiated a nationally recognized certification exam for Health and Wellness Coaches. Currently, there are only fourteen academic programs that lead to eligibility in the US, only six of which are designed to serve undergraduates. If inaugurated, the proposed certificates would be the first offered in Vermont.

A market analysis for Integrative Health Coaching conducted by UVM’s Continuing and Distance Education in conjunction with the Education Advisory Board indicated a 39% increase in regional demand for Integrative Health Coaches between 2013 and 2016. The Bureau of Labor Statistics (BLS) also projects high employment growth for Integrative Health Coaches between 2014 and 2024. Additionally, multiple organizations in Vermont (e.g. UVM Medical Center Employee Wellness, UVM Medical Center Community Health Improvement Program, UVM Medical Center Nurse Navigators, Rise Vermont, the Vermont Center for Children Youth and Families) employ Wellness Coaches and support the effort to provide quality training in health coaching leading to a recognized credential. Thus, these certificates would provide UVM students credentials in a field with a growing demand for qualified individuals.

The primary goal of both proposed certificates is to prepare students to become certified integrative health and wellness coaches to meet an emerging need in health care related to preventative health behaviors across the lifespan. Students completing either certificate will be qualified to sit for the International Consortium for Health & Wellness Coaching (ICHWC) Certification Exam to become an Integrative Health and Wellness coach (https://ichwc.org/hwc-certifying-examination-application/). Upon completion of the coursework, the proposers indicate students will be able to:

- Explain the fundamental components of the health and wellness coaching process
- Facilitate the development of client centered goals related to health behavioral change
- Support clients in the acquisition and understanding of knowledge related to health, health promotion, and disease prevention as defined by the ICHWC
- Evaluate and give feedback on client progress related to milestones to an individual’s health plans
- Act within the ethical and legal parameters of the Certified Health and Wellness Coach

In addition to the growing job market for Integrative Health Coaches, there is evidence of interest in integrative health programs offered by UVM. In August of 2018, CNHS
launched Undergraduate and CE Certificates in Integrative Healthcare. These certificates are designed to introduce students to the practices and modalities involved in integrative healthcare. Enrollment has exceeded the initial expectations of fifteen students, and the proposers indicate there are currently twenty-five students pursing the certificates.

**Relationship to Existing Programs and Impact on Current Programs**
Currently, there are no certificates or minors offered by UVM that lead to eligibility for national certification as a Health and Wellness Coach as defined by the ICHWC. While the curricula of the Larner College of Medicine’s Behavioral Change Health Studies (BCHS) Minor and the CNHS Integrative Healthcare Certificate offer courses that share content related to the current proposal, the proposed Certificates in IHWC differ in that they provide experiential and competency based curricular elements that are defined by the ICHWC, leading to eligibility for national certification as an Integrative Health and Wellness Coach. The proposers do not anticipate that inauguration of the certificates will impact these or other UVM programs. James Hudziak, director of the BCHS Minor fully supports the proposed certificates.

**Curriculum**
Completion of the proposed Undergraduate Certificate in IHWC requires a total of twelve credits (9 credits of required courses plus one 3-credit elective course). Continuing education students pursuing the CE Academic Certificate in IHWC must complete fourteen credits of coursework – the same nine credits of required courses as students pursing the undergraduate certificate plus BOTH courses offered as elective options for undergraduates. The proposers indicate this difference in credit number is necessary to meet the credit minimum specified for CE Academic Certificates and make the undergraduate certificate more accessible to undergraduates in programs with a limited number of electives (e.g. nursing). The practicum serves as the integrative learning component that distinguishes UVM undergraduate certificates from other undergraduate programs.

**Required Courses**

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 099</td>
<td>Motivational Interviewing for the Integrative Health Coach</td>
</tr>
<tr>
<td>HLTH 098</td>
<td>Restore, Rejuvenate, Energize</td>
</tr>
<tr>
<td>HLTH 199</td>
<td>Integrative Health Coaching Skills Lab</td>
</tr>
<tr>
<td>HLTH 299</td>
<td>Integrative Health Coaching Practicum</td>
</tr>
</tbody>
</table>
**Additional Courses**

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 299</td>
<td>Autism Spectrum Disorders: Issues in Assessment &amp; Intervention</td>
</tr>
<tr>
<td>COMU 122</td>
<td>Family Wellness Coaching</td>
</tr>
</tbody>
</table>

**Undergraduates must complete ONE of the two courses; CE students must complete BOTH courses.**

The four HLTH courses are new courses; all four are currently in CourseLeaf at the level of the Registrar and will be in the catalog next year.

**Admission Requirements, Advising, and Anticipated Enrollment**

The proposed Undergraduate Certificate in IHWC will be open to all UVM undergraduates who have at least sophomore standing and a minimum GPA of 2.0. To enroll in the proposed CE Academic Certificate in IHWC, individuals must have successfully completed an undergraduate degree with a minimum GPA of 2.5, have a clear background check prior to clinical placement, and demonstrate a commitment to advancement in the field of health and the ability to positively engage in and contribute to the UVM learning community. In order to be considered for acceptance into the CE Academic certificate, prospective students must submit a fully completed online application, as well as a personal statement, two letters of recommendation, and unofficial transcripts. Once all application materials have been received, the Director of the IHWC Certificate will review the materials submitted; Continuing and Distance Education (CDE) will notify applicants of the decision of admission. Admitted students are required to agree to and participate in a background check prior clinical placement.

Students pursuing the Undergraduate Certificate in IHWC will be advised by their home academic advisors. Curricular questions that cannot be addressed by their primary advisor will be directed to the IHWC Certificate Director. Students enrolled in the CE Academic Certificate will be directed to the IHWC Certificate if they have questions. CDE also offers personalized educational and professional support in a variety of ways to students and dedicated advisors are available to help students navigate UVM’s systems and guide students in gaining experiences that best fit their interests.

The proposers anticipate a combined enrollment in both certificates of fifteen students the first year. They predict this could increase to a cohort of twenty in the second year.
**Resource Requirements**
Existing faculty and new faculty will be involved in delivering instruction for the proposed certificates. The proposers anticipate needing to hire one part-time certified Health and Wellness Coach with teaching experience to lead the lab course (3 credits once a year) and three Health and Wellness Coaches part-time to be lab assistants in the skills lab course. The inclusion of Certified Health and Wellness Coaches in the teaching faculty is critical for the ICHWC Accreditation process. The proposers indicate they have identified a qualified Health and Wellness Coach who would serve as the lead instructor for the lab course and are in discussions with the individual. Workloads for several current faculty will have to be adjusted. Current administrative staff support is adequate to support the proposed certificates. The Dean of CNHS, Patricia Prelock, secured a $125,000 donation to support development and inauguration of the certificates. Dean Prelock’s letter indicates that she fully endorses the proposed certificates and will provide both the fiscal and infrastructure needs to support the programs.

**Evidence of Support**
Letters of support were provided by CNHS Dean Patricia Prelock, Department of Rehabilitation and Movement Sciences Chair Theodore Angelopoulos, and James Hudziak, director of The Vermont Center for Children, Youth and Families. Bill Falls, Dean of the College of Arts and Sciences, also indicated his support. Additionally, the proposed certificates were reviewed and approved by the CNHS Curriculum Planning Committee.

**Summary**
The proposed Undergraduate and CE Academic Certificates in Integrative Health and Wellness Coaching will provide UVM undergraduate and non-matriculated students the knowledge and skills required to successfully complete the ICHWC Certification Exam to become an Integrative Health and Wellness coach. Data obtained through a market analysis indicates recent growth in regional demand for Integrative Health Coaches, and the multiple Vermont organizations employ wellness coaches. More broadly, the Bureau of Labor Statistics projects high employment growth for Integrative Health Coaches in the next five years. Higher than anticipated enrollments in the Integrative Health and Wellness Certificates inaugurated this year also indicate this is an area of interest for students. Nationally, there are few similar programs and none currently in Vermont. Therefore, the proposed certificates will be valuable additions to UVM’s certificate offerings.
• Approval of a request by the College of Arts and Sciences for a new Minor in Reporting and Documentary Storytelling

NOTE: Pending approval by the Faculty Senate at the January 28, 2019 meeting, this will be an action item for this Board meeting.

The Curricular Affairs Committee approved a proposal from the College of Arts and Sciences and the Center for Research on Vermont for a new Minor in Reporting and Documentary Storytelling. The proposed minor will be directed by Greg Bottoms, Professor of English, Deb Ellis, Associate Professor of Film and Television Studies, and Richard Watts, Director of the Center for Research on Vermont. If approved by the Faculty Senate and Board of Trustees, the program will be offered beginning fall 2019.

Program Description and Rationale
Students in the proposed Reporting and Documentary Storytelling (RDS) minor will study the practice and theory of communicating stories in journalism and nonfiction writing, documentary video, and digital media formats. They will also develop vital skills in media literacy, critical thinking, ethical awareness, creativity, and problem-solving through embedded high-impact experiential learning environments. The proposed minor is based on the belief that students wanting to go into journalism should have a well-rounded education that allows for the merging of their specific disciplinary or interdisciplinary knowledge with the study and practice in journalism. The proposers indicate that students enrolled in the minor will:

• become adept researchers, clear and sophisticated writers, and achieve a high level of competence in nonfiction production
• be able to recognize and evaluate formal means through which nonfiction writing and media production produce meaning, and apply this knowledge in the creation of nonfiction storytelling
• demonstrate effective processes for drafting, revision, and editing toward achieving professional quality work for public audiences
• be able to implement critical thinking skills in subject/topic identification, research, and production
• be able to work as both writers/producers and project editors

The proposers indicated that the RDS minor is modeled after some of the most successful documentary studies certificates and minors at other universities around the country. The curriculum draws upon existing courses and the expertise of CAS faculty in the areas of documentary filmmaking, art, digital-specific composition, and narrative nonfiction writing. The intent of the minor is to organize, promote, and deepen course
offerings related to reporting and documentary for the benefit of students, faculty, and the wider community. Students will learn to identify, research, and write stories and see those stories in context. The coursework will also help students develop their research skills and writing ability, and learn effective processes for drafting, revision, and editing toward achieving professional quality work.

**Justification and Evidence for Demand**
The proposed RDS minor is designed for students interested in pursuing careers or graduate study in journalism, nonfiction writing, editing and publishing, video, and digital media, but its learning outcomes apply to a broad range of careers and professional efforts. Given that the Center for Research on Vermont has established itself as a source of reporting and documentary storytelling about Vermont, it offers a firm foundation for both academic and experiential learning associated with the minor. The staff support, affiliated faculty of the Center, and relationships existing between the Center and other Vermont institutions also afford a platform by which to connect students to opportunities around the state and in conjunction with Vermont’s journalistic needs.

The proposers anticipate that student interest in the minor will be strong and foster new or increased enrollment in existing writing, film, and other courses. There has been expressed interest from current and prospective students in journalism and nonfiction storytelling, and there are a number of students involved in journalism and reporting related student activities for whom the minor may be of interest. It is expected that the minor will attract somewhere between 25 and 40 students per year, for a total of 100 to 150 in the minor.

**Admission Requirements and Process**
The proposed RDS minor will be available to all UVM undergraduates. Students must achieve a 2.0 average in the minor to have it count towards graduation requirements.

**Curriculum**
Successful completion of the proposed minor requires a total of 18 credits, including three core credits in writing, three core credits in media history and or theory, and nine credits of elected coursework at the advanced practice level in journalism and nonfiction writing, documentary video, or digital composing and multi-media work. A three-credit internship is also required as a capstone course. Within Vermont, strong partnerships
with top media outlets in the state (e.g. Vermont Public Television, Seven Days, Burlington Free Press, and WCAX) ensure a robust array of internships available in and near campus. Students interested in pursuing internships outside of Vermont will be supported by the CAS internship staff and the Career Center. CAS students can also explore internships through new partnerships with The Washington Center in DC and The Semester in the City program in Boston, both of which are full semester programs which place students in full time internships.

Required Courses

<table>
<thead>
<tr>
<th>Core Writing – one of the courses below (3 credits)</th>
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</thead>
<tbody>
<tr>
<td>ENGS 050</td>
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<tr>
<td>ENGS 051</td>
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</table>

<table>
<thead>
<tr>
<th>Media/History/Theory – one of the courses below (3 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 202</td>
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<tr>
<td>ENVS 204</td>
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<tr>
<td>FTS 009</td>
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<tr>
<td>FTS 010</td>
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<tr>
<td>PLOS 123/ VS 123</td>
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<td>PLOS 137</td>
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<tr>
<td>REL 298</td>
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<tr>
<td>SOC 043</td>
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<td>SOC 148</td>
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<tr>
<td>SOC 243</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced-Level Courses – nine credits from the courses below</th>
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</thead>
<tbody>
<tr>
<td>ENGS 107</td>
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<td>ENGS 108</td>
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<td>ENGS 114</td>
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<td>ENGS 117</td>
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<td>ARTS 148</td>
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<td>ARTS 138</td>
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<td>ARTS 148</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Internship in Journalism/Media/Documentary – one of the options below</th>
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</thead>
<tbody>
<tr>
<td>VS 191</td>
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</tbody>
</table>
All courses in the curriculum already exist; no new courses were developed for the proposed minor. No more than one course may overlap between a student’s major and minor. Students pursuing a major in English with a concentration in writing, a Writing minor, or a major in Public Communications should be especially mindful of this restriction.

Advising
The three co-directors will serve as academic advisors to students in the minor. The Director of the Center for Research in Vermont will oversee the internship placements.

Impact on Current Programs and Anticipated Enrollment
Proposers of the minor stated that they are confident that the minor is distinctive and particular to the strengths of the College of Arts and Sciences with no direct curricular overlap to other programs or minors on campus. The Public Communications major concentration in Media + Journalism within Community Development and Applied Economics (CDAE) offers the closest curricular emphasis with the RDS minor. The RDS minor is distinct from this concentration in both its form and delivery. Its focus is on long and short-form nonfiction work across media with an emphasis on the creator of the work, interpretative skills development, and artistic craft. Additionally, it employs a more “studio” or “workshop” model of instruction in the practice of journalism and media works. The most closely related minor is the Minor in Public Communications, which does include some courses related to journalism. However, the wider emphasis of this minor is on marketing, advertising, and communication broadly, and it does not include any of the core writing, film, photography, or critical media courses offered in the new RDS minor. Therefore, the proposers believe that the proposed RDS minor will serve students with a different set of interests. As indicated above, the proposers estimate cohorts of ~25 to 40 students.

Staffing Plan, Budget, and Resource Requirements
No additional personnel or resources are needed for the minor. The three co-directors will share responsibility for advising and the Center for Research on Vermont will provide staff support. No new courses are necessary.
**Assessment Plan**

The minor will be included in the regular Academic Program Review process following the standard expectations for analysis of metrics and on-site evaluation by experts from established programs around the country. The schedule for that review will be timed to coincide with reviews of Film and Television Studies and/or English, since two of the faculty directors belong to those departments. Annually, selected writing by RDS students enrolled in ENG 050/051 will be evaluated as will brief essays students write as part of their internship. Additionally, sample projects developed in the advanced-level courses will be assessed. Every three years, the students completing the proposed minor will be surveyed to see how minor outcomes and experiences have been used professionally or in further academic study.

**Evidence of Support**

This proposed minor was reviewed and approved by the CAS Curriculum Committee and faculty. Letters of support were provided by the Dean of CAS, Bill Falls, Professor Sanders who directs the Environmental Program, and Professor Shephard, Associate Dean for Academic Affairs in the College of Education and Social Services.

Since August 2016, CAS has been in discussion with CDAE regarding ways to make journalism and media courses on campus more visible and to coalesce those courses into more coordinated and focused curricular offering. Although the initial aim was a minor that included both CAS and CDAE courses, this particular goal was not able to be realized at this time despite extensive discussions that began in September of this year. While there is some overlap with Public Communications in CDAE, the proposers of the RDS minor provide a sound rationale and clearly distinct program of study that capitalizes on strengths in the College of Arts and Sciences. It is hoped, however, that future discussions and the possibility of dual curricular innovations between CAS and CDAE be considered, as this could bring even greater visibility to journalism and documentary and better serve students by offering a greater breadth and depth of courses.

**Summary**

The proposed Minor in Reporting and Documentary Storytelling utilizes existing courses and faculty expertise to offer a unique educational opportunity for UVM undergraduates to study the practice and theory of telling socially and culturally engaged stories in journalism and nonfiction writing, documentary video, and digital media formats.
Projects embedded in the courses and the required internship allow students to gain hands-on experience and apply the skills they develop to professional use in journalism and media projects. There has been expressed interest from current and prospective students in journalism and nonfiction storytelling, and there are a number of students involved in journalism and reporting related student activities for whom the minor may be of interest.

• Approval of a request by the College of Arts and Sciences for an Undergraduate Certificate in Religious Literacy in Professions

NOTE: Pending approval by the Faculty Senate at the January 28, 2019 meeting, this will be an action item for this Board meeting.

The Curricular Affairs Committee approved a proposal from the College of Arts and Sciences, Department of Religion for a new Undergraduate Certificate in Religious Literacy in Professions. The Chair of the department, Thomas Borchert, will oversee the proposed certificate. If approved by the Faculty Senate and Board of Trustees, the program will be offered beginning fall 2019.

Program Description and Rationale

Religions have and continue to shape all aspects of human life, and as such are vital influences to understand in a broad range of professions. The proposed certificate in Religious Literacy in Professions seeks to prepare students for encounters with diverse religions, religious individuals, and religious frameworks. It is primarily aimed at students seeking careers in education, journalism, social services, business, and health fields who wish to deepen their working knowledge about religions, religious individuals, and religiously defined groups or organizations, but who are not interested in or whose majors preclude a Religion Minor.

In the proposal, the proposers cite the definition of religious literacy below by Diane L. Moore of Harvard’s Religious Literacy Project, which informed development of the proposed certificate.

“Religious literacy entails the ability to discern and analyze the fundamental intersections of religion and social/political/cultural life through multiple lenses. Specifically, a religiously literate person will possess 1) a basic understanding of the history, central texts (where applicable), beliefs, practices and contemporary manifestations of several of the world’s religious traditions and expressions as they arose out of and continue to be shaped by particular social, historical and cultural

Students in the proposed Certificate in Religious Literacy in Professions will learn:

- The difference between devotional expressions of religious worldviews and the study of religion;
- That religions are internally diverse, evolve and change, and their practice varies in time, place, and custom;
- Religious influences are embedded in human experience and affect people who self-identify as religious as well as those who do not;
- Religious knowledge claims, like all other knowledge claims, are situated, contextual, and constructed;
- Peace, war, violence, and levels of religiosity are not inevitable, fixed, or predicated on the “type” of religion one engages in/is operative in one’s community

**Justification and Evidence for Demand**

Development of the proposed Religious Literacy in Professions Certificate was prompted by the observation that students from outside CAS as well as CAS Bachelor of Science students take religion courses in an attempt to better understand people with whom they will interact in their future careers. The proposers hope that the proposed certificate will create an opportunity for students in pre-professional programs and others to add value to their degrees with a stated achievement in Religious Literacy. The proposed certificate will also help fulfill the University Common Ground mission of teaching justice, as religion intersects with many types of oppressive histories and regimes as well as peace-seeking movements and institutions.

**Relationship to Existing Programs**

There are no certificate programs in religious literacy at any other universities in the US. The proposed certificate bears some resemblance to the existing Minor in Religion at UVM, however the latter is more specifically organized around academic models for understanding religion in societies. The proposed Certificate in Religious Literacy in Professions is primarily aimed at students whose professional interests bring them in contact with different religions. It also provides an option for students interested in obtaining some background in religious literacy whose other requirements preclude an eighteen credit minor.
Curriculum
Completion of the proposed Religious Literacy in Professions Certificate requires a total of thirteen credits (see table below). Students must take at least one zero-level course first, which will serve as a pre-requisite to the 100-level courses. Although REL 105 Religious Literacy can be completed after taking only one Religion course, it is recommended that students take it as the third or fourth course in the series.

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
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<tbody>
<tr>
<td>Two zero-level introductory courses (REL 0XX)</td>
<td></td>
</tr>
<tr>
<td>One 100-level intermediate course (REL 1XX)</td>
<td></td>
</tr>
<tr>
<td>REL 105</td>
<td>Religious Literacy</td>
</tr>
<tr>
<td>REL 112</td>
<td>Religious Literacy Practicum</td>
</tr>
</tbody>
</table>

REL 105 and REL 112 are new courses developed for the certificate; Religion major and minors will also be able to take REL 105 as part of their degree requirements. Together, these courses comprise the integrative learning component that distinguishes Undergraduate Certificates. In REL 105, students will write three reflective essays tailored to the student’s particular field and complete an “applied jigsaw unit” that breaks the class up into parts and, when put back together, helps students teach each other about the whole puzzle. In REL 112, students will apply theories and histories of religious literacy to complete a research project tailored to their fields that is centered around a field-specific case study. Both courses are progressing through the course approval process and should be in the catalog next year.

Admission Requirements, Advising, and Assessment
The Certificate in Religious Literacy in Professions will be open to all undergraduates. Students pursing the proposed certificate will be directed to the Department Chair if they have questions.

Faculty in the department will be responsible for oversight of the curriculum for the proposed certificate. The Department will review the enrollment and curriculum periodically to ensure that the goals of the certificate are being met. It will also be included in the Department’s Academic Program Review.
**Anticipated Enrollment and Impact on Current Programs**
The proposers anticipate a limited enrollment that will grow slowly over the next four years and do not anticipate inauguration of the certificate will have an effect on any other programs or significantly change course enrollments.

**Resource Requirements**
No new resources are required. Current faculty workloads can accommodate teaching the new courses. REL 105 will be offered every year. REL 112 will be offered on an as-needed basis for students in the proposed certificate.

**Evidence of Support**
The proposed Certificate in Religious Literacy in Professions was approved by the CAS Curriculum Committee and faculty. The Dean of CAS, Bill Falls, also indicated his support. Letters of support were also provided by the Dean of the College of Education and Social Services, Scott Thomas, the Dean of the Rubenstein School of Environment and Natural Resources, Nancy Mathews, and the Associate Dean of the College of Nursing and Health Sciences, Jeremy Sibold.

**Summary**
The proposed Certificate in Religious Literacy in Professions is a unique and valuable program that will provide students seeking careers in education, journalism, social services, business, and health fields a targeted opportunity to learn the fundamentals of diverse religions, religious persons, and religious frameworks. Additionally, it helps to fulfill the University Common Ground mission of teaching justice. The curriculum offers students the opportunity to directly apply concepts of religious literacy to their field of interest. Therefore, the proposed certificate will be a beneficial addition UVM’s current Undergraduate Certificates.
**Academic Program Reviews**

*Completed Reviews:*
- Art & Art History
- Biology
- Geology
- Psychological Science
- Sociology
- Theatre
- Romance Languages & Linguistics
- German & Russian
- Global & Regional Studies

*Reviews in Progress:*
- Public Administration

**Other Academic Actions**

*Completed Actions:*
- The CAC recently:
  - Approved a request from the Department of Community Development and Applied Economics in the College of Agriculture and Life Sciences to create three new concentrations in the Public Communications major: Strategic Communication, Communication Design, and Community Media + Journalism. The primary goal of the concentrations is to maintain a wide selection of courses in the major while also providing students with more structure for the elective course options.
  - Approved a proposal from the Graduate College in conjunction with the College of Arts and Sciences, Department of Psychological Sciences to allow students to directly apply to the existing Master of Arts in Psychology. Currently, students pursuing a PhD in Psychology must earn a Master of Arts as part of their requirements. Since the MA in Psychology will use the existing curriculum and UVM already grants a MA in Psychology, this does not create a new degree program. Students in the doctoral program will still continue to earn a MA in Psychology as part of their requirements. The new entry pathway is aimed at students who wish to strengthen their credentials in order to be competitive for doctoral programs, pursue careers that require research skills, or gain an understanding of research as it pertains to intervention and prevention. A main goal of a new direct entry option for the MA in Psychology is to create a standalone master’s program to complement the PhD program, training select students who may be interested in a PhD program at UVM or elsewhere. An additional goal is to be able to offer an Accelerated Master’s Program for select UVM undergraduates. This proposal was also approved by the Faculty Senate.
† Approved a request from the Graduate College in conjunction with the College of Nursing and Health Sciences to add a direct entry program option (DCLN) for the existing Master of Science in Clinical Nurse Leader (MS-CLN). Currently, there is a Direct Entry into Professional Nursing (DEPN) program that allows students who have a bachelor’s, but do not have the appropriate nursing background to complete pre-RN licensure requirements as a first year in the respective degree program. The graduate-level curriculum meets pre-RN licensure nursing requirements; students are not licensed as Registered Nurses until they complete the first year courses and successfully pass their RN licensure examination. The Direct Entry into Clinical Nurse Leader (DCLN) will utilize the curriculum already in place for the existing DEPN. Offering a pre-licensure academic experience for admission into the MS-CNL program of study is intended to increase the availability of a quality graduate education for nurses prepared to assume leadership roles within health care systems in a variety of settings, to expand knowledge of the discipline of nursing, and to acquire the foundation for graduate study and continued professional development.

† Approved a proposal from the College of Arts and Sciences to establish an online degree completion program designed for students who have earned some college-level credits, but do not yet have a bachelor’s and are not currently enrolled at a college or university. Upon successful completion of the program, students will receive a Bachelor of Arts (BA) with a major in Anthropology and a Minor in either English or Writing. The online degree completion program will allow students to finish a bachelor’s degree outside the traditional four-year undergraduate model, and provide students from across the region access to high-quality education. It is designed to serve older, non-traditional students who seek career advancement or personal enrichment. Similar programs that allow non-traditional students to complete undergraduate degrees outside of traditional four-year residential models exist at many R1 institutions in the US; several were listed in the proposal. The online degree completion program does not establish a new curriculum, but rather utilizes existing courses that have previously been offered online during the summer. All requirements for the existing Anthropology BA and English or Writing minor as well as the University requirements, including the General Education Requirements, must be completed for students to graduate with a BA. Online courses will be offered in the fall, spring, and/or summer semesters. On-campus degree students will not be allowed to enroll in the online course options except during the summer term, in which they are already able to enroll. Students will apply to the online degree completion program as transfer students through the standard mechanism and will be held to the normal admissions standards. To enter the program, students must have successfully completed at least 60 college credits. Students who have been enrolled in a degree-seeking program full time at UVM within the last two years are not eligible for admission unless waived into the program by the Dean. There will be targeted advising to address the particular needs of distance students. Full-time students entering with 60 previously earned college credits will be able to complete the program within two years.
Approved a request from the Department of Romance Languages and Linguistics in the College of Arts and Sciences (CAS) to change the name to the Department of Romance Languages. The request stemmed from a recent departmental restructuring that established a separate Linguistics Program. In 2009, the Department of Communication Sciences (now Communication Sciences and Disorders) moved from CAS to the College of Nursing and Health Sciences. The two linguists and the Linguistics Minor moved to the Department of Romance Languages, which was subsequently renamed Romance Languages and Linguistics. In 2010, the department launched a Linguistics major, which has grown significantly since then. During the department’s recent Academic Program Review, the external reviewers noted a lack of intellectual coherence between the Romance Languages and the Linguistics tracks, and suggested separating Linguistics from Romance Languages as a possible solution. For these reasons, the department decided to establish a Linguistics Program, similar in structure to other programs housed outside specific departments (e.g. Neuroscience). The independence of both the Romance Languages Department and the Linguistics Program will allow faculty to better focus on the growth and development of both entities. This restructuring was supported by all faculty in the department and the Dean of the College of Arts and Sciences. Faculty involved in the Linguistics Program will retain their faculty appointments in the Department of Romance Languages, but may seek to change their primary faculty appointment to another CAS department at their discretion. The name change was also approved by the Faculty Senate. The CAC was also asked to review the restructuring proposal and unanimously approved it.

Approved a request from the Graduate College in conjunction with the College of Engineering and Mathematical Sciences to change the name of the existing Certificate of Graduate Studies (CGS) in Complex Systems to the CGS in Complex Systems and Data Science. The CGS in Complex Systems, initiated in 2008, was the initiating kernel for developing more complex systems curriculum at UVM, leading to the Master of Science in Complex Systems and Data Science in 2015 and the PhD in Complex Systems and Data Science in 2018. The name change will allow the CGS in Complex Systems to have same name as the masters and doctoral programs. The name change was approved by the CAC and will be presented to the Faculty Senate for a vote at the meeting on January 28, 2019.

Reviewed a two-year update on the Minor in Behavioral Change Health Studies that began in fall 2016. When approved by the CAC in December 2015, we requested an update two years into the program that addressed 1) the enrollment history in the minor to date, 2) the identified learning outcomes, 3) results of preliminary assessments of the minor, 3) the strengths, challenges and opportunities for the minor moving forward, and 5) the future directions for the minor. Based on the information received, the CAC requested that the program develop a specific assessment plan that evaluated the minor as a whole rather than individual courses. A solid assessment plan was subsequently received. The CAC requested a second
update based on the assessment plan in fall of 2019. Depending on the information received, a third update will be requested in fall 2010 or 2011.

Revised curriculum documents related to development of new program proposals and substantial revisions to existing program proposals (see list below). The primary goal of the revisions was to bring the documents in line with the current standards for and culture of assessment at UVM. Other changes sought to provide greater clarity and remove references to out-of-date policies/documents.

- Guidelines for Proposals for New Academic Program or Research Endeavor
- Guidelines for Proposals to Substantially Revise an Existing Academic Program or Research Endeavor
- Substantial Revisions to Existing Academic and Research Endeavors: Approval Process and Definition
- Guidelines for Proposals for Academic Minors
- Guidelines for Proposals for Undergraduate Certificate Programs

**Ongoing Work:**

- The CAC is actively:

  - Working to promote communication between unit-level curriculum committees and the Curricular Affairs Committee as well as among the unit-level curriculum committees. The primary goals of these efforts are 1) to foster a culture of communication and collaboration in development of new programs and revisions of existing programs, 2) to increase awareness of the guidelines and approval process for new programs, and 3) to promote adherence to university-wide policies and approval processes relating to new course proposals, course revisions, and special topic courses. To help achieve these goals, the CAC Chair is organizing yearly meetings as well as individual meetings when needed between the CAC Chair and Chairs of all unit-level curriculum committees. The CAC recently revised the Unit Curriculum Committee Tips document developed in March 2017 and re-distributed it to all current unit curriculum committee chairs.

  - Participating in the Educational Stewardship Committee (ESC), 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, the committee developed a policy document related to special topics courses, deactivation of courses that have not been offered for a period of three years, and monitoring new courses circulated for public comment to help prevent course duplication. The Dean of each academic unit was charged with appointing one or more people to be responsible for carrying out the policies. The document was shared with the CAC prior to final distribution.
Continuing to participate in the development and oversight of UVM’s General Educational program, which currently includes Writing and Information Literacy, Diversity, Sustainability, and Quantitative Reasoning. Given the number of General Education requirements, it was deemed necessary to create a committee charged with overseeing General Education at UVM. The Chair of the CAC is a member of the recently established General Education Coordinating Committee.

Collaborating with the Provost’s Office to carry out Academic Program Reviews (APRs). With the exception of six programs, CAC reviews have been completed for all programs in cycles one through eleven. There are a number of these reviews awaiting the final summary meeting. The CAC also helped to revise the APR Preparations Guidelines document to bring it in line with the current expectations for and culture of assessment at UVM. The revisions were approved by the CAC and will be presented to the Faculty Senate for a vote at the meeting on January 28, 2019.

• Proposals Under Consideration (none at this time)