



## Minutes

Monday, January 27, 2020  
Memorial Lounge 4:00 – 5:30 p.m.

The meeting was called to order at 4:02 p.m.

### Senators in Attendance: 65

**Absent:** Senators Toolin (ERTC), Weinstein (Family Medicine), Mieder (German & Russian), Chiang (Grossman Rep 1), Sherriff (Libraries Rep 2), Spees (Medicine), Mahoney (Neurological Sciences Rep 2), Saia (Pediatrics Rep 1), Dostmann (Pharmacology), Cepeda-Benito (Psychological Science), Gell (Rehabilitation & Movement Sciences), Prue (SAC)

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#### 1. Faculty Senate President's Welcome Remarks – Thomas Chittenden's opening remarks included:

- Annual UVM Publications and Creative Works Reception sponsored jointly by the Faculty Senate and the Office of the Provost will take place on February 27<sup>th</sup>. The deadline for submissions is February 10<sup>th</sup>.
- An Ad hoc committee will be charged by the Senate Executive Council to convene during the 2020-21 academic year to perform a comprehensive review of the Faculty Senate Constitution and Bylaws.

#### 2. Consent Agenda

The following items were voted en bloc as a consent agenda:

- a) Minutes of the 12/16/19 Faculty Senate Meeting  
*Curricular Affairs*
- b) New Post-Professional Doctorate in Occupational Therapy (CNHS/GRAD)
- c) Name change PhD in Animal, Nutrition and Food Sciences to the PhD in Animal Biosciences (CALS/GRAD)
- d) No Contest Termination Bachelor of Music degree (CAS)

**Motion:** To approve the consent agenda as presented.

**Vote:** 94% approve, 0% oppose, 6% abstain. The motion carried.

#### 3. Conferral of Degrees

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

Agriculture and Life Sciences (52)  
Arts and Sciences (126)  
Education and Social Services (23)  
Engineering and Mathematical Sciences (50)  
Grossman School of Business (30)  
Graduate College (65)  
Honors College (13)  
Nursing and Health Sciences (11)  
Rubenstein School of Environment and Natural Resources (33)

**Motion:** To accept the degrees as presented.

**Vote:** 100% approve, 0% oppose, 0% abstain. The motion carried.

4. **Divestment of Fossil Fuels** – Don Ross, Chair of the Financial and Physical Planning Committee presented a resolution from the FPPC requesting the University of Vermont and affiliated organization divest from fossil fuels. The resolution, background materials and presentation are attached to these minutes.  
Discussion included questions regarding the financial risk for the endowment, and differentiation between coal and natural gas. Don Ross stated that the resolution is not asking the Board of Trustees to make immediate change, but to create a plan for divestment.  
**Motion:** Be it resolved that the Faculty Senate reaffirms its support for divestment from the fossil fuel industry investments and requests Board action in 2020.  
**Vote:** 91% approve, 6% oppose, 4% abstain. The motion carried.
5. **Residential Learning Community Assessment Plan** – Alex Yin, Executive Director of Institutional Research, presented an outline of the Residential Learning Community assessment plan, including the guiding questions, data sources, and statistical model. The plan document and presentation slides are attached to these minutes.  
Provost Prelock stated that the goal is to have results of the assessment completed and come before the Senate in April. Feedback and questions about the RLC assessment plan should be directed to [Alexander.Yin@uvm.edu](mailto:Alexander.Yin@uvm.edu).
6. **General Education Framework and Refinement Process** – J. Dickinson, Associate Provost for Academic Affairs, presented an overview of the draft General Education Framework. The proposed framework and presentation slides are attached to these minutes. The proposed “Catamount Core Curriculum” is made up of 42 credits in courses distributed across three main areas: Liberal Arts (18 credits); Core Skills (12 credits); and Common Ground Values (12 credits). Students will be able to take courses that fulfill more than one category BUT they MUST still take at least 40 unique credits of courses that have been approved to fulfill Catamount Core Curriculum requirements. The next steps include development of an ad hoc committee for each new proposed category. The ad hoc committees will work through February to refine the category descriptions/approval criteria and its role relative to the General Education curriculum. Reports will be due to the Faculty Senate Executive Council and to the Task Force before Spring break. The Task Force will

incorporate this work into a revised framework. Send nominations for faculty to serve on the ad hoc committees via email to [Jennifer.Dickinson@uvm.edu](mailto:Jennifer.Dickinson@uvm.edu). All faculty will receive an email this week with the call for nominations, as well as information about the schedule of open forums (February 12<sup>th</sup>, 20<sup>th</sup>, March 25<sup>th</sup> & 31<sup>st</sup>). Senators can submit feedback through the electronic Faculty Senate Suggestion Box located on the Senate webpage. Once the ad hoc committees have completed their work, the revised Gen Ed categories/framework will be presented to the Faculty Senate for discussion at the March 23<sup>rd</sup> Senate meeting, and for vote at the April 20<sup>th</sup> Senate meeting.

**7. New Business** – none at this time

The meeting was adjourned at 5:11 p.m.

## **Faculty Senate Resolution Requesting the University of Vermont and Affiliated Organizations Divest from Fossil Fuels**

WHEREAS, the Faculty, including those who study climate change science and the impacts of climate change, recognize the local and global impacts of climate change as a critical policy issue.

WHEREAS, continued investments in the fossil fuel industry are counter to the University of Vermont's ethos as a green university with a demonstrated commitment to the principles of sustainability.

WHEREAS, the Faculty Senate acknowledges that maintaining fiduciary responsibility in the past has included disinvestment in such things as tobacco companies and those doing business in South Africa due to apartheid.

WHEREAS, the Faculty Senate voted in support of the March 2013 student resolution calling on the Board to divest from all fossil fuel investments.

**BE IT RESOLVED**, the Faculty Senate reaffirms its support for divestment from the fossil fuel industry investments and requests Board action in 2020.



## Rationale for Fossil Fuel Divestment Resolution

The resolution on fossil fuel divestment is being brought forward now to support ongoing student-led efforts. The student group, Organize, has a well written proposal that gives more details in exactly what 'fossil fuel divestment' means and how it can be accomplished at UVM. ([link to Fossil Fuel Divestment Proposal](#)). SGA is also currently working on a resolution and SGA leaders, along with a former UVM trustee, recently (12/30/2019) published an editorial on the subject in [VTDigger](#). The Faculty Senate passed a similar, but longer and more detailed, resolution in 2013 ([link to 2013 resolution](#)).

### *Why?*

Recent evidence strongly suggests that the effects of climate change will be worse than predicted. Our planet is facing a climate emergency. For supporting details, please read this January, 2020 article in [BioScience](#).

Actions that we have taken to date have not led to reductions in greenhouse gas emissions. Energy-related CO<sub>2</sub> emissions rose to a historic high in 2018. The [International Energy Agency's website](#) clearly shows this trend.

### *Will divestment impact UVM's endowment?*

We recognize and applaud the Board of Trustee's (BOT) expert oversight of UVM's investment portfolio. Their primary concern is ensuring UVM's financial strength. We have two points to make here:

1. Fossil fuel investments are likely to become less and less financially attractive, hopefully in the near term. Please see this recent (12/14/20) NY Times article about statements from the CEO of BlackRock, the world's largest asset manager: [Climate Crisis Will Reshape Finance](#)
2. Even if divestment has a financial cost, it is imperative that we proceed with every reasonable action to address the climate emergency.

### *And, there is a social justice aspect that must be recognized:*

While the causes of climate change have originated primarily from developed countries and from the actions of people with resources and access to political and economic decision-making processes, the effects are being disproportionately felt by those in marginalized populations. For example, see this article from the [UN Chronical](#) and this report from the [Intergovernmental Panel on Climate Change](#).

### *Who else has divested?*

Full divestment has been adopted by many colleges and universities in the USA, including Middlebury, Syracuse, University of Maine, University of Maryland, and the University of California system. All types of institutions globally, including governments, now represent over \$12 trillion in total investment capacity. A full listing can be found on this website: <https://gofossilfree.org/divestment/commitments/>

UVM has a deserved reputation in the sustainability and environmental arenas. For example, the Gund Institute for the Environment and the Grossman School's Sustainability MBA (ranked #1) are internationally recognized. We've been ranked in the top five 'green' universities over the past few years by the Princeton Review. Our long-standing [LEED](#) building policy and our gold rating by the [Sustainability Tracking, Assessment & Rating System](#) are things to be proud of. The number of majors in environmental fields is rapidly growing. Students come to UVM because of our reputation and are asking for more action on climate change. UVM should be a leader on this issue and not a follower.

P-2013-0312

FACULTY SENATE

- ☒ Faculty Senate Action (Notification – acknowledgement required)  
☐ Faculty Senate Action (Presidential Approval required)  
☐ Curricular Action (Presidential Approval required)

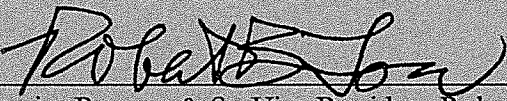
Transmitted By: Julie Roberts, Faculty Senate President

Presidential Action Requested By: April 12, 2013

RE: At its March 11<sup>th</sup> meeting, the Faculty Senate voted in support of the resolution on Fossil Fuel Divestment as presented by the Student Climate Culture group.

Recommendation:

Acknowledged ☒

  
Interim Provost & Sr. Vice President Robert Low

3/13/13  
(Date)

Presidential Action:

☒ Approved

☐ Not Approved

☒  
Decision delayed until (Date)

Comments: Decision delayed pending completion of Board of Trustees review process that has been established and is ongoing.

  
President Tom Sullivan

3-21-13  
(Date)

Returned to Senate President, with a copy to the Sr. Vice President/Provost on 5/6/13

Disposition: Returned to Faculty

**Resolution Requesting That the Faculty Senate of the University Of Vermont  
Support the Divestment of Major Fossil Fuel Holdings from the Endowment**

WHEREAS, the Faculty Senate acknowledges that the University of Vermont values integrity in the members of its community. In being “honest and ethical in all responsibilities entrusted to us,” it is essential that we act as leaders and innovators willing to take on our responsibility to be “forward looking and break new ground in addressing important community and societal needs.”

WHEREAS, the Faculty Senate acknowledges that our *Vision* at the University of Vermont is “to be among the nation’s premier small research universities, preeminent in our comprehensive commitment to liberal education, environment, health, and public service,” and that the school must use this statement to guide decision making.

WHEREAS, the Faculty Senate acknowledges that socially and environmentally responsible investments will be imperative in the future economy.

WHEREAS, UVM students have shown through various forms of expression that they wish the University to align its investments with its mission, vision, and values.

BE IT RESOLVED, the Faculty Senate supports Student Climate Culture’s request that the Board of Trustees divest from the account most heavily invested in fossil fuels: the Blackrock All-Cap Energy and Resources Portfolio.

BE IT RESOLVED, the Faculty Senate supports Student Climate Culture’s request that the Board of Trustees build and enact a comprehensive plan to eliminate all stock holdings in the top 200 fossil fuel companies (as measured by carbon reserves) by February 2017. If any accounts remain invested in these companies at the end of the four-year period, the Board must fully divest from them.

BE IT FURTHER RESOLVED, the Faculty Senate supports Student Climate Culture in encouraging the Board of Trustees to reinvest in local, socially- and/or environmentally-responsible firms.

1. The Mission of The University of Vermont  
[http://www.uvm.edu/about\\_uvm/?Page=history/mission.html&SM=historysubmenu.html](http://www.uvm.edu/about_uvm/?Page=history/mission.html&SM=historysubmenu.html)
2. The Common Ground Statement of The University of Vermont  
<http://www.uvm.edu/~president/?Page=miscellaneous/commonground.html>



# Fossil Fuel Divestment Proposal

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Today, decades after the effects of climate change were first studied, scientists can confirm that the acceleration of climate change is due to anthropogenic emissions of greenhouse gases. The effects of rising temperatures are not a storm on the horizon; they are here, they are now, and they are dangerous. In 2019, the Intergovernmental Panel on Climate Change (IPCC) special report concluded that a warming of 1.5°C above pre-industrial temperatures will result in experiencing the most extreme impacts of global warming. With our temperature increase already above 1°C (Climate Central), we are already experiencing catastrophic effects that will only get worse (“Too Late to Prevent Climate Change?”).

97% of scientists concur about the urgency of climate change (“Scientific Consensus: Earth’s Climate is Warming”). Just some of the impacts that will occur include climate refugees, food and water scarcity, and shelter insecurity (“Impacts on Society”). We anticipate education will become a casualty as conditions worsen and other societal necessities take precedent. Climate change is a threat to the university -- yet, the University of Vermont continues to invest in the source of the climate crisis, fossil fuel companies. Given the federal government’s recognition of institutional wealth as equivalent to free speech (“*Citizens United v. Federal Election Commission*”), UVM is lending its economic voice in support of these companies. The fossil fuel industry’s access to UVM capital is tantamount to the university engaging in fossil fuel production and use itself.

Divestment would affirm the scientific certainty of climate change and make it clear that as an institution created for the pursuit of knowledge, we respect the fact of climate change. We demand action so as to prevent this existential threat from becoming an existential end. A lack of strong action is incompatible with the facts on climate change. Due to its nature, climate change poses a direct threat to the students, faculty, and staff of this university, and is therefore grounds for divestment.

Divestment would be a clear statement to potential students that UVM does care about the environment enough to take action. With the presence of environmental majors and programs, as well as much media coverage referring to UVM as a “Green School”, divestment would amplify our environmental reputation. Upon divestment, we may be able to compete more effectively with other universities. When UVM divests, we can capitalize on this in marketing ourselves as an environmental school. UVM participates in the AASHE Stars program.<sup>1</sup> This year, fossil fuel divestment does count toward accreditation, so UVM divesting will contribute to an increase in our score. Divestment is clear, tangible evidence that UVM is not greenwashing, but actually making socially responsible and sustainable investments.

The University of Vermont Board Policy Manual states: “When considering the adoption of new policies, the Board will be guided by general principles that include the following: (1) policies will be broad, enduring statements supporting the mission, principles, and long-range strategic goals and plans of the University.” The fossil fuel industry contradicts UVM’s common ground principles as follows:

- **RESPECT.** Fossil fuel corporations do not respect the environment nor the wellbeing of humans. By engaging in business practices that extract short term capital gain from

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<sup>1</sup> AASHE ranks universities based on their green initiatives.

# Fossil Fuel Divestment Proposal

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negative global environmental externalities such as climate change, this industry appraises its own profit margins over global wellbeing.

- **INTEGRITY.** The fossil fuel industry lacks integrity in its dealings with indigenous communities (Thomas-Mueller 3) and in the deceitful burying of climate impact studies in the 1970s (Hall). Companies knowingly profit off of products that have, are, and will cause substantial harm to billions of people.
- **INNOVATION.** The fossil fuel industry acts in objectively regressive ways. This industry buried its own research into their own product on climate change (Krugman). Not only is this unscientific, but it's the epitome of anti-innovation.
- **OPENNESS.** This industry suppresses scientific information and publicly understates or lies about the impact of its product (Franta) on humanity and the environment.
- **JUSTICE.** This industry has pleaded guilty to unjust acts, violates Native Equality, workers rights, and has pleaded guilty to the manslaughter of its own workers.

In addition to our Common Ground, UVM is a state, land grant university, and we are obligated to consider the wellbeing of Vermont. Tourism and agriculture are a large part of Vermont's economy, and are seriously affected by climate change.<sup>2</sup> As a state that depends on its brand, climate change altering the ecosystem here will impact Vermont's ability to sell that brand. In addition, if the state economy falters, then so will state funding for the university. As UVM already receives less funding than the state schools UVM competes with, it is important to at least maintain this funding (Edraney). Fighting climate change is an essential step to do this.

With the University Board of Trustees investment sub-committee acting as the Chief Financial Officers of the university's endowment, the Board has the power to divest if they choose to, and Cambridge Associates is on record in 2014 saying they will assist any institution in divestment: "We have helped a number of clients analyze whether fossil fuel divestment is right for their institution. Their conversations about and decisions on this topic are as varied as their missions. Their conclusions have covered the spectrum from fully divesting fossil fuel investments to deciding not to implement any policies precluding fossil fuel investments. We respect all decisions our clients have made on this issue because we believe that they are making the choices that are in the best interest of their institutions." Later that year, Cambridge Associates released a report stating their "number one priority has always been to help our clients build portfolios that maximize investment results based on each client's specific financial and institutional goals. We will continue to work with each client to implement a portfolio that helps achieve the unique objectives that the institution has defined." As advisors, they are willing to advise us on divestment.

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<sup>2</sup> In 2017, the tourism industry in Vermont earned 2.8 billion dollars; much of that income came from the state's strong performance during winter. Vermont's agricultural sector is also at stake because of climate change. Droughts and floods destroy agriculture, which is a substantial part of Vermont's economy ("What Climate Change Means for Vermont"). Together these are the foundation of Vermont's brand, of which is threatened by climate change.

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Many institutions of higher education have divested<sup>3</sup>, including Boston University, Brandeis University, the University of California System<sup>4</sup>, Columbia, Georgetown, Johns Hopkins, Middlebury College, Oregon State (“Divestment Commitments”), and others. Recently, Green Mountain Power divested over 99% of its pension fund from fossil fuel companies. Cities have also divested (Amherst MA, Ann Arbor MI, Berkeley CA, Boulder CO, San Francisco CA), and even nations (Ireland, Norway) have divested from fossil fuels. Divestment is not science fiction, but a tangible action that these entities have taken. If it was not viable, these institutions and sovereignties would not have done it.

## Economic Basis for Divestment

Fossil fuels are a disadvantageous long term investment for the University. First, the stock value of these corporations is under long term threat by the effects of sanctions and fines as a result of climate change. Most analyses of fossil fuel divestment are outdated, and do not reflect the influx of recent and rapidly emerging data about the changing energy landscape. Under SEC rule 17 CFR 230.156,<sup>5</sup> in some circumstances, it is illegal to advise fiduciary action solely based on data about past performance. Considering how fossil fuels drove the economy decades ago, and the rapidly changing energy landscape of today, this could be a violation of that rule (“17 CFR § 230.156 - Investment company sales literature”). We need to consider recent data because of this, including the fact that oil was one of the biggest liabilities in the UVM portfolio last year.

Low performance makes sense, given the context. Under conditions of low oil prices less revenue is generated, and the value of oil reserves decrease. Under conditions of high oil prices, renewables become more competitive. The potential of the carbon bubble further incentivizes divestment<sup>6</sup> (McKibben), and technology is also progressing away from fossil fuels, and as we go towards a carbon neutral future fossil fuels will lose value quicker.

The acquisition of fossil fuels can be uncertain and risky. As of September 2019, there is an ongoing attack on Saudi Oil facilities sending the oil market in a frenzy (Brumfiel). The U.S. Department of State is bribing an Iranian captain to hand over his ship (“Iran Tanker: US Offers . . .”). And in June 2019, Iranian forces attacked US protected Japanese tankers resulting in

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<sup>3</sup> To various degrees

<sup>4</sup> They see hanging onto fossil fuel investments as a financial risk, and as a result divested their \$13.4 billion endowment and \$70 billion pension from all fossil fuel companies last month.

<sup>5</sup> The state SEC rule is as follows:

Representations about past or future investment performance could be misleading because of statements or omissions made involving a material fact, including situations where:

(i) Portrayals of past income, gain, or growth of assets convey an impression of the net investment results achieved by an actual or hypothetical investment which would not be justified under the circumstances, including portrayals that omit explanations, qualifications, limitations, or other statements necessary or appropriate to make the portrayals not misleading.

<sup>6</sup> Once the externalities are realized in the stock market, the value of fossil fuel companies will plummet. The carbon bubble is this idea of this realization. When that bubble pops, the unused reserves will become stranded assets (estimated to be around 80% of all known fossil fuel reserves).

# Fossil Fuel Divestment Proposal

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threats of war (Tanker Owner Seems . . .”) (Collinson). Clearly, this industry presents not only moral and political hazards, but also economic risks and liabilities.

Further, bond yields on these corporations’ debt may fall just like their stock, and given the many billions-- if not trillions-- of dollars of damage that the industry could be fined for, the likelihood of these corporations defaulting on their debt is high (Gramling, Hamers). They’ve already begun to undergo litigation because of their actions.

Fossil fuel corporations also rely on massive subsidies to stay competitive. In the US alone, the government paid \$649 Billion in direct and indirect fossil fuel subsidies. With almost every single Democratic candidate for president endorsing the idea of ending these subsidies, including every candidate that qualified for the most recent debate, there is a strong possibility that fossil fuel companies may find themselves overwhelmed with \$649 Billion in new costs, dramatically decreasing the profitability of their stock.

All these risks are ultimately transferred to investors-- in this case, the University of Vermont. As an investing body, the Board should at least recognize that the fossil fuel industry is a bad long term investment and begin divestment. At best, the Board should consider investing in industries and companies that will supplant the fossil fuel industry and capitalize on vacuum left in the market by them.

These issues will only intensify; the growing support of the climate change movement show that the anti-fossil fuel sentiment is going to stay. As a result, divested options are becoming more available each day, so it becomes easier to divest. Divestment is undoubtedly effective; even as it becomes easier, it remains a powerful way<sup>7</sup> to create change in the world (Harris).

We are running out of time to address climate change. To quote the 2014 divestment proposal, “the remaining 1.2°C allots civilization a carbon budget of 565 gigatons before we reach a climatic tipping point, generating feedback loops that will create a world completely unrecognizable to the one we currently live in and depend on” (Student Climate Culture). The situation has only grown more dire. By providing capital for this industry, UVM is promoting the degradation of our environment, our economic stability, and our future energy security, while threatening the very goals of the university.

How:

Given the reality of climate change and the necessity of divestment, we demand the board of trustees divest our endowment of fossil fuels<sup>8</sup>:

1. Become more familiar with the proposal and the research it stands on. Read the cited studies, let Organize present to the Board, and invite a fossil-free investor to speak about how to divest.
2. Request that Cambridge Associates phase out holdings of the 200 companies in directly-held public equity over the next 2 years by placing screens on existing funds, or replacing them with fossil-free alternatives.

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<sup>7</sup> The apartheid divestment movement was effective by changing public perceptions of these companies (Harris).

<sup>8</sup> We are happy to help the board in any way we can with the process of divesting from fossil fuels.

# Fossil Fuel Divestment Proposal

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3. Request that Cambridge Associates phase out holdings of all fossil fuel companies<sup>9</sup> in directly-held public equity over the next 5 years by placing screens on existing funds, or replacing them with fossil-free alternatives.
4. Request that Cambridge Associates research, develop and implement a proposal to replace carbon-intensive accounts in the Real Assets class with fossil-free alternatives that behave in a similar manner.
5. For indirectly-managed accounts, request that Cambridge Associates engage with the fund managers about the feasibility of side-letter agreements regarding the exclusion of fossil fuel company stocks. If this is unsuccessful, transfer to a fossil-free commingled account when the opportunity arises. Work towards achieving this goal in 8 years.
6. Commit to a fossil-free endowment by 2027 as defined above.
  - a. If it can be shown that, over a period of five years or greater, the fossil fuel divestment policy has significantly impeded endowment growth, then the policy may be revised.

These demands are based on past divestment movements at UVM, as well as the divestment movements at other universities that have succeeded. These demands are also on a scale necessary to achieve the desired impacts in our time-frame. Fossil fuel divestment is necessary to adhere to the standards the university has set for itself. It is necessary for the long term success of the university, and it is the most fiscally responsible decision. In light of the overwhelming evidence presented, the Board of Trustees has an obligation to work towards complete divestment from fossil fuels for the sake of the University's continued prosperity, growth and environmental reputation.

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<sup>9</sup> We are defining a fossil fuel company as a company who derives 51% or more of their total income from the production, extraction, use, or sale of fossil fuels (“Defining Fossil Fuel Free Investing”).



# Fossil Fuel Divestment Proposal

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# Fossil Fuel Divestment Proposal

8

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<[https://www.dartmouth.edu/~president/announcements/divestment\\_report\\_final.pdf](https://www.dartmouth.edu/~president/announcements/divestment_report_final.pdf)>

# Faculty Senate Resolution Requesting the University of Vermont and Affiliated Organizations Divest from Fossil Fuels

- WHEREAS, the Faculty, including those who study climate change science and the impacts of climate change, recognize the local and global impacts of climate change as a critical policy issue.
- WHEREAS, continued investments in the fossil fuel industry are counter to the University of Vermont's ethos as a green university with a demonstrated commitment to the principles of sustainability.
- WHEREAS, the Faculty Senate acknowledges that maintaining fiduciary responsibility in the past has included disinvestment in such things as tobacco companies and those doing business in South Africa due to apartheid.
- WHEREAS, the Faculty Senate voted in support of the March 2013 student resolution calling on the Board to divest from all fossil fuel investments.
- BE IT RESOLVED, the Faculty Senate reaffirms its support for divestment from the fossil fuel industry investments and requests Board action in 2020.

# Excerpts from BOT BFI investment subcommittee response to 2013 motions

- The Subcommittee stated that its primary duty is to invest the endowment to maximize returns, minimize risk, and provide funds to support the academic mission of UVM. They noted their concerns that the purpose of the endowment and, therefore, its fiduciary responsibility does not include attempting to use the endowment as a tool in setting policy or exercising political influence.
- The Subcommittee observed that the University is certainly not alone in this investment approach. Prestigious institutions with endowments much larger than UVM's, including Harvard, Brown, Middlebury, recently have cited similar themes that have informed their decisions not to divest from fossil fuel companies.

# What has changed since 2013?



Volume 70, Issue 1  
January 2020

### World Scientists' Warning of a Climate Emergency

FREE

William J Ripple ✉, Christopher Wolf ✉, Thomas M Newsome, Phoebe Barnard,  
William R Moomaw Author Notes

*BioScience*, Volume 70, Issue 1, January 2020, Pages 8–12, <https://doi.org/10.1093/biosci/biz088>

**Published:** 05 November 2019



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Email alerts

Article activity alert

Scientists have a moral obligation to clearly warn humanity of any catastrophic threat and to “tell it like it is.” On the basis of this obligation and the graphical indicators presented below, we declare, with more than 11,000 scientist signatories from around the world, clearly and unequivocally that planet Earth is facing a climate emergency.

## World Scientists' Warning of a Climate Emergency

# 1000+ DIVESTMENT COMMITMENTS

## OVERVIEW

### What kinds of institutions are divesting?

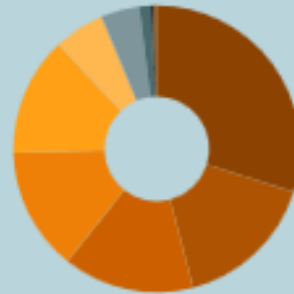
**\$12.02 TRILLION**

APPROX. VALUE OF INSTITUTIONS  
DIVESTING

[How is this number calculated?](#)

**1176**

INSTITUTIONS DIVESTING



- Faith-based Organization — 30%
- Philanthropic Foundation — 16%
- Educational Institution — 15%
- Government — 14%
- Pension fund — 13%
- For Profit Corporation — 6%
- NGO — 4%
- Healthcare Institution — 1%
- Cultural Institution — 0%
- Other — 0%

### NOTABLE DIVESTMENT COMMITMENTS



PARTIAL  
**Norwegian  
Sovereign  
Wealth  
Fund**



<https://gofossilfree.org/divestment/commitments/>

# Who else has now divested?

- Middlebury College
- University of California system
- University of Maryland
- Syracuse University
- University of Massachusetts Foundation
- University of Oregon Foundation

See also: The Sustainable Endowments Institute

<https://www.endowmentinstitute.org/>



DEALBOOK

## ***BlackRock C.E.O. Larry Fink: Climate Crisis Will Reshape Finance***

In his influential annual letter to chief executives, Mr. Fink said his firm would avoid investments in companies that “present a high sustainability-related risk.”

<https://www.nytimes.com/2020/01/14/business/dealbook/larry-fink-blackrock-climate-change.html>



“The evidence on climate risk is compelling investors to reassess core assumptions about modern finance,” Laurence D. Fink, the chief of BlackRock, wrote in his annual letter. Damon Winter/The New York Times

“Awareness is rapidly changing, and I believe we are on the edge of a fundamental reshaping of finance,” Mr. Fink wrote in the letter, which was obtained by The New York Times. “The evidence on climate risk is compelling investors to reassess core assumptions about modern finance.”

The firm, he wrote, would also introduce new funds that shun fossil fuel-oriented stocks, move more aggressively to vote against management teams that are not making progress on sustainability, and press companies to disclose plans “for operating under a scenario where the Paris Agreement’s goal of limiting global warming to less than two degrees is fully realized.”

Mr. Fink has not always been the first to address social issues, but his annual letter — such as his dictum two years ago that companies needed to have a purpose beyond profits — has the influence to change the conversations inside boardrooms around the globe.

<https://www.nytimes.com/2020/01/14/business/dealbook/larry-fink-blackrock-climate-change.html>

# Financial risk may be low

- The importance of energy stocks in the S&P 500 has shrunk dramatically over past decades to about 4%.
- Ten years ago Exxon-Mobil was the largest corporation in the world by market value. Now it no longer is in the top-ten in the U.S.
- Data show similar performance over the past four years of funds with and without companies involved with fossil fuel reserves.

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NEW RESEARCH IN

[Physical Sciences](#)[Social Sciences](#)

RESEARCH ARTICLE



# Social tipping dynamics for stabilizing Earth's climate by 2050

Ilona M. Otto, Jonathan F. Donges, Roger Cremades, Avit Bhowmik, Richard J. Hewitt, Wolfgang Lucht, Johan Rockström, Franziska Allerberger, Mark McCaffrey, Sylvanus S. P. Doe, Alex Lenferna, Nerea Morán, Detlef P. van Vuuren, and Hans Joachim Schellnhuber

PNAS first published January 21, 2020 <https://doi.org/10.1073/pnas.1900577117>

## Significance

Achieving a rapid global decarbonization to stabilize the climate critically depends on activating contagious and fast-spreading processes of social and technological change within the next few years. Drawing on expert elicitation, an expert workshop, and a review of literature, which provides a comprehensive analysis on this topic, we propose concrete interventions to induce positive social tipping dynamics and a rapid global transformation to carbon-neutral societies. These social tipping interventions comprise removing fossil-fuel subsidies and incentivizing decentralized energy generation, building carbon-neutral cities, **divesting from assets linked to fossil fuels**, revealing the moral implications of fossil fuels, strengthening climate education and engagement, and disclosing greenhouse gas emissions information.

<https://www.pnas.org/content/early/2020/01/14/1900577117>

# SGA Resolution of January 21, 2020

## **Resolution Urging the Board of Trustees of the University of Vermont to Divest Its Endowment from Fossil Fuel Holdings**

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WHEREAS, The Student Government Association (SGA) recognizes that socially and environmentally responsible investments are imperative for the sustainability of the university and its commitment to environmental values,

WHEREAS, investing in fossil fuel corporations supports practices, including but not limited to: environmental pollution, degradation, and greenhouse gas emissions. These factors contribute to climate change and by investing in such fossil fuel corporations UVM is complicit in these practices,

WHEREAS, The University of Vermont's vision is as states: "To be among the nation's premier small research universities, preeminent in our comprehensive commitment to liberal education, environment, health, and public service." And by choosing to continue to invest in fossil fuels, the University is financially encouraging degradation to the environment, public health, and lagging as a leader in innovation in the investment front.

continued...

# SGA Resolution of January 21, 2020 continued

WHEREAS, since 2008 students have been requesting the Board of Trustees to divest the UVM Endowment from fossil fuels with petitions, resolutions, protests, and other appropriate actions,

WHEREAS, on February 2nd, 2013 the SGA passed *Resolution Requesting the Board of Trustees of the University of Vermont Divest Its Endowment of Major Fossil Fuel Holdings*,

WHEREAS, on November 17th, 2017 the SGA passed *Resolution Urging The Board of Trustees of The University of Vermont To Divest Its Endowment from Fossil Fuel Holdings*,

WHEREAS, in October of 2019 Organize, a SGA recognized student organization submitted a formal proposal for fossil fuel divestment; and were met with the same response students received in 2016 without proper guidance or specific reasons for the response based on the proposal submitted,

WHEREAS, as of today, Organize has collected 2,487 UVM affiliates signatures in support of fossil fuel divestment,

WHEREAS, The Board's inaction on fossil fuel divestment and unwillingness to respond to students violates our six Common Ground Values; respect, integrity, innovation, openness, justice, and responsibility,

BE IT RESOLVED, the UVM SGA requests the Budget, Finance and Investment Committee of the Board of Trustees conduct a divestment assessment and create an action plan for removing UVM's holdings from fossil fuel companies,

BE IT RESOLVED, the UVM SGA requests that the Executive Committee of the UVM Board of Trustees craft a unique response that outlines their specific reasoning for inaction to the student's October 2019 Proposal.



[HOME](#)[EVENTS](#)[ORGANIZATIONS](#)[NEWS](#)[FORMS](#)

## Organize

The purpose of this organization is to mitigate climate change through involved, consistent, political action. The environment is in dire condition and requires our action to preserve it and limit the damages our mistreatment will cause. Since this isn't an individual issue, but both a national and cultural issue, we intend to use all the levers of political action available to us to affect change. By providing a community of activism, we will help create an expectation of student action against climate change.

There are currently two strategies we're implementing. First, is our commitment to divest UVM from fossil fuels. Fossil fuel divestment will serve as a way to engage the campus with a local and important issue, and will help to create an atmosphere and expectation of activism. The second is our commitment to make sure environmental advocates are getting elected. By focusing on creating connections with other universities and organizations, we can help make sure that states besides Vermont (especially swing states both due to their importance and because it would increase our impact) are voting for candidates who will do the most for the environment, and can assist those organizations in their work.





The Socially Responsible Investing Advisory Council is a group of students, faculty, staff, and administrators that makes recommendations to the Vice President for Finance and Treasurer on sustainability investment at the University of Vermont, including positive investments of operating cash reserves and the Clean Energy Fund.

# Faculty Senate Resolution Requesting the University of Vermont and Affiliated Organizations Divest from Fossil Fuels

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# Residential Learning Communities Assessment Plan

Alexander Yin, Ph.D.  
Office of Institutional Research

J Dickinson, Ph.D.  
Office of the Provost  
January 27, 2020



The University of Vermont

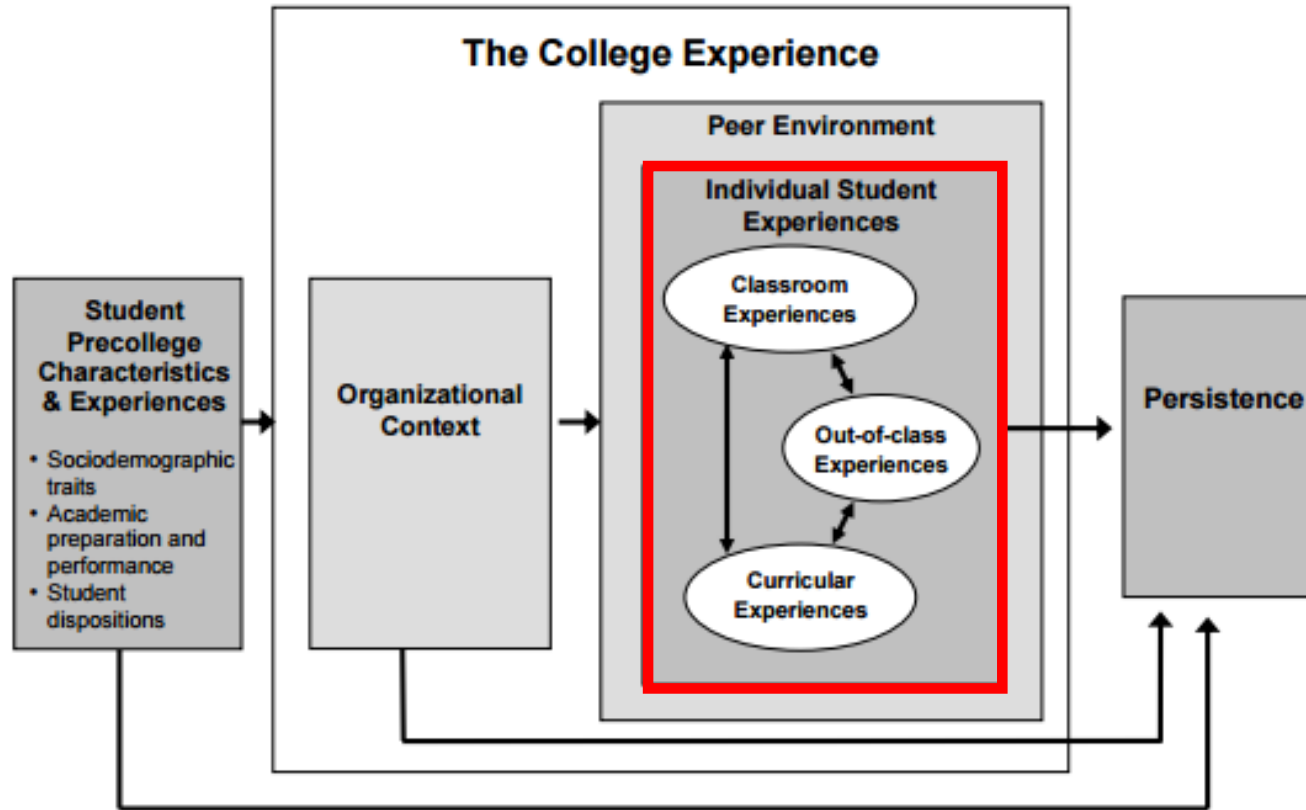
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Learning communities are built around a common theme, faculty engagement, and easily accessible events and activities coordinated by a dedicated program staff.

These communities create opportunities for academic engagement outside the classroom, intentional integration of academics, enhanced student connection within themes, and thoughtful programming.



## A Comprehensive Model of Influences on Student Learning and Persistence



Terenzini, P. T., & Reason, R. D. (2005, November). *Parsing the first-year of college: Rethinking the effects on students*. Paper presented at the Annual Conference of the Association for the Study of Higher Education, Philadelphia, PA.



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## Guiding Questions

What is the impact of the residential learning communities on one-year retention rates?

Do differences exist between the residential learning communities with regards to academic performance (GPA with and without LC Courses), social integration (i.e., sense of belonging), and toxic behaviors (i.e., high-drinking risks, cannabis usage)?

What outcomes did students learn from their Learning Community Courses (indirect assessment)?

How does the grade distribution of Learning Community Courses compare to those of other UVM Courses?

What are students' satisfaction levels with their residential experience by learning community?



# Data Sources

- First Six Weeks Survey: 608 FTFY respondents (23%)
- Monthly Measures: 400 FTFY respondents (27%)
- Learning Communities Course Survey: 949 FTFY (74%)\*
- Institutional Data (i.e., Banner, StarRez)
- Student-led focus groups (to be conducted in February 2020)

\* These include students enrolled in the courses associated with the following Learning Communities: Arts and Creativity, Leadership and Social Change, Sustainability, Outdoor Experience, Innovation and Entrepreneurship, Cultural Crossroads (Total Students = 1,286)



The University of Vermont

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## Statistical Model

**Model Type:** Logistic Regression measuring 1-year retention

**Model variables:**

- Has First Fall GPA
- Has First Fall GPA \* First Fall GPA
- Learning Communities (Baseline = Wellness Environment)
- Student College (Baseline = College Arts and Sciences)
- Residency (Baseline = Out-of-State) (Proxy for Cost)
- Location (i.e., Trinity, Redstone, Central)





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# Feedback?

If you have feedback after the faculty senate meeting, please do not hesitate to contact me at [Alexander.Yin@uvm.edu](mailto:Alexander.Yin@uvm.edu)



# Appendix A: Learning Communities Course Survey Instrument

---

## Course Completion

[]Did you complete the class? \*

Choose one of the following answers

Please choose **only one** of the following:

- ☐ Yes  
☐ No

## About Your Course

[]Did you complete the following elements?

Only answer this question if the following conditions are met:

(CourseCompleted.NAOK  
(/index.php/admin/questions/sa/view/surveyid/335589/gid/63939/qid/626028) == "A1")

Please choose the appropriate response for each item:

	Yes	Somewhat	No
Summer reading book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Growth Mindset Survey	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handshake module	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[]To what extent did the specific elements of your Learning Community course enhance your learning?

Only answer this question if the following conditions are met:

(CourseCompleted.NAOK  
(/index.php/admin/questions/sa/view/surveyid/335589/gid/63939/qid/626028) == "A1")

Please choose the appropriate response for each item:

	Very much	Somewhat	Neutral	Not much	Not at all
Summer reading book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Growth Mindset Survey	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handshake module	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plenary (whole group) sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussion/seminar sections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**[ ]The following questions ask about the overall course:**

Only answer this question if the following conditions are met:

(CourseCompleted.NAOK  
(/index.php/admin/questions/sa/view/surveyid/335589/gid/63939/qid/626028) == "A1")

Please choose the appropriate response for each item:

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The course stimulated my ACADEMIC interest in the LC theme.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course stimulated my PERSONAL interest in the LC theme.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course helped connect me to resources on campus (student organizations, Career Center, identity centers, outdoor spaces).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable approaching my instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course helped ease my transition to college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course enhanced my sense of belonging to the UVM community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**[ ]What three words would you use to describe this course?**

Only answer this question if the following conditions are met:

(CourseCompleted.NAOK  
(/index.php/admin/questions/sa/view/surveyid/335589/gid/63939/qid/626028) == "A1")

Please write your answer(s) here:

Word 1

Word 2

Word 3

[ ]To what extent did this course help you explore the following themes and perspective as they relate to sustainability?

Only answer this question if the following conditions are met:

((TOKEN:ATTRIBUTE\_2 == "Sustainability") AND (CourseCompleted.NAOK (/index.php/admin/questions/sa/view/surveyid/335589/gid/63939/qid/626028) == "A1"))

Please choose the appropriate response for each item:

	Very much	Somewhat	Neutral	Not much	Not at all
Theme: Outdoor exploration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Theme: Food systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Theme: Matter and energy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perspective: Mindfulness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perspective: Social Justice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# **Draft Gen Ed Framework: The Catamount Core Curriculum**

## **Overview of Gen Ed Process:**

The UVM Faculty Senate approved several broad General Education categories in 2011, supplementing the existing 6-credit Diversity requirement. Since that time, nine additional credits specific General Education requirements were added to University-level General Education in the form of the Foundational Writing and Information Literacy requirement (3 credits), the Sustainability requirements (3 credits), and the Quantitative Reasoning requirement (3 credits).

In Spring 2019, UVM completed a comprehensive self-study as part of its decennial institutional reaccreditation under the New England Commission on Higher Education (NECHE). This process allowed us to identify institutional strengths, opportunities and areas for improvement, as well as measure UVM's policies, practices and curricula against the NECHE standards for accreditation. In this process, it became clear that General Education at UVM was falling short of realizing the intent of standard 4.16:

The general education requirement is coherent and substantive. It embodies the institution's definition of an educated person and prepares students for the world in which they will live. The requirement informs the design of all general education courses, and provides criteria for its evaluation, including the assessment of what students learn.

In addition, UVM's current 15 credits of centrally approved and assessed General Education Requirements, described above, do not meet the expected 40 credits (as stated in Standard 4.18) and do not cover the three broad areas outlined within Standard 4.17 (Arts and Humanities; Social Sciences; and Natural Sciences including Math).

These General Education standards were cited by the Commission on Higher Education in their [November 2019 affirmation of accreditation letter](#), noting that General Education is area for UVM to focus on in its 5-year interim report to NECHE in Spring 2024.

## **General Education Alignment Task Force:**

In August 2019, Provost Prelock charged General Education Alignment Task Force to develop a proposal for expanded, University-level general education requirements (see Appendix B). This Task Force worked throughout the fall to develop the General Education Framework presented here, including reviewing existing college/school curricula at UVM, considering the structure of General Education at other NECHE institutions, and gathering additional requirement ideas from faculty in a formal proposal process (See Appendix C).

The Task Force received 11 proposals in November, 2019 and extensively reviewed all of them with respect to how they would contribute to a unified and cohesive curriculum, the potential for multiple pathways to completion of the requirement (i.e. lower likelihood of creating bottlenecks for students), and feasibility of implementation within the context of the demands of existing degree programs, including externally accredited programs. While not all proposals were directly incorporated into the framework outlined below, all of them did contribute significantly to task force members' conceptualization of a General Education curriculum that would prepare our students to become the "accountable leaders who will bring to their work dedication to the global community, a grasp of complexity, effective problem-solving and communication skills, and an enduring commitment to learning and ethical conduct" described in the UVM mission statement. Proposers will be invited to participate as members of the appropriate ad hoc Faculty Senate/Task force committees to refine the framework categories in Spring 2020.

The proposed General Education framework will be taken to the Faculty Senate in Spring 2020. The Senate process will include the convening of ad hoc committees to review and refine the description and approval criteria for each of the Catamount Core Curriculum course designations (Appendix A). The ad hoc committee will report back to the Faculty Senate and the Gen Ed Alignment Task Force, which will incorporate suggested revisions into the framework. A Faculty Senate vote on the framework will take place at the April or May 2020 Senate meeting. The Senate will also be asked to approve the creation of a University General Education Curriculum Committee. This faculty committee will have the authority to review and approve all General Education courses in the new Catamount Core Curriculum.

The Task Force included faculty and administrators representing each undergraduate degree-granting college and school, as well as the Faculty Senate Executive Committee:

J. Dickinson, Associate Provost for Academic Affairs (Task Force Chair)  
Barbara Arel, GSB representative  
Rosemary Dale, CNHS representative  
Jeff Frolick, CEMS representative  
Joel Goldberg, CAS representative  
Cathy Paris, CALS representative and Faculty Senate Executive Committee representative  
Joan Rosebush, General Education Coordinating Committee representative  
Katharine Shepherd, CESS representative  
Allan Strong, RSENR representative



# CATAMOUNT CORE

## CURRICULUM PROPOSAL

### CURRENT UNIVERSITY WIDE GEN ED STRUCTURE (15 credits)

D1	RACE AND RACISM IN THE U.S.
D2	DIVERSITY OF HUMAN EXPERIENCE
FWIL	FOUNDATIONAL WRITING AND INFORMATION LITERACY
QR	QUANTITATIVE REASONING
SU	SUSTAINABILITY



## CATAMOUNT CORE CURRICULUM

CATAMOUNT CORE is made up of 42 credits in courses distributed across three main areas: LIBERAL ARTS (18 credits); CORE SKILLS (12 credits); and COMMON GROUND VALUES (12 credits).

Students will be able to take courses that fulfill more than one category BUT they MUST still take at least 40 unique credits of courses that have been approved to fulfill CATAMOUNT CORE CURRICULUM requirements.

### LIBERAL ARTS

#### 18 CREDITS

H1, H2, H3	HUMANITIES AND ARTS 6 credits
S1	SOCIAL SCIENCES 6 credits
N1, N2	NATURAL SCIENCES 6 credits

### CORE SKILLS

#### 12 CREDITS

QR	QUANTITATIVE REASONING
FWIL	COMMUNICATION 1 Foundational Writing and Info Literacy
WIL2	COMMUNICATION 2 Writing and Info Literacy Tier 2 or
OC	Oral Communication
IA	Integration and Application of Knowledge in the Major

### COMMON GROUND VALUES

#### 12 CREDITS

D1	DIVERSITY 1
D2	DIVERSITY 2
SU	SUSTAINABILITY
GC	GLOBAL CITIZENSHIP
SJ	SOCIAL JUSTICE*

\* SOCIAL JUSTICE is a co-requirement that can be attached to a course approved in any of the other COMMON GROUND VALUES.



## **Guiding Principles for the Catamount Core Curriculum:**

**Vision:** UVM General Education should expose students to the intellectual breadth of the liberal arts, develop the skills needed to integrate and apply diverse areas of knowledge, and build the foundations for lifelong learning and active participation in local and global communities.

**Centralized Approval:** The Alignment Task Force recommends the establishment of a unified university-level faculty General Education Curriculum Committee. Inclusion of courses in the Gen Ed program would be by approval of the Gen Ed Curriculum Committee, which will also have oversight of Gen Ed at UVM. The Committee would be led by a faculty General Education Coordinator.

**40-credit Rule:** Students will be able to take courses that fulfill more than one category (e.g., Humanities and D1) but they **MUST** still take at least 40 unique credits of courses that have been approved to fulfill a Gen Ed requirements.

For example, through careful selection, a student may fulfill all of the Gen Ed requirements (a total of 42 credits) after taking only 33 unique credits of coursework. The 40-credit rule requires that the student still complete an additional 7 or more credits in courses approved as fulfilling any of the Gen Ed requirements.

### **Three curricular areas:**

The Catamount Core is made up of 42 credits in courses distributed across three main areas: Liberal Arts (18 credits); Core Skills (12 credits); and Common Ground Values (12 credits).

**The outline of the Catamount Core Curriculum below** includes both existing Gen Ed categories and new categories. Existing categories are in [blue](#). Approval criteria for existing requirements are available at: <https://www.uvm.edu/generaleducation>. *Draft approval criteria* for all new requirements are included in Appendix A. These draft approval criteria will be further refined in ad hoc committees organized jointly by the Faculty Senate and the General Education Alignment Task Force in Spring 2020.

**Curricular Area 1: Liberal Arts (Currently Proposed Total = 18 credits)**

Liberal Arts are distributed across three main subcategories. The subdivisions in these categories are designed to reflect currently existing categories within the colleges/schools. This is also necessary for some programs such as teacher preparation, which need students to take courses in specific sub-categories to meet licensure requirements.

**Humanities: H1, H2, H3.** Students will take at least 6 credits from this category:

H1 Humanities

H2 Fine Arts

H3 Literature

**Social Sciences: S1.** Students will take at least 6 credits from this category.

**Natural Sciences: N1, N2.** Students will take at least 6 credits from this category:

N1 Natural science, no lab.

N2 Natural science with lab.

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The designations in Curricular Area 2: Core Skills, and Curricular Area 3: Common Ground Values, can overlap with Liberal Arts categories, and can also be fulfilled through approved courses in other disciplinary or interdisciplinary areas.

**Curricular Area 2: Core Skills (Currently Proposed = 12 credits)**

**QR: Quantitative Reasoning (3)**

**Communication Skills (6)**

**FWIL: Foundational Writing and Information Literacy (3)**

Writing and Information Literacy Tier Two (3)

OR

Oral Communication (3). This requirement can be fulfilled EITHER by taking a course approved as WIL2, OR by taking a course approved to fulfill the Oral Communication requirement.

**IA: Integration and application of knowledge (3), “Capstone” requirement.**

Courses in the Integration and Application of Knowledge in the Major (IA) category are designed to allow students to demonstrate their ability to integrate and apply theoretical and practical knowledge developed in one or more areas of specialization.

### **Curricular Area 3: Common Ground Values (Currently Proposed = 12 credits)**

Note that the Social Justice requirement is a co-designation. Students must take at least one SJ-designated course, but this course will by definition overlap with another Common Ground Values Course.

#### **D1: Race and Racism in the United States (3)**

#### **D2: Diversity of Human Experience (3)**

#### **SU: Sustainability (3)**

#### **GC: Global Citizenship (3).**

Courses approved in this category promote learning outcomes that prepare students to engage actively and responsibly in both local and global communities. All courses approved in this category *must* articulate how students will develop and demonstrate decision-making and problem-solving skills in one or more of the following areas:

- **Civic Engagement:** All courses approved for CL or SL designations fulfill the Global Citizenship requirement.
- **Ethical conduct and decision-making.** Courses that focus directly on the understanding and development of ethical decision-making and problem-solving can be approved to fulfill the Global Citizenship requirement. This may include both courses in the field of philosophical ethics, and applied courses focused in areas such as data ethics, research ethics, business ethics, and medical ethics.
- **Global Literacies and Transcultural Competencies.** Courses in which students develop foreign language competency and/or in-depth transcultural competencies can be approved to fulfill the Global Citizenship requirement. A UVM-approved study abroad experience of 3 or more credits can fulfill the Global Citizenship requirement.
- **Technology and Society.** Courses in which students learn about the impact of technological developments, including how technology can contribute to problem-solving, the ethics of technology development and use, and design thinking can be approved to fulfill the Global Citizenship requirement.
- **Global Challenges.** Courses that focus on integrated approaches to global-scale problems such as global and community health; climate change; food production; and human rights can be approved to fulfill the Global Citizenship requirement.

#### **SJ: Social Justice (3)**

SJ is a co-requirement that can be attached to courses approved in any of the other Common Ground Values (D1; D2; SU; GC). Courses in this area will have a specific focus on understanding social injustices and inequalities, attending to multiple perspectives, and engaging in problem-solving with the aim of promoting social justice.

Gen Ed Alignment Task force timeline:

June 2019	UVM team attends AACU Gen Ed Institute
August 2019	Gen Ed Alignment Task Force begins work
September 2019	Task Force members present at faculty meetings
October 2019	Initial framework and call for additional category proposals
November 15, 2019	Deadline for additional category proposals
December 2019	Revised framework discussed in Curricular Affairs meeting
January 2020	Final Draft Framework discussed with senior leaders; ad hoc
January 27, 2020	Review of framework at Faculty Senate meeting; call for
February 2020	Ad hoc committees working (up to Spring Break)
March 23, 2020	Revised Gen Ed categories/framework presented for discussion
April 20, 2020	Continued discussion and vote on Gen Ed Framework
May 2020	Gen Ed curriculum presented to Board of Trustees

Catamount Core Curriculum tentative implementation timeline

Academic Year	Implementation Goals
2020-2021 2021-2022	<ul style="list-style-type: none"> <li>- Establish Gen Ed Curriculum Committee</li> <li>- Begin course approvals for all categories.</li> <li>- Units address curriculum and catalogue changes to align with Gen Ed</li> </ul>
2022-2023	<ul style="list-style-type: none"> <li>-Phase 1 adding in Humanities and Arts, Social Sciences, Natural Sciences Gen Ed requirements for class of 2026</li> <li>-Ongoing assessment of capacity based on course approvals for new categories.</li> </ul>
2023-2024	<ul style="list-style-type: none"> <li>-Phase 2 with all remaining Gen Ed categories for class of 2027</li> </ul>
2023-2025	<ul style="list-style-type: none"> <li>-Assessment of progress, and opportunity to consider some revisions to the curriculum</li> <li>-Spring 2024: 5-year interim report to NECHE</li> </ul>

## APPENDIX A

DRAFT Catamount Core categories edited at 12/16/2019 Gen Ed Alignment Task Force meeting and incorporating language from additional category proposals

The following *draft* approval criteria will be further refined by ad hoc committees organized jointly by the Faculty Senate and the General Education Alignment Task Force in Spring 2020. Approval criteria for current requirements (QR; FWIL; D1; D2; SU) are available at <https://www.uvm.edu/generaleducation>.

### **Curricular Area 1: Liberal Arts. Total: 18 credits.**

Liberal Arts credits are distributed across three main subcategories: Humanities and Arts; Social Sciences; and Natural Sciences.

#### **HUMANITIES and ARTS (H1; H2; H3): 6 credits**

This category has three subcategories: H1: Humanities, H2: Fine Arts, and H3: Literature. Students will take at least 6 credits from this category. Specific degree programs may require that these credits be in one or more of the following subcategories.

#### **Draft Approval Criteria for Humanities subcategories:**

##### **H1: Humanities**

The central disciplines of the Humanities are: history of the arts, classics, history, philosophy, political thought and theory, and religion. Foreign language courses may be approved in the H1 category or the H3 category.

Courses in the Humanities involve and promote:

- the study of human thought and culture, including individual expressions and the subjectivities that underlie them;
- the ability to read, interpret, and evaluate primary documents and/or materials using the theories and methodology of the discipline in which they are offered.

##### **H2: Fine Arts**

“Fine Arts,” disciplines seek to understand and explore the visual and performing arts as means of expression. A course may be approved for the H2: Fine Arts category if it meets all of the following criteria:

- The course addresses (through discussion and practice) formal elements and principles specific to the discipline in which it is offered
- The course implements models of critical analysis relevant to the discipline in which it is offered
- The course addresses historical models and/or contemporary practice specific to the discipline in which it is offered

## APPENDIX A: Draft Catamount Core Category Descriptions

- The course promotes artistic expression through study of history, theory, studio production, or performance

### **H3: Literature**

A course that studies the literature of any culture in any language may be approved for the H3 category if it meets all of the following criteria:

- At least 50 percent of the course reading comprises literary texts (e.g., novels, poetry, drama, memoirs, graphic novels) and/or readings in literary theory.
- The course has as a primary purpose the understanding and appreciation of this literary content.
- Application of literary analysis techniques to achieve this understanding and appreciation are primary course goals.

### **SOCIAL SCIENCE (S1): 6 credits**

Students will take at least 6 credits from this category. Specific degree programs may require that these credits be in one or more of the following subcategories.

#### **Draft Approval Criteria for Social Sciences:**

A course approved for the Social Sciences category must be consistent with the scientific method and must share at least two of the following characteristics typical of courses in a Social Science discipline:

- The course promotes observation of human social phenomena as a way of knowing, including analysis of social systems by studying either their components or their entirety.
- The course emphasizes the process of generating working hypotheses based on quantitative and/or qualitative observations, and presents the evolution of hypotheses into theories and/or models that account for courses of social phenomena.
- The course illustrates the use of appropriate theories and models to predict or explain change in social systems over time.

### **NATURAL SCIENCE (N1; N2): 6 credits**

Students will take at least 6 credits from this category. Specific degree programs may require that these credits be in one or more of the following subcategories.

This category has two subcategories: N1 and N2 (lab).

## APPENDIX A: Draft Catamount Core Category Descriptions

### **Draft approval criteria for Natural Sciences:**

For a course to be approved in the Natural Sciences (N1 or N2) category, course content must emphasize the scientific method as applied to understanding the natural world.

*N1 courses do not include a lab. N2 courses have a laboratory component.*

Both N1 and N2 courses must have the following components:

- The course promotes observation of Nature as a way of knowing, including the analysis of complex systems by isolating and studying their components in the field or under controlled conditions.
- The course emphasizes the process of generating working hypotheses based on quantifiable observations and presents the evolution of hypotheses into theories and/or models that account for courses of natural phenomena.
- The course illustrates the use of appropriate theories and models to predict change in natural systems over time.

In addition, N2 courses must meet the following criteria:

- Offer a total of four credits combining a lecture component and a lab component, integrating scientific theory and practice
- The course has an experiential learning component dedicated to training students in the practice of isolating and studying natural phenomena in the field or under controlled conditions
- Through practical and written work, students demonstrate their understanding of the scientific method

## **Curricular Area 2: Core Skills. Total: 12 credits**

The core skills requirements include two current requirements (**QR** and **FWIL**) as well as an additional **Communication skills requirement (WIL2 or OC)** and **Integration and Application of Knowledge in the Major (IA)**.

These designations can overlap with Liberal Arts categories, and can also be fulfilled through approved courses in other disciplinary or interdisciplinary categories. If approved, these courses may carry two Core Skills designations, such as WIL2 and IA.

**QUANTITATIVE REASONING (QR): 3 credits. Current requirement.**

**COMMUNICATION SKILLS (FWIL; WIL2; OC). 6 credits, including current FWIL requirement.**

All students must take a 3-credit FWIL course in their first year.

Students will have a choice of then completing a 3-credit course designated as **Writing and Information Literacy Tier 2 (WIL2)** course, OR a 3-credit course designated as **Oral Communication (OC)** course.

**WRITING AND INFORMATION LITERACY TIER 2 (WIL2). 3 credits. Draft approval Criteria:**

For approval, a course must meet the following criteria:

- include multiple opportunities for students to engage in writing/information literacy activities
- include opportunities for students to make use of feedback in developing their work
- a substantial portion of the semester grade is derived from written assignments

In addition, the course must address and assess student learning in each of the three outcomes (listed below), attending to at least two bullet points for each outcome.

*Using Disciplinary or Field-Based Frameworks*

- Students understand and can apply increasingly complex disciplinary approaches to reading, writing, and working with information
- Students learn and use the language and methods of their chosen discipline or field
- Students engage with debates or conversations important in the discipline or field
- Students demonstrate an ability to communicate to a range of audiences appropriate for their disciplines/fields

*Developing Flexible Writing and Inquiry Processes*

- Students become aware that writing and information literacy develop via flexible and iterative processes
- Students develop the capacity to reflect on and improve their processes and performances



## APPENDIX A: Draft Catamount Core Category Descriptions

- Students evaluate claims, arguments, or recommendations in light of available evidence
- Students evaluate sources for reliability and usefulness

### *Using Information Ethically*

- Students credit others whose work they have consulted or used
- Students have awareness of the processes by which information is generated and accessed in handle data and source material ethically and with integrity in the discipline/field

### **ORAL COMMUNICATION (OC). 3 credits. Draft approval Criteria:**

For approval, a course must meet the following criteria:

- Students should have at least three opportunities per course to develop and practice oral communication skills through a wide range of possible assignments.
- The course should include faculty supervised and evaluated oral presentations wherein at least 30% of the grade is based on oral presentation and listening.
- Provide as much opportunity as possible for students to practice and improve their oral presentations as well as opportunity to critique oral communication. For approval, the instructor should address how the course size and structure will enable sufficient practice for students to meet the outcomes.
- Emphasize listening as well as presentation skills.

In addition, the course must address and assess student learning in each of the following outcomes:

- Demonstrate oral communication skills such as: appropriate selection of topic and materials; appropriate organization; effective presentation; the ability to adapt to audience, setting, and occasion
- Demonstrate critical thinking and problem-solving skills by discerning, describing and/or adapting to connections between audience, speaker, and occasion.
- Evaluate and synthesize materials from diverse sources and integrate multiple perspectives into oral presentations.
- Listen effectively and critically evaluate orally presented information and arguments.

### **INTEGRATION AND APPLICATION OF KNOWLEDGE IN THE MAJOR (IA): 3 credits.**

#### **Draft approval Criteria:**

Courses in the Integration and Application of Knowledge in the Major (IA) category are designed to allow students to demonstrate their ability to integrate and apply theoretical and

## APPENDIX A: Draft Catamount Core Category Descriptions

practical knowledge developed in one or more areas of specialization. To be approved in this categories, courses must meet the following criteria:

- Be designed for junior or senior students in a disciplinary, interdisciplinary, or pre-professional area of study, with correspondingly advanced course content and expectations for work consistent with the course level, which must be 100-level or above
- Require students to complete one or more projects requiring at least two of the following:
  - substantial independent research and/or creative work, either in theoretical or applied contexts
  - integration of multiple perspectives, data sources, theories, methodologies, or creative approaches, reflecting students' ability to integrate and apply knowledge gained throughout their educational experience
  - critical self-assessment on their development as emerging professionals

### **Curricular Area 3: Common Ground Values. Total: 12 credits**

The Common Ground Values requirements promote the University mission “to prepare students to be accountable leaders who will bring to their work dedication to the global community, a grasp of complexity, effective problem-solving and communication skills, and an enduring commitment to learning and ethical conduct,” and the Our Common Ground goal of preparing students to live and work in a diverse and changing world. The Common Ground Values requirements include the current 3-credit requirements of **D1, D2, and SU**, as well as new requirements of **Global Citizenship (GC) and Social Justice (SJ)**.

*Note that the Social Justice requirement is a co-designation.* Students must take at least one SJ-designated course, but this course will by definition overlap with another Common Ground Values Course, i.e. will also have a designation of D1, D2, SU, or GC.

#### **GLOBAL CITIZENSHIP (GC). 3 credits. Draft approval Criteria.**

Courses approved in this category promote learning outcomes that prepare students to engage actively and responsibly in both local and global communities. All courses approved in this category *must* articulate how students will develop and demonstrate decision-making and problem-solving skills in one or more of the following areas:

- **Civic Engagement:** All courses approved for CL (Civic Learning) or SL (Service Learning) designations fulfill the Global Citizenship requirement.
- **Ethical conduct and decision-making.** Courses that focus directly on the understanding and development of ethical decision-making and problem-solving can be approved to fulfill the Global Citizenship requirement. This may include both courses in the field of philosophical ethics, and applied courses focused in areas such as data ethics, research ethics, business ethics, and medical ethics.
- **Global Literacies and Transcultural Competencies.** Courses in which students develop foreign language competency and/or in-depth transcultural competencies can be approved to fulfill the Global Citizenship requirement. A UVM-approved study abroad experience of 3 or more credits can fulfill the Global Citizenship requirement.
- **Technology and Society.** Courses in which students learn about the impact of technological developments, including how technology can contribute to problem-solving, the ethics of technology development and use, and design thinking can be approved to fulfill the Global Citizenship requirement.
- **Global Challenges.** Courses that focus on integrated approaches to global-scale problems such as global and community health; climate change; food production; and human rights can be approved to fulfill the Global Citizenship requirement.

**SOCIAL JUSTICE (SJ): 3-credit co-requirement; can only be fulfilled with another Common Ground Values designation.**

**SJ co-designation draft approval criteria:**

This is a co-requirement that can only be fulfilled in courses already approved in any of the other Common Ground Values areas (D1; D2; SU; GC). Courses approved for the SJ designation will have a specific focus on understanding social injustices and inequalities, attending to multiple perspectives, and engaging in problem-solving with the aim of promoting social justice.

To be approved, courses must demonstrate how students will demonstrate achievement of at least three of the following outcomes.

- Demonstrate awareness and sensitivity to human rights issues and a basic understanding of social injustices and inequities;
- Demonstrate an understanding of the origins, histories, experiences, and contemporary working solutions of specific injustices and inequalities;
- Demonstrate critical thinking skills to analyze information from a variety of perspectives, paying particular attention to marginalized voices and experiences;
- Develop action plans to diminish and resolve social injustices and inequities;
- Demonstrate an understanding of distinct roles social science, historical precedents, social theory, culture, and ethics play in the development of an informed approach to social justice;
- Articulate a set of methods and practices for continuing the life-long process of recognizing our biases, learning how to change oppressive systems, and building a more socially just and equitable society.



The University of Vermont

Office of the Provost  
and Senior Vice President

TO: University of Vermont Faculty

FROM: Patricia A. Prelock, Interim Provost and Senior Vice President

DATE: August 20, 2019

SUBJECT: General Education Alignment Task Force

UVM recently completed a comprehensive self-study as part of its decennial institutional reaccreditation under the New England Commission on Higher Education (NECHE). This process allowed us to identify institutional strengths, opportunities and areas for improvement, as well as measure UVM's policies, practices and curricula against the [NECHE standards for accreditation](#). In this process, it became clear that General Education at UVM falls short of realizing the intent of standard 4.16 (emphasis added):

The general education requirement is *coherent and substantive*. It embodies the *institution's* definition of an educated person and prepares students for the world in which they will live. The requirement informs the design of all general education courses, and provides criteria for its evaluation, including the *assessment of what students learn*.

In addition, UVM's current 15 credits of centrally approved and assessed General Education requirements (D1/D2; FWIL; QR and SU) do not meet the expected 40 credits (as stated in Standard 4.18) and do not cover the three broad areas outlined within Standard 4.17 (Arts and Humanities; Social Sciences; and Natural Sciences including Math).

To bring UVM's curriculum into alignment with the NECHE standards, and to ensure that our students benefit from a unified curriculum that defines a "UVM education," I have charged a General Education Alignment Task Force to develop a proposal for expanded, University-level general education requirements. The Task Force is chaired by J. Dickinson, Associate Provost for Academic Affairs.

In the coming year, the General Education Alignment Task Force will offer regular updates on its progress to the Faculty Senate. Early in Spring 2020, they will present a comprehensive proposal to move UVM's general education curriculum from 15 to 40 credits. Throughout Spring 2020, the Task Force will consult with the Faculty Senate to review, discuss and achieve agreement on an overall General Education vision and requirements.

This is a large and complex undertaking, and so the Alignment Task Force reflects faculty strengths across our schools and colleges, and deep knowledge of General Education at UVM. Members of the Task Force will be visiting college/school faculty meetings this Fall to discuss the process with you and gather input and ideas as they develop the initial proposal.

I encourage faculty to reach out to the task force representative in their college or school to share thoughts on the educational components that all of our students should have as part of their UVM experience.

Task Force Membership:

J. Dickinson, Associate Provost for Academic Affairs (Task Force Chair)

Barbara Arel, GSB representative

Rosemary Dale, CNHS representative

Jeff Frolick, CEMS representative

Joel Goldberg, CAS representative

Cathy Paris, CALS representative and Faculty Senate Executive Committee representative

Joan Rosebush, General Education Coordinating Committee representative

Katharine Shepherd, CESS representative

Allan Strong, RSENK representative

cc: Suresh Garimella, President



The University of Vermont

**General Education Alignment Task Force  
UVM General Education Framework and Call for Proposals (Additional Categories)  
October 10, 2019**

**General Education Framework**

The General Education (Gen Ed) Alignment Task Force was appointed in Summer 2019 by Interim Provost Prelock with the goal of creating a common general education curriculum for all UVM undergraduate students that aligns with both a faculty vision for undergraduate education and with the criteria outlined in the [New England Commission of Higher Education \(NECHE\) standards 4.16-4.18](#).

The Alignment Task Force, taking into consideration current requirements across the undergraduate schools and colleges, and models from a range of comparable institutions, has been working on a basic framework for General Education. This framework is not a final proposal; a more detailed proposal will be brought to the Faculty Senate for further discussion, finalization, and approval of specific criteria/outcomes for categories in Spring 2020.

NECHE Standards for Accreditation specify that General Education must be coherent and substantive, reflect faculty ideas of what an educated person should be, and be evaluated and assessed as a curriculum. The curriculum must comprise at least 40 credits and include coursework in Humanities and Arts, Social Sciences, and Natural Sciences, including Mathematics.

**Proposed General Education Framework**

**Vision:** UVM General Education should expose students to the intellectual breadth of the liberal arts, build the skills needed to integrate and apply diverse areas of knowledge, and offer the foundations for lifelong learning and active participation in local and global communities.

**Centralized Approval:** The Alignment Task Force is recommending the establishment of a unified university-level faculty General Education Curriculum Committee. Inclusion of courses in the Gen Ed program would be by approval of the Gen Ed Curriculum Committee, which will also have oversight of Gen Ed at UVM. The Committee would be led by a faculty General Education Coordinator.

**Current Gen Ed Categories:** The current 15 credits of Gen Ed will be incorporated into the General Education program.

**New Categories:** Gen Ed courses will be distributed among categories, including the NECHE-specified areas of Humanities and Arts, Social Sciences, and Natural Sciences, including Mathematics. The Alignment Task Force is also committed to an additional category: “Integration and Application of Knowledge in the Major.” These categories ensure that our General Education meets NECHE requirements, while also reflecting other commonalities in curricula across the University.

Students will be able to take courses that fulfill more than one category (e.g., Humanities and D1) but they **MUST** still take 40 unique credits of Gen Ed approved courses to graduate.

At this time, the Alignment Task Force also invites proposals for new Gen Ed categories, beyond those listed above.

### **Proposal Process**

Proposers must fill out the attached form completely and submit it electronically to Associate Provost J. Dickinson with a copy to Catherine Symans in the Provost’s Office by 4 p.m. on November 15, 2019. Proposers must have an active, salaried faculty appointment at UVM. Only complete proposals will be considered. As General Education is envisioned as spanning the University, proposers are strongly encouraged to think broadly about their proposed category and its importance to students across campus, and to partner with faculty from multiple departments, schools and colleges to draft a strong proposal. Strong proposals will offer multiple pathways for completion, rather than relying on a narrow set of courses.

The Task Force will carefully review all proposals and incorporate components into the detailed Gen Ed framework presented to the Faculty Senate in Spring 2020.



**PROPOSALS DUE November 15, 2019**  
**Email completed proposals as a single PDF to [J. Dickinson and Catherine Symans](#)**  
**Proposal for an Additional General Education Category**

Please answer all questions below. Incomplete proposals cannot be considered.

1. Proposer's name(s) and program(s)/department(s). Add more rows as needed:

Name	Program/Dept.

2. **Name** of proposed category.
3. **Brief description** of the category (150-300 words).
4. **Justification** for the category in the context of the Gen Ed vision statement. Why should every UVM undergraduate student fulfill this category as part of their education? (300 words).
5. Please include a summary of the **learning outcomes** all UVM students would be expected to achieve in this category.
6. Have you identified **other institutions** that have this or a similar category? If so, please provide links to these institutions' Gen Ed/core curriculum page(s).
7. Briefly summarize **selection criteria** that could be used to determine whether a course should be approved to meet this category.
8. Identify **UVM faculty and programs** that currently offer (or could offer) courses that would satisfy this Gen Ed category. Have you contacted them and asked them to join you on this proposal?
9. Please provide a broad range of current courses that you think would fulfill this requirement. You can also suggest courses that would need to be developed or revised.
10. What, if any, resources or training would be needed to make enough spots in qualifying classes available to all UVM students?

# Draft General Education Framework

J. Dickinson  
Associate Provost  
Academic Affairs



**CATAMOUNT CORE**  
CURRICULUM



# CATAMOUNT CORE

## C U R R I C U L U M

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# Gen Ed Alignment Task Force

- Charged by Provost Prelock in June to bring a plan to leadership and Faculty Senate
- Has representation from all of the undergraduate degree-granting schools and colleges
- Will continue to manage revision process through May

# NECHE requires a Gen Ed curriculum that:

- Is “coherent and substantive. It embodies the institution’s definition of an educated person and prepares students for the world in which they live.” (Standard 4.16)
- “Informs the design of all general education courses, and provides criteria for its evaluation, including the assessment of what students learn.” ((Standard 4.16)
- Shows “a balanced regard for what are traditionally referred to as the **arts and humanities, the sciences [and] mathematics**, and the **social sciences**.” (Standard 4.17)
- Has “**students complete at least the equivalent of 40 semester credits** in a bachelor’s degree program.” (Standard 4.18)



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# Gen Ed Alignment Process: Vision and Goal

**Vision:** UVM General Education should expose students to the intellectual breadth of the liberal arts, develop the skills needed to integrate and apply diverse areas of knowledge, and build the foundations for lifelong learning and active participation in local and global communities.

**Goal:** A General Education curriculum that will prepare our students to become the “accountable leaders who will bring to their work dedication to the global community, a grasp of complexity, effective problem-solving and communication skills, and an enduring commitment to learning and ethical conduct” described in the UVM mission statement.



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# Additional Category Proposals

- Received 11 proposals
- Reviewed and discussed each of them
- Considered:
  - academic value for all students
  - overall complexity of the framework
  - whether needed capacity can likely be reached
  - whether adding this component would allow flexibility for completing an undergraduate degree
- Incorporated elements of proposals into “Core Skills” and “Common Ground Values” curricular areas



## CURRENT UNIVERSITY WIDE GEN ED STRUCTURE (15 credits)

D1	RACE AND RACISM IN THE U.S.
D2	DIVERSITY OF HUMAN EXPERIENCE
FWIL	FOUNDATIONAL WRITING AND INFORMATION LITERACY
QR	QUANTITATIVE REASONING
SU	SUSTAINABILITY







## CATAMOUNT CORE CURRICULUM

**CATAMOUNT CORE** is made up of 42 credits in courses distributed across three main areas: LIBERAL ARTS (18 credits); CORE SKILLS (12 credits); and COMMON GROUND VALUES (12 credits).

Students will be able to take courses that fulfill more than one category BUT they MUST still take at least 40 unique credits of courses that have been approved to fulfill CATAMOUNT CORE CURRICULUM requirements.

### LIBERAL ARTS

#### 18 CREDITS

H1, H2, H3	HUMANITIES AND ARTS 6 credits
S1	SOCIAL SCIENCES 6 credits
N1, N2	NATURAL SCIENCES 6 credits

### CORE SKILLS

#### 12 CREDITS

QR	QUANTITATIVE REASONING
FWIL	COMMUNICATION 1 Foundational Writing and Info Literacy
WIL2	COMMUNICATION 2 Writing and Info Literacy Tier 2 or Oral Communication
OC	
IA	Integration and Application of Knowledge in the Major

### COMMON GROUND VALUES

#### 12 CREDITS

D1	DIVERSITY 1
D2	DIVERSITY 2
SU	SUSTAINABILITY
GC	GLOBAL CITIZENSHIP
SJ	SOCIAL JUSTICE*

\* SOCIAL JUSTICE is a co-requirement that can be attached to a course approved in any of the other COMMON GROUND VALUES.

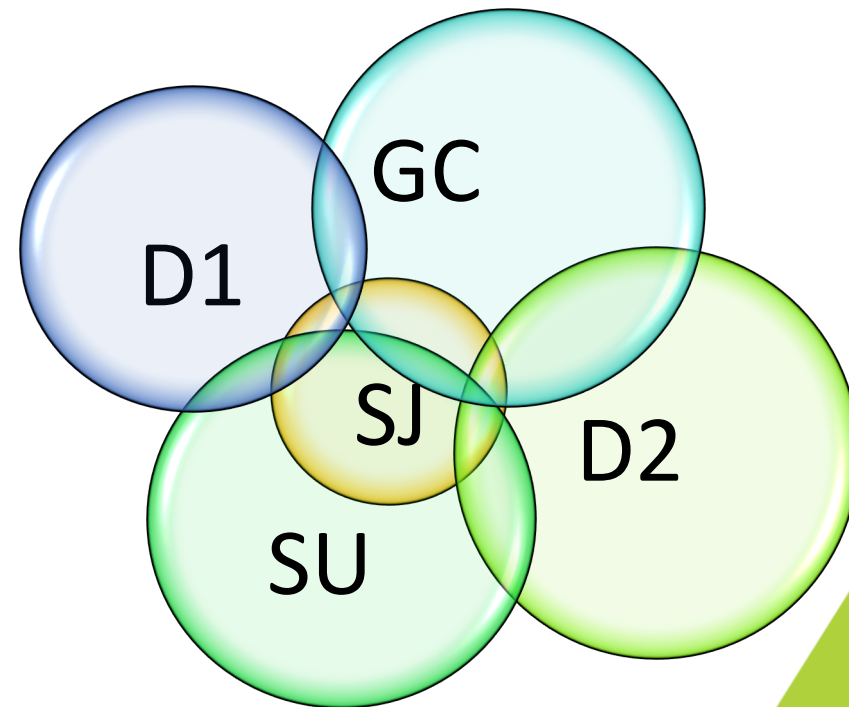
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# A closer look at Global Citizenship

- Focuses on decision-making and problem solving skills that support key elements in our mission statement: “dedication to the global community...effective problem-solving...skills, and an enduring commitment to learning and ethical conduct”
- Reflects special areas of faculty expertise and topical focus across the university, based on the proposals submitted in the fall
- Skills developed in these courses *prepare* students to be engaged global citizens
- Encourages students to look for exciting problem-based learning opportunities across the university

# A closer look at the SJ co-requirement

- SJ proposal met criteria, overlapped with a subset of courses fulfilling existing requirements
- The co-requirement allows flexibility, but ensures that students take an action-oriented course that builds capacity for meeting social justice goals



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## Next Steps:

- Develop Ad hoc committees for each new proposed category
- Ad hoc committees
  - Senators and faculty with teaching expertise, Task Force member as chairs,
  - work through February to refine the category descriptions/approval criteria and its role relative to the Gen Ed curriculum;
  - report to Faculty Senate Exec and to the Task Force before Spring break
- The Task Force will incorporate this work into a revised framework
- **ACTION:** Please nominate faculty for the ad hoc committees!

# Offer feedback:

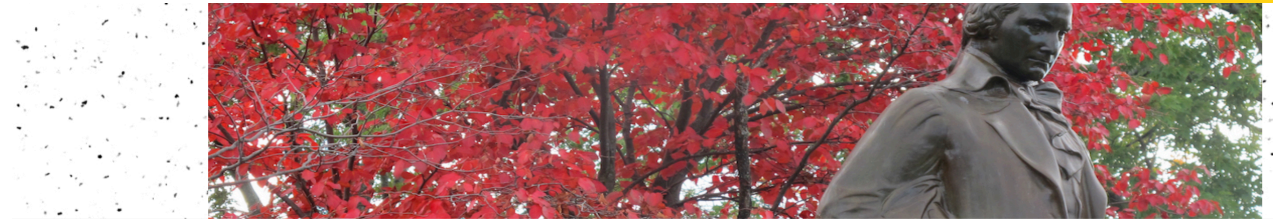
## Open Forums:

February 12<sup>th</sup> 11:30-1 in the Livak Room

February 20<sup>th</sup> 2-3:30 in Memorial Lounge

March 25<sup>th</sup> 11-12:30 in Memorial Lounge

March 31<sup>st</sup> 11:30-1 in Livak Room



### The administration and the Faculty Senate of the University of Vermont share responsibility for the effective management of the academic affairs of the University.

Authority in matters related to the academic mission of the University is vested in the faculty by the Board of Trustees. This authority is exercised in the Faculty Senate by elected senators with voting privileges and by committees authorized to act on their behalf. Meetings of the Faculty Senate are presided over by a Senate President and Vice-President and follow a town-meeting format at which all University faculty members have a voice.

#### Elected Senators



Senators are the elected representatives of their academic units to the Faculty Senate. Senators are responsible for communicating with the faculty in their units about all Faculty Senate actions, as well as bringing information from their academic units to the attention of the Senate and Senate Committees. [Elected Senators for 2019-2020](#)

FACULTY SENATE FAQs



FACULTY SENATE SUGGESTION BOX



FACULTY SENATE  
CONSTITUTION & BYLAWS



The UVM Faculty Senate meetings are open to the public, and are generally held on the fourth Monday of each month from 4:00 - 5:30 p.m. in the Waterman Memorial Lounge. The May meeting is an exception to the general meeting pattern.

#### NOTICE:

The next meeting of the Faculty Senate will be:

**Monday, January 27, 2020**

**4:00 - 5:30 p.m.,**

Waterman Memorial Lounge.

• [January Meeting Agenda and Materials >>](#)

• [2019-2020 Senate Meeting Schedule >>](#)

# Detailed Timeline for Spring 2020

January 2020	Final Draft Framework discussed with senior leaders
January 27, 2020	Review of framework at Faculty Senate meeting; call for nominations for ad hoc committees to refine Gen Ed category criteria
February 2020	Ad hoc committees empaneled and working (up to Spring Break)  *Open forums: February 12th and February 20th
March 2020	Alignment Task Force revises curriculum based on ad hoc committee work  *Open forums: March X and March X
March 23, 2020	Revised Gen Ed categories/framework presented for discussion
April 20, 2020	Continued discussion and vote on Gen Ed Framework
May 2020	Gen Ed curriculum presented to Board of Trustees

# TENTATIVE Implementation Timeline

Academic Year	Implementation Goals
2020-2021 2021-2022	<ul style="list-style-type: none"><li>- Establish Gen Ed Curriculum Committee</li><li>- Begin course approvals for all categories.</li><li>- Units address curriculum and catalogue changes to align with Gen Ed</li></ul>
2022-2023	Phase 1 adding in Humanities and Arts, Social Sciences, Natural Sciences Gen Ed requirements for class of 2026. Ongoing assessment of capacity based on course approvals for new categories.
2023-2024	Goal to begin phase 2 implementation for class of 2027 for all remaining Gen Ed categories.
2023-2025	Assessment of progress, and opportunity to consider some revisions to the curriculum. Spring 2024: 5-year interim report to NECHE.

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## Other key elements:

- **Three curricular areas:** Liberal Arts, Core Skills, Common Ground Values
- **40 credit rule:** Students can “double dip,” but they must still take 40 credits of Gen Ed approved courses overall
- **Central Approval:** A university-wide Gen Ed Curriculum committee will approve courses; current Gen Ed committees will be folded into this larger committee
- **A Gen Ed Coordinator** will oversee the curriculum. Half-time, faculty position





# Questions?



The University of Vermont