

**UNIVERSITY OF VERMONT AND STATE AGRICULTURAL COLLEGE  
BOARD OF TRUSTEES**

**EDUCATIONAL POLICY AND INSTITUTIONAL RESOURCES  
COMMITTEE**

Chair Carolyn Dwyer, Vice Chair Jodi Goldstein, Cynthia Barnhart, John Bartholomew, Otto Berkes, Frank Cioffi, Johannah Donovan, President Suresh Garimella, Curt McCormack, Carol Ode, Shap Smith, Berke Tinaz, and Samuel Young; Faculty Representatives Chris Burns, Laura Almstead, and Mary Cushman; Staff Representatives Amanda McIntire and Sarah Heath; Alumni Representative Susan Wertheimer; Foundation Representative Wolfgang Mieder; Student Representatives Jamie Benson and Ethan Foley; Graduate Student Representatives Kenna Rewcastle and (vacant)

**Friday, May 15, 2020**  
10:15 a.m. – 10:50 a.m.

*\*This meeting will be held remotely. If interested in listening in, please dial:  
1-802-489-6040; Conference ID: 497 223 154#  
For any technical issues or questions, please email edickinson@uvm.edu.*

**AGENDA**

	<b>Item</b>	<b>Enclosure</b>	<b>Discussion Leaders</b>	<b>Time</b>
	<b>Call to order</b>			<b>10:15 a.m.*</b>
1.	Approval of January 31, 2020 meeting minutes	Attachment 1	Carolyn Dwyer	10:15-10:17
2.	Academic success goals	Attachment 2	Patricia Prelock	10:17-10:35
3.	Action items: <i>pending review by Faculty Senate on 5/14</i> <ul style="list-style-type: none"> <li>• Resolution approving the creation of a PhD in Sustainable Development Policy, Economics and Governance in the College of Agriculture and Life Sciences in conjunction with the Graduate College</li> <li>• Resolution approving the creation of an Undergraduate Certificate in Place-Based Education in the College of Education and Social Services and the Rubenstein School of Environment and Natural Resources</li> </ul>	Attachments 3 & 4	Carolyn Dwyer	10:35-10:40
4.	Resolution approving the Catamount Core Curriculum expanded General Education requirements	Attachment 4	Jennifer Dickinson	10:40-10:45
5.	Other business**		Carolyn Dwyer	10:45-10:50
	<b>Motion to adjourn</b>			<b>10:50 a.m.</b>

\*Times are approximate.

\*\*Executive session as needed.

**Educational Policy and Institutional Resources Committee**  
**Executive Summary**

Friday, May 15, 2020

Prepared By  
Patricia A. Prelock, Provost and Senior Vice President

At this meeting, the committee will be asked to consider action items and receive progress reports on topics outlined below.

**ACTION ITEMS**

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**Approval of previous meeting minutes**

The minutes for the January 31, 2020 meeting are included as **Attachment 1**.

*Action:* Motion to approve the minutes.

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**Faculty Senate recommendations**

The report of the Curricular Affairs Committee of the Faculty Senate is included as **Attachment 3** in the meeting materials. Pending review by the Faculty Senate on May 14, 2020, and subsequent approval by the president and provost, the following proposals may be recommended for committee consideration:

- Creation of a PhD in Sustainable Development Policy, Economics and Governance in the College of Agriculture and Life Sciences in conjunction with the Graduate College
- Creation of an Undergraduate Certificate in Place-Based Education in the College of Education and Social Services and the Rubenstein School of Environment and Natural Resources

*Action:* Resolutions approving Faculty Senate recommendations as approved by the president and provost. **Attachment 4**

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**Resolution approving the Catamount Core Curriculum expanded General Education requirements**

At the October 2019 committee meeting, J. Dickinson, Associate Provost for Academic Affairs, briefly presented on the need to expand and align our General Education curriculum in order to meet the expectations of our regional accreditor (NECHE). This alignment consisted of expanding the number of credits that must be taken by all UVM undergraduates from 15 to 40, and ensuring that the General Education curriculum includes liberal arts courses in Arts and Humanities, Social Sciences, Natural Sciences and Mathematics. The curriculum should also be coherent and serve as one avenue through which the University fulfills its educational mission.

A General Education Alignment Task force worked throughout the year to design the [Catamount Core Curriculum](#), collaborating closely with numerous ad hoc faculty committees, and reporting regularly to

the Faculty Senate. Five open forums and a Faculty Senate comment process also allowed faculty to offer feedback and participate in shaping the curriculum. In an electronic vote that concluded on May 4, the Faculty Senate approved the guiding principles and three main curricular areas (Liberal Arts, Core Skills, and Common Ground Value). A second vote to confirm the addition of seven new named requirements is still pending vote at the May 14, 2020 Faculty Senate meeting. We ask the committee to review the guiding principles and structure of the new curriculum and affirm the work of the Task Force in conjunction with the Faculty Senate, by approving the Catamount Core framework and the expanded General Education requirements.

**Action:** Resolution approving the Catamount Core Curriculum expanded General Education requirements. **Attachment 4**

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## PRESENTATIONS/STATUS UPDATES

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**Academic success goals** - Over the course of the spring 2020 semester, I have engaged with members of the academic leadership in conversations around transforming the prior academic excellence goals to a more current set of academic success goals that support three academic priority areas: teaching and learning, knowledge creation, and engagement. I will provide an overview of the process by which the goals were developed and vetted, and will lead a discussion of the goals. **Attachment 2**

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**EDUCATIONAL POLICY AND INSTITUTIONAL RESOURCES COMMITTEE  
BOARD OF TRUSTEES  
UNIVERSITY OF VERMONT AND STATE AGRICULTURAL COLLEGE**

A meeting of the Educational Policy and Institutional Resources (EPIR) Committee of the Board of Trustees of the University of Vermont and State Agricultural College was held on Friday, January 31, 2020 at 10:15 a.m., in the Livak Ballroom, 417-419 Dudley H. Davis Center.

**MEMBERS PRESENT:** Chair Carolyn Dwyer, Vice Chair Cynthia Barnhart, President Suresh Garimella<sup>1</sup>, John Bartholomew, Otto Berkes, Johannah Donovan, Jodi Goldstein, David Gringeri, Curt McCormack<sup>2</sup>, Shap Smith, and Samuel Young

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

**MEMBERS ABSENT:** Frank Cioffi and Carol Ode

**REPRESENTATIVES PRESENT:** Faculty Representatives Laura Almstead<sup>3</sup>, Chris Burns, and Mary Cushman; Staff Representatives Sarah Heath and Amanda McIntire; Alumni Representative Susan Wertheimer; Foundation Representative Wolfgang Mieder; Student Representatives Jamie Benson and Ethan Foley; and Graduate Student Representatives Kenna Rewcastle and Berke Tinaz

**REPRESENTATIVES ABSENT:** None

**PERSONS ALSO PARTICIPATING:** Provost and Senior Vice President Patricia Prelock, Vice President for Research Richard Galbraith, Vice President for Enrollment Management Stacey Kostell, Associate Provost for Academic Affairs Jennifer Dickinson, Dean of the College of Education and Social Services/Interim Dean of the College of Nursing and Health Sciences Scott Thomas, Interim Dean of the College of Agriculture and Life Sciences Jean Harvey, Director of Student Life and the Davis Center Daphne Wells, Vice President of the Indian Students' Association Aayudh Das, President of the UVM Forestry Club/Student Chapter of the Society of American Foresters Ben Church, Co-Director of Camp Kesem Lauren Cozzens, and President of the Women in Business Club Madison Tiedt, and Vice President for Human Resources, Diversity and Multicultural Affairs Wanda Heading-Grant

<sup>1</sup> Joined the meeting at 10:53 a.m. and left at 11:22 a.m.

<sup>2</sup> Joined the meeting at 10:39 a.m.

<sup>3</sup> Joined the meeting at 10:46 a.m.

Chair Carolyn Dwyer called the meeting to order at 10:36 a.m. and welcomed new alumni representative Susan Wertheimer.

**Approval of Minutes**

The minutes from the October 25, 2019 meeting were presented for approval. A motion was made, seconded and voted to approve the minutes as presented.

## **Academic success goals update**

Provost and Senior Vice President Patricia Prelock led a discussion about transforming the existing academic excellence goals to a more current set of academic goals that support the president's strategic academic priorities, including: (1) student success and access, (2) enhancing our research portfolio, and (3) meeting our land-grant mission. Vice President for Research Richard Galbraith, Vice President for Enrollment Management Stacey Kostell, Associate Provost for Academic Affairs Jennifer Dickinson, Dean of the College of Education and Social Services/Interim Dean of the College of Nursing and Health Sciences Scott Thomas, and Interim Dean of the College of Agriculture and Life Sciences Jean Harvey presented an update on the three strategic academic priority areas and the university's current and potential role in each, as well as the process that will be employed to develop the new goals.

## **Student clubs and personal, professional, and career development**

Director of Student Life and the Davis Center Daphne Wells, Vice President of the Indian Students' Association Aayudh Das, President of the UVM Forestry Club/Student Chapter of the Society of American Foresters Ben Church, Co-director of Camp Kesem Lauren Cozzens, and President of the Women in Business Club Madison Tiedt described their club experiences and discussed the value of club engagement and how it supports personal, professional, and career development. The students tied their experiences in their respective clubs to the land-grant mission as well as noting career opportunities as a result of their club participation.

## **Action items**

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

### **Resolution approving the termination of the Master of Education in Reading and Language Arts in the College of Education and Social Services in conjunction with the Graduate College**

BE IT RESOLVED, that the Board of Trustees approves the termination of the Master of Education in Reading and Language Arts in the College of Education and Social Services in conjunction with the Graduate College, as approved and advanced by the Provost on December 16, 2019 and President on December 19, 2019.

### **Resolution approving the termination of the Bachelor of Arts in Engineering in the College of Engineering and Mathematical Sciences**

BE IT RESOLVED, that the Board of Trustees approves the termination of the Bachelor of Arts in Engineering in the College of Engineering and Mathematical Sciences, as approved and advanced by the Provost and President on December 19, 2019.

### **Resolution approving the creation of a minor in Bioinformatics in the College of Agriculture and Life Sciences**

BE IT RESOLVED, that the Board of Trustees approves the creation of a minor in Bioinformatics in the College of Agriculture and Life Sciences, as approved and advanced by the Provost on December 16, 2019 and the President on December 19, 2019.

**Resolution approving the creation of a minor in Biosecurity in the College of Agriculture and Life Sciences**

BE IT RESOLVED, that the Board of Trustees approves the creation of a minor in Biosecurity in the College of Agriculture and Life Sciences, as approved and advanced by the Provost and President on December 19, 2019.

**Resolution approving the termination of the Bachelor of Music degree in the College of Arts and Sciences**

BE IT RESOLVED, that the Board of Trustees approves the termination of the Bachelor of Music degree in the College of Arts and Sciences, as approved and advanced by the Provost and President on January 28, 2020.

**Resolution approving the creation of a post-professional Doctorate of Occupational Therapy in the College of Nursing and Health Sciences in conjunction with the Graduate College**

BE IT RESOLVED, that the Board of Trustees approves the creation of a post-professional Doctorate of Occupational Therapy in the College of Nursing and Health Sciences in conjunction with the Graduate College, as approved and advanced by the Provost and Provost on January 28, 2020.

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

Vice President for Human Resources, Diversity and Multicultural Affairs Wanda Heading-Grant informed the committee that the Equal Employment Opportunity/Affirmative Action and the Equal Opportunity in Educational Programs and Activities and Non-Harassment policy statements were due for annual review by the board for compliance purposes. Other than reformatting the statements in the new policy template which includes a regulatory reference/citation section that lists laws, acts, statues, and regulations for which the policy was developed, there were no substantial changes to the two policies.

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

**Resolution Reaffirming Equal Opportunity Policies**

BE ITRESOLVED, that the Board of Trustees reaffirms the Equal Employment Opportunity/Affirmative Action Policy, attached here as Appendix A; and

BE IT FURTHER RESOLVED, that the Board of Trustees reaffirms the Equal Opportunity in Educational Programs and Activities and Non-Harassment Policy, attached here as Appendix B.

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

### **Routine and annual reports**

Chair Dwyer provided an opportunity for committee members to offer comments and ask questions pertaining to written reports pre-distributed in the meeting materials.

### **Other business**

Chair Dwyer congratulated and welcomed Berke Tinaz on his appointment as trustee. He will officially join the board on March 1, 2020.

### **Adjournment**

There being no further business, the meeting adjourned at 12:11 p.m.

Respectfully submitted,

Carolyn Dwyer, Chair



OFFICE OF AUDIT AND COMPLIANCE SERVICES  
UVM.EDU/POLICIES



## POLICY

**Title:** Equal Employment Opportunity/Affirmative Action Policy  
Statement

### Policy Statement

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

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

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

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

The University of Vermont maintains an audit and reporting system that: measures the effectiveness of the University's affirmative action program; indicates any need for remedial action; determines the degree to which the University's objectives have been attained; measures the University's compliance with its



affirmative action obligations; and determines whether individuals with disabilities and veterans have had the opportunity to participate in all University sponsored educational, training, recreational and social activities.

Sources: Titles VI and VII of the Civil Rights Act of 1964; the Immigration Reform and Control Act of 1986; Title IX of the Education Amendments of 1972; the Equal Pay Act of 1963; the Age Discrimination in Employment Act of 1967; the Age Discrimination Act of 1975; Sections 503 and 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990; Section 402 of the Vietnam-Era Veterans Readjustment Assistance Act of 1974; Executive Order 11246; the Genetic Information Nondiscrimination Act of 2008; and the Vermont Fair Employment Practices Act, all as amended; and such other federal, state and local non-discrimination laws as may apply.

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

## Contacts

<b>Questions concerning the daily operational interpretation of this policy should be directed to the following (in accordance with the policy elaboration and procedures):</b>	
<b>Title(s)/Department(s):</b>	<b>Contact Information:</b>
Director, Office of Affirmative Action and Equal Opportunity	428 Waterman Building (802) 656-3368
<b>Questions about policies related to Title IX, including sex discrimination, sexual harassment, and all forms of sexual violence</b>	
Title IX Coordinator Office of Affirmative Action and Equal Opportunity	Nick Stanton (802) 656-3368
<b>Questions about disability related issues</b>	
ADA/Section 504 Coordinator Office of Affirmative Action and Equal Opportunity	Amber Fulcher (802) 656-0945
Questions may also be directed to government agencies having oversight and enforcement authority with respect to the referenced laws. A complete listing of such agencies may be obtained from the Office of Affirmative Action and Equal Employment Opportunity.	
The University has developed an Affirmative Action Plan. The portions of the plan required for disclosure are available for inspection during normal business hours; contact the University's Public Records Officer at (802) 656-8937.	

## Related Documents/Policies

- [Discrimination and Harassment Policy](#)
- [Equal Opportunity in Educational Programs and Activities and Non-Harassment](#)
- [Procedures for Investigating and Resolving Discrimination Complaints](#)
- [Sexual Harassment & Misconduct](#)

## Regulatory References/Citations

- Titles VI and VII of the Civil Rights Act of 1964

- Immigration Reform and Control Act of 1986
- Title IX of the Education Amendments of 1972
- Equal Pay Act of 1963
- Age Discrimination in Employment Act of 1967
- Age Discrimination Act of 1975
- Sections 503 and 504 of the Rehabilitation Act of 1973
- Americans with Disabilities Act of 1990
- Section 402 of the Vietnam-Era Veterans Readjustment Assistance Act of 1974
- Executive Order 11246
- Genetic Information Nondiscrimination Act of 2008
- Vermont Fair Employment Practices Act

### About This Policy

<b>Responsible Official:</b>	Vice President for Human Resources, Diversity and Multicultural Affairs	<b>Approval Authority:</b>	President and the Chair of the Board of Trustees
<b>Policy Number:</b>	V. 7.3.11	<b>Effective Date:</b>	February 4, 2017
<b>Revision History:</b>	V. 7.0.1.1 effective April 7, 2006 V. 7.0.1.2 effective September 5, 2008 V. 7.0.1.3 effective April 13, 2009 V. 7.0.1.4 effective March 8, 2010 V. 7.0.1.5 effective May 22, 2011 V. 7.0.1.6 effective May 19, 2012 V. 7.3.7/V. 7.0.1.7 effective February 9, 2013 V. 7.3.8 effective February 8, 2014 V. 7.3.9 effective February 7, 2015 V. 7.3.10 effective February 6, 2016 V. 7.3.11 Reaffirmed as revised by the President and the Chair of the Board of Trustees: February 3, 2018, March 6, 2019		



OFFICE OF AUDIT AND COMPLIANCE SERVICES  
UVM.EDU/POLICIES



## POLICY

**Title:** Equal Opportunity in Educational Programs and Activities and Non-Harassment

### Policy Statement

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

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

## Contacts

<b>Questions concerning the daily operational interpretation of this policy should be directed to the following (in accordance with the policy elaboration and procedures):</b>	
<b>Title(s)/Department(s):</b>	<b>Contact Information:</b>
Questions regarding this policy statement or compliance with its provisions may be directed to:	
Dean of Students	41-43 South Prospect Street Burlington, VT 05405 (802) 656-3380
Or	
Director, Office of Affirmative Action and Equal Opportunity	428 Waterman Building Burlington VT, 0405 (802) 656-3368
Questions may also be directed to government agencies having oversight and enforcement authority with respect to the referenced laws. A complete listing of those agencies may be obtained from the Office of Affirmative Action and Equal Opportunity.	
<b>Questions about policies related to Title IX, including sex discrimination, sexual harassment, and all forms of sexual violence</b>	
Title IX Coordinator Office of Affirmative Action and Equal Opportunity	Nick Stanton (802) 656-3368
<b>Questions about disability related issues</b>	
Student Accessibility Services	Sharon Mone (802) 656-4075
ADA/Section 504 Coordinator Office of Affirmative Action and Equal Opportunity	Amber Fulcher (802) 656-0945

## Related Documents/Policies

- [Discrimination and Harassment Policy](#)
- [Equal Employment Opportunity/Affirmative Action Policy Statement](#)
- [Procedural Guidelines for Handling and Resolving Discrimination Complaints](#)
- [Sexual Harassment & Misconduct](#)

## Regulatory References/Citations

- Age Discrimination Act of 1975
- Americans with Disabilities Act of 1990
- Section 504 of the Rehabilitation Act of 1973
- Title VI of the Civil Rights Act of 1964
- Title IX of the Education Amendments of 1972
- Vermont Public Accommodations Act
- Vermont Statutes at Title 16, section 11(a)(26)

## About This Policy

<b>Responsible Official:</b>	Vice President for Human Resources, Diversity and Multicultural Affairs	<b>Approval Authority:</b>	President and the Chair of the Board of Trustees
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<b>Policy Number:</b>	V. 7.4.11	<b>Effective Date:</b>	February 4, 2017
<b>Revision History:</b>	<ul style="list-style-type: none"> <li>• V. 7.0.5.1 effective April 7, 2006</li> <li>• V. 7.0.5.2 effective September 5, 2008</li> <li>• V. 7.0.5.3 effective April 13, 2009</li> <li>• V. 7.0.5.4 effective March 8, 2010</li> <li>• V. 7.0.5.5 effective May 22, 2011</li> <li>• V. 7.0.5.6 effective May 19, 2012</li> <li>• V. 7.4.7/V. 7.0.5.7 effective February 9, 2013</li> <li>• V. 7.4.8 effective February 8, 2014</li> <li>• V. 7.4.9 effective February 7, 2015</li> <li>• V. 7.4.10 effective February 6, 2016</li> <li>• V. 7.4.11 Reaffirmed as revised by the President and the Chair of the Board of Trustees: February 3, 2018 and March 6, 2019</li> </ul>		



The University of Vermont

Office of the Provost  
and Senior Vice President

**Academic Success Goals**

**May 6, 2020**

**Board of Trustees  
Educational Policy and Institutional Resources Committee**

**Prepared by  
Provost and Senior Vice President Patricia A. Prelock**

At our meeting in January, we discussed the transformation of the existing academic excellence goals to a more current set of academic success goals that support President Garimella’s strategic academic priorities, including: (1) ensuring student success, (2) investing in our distinctive research strengths, and (3) fulfilling our land grant mission.<sup>1</sup> We discussed these three strategic areas and the university’s current and potential role in each.

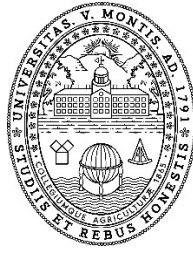
Over the course of the spring 2020 semester, I have engaged in leadership conversations around the development of new goals. This included discussions with the deans and other senior academic leaders, drafts to which they could provide feedback, and a penultimate draft that senior academic leaders discussed within their units. The draft provided here reflects the ideas, suggestions, and feedback received throughout this process.

We are also nearing completion of a work plan identifying related action steps, responsible officials, and timelines, as well as a detailed list of metrics that roll up to a “dashboard.”

I look forward to a discussion of the new academic success goals at our meeting on May 15.

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<sup>1</sup> The names of these priorities have been refined since our January meeting; the most recent terms are reflected above.



## ACADEMIC SUCCESS GOALS for the University of Vermont Office of the Provost ~ May 6, 2020

The Academic Success Goals are intended to support President Garimella's strategic areas of impact,<sup>1</sup> and reflect priorities in Teaching and Learning, Knowledge Creation, and Engagement. They were developed during the spring 2020 semester, and are the result of ideas, suggestions, and feedback from the members of the Academic Leadership Council and the faculty and staff in their respective units. Progress against these goals will be measured by the Office of Institutional Research. The Academic Success Goals should guide the work of all members of our community – faculty, staff, and students – who participate in, support, and contribute to our academic mission.

### Priority 1: TEACHING & LEARNING

#### Academic Success Goal 1.1: Develop a unified and impactful educational framework

- Implement a revised, comprehensive system of General Education (Catamount Core) for undergraduates
- Ensure graduate students have access to a high quality graduate-level curriculum
- Ensure that all students participate in multiple high-impact practices that enhance curricular priorities and support career exploration and skill building (e.g., research opportunities, integrated curriculum, study abroad, international travel, service learning, internships)
- Ensure that all students have access to quality support services and an inclusive learning environment developed and implemented by faculty and staff

#### Academic Success Goal 1.2: Improve retention, progression, and graduation rates

- Implement strategies to support early learning success and community building (e.g., Residential Learning Communities, tutoring support, advising, mandatory study hall for first-years)
- Build a high-quality, effective, and accessible system of academic advising that empowers and enables both advisors and advisees at all student levels

#### Academic Success Goal 1.3: Support post-graduation success

- Build a high-quality, effective, and accessible system of career advising that empowers and enables academic advisors, career advisors, and advisees at all student levels
- Increase undergraduate/graduate/medical student recognition via major awards and/or graduate assistantships/fellowships

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<sup>1</sup> See the President's April 14, 2020 *Amplifying our Impact* document.

- Decrease student indebtedness (e.g., revise financial aid principles to support student populations of focus including first generation, VT Pell-eligible, and underrepresented minority students)
- Build a culture of lifelong learning among recent graduates and alumni that translates to post-graduate enrollment for continuing education and professional development needs

#### Academic Success Goal 1.4: Increase faculty professional development and mentoring

- Establish a comprehensive mentoring program for all faculty
- Collaborate with the Office of Diversity and Inclusion to identify key content areas for faculty development in diversity and inclusive excellence
- Increase faculty participation and engagement in professional development activities

#### Academic Success Goal 1.5: Increase the diversity of perspectives, experiences, and thought

- Implement strategies outlined in units' Inclusive Excellence Action Plans
- Establish a strategy for recruiting and retaining diverse faculty including faculty exchanges with Historically Black Colleges and Universities (HBCU) and/or international partners
- Create a pathway for graduate student enrollment from an HBCU
- Develop a cohort pathway program to diversify the undergraduate student population
- Establish an enrollment strategy, enriched experiences, and inclusive programs for increasing international undergraduate and graduate students

### Priority 2: KNOWLEDGE CREATION

#### Academic Success Goal 2.1: Enhance the University's research, scholarship, and creative arts profile

- Increase the external recognition and impact of faculty
- Identify existing doctoral programs with growth potential
- Establish opportunities for new non-STEM doctoral programs addressing contemporary research challenges
- Increase doctoral graduates, postdoctoral fellowships and funding mechanisms to support them (e.g., training grants, fellowships)
- Cultivate staff talent and resources in support of the research mission
- Grow research and scholarship strengths in support of people living fuller, healthier lives in healthy, sustainable environments

#### Academic Success Goal 2.2: Increase interdisciplinary research in areas of distinctive strengths<sup>2</sup>

- Provide funding for interdisciplinary research collaborations including institutes and centers
- Develop a cluster faculty hiring strategy
- Support mid-career faculty in their efforts to realign their research
- Create junior faculty research groups

#### Academic Success Goal 2.3: Enhance success in external funding

- Develop a centralized external-funding infrastructure that draws on faculty effort for academic proposal content and professional staff effort for administrative proposal content
- Develop a strategy and support for corporate and foundation funding proposals

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<sup>2</sup> See the President's April 14, 2020 *Amplifying our Impact* document.



## Priority 3: ENGAGEMENT

### Academic Success Goal 3.1: Use an evidenced-based engagement approach to addressing contemporary challenges

- Increase faculty awareness of the science of engagement (implementation science) and community-engaged scholarship approaches and related training, development, and support
- Develop research/scholarly/creative arts questions/opportunities around community needs
- Establish participatory action projects with the community and measure the outcomes
- Encourage collaborations among faculty on community-engaged research/scholarly/creative arts projects
- Develop a strategy to recognize the scholarship of engagement

### Academic Success Goal 3.2: Educate citizens to contribute to positive community impact

- Use technology to facilitate professional development and engagement with the community
- Align academic programs with local needs
- Increase non-credit offerings
- Increase for-credit distance and hybrid offerings
- Increase number of graduates who stay in Vermont for employment opportunities

### Academic Success Goal 3.3: Prepare students to be engaged citizens

- Pursue renewal of our Carnegie Classification for Community Engagement
- Increase community-engaged learning experiences that address community priorities and challenges
- Expand domestic and global learning opportunities
- Develop learning opportunities that promote civil discourse and civic engagement

## Curricular Affairs Committee of the Faculty Senate

### Report of the Curricular Affairs Committee of the Faculty Senate

May, 15, 2020

**Board of Trustees  
Educational Policy and Institutional Resources**

**Prepared By  
Laura Almstead, Chair of the Curricular Affairs Committee**

#### **Reviews of Proposals to Initiate, Alter or Terminate an Academic Program:**

*Completed Reviews (two):*

- › **Approval of a proposal from the College of Education and Social Services and the Rubenstein School of Environment and Natural Resources for a new Place-Based Education Undergraduate Certificate**

**NOTE: Pending approval the Faculty Senate on May 14, 2020, this will be an action item for this Board meeting.**

The Curricular Affairs Committee approved a proposal for a new Place-Based Education (PBE) Undergraduate certificate submitted by the College of Education and Social Services (CESS) and the Rubenstein School of Environment and Natural Resources (RSENr) with collaboration from the Department of Geography in the College of Arts and Sciences (CAS) and the Department of Community Development and Applied Economics in the College of Agriculture and Life Sciences (CALs) at its meeting on April 30, 2020. If approved by the Faculty Senate and Board of Trustees, the program will be offered beginning fall 2020.

#### ***Program Description and Rationale***

Place-based education is an approach to teaching and learning grounded in the local environment, its various narratives, and the lived experience of students. It is rooted in the idea that the local environment – complete with its natural and human histories, economic and social issues, and political and ecological dynamics – can provide a robust and integrative context for teaching and learning. Much of the power of this approach stems from the fact that participants are immersed in the social-ecological system they are studying, thus providing many opportunities for active engagement and deepening connections to people and places in the local community and environment. Place-based education is thus an important pedagogical approach to understanding the past while fostering a more sustainable future. Preparing educators to use place-based pedagogy in

their future lives and profession is at the root of this proposed certificate. The proposed certificate will prepare undergraduate students to assess local communities and environments as a context for action-oriented teaching learning. Students will learn to design and implement curricula and interpretive materials based on the socio-political, cultural, ecological, historical, geographical, and pedagogical dimensions of specific places. The learning outcomes indicated in the proposal are below.

- Design and implement place-based curricula and interpretive materials that address local questions and issues and draw upon traditional ecological knowledge and local expertise.
- Analyze specific places through the integration of socio-political, cultural, ecological, historical, geographical, and pedagogical perspectives.
- Co-create new and engaging forms of experiential education by building meaningful and reciprocal relationships with community partners.
- Teach in a way that nurtures a sense of place while honoring individual identities, ideologies, ancestries, and ways of knowing.
- Reflect on how power, privilege, and position influence and potentially bias peoples' approach to education and the world.

### ***Justification and Evidence for Demand***

With its strong reputation as an environmental university, UVM routinely attracts students who hold a clear interest in environmental education, outdoor education, service learning, and experiential education. In many cases, students' interests are paired with concerns about sustainability and social justice. Some choose formal teaching as a pathway, seeking teacher licensure and a career as a classroom teacher; others pursue roles outside of the formal classroom as park interpreters, museum educators, or ropes course instructors. Regardless of their individual paths, all are committed to a type of education that adapts to local conditions and fosters learning in the context of particular places, cultures, and communities. Currently, UVM has no formal program for meeting the academic/career needs and interests of these students, and the proposed PBE undergraduate certificate is intended to fill that gap.

### ***Relationship to Existing Programs***

The proposed PBE undergraduate certificate reflects an ongoing collaboration between CESS and RSENR around issues of education and the environment. It also reflects a desire among core CESS/RSENR faculty to expand this collaboration to include the place-based and community-based knowledge and expertise of faculty in the CAS Department of Geography and CALS Department of Community Development and Applied Economics.

Currently, there are no other undergraduate certificates at UVM with a focus on place-based education. The proposed certificate intentionally shares some courses with several

minors from sponsoring and supporting academic units. The intention of the overlap is to provide a certificate that undergraduate students can realistically complete within four years while still meeting their major and minor requirements.

***Curriculum***

Completion of the proposed PBE Undergraduate Certificate will require a minimum of 12 credits, with at least 6 credits at the 100-level (see table below). In the Place-Based Education Design Capstone course (EDTE 251), students will apply what they have learned through their certificate coursework to the design and/or implementation of a personalized place-based education project in collaboration with a community partner. Students’ capstone projects will serve as the integrative learning component of the certificate. (A syllabus for EDTE 251 was provided with the proposal.) Potential partners include Shelburne Farms, Morgan Horse Farm, Burlington School District, and Four Winds Nature Institute (letters of support were provided). The elective courses allow students to explore the construct of place and model/reinforce the principles and practices of place-based education in different social, cultural, environmental, and disciplinary contexts, and include opportunities for students to concentrate their studies on indigenous, post-colonial, and decolonizing perspectives on place and place-based education.

<b>Required Courses (6 credits)</b>		
EDTE 061/NR 061	Foundations of Place-Based Education	3 credits
EDTE 251*	Place-Based Education Design Capstone	3 credits
<b>Elective Courses (6 to 8 credits; at least one course at the 100-level)</b>		
CDAE 102	Sustainable Community Development	3 credits
CDAE 271	Local Community Initiatives	3 credits
CDAE 276	Community Design Studio	3 credits
CDAE 278	Applied Community Planning	3 credits
EDEC 181	K-3 Inquiry	3 credits
EDEL 157	Social Education and Social Studies	3 credits
EDML 171	Middle Level Teaching Practicum	3 credits
EDSC 227	Teaching Science in Secondary Schools	3 credits
ENVS 173	Landscape Natural History	3 credits
ENVS 181	Environmental Justice	3 credits
ENVS 187	Campus Sustainability	3 credits
ENVS 294	Environmental Education	3 credits

GEOG 050	Global Environments & Cultures	3 credits
GEOG 061	Place, Landscape, Environment in VT	3 credits
GEOG 070	Society, Place, and Power	3 credits
NR 001	Natural History & Human Ecology	4 credits
NR 009	Natural and Cultural History of VT	4 credits
PRT 149	Wilderness Education and Leadership	3 credits

*\*Pre-requisites are EDTE 061/NR 061 plus one of the 100-level elective courses.*

An additional elective course (GEOG 1XX Geography of VT) is planned and will be added to the list once it is approved.

### ***Anticipated Enrollment***

It is estimated that 10 to 25 students per year will participate in the proposed PBE undergraduate certificate program. The courses included in the certificate were selected in consultation with colleges, schools, and departments to distribute students across the sponsoring and supporting academic units. Courses were selected to enable undergraduate students in each of these units to fulfill the certificate requirements within their major field of study.

### ***Admission Requirements, Advising, and Assessment***

There are no requirements for admission to the proposed undergraduate certificate. Academic advising will take place in the home department of each student's major. The capstone course will be used to assess whether or not the program goals and student learning outcomes are being met, and whether or not particular students can be seen to have successfully met program benchmarks.

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

CESS will manage the work of program administration, including the administration of course substitutions and supervision of integrative projects. CESS will also manage documentation of student progress towards completion. The core faculty for the certificate program (Drs. Jorgenson, Toolin, and Poleman) will meet bi-weekly to discuss any emerging issues related to course offerings and substitutions. Integrative project supervision will be handled within the context of the required capstone course (EDTE 251). To ensure program quality, the PBE capstone course will be taught by one of the program's core faculty.

No new funds are needed to inaugurate the proposed PBE undergraduate certificate. Existing courses in the curriculum have capacity or have agreed to increase capacity to

accommodate additional students. The Chair of the Department of Education, Kimberly Vannest, has agreed to cover the two new courses (EDTE/NR 061 and EDTE 251) through exiting workloads of faculty.

### ***Evidence of Support***

The proposal for the new PBE undergraduate certificate was approved by the CESS Curriculum Committee, and the RSENR Curriculum Committee and faculty. Additional letters of support were provided by the individuals below:

- CESS Dean, Scott Thomas
- Chair of the Department of Education Kimberley Vannest
- Chair of the Department of Geography Beverley Wemple
- Director of the Wildlife and Fisheries Biology Program, James Murdoch
- Chair of the Department of Community Development and Applied Economics, Jane Kolodinski
- RSENR Associate Dean for Academic Affairs and Faculty Development, Nathan Sanders
- CALS Interim Dean, Jane Harvey
- Director of Community-Engaged Learning, Susan Munkres
- Project Director, Burlington City & Lake Semester, Andy Barker
- Shelburne Farms Vice President and Program Director, Megan Camp
- Executive Director of the Four Winds Nature Institute, Lisa Purcell

### ***Summary***

The proposed Place-Based Education undergraduate certificate is designed to meet the growing academic interest among current and prospective UVM students in the nexus between education, social justice, and the environment. The goal of the program is to prepare educators to teach in a variety of settings using the interdisciplinary construct of place, and the principles and practices of place-based education, to address local social, cultural, and environmental issues with learners of all ages, with the ultimate goal of establishing UVM as a national center of expertise on place-based education. Support is evident from the leadership of the UVM academic units involved in the program as well as from community partners.

- › **Approval of a proposal from the College of Agriculture and Life Sciences for a new PhD in Sustainable Development Policy, Economics and Governance**

***NOTE: Pending approval by the Faculty Senate on May 14, 2020, this will be an action item for this Board meeting.***

The Curricular Affairs Committee approved a proposal for a new PhD in Sustainable Development Policy, Economics and Governance (SDPEG) from the College of Agriculture and Life Sciences (CALs), Department of Community Development and Applied Economics at its meeting on April 30, 2020. The proposed program also includes faculty from the Political Science, Geography, and Economics Departments in the College of Arts and Sciences and utilizes existing Certificates of Graduate Study that involve faculty from CALs, the Larner College of Medicine, the Rubenstein School of Environment and Natural Resources, Grossman School of Business, and the College of Engineering and Mathematical Sciences. If approved by the Faculty Senate and Board of Trustees, the program will be offered beginning fall 2020.

### ***Program Description and Rationale***

Challenges to the long-term health and well-being of social-ecological systems are increasing across the globe. Climate change, globalization, economic instabilities, the planet's finite resources, disruptive technologies, and political polarization have elevated the need to focus on sustainable development goals. The proposed SDPEG PhD seeks to develop leaders and applied researchers that will help our state, the nation, and the international community address critical public policy challenges. The core curriculum is built on four pillars common to high-quality programs of this nature (see below). Depth in a specific field will be achieved through completion of one of UVM's existing Certificates of Graduate study in either Ecological Economics, Community Resiliency and Planning, Agroecology, Public Health, Sustainable Enterprise, or Complex Systems and Data Science.

- Theory and conceptualization of the political economy of sustainable development policy, economic and governance systems
- A deep understanding of the threats to sustainability and the local to global scale responses being advanced
- Mastery of advanced applied policy and economic analytics
- Professional development opportunities that include policy internship, communicating science, partnership and collaboration skills, and grant writing experiences

The inclusion of the terms “policy,” “economics,” and “governance” in the title distinguish the proposed program from sustainable development PhD programs at other institutions that place a heavy emphasis on the environmental science dimensions of sustainability. The proposed SDPEG PhD is anchored by a strong concentration in research methodology, governance and process design, advanced applied economic analysis, a comprehensive overview of policy processes, systems and networks, and a solid grounding in theories and practices relating to sustainable development. By focusing on the acquisition of rigorous analytical skills rooted in the social sciences, this degree will provide a critical bridge between mainstream approaches to policy, economics and governance, and the pursuit of sustainable development goals. Students

will build a core skill set in sophisticated applied policy, economics, and systems analysis. Specific learning objectives included in the proposal are below.

- Ability to articulate the historical, theoretical, and empirical foundations of sustainable development.
- Ability to comprehend and critique contemporary sustainable development theory and practice, domestically and internationally.
- Ability to communicate and translate science into policy and practice to multiple audiences.
- Ability to develop appropriate indicators to measure the status and progress of stakeholder toward sustainability and resilience, and identify the factors that contribute to their design and utilization.
- Ability to utilize appropriate methodologies and tools to investigate and analyze the application of sustainable development goals from local to international scales.
- Ability to design and implement stakeholder engagement for sustainable development planning and projects.
- Ability to work across constituent and disciplinary groups to facilitate movement toward sustainable development goals.

### ***Justification and Evidence for Demand***

In 2006, then-Provost John Bramley issued a report on public policy research at UVM, and concluded that despite substantial depth and expertise in a number of policy areas, policy research at UVM was “poorly coordinated and largely unpublicized” and there were significant possibilities for “more robust engagement of students in policy work, simultaneously advancing our educational, scholarly and outreach mission.” The lack of a graduate program in policy areas where UVM has existing strengths, as well as the lack of a research institute to coordinate efforts on behalf of faculty and students conducting research in those policy areas, has made it more challenging for UVM to meet its obligation to play a significant role in policy research for Vermont, the nation, and the global community.

The need for such collaborative policy research has been widely noted in the strategic plans of the National Science Foundation in their calls for more “convergence” scholarship (NFS, 2018), the United States Department of Agriculture’s focus on sustainable agriculture and rural livelihoods, embedded within the long-term plans of national governments (Townsend and Kunimoto, 2009), and in federal level investments in performance management and measurement systems (Metzenbaum, 2010).

There is also a compelling need for new graduate programs such as the proposed SDPEG PhD to meet growing international areas of interest. At the onset of the United Nations Decade of Education for Sustainable Development 2005-2014, a comprehensive study of current practice and future development relating to sustainable development in higher education concluded that more graduate programs were necessary in order to prepare



leaders with the skills required to cope with increasing threats to sustainable development. A recent UN General Assembly report asserted that “Sustainable and inclusive societies can be brought about only through policy, investment and governance frameworks that adopt people-centered, rights-based holistic and multi-stakeholder approaches in which all voices are heard – including those of rural people, women, youth and smallholder farmers... Consistent and specific actions and governance arrangements at all levels can be put into effect to make national and local actions efficient, to boost learning processes and stimulate synergies, to address trade-offs and to implement risk prevention mechanisms. Working alongside local institutions such as women’s groups and water-user groups, prioritizing grassroots, and even household-level interventions, offers the most scope for addressing rural actors’ rights” (UN General Assembly, 2018).

### ***Relationship to Existing Programs***

Currently, there are no doctoral programs at UVM that focus specifically on preparing students in applied public policy, economics or governance to study and work across institutional boundaries. While sustainable development can be a focus of doctoral dissertations in some PhD programs (e.g. Plant and Soil Science, Food Systems, Natural Resources, and the engineering fields), none of these programs offers explicit focus and expertise around the transdisciplinary advancement of sustainable development from a holistic, systems perspective, providing background skills in policy, economic and governance dimensions. The proposed program will complement other doctoral offerings, including the PhD in Natural Resources and the PhD and EdD in Educational Leadership and Policy Studies.

The closest institution offering a PhD in Sustainable Development is Columbia University, which only accepts six to nine new students per year, but has over 100 applications. Other institutions in the US that offer PhD programs with “sustainability” or “sustainable” in their titles include the University of California, Los Angeles (PhD in Environment and Sustainability) which reports ~145 applicants per year, Rochester Institute of Technology (PhD in Sustainability), Arizona State University (PhD in Sustainability), Michigan State University (PhD in Community Sustainability), Northern Arizona University (PhD in Earth Sciences & Environmental Sustainability), the University of South Dakota (PhD in Sustainability), and the University of Alaska, Fairbanks (PhD in Natural Resources and Sustainability). Upon review of the curricula offered by these institutions, the proposers indicate that the interdisciplinarity of the new SDPEG PhD offers a robust alternative to discipline specific programs, technology-centric programs, and programs that include more generalized but applied focus on sustainability. The proposed new SDPEG PhD will provide an intermediate ground between disciplinary focus and applied focus by providing students with both a rigorous grounding in policy, economics and governance theory and methods, and contemporary international to local efforts to advance sustainable development goals.

### ***Anticipated Impact on Existing Programs***

The proposers do not anticipate that inauguration of the SDPEG PhD will have any direct effect on costs or enrollment of other units. They do expect graduate students from other units to be interested in taking the two new courses in sustainable development as electives. It is also recognized that SDPEG PhD students will very likely be taking classes outside of CALS within the context of social research methods and in pursuit of certificates of graduate study. In addition, as new graduate course offerings from the College of Arts and Sciences become available, the proposers will look to align program requirements to promote cross fertilization of academic programming.

### ***Curriculum***

Completion of the proposed SDPEG PhD will require a minimum of 75 credits (30 core credits, 24 specialization credits, 21 dissertation research credits); specific course work requirements are provided in the table below. The core curriculum provides students with an extensive survey of existing conceptual models and analytical tools to describe, evaluate, and design public policies in complex economic and governance systems. Students will obtain a solid background in contemporary research methodologies, exposing them to a range of methods, from narrative and textual analysis, to advance linear statistical analysis, to nonlinear complex adaptive systems modeling techniques. Students will deepen their expertise by taking a specialized course in one or more methods. The core curriculum also exposes students to the role that values and ethics play within policy processes inherent to mature and emerging democratic societies. Depth in a specific area will be achieved through completion of one of six existing Certificates of Graduate Study. Students that have completed appropriate masters-level courses may transfer nine to 24 credits in towards the specialization credits requirement.

<b>Required Courses (3 credits each)</b>	
<i>Policy &amp; Governance</i>	
PA 306	Policy Systems
CDAE 371*	Sustainable Development Policy & Governance
<i>Economics</i>	
CDAE 370*	Political Economy of Sustainable Development
CDAE 354	Advanced Microeconomics
<i>Social Science Analytics</i>	
PA 303 / CDAE 351	Advanced Research Methods
CDAE 359	Econometrics
CDAE 335 / FS 335 CSYS 300	One additional methods course

EDFS 347 EDLP 429 EDLP 439 GEOG 281 NR 346 PA 308 PA 311 PA 317	
<i>Professional Development</i>	
CDAE 376	Communicating Science
PA 380	Policy Internship
CDAE 400*	PhD Seminar (3, 1 credit offerings)
<b>Specialization Credits (minimum of 24 total)**</b>	
Transfer credits (up to 24)	
UVM Certificate of Graduate Study (15 to 18 credits) <ul style="list-style-type: none"> <li>- Agroecology</li> <li>- Community Resilience and Planning</li> <li>- Complex Systems and Data Science</li> <li>- Ecological Economics</li> <li>- Public Health</li> <li>- Sustainable Enterprise</li> </ul>	

*\*New course; approved up to the level of the Provost in Courseleaf*

*\*\*Students may fulfill the 24 credit minimum via a mix of approved transfer credits and courses taken one of the Certificates of Graduate Study. Students that do not have enough approved transfer credits to meet the 24 credits through a Certificate of Graduate Study will take additional graduate-level courses in their area of specialization.*

### Other Requirements

*Teaching:* To fulfill the Graduate College teaching requirement, all candidates will acquire appropriate teaching experience in the field of sustainable development policy, economics, and governance prior to the award of the degree. The specific nature of the teaching assignment will be determined in consultation with the student's advisor and studies committee.

*Comprehensive Exam:* A comprehensive exam will be required in accordance with doctoral program expectations. Exam questions will be devised by the student's Studies Committee around the time of the dissertation proposal defense. A detailed assessment plan was included in the proposal.

There is no specific language requirement for the SDPEG Program. However, students will be encouraged to acquire language proficiency in the language/culture where research performed internationally may require it.

### ***Admission Requirements and Process***

All students must meet the requirements for doctoral study as outlined by the UVM Graduate College. Application materials will include GRE scores, sufficient GPA, statement of purpose, and letters of recommendation. To be eligible for acceptance into the proposed SDPEG PhD, candidates must have completed a master's degree in public policy, public administration, economics, natural resources, engineering, ecology, food systems, political science, or a closely related field. Those with a STEM background may be drawn to this PhD if they seek to apply their background in training in a STEM field toward the study and/or implementation of sustainable development goals.

The Director and an Admissions Committee for the proposed program will review and recommend applicants for admission. Applicants will be highly encouraged to establish contact with at least one participating faculty member whose research interests align with their interests prior to applying.

### ***Anticipated Enrollment***

The proposers estimate the program will begin with a small, selective cohort of three to five students per year. This mirrors the scale of existing PhD Programs in Food Systems and Plant and Soil Science. As the program becomes established, the proposers anticipate adding two students per year until they have a stable cohort of 12 to 14 students enrolled at any one time, spread out among four years to completion.

### ***Advising***

Faculty mentors will assume responsibility for mentoring and advising students and keeping track of their progress. These obligations will be clarified in work plans as per union contract and with the consent of departmental chairs. The coordinators of the Certificates of Graduate Study will provide advising support in matters pertaining to certificate completion.

### ***Assessment Plan***

The proposed SDPEG PhD will be evaluated routinely by the Director and annually by a Faculty Governance Committee comprised of the participating faculty. The Faculty Governance Committee will assist the Director with admissions, curriculum, student evaluations, etc. and meet on a regular basis over the course of each academic year.

Metrics that will be used include, at minimum, the measures below. Other metrics may also be added as the program becomes established.

- Identification and review of doctoral-level faculty, including background and experience appropriate to engage in doctoral-level instruction
- Identification of faculty resources, including additional support for faculty to plan courses (e.g., released time, etc.)
- Routine review of student recruitment efforts and processes
- Annual review of numbers of applicants, admissions, enrollments, degree recipients, time-to-degree, attrition
- Annual review of cost of the program to students, amount and type of financial aid offered, and any student debt levels, as needed
- Annual review of post-degree job placement and employment and/or academic (e.g., post-doctoral study) arrangements of graduates
- Annual review of program costs and funding sources that are used to finance the program, including calculation of costs per degree awarded
- Annual review of external public and private support, including grant applications and grant awards, and of internal university
- Annual review of the extent to which the programs are fulfilling state needs for the preparation of policy professionals in environmental, educational, and health arenas
- Annual review of the evidence of the effect(s) graduates are having on the state, regional, national, and international policy communities
- Annual review of approval and governance processes (e.g., processes for governance, changes in curriculum, program reviews, program decisions, role of advisory group, etc.)
- Development of appropriate procedures for review of curricula, including feedback from stakeholders and revision, as appropriate

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

In addition to CDAE faculty, the proposed SDPEG PhD will include faculty from the Economics, Geography, and Political Science departments in the College of Arts and Sciences. These faculty have long-standing expertise in such important topics as environmental governance, social equity and economic systems, and migration and immigration policy. As the SDPEG PhD evolves and establishes itself, faculty from other units will be invited to participate.

Faculty workloads will be adjusted to ensure that the new required courses are taught in a timely manner. Using the approach where several faculty members are able and competent to teach these courses, flexibility in the offering of their suite of courses taught is possible. Other courses are already taught and have capacity for three to five additional graduate students. Administrative support will be absorbed into the workload of the CDAE graduate student support position. Doctoral students enrolled will provide

teaching assistance in undergraduate courses, easing the teaching burden of faculty in up to five courses, given expected enrollments.

The program will be headed by a Director who is a senior faculty member with a national reputation in sustainable development. The Director will be appointed for a five-year renewable term of service.

Policy, governance, economics, and sustainable development research materials, including an array of policy journals, are available through the UVM library system. A comprehensive review of library resources was undertaken by Library Professor Trina Magi and colleagues.

Supplemental funding has been received from the Graduate College and Office of the Vice President of Research. Additional sources of funding include: 1) tuition collected from students' core courses, 2) external grant support of faculty involved in mentoring students in the program, and 3) internal UVM awards for graduate students. A detailed budget was submitted with the proposal.

### ***Evidence of Support***

The proposal for the new SDPEG PhD was approved by the CALS Curriculum Committee and CALS Interim Dean, Jean Harvey. Letters of support were also received from:

- Graduate College Dean, Cindy Forehand and Vice President for Research, Richard Galbraith
- College of Arts and Sciences Dean Bill Falls
- Rubenstein School of Environment and Natural Resources Dean, Nancy Mathews
- Director of the GUND Institute for Environment, Taylor Ricketts
- Grossman School of Business Dean, Sanjay Sharma
- College of Education and Social Services Dean, Scott Thomas
- College of Engineering and Mathematical Sciences Dean, Linda Schadler
- Larner College of Medicine Dean, Richard Page
- Director of the Graduate Program in Food Systems, Amy Trubek
- Interim Chair Plant and Soil Science, V. Ernesto Méndez
- Director of the Public Health Program, Jan Carney
- NASPAA Executive Director, Laurel McFarland

### ***Summary***

The proposed Sustainable Development Policy, Economics and Governance (SDPEG) PhD provides a transdisciplinary doctoral education in the policies, practices, and theories of sustainable development. By offering a core curriculum that includes applied

policy and economic analysis, governance and process design, social science methods, and professional skills development, graduates will be capable of conducting original, applied research that is designed to support sustainability and resiliency across social, ecological, and technical systems. Given the challenges faced world-wide, there is an elevated the need to focus on sustainable development goals, and the demand for programs like this is high as evidenced by the number of applications received by other universities for similar programs. The proposed SDPEG PhD capitalizes on the expertise of UVM faculty and distinguishes itself from related programs through its transdisciplinary approach. Faculty from across UVM will be involved in the proposed PhD, increasing opportunities for collaboration. Based on all of this, the proposed SDPEG will be an excellent addition to UVM's graduate offerings.

### **Academic Program Reviews**

#### *Completed Reviews:*

- Human Development & Family Studies and Interdisciplinary Studies

#### *Reviews in Progress:*

- Public Administration
- Education
- Higher Education & Student Affairs

### **Other Academic Actions**

#### *Completed Actions – The CAC recently:*

- › Approved a request from the Department of Animal and Veterinary Sciences in the College of Agriculture and Life Sciences (CALS) in conjunction with the Graduate College to change the name of the Master of Science (MS) in Animal Science to the MS in Animal Biosciences. This name change is being requested to match the name of the MS program with the PhD program, which was recently renamed. There are no curricular or prefix changes associated with the name change. Current students will be able to choose which name they wish to graduate with.
- › Approved a proposal from the directors of the Environmental Sciences program to add a new concentration in Environmental Health in light of increasing interest of students in this area as indicated by the rising number of students that pursue a self-designed concentration with an environmental health-focus. The Environmental Sciences (ENSC) major is a cross-college major shared by the College of Arts and Sciences (CAS), the College of Agriculture and Life Sciences (CALS), and the Rubenstein School of Environment and Natural Resources (RSENR) that explores the scientific basis to environmental issues. The new concentration was approved by the curriculum

committees and faculty of CAS, CALS, and RSENR, and Dean of CAS, Bill Falls. Additional communication with the Director of the Health Sciences program in the College of Nursing and Health Sciences and faculty in the Environmental Studies Program received positive responses regarding establishing the concentration.

- › Approved a request from the Department of Mathematics and Statistics in the College of Engineering and Mathematical Sciences (CEMS) to change the name of the existing Master of Science (MS) in Mathematics to the MS in Mathematical Sciences. They also request that the degree code be changed from the current MATH to MASC. The name change will bring the name of the Master's degree into alignment with the existing PhD in Mathematical Sciences. There are no curricular changes associated with the request. The name change request was submitted by the Mathematics Graduate Program Director, Johnathan Sands. It was approved by the Department faculty and Chair, Jeff Frolik, as well as the CEMS Curriculum Committee, CEMS Dean Linda Schadler, Graduate College Executive Committee, and Graduate College Dean Cindy Forehand. The name change will be presented to the Faculty Senate for a vote on May 14, 2020. Name changes do not require Board of Trustees approval.
- › Approved a request from the Department of Romance Languages in the College of Arts and Sciences (CAS) to deactivate the French Master of Arts program. There have been no candidates for the degree since 2010 and the program stopped accepting applications in 2013. Deactivation of the program does not affect current course offerings; the course for the MA were 200-level courses where Master's students completed additional work. Deactivation the program will allow the Department a period of five years in which to either seek reactivation, formally terminate the program, or request continuation of the deactivated status. The request for Deactivated status was submitted by the Chair of the Department of Romance Languages, Joseph Acquisto, and was approved by the CAS Curriculum Committee, CAS Dean Bill Falls, and Graduate College Dean Cindy Forehand. The deactivation will be presented to the Faculty Senate for a vote on May 14, 2020. Deactivations do not require Board of Trustees approval.
- › Revised the *Substantial Revisions to Existing Academic Programs: Definitions and Approval Process* document to indicate that changes in delivery mode for a program (e.g. offering a program online) and duplication of a program through an alternative delivery mode will no longer be considered substantial curricular changes as long as the curriculum itself does not change and students can take courses in either or both formats. This revision made sense in light of the increasing number of courses that have parallel in person and online offerings. The requirement to submit a substantial change proposal for changes in delivery mode was based on a previous NECHE policy relating to online programs that no longer exists.

*Ongoing Work – The CAC is actively:*

- › Working to promote communication between unit-level curriculum committees and the Curricular Affairs Committee as well as among the unit-level curriculum committees. The primary goals of these efforts are 1) to foster a culture of communication and collaboration in development of new programs and revisions of existing programs, 2) to



increase awareness of the guidelines and approval process for new programs, and 3) to promote adherence to university-wide policies and approval processes relating to new course proposals, course revisions, and special topic courses. To help achieve these goals, the CAC Chair is organizing yearly meetings as well as individual meetings when needed between the CAC Chair and Chairs of all unit-level curriculum committees.

- › Participating in the Educational Stewardship Committee (ESC), a joint committee between the Provost's Office and the Faculty Senate. The purpose of the ESC is to ensure campus-wide good stewardship and coordination of the University's educational mission. The Committee is charged to provide recommendations to 1) safeguard the integrity of the University's educational mission with respect to stated tenets, particularly as those tenets may be impacted by the new incentive-based budget model (IBB); and 2) to provide recommendations to promote excellence in teaching and learning and the educational experience.
- › Continuing to participate in the oversight of UVM's existing General Educational program, which includes Writing and Information Literacy, Diversity, Sustainability, and Quantitative Reasoning. The Chair of the CAC is a member of the recently established General Education Coordinating Committee.
- › Collaborating with the Provost's Office to carry out Academic Program Reviews (APRs). With the exception of five externally accredited programs, CAC reviews have been completed for all programs in cycles one through eleven.

- Proposals Under Consideration (*none*)

**EDUCATIONAL POLICY AND INSTITUTIONAL RESOURCES COMMITTEE**

**May 15, 2020**

**The following resolutions are pending approval by the Faculty Senate on 5/14/2020 and subsequent approval by the President and Provost:**

**Resolution approving the creation of a PhD in Sustainable Development Policy, Economics and Governance in the College of Agriculture and Life Sciences in conjunction with the Graduate College**

BE IT RESOLVED, that the Board of Trustees approves the creation of a PhD in Sustainable Development Policy, Economics and Governance in the College of Agriculture and Life Sciences in conjunction with the Graduate College, as approved and advanced by the Provost and President on May 14, 2020.

**Resolution approving the creation of an Undergraduate Certificate in Place-Based Education in the College of Education and Social Services and the Rubenstein School of Environment and Natural Resources**

BE IT RESOLVED, that the Board of Trustees approves the creation of an Undergraduate Certificate in Place-Based Education in the College of Education and Social Services and the Rubenstein School of Environment and Natural Resources, as approved and advanced by the Provost and President on May 14, 2020.

**Resolution approving the Catamount Core Curriculum expanded General Education requirements**

WHEREAS, on May 21, 2011, the Board of Trustees approved the General Education proposal as approved by

- the Curricular Affairs Committee of the Faculty Senate on April 14, 2011;
- the Executive Council of the Faculty Senate on April 20, 2011; and
- the Faculty Senate on May 19, 2011;

and as approved and advanced by the Provost and the President on May 19, 2011; and

WHEREAS, on May 13, 2013, the Board approved the establishment of a three-credit Undergraduate Foundational Writing and Informational Literacy Requirement;

WHEREAS, on March 16, 2015, the Board approved the establishment of a sustainable learning outcome as a General Education requirement;

WHEREAS, on May 20, 2017, the Board approved the establishment of a quantitative reasoning outcome as a General Education requirement;

WHEREAS, a General Education Alignment Task Force designed the “Catamount Core Curriculum,” in collaboration with ad hoc faculty committees and through five open forums and a Faculty Senate comment process, resulting in the Faculty Senate’s approval of the guiding principles, three main curricular areas of Liberal Arts, Core Skills, and Common Ground Values, and the addition of seven new named requirements including:

- the establishment of a 6-credit Arts and Humanities General Education requirement
- the establishment of a 6-credit Social Sciences General Education requirement
- the establishment of a 6-credit Natural Sciences General Education requirement
- the establishment of a 3-credit Mathematics General Education requirement
- the establishment of a 3-credit Quantitative and Data Literacy General Education requirement
- the establishment of a 3-credit Communications 2 General Education requirement to be fulfilled with an approved Writing and Information Literacy 2 or Oral Communication and Information Literacy course
- the establishment of a 3-credit Global Citizenship General Education requirement

THEREFORE, BE IT RESOLVED, that the Board of Trustees approves the expanded General Education Proposal named the “Catamount Core Curriculum” to be implemented in one or two phases beginning with the class entering in 2022, as approved by the Faculty Senate on votes dated May 4, 2020 and May 14, 2020 and advanced by the Provost and President May 14, 2020.