

**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 Finlay Buchanan-Jacobs and Sam Pasqualoni; Graduate Student Representatives Rosie Chapina and Max Cordes Galbraith

Friday, September 25, 2020

10:05 a.m. – 10:55 a.m.

**This meeting will be held remotely. If interested in listening in, please dial:
1-802-489-6040; Conference ID: 501 957 793#
For any technical issues or questions, please email edickinson@uvm.edu*

AGENDA

	Item	Enclosure	Discussion Leaders	Time
	Call to order			10:05 a.m.*
1.	Approval of May 15, 2020 meeting minutes	Attachment 1	Carolyn Dwyer	10:05-10:07
2.	Provost's remarks	Attachment 2	Patricia Prelock	10:07-10:17
3.	Faculty development and the four instructional modes/instructional technology	Attachment 3	J. Dickinson Jim Vigoreaux Simeon Ananou Julia Russell	10:17-10:27
4.	Vice President for Research FY 2020 report	Attachment 4	Kirk Dombrowski	10:27-10:37
5.	Annual diversity report <ul style="list-style-type: none">• Highlights of summer and fall diversity, equity and inclusion activities	Attachment 5	Wanda Heading-Grant	10:37-10:47
6.	Faculty Senate Curricular Affairs Committee Chair's report <ul style="list-style-type: none">• Resolution approving the creation of a Micro-Certificate of Graduate Study in the Graduate College	Attachment 6 Attachment 7	Carolyn Dwyer	10:47-10:52
7.	Other business**		Carolyn Dwyer	10:52-10:55
	Motion to adjourn			10:55 a.m.

*Times are approximate.

**Executive session as needed.

Educational Policy and Institutional Resources Committee
Executive Summary

Friday, September 25, 2020

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

At this meeting, the committee will be asked to consider action items and discuss topics outlined below.

ACTION ITEMS

Approval of previous meeting minutes

The minutes for the May 15, 2020 meeting are included as **Attachment 1**.

Action: Motion to approve the minutes.

Faculty Senate recommendations

The report of the Curricular Affairs Committee of the Faculty Senate is included as **Attachment 6** in the meeting materials. Included is a list of academic program and terminations for the year and details for the following recommendation for committee consideration:

- Creation of a Micro-Certificate of Graduate Study in the Graduate College

Action: Resolution approving the creation of a Micro-Certificate of Graduate Study in the Graduate College. **Attachment 7**

PRESENTATIONS/STATUS UPDATES

Faculty development and the four instructional modes/instructional technology – Associate Provost for Academic Affairs Jennifer Dickinson, Associate Provost for Faculty Affairs Jim Vigoreaux, Chief Information Officer Simeon Ananou, and Associate Chief Information Officer Julia Russell will share information on the four fall 2020 instructional modes, the technology that was installed to support them, and how we prepared faculty to provide this instruction. **Attachment 3**

Vice President for Research FY 2020 report – Vice President for Research Kirk Dombrowski will offer highlights from his office’s annual report included as **attachment 4** in the meeting materials.

Annual diversity report – Included as **attachment 5** is the annual diversity report. At the meeting, Vice President for Diversity, Equity and Inclusion Wanda Heading-Grant will offer highlights of summer and fall diversity, equity and inclusion activities.

ROUTINE REPORT

Provost's report – **Attachment 2**

**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, May 15, 2020 at 10:15 a.m. The meeting was held via remote conferencing due to the COVID-19 pandemic.

MEMBERS PRESENT: Chair Carolyn Dwyer, Vice Chair Jodi Goldstein, President Suresh Garimella, Cynthia Barnhart, John Bartholomew, Otto Berkes, Frank Cioffi, Johannah Donovan, Carol Ode, Shap Smith, Berke Tinaz and Samuel Young

OTHER TRUSTEES PRESENT: Board of Trustees Chair Ron Lumbra

MEMBERS ABSENT: Curt McCormack

REPRESENTATIVES PRESENT: Faculty Representatives Laura Almstead, Chris Burns, and Mary Cushman; Staff Representatives Sarah Heath and Amanda McIntire; Alumni Representative Susan Wertheimer; Student Representative Jamie Benson and Graduate Student Representative Kenna Rewcastle

REPRESENTATIVES ABSENT: Foundation Representative Wolfgang Mieder, Student Representative Ethan Foley and Graduate Student Representative (vacant)

PERSONS ALSO PARTICIPATING: Provost and Senior Vice President Patricia Prelock

Chair Carolyn Dwyer called the meeting to order at 10:15 a.m. and congratulated Jamie Benson and Ethan Foley on completing their undergraduate studies.

Approval of Minutes

The minutes from the January 31, 2020 meeting were presented for approval. A motion was made, seconded and voted to approve the minutes as presented.

Academic success goals

Provost and Senior Vice President Patricia Prelock presented the new Academic Success Goals, which were developed over the course of the 2020 spring semester. The three priorities of these goals support President Garimella's strategic academic priorities:

- (1) Teaching & Learning (ensuring student success)
- (2) Knowledge Creation (investing in our distinctive research strengths)
- (3) Engagement (fulfilling our land grant missions)

Provost Prelock reported that next steps include 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.”

President Suresh Garimella followed up with an announcement that with a re-emphasis of the university’s commitment to inclusion, diversity and equity, Vice President for Diversity, Equity and Inclusion Wanda Heading-Grant is now part of the Provost’s executive leadership team. Diversity goals are an important part of the academic success goals and Vice President Heading-Grant will assist the colleges and administrative units with meeting their goals.

Provost Prelock pointed out that the first objective under *Academic Success Goal 1.5: Increase the diversity of perspectives, experience, and thought*, is to implement the comprehensive strategies that all the units across campus have designed to facilitate diversity and inclusive excellence. She added that this is the first time that a plan out of Vice President Heading-Grant’s office will be integrated into the academic fabric as opposed to making it an add-on.

Action items

Chair Dwyer introduced the following resolutions and an opportunity for discussion was offered:

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.

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

Other Business

There being no further business, the meeting adjourned at 10:27 a.m.

Respectfully submitted,

Carolyn Dwyer, Chair



Provost's Report
September 25, 2020

Board of Trustees
Educational Policy and Institutional Resources Committee

Prepared by
Provost and Senior Vice President Patricia A. Prelock

The University of Vermont was uniquely poised to meet many of the challenges presented by the pandemic. We have a respected College of Medicine on our campus. Our physician experts in public health, epidemiology and infectious disease were quick to engage and have helped us find and apply the best science to our decisions. We have strong relationships with our state public health officials and leaders, and we are located among a responsible citizenry that has made the sacrifices necessary to minimize the spread of the virus. The powerful combination of these assets allowed us to face the challenge of delivering on our promise of a world class education under pandemic conditions.

I want to use this opportunity to express my profound gratitude to the entire University of Vermont Community for their tireless efforts in response to the pandemic. The activity and collaboration that has occurred over the last several months has been intense, complex, and transformative. At the conclusion of this report you will find a summary of our actions in support of the fall 2020 opening. It will give you a sense of how deep and broad this effort has been and will continue to be. Our faculty reimaged and reconfigured their instructional materials allowing us to offer students an array of instructional modes. Our staff maximized our use of classroom technology, modified physical spaces, coordinated communication campaigns, and revised so many of our processes, procedures and timelines. Academic leadership has been a steady force providing information, support, and guidance. Students have responded to our new normal with optimism and families have responded to our evolving plans with grace and flexibility. The UVMStrong Advisory Committee and its more than 50 representatives from across the university addressed endless questions and tended to every detail with patience and fortitude. To say we were building the plane as we were flying it is an understatement – we were inventing the plane mid-flight.

During this difficult time our Diversity, Equity, and Inclusion unit also helped us process and respond to the historic moment facing our country and the movement for racial justice. Our campus has recommitted itself to combatting racism, promoting social justice and fostering civic responsibility. Our Academic Success Goals call on our focused attention and action to increase the diversity of our faculty, staff, and students. Our faculty have participated in several Teach-In trainings on racism this summer sponsored by the Office of Diversity, Equity and Inclusion (DEI). Vice President Heading-Grant will share more about this, as well as planned activities this fall in her presentation at our meeting. In his recent memo to campus, President Garimella announced several university actions he will be leading including a scholarship effort for historically underrepresented groups, a permanent display of the Black Lives Matter flag in the Mosaic Center, and the dedication of a prominent area in the Davis Center to honor the work – and struggles – of African Americans, particularly those who have touched UVM.

We have completed a review of our Academic Success Goals and identified outcomes based on established baseline metrics from a variety of sources (e.g., Academic Analytics, NSSE, NSF) for achieving those goals including the individual action steps, timelines, and primary leads.

Since I was appointed Provost I have given considerable thought to how we can better integrate the four divisions reporting to me: enrollment management, student affairs, academic affairs and student success, and faculty affairs. Over the course of the last year we have had a series of leadership discussions centering on how we can most effectively and efficiently organize the work of these divisions in support of our students and our colleges/schools. After establishing guiding principles that emphasized further integration of the academic and co-curricular experience, a more seamless experience for students, an integrated leadership team, administrative efficiencies, balanced capacity and responsibility, and deeper connections with the identity centers we re-organized the work of the divisions. This re-organization is effective October 1. It's most notable changes include:

- The Center for Academic Success and the Career Center currently reporting to Student Affairs, and the Office of International Education currently reporting to Enrollment Management, will now report to the Vice Provost for Academic Affairs and Student Success. This will support the further integration of these activities and programs with the academic units—increasing their impact and accessibility to students.
- Orientation will move from Student Affairs to Admissions in Enrollment Management. This will support consistent messaging and a more seamless experience for students from the time of application to matriculation.
- A new integrated leadership team has been established including the Vice Provost for Academic Affairs and Student Success (Jennifer Dickinson), the Vice Provost for Faculty Affairs (Jim Vigoreaux), the Vice Provost for Enrollment Management (under recruitment), the Vice Provost for Student Affairs (Annie Stevens), and the Vice President for Diversity, Equity, and Inclusion (Wanda Heading-Grant).

Over the last five months, there has been significant weekly communication with our community. We sponsored seven faculty live information sessions with 50 to 250 people attending each, followed by written Q/A's responding to each question asked in each session. We also provided weekly faculty digests over 12 weeks highlighting timely information critical to faculty success this fall. You can find the videos and Q/A's [here](#). [Similar live events](#) were held with staff, returning students and their families, and new students and their families. These efforts will continue as we have monthly faculty live sessions planned and our weekly digests have continued as appropriate. There has also been extensive communication with the Burlington community including the development of a [comprehensive webpage](#), identifying opportunities for collaboration, and the development of an online [incident reporting form](#).

You will note that our agenda this month is necessarily abbreviated. The important topics and reports that are part of our regular discussions will be addressed when we resume normal meeting activities. When we meet, I'm pleased that we'll be able to provide you with a presentation on the four instructional modes and the faculty professional development and instructional technology we deployed to support them.

I look forward to our meeting.

Summary of Actions in Support of a Safe Fall 2020 Opening

Campus Plan for a Safe Return: The University of Vermont submitted a Safe and Healthy Return to Campus Plan to the Governor on July 7 aligned with the state's requirements for higher education. Our plan meets, and in many cases exceeds, the requirements set forth by the Governor.

Fall 2020 Return to Campus Website: A comprehensive website has been created to serve as an ongoing resource for information related to the fall 2020 semester, as well as COVID-19 updates.

COVID-19 Information and Service Center: A COVID-19 Information and Service Center has been established to provide a central source for information and support for all questions and issues related to COVID-19. The center will be located in the Davis Center. You can contact the center by e-mail at UVM.Strong@uvm.edu or by calling 802-656-1010.

At-Home Option: To meet the needs of our undergraduate students who were unsure whether an on-campus fall semester was the right choice for them, an at-home semester option was developed. Students can continue to choose this option through August 30. First and second year students who have chosen the at-home option are only released from the fall 2020 on-campus residency requirement if they reside in their permanent residences this fall. They are **not** permitted to live off-campus in Burlington. Please remember, the intention of the at-home option was to be responsive to the health and safety concerns of students and their families and to de-densify the Burlington community. As previously communicated, a student who selects the at-home option must stay at home. All first- and second-year students are required to live on campus unless they have selected the at-home option and *have remained at home*. **If the university determines that a first- or second-year student who selected "at home" has moved to Burlington, they will be suspended for the semester.**

Testing Protocol: To support the health and wellbeing of our students and the broader community, we have provided free COVID-19 tests for students to administer at home, before they arrive on campus/in Burlington. The overall testing protocol includes:

Pre-Arrival Test:	Day -5 (five days before arriving on campus or five days before classes for students already in Burlington)
Arrival Test:	Day 0 (upon arrival either to move into a residence hall or, for those living off campus, the first day of classes)
Week-One Test:	Day 7

On September 16, data from the first month of testing was reviewed and based on counsel from our medical/epidemiology advisors, the weekly testing requirement will continue through November 1 for all students who are not entirely remote. At that time, UVMStrong will revisit the results to date with our medical expert panel again and determine the frequency of testing going forward.

Quarantine and Isolation: The Vermont Department of Health has created a useful [graphic](#) explaining the difference between quarantine and isolation.

Pre-Arrival Quarantine - We developed a [tool](#) to help students and families determine pre-arrival quarantine requirements, and we supported students with an [on-campus quarantine option](#).

On-Campus Isolation - On-campus beds have been identified in a few of our smaller, standalone residence halls for residential students who may become ill. A care and isolation support process has been developed to ensure students receive medical assistance and necessary support (food, etc.) while in isolation or quarantine.

A [memo](#) was issued to all students on August 10, 2020 sharing the Rules and Tips Surrounding Quarantine and Isolation.

Contact Tracing: University personnel in the Student Health Center are trained and prepared to participate in contact tracing under the coordination of the Vermont Department of Health.

Green and Gold Promise: The [Green and Gold Promise](#) clearly articulates the expectations that UVM has for students to remain compliant with all COVID-19 recommendations from the federal Centers for Disease Control, the State of Vermont, and the City of Burlington.

Sanctions for Non-Compliance: The [Code of Student Conduct](#) outlines policies that potentially relate to violations of the Green and Gold Promise. [Sanctions](#) for violations include **finances, educational sanctions, parent notification, probation, and suspension**.

Daily Health Screening: All members of the UVM community must conduct a daily health check by taking their temperature and assessing symptoms prior to arriving on campus or entering a classroom, dining hall, or participating in any activity on campus. Employees will use a [UVM web form](#) to conduct daily screenings. The form went live on August 12 and daily checks for employees began on August 13. Students will download a phone app, CoVerified, to conduct daily screenings.

Mandatory Training: In compliance with directives from the Governor, all employees are required to complete [mandatory training](#) on COVID-19 health and safety requirements before they are permitted to return to their workplaces following remote work.

Face Coverings and Other Personal Protective Equipment (PPE): Face coverings are to be worn at UVM whenever you are in the presence of other people or in a public setting. [UVM's face covering guidance](#) was developed to comply with Vermont's Stay Home Stay Safe order, the Vermont Department of Health recommendations, and the Vermont Occupational Safety and Health Administration mandates. The University has established a process to provide and allocate other PPE including plexiglass shields, face shields, and gloves. Guidelines for PPE for students and faculty participating in clinical and research experiences requiring additional PPE have been established.

Social Distancing: UVM will incorporate social distancing—a proven public health strategy—into all of its educational and co-curricular activities. Students, faculty, and staff are expected to observe strict social distancing of 6 feet while on campus. The occupancies of classrooms, labs, lounges, study spaces, meeting rooms, and other designated common areas have been adjusted so that students, faculty, and staff maintain strict social distancing of no less than 6 feet per individual.

Classroom De-Densification and Cleaning: To support social distancing in classrooms, the fall 2020 schedule was revised to include four modes of instruction and reduce the physical presence of students in classrooms. All classrooms will be deep-cleaned on a nightly basis, and hand sanitizer and disinfecting wipes will be available in all classrooms. Students and faculty will wipe down their seating or lecture area at the end of each class.

Classroom Technology: UVM's efforts to prepare for the fall semester include nearly \$3 million in technological improvements intended to enable the four modes of instruction while maintaining public health and safety. UVM's Enterprise Technology Services is executing a plan to equip most of the University's 230 classrooms and a number of conference rooms with enhanced technologies to create highly flexible spaces. All the classrooms will be equipped with webcams with integrated microphones to avoid the need to share a handheld microphone. Teaching spaces will be equipped with a tablet that can serve as a substitute for a whiteboard on which faculty would normally write. Our technological improvements will make it possible for faculty to webcast their lectures, synchronously or asynchronously, with a live or remote audience. These improvements will make it possible for students to have meaningful virtual interactions with the faculty or other classmates.

Residential Halls: In an effort to reduce the density in our residence halls, we created the at-home option, and we eliminated all triple and quad rooms from our housing inventory.

Dining Halls: Indoor dining seating has been reconfigured to allow for social distancing, new touchless technology has been implemented, and dining spaces will be disinfected more frequently to increase safety. Additionally, outdoor dining seating has been created and dining options will be expanded to offer more flexible grab-and-go options.

Off-Campus Student Conduct: Our Office of Student and Community Relations has been in ongoing communication with our students and responding to concerns raised by members of the neighborhood. A communication was sent to all off-campus students, outlining our expectations for behavior to ensure the health and safety of the community. We have also created a website to share health, safety, and accountability information with our Vermont neighbors.

Curtailing Visitors: Students were allowed two guests with them on move-in day. Guests were required to meet State of Vermont travel restrictions. UVM will limit any other outside visitors to campus, and also will not allow visitors to residence halls.

Study Abroad: The global nature of this pandemic makes travel abroad risky on many levels; therefore, all fall 2020 study abroad and winter session travel programs have been cancelled. A decision regarding spring study abroad and travel study will be announced before November 1.

Fall 2020 Faculty Development, Instructional Modes, and Instructional Technology

September 25, 2020

A Presentation to the University of Vermont
Board of Trustees

Educational Policy and Institutional Resources Committee

Presenters:

Simeon Ananou, Chief Information Officer

J. Dickinson, Associate Provost for Academic Affairs

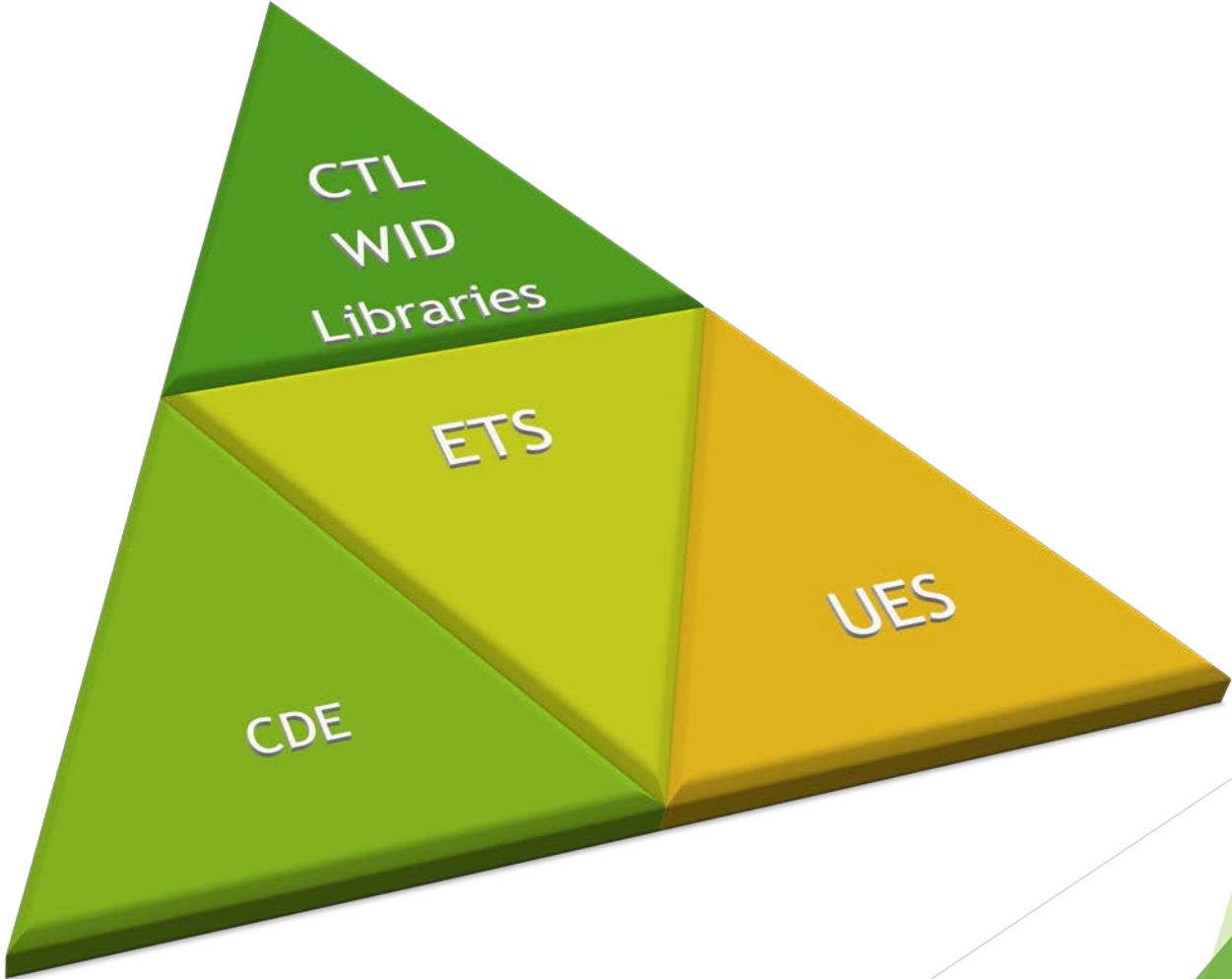
Julia Russell, Associate Chief Information Officer

Jim Vigoreaux, Associate Provost for Faculty Affairs

Four Teaching/Learning Modalities



Innovations for a Successful Fall 2020



Results of Key Collaborations



Questions?

**Office of the Vice President for Research
FY2020 Report
September 25, 2020**

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

**Prepared by
Vice President for Research Kirk Dombrowski**

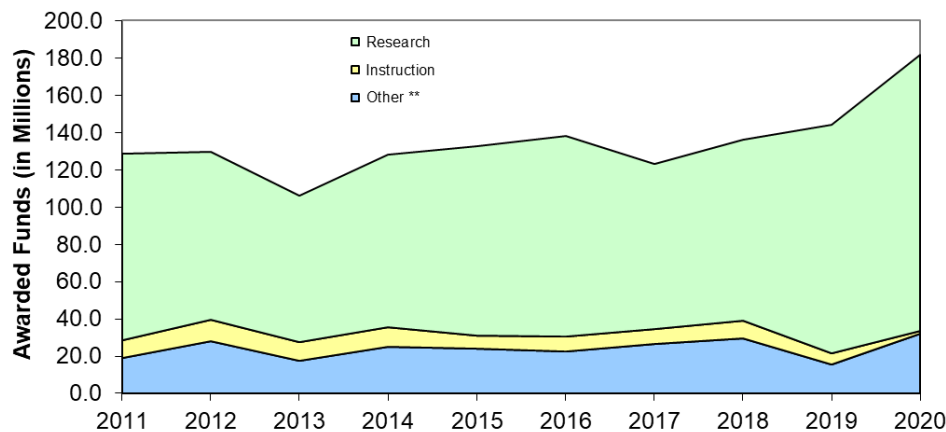
The overarching mission of the Office of VP for Research (OVPR) is to work in partnership with the President, the Provost, the Deans, the Faculty, and supporting staff, to promote a campus-wide culture of creativity, innovation, and excellence in research, scholarship, and creative works. OVPR oversees a complex network of university faculty, staff and programs needed to process, support, regulate, and advance the research enterprise. This includes the work of the Research Administration Office, the Research Development Office, UVM Innovations, the Office of Animal Care Management, the Instrumentation and Technical Services Core, the Vermont Advanced Computing Core, and several major Centers and Institutes.

Research Administration

FY2020 Overview:

- Supported the development and submission of 1,300 proposals.
- Accepted 680 awards for over 300 Principal Investigators, representing over \$181M in funding from 300 different sponsors.
- Made more than 250 new outgoing subawards and 250 outgoing subaward amendments.
- Prepared and submitted over 900 interim and final financial reports to sponsors
- Billed and collected over \$143M in sponsored projects.

Sponsored Project Awards By Purpose



Research Protections Office (RPO)

RPO facilitates the review and approval process for research activities involving human subjects, vertebrate animals, biohazardous materials, and recombinant DNA, and oversees:

- Institutional Review Board (IRB) Committee on Human Research in the Medical Sciences
- Institutional Review Board (IRB) Committee on Human Research in the Behavioral & Social Sciences
- Institutional Animal Care and Use Committee (IACUC)
- Institutional Biosafety Committee (IBC)

Protections Office Oversight Activity

	Active Protocols	New Submissions	Renewals	Modifications
IRB (med+beh)	2,698	580	>600	>3000
IACUC	152	65	NA	32
IBC	172	42	28	71

UVM Innovations

UVM Innovations provides technology transfer service to researchers across all UVM colleges in activities ranging from introductions to industry partners, negotiations of intellectual property terms in research engagement agreements, patent protections, and options/licenses for commercialization of new technologies. The office also supports SPARK-VT, UVM Ventures, DRIVEN, UNY iCorps and the iTrep entrepreneurship programs.

2020 Accomplishments:

A number of UVM start-ups have spun out of UVM in the past year, including:

- CoreMap Inc. (Peter Spector LCOM) which received Series A funding of \$10.5M on September 16, 2020 <https://www.globenewswire.com/news-release/2020/09/16/2094499/0/en/CoreMap-Completes-10-5-Million-Series-A-Financing.html>
- Allostatech LLC from Ellen and Ryan McGinnis (LCOM and CEMS), digitally supports individuals with anxiety through the *PanicMechanic App* currently available through Apple and accepted to the Association of University Technology Transfer Managers COVID BetterWorld Project.
- Prolocor LLC (David Schneider of LCOM) who are developing a platelet reactivity diagnostic to help manage cardiac patient post-myocardial infarction care.

Several UVM technologies have been exclusively licensed, including:

- a new combination therapy for mesothelioma to Paredox Therapeutics LLC
- a pacemaker based therapy for heart failure to Medtronic Inc. and
- specialized polymers for foam applications to ExxonMobil Inc.

Commercialization projects include:

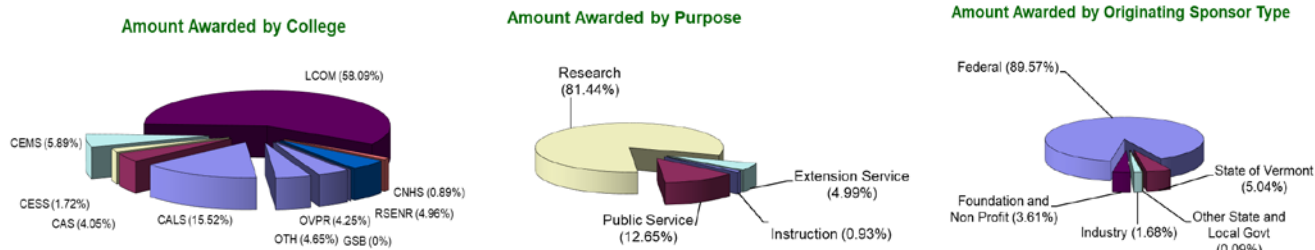
- Xenobot technologies (Bongard & Kriegman CEMS) collaboration with Tufts University. Intellectual property has been filed protecting both institutions interests as we work to expand our relationship.
- Benchmark Space Systems continued growth and advancement toward literally launching their technology in October 2020. <https://www.benchmarkspacesystems.com>
- Packetized Energy Inc. (Frolik, Hines and Almassalkhi CEMS) selected as Vermont's Microenterprise of the year and was selected as one of 4 participants out of 115 applicants to the Greentown Labs and Schneider Electric Bold Ideas 2020 Startup participants. <https://www.vermontbiz.com/news/2020/august/02/packetized-energy-technologies-microenterprise-year>; <https://www.prnewswire.com/news-releases/greentown-labs-and-schneider-electric-announce-bold-ideas-2020-startup-participants-301124757.html>
- Vermontilator (Bates LCOM) development support through inception, patent filing, rapid prototyping and development in UVM's Instrument and Modeling Facility, engagement of Vermont Manufacturing Extension Center, SIMBA student assistance and continued progress toward commercialization. <https://www.uvm.edu/newsstories/news/vermontilator>

UVM Innovations 5 Year Trajectory

	FY16	FY17	FY18	FY19	FY20
Invention Disclosures	56	40	43	37	45
US Provisional Patent Applications	11	11	10	13	14
US Non-Provisional Patent Applications	13	13	13	17	19
US Patents Granted	8	14	10	13	14
Total Options & Licenses Granted	6	4	6	8	5
Total Licenses in Force	46	43	43	43	43
Non-Exclusive Licenses in Force	17	17	19	19	19
Companies Formed	3	3	2	0	2
Companies in Which UVM Holds Equity	17	18	21	21	22
Total Patent Expenses	\$440,000	\$456,721	\$477,091	\$546,082	\$619,940
Total Revenue	\$561,000	\$247,000	\$394,946	\$362,000	\$408,000

Research Development (ResDev)

In Spring 2020, the strategic decision was made to expand grant development services by creating the Office of Research Development. ResDev aggregated the work of three existing staff and recently hired two full time grant development professionals. Three additional hires are expected in FY21.



Year-on-year Sponsored Research Awards and Applications (# and \$)

College / Unit	FY19	FY19	FY20	FY20	\$ change	% change
Awarded						
CALS	92	\$23,067,544	118	\$28,191,816	\$5,124,272	22.2%
CAS	61	\$9,166,127	58	\$7,349,284	(\$1,816,842)	-19.8%
CESS	16	\$7,929,367	13	\$3,126,300	(\$4,803,067)	-60.6%
CEMS	36	\$4,370,189	67	\$10,699,258	\$6,329,068	144.8%
LCOM	337	\$79,827,540	351	\$105,526,722	\$25,699,182	32.2%
CNHS	20	\$1,671,933	13	\$1,616,885	(\$55,048)	-3.3%
RSNER	51	\$4,759,335	47	\$9,004,648	\$4,245,313	89.2%
GSB	1	\$8,410	0	\$0	(\$8,410)	-100.0%
OVPR	5	\$12,464,360	4	\$7,714,260	(\$4,750,100)	-38.1%
OTHER	12	\$1,035,651	9	\$8,446,244	\$7,410,593	715.5%
Total	631	\$144,300,455	680	\$181,675,417	\$37,374,961	25.9%
Submitted						
CALS	197	\$32,269,739	278	\$71,625,182	\$39,355,443	122.0%
CAS	119	\$13,951,223	111	\$21,983,447	\$8,032,224	57.6%
CESS	25	\$9,177,430	28	\$10,462,136	\$1,284,706	14.0%
CEMS	115	\$16,644,869	161	\$40,103,161	\$23,458,291	140.9%
LCOM	567	\$142,057,083	585	\$246,235,021	\$104,177,938	73.3%
CNHS	32	\$3,085,996	31	\$7,794,046	\$4,708,051	152.6%
RSNER	88	\$12,241,062	83	\$14,801,622	\$2,560,559	20.9%
GSB	0	0	1	\$10,000	\$10,000	100.0%
OVPR	7	\$15,815,162	5	\$24,119,814	\$8,304,652	52.5%
OTHER	13	\$1,009,078	16	\$8,743,010	\$7,733,932	766.4%
Total	1,163	\$246,251,643	1,302	\$446,093,609	\$199,841,966	81.2%

A sample of FY2020 awards from across the colleges includes:

- \$10.4 million from the Health Resources Services Administration in the U.S. Department of Health and Human Services to launch the [Vermont Center on Rural Addiction](#). Principal investigator: Stacey Sigmon.
- \$8.4 million from the National Institute of Food Agriculture in the U.S. Department of Agriculture for sustainable agriculture research. Principal investigator: [Vern Grubinger](#).
- \$2.5 million from the U.S. Department of Agriculture to establish the [Food Systems Research Center](#). Principal investigator: Jean Harvey.
- \$2.2 million from the National Institute of General Medical Sciences in the National Institutes of Health to establish the Translational Global Infectious Diseases Research Center. Principal investigator: Beth Kirkpatrick. (Story on earlier grant for center is [here](#).)
- \$1.95 million from the U.S. Forest Service for the [Northeastern States Research Cooperative 2.0](#). Principal investigator: Breck Bowden.

- \$1.7 million from the National Cancer Institute in NIH for research on the Structure and Function of DNA Repair Enzymes and Cancer. Principal investigator: [Sylvie Doublet](#).
- \$1.7 million from National Institute on Drug Abuse in NIH for 2019-21 ABCD-UVM Consortium: [Research Project Site at UVM](#). Principal investigator: Hugh Garavan.
- \$1.6 million from the U.S. Department of Energy for [Packetized Energy](#). Principal investigator: Mads Almassalkhi.
- \$1.2 million from National Cancer Institute in NIH for the Vermont Breast Cancer Molecular Characterization Laboratory. Principal investigator: [Janet Stein](#).
- \$1.1 million from the Vermont Agency of Education for the [Vermont I-Team](#). Principal investigator: Darren McIntyre.
- \$1 million from the Vermont Agency of Agriculture Food & Markets for UVM Extension [Water Quality Improvement Activities](#). Principal investigator: Heather Darby.

COVID-19 Related Research Activities

In addition, UVM Researchers rapidly launched a range of projects related to the COVID-19 epidemic in the Spring and Summer of 2020. Apart from significant advances in medical school curriculum reform, scientists from across the campus brought unique talents to bare on topics ranging from basic virology (Jason Botten, Immunobiology), to computer models of immune cell function (Gary An, Surgery), to modeling disease aerosols (Yves Dubief, Mechanical Engineering). In all, more than 50 NIH “supplement” proposals were submitted related to the SARS-COV2 virus and its impacts. Much of this work has already appeared in national news outlets as well as academic, scientific and medical research outlets. This includes:

- Jason Bates (CEMS and LCOM) and the OVPR ITS team development of a low cost, easy-to-manufacture ventilator for emergency use. Referred to as the “Vermontilator”, it was featured in the [New Yorker](#).
- Jane Molofsky and her team (Plant Biology, CALS) have leveraged agent-based networking models to study the onset of phase transitions and cascade behavior in social distancing among social networks, and shown that social isolation and the use of PPE can [dramatically reduce viral spread](#).
- Laurent Hébert-Dufresne (Computer Science, CEMS) has conducted extensive research on the [Interplay between contact structure, interventions, and behavior on pandemic dynamics](#), research that will be important to predicting the effects of a second wave of COVID-19 infections.
- Mary Cushman (Cardiology, LCOM) is working with a national team of researchers on [thrombosis related aspects of COVID-19 infection](#), and has been widely consulted on direct treatment of the disease.
- Beth Kirkpatrick (Biochemistry, LCOM/CALS) has been widely consulted on efforts to [develop a SAR-COV2 vaccine](#), and has worked with pharmaceutical company AstraZeneca on developing clinical trials plans.

Research Compliance and Integrity (RCI) and Electronic Research Systems (eRS)

Research Integrity provides disclosure, management and training programs in support of our investigators, students and staff in the following areas:

- Financial Conflicts of Interest (FCOI) in Sponsored Projects
- Export Controls
- Responsible Conduct of Research (RCR)

FY2020 Overview:

- 1000+ Conflict of Interest disclosures were reviewed for compliance
- 30 Financial Conflict of Interest monitoring plans were created as a result of these reviews
- 300 students, postdocs, faculty and staff completed “Responsible Research” trainings

The eRS group maintains UVM’s electronic research administration systems and includes the project manager for the implementation of UVMClick, our future electronic research administration and compliance portal for IRB, IBC, IACUC, Proposal Submissions, Awards and Agreements with integration of award data directly to PeopleSoft Financials.

Vermont Advanced Computing Core (VACC)

The VACC is a university-wide High Performance Computing (HPC) core facility providing:

- rapid access to large-scale advanced computing infrastructure;
- tools, on-line instructional materials, and limited personal technical support to our researchers; and
- access to the cluster to include high-performance computing in the classroom to train the next generation of technology leaders.

VACC offers the use of two HPC clusters:

- Bluemoon - High-throughput 3000 core supercomputer supporting large-scale computation, extreme memory jobs, and big data analysis.
- DeepGreen - GPU cluster for high-throughput artificial intelligence and machine learning workflows that accelerate transformative research pipelines.

The VACC is a prime enabler of interdisciplinary research at UVM, supporting 487 active users, including 148 faculty principal investigators, post-docs, graduates, undergraduates, and faculty across 22 disciplines.

Office of Animal Care Management (OACM)

The mission of the Office of Animal Care Management is to promote the well-being of animals used in research and teaching and to facilitate high-quality research by providing animal husbandry and veterinary services for laboratory animals. Dr. Ida Washington, University Veterinarian and the Director of OACM, and her full-time staff of 13 animal care and office personnel, provide husbandry, veterinary care and program support for an average daily census of 8000 animals. These include primarily mice and rats, and occasional guinea pigs, rabbits, and pigs, used in approximately 200 active research and teaching protocols. More than 70 investigators from the Colleges of Medicine, Arts and Sciences, and Agriculture and Life Sciences utilize the research animal facilities. UVM's program of Animal Care has been fully-accredited by AAALAC, International since 1992, with the most recent site visit in March of 2019. UVM has an *Assurance Certification* with the NIH Office of Laboratory Animal Welfare and is registered with and regulated by the United States Department of Agriculture for the use of vertebrate animals for research and teaching under the federal *Animal Welfare Act*. Animal holding and procedural areas are contained within six UVM buildings and comprise a total of nearly 22,000 square feet. The newest facility, the Health Sciences Research Facility (HSRF), houses a state-of-the-art 5,500 square-foot barrier mouse facility, including an Animal Biological Safety Level (ABSL)-2 holding room. An ABSL-3 vivarium is also available for UVM investigators in the Vermont Department of Health Laboratory in Colchester, which complements three Biological Safety Level (BSL)-3 laboratories dedicated to UVM infectious disease research.

Instrumentation and Technical Services (ITS)

Instrumentation & Technical Services, a UVM Core Facility, consists of the IMF Labs (IMF) and Technical Services Partnership (TSP). IMF Labs provide rapid prototyping and development services for campus researchers, Vermont innovators, and other universities. TSP applies biomedical engineering and technology management expertise to serve the UVM lab community, the state, regional hospitals, k-12 schools, colleges, labs and other health related entities. Together these units constitute a self-funded core facility with a staff of 56. ITS completed 122 projects in fiscal year 2020 for 22 UVM departments, 10 inventors, start-ups, and emerging technology companies, and 2 other universities, hospitals and state agencies. TSP provided equipment preventative maintenance and repair services to 74 UVM departments, and completed 3608 work events for those departments. In total TSP supports an active inventory of 4508 devices on the University campus including incubators, centrifuges, biological safety cabinets, anesthesia systems and a variety of other complex instrumentation. TSP provides services to nearly all the other hospitals in Vermont, UVMHN referral hospitals in New York, and other regional healthcare providers. In addition to this work, TSP provided 4 structured internships for engineering students in 2020.

This year IMF was recognized by American Association for Medical Instrumentation with *Bright Idea Best Practice for HTM Department Takes the Lead in Managing Equipment Life Cycles*



The University of Vermont

Annual Diversity Report
Board of Trustees – Educational Policy & Institutional Resources Committee
September 25, 2020

Submitted by
Suresh Garimella, President
Wanda Heading-Grant, Vice President for Diversity, Equity, and Inclusion

INTRODUCTION

Over the past few months, issues of racial equity and justice have been on the forefront of our minds. Across the country, more state and local leaders have [declared racism a public health emergency](#), including right here in Burlington. Since last year, UVM has taken many steps forward. However, there remains a long road ahead.

On [April 17](#), we wrote to the UVM Community describing how the COVID-19 pandemic has highlighted the need to further prioritize inclusive excellence at UVM with a focus on outcomes for students, faculty, staff, and campus climate. In the memo, we introduced Vice President Heading-Grant’s expanded role and focus as Vice President for Diversity, Equity, and Inclusion and that this position would be working closely with both the Offices of the President and the Provost.

On May 1, the [Division of Diversity, Equity, and Inclusion](#) officially “opened its doors” amidst the global pandemic. A few weeks later, in the wake of the deaths of Breonna Taylor, Ahmaud Arbery, Dreasjon Reed, Tony McDade, and particularly George Floyd, this new Division worked to bring the UVM community together to make sense of the continued killing of Black lives in our country. On [June 3](#), in a message sent to the UVM community, Vice President Heading-Grant said that, “Despite the challenges we face and the fear we may feel, let us redouble our efforts and insist on systemic reform. I know we cannot take on everything, but we can have an impact at UVM and in the communities where we serve that will branch out to advance critical social and cultural efforts everywhere.”

On [August 12](#), we once again wrote to the UVM Community, joined by Provost Prelock, to outline many of the wide ranging strategies we have employed to combat racism. In that memo, we encouraged all UVM community members to embrace the values of openness, justice, respect, integrity, innovation and responsibility found in [Our Common Ground](#), and to engage in critical and meaningful dialogue.

Finally, on [August 27](#), President Garimella wrote to the UVM community to outline several university actions to continue to combat racism, promote social justice, and foster greater civic responsibility.

This new academic year has presented us with unprecedented challenges due to the COVID-19 pandemic. In addition, issues of diversity, equity, and inclusion are at the forefront of people’s minds in ways once unthinkable. Despite these complex challenges, we believe UVM is uniquely situated to be an example of an equitable organization for other institutions of higher education because of the civic mindedness of our students, faculty, staff, and alumni and our community’s inclination to continually improve. Vermont is showing the country the way to navigate the COVID-19 pandemic, and we believe UVM will show other institutions of higher education how to prioritize learning even under these trying conditions.

SELECTED HIGHLIGHTS

Amazing Grace, Finding Answers Together Teach-Ins, and Beyond Brave Spaces Webinars

As mentioned above, after the death of George Floyd, the Division of Diversity, Equity, and Inclusion worked hard to bring the community together to make sense of this tragedy. In [Amazing Grace](#), students, faculty, staff, and administrators all came together to share candid, heartfelt reflections and to rally the UVM community together. In “[Finding Answers Together: Exploring, Explaining, and Eradicating Racism](#),” the Division sponsored and hosted three Teach-Ins featuring experts who helped unpack systemic racism, systemic racism in the criminal justice system, and whiteness. Finally, the webinar series, “[Beyond Brave Spaces: Conversations to Inform and Move to Action Together](#),” will continue this semester to build off of the sessions the Division offered over the summer in partnership with the Larner College of Medicine, the College of Education and Social Services, and Continuing and Distance Education. In total, thousands of people have viewed these videos, teach-ins, or webinars live or on our [YouTube channel](#) and expressed their gratitude through evaluations for these free, informative, and timely learning opportunities.

Listening Sessions

As part of the University’s ongoing efforts to foster diversity, equity, and inclusion, the Division, in collaboration with the [President’s Commission for Inclusive Excellence](#) (PCIE), will host listening sessions this September and October to encourage UVM community members, particularly BIPOC community members, to share their experiences.

The Listening Sessions are a part of a larger effort to address issues of institutional biases, inequities, and climate. The sessions are a step toward identifying and clarifying what issues matter the most to our community together. Some of the sessions will be open to the UVM Community and others will be by-invitation only sessions to center on historically marginalized voices.

Prism Center

The Prism Center (formerly the LGBTQA Center) was first established as a center in 1999. It is currently located in the Allen House and has served the Center well for many years. However, we are excited to announce we have identified a new home for the Prism Center. The Prism Center is transforming space in Living and Learning C Building into a hub for supporting and empowering LGBTQA+ students, building community, and championing efforts for campus equity, where all are welcome.

This new space is transformative for LGBTQA+ students and their allies on campus. The location is easier to find, larger, more accessible, provides dedicated spaces for drop-ins with CAPS and Student Health, and will accommodate student group meetings, social and support groups, office space, events and other programs. Along with all the benefits to students, it also increases opportunities for collaboration with other campus partners.

Women & Gender Equity Center

The Women’s Center was first established as a center in 1991 and gained formal UVM recognition in 1997. Over the last 29 years, the Center’s work has shifted, grown, and evolved. This past May, after an extensive two-year [renaming process](#), we were excited to announce the new name of the Women’s Center to the Women & Gender Equity (WAGE) Center to highlight the expansive nature of the Center’s work and to welcome more people with different identities. The name change has already had a huge impact on those we serve, and we hope it will continue to inspire more people to engage with the Center this academic year.

Indigenous Peoples' Day

On [October 14, 2019](#), partners from across the University, including but not limited to the Center for Cultural Pluralism, the College of Education and Social Services, Fleming Museum, and many others helped to commemorate Vermont's first official recognition of Indigenous Peoples' Day. Chief Don Stevens, Chief Roger Longtoe Sheehan, and other Abenaki members performed a healing ceremony on these lands for the first time in decades and expressed their gratitude for former [President Sullivan's acknowledgement](#) of UVM's role in the Eugenics Survey of Vermont. There were a number of events held throughout the day to commemorate this historic occasion, and the University intends to continue to honor this day each October.

Inclusive Excellence at UVM

We continue to be inspired by [Inclusive Excellence UVM: A Framework for Building a More Diverse, Inclusive, and Multiculturally Competent Campus](#). This academic year, we will be looking forward and building on the strategic priorities outlined in [Amplifying Our Impact](#) to envision what diversity, equity, and inclusion work will look like at the University in the next few years. In addition, the Division will continue to collaborate with both the Offices of the President and Provost to help oversee each unit's Inclusive Excellence Action Plan to keep an eye on outcomes for students, faculty, staff, and campus climate.

A Call to Community

As referenced above, President Garimella's [August 27](#) communication to the UVM community outlined three actions the University was taking to combat racism, promote social justice, and foster greater civic responsibility. This fall, we will be working with other community members to dedicate a prominent area in the Davis Center to honor and celebrate our common commitment to unity, respect, diversity, inclusion, equity, and belonging. The working group for this effort includes students, faculty and staff and has an initial focus on honoring the work of African Americans, particularly those who have touched UVM. In addition, the University is initiating a focused fundraising campaign to establish a scholarship program for students from historically underrepresented groups to attend UVM. The President's Common Ground Scholarship will build upon our [shared principles](#) to further extend the opportunities presented by a vibrant, equitable, affordable and accessible education. Finally, during this year's Andrew Harris Commons Legacy Breakfast, the University will formally commemorate the Black Lives Matter (BLM) flag that former Director of Student Life, Pat Brown, and his wife Amy, made for the UVM Community after another BLM flag was stolen. The BLM flag will be permanently and prominently displayed in the University's [Mosaic Center for Students of Color](#) to signify UVM's continued commitment and dedication to Black lives.

SUMMARY

This academic year will surely test all of us in ways we cannot predict. We believe UVM's commitment to issues of diversity, equity, and inclusion will be vital to our short and long-term success and will, to a large degree, determine how favorably students, faculty, staff, alumni, and community members view our institution. We have tremendous potential to be an example to other institutions of higher education and to the world. With genuine commitment to equity, justice, and inclusive excellence, hard work, and resources both financial and otherwise, UVM will last well into the next two hundred years as a strong, healthy, and vibrant community.

Curricular Affairs Committee of the Faculty Senate

Report of the Curricular Affairs Committee of the Faculty Senate

September 25, 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 Review (one):

› **Approval of a proposal from the Graduate College for a new graduate-level credential called a Micro-Certificate of Graduate Study (mCGS)**

The Curricular Affairs Committee approved a proposal from the Graduate College for a new graduate-level credential called a Micro-Certificate of Graduate Study (mCGS). The proposal was approved by the Graduate College Executive Committee. Additionally, the College of Education and Social Services (CESS) and the Public Health program both indicated that mCGSs would be a good way to attract new graduate students, and each submitted an example proposal for a mCGS. The proposal was approved by the Faculty Senate at the meeting of September 21, 2020. If approved by the Board of Trustees, the credential will be in place for spring 2021.

Full Certificates of Graduate Study (CGS) are intended to enhance the educational opportunities for students enrolled in graduate programs at UVM, and to provide opportunities for non-matriculated students to develop professional skills that will enhance their career options. A CGS is comprised of 15 to 21 credits of coursework, including a minimum of 9 credits of core courses. The goal of the new mCGS credential is to provide students with the opportunity to take a smaller, more specific core set of courses that can either stand alone as an independent credential or be used towards the completion of an existing Certificate of Graduate Study.

The proposed Micro-CGS credential would require 9 to 14 credits with a minimum of 6 credits common to all students, and 3 to 8 credits of required or elective credits selected from a small, published set of courses. Nine credits of a mCGS must be graded, and all credits must be from UVM; non-UVM credits could be transferred towards completion of a mCGS. For mCGSs requiring at least 12 credits, students would be able to transfer 3 to 5 credits taken as a non-degree student towards completion of the mCGS. The number of

credits required for a micro-CGS, and the distribution of courses into core and elective components must be specified at the time of approval and not vary between students enrolled in the mCGS. Credits used for an mCGS could be applied toward an appropriate Certificate of Graduate Study, master's, or doctoral degree at UVM, and vice versa; however, credits taken for one mCGS could not be used to fulfill requirements for another mCGS.

Students applying for a mCGS would follow the same process as for Certificates of Graduate Study, and applications reviewed in a similar manner. At least one faculty member responsible for admissions and advising for the program would need to be a member of the UVM Graduate Faculty. To enroll in a mCGS, students would need to be at the post-baccalaureate level, admitted to the Graduate College, and enrolled in the mCGS before taking the final 9 credits. To receive the credential, students would also need to maintain a minimum 3.00 GPA.

The proposal and approval processes for an mCGS would follow the same procedures as for Certificates of Graduate Study. Proposals must be reviewed and approved by the appropriate departmental and unit-level curriculum committees, the Graduate College Executive Council, and the Faculty Senate Curricular Affairs Committee. Approval by both the Faculty Senate and Board of Trustees would also be required. Faculty developing a proposal for a new Certificate of Graduate Study would be encouraged to include a parallel proposal for one or more mCGS if desired. For an mCGS comprised of a subset of requirements for an existing Certificate of Graduate Study, proposers could submit a memo specifying the core and additional courses with a description of how the courses fit together as a cohesive curriculum rather than writing a full proposal. Any significant changes to a mCGS would need to undergo the review and approval process for substantial changes to existing academic programs.

Micro-CGSs would be evaluated biannually by program faculty to determine whether the curriculum provides students the ability to meet the specified learning outcomes. Additionally, mCGSs would be reviewed as part of the Academic Program Review process when graduate programs of the home unit are reviewed.

In summary, establishing a Micro-Certificate of Graduate Study would provide students the opportunity to earn a credential by taking a small, specific set of courses that could then be applied to towards completion of another graduate-level program. It would also provide students the ability to demonstrate graduate-level success with a lower risk than a full Certificate of Graduate Study or master's program. The Graduate College believes this will be a popular option for adult learners thinking of going to graduate school.

Academic Program Reviews

Completed Reviews:

- Human Development & Family Studies and Interdisciplinary Studies

Reviews in Progress:

- Public Administration
- Education
- Higher Education & Student Affairs
- Clinical & Translational Science
- Nursing

Other Academic Actions

• *Completed Actions – The CAC recently:*

- › Reviewed a request from the Department of Department of Geology in the College of Arts and Sciences (CAS) to change the name of the Department, Geology major (BA and BS), and Geology minor to Geology and Environmental Earth Science. The CAC postponed approval pending a letter of support from the Directors of the Environmental Studies program. A letter was submitted that requested delay of discussion and decision until after the ENV5/ENSC Working Group has completed its work in November 2020.
- › Approved a proposal from the College of Engineering and Mathematical Sciences (CEMS) and Graduate College for an online option for the existing Certificate of Graduate Studies (CGS) in Complex Systems and Data Science (CSDS), which was initiated in 2008. The goal of providing an online version is to attract students from outside the local area. Additionally, residential students may find it easier to access courses in the curriculum in the online format as there would be no timing conflict with their other commitments. Importantly, the online curriculum for the CGS in CSDS is identical to the residential curriculum. In any given term, courses will be offered in both online and face-to-face formats, and students in the program can choose either mode of delivery for each of their courses (i.e. they can take a mix of face-to-face and online courses if they choose). The proposed online option is supported by significant investment from CEMS to ensure a successful launch and the quality of the online instruction. Note that as of May 2020, changes in delivery mode for a program (e.g. offering a program online) is no longer considered substantial curricular changes as long as the curriculum itself does not change and students can take courses in either or both formats. The request for the online option of the CGS in CSDS was submitted in April 2020, which is why the request was considered by the CAC. This action was shared with the Faculty Senate at the September 21, 2020 meeting.

- *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.
 - › 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)*

Summary of Academic Programs Initiated or Terminated AY 2019-2020

- *New Programs (five):*
 - › New Sustainable Development Policy, Economics and Governance PhD in the College of Agriculture and Life Sciences
 - › New Post-Professional Doctorate of Occupational Therapy in the College of Nursing and Health Sciences
 - › New Bioinformatics Minor in the College of Agriculture and Life Sciences
 - › New Biosecurity Minor in the College of Agriculture and Life Sciences
 - › New Place-Based Education Undergraduate Certificate in the College of Education and Social Services and the Rubenstein School of Environment and Natural Resources

- *Program Terminations (three):*
 - › Termination of the Master of Education in Reading and Language Arts in the College of Education and Social Services
 - › Termination of the Bachelor of Arts in Engineering in the College of Engineering and Mathematical Sciences
 - › Termination of the Bachelor of Music Degree in the College of Arts and Sciences

EDUCATIONAL POLICY AND INSTITUTIONAL RESOURCES COMMITTEE

September 25, 2020

Resolution approving the creation of a Micro-Certificate of Graduate Study in the Graduate College

BE IT RESOLVED, that the Board of Trustees approves the creation of a Micro-Certificate of Graduate Study in the Graduate College as approved and advanced by the Provost and President on September 21, 2020.