

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

**EDUCATIONAL POLICY AND INSTITUTIONAL RESOURCES
COMMITTEE**

Members: Chair Carolyn Dwyer, Vice Chair Jodi Goldstein, Cynthia Barnhart, John Bartholomew, Otto Berkes, Frank Cioffi, Johannah Donovan, President Suresh Garimella, Stephanie Jerome, Kisha Kalra, Carol Ode, Lucy Rogers, Shap Smith, and Samuel Young

Representatives: Faculty Representatives Evan Eyler, 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, and Graduate Student Representatives Rosie Chapina and Max Cordes Galbraith

Friday, June 4, 2021

11:05 a.m. - 12:20 p.m.

**This meeting will be held remotely. If interested in listening in, please dial:*

1-802-489-6040; Conference ID: 347 524 820#

For any technical issues or questions, please email edickinson@uvm.edu

AGENDA

	Item	Enclosure	Discussion Leaders	Time
	Call to order			11:05 a.m.*
1.	Approval of February 5, 2021 meeting minutes	Attachment 1	Carolyn Dwyer	11:05-11:08
2.	Provost's report	Attachment 2	Patricia Prelock	11:08-11:13
3.	Outcomes of low enrollment program reviews	Attachment 3	Patricia Prelock Bill Falls	11:13-11:58
4.	Faculty Senate Curricular Affairs Committee chair's report	Attachment 4	Laura Almstead	11:58-12:03
5.	Curricular action items: <ul style="list-style-type: none">• Resolution approving the creation of a Certificate of Graduate Study in Resiliency-Based Approaches with Families, Schools & Communities in the College of Education and Social Services in conjunction with the Graduate College• Resolution approving the terminations of 16 Secondary Education minors in the College of Education & Social Services• Resolution approving the termination of the Sustainable Landscape Horticulture major in the College of Agriculture and Life Sciences	Attachment 5	Carolyn Dwyer	12:03-12:08

5.	Curricular action items, continued: <ul style="list-style-type: none"> • Resolution approving the termination of the Dietetics, Nutrition and Food Sciences major in the College of Agriculture and Life Sciences • Resolution approving the creation of a Micro-Certificate of Graduate Study in Agroecology in the Graduate College 	Attachment 5	Carolyn Dwyer	
6.	Resolution approving revisions to Hazing Policy	Attachment 5; Appendix A	Erica Caloiero	12:08-12:13
7.	Resolution approving the Vermont State 4-H Foundation, Incorporated as an Affiliated Organization	Attachment 5	Sarah Kleinman	12:13-12:18
8.	Other business**		Carolyn Dwyer	12:18-12:20
	Motion to adjourn			12:20 p.m.

*Times are approximate.

**Executive session as needed.

**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, February 5, 2021 at 10:45 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 Donovan¹, Carol Ode², Shap Smith, Berke Tinaz and Samuel Young

MEMBERS ABSENT: Curt McCormack

OTHER TRUSTEES PRESENT: Board of Trustees Chair Ron Lumbra, Kevin Christie, John Dineen, David Gringeri³, Don McCree⁴, Tristan Toleno⁵ and incoming student trustee Kisha Kalra

REPRESENTATIVES PRESENT: Faculty Representatives Laura Almstead and Chris Burns, Staff Representatives Amanda McIntire and Sarah Heath, Alumni Representative Susan Wertheimer, Student Representative Finlay Buchanan-Jacobs and Graduate Student Representatives Rosie Chapina and Max Cordes Galbraith

REPRESENTATIVES ABSENT: Faculty Representative Mary Cushman, Foundation Representative Wolfgang Mieder and Student Representative Sam Pasqualoni

PERSONS ALSO PARTICIPATING: Provost and Senior Vice President Patricia Prelock, Vice President for Legal Affairs & General Counsel and Chief of Staff to the President Sharon Reich Paulsen, Vice Provost for Academic Affairs and Student Success Jennifer Dickinson and Dean of the College of Arts & Sciences William Falls

¹ Joined at 11:31 a.m.

² Joined at 11:11 a.m.

³ Departed at 11:28; rejoined at 11:33 a.m.; departed at 11:55 a.m. and rejoined at 11:58 a.m.

⁴ Departed at 11:12 a.m.

⁵ Joined at 11:16 a.m.

Chair Carolyn Dwyer called the meeting to order at 11:06 a.m. and welcomed new faculty representative Dr. Evan Eycler to the committee.

Approval of minutes

The minutes from the September 25, 2020 meeting were presented for approval. A motion was made, seconded and voted to approve the minutes as presented.

Provost's remarks

Provost Patricia Prelock reported that she has charged a Diversity and Inclusive Excellence Co-Curricular Working Group, co-chaired by Associate Professor Cynthia Reyes and Diversity, Engagement and Professional Development Director Jilliene Rodriguez, with conducting an inventory of existing co-curricular diversity experiences across campus, analyzing the efficiency, effectiveness, and spectrum of the current array of these experiences and activities. The Working Group has been asked to propose an undergraduate diversity co-curriculum consisting of a menu of both mandatory and optional activities which may be new, existing, or reflect the expansion or implementation of some recommendations as early as fall 2021. She directed trustees to her written report included as attachment 2 in the meeting materials for progress updates on additional academic strategic goals.

Action items

Chair Dwyer presented the following resolutions:

Resolution approving the creation of an Entry-Level Doctorate in 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 an Entry-Level Doctorate in Occupational Therapy in the College of Nursing and Health Sciences, in conjunction with the Graduate College, as approved and advanced by the Provost on December 16, 2020 and President December 17, 2020.

Resolution approving the creation of a Bachelor of Science in Community-Centered Design in the College of Agriculture and Life Sciences

BE IT RESOLVED, that the Board of Trustees approves the creation of Bachelor of Science in Community-Centered Design in the College of Agriculture and Life Sciences as approved and advanced by the Provost on December 16, 2020 and President December 17, 2020.

Resolution approving the termination of the Master of Science in Bioengineering in the Graduate College

BE IT RESOLVED, that the Board of Trustees approves the termination of the Master of Science in Bioengineering in the Graduate College, as approved and advanced by the Provost on February 2, 2021 and President on February 3, 2021.

An opportunity for discussion was offered. There being none, a motion was made, seconded and it was unanimously voted to refer the resolutions to the board for approval.

Vice President for Legal Affairs & General Counsel and Chief of Staff to the President Sharon Reich Paulsen introduced the following resolution, noting the Equal Opportunity polices are due

for annual review by the board for compliance purposes. Housekeeping changes have been made to both policies, including updating the responsible official, policy number and links to related documents.

Resolution reaffirming Equal Opportunity policies

BE IT RESOLVED, 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.

An opportunity for discussion was offered. There being none, a motion was made, seconded and it was unanimously voted to refer the resolution to the board for approval.

Low enrollment/low completion program review

Provost Prelock led a discussion regarding the current low enrollment/low completion program review activities that are under way in the colleges and schools. She pointed out that curating the institution's degree programs will ensure students are provided with an array of programs that are properly resourced and can maintain strong enrollments. In addition, the regular and systematic review of low enrollment/low completion programs is essential to align the university's resources with its priorities and to facilitate the institution's long-term financial stability. She noted the low enrollment/low completion program review will be an annual exercise conducted each fall by the colleges and schools. The process culminates with a recommendation from the Dean to the Provost's Office and the recommendation advances to the Faculty Senate for review and action.

Provost Prelock stated that due to budget issues, the College of Arts and Sciences (CAS) began a program review process in 2017, and then she invited CAS Dean Bill Falls to offer remarks. Dean Falls reported that a committee formed in CAS in 2018 identified many of the programs currently recommended for changes. Although 12 majors are recommended for termination, 44 majors remain, and many courses from the majors slated for termination also would remain. Eleven minors are recommended for termination with 52 minors remaining. Dean Falls reported that the faculty have been collaborating and multiple departments have been looking at creative ways to capitalize on their resources and expertise and have been invited to create counterproposals.

The committee next reviewed the new processes for academic program terminations and deactivations approved by the Faculty Senate in December 2020 and included as attachments 5 & 6 in the meeting materials. Vice Provost for Academic Affairs and Student Success Jennifer Dickinson explained deactivation removes a program from the catalogue for up to five years, but does not terminate it. She noted that by the end of the fifth year, the program may be reactivated, terminated, or granted an extension. Terminations can be either contested or uncontested. No-contest termination is initiated at the departmental level and has approval of more than 50% of

the faculty. Contested terminations receive support from less than 50% of program faculty. Following Vice Provost Dickinson's presentation of the process steps, Provost Prelock acknowledged Faculty Senate Curricular Affairs Committee Chair Laura Almstead and thanked her for her contribution and efforts in refining the process.

Other business

There being no further business, the meeting adjourned at 12:09 p.m.

Respectfully submitted,

Carolyn Dwyer, Chair



Provost's Report
June 4, 2021

Board of Trustees
Educational Policy and Institutional Resources Committee

Prepared by
Provost and Senior Vice President Patricia A. Prelock

During the June Board meeting, you will participate in discussions about the academic reorganization initiative launched last May, and proposed academic program eliminations resulting from our review of low major enrollment and low completion (LE/LC) programs. Both of these topics have rightly generated interest and debate; these are actions of significant consequence and they deserve our community's fullest engagement and consideration.

I will use this report to set the stage for the Board's discussions in three ways. First, the university's incentive-based budget model (IBB) has emerged as a recurring theme in both the academic reorganization and LE/LC discussions. I thought it would be useful to briefly revisit IBB's inception and our ongoing evaluation of the model. Second, I will provide information that will help you consider the UVM LE/LC exercise in the national context. Finally, I'll share some data and information specific to our LE/LC process, upon which Dean Bill Falls and I will expand when we meet.

1. Incentive-based Budgeting

IBB's Origin

In FY13, the UVM community, including governance leaders, trustees, academic and administrative business managers, members of the Faculty Senate, and other constituents discussed the characteristics and operation of its existing budget model. There was widespread agreement that the existing model:

- Lacked transparency
- Was unnecessarily complex
- Offered little flexibility
- Provided few incentives

In FY14, President Tom Sullivan asked Provost David Rosowsky, in his role as chief budget officer, to lead the campus in the development of a new incentive-based budget model. The development, implementation, and assessment of IBB was guided by the following principles:

- Creates incentives that promote academic quality and excellence
- Creates incentives at all levels that promote financial sustainability

- Encourages innovation and entrepreneurship throughout the University
- Provides transparency, clarity, and predictability
- Can be easily understood, is easy to implement and operate, and is flexible
- Can operate in all cycles of the economy, whether robust or downturn
- Fosters interdisciplinary scholarly and teaching activity

IBB went live in FY16. At that time, uncertainty about the new model focused on the following:

- Whether IBB would adversely affect the quality of the undergraduate experience
- Whether interdisciplinarity would decline in IBB
- Whether, as a result of its cost, research activity would decline in IBB
- Whether, as a result of its cost, graduate education would decline in IBB
- Whether IBB would weaken the teacher-scholar model

IBB's Assessment

In FY17, Provost Rosowsky charged a working group with developing a set of metrics to help us understand whether, and how well, IBB was working. The group concluded that they could not credit (or discredit) IBB directly with any measure of institutional performance, but that it was reasonable to consider whether the institution had made progress since IBB's implementation. As a result, the group identified 13 "Indicators of Success" to monitor prominent IBB concerns and institutional performance.

IBB Indicators of Success – FY13¹ to FY20

1. Undergraduate admit rate declined from 76.7% to 67.3%; reflecting the increased depth and quality of our applicant pool.
2. Undergraduate yield rate increased from 14.2% to 20.4%, reflecting our increased ability to attract students.
3. First-to-second year retention remained steady at 85.5% and 85.3%.
4. It is too soon to calculate the FY 20 four-year graduation rate; but the rate increased from 64.4% to 67.1% in FY17.
5. Graduate degrees awarded increased from 560 to 586 with a high of 722 in FY19.
6. Growth in new graduate programs remained steady at about 2 per year, with a high of nine new programs in FY18.
7. Extramural funding proposals submitted increased from 1,168 to 1,302.
8. Extramural funding awards experienced a modest decline from 699 to 678.
9. Extramural funding receipts increased substantially from \$106M to \$181M.
10. Cross-department external proposals declined from 427 to 361.
11. Cross-college extramural proposals increased from 163 to 218.
12. The percent of our faculty who are tenured/tenure-track (excluding LCOM) has decreased from 76% to 69%, now more closely reflecting a national average that is about 70%.
13. The class section size mix has remained reasonably stable.

Taken together, these indicators demonstrate that the predicted negative IBB outcomes did not materialize, and that the institution has made substantial progress since the implementation of the new budget model.

¹ FY13 is used for comparison purposes since it was the "pre-IBB baseline" year.

IBB and Academic Reorganization

Our structure is fundamental to all that we do, and has evolved over a period of more than two centuries. Its periodic review and recalibration are essential to our continued success. Our academic restructuring work is aimed at finding ways to:

- Enhance the student experience
- Reduce complexity and redundancy
- Reduce barriers to student and faculty success created by the current university structure
- Increase academic alignments that are contemporary and forward thinking and responsive to the [Amplifying our Impact](#) strategic vision

During the academic reorganization discussions the IBB concerns have centered on:

- Whether IBB would discourage interdisciplinary activity
- Whether IBB would cause decisions to be driven by budgetary imperatives rather than strategic priorities
- The basis of the College of Arts and Sciences (CAS) deficit

The Indicators of Success demonstrate that interdisciplinarity remains a core value of the University of Vermont and that quality, excellence, and strategic priorities are driving our decisions. If this were not true, we would see an absence of collaborative grant proposals, substantial shifts in class sizes, a withdrawal from graduate education, a withdrawal from research, and the like. With regard to the debate about the basis of the CAS deficit, CAS has a growing structural deficit because the inflationary growth of its direct expenses has outpaced the growth in its revenues. Whether we had IBB or another budget model in place, this imbalance would have to be rectified.

I am hopeful that we can move our academic reorganization conversations beyond unsupported claims about our budget model and focus on how we can position our institution for success in an ever-evolving and increasingly competitive landscape.

IBB and Low Major Enrollment/Low Completion Program Review

Last fall, I asked the deans to conduct a review of low major enrollment and low completion programs to determine whether any of these programs should be considered for consolidation, deactivation, or termination (Appendix A). The regular and systematic review of low major enrollment/low completion programs is essential to aligning our resources with our priorities and supporting the institution's long-term financial sustainability. An equally important reason for curating our degree offerings is to ensure that we are providing our students with an array of properly resourced programs that can maintain strong enrollments, and to foster the vitality necessary to achieve a high-quality academic experience.

The College of Arts and Sciences began discussing the allocation of its curricular resources and LE/LC programs several years ago, and Dean Falls had begun taking action on the basis of these discussions and enrollment data. The proposed CAS program eliminations generated substantial dialogue – much of it focusing on IBB – which has largely been a distraction. As noted earlier, CAS has a growing structural deficit because the inflationary growth of its direct expenses has outpaced the growth in its revenues. IBB helps us calculate this imbalance, and IBB makes this imbalance transparent, but IBB is not the cause of this imbalance. The root of the imbalance lies in the fact that between 2010 and 2020:

- Students majoring in CAS disciplines decreased 21%
- Credit Hours Taught in CAS decreased by 16%
- CAS applications decreased 27%, while UVM applications decreased 16%.²

It bears repeating: whether we had IBB or another budget model in place, this imbalance would have to be rectified.

Our need to align curricular resources with priorities and demand remains, as does our need to ensure that we are providing our students with programs fostering the vitality necessary to achieve a high-quality academic experience.

2. The National Context – Enrollment Challenges and Responses

The University of Vermont is not alone in taking steps to strengthen sustainability and to align resources with priorities and demand. The national context suggests that deliberate action is necessary now to ensure that we are positioned to address the strategic imperatives of [Amplifying our Impact](#) and our [Academic Success Goals](#),

Demographics

As discussed in a recent *Chronicle of Higher Education* [article](#), all of higher education has been preparing for a sharp decline in enrollments resulting from a demographic shift that was expected in 2025. For about the last five years, we have been discussing the need to diversify our revenue streams as well as identify ways in which we can increase yield and retention in response to this looming “cliff.” The *Chronicle* reported even starker news. Data from 2020 revealed a 4% drop in the birth rate, which is the lowest since 1979, and followed five previous years of declining birth rates. It is clear that sustaining enrollments will be a persistent challenge for universities across the country.

Closures

Some universities have already succumbed to severe declines in enrollment, decreases in state funding, and pressures to reduce tuition and/or increase aid. *Higher Ed Dive* has been tracking [university closures](#) since 2016. During this time, 67 colleges or universities have closed or merged. Five of these were in Vermont, and 25 of them were in the northeast (our largest immediate catchment area).

Program Eliminations and Suspensions

Citing enrollment and budget imbalances that pre-existed the pandemic, but were heightened by it, major universities across the country are making difficult programmatic and staffing decisions. Here is a sampling of just a few of them.

- The University of Connecticut has [made](#) more than \$35 million in reductions in FY21.
- In February, the University of Wyoming finalized [plans](#) to eliminate 11 academic programs.

² During this period, the university changed its application fee structure and instituted an application essay, as anticipated, both of which impacted application numbers.

- In January, Ithaca College released a [draft plan](#) to eliminate 26 departments and 116 FTE faculty positions which included substantial reductions in the School of Humanities and Sciences.
- In January, William Patterson University [announced](#) that it was considering eliminating 60 to 100 faculty positions and 10 academic programs.
- Last June, the University of Alaska [announced](#) the elimination of 39 academic programs.
- In January, the University of Minnesota announced that it has [suspended admissions](#) in 12 liberal arts programs and limited admission to 15 others.
- According to a December 29 Wall Street Journal [article](#), admission has been suspended at more than 140 humanities and social sciences doctoral programs across the country

Student Interest and Demand

Interest in particular majors on our campus reflects national trends. As part of taking the PSAT, students are asked to indicate a single major of most interest to them. In 2018-19 (the last year for which data are currently available), interest in the following majors that are being considered for termination at UVM experienced a decline in interest nationally when compared to both the 2012-13 cohort and the 2015-16 cohort:

Academic Major	% Change from 2012-13	% Change from 2015-16
Education	-30%	-52%
Classics and Classical Lang	-31%	-35%
International/Global Studies	-6%	-13%
Religion/Religious Studies	-39%	-32%

3. UVM – Enrollment Challenges and Responses

The University of Vermont is not immune to national trends and in fact, grows increasingly vulnerable if we fail to engage in the forward-thinking necessary to sustain enrollments and maximize our limited resources. Students remain at the center of our decision-making. The difficult discussions and choices we are engaged in reflect our commitment to providing our students with affordability, accessibility, and excellence. Notably, although CAS program eliminations has been the primary focus in the community, several other UVM college and schools have put forth terminations or deactivations of LE/LC programs, including 4 graduate programs in LCOM and 1 in CEMS; 16 minors in CESS, 2 majors and 1 minor in CALS; and 1 major in CNHS.

Proposed CAS Program Eliminations

As mentioned earlier, on the basis of conversations that have taken place over the last several years, In December, 2020 Dean Falls proposed the elimination of 12 majors (Appendix B). This proposal impacted only 2% of all CAS undergraduate degrees awarded annually. Forty-four majors would remain available to students. The distribution of majors across academic disciplines would remain balanced: 13 in the arts and humanities, 13 in the natural sciences, 10 in the social sciences, and 8 are interdisciplinary. Additionally, Dean Falls proposed the elimination of 11 minors. This would impact only 2% of all CAS minors awarded annually. Fifty-two minors would remain available to students. The distribution of minors across academic disciplines also would remain balanced: 19 in the arts and humanities, 7 in the natural sciences, 10 in the social sciences, and 16 are interdisciplinary. Following his December proposal, Dean Falls offered faculty in the affected departments the opportunity to

provide counter proposals that would address the principles laid out in his original memo. Counterproposals were received for all but two. The counter proposal process more fully engaged faculty and sought as many uncontested program terminations as possible. The table below summarizes the outcomes of these discussions thus far.

Proposed Terminations/Outcomes	Majors	Minors	Masters
	12	11	4
• Revised and Retained	4	2	2
• Uncontested Terminations	8	8	1
• Contested Terminations	0	1	1

Student Interest and Demand

While students majoring in these LE/LC areas are declining, we recognize exposure to these disciplines is fundamental to a liberal arts education. We also know students want to take courses in these disciplines, but most don't want to major in them. By terminating these majors and minors, we eliminate the need to provide the upper-level courses that are major/minor requirements, but benefit only a very small number of students. This will enable us to redeploy this instructional effort for the benefit of many more students, both inside and outside of CAS, in classes at the introductory and intermediate levels.

CAS Fall 2021 Enrollments

Although we have enrolled a larger than expected first-time first-year (FTFY) class for fall 2021 that will generate additional revenue for CAS, it does not obviate the need to take action on LE/LC programs. At this time, enrollments overall are very strong, but they are tempered by the following qualifiers:

- These students have not selected majors in programs that we have identified as LE/LC.
- We know that many students have double or even triple-deposited, and we cannot predict how many of these students will ultimately decide to come to UVM.
- Our current FTFY class is extremely small, so the potential fall 2021 gain does not reflect pure growth, instead, it serves to offset the suppressed fall 2020 FTFY enrollment.
- More than 1/3 of the increase in CAS FTFY students for fall 2021 (over fall 2020) are students who were originally admitted in fall 2020 but deferred; the fall 2021 increase is not reflective of the demand from a single cohort.

I realize that the changes under discussion are significant and difficult, and I respect and appreciate how unsettling this is for some members of our community. That said, we need to address unavoidable realities and identify opportunities for creativity and innovation that will sustain our institution.

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As you know, at the end of April we began to hear numerous concerns regarding the university's sexual misconduct prevention, reporting, and support services. These are critically important matters, and meetings with student representatives and university leaders were held as quickly as possible. In Appendix C and Appendix D, you'll see the university's initial response as well as an update on our progress. Our commitment to developing solutions to the issues raised is clear.

Finally, I cannot close without acknowledging the commitment of the entire university to the continued health and safety of our community this semester and over the entire academic year. Our response to the pandemic has been superb.



TO: Academic Deans

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

DATE: November 23, 2020

SUBJECT: Low Enrollment/Low Completion Programs

In its long history, the university has created many new and important academic programs, but has terminated very few, including those that have consistently sustained low enrollments. The regular and systematic review of low enrollment/low completion programs is essential to aligning our resources with our priorities and supporting the institution's long-term financial sustainability. An equally important reason for curating our degree offerings is to ensure that we are providing our students with an array of properly resourced programs that can maintain strong enrollments, fostering the vitality necessary to achieve a high-quality academic experience.

For these reasons, I am asking the deans of our schools and colleges to conduct a review of low enrollment and low completion programs within their purview¹ to determine whether any of these programs should be considered for consolidation, deactivation, or termination. The College of Arts and Sciences has recently completed a similar exercise and will be taking action on its findings over the next several months. This is an important process in which all colleges and schools should engage regularly, not only in response to our current fiscal challenges, but also as part of on-going quality assurance efforts ensuring the maintenance of our most important programs.

I ask that you begin with the following framework using data from the Catamount Data site of the Office of Institutional Research:

- Low-enrollment/low completion undergraduate majors: those that enrolled 25 or fewer students or graduated 5 or fewer students in the major on average over the last three academic years
- Low-enrollment/low completion undergraduate minors: those that enrolled 15 or fewer students on average over the last three academic years
- Low enrollment/low completion master's programs and graduate certificates: those that have averaged 5 or fewer degrees awarded over the last three years
- Low enrollment/low completion doctoral programs: those that have averaged 3 or fewer degrees awarded over the last three years

The above metrics are intended to provide an initial baseline across programs. You may use additional metrics to determine low enrollment/low completion across undergraduate, graduate, and certificate programs, such as the enrollment, growth, and funding trajectories of new programs.

¹ Dean Forehand will coordinate the review of cross-college graduate programs.

Your process should be data-informed and transparent. Here are the process metrics you should use to examine important questions about program need, sustainability, and investment:

- Program enrollments
- Program completions
- Student credit hours taught
- Student:Faculty ratios
- Reliance on part-time and temporary faculty, and the near and mid-term permanent faculty staffing forecast

Other important considerations:

- The program's role in the provision of service courses and supporting the Catamount Core, and whether the current program structure is essential to those contributions
- Program costs, as well as the unit's overall financial position
- Program fit with your unit's strategic plan and the university's larger [Amplifying Our Impact](#) strategic vision
- The opportunity cost associated with the program and whether, despite its value, there are more pressing needs for the resources devoted to it

You can find the Faculty Senate documents outlining program deactivation, termination, and substantial revision timelines and procedures [here](#).

Essential to the success of this process is clear and consistent communication with your faculty. I ask that you use the template below to introduce this effort, and that you emphasize that this is a university-wide undertaking that we are initiating now, and that should become a regular practice in every unit.

I would like a report of the outcome of your reviews no later than December 18.

TEMPLATE

Dear Faculty,

The regular and systematic review of low enrollment/low completion programs is essential to aligning our resources with our priorities and supporting the institution's long-term financial sustainability. An equally important reason for curating our degree offerings is to ensure that we are providing our students with an array of properly resourced programs that can maintain strong enrollments, fostering the vitality necessary to achieve a high-quality academic experience.

For these reasons, the Provost has asked each college/school to conduct a review of its low enrollment and low completion programs¹ to determine whether any of these programs should be considered for consolidation, deactivation, or termination. The College of Arts and Sciences has recently completed a similar exercise and will be taking action on its findings over the next several months. This is an important process in which all colleges and schools should engage regularly, not only in response to our current fiscal challenges, but also as part of on-going quality assurance efforts ensuring the maintenance of our most important programs.

We will begin with the following framework using data from the Catamount Data site of the Office of Institutional Research:

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- *Low enrollment/low completion master's programs and graduate certificates: those that have averaged 5 or fewer degrees awarded over the last three years*
- *Low enrollment/low completion doctoral programs: those that have averaged 3 or fewer degrees awarded over the last three years*

The above metrics are intended to provide an initial baseline across programs. You may use additional metrics to determine low enrollment/low completion across undergraduate, graduate, and certificate programs, such as the enrollment, growth, and funding trajectories of new programs.

Here are the process metrics we should use to examine important questions about program need, sustainability, and investment:

- *Program enrollments*
- *Program completions*
- *Student credit hours taught*
- *Student:Faculty ratios*
- *Reliance on part-time and temporary faculty, and the near and mid-term permanent faculty staffing forecast*

Other important considerations:

- *The program's role in the provision of service courses and supporting the Catamount Core, and whether the current program structure is essential to those contributions*
- *Program costs, as well as the unit's overall financial position*
- *Program fit with your unit's strategic plan and the university's larger [Amplifying Our Impact](#) strategic vision*
- *The opportunity cost associated with the program and whether, despite its value, there are more pressing needs for the resources devoted to it*

DESCRIBE UNIT PROCESS BRIEFLY HERE, INCLUDING HOW AND WHEN YOU WILL COMMUNICATE WITH FACULTY, AND IDENTIFYING AN INTERNAL DEADLINE THAT ALLOWS YOU TO MEET THE DECEMBER 18 DEADLINE.

This is an important exercise that should be conducted annually. As we move through the process this year, let's consider how we can design a thorough, yet efficient process that can be incorporated into our existing curricular review practices.



The University of Vermont

December 2, 2020

Dear CAS Faculty and Staff,

We have reached a critical point where it is incumbent upon us to institute changes that will protect the College and position it for future success. This has been some time in the making. In a 2018 memo, I wrote that we were at a crossroads and that we needed to consider different approaches to address the nation-wide decline in liberal arts enrollment foreshadowed by the Great Recession. Between 2010 and 2016, this shift resulted in more than a 17% decline in enrollment and a 20% decline in student credit hours at the College with our humanities and arts enrollments suffering the most.

Together, we sought ways to reverse this trend, pushing back on the belief that a major must align with a specific career, and emphasizing the power of a liberal arts education to provide our students with broadly applicable and transferable skills. Our enrollments and student credit hours have stabilized since 2016, but we are still well below where we were pre-recession.

The decline in enrollments created a structural deficit in the College that was fully revealed in fiscal year 2017 (FY2017). In FY2017 CAS submitted a budget with a deficit of \$1.73M. In FY2018 this deficit grew to over \$3M causing the central administration to permanently increase CAS' subvention by \$2M. While this decreased CAS' FY2018 deficit to \$1.03M, the deficit grew to \$1.8M in FY2019 and \$2.46M in FY2020. A combination of cost savings measures taken within the fiscal year, efforts to increase summer revenue, and use of one-time funds (Fund 108, CAS' "savings account") have allowed CAS to finish each fiscal year without a deficit. However, the fact that revenues are less than planned expenses each year demonstrates that structural changes must occur.

It is important to note that 96% of CAS' non-support center budget is in personnel. For that reason, efforts to reduce expenses have focused on non-replacement of faculty who retire or leave the University and reduction of NTT FTE. From FY2017 to present, CAS has seen the retirement or separation of 48 tenured/tenure-track faculty. Every academic Department except Asian Languages and Literatures has been affected. Tenure-track hiring has been severely limited with only 19 hires, 2 of which were hired with financial support from the Provost and Vice President for Finance. Overall, the number of tenured/tenure track faculty has declined by 11% since 2016 with some departments absorbing the loss of nearly a third of their faculty. To maintain instruction across the breadth of our majors, we have increased the number of NTT faculty by 5% while maintaining the same level of NTT FTE we had in 2016. Still, this tactic has put many departments perilously close to not being able to serve their majors and minors and has put the College's ability to serve the broader instructional needs of the College and University in jeopardy.

We also sought new revenue to close the structural budget gap. More than 72% of our revenue comes from undergraduate student credit hours, far more than any other College. We have added a new interdisciplinary major, created a robust internship program, and partnered with enrollment management to focus our recruitment strategy to increase student yield. While yield has increased 2.5% since 2016, **still only 17% of CAS' admitted students choose to enroll.**

**COLLEGE OF ARTS AND SCIENCES
OFFICE OF THE DEAN**

Lattie F. Coor House, 438 College Street, Burlington, VT 05405
(802) 656-3344 Student Services
(802) 656-3166 Faculty and Administrative Services

We have redoubled our efforts to increase student retention by providing better advising support for faculty and introducing professional advising for first-year students. Still, **we lose 15% of our first-year students by their second year**. We have also sought to increase summer revenue by reducing costs and increasing course margins. We introduced an online degree completion program (which was unsuccessful and discontinued) and added accelerated master's programs. However, our structural deficit has remained.

The pandemic and its associated stresses on the University have underscored and amplified CAS's structural deficit. CAS is now facing an unprecedented \$8.6 million deficit in the current fiscal year (FY2021) and projected deficits of \$10.1M in FY2022 and \$9.2M in FY2023. The tactics used to this point for reducing costs—non-replacement of retiring or separated faculty, NTT FTE reductions—are insufficient to close a \$8M - \$10M deficit and CAS has exhausted its Fund 108 "savings account."

Despite our efforts over the last few years, our significant structural deficit means that we can no longer sustain our current departmental structure and the full range of majors, minors and master's programs. **To do so would require that we continue to diminish all departments, majors, and programs** jeopardizing the overall quality of our education, our ability to respond to student interests, our ability to weather future challenges, and our ability to evolve our curriculum which is so desperately needed if we are going to be successful into the future.

The President and Provost are directing CAS to take immediate action to close its structural deficit in part by terminating low enrollment programs and combining or eliminating academic departments.

Therefore, following a data-informed process I am initiating a process to recommend termination of 12 low enrollment majors, 11 low enrollment minors, and 4 master's programs and combine or eliminate a number of academic departments.

Twenty-four majors, 27 minors, and 4 master's programs were identified as low enrollment programs based on the three-year average (academic years 2017, 2018, 2019) of the number students in the program and the number of students completing the program (see Appendix). For the master's programs, program revenue and expenses were also considered.

Majors in Classic Civilization, Greek, and Latin, the minors in Classics, Greek Language and Literature and Latin Language and Literature, the Master's in Greek & Latin, and the Master at Teaching in Latin are recommended for termination. The 3 majors have graduated a combined average of 2.1 students per year over the last three academic years. The three minors have graduated a combined average of 1.7 minors per year. The master's in classics has awarded an average of 1.7 degrees per year. The Department of Classics has 4 tenured faculty and one non-tenure track faculty and has been unable to offer the full range of courses needed to complete the three undergraduate majors, three minors, and the master's degree. Because courses sometimes fail to meet College course minima, faculty have resorted to combining 100- and 200-level courses into a single course and offering courses as independent study. With the lack of student interest and little prospect for faculty hiring, these programs are no longer sustainable.

Majors in Geology (BA/BS), the minor in Geology, and the Master's in Geology are recommended for termination. Enrollments in both the BA and BS in Geology have been on the decline in recent years, in part due to increased interest in Environmental Sciences. Enrollments in the already small-capacity upper-level geology courses are low, contributing to a low student/faculty ratio Department-wide (3-year average of 12 to 1, the fourth lowest in the College). Enrollment in the MS in Geology is also declining and except for academic year 2018 where 10 MS degrees were awarded, the program has awarded an average of 3 degrees per year over the last 5 years and 4 degrees over the last 10 years. Together these factors contribute to making the cost per student credit hour in the Department among the highest in the College.

The major in German is recommended for termination. Enrollments in German have declined in recent years, and, with another retirement this spring, it is not possible to staff the courses required to offer a full major. By closing the major, we can still serve the minor, but also ensure the availability of faculty to teach for HCOL, TAP, Holocaust Studies, FTS, and WLIT.

The major in Italian Studies and the minors in Italian and Italian Studies are recommended for termination. Italian enrollments have been very low in recent years. With an average of 3 majors in Italian and less than one degree awarded per year and fewer than 4 minors awarded per year in Italian or Italian Studies, the programs are no longer sustainable. By closing the major and the minors, we may still offer instruction in Italian and ensure the availability of faculty to teach for HCOL and interdisciplinary programs in CAS.

The major in Religion is recommended for termination. The Religion major is historically small and while there has been a modest increase in majors recently, pending faculty retirements will make the major unsustainable. By closing the major, we can still serve the minor, but also ensure the availability of faculty to teach critical courses in HCOL, general education, and interdisciplinary programs.

The regional studies majors of Asian Studies, European Studies, Latin Amer & Caribbean Studies, and Russian & Eastern European Studies and the regional minors of GRS:Canada and GRS:Europe are recommended for termination. Enrollments and degrees awarded in these majors and minors have been low for some time, in part due to the popularity of the Global Studies Program, which has averaged 113 majors and 25 degrees awarded in the major over the last three years. While courses in these majors and minors largely come from other programs, terminating them will allow for discussion of the integration of the regional programs into Global Studies.

The minors in Gerontology (Sociology), Speech & Debate (Theatre), and Vermont Studies are recommended for termination.

The master's program in Historic Preservation is recommended for termination. This is a small enrollment program that has averaged 5 students and 5 degrees awarded per year. However, the total program cost far exceeds program revenue and is no longer sustainable.

Nine of the 24 low-enrollment majors and 16 of the 27 low enrollment minors are not being recommended for termination in the current plan. These programs are currently stable, not facing imminent faculty retirements, are programs whose courses are a subset of those offered as part of a more robust program (i.e., a BA which includes the same courses required for more robust BS major and has robust enrollment in upper-level courses. These include Anthropology, Chemistry, Physics, Zoology), or are new and thus unproven. However, moving forward it will be critical to continue to monitor enrollment in these and all other programs.

Department Consolidation and Closure. I am recommending the departments of Art & Art History, Music, and Theatre & Dance be combined into a School of the Arts (or something similarly named). Faculty in these departments have already begun this process. I am recommending that the departments of Asian Languages & Literatures, German & Russian, and Romance Languages & Cultures be combined into a School of Languages (or something similarly named). I am recommending that the departments of Classics, Geology and Religion be closed along with the termination of their academic programs. Although the Religion minor is not recommended for termination, pending retirements will leave too few faculty to maintain an academic department.

Taken together these measures will not close the structural deficit in its entirety. However, they are a critical first step in reaching an initial target of reducing expenditures by \$5M by FY2023. We will introduce additional retirement incentives and make every effort to reassign faculty. The Provost is aligning enrollment management strategies to strengthen the FTFY enrollment in CAS and CAS will continue its focused efforts on increasing student retention. Additional measures will be needed to achieve a balanced budget and I will be working with

the Chief Financial Officer to help close the gap. However, the first and most critical step is to begin to close the structural deficit through the plan I have outlined in this memo.

This decision has been extremely difficult. It has been informed by data and guided by a strategy to focus on the future success of our College by consolidating our structure and terminating programs that can no longer be supported without jeopardizing programs with more robust enrollment. It is the expectation of the Board of Trustees, the President and the Provost that CAS move forward on this plan expeditiously. There is no other way forward for CAS to balance its budget.

There is a well-described process for program termination, department consolidation and elimination that involves consultation with the Faculty Senate, which will begin immediately. In the coming days and weeks I will meet with the affected faculty and the broader CAS faculty and staff to discuss the implications of this plan and the process that will be followed.

There will be ample opportunity for faculty to provide input on the plan as it makes its way through Faculty Senate Review. I am asking faculty to be open-minded and thoughtful in their comments, recognizing the significance of the structural deficit and the responsibility we have to be fiscally responsible by pursuing a balanced budget while providing a high-quality education for students in those areas with high demand.

APPENDIX

A data-informed process was used to identify majors that enrolled 25 or fewer students (less than 0.5% of all majors, including double majors) or graduated 5 or fewer students in the major (less than 0.5% of graduates) on average over the last three academic years (AY 2017-2108, 2018-2019, 2019-2020).

The table shows the 3-year average of the number of students enrolled in the major and degrees awarded in the major (majors completed).

Low Enrollment Majors			
Three-year average of the number of students in the program and the number of degrees awarded with the major			
Program	Department Housing the Program	Number of Students	Number of Degrees Awarded
--- Low Enrollment Majors Recommended For Termination ---			
Classical Civilization (BA)	Classics	19.7	4.0
Geology (BA)	Geology	7.7	0.7
Geology (BS)	Geology	19.7	6.3
German (BA)	German & Russian	13.3	1.3
Greek (BA)	Classics	7.0	0.3
GRS: Asian Studies (BA)	Interdisciplinary	9.7	2.0
GRS: European Studies (BA)	Interdisciplinary	3.0	0.7
GRS: Latin Amer & Carib S (BA)	Interdisciplinary	2.0	0.7
GRS: Russia/E European S (BA)	Interdisciplinary	0.3	0.0
Italian Studies (BA)	Romance Languages & Cultures	5.0	0.3
Latin (BA)	Classics	9.7	2.0
Religion (BA)	Religion	25.3	4.3
--- Low Enrollment Majors NOT Recommended For Termination ---			
Anthropology (BS)	Anthropology	24	3.0
Chemistry (BA)	Chemistry	32.3	1.0
Chinese (BA)	Asian Languages & Literatures	27.3	4.7
Dance (BA)	Theater & Dance	4.5	0.0
French (BA)	Romance Languages & Cultures	29.0	3.7
Gndr, Sexuality, & Wms St (BA)	Interdisciplinary	25.0	2.7
Health and Society (BA)	Interdisciplinary	36	4.0
Japanese (BA)	Asian Languages & Literatures	25.7	4.0
Physics (BA)	Physics	18.3	0.7
Plant Biology (BS)	Biology	16.3	2.3
Russian (BA)	German & Russian	24.0	3.7
Zoology (BA)	Biology	27.0	4.3

A data-informed process was used to identify minors that enrolled 15 or fewer students on average (less than 0.5% of all minors) over the last three academic years (AY 2017-2108, 2018-2019, 2019-2020) or graduated fewer than 5 minors on average over the last three years.

The table shows the 3-year average of the number of students enrolled in the minor and degrees awarded with the minor (minors completed).

Low Enrollment Minors			
Three-year average of number of students in the program and number of students completing the minor (Degrees awarded with the minor)			
Program	Department Housing the Program	Number of Students	Number of Students Completing the Minor
--- Low Enrollment Minors Recommended For Termination ---			
Classics	Classics	8.3	2.0
Geology	Geology	12.3	5.7
Gerontology	Sociology	3.0	1.3
Greek Language and Literature	Classics	0.7	0.7
GRS - Canada	Interdisciplinary	0.3	0.0
GRS - Europe	Interdisciplinary	0.3	0.0
Italian	Romance Languages & Cultures	7.7	0.7
Italian Studies	Romance Languages & Cultures	5.3	3.0
Latin Language and Literature	Interdisciplinary	4.0	2.0
Speech and Debate	Theater	8.7	2.7
Vermont Studies	Interdisciplinary	3.0	0.7
--- Low Enrollment Minors NOT Recommended For Termination ---			
Biochemistry	Chemistry	9.0	4.0
GRS - Africa	Interdisciplinary	2.7	1.0
GRS - Asia	Interdisciplinary	13.0	6.7
GRS - Middle East	Interdisciplinary	11.7	4.7
Holocaust Studies	History	4.0	1.0
International Politics	Political Science	9.7	2.0
Jewish Studies	Interdisciplinary	4.3	1.0
Latin American and Caribbean Studies	Interdisciplinary	9.0	4.0
Musical Theatre	Theater	7.3	0.3
Physics	Physics	12.0	3.7
Russian	German & Russian	10.0	4.3
Russian/East European Studies	Interdisciplinary	2.3	1.3
Health and Society	Interdisciplinary	12.7	2.3
Law and Society	Sociology	15.0	2.3
Public Policy Analysis	Interdisciplinary	16.0	1.3
Report & Documentary Storytell	Interdisciplinary	8.0	1.3

Master's degrees in Classics, Geology, and Historic Preservation will be terminated. These master's degrees have averaged 5 or fewer degrees awarded over the last three years and where total program costs exceed program revenue.

Low Enrollment Master's Programs			
Three-year average of the number of enrolled students and completed degrees			
Program	Department Housing the Program	Number of Enrolled Students	Number of Degrees Awarded
Greek & Latin MA	Classics	5.0	1.7
Geology MS	Geology	11.2	5.3
Historic Preservation MS	History	9.2	5.0
Latin MAT	Classics	0.0	0.0



May 3, 2011

Dear UVM Community,

Over the past week, we have heard numerous concerns regarding the university's sexual misconduct prevention, reporting and support services. We appreciate the opportunity to engage with our students, and other members of the university community, on these critically important matters.

Meetings with student representatives were held over the weekend, and we will continue to meet in the days to come.

In addition, we have reviewed a list of items submitted by student leaders. The university's response to those requests is outlined below.

We value the perspectives that have been shared with us and commit to developing immediate and long-term solutions to the issues raised.

Sincerely,

Patty Prelock, Provost and Senior Vice President
Erica Caloiero, Interim Vice Provost for Student Affairs

-//-

TO: Caroline Shelley, Sydney Ovitt, Juliana Ward, SGA Committee on Diversity, Inclusion, and Equity Chair Maeve Forbes, Vice President Stephens, President Pasqualoni

FROM: Patricia A. Prelock, Provost and Senior Vice President and Erica Caloiero, Vice Provost and Dean of Students Office

DATE: May 3, 2021

SUBJECT: Follow-up to Student Concerns Regarding the University's Response to Sexual Assault and Misconduct

Introduction

We appreciate the engagement over the weekend bringing together student leaders and university leaders for candid and constructive conversations about sexual violence and what we can do to make UVM and our community safer for students. This work is ongoing, and the university commits to a continuous improvement approach that focuses on best practices and trainings that help to ensure we're making progress on this issue.

Outlined below are responses to your requests submitted on April 30, 2021. We understand that some of this work has already taken place in your in-person meetings over the weekend. We suggest a follow-up meeting to discuss these items further.

1. UVM conduct an independent investigation into the UVM's Affirmative Action and Equal Opportunity Title IX Office, including the Title IX Coordinator, Deputy IX Coordinator, Title IX Intake and Outreach Coordinator, and all investigators to restore the UVM student body's trust. **We agree to conduct an independent audit of the office.**
2. The Title IX Office seeks to better and more effectively advertise to UVM students that the Title IX Office can help students outside of a formal reporting process. **We agree to enhanced advertising of the Title IX Office and its services for students.**
3. The UVM administration hires between three-four more Campus Victims Advocates to serve as confidential counselors to all undergraduate student survivors of sexual misconduct effective Fall 2021. **The university agrees that there should be victims advocates available 24/7/365 to provide support for students. We are developing a partnership with HOPE Works to be sure this resource is available.**
4. UVM administration seeks to review a diverse pool of Campus Victims' Advocates, as sexual violence affects all UVM students including BIPOC, AAPI, LGBTQ+, and male-identifying individuals on our campus. **Yes, as part of our partnership with HOPE Works, we will ensure that we can offer a more diverse group of advocates.**
5. UVM establish a Sexual Violence Response Team as a part of the University's Student Health Services Department. The Sexual Violence Response Team must include 5 employees including a Director, an Assistant Director, and three to four Campus Victims' Advocates effective fall 2021. **The university supports a team approach, as you outline.**
6. Every counselor employed through UVM Counseling and Psychiatric Service (CAPS) undergo annual training on how to support survivors of sexual abuse, violence, and harassment. **The university agrees to ensure that CAPS counselors are trained on how to support survivors of sexual abuse, violence, and harassment.**
7. All those employed by UVM Police are required to undergo annual training on sexual violence, domestic violence, gender-based violence, sexual harassment, and stalking in order to better support all student survivors at UVM, annual training should result in all members of the UVM Police to be able to effectively communicate on-campus and off-campus resources available to students at the University. **We agree to continue our comprehensive training for UVM police.**
8. UVM's Department of Residential Life requires all Residential Advisors to undergo sexual violence and harassment training each semester to understand how to effectively support students and to be able to effectively communicate on-campus resources available to students at the University. **We agree.**
9. UVM create a 24/7, 365 day-a-year hotline specifically for student survivors of sexual violence and harassment. **We agree and commit to providing this service.**
10. We encourage UVM to research, review, and create an internship or volunteer program for undergraduate students in the College of Education and Social Services who are interested in gaining experience in the field of sexual violence advocacy and hope to support student survivors. We encourage UVM administrators to refer to Boston University Sexual Assault Response & Prevention Center which provides undergraduate students with these opportunities. **We will review the Boston University example you reference and explore ways to add to our existing internship offerings through CESS.**
11. UVM continues to fund, support, and advertise the UVM LiveSafe App throughout Academic Year 2022 as the App allows students to report sexual violence or harassment privately from their phone with the option to attach videos, audio files, and pictures if they choose. **We agree.**
12. The Vice Provost for Student Affairs and UVM Title IX Director review every survey response given by UVM Students in the survey created by Explain The Asterisk founder and Title IX Student Advisory Committee member, Sydney Ovitt, in order to effectively understand the

University's systemic failure to support survivors of sexual violence on our campus thus far. **We agree to review the survey responses.**

13. The Director of Fraternity and Sorority Life enforce every recognized UVM Fraternity to attend sexual violence, harassment, or healthy relationship training once each semester, and report their chapter attendance rates on the UVM lynx. Should Fraternity attendance rates fall below 70% for 2 consecutive semesters, we demand that the Director of Fraternity and Sorority Life place said Fraternity on probation effective immediately. **We agree.**
14. Director of Athletics, Jeff Schulman, require all UVM sports teams to attend sexual violence, harassment, or healthy relationship training at least once each semester. **We agree.**
15. Student Government Association, henceforth referred to as SGA, attend sexual violence, harassment, and/or healthy relationship training at least once each semester. **We agree.**
16. UVM SGA requires all SGA clubs and organizations to complete sexual violence, harassment, and/or healthy relationship training annually to retain SGA recognition. **We agree.**
17. The UVM Title IX Advisory Committee continue to meet throughout the Summer and Fall of 2021 with the Title IX Intake and Outreach Coordinator and Vice Provost for Student Affairs to assess current sexual violence prevention and healthy relationship education efforts and recommend enhancements, including enhancements that extend beyond students' first year. **We agree. We are encouraged by the collaboration and progress of recent meetings and will work with students to develop a schedule for ongoing dialogue.**

We recognize the responsibility all of us share for maintaining a safe and healthy campus environment. We believe these measures (and others already in place) will send a clear message to every member of the UVM community that we have a plan for working together. Like you, we believe that continued conversation is essential to create meaningful change.

TO: UVM Community

FROM: Patricia A. Prelock, Provost and Senior Vice President
Erica Caloiero, Interim Vice Provost for Student Affairs

DATE: May 19, 2021

SUBJECT: Follow-up on Action Plans related to Student Concerns Regarding the University's Response to Sexual Assault and Misconduct

As a follow-up to our discussion about prevention of and responses to sexual assault and misconduct on campus, we have outlined the administrative leader charged with overseeing each action and the timeline within which we expect the action to be completed (see table below). Each administrative leader listed below has accepted the responsibilities assigned and has begun movement on their action plan. We appreciate the conversation we have had with our students and other campus partners and wanted to reach out with an update as we implement these actions.

<u>Request</u>	<u>Response</u>	<u>Admin Leader</u>	<u>Deadline</u>
UVM conduct an independent investigation into the UVM's Affirmative Action and Equal Opportunity (AAEO) Title IX Office, including the Title IX Coordinator, Deputy IX Coordinator, Title IX Intake and Outreach Coordinator, and all investigators to restore the UVM student body's trust.	We agree to conduct an independent audit of the office.	Office of General Counsel (OGC)	Prior to Fall Semester
The Title IX Office seeks to better and more effectively advertise to UVM students that the Title IX Office can help students outside of a formal reporting process.	We agree to enhanced advertising of AAEO and its services for students.	Nick Stanton/ Taryn Moran, Kate Strotmeyer	Prior to Fall Semester
The UVM administration hires between three-four more Campus Victims' Advocates to serve as confidential counselors to all undergraduate student survivors of sexual misconduct effective Fall 2021.	The university agrees that there should be victims' advocates available 24/7/365 to provide support for students. We are developing a partnership with HOPE Works to be sure both counseling services and a 24/7, 365 day-a-year	Nick Stanton	Prior to Fall Semester
UVM create a 24/7, 365 day-a-year hotline specifically for			

student survivors of sexual violence and harassment.	hotline are available to our students.		
UVM administration seeks to review a diverse pool of Campus Victims' Advocates , as sexual violence affects all UVM students including BIPOC, AAPI, LGBTQ+, and male-identifying individuals on our campus.	Yes, as part of our partnership with HOPE Works, we will ensure that we can offer a more diverse group of advocates.	Nick Stanton	Prior to Fall Semester
UVM establish a Sexual Violence Response Team as a part of the University's Student Health Services Department. The Sexual Violence Response Team must include 5 employees including a Director, an Assistant Director, and three to four Campus Victims' Advocates effective fall 2021.	The university supports a team approach and will appoint a CHWB representative to the existing and multi-disciplinary Institutional Interest Committee (IIC).	Nick Stanton	Prior to Fall Semester
Every counselor employed through UVM Counseling and Psychiatric Service (CAPS) undergo annual training on how to support survivors of sexual abuse, violence, and harassment.	The university agrees to ensure that CHWB staff receive comprehensive training on sexual violence, including trauma informed support and how to effectively communicate on- and off-campus resources to students.	John Paul Grogan, Michelle Paavola, Nick Stanton	Annual training plan and initial training will be in place by August 15
All those employed by UVM Police are required to undergo annual training on sexual violence, domestic violence, gender-based violence, sexual harassment, and stalking in order to better support all student survivors at UVM, annual training should result in all members of the UVM Police to be able to effectively communicate on-campus and off-campus resources available to students at the University.	We agree to continue our comprehensive training for UVM police.	Tim Bilodeau	Annual training plan and initial training will be in place by August 15
UVM's Department of Residential Life requires all Residential Advisors to undergo sexual	We agree to continue comprehensive training for RAs and	Raf Rodriguez	Annual training plan will be in place by August 1

<p>violence and harassment training each semester to understand how to effectively support students and to be able to effectively communicate on-campus resources available to students at the University.</p>	<p>professional Res Life staff.</p>		<p>with fall semester training completed by August 27</p>
<p>We encourage UVM to research, review, and create an internship or volunteer program for undergraduate students in the College of Education and Social Services who are interested in gaining experience in the field of sexual violence advocacy and hope to support student survivors. We encourage UVM administrators to refer to Boston University Sexual Assault Response & Prevention Center which provides undergraduate students with these opportunities.</p>	<p>We will review the Boston University example you reference and explore ways to add to our existing internship offerings through CESS.</p>	<p>Patty Prelock, Jennifer Dickinson</p>	<p>A report of this review and recommendations for internship program development in this area will be completed by August 15</p>
<p>UVM continues to fund, support, and advertise the UVM LiveSafe App throughout Academic Year 2022 as the App allows students to report sexual violence or harassment privately from their phone with the option to attach videos, audio files, and pictures if they choose.</p>	<p>We agree.</p>	<p>Gary Derr</p>	<p>Ongoing</p>
<p>The Vice Provost for Student Affairs and UVM Title IX Director review every survey response given by UVM Students in the survey created by Explain The Asterisk founder and Title IX Student Advisory Committee member, Sydney Ovitt, in order to effectively understand the University's systemic failure to support survivors of sexual violence on our campus thus far.</p>	<p>We agree to review the survey responses.</p>	<p>Nick Stanton, Erica Caloiero</p>	<p>Within 30 days of receipt from Sydney Ovitt</p>
<p>The Director of Fraternity and Sorority Life enforce every recognized UVM Fraternity to attend sexual violence, harassment, or healthy relationship training once each</p>	<p>We agree to work with the governing bodies to enhance training requirements and accountability.</p>	<p>Daphne Wells, Cristina Vega</p>	<p>Recognition standards will be updated by August 1; an annual training plan will be in place by</p>

<p>semester, and report their chapter attendance rates on the UVM lynx. Should Fraternity attendance rates fall below 70% for 2 consecutive semesters, we demand that the Director of Fraternity and Sorority Life place said Fraternity on probation effective immediately.</p>			<p>August 27; initial training will be completed by October 1</p>
<p>Director of Athletics, Jeff Schulman, require all UVM sports teams to attend sexual violence, harassment, or healthy relationship training at least once each semester.</p>	<p>We agree to continue comprehensive training for UVM Athletics.</p>	<p>Jeff Schulman</p>	<p>Annual training plan will be in place by August 1 and initial training will be completed upon team resumption</p>
<p>Student Government Association, henceforth referred to as SGA, attend sexual violence, harassment, and/or healthy relationship training at least once each semester.</p>	<p>We agree.</p>	<p>Daphne Wells</p>	<p>Annual training plan will be in place by August 1 and initial training will be completed by October 1</p>
<p>UVM SGA requires all SGA clubs and organizations to complete sexual violence, harassment, and/or healthy relationship training annually to retain SGA recognition.</p>	<p>We agree to work with SGA leadership to enhance training requirements and accountability.</p>	<p>Daphne Wells</p>	<p>Annual training plan will be in place by August 1 and initial training will be completed by October 1</p>
<p>The UVM Title IX Advisory Committee continue to meet throughout the Summer and Fall of 2021 with the Title IX Intake and Outreach Coordinator and Vice Provost for Student Affairs to assess current sexual violence prevention and healthy relationship education efforts and recommend enhancements, including enhancements that extend beyond students' first year.</p>	<p>We are encouraged by the collaboration and progress of recent meetings and will work with students to develop a schedule for ongoing dialogue. In addition to the existing charge of the AAEO centered advisory committee, we will establish a committee focused on prevention.</p>	<p>Erica Caloiero Nick Stanton</p>	<p>Prevention committee structure will be in place by August 1; Committee will be engaged throughout the year to create a multi-year prevention curriculum</p>
<p>UVM GSS requires all senators, the executive council, GSS clubs, and GTAs/GRAs/GAs to complete sexual violence, harassment, and/or healthy relationship training annually.</p>	<p>We agree to work with GSS leadership to enhance training requirements and accountability.</p>	<p>Cindy Forehand</p>	<p>Annual training plan will be in place by August 1 and initial training will be completed by October 1</p>

We all want a safe and healthy campus environment. We believe these actions and others already in place will send a clear message to every member of the UVM community that we are committed to and have a plan for working together to address the concerns all of us share.

Outcomes of Low Enrollment Program Reviews

A Presentation to the University of Vermont Board of Trustees
Educational Policy and Institutional Resources Committee

Patricia A. Prelock, Provost and Senior Vice President
William Falls, Dean, College of Arts and Sciences

June 4, 2021

Two Important Processes

ACADEMIC REORGANIZATION

Choosing our future

LOW MAJOR ENROLLMENT/LOW COMPLETION

Curating the present

Termination or Deactivation Process: Multiple Points of Faculty Input

Unit Level

- Discussed and voted on at the departmental or program level
- Discussed at College/School curriculum committee with a recommendation
- Presented at a monthly faculty meeting for discussion and a vote

Faculty Senate Level

- Proposed changes announced to the university community with 30 days for feedback
- Curricular Affairs Committee considers feedback, reviews proposal & makes a recommendation
- Recommendation discussed & voted on at a monthly Faculty Senate meeting

The College of Arts and Sciences: Breadth of Offerings

21 Academic Departments

Offering courses, majors, and minors in:

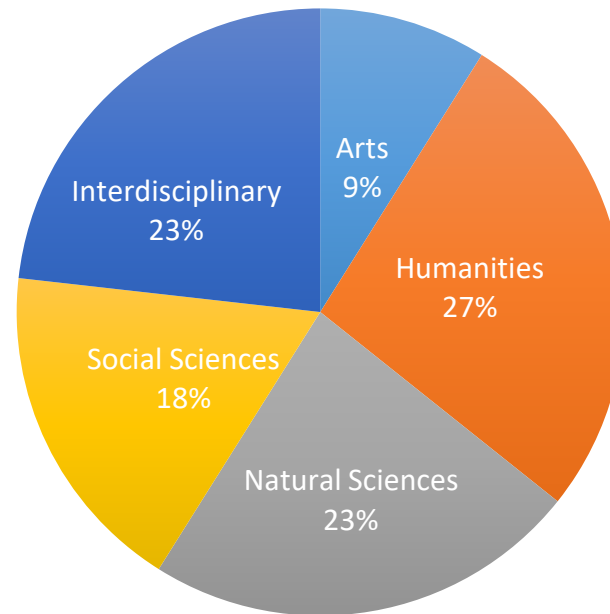
Arts – 3 departments

Humanities – 8 departments

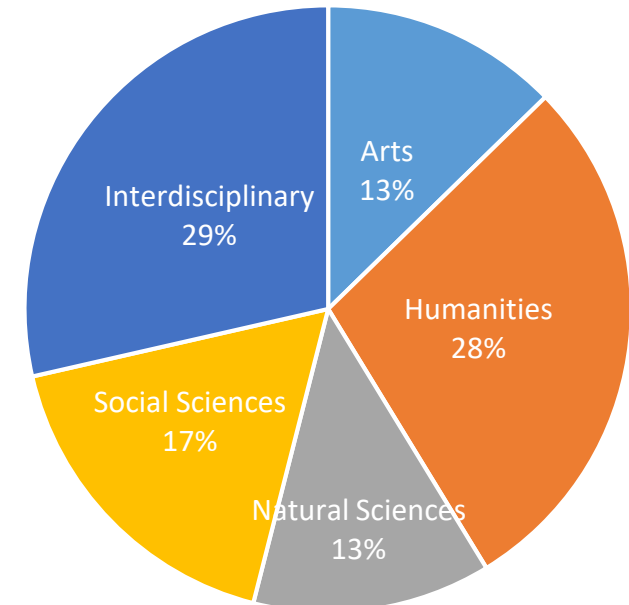
Natural Sciences – 4 departments

Social Sciences – 6 departments

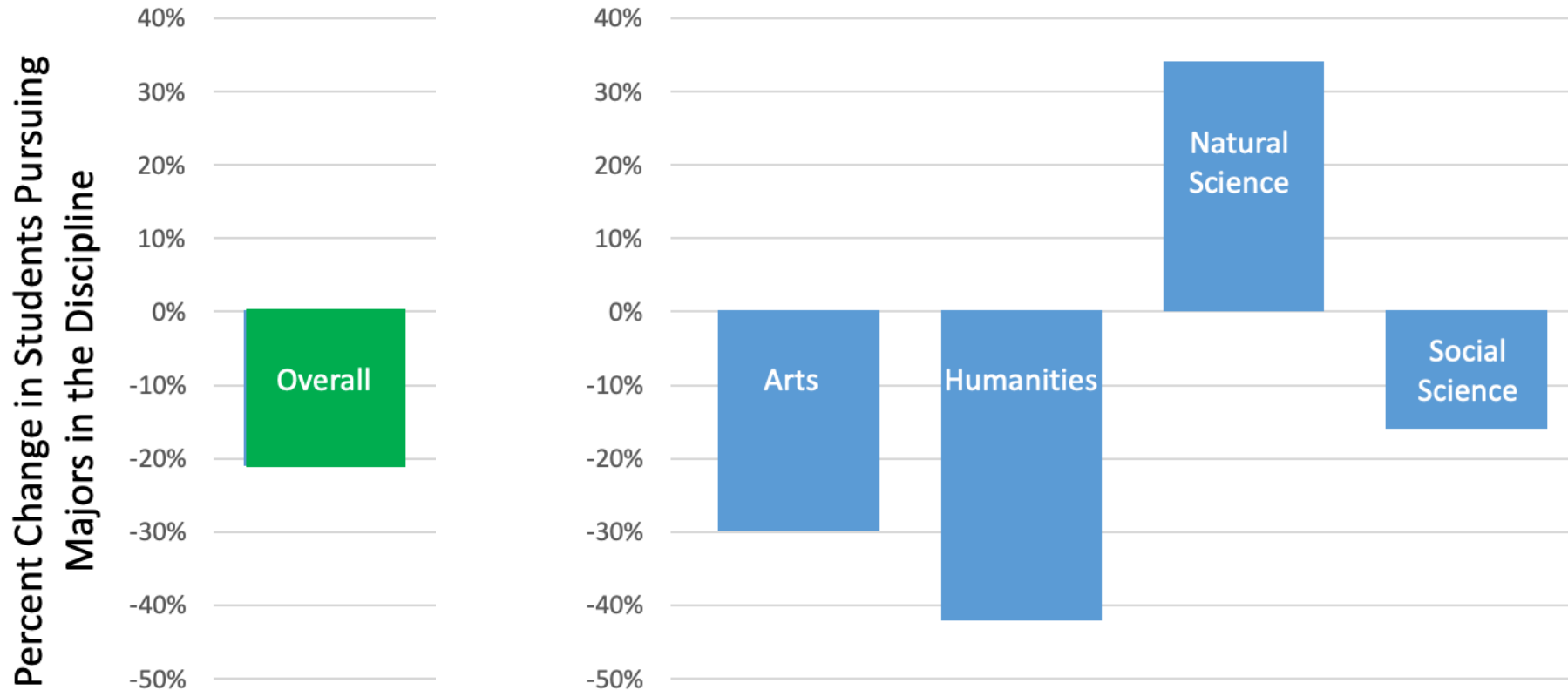
56 Majors



63 Minors



Decline in CAS Students 2010 to 2020



Overall CAS enrollment declined 21%

- The greatest decline occurred in students majoring in the arts and humanities.
- Students majoring in natural science increased 34%

Response to the Changing Landscape

	EFFICIENCIES	INNOVATIONS	NEW PROGRAMS
2017	<ul style="list-style-type: none"> • Distribution requirements redefined 	<ul style="list-style-type: none"> • Humanities and Arts enrollment campaign 	<ul style="list-style-type: none"> • Public Policy Analysis
2018	<ul style="list-style-type: none"> • Enrollment management strategies implemented • Academic major credit requirements redefined 	<ul style="list-style-type: none"> • College-wide internship program launched • CAS reorganization effort 	<ul style="list-style-type: none"> • Law and Society
2019	<ul style="list-style-type: none"> • Course enrollment minima enforced 	<ul style="list-style-type: none"> • Liberal Arts core competencies articulated • Professional academic advising instituted 	<ul style="list-style-type: none"> • Dance • Health and Society • Reporting and Documentary Storytelling
2020	Low Enrollment Program Proposal Submitted		

December 2020 Proposal: Goals for Reducing Small-Enrollment Programs



GOAL

- Liberate/redeploy precious faculty resources
- Increase course opportunities for *all* students



GOAL

- Reduce department silos
- Increase opportunities for synergistic teaching and scholarship



GOAL

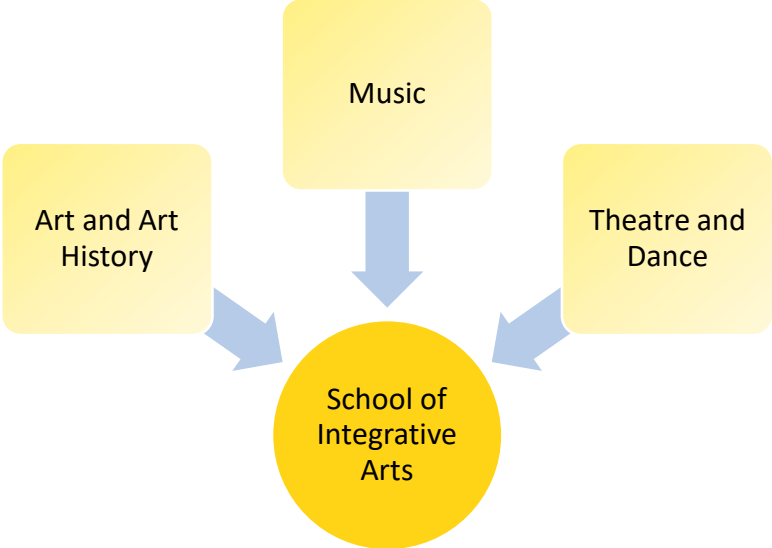
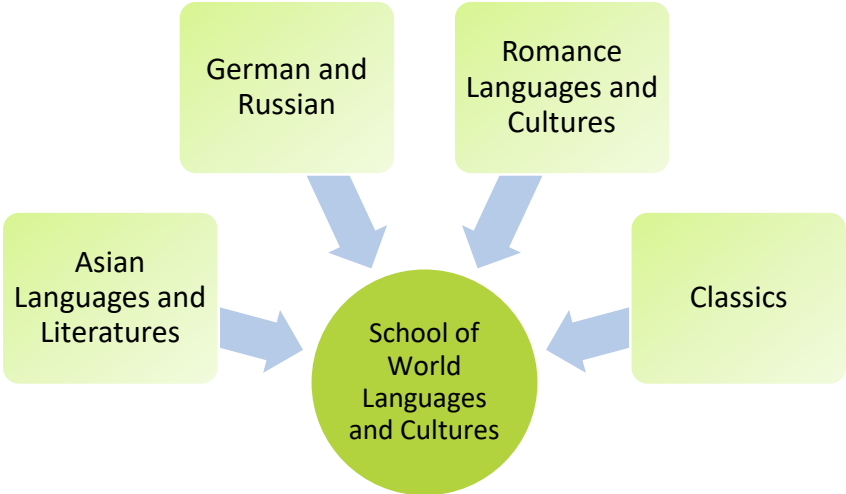
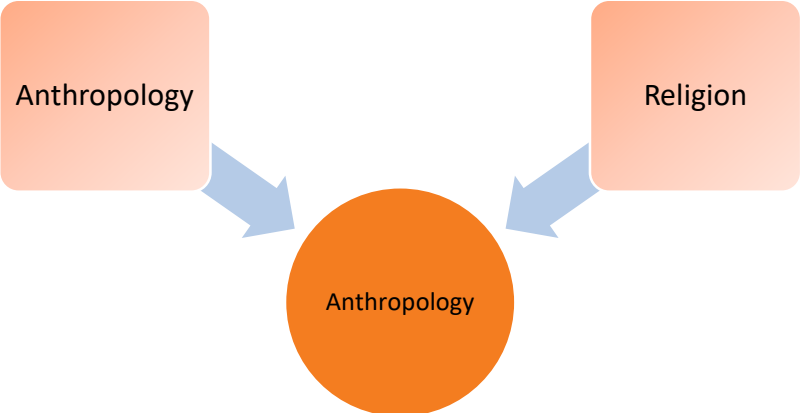
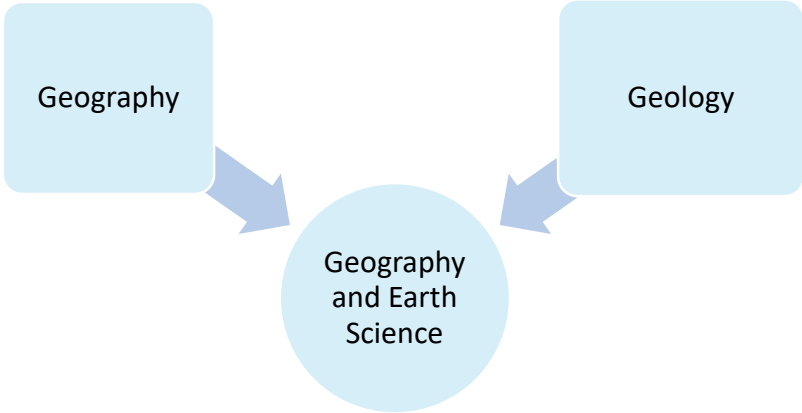
- Reduce administrative costs
- Increase financial and management efficiencies

December 2020 Proposal: **Negotiated Outcomes**

Outcome	Number of Programs	Majors	Minors	Masters
Proposed Terminations	27	12	11	4
• Programs Revised and Retained	8	4	2	2
• Uncontested Terminations	17	8	8	1
• Contested Terminations	2	0	1	1

The College of Arts and Sciences: *Who We Are Becoming*

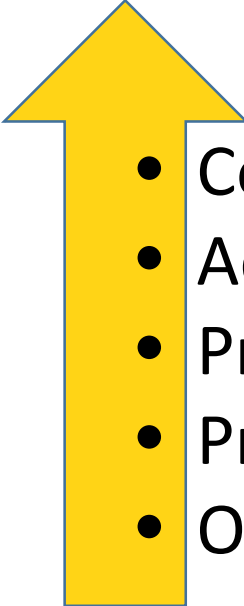
- English
- History
- Philosophy
- Biology
- Chemistry
- Physics
- Economics
- Political Sci.
- Psychological Sci.
- Sociology



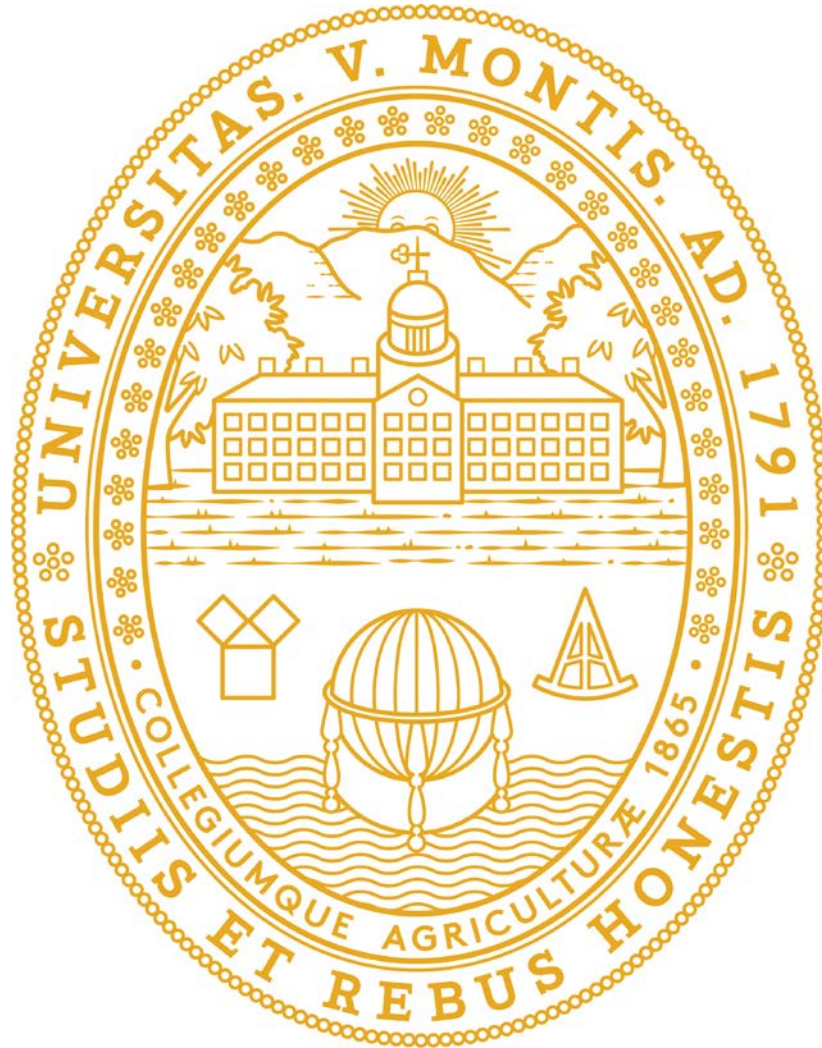
Benefits for Students and Faculty



Breadth of the Liberal Arts maintained

- 
- Course opportunities for all students
 - Access to talented scholar-teachers for all students
 - Prominence: School of Integrative Arts
 - Prominence: School of World Languages and Cultures
 - Opportunities for synergistic teaching and scholarship

DISCUSSION



Curricular Affairs Committee of the Faculty Senate

Report of the Curricular Affairs Committee of the Faculty Senate

June 4, 2021

**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 (five):

- › **Approval of a proposal from the College of Education and Social Services in conjunction with the Graduate College for a new Certificate of Graduate Study in Resiliency-Based Approaches with Families, Schools and Communities**

The Curricular Affairs Committee approved a proposal for a new Certificate of Graduate Study in Resiliency-Based Approaches with Families, Schools and Communities from the Department of Education in the College of Education and Social Services (CESS). The proposal was also approved by the Faculty Senate at the March meeting. If approved by the Board of Trustees, the anticipated start date is fall 2021.

Program Description

While housed in the Department of Education, the proposed Certificate of Graduate Study in Resiliency-Based Approaches with Families, Schools and Communities (CGS RBA) is a collaboration between faculty from multiple departments within CESS. It leverages existing coursework and faculty expertise to create a flexible, online curriculum designed to prepare educators and health/human service professionals to address the complex challenges associated with trauma and adversity using restorative, strength-based, and collaborative approaches that build the resilience essential for children, youth, and families to thrive and learn within and beyond school borders. The CGS RBA builds upon the neuroscience of relationships to understand and enhance social, emotional, and behavioral wellness for children and youth, while exploring the structural bias and environmental factors that pose a threat to equity and well-being.

Completion of the proposed CGS RBA requires a minimum of 15 credits of graduate-level courses (see Curriculum section for details). The curriculum includes core courses, following which students select one of two tracks for specialization: Trauma-responsive and restorative practices (TRP) or Family-school-community partnerships and

interprofessional collaboration (FSC). The curriculum is designed to 1) develop students' socio-ecological understanding of the structural solutions inherent in equity, culturally sustaining partnerships, and resilience, 2) help students learn about the impact of trauma and adversity, and 3) build skills for fostering resilience through building and restoring relationships with families, schools, and communities. Individuals that complete the proposed CGS RBA will leave the program with a toolbox of interprofessional approaches to apply with children, families, schools, organizations, communities, and themselves. The specific learning objectives are:

- Understand the contexts that create trauma and adversity such as inequity, racism, trauma, and other social injustices and their impact on social, emotional, educational, and behavioral well-being.
- Understand how resilience is influenced by relationships, cultural identity, and other protective factors.
- Learn strategies for utilizing family partnerships as a protective factor to mitigate the impact of trauma and adversity in culturally diverse communities.
- Learn to apply strategies for fostering resilience including the use restorative and trauma-responsive approaches within families, schools and communities.
- Apply strategies to critically examine power, privilege, and equity to influence and transform approaches that support resilience among students, families and communities.
- Embed a racial and equity perspective into practice and evaluation to understand the underlying structural factors that perpetuate inequity.
- Apply empirical evidence on best practices for cultivating social emotional learning and resilience into practice with children, schools and communities.
- Assess and implement organization-wide trauma-responsive systems change initiatives.
- Learn to effectively partner with children, youth, families, and professionals from other disciplines to enhance resilience & well-being in those affected by trauma and adversity.
- Recognize the signs of vicarious resilience and secondary traumatic stress among professionals and caregivers; and learn prevention/mitigation strategies.

Rationale, Justification, and Evidence for Demand

UVM is known for its commitment to social justice, and our mission as a land grant university emphasizes our responsibility to a high quality, educated workforce. Graduates of CESS strive to increase equity in their work with children and families in schools, communities, and health/human service organizations. Many of those served are among Vermont's most vulnerable, facing adversities including trauma and maltreatment, discrimination, racism, and rural poverty. Evidence supporting the need for enhanced curriculum and instruction in the area of the proposed CGS RBA from three sources was provided in the proposal, and is summarized below. Data from these sources highlighted the importance of training educators and health/human service in effective, evidence-informed responses to support the social, emotional, educational, and behavioral well-

being of children and families impacted by adversity and trauma. Additionally, a market analysis prepared by EduVentures that accompanied the proposal reinforces the demand for online coursework in trauma and resiliency-based approaches.

- *Alumni Study Results:* The Department of Education alumni survey of teacher preparation programs conducted in 2017 found that more than 33% of graduates reported feeling under or unprepared to manage children with trauma-related and other behavioral challenges in the classroom.
- *Informal state workforce needs analysis:* In 2018, sub-group of the Faculty Activity Network (FAN), which consists of scholars across CESS committed to addressing social and educational inequities that lead to disparate opportunities for learning, health, and well-being among oppressed and marginalized population, received a CESS Imagine Grant to advance their work. Their endeavors included conducting informal interviews with state Commissioners or Deputies from the Department of Mental Health (DMH), Department of Children and Families (DCF), and the Vermont Agency of Education (AOE). Findings identified specific knowledge gaps in the workforce. With the passing of Act 173, the AOE identified a need to provide instruction to teachers and other school professionals on effective and equitable services for all students requiring additional support, in particular social, emotional, and behavioral supports. In their discussions, deputy commissioners from the three agencies expressed enthusiasm for academic programming that would provide the workforce in child welfare, mental health, and schools with the knowledge, skills, and strategies necessary for building resilience through supporting children, youth, and families who have complex needs and social inequities.
- *Community Assessment:* The Placement Stability Project conducted a statewide assessment of child welfare and mental health workers, and found that in-service professionals were seeking advanced knowledge and skills the areas addressed by the proposed CGS RBA. The findings supported shifting training and education from community-based agencies to classrooms, and building capacity and self-efficacy among pre-service professionals so they enter the field more prepared with necessary skills to meet the complex needs of families, schools, and communities.

Anticipated Enrollment

The proposed CGS in RBA is aimed at K-12 school-based professionals, counselors, social workers, health and human service professionals, higher education affairs advisors, and others who work with children and families who have experienced adversity. Based on the findings from the three sources described above and current course enrollments, the proposers anticipate course sizes ranging from 8 to 30 students. They predict that the number of students will initially be at the low end of that range, and then increase over time with continued marketing outreach, which will be guided by the EduVentures marketing analysis.

Relationship to Existing Programs

In the proposal, the proposers listed only nine similar programs that exist nation-wide. The proposers indicated that a search of the UVM Graduate Catalogue found five courses (all within CESS) with content related to social/emotional and complex trauma, however none have an extensive focus on trauma and resilience and cover many other topics. UVM does not currently offer any graduate programs or certificates focused on resiliency-based or trauma-responsive approaches to families, schools, and communities. The closest is a graduate course sequence advertised by Continuing and Distance Education, which would be formalized into a Certificate of Graduate Study through this proposal. The CGS in Community Resilience and Planning housed in the Department of Community Development and Applied Economics, is wholly different than the proposed CGS in RBA as it prepares students with the “skills and knowledge needed to lead and guide communities through periods of change brought on by natural, economic, social and political shocks and disruptions.” The two CGSs share the word resilience in their respective titles only. Professor Chris Koliba in CDAE reviewed the proposal for the new GCS in RBA and provided a letter of support.

Curriculum

Completion of the proposed CGS in RBA requires 15 credits including 6 credits of foundational courses, 6 credits of applied courses in one of two specialization pathways, and a 3 credit of capstone course (see table below). The two applied pathways are Trauma-responsive and restorative practices (TRP) and Family-school-community and interprofessional collaboration (FSC).

Foundation Courses (select two; 6 credits total)	
EDSP 330	The Trauma Lens: understanding core concepts of trauma and resiliency (online)
EDCI/EDSP 331	Society, stress and brain (online)
EDSP 332	Trauma informed, resiliency based, and interprofessional practice in schools and social service agencies (online)
Specialization Courses (select two within the TRP or FSC pathway; 6 credits total)	
<i>Trauma-Responsive and Restorative Practices Pathway (TRP)</i>	
EDSP 334	Trauma informed practices with child/fam (online)
EDSP 333	Resilience-oriented systems change (online)
EDSP 200	Restorative Practices
EDCO 291	Special Topics in Mindfulness
EDSS 200	Social Justice Education
<i>Family-School-Community and Interprofessional Collaboration Pathway (FSC)</i>	

EDSP 387	Collaborative Consultation
EDSP 332	Trauma informed, resiliency based, and interprofessional practice in schools and social service agencies (online)
ECLD 205	Family, School, and Community Collaboration
EDSP 299	Global perspectives on building resilience through families, schools, and community collaboration
Capstone Project (select one; 3 credits total)	
EDSP 333	Resilience-Oriented Systems Change (online)
EDLP 350*	Survey Research Methods
EDLP 459*	Mixed Methods Research
SWSS 316*	Understanding and App. of Critical Social Construction (<i>only for matriculated social work students</i>)
EDCO 389*	Internship in Counseling (<i>only for matriculated counseling students</i>)

Other courses may be approved as fulfilling a requirement with permission of CGS core faculty.

**Students who select these courses must submit a final capstone project related to RBA to core program faculty for approval.*

The foundational courses introduce students to the impact of trauma, resilience and protective factors, and strategies for preventing and mitigating trauma's effects. Courses that are part of the two specialization pathways will provide students the opportunity to focus on an area of interest under the umbrella of resiliency-based approaches to families, schools, and communities. In the capstone course, students undertake a project that allows them to apply skills and learning from earlier coursework. Examples of capstone projects provided in the proposal included a project related to faculty research initiatives such as restorative practices, positive behavioral interventions and supports, trauma-responsive practice, trauma-informed parenting training, family-school-community partnerships in a global context, trauma informed school transformation, or other community-based research initiatives related to resiliency-based content. Capstone projects can also be completed in conjunction with a graduate thesis, internship/field practicum, or dissertation. Students will need to receive approval by their CGS advisor/coordinator before beginning and upon its completion.

The proposed CGS in RBA can stand alone as a defined certificate of graduate study or stack into one of five existing master's programs offered by CESS: Counseling, Curriculum & Instruction, Educational Leadership, Social Work, and Special Education. In addition, it can also stack into the existing Educational Leadership and Policy Studies doctoral program. In order to be a stackable credential, students must apply to and be accepted into the CGS before the last 9 credits are taken; students must then apply to an appropriate master's or doctoral program to use the CGS credits towards that degree.

Requirements for Admission and Advising

Criteria for admission into the proposed CGS in RBA and selection of candidates are listed below. Professor Jessica Strolin-Goltzman will coordinate the program and provide initial advising for students as they are in the recruitment and early admission phases. Subsequently, additional core faculty will advise students in the proposed program.

- Undergraduate degree and GPA of 3.0 (exceptions may be made for advanced undergraduates similar to AMP)
- Experience working or interning in a school or health/human service agency
- Interest in obtaining graduate education

Assessment Plan

In addition to being evaluated through the Academic Program Review process as part of CESS's graduate offerings, summative assessment will be conducted using capstone projects. A table was also provided indicating the courses in which each of the specific learning outcomes will be assessed.

Staffing Plan, Resource Requirements, and Budget

No new resources are required to launch the proposed CGS in RBA. All courses already exist and can be taught by core faculty in the program. The UVM library has significant holdings to support the certificate in the fields of education, the environment, and social sciences generally. A net revenue analysis was conducted using updated IBB 3.0 algorithms and summarized in the proposal. The analysis assumed a cohort of 15 students with a balance of 80% in-state and 20% non-degree. Non-degree students typically test out of a course before they apply to GCS programs. Additionally, two of the five courses will be programmed during the summer term during which student tuition prices are decrease by 30%. Despite the conservative assumptions, the analysis predicted a net positive revenue. A second analysis was conducted assuming non-degree students only and indicated the value of converting the existing CDE graduate course sequence into a GCS.

Evidence of Support

Letters were provided by the individuals below:

- Scott Thomas, Dean of CESS
- Brenda Solomon, Chair of the CESS Curriculum Committee
- Cynthia Belliveau, Dean of CDE
- Jeremy Sibold, Associate Dean for Academic Affairs in CNHS
- Brenda Gooley, Director of Operations at the Vermont Department for Children and Families

- Rory Waterman, Associate Dean of CAS
- Christopher Koliba, Professor and Program Coordinator, Certificate of Graduate Study in Community Resilience and Planning (CDAE/CALS)

Summary

Evidence from multiple sources point to a need for a program that helps educators and health/human service professionals gain the skills and knowledge to better handle the complex challenges associated with trauma and adversity. The proposed Certificate of Graduate Study in Resiliency-Based Approaches with Families, Schools and Communities leverages existing courses and faculty expertise to provide a flexible online curriculum specifically designed to meet the needs identified by alumni, commissioners and deputies from relevant state agencies, and a state-wide community assessment. Individuals completing the program will develop a set of interprofessional approaches to apply with children, families, schools, organizations, communities, and themselves. As the proposed CGS in RBA can be a stackable credential for students that decide to matriculate into a master's or doctoral degree within CESS, it could lead to increased enrollment in other CESS graduate programs. The proposed program helps support the CESS mission of elevating social justice, reducing oppress, and engaging with community partners in both the education sector and the social work sector. It also aligns with UVM's mission of preparing our students to be accountable leaders. Thus, the proposed CGS in RBA will be a valuable addition to UVM's graduate offerings.

› **Approval of a proposal from the College of Agriculture and Life Sciences in conjunction with the Graduate College for a new Micro-Certificate of Graduate Study in Agroecology**

The Curricular Affairs Committee approved a proposal for a new micro-Certificate of Graduate Study in Agroecology from the Department of Plant and Soil Science (PSS) in the College of Agriculture and Life Sciences (CALs). The proposal was also approved by the CALs Curriculum Committee, CALs faculty, and Dean of CALs, Leslie Parise. If approved by the Faculty Senate and Board of Trustees, the anticipated start date is fall 2021.

Micro-Certificates of Graduate Study (mCGSs) were established as a credential as of spring 2021 with the goal of providing students an opportunity to take smaller, more specific sets of courses that can either stand alone as an independent credential or be used towards the completion of an existing Certificate of Graduate Study (see guidelines [here](#)). In 2017, PSS launched a CGS in Agroecology. Students in the Food Systems graduate programs (AMP, MS, PhD) as well as students in other UVM graduate programs have expressed interest in transdisciplinary coursework and/or a stacked credential in

agroecology that would complement their area of study. While the existing CGS in Agroecology, which requires 15 credits, is feasible for PhD students to complete, master's students find it challenging to complete the full certificate during a typical two-year program.

To earn the proposed mCGS in Agroecology credential, students will be required to successfully complete PSS 311 Introduction to Agroecology, PSS 312 Ecological Foundations of Agroecology, and PSS 314 Agroecology, Food Sovereignty and Social Movements. These three courses are the foundational courses for the existing CGS in Agroecology, and represent the three dimensions of agroecology: practice, science, and movement. Two are online courses (PSS 312, PSS 314); PSS 311 is a hybrid course offered in the summer that includes an intensive residential experience where students visit farms to consider applications of agroecology. Thus, the proposed mCGS in Agroecology provides students a good overview of the field with a course load that is accessible to master's students and, with the exception of the summer residential experience, can be completed online.

The proposers believe the mCGS in Agroecology, which will be the first mCGS at UVM if it is approved, will both encourage new graduate student enrollment at UVM and enrich the current CGS in Agroecology program, as it will provide greater accessibility for a broader pool of applicants. Having a more diverse group of students will be particularly beneficial for the program as the coursework is based in transdisciplinary and participatory approaches. Students who complete the proposed mCGS in Agroecology will also be positioned to complete the full CGS in Agroecology if they choose.

› **Approval of a proposal from the College of Agriculture and Life Sciences to terminate the Sustainable Landscape Horticulture major**

The Curricular Affairs Committee approved a proposal from the Plant and Soil Sciences (PSS) Department in the College of Agricultural Life Sciences (CALS) to terminate the Sustainable Landscape Horticulture major. The proposal was also approved by the Faculty Senate at the April meeting.

This request accompanied a proposal to establish two new concentrations in the Agroecology major – Agroecology and Landscape Design – and a proposal to change the name of the Agroecology major to the Agroecology and Landscape Design (see Other Academic Actions section below). All students currently enrolled in the SLH major (15 at the time of the proposal) will graduate with that major. Students declaring an Agroecology and Landscape Design major after June 1, 2021 will graduate with that major and a concentration in Agroecology or Landscape Design.

These three linked changes are the outcome of departmental discussions and strategic planning aimed at realigning the majors offered by PSS with current faculty expertise and student interest as well as in response to Provost Prelock's call to evaluate low-enrollment majors. The proposal was approved by department faculty, the CALS Curriculum Committee, CALS faculty, and Dean of CALS, Leslie Parise.

› **Approval of a proposal from the College of Agriculture and Life Sciences to terminate the Dietetics, Nutrition and Food Sciences major**

The Curricular Affairs Committee approved a proposal from the Nutrition and Food Sciences Department in the College of Agricultural Life Sciences to terminate the Dietetics, Nutrition and Food Sciences (DNFS) major. The proposal was also approved by the Faculty Senate at the April meeting.

This request accompanies a request to establish three new concentrations within the existing Nutrition and Food Sciences major: 1) Dietetics, 2) Food Sciences, and 3) Nutrition, Sustainability and Society. The CAC also approved the proposal to establish the concentrations. These linked changes are the outcome of a departmental strategic process aimed at improving recruitment and retention as well as creating clearer and more dynamic pathways for students looking to major in the areas of nutrition and food sciences. The curriculum for the DNFS major will serve as the requirements for new Dietetics concentration in the Nutrition and Food Sciences major. Students currently in the DNFS major (90 at the time of proposal submission) will graduate with that major. Students declaring a Nutrition and Food Sciences major with a concentration in Dietetics after June 1, 2021 will graduate with that major.

The proposal was approved by department faculty, the CALS Curriculum Committee, CALS faculty, and Dean of CALS, Leslie Parise. Letters of support were also provided by the individuals below.

- Scott Thomas, Interim Dean of the College of Nursing and Health Sciences,
- Nancy Matthews, Dean of the Rubenstein School of Environment and Natural Resources
- Jane Kolodinsky, Food Systems Undergraduate Steering Committee

› **Approval of a proposal from the College of Education and Social Services to terminate 16 Secondary Education minors**

The Curricular Affairs Committee approved a proposal from the Department of Education (DOE) in the College of Education and Social Services to terminate 16 Secondary Education minors (see list below). Previously, the Secondary Education major included a requirement to complete a minor, and the 16 minors listed below were established to allow students to fulfil that requirement. As of 2010-2011, this requirement was removed. While the 16 minors exist in Banner and are available for declaration by students, the Secondary Education Program and Department of Education are not actively marketing, recruiting, or otherwise engaging with these particular minors, and no students are enrolled in any of the minors listed. The intention was to terminate the minors when the requirement was removed, but no formal action was submitted.

The proposal received unanimous support from the DOE coordinator and the four faculty most closely associated with the Secondary Education Program. Additionally, College of Arts and Sciences (CAS) Associate Dean Abigail McGowan provided a memo of support as it will not affect any minors in CAS.

- Secondary Ed German
- Secondary Ed Latin
- Secondary Ed Spanish
- Secondary Ed Russian
- Secondary Ed Geography
- Secondary Ed History
- Secondary Ed French
- Secondary Ed Psychology
- Secondary Ed Anthropology
- Secondary Ed Economics
- Secondary Ed Political Science
- Secondary Ed Sociology
- Secondary Ed English
- Secondary Ed Mathematics
- Secondary Ed Environmental Studies
- Secondary Ed Greek

Academic Program Reviews

Completed Reviews:

- › Nursing
- › Cellular, Molecular & Biomedical Sciences
- › Physical Therapy

Reviews in Progress:

- › Clinical Translational Science
- › Biochemistry and Chemistry
- › Educational Leadership and Policy Studies
- › Materials Science
- › Pathology

Other Academic Actions

- *Completed Actions – The CAC recently:*
 - › Approved a proposal from the Community Development and Applied Economics (CDAE) Department in the College of Agricultural Life Sciences (CALs) to deactivate the Consumer Affairs minor. The deactivation was also approved by the Faculty Senate at the April meeting. The minor has had five or fewer enrolled students for a number of years and the department feels it has run its natural course. CDAE currently offers sufficient and substantial alternatives to the Consumer Affairs minor including minors in Public Communication, Consumer & Advertising, Community Entrepreneurship, and Applied Design, among others. These minors have been more attractive to students and drawn greater enrollments. There are currently five students in the Consumer Affairs minor. Three of these students are seniors and so will complete the minor in Spring 2021, leaving two remaining students. All courses that are part of the Consumer Affairs minor serve other programs and will continue to be taught allowing the two students to complete their requirements. The proposal was approved by the CDAE faculty, CALs Curriculum Committee, CALs faculty, and Dean of CALs, Leslie Parise.
 - › Approved a proposal from the College of Engineering and Mathematical Sciences (CEMS) in conjunction with the Graduate College to deactivate the Master of Science in Engineering Management. The proposal was approved by the CEMS curriculum committee, CEMS faculty, and Dean of CEMS, Linda Schadler as well as the Graduate College Executive Committee and Dean Cindy Forehand. Established in 2018, the MS in EM was designed to provide professionals and engineering graduates additional training in engineering economics, business management, and engineering project management. Since then, the MS in EM has awarded two degrees. Three students were offered admission for AY 2020-2021, but none accepted. Only one student is currently enrolled in the program and will be able to complete their degree.

The one faculty member associated with the MS in EM also plays an essential role in the BS in Engineering Management, which remains active. During the deactivation period (up to five years), the program plans to investigate potential options for increasing the success of a graduate program in Engineering Management.

› Approved two related proposals from the Department of Plant and Soil Sciences (PSS) in the College of Agriculture and Life Sciences (CALs) – a proposal to establish two new concentrations in the existing Agroecology major: Agroecology and Landscape Design, and a proposal to change the name of the Agroecology major to Agroecology and Landscape Design. These two proposals were submitted in conjunction with a request to terminate the Sustainable Landscape Horticulture major (see Completed Reviews section above). The concentration additions were shared with the Faculty Senate at the April meeting, and the Faculty Senate voted to approve the name change. Currently, the SLH and Agroecology major share 86 credits; courses unique to the SLH major will be incorporated into the proposed Landscape Design concentration. The three related changes are the outcomes of discussions and department-wide strategic planning initiated in fall 2020 to address enrollment declines in SLH while recognizing the important areas where the SLH and Agroecology majors align with student interests and faculty expertise. The development of two concentrations nested under a single major recognizes the core concepts and coursework shared by the curricula, increased collaboration among faculty in PSS, and interest among students in considering farms and landscapes as connected components of sustainable communities. A single major with two concentrations will allow for improved recruitment of students interested in a more transdisciplinary educational experience that explores the interactions of ecosystems, agriculture and food production, community, and the built environment. Both changes were approved by department faculty, the CALs Curriculum Committee, CALs faculty, and Dean of CALs, Leslie Parise. Letters of support were also provided by the individuals below who represent departments that offer majors with related foci.

- Jane Kolodinsky, Chair of the Community Development and Applied Economics Department

- Mandar Dewoolkar, Chair of the Civil and Environmental Engineering Department

› Approved a proposal from the College of Education and Social Services (CESS) in conjunction with the Graduate College to change the name of the MEd in Educational Leadership to the MEd in Educational Leadership and Policy Studies. The Faculty Senate voted to approve the name change at the March meeting. The proposal was supported by the program faculty, the CESS Curriculum Committee, Department of Education Chair Kimberly Vannest, and CESS Dean Scott Thomas. It was also approved by the Graduate College Executive Committee and Dean Cindy Forehand. Changing the name will align the program's title with the existing doctoral program

in Educational Leadership and Policy Studies (EdD and PhD) as well as the prefix currently used for course numberings. There are no changes to the curriculum, course prefixes, or faculty assignments. Students currently in the program will be given the opportunity to graduate with either the MEd in Educational Leadership or the MEd in Educational Leadership and Policy Studies. Students entering the program after the name change is complete in University records will only be able to graduate with the new name.

› Approved a proposal from the Department of Biomedical and Health Sciences in the College of Nursing and Health Sciences (CNHS) to change the name of the Health Sciences undergraduate program and major to Public Health Sciences. This name change request was driven by a desire to make the name more reflective of the curricular content and structure, and the fact that the Health Sciences program has applied for accreditation by the Council on Education for Public Health. Faculty involved in the program feel that the name change will help prospective and current students better understand the program's focus as well as help clarify for community partners the knowledge and skills that students in the major bring to their field work and internships. The proposers also indicated that similar programs offered by other institutions are commonly named "Public Health or Public Health Sciences." No changes to the curriculum were requested; the existing curriculum aligns with national learning domains and competencies for an undergraduate degree in public health. Letters of support were provided by the individuals below. The proposal was also approved by the CNHS Curriculum Committee.

- Director of the Health and Society Program, Jeanne Shea
- Director of the Graduate Public Health Programs and Associate Dean for Public Health & Health Policy, Jan Carney
- Dean of CNHS, Noma Anderson
- Dean of the College of Medicine, Richard Page
- Associate Dean of the College of Arts and Sciences, Abigail McGowan
- Dean of the College of Agriculture and Life Sciences, Leslie Parise

• *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.

- › 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 (four)*
 - › Proposal from the Larner College of Medicine in conjunction with the Graduate College to terminate the Pharmacology PhD
 - › Proposal from the Larner College of Medicine in conjunction with the Graduate College to terminate the Microbiology and Molecular Genetics PhD
 - › Proposal from the Larner College of Medicine in conjunction with the Graduate College to terminate the Molecular Physiology and Biophysics PhD
 - › Proposal from the Larner College of Medicine in conjunction with the Graduate College to terminate the Master of Science in Molecular Physiology and Biophysics

EDUCATIONAL POLICY AND INSTITUTIONAL RESOURCES COMMITTEE

June 4, 2021

Resolution approving the creation of a Certificate of Graduate Study in Resiliency-Based Approaches with Families, Schools & Communities in the College of Education and Social Services in conjunction with the Graduate College

BE IT RESOLVED, that the Board of Trustees approves the creation of a Certificate in Graduate Study in Resiliency-Based Approaches with Families, Schools & Communities in the College of Education and Social Services, in conjunction with the Graduate College, as approved and advanced by the Provost and President on March 24, 2021.

Resolution approving the terminations of 16 Secondary Education minors in the College of Education and Social Services

BE IT RESOLVED, that the Board of Trustees approves the termination of 16 Secondary Education minors in the College of Education and Social Services, as approved and advanced by the Provost and President on April 22, 2021.

Resolution approving the termination of the Sustainable Landscape Horticulture major in the College of Agriculture and Life Sciences

BE IT RESOLVED, that the Board of Trustees approves the termination of the Sustainable Landscape Horticulture major in the College of Agriculture and Life Sciences, as approved and advanced by the Provost on April 21, 2021 and President on April 22, 2021.

Resolution approving the termination of the Dietetics, Nutrition and Food Sciences major in the College of Agriculture and Life Sciences

BE IT RESOLVED, that the Board of Trustees approves the termination of the Dietetics, Nutrition and Food Sciences major in the College of Agriculture and Life Sciences, as approved and advanced by the Provost on April 21, 2021 and President on April 22, 2021.

Resolution approving the creation of a Micro-Certificate of Graduate Study in Agroecology 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 May 24, 2021.

Resolution approving revisions to Hazing Policy

BE IT RESOLVED, that the Board of Trustees approves revisions to the Hazing Policy, appearing as Appendix A to this document.

Resolution approving the Vermont State 4-H Foundation, Inc. as an Affiliated Organization

BE IT RESOLVED, that the Board of Trustees hereby approves continuation of the Vermont State 4-H Foundation, Inc. as an affiliated organization of the University of Vermont and State Agricultural College in support of 4-H programs administered by UVM Extension Services, subject to the execution of a Memorandum of Understanding pursuant to the University's Affiliated Organization's Policy.

BE IT FURTHER RESOLVED, that the President is authorized to enter into such a Memorandum of Understanding for a term of three years.



OFFICE OF AUDIT AND COMPLIANCE SERVICES
UVM.EDU/POLICIES



POLICY

Title: Hazing

Summary of proposed changes:

Beyond technical updates and editing, the policy changes include: 1) it is framed around students who are subject to the hazing (versus any UVM community member); 2) the appropriate contacts/references listed in the policy statement have been added; 3) a higher level of oversight as one consequence of hazing has been added; and 4) Counseling and Psychiatry Services (CAPS) and Employee Assistance Program (EAP) have been removed as resources.

Policy Statement

Hazing is strictly prohibited at the University of Vermont.

Hazing means any act committed by a person, whether individually or in concert with others, against a student in connection with joining, pledging, being initiated into, affiliating with, holding office in, or gaining or maintaining membership in any group, organization, department or unit that is a part of or recognized by the University, and that is intended to have the effect of, or should reasonably be expected to have the effect of, socially or physically isolating, humiliating, intimidating, or demeaning the student(s) or otherwise endangering their mental or physical health. Hazing also includes soliciting, directing, aiding, or otherwise participating actively or passively in such acts, and occurs regardless of the consent or willingness of a person to participate in the activity.

Hazing does not include any activity or conduct that furthers legitimate curricular, extracurricular, or military training program goals, provided that (1) the goals are approved by the University employee with oversight responsibility for the organization, such as the organization's advisor or a team's head coach, or the Office of the Provost; and (2) the activity or conduct furthers the goals in a manner that is appropriate, contemplated by the University, and typical and customary for similar programs at other educational institutions.

Information that any member of the University community, a University recognized group or organization, varsity athletics team, or a departmental student affinity or advisory group has allegedly violated this policy will be referred to the appropriate process for investigation and resolution:

- Individual students will be referred through the student conduct process for an alleged violation of this policy.
- Recognized Student Organizations will be referred through the procedures outlined in the Student Organization Misconduct Operating Procedure.

- Varsity athletics teams will be referred to the Director of Athletics for an alleged violation of this policy.
- Departmental student affinity and advisory groups will be referred to the applicable Dean/VP and the Provost for an alleged violation of this policy.
- Faculty and staff will be referred to the appropriate review process in compliance with University policy or applicable collective bargaining agreement for any alleged violation of this policy.

The length of time between an incident and making a disclosure will not affect the willingness of the University to investigate the allegations or to provide support and other services. However, a prompt disclosure may significantly impact the ability of the University to conduct a full investigation.

This policy is intended to be consistent with State law; it will be reviewed periodically and revised in light of legal developments.

Reason for the Policy

Membership in University recognized groups and organizations, varsity athletics, and other departmental student affinity or advisory groups can increase leadership and service potential; provide athletic, recreational, intellectual, and spiritual opportunities; and otherwise contribute positively to personal, professional, and social development. When membership is linked with involvement in hazing activities, the purpose of the endeavor is compromised and can endanger the health and safety of students or other university community members. Hazing is therefore strictly prohibited at the University of Vermont.

Applicability of the Policy

This policy applies to all members of the University community and their guests, regardless of whether the behavior occurs on or off campus, as well as to all University recognized groups and organizations, and varsity athletic teams.

Definitions

Hazing: see Policy Statement above.

Recognized Group or Organization: As defined in the University's Group and Organization Recognition Policy.

Procedures

Understanding the Scope of Hazing Activities

A broad range of behaviors may be considered hazing. The range of activities cross a continuum from minor to more severe forms of conduct. Severity can be measured both by the level of pressure to engage in the conduct (expecting, encouraging, urging, requiring, coercing, forcing, etc.) and the type of the behavior involved (behavior that is very unlikely to cause physical or psychological harm to behavior that is very risky and almost always will result in some degree of harm). Creating an expectation to participate in activities as a condition of joining, affiliating with, or maintaining membership in a group where harm *could* result is likely to be considered hazing.

Reporting Incidents of Hazing

University employees, as well as contractors, consultants, temporary employees, and volunteers with responsibilities for academic, extracurricular, research, occupational training, or other programs and activities

sponsored by or affiliated with the University are required to report possible hazing incidents in a prompt and effective manner to University Police Services, as detailed in the contact information section of this Policy. Students and all other members of the University community are strongly encouraged to report possible hazing incidents as soon as possible to University Police Services.

The Chief of Police Services, or designee, will promptly take steps to investigate and respond to hazing reports consistent with the exercise of reasonable professional discretion, including the notification of responsible University administrators. Separate and apart from any determination by law enforcement as to whether alleged conduct meets the legal standard for hazing, incidents shall also be reviewed to determine whether the provisions of University policy have been violated, as outlined in the section titled "Administrative Response," below.

University Police Services may refer conduct that may constitute a violation of criminal law to appropriate law enforcement officials, subject to the requirements of governing law.

Benefits to Those Who Report

Individuals who are the target of hazing or who have knowledge of a hazing incident, but did not participate, and who truthfully report such activities shall not be individually charged with a violation of this or related conduct policies in relation to the alleged incident..

When reviewing a case, consideration will be given to whether an organization or group has self-reported a hazing behavior and identified individuals who are responsible for the hazing to an appropriate University administrator, as contemplated in the Administrative Response section of this policy, or UVM Police Services.

Administrative Response

The University's response to hazing allegations will occur through the processes outlined in the Code of Student Conduct, the Student Organization Misconduct Operating Procedure, the Student-Athlete Handbook, the Staff Handbook, the Officers' Manual, or the applicable collective bargaining agreement. Upon completion of a thorough investigation, determinations as to whether hazing occurred are made by the appropriate University official, hearing officer, or hearing body with due consideration of the relevant facts and circumstances.

Individual students may also be subject to review of the same conduct for (1) violation of professional standards related to an academic program; (2) conduct standards associated with Athletics; (3) conduct standards associated with recognized student organizations; (4) Housing and Meal Plan Contract Terms and Conditions; (5) eligibility to participate in other University sponsored programs. Similarly, for employees, since hazing may violate the policy(ies) of more than one institutional governing body, the same incident may be referred to more than one hearing body or go through more than one process.

Recognized Groups and Organizations, varsity athletics teams, and locally sponsored bodies may also be subject to suspension or revocation of University privileges or recognition for policy violations or while an investigation is on-going and until such time that the case is resolved.

Sanctions

University hearing officials or bodies responsible for imposing sanctions upon individuals and/or organizations for violation of this policy may consider factors such as the following:

- Nature of the offense, including whether aggravated conduct occurred and whether it is shown that the conduct was premeditated

- Severity of the harm or damage resulting from the offense
- Disciplinary history of the Respondent(s)/organization
- Whether the Respondent(s)/organization sought to threaten or purposefully intimidate a complainant, witnesses, or others involved in the University's disciplinary process
- Whether there was an active attempt to conceal or hide the violation(s)
- Any leadership role or seniority of the Respondent(s) in the organization relative to which hazing occurred, and/or at what level of the organization the hazing behavior was encouraged, endorsed, or otherwise sponsored
- Whether any offense involved behavior directed at a person's actual or perceived membership in a legally protected category as defined in UVM Policy V.7.4.9, Equal Opportunity in Educational Programs and Activities and Non-Harassment (<https://www.uvm.edu/sites/default/files/UVM-Policies/policies/equaledu.pdf>).
- Sanctions imposed by other University reviews or hearings
- Whether a risk of continued harm, or threat of harm, to the campus community or individual members exists
- Whether there is convincing evidence that a Respondent was provoked or pressured into the situation, even though the Respondent made a conscious choice to participate
- Whether the organization and/or Respondent(s) have individually or collectively expressed a clear understanding of the severity of the offense, including resulting damage, injury or harm
- Whether the organization and/or Respondent(s) have individually or collectively taken steps to positively address their behavior, or otherwise take responsibility for their actions

Hearing officials or bodies responsible for imposing sanctions will do so exercising reasonable discretion in light of factors such as those just described above.

Examples of sanctions that may be imposed upon individuals are:

- Disciplinary suspension or dismissal, or suspension or termination of employment;
- Attendance at, or creation of, educational programs or other trainings;
- Appropriate reflection activities;
- Monetary Fines;
- Restitution; and/or
- Participation in alcohol, drug, or other counseling services

Examples of sanctions that may be imposed upon organizations that knowingly permit, authorize, or condone hazing are:

- Probation;
- Revocation or suspension of the organization's existence or recognition;
- Attendance at, or creation of, educational programs or other trainings;
- Appropriate reflection activities;
- Restitution;
- Cancellation of some or all the organization's activities or events (such as intercollegiate or intramural sports contests); and/or
- Decrease in, or restriction of, the organization's privileges
- Mandatory restructuring or higher level oversight

Contacts

Questions concerning the daily operational interpretation of this policy should be directed to the following (in accordance with the policy elaboration and procedures):	
Title(s)/Department(s):	Contact Information:
To Report an Incident of Hazing, Contact UVM Police Services:	
Emergency Reporting	911
Non-Emergency Reporting	(802) 656-3473
Non-Emergency Reporting	Report a Crime
Anonymous Tip Line	Tip411 -or- 656-TIPS
If you are concerned about the health or welfare of a student and would like to connect them with support, please fill out a Concerning and/or Risky Event (CARE) Form or contact:	
Dean of Students Office	(802) 656-3380 DeanofStudents@uvm.edu Nicholson House
Where behavior may also constitute discrimination or harassment, please contact:	
Affirmative Action and Equal Opportunity	(802) 656-3368 aaeo@uvm.edu 428 Waterman Building
To seek confidential support if you have been the subject of hazing, please contact:	
Center for Health and Wellbeing (24/7)	
<ul style="list-style-type: none"> • Counseling and Psychiatry Services (CAPS) • Student Health Services 	(802) 656-3340 (802) 656-3350
Employee Assistance Program (EAP)	(802) 864-EAPØ (3270) Invest EAP

The University official responsible for oversight of this policy is the Vice Provost for Student Affairs.

Forms/Flowcharts/Diagrams

None

Related Documents/Policies

- [Alcohol, Cannabis, Tobacco, and Other Drug Use – Students Policy](#)
- [Code of Student Conduct](#)
- [Designation and Responsibilities of UVM Reporters](#)
- [Discrimination, Harassment, and Sexual Misconduct](#)
- [Group and Organization Recognition Policy](#)
- [Minors; Reporting Abuse or Neglect of and Crimes Procedure](#)
- [Student Organization Misconduct Investigation and Resolution Procedure](#)

Regulatory References/Citations

- [State of Vermont Hazing Law](#)

Training/Education

Training will be provided on an as-needed basis as determined by the Approval Authority or the Responsible Official.

About this Policy

Responsible Official:	Vice Provost for Student Affairs	Approval Authority:	President
Policy Number:	V. 2.19.5	Effective Date:	May 20, 2017
Revision History:	<ul style="list-style-type: none">• V. 3.4.7.1 effective September 8, 2003• V. 3.4.7.2 effective October 20, 2008• V. 2.19.3/V. 3.4.7.3 effective May 18, 2013• V. 2.19.4 amended August 25, 2017		