

**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, Colby Kervick and Mary Cushman, Staff Representatives Amanda McIntire and Sarah Heath, Alumni Representative Susan Wertheimer, Foundation Representative Cathi Wiebrecht-Searer, Student Representatives Ursula Walczak and Sam Pasqualoni and Graduate Student Representatives Miki Beach and Max Cordes Galbraith

Friday, October 29, 2021

8:00 a.m. – 9:00 a.m.

Silver Maple Ballroom, (401) Dudley H. Davis Center

AGENDA

	Item	Enclosure	Discussion Leaders	Time
	Call to order			8:00 a.m.*
1.	Approval of June 4, 2021 meeting minutes	Attachment 1	Carolyn Dwyer	8:00-8:02
2.	Provost's report	Attachment 2	Patricia Prelock	8:02-8:05
3.	Sexual Misconduct and Response Action Plan update		Erica Caloeiro Nick Stanton	8:05-8:25
4.	Academic Success Goals' priority area: <i>Teaching and Learning</i>		Patricia Prelock J. Dickinson Jim Vigoreaux	8:25-8:45
5.	Faculty Senate Curricular Affairs Committee chair's report	Attachment 3	Colby Kervick	8:45-8:50
6.	Curricular action items: <ul style="list-style-type: none">• Resolution approving the termination of the Master of Science and Doctor of Philosophy in Molecular Physiology and Biophysics in the Graduate College in conjunction with the Larner College of Medicine• Resolution approving the termination of the Doctor of Philosophy in Microbiology and Molecular Genetics in the Graduate College in conjunction with the Larner College of Medicine	Attachment 4	Carolyn Dwyer	8:50-8:55

	Item	Enclosure	Discussion Leaders	Time
6.	Curricular action items, continued; <ul style="list-style-type: none"> • Resolution approving the termination of the Doctor of Philosophy in Pharmacology in the Graduate College in conjunction with the Larner College of Medicine • Resolution approving the termination of the minor in Italian in the College of Arts & Sciences • Resolution approving the termination of the major in Italian Studies in the College of Arts & Sciences • Resolution approving the termination of the minor in Speech and Debate in the College of Arts & Sciences • Resolution approving the termination the minor in Vermont Studies in the College of Arts & Sciences • Resolution approving the creation of a Certificate of Graduate Study and Micro-Certificate of Graduate Study in Education for Sustainability in the Graduate College in conjunction with the College of Education & Social Services 	Attachment 4	Carolyn Dwyer	8:50-8:55
7.	Other business**		Carolyn Dwyer	8:55-9:00
	Motion to adjourn			9:00 a.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, June 4, 2021 at 11:05 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, Stephanie Jerome, Kisha Kalra, Carol Ode, Lucy Rogers, Shap Smith and Samuel Young

MEMBERS ABSENT: None

OTHER TRUSTEES PRESENT: Board of Trustees Chair Ron Lumbra, Robert Brennan, Kevin Christie, Don McCree, Berke Tinaz and Catherine Toll²

REPRESENTATIVES PRESENT: Faculty Representatives Laura Almstead³ and Evan Eyler, Staff Representatives Amanda McIntire and Sarah Heath, Alumni Representative Susan Wertheimer and Graduate Student Representatives Rosie Chapina

REPRESENTATIVES ABSENT: Faculty Representative Mary Cushman, Foundation Representative Wolfgang Mieder, Student Representatives Sam Pasqualoni and Finlay Buchanan-Jacobs and Graduate Student Representative Max Cordes Galbraith

PERSONS ALSO PARTICIPATING: Provost and Senior Vice President Patricia Prelock, Dean of the College of Arts & Sciences William Falls, Interim Vice Provost for Student Affairs Erica Caloiero, J. Dickinson, Vice Provost for Academic Affairs and Student Success and Sarah Kleinman⁴, Director of the 4-H, Family and Farmworker Education Programs

Chair Carolyn Dwyer called the meeting to order at 11:05 a.m. and welcomed new committee members Stephanie Jerome, Kisha Kalra and Lucy Rogers. She acknowledged this was faculty representative Laura Almstead's last meeting and thanked her for her service.

¹ Departed the meeting at 11:30 a.m.

² Joined the meeting at 11:40 a.m.

³ Departed the meeting at 11:55 a.m.

⁴ Joined the meeting at 11:50 a.m.

Approval of minutes

The minutes from the February 5, 2021 meeting were presented for approval. A motion was made, seconded and voted to approve the minutes as presented.

Provost's report

Provost Patricia Prelock began her report by congratulating the UVM graduates who succeeded in achieving their undergraduate, graduate and medical degrees despite all of the changes and challenges during the past year. She also acknowledged the efforts of the university staff, faculty and students who committed to keeping the campus safe during the pandemic, and in particular, Vice President for Operations and Public Safety Gary Derr and his staff in the COVID-19 testing center and University Event Services for their service and for keeping the UVM community informed.

Provost Prelock recognized Dean of the College of Education and Social Services Scott Thomas, who has accepted the role of the newly endowed John P. 'Jack' Ellbogen Dean of the University of Wyoming's (UW) College of Education. He will be starting his new position on July 1, 2021.

The Provost acknowledged the sexual assault activism that occurred on campus in May and commended the students on their positive, action-oriented engagement. She reported that the administration was able to meet all of the requests from the students, and an accelerated plan has been developed with administrative leads assigned to address each of their concerns.

Outcomes of low enrollment programs

Provost Prelock explained the current university-wide effort to examine low enrollment/low completion majors, minors, and academic programs. The Low Major Enrollment/Low Completion (LE/LC) process is a natural evolutionary cycle of academic programs, which are continually curated to ensure that students are provided with the best educational opportunities. Providing the larger national context, Provost Prelock reported that a number of universities have scaled back programs, or proposed elimination of programs and departments, as reported in the Chronicle of Higher Education and other media sources. These changes are being driven by enrollment declines and shifting student interest. Individual units at UVM have responded by creating new majors responsive to student demand and that build on faculty strengths while not compromising the university's liberal arts core. In addition, the university has undertaken an assessment of LE/LC programs. Provost Prelock then explained the process for making determinations of whether programs are terminated or deactivated. The process has multiple points of feedback and faculty input at the program, departmental, college and Faculty Senate levels.

College of Arts and Sciences (CAS) Dean Bill Falls provided an update on low enrollment review within CAS. For context, he noted the college has 21 departments with 56 majors and 63 minors. In addition, CAS has also experienced a declining enrollment over the last ten years that matches trends occurring across higher education nationally. Response to this was a four-year effort focused on efficiencies, innovation and new programs. Goals were to liberate/redeploy faculty resources to increase course opportunities for all students, to reduce department silos, to increase opportunities for synergistic teaching and scholarship, to reduce administrative costs, and to increase financial and management efficiencies. This process ran from 2017 to 2020 at which time Dean Falls recommended the termination of 27 programs within CAS. Today he reported that only 2 of the 27 programs remain unresolved and are working their way through the

administrative process. He also highlighted new collaborations that are a result of the process, including moving towards the creation of a school of world languages and cultures, a school of integrative arts, a collaboration of geography and geology, as well as the combining of religion and anthropology. Dean Falls concluded his presentation by emphasizing that students and faculty will be the beneficiaries of this process. There will be more course opportunities for all students and more access to talented scholar-teachers as the burden of courses required from small enrollment majors and minors is reduced.

Faculty Senate Curricular Affairs Committee chair's report

On behalf of Chair Laura Almstead, J. Dickinson, Vice Provost for Academic Affairs and Student Success, directed committee members to attachment 3 in the meeting materials and entertained questions regarding the curricular action items for the committee's consideration.

Curricular action items

Chair Dwyer presented the following resolutions:

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.

A motion was made, seconded and it was unanimously voted to refer the resolutions to the board for approval.

Resolution approving revisions to Hazing policy

Interim Vice Provost for Student Affairs Erica Caloiero introduced proposed revisions to the Hazing policy. She reported that beyond technical updates and editing, changes to the policy include: reframing it around students who are subject to the hazing, updating the appropriate contacts/references, a higher level of oversight as one of the consequences of hazing has been added and Counseling and Psychiatry Services and Employee Assistance Program have been removed as resources.

Chair Dwyer presented the following resolution:

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.

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.

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

Sarah Kleinman, Director of the 4-H, Family and Farmworker Education Programs, introduced the following resolution:

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.

She explained that authorization is being sought to continue the affiliated organization status of the Vermont 4-H Foundation, Incorporated, in support of 4-H programs administered by UVM. The Vermont State 4-H Foundation is a volunteer-based organization that encourages, advances and promotes statewide 4-H youth development activities.

The Board of Trustees originally granted the affiliated organization status in 2013 and it has since expired. Therefore, a new MOU is required to continue the affiliated organization status.

An opportunity for discussion was offered. Trustee Shap Smith inquired about the relationship between 4-H and UVM Extension. Director Kleinman explained that the 4-H program is administered and staffed by UVM Extension and has been for many years.

A motion was made, seconded and it was unanimously voted to refer the resolution to the board for approval.

Other business

There being no further business, the meeting adjourned at 12:17 p.m.

Respectfully submitted,

Carolyn Dwyer, Chair



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		



Office of the Provost
and Senior Vice President

Provost's Report
October 29, 2021

Board of Trustees
Educational Policy and Institutional Resources Committee

Prepared by
Provost and Senior Vice President Patricia A. Prelock

Despite the challenges presented by a global pandemic, this past year was a period of remarkable accomplishment for the University of Vermont. Just a few of our most notable achievements include:

- The Fall 2020 undergraduate student cohort had an 87.8% one-year retention rate, which is the highest one-year retention rate since 2004. Our two-year retention rate is at 84.7% for our Fall undergraduate student 2019 cohort, the highest rate in our history (a jump of 5.1%). There are many factors that certainly contributed to our improved retention rates, including COVID's impact on student mobility, but our COVID response contributed significantly as did our focused efforts to support students last year and over the summer.
- We had 14 undergraduate Fulbright Fellow finalists (a record high for UVM); 3 winners, and 3 alternates.
- The Class of 2020 Career Outcomes reflect impressive success rates with 92% of our undergraduate students being either employed or enrolled in graduate school within six months of graduation. Among our graduate students, 96.6% were employed or enrolled in further graduate education within six months of graduation.
- Six UVM professors received National Science Foundation CAREER Awards exceeding \$500,000 each.
- External research [funding totaled \\$227 million](#). This is the first time that UVM research has surpassed \$200 million in the history of the institution.
- The College of Agriculture and Life Sciences was selected by the USDA's Agricultural Research Service to fund a collaborative initiative on food systems research on our campus. Annual support to UVM exceeds \$4 million and will support significant enhancement of agriculture and nutrition lab facilities on campus.

- Newly approved academic programs include the Ph.D. in Sustainable Development Policy, Economics and Governance; the professional doctorate in Occupational Therapy, and a professional GIS and Data Communication certificate.

Accomplishments such as these are among a broad set of variables we use to measure our progress against our [Academic Success Goals](#) (ASG) which guide the work of our entire community in advancing our academic mission, and reflect priorities in the areas of (1) Teaching and Learning, (2) Knowledge Creation, and (3) Engagement. At our meeting on October 29, we'll review progress against the five Teaching and Learning ASG in the areas of curriculum; student retention and progression; post-graduation success; faculty professional development; and diversity.

I'd like to use my report to describe some of the ways we are recognizing and supporting members of our community, and to update you on progress on our institutional response to sexual misconduct, which we will also discuss at our meeting.

Recognition of and Support for our UVM Community

As we continue to make our way through the pandemic and transition to our 'next' normal, our community has been steadfast in the delivery of a world class academic experience. Here are some examples of initiatives we have undertaken to support and recognize the outstanding efforts of our faculty, staff, and students.

- Our UVM Strong planning group transitioned to the [UVM Forward](#) group that continues to meet regularly to establish and update health and safety practices and communicate timely information to students, families, faculty, and staff.
- While we had long anticipated our return to in-person operations, we knew the change would require some adjustment for both leaders and their teams. To help support and prepare for our successful return, we worked with our [Employee Assistance partner](#) to develop informational sessions delivered in July and August that provided more than 100 leaders with tools that would be useful throughout this transition, helping them anticipate and prepare for conversations and situations they would encounter. Additionally, our [Employee Assistance Program](#) is available to promote the health of employees and their household members by offering immediate access to free, confidential counseling for a wide range of life issues.
- Knowing that the last 18 months had an impact on our physical, mental, and social health and wellbeing, in early September we invited our employees to participate in [Open Source Wellness](#) at UVM, a wellness coaching program that focuses on physical activity, nutritious food, stress reduction, and social support.
- The University of Vermont became an institutional member of the [National Center for Faculty Development and Diversity](#) (NCFDD), which is a nationally-recognized organization dedicated to supporting faculty, particularly under-represented faculty, in professional development and career advancement. NCFDD provides online career development, training, and mentoring resources.
- Even before the COVID 19 pandemic there was a general increase in depression, anxiety, and other mental health conditions among college students nationwide. As students entered their

second year with the pandemic still present and adversely impacting many lives, it was clear that the resumption of campus classes this fall could pose challenges for them. The [Center for Health and Wellbeing](#) partnered with the [Center for Teaching and Learning](#) (CTL) to present [Mental Health First Aid for Higher Education](#), a nationally certified training, to faculty and graduate students. This training helps instructors recognize the potential risk factors and warning signs for a range of mental health problems and use a 5-step action plan to help people in crisis connect with appropriate professional help.

- Because the pandemic prevented us from making [Our Common Ground Staff Awards](#) in 2020, President Garimella recognized [12 staff members](#) this year, double the normal annual number of awards, for their outstanding work on behalf of the university both during the last two very difficult years and throughout their careers at UVM. Additionally, we received a special nomination for our colleague, Gary Derr who has been at the center of UVM's response to COVID-19 and continues to lead that complex effort with grace, professionalism, and expertise. We were thrilled to announce that Gary was this year's 13th *Our Common Ground Award* recipient.
- Our tradition of celebrating staff during [Staff Appreciation Week](#) resumed and our deep appreciation for our talented and dedicated staff was once again on display. Festivities included the annual Social on the Green and special gifts for staff celebrating milestone employment anniversary dates.
- We are in the final stages of operationalizing our newly developed [Interim Telework Policy](#). The policy recognizes the continuing evolution of work modes and supports telework arrangements that enhance both the capabilities of the employee and the University's ability to meet its goals and objectives while balancing our need for robust in-person services and our commitment to maintaining a vibrant campus atmosphere.
- On Saturday, August 14, we invited the [Class of 2020](#) and their families and guests back to campus to celebrate their accomplishment as graduates of the University of Vermont. It was a joyful commencement day and we were so pleased to provide our graduates with the opportunity to walk across the stage to receive their diplomas.
- Recognizing that the class of 2024 had both their senior year of high school and first year of college impacted by the pandemic, Student Life is expanding programming exclusively for sophomores. Additional programs include a sophomore ice cream social, a [sophomore prom](#), as well as a series of outdoor recreational experiences that will take place throughout the academic year.
- The inaugural First-Generation Student Success Steering Committee was charged with providing institutional leadership and strategic planning to ensure a coordinated and sustained focus on improving the success of UVM's first-generation students. The committee is establishing and promoting a shared, university-wide vision for enhancing first-generation student success, determining institutional priorities and strategies, and developing data dashboards to measure the success of these initiatives.
- Our students have access to wellness programming from a variety of sources, including counseling through [Counseling and Psychiatry Services](#). Generally, service utilization is up this

fall over last when looking at the first four weeks of data. Ongoing appointments have increased about 5.5% (our combined undergraduate and graduate student enrollment increased 4.35% during this time). Notably, 70% of counseling appointments were provided via telehealth and 86% of psychiatry appointments were provided via telehealth.

Sexual Misconduct

During the Spring 2021 semester there was an increase in UVM community members expressing concern about the important topic of sexual misconduct. UVM takes sexual misconduct very seriously, and a great deal of progress has resulted from dialogue surrounding this issue. The institution's response to sexual misconduct is addressed in two primary and distinct ways: case response and community education/prevention. The University has implemented significant changes and enhancements in both areas.

Case response involves providing supportive measures to those impacted by sexual misconduct, including confidential counseling, provision of support measures, and multiple options for resolution of complaints when an incident of sexual misconduct is reported to the institution.

One significant move completed in August was the transition of victim support services from a single employee housed in the Women and Gender Equity Center to [HOPE Works](#), a leading organization for sexual violence crisis counseling and advocacy in Chittenden County. The decision to transition victim support services to HOPE Works was made for three primary reasons: 1) to allow for a variety of individuals from differing backgrounds and experiences to render advocacy service on campus and promote inclusivity; 2) to ensure the availability of 24-hour coverage; and 3) to strengthen confidentiality in rendering these services. Additionally, UVM provides confidential counseling through [Counseling and Psychiatry Services](#) (CAPS) providers who are specially trained to support students impacted by these issues.

Individuals who have experienced sexual misconduct may choose to report to law enforcement, to the [UVM Office of Affirmative Action and Equal Opportunity](#) (AAEO), both, or neither. [UVM Police Services](#) are available at all times for those who wish to report criminal activity or to engage in safety planning. AAEO is charged with responding to reports of sexual misconduct, and offers two resolution vehicles – investigatory resolutions, which result in a determination as to whether University policy has been violated and appropriate disciplinary actions being imposed, and alternative resolutions, which involve a third party facilitating restorative actions, but not determination being rendered as to whether University policy has been violated. AAEO houses two Investigators and an Intake and Outreach Coordinator, who provides supportive measures to students and employees impacted by sexual misconduct or involved in an AAEO process. Students are not required to pursue a resolution process to obtain supportive assistance with academic, residential, and other matters. The [Center for Student Conduct](#) determines appropriate sanctions when AAEO finds that a policy violation occurred. Individuals may report sexual misconduct by emailing TitleIX@uvm.edu or visiting www.uvm.edu/aaeo. All individuals involved in an AAEO investigation or alternative resolution process are protected from retaliation. President Garimella requested an external independent review of the Office of Affirmative Action and Equal Opportunity. Once the review has been concluded, findings will be shared with the UVM community.

Community education and prevention is critically important to this conversation. We must collectively endeavor to increase awareness about the meaning and importance of consent and healthy relationships, and help students develop effective bystander intervention skills. To that end, UVM has expanded education on sexual assault, consent, healthy relationships, and bystander intervention to occur every semester. Additionally, UVM is engaged in a wide range of proactive prevention and education including programming with [Living Well](#) (sexual health and healthy relationships) and Step-Up (bystander intervention).

The Vice Provost and Dean of Students Office has convened a “Sexual Violence Prevention Council,” made up primarily of students, and intended to seek student input from diverse voices on the topic of sexual violence prevention. This group has begun to meet, and will eventually be chaired by UVM’s first sexual violence prevention coordinator. The search for this position is underway and the position should be filled by the end of the semester. The coordinator will be a convener and an activator, connecting the dots of work that is already being done, as well as work in progress. We have also benefitted from the work of a group of faculty and students whose research into credit-bearing opportunities for students has helped us see that even as we tackle the problem of sexual misconduct, we can find ways to learn through engagement in this difficult issue. It will come as no surprise to you that our students are taking an active role in partnering and pushing for an ever-better UVM. Our deeply-held responsibility, and their energy and sincerity motivate us to continue our work toward a campus that is healthy and safe for every member of our community. We are proud of the progress we’ve made and the commitment that so many on campus have expressed to make it so.

You can learn more on the UVM Title IX and Sexual Misconduct [website](#), and by reading the updates issued to our community on [April 29](#), [May 4](#), [August 31](#), and [October 14](#), also posted on the Title IX [site](#).

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Over the last eighteen months, we have demonstrated a level of perseverance, resilience, and accomplishment that fills me with optimism. The achievements that I described at the beginning of my report have not been easily won. They are the result of good, focused, hard work on the part of students, staff, and faculty across the institution. I will continue to do all that I can to engage, challenge, and support our community in the pursuit of a sustainable and outstanding future for the University of Vermont.

Curricular Affairs Committee of the Faculty Senate

Report of the Curricular Affairs Committee of the Faculty Senate

October 29, 2021

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

**Prepared By
Colby Kervick, Chair of the Curricular Affairs Committee**

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

Completed Review (eight):

- › **Approval of a proposal from the Graduate College and the Larner College of Medicine (LCOM) for a “no-contest” termination of the Ph.D. and M.S. programs in Molecular Physiology and Biophysics.**

The Curricular Affairs Committee approved a proposal for a no-contest termination of the Ph.D. and M.S. programs in Molecular Physiology and Biophysics M.S. and Ph.D. programs. The proposal was also approved by the Faculty Senate at the September 20, 2021 meeting.

The Molecular Physiology and Biophysics M.S. and Ph.D. programs stopped accepting new students in 2013. At that time the Graduate College and the campus-wide interdisciplinary Cell and Molecular Biology program partnered with the College of Medicine, the Department of Molecular Physiology and Biophysics and other departments in the College of Medicine to support an expanded campus-wide interdisciplinary Ph.D. program in Cellular, Molecular, and Biomedical Sciences (CMB). Given the sustained success of the CMB program, the Department of Molecular Physiology and Biophysics has no plans to actively recruit into their departmental M.S. or PHD programs again. The last Molecular Physiology & Biophysics M.S. student graduated in January, 2009 and the last Molecular Physiology & Biophysics Ph.D. student graduated in May, 2018. Thus, there are no current students who need to be accommodated during the termination process.

The Department notes that terminating the Molecular Physiology and Biophysics M.S. will allow them to continue to commit resources, including faculty mentoring and teaching efforts to help train and support Ph.D. Students, to the CMB program. The CMB program does not accept entry level M.S. students, but there is an M.S. degree in the event a student requests or is advised to complete an M.S. after beginning the doctoral program.

A vote of the departmental faculty for terminating the M.S. and Ph.D. programs in Molecular Physiology & Biophysics was unanimous. A total of 9 faculty voted, 9 in favor of termination

and none opposed. Termination of the M.S. and Ph.D. programs in Molecular Physiology & Biophysics, is supported by the Larner College of Medicine Deans and Graduate Education Committee.

If approved by the Board of Trustees this termination will go into effect in the 2022-2023 catalog year.

- › **Approval of a proposal from the Graduate College and the Larner College of Medicine (LCOM) for a “no-contest” termination of the Ph.D. program in Microbiology and Molecular Genetics.**

The Curricular Affairs Committee approved a no-contest termination of the Microbiology and Molecular Genetics Ph.D. program. The proposal was also approved by the Faculty Senate at the September 20, 2021 meeting.

The Microbiology and Molecular Genetics Ph.D. program stopped accepting new students in 2013. At that time the Graduate College and the campus-wide interdisciplinary Cell and Molecular Biology program partnered with the College of Medicine, the Department of Microbiology and Molecular Genetics and other departments in the College of Medicine to support an expanded campus-wide interdisciplinary Ph.D. program in Cellular, Molecular, and Biomedical Sciences (CMB). Given the sustained success of the CMB program, the Department of Microbiology and Molecular Genetics has no plans to actively recruit into their departmental Ph.D. program again. The last Microbiology and Molecular Genetics Ph.D. student graduated in May, 2018. Thus, there are no current students who need to be accommodated during the termination process. The Department notes that terminating the Microbiology and Molecular Genetics Ph.D. will allow them to continue to commit resources, including faculty mentoring and teaching efforts to help train and support Ph.D. students, to the CMB program. In addition, resources in the Graduate College that fund 10 Graduate Teaching Assistant stipends in support of undergraduate teaching in Microbiology and Molecular Genetics are currently allocated to support doctoral students in the CMB program

This proposal was supported by Dr. Cynthia Forehand and the graduate college executive committee. A vote of the departmental faculty for terminating the Ph.D. program in Microbiology & Molecular Genetics was unanimous. A total of 18 faculty voted, 18 in favor of termination and none opposed. Termination of the Ph.D. program in Microbiology & Molecular Genetics, is also supported by the Deans of the Larner College of Medicine and the Graduate Education Committee.

If approved by the Board of Trustees the termination would go into effect during the 2022-23 catalog year.

- › **Approval of a proposal from the Graduate College, Department of Pharmacology and Larner College of Medicine (LCOM) to terminate the Ph.D. in Pharmacology**

The Curricular Affairs Committee approved a no contest termination of the Ph.D. in Pharmacology. This program termination was also approved by the Faculty Senate on September 20, 2021.

The Pharmacology Ph.D. program stopped accepting new students in 2013. At that time the Graduate College and the campus-wide interdisciplinary Cell and Molecular Biology program partnered with the College of Medicine, the Department of Pharmacology and other departments in the College of Medicine to support an expanded campus-wide interdisciplinary Ph.D. program in Cellular, Molecular, and Biomedical Sciences (CMB). The CMB program has been very successful, as evidenced by the faculty's satisfaction and by the recently completed Academic Program Review. With 61 students, it is the largest Ph.D. program at UVM and embodies a collaborative and interdisciplinary approach to science critical to the success of their students. Given the sustained success of the CMB program, the Department of Pharmacology has no plans to actively recruit into their Ph.D. program again.

The last Pharmacology Ph.D. student graduated in January 2016. Thus, there are no current students who need to be accommodated during the termination process. The Department notes that terminating the Pharmacology Ph.D. will allow them to continue to commit resources, including faculty mentoring and teaching efforts, to help train and support Ph.D. students, to the CMB program. The proposal was supported by the Department Chair, Deans of the Larner College of Medicine and a unanimous vote of its faculty.

If approved by the Board of Trustees, the termination would go into effect in during the 2022-23 catalog year.

- › **Approval of a proposal from the Graduate College and the College of Education and Social Services for a new Certificate of Graduate Study (CGS) and Micro-Certificate of Graduate Study (mCGS) in Education For Sustainability**

The Curricular Affairs Committee approved a proposal from the Graduate College and the College of Education and Social Services for a new graduate certificate as well as a new micro graduate certificate in Education for Sustainability. This proposal for a new Certificate of Graduate Study (CGS) and Micro-Certificate of Graduate Study (mCGS) in Education for Sustainability (EFS) is designed and sponsored through a collaboration between the College of Education and Social Services (CESS) and Shelburne Farms. UVM and Shelburne Farms share a goal of working to accelerate the transformative societal response to today's unprecedented and interconnected environmental, social, and economic challenges through education.

Program Description and Rationale

The CGS in EFS prepares practicing educators to empower learners to make positive changes in their communities and shift societies to improve the quality of life for current and future generations. The planet is undergoing rapid and dramatic changes that threaten not only economies and coastlines but the ability of the planet to support life as we know it. Meanwhile,

racism and systemic inequity continue to seep through all aspects of our society, leading to unjust and dangerous experiences for many. Educators seeking to prepare their students for these realities need a new kind of professional learning. The CGS in EFS seeks to prepare learners to engage and thrive in a democratic and sustainable society through nurturing a sense of place, building an understanding of interdependence through systems thinking and systems sensing, and positioning students to discover their own agency through service-learning to lead learning and systems change across a variety of scales from classroom to community.

The proposed CGS in EFS is a collaborative effort with Shelburne Farms—an experienced partner who has engaged 5,000 educators over the past five years through their own EFS-focused professional learning programs. The proposed CGS and mCGS represent an outgrowth of place-based education initiatives developed by CESS faculty to pursue certificate opportunities identified in the 2018 CESS Strategic Plan. The proposed CGS also honors UVM’s commitment to the Greater Burlington Regional Center of Expertise (RCE), a local network co-founded by UVM and Shelburne Farms that is among 155 RCEs that comprise the Global RCE Network, an initiative of the UN’s Education for Sustainable Development Project. The proposed CGS in EFS exemplifies the university’s land grant mission to prepare students to improve the well-being of people and planet, and will help fulfill the mission to “prepare students to be accountable leaders who will bring to their work dedication to the global community, a grasp of complexity, [and] effective problem-solving.”

To earn the proposed CGS in EFS, students must complete 18 credits via 12 required credits (4 three-credit courses) and 6 credits of electives (detailed below). The mCGS requires 12 credits (4 three-credit core courses). The goal is to provide high-quality professional learning in Education for Sustainability to practicing educators, including k-12, post-secondary, and informal educators, so that they can successfully design, implement, and lead EFS with their own learners. Educators who complete the CGS in EFS are expected to be able to do the following:

- Demonstrate understanding of the concepts of socio-ecological systems nested within a local-to-global vision of sustainability in order to address social, environmental and economic issues with students;
- Design and implement EFS curricula that incorporates elements of transdisciplinary or concept-based design, and project- or inquiry-based learning;
- Co-create authentic and contextualized learning experiences that center student voice and agency, community impact and honor identity and positionality;
- Establish and nurture reciprocal relationships with community partners and other local resources in pursuit of the co-creation of engaging and authentic learning opportunities for students and significant contribution to the quality of life;
- Grow their capacity to participate in and lead a professional learning community through engaging in reflection and collaborative practices;
- Critically explore their own identity, positionality and personal journey as the starting point for transforming educational practices and systems; and
- Reflect upon and further develop their own personal and professional values and ethics in light of multiple perspectives on sustainability and social justice.

The mCGS in EFS is designed to meet the needs of students interested in EFS but facing logistical or economic constraints. The 4 required courses that compose all 12 credits of the

proposed mCGS are the same core courses for the CGS described in the proposal as “the essential curricula necessary for preparing students to educate for sustainability, without the transdisciplinary focus of the full CGS-EFS.”

Graduate Certificate:

To earn the proposed CGS in EFS, students must complete 18 credits. The program requires four new core courses: (1) Foundations of Education for Sustainability (EFS) (EDCI 343), (2) Methods in EFS (EDCI 344), (3) Transformative Leadership in EFS (EDCI 345), and (4) EFS Inquiry and Action (EDCI 346). These courses have been developed in partnership with instructional faculty from Shelburne Farms. They have already been approved for inclusion in the 2021-2022 Graduate Catalogue. Students will also select 6 credits of elective courses from an array of options across campus. The proposed CGS in EFS is expected to increase enrollment in existing courses that are willing to increase enrollment. There are no required changes to existing courses to meet the needs of the CGS. The courses included were selected in consultation with UVM colleges, schools, and departments to distribute students across the sponsoring and supporting academic units.

Micro-Certificate:

The proposed 12-credit mCGS-EFS will meet the needs of students who are seeking to learn how to design and implement Education for Sustainability (EFS) curricula that incorporate elements of concept-based and project- or inquiry-based design. The four core courses are the same as the core courses in the CGS: (1) Foundations of Education for Sustainability (EFS) (EDCI 343), (2) Methods in EFS (EDCI 344), (3) Transformative Leadership in EFS (EDCI 345), and (4) EFS Inquiry and Action (EDCI 346).

This is the first and only sustainability-focused graduate certificate and mCGS in education proposed at the university.

Table 1. Required Coursework in CGS-EFS and mCGS-EFS.

CGS- EFS	mCGS- EFS
EDCI343 Foundations of Education for Sustainability (3 credits)	EDCI343 Foundations of Education for Sustainability (3 credits)
EDCI344 Methods in Education for Sustainability (3 credits)	EDCI344 Methods in Education for Sustainability (3 credits)
EDCI345 Education for Sustainability Inquiry & Action (3 credits)	EDCI345 Education for Sustainability Inquiry & Action (3 credits)

EDCI346 Transformational Leadership in EFS (3 credits)	EDCI346 Transformational Leadership in EFS (3 credits)
Breadth Course: Elective 1 (3 credits)	
Breadth Course: Elective 2 (3 credits)	

Justification and Evidence for Demand

Educators report wanting to teach about complex issues such as food systems, climate change and racial injustice, which is important for society because education has the power to affect change in our local and global communities. As described in the CGS proposal, educators need content, resources, time, and opportunities to design units of study and engage in critical reflection. In order to change their practice, teachers require programming that models collaborative relationships, long-term duration, and contextualization of place, all of which have been incorporated into the four core courses of the proposed CGS in EFS.

The CGS proposal mentions four comparable graduate-level certificate programs currently offered in the United States: Manhattanville College in New York, West Chester University in Pennsylvania, and Antioch University New England offer Advanced or Graduate Certificates in EFS, and Webster University in Missouri offers a Graduate Certificate in Sustainability and Social Equity Studies. While these programs could be seen as comparable in terms of course content, there are several attributes that make this proposed CGS in EFS unique. Foremost, it requires more coursework and is more integrated in field-based learning than the others. The UVM CGS in EFS will be situated within a comprehensive Land-Grant University, and offered in partnership with Shelburne Farms. Situated on two exemplary campuses, the CGS in EFS will have robust physical and environmental resources through which students will explore sustainability concepts. UVM is well-positioned to advance this CGS in EFS, as there are no examples of comprehensive, research-based universities engaged in EFS professional development for educators, and certainly none capable of drawing nationally for this audience. Locally, both Champlain College and Middlebury College offer education courses as well as sustainability related courses, but neither offer graduate-level coursework in Education for Sustainability.

Through the proposed CGS (and mCGS) in EFS, UVM's and Shelburne Farms' collaboration would provide the foundational course work to support educators, and thereby their students, to transform their schools and communities. Shelburne Farms continues to experience an increased demand for EFS programming as evidenced by enrollment in their programs. Over the past 5 years, 5,000 educators have engaged in Shelburne Farms' EFS-focused professional learning programs. In that same period, an earlier version of the four core courses proposed here in partnership with Shelburne Farms have had over 500 participants, with 51 of these enrolling in courses for graduate credit. During the summer of 2020, CESS and Shelburne Farms offered these courses collaboratively for the first time, resulting in 33 participants, with 13 graduate course registrations.

Based on the summer 2020 enrollment, as well as on the enrollment of EFS graduate certificates at other institutions, an average of 12-15 participants are anticipated to enroll in the CGS in EFS each year.

Relationship to Existing Programs

The proposed CGS in EFS would be the only sustainability-focused CGS in education at UVM. The proposed CGS in EFS is a natural counterpart to CESS's new undergraduate certificate in Place-Based Education (PBE). As CESS does not currently offer any sustainability-focused programming at the graduate level, the proposed CGS would provide graduates of the PBE undergraduate certificate an opportunity for continued professional learning at UVM after graduation. The proposed CGS (and mCGS) in EFS shares a titular focus on "sustainability" with other graduate certificate and degree programs at UVM, such as the CGS in Sustainable Enterprise and The Sustainable Innovation MBA (Grossman School of Business) and the new PhD program in Sustainable Development, Economics and Governance (CALs). The proposed CGS in EFS is distinctive in its focus on training practicing educators (e.g., k-12, post-secondary, and informal educators) to apply course content to the design, implementation and leadership of EFS initiatives, which require a specific set of curricular and pedagogical skills. The proposal also notes that required courses for the CGS in EFS will complement those offered in the Rubenstein School for the Master's in Leadership for Sustainability (MLS) Program, and that Program Director Matt Kolan believes some MLS students would likely take electives offered for the CGS in EFS. Likewise, the CGS in EFS students would be able to take elective courses offered by the MLS program as electives.

Admission Requirements and Process

Prospective students will be required to complete an application for admission to the CGS in EFS. Application requirements include a short statement of purpose, academic transcripts, and three letters of recommendation, preferably one from a prior academic supervisor. Preferred candidates will have prior experience in education, will have completed undergraduate teacher preparation programs, or will have experience in related fields. Students must have successfully completed a bachelor's degree, having earned at least a 2.5 GPA.

Anticipated Enrollment

The CGS proposal lists an anticipated enrollment of 12-15 participants each year.

Advising

The Program Coordinator of the M.Ed. in Curriculum and Instruction in CESS will advise students in the certificate programs.

Assessment Plan

The CGS and mCGS in EFS will undergo Academic Program Review (APR) within the College of Education and Social Services, as all four required courses are delivered by the Department of Education and listed using EDCI prefix.

The CGS in EFS proposal outlined a six page assessment plan in a three-year cycle that includes direct and indirect assessment components focusing on student experiences, outcomes and program design, as well as engaging students in formative assessment of course learning objectives. Direct assessments of the CGS in EFS comprise: (1) Each year, UVM faculty, Shelburne Farms faculty, and students will co-create rubrics to be used in evaluating projects and presentations. (2) Also on an annual basis, the CESS Assessment Coordinator and Shelburne Farms staff will prepare a summary report of CGS in EFS statistics, feedback from students, and other relevant data related to learning outcomes to be presented at a CESS departmental meeting. (3) Every other year beginning in year 2, UVM faculty and Shelburne Farms staff teaching the EFS Inquiry and Research course will model the action research process and products (report and proposal) alongside students. (4) Every three years, the CESS Assessment Coordinator, participating UVM faculty, Shelburne Farms faculty, faculty of comparable CGSs within the University, and student representatives will hold a curricular retreat to review student feedback, completion rates, and formative assessments.

Indirect assessments include yearly student surveys, a virtual newsletter of programmatic impacts and highlights shared with stakeholders every two years, and alumni surveys every three years. Assessment activities will be designed to ensure alignment with the CESS Diversity, Equity, and Inclusion Plan that includes six principles and implementation activities across the broad categories of People, Programs and Place.

Staffing Plan, Resource Requirements, and Budget

The proposers' net revenue projection showed projections of positive net revenues. The CGS in EFS proposal states that no adjustments in present staff assignments will be necessary. The CGS will be offered through partnership with and material support from Shelburne Farms (Shelburne, VT). Instructional faculty for the program will be drawn from UVM. In addition, and on a co-teaching basis, faculty will be drawn from among the instructional faculty in Shelburne Farms education division. An arrangement for this instructional partnership has been reviewed by UVM Provost's office and General Counsel. A new Director position will be identified and the program will be coordinated through the existing M.Ed. in Curriculum and Instruction.

The UVM library system currently has ample resources to support the CGS in EFS. The CGS in EFS does not have any UVM physical space needs, as courses will be either held in-person on the Shelburne Farms campus or offered on-line. No additional demands or equipment are anticipated.

Evidence of Support

Accompanying the CGS in EFS proposal were letters of support from: Dean William A. Falls (College of Arts and Sciences); Pat Fitzsimmons (Proficiency-Based Learning Team Leader, Vermont Agency of Education); Christopher J. Koliba (Faculty Director, Office of Engagement); Jane Kolodinsky (Chair, Community Development and Applied Economics); Dean Nancy E. Mathews (Rubenstein School of Environment and Natural Resources); Mike McRaith (Assistant Executive Director, Vermont Principals Association); V. Ernesto Méndez (Interim Chair, Department of Plant and Soil Science); Dean Leslie Parise (College of Agriculture and Life

Sciences); Dean Sanjay Sharma (Grossman School of Business); Amy B. Trubek (Chair, Nutrition and Food Sciences); and Mary Brodsky (UVM Labor Relations).

Accompanying the mCGS in EFS proposal were letters of support from CESS Dean Scott L. Thomas, Brenda Solomon (CESS Curricular Affairs Committee Chair), and Graduate College Dean Cynthia Forehand who stated, “The Graduate College Executive Committee unanimously approved this proposal to establish the mCGS EFS in parallel with the larger 18 credit CGS EFS.”

If approved by the Faculty Senate and the Board of Trustees, the graduate certificate and micro certificate would go into effect during the 2022-23 catalog year.

- › **Approval of a proposal from the Department of Romance Languages and the College of Arts and Sciences to terminate the minor in Italian.**

The Curricular Affairs committee approved a no contest termination of the Italian minor. The proposal to terminate the minor in Italian was approved by the faculty in the Italian program as well as the CAS curriculum committee. In addition, the no-contest termination was approved by electronic vote of the broader CAS Faculty at the meeting of April 20, 2021; the results of the vote for the proposal were 11 votes for, 2 votes against, and 2 abstentions.

The minor in Italian has had an average of 8 students over the last 3 years and has graduated an average of two students per year with the minor over that same period. Termination of the Italian minor has no implications for loss of faculty and/or staff. The minor in Italian Studies will remain. Italian faculty will be able to continue to teach in the existing Italian Studies minor and teach more courses in English that can serve wider curricular needs, supporting a variety of other CAS majors and minors.

If approved by the Faculty Senate and the Board of Trustees, the termination would go into effect during the 2022-23 catalog year.

- › **Approved a proposal from the Department of Romance Languages and the College of Arts and Sciences to terminate the major in Italian Studies.**

The Curricular Affairs Committee approved a no contest termination of the Italian Studies major. This proposal to terminate the Italian Studies major was supported by the faculty in the Italian program as well as the CAS curriculum committee. Additional support was noted by the chair of the Department of Romance Language. Further, as this was a proposal initiated by the college and not the department, a rationale and support letter were provided by the Associate Dean and Dean of CAS. The no-contest termination was also approved by electronic vote of the CAS Faculty at the meeting of April 20, 2021; the results of the vote for the proposal was 11 votes for, 2 votes against, and 2 abstentions.

The major in Italian Studies has had an average of 5 students over the last 3 years and has graduated two students per year on average with the major over that same period. The chair of

the Department of Romance Languages reported that the termination of the major has no implications for loss of faculty and/or staff. The minor in Italian Studies will remain. Italian faculty will be able to continue to teach in the existing Italian Studies minor and teach more courses in English that can serve wider curricular needs, supporting a variety of other CAS majors and minors.

If this proposal is approved by the Faculty Senate and the Board of Trustees, the termination would go into effect during the 2022-2023 catalog year.

- › **Approved a proposal from the Department of Theatre and Dance in the College of Arts and Sciences (CAS) for a no-contest termination of the Speech and Debate minor**

The Curricular Affairs Committee approved a no-contest termination of the Speech and Debate minor.

The proposal to terminate the Speech and Debate minor was approved by the CAS Curriculum Committee at its meeting of March 26, 2021. Further, as this was a proposal initiated by the college and not the department, a rationale and support letter were provided by the Associate Dean and Dean of CAS.

In addition, the no-contest termination was approved by electronic vote of the broader CAS Faculty at the meeting of April 20, 2021; the results of the vote for the proposal was 11 votes for, 2 votes against, and 2 abstentions. The Speech and Debate program in the College of Arts and Sciences did not contest the termination of the Speech and Debate minor as there are no implications for loss of faculty and/or staff. The minor had an average of 9 students over the last 3 years and graduated fewer than 3 students over the same time period. Currently, there are 7 students enrolled in the minor, 1 first-year, 2 juniors, and 4 seniors. There are no plans to deactivate Speech courses. Thus, the enrolled students will be able to complete the minor without difficulty.

The termination of this minor is a reflection not just of the small number of students who have chosen the minor, but of dissatisfaction within the Speech/Debate faculty about the structure and content of that minor. The College has supported and welcomes the development of a proposal for a new minor to come from Speech faculty and others in the near future.

If approved by the Faculty Senate and the Board of Trustees, the termination would go into effect during the 2022-23 catalog year.

- › **Approved a proposal from Richard Watts, the Director of the Vermont Studies Program and the College of Arts and Sciences, for a no-contest termination of the Vermont Studies minor**

The Curricular Affairs Committee approved a no-contest termination of the Vermont Studies minor.

The proposal to terminate the Vermont Studies Minor was approved by the CAS Curriculum Committee at its meeting of March 26, 2021. Further, as this was a proposal initiated by the college and not the department, a rationale and support letter were provided by the Associate Dean and Dean of CAS. In addition, the no-contest termination was approved by electronic vote of the broader CAS Faculty at the meeting of April 20, 2021; the results of the vote for the proposal was 11 votes for, 2 votes against, and 2 abstentions.

While students are very interested in courses on Vermont, they are currently not interested in combining separate courses into a distinct minor in the area. Terminating the minor does not affect interest in or enrollments in core courses when they are offered. Termination of this minor has no implications for loss of faculty and/or staff. The minor has had an average of 3 students over the last 3 years and has graduated fewer than one student with the minor over that same period. There is one course for the minor, Vermont Studies 052, and it will not be deactivated. Currently, there are 2 students enrolled in the minor, one junior and one senior. Except for Vermont Studies 052, all courses for the minor are courses offered by other programs. Enrolled students will be able to complete the minor without difficulty. In a memo included in the proposal packet Associate Dean Abigail McGowan reiterated the importance of finding new and expanded ways to connect CAS students to place-based learning opportunities through continued partnership between CAS and the Vermont Studies program.

If approved by the Faculty Senate and the Board of Trustees, the termination would go into effect during the 2022-23 catalog year.

Academic Program Reviews

Completed Reviews:

- Pathology
- Materials Science
- Biochemistry and Chemistry

Reviews in Progress:

- Educational Leadership and Policy Studies
- Exercise Science
- Clinical & Translational Science

Other Academic Actions

• *Completed Actions – The CAC recently:*

- › Approved a request from the College of Education and Social Services to enact name changes along with associated new course prefix/code changes to the Department of Leadership and Developmental Sciences along with the programs within that department. These changes represented the second step in a two-step department realignment process initiated in CESS in June, 2020. The first step involved moving American Sign Language, Educational Leadership, Educational Leadership & Policy Studies, Interdisciplinary Studies, Foundations, and Higher Education & Student Affairs from the Department of Leadership and Developmental Sciences to the Department of Education. The second step reflected in the proposal voted on by the CAC on 9/2/21

resulted from work conducted by faculty in the Counseling and Human Development and Family Studies programs during the fall 2020 in which they collaboratively identified a new name for the new department configuration. A summary of the changes that were voted on by the CAC follows:

- › The Department of Leadership and Developmental Sciences (LDS) change to: The Department of Counseling, Human Development and Family Science and adopt new department code : CHDF 3
 - › The Human Development and Family Studies Program, which is part of the new proposed department, name change to: Human Development and Family Science with new program code/course prefix: HDF 5 . They also requested a new Major (B.S.) and Minor Name: Human Development and Family Science. The requested code is HDF. 6.
 - › The Counseling Program, requested a new course Prefix aligned with the current Counseling major code. The requested code is CNSL.
 - › CAC committee voted to add a check box to the new proposal submission guidelines to encourage increased communication between units proposing new programs and UVM Libraries. The committee believes adding this minor revision to the form will encourage increased collaboration and coordination between program proposers, Deans and UVM Libraries around current resources available to support new programs as well as more clearly identifying resource needs.
 - › Approved a request from the College of Nursing and Health Sciences to deactivate the RN to BS program due to low enrollment. *The Faculty Senate approved the proposed deactivation at the October 18, 2021 meeting.* While historically there was a need for the program to assist nurses in attaining bachelor level credentials, that need is no longer in demand due to an array of new options and vendors available nationally to support nurses who hold Associates Degree in earning their bachelor level credentials. Additionally, it is extremely unlikely that there will be a need for this program in the future for the following two reasons: first, the competition for these students has increased significantly and will continue to increase as long as the market exists; and secondly the market will not continue to exist, as increasingly nurses are prepared at the baccalaureate level per national nursing organization initiatives.
- *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 as well as program termination and deactivation processes, and 3) to promote adherence to university-wide policies and approval processes relating to new course proposals, course revisions, and special topic courses, and 4) to facilitate dialogue and understanding of the new Catamount Core general education requirements as they continue to be developed and implemented. To help achieve these goals, the CAC Chair organized a meeting with the Chairs of all unit-level curriculum committees as well as J. Dickinson and Pablo Bose on September 16, 2021. A follow-up meeting is being planned for January 2022.
 - › Collaborating with the Provost’s Office to carry out Academic Program Reviews (APRs).

- *Proposals Under Consideration (five):*

The CAC is currently reviewing five proposals from the College of Arts and Sciences:

- › New B.A. in Neuroscience
- › Substantial revision to the Classical Civilizations major and minor.
- › Termination of the Latin major and minor
- › Termination of the Greek major and minor
- › Name change for the Department of Geography to the Department of Geography and Geosciences

Summary of Academic Programs Initiated or Terminated AY 2020-2021

- *New Programs (four):*
 - › New Entry-Level Doctorate of Occupational Therapy in College of Nursing and Health Sciences
 - › New Bachelor of Science in Community Centered Design in College of Agriculture and Life Sciences
 - › New Certificate of Graduate Study in Resiliency-Based Approaches for Families, Schools and Communities in College of Education and Social Services
 - › New Micro Certificate of Graduate Study in Agroecology in College of Agriculture and Life Sciences
- *Program Terminations (four):*
 - › Termination of the Master of Science in Bioengineering in the College of Engineering and Mathematics
 - › Termination of 16 Secondary Education minors in the College of Education and Social Services
 - › Termination of the Sustainable Landscape Horticulture major in the College of Agriculture and Life Sciences [This proposal was part of a package that included a proposal to establish two new concentrations in the Agroecology major and to change the name of the Agroecology major.]
 - › Termination of the Dietetics, Nutrition and Food Sciences major in the College of Agriculture and Life Sciences. [This proposal was part of a package that included a proposal to establish three new concentrations within the existing Nutrition and Food Sciences major.]

EDUCATIONAL POLICY AND INSTITUTIONAL RESOURCES COMMITTEE

October 29, 2021

Resolution approving the termination of the Master of Science and Doctor of Philosophy in Molecular Physiology and Biophysics in the Graduate College in conjunction with the Larner College of Medicine

BE IT RESOLVED, that the Board of Trustees approves the termination of the Master of Science and Doctor of Philosophy in Molecular Physiology and Biophysics in the Graduate College in conjunction with the Larner College of Medicine as approved and advanced by the Provost on September 21, 2021 and President on September 22, 2021.

Resolution approving the termination of the Doctor of Philosophy in Microbiology and Molecular Genetics in the Graduate College in conjunction with the Larner College of Medicine

BE IT RESOLVED, that the Board of Trustees approves the termination of the Doctor of Philosophy in Microbiology and Molecular Genetics in the Graduate College in conjunction with the Larner College of Medicine, as approved and advanced by the Provost on September 21, 2021 and President on September 22, 2021.

Resolution approving the termination of the Doctor of Philosophy in Pharmacology in the Graduate College in conjunction with the Larner College of Medicine

BE IT RESOLVED, that the Board of Trustees approves the termination of the Doctor of Philosophy in Pharmacology in the Graduate College in conjunction with the Larner College of Medicine, as approved and advanced by the Provost on September 21, 2021 and President on September 22, 2021.

Resolution approving the termination of the minor in Italian in the College of Arts and Sciences

BE IT RESOLVED, that the Board of Trustees approves the termination of the minor in Italian in the College of Arts and Sciences, as approved and advanced by the Provost on October 18, 2021 and President on October 19, 2021.

Resolution approving the termination of the major in Italian Studies in the College of Arts and Sciences

BE IT RESOLVED, that the Board of Trustees approves the termination of the major in Italian Studies in the College of Arts and Sciences, as approved and advanced by the Provost on October 18, 2021 and President on October 19, 2021.

Resolution approving the termination of the minor in Speech and Debate in College of Arts and Sciences

BE IT RESOLVED, that the Board of Trustees approves the termination of the minor in Speech and Debate in the College of Arts and Sciences, as approved and advanced by the Provost on October 18, 2021 and President on October 19, 2021.

Resolution approving the termination of the minor in Vermont Studies in College of Arts and Sciences

BE IT RESOLVED, that the Board of Trustees approves the termination of the Vermont Studies minor in the College of Arts and Sciences, as approved and advanced by the Provost on October 18, 2021 and President on October 19, 2021.

Resolution approving the creation of a Certificate of Graduate Study and a Micro-Certificate of Graduate Study in Education for Sustainability in the Graduate College in conjunction with the College of Education and Social Services

BE IT RESOLVED, that the Board of Trustees approves the creation of a Certificate of Graduate Study and a Micro-Certificate of Graduate Study in Education for Sustainability in the Graduate College in conjunction with the College of Education and Social Services, as approved and advanced by the Provost on October 18, 2021 and President on October 19, 2021.