

**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, Kenny Nguyen, Carol Ode, Kristina Pisanelli, Lucy Rogers, and Samuel Young

Representatives: Faculty Representatives Evan Eyler, Stephen Everse 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, May 20, 2022

1:00 p.m. – 2:45 p.m.

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

AGENDA

	Item	Enclosure	Discussion Leaders	Time
	Call to order			1:00 p.m.*
1.	Approval of February 4, 2022 meeting minutes	Attachment 1	Carolyn Dwyer	1:00-1:02
2.	Provost's report	Attachment 2	Patricia Prelock	1:02-1:12
3.	USDA Agricultural Research Service <ul style="list-style-type: none">Resolution approving program plan for the Hills Agricultural Science Building renovation project	Attachments 3 & 4	Leslie Parise Meredith Niles Luce Hillman	1:12-1:32
4.	Faculty Senate Curricular Affairs Committee chair's report	Attachment 5	Stephen Everse	1:32-1:37
5.	Curricular action items: <ul style="list-style-type: none">Resolution approving the creation of a PhD in Transdisciplinary Leadership and Creativity for Sustainability in the Graduate College in conjunction with the Rubenstein School of Environment and Natural ResourcesResolution approving the creation of a minor in Medical Diagnostics in the College of Nursing and Health SciencesResolution approving the creation of a minor in Integrative Health in the College of Nursing and Health Sciences	Attachment 4	Carolyn Dwyer	1:37-1:45

	Item	Enclosure	Discussion Leaders	Time
5.	Curricular action items, continued; <ul style="list-style-type: none"> • Resolution approving the termination of the undergraduate Certificate in Integrative Health Care in the College of Nursing and Health Sciences • Resolution approving the creation of a minor in Integrative Health & Wellness Coaching in the College of Nursing and Health Sciences • Resolution approving the termination of the undergraduate Certificate in Integrative Health & Wellness Coaching in the College of Nursing and Health Sciences • Resolution approving the creation of a PhD in Counselor Education and Supervision in the Graduate College in conjunction with the College of Education and Social Services • Resolution approving establishment of a Department of Emergency Medicine in the Larner College of Medicine 	Attachment 4	Carolyn Dwyer	
6.	Revised resolution endorsing the transition of the Physics Department from the College of Arts & Sciences to the College of Engineering & Mathematical Sciences	Attachment 4	Patricia Prelock	1:45-1:50
7.	Resolution approving revisions to Gifts Policy	Attachment 4; Appendix A	Sharon Reich Paulsen	1:50-1:55
8.	Academic Success Goal: <i>Knowledge Creation</i>		Patricia Prelock Kirk Dombrowski	1:55-2:15
9.	Integrative Health at UVM		Patricia Prelock	2:15-2:35
10.	Other business**		Carolyn Dwyer	2:35-2:45
	Motion to adjourn			2:45 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 4, 2022 at 3:45 p.m. in the Silver Maple Ballroom, Room 401 at the Dudley H. Davis Center.

MEMBERS PRESENT: Chair Carolyn Dwyer, Cynthia Barnhart, John Bartholomew, Otto Berkes, Frank Cioffi, Johannah Donovan, President Suresh Garimella, Stephane Jerome, Kisha Kalra, Carol Ode, Lucy Rogers, Shap Smith and Samuel Young

MEMBERS ABSENT: Vice Chair Jodi Goldstein

OTHER TRUSTEES PRESENT: Incoming student trustee Kenny Nguyen

REPRESENTATIVES PRESENT: Faculty Representatives Evan Eyler¹ and Stephen Everse, Staff Representatives Amanda McIntire and Sarah Heath, Alumni Representative Susan Wertheimer, Foundation Representative Cathi Wiebrecht-Searer¹, Student Representative Ursula Walczak and Graduate Student Representatives Miki Beach¹ and Max Cordes Galbraith¹

REPRESENTATIVES ABSENT: Faculty Representative Mary Cushman and Student Representative Sam Pasqualoni

PERSONS ALSO PARTICIPATING: Provost and Senior Vice President Patricia Prelock, Dean of the College of Arts & Sciences William Falls, Associate Dean of the College of Arts & Sciences Kelley Di Dio, Associate Professor and Interim Chair, Art and Art History Pamela Fraser, Theatre and Dance Assistant Professor Paula Higa, and Vice President for Legal Affairs & General Counsel and Senior Advisor to the President Sharon Reich Paulsen

¹ Joined by phone

Chair Carolyn Dwyer called the meeting to order at 3:57 p.m. and welcomed new faculty representative Stephen Everse to the committee.

Approval of minutes

The minutes from the October 29, 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 providing a few enrollment highlights. There was a 26% increase in Fall 2022 Early Action (EA) applications. To leverage this increased demand, processes were reengineered to release EA financial aid packages just two business days after EA decisions were released. Regular Decision (RD) applications were up 8% over 2021 and 76% over the 2020 cohort. The [FirstGen@UVM](#) program was launched under the Center for Academic Success to enhance the support provided to first-generation students at UVM. Provost Prelock announced several new personnel changes including the appointment of Associate Dean for Academic and Faculty Affairs and Professor of Counselor Education in the College of Education and Social Services Jane Okech as the next Vice Provost for Faculty Affairs (VPFA) succeeding Jim Vigoreaux who will be stepping down at the end of June. In addition to the VPFA appointment, Dr. Elliot Ruggles has been hired as the inaugural Sexual Violence Prevention and Education Coordinator and Andrew Elrick is the new Student Media Advisor.

School of the Arts

College of Arts and Sciences Dean Bill Falls, College of Arts and Sciences Associate Dean Kelley Di Dio, Art and Art History Interim Chair Pamela Fraser and Theatre and Dance Assistant Professor Paula Higa introduced a proposal to establish a School of the Arts within the College of Arts and Sciences. Dean Falls provided background and events that led to the proposal including a nationwide decline in the humanities and the transformation of the Taft School which created studio and exhibit space. The School structure will better support the excellence of the arts faculty and curricula, expand interdisciplinary courses and research opportunities for students, respond to contemporary trends in the arts that are crossing disciplinary barriers, elevate the value of the arts as part of a liberal arts education, and communicate more effectively the importance of the arts for the enrichment of and engagement with diverse communities at UVM and beyond. The three individual departments of Art & Art History, Music, and Theatre & Dance which have traditional department chairs, will transition into programs within the larger umbrella of the school led by a School of the Arts director. Affiliated programs such as creative writing and television & film studies are also planned.

Following the presentation and brief discussion, Chair Dwyer presented the following resolution:

Resolution approving the establishment of a School of the Arts within the College of Arts and Sciences; the creation of the Programs of Art & Art History, Music, and Theatre & Dance within the School of the Arts; and the termination of the Departments of Art & Art History, Music, and Theatre & Dance in the College of Arts and Sciences

WHEREAS, a School of the Arts will support the excellence of our arts faculty and curricula, expand interdisciplinary courses and research opportunities for our students, respond to contemporary trends in the arts that are crossing disciplinary barriers, elevate and better promote the value of the arts as part of a liberal arts education, and

communicate more effectively the importance of the arts for the enrichment of and engagement with diverse communities at UVM and beyond; and

WHEREAS, the proposal for a School of the Arts has been reviewed and approved by the faculty in the Departments of Art and Art History, Music, and Theatre and Dance; the faculty of the College of Arts and Sciences; the Dean of the College of Arts and Sciences; the Faculty Senate; Provost Patricia Prelock, and President Suresh Garimella; and

WHEREAS, the Programs of Art and Art History, Theatre and Dance, and Music will be created as internal units within the School of the Arts to maintain their unique identities and visibility, and the existing stand-alone Departments of Art and Art History, Theatre and Dance, and Department of Music in the College of Arts and Sciences will be eliminated; and

WHEREAS, the goals of the School of the Arts include the recruitment of more students interested in the arts; strengthening existing learning areas, certificates, majors and minors; better meeting the need for Catamount Core general education arts requirements for students across the university; increasing opportunities for interdisciplinary collaboration for arts faculty and students; increasing the visibility of the arts on campus; improving coordination of arts related events on campus; deepening community engagement in arts related events; expanding collaborations with community arts partners in Vermont and beyond; and advancing fundraising efforts for all units and programs in the School;

BE IT RESOLVED, that the Board of Trustees approves the establishment of a School of the Arts within the College of Arts and Sciences effective July 1, 2022, as detailed in the Provost's report and the presentation made to the Board on this date.

An opportunity for further 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 endorsing the relocation of the Geology Program to the Department of Geography and Geosciences and approving the termination of the Department of Geology in the College of Arts and Sciences

Provost Prelock introduced a resolution to terminate the Department of Geology in the College of Arts and Sciences and to merge the departments of Geography and Geology into a single Department of Geography and Geosciences. The merger of the two departments is the result of extensive discussions among faculty in both departments and in recognition of their overlapping scholarship, research, and teaching as well as the opportunities for collaborations that leverage the university's strength in nature-society studies and earth system sciences.

Chair Dwyer presented the following resolution:

Resolution endorsing the relocation of the Geology Program to the Department of Geography and Geosciences and the termination of the Department of Geology in the College of Arts and Sciences

WHEREAS, 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, and curating our degree offerings is important to 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: and

WHEREAS, since 2018, the College of Arts and Sciences faculty and leadership have been in discussions regarding a reorganization in response to a change in enrollment patterns and the need to focus on academic program curation and stewardship; and

WHEREAS, the enrollments in the Department of Geology have experienced a sustained decline, and the Departments of Geography and Geology have had extensive discussions in recognition of their overlapping scholarship, research, and teaching as well as the significant opportunities for teaching and research collaborations; and

WHEREAS, the Department of Geography has been renamed the Department of Geography and Geosciences to reflect the strengths and expertise of both the Departments of Geography and Geology, and the Geology faculty will be reassigned to this renamed department; and

WHEREAS, the M.S. in Geology formerly housed in the Department of Geology has been moved to the newly renamed department of Geography and Geosciences, and the B.A. and B.S. degrees in Geology as well as the Geology minor have been deactivated,

BE IT RESOLVED, that the Board of Trustees endorses the relocation of the Geology Program to the Department of Geography and Geosciences and approves the termination of the vacated Department of Geology in the College of Arts and Sciences effective July 1, 2022, as approved and advanced by Dean Bill Falls, Provost Patricia Prelock, and President Suresh Garimella.

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.

Faculty Senate Curricular Affairs Committee chair's report

Faculty Senate Curricular Affairs Committee Co-Chair Stephen Everse invited questions from the committee members regarding his written report included as attachment 4 in the meeting materials.

Action items

Chair Dwyer presented the following resolutions:

Resolution approving the creation of a Micro-Certificate of Graduate Study in Sustainable Family Enterprise in the Graduate College in conjunction with the Grossman School of Business

BE IT RESOLVED, that the Board of Trustees approves the creation of a Micro-Certificate of Graduate Study in Sustainable Family Enterprise in the Graduate College in conjunction with the Grossman School of Business, as approved and advanced by the Provost on December 20, 2021 and the President on December 21, 2021.

Resolution approving the creation of a Bachelor of Arts in Neuroscience in the College of Arts and Sciences

BE IT RESOLVED, that the Board of Trustees approves the creation of a Bachelor of Arts in Neuroscience in the College of Arts and Sciences, as approved and advanced by the Provost and President on November 16, 2021.

Resolution approving the termination of the major in Greek and the minor in Greek Language and Literature in the College of Arts and Sciences

BE IT RESOLVED, that the Board of Trustees approves the termination of the major in Greek and minor in Greek Language and Literature in the College of Arts and Sciences, as approved and advanced by the Provost and President on November 16, 2021.

Resolution approving the termination of the major in Latin and the minor in Latin Language and Literature in College of Arts and Sciences

BE IT RESOLVED, that the Board of Trustees approves the termination of the major in Latin and the minor in Latin Language and Literature in the College of Arts and Sciences, as approved and advanced by the Provost and President on November 16, 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 Senior Advisor to the President Sharon Reich Paulsen introduced the following resolution, noting the Equal Opportunity policies are due for annual review by the board for compliance purposes. There have been no changes in the last year.

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.

Other business

There being no further business, the meeting adjourned at 4:32 p.m.

Respectfully submitted,

Carolyn Dwyer, Chair



OFFICE OF AUDIT AND COMPLIANCE SERVICES
UVM.EDU/POLICIES

POLICY

Title: Equal Employment Opportunity/Affirmative Action Policy Statement

Policy Statement

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

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

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

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

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

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

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

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

Contacts

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

Related Documents/Policies

- [Accessibility Policy](#)
- [Discrimination, Harassment, and Sexual Misconduct Policy](#)
- [Equal Opportunity in Educational Programs and Activities and Non-Harassment](#)
- [Handling and Resolving Discrimination, Harassment, and Sexual Misconduct Complaints](#)

Regulatory References/Citations

- Titles VI and VII of the Civil Rights Act of 1964
- Immigration Reform and Control Act of 1986
- Title IX of the Education Amendments of 1972
- Equal Pay Act of 1963
- Age Discrimination in Employment Act of 1967
- Age Discrimination Act of 1975
- Sections 503 and 504 of the Rehabilitation Act of 1973
- Americans with Disabilities Act of 1990
- Section 402 of the Vietnam-Era Veterans Readjustment Assistance Act of 1974
- Executive Order 11246
- Genetic Information Nondiscrimination Act of 2008
- Vermont Fair Employment Practices Act

About This Policy

Responsible Official:	Vice President for Finance and Administration	Approval Authority:	President and the Chair of the Board of Trustees
Policy Number:	V. 4.23.11	Effective Date:	February 4, 2017
Revision History:	<ul style="list-style-type: none">• V. 7.0.1.1 effective April 7, 2006• V. 7.0.1.2 effective September 5, 2008• V. 7.0.1.3 effective April 13, 2009• V. 7.0.1.4 effective March 8, 2010• V. 7.0.1.5 effective May 22, 2011• V. 7.0.1.6 effective May 19, 2012• V. 7.3.7/V. 7.0.1.7 effective February 9, 2013• V. 7.3.8 effective February 8, 2014• V. 7.3.9 effective February 7, 2015• V. 7.3.10 effective February 6, 2016• Reaffirmed as revised by the President and the Chair of the Board of Trustees: February 3, 2018, March 6, 2019• Reaffirmed by the President February 3, 2020, February 9, 2021 and the Chair of the Board of Trustees January 30, 2020, February 8, 2021• Responsible official officially changed from the Vice President for Human Resources, Diversity and Multicultural Affairs and Vice President for Finance and Administration on May 1, 2020		

University of Vermont Policies and Operating Procedures are subject to amendment. For the official, approved, and most recent version, please visit UVM's [Institutional Policies Website](#).



The University of Vermont

OFFICE OF AUDIT AND COMPLIANCE SERVICES
UVM.EDU/POLICIES

POLICY

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

Policy Statement

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

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

Contacts

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:
Questions regarding this policy statement or compliance with its provisions may be directed to:	
Dean of Students	41-43 South Prospect Street Burlington, VT 05405 (802) 656-3380
Or	
Director, Office of Affirmative Action and Equal Opportunity	428 Waterman Building Burlington VT, 0405 (802) 656-3368

Questions may also be directed to government agencies having oversight and enforcement authority with respect to the referenced laws. A complete listing of those agencies may be obtained from the Office of Affirmative Action and Equal Opportunity.	
Questions about policies related to Title IX, including sex discrimination, sexual harassment, and all forms of sexual violence	
Title IX Coordinator Office of Affirmative Action and Equal Opportunity	Nick Stanton (802) 656-3368
Questions about disability related issues	
Student Accessibility Services	Sharon Mone (802) 656-4075
ADA/Section 504 Coordinator Office of Affirmative Action and Equal Opportunity	Amber Fulcher (802) 656-0945

Related Documents/Policies

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

Regulatory References/Citations

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

About This Policy

Responsible Official:	Vice President for Finance and Administration	Approval Authority:	President and the Chair of the Board of Trustees
Policy Number:	V. 4.24.11	Effective Date:	February 4, 2017
Revision History:	<ul style="list-style-type: none"> • V. 7.0.5.1 effective April 7, 2006 • V. 7.0.5.2 effective September 5, 2008 • V. 7.0.5.3 effective April 13, 2009 • V. 7.0.5.4 effective March 8, 2010 • V. 7.0.5.5 effective May 22, 2011 • V. 7.0.5.6 effective May 19, 2012 • V. 7.4.7/V. 7.0.5.7 effective February 9, 2013 • V. 7.4.8 effective February 8, 2014 • V. 7.4.9 effective February 7, 2015 • V. 7.4.10 effective February 6, 2016 • V. 7.4.11 Reaffirmed as revised by the President and the Chair of the Board of Trustees: February 3, 2018 and March 6, 2019 		

	<ul style="list-style-type: none"> • V. 7.4.11 Reaffirmed by the President February 3, 2020, February 9, 2021 and the Chair of the Board of Trustees January 30, 202, February 8, 2021 • Responsible official officially changed from the Vice President for Human Resources, Diversity and Multicultural Affairs to the Vice President for Finance and Administration on May 1, 2020
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The University of Vermont

Office of the Provost
and Senior Vice President

Provost's Report

May 20, 2022

Board of Trustees Educational Policy and Institutional Resources Committee

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

I am very excited to celebrate this special weekend with you! Commencement is ripe with poignant moments, and it will be especially moving this year as we return to our glorious festivities.

Enrollment

Enrollment for the class of 2026 is exceedingly strong, and I'm pleased to share the following data with you.

- We received 30,368 applications for Fall 2022 which is the largest number of applications in University history and reflect a 19% increase over Fall 2020, and a 63% increase over Fall 2020
- This is the most academically qualified class in University history; SAT scores are up 19 points from Fall 2021, and we yielded 33 valedictorians from Vermont
- We have a 59% acceptance rate, the lowest rate in 30 years
- 50% of our first-time first-year (FTFY) students hail from outside of New England; this is especially important as we broaden our reach in response to demographic shifts which will be especially challenging in New England
- 46 states and 15 countries are represented
- 13% of new FTFY students identify as BIPOC (a 21% increase from 2021)
- 9% are first-generation (and will be the first in their families to receive a bachelor's degree)
- The new Catamount Experience Program will launch in several weeks and will provide students with an alternative pathway to admission to increase the accessibility of a UVM degree

This outstanding class is the result of the hard work of many talented people across our campus including our Division of Enrollment Management led by Vice Provost Jay Jacobs, the Dean's Offices in our colleges and schools, and our student success leaders across campus, all of whom make important contributions to our recruitment and retention efforts.

Leadership Transitions

Three members of my team will soon depart. **Dean Nancy Mathews** will leave for Central Michigan University this summer where she will assume the role of Provost. Nancy has served as dean of the Rubenstein School of Environment and Natural Resources since 2014. Since that time the school's enrollment and research activity have increased significantly, important new graduate programs have

been launched, new research facilities including a state-of-the-art Lake Champlain research vessel and space atop Mt. Mansfield have been secured; and the school's emphasis on environmental justice is reflected in its teaching, scholarship, and service work. I look forward to the news of Nancy's many achievements in her new role. Professor **Allan Strong** has been appointed Interim Dean of the School. Allan joined RSENr in 1999 and served as Associate Dean of the school from 2011-2019.

After seven years of distinguished service in the role of **Vice Provost for Faculty Affairs, Jim Vigoreaux** will return to his faculty position in the Department of Biology in July. Jim has been a wonderful, trusted colleague and a valued member of the Provost's executive team. His thoughtful perspective and calm and steady presence have helped us navigate challenges, craft creative solutions, and advance our strategic goals. Jim's impact has been significant. He has championed faculty development; integrated diversity, equity, and inclusion into all of our faculty affairs processes; elevated our faculty recognition programs; unified our faculty development units; and created professional development opportunities for academic administrators. While this is a loss for the Provost's Office, I know our students will delight in Jim's return to his faculty roots. **Jane Okech**, the current Associate Dean in the College of Education and Social Services will assume the role of Vice Provost for Faculty Affairs and I'm looking forward to welcoming her to my team.

Janie Cohen, long-time Director of the Fleming Museum, will be retiring from the University this September. Janie has had a productive career at the Fleming, first as curator and then for two decades as director. As director, Janie has prioritized Fleming acquisitions, curation, and exhibitions to align with contemporary concerns of the larger museum world, including bringing a self-reflective and DEI lens to all aspects of the museum's work. Under her leadership, the museum expanded and enriched its educational mission for K-12, university students and faculty, and lifelong learners in the community. At the same time, Janie worked tirelessly to secure philanthropic and grant funding to update museum infrastructure and elevate collections in key areas, including enhancing the museum's holdings of work by women and artists of color. Through Janie's leadership, the Fleming saw the establishment of major endowments by longtime supporters and members of the Fleming Museum Board of Advisors. She also oversaw the reaccreditation of the Fleming by the Alliance of American Museums. The search for a new director has begun.

And, while **Gary Derr** is not technically a member of my team, he is most certainly an MVP. I have worked with Gary in various capacities during my tenure at UVM. Our work together moved into a new realm during the pandemic. As we navigated our response, the hours were long, the work was intense, the stakes were high and when the ubiquitous uncertainty left us feeling like there was almost nothing we could count on, we could always count on Gary. Our campus owes him a debt of gratitude that can never be repaid.

I will miss these valued colleagues and want to publicly acknowledge their important contributions and thank them for their service.

Engagement

This year's Inclusive Excellence Symposium coordinated by our Division of Diversity, Equity, and Inclusion focused on the intersection of sustainability and social justice, showcasing UVM's unique ability to engage community members on both topics in a strategic way. The weeklong event featured several [high-profile speakers](#) including Majora Carter who works in urban revitalization and Standing

Rock Sioux member Cody Two Bears. Session recordings are available on the DEI [YouTube Channel](#) if you'd like to see them.

Faculty Recognition

Our faculty received 34 prestigious faculty awards during 2021 and early 2022. These awards include [Fulbrights](#), [Guggenheim Fellowships](#), being named Fellows in professional societies, and prestigious awards from the [National Institute of Health](#) and the [National Science Foundation](#). Below is a sampling of our award winners to give you a sense of the breadth of recognition across the University.

- Associate Professor Mads Almassalkhi, Department of Electrical and Biomedical Engineering, received an NSF Faculty Early Career Development (CAREER) Award
- Associate Professor Deborah Blom, Department of Anthropology, received a Fulbright Award
- Professor Brendan Fisher, Rubenstein School of Environment and Natural Resources, received a Fulbright Award
- Associate Professor Kalev Freeman, Department of Surgery, received an NIH Outstanding Investigator Award
- Professor Jeff Frolik, Department of Electrical and Biomedical Engineering, received a Fulbright Award
- Associate Professor Jay Garvey, Department of Leadership and Developmental Sciences, received a Fulbright Award.
- Professor Kathryn Huggett, Office of Medical Education, received the Distinguished Career Award for Excellence in Teaching and Educational Scholarship from the International Association of Medical Science Educators
- Professor Jane Kolodinsky, Department of Community Development and Applied Economics, received a Fulbright Award
- Professor Matthew Liptak, Department of Chemistry, received an NIH Outstanding Investigator Award
- Assistant Professor Ryan McGinnis, Department of Electrical and Biomedical Engineering, received an NSF Faculty Early Career Development (CAREER) Award
- Associate Professor Madsen Minax, Department of Art and Art History, received a Guggenheim Fellowship
- Assistant Professor Ana Morales-Williams, Rubenstein School of Environment and Natural Resources, received an NSF Faculty Early Career Development (CAREER) Award
- Associate Professor Michael Ruggiero, Department of Chemistry, received an NSF Faculty Early Career Development (CAREER) Award
- Associate Professor Ilyse Morgenstein-Fuerst, Department of Religion, received a Fulbright Award
- Assistant Professor Matthew Scarborough, Department of Civil and Environmental Engineering, received an NSF Faculty Early Career Development (CAREER) Award
- Associate Professor Jeanne Shea, Department of Anthropology, received a Fulbright Award
- Associate Professor Jason Stumpff, Department of Molecular Physiology and Biophysics, received an NIH Outstanding Investigator Award
- Professor David Warshaw, Department of Molecular Physiology and Biophysics, received an NIH Outstanding Investigator Award

We are fortunate to have such talented faculty at UVM who not only support our efforts in knowledge creation but support the development and success of our students who benefit from the scholarship of our faculty.

Academics, Student Success, Student Affairs

Sexual Misconduct Response

Our engagement with students around sexual misconduct and survivor support continues. We are in regular communication with students in small group and one-on-one discussions, and through [messages](#) to the entire student body. We also continue to transform our response to the concerns raised by students. Vice Provost for Student Affairs Erica Caloiero and Nick Stanton, Director of Affirmative Action and Equal Opportunity, will provide an update on our progress to the full board.

Academic Program Stewardship

Our commitment to academic program stewardship is ongoing. While we continue to create new programs that respond to student interest and demand, during the 2021-22 academic year we have deactivated 10 majors and 2 minors; and we have terminated 3 majors, 5 minors, and 4 graduate degrees. The College of Arts and Sciences has a number of uncontested program terminations that are in early stages of the process, and largely center around a reorganization of multiple small regional studies majors and minors into a single, more comprehensive global and regional studies major. The review of low enrollment/low major completion programs is an annual exercise that we ask colleges and schools to undertake. The next review will be launched in the fall.

Student Recognition

Our students continue to receive prominent national awards. Among this year's honorees:

- Andrew Crompton, Isabelle Petrucci, and Remi Savard, from Barre, Essex Junction, and Montpelier, VT respectively have been named [Goldwater Scholars](#)
- Mariah Choiniere from Franklin, VT has been Named a [Truman](#) and [Udall](#) Scholar
- Maddie Henson from Pinehurst, NC was a Truman National Finalist
- Ben Will from Dartmouth, MA, Carina Isbell from Anchorage, AK, and Paige Roussell from South Burlington, VT have received research or teaching [Fulbrights](#)
- Mark Sizen from St. Albans, VT has received a [Boren](#) Scholarship to Japan

We are proud to share the accomplishments of our students who are already paving their way as difference makers for our society.

The School of the Arts and the Fleming Museum

The Fleming Museum's leadership transition prompted our consideration of the museum's role on our campus and how we can increase the impact of its work. The museum is currently a "stand alone" unit reporting to me in my role as provost, and we are exploring whether it makes sense to move the museum to our newly established School of the Arts. Among the potential benefits of such a move: a larger academic community of engagement for the Fleming, increased academic integration, increased artistic integration and synergy, support for the potential development of a museum studies curriculum, enhanced ability to recruit art historians and interdisciplinary artists, collaborative fundraising, and

increased visibility. Bill Falls, Dean of the College of Arts and Sciences and Kelley DiDio, Director of the School of the Arts are particularly interested in this opportunity to support the interdisciplinary nature of the School of Arts and to establish meaningful synergies among donors, faculty across campus, and community groups. They have been talking with Museum Director Janie Cohen and faculty about the opportunities such a move could provide. The Provost's Office has been consulting with Faculty Senate and will be collaborating with leadership to put forward a proposal in the fall.

Art and Science Group Recommendations

At the January 2022 Board meeting we discussed the Art and Science Group findings and the ways in which the University can strengthen its market position. Since then, we have shared the findings with our academic and student success leaders and the Faculty Senate. We are in the process of inventorying activities across the University in the areas of innovation and entrepreneurship, global engagement, career preparation, research, and justice, equity, diversity, and inclusion (JEDI) to identify opportunities that will allow us to integrate smaller programs for greater university-wide impact and visibility. We have identified two areas of emphasis for strategic investment: innovation and entrepreneurship and global engagement. We are exploring opportunities to support innovation such as maker spaces and themed housing, and we are in the early stages of developing a Global Trek program for first year students that will provide them with exposure to regional, national, or international perspectives that enhance students' ability to engage with the world and help them understand the nature and implications of global phenomena and challenges in local, regional, or international contexts. I plan to provide you with a more detailed update at your October meeting.

Agricultural Research Service

Last June, Senator Patrick Leahy announced \$11 million in federal funding he secured to support the work of the Food Systems Research Center (FSRC). The FSRC is a collaboration between UVM and the U.S. Department of Agriculture's Agricultural Research Service (ARS), with USDA scientists working on campus alongside UVM researchers. This is the first and only ARS research unit designed specifically to study diversified food systems and the smaller farms that contribute to those systems; it is the only new ARS site established in the last 30 years. At our meeting, Dean of the College of Agriculture and Life Sciences Leslie Parise, FSRC Associate Director Meredith Niles, and Luce Hillman, Executive Director of Facilities Management will provide you with an update on the ARS/FSRC program and the proposed renovation of the Hills Agricultural Sciences Building.

Integrative Health

Integrative health is a new paradigm in health care that involves the integration of medical care, complementary care, and self-care to promote whole person health. It reaffirms the importance of the patient and the practitioner being equal partners, focuses on the whole person, is informed by evidence, and makes use of all appropriate therapeutic approaches using interventions that are natural and less invasive whenever possible. Integrative health is a growing field and UVM has been positioning itself to be a leader over the past decade. We have developed unique academic programs (e.g., integrative health and wellness coaching) and distinctive research strengths in this area including the management of complex pain and integrative oncology. We'll discuss this more at our meeting, and I want to preview that discussion here.

Integrative Health and Integrative Health and Wellness Coaching Minors

At your meeting, you will be asked to approve two new minors in the College of Nursing and Health Sciences (CNHS). These minors, one in Integrative Health and a second in Integrative Health and Wellness Coaching that prepares students to sit for the National Board for Health and Wellness Coaching (NBHWC) certification exam, replace existing certificates. The undergraduate certificate versions of these programs were established about five years ago and have far exceeded enrollment expectations. Transitioning the certificates to minors better reflects these coherent bodies of knowledge, and the ‘minor’ credential increases recognition for students who complete the program. In addition to responding to student demand, these minors support the University’s and CNHS’s missions, and respond to workforce needs. In 2020, UVM was one of only 12 NBHWC approved academic credit programs, and only one other program in the country offered a minor. We are recognized as a clear leader in this space for undergraduate, graduate and continuing and professional education students.

A Center for Integrative Health at UVM

According to the CDC, over 130 million Americans suffer from chronic diseases. Six in ten adults have a single chronic disease diagnosis, and four in ten adults have two or more. These numbers are staggering, and health care costs have skyrocketed, with 90% of the nation’s annual health care expenditures (\$3.8 trillion) going toward treatment of chronic physical (e.g., obesity) and mental health conditions (e.g., addiction). In Vermont, we face the distinct challenges of an aging population, a rampant opioid crisis, and rural health care delivery. In addressing these challenges, we still rely heavily on conventional pharmaceutical approaches, despite data supporting that integrating allopathic medicine, complementary care, and self-care to promote health are remarkably useful and successful. Complementary approaches to allopathic health care, such as acupuncture, yoga, massage, exercise, health coaching, and culinary medicine, are not widely employed and are generally not reimbursed by health insurers. A critical shift is needed to educate and empower health care professionals, patients, and policymakers, to facilitate change, and to make lifestyle and integrative therapies that support behavior change available. It is time to focus on a multifactorial approach to the restoration of health that involves the whole person.

The University of Vermont (UVM), The University of Vermont Health Network (UVMHN), and the state of Vermont are leading the way in whole-health delivery and integrative health as the standard of care, accessible to everyone in our region. Vermont’s small size, close collaborations between academic, state, and other organizations, and progressive nature present a unique opportunity to realize change and demonstrate progress in shifting the paradigm toward integrative health, particularly for rural areas. There are already substantial efforts to move toward integrative and whole health—what we need is a central hub to connect the dots, convene partners, foster innovation, and move policy forward. Ideally, this hub will be the Center for Integrative Health at UVM.

The *mission* of the Center for Integrative Health at UVM will be to advance integrative health care by facilitating collaborations to educate future generations of health care practitioners, develop sustainable clinical models of integrative health, and generate and evaluate innovative ideas for improving health, with a focus on rural settings. Goals include educating the next generation of health care providers and increasing receptivity to integrative health in the wider community; reducing health care and patient financial barriers to adopting integrative health approaches; catalyzing innovation and new research; and influencing health care policy, regionally and nationally. We have assembled a potential leadership team for the Center and are actively seeking funding.

I'm looking forward to our discussion of this exciting and timely topic.



The University of Vermont

*Office of the Vice President for
Finance and Administration*

Hills Agricultural Science Building Renovation

May 20, 2022

**Board of Trustees
Educational Policy & Institutional Resources Committee and
Budget, Finance & Investment Committee**

**Prepared By
Richard H. Cate, Vice President for Finance and Administration
Luce Hillman, Executive Director of Facilities Management**

The administration is proposing a complete renovation of the Hills Agricultural Science Building, which was built in 1950 as the home of agricultural research and teaching at UVM. The building has been used for a variety of purposes in recent years with some of the original laboratories in continued use until recently. When completed the building will be home to the USDA Agricultural Research Service (ARS) presence at UVM, with at least 19 scientists and staff located within it. Faculty from the College of Agriculture and Life Sciences (CALS) will be located within the building as well so that they can collaborate with the ARS team. A new institute will also be housed in the building along with a variety of classrooms.

Project Details

Engineer/Architect:	Freeman French Freeman/BVH
Preferred General Contractor:	Engelberth Construction, Inc
Estimated Completion:	August 2023
Size:	45,000 gross square feet
Project Cost:	\$32 million (\$27.6M of federal funding and \$4.4M of university reserves designated for deferred maintenance and facilities upgrades)

Project Description

The University of Vermont will renovate all levels of the Hills Agricultural Science Building, which is located on the University's Central Campus. This renovation will include approximately 45,000 square feet of new construction and renovated space, including a new elevator and an expanded connector to the Marsh Life Sciences Building at the Benedict Auditorium. The scope includes, but is not limited to, all new electrical service and distribution, chilled water upgrades, all new mechanical systems, new windows, modifications to the exterior wall for energy and air sealing, extension of the southern stair tower to provide access to the roof, a generator for backup power, and significant sitework upgrades to provide access to the building. The building will include laboratories, collaborative workspaces, offices, classrooms, and support spaces.

Project Status

Bids have been received and, subject to Board approval, a contract with the general contractor will be executed.

EDUCATIONAL POLICY AND INSTITUTIONAL RESOURCES COMMITTEE

May 20, 2022

Resolution approving program plan for the Hills Agricultural Science Building renovation project

WHEREAS, the administration today reported on the strategic and operational need for the renovation of the Hills Building and the associated program scope;

THEREFORE, BE IT RESOLVED, that the Committee hereby approves the scope of the Project that the administration presented on this date and refers the Project to the Budget, Finance & Investment Committee for financial review and approval.

Resolution approving the creation of a PhD in Transdisciplinary Leadership and Creativity for Sustainability in the Graduate College in conjunction with the Rubenstein School of Environment and Natural Resources

BE IT RESOLVED, that the Board of Trustees approves the creation of a PhD in Transdisciplinary Leadership and Creativity for Sustainability in the Graduate College in conjunction with the Rubenstein School of Environment and Natural Resources, as approved and advanced by the Provost on March 1, 2022 and President on March 2, 2022.

Resolution approving the creation of a minor in Medical Diagnostics in the College of Nursing and Health Sciences

BE IT RESOLVED, that the Board of Trustees approves the creation of a minor in Medical Diagnostics in College of Nursing and Health Sciences, as approved and advanced by the Provost on March 28, 2022 and President on March 29, 2022.

Resolution approving the creation of a minor in Integrative Health in the College of Nursing and Health Sciences

BE IT RESOLVED, that the Board of Trustees approves the creation of a minor in Integrative Health in the College of Nursing and Health Sciences, as approved and advanced by the Provost and President on April 27, 2022.

Resolution approving the termination of the undergraduate Certificate in Integrative Health Care in the College of Nursing and Health Sciences

BE IT RESOLVED, that the Board of Trustees approves the termination of the undergraduate Certificate in Integrative Health Care in the College of Nursing and Health Sciences, as approved and advanced by the Provost and President on April 27, 2022.

Resolution approving the creation of a minor in Integrative Health and Wellness Coaching in the College of Nursing and Health Sciences

BE IT RESOLVED, that the Board of Trustees approves the creation of a minor in Integrative Health and Wellness Coaching in the College of Nursing and Health Sciences, as approved and advanced by the Provost and President on April 27, 2022.

Resolution approving the termination of the undergraduate Certificate in Integrative Health and Wellness Coaching in the College of Nursing and Health Sciences

BE IT RESOLVED, that the Board of Trustees approves the termination of the undergraduate Certificate in Integrative Health and Wellness Coaching in the College of Nursing and Health Sciences, as approved and advanced by the Provost and President on April 27, 2022.

Resolution approving the creation of a PhD Program in Counselor Education and Supervision 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 PhD Program in Counselor Education and Supervision in the Graduate College in conjunction with the College of Education and Social Services, as approved and advanced by the Provost and President on April 27, 2022.

Resolution approving the establishment of a Department of Emergency Medicine in the Larner College of Medicine

BE IT RESOLVED, that the Board of Trustees approves the removal of the Division of Emergency Medicine from the Department of Surgery and the establishment of a new Department of Emergency Medicine in the Larner College of Medicine, as approved and advanced by the Provost and President on April 27, 2022.

¹Revised Resolution endorsing the transition of the Physics Department from the College of Arts & Sciences to the College of Engineering & Mathematical Sciences

WHEREAS, a strong and vibrant Physics Department is essential to the success of the University's educational and research missions; and

WHEREAS, the College of Engineering and Mathematical Sciences relies heavily on the teaching and research contributions of Physics faculty; and

WHEREAS, the faculty College of Engineering and Mathematical Sciences have long-established partnerships and collaborations with the Physics faculty; and

¹ This technical error was identified following Executive Committee approval on 4/11/2022

WHEREAS, the College of Engineering and Mathematical Sciences will be able to support the hire of additional Physics faculty and provide them with the necessary facilities and equipment to support their success; and

WHEREAS, the movement of the Physics Department to the College of Engineering and Mathematical Sciences is expected to contribute positively to the research and teaching activity in the Department, its new college home, and the university; and

WHEREAS, movement of the Department of Physics to the College of Engineering and Mathematical Sciences has been unanimously endorsed by the department faculty and approval recommended by the Faculty Senate;

BE IT RESOLVED, that the Board of Trustees endorses the transition of the Physics Department, including current faculty and staff, the Ph.D. and M.S. program in Physics offered in conjunction with the Graduate College, the Physics B.S. degree program and the minors in Physics and Astronomy, from the College of Arts & Sciences to the College of Engineering & Mathematical Sciences effective July 1, 2022, as approved and advanced by Dean Bill Falls, Dean Linda Schadler, Provost Patricia Prelock, and President Suresh Garimella.

Resolution approving revisions to Gifts Policy²

BE IT RESOLVED, that the Board of Trustees hereby adopts revisions to the Gifts Policy appearing as Appendix A to this document.

² revisions made to clarify the review and approval processes and some minor administrative changes



OFFICE OF AUDIT AND COMPLIANCE SERVICES
UVM.EDU/POLICIES

POLICY

Title: Gifts

Policy Statement

It is important that the University of Vermont has policies and guidelines in place to set forth gift acceptance protocols, honor donor intentions, and expedite the processing of gifts from acceptance to deposit and receipt, thereby maximizing the impact of gifts to the University.

For gifts made to the University on or after January 1, 2012, the University of Vermont and State Agricultural College Foundation, Inc. (the "Foundation") has been recognized by the University as the primary and preferred recipient for charitable gifts to or for the benefit of the University. To make a gift to the Foundation, and see its policies and guidelines on the acceptance and processing of gifts, visit: <http://www.uvmfoundation.org>.

In limited circumstances, gifts may be made directly to the University on or after January 1, 2012 in accordance with the terms of this policy.

Reason for the Policy

This policy is designed to provide guidance regarding gift acceptance and administration for the limited circumstances in which gifts may be made directly to the University after January 1, 2012. Gifts made to the University prior to January 1, 2012 also remain subject to this Policy.

Applicability of the Policy

This policy applies to all gifts made directly to the University of Vermont, including but not limited to academic units, administrative units, student services and activities, and auxiliary services, ~~such as including~~, but not limited to, Athletics, Libraries, Fleming Museum, Lane Series, Morgan Horse Farm, and Extension, where it is not possible or desirable for the donor to make a gift of the same to the Foundation after January 1, 2012. **This policy does not apply to gifts made to the University of Vermont Foundation, Inc.**

Definitions

None

Procedures

In the limited circumstance that gifts are made directly to the University after January 1, 2012, they must be designed and administered in a manner consistent with applicable legal requirements and the terms of this policy.

In accepting a gift, the University acquires a responsibility to the donor to steward that gift. This stewardship includes administering the gift properly, directing the gift's use ~~and administration as consistent with the donor's intentions~~, providing the donor with appropriate financial information about the gift, and reporting to the donor about the use of the funds.

Solicitations of new gifts after January 1, 2012 shall be coordinated **exclusively** by and through the Foundation.

A. Gift Purposes and Naming Opportunities for Gifts Made Directly to the University

This policy establishes minimum gift levels and approvals required for gift purposes and naming opportunities at the University. Depending upon the uniqueness of purpose, level of existing and future University support, and other factors, the University may require higher levels of gifts in order to achieve and sustain the donor's intent. This policy does not govern naming opportunities where there is no gift.

- 1) Common Purposes and Funds — When it is not possible or desirable for a donor to make a gift of the same to the Foundation, donors may make gifts; (i) to the UVM Fund (the University's unrestricted fund); (ii) to discretionary funds designated to individual colleges, schools, departments or other units; (iii) to existing current operating gift funds supporting such purposes as scholarships, departmental research or student activities; and (iv) to the University's unrestricted endowment or other existing endowments, where permitted. Donors may also make gifts not involving a naming opportunity, but with new or special restrictions, for individual colleges, schools, departments or other units by submitting a request to the Vice President for Finance and Administration for review and approval, in consult with the department's respective Dean or Vice President.
- 2) Named Funds — When it is not possible or desirable for a donor to make a gift of the same to the Foundation, donors wishing to establish new named funds may propose the name and any restrictions to the University, which will be reviewed and approved by the University according to the following standards:
 - a) Named Deanship — Provides support to a range of discretionary uses, including but not limited to a dean's salary and related expenses, faculty research and scholarship, public service, professional conferences and other programs related to the promotion of academic excellence in the school or college. The minimum endowment gift will be set by the President; factors to be considered shall include but are not limited to the size of the college or school; the marketability of the deanship to prospective donors; actual costs of the dean's office; and the uniqueness of the naming opportunity. Named Deanship proposals are reviewed and recommended by the Provost and the Vice President for Finance & Administration, with the appropriate Dean or Vice President and the University Budget Director. The President approves Named Deanships.
 - b) Named Chair or Professorship — Provides support to a faculty member's salary and related expenses, including but not limited to teaching, instructional programs, research, public service and professional conferences. The minimum endowment gift is \$3.0 million for a Chair, \$1.0 million for a Professorship and \$250,000 for a Green & Gold Professor. Named Chair and Professorship proposals are reviewed and recommended by the Provost, the Vice President for Finance & Administration, and the appropriate Dean or Vice President and with the University Budget Director. The President approves Named Chairs or Professorships; the Provost approves Named Green & Gold Professors.
 - c) Named Faculty Teaching or Research Award — Provides support to a faculty member's scholarly activities including teaching, research, public service, professional development and other general purposes. The minimum endowment Gift is \$100,000. The minimum current operating

gift is \$10,000 per year. Named Faculty Teaching or Research Award proposals are reviewed and recommended by the Vice President for Finance and Administration and the appropriate Dean. The Provost approves Named Faculty Teaching or Research Awards.

- d) Named Graduate Fellowship — Provides support in the form of financial aid, stipends or other support to graduate students for education, research and scholarly work. The minimum Endowment Gift is \$250,000. The minimum current operating gift is \$25,000 per year. Named Graduate Fellowship proposals are reviewed and recommended by the Vice President for Finance and Administration and the Dean of the Graduate College and appropriate School or College Dean. The Provost approves Named Graduate Fellowships.
- e) Named Scholarship — Provides financial aid to students. Donors may specify additional restrictions in writing (including undergraduate/graduate, academic unit, degree/program, residency, or merit/need). The minimum endowment gift is \$50,000. The minimum current operating gift is \$10,000 per year. Named Scholarship proposals are reviewed and recommended by the Vice President/Provost for Enrollment Management and appropriate Dean or Vice President. The Vice President for Finance and Administration approves Named Scholarships.
- f) Named Departmental or Programmatic Fund — Provides support to a department, program or other unit for its general purposes, including but not limited to teaching, research, professional development, lectureships, and equipment. The minimum endowment gift is \$50,000. The minimum current operating gift is \$10,000 per year. Named Departmental or Programmatic Fund proposals are reviewed and recommended by the appropriate Dean or Vice President. The Vice President for Finance and Administration approves Named Departmental or Programmatic Funds.
- g) Named Research Fund — Provides support for the research activities of a department, including equipment, supplies, wages, and other general research purposes. The minimum endowment gift is \$50,000. The minimum current operating gift is \$10,000 per year. Fund proposals are reviewed and recommended by the appropriate Dean, the Executive Director for Research Administration, and the Controller. The Vice President for Research approves Named Research Funds.
- 3) Named Facilities — The minimum gift level for the naming of a facility varies in accordance with the type of facility being named. Generally, the associated gift for a named facility will be used to support construction, renovation and operating expenses of the facility or support other general purposes designated by the University. The naming of a facility is intended to last for the useful life of the facility and, at that time, the Vice President for Finance and Administration is tasked to find a suitable way to honor the original name, based on options available.

When it is not possible or desirable for a donor to make a gift of the same to the Foundation, donors wishing to name new, renovated or existing facilities may propose the name and any restrictions to the University, which will be reviewed and approved according to the following standards:

- a) Named Buildings — Includes buildings, halls, wings, arenas, fields and other substantial indoor and outdoor physical spaces. The minimum gift level is as set by the President. The factors the President must consider shall include, but are not limited to, the value of the space to the University; the marketability of the space to prospective donors; actual costs to build, renovate and/or operate the space; the uniqueness of the naming opportunity; and the useful life of the space. Named Building proposals are reviewed and recommended by the Provost and the Vice President for Finance and Administration, with the appropriate Dean or Vice President and the University Budget Director. The President approves Named Building proposals for transmission

to the University Board of Trustees, for resolution specific approval as outlined in the Board of Trustees Resolution on Delegation and Retention of Board Authority.

- b) **Named Rooms** — Includes classrooms, laboratories, offices and other minor physical spaces. The minimum gift level is as set by the Provost. The factors the Provost must consider shall include but are not limited to the value of the space to the University; the marketability of the space to prospective donors; actual costs to build, renovate and/or operate the space; the uniqueness of the naming opportunity; and the useful life of the space. Named Room proposals are reviewed and recommended by the Vice President for Finance and Administration, with the appropriate Dean or Vice President and the University Budget Director. The Provost approves Named Rooms.
- 4) **Named Academic Units** — The minimum gift level for the naming of an academic unit varies with the academic unit being named. The factors to be considered shall include, but are not limited to, the history, reputation, and visibility of the academic unit; the marketability of the academic unit to prospective donors; actual costs to operate the academic unit; and the uniqueness of the naming opportunity. Generally, the associated gift for a named academic unit will be used to support faculty scholarly activity, student scholarships and programmatic needs, and other general purposes of the academic unit.

When it is not possible or desirable for a donor to make a gift of the same to the Foundation, donors wishing to name academic units may propose the name and any restrictions to the University for review and approval. Named Academic Unit proposals are reviewed and recommended by the Provost and the Vice President for Finance and Administration, with the appropriate Dean or Vice President and the University Budget Director. The President approves Named Academic Units proposals for transmission to the Board of Trustees for resolution specific approval as outlined in the Board of Trustees Resolution on Delegation and Retention of Board Authority.

~~5) **Name Approval** — The University recognizes its commitment to the public trust and will only approve naming gifts that are consistent with UVM's mission and values. In addition, the following factors will be considered: the standing of the donor in the community or profession; the nature and duration of the relationship of the proposed honoree to the University; the honor and distinction the proposed name will bring to the University; and whether any philanthropic commitments connected with the naming can be realized.~~

~~6) **Name Removal** — The University reserves the right to remove any name should the donor not fulfill the associated pledge or if the name comes into disrepute in the University or in the general community. The Vice President for Finance and Administration and the Provost are responsible for making name removal recommendations to the President based on individual gift and naming circumstances. Name Removal proposals related to buildings and academic programs must receive resolution specific approval as outlined in the Board of Trustees Resolution on Delegation and Retention of Board Authority.~~

~~7) **Name Based on a Pledge** — A naming is contingent upon fulfillment of the associated pledge, and the time frame for fulfillment of a pledge, whether by means of installment payments or otherwise, shall not exceed five years. A donor establishing a named endowment with a multi-year pledge may choose to make additional current operating gifts during the pledge period in support of the same purpose as the named endowment (e.g., professorship, scholarship, and the like). These gifts, which provide immediate support during the pledge period, should approximate the income to be generated from the fully funded endowment. Example: A donor establishes a \$1 million professorship with a five-year pledge of \$200,000 per year. To appoint the professor immediately,~~

~~the donor increases the pledge to \$1.2 million, whereby annually \$200,000 is added to the endowment and \$40,000 is immediately available for the professorship.~~

B. Gift Types

The University may accept the gift types outlined below directly when the same cannot be directed to the Foundation after January 1, 2012:

- 1) Common Gift Types — Common gift types include cash, publicly traded securities, unrestricted and restricted realized bequests, tangible personal property or gifts in kind retained by the University for its use. Common gift types must be proposed to and accepted by the University's Controller.
- 2) Special Gift Types — Special gift types include but are not limited to real estate; partnership interests; stock options; bargain sales; life income arrangements; bequest intentions; retirement plan designations; life insurance policies; charitable lead trusts; retained life estates; charitable funds managed by others; private grants with no or very limited reporting requirements; tangible personal property or gifts in kind that require undue expenditures, require special IRS documentation or involve the University in unexpected responsibilities because of their source, conditions, or purposes; or any other gift situation not clearly governed by this policy. These special gift types must be proposed to and approved by the Vice President for Finance and Administration in consultation with the General Counsel. In addition, the President must approve all gifts of real estate before the proposed gift is advanced to the University Board of Trustees for approval. In certain cases, such as gifts of real estate or tangible personal property, the University will generally look to the donor to bear expenses incurred in receiving or maintaining gifts; these expenses may include, but are not limited to, real estate appraisal fees, [inspection fees](#), environmental audit expenses incurred by the University as part of due diligence, and ongoing maintenance costs incurred for holding the asset prior to sale.

C. Naming Procedures

- ~~1) Name Approval — The University recognizes its commitment to the public trust and will only approve naming gifts that are consistent with UVM's mission and values. In addition, the following factors will be considered: the standing of the donor in the community or profession; the nature and duration of the relationship of the proposed honoree to the University; the honor and distinction the proposed name will bring to the University; and whether any philanthropic commitments connected with the naming can be realized.~~
- ~~1) _____~~
- ~~2) Name Removal — The University reserves the right to remove any name should the donor not fulfill the associated pledge or if the name comes into disrepute in the University or in the general community. The Vice President for Finance and Administration and the Provost are responsible for making name removal recommendations to the President based on individual gift and naming circumstances. Name Removal proposals related to buildings and academic programs must receive resolution specific approval as outlined in the Board of Trustees Resolution on Delegation and Retention of Board Authority.~~
- 2) Name Based on a Pledge — A naming is contingent upon fulfillment of the associated pledge, and the time frame for fulfillment of a pledge, whether by means of installment payments or otherwise, shall not exceed five years. Exceptions to this rule may be recommended by the Vice President for Finance and Administration to the President based on individual gift and naming circumstances. Exceptions related to academic units, buildings and academic programs must receive resolution specific approval as outlined in the Board of Trustees Resolution on Delegation and Retention of Board Authority. A donor establishing a named endowment with a multi-year pledge may choose to make additional current operating gifts during the pledge period in support of the same purpose as

the named endowment (e.g., professorship, scholarship, and the like). These gifts, which provide immediate support during the pledge period, should approximate the income to be generated from the fully funded endowment. Example: A donor establishes a \$1 million professorship with a five-year pledge of \$200,000 per year. To appoint the professor immediately, the donor increases the pledge to \$1.2 million, whereby annually \$200,000 is added to the endowment and \$40,000 is immediately available for the professorship.

- 3) Name Removal — The University reserves the right to remove any name should the donor not fulfill the associated pledge or if the name comes into disrepute in the University or in the general community. The Vice President for Finance and Administration and the Provost are responsible for making name removal recommendations to the President based on individual gift and naming circumstances. Name Removal proposals related to academic units, buildings and academic programs must receive resolution specific approval as outlined in the Board of Trustees Resolution on Delegation and Retention of Board Authority.

C.D. **Donor Anonymity**

The University recognizes a donor's right to privacy as to personal matters. Donors may request anonymity, and the University will honor that to the maximum extent permitted by law (including the State-Vermont Public Records Act), as a condition of a gift or potential gift.

D.E. **Gift Agreements and Authorized Signers**

Gift agreements are used to document the understanding of the donor and University regarding the gifts and pledges therein. Written agreements are required for Named Funds, Named Facilities, Named Academic Units, Special Gift Types, or special designations or restrictions by donors of \$10,000 or more.

Common Gift Types under \$10,000 to Common Purposes and Funds may be documented by means of pre-printed response cards, solicitation devices, emails, letters, or any other communications to/from the donor are acceptable.

The President and Vice President for Finance and Administration are the authorized signers on behalf of the University for all gift agreements involving Named Deanships, Named Chairs, Named Professorships, Named Buildings, Named Academic Units and gifts of real estate. The Vice President for Finance and Administration is the authorized signer on behalf of the University for gift agreements involving all other naming opportunities and Special Gift Types (signature is not required for current operating Named Funds).

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:
Vice President, Finance and Administration	(802) 656-0219

Forms/Flowcharts/Diagrams

- None

Related Documents/Policies

- [Board of Trustees Resolution Regarding Delegation and Retention of Board Authority](#)
- [Endowment Administrative Fee Policy](#)
- [Restricted Gift Fund Administration Procedure](#)

Regulatory References/Citations

- None.

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 President for Finance and Administration	Approval Authority:	President and the Chair of the Board of Trustees
Policy Number:	V. 4.7.1	Effective Date:	March 11, 2013
Revision History:	<ul style="list-style-type: none">• V. 5.0.2.1 approved by the President on November 27, 2006• V. 5.0.2.2 approved by the President on May 22, 2010• Reviewed and approved by the Board of Trustees on May 22, 2010• Approved by the President on March 13, 2013• Reviewed and approved by the Board of Trustees on March 11, 2013		

Effective Date

Accepted:

Richard H. Cate
Vice President for Finance and Administration

Date

Approved:

Suresh V. Garimella
President

Date

Curricular Affairs Committee of the Faculty Senate

Report of the Curricular Affairs Committee of the Faculty Senate

May 20, 2022

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

**Prepared By
Stephen Everse and Colby Kervick, Co-Chairs of the Curricular Affairs Committee**

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

Completed Review (7):

> **Approval of a Proposal from the Rubenstein School of Environment and Natural Resources and the Graduate College for a New Ph.D. Program in Transdisciplinary Leadership and Creativity for Sustainability**

The Curricular Affairs Committee approved a proposal from the Rubenstein School of Environment and Natural Resources (RSENr) and the Graduate College for a new Ph.D. program in Transdisciplinary Leadership and Creativity for Sustainability at our February 3rd meeting. The proposal was approved at the February 28, 2022 Faculty Senate meeting.

The RSENr Curriculum Committee unanimously endorsed this Proposal at its October meeting and brought it to the October 12th RSENr faculty meeting. The RSENr faculty voted to approve this new Ph.D. proposal by a vote of 28-1 (with 2 abstentions). On November 4, 2021, the Graduate Education Committee unanimously approved the proposal pending clarification that were subsequently addressed.

Program Description and Rationale

This 75-credit, post-baccalaureate program is designed as the first totally online Ph.D. program at the University of Vermont. The program is built on the successful M.P.S. in Leadership for Sustainability (MLS). The proposed Ph.D. program increases the focus on the Humanities. The program is created in response to the growing call for Ph.D. programs and scholarly knowledge generation and leadership practices that can meet the complex interrelated challenges of these times (including but not limited to climate change, systemic inequity, racialized violence, cultural genocide, accelerating loss of biodiversity, and more).

Synopsis of the Curriculum

The total number of credits required to fulfill the Ph.D. degree requirements is 75. The program's course of study includes 12 credits of pre/corequisite coursework, a 15-credit core curriculum, the option to transfer in up to 24 credits of prior master's degree credits, and variable elective coursework.

The program centers applied leadership and creative practices within a core curriculum that focuses on decolonial, practice-based research methods that draw from and engage with critical theories across arts, humanities, social science, and sustainability fields. Twenty-four credits are assigned to doctoral dissertation and research.

Intended Audience

The Transdisciplinary Leadership, Creativity, and Sustainability Program is an innovative graduate program that is designed for mid-career leaders, organizers, and practitioners who are interested in meeting the complexity and uncertainty of this moment with a sustained practice of knowledge production that is rooted in transdisciplinary, creativity and applied leadership in service to a sustainable and equitable future. The program, delivered remotely, will allow students to remain in their positions and home area with the intention to use local issues as the source of research.

Learning Objectives

- Apply ecological and systems change theory and leadership to complex contexts/conditions in service to an equitable and sustainable future;
- Apply creative practices and methods throughout development of original scholarship and leadership practice;
- Express advanced skillfulness in a suite of relational and inquiry-based practices and methods for generating knowledge and responding to relevant leadership questions;
- Situate scholarship, leadership, and creative practice in relationship to theoretical, epistemological, and ontological perspectives;
- Contribute original research/scholarship that is relevant and useful to leadership practice and the complex challenges facing their communities, organizations, environments, and social movements;
- Make explicit connections between their scholarship, creativity, and leadership as invited by the promise of transdisciplinary practice.

Justification and Evidence for Demand

Graduates will be prepared to be competitive for faculty positions in top-ranked universities and colleges as well as leadership positions that are unique to their specific field or sector. We also expect that some students will stay with the organizations or institutions that they currently work. Built into the program is the ability to identify research questions in the work environment and create analytical solutions for application.

Need for the Program

This program's practice-based emphasis provides students with the opportunity to address relevant local and regional leadership questions with practical research intended to transform leadership practices and bring equity and sustainability to the forefront of leadership across organizations, institutions, and social movements. Through UVM and state and national connections, the program's capacity to conduct cutting edge relevant research in partnership with the communities on the frontlines of catalyzing change will grow.

Evidence of Demand

In 2020, RSNER worked with CDE to conduct a market survey of MLS graduates to gauge interest in the concept. Results showed an overwhelming interest in an online/low-residency Ph.D. program based in a similar structure and approach as the MLS program. 82% of those surveyed indicated significant level of interest in such a program. A pilot program, launched in 2021 for students in NR with a clear objective of enrolling in the Ph.D. program, enrolled 14 students with no publicity.

Relationship to Existing Programs

The program will be the first UVM program delivered entirely at a distance. Additionally, the letter of support from the Dean indicates that this is the first program of this type in the country and will provide a new model of leadership preparation. This program will support the research, teaching and programming of multiple other Ph.D. programs on campus.

Compare Features/Components to those at Other Institutions

This program will be a totally remote program, like programs that are offered at Union Institute, California Institute of Integrative Studies, Preston College, and the University of Waterloo. The most similar program is at the University of Wisconsin, an Ed.D. in Educational Sustainability. The Wisconsin program is a three-year 54 credit program offered specifically for educators.

Connections to existing UVM programs

The proposed program will complement other doctoral offerings, including the Ph.D. in Natural Resources, the Ph.D. and Ed.D. in Educational Leadership and Policy Studies, the Ph.D. in Food Systems and the Ph.D. in Sustainable Development, Policy, Economics and Governance.

Comment on Substantial Concerns Raised During the Comment Period and the Proposers' Response

1. Concern was raised related to the reach out to the humanities, with the thought that there was significant breadth and depth that could contribute to the proposed program.
Response: The proposers noted that they had reached out extensively and had every intention on of keeping the opportunities for collaboration open as the program launches.
2. Concern was raised about maintaining academic rigor in a fully remote program.
Response: The proposers indicate that rigor is not necessarily defined "differently" in this program. The context for practicing rigorous research/scholarship is different. Utilizing transdisciplinary/humanities/social science methodologies that are participatory and applied, PhD students will be generating new scholarly knowledge in the context of the challenges facing their communities/organizations/sectors
3. Concern was raised regarding completing the program in the UVM prescribed 9-year time frame and maintain full time employment

Response: The program is for individuals who have completed a master's degree and can bring in up to 24 credits toward their PhD program. MLS students may carry 12-15 credits/year (esp. when the coursework has predictable workload that can be planned for) while simultaneously maintaining their professional careers.

Curriculum

- Provide an overview/summary of the requirements for completion
- GPA of 3.0 or above
- Successful completion of 75 post baccalaureate credits

Required Courses

<i>Course & Number of Credits</i>	<i>Relation to Program</i>	<i>Frequency</i>	<i>Faculty/Unit</i>	<i>Enrollments/Source of Students</i>
<i>NR311 Leadership for Sustainability (3)</i>	<i>Pre or corequisite</i>	<i>Annual (fall)</i>	<i>Kolan/Vea/Talley/ Pinto/TwoTrees RSEN</i>	<i>20-30, including students from MLS program</i>
<i>NR388 Ecological Leadership (6 Credits)</i>	<i>Pre or corequisite</i>	<i>Annual (fall - spring)</i>	<i>Kolan/Vea/Talley/ Pinto and many professional affiliates: RSEN</i>	<i>20-30, including students from MLS program</i>
<i>NR312 Power, Privilege and Catalyzing Change (3)</i>	<i>Pre or corequisite</i>	<i>Annual (spring)</i>	<i>Kolan/Vea/Talley/ Pinto and many professional affiliates: RSEN</i>	<i>20-30, including students from MLS program</i>
<i>NR372: Transdisciplinary Leadership &</i>	<i>Core Curriculum</i>	<i>Annual (fall - spring)</i>	<i>Kolan, Pinto, Kapil, Talley: RSEN</i>	<i>10 (cohort building course)</i>
<i>NR373: Transdisciplinary Methods and Modes of Inquiry (3 Credits)</i>	<i>Core Curriculum</i>	<i>Annual (fall)</i>	<i>Team taught module approach: Ivakhiv, Vivanco, Kolan, Kapil, Georgiou, Pinto, Reyes, Talley, Vea, Clark/Keefe: RSEN</i>	<i>15-20, including graduate students from other graduate programs</i>
<i>NR474: Creative Practice and the Dissertation (6 Credits)</i>	<i>Core Curriculum</i>	<i>Annual (fall-spring)</i>	<i>Team taught with faculty and practitioner- scholars: Kapil, Georgiou, Pinto, Kolan, Ivakhiv, Vea, Vivanco</i>	<i>15-20, including graduate students from other graduate programs</i>

<i>See elective courses described in the section above</i>	<i>Electives</i>	<i>Variable</i>	<i>Variable</i>	<i>Minor changes in enrollment for elective courses which will lead to additional revenue for other units.</i>
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The total number of credits required to fulfill the Ph.D. degree requirements is 75. The program's course of study includes 12 credits of pre/corequisite coursework, a 15-credit core curriculum, the option to transfer in up to 24 credits of prior master's degree credits, variable elective coursework (described above which can include a chosen certificate or micro certificate of Graduate Study); and a minimum of 20 dissertation research credits.

Electives

- PSS 312: *The Ecological Foundation*
- NR385: *Environmental Thought and Culture Research Seminar* (or *Environment and Culture in the Anthropocene*)
- NR395: *Advanced Environmental Humanities*
- NR395: *Sustainability Seminar*
- NR395: *Rotating summer MLS seminar topics*
- NR341: *Ecological Economics Theory* (occasionally offered online)
- NR394: *Independent Study*
- EDCI 380: *Foundations in Education for Sustainability*
- EDCI 380: *Methods in Education for Sustainability Immersion*
- EDLP 380: *Professional Problems in Education: Inequality in Education*
- EDLP 449: *Dissertation Writing Seminar*
- EDSP/CSD 274: *Culture of Disability*
- EDFS 314: *Modes of Inquiry: Critical, Decolonizing and Arts-Engaged Approaches to Research*
- EDFS 347: *Introduction to Qualitative Research*
- EDFS 348: *Analyze and Write Qualitative Research*
- EDFS 396 (proposed as EDFS 301): *Introduction to Interdisciplinary Studies*
- EDFS 396: *Race, Justice, and Education*
- EDFS 396: *Genders and Sexualities in Education*
- PSS 313: *Participatory Action Research (PAR) & Transdisciplinary Approaches*
- PSS 314: *Agroecology, Food Sovereignty, and Social Movements*
- PSS 311: *Introduction to Agroecology* (low residency)
- Two new Humanitarian Studies Courses (names/titles coming soon)

Student will also have the opportunity to participate multiple micro certificates offered across the campus.

New Courses (All are in the process in Course Leaf)

- NR372: *Transdisciplinary Leadership & Creativity* (6 Credits)
- NR373: *Transdisciplinary Methods and Modes of Inquiry* (3 Credits)
- NR474: *Creative Practice and the Dissertation* (6 Credits)

Admission Requirements and Process

The Director and an Admissions Committee for the proposed program will review and recommend applicants for admission. Undergraduate degree in a related discipline is required. The Director and an Admissions Committee for the proposed program will review and recommend applicants for admission. Undergraduate degree in a related discipline is required. Those students who have not completed the MLS program will be required to take a 12-credit sequence addressing foundational leadership and decolonial practices. A minimum GPA of 3.0 is required.

Anticipated Enrollment and Impact on Current Programs

- This year's enrollment pilot enrolled 14 students, FY 23 forecasts 24 with a maximum in FY26 of 45.
- There is adequate capacity in the department

Advising

Oversight of advising will fall to the program director. Faculty teaching in the program will be assigned advising within workload. RSENR will be accountable for the program evaluation.

Assessment

The assessment plan runs on a three-year cycle and includes direct, indirect, and developmental assessment components.

Direct Assessment:

- Every year, a team of faculty/practitioner-scholars will review a sample from students' year 1 portfolio. Reviewers will evaluate the materials to assess the degree to which students are meeting programmatic learning outcomes.
- Beginning in year 3, every two years, a team of faculty/affiliates will review a sample of completed written comprehensive exams and dissertation proposals using a rubric designed to assess the degree to which students are meeting programmatic learning outcomes.
- Dissertations will be assessed by a team of faculty/affiliates using a rubric designed to assess the degree to which students are meeting programmatic learning outcomes.

Indirect assessment:

- Learning Outcomes: An electronic survey of recent graduates will be sent every October asking students to rate and describe their overall experience in the program, self-assess their achievement of learning outcomes, and provide feedback on specific programmatic experiences and elements. The survey will also ask about graduates' career impacts & plans. The program coordinator will prepare a brief summary of the results for the Fall TLCS faculty/affiliate meeting each year.
- Every three years, an alumni survey will be sent out to graduates from the previous five years

Letters Gathered in Support

- Dr. Katharine Shepherd (CESS)
- Dr. William Falls (CAS)
- Dr. Ernesto Mendez (CALS)
- Dr. Chris Koliba (SDPEG)
- Dr. Eric Bishop von-Wettberg (Food Systems)
- Dr. Luis Vivanco (Humanities Center)

Summary

The proposal is for a 75 credit PhD program. The unique aspect of the program is a totally online delivery. The program is geared to working professionals and the emphasis is on translational research as students identify and solve real time issues in the workplace as a component of their doctoral work,

The emphasis is on multidisciplinary collaboration and the humanities are seen as a strong focus in identifying approaches to leadership and culture change. The program builds on the successful MLS program. It is anticipated that the current need for individuals with the skills the program hopes to cultivate will draw leaders from around the country and potentially internationally.

If approved by the Board of Trustees, the Ph.D. Program in Transdisciplinary Leadership and Creativity for Sustainability would go into effect during the 2022 – 2023 catalog year.

> Approval of a Proposal from the College of Nursing and Health Sciences for a New Minor in Medical Diagnostics

On March 3, 2022, the Curricular Affairs Committee (CAC) approved (16 in favor, 0 against, 0 abstentions) a proposal from the College of Nursing & Health Sciences (CNHS) to create a new minor in Medical Diagnostics. Both the faculty in Biomedical and Health Sciences (BHSC) Department and the CNHS Curriculum Committee unanimously approved of this program. Zero public comment was received during the 30-day circulation. The proposal was approved at the March 28, 2022 Faculty Senate meeting.

Program Description and Rationale

This proposal was initiated by Medical Laboratory Science faculty in BHSC, who note that an estimated 70% of all medical decisions are based on laboratory tests, and current trends in medical diagnostics necessitate familiarity with laboratory medicine as key component of foundational education in a range of disciplines for which UVM already offers majors. The proposed new minor in Medical Diagnostics would offer students 18 credits of core and elective courses in which to develop basic knowledge in clinical laboratory techniques, diagnostic assays, and human disease. This minor would prepare students to interpret and evaluate laboratory data and to understand how it is used in clinical decision-making. It

would be of benefit to students preparing for graduate health programs, and also for students heading toward non-clinical careers in public health, epidemiology, and health education (fields that call for knowledge of how diagnostic medicine informs clinical decision making, patient care, and public health assessments). Additionally, the minor would offer a new opportunity for UVM undergraduates to become involved with cutting-edge biomedical research. The proposed minor aligns with the specific missions of BHSC and CNHS to foster knowledge and train students to become leaders in health sciences, as well as with UVM's comprehensive commitment to "liberal education, environment, health, and public service."

Justification and Evidence for Demand

Minors offered by peer programs nationally suggest high demand and boast large enrollments.

Relationship to Existing Programs

The new minor has the potential to enhance the education of students in a range of majors (including, but not limited to, animal science, biochemistry, biology, biomedical engineering, chemistry, microbiology, molecular genetics, neuroscience, nutrition, and public health sciences) and students in the pre-health and pre-vet pathways. There is no overlap or redundancy with currently available minors at UVM. No substantial concerns were raised in the comment period, and the proposal has received letters of support from LCOM, CALS, and Dana medical library.

Curriculum

The curriculum consists of 18 credit hours of core and elective courses currently offered by BHSC. The breakdown is as follows:

Required Courses (9 credits)

MLS 101	Medical Diagnostic Techniques* (fall)	3 credits
MLS 210	Applied Medical Diagnostics*	3 credits
BHSC 281	Applied Molecular Biology (fall)	3 credits

*new courses, which either have been or are being piloted, with course action forms and syllabi already submitted

Electives (9 additional credits)

HLTH 135	Advanced Medical Equipment Systems	3 credits
MLS 221	Clinical Chemistry I (fall)	3 credits
MLS 222	Clinical Chemistry II (spring)	3 credits
BHSC 242	Immunology (spring)	3 credits
MLS 255	Clinical Microbiology II (fall)	3 credits
MLS 231	Hematology (fall)	3 credits
XXX	Other approved elective(s)	3 credits

There are two prerequisites (Human Cell Biology and Chemistry) for the courses required for the minor, and some additional foundational science courses are prerequisites for certain electives.

Curricular restrictions:

The minor in Medical Diagnostics is unacceptable with the major in Medical Laboratory Science, due to extensive course overlap. Only up to two courses in the minor can overlap with a student's major.

Admission Requirements and Process

There will be an application process for the minor, which will be limited to a cohort of 30 students. Students must be accepted into the minor to be eligible to enroll in the courses.

Anticipated Enrollment and Impact on Current Programs

The minor will increase course enrollments in core courses within medical laboratory science. The minor will not require laboratory sections for core and elective courses (though students in the minor may enroll in them if space allows, with priority being given to medical laboratory science majors). These core courses will be modified so that they can be taken with or without a lab section (for 3 or 4 credits, respectively). Two new permanent courses will be needed for the minor (Medical Diagnostic Techniques and Applied Medical Diagnostics), both of which have been or are being piloted, and relevant course action forms and syllabi have been formally submitted for approval.

Advising

A current faculty member will be given 5-10% workload effort (depending on enrollment) to administer the program, which will include advising.

Assessment Plan

The Minor has five specific outcomes. Upon completion, students should be able

1. To demonstrate basic knowledge in clinical laboratory techniques;
2. To determine the appropriate utilization of laboratory tests for screening, monitoring, therapy, and prognosis of human diseases;
3. To analyze and interpret laboratory data as it correlates with clinical symptoms;
4. To demonstrate professional conduct in an interprofessional community environment;
5. To articulate laboratory information in a variety of ways (verbal, written, media, etc.).

The assessment plan for the minor will take four years to roll out fully. Full assessment will involve:

- In even-numbered years (beginning in 2024) direct assessment via a sampling of case studies from 200-level courses (to evaluate student performance in test utilization, interpretation of laboratory data, and correlation with disease)
- In odd-numbered years (beginning in 2025) direct assessment of the MLS 210 presentation showcase (to evaluate student ability to articulate information about their civic/service-learning experience to a professional audience).
- Annually (beginning in 2026) indirect assessment via an exit survey completed by students finishing the minor.

Every year the Medical Laboratory Science Program director will review assessment results from the previous AY and present them to departmental faculty for discussion of potential revisions to the minor.

Staffing Plan, Resource Requirements, and Budget

No new faculty or staff appointments are needed. Enrollments in Medical Laboratory Science core courses will increase, but within limits that the current courses can accommodate. This increase will have only a slight impact on faculty workload. No anticipated new library resources are associated with the minor. Costs in addition to current budget is only one 10% maximum workload effort assigned to the faculty administrator of the program. Supplies needed due to increased enrollment in laboratory-based courses will be covered by student fees.

Evidence of Support

Initiated by the Biomedical Laboratory faculty in BHSC, the proposed minor has been approved by all BHSC faculty, as attested by the Department chair. The CNHS Curriculum Committee has likewise unanimously approved the proposal, and the CNHS Dean has submitted a letter of support and an attestation of the program's expected fiscal solvency. Additional letters of support were submitted by the Senior Assoc. Dean for Medical Education at LCOM, the CALS dean, and the Dean of Libraries.

Summary

We find the proposed minor in Medical Diagnostics to be well conceived, attentive to current trends in laboratory medicine and health science, and doable with UVM's current resources. If approved, it will offer a beneficial supplement to the undergraduate preparation of students in a range of majors for careers in health science that involve clinical decision-making, as well as non-clinical careers in fields such as public health, epidemiology, and health education. We recommend the approval of this proposal.

If approved by the Board of Trustees, the new minor in Medical Diagnostics would go into effect during the 2022 – 2023 catalog year.

> **Approval of a Proposal from the College of Nursing and Health Sciences for a New Minor in Integrative Health**

The Faculty Senate approved the creation of this new minor at their April 25, 2022 meeting. On April 7th, 2022, the Curricular Affairs Committee (CAC) unanimously approved a proposal from the College of Nursing & Health Sciences (CNHS) to create a new minor in Integrative Health in the Department of Rehabilitation and Movement Sciences. On January 17th, 2022, the CNHS Curriculum Planning Committee endorsed the proposal as does Dean Anderson.

Program Description and Rationale

The proposed IH minor includes 15 credits (9 required and 6 elective credits) of coursework through which students learn theoretical and empirical underpinnings of Integrative Health, a paradigm in health care that involves the integration of medical care, complementary care and self-care to promote whole person health. Through the minor, students will learn about the use of IH in health promotion and prevention and how it can enhance the patient experience, improve population health, reduce costs, and decrease healthcare workforce burnout. The minor will help students to identify what further training they may need to become health care providers and create an opportunity for students to understand the interdisciplinary nature of IH. Offering the program as a minor allows students from many disciplines, including those requiring a minor, to gain a credential in IH to complement their major program of study.

Justification and Evidence for Demand

UVM has offered classes in IH for well over a decade. These classes were incorporated into a Certificate of Integrative Health in 2018. Enrollment in that program has well surpassed expectations every year, demonstrating significant student demand for programs in IH. The proposed minor will extend accessibility of IH offerings to students who are required to complete a minor and may have faced difficulties incorporating the IH certificate alongside a minor during their time at UVM. Beyond campus, IH represents a growing field locally and nationally, and UVM's programming in the IH field is developing a national reputation. Based on enrollment in the IH certificate, growing interest in IH and UVM's reputation in the IH arena, it is expected the proposed minor will have significant interest and offer a draw for students to UVM.

Relationship to Existing Programs

The proposed minor is not anticipated to have negative impact on any other department or academic unit. In fact, a number of departments offer courses that are appropriate electives for students in the proposed IH minor. This diversification of perspectives adds an important strength of the program. Along with interdisciplinary focus, the issue of behavioral change is important to IH. While the Larner College of Medicine offers a minor with emphasis on the neuroscience of behavioral change, the proposed IH minor includes concepts related to behavioral change through the lens of several IH modalities from personal, clinical and population health perspectives. The proposers have included a letter of support for the proposed IH minor from Dr. Jim Hudziak, head of LCOM's Behavioral Change minor. There are also similarities noted with a proposed minor in Integrative Health and Wellness Coaching. The proposers clarify that the IH minor provides students with exposure to the

field of IH study useful for personal health and exposure to future career exploration while the Health Wellness Coaching minor is specifically aligned with the career path to becoming a Board-Certified Integrative Health and Wellness coach.

Curriculum

To earn the minor in IH, students must complete 15 credits: 9 credits from required courses, plus 6 credits of electives as shown below:

Number	Name	Credits
	REQUIRED COURSES	
HLTH 101	Introduction to Integrative Health	3
HLTH 102	Science and Evidence in Complementary and Alternative Medicine	3
HLTH/ENVS 107	SU: Human Health and the Environment	3
	PLUS	
	Elective 1	3
	Elective 2	3

Students will select 6 credits of elective courses from an array of options from various departments under 7 categories: Mindfulness/Mind & Body, Behavioral Change, Travel/Global Health, Health and the Environment, Inclusion/Diversity, Yoga/Movement and Integrative Nutrition and Herbalism.

Admission Requirements and Process

The minor will have no prerequisites and will be compatible with all majors. There are no eligibility restrictions.

Anticipated Enrollment and Impact on Current Programs

The original certificate in Integrative Health Care started in 2018 and has increased its enrollment expectations every year it has been offered. (In spring 2021, 54 students were enrolled.) With the shift from a certificate program to a minor, CNHS anticipates increased interest across campus and controlled growth in enrollment as resources allow within the strategic plan of the College. The proposed Minor will have no anticipated deleterious effects on any other department or academic unit at the University. All required courses are currently existing in the catalogue. There has been demonstrated broad interest within the campus community for the Certificate in Integrative Healthcare and they anticipate that the proposed Minor will represent an excellent opportunity for students in a diverse array of undergraduate Majors to learn about integrative health, a topic that can promote self-care as well as complement their degree as they enter their respective career paths.

Advising

Students will be advised by their home academic unit advisors. Students' curricular questions specific to the minor will be addressed by the Program Director or designee.

Assessment Plan

The Integrative Health Minor will undergo academic program review as per the department APR cycle as defined by Curricular Affairs Committee. The Minor will be evaluated using evidence of enrollment, retention and completion. Individual courses will be evaluated through student evaluations, attendance, grades, peer evaluations and Integrative Health Education Committee review. The Integrative Healthcare Education Committee will ensure course content is in accordance with the Academic Consortium for Integrative Medicine & Health.

Staffing Plan, Resource Requirements, and Budget

Existing faculty and staff resources are adequate to support this transition to a Minor. There are no anticipated additional faculty needed. Current University library resources have been adequate for the Certificate, and there are no anticipated additional needs for the Minor. Current University and CNHS facilities and technological resources are also adequate to support the proposed Minor.

In terms of the budget, Income and Expense modelling by CNHS indicates that the Integrative Health educational programming is currently bringing in more in income than expenses, and that the College has the capacity to take over the cost for faculty and administration for this program beginning in the Fall of 2022.

Evidence of Support

The Dean of CNHS (Noma Anderson) and the Chair of RMS (Theodore Angelopoulos) have both indicated strong support for the proposed minor. Strong outside support has also been indicated by the Interim Associate Dean of RSEN (Jen Pontius), the Director of the Dana Medical Library (Denise Hersey), and the Chair of Developmental Psychopathology (Jim Hudziak).

Summary

In summary, the College of Nursing and Health Sciences (CNHS) proposes to offer a 15-credit Undergraduate Minor in Integrative Health for students at the University of Vermont. The field of integrative health combines medical care, complementary care and self-care to promote whole person health. It reaffirms the importance of patient and the practitioner being equal partners, focuses on the whole person, is informed by evidence, and makes use of all appropriate therapeutic approaches using interventions that are natural and less invasive whenever possible.

If approved by the Board of Trustees, the new minor in Integrative Health would go into effect during the 2022 – 2023 catalog year.

> **Approval of a No Contest Termination from the College of Nursing and Health Sciences for a Certificate in Integrative Health Care**

On April 7th, 2022, the Curricular Affairs Committee (CAC) unanimously approved a request by the College of Nursing & Health Sciences (CNHS) to terminate their undergraduate certificate program in Integrative Health Care because our approval of their proposal for a new minor in Integrative Health Care makes this program redundant. Currently there are 36 students enrolled in the certificate program and all will be given the option of completing the certificate or transferring to the minor. The PACE Certificate in Integrative Health Care will remain unchanged. There will be no changes in faculty or staffing. On April 25, 2022, the Faculty Senate also approved the termination of this certificate.

The no-contest termination is supported by the Department of Rehabilitation and Movement Science (Jan 13, 2022: vote 15:1 in support of termination) and has the unanimous support of the CNHS Curriculum Committee (Jan 17, 2022).

If approved by the Board of Trustees, the no contest termination would go into effect for Fall 2022.

> **Approval of a Proposal from the College of Nursing and Health Sciences for a New Minor in Integrated Health and Wellness Coaching**

The Faculty Senate approved the creation of this new minor at their April 25, 2022 meeting. On April 7th, 2022, the Curricular Affairs Committee (CAC) unanimously approved a proposal from the College of Nursing & Health Sciences (CNHS) to create a new minor in Integrative Health and Wellness Coaching in the Department of Rehabilitation and Movement Sciences. On January 17th, 2022, the CNHS Curriculum Planning Committee endorsed the proposal as does Dean Anderson.

Program Description and Rationale

Integrative Health and Wellness Coaching currently exists as a certificate program in CNHS (while interdisciplinary, most of the faculty involved are in the Department of Rehabilitation and Movement Science). The certificate program is in good shape (approximately 30 undergraduate students enroll each year; another 30 enroll in a parallel program for non-degree students), but for various reasons CNHS would like to terminate the current certificate program for undergraduates and replace it with a minor. (CNHS will retain the certificate program for non-degree students.) Among those reasons, two stand out:

1. UVM students who must have a minor often find it difficult to take the extra courses to get the certificate. If this proposal is accepted, any student needing a minor could fulfill that requirement with this new minor.
2. A prestige factor: as Dean Anderson observes, “the minor in Health Coaching will add to the national reputation of CNHS,” in part because UVM “will be only the second institution ... that offers a pathway to national board certification of a Health Coach at the undergraduate level.”

In very broad terms, as the proposal puts it, the shift to the minor is primarily “a strategic move to capitalize on both interest [high demand among students] and workforce need.” In terms of a formal course of study, the proposal adds that “this transition will better reflect the

coherent body of knowledge that students are learning.” Since there is very little curricular change to the certificate program (a move from 12 to 15 credits and the addition of “one of the electives to the list of required courses”), the implication here is that the certificate program *already* represents the “coherent body of knowledge” that distinguishes minors from certificate programs. That said, one of the major attractions of the certificate program will not change: “to prepare undergraduate students to become certified integrative health and wellness coaches” by preparing them and making them eligible “to sit for the NBHWC Certification Exam.”

Justification and Evidence for Demand

1. Enrollment in the certificate program is very healthy; in fact, it exceeds original projections by 75%. With limited space in its courses, students must apply to it, and the new minor will maintain that requirement. CNHS expects that approximately 60 students will enroll each year: half would be in the new minor and the other half in the current certificate program for non-degree students.
2. The proposal notes that, nationally, Health and Wellness Coaching is a high growth industry. Because UVM already has a successful certificate program, CNHS believes that the shift to the minor will help “meet an emerging need in healthcare.” The key here is that, as noted above, students who successfully complete the minor become eligible to sit for the NBHWC Certification Exam. Currently, UVM is one of only twelve NBHWC approved academic credit programs in the country, and only one other program currently offers a minor.

Relationship to Existing Programs

1. At UVM, there is no other course of studies that explicitly aims to educate students in the area of health and wellness coaching and leads to eligibility to sit for national qualifying exam.
2. Nationally: only one other university in the United States has a NBHWC-approved minor

Curriculum

Required courses (11 credits)

Course Number	Course Name	Credits
HLTH 187	Integrative Health & Wellness Coaching Immersion Introduction	1
HLTH 188	Motivational Interviewing Introduction	1
HLTH 189	Integrative Health & Wellness Coaching Skills Introduction	2
HLTH 287	Integrative Health & Wellness Coaching Immersion Advanced	1
HLTH 288	Motivational Interviewing Advanced	1
HLTH 289	Integrative Health & Wellness Skills Advanced	2

HLTH 292	Integrative Health & Wellness Coaching Practicum	2
HLTH 299	Integrative Health & Wellness Coaching: Building your Coaching Career	1

Elective Courses (4 credits)

Course Number	Course Name	Credits
CSD 299	Autism Spectrum Disorders: Issues in Assessment and Intervention	3
COMU 122	Family Wellness Coaching	3
HLTH 222	Critical Neuroscience: The Mind Body Connection	3
HLTH 098	Restore, Rejuvenate, Energize	1
HLTH 101	Introduction to Integrative Health	3
HLTH 297	Integrative Health Interdependent Study	variable
HLTH 298	Integrative Health Research Assistantship	variable

Admission Requirements and Process

There are no prerequisites, but because current resources can accommodate a limited number of students (approximately 30 in the minor; another 30 will likely enroll in the non-degree student certificate program), students will have to apply for admission. They will do so following the application process currently used for the certificate program. It is anticipated that accepted students will come from a diverse range of undergraduate majors across all the colleges. Some priority is given to students with majors in CNHS.

Anticipated Enrollment and Impact on Current Programs

60 / year: 30 in the minor, 30 in the continuing certificate program. Because the current certificate programs enroll 60 students and because the minor only modestly tweaks the certificate requirements (a move from 12 to 15 credits), CNHS does not anticipate any impact on current programs.

Advising

Because this is a minor, students enrolled in the program would receive primary academic advising in the home academic unit of their declared major(s). Advising needs specific to the minor will be addressed by the Program director or designee.

Assessment Plan

The Integrative Health and Wellness Coaching Minor will undergo academic program review as per the department APR cycle as defined by Senate guidelines.

Staffing Plan, Resource Requirements, and Budget

1. Staffing plan: No anticipation of need for additional faculty. Current faculty connected to the Program will be sufficient for the minor and include:

- Karen Westervelt, Rehabilitation and Movement Science
- Kelly Tourville, Rehabilitation and Movement Science
- Cara Feldman-Hunt, Rehabilitation and Movement Science
- Susan Whitman, Rehabilitation and Movement Science
- David Tomasi, Rehabilitation and Movement Science
- Ellen McGinnis, Psychiatry
- Patricia Prelock, Communication Sciences and Disorders

2. Resources

- (i) current library resources are sufficient (letter of support from Director of Dana Medical Library)
- (ii) current university / CNHS facilities and technology resources are adequate to proposed minor

3. Budget

Current allocated resources from CNHS are sufficient to the needs of the minor.

Evidence of Support

Letters of support have been provided by:

- Theodore Angelopoulos, Chair, Rehabilitation and Movement Science
- Elizabeth Adams, Chair, CNHS Curriculum Planning Committee
- Noma Anderson, Dean, CNHS
- Denise Hersey, Director, DANA Medical Library

Summary

The key issue here is that CNHS is effectively converting its current certificate program for undergraduates into a new minor. (The certificate program for undergraduates will be terminated if the minor is approved.) The college gives various reasons for the change, but two stand out:

1. For UVM students who must have a minor, it has often been difficult to take the extra courses to get the certificate. If this proposal is accepted, any student needing a minor could fulfill that requirement with this new minor
2. A prestige factor: as Dean Anderson observes, “the minor in Health Coaching will add to the national reputation of CNHS,” in part because UVM “will be only the second institution ... that offers a pathway to national board certification of a Health Coach at the undergraduate level.”

The change from certificate to minor will not change much on the student end: required credits will rise from 12 to 15, and there are some tweaks in the course offerings / requirements (more electives / possible concentrations in specialized areas). Most of the courses, though, will be the same as what is currently offered. One of the main drawing cards of the certificate—students completing it become eligible to sit for NBHWC national certification—will be unchanged. That said, CNHS believes that, beyond the two points mentioned above, the proposed minor will enhance the student experience by providing the greater recognition of accomplishment that comes with the minor.

If approved by the Board of Trustees, the new minor in Integrative Health and Wellness Coaching would go into effect during the 2022 – 2023 catalog year.

> **Approval of a No Contest Termination from the College of Nursing and Health Sciences for a Certificate in Integrative Health and Wellness Coaching**

On April 7th, 2022, the Curricular Affairs Committee (CAC) unanimously approved a request by the College of Nursing & Health Sciences (CNHS) to terminate their undergraduate certificate program in Integrative Health & Wellness Coaching because our approval of their proposal for a new minor in Integrative Health & Wellness Coaching makes this program redundant. On April 25, 2022, the Faculty Senate also approved the termination of this certificate.

Currently there are 47 students enrolled in the certificate program and all will be given the option of completing the certificate or transferring to the minor. The PACE Certificate in Integrative Health and Wellness Coaching will remain unchanged. There will be no changes in faculty or staffing.

The no-contest termination is supported by the Department of Rehabilitation and Movement Science (Jan 14, 2022: vote 15:1 in support of termination) and has the unanimous support of the CNHS Curriculum Committee (Jan 17, 2022).

If approved by the Board of Trustees, the no contest termination would go into effect for Fall 2022.

> **Approval of a Proposal from the College of Education and Social Services and the Graduate College for a New Ph.D. Program in Counselor Education and Supervision**

The Faculty Senate approved this new Ph.D. program at their April 25, 2022 meeting. The Curricular Affairs Committee unanimously approved a proposal from the College of Education and Social Services (CESS) for a new Ph.D. program in Counselor Education and Supervision from the Department of Leadership and Developmental Sciences at our April 7th meeting. Previously the Graduate College Executive Committee reviewed and unanimously approved the proposal at their December 16th, 2021 meeting. The CESS Curricular Affairs Committee unanimously approved the proposal at their November 12th, 2021 meeting. The proposed start date for the program is Fall 2023.

Program Description and Rationale

The Doctor of Philosophy degree program in Counselor Education and Supervision (CES) is intended to prepare critically conscious graduates who are grounded in social justice principles to work as counselor educators, supervisors, researchers, and practitioners in institutions of higher learning, schools, and community mental health and social service agency settings. Faculty note the following need to prepare counselor educators and supervisors with strong clinical, pedagogical, and research skills. Such training would respond to the need to align evidence-based clinical practice with social justice and pedagogical principles that influence clinical, research, and pedagogical practices in the field

(Field, Snow, & Hinkle, 2020; Okech & Rubel, 2018). Graduates of this program will be equipped to address the academic, cultural, and clinical training, practice, and service needs of counselors and the communities they serve. Graduates will predominately acquire faculty positions in institutions of higher learning and assume leadership positions in schools, community mental health and social service agencies

Justification and Evidence for Demand

The doctoral program is intended to fill a gap in counselor educators in the northeast with Ph.D. preparation. Faculty provide the following justification for the program:

- There is only 1 other similar program currently operating in the northeast U.S., and a total of 86 CACREP accredited doctoral programs in the U.S.
- Faculty cite challenges in the supply of doctoral-level counselor educators in recent lecturer searches to staff existing master's program, turning to candidates prepared in other related areas.
- Focus on social justice and its investment in training future leaders and advocates in social service agencies
- As the mental health needs in the state of Vermont expand, a program that is grounded in training researchers who examine the efficacy of individual, group, and community-based interventions to enhance the mental health needs of Vermonters and the region could not be better timed.

Relationship to Existing Programs

Master's Degree Programs in Counseling

The Department of Leadership and Developmental Sciences (DLDS) currently offers two 60 credit master's degree programs in Counseling, a Clinical Mental Health Counseling Program, and a School Counseling Program. The department also offers a Dual Option which integrates the requirements of both the School Counseling and the Clinical Mental Health Counseling Programs. This program will build on this foundation and the existing program alumni will serve as a recruitment foundation.

Shared Coursework

The program will also collaborate with the existing Ed.D. and Ph.D. programs in Educational Leadership and Policy Studies (EDLP) through existing EDLP research courses, which will serve to increase the enrollment rates in these courses and not require additional offerings.

Curriculum

The Ph.D. curriculum includes a combination of theoretical and leadership courses in the field, practicum experiences, and research methods. The total number of credits required to fulfill the Ph.D. degree requirements is 75. The program includes 25 credits of core curriculum, 15 credits of research methods, 6 credits of internship, 5 credits of elective, and 21 credits of dissertation research.

Required Courses

Number	Course Name	Credits
EDCO 410*	Seminar Course 1: Professional Identity, Roles & Responsibilities Related to Educating Counselors	1
EDCO 404*	Principles of Diversity, Equity & Intersectionality in Counselor Education	3
EDCO 406*	Advanced Counseling Theory & Research Course	3
EDCO 480*	Doctoral Counseling Practicum	3
EDHI 387	Teaching and Learning in Higher Education	3
EDCO 421*	Supervision Theory & Practice	3
EDCO 405*	Advancing Diversity, Leadership & Advocacy in Counselor Education	3
EDCO 401*	Doctoral Seminar Course 2: Current Topics and Politics in Counseling	1
EDCO 420*	Advanced Group Counseling Theory, Practice, & Supervision	3
EDHI 393	Pedagogy of Care and Antiracist Teaching in Higher Education	3
EDCO 490*	Doctoral Internship 1 & 2	6
EDCO 402*	Doctoral Seminar Course 3: Grant Writing, Professional Writing, and Conference Proposals	1
EDCO 411*	Doctoral Seminar Course 4: Dynamics of Diss Completion, Job App, Interviews, and Path to the Professoriate	1
EDCO 491*	Doctoral Dissertation Research	variable

*Indicates New Course

Research Courses (16 credits total)

Number	Name	Credits
EDLP 409	Qualitative Educational Research	3
EDLP 419	Applied Quantitative Research	3
EDLP 429	Advanced Quantitative Research	3
EDLP 459	Mixed Methods Research	3

Admission Requirements and Process

The program's admission criteria will include Council for Accreditation of Counseling and Related Educational Programs (CACREP) requirements for admissions in doctoral programs, and our own unique requirements for the kinds of doctoral students who will aid us in actualizing our program's mission. CACREP requires the following standards which we have expanded with our own unique requirements:

- (a) a master's degree in Counseling from a CACREP accredited program or equivalent for international students;

- (b) demonstration of academic aptitude for doctoral-level study;
- (c) previous professional counseling experience and appropriate certifications and eligibility for licensure in Vermont;
- (d) fitness for the profession, including self-awareness and emotional stability;
- (e) oral and written communication skills;
- (f) emerging critical consciousness, cultural sensitivity and awareness; and
- (g) potential for scholarship, professional leadership, and advocacy.

During the doctoral program admissions process, CACREP requires that students' curricular experiences will be evaluated to verify completion of coursework including (a) CACREP entry-level core curricular standards, (b) CACREP entry-level professional practice standards, and (c) CACREP entry-level curricular requirements of a specialty area (e.g., addiction counseling, clinical mental health counseling, school counseling) so that any missing content can be completed before or concurrently with initial doctoral-level counselor education coursework. The latter pertains to international students who might not be graduating from CACREP accredited programs.

Anticipated Enrollment and Impact on Current Programs

The Ph.D. in CES will utilize a cohort model and enroll 5-7 students a year. It is anticipated that 5 will be full-time students and 2 will be part-time students. It is expected that the program will have a total of 28 (20 full-time and 8 part-time) when it reaches capacity.

Students in the new program would add to the enrollments of six Leadership and Policy Studies (EDLP) and Higher Education (EDHI) courses, generally increasing the enrollment in these courses by about a third. The six courses cited in the proposal are EDLP 409, EDLP 419, EDLP 429, EDLP 459, EDHI 387, and EDHI 393.

Advising

Matriculated doctoral students will be assigned to program faculty for advising as part of their workload. Faculty advisers will be responsible for ensuring that the students' Program of Study is completed and that the students set up graduate education committees.

Additionally, they will advise the students through the process of practicum and internship site selection and Dissertation Committee selection process. The advisers will ultimately be responsible for ensuring that the students understand degree requirements and that they follow program protocol and procedures in meeting these requirements.

Supervision of dissertations will be conducted by six core program faculty. External Chairs will be recruited from the other two departments in CESS and collaborators across UVM. Academic advisers who will tend to have a research focus aligned with that of the students will be assigned as academic advisers upon students' matriculation into the program. All academic advising responsibilities will be conducted by program faculty. The six-program faculty will each supervise 2-3 doctoral students at any given time given the expectation that the program will have a total of 28 (20 full-time and 8 part-time) when it reaches capacity.

Assessment Plan

The program will ensure that it is meeting the standards required by the CESS Strategic Plan Pathway 2 on Research and Scholarship, and Pathway 3 on Graduate Education; CESS DEI Action Plan, DLDS Mission, the Counseling Program Student Learning Outcomes, UVM's Academic Program Review (APR) and also the standards for training outlined by the Council for Accreditation of Counseling Programs and Related Educational Programs (CACREP). The program will complete a self-study after the first two years and seek accreditation from CACREP. The self-study will be submitted on August 1, 2025, with an anticipated site visit during the Spring of 2026.

The program will undergo the academic program review (APR) process under the Department of Leadership and Developmental Sciences

Staffing Plan, Resource Requirements, and Budget

The proposal identifies the following new roles and positions in support of the new program:

Director, if any: This position will be held by a tenured senior faculty member in the program. During the initial two years of implementing the program and development of a CACREP self-study, the Director will receive a two-course release during the first two years of implementation of the program as they develop a CACREP self-study report. During that period, they will be expected to teach at least two courses in the doctoral program. The director will also carry an advising load of doctoral students and supervise dissertation writing.

Other positions: The program is currently conducting a search for three tenure track faculty positions. One of those positions will be hired at an Associate Professor rank and will provide the program with additional opportunity to select a tenured senior faculty member as Director of the Doctoral Program. Teaching of the research core course will draw from the Department of Education's EDLP and HESA program faculty. The pedagogical training courses will be taught by an instructor affiliated with the UVM Center for Teaching and Learning (CTL) in collaboration with the Higher Education and Student Affairs (HESA) program.

No new physical space would be required, either for classrooms or offices.

The proposers of the program have consulted with the UVM Libraries to determine what resources are available and would be needed to support the new program.

Evidence of Support

There is a growing demand for the doctorate in CES. From 2012 to 2018, the number of CES doctoral programs accredited by the CACREP increased by 50%, with a 43.8% increase in student enrollment. This growing demand for counselor educators and supervisors is fueled by an expanding interest in CACREP accredited masters' counseling programs and programs scrambling to hire appropriately trained educators within its programs. For example, in the Spring 2021 admissions cycle, the Graduate Counseling Programs at UVM received 131 applications, marking a 47.19 % increase from 2020 and a 25.96 % increase from 2016. This

increasing demand for degrees in counseling programs is consistent with national trends. Additionally, counselor preparation programs that are accredited by CACREP are required to hire faculty who have earned a doctoral degree in Counselor Education and Supervision, preferably from a CACREP-accredited program.

Letters of support from the Dean of the College of Education and Social Services (CESS) and from the Dean of the Graduate College were included with the proposal.

Summary

The proposal is thoroughly elaborated and complete. The proposers have demonstrated the need for the new program to support both the counseling profession and the academic field and have shown the support of the owning college and the Graduate College.

If approved by the Board of Trustees, the new Ph.D. program in Counselor Education and Supervision would go into effect during the 2022 – 2023 catalog year and begin accepting students in the Fall 2023.

Academic Program Reviews

Completed Reviews:

- Exercise Science
- Microbiology and Molecular Genetics

Reviews in Progress:

- Gender, Sexuality and Women's Studies
- Mathematics & Statistics
- Social Work

Other Academic Actions

Completed Actions – The CAC recently:

- > Approved a request from the College of Education and Social Services for a no contest deactivation of the Early Childhood Special Education (ECSC) Major. On March 3, 2022, the Curricular Affairs Committee (CAC) approved (15 in favor, 1 against, 0 abstentions) a request from CESS to honor the program faculty's desire to have time to realign the structure and content of the degree to correspond with new national standards and demands of the field. The admissions halt through no-contest deactivation was approved unanimously by the Special Education program faculty on October 15, 2021. The DoE Faculty voted electronically at their November 5, 2021 meeting in support of this proposal (32 in favor, 2 against, and 3 abstentions) from the 45 members of the faculty eligible to vote after the discussion. On December 10, 2021, the CESS CAC voted unanimously to approve no-contest deactivation for the Early Childhood Special Education program, indicating that the CESS CAC believes the process used to recommend the deactivation was fair and reflects faculty input in decision making. Dean Shepherd prepared a detailed plan for exiting the deactivation. On March 28, 2022, the Faculty Senate also approved this request.

- > Clarified documentation on moving the Environmental Studies (ENVS) Minor from Rubenstein School for the Environment and Natural Resources (RSNER) to College of Arts and Sciences (CAS). The CAC voted unanimously to support the move of the ENVS minor from RSNER to the Department of Geography & Geosciences (CAS), the new administrative home of the ENVS major, as the minor was not directly discussed in the documentation consolidating our offerings in the study of the environment at the undergraduate level that were approved by the CAC and the Faculty Senate in December 2021 and the Board of Trustees in February 2022.
- > Approved a request from the Rubenstein School of Environment and Natural Resources (RSENR) to rename their BS degree program in Natural Resources to Sustainability, Ecology and Policy. The name change was brought forth as a result of the APR process in which it was identified that Natural Resources was an outdated term that did not reflect the current degree program. The CAC approved the name change at their April 7, 2022 meeting (16 to accept, 1 opposed, and 2 abstentions). The Faculty Senate gave their approval on April 25, 2022.
- > Facilitated the creation of a Distance Education instance of the existing Master of Science in Medical Science (MSMSDE) by Larner College of Medicine (LCOM), the Graduate College, and Professional and Continuing Education (PACE).
- > Approved a request from the College of Education and Social Services for a contested deactivation of the Physical Education (Grades PreK-12), B.S. Ed. Major. As per Faculty Senate rules a CAC subcommittee met with all parties and evaluated the curricular viability and quality of the program without regard to the financial feasibility of maintaining the program. At the April 7th meeting of the CAC we discussed the recommendation by the subcommittee to approve the proposal to deactivate the Physical Education (Grades PreK-12), B.S. Ed. Concerns were expressed about program viability, student employment post-graduation, and the Program Director's job. The subcommittee responded to each concern ultimately affirming that "pausing" admissions is good for all – the program, the students, and the faculty. The CAC voted to accept the recommendation supporting the proposal to deactivate the Physical Education (Grades PreK-12), B.S. Ed. described in the UVM 2021-22 Undergraduate Catalogue and leading to teacher licensure in PK-12 PE settings. The vote was: 17 to accept, 1 opposed, and 0 abstentions. This has been forwarded to the Faculty Senate Executive Council for discussion.

Ongoing Work – The CAC is actively:

- Understanding the course renumbering project that the Registrar's Office is undertaking and its impact upon programs which require courses that may no longer be accessible to certain groups of students (undergraduate vs masters vs PhD students). In addition, we are preparing for changes that will be occurring to academic programs with the inclusion of the Catamount Core course work.