

**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, Colby Kervick and Mary Cushman, Staff Representatives Sarah Heath and (vacant), Alumni Representative Susan Wertheimer, Foundation Representative Cathi Wiebrecht-Searer, Student Representatives Ayden Carpenter and Matt Sorensen and Graduate Student Representatives (vacant)

Friday, October 28, 2022

1:00 p.m. – 3:00 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 May 20, 2022 meeting minutes	Attachment 1	Carolyn Dwyer	1:00-1:05
2.	Provost's report	Attachment 2	Patricia Prelock	1:05-1:15
3.	Resolution approving the Rutland County 4-H Foundation, Incorporated and Addison County 4-H Foundation, Incorporated as affiliated organizations	Attachment 3	Patricia Prelock	1:15-1:20
4.	Faculty Senate Curricular Affairs Committee chair's report	Attachment 4	Colby Kervick	1:20-1:25
5.	Curricular action items: <ul style="list-style-type: none">• Resolution approving the creation of a PhD in Social-Emotional and Behavioral Health and Inclusive Education in the Graduate College in conjunction with the College of Education and Social Services• Resolution approving termination of B.S in Athletic Training in the College of Nursing and Health Sciences• Resolution approving the establishment of the Osher Center for Integrative Health	Attachment 3	Carolyn Dwyer	1:25-1:35

	Item	Enclosure	Discussion Leaders	Time
6.	Sexual Misconduct: Actions for Support and Prevention		Erica Caloiero Nick Stanton	1:35-1:55
7.	Inclusive Excellence at UVM: Campus Climate Survey and Diversity, Equity, and Inclusion Strategic Planning		Amer Ahmed	1:55-2:15
8.	Art and Science Group recommendation <ul style="list-style-type: none"> • Global Engagement 		Patricia Prelock Jay Jacobs Jennifer Dickinson	2:15-2:35
9.	Art & Science Group recommendation <ul style="list-style-type: none"> • Innovation & Entrepreneurship 		Patricia Prelock Jay Jacobs Kirk Dombrowski	2:35-2:55
10.	Other business**		Carolyn Dwyer	2:55-3:00
	Motion to adjourn			3:00 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, May 20, 2022 at 1:00 p.m. in the Silver Maple Ballroom, Room 401 at the Dudley H. Davis Center.

MEMBERS PRESENT: Chair Carolyn Dwyer, Vice Chair Jodi Goldstein, Cynthia Barnhart, John Bartholomew, Otto Berkes, Frank Cioffi¹, Johannah Donovan, President Suresh Garimella², Stephanie Jerome, Kenny Nguyen, Carol Ode, Kristina Pisanelli, Lucy Rogers, and Samuel Young

OTHER TRUSTEES PRESENT: Board of Trustees Chair Ron Lumbra³, Sue Brengle², Robert Brennan², Kevin Christie⁴, Don McCree², Ed Pagano², Shap Smith², and Kitty Toll²

REPRESENTATIVES PRESENT: Faculty Representatives Mary Cushman⁵ and Stephen Everse, Staff Representatives Amanda McIntire⁶ and Sarah Heath, and Foundation Representative Cathi Wiebrecht-Searer⁶

REPRESENTATIVES ABSENT: Faculty Representative Evan Eyler, Alumni Representative Susan Wertheimer, Student Representatives Ursula Walczak and Sam Pasqualoni, and Graduate Student Representatives Miki Beach and Max Cordes Galbraith

PERSONS ALSO PARTICIPATING: Provost and Senior Vice President Patricia Prelock, Dean of the College of Agriculture and Life Sciences Leslie Parise, Executive Director of Facilities Management Luce Hillman, Vice President for Legal Affairs & General Counsel and Senior Advisor to the President Sharon Reich Paulsen, and Vice President for Research Kirk Dombrowski

¹ Departed at 1:45 p.m.; returned at 2:00 p.m.

² Departed at 1:39 p.m.

³ Departed at 1:39 p.m.; returned at 2:17 p.m.

⁴ Participated by phone; departed at 1:39 p.m.

⁵ Departed at 1:31 p.m.

⁶ Participated by phone.

Chair Carolyn Dwyer called the meeting to order at 1:19 p.m. and welcomed new members Kenny Nguyen and Kristina Pisanelli to the committee. Chair Dwyer thanked student representatives Miki Beach, Max Cordes Galbraith and Sam Pasqualoni for their service and offered congratulations on their pending graduation.

Approval of minutes

The minutes from the February 4, 2022 meeting were presented for approval. A motion was made, seconded and voted to approve the minutes as presented.

Provost's report

Provost Patricia Prelock offered highlights from her written report included as attachment 2 in the meeting materials on the topics of enrollment, leadership transitions, faculty and student recognition and academic and student affairs.

USDA Agricultural Research Service

College of Agriculture and Life Sciences (CALs) Dean Leslie Parise and Executive Director of Facilities Management Luce Hillman provided an overview of the research and academic programming that a renovation of the Hills Agricultural Science Building will enable. When completed, the building will be home to the USDA Agricultural Research Service (ARS) at UVM. This is the first ARS to be located in Vermont and is the result of the interest and efforts of Senator Leahy. The ARS will focus on small and medium sized farms and food systems. Faculty from CALS will be located within the building along with the ARS team comprised of at least 19 scientists and staff. The project is projected to cost \$32M (\$27.6M of federal funding and \$4.4M of university reserves designated for deferred maintenance and facilities upgrades).

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

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.

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 Budget, Finance & Investment Committee for financial review and approval.

Faculty Senate Curricular Affairs Committee chair's report

Faculty Senate Curricular Affairs Committee Co-Chair Stephen Everse offered highlights from his written report included as attachment 5 in the meeting materials and invited questions from the committee members.

Action items

Chair Dwyer presented the following resolutions:

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.

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.

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

Provost Prelock introduced a revised resolution endorsing the transition of the Physics Department from the College of Arts and Sciences to the College of Engineering and Mathematical Sciences noting the technical error was identified following Executive Committee approval on April 11, 2022.

Chair Dwyer presented the following resolution:

Revised 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

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 ~~Executive Committee~~ Board of Trustees endorses the transition of the Physics Department, including current faculty and staff, the Ph.D. and M.S. programs in ~~both Physics and Materials Science, the M.S. 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.

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

Resolution approving revisions to Gifts Policy

Vice President for Legal Affairs & General Counsel, and Senior Advisor to the President Sharon Reich Paulsen introduced the following resolution, noting the revisions were made to the Gift Policy to clarify the review and approval processes and to update minor administrative changes.

Chair Dwyer presented the following resolution:

Resolution approving revisions to Gifts Policy

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

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

Academic Success Goal: *Knowledge Creation*

Vice President for Research Kirk Dombrowski began his presentation with an overview of the Academic Success Goal: *Knowledge Creation* which includes the following:

- Enhancing the University's Research, Scholarship and Creative Arts Profile
- Increasing interdisciplinary research in areas of academic strength
- Enhancing success in external funding

The presentation included a preview of the reorganization of the Office of the Vice President for Research (OVPR), corporate partnerships, year-to-date awards, the impacts of UVM research, and Research Week events.

Integrative Health at UVM

Provost Prelock gave a presentation on Integrative Health which is a new paradigm in health care that involves the integration of medical care, complementary care, and self-care to promote whole person health. Integrative Health is a growing field in which UVM has been positioning itself to be a leader over the past decade developing unique academic programs and distinctive research strengths in this area including the management of complex pain and integrative oncology. Provost Prelock reported on a “central hub” to convene partners, foster innovation, and move policy forward. This hub will be the Center for Integrative Health at UVM and will 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. A leadership team has been assembled and funding is being actively sought.

Other business

There being no further business, the meeting adjourned at 2:54 p.m.

Respectfully submitted,

Carolyn Dwyer, Chair



The University of Vermont

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 ~~intends~~ 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



The University of Vermont

Office of the Provost
and Senior Vice President

Provost's Report
October 28, 2022

Board of Trustees
Educational Policy and Institutional Resources Committee

Prepared by
Provost and Senior Vice President Patricia A. Prelock

It is always a joy to witness the flurry of activity that marks the opening of each academic year including student move-in, convocation, new faculty orientation, leadership retreats, and the first day of classes! Students and faculty have since settled into steady rhythms and our campus atmosphere is full of life, energy, and enthusiasm. In this report I'll highlight the initiatives and activities that my leadership team is working on, and I'll introduce several new leaders that you'll also meet in person at your meeting.

Academics, Student Success, Student Affairs

Osher Center for Integrative Health at UVM

In June we [announced](#) the generous \$5.5 million grant from the Bernard Osher Foundation for the establishment of an Osher Center for Integrative Health at UVM. I had hoped to share this news with you at the time of my integrative health presentation at our last meeting, but things hadn't yet been finalized. The center solidifies our leadership position in integrative health and ensures that more Vermonters will have access to therapies that complement traditional, allopathic medicine. This new institution-wide center will bring together exceptional practitioners, research, and educators from CNHS, LCOM, and UVMMC in particular – though there are opportunities for all colleges and schools and administrative units to participate – to provide patient care, conduct research, and teach best practices in the rapidly growing field of integrative health.

Research Funding Success

Another incredible summer announcement: our world-class faculty attracted over \$250 million for research in FY22, an 8.3% increase from the \$231 million total the previous fiscal year. For the first time, this year UVM ranks among the top 100 public research universities in the country. This remarkable achievement advances our [Academic Success Goals](#) in knowledge creation, speaks to the talent and dedication of our faculty, and our investment – centrally and in the colleges and schools – in research infrastructure.

For your information, and consistent with the periodic reporting requirement of the [resolution](#) regarding delegation of board authority, annual and quarterly grant award reports are available on the [Sponsored Project Administration webpage](#).

Enrollment Management

We have enrolled highly qualified classes of undergraduate, graduate and medical students. Our total enrollment this fall is 14,088 students, which includes 11,326 undergraduates, 1,707 graduate students, 483 medical students, and 572 non-degree students. To better coordinate our retention efforts, I have charged a Retention and Progression Leadership Committee which will be led by Vice Provost for Academic Affairs and Student Success J. Dickinson, and Vice Provost for Enrollment Management Jay Jacobs. The committee's work will include: (1) determining and articulating campus-wide retention and progression priorities and strategies; (2) establishing goals and direction for other retention committees and the retention professionals working in administrative units; (3) overseeing, aligning, and coordinating retention efforts within the colleges/schools; (4) monitoring a number of operational reports related to retention and progression concerns (e.g., students registering for classes, requesting transcripts, leaves of absence, dropping classes, etc.) and implementing new strategies as needed based on the data gathered; (5) updating the [Student Retention Action Plan](#); (6) developing and coordinating assessments of the impact of retention and progression initiatives; and, (7) utilizing and leveraging national and state initiatives and funding opportunities such as APLU, TRIO, HHMI, and Advance Vermont. The benefits of this approach include a real time data-driven action plan, an assessment of retention and progression initiatives, the consistent and efficient implementation of those initiatives, and priorities established by a single leadership group with strong academic representation.

Catamount Experience Program

Our re-envisioned guaranteed admissions program, the Catamount Experience Program (CEP), is off to a strong start with an inaugural enrollment of 27 full-time students this fall. The new program reflects the partnership of Professional and Continuing Education, the Division of Enrollment Management, and the College of Arts and Sciences. This invitation-only program draws students from our waitlist who enroll full-time in a curated selection of courses, live at Spinner Place in Winooski, receive academic coaching and support services, and can participate in all student activities. CEP students who achieve a GPA of 2.8 or higher next spring will transfer in as matriculated sophomores next fall. At this time, our goal for the program is an annual enrollment limited to 50 students.

Professional Advising

Over the last several years the University of Vermont has hired the personnel necessary to implement a professional advising model. I'm delighted to announce that beginning this fall, all first-year students are receiving academic advising from a professional advisor (staff member) in their home college/school. This will allow us to offer consistent, high-quality advising. We are in the process of instituting a training and professional development program that will ensure uniform advising practices across the university. We're envisioning a multi-tiered program that includes these components:

- Tier 1 – A broad initial onboarding and training
- Tier 2 – Program-specific training: degree requirements, course sequences, etc.
- Tier 3 – Informational training on university resources and processes
- Tier 4 – Training on the interactional and counseling components of being a professional advisor
- Tier 5 – Advisor self-care

This fall I have met with the Student Service Collaborative (a group that includes the lead advisor in each academic unit) and with our group of more than 80 professional advisors. They share in our

excitement for this new academic advising model and are eager to partner with us to provide outstanding advising experiences for our students, and to establish a professional development program that will support them throughout their careers. I have also spoken with SGA leadership about involving them in our advising efforts such as encouraging students to engage with their advisors and identify ways to initiate initial advisor connections.

Climate Survey Results/Diversity, Equity, and Inclusion Action Plans and Timeline

During the spring 2022 semester, the university administered a comprehensive campus climate survey. The survey was open to all current students, faculty, and staff, and the tool was developed internally by the Division of Diversity, Equity, and Inclusion (DEI) and the Office of Institutional Research and Assessment.

In total, faculty and staff had a response rate of 54% (2,274/4,192) and students had a response rate of 32% (4,162/13,205). Overall, more than 70% of our faculty/staff and students reported a sense of inclusivity on campus although this percentage represents a 4% decrease among faculty/staff and an 8% decrease for students since the 2019 Campus Climate Survey.

Moving forward, these climate surveys will be administered on a 3-year cycle for the university to track longitudinal DEI data across all units. In contrast to the data from the 2019 campus climate survey, units across the university are using the 2022 data to baseline their DEI efforts and drive change. In addition, units will be utilizing other metrics like demographic data or the National Survey of Student Engagement (NSSE) data to triangulate and measure progress.

Our data-driven Inclusive Excellence action planning process that we initiated last academic year with senior leaders and members of the University Diversity Council will guide units' DEI activities for the next five years.

Our expectation is that all 24 academic and non-academic units across the university will produce comprehensive Inclusive Excellence Action Plans by December 21, 2022 and begin implementing them in earnest in January 2023. Each spring thereafter, units will report their progress to the Division of DEI. Each summer, the Division of DEI will compile these reports and produce a comprehensive report providing high-level analysis of the university's progress towards these goals vis-à-vis individual unit plans.

Art and Science Group Recommendations – Global Engagement

I wanted to update you on our work in response to the Art and Science Group report. As you may remember, one focus of the recommendations was to engage prospective students with the range of global opportunities available at UVM. Over the summer we consulted with a group of administrators, staff, and faculty and developed a vision and mission for 'Catamount Global'. We envision every student at UVM participating in study, research, and/or internship experiences that maximize their engagement as global citizens. Ultimately, we want our students to explore the global dimensions of their field of study and interests during their time at UVM, co-creating a pathway to their degree that prepares them for a lifetime of engagement as global citizens. We hope to realize this vision and mission by doubling down on travel opportunities (e.g., Trek and the new Global Trek program, travel study, study abroad), globally-engaged learning activities (e.g., coursework designated to meet a global citizenship requirement, world language study, residential learning community activities), global action (e.g., student clubs, international internships and service learning, Peace Corps), and globally engaged

careers (e.g., job shadowing, case competitions, micro-internships, summer internships with organizations and companies that have a global reach).

To begin, we are increasing global travel/global perspective opportunities for first-year students as a recruitment and retention strategy. First-year students will have integrated learning experiences that will inspire them to explore what it means to be a global citizen. We are currently recruiting a Global Experiences Coordinator whose first order of business will be to establish several different types of travel opportunities for our first-year students next August before classes start. This will include international trips initially in Canada, 'point of origin' trips in Seattle, Chicago, and Washington, DC, and trips within Vermont – all with a focus on global connectedness. We are working with the UVM Foundation and Alumni Association to engage globally-connected alumni with our point of origin trips so we can benefit from their expertise and begin connecting our first-year students with our alumni network.

Many of these integrated learning experiences will be coordinated by the former Cultural Crossroads residential learning community that has recently been renamed Global Connections. This new name reflects heightened global awareness/citizenship; acknowledges our mission and values tied to global awareness, leadership, and accountability; and provides students with clarity on what they can expect from their learning community experience.

Art and Science Group Recommendations – Innovation and Entrepreneurship

The second significant Art and Science Group recommended centered on innovation and entrepreneurship (I&E). The Provost's Office and the Office of the Vice President for Research (OVPR) have partnered to enhance the culture of innovation and entrepreneurship on our campus, to provide greater visibility to UVM's I&E opportunities, and to bring student and faculty entrepreneurship programs into close coordination.

An inventory of our existing I&E resources (physical, programmatic, and expertise) identified several maker spaces, existing courses and student programs, clubs and pitch contests, faculty expertise, faculty commercialization resources, faculty incubator programs, and technical expertise such as grant writing and IP facilitation. To jump start our I&E efforts and make our physical resources more visible and accessible, we are in the planning phase of bringing UVM's "maker" facilities under a single organizational structure, and potentially expanding this space to include additional, supervised student project space. This new structure will include UVM's current Instrumentation and Fabrication program, UVM's engineering machine shop, the UVM Fab Lab, the College of Engineering and Mathematical Sciences' student club project space, the Library Multi-Media Lab, and the UVM wood working facility in a co-managed consortium, creating unified training, access, and heightened visibility across campus and in UVM's marketing material.

We will also host a UVM I&E summit in summer 2023. The summit will take advantage of three new externally funded incubator projects at UVM, including the USDA Institute for Rural Partnership, and will announce UVM's rapidly increasing role in regional/rural startup incubation. The summit will include sessions on the current state of venture funding post-COVID, opportunities and constraints for rural I&E in the northeast, student plenary sessions on entrepreneurship programming at UVM, UVM's SPARK and Venture award competitions, tours of the newly re-organized maker consortium, and the official launch of the Institute. Faculty, students, and prospective students will be invited to this showcase event that will mix current UVM startup/incubation with regional investors, current students and faculty, and regional entrepreneurs and investors.

To support additional focus, coordination, and continued progress, we have launched the recruitment of a Student Entrepreneurship Coordinator. The position will report to the Director of UVM Innovations in OVPR with a dotted line to the Provost's Office and will be responsible for the coordination of existing programs that contribute to the development of UVM student entrepreneurs, student business incubation and acceleration, and student-driven technology commercialization. The position will also design and execute new entrepreneurial programming and will support the development of a culture of innovation and entrepreneurship across campus.

Our further work will include building a long-term strategy to more fully integrate I&E into UVM's identity and brand; identifying additional opportunities to catalyze existing programs, resources, and relationships; enhancing innovative co-curricular activities in our residential learning communities and specifically within the I&E residential learning community; exploring academic credentials in entrepreneurship that will be available to all students, including a certificate in entrepreneurship and a potential minor; and deepening relationships with neighboring external resources which include access to business accelerator spaces/organizations, VT angel and venture capital resources, economic and small business development facilities, art and communication incubators, and mentorship networks.

The Career Center

Last April, after a national search, Sarah Heath was appointed the Director of UVM's Career Center. As Associate Director for the prior three years, Sarah has taken the lead on important initiatives such as the development of Career Interest Groups and exploring new ways to use technology to make the Center's resources more available, and useful, to UVM students, staff, and faculty. She is currently enrolled in UVM's EdD program, and her doctoral research will involve key assessments of these initiatives to help foster further innovation at the Career Center. Some early initiatives that have been launched in fall 2022 under Sarah's leadership include:

- Development of a [Career Advising Card \(pdf\)](#), a handy card for faculty and advisors to help answer common career questions
- The updated [Path to Career Success](#), a "roadmap" of small, achievable goals that will set students up for success and encourage career exploration
- [Career Quizzes](#) which are a quick, personalized tool that can be used in class to help students reflect on their career preparation each year and provide recommendations and resources based on students' responses
- The Career Center's [faculty and staff resources page](#) which offers a summary of modules, tools, and supports that bring the expertise of the Career Center to our students through presentations, content, and activities
- A [Career Summit](#) that took place on October 12; providing faculty and staff with an opportunity to learn more about these new resources and how departments and programs can encourage the success of all students.

The Vermont Cynic

Like many student-run newspapers, the Vermont Cynic has recently transitioned to a digital-only format. The Cynic's leaders, Editor-in Chief Ella Ruehsen and Managing Editor Eric Scharf arrived at this decision with a great deal of care and shared this thoughtful [editorial](#) explaining their decision. Readership remains strong, there are opportunities for growth online, and this change will allow the Cynic team to expand their social media presence.

Academic Program Stewardship

In August, I asked our deans to begin their annual review of low enrollment and low completion academic programs. We initiated this process in 2020 to ensure the alignment of our resources with our priorities and to support the institution's long-term financial sustainability. Over the last few years you have reviewed several program termination requests. I don't anticipate that we will reach a similar volume this year, but I wanted you to be aware that these important, and often difficult conversations are underway. Additionally, the deans have been charged with developing proposals for online professional master's degree programs and certificates of graduate study that are largely aimed at working adults. This will allow us to increase access, diversify our student population, support workforce development, and at the same time generate a new revenue stream.

Incident Reporting

Over the summer, we took steps to clarify, simplify, and consolidate our reporting resources on a new uvm.edu/report website. On September 1, I shared a [message with our students](#) making them aware of this resource that supports their report of incidents of sexual misconduct, bias, discrimination, and harassment. The site also provides information on confidential support services.

Sexual Misconduct Response

Addressing sexual misconduct and harassment at UVM remains a top priority. We have continued to refine our approach to prevention and case response by collaborating with students and community members to maintain forward progress. A variety of prevention initiatives are underway for all students, including education and events focusing on healthy relationships, consent, and bystander intervention. In our efforts towards establishing a multi-year prevention curriculum plan, we have engaged in assessment and planning that has been guided by students and interested community members who share our mutual long-term goals of risk reduction, accountability, and academic integration of prevention initiatives. To improve our workflow and clarity, we have established four committees, tasked with specific elements of prevention and response: policy development, case response, prevention, and stakeholder communications. These committees will meet on a regular basis to develop and adjust action plans - they include representation from a spectrum of campus programs that intersect with this work. We are grateful for the professionalism and dedication of the UVM staff members and leadership that work to support our community members impacted by sexual harassment and misconduct, and for those students who have raised their voices and collaborated with us in making important and lasting changes. You will hear more about our prevention plan at your meeting.

Leadership Transitions

[Cindy Forehand](#), Dean of the Graduate College, has announced her retirement in June 2023. She has served as our graduate dean since 2013. Under her leadership, total graduate student enrollment has increased by more than 25%, including a 38% increase in international graduate students and a 186% increase in graduate students of color, and nearly 30 graduate programs and certificates have been added to our curriculum. Graduate assistantship doctoral and master's stipends have increased 29% and 15% respectively, and coverage of the student health insurance premium increased from 75% to 100%. Additional accomplishments include increasing the graduate research assistantship tuition scholarship to the level of that for the graduate teaching assistantship, increasing their benefits to include parental

leave, normalizing benefits across postdoctoral fellows and associates, setting standard postdoctoral salaries across the institution, and increasing their benefits, as well, to include parental leave. Dean Forehand has brought a student-centered approach to everything she does, has been a tireless advocate for excellence in graduate education, and has promoted interdisciplinary and innovative forms of scholarship, research, and curricula. We're delighted that we'll have the opportunity to celebrate her many accomplishments and contributions in the spring, and that we'll have the benefit of her experience and expertise throughout the year. Planning for this leadership transition is underway.

We celebrated Janie Cohen's retirement in mid-September, and in October we'll welcome **Sonja Lunde**, the new Director of the Fleming Museum of Art. Sonja comes to us from the University of Utah's Utah Museum of Fine Arts, with extensive experience across museum departments. You can learn more about her background and the exciting ways her appointment will further the museum's academic integration [here](#). As shared with you in my prior report, the process to move the Fleming to the new School of the Arts has been initiated and you will have an opportunity to review this proposal at a future meeting.

Last June, **Charles Holmes-Hope** was appointed as the university's new Director of Residential Life in the Division of Student Affairs. Charles brings over two decades of residential life experience rooted in student and staff success to UVM, most recently from Northwestern University in Evanston, Illinois. At Northwestern, Charles brought a strategic, relational, and coordinated approach to renewing a vision for the programmatic, operational, and administrative goals in Residential Life. In addition, he provided the leadership and focus on diversity and inclusion that ensured positive change at multiple levels.

Lina Balcom has been appointed Director of Student Life in the Division of Student Affairs (DOSA). Lina holds an MBA and has over 13 years of experience in Student Affairs. She joined the UVM community in 2011 as Assistant Director of Davis Center Operations and Events. In July 2021 Lina graciously stepped into the role of Interim Director of Student Life as the department brought in a dozen new full-time staff members and simultaneously welcomed the Davis Center Operations & Events team to DOSA. In her interim role, Lina oversaw the creation of an ambitious range of engagement offerings as we began our second pandemic year. She has a deep understanding and familiarity with the role and functioning of UVM's Davis Center, an impressive command of finance and talent, and most importantly, the vision to guide the Department of Student Life through its next chapter of creating unparalleled student engagement experiences.

On August 1, [Allan Strong](#) became the Interim Dean of the Rubenstein School of Environment and Natural Resources (RSENR). Allan has been a member of the RSENR faculty since 1999, serving as the school's Associate Dean from 2011-2019. He has deep experience with the faculty RPT and evaluation processes as well as curricular and budget planning and development. He has participated in the school's recruitment and retention activities, and is well-prepared to help manage the school's enrollment growth and the continued growth of its research enterprise. Allan has strong relationships with the school's students, staff, and faculty and has played an important role in RSENR's diversity, equity, and inclusion initiatives.

[Barb Arel](#), will be serving as the Acting Dean of the Grossman School of Business (GSB) this year while Dean Sharma is on sabbatical. Dr. Arel is the school's Associate Dean. She joined the GSB faculty in 2006 after completing her PhD at Arizona State University. Prior to her doctoral studies, Dr. Arel worked as a senior auditor in a regional public accounting firm and is currently licensed as a certified public accountant. She is also a member of the American Accounting Association. Her teaching interests are in the areas of auditing, accounting information systems, fraud and forensic accounting and

financial accounting. Her research focuses on the judgment and decision-making processes of auditors and others. Barb has played important leadership roles in nearly all facets of the school's management, has led important innovations supporting the success of its students and faculty, and is recognized as a thoughtful collaborator by her GSB colleagues and colleagues across the university.

[Jane Okech](#) is our new Vice Provost for Faculty Affairs. Her appointment began in July and she has already had significant impact in this important role. Jane has developed a program aimed at enhancing the first-year experience of our new faculty, supporting their success and increasing retention, and she is also developing an enhanced faculty mentoring program. Jane was the Associate Dean for Academic and Faculty Affairs and is a Professor of Counselor Education in the College of Education and Social Services (CESS); she has been on the faculty at the University of Vermont since 2003. Jane has served as Coordinator of the Clinical Mental Health Counseling Program, as Counseling Program Coordinator, as Interim Associate Dean for Academic Affairs and Research, and as Chair of the Department of Leadership and Developmental Sciences.

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As you know, the Department of Education Office of Civil Rights has initiated an investigation of the university's response to complaints of biased, anti-Jewish behavior on our campus. We have cooperated with the investigation, have submitted a comprehensive response, and I shared this [message](#) with all of our students, but there is more work to be done within our UVM community. Over the last several weeks I have met with students and with community rabbis. These students and religious leaders are asking for openness – openness to dialogue, to acknowledge that antisemitism exists, and that bias against any marginalized group should not be tolerated. As an institution, we recognize antisemitism exists and we reject it and all other forms of bias and hate-related activities. We also ask this of the UVM community. Over the next several months I will be working with campus and community leaders to further our work in creating and sustaining a safer and healthy environment that recognizes the experiences of all UVM students with marginalized identities to live, study, and work in an environment that honors our mutual commitment to [Our Common Ground](#) values.

I have also had the opportunity to meet with our local Abenaki Chiefs and Commissioners to better understand their experiences with the university and to determine ways we might increase our collaboration to support the sense of belonging and academic success of UVM students with Indigenous backgrounds.

I have asked my team members to set a health and wellness goal for themselves for the year, and to ask their teams to do the same. I invite you to join us in setting a goal as we establish a community culture of health and wellness to deepen the sense of belonging and engagement of our entire Catamount family.

Be well, Catamounts!

EDUCATIONAL POLICY AND INSTITUTIONAL RESOURCES COMMITTEE

October 28, 2022

Resolution approving the Rutland County 4-H Foundation, Incorporated and Addison County 4-H Foundation, Incorporated as Affiliated Organizations

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

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

Resolution approving the creation of a PhD in Social-Emotional and Behavioral Health and Inclusive Education 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 in Social-Emotional and Behavioral Health and Inclusive Education in the Graduate College in conjunction with the College of Education and Social Services, as approved and advanced by the Provost on September 20, 2022 and President on September 21, 2022.

Resolution approving the termination of the B.S. in Athletic Training in the College of Nursing and Health Sciences

BE IT RESOLVED, that the Board of Trustees approves the termination of the B.S. in Athletic Training in the College of Nursing and Health Sciences, as approved and advanced by the Provost on September 20, 2022 and President on September 21, 2022.

Resolution approving the establishment of the Osher Center for Integrative Health

BE IT RESOLVED, that the Board of Trustees approves the creation of the Osher Center for Integrative Health at the University of Vermont as approved and advanced by the Provost on September 20, 2022 and President on September 21, 2022.

Curricular Affairs Committee of the Faculty Senate

Report of the Curricular Affairs Committee of the Faculty Senate

October 28, 2022

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

Prepared By

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

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

Completed Review (two):

- › **Approval of a proposal from the College of Nursing and Health Sciences (CNHS) for a no-contest termination of the B.S. in Athletic Training**

The Curricular Affairs Committee approved a proposal from the College of Nursing and Health Sciences and Department of Rehabilitation and Movement Sciences to terminate their B.S. in Athletic Training (AT) due to low enrollment and the initiation of a new master's degree in Athletic Training in fall of 2018 to comply with 2020 Accreditation standards mandated by CAATE. The CAC vote was 18 in favor and 0 opposed.

As of Fall 2018 UVM's AT program (BS) is no longer offering admissions to undergraduate athletic training students. There was one student enrolled in the BSAT who graduated in May 2022. While the MSAT was approved in Fall of 2018 (subsequently there was a no-contest deactivation-2020), the BS was never actually terminated. Therefore, their proposal aims to formally request a no-contest termination of the BS in AT as it is no longer relevant due to the changes in professional standards and the advent of the MSAT. The unanimous faculty vote for no-contest termination (n=3) occurred on 4/11/2022 and the proposal was supported by the department chair and Dean.

If approved by the Board of Trustees, the no-contest termination of the B.S. degree would go into effect during the 2023-24 catalog year.

- › **Approval of a proposal from the College of Education and Social Services (CESS) and the Graduate College for a new PhD in Social-Emotional and Behavioral Health and Inclusive Education**

The Curricular Affairs Committee approved a proposal for a new PhD in Social-Emotional and Behavioral Health and Inclusive Education from the Graduate College and the College of Education and Social Services. The CAC vote was 17 in favor with 1 abstention.

Program Description and Rationale

This PhD in Social-Emotional-Behavioral Health and Inclusive Education (SHIE) will engage scholars in the examination of critical interdisciplinary and multi-level issues focusing on collaboration between families, schools, and communities in supporting the social, emotional, and behavioral health of children and youth. SHIE students will engage in a rigorous curriculum and participate in research teams working in-situ to develop, implement and evaluate programs, practices, and policies in existing family-school-community partnerships. A PhD in SHIE will produce researchers for positions in higher education and state and national leadership positions who are skilled in examining complex interdisciplinary societal problems relating to special education, education, and social welfare and applying a collaborative, appreciative, and proactive lens to design research and policy aimed at optimizing children's wellbeing.

The American Association for Employment in Education indicates that the need for specially trained practitioners in special education and social, emotional, and behavioral health exceeds the current supply of specialists. Further complicating the situation, longstanding shortages in faculty with expertise in inclusive education are getting worse and have been exacerbated by the COVID-19 pandemic. The result is a diminished school experience that challenges the wellbeing of children, youth, and their families, with deleterious effects falling disproportionately on students of color and students with disabilities. These data portend a critical need for more university faculty to train highly qualified service providers and conduct research on collaborative and innovative ways to enhance social, emotional, and behavioral health. Furthermore, the creation of the PhD in SHIE aligns with the CESS strategic plan for expanding graduate programs and the commitment to "the welfare of individuals, families, and their communities," as well as UVM's goal to advance academic programs that address the "pressing needs of our time and the health of our communities," along with UVM's aspirations for R1 status.

Justification and Evidence for Demand

The demand for graduates of the SHIE doctoral program is evidenced by the need for professionals working in special education, with expertise in inclusive education. Overall, the percentage of students identified as in need of special education services hovers around ~15% of the public-school population. The size of this population has been increasing quickly. But over the past 30 years there has been a shift in the relative level of school inclusion that these children experience. In the late 1980's about a third of special education students was included in regular education classrooms; now that proportion is just under ~65%. The relative expansion and transformation of the special education workforce has helped make this segment of the teacher education labor market in high demand. This demand is projected to continue and thus continue to create a corresponding demand for faculty and organizational leaders skilled in special education and inclusive education. According to the Bureau of Labor Statistic's occupational job outlook, employment in special education is expected to grow by 8% between 2020-2030, about as fast as the average for all occupations. Importantly, this growth rate is faster than many other teacher licensure areas. The effect of this demand has fueled an increased interest in masters level programs in special education, at a time when there has been a relative decrease in interest in the Master of Education in areas like elementary education, secondary education, and the like. The proposers included supplemental market analysis that shows the high demand and growth of graduate programming in special education. Finally, Federal policy initiatives and funding flow

heavily towards special education. It is well known that TEACH grants favor special education programming and Biden's proposed America's Family First has dramatically increased federal funding available for special education teacher preparation. Taken together there is ample evidence of increased employment demand for special educators, a need for master's level programming in special education and therefore doctoral level scholars that are prepared to research, teach, and lead organizations that serve in this professional field.

The proposed doctoral program in SHIE aims to become a leader in doctoral programming among mid-Atlantic and New England States. In the summer of 2021, the proposers requested a detailed market analysis of doctoral programs in Special Education. The doctoral program market analysis confirmed that UVM is poised well to enter into doctoral programming in the broad field of special education. The national and regional market analysis shows that PhD conferral rates in special education have been increasing, which the proposers attribute to increased identification of students with exceptional needs in public school settings and the concurrent demand for special educators. However, among our New England Region, including Pennsylvania and New York, there exists a dearth of university programs leading to doctoral degrees in Special Education. The market analysis identifies only eight programs, six of which conferred 3 or fewer degrees in 2020. Of the large comprehensive universities like UVM, their programs are quite small overall. For example, the average degree conferral rate between 2017 and 2020 at Boston University, the University of Connecticut, Pennsylvania State University and Syracuse University was just 2.5 students.

Only two programs are similar to the PhD in SHIE in the New England area: UCONN's PhD in Special Education and the University of Maine's PhD in Education with a focus on Prevention and Intervention (not currently accepting students). Neither of these programs focuses specifically on a holistic approach to working with students with social, emotional, and behavioral health needs. With a proposed graduation rate of five doctoral students per year, the CESS program is well positioned to become a regional leader upon its onset.

Relationship to Existing Programs

The PhD in Interprofessional Health Sciences in the College of Nursing and Health Sciences includes concentrations in "integrative health" and "biomedical and health sciences," the PhD in SHIE focuses on school-age students and services related to schools and education. The learning objectives, curriculum and professional outcomes of the existing PhD in Interprofessional Health Sciences and the proposed PhD in SHIE are distinctly different, with the PhD in SHIE having an explicit focus on educational equity, social justice, and applied community based participatory research.

The PhD in Psychology in the College of Arts and Sciences includes two different foci, with neither the Clinical nor the Experimental track focus on preparing candidates to serve or conduct research on youth receiving special education services through community based participatory research methodologies centering family-school- community partnerships. Rather, their focus is on individuals with varying psychological needs throughout the lifespan.

The College of Education and Social Services offers both a PhD and EdD in Educational Leadership and Policy Studies (EDLP). These programs focus on developing complex understanding of educational institutions, politics, culture, change processes, leadership studies and the needs of an increasingly diverse and global world. The EdD is an applied research program for professionals serving in educational leadership positions in schools, colleges, policy arenas, non-profits, and social service organizations. The PhD is a full-time program that seeks to examine complex educational and social problems of educational leadership and policy through the integration of multiple theoretical, methodological, and disciplinary lenses. The program is intended to support scholars to analyze and inform the development of educational systems and public policies that will positively impact the lives of children, youth, and families and address broad societal issues. The SHIE PhD program is broadly situated in the field of special education with a focus on an interdisciplinary approach to serving children and youth with SEBH needs and their families. There are, however, curricular efficiencies with SHIE students taking many of the research method courses offered through the EDLP doctoral program. Faculty involved in both programs are excited about the potential for collaborative funding and scholarship efforts.

Therefore, there are no PhD programs at UVM that will engage students in the examination of critical interdisciplinary and multilevel issues focusing on collaboration between families, schools, and communities in supporting SEBH of children and youth.

Curriculum

The SHIE program is a four year, 75 credit program. To remain in good standing, students must complete a comprehensive examination by the end of their third year.

Required Core Courses (15 credits)

Number	Name	Credits
EDSP 401	Prevention Science Theory	3
EDSP 402	Critical Issues in SEBH Policy	3
EDSP 403	Family School Community Partnerships for SEBH	3
EDSP 404	Research Practice Partnerships in Action	3
EDSP 405	Psycho- Educational Interventions and Single Case Research	3

Required Research Core Courses (15 credits)

Number	Name	Credits
EDFS 347	Qualitative Research Methods	3
EDLP 419	Quantitative Research Methods	3
EDLP 459	Mixed Methods	3
Two Courses from within this Group		
PSS 313	Community Based Participatory Action Research	3
EDFS 348	Analyzing and Writing Qualitative Research Methods	3
EDLP 429	Advanced Quantitative Research Methods	3
	Other advanced qualitative elective offerings	3

Required Professional Preparation Courses (6 – 9 credits)

Number	Name	Credits
EDLP 400	Proseminar Doctoral Introduction	3
EDLP 449	Dissertation Writing Seminar	3

Students will select a specialization (9 – 12 credits)

- Trauma, Restorative and Behavioral Health Practices
- Family-school-community & Interprofessional Collaboration
- Behavioral Intervention

Twenty-one dissertation credits complete the program.

Admission Requirements and Process

To be admitted, applicants must have:

- a. A master’s degree in special education or a related field (e.g., social work, counseling, school psychology);
- b. Two years of professional experience (special education teacher, social worker, behavior interventionist or related role);
- c. Three letters of recommendation indicating excellence regarding potential for leadership and research;
- d. A personal statement with a clear articulation of career goals as special education faculty or related discipline;
- e. GRE scores (taken in the last 5 years);
- f. A writing sample providing evidence of excellent skills in scholarly writing, a commitment to social change and justice for students with SEBH needs, and the potential to conduct independent research.

Core faculty will use a common rating scale to evaluate applicants’ application materials. We will then conduct virtual interviews with top contenders. Applications are due to UVM by February 15 of each year, with notification made by mid-April.

Anticipated Enrollment and Impact on Current Programs

The program anticipates enrolling 5 full time students per year. In Year 4, there will be 20 students in total, with five graduating that year. In the last 10 years, the M.Ed. graduates in Special Education have more than doubled (12 in 2012 to 27 in 2021) with several expressing interest in continuing their graduate education. It is not anticipated that this program will adversely affect other PhD programs and may increase enrollment in master’s programs as one is required to apply to the program.

Advising

Admitted scholars will be matched with an advisor who will support the development of a comprehensive and personalized Program of Study and mentor the student through all phases of the doctoral program. Scholars will work closely with their advisors to select meaningful electives and extracurricular activities related to research, teaching, and service. In so doing, advisors will become mentors to their advisees and the progression of the Scholars will be transparent.

Advisors will also check in with their advisees around their personalized goals at least twice per semester.

Assessment Plan

Seven learning outcomes (below) are defined in the proposal with an assessment plan which will run on a 4-year cycle including both direct and indirect assessment components. Assessment reports will be distributed to CESS leadership team (Dean and Associate Deans) and with program faculty at an annual retreat. During these retreats, results will be discussed, themes will be identified, and appropriate actions will be taken regarding any changes deemed necessary (e.g., course modifications, comprehensive exam format).

Upon graduation, SHIE students will be able to:

1. Describe critical issues related to inclusive education, educational equity and SEBH of children and youth.
2. Demonstrate knowledge of theories, policies and historical frameworks that have been and can be used to prevent societal problems and address critical issues facing the educational and social-emotional-behavioral well-being of children and youth.
3. Demonstrate knowledge of practices and research related to culturally responsive family-school-community partnership aimed at supporting educational equity, inclusion, and SEBH.
4. Contribute to active research-practice partnerships and the reciprocal translation of applied, community-engaged research.
5. Demonstrate knowledge and skills in psycho-educational and relationship-based interventions with children and youth with and at risk for emotional-behavioral disorders.
6. Apply knowledge, skills, and methodological expertise to design, implement, evaluate, and disseminate theoretically informed, applied and evidenced-based school and community practices that promote the social-emotional-behavioral health of children and youth.
7. Design and deliver effective education to pre-service and in-service practitioners.

Staffing Plan, Resource Requirements, and Budget

The proposed PhD in SHIE was one of two proposed PhD programs to be awarded funding by Office of the Vice President for Research and the Graduate College to support of graduate student stipends and tuition for the first two years. Faculty workloads will be adjusted to ensure that the new required courses are taught as needed. As several faculty members can teach the core courses and some are team-taught, the program will be able to involve many faculty through a collaborative shared workload approach. Elective courses have capacity for additional graduate students, supporting curricular efficiencies involving cross-college collaboration and shared revenue from this new program. Revenue generated from the program will support additional administrative workload costs. Doctoral students enrolled may also provide teaching assistance in CESS undergraduate courses (through teaching requirement) and support the further development of curriculum and pedagogy in CESS. Co-Directors will share a one course release. A budget model predicts positive revenue beginning in year 3 of the program.

Evidence of Support

Letters of support were received from:

- Aryka Radke, JD & Brenda Gooley, MSW (Family Services Division, Department for Children and Families, State of Vermont)
- Lindsey Hayes (CEEDAR Center, Vermont State Lead & Director of Intensive Technical Assistance)
- Patrick Halladay, Ph.D. (Director, Education Quality Division, Vermont Agency of Education)
- Kirk Dombrowski, Ph.D. (Vice President for Research, UVM)
- Rebecca Callahan, Ph.D. (Doctoral Program Coordinator, Educational Leadership & Policy Studies, UVM)
- Jan Fook Ph.D. FAcSS (Chair, Dept of Social Work, UVM)
- Deborah E. Hunter, Ph.D. (Interim Chair, Leadership and Developmental Sciences, UVM)
- Noma B. Anderson, Ph.D. (Dean CNHS, UVM)
- Theodore J. Angelopoulos, Ph.D., MPH (Chair, Department of Rehabilitation & Movement Science, UVM)
- Michael Cannizzaro, Ph.D. CCC-SLP (Chair, Communication Sciences and Disorders, UVM)
- John T. Green, Ph.D. (Chair, Department of Psychological Science, UVM)
- David Jenemann, Ph.D. (Dean, Honors College UVM)

Summary

Improving the outcomes of children and with social, emotional, and behavioral health needs requires the development of integrated, community-based systems of care that can address multiple domains of challenges facing these children and their families. SHIE graduates will be trained in collaborative interdisciplinary approaches and community-engaged research integrating families, schools and communities and they will be well positioned to become tenure-track faculty in higher education or hold positions of leadership in state and local governments.

If approved by the Board of Trustees, the new PHD program would begin in the Fall of 2023.

Academic Program Reviews

Reviews in Progress:

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

Other Academic Actions

- *Completed Actions – The CAC recently:*
- Approved a request from College of Arts and Sciences requesting a new course prefix (CAS)
- Approved a request from Grossman School of Business requesting to change the course prefix (BSAD) to (BUS)

- *Ongoing Work – The CAC is actively:*
 - › Continuing to promote communication between unit-level curriculum committees and the Curricular Affairs Committee as well as among the unit-level curriculum committees. The primary goals of these efforts are 1) to foster a culture of communication and collaboration in development of new programs and revisions of existing programs, 2) to increase awareness of the guidelines and approval process for new programs as well as program termination and deactivation processes, and 3) to promote adherence to university-wide policies and approval processes relating to new course proposals, course revisions, and special topic courses, and 4) to facilitate dialogue and understanding of the new Catamount Core general education requirements as they continue to be developed and implemented and the university-wide course renumbering initiative. We are also exploring the possibility of establishing cross-unit co-majors at UVM which would be distinguished from dual degree options currently available to students.
 - › Collaborating with the Provost’s Office to carry out Academic Program Reviews (APRs).

- *Proposals Under Consideration (seven):*

The CAC is currently reviewing the following proposals:

- › Substantial revision to the Linguistics Major
- › Substantial revision to the Japanese Major
- › Substantial revision to the Chinese Major
- › Substantial Revision to the Sociology Major
- › No-contest deactivation of the Gerontology minor
- › Substantial revision to the Biology Major
- › No-contest Deactivation of the MA in German

Summary of Academic Programs Initiated or Terminated AY 2021-2022

New Programs (eight):

- New BA in Neuroscience (CAS)
- New PhD in Transdisciplinary Leadership and Creativity for Sustainability (RSEN & GRAD)
- New Minor in Medical Diagnostics (CNHS)
- New Minor in Integrative Health (CHNS)
- New Minor in Integrated Health & Wellness Coaching (CHNS)
- New PhD Program in Counselor Education and Supervision (CESS & GRAD)
- New Graduate Certificate and Micro Graduate Certificate in Education for Sustainability (CESS & GRAD)
- New Micro Graduate Certificate in Sustainable Family Enterprise (GSB & GRAD)

Program Terminations (twelve):

- Termination of the M.S. in Molecular Physiology and Biophysics (LCOM & GRAD)
- Termination of the PhD in Molecular Physiology and Biophysics (LCOM & GRAD)

- Termination of the PhD in Pharmacology (LCOM & GRAD)
- Termination of the PhD in Microbiology and Molecular Genetics (LCOM & GRAD)
- Termination of the Speech/Debate Minor (CAS)
- Termination of the Italian Studies Major (CAS)
- Termination of the Italian Minor (CAS)
- Termination of the Vermont Studies Minor (CAS)
- Termination of Greek Major and Greek Language and Literature Minor (CAS)
- Termination of the Latin Major and Latin Language and Literature Minor (CAS)
- Termination of the Certificate in Integrative Health Care (CHNS)
- Termination of the Certificate in Integrative Health & Wellness Coaching (CHNS)