

**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, Otto Berkes, Katelynn Briere, President Suresh Garimella, Stephanie Jerome, Carol Ode, Kristina Pisanelli, Monique Priestley, Lucy Rogers, and Samuel Young

Representatives: Faculty Representatives Evan Eyler, Colby Kervick and Mary Cushman, Staff Representatives Sarah Heath and Jay LaShombe, Alumni Representative Susan Wertheimer, Foundation Representative (vacant), Student Representatives Ayden Carpenter and Matt Sorensen, and Graduate Student Representatives (vacant)

Friday, May 19, 2023

2:15 p.m. – 3:15 p.m.

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

AGENDA

	Item	Enclosure	Discussion Leaders	Time
	Call to order			*2:15 p.m.
1.	Approval of February 10, 2023 meeting minutes	Attachment 1	Carolyn Dwyer	2:15-2:16
2.	Provost's report	Attachment 2	Patricia Prelock	2:16-2:22
3.	Faculty Senate Curricular Affairs Committee chair's report	Attachment 3	Colby Kervick	2:22-2:27
4.	Curricular action items: <ul style="list-style-type: none">• Resolution approving the creation of the undergraduate Certificate in Semiconductor Engineering and Physics in the College of Engineering and Mathematical Sciences• Resolution approving the termination of the minor in Special Education with Endorsement in the College of Education and Social Services• Resolution approving the creation of a minor in Global Public Health in the College of Nursing and Health Sciences• Resolution approving the creation of a minor in Public Health, Equity and Advocacy in the College of Nursing and Health Sciences	Attachment 4	Carolyn Dwyer	2:27-2:32

	Item	Enclosure	Discussion Leaders	Time
4.	Curricular action items continued; <ul style="list-style-type: none"> Resolution approving the creation of the undergraduate certificate in Gerontology in the College of Education and Social Services <i>Pending Faculty Senate approval on 5/18:</i> <ul style="list-style-type: none"> Resolution approving the creation of a minor in Equine Studies in the College of Agriculture and Life Sciences 	Attachment 4	Carolyn Dwyer	2:27-2:32
5.	<i>Pending Faculty Senate approval on 5/18:</i> <ul style="list-style-type: none"> Resolution approving revisions to the Academic Freedom Statement 	Attachment 4; Appendix A	Patty Prelock Tom Borchert	2:32-2:41
6.	Office of Civil Rights resolution agreement and antiharassment <ul style="list-style-type: none"> Resolution approving revisions to the Equal Opportunity Policy Statements 	Attachment 4; Appendices B&C	Trent Klingerman	2:41-2:50
7.	Resolution approving Torrey Hall renovation project	Attachments 4 & 5	Linda Schadler Douglas Dickey Paula Carlaccini	2:50-3:04
8.	A Look at Early Expressions of New Branding <ul style="list-style-type: none"> Video: Vermont's Research University Website: Top Tier 		Joel Seligman	3:04-3:12
9.	Other business**		Carolyn Dwyer	3:12-3:15
	Motion to adjourn			3:15 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 10, 2023 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 Berkes¹, Frank Cioffi, Johannah Donovan, President Suresh Garimella², Stephanie Jerome, Kenny Nguyen, Carol Ode, Kristina Pisanelli, and Lucy Rogers

OTHER TRUSTEES PRESENT: Board Chair Ron Lumbra²

REPRESENTATIVES PRESENT: Faculty Representatives Evan Eyler and Colby Kervick, Staff Representatives Sarah Heath and Jay LaShombe, Alumni Representative Susan Wertheimer, and Student Representatives Ayden Carpenter and Matt Sorensen

ABSENT: Trustee Sam Young, Faculty Representative Mary Cushman, Graduate Student Representatives (vacant), and Foundation Representative (vacant)

PERSONS ALSO PARTICIPATING: Provost & Senior Vice President Patricia Prelock, Vice President for Legal Affairs & General Counsel Trent Klingerman, Vice Provost for Student Affairs Erica Caloiero, Vice Provost for Diversity, Equity, & Inclusion Amer Ahmed, Alcohol, Cannabis, and Other Drugs (ACOD) Initiatives Manager Tom Fontana, and College of Arts and Sciences Associate Dean Abigail McGowan

¹Participated by phone.

²Joined the meeting at 1:47 p.m.

Chair Carolyn Dwyer called the meeting to order at 1:02 p.m. and welcomed new staff representative Jay LaShombe to the committee.

Approval of minutes

The minutes from the October 28, 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 began her report by announcing that after a rigorous national search, Dr. Katharine Shepherd has been appointed Dean of the College of Education and Social Services (CESS).

Provost Prelock then provided highlights from her written report. Referencing the Academic Success Goals (ASG) that were established in May 2020, she reported that metrics to measure progress on each goal and annual updates have been established and progress can be reviewed on the [ASG dashboard](#). The Provost also noted a number of initiatives that have been implemented since the ASGs were established, including UVM's new university-wide professional advising system and professional advising training, the just completed data-based Diversity Equity and Inclusion (DEI) Strategic Action Plans planning process, and Vice Provost for Faculty Affairs Jane Okech's programming centered on faculty development, retention and recruitment.

Provost Prelock next reported that regular review of low enrollment/low completion (LE/LC) programs is essential to aligning resources with priorities and supporting the institution's long-term sustainability. The deans have completed the 2022-2023 assessment with their program directors and chairs. The Provost is in discussion with the deans about ways to support newer programs and build their enrollment and to consider next steps for those programs that do not meet the expected enrollment and graduation criteria. Related curricular actions may come before the Board later this year.

The Arts and Science Group recommended robust engagement with prospective students around the range of global opportunities available at UVM. Two examples are UVM GO (formerly Global Trek) and UVM Anchor sites. Faculty members will lead trips for the newest students before orientation each August and are helping identify UVMGO experiences that will emphasize intercultural and global competencies, and will allow students to meet other incoming students, meet faculty and staff, and engage with topics related to their residential Life Learning Community. UVM Anchor Sites provide study abroad opportunities at select international universities with whom UVM has partnered, and where the university coordinates many of the academic, administrative, and financial components of the study abroad experience.

The Arts and Science Group also recommended that the university enhance the campus culture of innovation and entrepreneurship and create experiences for students to collaborate with faculty and alumni. The Academic Research Commercialization program (ARC) connects UVM innovators with entrepreneurial students who help with everything from finding funding to producing and marketing their product.

The Student Government Association (SGA) hosted its inaugural Week of Kindness in October. Activities included 'Build Your Own Bouquet,' 'Cupcakes for Catamounts,' writing letters of gratitude, and chair massages. The SGA will host a spring semester Week of Kindness in March with even more activities. The Provost's Office is collaborating on some of the activities with SGA.

Lastly, Provost Prelock pointed out that the academic leadership team is decked out in green and gold and invited the UVM community to show their Catamount pride by wearing their favorite Catamount gear on Fridays.

Proposal to establish a School of World Languages & Cultures

College of Arts and Sciences Associate Dean Abby McGowan presented a proposal to establish a School of World Languages and Cultures. The new school will bring together four departments under the same roof, providing increased opportunities for students and faculty to learn and understand not just the languages themselves but also the cultural context through literature, film, politics, and social history. The mission of the School is to prepare students to engage with a diverse, globalizing, and ever-changing world. Students will learn to speak and understand foreign languages, study how languages are learned and can explore how to teach languages to non-native speakers. They will also become knowledgeable about and sensitive to cultural differences through exposure to the perspectives of people who speak other languages and will be able to critically reflect on their cultural practices. Research by faculty in the school will focus on language, literature, and linguistics to show how language is intertwined with all facets of life. The existing stand-alone departments of Asian Languages and Literatures, Classics, German and Russian, and Romance Languages and Cultures will be eliminated.

Faculty Senate Curricular Affairs Committee chair's report

Chair Dwyer reminded the committee that they are asked to review and approve the creation, elimination, or substantial revision of an academic unit, curriculum, research, or service endeavor. This is consistent with the committee's responsibility and authority as a board and reflects the careful stewardship of the university's educational resources to ensure that students are provided with a comprehensive, vital, and transformative educational experience. Faculty members and academic leaders across the institution contribute to this extensive stewardship process, which culminates in the report the committee receives from the Chair of the Curricular Affairs Committee of the Faculty Senate.

Faculty Senate Curricular Affairs Committee (CAC) Co-Chair Colby Kervick offer highlights from her written report included as attachment 3 in the meeting materials. She provided a brief overview of the following three curricular action items: a no-contest termination of the B.A. in Russian and East European Studies, a no-contest termination of the B.A. in Latin and Caribbean Studies, and a no-contest termination of the B.A. in European Studies. The proposers hope that by creating a regional studies concentration with the already popular Global Studies major and minor, that students will be able to combine their existing interests in broad global processes and developments.

Curricular action items

Chair Dwyer presented the following resolutions:

Resolution to establish a School of World Languages and Cultures in the College of Arts and Sciences

WHEREAS, the School of Languages and World Cultures in the College of Arts and Sciences will unite the language departments into a more coherent body; raise the visibility of language study on campus through common programming; support the

recruitment of more students interested in studying languages and strengthen existing majors and minors; increase opportunities for collaboration; and widen research and pedagogical networks and conversations beyond the boundaries of individual departments; and

WHEREAS, the proposal for the School of World Languages and Cultures in the College of Arts and Sciences has been reviewed and endorsed by the faculty the Department of Asian Languages and Literatures, the Department of Classics, the Department of German and Russian, and the Department of Romance Languages and Cultures; 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 Garimella; and

WHEREAS, the Programs of Asian Languages and Literatures; Classics; French and Italian; German, Russian, and Hebrew; Linguistics; and Spanish will be created as internal units within the School of World Languages and Cultures to maintain their unique identities and visibility, and the existing stand-alone Department of Asian Languages and Literatures, Department of Classics, Department of German and Russian, and the Department of Romance Languages and Cultures will be eliminated;

BE IT RESOLVED that the Board of Trustees approves the establishment of a School of World Languages and Cultures within the College of Arts and Sciences effective July 1, 2023.

Resolution approving the establishment of an Institute for Agroecology

WHEREAS, in 2021 the Office of the Vice President for Research (OVPR) sought to identify transformative research ideas at the University of Vermont and an Agroecology proposal emerged as a transformative research idea; and

WHEREAS, over the last two years the project leaders have socialized the idea of the Institute for Agroecology (IFA) within the UVM community, gathered strong momentum, secured funds, established a leadership team, and engaged in programs both nationally and internationally, and developed a proposal to establish a university-wide Institute; and

WHEREAS, the IFA's mission to use participatory, holistic, and equity-focused approaches to support just transformations in food systems aligns with the University of Vermont's land-grant mission; and

WHEREAS, the Institute for Agroecology builds on the foundation of the UVM Agroecology and Livelihoods Collaborative, a community of practice that has been recognized internationally for its work; and

WHEREAS the Institute will allow UVM to leverage and crystalize its research, learning, and extension on agroecology, equity in food systems and food systems transformations; and

WHEREAS, the Faculty Senate; Provost Prelock; and President Garimella have endorsed the creation of the IFA;

BE IT RESOLVED, that the Board of Trustees approves the establishment of an Institute for Agroecology at the University of Vermont.

Resolution approving the termination of the B.A. in European Studies in the College of Arts & Sciences

BE IT RESOLVED, that the Board of Trustees approves the termination of the B.A. in European Studies in the College of Arts & Sciences, as approved and advanced by the Provost on January 30, 2023 and President on February 1, 2023.

Resolution approving the termination of the B.A. in Russian and Eastern European Studies in the College of Arts & Sciences

BE IT RESOLVED, that the Board of Trustees approves the termination of the B.A. in Russian and Eastern European Studies in the College of Arts & Sciences, as approved and advanced by the Provost on January 30, 2023 and President on February 1, 2023.

Resolution approving the termination of the B.A. in Latin American and Caribbean Studies in the College of Arts & Sciences

BE IT RESOLVED, that the Board of Trustees approves the termination of the B.A. in Latin American and Caribbean Studies in the College of Arts & Sciences, as approved and advanced by the Provost on January 30, 2023 and President on February 1, 2023.

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.

Bias Reporting & Response

Vice President for Legal Affairs & General Counsel Trent Klingerman, Vice Provost for Student Affairs Erica Caloiero, and Vice Provost for Diversity, Equity & Inclusion Amer Ahmed offered a brief update on bias reporting and response. They reported that they are collaborating to simplify the process for students and to create a single place for students to report an incident. Vice Provost Ahmed noted that many institutions are moving towards a more synergized approach to reporting, directing students to one place to alleviate the burden on students. He added that when the reporting system is simplified, the number of reports is expected to increase which does not mean that there are more incidents, but that more people will be aware of how to report incidents.

Following the presentation a resolution reaffirming the Equal Opportunity/Affirmative Action Policy and the Opportunity in Educational Programs and Activities in Non-Harassment policy was introduced. Vice President Klingerman reported that in response to Provost Prelock's

request to do a thorough review of the policies, the policies were compared against peer institutions and a full evaluation was completed. It was determined that the policies are in full legal compliance and do not need to be changed or amended.

Chair Dwyer presented the following resolution:

Resolution Reaffirming Equal Opportunity Policy Statements¹

BE IT RESOLVED, that the Board of Trustees reaffirms the Equal Opportunity in Educational Programs and Activities and Non-Harassment Policy Statement with no changes, attached here as Appendix A; and

BE IT FURTHER RESOLVED, that the Board of Trustees reaffirms the Equal Employment Opportunity/Affirmative Action Policy Statement with no changes, attached here as Appendix B, both effective as of February 4, 2017.

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.

Alcohol, cannabis and other drug use on campus

Vice Provost for Student Affairs Erica Caloiero and Alcohol, Cannabis, and Other Drugs (ACOD) Initiatives Manager Tom Fontana gave a presentation on the current status of alcohol and drug use on the UVM campus. Effective practices resulted in declining binge-drinking rates. The number of students requiring medical attention as a result of excessive drinking has also declined; and calls for service for issues including noise, intoxication and disorderly conduct by the Burlington Police Department to traditionally student neighborhoods has declined by one-third over the last three years. With the success of alcohol prevention on campus, UVM's vision expanded to include increased emphasis on cannabis and mental health. In addition, UVM is leading the development of new approaches to "other drug" harm reduction.

Other business

There being no further business, the meeting adjourned at 2:04 p.m.

Respectfully submitted,

Carolyn Dwyer, Chair

¹ The following housekeeping updates were made: separated out Title IX Coordinator position from AAEO Director position and responsible official and policy numbers updated to reflect transition of Human Resources from the Vice President for Finance and Administration to the Chief Human Resource Officer.



The University of Vermont

Office of the Provost
and Senior Vice President

Provost's Report

May 19, 2023

Board of Trustees

Educational Policy and Institutional Resources Committee

Prepared by

Provost and Senior Vice President Patricia A. Prelock

This academic year we celebrate the 50th anniversary of the Environmental Program at the University of Vermont. The Environmental Program was shaped by then President Ed Andrews' charge to develop a program that was "consciously interdisciplinary." UVM's establishment of a university-wide program in the environment distinguished it from all other environmental programs in the country at the time. The Environmental Program has served as a center for innovative environmental thinking and interdisciplinary learning and has provided students with high impact experiential learning opportunities for five decades.

Over the course of these past 50 years, UVM has become known for excellence in many important environmentally focused programs. We are home to a number of undergraduate majors/minors and graduate degrees focused on the environment such as the Sustainable MBA; we host the State Climatologist; we developed the Gund Institute, the Institute for Agroecology, the Rubenstein School, the Food Systems Research Center, the Cooperative Institute for Research to Operations in Hydrology (CIROH), a comprehensive suite of Extension environmental initiatives, we oversee more than 2,300 acres of natural areas, and so much more. We also have developed a [comprehensive sustainability plan](#) that promotes just, equitable sustainability solutions by connecting world class research and academics to university operations.

At our meeting, as part of the Committee of the Whole, we will discuss the breadth and distinctiveness of the university's work in the environment from our robust academic programs that support student success to our distinctive research strengths in building healthy environments and healthy societies and our sustainability plan that helps us fulfill our Land Grant mission.

Enrollment

The Class of 2027

Enrollment for the class of 2027 is exceedingly strong, and I'm pleased to share the following data with you.

- We received 28,459 applications for Fall 2023, reflecting the second highest number of applications in university history (second only to applications for Fall 2022)

- This is among the most academically qualified classes in university history yielding over 60% of the valedictorians within Vermont and the highest yield rate on Honor's College offers in university history (15%)
- We have a 60% admission rate, tied with last year, and tied for the most selective class in 30 years
- Over 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
- 45 states and 23 countries are represented
- 16% of new FTFY students identify as BIPOC; this is the most diverse class in university history
- 11% are first-generation, and will be the first in their families to receive a bachelor's 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.

Collaborative Graduate Recruiting Pilot Program

ASG 1.1¹

We have established an ambitious goal of doubling graduate program enrollment in the next three to five years. Included in this goal is enrollment in online programs which supports workforce development, allows us to reach more diverse populations, and increases revenue which strengthens our financial sustainability. This semester we launched the Collaborative Graduate Recruiting Pilot Program to develop and drive highly targeted campaigns aimed at select programs to help us reach our enrollment goal. Together with Enrollment Management, University Marketing will partner with the Graduate College, participating deans' offices, graduate program leadership, and recruiting staff to create a centrally supported marketing, inquiry management, and enrollment pilot program. This newly formed partnership will focus on ten graduate programs: Master of Accountancy, Master of Social Work, the MAT and MEd in Curriculum and Instruction, the MS programs in Civil and Environmental Engineering (Data Analytics for Water Resources), Electrical Engineering, Medical Laboratory Sciences, Medical Science, and Dietetics, Nutrition, and Food Science, and the Occupational Therapy Doctorate. The pilot will run from February 2023 to August 2024 and is the first step in the development of a comprehensive graduate marketing strategy that will establish best practices and help us achieve economies of scale that will benefit all of our graduate programs.

Timely Campus Issues

Improving Policies and Procedures in Support of our Inclusive Community

As you know, the university agreed to a voluntary resolution of the U.S. Department of Education's Office for Civil Rights investigation into reports of antisemitism on our campus. As part of our commitment to continual review and improvement, we are updating our equal opportunity and antiharassment policies and procedures. A working group has been charged with developing specific policy improvements that will be announced in the coming weeks. Most importantly, we pledge to

¹ ASG refers to the [Academic Success Goals](#) that were established in 2020 to support President Garimella's strategic areas of impact. Where possible, I have connected the updates in my report to these goals to illustrate the alignment of our ongoing work with our larger objectives as an institution.

continue holding ourselves to a standard that ensures that our response to reports of hateful conduct related to antisemitism will be timely and effective, and addressed in the same matter we address other forms of discrimination and harassment. When an act of antisemitism occurs, we will take appropriate and necessary action to address the act, prevent its recurrence, and support those impacted. Our goal is to ensure that all members of our community are well-served and free to outwardly share the special and distinctive expressions of their identities.

Sexual Violence Prevention

April was Sexual Assault Awareness Month during which the university offered programming aimed at increasing awareness and prompting action. On April's eve, Vice Provost Caloiero and I sent our students a [memo](#) affirming our commitment to the safety and wellbeing of all members of our community. The month included collaborations with internal and external campus entities including Hope Works, Campus Recreation, the Student Government Association, and more. We offered a number of free wellness events including restorative yoga, blacklight Zumba, a gym walk-through and goal setting session with the Girl Gains student organization in collaboration with Campus Recreation. We also offered workshops including a series hosted by Hope Works entitled "Sex Positivity after Trauma" and "Fumbling Towards Repair: A Transformative Justice Workshop" as well as the month's keynote lecture hosted by the co-director of the national organization The Heal Project entitled "Sexual Liberation? Living at the Intersections." These events were complemented by community engagement events like the Town Hall hosted by SGA President emeritus, Denim Day and tabling events which engaged community members with consent-themed messaging.

Also in April, the Spring 2023 Title IX and Sexual Misconduct Update [newsletter](#) was issued to campus stakeholders and included information on resources, future plans, and the following updates:

- AAEO has hired two new staff members who will provide outreach and support to UVM students, staff, and faculty involved in matters of bias, discrimination, harassment, sexual misconduct, and relationship violence.
- The College of Nursing and Health Sciences has hired Jennifer Demers as Clinical Assistant Professor of Sexual Violence Prevention. Dr. Demers has experience in best practices regarding violence prevention and will develop a peer-based education program for sexual violence prevention here at UVM.
- A group of technology and content experts are evaluating our current online education module regarding sexual misconduct to ensure that it is meeting our needs and/or to recommend another solution.
- Student Health Services now offers drug testing for students who believe they have been given a substance that causes impairment, without their knowledge or consent.

Engagement with the Vermont Abenaki Community

My engagement with the Abenaki Chiefs and Commissioners has continued and broadened. Earlier this month I, along with Dr. Amer Ahmed and Dr. Sherwood Smith from our Division of Diversity, Equity, and Inclusion, and Dean Bill Falls from the College of Arts and Sciences, met with a Parent Advisory Committee in Swanton. We heard the concerns of families and youth who identify as Abenaki and who worry that the story of their community needs greater representation when tribal communities from outside of Vermont are given a platform to share their stories on our campus. We are working with Vermont Abenaki to ensure that UVM is a safe and inclusive environment for them to bring their children. As part of these efforts, I affirmed UVM's recognition of the four tribes of the Vermont Abenaki.

Enterprise Risk Management

As part of our [Enterprise Risk Management](#) (ERM) program, Director of Compliance Services Tessa Lucy has prepared a report including management response plans for the risks and opportunities scheduled for their cyclical update in May. Please see the following ERM items most pertinent to the work of the EPIR Committee in the report: Graduate Student Programs and Enrollment (opportunity), Student Mental Health (risk), and Risky Student Behavior (risk).

Teaching and Learning

Accreditation Update

ASG 1.1

The University of Vermont is accredited by the New England Commission of Higher Education (NECHE). Our most recent comprehensive evaluation in 2019 resulted in our continued accreditation through 2029. In Spring 2024, the university will submit a 5-year report updating NECHE on UVM's fulfillment of the Standards of Accreditation and outlining progress in the areas of emphasis identified in the 2019 visit. These areas of emphasis include general education; strategic planning and campus master planning; effectiveness of academic advising and career services; and implementing a systematic approach to the assessment of student learning and using the results for improvement (notably in the graduate curriculum). A 5-Year Report committee has been appointed by the Provost to oversee this process, gather data, and outline sections of the report. A first draft of the report will be written over the summer and a final draft will be shared with campus next fall for feedback before it is submitted in January 2024.

New Learning Community – The Gaming Collective

ASG 1.2

This fall, the Gaming Collective, a new learning community, will debut in Jeanne Mance Hall, with both first year and second year student residents. As the name implies, this learning community will bring together students interested in all kinds of games, including tabletop board games, puzzles, role playing games, and beyond. Programming for the community will include a chance to meet Box Brown, the author of the learning community's first year read, *Tetris: The Games People Play*, a graphic history of the game Tetris. Other regular events, such as game nights and opportunities to teach and learn new games will be incorporated into programming for this new learning community experience.

Career Center Initiatives

ASG 1.3

On May 1, faculty and professional advisors participated in the annual [Career Summit](#) to learn how Career Center resources can help them engage students in career exploration. Presentation topics included ways in which career preparation can be brought into the classroom to advance integrative learning and student success; how to field career questions during advising sessions; and progressive career preparation touch points throughout a student's time at UVM. Career Services is also collaborating with the colleges/schools and the Center for Teaching and Learning to build a series of 4 badges that will roll up to the "Career Starter" certificate in Brightspace, our learning management system. This certificate will be available this fall and is the first in a set of three certificates that will encourage student progression along the [Path to Career Success](#). In partnership with the Alumni

Association, the Career Center launched its [Interest Groups](#)² on the [UVM Connect](#) platform last fall. We have nearly 3,500 student members, and double that many alums, with over 800 interactions on the platform. We are encouraged by these early numbers and will continue efforts to drive more consistent traffic to the platform. Career Services will also be piloting a new [Employer Partner Program](#) next academic year. Instead of one-off transactions (e.g., paying to table at a job fair), employers will be encouraged to invest as *partners* in connecting talent (our students) with opportunity (their jobs). The program includes 3 tiers that offer varying levels of access and service to employers.

Special Education Minor with Endorsement

ASG 1.1

At your meeting, you will be asked to approve the “no-contest” termination of the Special Education Minor with Endorsement in the College of Education and Social Services. The university remains committed to this important field. This specific minor is no longer necessary because of changes to the Special Education undergraduate program offerings that revised the former undergraduate major in Early Childhood Special Education to include expanded content and the licensure range from birth to age 21. Revisions to the major preclude the need for the undergraduate minor in special education that leads to endorsement, as this option will now be available through the revised undergraduate major.

Creating New Knowledge

UVM Research Week

ASG 2.1

In celebration of UVM’s recent historic increase in sponsored research — and to celebrate UVM becoming a [Top 100 Public Research University](#) in the United States — in April, the Office of the Vice President for Research hosted the second annual [UVM Research Week](#) – a celebration of UVM’s research, scholarship and creative works. The week included a sponsored research celebration, a Vermont clean and resilient energy conference and networking event, a research resource fair, the student research conference, the postdoctoral research conference, the Invention2Venture conference, an open house at the Vermont Advance Computing Center and more.

Global Opportunities

As I’ve mentioned in my prior reports, the Art and Science Group recommended our robust engagement with prospective students around the range of global opportunities available at UVM. We continue to make progress in this area; updates include:

Executive Director for International Partnerships and Programs

ASG 1.1, 1.5

A search is underway for an Executive Director for International Partnerships and Programs, who will report directly to the President. The Executive Director will be charged with advancing the global orientation of the university as well as the academic excellence of international scholarly and educational initiatives. This position will be responsible for defining the university’s strategic priorities in global engagement, in collaboration with university leadership, and securing resources to deliver on these priorities. In consultation with units across campus, the Executive Director will oversee the

² Interest Groups help students build a network of peers, faculty, alums, staff, and employers to support career success. We have interest groups in Arts, Media, and Communication; Business and Entrepreneurship; Education, Policy, and Social Impact; Food, Environment, and Sustainability; Health Professions; STEM; and Exploring.

development of processes, programming, and organizational structures that advance UVM's global mission.

UVM GO (formerly Global Trek)

ASG 1.1, 1.2

UVM GO focuses on global learning, developing intercultural knowledge and skills, and building community. We have designed pre-orientation experiences that allow students to develop their awareness of global issues and make connections in their community and beyond. It's the perfect opportunity for our newest students to connect with UVM faculty, staff, alumni, and local experts—all while having fun and making new friends. In my last report I let you know that we had hired a Global Experiences Coordinator and UVM GO plans had moved into high gear. I'm delighted to share with you some of the UVM GO opportunities that will be offered this August—each led by a UVM faculty member with extensive experience in the city and program theme. I am enormously grateful to these faculty members for their willingness to help us build this important new program.

- Multicultural Vancouver: Social Justice and the City Led by Dr. Pablo Bose, Department of Geography and Geosciences
- Montreal: Building Culture from Cultures: Quebec and Vermont Led by Dr. Charles-Louis Morand-Métivier, School of World Languages and Cultures
- Seattle: Justice in Local and Global Food Systems Led by Dr. Teresa Mares, Department of Anthropology
- Washington, D.C.: Climate Change and Youth Activism Led by Dr. Jon Erickson, Rubenstein School of Environment and Natural Resources
- Chicago: Building Communities and Commerce Led by Dr. Cynthia Reyes, Dean's Office, College of Education and Social Services

Other UVM GO programs are in development and will be offered in partnership with the residential Learning Communities and will allow participants to move onto campus 3 days prior to Orientation for local but global experiences.

Innovation and Entrepreneurship

The second significant recommendation from the Art and Science Group centered on innovation and entrepreneurship; we continue to make progress in this area as well. Updates include:

The RISE Summit – June 21 - 22, 2023

ASG 2.1, 3.2

The Office of the Vice President for Research is coordinating [RISE](#), a new summit that brings together research, innovation, sustainability, and entrepreneurship to spur change for a better tomorrow, and to serve as a model for university-community business engagement across the country. Current students, prospective students, community and business leaders, industry experts, and community members are invited to attend the event. The event will include a celebration of Senator Leahy's legacy, a focus on the importance of rural partnerships and the challenges of rural development in Vermont. The summit will also include some practical elements of entrepreneurialism including pitch competitions, the Vermont Center for Emerging Technology, and opportunities to meet with investors.

Faculty Recognition

National Science Foundation CAREER Award Winners

ASG 2.1

Three of our faculty members have recently received National Science Foundation (NSF) CAREER awards. These highly prestigious awards are offered to early-career faculty members who demonstrate the potential to serve as academic role models in research and education and to lead scientific advances.

- [Nick Cheney](#) is an Assistant Professor in the Department of Computer Science whose research interests include machine learning, deep learning, meta-learning, Auto ML, evolutionary robotics, and soft robotics.
- [Joe Near](#) is an Assistant Professor in the Department of Computer Science whose research interests include data privacy, security, fairness, programming languages, and machine learning.
- [Hamid Ossareh](#) is an Associate Professor in the Department of Electrical and Biomedical Engineering whose research interests lie in the areas of systems and control theory with applications in automotive, aerospace, and power systems.

University of Vermont Faculty Awards

ASG 2.1

Each year we recognize the innovative scholarship, teaching and advising excellence, as well as the community citizenship of our faculty. I'm proud to share the recipients of our most significant faculty awards with you.

Kroepsch-Maurice Excellence in Teaching Awards

The Kroepsch-Maurice Excellence in Teaching Awards recognize faculty members for their excellence in teaching, including creating an environment conducive to and encouraging learning. Each year, one faculty member in each of the four faculty ranks (Lecturer/Senior Lecturer/Clinical Instructor, Assistant Professor, Associate Professor, and Professor) receives this honor. The 2023 award recipients are:

- Assistant Professor [Daniel Tobin, Ph.D.](#), Community Development and Applied Economics, College of Agriculture and Life Sciences
- Associate Professor [Richard Single, Ph.D.](#), Mathematics and Statistics, College of Engineering and Mathematical Sciences
- Professor [Anthony \(Tony\) D'Amato, Ph.D.](#), Director of Forestry Program, Director of UVM Research Forests, Rubenstein School of Environment and Natural Resources
- Senior Lecturer [Lisa Dion, M.S.](#), Computer Science, College of Engineering and Mathematical Sciences

Outstanding Faculty Advisor Award

The Outstanding Faculty Advisor Award recognizes a faculty member who has achieved excellence in displaying and enacting responsiveness, availability, concern, respect, and depth of knowledge in undergraduate academic advising. This award is a collaboration of the Office of the Provost, the Student Affairs Committee of the Faculty Senate, and the Student Government Association. The 2023 award recipient is:

- [Luis Vivanco, Ph.D.](#), Professor and Chair of the Department of Anthropology, College of Arts and Sciences.

President's Distinguished University Citizenship and Service Award

Nominees for the President's Distinguished University Citizenship and Service Award are lecturers or clinical faculty, full-time tenure or tenure-track faculty, research faculty, library faculty, or Extension faculty who have worked at the University of Vermont for at least five years and have demonstrated sustained and exceptional leadership and service to our community. This includes, but is not limited to, service at the department, college or school, or university-wide level as a member of committees, governance groups, and advising student organizations or committees. The 2023 award recipient is:

- [Catherine A. Paris, Ph.D.](#), Senior Lecturer, Department of Plant Biology, College of Agriculture and Life Sciences.

President's Distinguished Senior Lecturer and Lecturer Awards

The President's Distinguished Senior Lecturer and Lecturer Awards recognize Senior Lecturers or Lecturers for their outstanding teaching, scholarship, and service. The 2023 award recipient is:

- [Priyantha Wijesinghe, Ph.D.](#), Senior Lecturer and Director of Curricular Enrichment, Department of Civil and Environmental Engineering, College of Engineering and Mathematical Sciences.

University Scholars Award

The University Scholars Award recognizes distinguished UVM faculty members for sustained excellence in research and creative and scholarly activities in the following two categories: Social Sciences, Humanities, Creative Arts; and Basic and Applied Sciences (including biological, medical, and physical sciences). The 2023 award recipients are:

- Social Science: [Terence Cuneo, Ph.D.](#), Professor and Marsh Chair of Intellectual and Moral Philosophy, Department of Philosophy, College of Arts and Sciences
- Basic and Applied Science: [Sarah Heil, Ph.D.](#), Professor of Psychiatry, Larner College of Medicine; Professor of Psychology, Department of Psychological Science, College of Arts and Sciences; and
- [Rory Waterman, Ph.D.](#), Professor, Department of Chemistry, College of Arts and Sciences

University Distinguished Professor Award

The University Distinguished Professor Award is the highest academic honor that UVM bestows upon a faculty member. Holders of this title are recognized for having achieved international eminence within their respective fields of study and for the truly transformative nature of their contributions to advancing knowledge. The 2023 award recipients are:

- [Mary Cushman, M.D., M.Sc.](#), Professor of Medicine, Hematology/Oncology Division; Professor of Pathology and Laboratory Medicine; Larner College of Medicine
- [Stephen Higgins, Ph.D.](#), Professor of Psychological Science, College of Arts and Sciences; Professor and Vice Chair of Psychiatry; and Director of Vermont Center on Behavior and Health, Larner College of Medicine
- [Gary Stein, Ph.D.](#), Professor and Chairperson of the Department of Biochemistry; Professor of the Department of Surgery; Larner College of Medicine

Leadership Transitions

At your last meeting, you approved the creation of the School of World Languages and Cultures (SWLC) in the College of Arts and Sciences. The mission of the SWLC is to prepare students to engage with a diverse, globalizing, and ever-changing world. Its goals include raising the visibility of language study on campus, widening research and pedagogical networks and conversations beyond the boundaries of individual small departments, and strengthening existing learning areas, certificates, minors, and majors. I'm pleased to announce that after a thorough internal search including a nomination and interview process, Professor **Joseph Acquisto** has been named the inaugural director of the School of World Languages and Cultures. Professor Acquisto joined the faculty in 2003 after receiving his Ph.D. from Yale University. He has served as Chair of the Department of Romance Languages and Cultures since 2016, and as an interim leader of the Departments of Classics and Asian Languages and Literatures as we transition to the new school structure. Additionally, he is one of our University Scholars, he's been engaged in our residential learning communities and the Honors College, and he has served on several important committees in the College.

Two members of my team will soon depart. **Cindy Forehand**, Dean of the Graduate College, will be retiring at the end of June. Dean Forehand is an important member of the academic leadership team and has served as our graduate dean since 2014. Under Dean Forehand's 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 stipends and benefits also increased substantially. A national search for a new dean of the Graduate College was launched last November. This leadership opportunity has generated an exceptionally strong slate of candidates and I'll be sharing more information on this soon.

Alex Yin, Assistant Provost for Institutional Research and Assessment has accepted the position of Vice Provost for Strategic Planning and Institutional Effectiveness at North Carolina Agricultural and Technical State University. Alex was appointed Director of the Office of Institutional Research in 2016. During his time at UVM he was promoted to Executive Director and then Assistant Provost, the scope of his office was expanded to include assessment, and his staff grew from three to eight members. Highlights of Alex's many accomplishments include transforming the office to be a resource for the university community by being an adaptable and proactive office with a commitment to producing sustainable, timely, reliable, and valid data analysis. He did this by overseeing the creation of Catamount Data and tirelessly meeting with VPs, Deans, Associate Deans, Directors, faculty, staff, and students to promote a culture of data-informed decision-making. We will launch a national search for a new leader of Institutional Research and Assessment soon.

Cindy and Alex have been wonderful colleagues who will be missed. I wish them the greatest happiness and success in their next endeavors.

Wellness

Sexual Health and Wellness Fair

The Center for Health and Wellbeing planned and hosted the inaugural [SEXPO](#): the UVM Sexual Health and Wellness Fair, on March 29. Students engaged with on-campus and community organizations offering sexual health services to provide them with resources and tools to take charge of their sexual health. Topics included consent, substance use, body image, pleasure, LGBTQ+ identity,

STI testing, and confidential medical consultations about birth control, trans health, HIV testing, and more.

Cat E-Care

ASG 1.1

Our new Catamount Emergency Care, or Cat E-Care, Program launched in April. Cat E-Care coordinates the distribution of lifesaving equipment across campus (automated external defibrillators, bleeding control kits, and Narcan) and provides associated training to UVM students, faculty, and staff. The program is a collaboration among the College of Nursing and Health Sciences, the Office of Emergency Management, UVM Rescue, and a number of talented and innovative undergraduate students. Cat E-Care adds to our health and wellness ecosystem, prepares us to respond to emergencies, and will provide high-impact internship opportunities for our students who will help lead and manage the program and will also serve as program instructors.

WE 5K Wellness Run

I was delighted to join almost 800 students, staff, faculty, and community members in the 8th Annual 4/20 5K for Wellness Run/Walk last month. This has become a positive springtime tradition on our campus – and while the run is all good fun, it does bring out the competitive side of some of our faculty members! In addition to the run/walk itself, the afternoon included race shirts, games, raffles, and food trucks – all with free registration. Most importantly, it provided an opportunity for our community to come together and celebrate wellness.

Be well, Catamounts!

Curricular Affairs Committee of the Faculty Senate

Report of the Curricular Affairs Committee of the Faculty Senate

May 19, 2023

**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 (six):

- › **Approval of a proposal from the College of Engineering and Mathematical Sciences for a new undergraduate certificate in Semi-conductor Engineering and Physics**

Program Description and Rationale

This certificate will certify that undergraduate students have received specific instruction and experiences in semiconductor engineering and/or physics. Students will complement coursework in the areas of semiconductor device physics, design, processes and/or metrology with a significant experiential learning experience. This interdisciplinary certificate will be accessible to students from electrical engineering, physics, and other technical majors.

The goal is to provide unique and relevant education that will better prepare our graduates to work in the semiconductor industry and/or pursue further studies in this field. This program will provide pathways for students from electrical engineering, physics, and other STEM majors to gain relevant training and experiences in the areas of semiconductor device physics, design, processes and/or metrology. The expectation is that students who graduate with this certificate will be well recruited by both industry and graduate programs in this field.

Justification and Evidence for Demand

The semiconductor field is of immense importance to today's society and, in particular, to the Nation's economic well-being and security. In addition, this field has significant and historical relevance to the economy of Vermont and neighboring states. The necessity to prepare students for this field is further supported by the recent passage of the CHIPS and Science Act of 2022, which provides over \$50B for American semiconductor research, development, manufacturing, and workforce development.

Relationship to Existing Programs

This proposal was co-developed by faculty in the Department of Electrical and Biomedical Engineering and in the Department of Physics, both of which reside in the College of Engineering and Mathematical Sciences. The UCSEP program will be co-directed by faculty from each Department.

The UCSEP program is the result of a proposal submitted by the University in 2021 to Senator Leahy's Office as a Congressional Direct Spending Request, which subsequently provided the opportunity to receive the Department of Education award titled "A New Semiconductor Engineering Curriculum at the University of Vermont." With the expectation of passage of the CHIPS and Science Act of 2022, UVM's Office of the Vice President for Research (OVPR) began holding meetings in early 2022, facilitated by the firm Lewis-Burke Associates, to identify research and workforce development funding opportunities for the University in the field of Semiconductor Engineering. The proposed UCSEP certificate is directly aligned with the latter and will help develop student expertise to contribute on projects related to the former.

The Department of Electrical and Biomedical Engineering offers a Minor in Electrical Engineering. This 18-credit program must be met with only Electrical Engineering courses but is broader and more flexible than the certificate considered herein. Beyond one required course, students can take any EE 2XXX or higher course and apply it to their minor. Most students who have received the Minor in Electrical Engineering degree have been from Mechanical Engineering and have primarily taken courses in control systems or energy systems. No experiential coursework is required for the EE minor. The Department of Physics offers a Minor in Physics. This 15-credit program must be met with only PHYS courses and is targeted more broadly towards basic science than the certificate considered herein. A three-course introductory physics sequence is required. Beyond the three required courses, students can take any PHYS 3XXX or higher course and apply it to their minor. Students who have received the Minor in Physics degree have been from a range of majors, the largest numbers being from other physical science, engineering, or mathematics majors. No experiential coursework is required for the Physics minor. In contrast to these minors, students pursuing the proposed UCSEP (i) can take only pre-approved courses from either electrical engineering or physics and (ii) must have related experiential learning credits. Note that it is possible that non-major students completing the UCSEP Program may as a result also complete the requirements for the EE and/or Physics minors. However, there is no expectation that they do so. There are no related certificates.

No other minors or undergraduate certificate programs are similar in title or content.

Curriculum

The UCSEP program will provide three pathways for completion: one for students with a primary interest in electrical engineering (EE), one for those pursuing a physics major, and one for those from other STEM fields (e.g., chemistry or mechanical engineering). The expectation is that students will enter the certificate program in their sixth semester, nominally in the spring of their junior year.

The 17-credit UCSEP program has four components (i) pre-requisites according to student's major (not included in the 17-credit total), (ii) required coursework (8 credits), (iii) preapproved electives (6 credits), and (iv) a culminating experience that is a credit-bearing internship, undergraduate research, or Capstone Design project that is related to the semiconductor field (3 credits). Students must maintain a 3.0 average in these courses to receive the UCSEP upon graduation.

Students pursuing majors not in Electrical Engineering or Physics will need to work with their UCSEP advisor to identify courses that will meet the prerequisite requirement. These courses should be suitable prerequisites for allowing the students to take courses from the preapproved electives list and will consist of courses related to fundamentals of materials and circuits.

Pre- or Co-Required Courses (NOT officially part of the certificate)

Pathway	Course Number (Current)	Title
Electrical Engineering	CEE 1160 EE 3110 EE 2810	Applied Mechanics Electronics II Fundamentals of Digital Design
Physics	PHYS 3650 PHYS TBD EE 2145 or EE 2125	Intro to Solid State Physics Microstructure and Surface Analysis Electrical Engineering Fundamentals, or Circuits I
Other STEM majors	PHYS 1550 or PHYS 1650 EE 2145 / EE 2175* ME 2110 / CE 2100 / CHEM 2600*	Physics II EE Fundamentals Materials
*Courses substitutions to these courses are allowed with approval of SEP advisor		

Required Coursework (8 credits)

Course Number (Current)	Title	Credits
EE 3440*	Semiconductor Devices & Characterization	4
EE 3420*	Integrated Circuit Fabrication & Physical Analysis	4
*Both courses to be cross-listed with PHYS		

Preapproved electives (6 credits minimum)

Course Number (Current)	Title
EE 5410	Digital VLSI Design
EE 5420	Analog VLSI Design
EE 3520*	Autonomy
EE 5430	RF Circuit Design
EE 5810	Digital Computer Design I
EE TBD (NEW)*	Physical Layout of Microcircuits
EMGT TBD (NEW)*	Industrial Processes
PHYS 4100	Experimental Physics II
PHYS 3650**	Intro to Solid State Physics
PHYS 3400	Thermal & Statistical Physics
PHYS TBD**	Microstructure and Surface Analysis
* best for other STEM majors, ** Not for Physics majors	

Credit bearing experiences* (3 credits required)

Course Number (Current)	Title
PHYS 3991 /CEMS 3991	Internship
PHYS 3995 / EE 3995	Undergraduate Research
EE 4200 / ME 4020	Capstone Design II
HON TBD / EE 2996 / ME 2996	Honors Thesis

*topic must be relevant to semiconductor field

Admission Requirements and Process

Like a minor, students would declare their intent to complete this certificate through banner/MyUVM. The expectation is that this would occur nominally in their junior year.

Anticipated Enrollment and Impact on Current Programs

The intent is that this will increase interest in electrical engineering and physics and grow these two programs. The goal is that in 5 years' time, ~10 students a year will complete this program.

Advising

Each semester, it is expected that CEMS Student Services will assign each student “declaring the certificate” a secondary advisor from the participating factory. This process is what is currently done for majors and minors.

Assessment Plan

This certificate is being developed as part of the Department of Education grant, which proposed the following assessment plan (text below). This plan will leverage the processes that are in place for assessing our ABET accredited EE curriculum.

"Several metrics will be utilized to evaluate the success of the activities in the undergraduate certificate programs:(i) student evaluations of individual courses, (ii) internship placement rates, (iii) certificate completion rates, (iv) employer advisory board input. In order to evaluate the progress made towards the learning objectives, a Semiconductor Concept Inventory (SCI) will be developed. This inventory tool will be administered to certificate participants at both the start and at the completion of their certificate coursework in order to evaluate their learning relative to the program goals, and to provide feedback that can be used to correct or enhance the courses and activities of the certificates. Outcomes will also be evaluated by tracking internship placement rates and job placement rates of certificate recipients with semiconductor employers."

Staffing Plan, Resource Requirements, and Budget

Presently there are three faculty from Electrical Engineering (Gallagher, Kay, Xia) and three faculty from Physics (Clougherty, Headrick, White) who teach the courses that have been listed

as either required or electives. The Physics Program is presently searching for a new tenure track hire in the area of condensed matter/materials physics who will also teach courses that are required or electives for the UCSEP. Startup funds for this hire are being supplemented by the aforementioned Department of Education award. In addition, the Electrical Engineering Program is searching for a new lecturer, who will instruct UCSEP prerequisite, required and/or elective courses. The Department of Education award includes funds to support faculty as they develop new and/or enhance existing courses and facilities.

Significant infrastructure development in the area of semiconductor engineering and physics is in progress as a result of the aforementioned Department of Education award. This infrastructure development consists of (i) new instrumentation/equipment purchases, (ii) upgrades/repairs to existing instrumentation/equipment, and (iii) new software.

Existing library resources sufficient. No impact foreseen.

Cost Estimates

All expenses below are to be covered by the Department of Education award “*A New Semiconductor Engineering Curriculum at the University of Vermont*”. Additional costs (e.g., graduate and undergraduate teaching assistants, Capstone Design supplies) may come from this award, from departmental funds, and/or industry partnerships.

1. First year costs in addition to current budget;

Item	Cost
Faculty course development*	\$65,000
Staff lab development*	\$40,000
Project management*	\$12,500
Staff certificate promotion*	\$15,000
Lab equipment	\$350,000
Software	\$75,000
Total	\$557,500

*including fringe

2. Total costs for first five years in addition to current budget.

Item	Cost
Faculty course development*	\$190,000
Staff lab development*	\$116,000
Project management*	\$36,500
Staff certificate promotion*	\$25,000
Lab equipment	\$450,000
Software	\$100,000
Total	\$917,500

*including fringe

Evidence of Support

Marilyn Cippola, Chair, Department of Electrical and Biomedical Engineering
Randall Headrick, Chair, Department of Physics
Greg Warrington, Chair, CEMS Curriculum Committee
Linda Schadler, Dean, CEMS

Summary

This proposed undergraduate Certificate in Semiconductor Engineering and Physics (UCSEP) Program will certify that UVM undergraduate students have received specific instruction and experiences in semiconductor engineering and/or physics and will better prepare our graduates to work in the semiconductor industry and/or pursue further studies in this field. This 17-credit hour certificate complements coursework in the areas of semiconductor device physics, design, processes and/or metrology with a significant experiential learning experience and will be accessible to students from electrical engineering, physics, and other technical majors. The funds to develop the UCSEP coursework and laboratory infrastructure come from the recent Department of Education award: “A New Semiconductor Engineering Curriculum at the University of Vermont.”

The proposal was approved by the Faculty Senate in March 2023. If approved by the Board of Trustees, this program will be implemented starting Fall 2023.

› **Approval of a proposal from the College of Education and Social Services for a no-contest termination of the Special Education Minor with Endorsement**

The CAC approved a proposal from the Department of Education, College of Education and Social Services for a no-contest termination of the Special Education Minor with Endorsement.

Enrollment in the Special Education Minor with Endorsement has been declining, and other options will better prepare special educators to enter and stay in the field. These options include a revised Special Education major (birth to age 21), approved by the CAC in April 2023; the existing Special Education minor; and the accelerated master’s program (AMP) in special education. Termination of the Special Education Minor with Endorsement is likely to encourage enrollment in the revised undergraduate major and the AMP, which both offer options for endorsement. The proposal includes a plan that allows current students to complete the Special Education Minor with Endorsement. Individual teach-out plans will allow the 20 students enrolled in the program in September 2022 access to necessary courses and graduation with no delays.

There is strong support for the no-contest termination. The EDSP faculty endorsed the proposal with a vote of 11-0, and the CESS Curricular Affairs Committee supported it with a vote of 5-0. Department Chair Kimberly Vannest and CESS Dean Katharine Shepherd also support the termination proposal. The proposal was approved by the Faculty Senate on April 24, 2023.

The no-contest termination of the minor would go into effect for the 2024-25 catalog year pending Board of Trustee approval.

› **Approval of a proposal from the College of Nursing and Health Sciences for a new minor in Global Public Health**

The CAC unanimously approved (18-0) a proposal for a new undergraduate minor in Global Public Health from the College of Nursing and Health Sciences (CNHS) on April 6, 2023. No public comments were received during the 30-day circulation. The new minor will be administered by the Department of Biomedical and Health Sciences (BHSC) in CNHS and will be offered starting in Fall 2023.

Program Description and Rationale

The Global Public Health minor is for undergraduate students to examine public health and health care processes and systems at the global level. It is designed to emphasize interdisciplinary, integrative approaches to understanding global population health and support student leaders through participation in applied global learning.

The field of Global Public Health is focused on the pursuit of equitable, community-driven and evidence-based practices and policies to improve the health of populations globally. The Public Health Sciences major, in the Department of Biomedical and Health Sciences at UVM was recently accredited by the Council on Education for Public Health and has seen a rising demand for Global Public Health-focused content at the undergraduate level. Faculty in the Public Health Sciences major have been fielding requests from students from across campus for additional opportunities to engage with Global Public Health coursework for the past few years. Focus group data from Public Health Sciences Majors reveals that students not only want health-focused minors, but specifically are seeking a minor in Global Public Health.

The Public Health Sciences program currently offers a global health course (cross-listed with ANTH) that is open to all majors. Enrollment in this course is over 150 students a year. Additionally, the College of Nursing and Health Sciences has, for many years, been offering students opportunities to engage in short, health-focused travel courses on academic breaks and in the summer sessions. The Public Health Sciences undergraduate program is also deeply committed to and engaged in community-based and experiential learning through the lens of public health and supports students in partnering with communities around public health issues.

This minor will provide students with an intentionally scaffolded curriculum, grounded in Public Health frameworks and focused on building applied skills that will allow students to be prepared for immediate employment and opportunities in Global Public Health, and capitalize on expertise in the Department of Biomedical and Health Science to meet student demand. While there is currently a Concentration in Global Health in the Anthropology Major and a Global Health focus track in the Anthropology minor, this new minor in Global Public Health will be distinct in its application of and skill-building around Public Health approaches and will not require a focus on anthropological ones.

Justification and Evidence for Demand

The field of Global Public Health is focused on the pursuit of equitable, community-driven and evidence-based practices and policies to improve the health of populations globally. The Public Health Sciences major, in the Department of Biomedical and Health Sciences at UVM was recently accredited by the Council on Education for Public Health and has seen a rising demand for Global Public Health-focused content at the undergraduate level. Faculty in the Public Health Sciences major have been fielding requests from students from across campus for additional opportunities to engage with Global Public Health coursework for the past few years. Focus-group data from Public Health Sciences Majors reveals that students not only want health-focused minors, but specifically are seeking a minor in Global Public Health.

Research conducted for the University's Strategic Enrollment Plan found there was a perceived lack of global/international engagement opportunities at UVM. One of the 2017-2020 strategic goals and current initiatives by the Division of Enrollment Management is to 1) expand the number of exchange programs and 2) increase student participation in exchange programs. This minor would support these two University-identified priorities by having a focal point for undergraduates who are interested in Global Public Health and through supporting the development of and participation in Applied Global Learning. Furthermore, this minor specifically supports the "Catamount Global" initiative.

As outlined in UVM's strategic vision to "Amplify our Impact," developing and strengthening partnerships around study-abroad and experiential-learning activities is essential. This minor will support and expand community engagement and impact through the inclusion of an integrated, applied experience for students to work either globally or locally with a global population. An additional identified priority is focused on building on UVM's strengths in the area of 'healthy societies and healthy minds.' The Global Public Health Minor supports this priority through a focus on sustainable solutions with global applications and impact through cross-disciplinary collaborations and partnerships. Finally, the Division of Diversity, Equity, and Inclusion identified international inclusion and global education as one of the 5 key strategic priorities for UVM to create an inclusive community. The minor in Global Public Health is an essential component to creating stronger global education and global student body at UVM.

Relationship to Existing Programs

The core courses will be offered by the Department of Biomedical and Health Sciences, with HSCI 2100 being offered as a cross-list, jointly with the Health and Society (HSOC 2100)/Anthropology (ANTH 2191) programs.

The most closely related minor is the Global Studies minor, which explores global issues from political science, economic, sociological, and anthropological lenses. The Global Public Health minor specifically focuses on global public health and public health sciences.

There could potentially be a few elective courses that overlap in the minors, but they are very different minors—with Global Public Health minor core classes being based out of the Public Health Sciences Program and electives that focus on global issues specifically through a 'public

health and health sciences’ lens. This minor will provide students the ability to look at global infectious disease, health care systems including Universal Health Care Coverage and other population health issues in public health.

In contrast, the global health focus track in the Anthropology minor requires an anthropological focus.

The Health and Society minor requires either SOC 1300: Health Care in America or ANTH 1190: Global Health, Development and Diversity, rather than both, so an HSOC minor would not need to focus on global health.

Dean Falls of the College of Arts & Sciences says in a letter of support:

“These minors, while having themes in common to Heath & Society, the Concentration in Global Health in the Anthropology major and the Global Health focus track in the Anthropology minor, are solid additions to UVM’s health-focused curricula.”

The email exchange between Dr. Amiel, Dr. Shea and Dr. Stickler appended to the proposal in addition to the program description also make it clear that this minor has a “PUBLIC health and SKILL building focus”, in contrast to the existing programs.

Curriculum

18 credit hours; 12 required core and 6 elective course hours.

*New courses; Course Action Forms have been submitted

Required Courses

Number	Name	Credits
HSCI 2100/ ANTH 2191	Foundations of Global Health	3
HSCI 2190*	Global Public Health Practice	3
HSCI 3200*	Pressing issues in Global Public Health	3
Varied	Applied learning: Approved Travel Course or Experiential Learning with Global Population	3
<i>Given examples:</i>	HSCI 2991: Public Health Initiative	
	HLTH 2770: Iceland Thermal Springs	
	HLTH 3100: Health and Culture: Oaxaca	
	HLTH 3410: Exploring Healthcare Systems	
	EDSP 3899: Global Perspectives on Building Resilience in Families, Schools and Communities	
	Study Abroad Program	
	Other opportunities as considered on an individual basis in consultation with the Minor Director and as UVM course offerings increase	

Elective Courses – 6 additional credits		CH
ANTH 1190	Global Health Devl and Diversity	3
ASCI 1090	One Health	3
CDAE 1020	World, Food, Population, Development	3
GRS 1500	Intro to Global Studies	3
ANTH 2170	Culture, Health and Healing	3
ANTH 3192	Anthropological Research in Global Health	3
CDAE 2020	Sustainable Community Dev	3
ENSC 2300	Global Environmental Assessment	3
GEOG 1770	Geography, Race and Ethnicity in the US	3
GEOG 2250	Global Environmental Change	3
GRS 4500	Seminar in Global Studies	3
HLTH 2050	Cultural Health Care	3
NFS 5245	Nutrition for Global Health	3
POLS 2560	Int'l Environmental Governance	3
POLS 3280	Global Justice	3
SOC 2210	Global Deviance	3

The program requires experiential learning, to be satisfied by either an appropriate travel study course or unpaid internship. Students may meet this requirement via travel or participation in a local program or situation working with global populations based locally. J. Dickinson asked for clarification about availability of opportunity and support to satisfy this requirement on behalf of the subcommittee and received this response:

From Dr. Eyal Amiel - “While travel course opportunities are envisioned as options to meet this requirement of this Minor, an important pathway to meeting this aspect of the Minor will be to house and administer local internship-for-credit opportunities that work with global populations here in the greater Burlington-area community. One example is a partnership currently in development with the Winooski school district which serves a rich and diverse student community that is global in scope. This internship-based coursework would have a combination of academic work and hands-on applied experiential learning with global-population-serving local constituents. We will be leveraging the rich working relationships the Public Health program has built with many local public health organizations and modeling a framework that will be similar to the CAS “Communities of Practice” model. Deb Hinchey, Public Health Program Director, was awarded the Outstanding New Service-Learning Faculty Award by the Office of Community-Engaged Learning (CELO) last year and is currently a Kroepsch-Maurice Faculty Fellow in Community-Engaged Learning this year. The program will utilize her (and other program faculty’s) deep expertise in developing community-engaged learning opportunities to further grow current options in place for this work. In line with the Communities of Practice model, we anticipate being able to serve around 30 students per semester for these opportunities, above and beyond the number of students who complete this requirement through travel-learning courses.”

Admission Requirements and Process

All majors are eligible. HSCI 2100 has a pre-req of sophomore standing.

ANTH majors with a Concentration in Global Health, ANTH minors following the global health focus track, and HSOC majors/minors will need to pay special attention to course overlap.

Anticipated Enrollment and Impact on Current Programs

Current enrollment in relevant coursework is between 60-100 students. The program also anticipates being able to support approximately 30 students per term for the required 3 credits of experiential learning, in addition to an unknown number of students who choose to satisfy this requirement by international study opportunities.

The addition of this minor will increase course enrollments in core courses (HSCI 2100) within public health sciences, where existing capacity is available.

Some elective courses may overlap at times with the existing Global Studies and Health and Society majors and minors.

Advising

The Minor Director will offer advising for students enrolled in this minor.

The CAC subcommittee asked for clarification about how academic advising for students in the new minor will be made available. The reply, from Prof. Eyal Amiel, the director of BSHC, is that advising will follow the structure for of the group-advising system of the Public Health undergraduate major within BSHC: “We do have a fairly robust group advising system for the Public Health undergraduate major, so we intend to leverage that current strength of the program's faculty. There will be clear guidance and ‘curriculum sheets’ for each Minor available online for any advisors from outside the department who advise our minors.”

Staffing Plan, Resource Requirements, and Budget

There are no anticipated new faculty or staff appointments associated with this minor.

A. First year costs in addition to current budget:

An existing faculty member in the department will be allocated 7% effort to administer this new program. As well as faculty workload for the CEs associated with the new minor courses (HSCI 2190 - 3 credits, and HSCI 3200 – 3 credit).

B. Total costs for first five years in addition to current budget:

An existing faculty member in the department will be allocated 7% effort (adjusted for enrollment) each year to administer this new program.

Evidence of Support

The proposal included letters of support from the following:

- Dean of CAS
- Dean of CEMS
- Dean of CALS
- Acting Dean of GSB
- Interim Dean of RSENR
- Dean of Libraries
- Co-Directors of the Global and Regional Studies Program
- Jennifer Strickler, Dept. of Sociology

14 of 14 available Public Health Sciences faculty voted in favor of this minor.

Summary

The CAC believes the proposers have clearly described the new Global Public Health minor and provided justification and evidence of its value to UVM students and of its consonance with UVM's strategic vision and with the Provost's academic success goals. The proposal was approved by the Faculty Senate on April 24, 2023.

If approved by the Board of Trustees, this program will be implemented starting Fall 2023.

› **Approval of a proposal from the College of Nursing and Health Sciences for a new minor in Public Health, Equity and Advocacy**

The CAC unanimously approved (18-0) a proposal for a new undergraduate minor in Public Health, Equity and Advocacy from the College of Nursing and Health Sciences (CNHS) on April 6, 2023. No public comments were received during the 30-day circulation. The new minor will be administered by the Department of Biomedical and Health Sciences (BHSC) in CNHS and will be offered starting in Fall 2023.

Program Description and Rationale

Through an examination of health equity grounded in public health frameworks, this minor will prepare students with the skills and knowledge needed to engage in advocacy and work towards creating more just communities and societies and ensure that all people can thrive and reach their highest potential for level of health. Students will investigate the intersecting ways in which inequities contribute to poor health outcomes and provide opportunities to advocate for positive change.

The minor will allow students to dig more deeply into some of society's most pressing health issues. Students will be prepared to enter the workforce equipped with the knowledge and skills

required to advocate for systems-level change spanning multiple disciplines and contribute to dismantling structures that lead to inequitable health outcomes across populations.

The minor will comprise 18 credits of coursework, including 4 core courses: Introduction to Public Health, Foundations for Health Equity, Racism and Health Disparities and Leadership and Advocacy for Health Equity (which includes an evidence-based, advocacy focused final project deliverable addressing a health-equity issue of relevance to the student) and an additional 6 credits of electives.

Additionally, through coursework and a culminating senior-level leadership and advocacy project, this minor will align directly with the Provost's Academic Success Goals *3.1: Use an evidenced-based engagement approach to addressing contemporary challenges; 3.2: Educate citizens to contribute to positive community impact; and 3.3: Prepare students to be engaged citizens.*

Justification and Evidence for Demand

Creating Health Equity is a guiding priority and core value of Public Health and of the American Public Health Association (APHA). The Centers for Disease Control and Prevention (CDC) and the Vermont Department of Health (VDH) have centered Health Equity as a cornerstone area for investigation, education, and investment. Also, other institutions such as Saint Michael's College have already established academic minors in Health Equity. UVM peer and aspirants range from having minors and majors to full centers around Health Equity.

In addition, interest in the core courses in this minor has already been established, with HSCI 021 (now HSCI 1100) having grown significantly, and HLTH/HSCI 155 (now HSCI 2600) being over capacity consistently for years.

Recent events such as the Flint (Michigan) water crisis; fatal violence against the Transgender community; and the disproportionate impact of the COVID-19 pandemic on communities of color have brought social justice and health to the forefront. Longstanding inequities across various health determinants such as poverty, lack of access to healthcare, exposure to violence, inadequate housing and structural discrimination have made BIPOC communities broadly and Native American and Alaska Native (AIAN) populations specifically at an increased risk for adverse health outcomes from the COVID-19 virus. These events, and many others, have created an increased focus on the importance of Health Equity.

It is imperative that UVM students, regardless of major, be provided with the opportunity to learn about and understand the importance of health equity and be given the tools and knowledge needed to create systemic change through advocacy. The root causes of health disparities can be addressed and by engaging with students across multiple disciplines.

Relationship to Existing Programs

The College of Arts and Sciences (CAS) offers a minor entitled Health and Society. From the current UVM catalog: "Health and Society (HSOC) is an interdisciplinary cross-college minor

that brings together an array of social science approaches to address critical questions concerning health, healing, and health care in human populations. Program faculty and students examine the many ways in which human health, healing, and health care are defined, perceived, and enacted, and in which access to health and health care are distributed, within and across populations.”

The proposed PHEA minor differs significantly in its specific focus on the use of Public Health frameworks, Health Equity, and advocacy. While the HSOC minor focuses on a broad, social science/liberal arts overview of health, the proposed minor is specifically grounded in Public Health theoretical models and focuses on equity and advocacy: providing students with a scaffolded minor curriculum that culminates with an applied advocacy project. A letter from Prof. Jennifer Strickler, in the Department of Sociology, affirming Prof. Strickler’s agreement that the proposed minor will be distinguished from HSOC has been provided.

Curriculum

Required Courses

Number	Name	Credits
HSCI 1100	Introduction to Public Health	3
HSCI 1900*	Foundations of Health Equity	3
HSCI 2600	Racism and Health Disparities	3
HSCI 3450*	Applied Leadership in Health Equity	3

*new course

Elective Courses: 6 additional credits, including 3 at or above the 2xxx level

Number	Name	Credits
ANTH 1190 / HSOC 1700	Global Health Development & Diversity	3
ANTH 1400	Biological Anthropology	3
ANTH 2170	Culture, Health, and Healing	3
ANTH 2191 / HSCI 2100	Foundations of Global Health	3
BIOL 1200	Intro to Forensic Biology	3
CDAE 1050	US Food, Social Equity & Development	3
CSD 3200 / EDSP 3250	Culture of Disability	3
EDEC 1010	Intro to Early Care & Education	3
EDSP 1050	Issues Affecting Persons with Disabilities	3
GSWS 1500	Gender Sexuality Women’s Study	3
HLTH 2050	Cultural Health Care	3
HLTH 2400	Issues in Women’s Health	3
HSCI 1200	Anti-Racism and Health	3
HSOC 1600	Health Care in America	3
HST 2120	Topics in Gender & Sexuality History	3

NR 2810	Environmental Justice	3
POLS 2200	Economic Justice	3
SOC 2260	Racism and Health Disparities	3
SOC 2335	Gender, Sexualities and Medicine	3
SOC 3300	Applied Leadership in Health Equity	3
SWSS 1600	Racism & Contemporary Issues	3

There will be no prerequisites for the minor; however, some of the optional electives may have prerequisites.

There will be no restrictions related to majors that might overlap with this minor (any major is acceptable).

Admission Requirements and Process

While most minors will have no eligibility restrictions, some minors experience demands sufficient to require restricted access to that minor.

There will be no eligibility restrictions for this minor. There will be, however, an application process with an initial capacity of 30 students. This will allow for a controlled scale up if demand necessitates it. The intent is not to be restrictive, but rather to ensure the resources necessary for a high-quality experience are allocated. The proposers of the minor anticipate high demand, and so they have built the minor with capacity to scale up.

Anticipated Enrollment

The proposers anticipate an initial minor enrollment cap of 30 students. New courses are HSCI 1900 and HSCI 3450.

Advising

The CAC subcommittee asked for clarification about how academic advising for students in the new minor will be made available. The reply, from Prof. Eyal Amiel, the director of BSHC, is that advising will follow the structure for of the group-advising system of the Public Health undergraduate major within BSHC: “We do have a fairly robust group advising system for the Public Health undergraduate major, so we intend to leverage that current strength of the program’s faculty. There will be clear guidance and ‘curriculum sheets’ for each Minor available online for any advisors from outside the department who advise our minors.”

Staffing Plan, Resource Requirements, and Budget

Current departmental faculty can and will cover the coursework for this minor. The Minor will require 0.27 FTE to enroll (0.07 FTE for a Minor Director/Advisor, 0.1 FTE for HSCI 1900 instruction, 0.1 FTE for HSCI 3450 instruction).

Costs for this minor will be covered with current and upcoming faculty workloads, made available by three new hires into the program from the past academic year. Therefore, there will be no new or additional costs for this minor.

Library resources are presently available to support the minor (a letter of support from the Dean of Libraries was provided).

Evidence of Support

Letters of support for the new minor were provided by:

- William A. Falls, PhD, Dean of CAS
- Linda S. Schadler, PhD, Dean of CEMS
- Leslie V. Parise PhD, Dean of CALS
- Barbara Arel, PhD, Acting Dean of GSB
- Allan Strong, PhD, Interim Dean of RSENR
- Bryn Geffert, PhD, Dean of Libraries
- Pablo S. Bose, PhD, and Jonah Steinberg, PhD, Co-Directors of the Global and Regional Studies Program
- Jennifer Strickler, PhD, Dept. of Sociology

Summary

The CAC believes the proposers have clearly described the new Public Health, Equity and Advocacy minor and provided justification and evidence of its value to UVM students and of its consonance with UVM's strategic vision and with the Provost's academic success goals. The proposal was approved by the Faculty Senate on April 24, 2023.

If approved by the Board of Trustees, this program will be implemented starting Fall 2023.

› Approval of a proposal from the College of Education and Social Services for a new undergraduate certificate in Gerontology

The CAC unanimously approved a proposal for a new undergraduate certificate in Gerontology submitted by the Human Development and Family Science (HDF) program within the Department of Counseling, Human Development and Family Science (CHDF) in the College of Education and Social Services (CESS) on April 6, 2023.

Program Description and Rationale

The proposed Certificate emerges from a growing national and regional need to engage population aging and to introduce the field of Gerontology and its implications for personal and work life in the College of Education and Social Services. The mission of the Undergraduate Certificate Program in Gerontology is to prepare students with knowledge and skills for promoting healthy aging among diverse aging populations and communities, and for addressing the challenges and seizing the opportunities of an aging society and of their own aging and the aging of their loved ones. Students who earn this certificate will be well-positioned to apply their

knowledge of gerontology to address aging related challenges in their disciplinary fields and in their personal lives, to work in entry level positions in senior focused organizations, and to pursue advanced level education and training in the field of Gerontology.

Student learning outcomes for the proposed certificate include an expectation students will have the knowledge and skills to:

- Describe typical physical, cognitive, social, and psychological changes experienced by individuals in late adulthood and distinguish these from pathological age-related changes.
- Identify individual, social, and socio-cultural factors that lead to variability in late adulthood and that help to explain cumulative advantage or disadvantage in old age.
- Interrogate ageism where it appears, and challenge myths and stereotypes associated with late adulthood and aging.
- Identify and apply effective strategies, practices, and policies for promoting healthy aging; supporting people through the end of life; and responding to the challenges and opportunities of an aging society.

The development of this undergraduate certificate was initially approved in October of 2022 when Human Development and Family Science faculty agreed to house this Certificate in their program and received approval from the CESS interim Department Chair. The Certificate may serve as a supplement to HDF Majors and Minors who want to specialize in topics pertaining to the latter end of the lifespan and will provide students with the skills and competencies needed to promote healthy aging for others and for themselves. This proposal aims to provide an additional offering for students in the College of Arts & Science (CAS) since there is a planned de-activation of the Gerontology Minor offered through the Department of Sociology to occur during the 2023-2024 academic school year. (De-activation is due to lack of capacity for offering the course and not to lack of student interest.) There are no minors or undergraduate certificate programs that are similar in title or content to the proposed certificate. Therefore, an organic collaboration emerged between the faculty of the Human Development & Family Sciences (HDFS) program and Associate Dean Abigail McGowan of CAS who proposed SOC 154 Sociology of Death & Dying, a popular course in the Department of Sociology as one of the required courses for the Certificate. This collaboration seeks to fulfill a niche in the UVM curriculum.

Curriculum

The proposed certificate consists of 15 credit hours with four 3 credit hours of required courses (including a course in Sociology) and one 3 credit hour elective. Three of the four required courses are existing courses; one course has been created for this Certificate and will be an additional course offering from the HDFS Program. This course, HDF 120 (expected to become HDF 2120), has been submitted to Courseleaf and approved by the Interim Chair. However, due to the Course Renumbering process, the course has been sent back until Courseleaf opens again. The capstone experience for this Certificate is expected to be an independent study Internship or Undergraduate Research project with the focus on Gerontology allowing students to integrate and deepen their knowledge while applying knowledge to practice.

Required Courses for the Certificate of Gerontology:

List of Required Courses (4 courses; total 12 credits)					
Course #	Course Title	# Credits	Anticipated Instructor	Anticipated Offering	Pre-Requisites
HDF/SOC 020	Aging: Change and Adaptation	3	Weinstock	Fall Semester	None
HDF 120	Adult Development & Aging	3	Proulx	Spring Semester	HDF/SOC 020 or HDF 005; and Sophomore Standing
SOC 154	Sociology of Death & Dying	3	Kellehear	Spring Semester	3 credits in SOC (HDF 20 also accepted); and Sophomore Standing
HDF 190 OR HDF 197	Internship Undergraduate Research	3 3	Weinstock TBD	Fall or Spring Semester	HDF/SOC 020, HDF 120, & SOC 154; and Junior Standing

List of Elective courses (1 course; total 3 credits)

Course	Course Title	# Credits	Anticipated offering	Pre-Requisites
SOC 054	Health Care in America	3	Spring semesters	None
HLTH 100	Biology of Aging	3	ON-LINE Fall and Spring	BIOL 004, ANPS 019 and ANPS 020, or Instructor permission. NOTE: Instructor has agreed to let in Gerontology Certificate Students by permission and believes they will be able to be successful in the course.
ANTH 189	Aging in Cross-Cultural Perspective	3	Approximately once every two years	ANTH 021 or ANTH 026 or ANTH 089.
NH 120	Health Care Ethics	3	Typically Fall and Spring	No pre-requisites listed.
NFS 143	Nutrition in the Life Cycle	3	Fall Semester	NFS 043

HDF 221	Psychology of Aging	3	Offered approximately once every two years	HDF 161 & 189, Research Methods course, and Junior Standing; Instructors have agreed to let in Certificate students who have successfully completed HDF 020 & 120
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*Note: Other courses taught as special topics that focus on gerontology may be taken to fulfill this Elective required 3 credits, as may a course in a student's major that is not listed here but focuses on gerontology or that allows the student to focus their assignments on gerontology related issues. For example, PRNU 121: Introduction to Gerontology, is a required course for the B.S. in Professional Nursing (Pre-requisites PRNU 113 & 114) and would count as the elective course for students in this major seeking to pursue the proposed Certificate.

Admission Requirements and Process

The sponsoring unit will create a web page containing the following information about the Certificate:

1. The coursework required for completion of the Certificate.
2. A complete list of prerequisites needed to take the courses required for the Certificate.
3. A description of integrative learning components.
4. A list of majors with which this certificate is not acceptable due to overlap with that major.

Anticipated Enrollment and Impact on Current Programs

Four courses were mentioned that may have impact on enrollment/student numbers, but these have been anticipated and do not present any issues:

- **HDF/SOC 020 (Aging: Change & Adaptation)**-existing course offered in the Fall semester. It may see an increase in enrollment, and there is room for this; the course has been set for 50 or so students but has typically enrolled between 35-40 students since it started being offered by HDF faculty.
- **HDF 2200 (Adult Development & Aging)**-required new course, developed for the HDF program as well as for this Certificate. It will be an additional intermediate level course that students minoring in HDF may choose to take while also serving as a required course for the proposed Certificate. Enrollment cap expected is 50 students. This course is expected to be offered once a year, in Fall or Spring (TBD).
- **SOC 154 (Sociology of Death & Dying)**-existing course offered in the Fall semester. It has a class size limit of 40. One quarter of seats will be reserved for Certificate students. The course is expected to fill, and since only about 1/2 of the seats has tended to be filled by Sociology Majors, this should not affect Sociology Majors' access to this course.

- **HDF 190 (Internship)** and **HDF 197 (Undergraduate Research)** are both already in the undergraduate catalog and each has been offered sporadically as an independent study. HDF 197 (Internship) will continue to be offered as an independent study by permission only; HDF 190 is expected to be offered as an independent study initially unless and until there are sufficient numbers of students to warrant offering it as a regular 3 credit course. Internships will initially be supervised by Certificate Director Weinstock. No students are expected to take this course in the first year of the Certificate, and after that, approximately 2 students per semester are anticipated for the next 4 years. As noted above, if the numbers warrant, this requirement will be converted from being offered as an independent study each semester to being offered once/academic year as a regular 3-credit course, most likely in the Spring Semester, with an estimated 10-15 students per course offering.

Advising

Dr. Jacqueline (Jackie) Weinstock, Associate Professor of Human Development and Family Science, will be the advisor for all students in the beginning. The Department will do advising as they have done for major advising- sending out invitations to meet during pre-registration and then checking in on course progression, meeting more as a student needs. Dr. Weinstock will also use the Intro course for the certificate as a way to introduce students to the Certificate.

Assessment Plan

To ensure that the Certificate is meeting the needs of our students and the University, it will be evaluated using several metrics:

- Satisfactory student progress in core and elective courses
- Student satisfaction with course offerings (e.g., mean course evaluations of 3.5 or better on a 1-5 scale)
- Faculty satisfaction with structure and course offerings
- Increased student enrollment over time, in courses and in the Certificate

An annual meeting of Core and Affiliate Faculty members will be employed as the means for regular assessment of program integrity and student progression through the Certificate.

Staffing Plan, Resource Requirements, and Budget

No additional faculty appointments are anticipated as all four required courses are to be taught by existing faculty. Elective courses in other departments will be offered as part of faculty workloads. Faculty teaching the required courses will make use of existing facilities and technology. No additional needs or funds are expected. Library resources are presently available to support the undergraduate certificate. No additional library resources are needed.

Evidence of Support for the Certificate-Letters of Support

1. Deborah Hunter, Interim Chair of the Department of CHDFS
2. William Falls, Dean of the College of Arts & Sciences
3. Thomas Macias, Chair of the Department of Sociology, College of Arts & Sciences
4. John Green, Chair of Department of Psychological Science, College of Arts & Sciences
5. Noma Anderson, Dean of the College of Nursing and Health Sciences
6. Michael LaMantia, Director, Center on Aging
7. Jan Fook, Chair of the Department of Social Work, College of Education and Social Services

Summary

This new Certificate has strong support and provides students with knowledge and skills for promoting healthy aging among diverse aging populations and communities, and for addressing the challenges and seizing the opportunities of an aging society. Students will be well-positioned to apply their knowledge of gerontology to address aging related challenges in their disciplinary fields and in their personal lives, to work in entry level positions in senior focused organizations, and to pursue advanced level education and training in the field of Gerontology. The Certificate also provides an additional offering for students in the College of Arts & Science (CAS) since there is a planned de-activation of the Gerontology Minor offered through the Department of Sociology to occur during the 2023-2024 academic school year. The proposal was approved by the Faculty Senate on April 24, 2023.

If approved by the Board of Trustees, this program will be implemented starting Fall 2023.

› Approval of a proposal from the College of Agriculture and Life Sciences for a new minor in Equine Studies (pending Faculty Senate vote May 18)

The CAC approved a proposal for a new minor in Equine Studies submitted by the Department of Animal and Veterinary Sciences in the College of Agriculture and Life Sciences (CALC) on May 4, 2023. Assuming Faculty Senate and Board of Trustee approval the Department would begin offering the minor in Fall 2023.

Program Description and Rationale

With a focus on equine health and disease, industry, and management, students completing the minor will gain a foundation in working with and caring for horses across disciplines, breeds, and location. The minor will require 15 credits of course work in Animal and Veterinary Sciences (AVS) and will be available to all students in all majors (including AVS majors). Currently the Department has two primary faculty members (Dr. Jenny Wilkinson and Chrissy Rohan) teaching in the equine focus area who contribute to the 14 equine-focused courses presently being offered, many of which make use of the UVM Miller Farm on Spear Street in South Burlington, which includes the Ellen A. Hardacre Equine Center. Each academic year, five to six teaching horses are housed at the horse barn allowing equine-interested students to gain hands-on experience handling and caring for these horses in an educational environment.

Justification and Evidence for Demand

The equine industry in Vermont continues to grow with over forty barns in Chittenden County alone. A recent survey found that 20 – 25% of the ASCI majors identify as equine-focused but are currently without a mechanism to demonstrate this focus. The Equine Studies minor does not overlap significantly with the ASCI major requirements, allowing majors to also complete an Equine Studies minor. This would allow students to demonstrate their foci to potential employers as many current majors go on to work as equine veterinarians and technicians, trainers, instructors, barn managers, and nutritionists.

Relationship to Existing Programs

Besides a similarity to the current Animal Science Minor (detailed below), no other similar minors exist at the University. The current Animal Science Minor requires ASCI 1000, nine credits at the 2000 level or above, and three additional credits at any level (ASCI 1000 – 4000). Students can complete both minors as long as no more than two required/eligible courses overlap; for example, students could not count ASCI 2480 and ASCI 3490 for both minors' requirements. Students will work with ASCI faculty advisors to prevent overlapping more than two courses. ASCI majors may complete an Equine Studies minor with the provision that no more than two courses can overlap to satisfy both major and minor requirements.

Curriculum

The new Equine Minor requires 15 credits as described below:

6 credits of required courses (see table below)

6 credits of elective courses from the list of equine focused courses (see table below)

3 credits at any level (ASCI 1000 – 4000) of equine focused courses

The nine credits in equine focused courses allows flexibility in choosing courses that meet student interests, for example equine health and disease and/or equine industry and management.

Required Courses (6 credits)

Number	Name	Credits
ASCI 1400	Intro to the Horse	3
ASCI 2480	Horse Health and Disease	3

Equine Focused Elective Courses (6 credits)

Number	Name	Credits
ASCI 2240	Forage and Pasture Mgmt	4
ASCI 2400	Equus	Up to 4
ASCI 2410	Intermediate Horseback Riding	1
ASCI 2420	Equine Training Techniques	3
ASCI 2430	Equine Instructing Techniques	2
ASCI 2450	Horse Barn Coop Exec Committee	1

ASCI 2470	Equine Enterprise Management	3
ASCI 3160	Topics in Applied Reproduction: Equine	1
ASCI 3400	Equus Advising	Up to 4
ASCI 3470	Equine Industry Issues	3
ASCI 3480	Clinical Topics in Equine Med & Surg	3
ASCI 3490	Lameness in Horses	4

Admission Requirements and Process

All undergraduate students, regardless of major, are eligible for the Equine Studies Minor. The minor will have no prerequisites and there are no eligibility restrictions.

Anticipated Enrollment and Impact on Current Programs

A small, but significant, increase in enrollment is expected in the equine courses with the creation of this minor. In courses that do not include a large hands-on component with horses, enrollment capacity will be increased to meet this demand. In courses that require extensive hands-on work with horses, such as ASCI 2420 Equine Training Techniques and ASCI 3480 Clinical Topics in Equine Med & Surg, the current enrollment limits cannot be exceeded for safety reasons. If hands-on courses become a bottleneck, the Department indicated that they would consider offering these courses more often to meet the demand.

Advising

Advising for minors is handled by the home department of the student. Dr. Jenny Wilkinson will be the Program Director.

Assessment Plan

This Minor has three specific outcomes. Upon completion, students should have:

1. Learned both theoretical and practical knowledge of the equine industry including management of horses and facilities.
2. Developed foundational skills in horse handling, behavior, health assessment, and nutrition.
3. Applied knowledge to active situations in the horse barn; for example, assisted in hands-on examination(s), management of an ill horse, and/or development and implementation of barn protocols.

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 courses to evaluate student performance in aim 1.
- In odd-numbered years (beginning in 2025): direct assessment via a sampling of case studies from courses to evaluate student performance in aims 2 and 3.

- Annually (beginning in 2026): indirect assessment via an exit survey completed by students finishing the Minor.

Every year the Equine Studies Minor Program Director will review assessment results from the previous assessment and present them to departmental faculty for discussion of potential revisions to the Minor.

Staffing Plan, Resource Requirements, and Budget

There are no anticipated new faculty or staff appointments associated with this minor, nor are there any anticipated costs associated with the creation of this minor.

Evidence of Support

Letters were obtained from:

- Dr. Sabrina Greenwood, Chair ASCI Curriculum Committee
- CALS Curriculum Committee
- Dean Leslie Parise, CALS

Summary

Currently there is no mechanism to demonstrate to employers that our graduates have a strong foundation in equine health and disease and/or equine industry and management. With a quarter of just the ASCI majors alone having a strong interest in equine issues, we suspect this will become a very popular minor across campus. There were no comments received during the public comment period and we have confirmed the accuracy of our report with Feng-Qi Zhao, Chair Department of Animal & Veterinary Sciences. For these reasons, the CAC supports the creation of an Equine Studies Minor to start in the Fall of 2023 with the approval of the Faculty Senate and Board of Trustees.

Academic Program Reviews

Reviews in Progress (4):

- Critical Race and Ethnic Studies
- Food Systems
- Counseling
- Speech Language Pathology

Completed Reviews (5):

- Social Work
- Gender, Sexuality and Women's Studies
- Mathematical Sciences and Statistics
- Civil and Environmental Engineering department programs
- Pharmacology

Other Academic Actions

- *Completed Actions – The CAC recently:*
 - Approved a request from the Rubenstein School for the Environment and Natural Resources for a prefix (subject code) change, changing NR (Natural Resources) to SEP (Sustainability, Ecology, and Policy). This action is to align the course prefixes with the new name of the major: Sustainability, Ecology and Policy which was approved by the Faculty Senate in 2022.
 - Approved a request from the College of Education and Social Services for a substantial revision to the Early Childhood Special Education major and simultaneously approved a reactivation of the major with the approved curricular changes. This includes a minor change to the degree name changing Early Childhood Special Education to Special Education to reflect the expanded focus of the major. The Early Childhood Special Education major was deactivated due to low enrollment in spring 2022. Subsequently the program revised the major to broaden its scope with the goal of attracting more students interested in studying special education and becoming licensed special educators at the undergraduate level. The curricular changes approved by the CAC in April encompass a birth-age 21 focus, rather than a limited focus on early childhood special education. In building a rationale for the proposed revisions the proposer's cited the national teacher shortage in special education and support from the VT Agency of Education.
 - Approved a request from the Rubenstein School for the Environment and Natural Resources for a substantial revision of the major in Wildlife Fisheries Biology through elimination of the two concentrations in wildlife and fisheries. The purpose of eliminating the two concentrations is to streamline the major to make it more flexible for students to select classes that align with their interests within the profession of wildlife and fisheries.
 - Approved a request from the Graduate College and Larner College of Medicine for a substantial revision to the Masters in Public Health by adding a concentration in Global Public Health Leadership. The purpose of adding a concentration to the degree in Global Health Leadership is to create the opportunity for students to gain expertise in broader global issues including climate change and human health; international collaborations, systems, and structures; and public health leadership in a global environment.
 - Approved a request from the College of Engineering and Mathematical Sciences for a substantial revision to the B.S. in Mathematical Sciences to strengthen the math curriculum and align the major with new Catamount core requirements. The changes also aim to make the major more flexible, increasing likelihood that undergraduate students can complete the major in four years and pursue other electives or minors of interest.

- *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. Throughout the academic year unit curricular chairs were focused on

supporting the campus-wide course renumbering and alignment of undergraduate programs to the new catamount core requirements. At the CAC level we also engaged in conversations to better understand the curricular implications of the renumbering process. In the fall we formed a sub-committee within the CAC to explore the possibility of establishing a cross-unit co-major credential at UVM which would be distinguished from dual degree options currently available to students. The subcommittee presented what they have learned to our full committee February 2nd. As a next step, Vice Provost for Academic Affairs and Student Success, J Dickinson, and Faculty Senate President, Thomas Borchert, initiated a co-major working group that has been meeting this spring to begin work to develop a proposal to establish a co-major credential to bring to the Board of Trustees in the 23-24 academic year. We continue to collaborate with the Provost's Office to carry out Academic Program Reviews (APRs). The new APR schedule for the next 8 year cycle has been initiated.

EDUCATIONAL POLICY AND INSTITUTIONAL RESOURCES COMMITTEE

May 19, 2023

Resolution approving the creation of the undergraduate Certificate in Semiconductor Engineering and Physics in the College of Engineering and Mathematical Sciences

BE IT RESOLVED, that the Board of Trustees approves the creation of the undergraduate Certificate in Semiconductor Engineering in the College of Engineering and Mathematical Sciences, as approved and advanced by the Provost on March 28, 2023 and President on March 30, 2023.

Resolution approving the termination of the minor in Special Education with Endorsement in the College of Education and Social Services

BE IT RESOLVED, that the Board of Trustees approves the termination of the minor in Special Education with Endorsement in the College of Education and Social Services, as approved and advanced by the Provost on April 25, 2023 and President on April 26, 2023.

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

BE IT RESOLVED, that the Board of Trustees approves the creation of a minor in Global Public Health in the College of Nursing and Health Sciences, as approved and advanced by the Provost on April 25, 2023 and President on April 26, 2023.

Resolution approving the creation of a minor in Public Health, Equity and Advocacy in the College of Nursing and Health Sciences

BE IT RESOLVED, that the Board of Trustees approves the creation of a minor in Public Health, Equity and Advocacy in the College of Nursing and Health Sciences, as approved and advanced by the Provost on April 25, 2023 and President on April 26, 2023.

Resolution approving the creation of the undergraduate certificate in Gerontology in the College of Education and Social Services

BE IT RESOLVED, that the Board of Trustees approves the creation of the undergraduate certificate in Gerontology in the College of Education and Social Services, as approved and advanced by the Provost on April 25, 2023 and President on April 26, 2023.

Pending Faculty Senate approval on May 18:

Resolution approving the creation of a minor in Equine Studies in the College of Agriculture and Life Sciences

BE IT RESOLVED, that the Board of Trustees approves the creation of a minor in Equine Studies in the College of Agriculture and Life Sciences, as approved and advanced by the Provost and President on May 18, 2023.

Pending Faculty Senate approval on May 18:

Resolution approving revisions to the Academic Freedom policy

WHEREAS, the Faculty Senate adopted the Statement on Academic Freedom on September 23, 1954, and the Board of Trustees approved the statement on October 16, 1954; and

WHEREAS, the Faculty Senate revised and adopted the Statement on Academic Freedom on November 20, 2008 and the Board of Trustees adopted those revisions on February 7, 2009;

WHEREAS, the Faculty Senate reviewed and revised the Statement on Academic Freedom on May 18, 2023;

THEREFORE, BE IT RESOLVED, that the Board of Trustees approves and adopts revisions to the Academic Freedom Statement appearing as appendix A to this document.

Resolution approving revisions to Equal Opportunity Policy Statements

BE IT RESOLVED, that the Board of Trustees approves revisions to the Equal Employment Opportunity/Affirmative Action Policy Statement, appearing as Appendix B to this document, and

BE IT FURTHER RESOLVED, that the Board of Trustees approves revisions to the Equal Opportunity in Educational Programs and Activities and Non-Harassment Policy Statement, appearing as Appendix C to this document, and reaffirms both policies as revised.

Resolution approving Torrey Hall renovation project

WHEREAS, the administration today reported on the strategic and operational need for the Torrey Hall renovation project and the associated program scope;

THEREFORE, BE IT RESOLVED, that the Educational Policy & Institutional Resources Committee hereby approves the project scope that the administration presented on this date and refers the project to the Budget, Finance & Investment Committee for financial review and approval at a future meeting.

Statement on Academic Freedom

The Faculty Senate adopted the following statement on academic freedom on September 23, 1954 and was approved by the Board of Trustees on October 16, 1954 and revised and adopted by the Faculty Senate on November 20, 2008 and approved by the Board of Trustees on February 7, 2009:

Academic Freedom and Responsibility

We, the faculty of The University of Vermont and State Agricultural College, in the spirit and tradition of free universities throughout the world, are agreed upon the following statement of principles on academic freedom and responsibility. We believe that incorporation of these principles into the organization of The University of Vermont and State Agricultural College will re-emphasize the importance of academic freedom to the basic health of the University, and also serve as a statement of policy on the rights and responsibilities of faculty members at this institution. It has been our intent to state these principles in terms broad enough so that they may be valid not only in these critical times when academic freedom and personal liberty are in jeopardy both at home and abroad, but also in the future insofar as the future can be foreseen.

The Necessity of Academic Freedom in Higher Education

The main purpose of a university has always been, must always be, to stimulate the thinking and the creative powers of its students and its faculty. As an institution it deals in ideas, not only old and accepted ones but new ones that may be full of explosive power. If they are explosive, they are bound to be disconcerting, even painful, to some on the campus and to many beyond its borders.

Inevitably they will be called dangerous by the timid and short-sighted, but to those who really believe in the fruitfulness of human thought, the real danger would appear only if the flow of such ideas should cease. For then indeed sterility would have taken over our campus. Our faculty would no longer deserve the name of intellectuals and our students, regardless of degrees attained, could no longer claim to be educated. They would leave our campus accustomed only to the commonplace, satisfied with the mediocre, ignorant or afraid of ideas which catch fire.

Academic freedom is therefore not solely a right or privilege of the faculty but is the fulfillment of the obligation on the part of the university to provide an atmosphere in which intellectual growth may take place.

Academic Freedom and Special Responsibilities of Faculty Members

We subscribe to the 1940 Statement of Principles on Academic Freedom [and the 1970 Interpretive Comments](#) of the American Association of University Professors which provides:

- a. Faculty are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the university.
- b. Faculty are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. [The intent of this statement is not to discourage what is “controversial.” Controversy is at the heart of the free academic inquiry which the entire statement is designed to foster. Instruction may occur in an atmosphere of controversy so long as what is taught is placed in an appropriate context, is germane to the subject of the class, as determined by the faculty member and consistent with disciplinary standards, and assists students in mastering or appreciating the significance of the subject.](#)
- c. Faculty are citizens, members of a learned profession, and officers of the university. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the university.

[We also subscribe to the 2014 report of the American Association of University Professors on Academic Freedom and Electronic Communication which provides:](#)

- a. [Academic freedom, free inquiry, and freedom of expression within the academic community may be limited to no greater extent in electronic format than they are in print, save for the most unusual situation where the very nature of the medium itself might warrant unusual restrictions.](#)

In addition, there are recognized qualifications which must be attained and maintained before the privilege of being a member of the academic profession can be considered a permanent one: satisfactory performance as a teacher, scholarship, and high moral standards.

Responsibility of the Institution to the Faculty

The University must defend tenaciously the right of its members to think and express their thoughts freely and to make those choices within the law guaranteed to every citizen. This includes the right of dissent since any democratic institution ceases to merit the name democratic when this fundamental right is denied. Never is this duty more imperative than in those ~~unhappy~~ times when the public opinion of the community would restrain or curtail the free play of ideas. The universities, whose roots extend back into the centuries, have a tradition and duty to maintain an independence of judgment in the face of public opinion.

Academic Freedom and Tenure

Tenure is an indispensable pre-condition for academic freedom. It is, in fact, a guarantee that the institution subscribes to the principle of academic freedom, and that its members may not be dismissed without adequate cause. Termination of tenure should occur only in cases of *bona fide* financial exigency in the University or when it has been demonstrated that the teacher lacks professional or moral fitness or competence as a teacher.

In the interpretation and the application of these principles we shall expect the University authorities to be quick to protect its heritage of academic freedom, in doubtful cases remembering that an excess of freedom is always less dangerous than an excess of constraint.”



The University of Vermont

OFFICE OF 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, [shared ancestry \(including antisemitic conduct\), ethnicity](#), national origin, [including shared ancestry or ethnic characteristics](#)¹, 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. [The University will reasonably, timely, and effectively respond to all reports of discrimination and discriminatory harassment of which the University has notice, based on the protected categories referenced herein.](#)

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

¹ The University recognizes that discrimination based on shared ancestry or ethnic characteristics can include antisemitic discrimination, anti-Arab discrimination, anti-Asian discrimination, or similar forms of discriminatory conduct. Please refer to the [Affirmative Action and Equal Opportunity Case Handling Protocol](#) for more information and examples of prohibited discriminatory conduct.

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	Nick Stanton 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	Emily McCarthy 428 Waterman Building (802) 656-3368
Questions about disability related issues	
ADA/Section 504 Coordinator Office of Affirmative Action and Equal Opportunity	Amber Fulcher 428 Waterman Building (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:	Chief Human Resource Officer	Approval Authority:	President and the Chair of the Board of Trustees
Policy Number:	V. 7.3.11	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 • V. 7.3.11/V. 4.23.11 Reaffirmed as revised by the President and the Chair of the Board of Trustees: February 3, 2018, March 6, 2019, February 27, 2023 • Reaffirmed by the President February 3, 2020, February 9, 2021, March 7, 2022 and the Chair of the Board of Trustees January 30, 2020, February 8, 2021, March 10, 2022 • 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 • Responsible official officially changed from the Vice President for Finance and Administration to the Chief Human Resource Officer October 3, 2022 		

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](#).



**OFFICE OF 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~~, origin, including shared ancestry or ethnic characteristics¹e-conduct, 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. [The University will reasonably, timely, and effectively respond to all reports of discrimination and discriminatory harassment of which the University has notice, based on the protected categories referenced herein.](#)

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

¹ The University recognizes that discrimination based on shared ancestry or ethnic characteristics can include antisemitic discrimination, anti-Arab discrimination, anti-Asian discrimination, or similar forms of discriminatory conduct. Please refer to the [Affirmative Action and Equal Opportunity Case Handling Protocol](#) for more information and examples of prohibited discriminatory conduct.

	Burlington, VT 05405 (802) 656-3380
Or	
Director, Office of Affirmative Action and Equal Opportunity	Nick Stanton 428 Waterman Building Burlington VT, 05405 (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	Emily McCarthy 428 Waterman Building Burlington VT, 05405 (802) 656-3368
Questions about disability related issues	
Student Accessibility Services	Sharon Mone A-170, Living/Learning Center 633 Main Street Burlington VT, 05405 (802) 656-4075
ADA/Section 504 Coordinator Office of Affirmative Action and Equal Opportunity	Amber Fulcher 428 Waterman Building Burlington VT, 05405 (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 Procedure](#)

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:	Chief Human Resource Officer	Approval Authority:	President and the Chair of the Board of Trustees
Policy Number:	V. 7.4.11	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 • V. 7.4.11/V. 4.24.11 Reaffirmed by the President February 3, 2020, February 9, 2021, April 4, 2022 and the Chair of the Board of Trustees January 30, 202, February 8, 2021, April 5, 2022 • 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 • Responsible official officially changed from the Vice President for Finance and Administration to the Chief Human Resource Officer October 3, 2022
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The University of Vermont

*Office of the Vice President for
Finance and Administration*

Torrey Hall Addition and Renovation

May 19, 2023

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

**Prepared By
Richard H. Cate, Vice President for Finance and Administration**

The administration is bringing forward for review and approval the renovation of Torrey Hall, which the Board toured last year. Named after Professor and University President (9th) Joseph Torrey, the building was built in 1863 and served as the first University Library until the Billings Library was constructed in 1865. It was originally erected on the University Green, but was moved to its current location adjacent to the Votey Building when Williams Hall was constructed on the site in 1896. It is important to note that the “approval” of this project by the EPIR Committee is just the first step of the process, thereby enabling fundraising efforts, and that the project will not be forwarded to the Budget, Finance & Investment Committee for action until such time as funding has been identified for the project.

Project Specifications

Engineer/Architect:	SAS Architects
General Contractor:	TBD
UVM Managed By:	Planning, Design and Construction
Est. Completion Date:	TBD
Size:	15,000 gross square feet
Project Cost:	TBD
Project Description:	Planned renovations to the historic masonry Joseph Torrey Hall include new utilities, new electrical and mechanical systems, and interior renovations, to provide a student-centric space gathering the College of Engineering & Mathematical Science’s (CEMS) Office of Student Services (from Perkins Building), the Office of Equity,

Belonging, and Student Engagement (from Votey Hall) and will create undergraduate workspaces on the ground floor. The top two floors include flexible and assignable graduate work areas and the Next-generation Energy Systems Simulation Testbed which will provide a high-visibility electric grid display room that coalesces research, testing and existing power distribution systems in Vermont.

A new addition, on the north side of the building, will provide an accessible entrance and vertical circulation core including a new egress stair and elevator access, and has a footprint of 700 square feet. The existing building consists of approximately 12,500 square feet, including circulation and support areas. Both the addition and existing building are four-story structures, with three levels above grade, totaling 15,000 square feet. The goal for this project is that it will meet a minimum level of Silver LEED certification.

Project Update:

This project has been through a successful Historic Preservation review. Design Development documents are currently in progress and Construction documents will be available in December 2023. The timing of the construction is subject to the availability of funding. EPIR approval of the project will facilitate fundraising efforts on the part of the Dean of CEMS and the UVM Foundation.

