

**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 Cara Simone and Massi Khodaverdi

Friday, October 20, 2023

1:15 p.m. – 2:15 p.m.

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

AGENDA

	Item	Enclosure	Discussion Leaders	Time
	Call to order			*1:15 p.m.
1.	Approval of May 19, 2023 meeting minutes	Attachment 1	Carolyn Dwyer	1:15 -1:17
2.	Provost's report	Attachment 2	Patricia Prelock	1:17-1:27
3.	Faculty Senate Curricular Affairs Committee chair's report and co-major credential presentation <ul style="list-style-type: none">• Resolution approving the creation of an undergraduate academic co-major credential	Attachment 3 Attachment 4	Colby Kervick Jennifer Dickinson Carolyn Dwyer	1:27-1:47
4.	UVM's Entrepreneurial Ecosystem		Patricia Prelock Kirk Dombrowski	1:47-2:12
5.	Other business**		Carolyn Dwyer	2:12-2:15
	Motion to adjourn			2:15 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, May 19, 2023, at 2:15 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, Otto Berkes, Katelynn Briere, Stephanie Jerome, Carol Ode¹, Kristina Pisanelli, Monique Priestley, and Samuel Young

OTHER TRUSTEES PRESENT: Board Chair Ron Lumbra²

REPRESENTATIVES PRESENT: Faculty Representatives Colby Kervick, Staff Representatives Sarah Heath and Jay LaShombe, Alumni Representative Susan Wertheimer³, and Matt Sorensen³

ABSENT: President Suresh Garimella, Trustee Lucy Rogers, Faculty Representatives Evan Eyler and Mary Cushman, Student Representative Ayden Carpenter, Graduate Student Representatives (vacant), and Foundation Representative (vacant)

PERSONS ALSO PARTICIPATING: Provost and Senior Vice President Patricia Prelock, Faculty Senate President Thomas Borchert, Vice President for Legal Affairs & General Counsel Trent Klingerman, College of Engineering and Mathematical Sciences Dean Linda Schadler⁴, Director of Planning, Design and Construction Paula Carlaccini, and Chief Communications and Marketing Officer Joel Seligman

¹Joined the meeting at 2:24 p.m.

²Joined the meeting at 2:25 p.m.

³Participated by phone

⁴Participated by phone (joined 2:45 p.m. and departed 3:10 p.m.)

Chair Carolyn Dwyer called the meeting to order at 2:21 p.m. and welcomed new members Katelynn Briere and Monique Priestley to the committee and acknowledged College of Engineering and Mathematical Sciences Dean Linda Schadler, Alumni Representative Susan Wertheimer, and Student Representative Matt Sorenson's participation by phone.

Approval of minutes

The minutes from the February 10, 2023, 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 acknowledging the departure of two members of the Provost's team. Dean of the Graduate College Cindy Forehand will be retiring at the end of June. Under Dean Forehand's leadership, total graduate student enrollment increased by more than 25 percent and nearly 30 graduate programs and certificates have been added to the university's curriculum. Graduate assistantship stipends and benefits also increased substantially. Assistant Provost for Institutional Research and Assessment Alex Yin has accepted the position of Vice Provost for Strategic Planning and Institutional Effectiveness at North Carolina Agricultural and Technical State University. Appointed to the Office of Institutional Research (OIR) in 2016, Assistant Provost Yin has expanded the OIR to include assessment, and his staff grew from three to eight members. Provost Prelock highlighted Assistant Provost Yin's many accomplishments including overseeing the creation of Catamount Data. Provost Prelock wished both Dean Forehand and Vice Provost Yin success in their next endeavors. A national search is underway for the next Graduate College dean, and one will begin for the institutional research and assessment position soon.

Provost Prelock shared the following data regarding the Class of 2027:

- The university received 28,549 applications for Fall 2023, reflecting the second highest number of applications in university history.
- 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 Honors College offers in university history.
- The university has a 60% admission rate, tied with last year, and tied for the most selective class in 30 years.
- Over 50% of the first-time first-year (FTFY) students hail from outside of New England; this is especially important as UVM's reach is broadened in response to demographic shifts which will be especially challenging in New England.
- 45 states and 23 countries 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.

The Provost acknowledged that this outstanding class is the result of the hard work of many talented people across campus including the Division of Enrollment Management Vice Provost Jay Jacobs, the dean's offices in the colleges and schools, and the student success leaders across campus.

Provost Prelock continued her report by providing an overview of several timely issues including an update on sexual violence prevent. April was Sexual Assault Awareness Month during which the university offered programming aimed at increasing awareness and prompting action. Also in April, the Spring 2023 Title IX 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.

Provost Prelock reported that she has had continued engagement with the Abenaki Chiefs and Commissioners. Earlier this month, she and Dr. Amer Ahmed and Dr. Sherwood Smith from the Division of Diversity, Equity, and Inclusion, and College of Arts and Sciences Dean Bill Falls met with a Parent Advisory Committee in Swanton to hear 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 the UVM campus. The university is working with Vermont Abenaki to ensure that UVM is a safe and inclusive environment for their children.

This fall, a new learning community will debut in Jeanne Mance Hall with both first-year and second-year resident students. The Gaming Collective will bring together students interested in all kinds of games and include regular events such as games nights and opportunities to teach and learn new games.

The Provost then provided an overview of Career Center initiatives including the annual Career Summit which gives faculty and professional advisors an opportunity to learn how Career Center resources can help them engage students in career exploration. New this fall will be the “Career Starter” certificate in Brightspace, UVM’s new learning management system. In partnership with the Alumni Association, the Career Center launched its Interest Groups on the UVM Connect platform. Finally, Career Services will be piloting a new Employer Partner Program next academic year.

Provost Prelock concluded her report with an overview of the UVM GO initiative which focuses on global learning, developing intercultural knowledge and skills, and building community. This August, students along with their faculty leaders will be visiting Vancouver, Montreal, Seattle, Washington D.C., and Chicago. 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 three days prior to Orientation for local but global experiences.

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 offered highlights from her written report included as attachment 3 in the meeting materials. She provided a brief overview of the proposed curricular action items and confirmed that the proposal to create a minor in Equine Studies was approved at yesterday afternoon's Faculty Senate meeting.

Curricular action items

Chair Dwyer presented the following resolutions:

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.

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.

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.

Resolution approving revisions to the Academic Freedom Statement

Provost Prelock introduced Faculty Senate President Thomas Borchert who provided a brief history of the Academic Freedom Statement and overview of the proposed changes. He reported that the COVID-19 pandemic interrupted the review process along with leadership changes in the Office of General Counsel. Yesterday afternoon, the revised Statement was reviewed and endorsed as appended to these minutes by the Faculty Senate. Provost Prelock added that this Statement is not a university policy and that it is part of the union contract and university manual.

Chair Dwyer presented the following resolution:

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.

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

Resolution approving revisions to the Equal Opportunity Policy Statements

Vice President for Legal Affairs & General Counsel Trent Klingerman informed the trustees that the changes to the policy were in response to the recent investigation by the U.S. Department of Education's Office for Civil Rights concerning antisemitism on campus. The policy amendment adds shared ancestry and ethnic characteristics to the list of protected classes under university policy and makes clear that antisemitism is among the prohibited forms of discrimination and harassment under the policy. The amendment also states that the university will reasonably, timely, and effectively respond to all reports of discrimination and discriminatory harassment of which the university has notice. Vice President Klingerman added the Office of Affirmative Action and Equal Opportunity, led by its Director Nick Stanton, is working very hard on protocols to communicate to the campus community how to report discrimination, harassment and bias related incidents and clarify for the community what to expect when the university receives these reports.

Chair Dwyer presented the following resolution:

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.

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

Resolution approving Torrey Hall renovation

College of Engineering and Mathematical Sciences (CEMS) Dean Linda Schadler and Director of Planning, Design and Construction Paula Carlaccini presented an overview of the Torrey Hall addition and renovation project including the history of the building. Planned renovations include new utilities, new electrical and mechanical systems, and interior renovations to provide a student-centric space gathering for the CEMS Office of Student Services, the Office of Equity, Belonging, and Student Engagement, and will create undergraduate workspaces. A new addition will provide an accessible entrance.

The project has been through a successful historic preservation review. The committee's endorsement is the first step in the project approval process thereby enabling fundraising efforts.

The project will be forwarded to the Budget, Finance & Investment Committee for financial review when funding has been identified for the project. Timing of the construction is subject to the availability of funding.

Chair Dwyer presented the following resolution:

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.

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.

A Look at Early Expression of New Branding

Chief Communications and Marketing Officer Joel Seligman shared an update to the UVM website which is designed to be more flexible to include video and other dynamic content that will introduce prospective students and staff members to everything the university has to offer. He also showed a short video featuring President Garimella showcasing research at the university.

Other business

There being no further business, the meeting adjourned at 3:16 p.m.

Respectfully submitted,

Carolyn Dwyer, Chair

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.](#)
- 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.”



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 characteristics¹, 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](#).

Signature

Accepted:

Trenten Klingerman
Vice President for Legal Affairs and General Counsel

Date

Approved:

Suresh V. Garimella
President

Date

Ron E. Lumbr
Board of Trustees Chair

Date



**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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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](#).

Signature

Accepted:

Trenten Klingerman
Vice President for Legal Affairs and General Counsel

Date

Approved:

Suresh V. Garimella
President

Date

Ron E. Lumbr
Board of Trustees Chair

Date



Office of the Provost
and Senior Vice President

Provost's Report
October 20, 2023

Board of Trustees
Educational Policy and Institutional Resources Committee

Prepared by
Provost and Senior Vice President Patricia A. Prelock

The academic year is off to an excellent start, and it was a special treat to recognize the recipients of the [President's Our Common Ground Award](#) during [Staff Appreciation Week](#) in September. The Our Common Ground award recognizes staff members who exemplify UVM's [Our Common Ground values](#) of respect, integrity, innovation, openness, justice, and responsibility. You can learn more about our outstanding award winners and their important contributions to UVM [here](#).

We are also taking steps to ensure that we live Our Common Ground values. As part of our faculty- and staff-members' opening activities in early September, I invited them to reflect on [Our Common Ground](#) values — how they 'live' them in their interactions with colleagues, how they model them for our students, and the ways in which they can incorporate them in their work. I also asked our community to review our [Academic Success Goals](#) and [Amplifying Our Impact](#) to find points of connection to guide their work. I invite you to do the same, and to draw on these values, vision, and goal statements in your work as a Trustee.

The Academic Success Goals (ASGs) are another touchstone for our community. The ASGs are intended to support President Garimella's strategic areas of impact and guide our strategies, decisions, and work. They were established during the Spring 2020 semester, and are the result of ideas, suggestions, and feedback from members of the Academic Leadership Council and the faculty and staff in their respective units. Progress against these goals is measured annually by the Office of Institutional Research and Assessment and is posted on the [Provost's Office website](#). A number of the original ASGs reflected 3-year goals, so it made sense to refresh them this year, to see what needed refinement and to determine whether anything was missing. We are in the midst of this 'refresh' process that should conclude in December, and includes the Academic Leadership Council, the Provost's Executive Team, the Provost's Integrated Leadership Team, the Academic Planning Council, the Faculty Senate Executive Council, the Faculty Senate, Staff Council, the Student Government Association, the Graduate Student Senate, academic and student success leaders across campus, and faculty and staff more broadly through discussions within their units facilitated by deans and vice provosts. We are gathering excellent feedback and most importantly are building a deeper understanding of the ASGs across campus.

At your meeting, you will hear about our new university-wide Diversity, Equity, and Inclusion Plan that emerged from last year's process in which every unit across the university developed an Inclusive Excellence Action Plan with both unique features and shared goals. Through this plan, we ask all of

UVM to work collaboratively to foster a culture of belonging, equity, and inclusion for all members of our community. The ongoing success of the university demands our collaborative focus on equity and inclusion and this plan ensures alignment, leverages the pursuits of individual units, and charts a course for the exciting path ahead. (ASG 1.5)

FALL UPDATES

Leadership Transitions

It's always a pleasure to introduce new members of our academic leadership team as we open each academic year. These colleagues will be important partners in our academic success. Please join me in welcoming:

- Tricia Coates, Director of the Office of Engagement
- Larry Granillo, Interim Director of the Office of Institutional Research and Assessment
- Tom Griffin, Interim Chief Professional and Continuing Education (PACE) Officer
- Holger Hoock, Dean of the Graduate College
- Jamie McGowan, UVM's first Executive Director of International Partnerships and Programs

We are currently in the midst of a national search for the Director of the Office of Institutional Research and Assessment and have begun the searches for our new Chief Professional and Continuing Education Officer and the Dean of the Rubenstein School of Environment and Natural Resources.

Fall 2023 Census Data

It is also a pleasure to share with you our most recent census data as we have begun our Fall semester. You will see an increase in diversity, Vermonters, international students, and 4- and 6-year graduation rates.

- 2,896 new first-time, first-year students
 - 16% BIPOC
 - Most diverse class in university history
 - 14% increase from Fall 2022
 - 18% Vermonters (533 total students); 10% increase from Fall 2022
 - Over 50% from outside of New England; second consecutive year and second time in university history
 - 1.1% international students (33 total)
 - 18% increase from Fall 2022, albeit from a modest base of 28 students last year
 - Top countries = Canada, Germany, India, Sweden
 - 37% male; 7% increase from Fall 2022
 - 3.8 avg HS GPA
 - 1305 avg SAT
 - 31 avg ACT
- 365 new transfer students
- Graduation rates
 - 4-year graduation rate (Class of 2023) = 72% - *highest in university history*
 - 6-year graduation rate (entering Fall 2017 cohort) = 78% - *highest in university history*
- 11,614 total overall undergraduate enrollment

This information and more granular data are available on the [Catamount Data Center](#), and you can parse the data in multiple ways at [this link](#).

Supreme Court Ruling on Race-based Admissions

As you know, in June, the Supreme Court issued a ruling precluding the consideration of race in and of itself in college admissions decisions. Our Admissions team had been preparing for the possibility of this decision for some time, and we have responded to ensure compliance with the law. Over the last several years, Admissions has been in the process of developing a more holistic applicant review process and continues to explore race-neutral admissions practices. This proactive work that supports our goals and values ensured minimal disruption to our processes when the ruling was announced. (ASG 1.5)

Enterprise Risk Management

Included in your Board materials is a report from Tessa Lucy, Director of Compliance Services and Chief Privacy Officer, including updates on the Enterprise Risk Management risks and opportunities germane to the EPIR committee: Translate New Knowledge Entrepreneurial Ecosystem (opportunity), Expand Offerings to Non-Traditional Markets Through Non-Degree Programming (opportunity), and Academic Success Goals (opportunity).

Annual Report – Office of the Vice President for Research

Also included in your meeting materials, for informational purposes, is the annual report from the Office of the Vice President for Research. The report details impressive accomplishments in the research team's work to promote a campus-wide culture of creativity, innovation, and excellence in research, scholarship, and creative works.

TEACHING AND LEARNING

Vermont Pitch Challenge

The [Vermont Pitch Challenge](#) (VPC), an initiative of our Division of Enrollment Management, launched in September. The VPC gives high school entrepreneurs from across the globe the chance to pitch innovative businesses that make a difference in their communities. To support students in creating their business plan and pitch, we are hosting monthly virtual Entrepreneurial Exchanges where students will learn from expert entrepreneurs (our [first expert](#) was Matt Buder Shapiro '12). The grand prize is a UVM scholarship and there are cash prizes for other winners. The VPC helps us engage with communities near and far and will grow our pool of innovative and entrepreneurial-minded students, all of which furthers our work in support of the Art and Science Group recommendation that we enhance our innovation and entrepreneurial ecosystem. (ASG 1.1, 3.3)

UVM GO

Our inaugural [UVM GO](#) trips were an incredible success thanks to the faculty and staff who invested so much time, talent, and energy into this new program that helps first-year students develop intercultural skills and build community. UVM GO was established as part of our response to the Art and Science Group recommendation that we increase emphasis on UVM global opportunities. Beginning in early August, about 220 students participated in faculty-led trips to Vancouver, Montreal, Chicago, Seattle, and Washington, DC, as well as a variety of local multi-day programs all of which were globally themed. Our goal is to provide UVM GO opportunities for 700 students next August, with opportunities for as many as 1,500 students by August 2026. We're currently assessing this summer's activities, developing long-term assessment plans to track retention impacts, and planning for summer 2024. (ASG 1.1)

Co-Majors

At your meeting, you will be asked to approve a new academic credential called a co-major. Co-majors are for undergraduate students and are intended to allow students to pursue two majors in different colleges/schools without having to complete two separate sets of degree requirements. Students electing a co-major must successfully complete a major and the degree requirements of their home college/school as well as the co-major's requirements in a different college/school.¹ The purpose of co-majors is to broaden and enrich learning opportunities without impeding time to degree; engage students in academic offerings available outside their home college/school; and expand interdisciplinary learning options at UVM. (ASG 1.1, 1.2)

Catamount Advance Program

Last October I shared information with you about our re-envisioned guaranteed admissions program, the Catamount Advance Program. The new program reflects the partnership of Professional and Continuing Education, the Division of Enrollment Management, and the College of Arts and Sciences. This invitation-only program allows select students who are not eligible for direct admission to enroll full-time in a curated selection of courses, live at Spinner Place in Winooski, receive academic coaching and support services, and participate in all student activities (including campus dining). CAP students who complete 30 credits and achieve a GPA of 2.8 or higher in the Spring will transfer in to UVM as fully matriculated sophomores the following Fall. The program had an inaugural enrollment of 27 full-time students in Fall 2022. Of these 27 students, 23 met the requirements for matriculation, and we retained 22 of these students who are now UVM sophomores – a remarkable 96% retention rate. The GPAs of these students were strong, with 15 of them above 3.3. Of the four students who did not complete the program, one withdrew for medical reasons, and three were unable to meet academic expectations despite regular advising and intervention. Given the performance of the inaugural cohort, we are considering broadening the courses in which they may enroll. We'd also like to grow the program (Fall 2023 enrollment is 23 students) and will issue invitations for Fall 2024 earlier in Spring 2024 rather than drawing from the waitlist later in the admission cycle. (ASG 1.1, 1.2)

Solar Eclipse Day

Plans are underway for a solar eclipse integrative learning day on April 8, 2024. While most of North America will experience a partial solar eclipse next April, Burlington lies within a narrow path of totality and will be in complete darkness from 3:26-3:29 pm. We are leveraging the educational nature of this rare celestial event by developing a day of engaging and informational experiences – from multiple disciplines – about the role of solar eclipses in the evolution of cultures and science. I look forward to sharing more detailed plans at our February meeting. In the meantime, mark your calendars for April 8! (ASG 1.1)

KNOWLEDGE CREATION

External Research Funding

While September is a time to look forward to the year ahead, I want to acknowledge our faculty's remarkable success in securing external research funding during the last fiscal year. [External support for UVM research](#) has doubled since 2018 and reached nearly \$263 million in FY23. Our faculty's work addresses important and complex challenges and contributes to the health of our societies and our environment. As the state's only research university and only medical college, UVM's role as a hub for

¹ Students who complete the major *and* degree requirements in two colleges/schools may still graduate with a dual degree; students who declare and complete requirements for two majors *in one* college/school may still graduate with a double major.

government, corporate, and other researchers is growing, as is our impact as Vermont's flagship land grant university. (ASG 2.3)

Planetary Health

For almost a year we have been discussing and refining the concept of a new Planetary Health initiative with a variety of faculty groups. This initiative would further engage faculty, staff, and students in thinking about the ways we create healthy communities, establish sustainable systems, and build resilient communities in rural and global contexts. Broadly, Planetary Health is the understanding that human health and human civilization depend on flourishing natural systems and the wise stewardship of those natural systems (Lancet, 2015). More specifically, it is guided by cross-cutting principles for education such as understanding the complex relationships between environmental change and human health; identifying practices to protect and improve population health across the globe; engaging disciplines and stakeholders in solving complex problems; recognizing the impact equity, bias, and resilience have on environment change and health; developing global citizens who will help define the principles for protecting our future; and understanding our history to problem solve our current challenges.

We already have strengths in our research, education, and policy work for building healthy environments and healthy societies with both a rural and global focus. Organizing and leveraging our activities around this theme will further distinguish the University of Vermont, will position us for continued success and will help us reach and sustain our R1 research goal.

Planetary Health is a broad interdisciplinary theme and I'm confident that all interested faculty, staff, and students will be able to find a point of connection and our collective engagement will create another area of visible scholarly distinction and recognition for UVM. We plan to launch the initiative more formally during the Spring semester. (ASG 2.1)

WELLNESS

Title IX Advances

Dr. Jennifer Demers joined UVM this Fall as a Clinical Assistant Professor in the Biomedical and Health Sciences Department and has begun development of the new PIVOT (Preventing Interpersonal Violence via Outreach and Training) Peer Educator Program. The program will consist of a series of two courses over two semesters, beginning in the Spring. The first course will focus on building students' knowledge of research, theory, and practice related to sexual violence, intimate partner violence, and stalking. This course will employ an intersectional lens to increase students' understanding of how survivors of various identities and backgrounds may be differentially impacted by experiences of interpersonal violence. Dr. Demers will also apply for recognition of this course to meet a general education requirement in diversity. The second course in the series will teach students how to apply their new knowledge in meaningful ways to prevent violence in their communities. Students in the second course will organize events, create social awareness campaigns, and run workshops with groups on campus. To inform the content of these courses and ensure that they are aligned with the unique needs of the community at UVM, a needs assessment will be conducted this semester. Dr. Demers has recruited seven undergraduate public health students to serve as Program Development Assistants this semester for independent study credit. She will be closely mentoring these students as they gain experience with participant recruitment, focus groups, qualitative interviewing, survey development, and basic qualitative and quantitative data analysis, among other experiences.

Additionally, in a collaborative project, the Clinical Simulation Lab, the Sexual Violence Prevention and Education Coordinator, and the UVM CARE team have launched a pilot training program for campus-based professionals to improve communication skills in response to disclosures of sexual violence by students. We anticipate scaling up this training to more professionals across campus to establish a “standard of care” for any professional responsible for receiving disclosures of sexual violence, which includes identifying immediate student needs and making referrals as appropriate to campus services.

Activities completed to date include:

- Creation of a list of best-practice communication skills when a report of sexual violence is made, vetted by members of the care team and by Dr. Alan Rubin (compassionate communication instructor and retired internist)
- Development of a scenario based on real-world reports (de-identified)
- Five Standardized Patients (SP) were trained to portray the student in the scenario (SP are part-time employees who may also be students at UVM)
- Four sessions have been held in which 12 members of the CARE team participated in a simulation, portraying themselves responding to a report from the SP/student
- Scenarios are filmed and SPs complete an assessment of the professional’s skillsets using both qualitative scoring and narrative feedback

To finalize the pilot project, a permanent training will be developed based on assessment of the success of the initial training. We will use our findings to create a training program, including videos, to be shared with professionals across campus.

Safety Week

The Division of Safety and Compliance hosted an inaugural Campus Safety Week, September 11 – 15. Safety Week was an opportunity for our community to engage in training sessions, learn new information, and participate in fun safety-related activities. The week began with a test of the university CAT-Alert system, and all of our residence halls completed fire alarm evacuation drills. Programmatic highlights from the week included:

- Cones4CATSafe – Over 900 community members learned more about the CATSafe app and received a coupon for a free Ice Cream Cone
- Active Threat Response Training – Over 38 students, faculty, and staff attended an hour-long course which uses national data from past active threat incidents to inform a Run, Hide, Fight curriculum
- Student Safety Scavenger Hunt – Six students earned a \$100 Gift Card to Target for successfully demonstrating their campus safety knowledge and engaging in Safety Week events
- Fire Extinguisher Challenge – Almost 30 community members learned how to use a fire extinguisher and then competed in a timed skills event; the fastest time to put out a real fire was 2.7 seconds!
- CAT ECare Stations – Dozens of community members learned about CAT ECare and the new lifesaving equipment (stop the bleed and Narcan) co-located in our AED stations and distributed around campus
- Davis Center Tabling – Throughout the week community members were able to engage with staff from HOPE Works, Police Services, Equal Opportunity, UVM's Sexual Violence Prevention and Education Coordinator, and the Center for Health & Wellbeing staff to learn about these valuable campus resources

Cat ECare

In my report last May, I shared news of the launch of our [Catamount Emergency Care](#), or Cat ECare, Program. 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 ECare 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. I'm pleased to report that the program has reached a critical milestone: 11 students have completed the instructor training that will enable us to begin offering Cat ECare Courses (CPR/Stop the Bleed/NARCAN) to our campus community this semester.

Be well, Catamounts!

Curricular Affairs Committee of the Faculty Senate

Report of the Curricular Affairs Committee of the Faculty Senate

October 20, 2023

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

Prepared By

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

Proposal to Establish of a New Academic Credential: Undergraduate Co-Major

On September 7, 2023 Curricular Affairs Committee unanimously approved a proposal to establish a new undergraduate academic credential: co-major. This proposal was subsequently approved by the Faculty Senate on September 18, 2023 with a vote of 58 approve, 1 oppose and 3 abstain.

Description

A co-major is a credentialed course of study focused on a particular area/topic germane to the mission and vision of the University of Vermont. Co-majors are for matriculated undergraduate students only and are intended to allow students to pursue two majors in different degree-granting units (i.e., colleges/schools), without having to do two separate sets of degree requirements. Students must successfully complete a major in their degree-granting unit to graduate with a co-major in another unit. Students may not do a co-major offered by their degree-granting unit.

Purposes

The purposes of co-majors are:

1. To broaden and enrich learning opportunities for undergraduate students without impeding the students' ability to complete their degree requirements in a timely manner.
2. To engage students in academic offerings available outside their home unit.
3. To expand interdisciplinary learning options at the University of Vermont.

Rationale

Students have regularly complained about the difficulty of pursuing dual degrees, given how that requires completing two sets of college requirements. While the move to the Catamount Core should reduce some of the barriers, not all will go away; students in CAS will continue to be required to take two semesters of language study, along with separate Humanities/Literature/Arts requirements, in ways that make their pathway through the CCC different than that of students in

other units. Moreover, students in other academic units often have degree requirements that preclude them from being able to pursue a dual degree within a four-year time frame (e.g., students in professional programs such as Social Work, Nursing or Education).

Despite the difficulties, students *do* manage dual degrees. For example, since 2015 CAS has graduated 121 students who have completed a degree in another unit, including 33 with degrees from CESS and 28 with degrees from GSB. Although there are some very-much-to-be-expected pairings on the list (Economics BA in CAS with a BSAD degree from GSB; Math BA in CAS with a Secondary Ed-Math degree in CESS), there are also many that are much more unusual:

- Dance BA with a Dietetics, Nutrition and Food Science BS from CALS
- Film/Television Studies BA with a Plant Biology BS from CALS
- Philosophy BA with a Forestry BS from RSENr
- Japanese BA with a Computer Science BS from CEMS
- Theatre BA with an Engineering BS from CEMS

The goal of creating a co-major option would be to lower the institutional barriers to such combinations, which represent a deeply creative engagement with the liberal arts opportunities available at UVM.

There is a long-standing precedent on campus for this proposal. Namely, CAS students have long been able to major in Math and Computer Science—offered by CEMS faculty with CEMS courses—while remaining in CAS and only doing the CAS degree requirements. The difference between that example and the proposed co-major idea is an important one, though. In the CAS partnership with Math and Computer Science, students can have that as their *only* major in CAS. In the proposed model of co- majors, by contrast, students would have to have a major in their home unit and *add* a second, co-major in another unit. So, while there is some precedent for the idea of co-majors, this proposal does mark a change to existing practices.

History of this proposal

In summer 2022, Dr. Abby McGowan submitted a draft proposal to the CAC to create the credential of co-major. In fall 2022, based on that proposal and additional investigation by Dr. J Dickinson into other institutions that offer alternatives to the dual degree model, CAC co-chairs Dr. Colby Kervick and Dr. Stephen Everse commissioned a working group, chaired by Dr. Meaghan Emery to explore the feasibility, and identify recommendations for establishing a co-major credential at UVM. The subcommittee held six meetings between November 9, 2022, and January 10, 2023:

- November 9 with CAS Associate Dean Abby McGowan
- November 30 with CAC student representative Justin Lista
- December 19 with both CALS Associate Dean Kate Finley Woodruff and RSENr Associate Dean Jen Pontius
- December 21 with CESS Associate Dean Cynthia Reyes

- January 10, first meeting, with CEMS Dean Linda Schadler, CEMS Director of Curricular Enrichment Courtney Giles, and Director of CEMS Undergraduate Student Services Matt Manz;
- January 10, second meeting, with GSB Acting Dean Barbara Arel, Associate Professor and chair of GSB Undergraduate Studies Committee Glenn Walberg, and GSB Director of the Center for Student Success Sam Williams.

The CAC committee commissioned data from OIR to better understand the number of students pursuing dual degrees over the last 10 years at UVM. The CAC noted that data from OIR shows that relatively few students in CALS, RSENR, and CESS (in some majors) have graduated with dual degrees. There are on average twenty students per year who pursue dual degrees in two different colleges/schools annually. They graduate with more than 120 credits, often take the maximum number of credits allowed in a semester, in addition to summer courses, and rely on excellent advising to accomplish a dual degree within four years. These students are by nature ambitious and self-directed since it is very difficult for students to obtain dual degrees in different colleges/schools. In the committee's conversations with GSB it was suggested that students who drop out of dual degree programs, which one administrator noted included HCOL students, might be prime candidates for co-majors. Co-majors would allow students to pursue two majors across units in a more feasible way within a four-year degree program. Further this credential would support students in meeting academic and professional goals by providing a pathway to pursue disciplines of interest more deeply across units.

The CAC subcommittee submitted a final report summarizing their findings, which was shared with the full CAC. Upon consideration of that report, the full CAC voted unanimously on February 2, 2023, in favor of moving the process forward to establish the co-major as an official credential. Based on that decision, Vice-Provost for Academic Affairs and Student Success J Dickinson and Faculty Senate President Thomas Borchert convened a working group during spring semester 2023 to develop a formal proposal that would go up for consideration to the Faculty Senate and Board of Trustees. Members of that committee included: Dr. Colby Kervick (CESS, Co-chair Curricular Affairs Committee of the Faculty Senate), Dr. Abby McGowan (Associate Dean, CAS), Dr. J Dickinson (Vice Provost for Academic Affairs and Student Success), Dr. Thomas Borchert (CAS, President of Faculty Senate), Dr. Meaghan Emery (CAS), Dr. Christopher Brooks (RSENR), Dr. Cynthia Reyes (Associate Dean, CESS), Dr. Joan Rosebush (CEMS), Dr. Barb Arel (Acting Dean, GSB), and Dr. Courtney Giles (CEMS). The committee met throughout the rest of the spring semester to draft elements of the proposal. To guide the committee's work, Drs. Kervick and McGowan met with representatives of the Registrar's Office (4/4/23) and Student Financial Services (5/2/23), to consider the mechanisms for declaring and listing co-majors, and possible financial aid implications. This final proposal brings together insights and advice from these various drafts and consultations.

General Guidelines

The following are general guidelines for co-majors:

1. Undergraduate co-majors should offer UVM students a unique opportunity to combine academic offerings across units. Students may not do a co-major offered within their own degree-granting unit.
2. Each co-major is administered by one sponsoring academic unit which will be responsible for maintaining program quality.
3. Students would follow the rules from their degree-granting unit about the permitted overlap (also known as ‘double-dipping’) of credits from one degree requirement (major/minor/co- major) to another.
4. Co-majors share with the existing major a clearly stated mission, program goals, learning objectives and desired student outcomes. The curriculum must be scaffolded in such a way as to foster developmental growth of the student over the course of the co-major.
5. Co-majors must be at least 30 credits of academic courses, at least 12 of which must be at the 2000-level or higher.
6. If an existing major is 30-36 credits, the co-major would have the same course and credit expectations as the major. If an existing major is substantially more than 40 credits, then the sponsoring unit(s) must propose a 30-40 credit version of that major, available only as a co- major to students in other units (and not to students in the home unit).
7. Co-majors are not to be required for any degree program.
8. Not all co-majors are available for pairing with all degrees; proposals for new co-majors must include which pairings are possible and have the approval of the relevant units. Approvals of co-majors at the level of the Faculty Senate and the Board of Trustees only extend to those approved pairings, which must be listed in the catalog.
9. No more than 50% of the total credits for the co-major may be transfer credits.
10. For the co-major to appear on a student’s transcript as successfully completed, students must meet the minimum grade point average (GPA) and other standards for the co-major as specified by the co-major’s sponsoring academic unit(s). Co-Majors will have their own code in banner and will appear on the student’s degree audit.
11. Successful completion of a co-major will be recorded in the student’s official transcript. Unsuccessful completion of a co-major will not prevent a student from graduating and will not be recorded in the transcript.
12. The Curricular Affairs Committee of the Faculty Senate shall review proposals for new co- majors with respect to these standards and criteria.

Operational Principles

1. **All new co-majors require a formal proposal:** To create co-major, the sponsoring unit (Department, School, or College) will prepare a proposal following the proposal format approved by the CAC.
2. As with any new or substantially modified academic program, co-major proposals must undergo the established review and approval processes.
3. **MOUs required for co-majors:** All proposals must come with signed MOUs between the sponsoring unit and whichever other units will offer the co-major, negotiated through the Associate Deans of both units. These MOUs must follow the template approved by the CAC.
4. **Application and admission to co-majors:** Admissions will be handled by the sponsoring unit; students will have to apply to add a co-major and will not be approved to

add the co-major until they have met with an advisor from both the home unit and the sponsoring unit. The sponsoring unit(s) will notify the student and the home unit (the college or school of the student's major) of acceptance/rejection, or of the declaration of the new co-major.

5. **Catalog description:** Co-majors will be described in detail in the UVM Catalog, specifying what pairings with other majors/degrees are possible.
6. **Commitment:** Sponsoring units will make a good faith effort to make curricular components available on a regular basis so that students can complete their co-major in a timely manner.
7. **Advising:** The sponsoring unit(s) will develop and maintain an effective system of advising for all students enrolled in its co-majors. Home units will have at least one student services advisor who has expertise in co-major advising, to be the point person for questions from their students. That advising should include careful consideration of possible impacts of a co-major on financial aid awards.
8. **Certification and student records:** The unit which houses the co-major shall certify student completion. The sponsoring unit is the only body authorized to make course substitutions for satisfying the co-major requirements and shall notify the student's home unit in writing regarding any substitutions. The student's home unit major advisor is not authorized to make course substitutions in co-major requirements. As with all credentialed academic programs, co- majors will be indicated as such in students' transcripts.
9. **Alteration of co-major:** Alterations to co-majors made by the major's home unit and which meet or exceed the noted criteria must be submitted for review by the Curricular Affairs Committee as described in *Format for Proposals to Substantially Revise a Curriculum, Academic Program, Research or Service Endeavor*.
10. **IBB revenues:** For IBB purposes, student credit hour (SCH) revenues associated with a student's major would go to the student's home unit.

Co-Major proposal process

Proposals for co-majors will be developed at the departmental level, in consultation with their unit's Dean's office. Co-major proposals would follow the routing system that proposals for substantial revisions follow moving through the following stages of approval:

1. Department or Program
2. Unit Curriculum Committee approval (including any votes required by the college/school level)
3. Associate Dean or Dean approval (signed MOU)
4. Provost approval
5. 15 day circulation
6. CAC approval
7. Faculty Senate notification
8. Board of Trustees notification

Co-majors are for existing majors only. If a unit desires a new major offering to be utilized as a co-major, they first must do a new program proposal for the new major. Any co-major curricular

proposals approved by the CAC prior to March 31, can be included in the following year's catalog.

Note: no co-major curricular proposals can be considered approved until they have been voted on by CAC.

Implementation/Assessment Plan

Provided that this new credential is approved, proposals from the units wishing to propose co-majors can be initiated. Initial proposals would originate at the departmental level, proceed through college level curriculum committee and then full faculty review, and then proceed to review by the Curricular Affairs Committee of the Faculty Senate.

If the credential is approved for inclusion in the 24-25 catalog and at least a few co-majors launch soon thereafter, the CAC proposes having a three-year trial period before we assess co-majors as a credential category. That would mean assessment in the 27-28 academic year.

Assessment of the co-major credential would be conducted by the Curricular Affairs Committee of the Faculty Senate, based on the following:

- *Enrollment data on utilization:* How many students have pursued co-majors? Which ones are proving popular, and which ones are not being utilized? Is the category of co-majors proving useful to students?
- *Data gathering from students enrolled in co-majors:* Through surveys, focus groups, and review of transcripts, we would explore what opportunities and challenges are posed by co-majors, how the processes and systems work, and if any changes are needed.
- *Data gathering from advisors of students in co-majors:* Through surveys and focus groups with faculty and staff advisors, we would explore what opportunities and challenges are posed by co-majors, how the processes and systems work, and if any changes are needed.
- *Data gathering from unit curriculum committee leads and Associate Deans:* Through a focus group facilitated by the co-chairs of the CAC we would explore how the proposal process is working in units and explore if changes are needed to the proposal or MOU templates.

Summary

The Curricular Affairs Committee of the Faculty Senate in partnership with Dean Abigail McGowan and the Vice Provost for Academic Affairs and Student Success engaged in a year long process in collaboration with a variety of stakeholders to develop an academic credential that would enable undergraduate students at the University of Vermont to pursue a co-major in a discipline of interest outside their academic unit. We believe that this new academic credential will broaden and enrich learning opportunities for undergraduate students without impeding the students' ability to complete their degree requirements in a timely manner, engage students in academic offerings available outside their home unit and expand interdisciplinary learning options at the University of Vermont. If the credential is approved by the Board of Trustees, then

curricular proposals for co-majors could begin being reviewed during the spring 2024 semester with the new credential being available for students to pursue starting with the Fall 24-25 academic catalog year.

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

Completed Review (none):

Academic Program Reviews

Reviews in Progress (4):

- Nutrition and Food Sciences
- Medical Education
- Speech Language Pathology
- Counseling

Completed Reviews (2):

- Food Systems Graduate Programs
- Critical Race and Ethnic Studies

Other Academic Actions

- *Completed Actions – The CAC recently:*
- Approved new guidelines for requesting new course prefixes or changes to course prefixes
- Approved a new curricular proposal template and MOU template for co-major proposals (will be available to units upon approval of the co-major credential by the Board of Trustees)

- *Ongoing Work – The CAC is actively:*
 - › The CAC is actively engaged in supporting the new cycle of Academic Program Review in collaboration with the Provost's office. In addition, we continue to examine and provide increased clarity to our internal curricular process guidelines. This year we anticipate engaging with unit-level curriculum committees and the associate deans around the implementation of the Catamount Core, the anticipated new co-major credential and continuation of our shared goals: 1) to foster a culture of communication and collaboration in development of new programs and revisions of existing programs, 2) to increase awareness of the guidelines and approval process for new programs as well as program termination and deactivation processes, and 3) to promote adherence to university-wide policies and approval processes relating to new course proposals and course revisions.

Proposals Under Consideration (1):

- 8 Micro-graduate certificates in Public Health from the Graduate College and Larner College of Medicine.

Summary of Academic Programs Initiated, Terminated or Revised AY 2022-2023

New Programs (6):

- New Ph.D. in Social Emotional Health and Inclusive Education (CESS + GRAD)
- New Undergraduate Certificate in Semiconductor Engineering (CEMS)
- New Undergraduate Certificate in Gerontology (CESS)
- New Minor in Global Public Health (CNHS)
- New Minor in Public Health Equity and Advocacy (CNHS)
- New Minor in Equine Studies (CALs)

Program Terminations (5):

- Termination of B.S. in Athletic Training (CNHS)
- Termination of European Studies Major (CAS)
- Termination of the Latin American Studies Major (CAS)
- Termination of the Russian and East European Studies Major (CAS)
- Termination of the Special Education Minor with Endorsement (CESS)

Substantial Revision (10):

- Substantial Revision to Mathematical Science Major (CEMS)
- Substantial Revision to Wildlife Fisheries Major (RSENr)
- Substantial Revision to Masters Public Health (LCoM + GRAD)
- Substantial Revision to Chinese Major (CAS)
- Substantial Revision to Japanese Major (CAS)
- Substantial Revision to Sociology Major (CAS)
- Substantial Revision to Linguistics Major (CAS)
- Substantial Revision to Biology Major (CAS)
- Substantial Revision to Global Studies Major and Minor (CAS)
- Substantial Revision to Early Childhood Special Education Major (CESS)

EDUCATIONAL POLICY AND INSTITUTIONAL RESOURCES COMMITTEE

October 20, 2023

Resolution approving the creation of an undergraduate academic co-major credential

WHEREAS, co-majors will broaden and enrich learning opportunities for undergraduate students without impeding students' ability to complete their degree requirements in a timely manner; will engage students in academic offerings available outside their home unit; and will expand interdisciplinary learning options at the University of Vermont;

BE IT RESOLVED, that the Board of Trustees approves the creation of a co-major curricular credential for undergraduate students, as approved and advanced by the Provost on September 20, 2023, and President on September 21, 2023.