

**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 Jennifer Hurley , 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, February 9, 2024
1:00 p.m. – 2:00 p.m.
Silver Maple Ballroom, (401) Dudley H. Davis Center

AGENDA

Item	Enclosure	Discussion Leaders	Time
Call to order			*1:00 p.m.
1. Approval of October 20, 2023 meeting minutes	Attachment 1	Carolyn Dwyer	1:00-1:02
2. Provost’s report	Attachment 2	Patricia Prelock	1:02-1:12
3. Faculty Senate Curricular Affairs Committee chair’s report	Attachment 3	Colby Kervick	1:12-1:17
4. Curricular action items: <ul style="list-style-type: none"> • Resolution approving the creation of 8 new Micro-Certificates of Graduate Study in Public Policy • Resolution approving revisions to the credit ranges for the Certificate of Graduate Study and the Micro-Certificate of Graduate Study in the Graduate College • Resolution approving the creation of a B.A. in Geosciences in the College of Arts & Sciences • Resolution approving the creation of a B.S. in Geosciences in the College of Arts & Sciences • Resolution approving the creation of a minor in Geosciences in the College of Arts & Sciences 	Attachment 4	Carolyn Dwyer	1:17-1:27

	<ul style="list-style-type: none"> • Resolution approving the creation of a minor in Childhood Studies in the College of Education & Social Services • Resolution approving the creation of a minor in Sustainable Energy Engineering in the College of Engineering & Mathematical Sciences • Resolution approving the creation of a Direct Entry into the Master of Science in Nursing program in the Graduate College • Resolution approving the creation of a minor in Military Leadership in the College of Education & Social Services • Resolution endorsing Eclipse Day proposal 			
5.	Resolution reaffirming the Equal Employment Opportunity/Affirmative Action and the Equal Opportunity in Educational Programs and Activities and Non-Harassment policy statements	Attachment 4; Appendices A & B	Trent Klingerman	1:27-1:32
6.	Resolution approving Mercy Hall Curtain Wall System Replacement	Attachments 4 & 5	Luce Hillman Leo Gaudreau	1:32-1:37
7.	New England Commission of Higher Education 5-year interim report		Jennifer Dickinson	1:37-1:42
8.	Refreshed Academic Success Goals	Attachment 2	Patricia Prelock	1:42-1:57
9.	Other business**		Carolyn Dwyer	1:57-2:00
	Motion to adjourn			2:00 p.m.

*Times are approximate.

**Executive session as needed.

**EDUCATIONAL POLICY AND INSTITUTIONAL RESOURCES COMMITTEE
BOARD OF TRUSTEES
UNIVERSITY OF VERMONT AND STATE AGRICULTURAL COLLEGE**

A meeting of the Educational Policy and Institutional Resources (EPIR) Committee of the Board of Trustees of the University of Vermont and State Agricultural College was held on Friday, October 20, 2023 at 1:15 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, President Suresh Garimella, Stephanie Jerome, Carol Ode, Kristina Pisanelli, Lucy Rogers, and Samuel Young

OTHER TRUSTEES PRESENT: Board Chair Ron Lumbra, Sue Brengle, Frank Cioffi, Kevin Christie, John Dineen, Kenny Nguyen, Shap Smith, Catherine Toll

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

ABSENT: Trustee Monique Priestley, Faculty Representatives Mary Cushman and Evan Eyster, Student Representative Massi Khodaverdi and Foundation Representative (vacant)

PERSONS ALSO PARTICIPATING: Provost & Senior Vice President Patricia Prelock, Vice Provost for Academic Affairs and Student Success Jennifer Dickinson, Vice President for Research Kirk Dombrowski, Vice President for Legal Affairs & General Counsel Trent Klingerman and Chief of Staff to the President Jonathan D'Amore

Chair Carolyn Dwyer called the meeting to order at 1:15 p.m. and welcomed new Graduate Student Representatives Cara Simone and Massi Khodaverdi to the committee.

Approval of minutes

The minutes from the May 19, 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 situation in the Middle East in the last two weeks and its impact on the UVM and broader community. She echoed the thoughts and words expressed by both Board Chair Ron Lumbra and President Suresh Garimella at the Committee of the Whole meeting. The Provost and the President have communicated with the community denouncing acts of terror and recognizing many in the UVM community have personal connections to the region.

Continuing her report, Provost Prelock informed the trustees that the Admissions team had been preparing for the possibility of the Supreme Court ruling on race-based admissions for some time and has responded to ensure compliance with the law. Vice Provost for Enrollment Management Jay Jacobs and the Admissions team have been developing a more holistic applicant review process and have implemented race-neutral admissions practices.

Provost Prelock shared the most recent census data showing an increase in diversity, the number of Vermonters and international students, and the 4- and 6-year graduation rates. Of the 2,896 new first-time, first-year students, the BIPOC student population increased by 14% since Fall 2022, Vermonters increased by 10%, and the male student population increased by 7%. The 4-year graduation rate of 72% was the highest in the university's history (the national average for public institutions is 47%). Also highest in the university's history was the 6-year graduation rate which was 78% whereas nationally it's 65%.

The inaugural UVM GO trips were a great success thanks to the faculty and staff who invested time, talent, and energy into this new program that helps first-year students develop intercultural skills and build community. The goal is to provide UVM GO opportunities for 700 students next August, with opportunities for as many 1,500 students by August 2026.

The Provost reported that for the past year, discussions have taken place with a variety of faculty groups concerning the concept of a Planetary Health initiative. This initiative would further engage faculty, staff, and students in thinking about the ways UVM creates healthy communities, establishes sustainable systems, and builds resilient communities in rural and global contexts. Planetary Health is a broad interdisciplinary theme and organizing and leverage activities around this theme will further distinguish UVM and will position the university for continued success, as well as help UVM to reach and sustain the R1 research goal. Plans are to launch the initiative more formally during the Spring semester.

Provost Prelock announced a new peer educator program, PIVOT (Preventing Interpersonal Violence via Outreach and Training), developed by Dr. Jennifer Demers who joined UVM this Fall as a Clinical Assistant Professor in the Biomedical and Health Sciences Department. The program consists 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. The second course will teach students how to apply their new knowledge in meaningful ways to prevent violence in their communities. To inform the content of these courses and to ensure that they are aligned with the unique needs of the UVM community, a needs assessment will be conducted this semester. In addition, in a related and 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. The plan is to provide training to more professionals across campus to establish a "stand 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.

The Provost announced that plans are underway for a solar eclipse integrative learning day on April 8, 2024. The university is leveraging the educational nature of this rare celestial event by developing a day of engaging and informational experiences about the role of solar eclipses in the evolution of cultures and science. More information will be shared at the February meeting.

Provost Prelock concluded her report by informing the trustees that the Academic Success Goals (ASGs) established in 2020 are now in the process of being “refreshed” to see what needed refinement and to determine whether anything was missing. This process should conclude in December and will be shared at the February meeting.

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 and Vice Provost for Academic Affairs and Student Success Jennifer Dickinson presented the proposal for the creation of an undergraduate academic co-major credential. The key elements that define the co-major credential are that a credentialed course of study is focused on a particular area/topic and is for matriculated undergraduate students only. Students pursue two majors in different degree-granting units without having to complete two full sets of degree requirements and must successfully complete a major in their home unit in order to graduate with a co-major in another unit. CAC Co-Chair Kervick explained the differences between a double-major, a co-major, and a dual degree. Benefits of adding co-majors include lowering barriers to cross-college work resulting in greater access to UVM’s academic offerings. Benefits also include encouraging interdisciplinary exploration, enabling students to pursue the deep study of a second area of academic interest, and supporting timely degree completion while allowing cross-college work. CAC Co-Chair Kervick concluded with the review and approval process for proposed co-majors:

- Units will submit a co-major proposal that will route through the traditional curricular review process culminating with a vote at the CAC
- Included in the proposal will be a comprehensive MOU signed by Associate Deans
 - This process will remain in place for the pilot/initial assessment period
- The Board of Trustees will approve the co-major credential; the CAC will approve proposals for new co-majors.

Following an opportunity for comments and questions, President Suresh Garimella thanked CAC Co-Chair Kervick and Vice Provost Dickinson for the work that was completed in order to bring this proposal forward.

Curricular action items

Chair Dwyer presented the following resolution:

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.

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.

UVM's entrepreneurial ecosystem

Provost Prelock and the Vice President for Research Kirk Dombrowski gave a presentation on the UVM Entrepreneurial Ecosystem and related engagement opportunities for students. Examples included the successful RISE Summit held last June, Maker Spaces, and two new pitch competitions, the Joy and Jerry Meyers Cup and the Vermont Pitch Challenge, which are designed to engage students in experiential learning. In addition, a new entrepreneurship coordinator has been hired to expand and support student engagement.

Other business

There being no further business, the meeting adjourned at 2:19 p.m.

Respectfully submitted,

Carolyn Dwyer, Chair



Provost's Report
February 9, 2024

Board of Trustees
Educational Policy and Institutional Resources Committee

Prepared by
Provost and Senior Vice President Patricia A. Prelock

Our Spring semester is off to a strong start, but I would be remiss if I didn't acknowledge how difficult the Fall semester was for students, faculty, and staff alike as we experienced the ongoing violence in Israel and Gaza and the shooting of three young Palestinian men near our campus. During this time, campus leaders focused on campus safety, supporting our community, articulating [Our Common Ground](#) values and responsibilities, and providing educational opportunities around the conflict. Increased security measures were enacted; we hosted special counseling sessions, listening sessions and vigils; we met with student groups and community and religious leaders; and we hosted educational sessions on the Israel-Arab conflict featuring UVM faculty experts. You can learn more about our community support activities [here](#). This spring, our division of Diversity, Equity, and Inclusion will be offering antisemitism and islamophobia programming.

As a community, we are also grappling with the sudden death of our dear colleague and academic leader Jarlath O'Neil-Dunne. Jarlath was the founder and director of the University of Vermont's Spatial Analysis Laboratory (SAL) in the Rubenstein School of Environment and Natural Resources. You may remember Jarlath from his participation last May in the presentation to the Board celebrating 50 Years of the environment at UVM. Jarlath's work focused on the application of geospatial technology, notably drones, to a broad range of natural resource related issues such as disaster response, environmental justice, wildlife mapping, forest decline, community health, and water quality. Jarlath was a national and internationally recognized expert in his field, securing millions of dollars in external funding. Closer to home, Jarlath's work and leadership during the response to Vermont's July 2023 flooding resulted in greatly accelerated access to federal relief funds. He was deeply committed to his work and to leveraging its impact by providing our students (hundreds of them) with SAL employment opportunities and supporting their advancement to organizations across the country. Jarlath was larger than life (everyone has a Jarlath story!). His gusto, work ethic, intellect, and generosity of spirit were unparalleled. We celebrated Jarlath's life at a memorial service in the Ira Allen Chapel in January, and a scholarship fund has been created in his honor. We take some small measure of comfort knowing that Jarlath died doing what he loved, Nordic skiing, in a place he loved, the mountains of Vermont.

SPRING UPDATES

Leadership Transitions

In December, I was delighted to welcome **Dr. Jason Garvey** to the role of Executive Director of Institutional Research and Assessment. Dr. Garvey is the Friedman-Hipps Green and Gold Associate Professor of Education in the Department of Education here at the University of Vermont. He is an accomplished scholar and administrator with a Ph.D. in College Student Personnel Administration with a concentration in Measurement, Statistics, and Evaluation from the University of Maryland, College Park. He also holds an M.A. in School Psychology from The Ohio State University. Dr. Garvey is an interdisciplinary researcher specializing in student success, teaching and learning, higher education policy, and statistics and using data to drive strategic planning efforts. Throughout his career, he has successfully developed and led strategic research activities, providing valuable insights to university senior leaders and policymakers on mission progress and strategic objectives – he is passionate about working with emerging researchers. As a faculty member, he has taught graduate courses in student affairs research, student outcome assessment, quantitative research methods, teaching in higher education, college students and contexts, and student development theory. His expertise coupled with his experience and perspective as a faculty member position him to be especially effective in this new role.

This summer, **Dr. Peter Newman** will join us as Dean of the Rubenstein School of Environment and Natural Resources. Dr. Newman is an accomplished scholar and leader who earned a Ph.D. in Natural Resources from the University of Vermont and an M.S. in Forest Resource Management from the College of Environmental Science and Forestry, State University of New York Syracuse. In between his degrees, he was a member of the Backcountry Patrol, USFS in Idaho and a National Service Park Ranger in Yosemite National Park. Dr. Newman is the Suzie and Allen Martin Professor and Head of the Department of Recreation, Park, and Tourism Management, with a joint faculty appointment in the Graduate Program in Acoustics at Pennsylvania State University. Under Dr. Newman's leadership, his department's research has grown significantly. He leads the strategic planning of a multi-disciplinary department covering focal areas in environmental and sustainability studies, park management, tourism, community recreation, leisure, and health and human well-being; oversees the development of research and outreach programs; and has facilitated the growth of research expenditures. Dr. Newman formerly served as Associate Dean of Academic Affairs at the Warner College of Natural Resources, Colorado State University, from 2009 – 2013. In this position, he worked closely with department heads from across the college and built bridges to the Dean's Office. He oversaw the college's academic programs, served on university-wide committees on academic quality, environmental sustainability, university admissions and enrollment, and Continuing Education, and was responsible for recruitment and retention of undergraduate students.

Dr. BettyJo Bouchey has been appointed Chief Officer for Professional and Continuing Education (PACE), bringing nearly two decades of higher education experience to UVM and our innovative [PACE division](#). Dr. Bouchey was most recently Vice Provost of Digital Strategy and Operations and a faculty member at National Louis University, where she was responsible for standards of quality and service for online programming across the institution, alternative graduation pathways, learning experience design, and academic innovation. She has research experience in the nature and future of organizational structures of online units in institutions of higher education, as well as inventive and high-impact online education practices including the use of artificial intelligence and machine learning. Dr. Bouchey holds a B.A. in Psychology from the University at Albany, an M.B.A. in Entrepreneurship from Rensselaer Polytechnic Institute, and a Doctorate in Education from Northeastern University.

Spring Application Data

Following the January 15 application deadline, the Admissions team will pour through nearly 27,000 applications for admission this Fall. UVM has seen increased interest in Vermonters, international

students, and students who come from outside of New England. The institution has received 5,300 applications from students who identify as BIPOC – a record number. There are greater numbers of students indicating that UVM is their first-choice university, with an 8% increase in students applying via Early Decision (a binding admissions plan). To date, 434 students have already secured their spot in the Class of 2028, a 50% increase over last year. These 434 students are about 15% of the nearly 3000 students who will join our community next Fall. This marks yet another year where all indicators show the demand for a UVM education is on the rise.

Academic Success Goals

The Academic Success Goals (ASG) 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 last Fall, to see what needed refinement and to determine whether anything was missing. This process included 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. The refreshed ASGs include some important clarifications, several new focus areas, and have been reordered to reflect a general sequencing/scaffolding that will be helpful when prioritizing efforts and activities. Work on the detailed metrics/outcomes and the dashboard that will accompany the new ASGs is in process and these documents will be posted this spring in preparation for their July 1 effective date. The refreshed ASGs are included at the end of this report, and I look forward to discussing them with you at our meeting.

Comprehensive Inclusive Excellence Action Plan

We have also made progress on another document that guides our work. In November, we released the university's [Comprehensive Inclusive Excellence Action Plan](#) (IEAP), a data-driven strategic plan centered on diversity, equity, and inclusion. The plan outlines the university's commitment and process for advancing inclusive excellence across the university over the next five years. The IEAP was developed as an overarching strategy supported by 25 individual unit plans. The university's IEAP integrates key elements of the administrative and academic units' plans ensuring engagement across campus, and supporting accountability in achieving a culture of inclusive excellence at UVM. The thematic areas across action plans focused on implementation of our Academic Success Goals including curricular and co-curricular activities; recruitment and retention of faculty, staff, and students who bring diverse ideas, perspectives, and thoughts to campus; faculty professional development; and research with an equity lens. (ASG 1.5)

NECHE Five-Year Interim Accreditation Report

In January, under the leadership of Vice Provost for Academic Affairs and Student Success J. Dickinson, UVM submitted a [five-year interim report](#) to its regional accreditor, the New England Commission of Higher Education (NECHE). Interim reports are required of all NECHE institutions, and focus on updates in the five years since the most recent comprehensive review. UVM was asked to specifically provide updates in the areas of general education, academic and career advising, institutional planning, including the [Campus Plan](#), and support for assessment of student learning outcomes. UVM has made significant progress in each of these areas, as highlighted by the launch of the Catamount Core Curriculum, the establishment of professional advising for all first-year undergraduate

students, the recent approval of the new Campus Plan, and investments in assessment infrastructure, including the hiring of a full-time Assessment Coordinator in the Office of Institutional Research and Assessment. Discussion of newly developed institutional plans in the areas of [Inclusive Excellence](#), [Sustainability](#), and the refresh of the [Academic Success Goals](#) also pointed to important institutional efforts that moved forward during the pandemic. The report also offered the opportunity to highlight gains across the institution in institutional updates related to each NECHE Standard, including institutional resources, Admissions and Student Affairs, and Teaching, Learning and Scholarship. In addition to outlining accomplishments, the report covers areas where the institution recognizes the need for further development, including the systematic assessment of student learning at the program and institutional level. The conclusion to the report, “Future Plans: Looking ahead to 2029” outlined key goals that UVM expects to make progress towards during the five years until the next comprehensive reaccreditation review in 2029. These plans include further development of UVM’s research infrastructure, a focus on expanding graduate education, increasing international partnerships, and the fulfilment of the first [Comprehensive Inclusive Excellence Plan](#).

TEACHING AND LEARNING

Howard Hughes Medical Institute Grant

We were proud to be awarded a \$2.5M [Driving Change grant](#), from the [Howard Hughes Medical Institute](#), that will support initiatives for faculty, staff, and undergraduate students, with the goal of creating a more inclusive and welcoming environment for all students. This five-year grant, led by Dean Linda Schadler and Vice Provost for Academic Affairs and Student Success Jennifer Dickinson, will provide professional development opportunities to staff and faculty who can in turn create more welcoming environments in classrooms; identify and remove institutional policies that create barriers to student success; offer programming for all students to help them develop the skills they need to create a more inclusive social culture; and create a leadership development program that will include students from groups historically underrepresented in STEM fields. This award increases the external visibility of our commitment to equity and inclusion, and provides funding to further these important efforts. (ASG 1.2, 1.5)

Solar Eclipse Day

In preparation for the April 8, 2024 total solar eclipse, we have planned [a series of events](#) both preceding and on the day of the eclipse. Programming features faculty from the College of Arts and Sciences, the College of Engineering and Mathematical Sciences, Vermont State University, local Vermont industry, museums and both student and professional groups. Our planning committee consists of students, faculty, and staff from over 20 departments on campus, as well as partners from neighboring universities. Pre-eclipse events include space-themed trivia nights hosted by local space industry or museum partners. So far, these events have engaged 60+ students per session. The Eclipse Seminar Series began in January, and our three pre-eclipse seminars will cover: (1) sustainability in aerospace, (2) eclipses in literature, and (3) discoveries made possible by eclipses. Lastly, a Space Fair in the week preceding the eclipse will highlight UVM and Vermont local organizations, student groups, employers, and other resources for Vermonters to engage with aerospace. On April 8 itself, campus will host a variety of activities to highlight the robust academics, art, and community offered here at UVM. This includes a seminar series that touches on the cultural, natural, and scientific aspects of eclipses, student art exhibitions, sensory-friendly spaces for inclusive engagement, fully equipped eclipse viewing stations with telescopes located in 6 areas across campus, and a scavenger hunt that will require students to engage with educational content from each college across campus. Right before the eclipse, Dr. Lisa Kaltenecker of Cornell’s Department of Astronomy and the Carl Sagan Institute to Search for Life in the

Cosmos will deliver the keynote address before experiencing the eclipse alongside our students, faculty, and staff. The seminar series and keynote speaker will be livestreamed so the entire UVM community, on and off campus, can take part in these activities. (ASG 1.1)

Patrick Leahy Honors College

The Patrick Leahy Honors College (PLHC) has developed strategic and administrative business plans aligned with its new name and its new resources. We are initiating additional pathways for PLHC students in research, leadership, and service, reimagining student advising to promote persistence, and belonging, and we are implementing new programs for wellness and wellbeing, integrated with the students' academic experience. The PLHC has redesigned its curriculum and has begun offering a new sequence of courses emphasizing contemporary challenges and critical solutions aimed at introducing students to high impact opportunities. Students not only see the relevance of their coursework to contemporary issues but also how their work in research, service, and community engagement has an impact on the world outside of the classroom. Additionally, the PLHC is partnering with the other colleges/schools to establish more opportunities for faculty to engage with students and provide increased support for faculty-led undergraduate research across the campus. As we look forward to celebrating the 20th anniversary of the Honors College in Fall 2024, we are excited to celebrate its contributions to UVM with alumni and friends of the PLHC and sharing our vision for the future. (ASG 1.2, 1.4, 3.1)

Generative AI

As an academic community we are working and learning together about the impacts of generative AI (genAI). Over the last several months, a working group comprised of members of Faculty Senate committees, and representatives from the Writing in the Disciplines Program (WID), the Center for Teaching and Learning (CTL), and the Center for Student Conduct have considered some of generative AI's implications for faculty work and brought forward several recommendations. Briefly, they are:

- **GenAI and the classroom.** Faculty are strongly encouraged to state clearly—in their syllabi and at the start of class—their expectations for intellectual honesty as well as discussing how they want to use generative AI in their classes and what their expectations are for giving credit to the use of artificial intelligence.
- **GenAI in research.** Faculty must take responsibility for all knowledge created if they choose to use generative AI in their research activities. Faculty are encouraged to review journal policies (as they vary) and their professional associations for discipline specific guidance.
- **GenAI and ethics.** Faculty should be aware of the problematic genAI ethics. GenAI outputs are reflective of the data sets they are trained on and include and reflect societal prejudices.
- **GenAI and legal issues.** When data is entered into a genAI tool, it becomes the property of the company. It is essential to be aware of the legal obligations to protect data (e.g. HIPAA, FERPA).

These recommendations are meant as a starting point for thinking about generative AI in faculty work, and there will be continued discussions in colleges and schools about these issues.

Our [Center for Teaching and Learning](#) has developed programs to provide our faculty with valuable tools, skills, and insights around how we communicate with students about our expectations around AI use; ways we can foster students' inner motivation and how that can factor in students' desires to use

generative AI; and how to design assignments, activities, and assessments that consider the limits and possibilities of generative AI. (ASG 1.1, 1.4, 2.1)

UVM GO

As a result of last August's successful launch of [UVM GO](#), there is great enthusiasm for UVM GO 2024! We have received 25 new proposals for 2024 programs, and we also have a number of returning faculty leaders. We are excited to expand to new locations, both domestically and internationally. Some of the locations being considered are San Francisco, New York City, Atlanta, Puerto Rico, Costa Rica, and Iceland. We look forward to continuing local partnerships and strengthening those relationships. Several new faculty members have reached out with strong connections in the community and ideas for highlighting the research being done at UVM. There is a range of interesting topics emerging, from wellness and self-care to foraging and studying fungi, from entrepreneurship in the local food scene to agroecology, and the impacts of global issues, like climate change, in the local Vermont context. The team will spend the next few weeks developing program ideas with faculty members and creating promotional materials for the Admitted Student Visit Days this spring. Our goal enrollment for next summer is 750 students (more than doubling Summer 2023's enrollment) with the ultimate goal of enrolling 1,500 students annually in pre-matriculation programming by Summer 2026. Last October's annual Six-Week Survey of first-year students indicated high levels of engagement and satisfaction with their UVM experience among UVM GO participants. (ASG 1.1, 1.2, 3.3)

KNOWLEDGE CREATION and ENGAGEMENT

Open Scholarship

The **Higher Education Leadership Initiative for Open Science (HELIOS)** is an organization established by several university presidents to marshal universities into collective and bold stances and actions that move data and scholarship into open models for information dissemination and access. Launched in 2022 with the commitment of more than 60 American universities and colleges, including the University of Vermont, HELIOS recognizes the importance of educating faculty and university leaders in the importance of 'open science' and the critical need to share scientific discoveries and solutions to benefit all members of society.

In January, along with presidents and provosts from across the country, I attended a conference to consider how we can collaborate to develop models and standards for rewarding open scholarship within our academic cultures. Fortunately, at the University of Vermont we already have a faculty leadership working group committed to the open science and open access principles led by Dr. Meredith Niles, Associate Professor of Nutrition and Food Sciences, College of Agriculture and Life Sciences; Dr. Tom Borchert, President of the Faculty Senate and Chair of the Department of Religion; and Dr. Bryn Geffert, Dean of Libraries. In fact, the University of Vermont's Faculty Senate Research, Scholarship and Creative Arts Committee (RSCA) sponsored a resolution on open access and open science that was approved by the full Faculty Senate last Spring, declaring that "the free exchange of research and scholarly information is a matter of equity and consistent with the values of Our Common Ground." The resolution offered action steps and called on our academic units to develop policies and procedures promoting open access and the sharing of scholarly input. At the national meeting, the University of Vermont and our faculty leaders were held up as models for other institutions to follow.

Many governmental agencies are committed to open science including NASA, NSF, NIH, NOAA, DOE, OSTP, and NLM. I will be collaborating with our faculty and academic leaders across campus to further the Faculty Senate resolution as well as implementing additional strategies to support faculty

understanding of open science and use of available tools to share information. I will also work with the Office of the Vice President for Research and funding agencies, like NASA, who are anxious to work with the University of Vermont to accelerate our adoption of open science. You will hear more as we continue to play an important role in this national initiative and establish the policies, procedures, and educational training and resources to support open access and open science. (ASG 2.1, 2.3)

Presidential Lecture Series

The University is consolidating planning and support for its four major lecture series: Aiken, Burack, Zeltzman, and the Janus Forum. Each year, a committee (currently led by Dean of Libraries Bryn Geffert) will choose a theme and schedule speakers for each lecture around that theme. This year's theme is Social Media. Speakers include Zeynep Tufekci, a Princeton University sociologist and *New York Times* columnist who has studied the influence of social media in the Tahrir Square uprising in Egypt and protest movements in Hong Kong; Bailey Parnell, a TED speaker who lectures on social media's effects on mental health; UVM's own Chris Danforth on "[Measuring the Happiness, Health, and Stories of Society through Social Media](#)"; and Nora Draper, a political scientist at the University of New Hampshire who studies data privacy. In this year's Janus Forum, Jim Steyer, president of Common Sense Media, and John Samples of the Cato Institute will argue for and against the proposition that "Social Media should be more regulated." In the future, speakers will be asked to develop their arguments in writing, crafting an essay supporting their position and a second in response to their interlocutor's argument. The new University of Vermont Press will publish these point-counterpoint essays in a new *Janus Texts* series aimed at a wide audience and appropriate for high school and college courses.

Themes under consideration for the Presidential Lecture Series in future years include:

- **Free speech on campus.** Understandings of, regulations around, legalities of, and practices around free expression in the academy.
- **The role of companies in politics.** What happens and what should happen when companies contribute to political discourse? How does and how should the law understand corporate rights to speech? What strictures on employee speech and political activity are legal or advisable? How does corporate engagement in political issues affect corporations' bottom lines?
- **Scholarship in a fake-news world.** In a world of misinformation run rampant, where the academy and the scholarship it produces are sometimes held in low regard, and where traditional standards of evidence and argumentation strike some as quaint or irrelevant, what is the role of scholarship?

(ASG 1.5, 2.1, 3.3)

Tech Hub Recognition

A consortium led by the University of Vermont, in close collaboration with semiconductor manufacturer GlobalFoundries and the State of Vermont's Agency of Commerce and Community Development, has been designated as one of 31 Tech Hubs by the U.S. Department of Commerce's Economic Development Administration (EDA). This designation—won from among more than 200 applicants from across the US—creates a range of program supports to build a technology ecosystem around semiconductor development and commercialization in the Burlington metro area, including an opportunity to compete with the other designees for up to \$75M in federal economic, research, and development funding. The "Phase II" competition will take place this spring, with applications due February 29, 2024, and funding for winning applications arriving in early summer. The effort is being led by the Office of Research and UVM's new Regional Innovation Officer, Doug Merrill. In addition to

the Phase II funding competition, numerous economic development opportunities in workforce development, small business support, and export assistance have been made available to our consortium and will continue for the next several years. A significant number of local businesses, municipalities, and investment groups have joined the consortium, and partnership with national and international semiconductor industry partners is already taking place. By working to help develop a more robust local tech sector, UVM stands to gain significant national recognition for its research and development work, and greater national and international exposure to potential students and researchers seeking opportunities in technology R&D. (ASG 2.1, 2.2, 2.3)

Leahy Institute for Rural Partnerships

It was a delight to celebrate the official opening of the Patrick Leahy Building and the launch of the [Leahy Institute for Rural Partnerships](#) in November. The Leahy Institute for Rural Partnerships was made possible by a \$9.3 million award from the U.S. Department of Agriculture's National Institute of Food and Agriculture, with leadership and support from Senator Leahy (the USDA contributed over \$29 million to the renovation of the Leahy building). The work of the institute will result in a template that can be replicated for other rural areas across the country through a national educational consortium. The Leahy Institute will bring financial and technical assistance, UVM research, faculty expertise, student projects and internships, and established UVM startup and engagement programs together to collaborate on impactful solutions that drive positive change for Vermont and beyond. This is a powerful addition to our campus and our state and is another example of the lasting and positive impact of Senator Leahy's work. (ASG 3.1, 3.2, 3.3, 1.1)

WELLNESS

Title IX Advances

As noted in my last report, Dr. Jennifer Demers joined UVM last 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, and a pilot training program for campus-based professionals to improve communication skills in response to disclosures of sexual violence by students has been launched.

Also last fall, UVM welcomed trainers from the federal STARRSA, or Science-based Treatment, Accountability, and Risk Reduction for Sexual Assault program. This training enabled us to enhance our educational programming for students found responsible for violating the sexual misconduct policy and students who enter into Alternative Resolution agreements. This is a research-informed, nationally recognized program developed through a Department of Justice grant and used at universities nationwide. The program provides education about basic social skills necessary for healthy consenting sexual behavior. Its mission is to be consistent with and complement policies that are designed to address sexual misconduct; hold those responsible accountable; and assist those who have engaged in sexual misconduct in developing beliefs, attitudes and behaviors that promote healthy, consensual, and safe intimate relationships and sexual behavior.

This spring, UVM's new Project Management Office is leading an effort to refine our uniform reporting portal and improve the function and utilization of case management software that will help us ensure timely and effective response and follow-up.

Osher Center

The Osher Center celebrated its first anniversary last October and it continues to build on the foundation of UVM's history of integrative healthcare work. Among many of the Center's recent accomplishments:

- The Osher Center's Comprehensive Pain Program serves as a national model in its use of an integrative, whole-person approach to addressing the challenge of chronic pain. In October of 2023, the Program finalized negotiations for a pilot with Medicaid, making it the first in the U.S. to offer this comprehensive and integrative pain care to Medicaid subscribers.
- The Center's educational programs are flourishing, with 300 healthcare professionals worldwide attending their integrative pain management conference last May.
- Their Integrative Therapies at the UVM Cancer Center and the UVM Children's Hospital continue to help relieve suffering, improve care and quality of life, support healthy lifestyles, and empower patients and families. This past year, the Osher Center received a grant from Dartmouth Hitchcock Medical Center for Advancing Rural Health Equity to offer farm shares and health coaching for food-insecure cancer patients and a philanthropic gift from a generous donor to expand our music therapy at the UVM Children's Hospital.
- The Center's Health and Wellness Coaching program was the top-grossing noncredit program at UVM associated with the Upskill Vermont grant this year.
- The UVM Employee Wellness program, housed in the Osher Center, is thriving, gaining more partnerships with the Center for Health and Wellbeing, Human Resources, and other units to create a health-promoting culture at UVM for all students, faculty, and staff.
- The Center has established a Planetary Health arm and will make important contributions to this university initiative.

I hope 2024 is off to a positive and productive start for you; I look forward to another year of our work together.

Be well, Catamounts!

ACADEMIC SUCCESS GOALS for the University of Vermont Office of the Provost ~ May 6, 2020 Updated January 17, 2024

The Academic Success Goals are intended to support President Garimella's [strategic areas of impact](#), and reflect priorities in Teaching and Learning, Knowledge Creation, and Engagement. They were developed during the Spring 2020 semester and were updated in Fall 2023. They are the result of ideas, suggestions, and feedback from the members of the Academic Leadership Council and the faculty and staff in their respective units, the Academic Planning Committee, Staff Council, the Faculty Senate, the Graduate Student Senate, the Student Government Association, and academic and student success leaders across campus. [Progress against these goals](#) will be measured by the Office of Institutional Research and Assessment. The Academic Success Goals should guide the work of all members of our

community – faculty, staff, and students – who participate in, support, and contribute to our academic mission.

Unless aimed at a particular student audience, as appropriate, the Academic Success Goals (ASG) apply to students at all educational levels: undergraduate, graduate, medical, and continuing education/non-degree.

All of the ASGs are important. As part of the Fall 2023 update, their order/numbering has been revised to reflect a general sequencing/scaffolding that may be helpful in organizing efforts and activities in support of the ASGs.

Specific metrics/outcomes for the goals can be found on the companion Metrics/Outcomes [\[TBA LINK\]](#) and ASG Dashboard [\[TBA LINK\]](#) documents.

Priority 1: TEACHING & LEARNING

Academic Success Goal 1.1: Increase the diversity of perspectives, experiences, and thought

- A. Identify and implement strategies to recruit and retain students from diverse backgrounds
- B. Identify and implement strategies to recruit and retain faculty and staff from diverse backgrounds
- C. Implement strategies and assess outcomes outlined in units' Inclusive Excellence Action Plans and the university-wide [Comprehensive Diversity, Equity, and Inclusion Plan](#)
- D. Ensure an inclusive learning environment developed and implemented by faculty and staff
- E. Establish an enrollment and educational engagement strategy for increasing international student enrollment and retention

Academic Success Goal 1.2: Develop a unified and impactful framework for undergraduate education

- A. Promote a culture of academic engagement and integrative learning
- B. Encourage and assess student participation in high impact practices that enhance curricular priorities, support integrative learning, and encourage career exploration and skill building (i.e., research opportunities, writing intensive courses, experiential learning, learning communities, problem-based learning)
- C. Implement the [Catamount Experience](#), including [Catamount Global](#) and [Catamount Venture](#)
- D. Continue implementation and launch assessment of Catamount Core

Academic Success Goal 1.3: Develop graduate programs with rigorous curricula, relevant and valuable experiential opportunities, and that enhance research and scholarship and prepare students for diverse careers

- A. Increase enrollment of research graduate students and funding mechanisms in keeping with very high research activity universities (e.g., training grants, fellowships)

- B. Develop a suite of professional certificates and master's programs, especially online, to meet workforce needs, increase access, and generate revenue in support of the broader graduate endeavor
- C. Expand faculty involvement in graduate education through new inter-disciplinary and non-STEM doctoral programs and the institutional infrastructure to support them, including data infrastructure
- D. Continue the development of contemporary, competitive graduate-level curricula
- E. Improve professional development opportunities to prepare all graduate students for diverse career trajectories

Academic Success Goal 1.4: Improve retention, progression, and graduation rates

- A. Ensure that students have access to high-quality academic and student life support services including academic success and wellbeing
- B. Build a high-quality, effective, and accessible system of academic advising that empowers and enables both advisors and advisees to increase agency and aptitude in academic development
- C. Implement strategies to support success in foundational academic experiences, community building, and opportunities for integrative learning
- D. Reduce identified achievement and degree completion gaps

Academic Success Goal 1.5: Increase faculty and staff participation in impactful professional development

- A. Increase and coordinate faculty and academic administrator participation in comprehensive faculty development and mentoring programming and assess the effectiveness of these initiatives
- B. Develop and offer high-quality faculty and staff development to promote inclusive excellence through coordination among units and the Office of the Vice Provost for Diversity, Equity, and Inclusion
- C. Collaborate with the Chief Human Resources Officer and academic and student success leaders to ensure staff participation in strategic professional development opportunities that support institutional goals

Academic Success Goal 1.6: Support post-graduation success for students

- A. Develop a comprehensive career advising system that empowers academic and career advisors and advisees to access and utilize supports
- B. Decrease student indebtedness by reducing time to graduation and increasing scholarship funding
- C. Increase external student recognition via major awards and/or prestigious assistantships/fellowships/internships
- D. Build capacity for effective connections between the Career Center, Alumni Relations, and PACE leading to positive career outcomes and sustained opportunities for upskilling or reskilling

Priority 2: KNOWLEDGE CREATION

Academic Success Goal 2.1: Raise the University's research, scholarship, and creative arts profile

- A. Invest in improving and cultivating staff talent, research facilities and space, infrastructure and administrative capacity to facilitate faculty research, scholarly, and creative activities and support the research mission
- B. Support increased engagement of undergraduate and graduate students in the research enterprise in all disciplines
- C. Develop strategies for implementing workload policies that enhance research productivity and scholarly and creative arts excellence
- D. Identify and grow areas of research, scholarship, and creative arts strength through strategic hiring
- E. Provide coordinated mentorship and support for junior and mid-career faculty research, scholarship, and creative activity
- F. Increase the number of post-doctoral positions and fellowships
- G. Create a systematic review process to increase faculty external recognition and impact
- H. Educate faculty and students on the importance of open access publishing and open science and facilitate faculty participation in open access and open science practices

Academic Success Goal 2.2: Increase interdisciplinary research in areas of distinctive strengths

- A. Provide sustained funding for interdisciplinary research collaborations including institutes and centers
- B. Incentivize, evaluate, and reward interdisciplinary and collaborative research, scholarship, and creative activity
- C. Create opportunities for increased faculty interaction and collaboration across disciplinary and unit boundaries

Academic Success Goal 2.3: Enhance success in external funding

- A. Increase faculty fellowship opportunities for developing large-scale grant proposals and/or proposals in high priority areas
- B. Further centralize external-funding infrastructure that draws on faculty effort for academic proposal content and professional staff effort for administrative proposal content
- C. Expand infrastructure that leads to more substantial corporate and foundation relations and an increase in related funding proposal success

Priority 3: ENGAGEMENT

Academic Success Goal 3.1: Prepare students to be engaged citizens

- A. Provide and support community-engaged experiential learning activities for students that address community priorities and challenges
- B. Develop learning opportunities and assess outcomes in intergroup dialogue for students, faculty and staff that improve civil discourse and civic engagement
- C. Establish goals and pathways for global learning opportunities

Academic Success Goal 3.2: Use an evidenced-based engagement approach, including regional partnerships, to address contemporary challenges with an emphasis on service to and partnership with rural and other underserved communities

- A. Develop centralized programs to coordinate research/scholarly/creative arts activities with broad impact
- B. Promote funding opportunities and increase logistical support for community engagement projects
- C. Expand culturally responsive participatory action projects and research with the community and measure the outcomes
- D. Encourage and facilitate translation of faculty research, scholarly, and creative innovations

Academic Success Goal 3.3: Serve as a driver of community and economic development for the state of Vermont

- A. Increase direct engagement activities with the public on campus and in local communities to make connections and build awareness of university offerings
- B. Expand internship programs that connect students with prospective employers and other organizations in Vermont
- C. Establish regular, substantive interactions with community partners
- D. Increase faculty research, scholarly, and creative partnerships with non-academic entities in Vermont
- E. Increase non-credit offerings and enrollment
- F. Increase graduate and professional for-credit distance and hybrid offerings

Curricular Affairs Committee of the Faculty Senate

Report of the Curricular Affairs Committee of the Faculty Senate

February 9, 2024

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 Reviews (Nine):

› **Approval of a Proposal from the Graduate College and the Larner College of Medicine for Eight New Micro-Certificates of Graduate Study in Public Health**

Program Description and Rationale

The eight (8) proposed micro-Certificates of Graduate Study are related to the four (4) existing Certificates of Graduate Study in (i) Epidemiology, (ii) Public Health, (iii) Global and Environmental Health, and (iv) Health Services Administration. Two proposed micro-certificates are associated with each of the four existing certificates.

The first pair of micro-certificates are related to the Certificate of Graduate Study in Epidemiology.

Original: Certificate of Graduate Study in Epidemiology

- Micro-Certificate of Graduate Study in Epidemiology
 - PH6020 Epidemiology I
 - PH6030 Biostatistics I
 - One elective
- Micro-Certificate of Graduate Study in Public Health Informatics
 - PH6020 Epidemiology I
 - PH6240 Public Health Informatics
 - One elective

Epidemiology is the “language” of public health and the foundation science of public health programs. Epidemiology has many uses and applications. The Centers for Disease Control and Prevention describes epidemiology as “*the study of the origin and causes of diseases in a community. It is the scientific method of investigation problem-solving used by disease detectives: epidemiologists, laboratory scientists, statisticians, physicians and other health care providers, and*

public health professionals—to get to the root of health problems and outbreaks in a community.”

Since the beginning of the COVID-19 pandemic, the role of epidemiology in outbreak investigation, contact tracing, and its applications to the science and practice of public health have been essential and highly visible.

- The University of Vermont’s Micro-Certificate of Graduate Study in Epidemiology is an online and concise, 3-course (9 graduate credits) introduction to the field of epidemiology and related quantitative population health science. Completing this course of study will provide students with introductory competency in epidemiology and quantitative public health science.
- The Micro-Certificate of Graduate Study in Epidemiology is designed for health professional and graduate students, health professionals, public health professionals and researchers, and others who wish to increase their knowledge in the vital field of epidemiology. It also prepares graduates for advanced study at the master’s level in public health.

According to the CDC, public health informatics is the systematic application of information, computer science, and technology to public health practice, research, and learning. A foundation in public health informatics can serve to augment existing graduate studies or become the first step towards graduate study in public health.

- The Micro-Certificate of Graduate Study in Public Health Informatics is an online and concise, 3-course (9 graduate credits) introduction into the field of health informatics, epidemiology, and related quantitative population health science. Completing this course of study will provide students with introductory competency in public health informatics and quantitative public health sciences.
- The program is designed for health professional and graduate students, health professionals, public health professionals and researchers, and others who wish to increase their knowledge in the vital field of biostatistics. It also prepares graduates for advanced study at the master’s level in public health.

The second pair of micro-certificates is related to the Certificate of Graduate Study in Public Health.

Original: Certificate of Graduate Study in Public Health

- Micro-Certificate of Graduate Study in Public Health
 - PH6010 Public Health & Health Policy
 - PH6020 Epidemiology I
 - One elective
- Micro-Certificate of Graduate Study in Health Equity
 - PH6010 Public Health & Health Policy
 - PH6160 Social Determinants of Health
 - One elective

Public health is the science of protecting and improving the health of individuals and communities. It is a dynamic and challenging, multidisciplinary field blending public policy, research, and population health sciences. The focus of public health is on preventing disease among entire populations, rather

than on treating individual illness, relying on quantitative sciences and evidence-based practice. The field of public health is broad, encompassing a variety of disciplines and population-based issues.

- This University of Vermont’s online Micro-Certificate of Graduate Study in Public Health is a 9-credit certificate (3 courses) that provides a graduate-level introduction to this field, encouraging students to explore current public health and health policy issues while gaining a foundation in epidemiology, one the foundation science of public health.
- The program is designed for health professional and graduate students, health professionals, public health professionals, researchers and others who wish to increase their knowledge in the vital field of public health. It also prepares graduates for advanced study at the master’s level.

Health equity means that everyone has the same opportunity to achieve health, no matter differences in social circumstances, social health determinants, or zip code. As the science and practice of public health have advanced, achieving health equity has become the overarching focus. Public health is the science of protecting and improving the health of individuals and communities. It is a dynamic and challenging, multidisciplinary field blending public policy, research, and population health sciences. The focus of public health is on preventing disease among entire populations, rather than on treating individual illness, relying on quantitative sciences and evidence-based practice.

The field of public health is broad, encompassing a variety of disciplines and population-based issues, and the science and practice needed to achieve health equity continue to evolve. Educating students in social and behavioral factors, as well as the epidemiology and science of social determinants of health serve as a critical foundation to advance public health practice to achieve health equity.

- This University of Vermont’s online Micro-Certificate of Graduate Study in Health Equity is a 9-credit certificate (3 courses) that provides a graduate-level introduction to the science and practice of public health relevant to health equity.
- The program is designed for health professional and graduate students, health professionals, public health professionals, researchers and others who wish to increase their knowledge in this vital field of public health. It also prepares graduates for advanced study at the master’s level.

The third pair of micro-certificates is related to the Certificate of Graduate Study in Global and Environmental Health

Original: Certificate of Graduate Study in Global and Environmental Health

- Micro-Certificate of Graduate Study in Global Health
 - PH6110 Global Public Health
 - PH6160 Social Determinants of Health
 - One elective
- Micro-Certificate of Graduate Study in Climate Change and Human Health

- PH6040 Environmental Public Health
- PH6270 Climate Change and Human Health
- One elective

The field of public health continues to expand globally in response to emerging public health threats. Infectious diseases are not bound by borders and are often related to environmental change and global factors. Examples like COVID-19, Monkeypox, weather emergencies, and social determinants of health highlight the local and global nature of health and disease. Climate change's impact on weather, disease, food, water, vectors, and emergency response are key components; global sustainable development goals encompass a myriad of global health and social factors.

- The University of Vermont's online Micro-Certificate of Graduate Study in Global Health is a 9-credit (3 course) program that gives students the opportunity to explore the global nature of health and disease including the environment, infectious disease, climate change, global health data, and social health determinants.
- The program is designed for health professional and graduate students; health professionals; public health professionals and researchers; environmental specialists, engineers and scientists; and prepares graduates for advanced study at the master's level.

The field of public health continues to expand globally in response to emerging public health issues. Climate change with its impact on weather, disease, food, water, vectors, and emergency response are key components; sustainable development goals encompass a myriad of global health and social factors. Climate change affects social and environmental determinants of health; projected additional deaths, illness, and costs to human health represent, according to the World Health Organization, the single largest threat facing humanity. Factors impacting human health include, but are not limited to air pollution, allergens and pollen, vector-borne diseases, food and waterborne diarrheal disease, food security, floods, fires and temperature extremes, stress and mental health.

- The University of Vermont's online Micro-Certificate of Graduate Study in Climate Change and Human Health is a 9-credit (3 course) program that gives students the opportunity to explore the human health impacts of climate change.
- The program is designed for health professional and graduate students; health care professionals; public health professionals and researchers; and prepares graduates for advanced study at the master's level.

The fourth pair of micro-certificates is related to the Certificate of Graduate Study in Healthcare Management and Policy

Original: Certificate of Graduate Study in Healthcare Management and Policy

- Micro-Certificate of Graduate Study in Health Services Administration
 - PH6170 Management in Health Services & Med Care
 - PH6210 Controversies in Health Economics
 - One elective

- Micro-Certificate of Graduate Study in Health Policy and Law
 - PH6100 Public Health Law and Ethics
 - PH6260 Legal Issues in Healthcare
 - One elective

Despite progress in health care technology, U.S. life expectancy lags behind peer countries, with worse health outcomes at a higher cost. In addition to the history and structure of U.S. health care delivery, recent changes in systems of care and their financing, create ongoing challenges for policy makers, patients, health professionals, and the public. The COVID-19 pandemic magnified gaps in health services in the U.S. and globally. This program provides an overview of health care policies, organizational structures, and financing systems. These concepts are examined from economic, social, legal, ethical, political, and global perspectives. Financing of health care systems, with emphasis on the roles of health care providers and impact on consumers, are examined. Current strategic and leadership challenges in healthcare and public health organizations is examined through the lenses of consumers, employers, practitioners, insurers, regulators, and public policymakers.

- This Micro-Certificate of Graduate Study in Health Services Administration is a 9-credit (3 courses) program designed for healthcare and public health professionals; students in health professions and other graduate students; and employees and managers of healthcare related programs and organizations.
- This certificate provides a foundation and essential skills for advanced study in public health, public health practice, or a population-health focus for healthcare disciplines.

Efforts to provide universal healthcare access in the United States have spanned decades and many U.S. Presidents. Despite progress, most recently in the Patient Protection and Affordable Care Act of 2010, universal health insurance for all U.S. residents remains elusive. Major health policy successes to date have encompassed changes in health law, necessitating an understanding of our government and legal aspects of health care. Public health law provides a foundation for study of the policy mechanisms and ethical challenges involved in advancing population health in the United States. In addition to broad health policy initiatives, specific legal issues have contributed to our current system. To advocate for health policy changes, students in public health and health care disciplines must have a critical and foundational understanding of the key factors in determining health policy and law.

- This Micro-Certificate of Graduate Study in Health Policy and Law is a 9-credit (3 courses) program designed for healthcare and public health professionals, students in health professions, other graduate students, and employees and managers of healthcare related programs and organizations.
- This certificate provides a foundation and essential skills for advanced study in public health, public health practice, health advocacy, or a population-health focus for healthcare disciplines.

Justification and Evidence for Demand

As per the Graduate Public Health Curriculum Committee, “The Micro-Certificates have been developed in response to a growing need to improve public health and to better prepare students and professionals to meet the health-related needs of diverse populations in a

changing health care system that is increasingly calling for accountability to and for populations.”

The Committee further elaborates the value of the micro-certificates in the face of a “post-pandemic environment... and the need for increased attention to the promotion of public health,” in terms of the sought-after skills that they offer such as those related to “quantitative and qualitative sciences, health services leadership, global and environment health, public policy and law, and even emerging fields related to climate change and human health”, all which are exactly the targets of each proposed micro-certificate.

The Associate Dean further adds that the value of the micro-certificates for students across “several important areas of public health at the graduate level, whether they seek to expand career opportunities or prepare for further study.”

Relationship to Existing Programs

The eight (8) proposed micro-Certificates of Graduate Study are related to the four (4) existing Certificates of Graduate Study in (i) Epidemiology, (ii) Public Health, (iii) Global and Environmental Health, and (iv) Health Services Administration. Two proposed micro-certificates are associated with each of the four existing certificates.

Each of the four existing graduate certificates require 18 credits (6 courses): consisting of 9-15 credits as part of the core competency requirements, and another 3-6 credits of electives from a prescribed list. Each of the eight micro-certificates requires only 9 credits (3 courses).

For every pair of micro-certificates related to one of the existing certificates the 9-credit requirement is distributed as follows: 3 credits (one course) is a *prescribed* course from the core competency requirements list in the existing certificate, 3 credits (one course) is a *prescribed* course from either the core competency requirements list or the electives list of the existing certificate, and the last 3 credits (1 course) is an *open elective* that can be chosen from either the core competency requirements list or the electives list of the existing certificate. Judging from the title of the courses provided in the proposal, the choice of prescribed courses for each micro-certificate demonstrates that each micro-certificate is a streamlined but more targeted and more specialized version of the original existing certificate to which it is related. They address specific skills required by professionals and practitioners in various fields of public health.

Admission Requirements and Process

The process will mirror the requirements and process of applying for the full graduate certificate.

Note: Transfer Credits

Graduate credits taken at other institutions may not transfer into a UVM micro-Certificate of Graduate Study program. Graduate credits taken at UVM as a non-degree student may not transfer into a UVM micro-Certificate of Graduate Study program that requires less than 12 credits to complete (see Graduate College requirements for micro-CGS).

Anticipated Enrollment and Impact on Current Programs

All of the Micro-CGS use current courses in the Graduate Public Health programs, and as such will be integrated into these course offerings. Based on enrollments in the full Certificates of Graduate Study, the proposers anticipate 1-2 students per Micro-CGS per semester. These offerings will be added to the current website – see [Graduate Programs and Certificates – UVM Public Health](#)

Advising

The existing system of advising will be used. This is the same system as for the MPH and graduate certificates. As these Micro-CGS are 3 courses, each student will have a course plan. It is expected that the vast majority will finish in 1 year or less, as courses are offered spring, fall, and 2 summer sessions. Each Micro-CGS will have a sample course plan on the website.

Further, the mCGSs are designed in accordance with the Graduate School guidelines the program advisors will work with all admitted students in their course planning to make sure that what they are selecting makes sense from a public health education standpoint. This is important because as the proposers note, they “expect to see, more likely than multiple stacked mCGS, students taking 1 mCGS and then completing a CGS or alternatively, making a choice to enter the MPH program.”

Assessment Plan

Applications, enrollments, completion, and alumni next steps (i.e., do they go onto further graduate study, use in their workplace, etc.) will be tracked. Graduation and alumni surveys will be developed specifically for the Micro-CGS modeled after the current graduation and alumni surveys for MPH graduates.

Staffing Plan, Resource Requirements, and Budget

These will be carried out using existing systems, personnel, and budget in the Department of Medicine where the Graduate Public Health programs are located.

Evidence of Support

Strong support is provided from The Graduate Public Health Curriculum Committee and the Christopher Berger, Associate Dean of Undergraduate and Graduate Education and Postdoctoral Training.

Summary

The new proposed micro-certificates will be valuable additions to the UVM Graduate Public Health Program curriculum by providing innovation in the “graduate public health education in an area of focus that has proven market demand for the University and will expand an area of excellence in Graduate Public Health.” The proposed micro-certificates “enhance online offerings to both graduate and professional audiences in this timely and needed area”, and will contribute to the students’ “academic, professional, and personal advancement” by

preparing them for “several important areas of public health at the graduate level, whether they seek to expand career opportunities or prepare for further study.”

The CAC unanimously approved this proposal submitted by the Graduate Public Health Program of the Larner College of Medicine and the Graduate College for eight (8) new Micro-Certificates of Graduate Study that are related to the existing Certificates of Graduate Study in Epidemiology, Public Health, Global and Environmental Health, and Health Services Administration at the October 5, 2023 meeting. During the 15-day public comment period no comments were received. Subsequently the Faculty Senate also unanimously approved this proposal at its October 23, 2023 meeting. If approved by the Board of Trustees, these micro-certificates will be implemented starting Fall 2024.

› **Approval of a Proposal from the Graduate College to Change the Credit Ranges for Certificate of Graduate Study (CGS) and Micro-Certificate of Graduate Study (mCGS)**

Rationale

CGS and mCGS at UVM currently carry significantly higher credit requirements than is typical in comparable Graduate Schools. This includes our official institutional peers and aspirant peers: among those that have comparable structures, the minimal credit requirements for a CGS range from 9 (University of Colorado, Boulder, University of Delaware, UMass Amherst, UNC, Tufts) to 12 (UConn, UVA); only UNH still also requires at least 15 credits.

With UVM’s credit requirements unusually high, and stackability limited, enrollment in, and completion of, UVM’s CGS and mCGS has been very low across both primary target audiences, i.e. currently enrolled degree students and Non-Degree students.

The graduate college would like to adjust the minimum credit requirements for the CGS to competitive levels and include non-course educational activities to count toward completion of a mCGS/CGS, while maintaining most other structural components. The minimum credits for a CGS would be adjusted to 10 credits. The credit cap for an mCGS would be 9 credits maximum.

Overview of Changes

*REVISED LANGUAGE FOR GRADUATE CATALOGUE AS APPROVED BY Graduate Executive Committee (GEC) on 12/7/23

Requirements for Certificates of Graduate Study (CGS)

Certificates of Graduate Study provide opportunities for students currently enrolled in a UVM graduate degree program and /or for Non-Degree students to engage in in-depth understanding of a particular area of interest. Certificates of Graduate Study help students prepare for further graduate study and/or develop their professional skills. The awarding of a Certificate of Graduate Studies will be annotated on the official transcript of a student who successfully meets the requirements set forth for the Certificate.

The general requirements for a Certificate of Graduate (CGS) study at UVM are:

1. Certificates of graduate study require a minimum of 10 graded credits at the graduate-level. The credits must be in a defined subject area and approved for the specific certificate. A CGS may

include requirements for non-course educational activities, such as workshops or projects. At least 6 of the credits must be identified as core requirements in the curriculum, and the remaining credits must be chosen from a published and approved list of options for that certificate.

2. All credits must be completed at UVM within a 5-year period. Graduate credits taken at other institutions may not transfer into a UVM CGS program. Certificate students who are enrolled in a UVM degree program may transfer up to 4 credits (but not grades) from 5000- or 6000-level courses taken at UVM as a non-degree student into the Certificate.
3. Students who elect to pursue a CGS in conjunction with a master's or doctoral program must apply to the Certificate before registering for the final 4 graded credits needed for the Certificate. Students pursuing a master's or doctoral degree must choose a CGS in a discipline different from that of their graduate degree program.
4. A minimum grade point average of 3.00 must be achieved in the certificate program. At least 4 graded credits taken after admission to the certificate program are required to calculate the Certificate of Graduate Study GPA.
5. Credits used for a Certificate of Graduate Study may be applied toward an appropriate graduate degree at UVM. Credits may overlap between one certificate and one degree program. Credits taken for one Certificate of Graduate Study may not be used to fulfill the requirements of another Certificate of Graduate Study.

Requirements for Micro-Certificates of Graduate Study (mCGS)

Micro-Certificates of Graduate Study indicate familiarity with a specific topic or area. Micro-Certificates may be offered to students currently enrolled in a UVM graduate degree program and / or to Non-Degree students. Micro-Certificates are intended to be flexible and adaptive and to meet the evolving demands of enrollees and other stakeholders. The awarding of a Micro-Certificate of Graduate Studies will be annotated on the official transcript of a student who successfully meets the requirements set forth for the mCGS.

The general requirements for a Micro-Certificate of Graduate Study (mCGS) at UVM are:

1. A Micro-Certificate of Graduate Study is comprised of between 4 and 9 credits of which no fewer than 4 must be graded. The credits must be in a defined subject area and approved for the specific Micro-Certificate. Micro-Certificates of Graduate Study may include requirements for non-course educational activities, such as workshops or projects. All credits must be chosen from a published and approved list of options for the Micro-Certificate.
2. All credits must be completed at UVM within a 3-year period. Graduate credits taken at other institutions may not transfer into a UVM Micro-Certificate of Graduate Study program. Micro-Certificate students who are enrolled in a UVM degree program may transfer up to 3 credits (but not grades) from 5000- or 6000-level courses taken at UVM as a Non-Degree student into a Micro-Certificate that requires at least 7 credits total.
3. Students who elect to pursue a Micro-Certificate of Graduate Study must apply to the Micro-Certificate before registering for the final 3 credits needed for the mCGS. Students enrolled in a UVM graduate degree program must choose Micro-Certificates of Graduate Study in areas beyond their degree program.
4. A minimum grade point average of 3.00 must be achieved in the Micro-Certificate of Graduate Study.
5. Credits used for a Micro-Certificate of Graduate Study may be applied toward an appropriate Certificate of Graduate Study, master's degree, or doctoral degree at UVM. Credits may overlap between one Micro-Certificate of Graduate Study, one Certificate of Graduate Study, and one

degree. Credits taken for one Micro-Certificate of Graduate Study may not be used to fulfill the requirements of another micro-Certificate of Graduate Study.

The revisions to the credential were developed through an hoc committee of the Graduate Executive Committee (GEC). It was shared with the Registrar to ensure alignment on process issues and with PACE, which is strongly supportive of enhanced clarity, competitive requirements, and the strengthened emphasis on stackability. GEC discussed and unanimously approved the proposal at its meeting on December 7, 2023. The GEC has also prepared updated guidance language to support proposer's of new CGS and mCGS should this be acceptable to all. The CAC recommended that the GEC also include the CGS and mCGS requirements outlined above as part of an institutional guidance document.

Summary

In advancing this proposal, Dean of the Graduate College Holger Hooek stated, "The proposed revisions will better enable UVM to maintain a regularly refreshed certificate ecosystem to advance our mission to offer robustly curated, accessible graduate-level education and training to a wider range of learners in the state of Vermont and beyond."

The CAC approved this proposal submitted by the Graduate College to change the credential requirements for the Certificate of Graduate Study (CGS) and Micro-Certificate of Graduate Study (mCGS) by electronic ballot on January 11, 2024. During the 15-day public comment period no comments were received. Subsequently the Faculty Senate also approved this proposal at its January 22, 2024 meeting. If approved by the Board of Trustees, these changes to the credential requirements for the CGS and the mCGS will be implemented starting Fall 2024.

› **Approval of a Proposal from the College of Arts and Sciences for New BA in Geosciences**

Program Description and Rationale

Our well-being on Earth depends on solving the most pressing issues of our time that include degrading air and water quality, climate change, increasing energy demand, threat of natural and human hazards, and the decline of life-sustaining geosystem services. To address these complex, and highly interrelated challenges across time and land scales, modern geosciences investigate the past, understand and measure the present, and make predictions about the future behavior of our planet and other planetary bodies. As an interdisciplinary field of study, geosciences take a systems lens to investigate the interconnectedness of the Earth layers including atmosphere, hydrosphere, biosphere, and geosphere and includes how living things, including humans, interact with the Earth and other planetary systems.

The geosciences B.A. offers students the opportunity to select courses across a variety of geosciences offerings to study the Earth and other planetary bodies in an interdisciplinary setting with a system understanding. The new geosciences B.A. will fill a gap in STEM education at UVM as a result of the termination of the Geology Department and Geology major. This major will combine classroom-based education with hands-on field and lab experiences that integrate the application of course content to real research experiences in the context of the liberal arts and a minor.

Philosophical Goals Statement

The goals of the proposed program are to address fundamental and applied geosciences questions regarding Earth's transitions over space and time and related societal challenges. Combining cutting-edge research with high impact educational experiences through an innovative, learning outcome-based curriculum, the proposals provide students with opportunities to discover and develop relevant geosciences knowledge and skills. The program will offer students a broad geosciences foundation with the flexibility for specialized study and practical experiences and will integrate research with education to promote excellence in both. This approach will support students in their pursuit of their professional goals in an ever-evolving job market in alignment with the liberal arts mission of College of Arts and Sciences and the land grant mission of UVM.

The goals of the B.A. are to:

- build knowledge and skills in the breadth of the discipline that encompasses the interconnectedness of the geosphere, hydrosphere, cryosphere, biosphere and atmosphere in the context of the holistic liberal arts perspective.
- offer in-depth education in specialized subdisciplines in alignment with other STEM fields and the broader interests explored as part of the minor.
- develop hands-on skills in lab, field and data analyses in preparation for an ever-changing job market.
- empower learners of all identities including learners that have been traditionally excluded from STEM fields, including students of color, students with disabilities, and LGBTQ+ students.

B. Program level learning outcomes.

The major will offer breadth in the discipline with options in specialized studies in one or more subdisciplines that accommodate student interest. Further, geosciences contribute a systems lens to STEM education; therefore, systems thinking is a key learning outcome for our students. Further, our students will critically engage with the environmental, social, and economic challenges and the colonial history of geosciences. Building skills around written and oral communication, as well as skills in generating and analyzing data in a variety of situations will prepare our students for the job market.

Upon completion of the B.A. degree, students will be able to:

1. Demonstrate familiarity with the discipline's foundational theories and models and demonstrate a deeper comprehension of subfields in the geosciences.
2. Articulate the interconnectedness of geosphere, hydrosphere, cryosphere, biosphere, and atmosphere and interpret significance of relevant processes across time and space.
3. Critically engage with the connections between geosciences and environmental, social, and economic challenges in the coupled human-natural environment.
4. Communicate select topics from geosciences and the broader liberal arts context (as explored in the minor) to multiple audiences through oral and written communication.
5. Demonstrate competence with observation, analysis, experimentation, and hypothesis testing in relation to Earth systems thinking and integrate and assess representations of data of multiple types and/or origins.

Justification and Evidence for Demand

The proponents of the B.A. in Geosciences identified demand and needs at the department, college, University and local/regional/state levels.

Geosciences not only fills the gap created by the deactivation of the geology major (B.S., B.A.) and minor but, expands beyond the original mission of the geology program through intentional

integration of all layers of the Earth (geosphere, hydrosphere, cryosphere, biosphere, and atmosphere) and other planetary bodies. This includes investigating relevant processes across a broad range of time-scales and landscape-scales using an Earth systems lens, and the generation of knowledge and skills linked to a variety of technologies to respond to shifts in the behavior of our planet across time and space.

Since the merger of Geography and Geology in 2022, the Department of Geology and Geosciences has received weekly inquiries and requests about geosciences offerings from both prospective students and current students, respectively. During Admitted Student Days in spring 2023, several families signaled strong interest in a geosciences program, despite the fact that there is no advertising for geosciences in larger ASD events. To meet the demand of currently matriculated students, they have developed a streamlined process for students to declare an Individually Designed Major and Minor (IDM) in geosciences. Currently, five students are working on the application for the major. However, the number of IDM students does not reflect the true level of interest. Indeed, many students, predominantly first-years, have indicated they want to wait and see if the geosciences program will appear in the catalogue.

The proposed Geosciences program can also support local and regional needs related to the assessment and management of water and mineral resources, surface, and groundwater pollution (including PFAS, nitrates, phosphorous, and radioactivity), bedrock aquifers, landslide and erosion hazards, soils and forest health, and many other issues linked to climate change. The geosciences program is in a unique position to help address these needs because of the expertise of its faculty and through the many partnerships they have with national and state agencies. The Geosciences faculty involvement with state agencies are synergistic and involve research collaborations, personnel exchanges, internships and undergraduate student mentor programs, and educational workshops. Student involvement in these activities provides on-the-job training, field experiences, professional development, participation at professional meetings, and material for research projects and Senior theses. The state receives outstanding applied research that would not be forthcoming without UVM student participation. These collaborations and partnerships directly serve both UVM and Vermont by helping UVM achieve its mission of advancing the economic and social well-being of Vermonters, including by helping to mitigate and to prepare for the effects of climate change.

Relationship to Existing Programs

This program is housed in the Department of Geography and Geosciences in the College of Arts and Sciences. No other units are involved in meeting the core requirements for this program. However, courses offered in other departments, programs, and units are possible as electives and ancillary courses. One way that the proposed B.A. in Geosciences major relates to several programs in the same department or college or to other programs in the University is through these electives and ancillary courses. Further, the geosciences program has direct relationships with other important programs that investigate different spatial scales of physical and human interactions (e.g., Geography, ENVS), and which focus applied aspects of ecosystem processes at shorter timescales (ENSC). The geosciences major will complement these offerings through courses on Earth and other planetary bodies including Earth systems interactions of hydrosphere, cryosphere, biosphere, and atmosphere, across geologic time and landscape scales. As such, geosciences will also support other majors, for example the Earth sciences concentration in the teacher education program in the College of Education and Social Studies. Additionally, many students majoring in Environmental Engineering take courses in geoscience as electives.

The proponents have provided clear distinctions between the proposed program and existing programs in the same department, college or in other colleges.

Within CAS

Within the University of Vermont's College of Arts and Sciences, the launching of the major in geosciences supports the goals of a liberal arts education where “students experience the connectedness and accessibility of a small liberal arts college within a high caliber public research institution.” The geosciences program also aligns with the college's mission, i.e. “The College of Arts and Sciences at the University of Vermont welcomes difference, values collaboration, encourages debate, and stands for integrity, service, and academic excellence. We are dedicated to the rigorous pursuit, understanding, and dissemination of knowledge through the process of discovery, the creation of art, and the practice of teaching. We provide an integrated and engaging multidisciplinary experience that generates creativity, critical thought, effective communication, and a practiced commitment to serve the pressing needs of society and the natural world.”

Below is a list of programs in CAS which are related to this proposed B.A. in Geosciences.

- *Geography*: this program shares a common root word, geo, and also highlights the application of spatialized thinking in social and natural environments, from local to global scales of analysis. Geography is composed of both physical and human geography, and while physical geography shares some aspects with the geosciences, the geosciences program includes deep time (i.e., the longer timescales that impact deeper Earth layers) and a connection to the core concepts underlying the investigations of all Earth layers and other planetary bodies. Because this major would be co-housed with geography in the Department of Geography and Geosciences, the proponents also envision it satisfying unmet demand voiced by geography students during past program reviews, in which students have articulated a desire for more natural-science focused course work and the opportunity for a B.S. degree. Both the B.A. and B.S. tracks in geosciences provide this pathway to meet articulated student demand.
- *Geospatial Technology Minor (GST)*: This is a cross-college minor that includes multiple courses taught by geoscience faculty. This minor includes coursework in GIS, remote sensing, computer programming and data analysis. While there is overlap in the available courses between the GST minor and the proposed geosciences major, the geosciences major is constructed very flexibly so as to allow a student to complete the GST minor and a rigorous geosciences major without exceeding the allowable 3 credits of overlap (double dip) between a major and minor.
- *Environmental Studies (Major and Minor)*: Environmental studies is (like geosciences) interdisciplinary and emphasizes a systems lens, but at timescales that are adapted to the living world (typically decades) and with the explicit focus on environmental sustainability and justice. The geosciences major is complementary in this context as all Earth's layers and their interconnectedness are considered and contribute knowledge and skills across larger timescales and depths to understand, predict and mitigate shifts in our planet's behavior and other planetary bodies. The course offerings of the geosciences program are complementary and will be available to students of the ENVS program.

Outside of CAS

UVM's land grant mission includes the mandate to empower individuals to advance the economic and social well-being of this nation and of the State of Vermont through discovery of knowledge, innovation, and the education of critical thinkers for leadership roles. In support of this mission the proposed B.A in Geosciences can help educate future leaders in systems thinking across these multiple scales and to be transdisciplinary in their problem-solving capacities. The geosciences program will complement and enhance existing programs at UVM through our emphasis on an Earth systems lens and by incorporating knowledge and skills from sub disciplines that investigate the geosphere, hydrosphere, cryosphere, biosphere and atmosphere. Such systems thinking is necessary to address the most pressing issues of our time (degrading air and water quality, climate change,

increasing energy demand, threat of natural and human hazards, and the decline of life-sustaining geosystem and ecosystem services) which is complex and highly interrelated across a wide range of scales and disciplines.

Below is a list of programs outside of CAS which are related to this proposed B.A. in Geosciences.

- *Environmental Sciences (Major)*: Environmental sciences is also an interdisciplinary program that emphasizes a systems lens, but typically at timescales that are adapted to the living world. The science of the environment does not typically extend below layers of living things and, with exception of the environmental Geology concentration, excludes the explicit study of rocks or the Earth and other planetary bodies, but instead focusses on the ecosystem context in shallow Earth layers including vegetation and soil. The geosciences program is complementary in this context as all Earth's layers and their interconnectedness are considered and contribute knowledge and skills across larger timescales and depths to understand, predict and mitigate shifts in our planet's behavior and other planetary bodies. This way, the course offerings of the geosciences program are complementary and will be available to students of the ENSC program. Indeed, in the past, geology courses were an important contribution to these programs and geosciences offerings will be available in this collaborative and synergistic setting.

Curriculum

The curriculum was adequately described and presented in a way that clearly links programmatic concepts and skills to learning outcomes and curriculum structure (foundation, core, electives) as well as their relationship to the CCC. The proposed B.A. requires at least 30 credits in major courses, plus at least 15 credits in ancillary courses.

The curriculum is structured to offer breadth, depth and flexibility to capture the interest of diverse students and requirements of an ever-changing job market. The curriculum is based on cutting edge research in geosciences education and work with core competencies and skills, which are encompassed by program level LO's to enable assessment. It is structured such that all students have instruction in foundational courses (intro level) which ensures the same level of preparation and opens mid-level courses. Further, the categories in core courses ensure that students receive instruction across the breadth of our discipline, even for cases when students have highly specialized interests. The requirement of minimum 6 credits in advanced course work further ensures depth. The course list shows multiple course offerings in each category (breadth) as well as choices of several advanced courses in each category (depth).

Foundation courses (introductory level, 10 credits):

All students will take 3 introductory courses that introduce the breadth of the discipline and providing important context for midlevel courses.

Core courses (intermediate and advanced level, minimum 16 credits, 6 of which must be advanced course work):

At the intermediate and advanced level, students are required to take core courses in each of the following 4 categories that emphasize the interconnectedness of Earth layers and processes.

- Earth and Planetary Materials
- Land-Surface Processes & Interactions
- Atmospheric and climatological processes
- Practice Requirement

Electives (up to 12 credits):

Flexibility is also built into the proposed program through the possibility of applying electives (up to 12 credits) in courses with numbers of 2000 and above. These can be additional geosciences courses and/or courses from select departments and units, such as courses with the prefixes ASTR, BIOL, CEE, CHEM, CS, ENSC, ENVS, GEOG, NR, STAT, PHYS, or PSS. This flexibility offers students the chance to combine integrated geosciences courses with courses in related disciplines in the spirit of a truly interdisciplinary and integrated field of study.

Ancillary courses (minimum 15 credits):

The guidelines for ancillary courses reflect the combination of flexibility with guardrails: all B.A. students are required to take calculus and/or statistics, chemistry and they have the option to apply biology, additional chemistry, computer science, or physics to the required minimum of 15 credits in ancillary courses.

FOUNDATIONS. 10 credits.

GEOL 1400	Environmental Geology	4
or GEOL 1025	or Topics In: LASP Seminar	
GEOG 1200	Weather, Climate & Landscapes	3
GEOL 1100	Earth through time	3

CORE COURSES. 16 credits.

LEVEL REQUIREMENTS.

At least 6 additional credits from the Core Courses Subfields lists at the 4000-level or higher in GEOL and/or the 3000-level or higher in GEOG, in any combination **6-16**

Up to 10 additional credits from the Core Courses Subfields lists at the 2000-level or 3000-level in GEOL and/or the 2000-level in GEOG, in any combination **0-10**

SUBFIELD REQUIREMENTS. Select at least 1 course/3 credits from each of the following subfields; a single course can be counted in more than one subfield.

Earth and Planetary Materials. GEOL 2105, 2110, 2605, 3515, 4105, 4110, 4510

Land-Surface Processes and Interactions. GEOG2205, 2250, 2715, 3230, 3250, 3410

GEOL2105, 2110, 2405, 2410, 3405, 4405

Atmospheric and Climatological Processes. GEOG2230, 2250, 2715, 3230, 3250, 3520

GEOL2405, 3405

Practice Requirement. GEOG2510, 2520, 3505, 3520

GEOL2105, 3405, 3515, 3993, 3995, 4105, 4405, 4510, 4525

ELECTIVES. At least 4 credits.

At least 4 additional credits from the following: **4**

GEOL numbered 2105 to 2990, or 3000 to 3990, or 4000 to 4990

GEOG numbered 2205 to 2715, GEOG 3230, GEOG 3250, GEOG 3505, or GEOL 3520

ASTR, BIOL, CEE, CHEM, CS, ENSC, ENVS, NR, STAT, PHYS, or PSS numbered 2000 to 2989

ASTR, BIOL, CEE, CHEM, CS, ENSC, ENVS, NR, STAT, PHYS, or PSS numbered 3000 to 3989

ASTR, BIOL, CEE, CHEM, CS, ENSC, ENVS, NR, STAT, PHYS, or PSS numbered 4000 to 4989

ANCILLARY REQUIREMENTS. At least 15 credits.

CALCULUS I. Choose 1 of the following: **3-4**

MATH 1212 Fundamentals of Calculus I

MATH 1234 Calculus I

STATISTICS OR CALCULUS II. Choose 1 of the following: **3-4**

STAT 1410 Basic Statistical Methods (recommended)

MATH 1224 Fundamentals of Calculus II

MATH 1242 Transitional Calculus

MATH 1248 Calculus II

CHEMISTRY. Choose 1 of the following:

3-4

CHEM 1100 Outline: General Chem w/lab

CHEM 1102 Outline: General Chem

Other Considerations

The proposal specifies restrictions on ineligible majors/minors.

The proposal presented ample evidence of multiple viable pathways /curriculum design that students with varying interests can complete the B.A. major in 4 years.

The proposal listed all existing courses that will contribute to the proposed B.A. program. There is no anticipated negative effect on enrollment since the geosciences program fills a gap created by the termination of the geology program.

The proposal also listed new course name/numbering changes and the faculty responsible for submitting those changes.

Admission Requirements and Process

Anyone in the College of Arts and Science can declare geosciences as a major. Students from other colleges at UVM may also declare a geosciences major if they are willing to enroll as a dual degree student and complete College of Arts and Sciences requirements. In order to graduate with the geosciences major, students will have to maintain a GPA of 2.0 or better.

Anticipated Enrollment and Impact on Current Programs

It is predicted that there will be about 30 majors in the first year with increasing numbers as the program becomes more widely known through work by the Admissions Office and ASVD, the department and college websites, the course catalogue, and through serendipitous encounters with courses linked to students' need to fulfill Catamount Core requirements.

Advising

The program director will serve as advisor. In the beginning, the director will offer trainings in advising for geosciences faculty and College of Arts and Sciences advisers, after which advising will be shared equally by all geosciences faculty. As per common practices in the Department of Geography and Geoscience, students will be offered group advising sessions each semester before registration. This offering will be in addition to individual advising appointments.

Assessment Plan

A clear and thorough plan has been presented. It will be overseen by the director.

Staffing Plan, Resource Requirements, and Budget

The program will have a director who will be responsible for typical tasks such as coordinating meetings, advising, admitted student days, outreach, and program assessment. This position is compensated with a stipend and course release to allow time for administrative responsibilities.

The following faculty in the Department of Geography and Geosciences will be participating:

- Julia Perdrial,
- Keith Klepeis,
- Laura Webb,
- Nicolas Perdrial,

- Beverley Wemple,
- Lesley-Ann L. Dupigny-Giroux, and
- Shelly Rayback.

Confirmation has been made that all necessary resources are available from the previous Geology program and the Geography program. No additional resources will be necessary.

First-year costs of the program will be supported by the department's operating budget and previously approved course fees. Current faculty will teach courses listed in the geoscience's curriculum. Graduate students, supported by faculty grants and the Graduate College, will provide additional support.

Costs for the first five years of the program will be supported by the operating budget, approved course fees, and current faculty and GTA'S.

Evidence of Support

Evidence of support was provided by the following units:

- Cheryl Morse, Co-Director, Environmental Studies
- Jen Pontius, Program Co-Director ENSC, RSENR
- Gillian Galford, RSENR
- Mandar Dewoolkar, Chair, Civil and Environmental Engineering
- Terry Bradshaw, Chair, Plant and Soil Science
- Mathias Brewer, Chair, Chemistry
- Randall Headrick, Chair, Physics
- Jianke Yang, Chair, Mathematics and Statistics
- Alison Brody, Biology
- Regina Toolin, Education
- Christie Silkotch, Science and Data Librarian

Summary

This proposed B.A. in Geosciences will be valuable additions to UVM. The proposed curriculum offers breadth, depth and flexibility while recognizing the interconnectedness of the interactions of the Earth and other planetary systems with living things will be examined through a systems lens. These suit the missions of UVM and the College of Arts and Sciences.

The CAC unanimously approved a proposal submitted by the College of Arts and Sciences to create a new BA in Geosciences by electronic ballot on January 11, 2024. During the 15-day public comment period no comments were received. Subsequently the Faculty Senate also approved this proposal at its January 22, 2024 meeting. If approved by the Board of Trustees, this BA will be implemented starting Fall 2024.

› **Approval of a Proposal from the College of Arts and Sciences for New BS in Geosciences**

Program Description and Rationale

Our well-being on Earth depends on solving the most pressing issues of our time that include degrading air and water quality, climate change, increasing energy demand, threat of natural and human hazards, and the decline of life-sustaining geosystem services. To address these complex, and highly interrelated challenges across time and land scales, modern geosciences investigate the past, understand and measure the present, and make predictions about the future behavior of our planet and

other planetary bodies. As an interdisciplinary field of study, geosciences take a systems lens to investigate the interconnectedness of the Earth layers including atmosphere, hydrosphere, biosphere, and geosphere and includes how living things, including humans, interact with the Earth and other planetary systems.

The geosciences B.S. offers students the opportunity to select courses across a variety of geosciences offerings to study the Earth and other planetary bodies in an interdisciplinary setting and within a system understanding. The new geosciences B.S. will fill a gap in STEM education at UVM as a result of the termination of the Geology Department and Geology major by expanding upon our understanding of the interconnectedness of all Earth's layers as a system, including its geo-resources and the thin layer where life flourishes. This major will combine classroom-based education with hands-on field and lab experiences that integrate the application of course content to real research experiences in the context of the liberal arts and other STEM fields.

Philosophical Goals Statement

The goals of the proposed program are to address fundamental and applied geosciences questions regarding Earth's transitions over space and time and related societal challenges. Combining cutting-edge research with high impact educational experiences through an innovative, learning outcome-based curriculum, the proposals provide students with opportunities to discover and develop relevant geosciences knowledge and skills. The program will offer students a broad geosciences foundation with the flexibility for specialized study and practical experiences and will integrate research with education to promote excellence in both. This approach will support students in their pursuit of their professional goals in an ever-evolving job market in alignment with the liberal arts mission of College of Arts and Sciences and the land grant mission of UVM.

The goals of the B.S. are to:

- build knowledge and skills in the breadth of the discipline that encompasses the interconnectedness of the geosphere, hydrosphere, cryosphere, biosphere and atmosphere in the context of the holistic liberal arts perspective.
- offer in-depth education in specialized subdisciplines in alignment with other STEM fields.
- develop hands-on skills in lab, field, and data analyses in preparation for an ever-changing job market.
- empower learners of all identities including learners that have been traditionally excluded from STEM fields, including students of color, students with disabilities, and LGBTQ+ students.

B. Program level learning outcomes.

The major will offer breadth in the discipline with options in specialized studies in one or more subdisciplines that accommodate student interest. Further, geosciences contribute a systems lens to STEM education; therefore, systems thinking is a key learning outcome for geosciences students. Further, the students will critically engage with the environmental, social, and economic challenges and the colonial history of geosciences. Building skills around written and oral communication, as well as skills in generating and analyzing data in a variety of situations will prepare geosciences students for the job market.

Upon completion of the B.S. degree, students will be able to:

1. Demonstrate familiarity with the discipline's foundational theories and models and demonstrate a deeper comprehension of several subfields in the Geosciences.
2. Articulate the interconnectedness of atmosphere, biosphere, hydrosphere, and lithosphere and interpret significance of relevant processes across time and space.

3. Critically engage with the connections between geosciences and environmental, social, and economic challenges in the coupled human-natural environment.
4. Communicate the relevance of geosciences in relation to other science fields to multiple audiences through oral and written communication.
5. Demonstrate competence with observation, analysis, experimentation, and hypothesis testing in relation with Earth systems thinking and integrate and assess representations of data of multiple types and/or origins.

Justification and Evidence for Demand

The proponents of the B.S. in Geosciences identified demand and needs at the department, college, University and local/regional/state levels.

Geosciences not only fills the gap created by the deactivation of the geology major (B.S., B.A.) and minor but, expands beyond the original mission of the geology program through intentional integration of all layers of the Earth (geosphere, hydrosphere, cryosphere, biosphere, and atmosphere) and other planetary bodies. This includes investigating relevant processes across a broad range of time-scales and landscape-scales using an Earth systems lens, and the generation of knowledge and skills linked to a variety of technologies to respond to shifts in the behavior of our planet across time and space.

Since the merger of Geography and Geology in 2022 Department of Geology and Geosciences has received weekly inquiries and requests about geosciences offerings from both prospective students and current students, respectively. During Admitted Student Days in spring 2023, several families signaled strong interest in a geosciences program, despite the fact that there is no advertising for geosciences in larger ASD events. To meet the demand of currently matriculated students, they have developed a streamlined process for students to declare an Individually Designed Major and Minor (IDM) in geosciences. Currently, five students are working on the application for the major. However, the number of IDM students does not reflect the true level of interest. Indeed, many students, predominantly first-years, have indicated they want to wait and see if the geosciences program will appear in the catalogue.

The proposed Geosciences program can also support local and regional needs related to the assessment and management of water and mineral resources, surface, and groundwater pollution (including PFAS, nitrates, phosphorous, and radioactivity), bedrock aquifers, landslide and erosion hazards, soils and forest health, and many other issues linked to climate change. The geosciences program is in a unique position to help address these needs because of the expertise of its faculty and through the many partnerships they have with national and state agencies. The Geosciences faculty involvement with state agencies are synergistic and involve research collaborations, personnel exchanges, internships and undergraduate student mentor programs, and educational workshops. Student involvement in these activities provides on-the-job training, field experiences, professional development, participation at professional meetings, and material for research projects and Senior theses. The state receives outstanding applied research that would not be forthcoming without UVM student participation. These collaborations and partnerships directly serve both UVM and Vermont by helping UVM achieve its mission of advancing the economic and social well-being of Vermonters, including by helping to mitigate and to prepare for the effects of climate change.

Relationship to Existing Programs

This program is housed in the Department of Geography and Geosciences in the College of Arts and Sciences. No other units are involved in meeting the core requirements for this program. However, courses offered in other departments, programs, and units are possible as electives and ancillary courses. One way that the proposed B.S. in Geosciences major relates to several programs in the

same department or college or to other programs in the University is through these electives and ancillary courses. Further, the geosciences program has direct relationships with other important programs that investigate different spatial scales of physical and human interactions (e.g., Geography, ENVS), and which focus applied aspects of ecosystem processes at shorter timescales (ENSC). The geosciences major will complement these offerings through courses on Earth and other planetary bodies including Earth systems interactions of hydrosphere, cryosphere, biosphere, and atmosphere, across geologic time and landscape scales. As such, geosciences will also support other majors, for example the Earth sciences concentration in the teacher education program in the College of Education and Social Studies. Additionally, many students majoring in Environmental Engineering take courses in geoscience as electives.

The proponents have provided clear distinctions between the proposed program and existing programs in the same department, college or in other colleges.

Within CAS

Within the University of Vermont's College of Arts and Sciences, the launching of the major in geosciences supports the goals of a liberal arts education where “students experience the connectedness and accessibility of a small liberal arts college within a high caliber public research institution.” The geosciences program also aligns with the college's mission, i.e. “The College of Arts and Sciences at the University of Vermont welcomes difference, values collaboration, encourages debate, and stands for integrity, service, and academic excellence. We are dedicated to the rigorous pursuit, understanding, and dissemination of knowledge through the process of discovery, the creation of art, and the practice of teaching. We provide an integrated and engaging multidisciplinary experience that generates creativity, critical thought, effective communication, and a practiced commitment to serve the pressing needs of society and the natural world.”

Below is a list of programs in CAS which are related to this proposed B.S. in Geosciences.

- *Geography*: this program shares a common root word, geo, and also highlights the application of spatialized thinking in social and natural environments, from local to global scales of analysis. Geography is composed of both physical and human geography, and while physical geography shares some aspects with the geosciences, the geosciences program includes deep time (i.e., the longer timescales that impact deeper Earth layers) and a connection to the core concepts underlying the investigations of all Earth layers and other planetary bodies. Because this major would be co-housed with geography in the Department of Geography and Geosciences, the proponents also envision it satisfying unmet demand voiced by geography students during past program reviews, in which students have articulated a desire for more natural-science focused course work and the opportunity for a B.S. degree. Both the B.A. and B.S. tracks in geosciences provide this pathway to meet articulated student demand.
- *Geospatial Technology Minor (GST)*: This is a cross-college minor that includes multiple courses taught by geoscience faculty. This minor includes coursework in GIS, remote sensing, computer programming and data analysis. While there is overlap in the available courses between the GST minor and the proposed geosciences major, the geosciences major is constructed very flexibly so as to allow a student to complete the GST minor and a rigorous geosciences major without exceeding the allowable 3 credits of overlap (double dip) between a major and minor.
- *Environmental Studies (Major and Minor)*: Environmental studies is (like geosciences) interdisciplinary and emphasizes a systems lens, but at timescales that are adapted to the living world (typically decades) and with the explicit focus on environmental sustainability and justice. The geosciences major is complementary in this context as all Earth's layers and their interconnectedness are considered and contribute knowledge and skills across larger

timescales and depths to understand, predict and mitigate shifts in our planet's behavior and other planetary bodies. The course offerings of the geosciences program are complementary and will be available to students of the ENVS program.

Outside of CAS

UVM's land grant mission includes the mandate to empower individuals to advance the economic and social well-being of this nation and of the State of Vermont through discovery of knowledge, innovation, and the education of critical thinkers for leadership roles. In support of this mission the proposed B.S in Geosciences can help educate future leaders in systems thinking across these multiple scales and to be transdisciplinary in their problem-solving capacities. The geosciences program will complement and enhance existing programs at UVM through our emphasis on an Earth systems lens and by incorporating knowledge and skills from sub disciplines that investigate the geosphere, hydrosphere, cryosphere, biosphere and atmosphere. Such systems thinking is necessary to address the most pressing issues of our time (degrading air and water quality, climate change, increasing energy demand, threat of natural and human hazards, and the decline of life-sustaining geosystem and ecosystem services) which is complex and highly interrelated across a wide range of scales and disciplines.

Below is a list of programs outside of CAS which are related to this proposed B.S. in Geosciences.

- *Environmental Sciences (Major)*: Environmental sciences is also an interdisciplinary program that emphasizes a systems lens, but typically at timescales that are adapted to the living world. The science of the environment does not typically extend below layers of living things and, with exception of the environmental Geology concentration, excludes the explicit study of rocks or the Earth and other planetary bodies, but instead focusses on the ecosystem context in shallow Earth layers including vegetation and soil. The geosciences program is complementary in this context as all Earth's layers and their interconnectedness are considered and contribute knowledge and skills across larger timescales and depths to understand, predict and mitigate shifts in our planet's behavior and other planetary bodies. This way, the course offerings of the geosciences program are complementary and will be available to students of the ENSC program. Indeed, in the past, geology courses were an important contribution to these programs and geosciences offerings will be available in this collaborative and synergistic setting.

Curriculum

The proposed curriculum was adequately described and presented in a way that clearly links programmatic concepts and skills to learning outcomes and curriculum structure (foundation, core, electives) as well as their relationship to the CCC. The proposed **B.S.** requires at least 43 credits in major courses, plus at least 15 credits in ancillary courses.

The curriculum is structured to offer breadth, depth and flexibility to capture the interest of diverse students and requirements of an ever-changing job market. The curriculum is based on cutting edge research in geosciences education and work with core competencies and skills, which are encompassed by program level LO's to enable assessment. It is structured such that all students have instruction in foundational courses (intro level) which ensures the same level of preparation and opens mid-level courses. Further, the categories in core courses ensure that students receive instruction across the breadth of our discipline, even for cases when students have highly specialized interests. The requirement of minimum 9 credits in advanced course work further ensures depth. The course list shows multiple course offerings in each category (breadth) as well as choices of several advanced courses in each category (depth).

Foundation courses (introductory level, 10 credits):

All students will take 3 introductory courses that introduce the breadth of the discipline and providing important context for midlevel courses:

Core courses (intermediate and advanced level, minimum 21 credits):

At the intermediate and advanced level, students are required to take core courses in each of the following 4 categories that emphasize the interconnectedness of Earth layers and processes.

- Earth and Planetary Materials
- Land-Surface Processes & Interactions
- Atmospheric and climatological processes
- Practice Requirement

Electives (up to 12 credits):

Flexibility is also built into the proposed program through the possibility of applying electives (up to 12 credits) in courses with numbers of 2000 and above. These can be additional geosciences courses and/or courses from select departments and units, such as courses with the prefixes ASTR, BIOL, CEE, CHEM, CS, ENSC, ENV5, GEOG, NR, STAT, PHYS, or PSS. This flexibility offers students the chance to combine integrated geosciences courses with courses in related disciplines in the spirit of a truly interdisciplinary and integrated field of study.

Ancillary courses (minimum 20 credits):

The guidelines for ancillary courses reflect the combination of flexibility with guardrails: all B.S. students are required to take calculus I and II or statistics, chemistry, and physics. They further have the option to apply astronomy, biology, computer science, or additional statistics courses to the required minimum of 20 credits in ancillary courses. The proponents will offer guidance on decisions on ancillary courses, as certain coursework that might be required for graduate school admissions down the line. However, the proponents intentionally refrain from requesting the same prerequisites for all students, because “trajectories, interests and career choices are highly variable.”

At least 43 credits in major courses, plus at least 20 credits in ancillary courses, including:

FOUNDATIONS. 10 credits.

GEOL 1400	Environmental Geology	4
or GEOL 1025	or Topics In: LASP Seminar	
GEOG 1200	Weather, Climate & Landscapes	3
GEOL 1100	Earth through time	3

CORE COURSES. At least 21 credits.

LEVEL REQUIREMENTS.

At least 9 additional credits from the Core Courses Subfields lists at the 4000-level or higher in GEOL and/or the 3000-level or higher in GEOG, in any combination **9-21**

Up to 11 additional credits from the Core Courses Subfields lists at the 2000-level or 3000-level in GEOL and/or the 2000-level in GEOG, in any combination **0-12**

SUBFIELD REQUIREMENTS. Select at least 1 course/3 credits from each of the following subfields; a single course can be counted in more than one subfield.

Earth and Planetary Materials. GEOL 2105, 2110, 2605, 3515, 4105, 4110, 4510

Land-Surface Processes and Interactions. GEOG2205, 2250, 2715, 3230, 3250, 3410
GEOL2105, 2110, 2405, 2410, 3405, 4405

Atmospheric and Climatological Processes. GEOG2230, 2250, 2715, 3230, 3250, 3520
GEOL2405, 3405

Practice Requirement. GEOG2510, 2520, 3505, 3520

GEOL2105, 3405, 3515, 3993, 3995, 4105, 4405, 4510, 4525

ELECTIVES. At least 12 credits.

At least 12 additional credits from the following: **12**

GEOL numbered 2105 to 2990, or 3000 to 3990, or 4000 to 4990

GEOG numbered 2205 to 2715, GEOG 3230, GEOG 3250, GEOG 3505, or GEOL 3520

ASTR, BIOL, CEE, CHEM, CS, ENSC, ENVS, NR, STAT, PHYS, or PSS numbered 2000 to 2989

ASTR, BIOL, CEE, CHEM, CS, ENSC, ENVS, NR, STAT, PHYS, or PSS numbered 3000 to 3989

ASTR, BIOL, CEE, CHEM, CS, ENSC, ENVS, NR, STAT, PHYS, or PSS numbered 4000 to 4989

ANCILLARY REQUIREMENTS. At least 20 credits.

CALCULUS I. Choose 1 of the following: **3-4**

MATH 1212 Fundamentals of Calculus I

MATH 1234 Calculus I

STATISTICS OR CALCULUS II . Choose 1 of the following: **3-4**

STAT 1410 Basic Statistical Methods (recommended)

MATH 1224 Fundamentals of Calculus II

MATH 1242 Transitional Calculus

MATH 1248 Calculus II

CHEMISTRY. Choose 1 of the following options: **3-8**

Option A (strongly recommended):

CHEM 1400 and CHEM 1450

Other Considerations

The proposal specifies restrictions on ineligible majors/minors.

The proposal presented ample evidence of multiple viable pathways /curriculum design that students with varying interests can complete the B.S. major in 4 years.

The proposal listed all existing courses that will contribute to the proposed B.S. program. There is no anticipated negative effect on enrollment since the geosciences program fills a gap created by the termination of the geology program.

The proposal also listed new course name/numbering changes and the faculty responsible for submitting those changes.

Admission Requirements and Process

Anyone in the College of Arts and Science can declare geosciences as a major. Students from other colleges at UVM may also declare a geosciences major if they are willing to enroll as a dual degree student and complete College of Arts and Sciences requirements. In order to graduate with the geosciences major, students will have to maintain a GPA of 2.0 or better.

Anticipated Enrollment and Impact on Current Programs

It is predicted that there will be about 30 majors in the first year with increasing numbers as the program becomes more widely known through work by the Admissions Office and ASVD, the department and college websites, the course catalogue, and through serendipitous encounters with the courses linked to students' need to fulfill Catamount Core requirements.

Advising

The program director will serve as advisor. In the beginning, the director will offer trainings in advising for geosciences faculty and College of Arts and Sciences advisers, after which advising will be shared equally by all geosciences faculty. As per common practices in the Department of Geography and Geoscience, students will be offered group advising sessions each semester before registration. This offering will be in addition to individual advising appointments.

Assessment Plan

A clear and thorough plan has been presented. It will be overseen by the director.

Staffing Plan, Resource Requirements, and Budget

The program will have a director who will be responsible for typical tasks such as coordinating meetings, advising, admitted student days, outreach, and program assessment. This position is compensated with a stipend and course release to allow time for administrative responsibilities.

The following faculty in the Department of Geography and Geosciences will be participating:

- Julia Perdrial,
- Keith Klepeis,
- Laura Webb,
- Nicolas Perdrial,
- Beverley Wemple,
- Lesley-Ann L. Dupigny-Giroux, and
- Shelly Rayback.

Confirmation has been made that all necessary resources are available from the previous Geology program and the Geography program. No additional resources will be necessary.

First-year costs of the program will be supported by the department's operating budget and previously approved course fees. Current faculty will teach courses listed in the geoscience's curriculum. Graduate students, supported by faculty grants and the Graduate College, will provide additional support.

Costs for the first five years of the program will be supported by the operating budget, approved course fees, and current faculty and GTA'S.

Evidence of Support

The proponents engaged with chairs of programs that are closely related and/or involved through ancillary courses. Evidence of support was provided by the following:

Programs that are closely aligned

- Geography – Shelly Addison Rayback <rrayback@uvm.edu>, <Jennifer.Pontius@uvm.edu>
- Geospatial Technology Minor – Gillian Galford <gillian.galford@uvm.edu>
- ENVS – Cheryl Morse <Cheryl.Morse@uvm.edu>
- ENSC – Jennifer Pontius <Jennifer.Pontius@uvm.edu>

Departments involved through ancillary or possible elective courses

- Department of Chemistry - Matthias Brewer <Matthias.Brewer@uvm.edu>
- Department of Physics – Randall Headrick <Rheadrick@uvm.edu>
- Department of Mathematics and Statistics – Jianke Yang <Jianke.Yang@uvm.edu>
- Department of Civil and Environmental Engineering – Mandar Dewoolkar <mdewoolk@uvm.edu>

- Department of Biology – Bryan Ballif <bballif@uvm.edu>
- Department of Plant and Soil Science – Terence Bradshaw <Terence.Bradshaw@uvm.edu>
- Additionally, the Geosciences will support the Earth Sciences concentration for Teacher education (secondary education grades 7-12) B.S.Ed. in the College of Education and Social Services.

Summary

The proposed B.S in Geosciences will be valuable additions to UVM. The proposed curriculum offers breadth, depth and flexibility while recognizing the interconnectedness of the interactions of the Earth and other planetary systems with living things will be examined through a systems lens. These suit the missions of UVM and the College of Arts and Sciences.

The CAC unanimously approved a proposal submitted by the College of Arts and Sciences to create a new BS in Geosciences by electronic ballot on January 11, 2024. During the 15-day public comment period no comments were received. Subsequently the Faculty Senate also approved this proposal at its January 22, 2024 meeting. If approved by the Board of Trustees, this BS will be implemented starting Fall 2024.

› **Approval of a Proposal from the College of Arts and Sciences for New Minor in Geosciences**

Program Description and Rationale

Our well-being on Earth depends on solving the most pressing issues of our time that include degrading air and water quality, climate change, increasing energy demand, threat of natural and human hazards, and the decline of life-sustaining geosystem services. To address these complex, and highly interrelated challenges across time and land scales, modern geosciences investigate the past, understand and measure the present, and make predictions about the future behavior of our planet and other planetary bodies. As an interdisciplinary field of study, geosciences take a systems lens to investigate the interconnectedness of the Earth layers including atmosphere, hydrosphere, biosphere, and geosphere and includes how living things, including humans, interact with the Earth and other planetary systems.

The Minor in Geosciences will combine classroom-based education with practice elements such as hands-on field, lab, and data analyses experiences to offer studies of the coherent body of knowledge in the geosciences.

Philosophical Goals Statement

The goals of the proposed program are to address fundamental and applied geosciences questions regarding Earth’s transitions over space and time and related societal challenges. Combining cutting-edge research with high impact educational experiences through an innovative, learning outcome-based curriculum, the proposals provide students with opportunities to discover and develop relevant geosciences knowledge and skills. The program will offer students a broad geosciences foundation with the flexibility for specialized study and practical experiences and will integrate research with education to promote excellence in both. This approach will support students in their pursuit of their professional goals in an ever-evolving job market in alignment with the liberal arts mission of College of Arts and Sciences and the land grant mission of UVM.

The goals of the minor are to:

- build knowledge and skills in the breadth of the discipline that encompasses the interconnectedness of the geosphere, hydrosphere, cryosphere, biosphere and atmosphere in the context of the holistic liberal arts perspective.
- offer hands-on skills in lab, field or data analyses in preparation for an ever-changing job market.
- empower learners of all identities including learners that have been traditionally excluded from STEM fields, including students of color, students with disabilities, and LGBTQ+ students.

B. Program level learning outcomes.

The minor will complement the geosciences program by offering students flexibility to explore the breadth in the discipline and contribute to a well-rounded and diverse education. Further, geosciences contribute a systems lens to STEM education; therefore, systems thinking is a key learning outcome for our students. Further, our students will critically engage with the environmental, social, and economic challenges and the colonial history of geosciences. While typically a goal for the major, based on course selection, the minor offers opportunity to build skills around written and oral communication as well as skills in generating and analyzing data through our practice requirement.

The minor is designed for students seeking to complement their major studies with foundational knowledge and skills in geosciences.

Justification and Evidence for Demand

Since the merger of Geography and Geology in 2022, Department of Geology and Geosciences has received weekly inquiries and requests about geosciences offerings from both prospective students and current students, respectively. During Admitted Student Days in spring 2023, several families signaled strong interest in a geosciences program, despite the fact that we are not currently advertising for geosciences in larger ASD events. To meet the demand of currently matriculated students, they have developed a streamlined process for students to declare an Individually Designed Major and Minor (IDM) in geosciences. Currently, five students are working on the application for the major. However, the number of IDM students does not reflect the true level of interest. Indeed, many students, predominantly first-years, have indicated they want to wait and see if the geosciences program will appear in the catalogue.

The geosciences minor does fill the gap created by the deactivation of the geology minor, but also expands beyond the original mission of the geology program through intentional integration of all layers of the Earth (geosphere, hydrosphere, cryosphere, biosphere, and atmosphere) and other planetary bodies. This includes relevant processes across large time- and land-scales with an Earth systems lens, generation of knowledge, as well as skills to respond to shifts in the behavior of our planet across time and space.

Relationship to Existing Programs

This program is housed in the Department of Geography and Geosciences in the College of Arts and Sciences. No other units are involved in meeting the requirements for this program. The geosciences program has direct relationships with other important programs that investigate different spatial scales of physical and human interactions (e.g., Geography, ENV5), and which focus applied aspects of ecosystem processes at shorter timescales (ENSC). No other minor offers this knowledge and skill base. Because of this, no restrictions exist for other minors as overlap does not exist or will be minimal.

The proponents have provided clear distinctions between the proposed program and existing programs in the same department, college or in other colleges.

Within CAS

Within the University of Vermont's College of Arts and Sciences, the launching of the program supports the goals of a liberal arts education where “students experience the connectedness and accessibility of a small liberal arts college within a high caliber public research institution.” The geosciences program also aligns with the college's mission, i.e. “The College of Arts and Sciences at the University of Vermont welcomes difference, values collaboration, encourages debate, and stands for integrity, service, and academic excellence. We are dedicated to the rigorous pursuit, understanding, and dissemination of knowledge through the process of discovery, the creation of art, and the practice of teaching. We provide an integrated and engaging multidisciplinary experience that generates creativity, critical thought, effective communication, and a practiced commitment to serve the pressing needs of society and the natural world.”

Below is a list of programs in CAS which are related to this proposed Minor in Geosciences.

- *Geography Minor*: this program shares a common root word, geo, and also highlights the application of spatialized thinking in social and natural environments, from local to global scales of analysis. Geography is composed of both physical and human geography, and while physical geography shares some aspects with the geosciences, the geosciences minor includes deep time (i.e., the longer timescales that impact deeper Earth layers) and a connection to the core concepts underlying the investigations of all Earth layers and other planetary bodies.
- *Geospatial Technology Minor (GST)*: This is a cross-college minor that includes multiple courses taught by geoscience faculty. This minor includes coursework in GIS, remote sensing, computer programming and data analysis. While there is overlap in the available courses between the GST minor and the proposed geosciences minor, and while the proponents do not think it likely that students would declare both minors, the geosciences minor is constructed very flexibly so as to allow a student to complete the GST minor and a geosciences minor without exceeding the allowable 3 credits of overlap (double dip).
- *Environmental Studies Minor*: This minor is interdisciplinary and emphasizes a systems lens, but at timescales that are adapted to the living world (typically decades). The study of the environment does not typically extend below layers of living things and typically excludes the explicit study of rocks or the Earth and other planetary bodies, but instead focusses on the ecosystem context in shallow Earth layers including vegetation and soil. The geosciences minor is complementary in this context as all Earth's layers and their interconnectedness are considered and contribute knowledge and skills across larger timescales and depths to understand, predict and mitigate shifts in our planet's behavior and other planetary bodies.

Outside of CAS

UVM's land grant mission includes the mandate to empower individuals to advance the economic and social well-being of this nation and of the State of Vermont through discovery of knowledge, innovation, and the education of critical thinkers for leadership roles. In support of this mission the proposed Minor in Geosciences can help educate future leaders in systems thinking across these multiple scales and to be transdisciplinary in their problem-solving capacities. The geosciences program will complement and enhance existing programs at UVM through our emphasis on an Earth systems lens and by incorporating knowledge and skills from sub disciplines that investigate the geosphere, hydrosphere, cryosphere, biosphere and atmosphere. Such systems thinking is necessary to address the most pressing issues of our time (degrading air and water quality, climate change, increasing energy demand, threat of natural and human hazards, and the decline of life-sustaining geosystem and ecosystem services) which is complex and highly interrelated across a wide range of scales and disciplines.

Below is a list of programs outside of CAS which are related to this proposed Minor in Geosciences.

- **Environmental Sciences:** At UVM, environmental sciences do not offer a minor, but ENSC major can (but do not have to) declare a minor. For this case, the geoscience minor course selection would be complementary to ENSC, offering valuable knowledge and skills across larger timescales and depths to understand, predict and mitigate shifts in our planet's behavior and other planetary bodies. However, the proponents do not allow students to declare an ENSC geology concentration and a geosciences minor (see restrictions) at the same time.

Curriculum

The course requirements for the proposal minor were adequately described and presented in a way that clearly links concepts and skills to learning outcomes and curriculum structure (foundation, core, electives) as well as their relationship to the CCC. The minor includes at least 16 credits in a structure that ensures students to receive education in a coherent body of knowledge in geosciences through required foundation courses, practice requirement and elective course selection:

Foundation courses (introductory level, 6-7 credits):

All students will take 2 introductory courses that introduce the breadth of the discipline and provide important context for midlevel courses.

Practice (2000-level and up, minimum 3 credits):

At least 3 credits have to be taken in courses that contain a practice element. Note that courses can satisfy more than one category (for example Earth Materials is listed under “Earth and Planetary Materials”, Land-Surface Processes & Interactions, and “Practice Requirement”).

Electives (2000-level and up, minimum 6-7 credits):

To complete the required minimum of 16 credits, at least additional credits have to be taken from the electives list at the 2000-level or above.

FOUNDATIONS

Choose one of the following: **3-4**

- GEOL 1400 Environmental Geology
- or GEOL 1025 or Topics In: LASP Seminar
- GEOL 1100 Earth through time

AND

GEOG 1200 Weather, Climate & Landscapes **3**

PRACTICE

Choose 1 of the following: **3**

- Practice Requirement. GEOG2510, 2520, 3505, 3520
- GEOL2105, 3405, 3515, 3993, 3995, 4105, 4405, 4510, 4525

ELECTIVES.

At least 6 additional credits from the following: **6-7**

- Earth and Planetary Materials. GEOL 2105, 2110, 2605, 3515, 4105, 4110, 4510
- Land-Surface Processes and Interactions. GEOG2205, 2250, 2715, 3230, 3250, 3410
- GEOL2105, 2110, 2405, 2410, 3405, 4405

Other Considerations

The proposal specifies restrictions on ineligible majors, minors and concentrations.

The proposal presented ample evidence of multiple viable pathways /curriculum design that students with varying interests can complete the B.A. major in 4 years.

The proposal listed all existing courses that will contribute to the proposed B.A. program. There is no anticipated negative effect on enrollment since the geosciences program fills a gap created by the termination of the geology program.

The proposal also listed new course name/numbering changes and the faculty responsible for submitting those changes.

Admission Requirements and Process

Anyone in the College of Arts and Science can declare geosciences as a major. Students from other colleges at UVM may also declare a geosciences major if they are willing to enroll as a dual degree student and complete College of Arts and Sciences requirements. In order to graduate with the geosciences major, students will have to maintain a GPA of 2.0 or better.

Anticipated Enrollment and Impact on Current Programs

It is predicted that there will be about 10 minors in the first year with increasing numbers as the program becomes more widely known through work by the Admissions Office and ASVD, the department and college websites, the course catalogue, and through serendipitous encounters with courses linked to students' need to fulfill Catamount Core requirements.

Advising

The requirements including categories are structured such that the degree audit system will be able to evaluate course selection without needing intervention from an advisor.

Assessment Plan

A clear and thorough plan has been presented. It will be overseen by the director.

Staffing Plan, Resource Requirements, and Budget

The program will have a director who will be responsible for typical tasks such as coordinating meetings, advising, admitted student days, outreach, and program assessment. This position is compensated with a stipend and course release to allow time for administrative responsibilities.

The following faculty in the Department of Geography and Geosciences will be participating:

- Julia Perdrial,
- Keith Klepeis,
- Laura Webb,
- Nicolas Perdrial,
- Beverley Wemple,
- Lesley-Ann L. Dupigny-Giroux, and
- Shelly Rayback.

Confirmation has been made that all necessary resources are available from the previous Geology program and the Geography program. No additional resources will be necessary.

First-year costs of the program will be supported by the department's operating budget and previously approved course fees. Current faculty will teach courses listed in the geoscience's curriculum. Graduate students, supported by faculty grants and the Graduate College, will provide additional support.

Costs for the first five years of the program will be supported by the operating budget, approved course fees, and current faculty and GTA'S.

Evidence of Support

Evidence of support was provided by the following units:

Programs that are aligned and related:

- Geography – Shelly Addison Rayback <srayback@uvm.edu>
- Geospatial Technology Minor – Gillian Galford <gillian.galford@uvm.edu>
- ENVS – Cheryl Morse <Cheryl.Morse@uvm.edu>
- ENSC – Jennifer Pontius Jennifer.Pontius@uvm.edu

Libraries

- Christie Silkotch <christie.silkotch@uvm.edu>
- Laurie Kutner <laurie.kutner@uvm.edu>

Summary

The proposed minor in Geosciences will be valuable additions to UVM. The proposed curriculum offers breadth, depth and flexibility while recognizing the interconnectedness of the interactions of the Earth and other planetary systems with living things will be examined through a systems lens. These suit the missions of UVM and the College of Arts and Sciences.

The CAC unanimously approved a proposal submitted by the College of Arts and Sciences to create a new minor in Geosciences by electronic ballot on January 11, 2024. During the 15-day public comment period no comments were received. Subsequently the Faculty Senate also approved this proposal at its January 22, 2024 meeting. If approved by the Board of Trustees, this minor will be implemented starting Fall 2024.

› **Approval of a Proposal from the College of Education and Social Services for a New Minor in Childhood Studies**

Program Description and Rationale

The Childhood Studies (CHS) minor is designed to provide students with a holistic and interdisciplinary understanding of the lived experiences of children and the social and cultural constructions of childhood. The program aims to equip students with the knowledge and skills needed to work with or on behalf of children in various fields, including education, social services, health sciences, psychology, counseling, speech and language pathology, political science, and law.

Main Elements of the Program:

- **Overview of Primary Purpose:** Unlike a major in Early Childhood Education, the CHS minor is non-licensure and complementary to any major across the university. The primary purpose of the CHS minor is to:
 - Provide students with a holistic perspective on childhood, considering diverse sociocultural, linguistic, political, economic, and historical contexts.
 - Develop students as informed, compassionate, and effective advocates for children's well-being in areas such as education, social services, health sciences, psychology, counseling, speech and language pathology, political science, and law.
 - Emphasize social justice, diversity, equity, and inclusion in understanding the challenges faced by children globally and locally.
 - Cater to students from various majors and colleges, allowing them to tailor the program to their interests while providing a valuable complement to their academic pursuits.

- Respond to the urgent demand for professionals with expertise in early childhood, considering the rising rates of anxiety, depression, and mental health challenges among children, as well as the childcare crisis affecting the workforce.
- **Curriculum Synopsis:** The curriculum consists of a minimum of 18 credits, including an introductory course (EDEC 007/1070) exploring Critical Childhood Studies, a developmental knowledge course (choose one), one to two interdisciplinary electives, one to two early childhood electives, and a capstone course (EDEC 3070) involving a community-engaged action research project. The program is intentionally designed to allow for differentiation based on students' interests while ensuring a comprehensive understanding of childhood studies.
- **Intended Audience:**
 - The CHS minor is open to students from any major and college across the university who have a particular interest in working with or advocating for children. It complements a wide range of academic pursuits and provides valuable insights for those entering fields related to children's well-being.
- **Learning Objectives/Outcomes:**
 - **1. Complex View of Childhood:** Demonstrate a complex and competency-based view of childhood, understanding how children are influenced by culture and function as social agents.
 - **2. Cultural Awareness:** Increase awareness and appreciation for how socially, culturally, and physically diverse backgrounds shape children's lives.
 - **3. Inclusive Knowledge and Skills:** Develop knowledge and actionable skills in child development, social science, care, and education that are relational, inclusive, multidisciplinary, pluralistic, anti-bias, and anti-racist.
 - **4. Advocacy for Children:** Interrogate and advocate for children's needs and rights through a capstone experience, conducting a community-engaged action research project.

Rationale for Inaugurating the New Program:

- **Philosophic Goals:** The Childhood Studies (CHS) minor is grounded in a set of philosophic goals that align with the overarching principles of fostering a holistic and interdisciplinary approach to childhood studies. The program seeks to:
 - **Promote Comprehensive Understanding:** Encourage students to adopt a complex and competency-based view of childhood, recognizing the multifaceted influence of culture and the agency of children in their own right.
 - **Emphasize Cultural Awareness:** Increase awareness and appreciation for the impact of socially, culturally, and physically diverse backgrounds on children's lives.
 - **Advocate for Inclusivity:** Develop knowledge and actionable skills in child development, social science, care, and education that are relational, inclusive, multidisciplinary, pluralistic, anti-bias, and anti-racist.
 - **Inspire Advocacy:** Instigate students to interrogate and advocate for children's needs and rights through a capstone experience involving a community-engaged action research project.
- **Relationship to Missions of University and Unit(s):** The CHS minor is strategically aligned with the missions of both the University and the Department of Education, emphasizing:
 - **Civic Learning and Engagement:** Contributing to the mission of the University by fostering civic learning and engagement among students, empowering them to be active agents of positive social change.

- **Diversity, Equity, and Inclusion:** Aligning with the mission of the University's Division of Diversity, Equity, and Inclusion, the program incorporates values and dispositions that are family-centered, community-based, culturally competent, collaboratively engaged, and oriented toward diversity, equity, inclusion, justice, and belonging (DEIJB).
- **Land Grant Commitment:** Fulfilling the land grant commitment of the University by cultivating thinkers and doers who work to advance the rights, education, and welfare of children.
- **Academic Exploration:** Offering an interdisciplinary minor that complements various majors across the university, contributing to a diverse and dynamic academic landscape.

Justification and Evidence for Demand

- **Justification:** The initiation of the Childhood Studies (CHS) minor is driven by pressing needs in the realms of education, social welfare, and the job market.
 - **Education Needs:** The National Governor's Association has underscored a growing demand for skilled professionals in Early Childhood Education. With rising rates of anxiety, depression, and mental health challenges among children, there is an urgent need for practitioners who possess a deep understanding of the social determinants influencing children's well-being. The CHS minor addresses this educational need by providing students with specialized knowledge and skills to navigate the complexities of childhood, emphasizing the broader social and cultural contexts shaping children's experiences.
 - **Social Needs:** The CHS minor responds to critical social needs, particularly in the context of the childcare crisis. Economists House, Pugliese & Vesely (2022) have highlighted the global workforce problem affecting the economy, with disproportionate impacts on minorities, especially women of color. The program is designed to prepare professionals who can contribute to addressing this crisis and advocating for the welfare of children in diverse sociocultural and economic contexts.
 - **Job Market Needs:** In light of the national mental health and childcare crises, there is a growing demand for professionals with expertise in childhood studies. The CHS minor equips students with the necessary skills to meet the needs of the job market, fostering a nuanced understanding of childhood and providing actionable insights for various fields. This includes education, social services, health sciences, psychology, counseling, speech and language pathology, political science, and law. The interdisciplinary nature of the program ensures that graduates are well-prepared to address the multifaceted challenges facing children in today's society.
- **Evidence of Demand:** The evidence of demand for the CHS minor is supported by national trends and specific local and regional needs. Surveys conducted among current students expressing interest in child-related fields and feedback from prospective employers affirm the demand for graduates with a background in childhood studies. The identified gap in the university's offerings further emphasizes the need for a specialized program like CHS to meet the educational, social, and job market demands in the field of childhood studies.

Relationship to Existing Programs

- **Unique Features:** The CHS minor distinguishes itself from existing programs by offering a non-licensure, interdisciplinary approach to childhood studies. Unlike the major in Early Childhood Education, the minor is complementary to various majors across the university, providing flexibility for students in different disciplines.

- **Comparison to Similar UVM Programs:** While UVM offers majors in related fields, such as Early Childhood Education, Human Development and Family Studies, and Psychology, the CHS minor stands out for its interdisciplinary nature. It bridges gaps between disciplines, offering a unique perspective on childhood studies that is not covered comprehensively in existing programs.
- **Connections to Existing UVM Programs:** The CHS minor enhances the university's portfolio by providing an interdisciplinary option for students interested in child-related fields. Graduates from the CHS minor could potentially become candidates for existing graduate programs in education, social work, psychology, and related fields.
- **Potential Effects on Other Academic Units/Departments:** The CHS minor is designed to be inclusive and not competitive with existing programs. It complements rather than duplicates content covered in majors such as Early Childhood Education. The proposed program has received letters of support from affected units, highlighting its potential positive impact on the university's academic landscape.
- **Responses to Feedback During the Development Period:** During the development of the proposal, the proposers sought feedback from a variety of stakeholders across campus. One concern was raised regarding potential overlap with existing programs. In response, the proposers clarified the distinct interdisciplinary focus of the CHS minor, ensuring it augments, rather than duplicates, content covered in other programs and emphasized the need for specialized training in childhood studies, which the CHS minor uniquely provides. Overall, the response to concerns during the development of the proposal highlighted the strategic positioning of the CHS minor as a program that collaborates with existing offerings and strengthens the university's commitment to interdisciplinary education and addressing societal needs related to childhood studies.

Curriculum

To complete the Childhood Studies minor, undergraduate students must complete a minimum of 18 credits, including 9 or more credits at the 2xxx-level or higher and two required courses (EDEC 1010 and EDEC 3070), which serve as an introduction and a capstone of the minor, respectively.

CHS Minor: Program at a Glance	
COURSE CATEGORY	CREDITS
Introduction <i>(required)</i> EDEC 007/1070 D2/S1: Movie Night-Critical Childhood Studies	3
Developmental Knowledge <i>(choose one)</i> •EDEC 063/1630: Child Development (3c) •HDFS 005/1050: Human Development (3c) •PSYS 150/2400: Developmental Psych: Childhood (3c)	3
Interdisciplinary Elective(s)** <i>(choose one to two, see below)</i>	3-6
Early Childhood Elective(s) <i>(choose one to two)</i> •EDEC 1010 D2/GC2: Intro to Early Care and Education (with Civic Learning 4c) •EDEC 2130 AH1: Creative Arts and Movement •EDEC 2510 SU: Science of Everyday Life •EDEC 3810: Inquiry-Based Pedagogy	3-6+
Capstone <i>(required)</i> EDEC 3070: SL/GC2/WIL2: Community Engaged RESEARCH (variable credit)	3-6
TOTAL CREDITS*	18
*Students must take 9 or more credits at the 2xxx level or above. **Students may double dip one interdisciplinary elective with their major requirements if allowable by the student's major.	

CHS Interdisciplinary Elective Course List:

ANTH 1100 Cultural Anthropology
ANTH 1470: Parenting and Childhood
CSD 1200: Intro to Disordered Communication
CSD 1250: Communication Differences & Disorders in the Media
CSD 1940: Dev of Spoken Language
CSD 3200: D2: Culture of Disability
ECLD 2020: Bilingual Education and Policy
ECLD 3040: SL: Relating/Responding Community Needs
ECLD 3050: SL: Family School and Community Collaboration
ECSP 2100: Individualized Practices for Inclusion
EDHE 2520 D1: Race, Bullying & Discrimination
EDSP 3040: Relating and Responding to Community Needs
EDSP 3230 Collaboration and Communication in School and Community
EDSP 3250. D2: Culture of Disability
EDSP 3899: Global Resilience Through Family, School & Comm (travel study)
GEOG 2772: Historical Geography: Mapping American Childhoods
HDFS 1050: Human Development,
HDFS 1600: Family Context of Development
HDFS 2010/CNSL 2010 Helping Relationship
HDFS 3630 Advanced Child Development
HDFS 2205 Developing Through Relationships
PSYS 2400: Developmental Psych of Childhood
PSYS 3520, Fit Kids Special Populations
PSYS 3450 (SL) Fit Kids Applied Research
SOC 2355: Sociology of Childhood
SOC 2460: Sociology of Disaster
SOC 2220: Sociology of the Holocaust
STAT 1050: QR-Statistics and Social Justice
GSWS 1500: Gender, Sexuality and Women's Studies
POLS 2455: Politics of Sex

Admission Requirements and Process

There are no prerequisite courses required to begin or complete the minor, although students may choose an interdisciplinary elective that requires a prerequisite, particularly if situated in a unit different from the student's home major.

Early Childhood (Birth-Grade 3) Education major is not acceptable with this minor due to overlap. There are currently no restrictions to the minor.

Anticipated Enrollment and Impact on Current Programs

They anticipate increased enrollment in many Early Childhood Education (EDEC) courses as illustrated below.

They will offer EDEC 1070 and EDEC 2130 both semesters instead of spring-only. They will also add one newly developed capstone course, EDEC 3070.

Course Number/Name	Credit Hours	Current Enrollment	Expected Enrollment with CS minor
EDEC 1010 CL/D2/GC2: Intro to Early Care and Education	4	30 F 30 S	40F 40S
EDEC 1070 D2/S1: Movie Night-Critical Childhood Studies	3	100 S	100 F 100 S
EDEC 1630: Child Development	3	44 F	60
EDEC 2130 AH1: Arts and Movement	3	22 S	24 F 24 S
EDEC 2510 SU/N1: Science of Everyday Life	3	21	32
EDEC 3810: Inquiry-Based Pedagogy	3	15	25
EDEC 3070 SL/GC2/WIL2: Advocacy in Action (6-10c)	3-6	0	20

Work is continuing to create bridges between and among programs, with interest and expertise in Childhood Studies. Partnering units include, ANTH, CSD, GEOG, HDFS, PSYCH, SOC, STAT. Work will be ongoing to foster new and increasingly innovative collaborations.

Currently, there are no minors available in the University catalogue which enable students to focus exclusively on children and childhood, with the intention of breadth, depth and interdisciplinarity, related to this particular demographic.

- Minimal overlap does exist with the Human Development and Family Science (HDF) minor, and similarities, differences and opportunities for collaboration have been explored. However, these two minors are highly distinct in that CHS will focus fundamentally on issues that impact children, while the HDF minor considers the full scope of human development from conception through death. The two minors would have no required course work in common. Dialogue between the HDF program and faculty developing the
- CHS minor proposal revealed mutual enthusiasm and a stated expectation that some HDF majors are likely to declare CHS as a minor to enhance focus on this particular population of interest, just as current Early Childhood majors, minor in HDF.

HDF and CHS faculty are committed to sustaining communication over time. Faculty will collaborate on drafting catalogue language and engaging in marketing and recruitment, by vetting initiatives with acting Program Coordinators. Every three years, they will conduct “an alignment check” to ensure that the programs remain distinct, and that students and other stakeholders understand those distinctions.

Advising

Each and every student who declares a minor in CHS will be assigned a faculty advisor from the Early Childhood Education program to support their planning, registration and academic success in the minor. A Childhood Studies Minor Student Program Guide is also in development. Advisors will hold group information and planning sessions once per semester and be available for one-on-one consultations.

Assessment Plan

In order to evaluate the effectiveness of the program, identify areas of improvement and monitor the efficacy of implemented changes over time, the program plans to collect data and review that data annually to create action plans in response. As housed within the Department of Education (DOE) in

the College of Education and Social Services (CESS), the CHS Minor would participate in the APR (Annual Program Review) process already in place. This would include the DOE Chair's review of course evaluation and advisement data for all required courses and advisors in the minor. In terms of elective courses, the program will conduct a syllabus review to ensure alignment with program outcomes every three years and consult with faculty in other colleges regarding this process.

Embedded in the minor's capstone course will be an exit survey which will target the following questions by gathering both quantitative and qualitative data:

- a. How well did the program offer what you needed or wanted in your pursuit of the CHS minor?
- b. How well did you achieve the stated outcomes of the minor via your course work?

In order to understand the student completion rate and rate of minor growth over time, CESS Student Services will also gather and share data regarding:

- a. Number of students who enroll in the minor
- b. Number of students who complete the minor

Staffing Plan, Resource Requirements, and Budget

Units offering an interdisciplinary elective for the minor have been consulted and are open to either growing enrollment in the course, or including CHS minors when space is available given course caps. There should be no negative impact on cost to other academic units.

There are no immediate needs for faculty appointments, however, after three years of the program, the core faculty and program and CESS administrators will examine enrollment patterns to determine if additional resources are warranted.

Library Resources

Dan DeSanto, CESS Subject Librarian, was consulted on 6/9/23, and no additional library resources are required.

A. First year costs in addition to current budget.

As a new minor program, they envision growth to be gradual over the first five years and the administrative burden to remain relatively low. In the first year, and years following, there will be need for a one-section release for program coordination and advisement capacity for all students in the minor. No other costs are anticipated.

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

A conservative excel budget was shared with the Dean. The model is based on the assumptions below:

1. Students in the minor will accrue 18 credits over 2 years.
2. Each cohort is 10 students. Except for FY25 (AY24-25), this will bring the average up to 20 after FY2026.
3. The direct cost includes one course release, at 11%, for program coordination and one instructor for one section, at 11%, to teach the new capstone course, EDEC 3170, concurrently being proposed.

The current model shows the Net Revenue will be about \$57,860 by the end of Year 5 (FY2029). They are expecting to recruit more students over Year 2, and this is the base budget. As the minor grows, the potential net growth will be reviewed, keeping the actual expenses at the same level.

Evidence of Support

There was extensive communication with academic units likely to be involved with the minor, and a log of communications from 2/2/23 to 9/11/23 was included.

Letters of support were obtained from the following:

- A. Department(s) of minor(s):
 - Kimberly Vannest, PhD, Chair, Department of Education
 - Jason Garvey, PhD, Co-Chair, Department of Education
- B. School or college curriculum committee(s);
 - Juliet Halliday, PhD, Chair CESS Curriculum Committee
- C. School or college dean(s).
 - Katharine Shepherd, EdD, Dean, College of Education and Social Services
- D. Interdisciplinary Partners at UVM
 - ANTH Luis Vivanco
 - GEOG Shelly Raybeck and Meghan Cope
 - HDF Camelia Maianu
 - PSYS John Green
 - SOC Alice Fothergill
 - POLS Peter VonDoepp
 - CSD Michael Cannizzaro
 - CELO Susan Munkres
- E. Community Partners
 - Map Levin, Executive Director, The Vermont Early Childhood Advocacy Alliance
 - Sherry Carlson, Let's Grow Kids

Summary

The proposed minor in Childhood studies meets the growing academic interest among current and prospective UVM students at the nexus of children's welfare, education, and critical issues of social justice. The CHS minor is available to all UVM students (excluding only Early Childhood Education majors) and complements degrees across Colleges.

The CAC unanimously approved a proposal submitted by the College of Education and Social Services to create a new minor in Childhood Studies at our meeting on January 4, 2024. During the 15-day public comment period no comments were received. Subsequently the Faculty Senate also approved this proposal at its January 22, 2024 meeting. If approved by the Board of Trustees, this minor will be implemented starting Fall 2024.

› **Approval of a Proposal from the College of Engineering and Mathematical Sciences for a New Minor in Sustainable Energy Engineering**

Program Description and Rationale

Description: The Sustainable *Energy Engineering* minor is designed for undergraduate, engineering students who are interested in applying their knowledge of engineering fundamentals, analysis, and sustainable design principles to clean energy generation and efficient utilization. Students will gain foundational understanding of energy technologies and the energy industry, including technological, policy, and economic considerations related to conventional and sustainable energy. This minor crosses across multiple engineering disciplines and will give students pursuing accredited disciplinary

engineering degrees an added interdisciplinary credential toward pursuing careers in sustainable energy fields.

Completion of the minor requires 4 courses totaling 14 credit hours of core requirements, plus 6 credit hours of electives (with prerequisites; open to all majors, and no eligibility restrictions). The minor takes advantage of current required and elective coursework contributing to the engineering majors, and most engineering students should be able to complete the minor by adding 3-7 credits.

Rationale: Reliance on energy-rich sources of fossil fuels has supported the tremendous growth of our modern society in a variety of sectors including food supply, industrial growth, mobility, comfort, and overall economic prosperity. This development has come at a price as the fossil fuel combustion generates over three-quarters of the world's carbon dioxide emissions severely affecting public health, causing climate change, and impacting our planet's sustainability. The procurement of sustainable energy is therefore one of the major challenges facing humanity in the twenty-first century.

The United States has the vision *to build a strong domestic energy sector that can manufacture and deploy clean energy for the benefit of all Americans*. Similar efforts are underway in many parts of the world. Vermont's energy goals include meeting 90% of State's overall energy needs from renewable sources by 2050. The City of Burlington's goal is to achieve net zero energy by 2030.

The Sustainable *Energy Engineering* minor is designed for undergraduate, engineering students who are interested in applying their knowledge of engineering fundamentals, analysis, and sustainable design principles to clean energy generation and efficient utilization. Students will gain foundational understanding of energy technologies and the energy industry, including technological, policy, and economic considerations related to conventional and sustainable energy sources.

The proposed minor aligns well with the University vision as it relates *“to be among the nation's premier small research universities, preeminent in our comprehensive commitment to liberal education, **environment, health, and public service.**”* The minor also fits UVM's identified distinctive strengths in *“Healthy Societies, Healthy Environment.”*

Evidence for Demand

In 2021, U.S. energy sector jobs grew 4.0% over 2020, outpacing overall U.S. employment, which climbed 2.8% in the same time period. The energy sector added more than 300,000 jobs, increasing from 7.5 million total energy jobs in 2020 to more than 7.8 million in 2021 (2022 U.S. Energy and Employment Report). Overall, the transition to clean energy is expected to generate 10.3 million net new jobs globally by 2030 (World Economic Forum).

Many prospective, incoming, and existing UVM students inquire about building credentials toward careers in the energy sector and degree options in the sustainable energy field. A minor in Energy Engineering is popular among engineering students and being offered at many universities, nationally (e.g., UC Berkeley, CU Boulder, Penn State) as well as regionally (e.g., UMass Lowell, U Maine, Clarkson, Northeastern). The proposed minor will help maintain and possibly enhance attractiveness of UVM's Engineering programs among prospective students, and is accessible for non-engineering students (e.g. Physics).

Relationship to Existing Programs

This minor is comprised of courses offered through all three engineering departments (Civil & Environmental, Electrical & Biomedical, and Mechanical), plus two physics courses among nine elective options listed below. No similar minors in title or content are currently offered at UVM, and no identified concerns were raised.

All three engineering departments’ Program Educational Objectives state “The educational objectives of UVM’s engineering program are to provide our graduates with disciplinary breadth and depth to **fulfill complex professional and societal expectations** by:....”. Providing economically sustainable energy is not only an expectation of the engineering professions, but it is also a societal expectation domestically as well as globally. CEMS’s vision is to help “create a more **sustainable and equitable future** through its excellence in education and research focused on **solving the complex problems facing our world**” and its mission states “.... Prepare the next generation of technical and societal leaders who thrive in a world that is volatile, complex, and full of promise, and who are committed to a **sustainable and equitable world**....”.

Curriculum

The coursework for the minor comprises Core Requirements (4 courses, 14 credit hours), and Electives (min. 6 credit hours, from 9 course options). There is one new required course, CEMS 3910 (previously approved, and an enrolled section in spring 2024). See below for more info, required and elective courses, and prerequisites.

There are no eligibility restrictions or majors with undue overlap. The minor is built using existing, regularly offered courses, almost all of which have room to absorb additional students. Although open to all majors, the minor is designed for engineering students, most of whom should be able to complete it with 3-7 added credits.

Required Courses

A. Core Requirements (4 courses, 14 credit hours): Provides foundational knowledge around engineering aspects of energy, along with policy and economic context.

Core Requirements		
Number	Name	Credits
*CEMS 3910	Energy Policy & Economics	3
EE 2125 / 2145 / 2175	Electrical Circuits	4
EE 3315	Electrical Energy Systems	4
ME 1210	Thermodynamics	3

*New course expected to be offered once a year and piloted in AY 2023-24.

(01/02/24) RE CEMS 3910: CourseLeaf shows proposal process was followed for a required new course (VIII).

A new course proposal for CEMS 3910 was approved 01/30/23, and a cross-listed section is offered in spring 2024. In parallel with this proposal submission, a course edit was submitted 11/07/23 as per proposal-stated intent to revise the prerequisites: “Minimum Sophomore standing or Instructor permission ~~CEMS 1500; minimum Sophomore standing~~”.

Elective Courses

B. Electives (minimum 6 credit hours): Students pick any two of the courses below. More elective courses related to energy are anticipated in coming years.

Electives (min. 6 credits from the following)		
Number	Name	Credits
CEE 4570	Sustainable Resource Recovery Design	3
CEE 5850	Geo-energy Systems	3
EE 3310	Low Carbon Electric Power	3
EE 3320	Power Electronics	3
EE 5310	Electrical Energy Systems Analysis	3
ME 3260	Renewable Energy Harvesting	3
ME 3262	Energy Systems Engineering	3
PHYS 1200	Energy and the Environment	3
PHYS 3400	Thermal and Statistical Physics	3

Prerequisites

Needed for the Core Courses:

MATH 1248: Calculus II (4 credits)

*CEMS 1500: CEMS First Year Seminar (1 credit)

*See above (RE CEMS 3910) about removal of this prerequisite, pending course edit approval.

PHYS 1500: Physics for Engineers I (3 credits)

CHEM 1400: General Chemistry I (3 credits)

Some elective courses may need additional prerequisites:

CEE 3515: Water & Wastewater Treatment Processes (3 credits)

ME 2230/CEE 3600: Fluid Mechanics/Hydraulics (3 credits)

PHYS 1550: Physics for Engineers II (4 credits)

Admission Requirements and Process

There are no eligibility restrictions, and the minor is open to all majors, although designed and more easily attainable for engineering students. Currently, CEMS students are able to request minors and certificates to be added. CEMS student services approves these requests after consulting the student's advisor and/or department chair if needed. The degree audit keeps track of the minor fulfillment. It is anticipated that most students pursuing the proposed minor to be from Electrical Engineering, Environmental Engineering or Mechanical Engineering.

Curriculum check sheets will be prepared for each of these majors to outline how the minor could be fit with the major degree requirements. Most students majoring in these three degrees are expected to complete the minor by taking up to two extra courses beyond their major degree requirement. Prof. Zach Ballard will be the lead contact for the minor administration. No minimum GPA or other requirements to stay in the program are mentioned in the proposal.

Anticipated Enrollment and Impact on Current Programs

Enrollments in the listed courses are expected to increase some, which may have a slight impact on faculty workload, but within their existing course capacities. Correspondence with Mandar Dewoolkar, Professor and Chair of Civil & Environmental Engineering, and the proposal-designated contact, indicated 10-15 students are anticipated in the first year, and 20-25 students per year thereafter.

Advising

Currently, CEMS students are able to request minors and certificates to be added. CEMS student services approves these requests after consulting the student's advisor and/or department chair if needed. The degree audit keeps track of the minor fulfillment.

Most students anticipated to pursue the proposed minor are expected to be from Electrical Engineering, Environmental Engineering or Mechanical Engineering. Curriculum check sheets will be prepared for each of these majors to outline how the minor could be fit with the major degree requirements. Most students majoring in these three degrees are expected to complete the minor by taking up to two extra courses beyond their major degree requirement. Prof. Zach Ballard will be the lead contact for the minor administration.

The noted contact designee added that students will be advised by CEMS Student Services staff, students' faculty advisors, and Dr. Zach Ballard. A preliminary table of guidelines (the above-named "check sheets") have already been prepared for each department.

Assessment Plan

The proposal states assessment of the minor will be conducted on a three-year cycle and include direct and indirect activities. Further correspondence summarized/outlined three learning objectives referenced in three numerated points about the Assessment Plan:

(Learning Objectives)

Upon completion of the minor, students will be able to:

1. Demonstrate understanding of the laws governing energy transformation between different forms.
2. Demonstrate knowledge of how economics and policies impact sustainable energy production.
3. Develop deeper understanding of one to two select forms of sustainable energy.

(Assessment Plan)

1. Assignment and exam questions on Objectives 1 and 2 in course CEMS 3910 Energy Policy & Economics.
2. Assignment and exam questions related to Objective 1 in course ME 1210 Thermodynamics.
3. Successful completion of 6 credits of approved electives that are selected for the minor to address Objective 3.

Staffing Plan, Resource Requirements, and Budget

No new staffing required. One new course (CEMS 3910) is expected to be taught by an existing or PT faculty member, funded by CEMS. Library resources presently available provide sufficient support for the minor, as outlined in a letter from CEMS subject librarian, Graham Sherriff.

Evidence of Support

The proposal included the CEMS faculty vote endorsing the creation of the new minor (37 in favor, 1 abstain, 1 against), and letters of support from the Chairs of the CEMS Curricular Committee and all participating departments, and the CEMS Dean.

- Amber Doiron, Chair, CEMS Curricular Committee (unanimous support from committee for proposed minor)
- Mandar Dewoolkar, Professor and Chair, Civil and Environmental Engineering
- Marilyn Cipolla, Professor and Chair, Electrical and Biomedical Engineering
- Douglas Fletcher, Professor and Chair, Mechanical Engineering
- Randall Headrick, Professor and Chair, Dept. of Physics
- Linda Schadler, Dean, CEMS

No public comments were received during the circulation period.

Summary

The well-reasoned proposal describes a new minor that complements existing majors in CEMS, not limited to but especially suited to engineering majors. The proposal addresses societal need to transition to sustainable energy, and associated job market opportunity and prospective student demand. The proposed minor is well-fitted to the vision of UVM and does not rely on new resources.

The CAC unanimously approved a proposal submitted by the College of Engineering and Mathematical Sciences to create a new minor in Sustainable Energy Engineering at our meeting on January 4, 2024. During the 15-day public comment period no comments were received. Subsequently the Faculty Senate also approved this proposal at its January 22, 2024 meeting. If approved by the Board of Trustees, this minor will be implemented starting Fall 2024.

› **Approval of a Proposal from the Graduate College and the College of Nursing and Health Sciences for a New Direct Entry Masters in Nursing**

Program Description and Rationale

The MEPN is a comprehensive and innovative graduate program designed for individuals from diverse academic backgrounds to transition into the nursing profession with advanced clinical and leadership skills. All prelicensure nursing programs (i.e., direct entry) are all comparable and the coursework and clinical experiences are consistent as their main focus is to prepare students as a generalist Registered Nurse (RN) and sit for the National Council Licensure Examination (NCLEX) certifying exam. The proposed MEPN program is unique in that following completion of the pre-licensure year and RN licensure, students advance into the on-line master's core curriculum and identify a 9 credit mCGS/CI in an area of concentration from one of UVM's current eight micro-certificates in Public Health or a self-designed core intensive. The proposed program will expand with more mCGS options available to students in 2024 including: Education, Leadership, Trauma Informed Practices, Integrative Health, and Sustainable Business.

Justification and Evidence for Demand

The rationale for offering a Direct Entry into the Master of Nursing program option stems from the evolving landscape of healthcare and the need for agile and well-prepared nursing professionals. This innovative pathway aims to attract individuals with diverse academic backgrounds who possess a strong desire to contribute to the nursing profession.

Significant interest from baccalaureate prepared nurses (including UVM graduates) who are seeking advanced, specialty education at a master's level through on-line modalities which allow nurses to continue working full-time while expanding their knowledge has been received.

Relationship to Existing Programs

UVM's BS in Nursing provides the fundamental nursing education for those starting their nursing journey within the context of a broader general education over four years that results in the ability to sit for board certification as a RN but does not provide advance course work or result in specialization associated with Master or Doctoral degree programs.

The Direct Entry into the Doctor of Nursing Practice (DEPN) program allows individuals with a non-nursing background to transition into the nursing profession and earn an advanced nursing degree. Both the DEPN and MEPN programs offer pathways for non-nurses to become RNs within the first year of the program (i.e., the pre-licensure year) and obtain advanced nursing degrees in subsequent years of their program.

The MEPN and the Doctor of Nursing Practice (DEPN/DNP) program share a complementary relationship within the broader scope of nursing education. While distinct in their focus and outcomes, these two programs work in tandem to prepare nurses for different levels of clinical practice, leadership, and specialization. The relationship between the MEPN and DEPN/DNP program is one of progression and further specialization. Individuals who complete the MEPN program may choose to further their education and career by pursuing a DNP. The MEPN program provides a strong foundation for DNP studies, allowing graduates to build upon their clinical skills and knowledge. The department currently offers DNP specialization as a nurse practitioner in family practice, adult/gerontological practice, or as an executive nurse leader (ExNL).

Curriculum

The pre-licensure curriculum for the proposed MEPN is duplicative of the vetted and accredited DEPN pre-licensure year and is carefully designed to prepare students for the responsibilities and challenges of becoming a licensed registered nurse. The curriculum consists of a series of courses and clinical experiences that build upon each other to develop students' knowledge and skills. A general overview of how students' progress through the pre-licensure program with attention to the courses and the scaffolding of knowledge and skills is as follows:

Direct Entry/Pre-Licensure Curriculum (First Year)

Number	Name	Credits
GRNS 5130	Pathophysiology	3
GRNS 5280	Pharmacology	3
GRNS 6020	The Science of Nursing: Across Life I	3
GRNS 6030	Practicum: Adults Lifespan I	3.75
GRNS 5320	The Science of Nursing: Children	3
GRNS 6000	Professional Issues in Nursing	2
GRNS 6120	The Science of Nursing: Adult Lifespan II	2
GRNS 6050	Practicum: Complex Nursing Care of Adults	2.5
GRNS 6060	The Science of Nursing: Mental Health	3
GRNS 6080	The Science of Nursing: Gyn Care & Family	3
GRNS 6530	Compassionate Care for Nurses [OL]	2

GRNS 6090	Practicum: Women and Newborns	1.25
GRNS 6070	Practicum: Mental Health	1.5
GRNS 6110	Practicum: Children	1.25
	ATI 3-day Intensive NCLEX prep	
	TOTAL	34.25

Master's Core Curriculum

Number	Name	Credits
GRNS 6300	Advanced Concepts in Health Assessment, Pathophysiology, and Pharmacology	5
STAT 5000	Biostatistics	3
GRNS 6210	Professional Role Development	3
GRNS 6301	Research, Quality Improvement Methods & Evidenced Based Practice	3
GRNS 6503	Quality and Informatics in Healthcare	3
GRNS 6240	Nursing Theory	2
GRNS 6303	Compassionate Care for Nurses	2
	mCGS or Intensive Cognate	3
GRNS 6306	Master's Project and Thesis Seminar	1
GRNS 6304	Planetary Health for the Health Care Provider	3
GRNS 6391	Master's Thesis Research	3
	mCGS or Intensive Cognate	3
GRNS 6305	Transformational Leadership in Nursing	3
	mCGS or Intensive Cognate	3
Either		
GRNS 6391	Master's Thesis Research	3
GRNS 6392	Master's Project	3
	TOTAL	38 – 41

Additionally, students are required to:

- Pass their comprehensive exam which takes the form of their master's project or thesis pre-proposal prior to advancement into their scholarship.
- Students are required to complete an original research project or a thesis.

The following courses are new and have all been added in CourseLeaf and are at varying stages of approval:

- GRNS 6300: Advanced Concepts in Health Assessment, Pathophysiology, and Pharmacology
- GRNS 6301: Research, Quality Improvement Methods & Evidenced Based Practice GRNS 6302: Quality and Informatics in Healthcare
- GRNS 6303: Compassionate Care for Nurses
- GRNS 6304: Planetary Health for the Health Care Provider GRNS 6305: Transformational Leadership in Nursing
- GRNS 6306: Master's Project and Thesis Seminar

Admission Requirements and Process

All applicants must have:

- Bachelor's degree (BA or BS) or higher
- College GPA of 3.0 or higher
- Three letters of recommendation
- Personal statement
- Resume or CV
- Pre-requisite undergraduate course work (with a GPA 3.0 or higher) in Anatomy and Physiology I/II, Microbiology, Nutrition, and Statistics

Completed applications will be reviewed by the admissions committee comprised of program faculty members using a combination of undergraduate GPA, three letters of recommendation, and student's statement on the Graduate College Application will be used to rank the students for entry into the program. Recommendations to the Graduate College of admission into the program.

Anticipated Enrollment and Impact on Current Programs

They expect to enroll 10-12 students in the first year and 24 students in each subsequent year. Therefore, it is projected that there will be an increase of 24 students required to take STAT 5000 as a required course for the MEPN. Enrollment affecting other involved Colleges and Programs is variable with an estimated increase enrollment estimated at 3-5 student per year dependent on the student interest in mCGS options.

Advising

Students will receive academic advising support as is standard in CNHS. CNHS students are centrally advised during the admission process by the Office of Student Services professional advising team and Graduate recruiting coordinator, specifically. Students are assigned to program specific faculty advisors at the point of entry/matriculation. In support of recruiting and enrollment, CNHS offers regular group advising sessions for students in the proposed program where faculty and current graduate students will present information and answer questions about academics, student life, admissions, and financial aid at the University of Vermont.

Assessment Plan

Nursing programs are externally accredited by the Commission on Collegiate Nursing Education (CCNE) in collaboration with the Vermont Board of Nursing. The Department of Nursing will apply for new program approval once formally adopted at the University level and then undergo the accreditation processes per CCNE guidelines.

The Department of Nursing has a standing Graduate Education Committee, comprised of 5-7 elected faculty members, at least 3 of whom are Graduate College faculty, that oversee and make recommendations to the faculty to refine, implement, and evaluate each graduate program curriculum including, but not limited to, philosophy, purpose, goals, objectives, and course sequencing. The Department of Nursing also has a standing Program Evaluation Committee that serves as a continuous assessment of how our curriculum and programs are meeting the CCNE standards. The new MEPN program will be integrated into the Systematic Program Evaluation Plan (SPEP) upon Board of Trustee approval.

Staffing Plan, Resource Requirements, and Budget

The expected enrollment in the program will require moving a faculty member from a 9-month appointment to a 12-month appointment to be able to accommodate the additional oversight and administration of clinical placements for this program. In addition, there will be additional need for 1 FTE in the clinical setting to maintain the 1:8 faculty-student ratio required by our accreditors.

Beyond faculty office space (always a challenge in CNHS) no additional space needs were raised.

Evidence of Support

Strong letters of support were obtained from:

- Norma Anderson (Dean CNHS)
- Peg Gagne (Chief Nursing Officer UVMCC) & Betsy Hassan (Director Nursing Education & Professional Development UVMCC)
- Thomas Griffin (PACE)
- Holger Hooch (Dean GC)
- Kieran Killeen (Associate Dean CESS)
- Linda Schadler (Dean CEMS)
- Sanjay Sharma (Dean GSB)
- Karen Westervelt (Osher Center for Integrative Health CNHS)
- Christa Zehle (Associate Dean of Medical Education LCOM)

Summary

The Direct Entry to the Master of Science in Nursing (MEPN) program allows students with diverse academic backgrounds and a BA or BS an entry point into the nursing profession. This innovative program will prepare agile nursing professionals by getting them into the workforce after the first year and then allowing them to follow their own interests with specialization during the master's portion of the program.

The CAC unanimously approved this proposal submitted by the Graduate College and the College of Nursing and Health Sciences to create a new Direct Entry to the Master of Science in Nursing (MEPN) program at our meeting on January 4, 2024. During the 15-day public comment period no comments were received. Subsequently the Faculty Senate also approved this proposal at its January 22, 2024 meeting. If approved by the Board of Trustees, this minor will be implemented starting Fall 2024.

› **Approval of a Proposal the College of Education and Social Services for a New Minor in Military Leadership**

The CAC reviewed a proposal for a new Minor in Military Leadership submitted by College of Education and Social Services (CESS). The proposed minor is a collaboration between the Department of Military Studies, which is not located in a degree-granting unit, and the CESS Department of Education. The Military Studies department and course offerings will remain in their current structural location and LCT Travis McCracken will be the point of contact for the minor. The partnership with CESS allows participating Reserve Officer's Training Corps (ROTC) cadets to receive an appropriate credential for their participation in their Military Leadership curriculum associated with their training in military studies. The proposers are hoping for a starting date of August 2024.

Program Description and Rationale

Throughout the four years of a student's undergraduate experience in the Military Leadership Minor, they will learn Army leadership doctrine both theoretically in the classroom and practically in training environments. Students will learn leadership principles and theoretical frameworks and be provided the opportunity to apply this knowledge in training simulations. This theoretical academic coursework

and practical application of the theoretical leadership frameworks, furthers the University’s mission to create, evaluate, share, and apply knowledge and prepare students to be accountable leaders.

The Department of Military Studies is an instructional unit situated in the Provost’s office, thus outside of a college or school and therefore cannot formally sponsor a minor. Thus, the Department of Education stepped forward because they believe that UVM students deserve the opportunity to see their work in the ROTC program transcribed as a minor. The minor fits the Department’s vision and values by contributing to a student self-authored professional identity and gaining the skills and abilities to participate in leadership in changing global contexts. In this minor, the Department of Education will certify transcripts that the minor has been completed.

Justification and Evidence for Demand

ROTC programs are a common fixture at US institutions of higher education, and UVM has the distinction of having the oldest program in the country. However, while most other institutions with ROTC programs offer an academic credential, such as a minor, associated with completing the coursework required as an ROTC cadet, UVM does not. A scan of institutions demonstrated that minors are very commonly associated with ROTC programs.

Relationship to Existing Programs

The minor in Military Leadership has no identifiable overlap with other minors currently offered at the University.

Curriculum

The curriculum is developed and overseen by the US Government. Eighteen credits of courses in Military Studies are required to complete the minor as specified below:

Number	Name	Credits
MS 1110	Introduction to ROTC & the US Army	1
MS 1120	Introduction to Military Skills & Followership	1
MS 1210	Leadership & Team Development	2
MS 1220	Individual & Team Leading	2
MS 2131	Lead & Train Small Organizations	3
MS 2132	Lead & Manage Small Organizations	3
MS 3241	Leadership Challenges & Goal Setting	3
MS 3242	Lead Organizations Ethically & Competently	3

Admission Requirements and Process

The minor can be completed only by contracted Cadets in the ROTC program and that MS 2131, 2132, 3241, and 3242 are only open to Cadets.

Anticipated Enrollment and Impact on Current Programs

The minor sponsors anticipate that approximately 20 students per year who complete the ROTC program will seek to complete the Military Leadership minor. By offering students the opportunity to earn a minor for their work in the ROTC program, additional students may become interested in the ROTC program and attend entry-level Military Studies courses to learn more about the program. Additional Cadets in the ROTC program would result in students receiving tuition paid by the Army.

Advising

LTC Travis McCracken (Professor & Chair of Military Science) will be the point of contact for students enrolled in this minor.

Assessment Plan

Oversight of the curriculum, assessment of student performance and outcomes, and responsibility for faculty and staffing courses will remain with Military Studies.

Staffing Plan, Resource Requirements, and Budget

No new courses or staffing changes are required. There will be no changes to the budget or financial arrangements for the program.

Evidence of Support

Letters of support were obtained from:

- Jennifer A Dickinson (Vice Provost for Academic Affairs and Student Success)
- Kimberly J. Vannest (Chair, Department of Education)
- Travis J. McCracken (Chair, Department of Military Studies)

Summary

The CESS Curriculum Committee (6 approve and 0 disapprove), CESS faculty (14 approve, 3 disapprove, 2 abstain), and CESS Dean Shepherd have approved this proposal. We received one public comment about the title of the minor (originally Leadership & Military Studies) and wanting more clarity related to the fact that the minor focuses on leadership within the context of the military which they felt was lacking in the abstract. The commenter was concerned that the minor might be misleading to students because it centered leadership more broadly, when in reality the minor is focused on leadership within the context of the ROTC curriculum. We reached out to the proposers who readily agreed to a name change for the minor. The commenter felt satisfied with that response and supports the name adjustment (now Military Leadership). No other public comments were received. Having the oldest ROTC program in the US and not supporting them with the opportunity to have an academic credential associated with their work seems like a missed opportunity.

The CAC approved (14 approved, 2 opposed) a proposal submitted by the College of Education and Social Services to create a new minor in Military Leadership by electronic ballot on January 11, 2024. Subsequently the Faculty Senate also approved this proposal at its January 22, 2024 meeting. If approved by the Board of Trustees, this minor will be implemented starting Fall 2024.

Academic Program Reviews

Reviews in Progress (3):

- Nutrition and Food Sciences (BS & MS)
- Dietetics (MS)
- Public Health Sciences (MS)

Completed Reviews (4):

- Counseling (MS)
- Communication Sciences Disorders (MS)
- Medical Education (MD)
- Medical Laboratory Sciences (BS & MS)

Other Academic Actions

- *Completed Actions – The CAC recently:*
 - Approved a No Contest Deactivation of the Clinical Nurse Leader (CNL) Program.
 - Approved a new course prefix for the School of the Arts (SOA).
 - Approved a Proposal from College of Agriculture and Life Sciences for name change for the Department of Plant and Soil Sciences to Agriculture, Landscape and Environment Department as well as a request for a new course prefix (ALE).
 - Approved a new course prefix for Plant and Soil Sciences (PSS) courses: Agriculture, Landscape and the Environment (ALE).
 - Approved a Proposal from College of Engineering and Mathematics to Change the Name of the Electrical Engineering (EE) program to Electrical and Computer Engineering (ECE).
 - Approved a new course prefix for the Electrical Engineering (EE) courses: Electrical and Computer Engineering (CMPE).

- *Ongoing Work – The CAC is actively:*

In addition to our ongoing collaboration with the Provost's office in facilitating the University's Academic Program Review process, a subcommittee of the CAC has been tasked with working on clarifying procedures and language related to substantial program revision. We anticipate recommendations in March 2024, with the goal of adopting revised guidance documents by the 24-25 academic year.

EDUCATIONAL POLICY AND INSTITUTIONAL RESOURCES COMMITTEE

February 9, 2024

Resolution approving the creation of 8 new Micro-Certificates of Graduate Study in the Graduate College in conjunction with the Larner College of Medicine

BE IT RESOLVED, that the Board of Trustees approves the creation of eight (8) new Micro-Certificates of Graduate Study related to existing Certificates of Graduate Study in Epidemiology, Climate Change and Human Health, Global Health, Health Equity, Health Policy and Law, Health Services Administration, Public Health, and Public Health Informatics in the Graduate College in conjunction with the Larner College of Medicine, as approved and advanced by the Provost and President on October 24, 2023.

Resolution approving revisions to the credit ranges for the Certificate of Graduate Study and the Micro-Certificate of Graduate Study in the Graduate College

BE IT RESOLVED, that the Board of Trustees approves revising the credential requirements for the Certificate of Graduate Study to a minimum of 10 credits and the maximum credit cap for Micro-Certificate of Graduate Study to 9 credits, in the Graduate College, as approved and advanced by the Provost on January 22, 2024 and President on January 23, 2024.

Resolution approving the creation of a B.A. in Geosciences in the College of Arts & Sciences

BE IT RESOLVED, that the Board of Trustees approves the creation of a B.A. in Geosciences in the College of Arts & Sciences, as approved and advanced by the Provost on January 22, 2024 and President on January 23, 2024.

Resolution approving the creation of a B.S. in Geosciences in the College of Arts & Sciences

BE IT RESOLVED, that the Board of Trustees approves the creation of a B.S. in Geosciences in the College of Arts & Sciences, as approved and advanced by the Provost on January 22, 2024 and President on January 23, 2024.

Resolution approving the creation of a minor in Geosciences in the College of Arts & Sciences

BE IT RESOLVED, that the Board of Trustees approves the creation of a minor in Geosciences in the College of Arts & Sciences, as approved and advanced by the Provost on January 22, 2024 and President on January 23, 2024.

Resolution approving the creation of a minor in Childhood Studies in the College of Education & Social Services

BE IT RESOLVED, that the Board of Trustees approves the creation of a minor in Childhood Studies in the College of Education & Social Services, as approved and advanced by the Provost on January 22, 2024 and President on January 23, 2024.

Resolution approving the creation of a minor in Sustainable Energy Engineering in the College of Engineering & Mathematical Sciences

BE IT RESOLVED, that the Board of Trustees approves the creation of a minor in Sustainable Energy Engineering in the College of Engineering & Mathematical Sciences, as approved and advanced by the Provost on January 22, 2024 and President on January 23, 2024.

Resolution approving the creation of a Direct Entry into the Master of Science in Nursing program in the Graduate College

BE IT RESOLVED, that the Board of Trustees approves the creation of a direct entry into the Master of Science in Nursing program in the Graduate College in conjunction with College of Nursing and Health Sciences, as approved and advanced by the Provost on January 22, 2024 and President on January 23, 2024.

Resolution approving the creation of a minor in Military Leadership in the College of Education & Social Services

BE IT RESOLVED, that the Board of Trustees approves the creation of a minor in Military Leadership in the College of Education & Social Services, as approved and advanced by the Provost on January 22, 2024 and President on January 23, 2024.

Resolution endorsing Eclipse Day proposal

WHEREAS, on April 8, 2024, Vermont will experience its only full solar eclipse of this century offering a unique opportunity for integrative learning experiences across disciplines and campus units; and

WHEREAS, the eclipse falls on a Monday when classes are in session for the spring semester, and scheduled classes may limit the opportunities for engagement with this integrative learning opportunity; and

WHEREAS, the Student Government Association, Graduate Student Senate, Senior Leaders, Faculty, Faculty Senate, and the Registrar have discussed the educational impact of and support necessary for designating a day of alternative instruction;

BE IT RESOLVED, that the Board of Trustees supports this designation, as approved and advanced by the Provost and President on October 24, 2023, with the understanding that the day will be dedicated to learning through events and activities associated with the eclipse.

Resolution reaffirming Equal Opportunity Policy Statements

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.

Resolution approving Mercy Hall Curtain Wall System Replacement

WHEREAS, the administration today reported on the strategic and operational need for the Mercy Hall Curtain Wall System replacement and the associated project 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.



The University of Vermont

OFFICE OF COMPLIANCE SERVICES
UVM.EDU/POLICIES



POLICY

Title: Equal Employment Opportunity/Affirmative Action Policy Statement – Interim

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, 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 Rehabilitation Act. Additionally, the University will not discharge or in any other manner discriminate against

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.

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; U.S. Department of Homeland Security regulation 6 C.F.R Part 19; 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 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 Equal Opportunity	Emily McCarthy 428 Waterman Building (802) 656-3368
Questions about disability related issues	
ADA/Section 504 Coordinator Office of 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 Equal 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. 7.3.12	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 • V. 7.3.12 approved as interim August 25, 2023 		

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 - Interim

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 origin, including shared ancestry or ethnic characteristics¹, 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 Burlington, VT 05405 (802) 656-3380

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.

Or	
Director, Office of 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 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 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 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. 7.4.12	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 		

	<ul style="list-style-type: none"> • 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, February 27, 2023 • 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 • V. 7.4.12 approved as interim August 25, 2023
--	--

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



The University of Vermont

*Office of the Vice President for
Finance and Administration*

Mercy Hall Curtain Wall System Replacement

February 9, 2024

**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 Replacement of the Mercy Hall Curtain Wall System. Mercy Hall was constructed in 1962 in the International Style, by Julian Goodrich Architects as part of Trinity College, opened by the Sisters of Mercy of Vermont in 1925, as New England's second Catholic Women's College. Mercy was constructed as a residence hall for 150 students on the upper three floors with a lobby, lounge, bookstore and storage and laundry facilities on the first floor. When Trinity College closed in 2000, the Trinity campus was purchased by the University and incorporated into the UVM campus.

The construction of the existing four-story building is based on the "lift slab system" – a method by which nine-inch concrete slab forms were formed and lifted hydraulically into place. The existing cladding consists of wall-to-wall ribbon windows with metal framing and slate veneer spandrels set beneath each window.

Project Specifications

Engineer/Architect: Gale Associates

General Contractor: TBD

UVM Managed By: Planning, Design and Construction

Est. Construction: May 2025-December 2025

Size: 8,000 gross square feet

Project Cost: TBD

Project Description: The overall objective of this project is to replace the existing exterior Curtain Wall System consisting of slate spandrel panels and aluminum

mullion caps along with a total replacement of the windows. Existing windows will be replaced with Triple Pane type glass to meet current/future Vermont Energy Codes. The new Curtain Wall System requires all the slate and mullion caps to be replaced and to meet the Vermont Division for Historical Preservation guidelines. The exterior of the building accounts for about 8,000 square feet of surface area. The new Curtain Wall System will be supported structurally in a similar fashion as the current system and will require the existing radiation/heating system to be refastened/attached using updated methodology. A review of a new cooling system is also part of this initial project/phase to determine the cost feasibility and design into the existing Mercy Hall footprint. The overall design intent of the Curtain Wall System is to mimic the existing building exterior spandrel panel color and texture, recreate the vertical mullion fins and maintain a similar configuration of windows and operability while meeting new and updated energy codes.

Project Update:

This project has been through a successful Historic Preservation review with an updated review to be scheduled for approval of the new slate panel. Design Development documents are currently in progress and Construction documents will be available in July 2024. The timing of the construction is subject to the availability of funding but is anticipated to begin in May 2025.

