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, Matt Devost, President Suresh Garimella, Jennifer Ha, 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, May 17, 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 February 9, 2024 meeting minutes	Attachment 1	Carolyn Dwyer	1:00-1:05
2.	Provost's report	Attachment 2	Patricia Prelock	1:05-1:20
3.	Faculty Senate Curricular Affairs Committee chair's report	Attachment 3	Colby Kervick	1:20-1:25
4.	Curricular action items: • Resolution approving the creation of a micro-Certificate of Graduate Study in Scientific Computing in the Graduate College in conjunction with College of Engineering & Mathematical Sciences • Resolution approving the creation of a Certificate of Graduate Study in Semiconductor Engineering & Physics in the Graduate College in conjunction with the College of Engineering & Mathematical Sciences	Attachment 4	Carolyn Dwyer	1:25-1:30

	• Resolution approving the creation of a micro-Certificate of Graduate Study in Integrative Health and Wellness Coaching in the Graduate College in conjunction with the College of Nursing & Health Sciences • Resolution approving the creation of a Certificate of Graduate Study in Computer Science Education in the Graduate College in conjunction with the College of Education & Social Service ***Pending Faculty Senate approval on 5/16:*** • Resolution approving the creation of micro-Certificates of Graduate Study in Collaborative & Resiliency-Oriented Approaches; Community Schools; and Trauma-Response & Evidence-Based Practices in the Graduate College in conjunction with the College of Education & Social Services • Resolution approving the creation of a Minor in Education Studies in the College of Education & Social Services • Resolution approving the termination of the Master of Educational Studies in the College of Education and Social Services in conjunction with the Graduate College.			
5.	Update on institutes and centers		Kirk Dombrowski	1:30-1:40
6.	Resolution approving the establishment of the Water Resources Institute	Attachment 4	Beverley Wemple	1:40-1:55
7.	Other business**		Carolyn Dwyer	1:55-2:00
	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, February 9, 2024 at 1:00 p.m. in the Silver Maple Ballroom, Room 401 at the Dudley H. Davis Center.

MEMBERS PRESENT: Chair Carolyn Dwyer, Vice Chair Jodi Goldstein, Cynthia Barnhart, Otto Berkes, Katelynn Briere, Stephanie Jerome, Carol Ode, Kristina Pisanelli, Lucy Rogers, and Samuel Young

REPRESENTATIVES PRESENT: 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[1], and Graduate Student Representative Cara Simone

ABSENT: Trustee Monique Priestley and Graduate Student Representative Massi Khodaverdi

PERSONS ALSO PARTICIPATING: Provost & Senior Vice President Patricia Prelock, Vice President for Legal Affairs & General Counsel Trent Klingerman, Executive Director of Facilities Management Luce Hillman, Senior Construction Administrator Leo Gaudreau, and Vice Provost for Academic Affairs and Student Success Jennifer Dickinson

[1] Joined the meeting by phone at 1:43 p.m.

Chair Carolyn Dwyer called the meeting to order at 1:13 p.m. and welcomed new faculty representative Jennifer Hurley to the committee.

Approval of minutes

The minutes from the October 20, 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 difficulty of the fall semester for students, faculty, and staff due to the situation in the Middle East and the shooting of the three Palestinian men near the UVM campus. She listed a number of initiatives that have taken place on campus including increased security measures, special counseling sessions, listening sessions and vigils. This spring, the division of Diversity, Equity, and Inclusion will be offering antisemitism and Islamophobia programming.

The Provost also acknowledged the passing of Jarlath O'Neil-Dunne, the founder and director of the University of Vermont's Spatial Analysis Laboratory in the Rubenstein School of Environment and Natural Recourses. His work focused on the application of geospatial technology. A memorial service was held in the Ira Allen Chapel in January and a scholarship fund has been created in his honor.

Continuing her report, Provost Prelock shared spring application data. The January 15, 2024 application deadline yielded nearly 27,000 applications for admission this fall. UVM has seen an increase in Vermonters, international students, and students who come from outside of New England. To date, 434 students have already secured their spot in the class of 2028, a 50% increase over last year.

The Provost reported that UVM was awarded a $2.5M Driving Change grant from the Howard Hughes Medical Institute. The grant will support initiatives for faculty, staff, and undergraduate students, with the goal of creating a more inclusive and welcoming environment for all students. The five-year grant is being led by Dean of the College of Engineering & Mathematical Sciences Linda Schadler and Vice Provost for Academic Affairs and Student Success Jennifer Dickinson.

Provost Prelock announced that in preparation for the April 8, 2024 total solar eclipse, a series of events has been planned 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. A full schedule of events can be found on the website:
https://uvm.edu/spacegrant/2024-total-solar-eclipse

Concluding her report, the Provost informed the trustees that the Higher Educational Leadership Initiative for Open Science (HELIOS) is an organization established to marshal universities into collective and bold stances and actions that move data and scholarship into open models for information dissemination and access. The Provost attended a HELIOS conference in January to consider how to develop models and standards for rewarding open scholarship within academic cultures. A UVM faculty leadership working group, led by Dr. Meredith Niles, Associate Professor of Nutrition and Food Sciences in the 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, is committed to the open science and open access principles. The university's Faculty Senate Research, Scholarship and Creative Arts Committee sponsored a resolution on open access and open science that was approved by the full Faculty Senate last spring. The Provost will be collaborating with faculty and academic leaders across campus to further the Faculty Senate resolution as well as implementing additional strategies to support faculty in sharing their scholarship for the betterment of society.

Faculty Senate Curricular Affairs Committee chair's report

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

Faculty Senate Curricular Affairs Committee (CAC) Co-Chair Colby Kervick offered highlights from her written report included as attachment 4 in the meeting materials. She provided a brief overview of the proposed curricular action items.

Curricular action items

Chair Dwyer presented the following resolutions:

> **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.

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

Reaffirmation of the Equal Employment Opportunity/Affirmative Action and the Equal Opportunity in Educational Programs and Activities and Non-Harassment policy statements

Vice President for Legal Affairs & General Counsel Trent Klingerman reminded the trustees that each year the Board is asked to reaffirm the Equal Employment Opportunity/Affirmative Action and the Equal Opportunity in Educational Programs and Activities and Non-Harassment policy statements. The policies were last updated in May 2023 in response to an investigation by the U.S. Department of Education's Office for Civil Rights concerning antisemitism on campus. There are no new changes at this time. Vice President Klingerman informed the trustees that additional Title IX changes are anticipated in May 2024.

Chair Dwyer presented the following resolution:

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.

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.

Mercy Hall Curtain Wall System Replacement

Executive Director of Facilities Management Luce Hillman and Senior Construction Administrator Leo Gaudreau provided an overview of a project to replace the curtain wall system in Mercy Hall on the Trinity campus. The overall design intent is to mimic the existing building exterior while meeting new and updated energy codes. There are plans to fix some isolated heating issues as well as investigating cooling for the building. The timing of the construction is subject to the availability of funding but is anticipated to begin in May 2025.

Chair Dwyer presented the following resolution:

> **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.

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.

New England Commission of Higher Education 5-year interim report

Vice Provost for Academic Affairs and Student Success Jennifer Dickinson provided an overview of the university's routine interim report to the New England Commission for Higher Education (NECHE). Submitted in January, the report provided NECHE with 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. The report also outlines key goals UVM will work toward until the next comprehensive reaccreditation review in 2029. These plans include further development of UVM's research infrastructure, a focus on enhancing graduate education, increasing international partnerships, and the fulfilment of its first Comprehensive Inclusive Excellence Action Plan.

Refreshed Academic Success Goals

Provost Prelock provided a brief history and overview of the Academic Success Goals (ASGs) and the academic year 2023-24 process of updating them. The ASGs were first established in May 2020. A number of the original ASGs reflected three-year goals, so this year was an appropriate time to refresh them and see what goals needed refinement and whether anything was missing. A timeline and process were then established. Extensive consultations occurred, feedback was gathered, revised drafts were circulated, and the revisions were finalized. This spring, the related detailed metrics and outcomes are in development. The update to the ASG includes several clarifications and additions, including the implementation of the Catamount Experience, a new goal exclusive to graduate education, increased emphasis on the university's role in community and economic development, and increased emphases on our commitment to intergroup dialogue and open scholarship. The refreshed ASG documents will be posted later this spring in preparation for a July 1, 2024 effective date.

Other business

There being no further business, the meeting adjourned at 2:00 p.m.

Respectfully submitted,

Carolyn Dwyer, Chair

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:	• 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		

The University of Vermont

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 characteristics[1], 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:	• V. 7.0.5.1 effective April 7, 2006 • V. 7.0.5.2 effective September 5, 2008		

	• V. 7.0.5.3 effective April 13, 2009 • V. 7.0.5.4 effective March 8, 2010 • V. 7.0.5.5 effective May 22, 2011 • V. 7.0.5.6 effective May 19, 2012 • V. 7.4.7/V. 7.0.5.7 effective February 9, 2013 • V. 7.4.8 effective February 8, 2014 • V. 7.4.9 effective February 7, 2015 • V. 7.4.10 effective February 6, 2016 • V. 7.4.11 Reaffirmed as revised by the President and the Chair of the Board of Trustees: February 3, 2018 and March 6, 2019, 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

Office of the Provost
and Senior Vice President

Provost's Report
May 17, 2024

Board of Trustees
Educational Policy and Institutional Resources Committee

Prepared by
Provost and Senior Vice President Patricia A. Prelock

We have had an incredibly productive spring semester and I am happy to provide you with these updates that will give you a sense of the breadth and pace of activity occurring across campus.

As I did in my last report to you, I want to begin by acknowledging how difficult the ongoing violence in Israel-Palestine has been for our students, faculty, and staff. During this time, we have focused on campus safety, supporting our community, articulating Our Common Ground values and responsibilities, and providing educational opportunities around the conflict. The University has worked closely with students, our Division of Diversity, Equity and Inclusion, and our faculty to bring programs to campus that provide various perspectives on the conflict, and specifically Islamophobia and Antisemitism. Like many campuses, we have also experienced a protest that includes tents and temporary structures. I have been in ongoing conversation with students around this complex issue and it is clear to me that the demonstrators and the administration share many of the same interests – the safety and well-being of all students, the value of expression, the need to create space for diverse opinions, an inclusive environment for all identities, to honor the value of human life, and our profound sadness over the loss of human life. We don't disagree on any of these key points. Public universities were founded on principles of civil discourse and the debate and dialog necessary to explore and understand complex issues; students are encouraged to speak up and speak out at UVM. With this comes the responsibility to do so within the law and university policy. I am committed to continued, meaningful dialog with all of our students.

SPRING UPDATES

NECHE Five-Year Interim Accreditation Report Response

In my last report, I let you know that we had submitted our five-year interim report, authored by Vice Provost for Academic Affairs and Student Success J. Dickinson, to our 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. Our report was accepted, and the Commission commended UVM for its detailed, reflective interim report and recognized the progress we have made in the five years since our last accreditation. I have included the Commission's report [Appendix A] for your information.

Enrollment Update

Normally, I provide exciting census data about our new class in my May report to you. Unfortunately, as a result of continuing Free Application for Federal Student Aid (FAFSA) challenges that all universities are facing, we don't have information to share at this time. I can, however, tell you that our Student Financial Services (SFS) and Admissions teams have responded admirably to an ongoing series of obstacles. They have been innovative and tireless in their efforts to support prospective students and their families, as well as our continuing students, in an environment of significant uncertainty. As a result of the Herculean work of our SFS team, we issued about 85% of all of our financial aid offers as of April 30, 2024 and are far ahead of most institutions in this regard. Unfortunately, we're now waiting for other institutions to catch up and issue their aid packages so students can compare net costs and make their enrollment decisions. We have extended our regular admission acceptance deadline from May 1 to May 15. We will continue to monitor the situation and will respond accordingly as things unfold. I look forward to introducing our newest class of Catamounts to you as soon as we are able.

Planetary Health

We introduced our Planetary Health Initiative in April. On the Friday of Research Week, April 19, our deans and faculty from across all of our colleges and schools gathered for a lecture by Tom Gillespie, an expert on infectious disease and planetary health, chair of the Department of Environmental Sciences at Emory University, and co-director of the Gombe Ecosystem Health Project in Tanzania. His work in emerging infectious diseases in tropical regions provided powerful examples of how the intersection of wildlife, land use change, human population growth, climate stress, and inadequate medical care place the health of people across the planet—and the planet itself—at growing risk. On April 22, Jon Erickson, a professor in UVM's Rubenstein School, led the group in a hands-on activity looking for points of connection between planetary systems now in "overshoot" (like climate change, ocean acidification, and loss of biodiversity) and "shortfalls" in the foundations of civilization that allow for human flourishing—like education, meaningful employment, political freedom, and access to clean water. These points of intersection are where planetary health may be most able to be improved, Erickson said—and they are where UVM's own interconnected research and teaching are most likely to be able to

provide leadership and breakthroughs. We are planning for the formal launch of the initiative in October as part of a summit convened by UVM's Osher Center for Integrative Health. (Academic Success Goal (ASG) 1.1, 2.1, 2.2, 2.3, 3.1, 3.3)

University Manual
During the 2023-24 academic year, a working group conducted a comprehensive review of the 2016 edition of the University Manual. The review process included consultation with (1) subject matter experts for each Manual section, (2) the deans regarding proposed revisions with material academic unit impact, and (3) the Faculty Senate Executive Council which was provided with all proposed line edits. Additionally, on behalf of the Executive Council, Faculty Senate President Thomas Borchert attended several committee meetings to share valuable feedback that helped refine edits in a number of cases. I will share a summary of the proposed changes for Committee of the Whole review and approval at the May meeting.

Enterprise Risk Management
Included in your Board materials is a report from Tessa Lucey, Director of Compliance Services and Chief Privacy Officer, providing updates on an Enterprise Risk Management opportunity germane to the EPIR committee: Efficiently and Effectively Communicate UVM Narrative – Profile, Appeal, Value Proposition.

TEACHING AND LEARNING

Solar Eclipse Day
Thanks to the efforts of our incredible Eclipse Day team, we experienced a magical day on April 8 as we gathered in groups around campus and with our neighbors and scores of visitors to Burlington and watched in awe the unfolding of an astronomical event that for most of us will be a once-in-a-lifetime experience. We enjoyed fascinating pre-eclipse and Eclipse Day lectures, an Eclipse Day scavenger hunt, telescope viewing stations, and an outstanding keynote just before the eclipse by Dr. Lisa Kaltenegger of Cornell's Department of Astronomy and the Carl Sagan Institute to Search for Life in the Cosmos. The day's programming included something for everyone and it was a privilege to experience the eclipse as a community. The students in Richard Watts's class *Sustainable Vermont* made a mini-documentary celebrating the event produced by Trish Denton; you can find a snippet here to give you a sense of what the day was like in Burlington. (ASG 1.1)

Global Learning - UVM GO and "UVM Semester In" Programs
Building on the success of its launch in summer 2023, the lottery for summer 2024 UVM GO International and UVM GO Cities pre-orientation trips is now open. The international trip locations include Iceland, Costa Rica, Montreal, and Vancouver. The cities trip locations include Chicago, New York, San Francisco, and Washington, DC. The lottery for the local programs centered on Learning Community themes will open once students

have been assigned to their Learning Communities (there is a delay resulting from the FAFSA challenges). These local experiences will feature local community partnerships and many will highlight the research being done at UVM. UVM GO focuses on global learning, developing intercultural knowledge and skills, and building community. Each experience allows students to develop their awareness of global issues and make connections in their community and beyond. We are also on the verge of expanding our roster of "UVM Semester In" (e.g., UVM Semester in Galway) programs abroad that currently includes Ireland and New Zealand by adding Barbados, South Africa, and South Korea over the next 18 or so months. Our UVM Semester In programs allow students to study abroad as part of a cohort, enroll in an online UVM class aimed at amplifying learning and engagement while abroad, and retain their federal financial aid and UVM scholarship and grants to increase access and affordability of study abroad. (ASG 1.1, 1.2, 3.3)

Generative Artificial Intelligence (AI)
Over the spring semester a working group from across the campus has met to discuss current AI related activities across various university areas—with a focus on advanced machine learning, large language models, and natural language processing. While some work has been undertaken at UVM, some key needs were identified to allow UVM to remain current with these emerging technologies:

- Greater access to information about, and specific expertise on, emerging technologies and their impact on higher education broadly and within specific university domains (ranging from classrooms to admissions to research integrity)
- Information sharing across university domains that will allow for mutual awareness, coordination, and planning
- An understanding of how emerging technologies are likely to impact UVM policy and operating procedures
- Engagement with emerging technologies at the level of university decision-makers and overall strategy development and implementation

Plans to address these needs will be guided by two primary considerations:

- Generative AI is growing and evolving quickly, so our AI practices and structure must be re-examined regularly and updated frequently—our response must be flexible
- Engagement with AI includes opportunities as well as risks—we need to seize emerging opportunities and be cognizant of related limitations

The working group has recommended the creation of an ongoing AI Task Force that will develop plans for identifying AI best practices, opportunities, and risks in key university business domains (e.g., admissions, libraries, research protections) and identifying necessary actions, policies, and risk management activities. The working group also recommended the establishment of an AI Strategy Group to discuss emergent technology,

overall industry dynamics, and the university's response. We are considering these recommendations and how best to structure and charge these groups.

To support us in these efforts, this June our senior administrative and academic leaders will participate in an AI workshop delivered by the Educational Advisory Board (EAB). The workshop is designed to help develop an institutional AI strategy by exploring the biggest AI promises in higher education, identifying methods for prioritizing areas for AI implementation, and building a roadmap for AI execution.

We are also participating in a selective EAB AI pilot to develop a chatbot that will give students secure access to support, instructions, and FAQs; create content for strategic advising campaigns; and more easily create and build new reports to interpret student success data. (ASG 1.1, 1.4, 2.1)

Professional Advising

This year marked a milestone in our efforts to improve the student academic advising experience at UVM. Through the joint efforts of student services professionals in our Student Services Collaborative, our Provost's Staff Fellow for Professional Advising Kim Hughes from the College of Arts and Sciences Dean's Office, and Vice Provost J. Dickinson, we offered our first full year of professional development programming for professional academic advisors across the University. The offerings were designed to support success in three main areas: University processes and supports; best practices in advising; and opportunities to network and promote wellness among our academic advising staff. Topics covered included:

- Informative presentations on: Advising for the Catamount Core; Supporting Students of Concern; the Interest Group Quiz: What is your Career Interest Group?; OIE: GoAbroad for Advisors
- Workshops: the Educational Advisory Board's: The Advising Office of the Future; Kristen Swaney and Vanessa Borum from the University of Albany: Introduction to Appreciative Advising
- Networking Meetings: meetings throughout the year; Advisor Appreciation Day; Wellness event by the Osher Center

In addition, a Community of Practice on Appreciative Advising has been launched this month as part of the HHMI Driving Change grant; this generated a high level of interest among professional advisors and we look forward to learning more from the participants in this group in the upcoming year. We were particularly pleased to offer our first professional advisor appreciation event, co-sponsored by the Provost's Office and the Career Center. Planning is already underway for next year's events which will include hosting an "insights from the field" event for professional advisors from Vermont institutions in September. Planning for university-wide advising assessment is also being initiated by the Student Services Collaborative in collaboration with the Vice Provost for

Academic Affairs and Student Success and the Office of Institutional Research and Assessment. (ASG 1.1, 1.2, 1.3)

Innovation and Entrepreneurship
Our innovation and entrepreneurship ecosystem continues to expand. This spring we hosted the inaugural Vermont Pitch Challenge and the inaugural Joy and Jerry Meyers Cup. The Vermont Pitch Challenge was open to high school students from across the world who pitched innovative business ideas that make a difference in their communities. We received 148 submissions from 27 states and 7 countries. Five finalist teams were invited to campus to pitch their ideas in person and compete for a full scholarship to the University of Vermont. The grand prize went to Pippa Scott from Killington, VT with Ride for Mental Health, a non-profit that raises awareness about and provides support to kids and teens struggling with mental health in the actions sports community. You can learn about the pitches from our $5,000 and $1,000 prize winners (from St. Croix, Florida, New York, and Pennsylvania) here. On April 25, the Grossman School of Business hosted the presentations of the Joy and Jerry Meyers Cup finalists. Three student teams competed for $212,500 in cash, with additional in-kind services from local organizations to ensure the success of their business. Jake Falanga and Zack Dunn '23 founders of Painting with Purpose won the grand prize. (ASG 1.1, 1.3, 3.2)

The Royall Tyler Theatre Turned 50!
On April 12 and 13 we enjoyed the Royall Tyler Theatre 50th Anniversary Celebration which featured a distinguished alumni panel, faculty-led workshops, an open house, an alumni author book signing, and displays of costumes and other memorabilia from the history of theatre at UVM. The main event was a collaboration between alumni and current students in *50 Years of Royall Tyler Theatre: A Musical Revue*, presented on the mainstage, directed by UVM Theatre professor Dr. Zeina Salame, with musical direction by Broadway Musical Director and Conductor Steven Freeman '77. The celebration was a wonderful opportunity to welcome all generations of alums back to campus to recognize the enduring legacy of theatre at UVM and deepen connections between the alumni and the current students. It was also provided an important opportunity to reflect on the enduring significance of the arts in modern liberal education.

KNOWLEDGE CREATION AND OUTREACH

Water Resources Institute
At your meeting, you will be asked to review and approve the creation of a new UVM Water Resources Institute that will be housed in the Office of the Vice President for Research and led by Dr. Beverley Wemple from the department of Geography and Geosciences. There have long been informal conversations about the possibility of a water institute on our campus, but the discussion began in earnest in Fall 2022 and quickly garnered widespread support. The institute will harness our strength in water research, education, and outreach to advance a sustainable water future. Our water expertise

includes more than a decade of National Science Foundation-funded capacity building grants to Vermont EPSCoR on water-related topics; multiple college-level programs that support water or water-related research; partnership with the National Oceanic and Atmospheric Administration's Cooperative Institute for Research to Operations in Hydrology; and more than 100 faculty across 6 colleges and schools and 22 departments engaged in water research. The institute's goals are to (1) enhance the flow of information and ideas among scholars and trainees by establishing a hub of water research at the nexus of natural and social sciences, engineering, and governance, (2) coordinate and develop new water-related programs, equipment, and services on campus, (3) build bridges with external academic, nonprofit, state, federal, and international partners that accelerate the translation of research to practice, and (4) educate the next generation of problem solvers on water issues and water justice. (ASG 1.1, 2.1, 2.2, 2.3)

RISE Summit

The Leahy Institute for Rural Partnerships has opened registration for the June 24-25 second annual RISE Summit that brings research, innovation, sustainability, and entrepreneurship together to spur change for a better tomorrow. This year's theme, "Partners in Place," will feature keynotes by Tony Pipa, Senior Fellow, Global Economy and Development, Center for Sustainable Development, Brookings Institution, and host and producer of the "Reimagining Rural"; and Dr. Chavonda Jacobs-Young, USDA Under Secretary for Research, Education, and Economics, and USDA's Chief Scientist. (ASG 2.1, 3.1, 3.2)

USASBE Rural Entrepreneurship Symposium

The University of Vermont is hosting the United States Association for Small Business and Entrepreneurship (USASBE) Rural Entrepreneurship Symposium "High-Tech in Small Towns and Rural Spaces" on June 19-21. The USASBE Rural Entrepreneurship Symposium promotes an integrated approach to better understanding entrepreneurship in rural areas and small towns, by annually convening 40 to 60 researchers, teachers, policymakers, and entrepreneurs to generate data-driven research, education, policy, and action for the 61% of the U.S. who live in small towns and rural spaces. (ASG 2.1, 3.1, 3.2)

WELLNESS

4/20 Wellness Environment 5K Fun Run/Walk

Our Wellness Environment Learning Community hosted the 9th annual 4/20 5K fun run/walk for wellness. This year's run was the biggest yet, with over 1,300 registrations. Faculty, staff, students, dogs, babies – we had participants from all across UVM, Vermont, and beyond to celebrate building healthy brains through movement and social connection. I hope you'll join us next year on Sunday, April 20, 2025 for our special 10-year anniversary edition!

Sexual Violence Awareness Month

The Student Affairs team and a talented and dedicated group of Student Government Association Senators provided a broad spectrum of programming for April's Sexual Violence Awareness Month. Their goal was to provide a range of programming that would allow participants to engage at many different levels. Each week of the month focused on a different theme beginning with awareness and ending with healing and restoration. Topics such as community-based accountability, bystander intervention, and trauma healing were presented throughout the month. This year featured some high-visibility passive educational programming – including a digital display projecting words of support for survivors in the stairwell in Davis Center, as well as a "field of flags" display in the Davis center oval, depicting students who have experienced sexual violence. New programs included Yoga Therapy, a meeting of the Masculinity Group, and a concentric circles virtual program about connection, validation, and innovation for survivors, offered in partnership with the Healing Courage organization. Particularly moving was a What Were You Wearing Davis Center art exhibit featuring replicated outfits survivors of violence described as wearing during their assaults. Members of our community could also pick up a teal ribbon as a sign of support for sexual violence survivors; decorate a denim square to be sewn into a quilt; or join Hope Works, the local sexual violence agency, for the 50th annual Take Back the Night Burlington rally.

Catamount Safety Awards

I recently attended the Catamount Safety Awards ceremony hosted by the Division of Safety and Compliance. The Catamount Safety Awards are designed to acknowledge activism within the UVM community in the areas of safety, security, health & wellbeing, and promoting a culture of safety on the UVM campus. This year the division instituted the Jarlath O'Neil-Dunne Award for Safety Innovation in honor of our valued, energetic colleague, Jarlath O'Neil-Dunne, who received the award posthumously and will be remembered as an innovator and an ambassador of wellness.

Be well, Catamounts!

NECHE
New England Commission of Higher Education

April 17, 2024

Dr. Suresh Garimella
President
University of Vermont
85 South Prospect Street, 349 Waterman Building
Burlington, VT 05405-0160

Dear President Garimella:

I am pleased to inform you that at its meeting on March 1, 2024, the New England Commission of Higher Education considered the interim (fifth-year) report submitted by University of Vermont and voted to take the following action:

> that the interim (fifth-year) report submitted by University of Vermont be accepted;
>
> that the comprehensive evaluation scheduled for Spring 2029 be confirmed;
>
> that, in addition to the information included in all self-studies, the self-study prepared in advance of the Spring 2029 evaluation give emphasis to the institution's continued success in addressing the four matters specified for emphasis in the Spring 2024 interim report, namely: 1) implementing its general education curriculum; 2) implementing its academic and career advising model; 3) implementing its program assessment processes; and 4) improving student experiences at its Danbury & Norwalk locations.

The Commission gives the following reasons for its action.

The interim (fifth-year) report submitted by University of Vermont was accepted because it responded to the concerns raised by the Commission in its letters of November 25, 2019 and May 14, 2021 and addressed each of the nine standards, including a reflective essay for Standard 8: *Educational Effectiveness* on student learning and success.

The Commission commends University of Vermont (UVM) for its detailed, reflective interim report. We are pleased to learn that the University engaged in a multi-year, "iterative and consultative process" to develop its new Catamount Core Curriculum, which launched in Fall 2023 and focuses on three curricular areas: Liberal Arts, Core Skills, and Common Ground Values. A general education capacity dashboard enables "monitoring of availability and enrollment" in Catamount Core sections and supports enrollment planning. The Commission notes positively UVM's efforts to create a "more integrated, consistent, and effective" undergraduate and career advising system, including shifting to professional advisors and "career coaches," as well as providing ongoing professional development for advisors. We also appreciate the development of the University's new ten-year Campus Plan which provides "overall guidance" for

capital projects, landscape design, and campus improvements. Lastly, the Commission recognizes University of Vermont's commitment to "utilizing evaluation data and student feedback" to improve the quality of the student experience at its Danbury and Norwalk instructional locations.

The Commission thanks University of Vermont for its candid, thoughtful reflective essay highlighting the progress made in assessing student learning and educational effectiveness at the institution. We appreciate that all undergraduate and most graduate programs have learning outcomes that are published on the institution's website and understand that all programs are expected to complete an "annual assessment report." The Commission further notes positively the hiring of an Assessment Coordinator to support the institution's systematic and sustainable assessment efforts. UVM continues to develop its "Catamount Data" dashboards which include information on student outcomes as well as diversity and other student characteristics.

The scheduling of a comprehensive evaluation in Spring 2029 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years. The University is asked, in the Spring 2029 self-study, to give emphasis to its continued success in addressing the areas specified above for attention in the Spring 2024 interim report. While, as noted above, we appreciate the progress made in each of these areas, we also recognize that these matters do not lend themselves to rapid resolution and will require the University's sustained attention over time; hence, we ask that further information be provided in the self-study.

The Commission expressed appreciation for the report submitted by University of Vermont and hopes its preparation has contributed to institutional improvement. It appreciates your cooperation in the effort to provide public assurance of the quality of higher education.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Ron Lumbra. The institution is free to release information about the evaluation and the Commission's action to others, in accordance with the enclosed policy on Public Disclosure of Information about Affiliated Institutions.

If you have any questions about the Commission's action, please contact Lawrence M. Schall, President of the Commission.

Sincerely,

Russell C. Carey

RCC/jm

cc: Mr. Ron Lumbra

Enclosure: Public Disclosure of Information about Affiliated Institutions

Curricular Affairs Committee of the Faculty Senate

Report of the Curricular Affairs Committee of the Faculty Senate

May 17, 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 (6):

› **Approved a proposal for new mCGS in Scientific Computing (CEMS and the Graduate College)**

On March 25, 2024, the Faculty Senate approved on their Consent Agenda the creation of a new Micro-Certificate of Graduate Study in Scientific Computing (mCGS-SC) submitted by the College of Engineering and Mathematical Sciences (CEMS) and the Graduate College by a vote of 59 approve, 0 oppose, 2 abstain. On March 7, 2024, the Curricular Affairs Committee unanimously supported the creation of this new mCGS in Scientific Computing.

The program coordinator for the program is Jianke Yang (Department of Mathematics and Statistics, CEMS) with participation by Jeff Marshall (Department of Mechanical Engineering, CEMS) and George Pinder (Department of Civil and Environmental Engineering, CEMS). Upon Board of Trustees approval, the micro-certificate program would recruit students for the Fall of 2024.

Program Description and Rationale

The mCGS-SC will certify that graduate students have received in-depth education and training in the methodology of scientific computing as well as practical applications of such methodology to real-world problems. It is part of a broader effort in CEMS to enhance cross-disciplinary graduate education. Given the critical role that scientific computing plays in many fields of science and engineering, the proposed mCGS-SC program will train students on theoretical and practical skills of scientific computing, preparing them for a wide range of job opportunities in the public sector, industry, and academia.

Justification and Evidence for Demand
This proposal was developed to improve the appeal of graduate programs in CEMS, with particular focus on improving student recruitment at the PhD level. The introduction of certificates targeted at the PhD population would be available to students in addition to their main degree, which would enhance the breadth of PhD study for students and thus make CEMS' PhD programs more competitive. The development of new micro graduate certificates of study in areas that cut across existing College programs received a strong recommendation from CEMS faculty and strong support from current CEMS graduate students in Spring 2022 survey. The mCGS-SC program was developed in response to the faculty recommendation to provide recognition for graduate students who obtain a certain level of depth in scientific computation.

While there are a number of courses and research groups focused on Scientific Computing in regional universities in New England, there does not appear to be a degree program in this area at any New England university, aside from an MS/PhD program offered at MIT.

Relationship to Existing Programs
The mCGS-SC draws on strong faculty expertise and existing courses that are regularly taught in the CEMS graduate curriculum and will serve as the foundation for the program. Multiple departments in CEMS, such as Civil and Environmental Engineering, Computer Science, Electrical Engineering, Math/Stat, Mechanical Engineering, and Physics, offer courses related to scientific computing.

Curriculum
Students completing the program are expected to acquire in-depth knowledge of numerical methods for scientific computing, their implementations (including coding), and their applications to real-world problems in science and engineering. A total of nine credits are required, including two core courses that all students must take, and a third course selected from a list of graduate-level electives. Both the core and elective courses will provide breadth by exploring applications of scientific computing to a wide variety of areas within science and engineering. All credits toward the mCGS-SC must be completed at UVM within a three-year period. The credits toward the mCGS-SC could double count to satisfy the students' own degree program credit requirements.

Required Courses

Number	Name	Credits
Math/CS 5737	Introduction to Numerical Analysis	3
CEE/ME 5980	Numerical Methods for Engineers	3

Admission Requirements and Process
Interested students first submit an application to the program coordinator. All existing UVM graduate students with a 3.0 or above GPA who have successfully completed the prerequisites for the two required certificate courses will be admitted into the

program. Students currently enrolled in an existing UVM graduate program need to enroll in the mCGS no later than finishing their first course that will count toward the program. External students will be admitted on a competitive basis as space is available; and a condition for admission is a minimum 3.0 GPA on previous course work and successful completion of the prerequisites for the two program required courses. Upon enrollment to the mCGS, students must submit a program plan, and to initiate awarding of the credential, they must submit a Program Completion form to the Graduate College.

Anticipated Enrollment and Impact on Current Programs

The projected primary audience is current Ph.D., MS, and Accelerated MS students in CEMS or other science- oriented programs at UVM. CEMS currently has approximately 230 graduate students, 110 of which are current PhD students with a mean residence time at the University of about 4 years. CEMS faculty project that a quarter of these target students will take the mCGS-SC, which corresponds roughly with the survey responses they received. The program is open to UVM graduate students from other colleges within the University, as well as to external students. In all, the expected enrollment is 7-10 students per year, after a five- year start-up period, with the possibility of some additional students from the surrounding industrial community. The foundational courses, which are taught annually, have not been at capacity, and it is not expected that increased enrollment would exceed their capacity.

There are no similar programs currently offered at UVM. The closest program in title is Computer Science. The concerns of scientific computing are generally outside of the interest area of Computer Science majors and faculty, however.

Advising

Upon enrollment, students will be assigned a participating faculty member as their certificate advisor by the program coordinator.

Assessment Plan

The program coordinator (rotating among the core participating faculty) is the point person for assessment. The program will be included in the regular APR assessment of Mathematics & Statistics.

Program Outcomes:

OUTCOME 1: Acquire in-depth knowledge of scientific computing. By scientific computing we include the conceptualization, development and use of mathematical models in the solution to scientific and engineering problems.

OUTCOME 2: Understand approaches for implementation of these scientific computing methods. Such understanding includes consideration of the translation of practical and theoretical problems into appropriate numerical statements. Such a translation includes the numerical approximation of

differential and partial-differential equations and an understanding of the limitations inherent in such approximations.

OUTCOME 3: Gain experience with application of scientific computing methods to real-world problems in science and engineering. This experience can be achieved through the application of the above methods to problems of scientific and engineering importance. It can also be achieved through the development of computer codes (in MATLAB, Python, or other programming language of the student's choice) that are applicable to such problems.

Internal assessment components include the following:
Quantitative Measures

1. Number of students electing to apply for the certificate.
2. Number of the students deemed qualified to pursue the certificate.
3. Number of students that successfully completed the requirements of the certificate, 4. Number of students that received the certificate.

Qualitative Measures

1. Information gleaned from student evaluations.
2. Class attendance and participation.
3. Verbal and written input from students (through a student survey, designed to collect both finite and open-ended responses).

Staffing Plan, Resource Requirements, and Budget
The core faculty group consists of three full professors from CEMS, including two UVM Distinguished Professors and one Associate Dean for Research. Current resources are in place and there are no new costs associated with this program.

Evidence of Support
The proposal is accompanied by support letters from Dr. Jianke Yang (Chair of Mathematics and Statistics), Dr. Mandar Dewoolkar (Chair of Civil & Environmental Engineering), and Dr. Doug Fletcher (Chair of Mechanical Engineering). They represent the three departments most closely impacted. There are also support letters from Dr. Amber Doiron (Assistant Professor of Electrical and Biomedical Engineering and BME Graduate Program Director) and CEMS Dean Linda Schadler.

› **Approved a proposal for a new CGS in Semiconductor Engineering (CEMS and the Graduate College)**

On March 25, 2024, the Faculty Senate approved on their Consent Agenda the creation of a new Certificate of Graduate Study in Semiconductor Engineering & Physics (CGS-SEP) submitted by the College of Engineering and Mathematical Sciences (CEMS) and the Graduate College by a vote of 59 approve, 0 oppose, 2 abstain. On March 18, 2024, the Curricular Affairs Committee unanimously supported the creation of the CGS in Semiconductor Engineering & Physics (CGS-SEP) by electronic vote (17 votes to approve, no votes oppose).

The contact person for this program is Jeff Frolik (Department of Electrical and Biomedical Engineering, CEMS) with participation by Jackson Anderson (Department of Electrical and Biomedical Engineering, CEMS), Matthew Gallagher (Department of Electrical and Biomedical Engineering, CEMS), Randall Headrick (Department of Physics, CEMS), Matt White (Department of Physics, CEMS), and Tian Xia (Department of Electrical and Biomedical Engineering, CEMS). Upon Board of Trustees approval, the certificate program would begin recruiting students for the Fall of 2024.

Program Description and Rationale

The Certificate of Graduate Study in Semiconductor Engineering and Physic, CGS-SEP, program will provide relevant training and experience in the areas of semiconductor device physics, design, processes, and/or, metrology. Students who graduate with this certificate will be well-recruited by both industry and doctoral programs in this field. Also, employees from the local semiconductor companies should be interested in pursuing this certificate as a means of professional development.

Justification and Evidence for Demand

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

The CHIPS Act of 2022 was passed to redevelop the semiconductor industry in the US for economic and security reasons. According to the 2023 State of the U.S. Semiconductor Industry report, published by the Semiconductor Industry Association (SIA), there is expected to be growth of over 100,000 new jobs in the field by 2030, as a result of the CHIPS act. However, given current degree completion rates, 58% of these jobs will not be filled. Of these jobs, over 25,000 will be engineers, over half of whom are expected to have graduate experience. The proposed CGS-SEP Program is designed specifically to help close this latter gap.

Relationship to Existing Programs

A. Participating departments, programs, schools, and colleges

This proposal was co-developed by faculty in the Department of Electrical and Biomedical Engineering and in the Department of Physics, both of which reside in the College of Engineering and Mathematical Sciences. The proposed certificate aligns with the objectives of a $2.6M Department of Education semiconductor workforce development award, titled "A New Semiconductor Engineering Curriculum at the University of Vermont," that was received by the College in 2022. This award has

already resulted in a complementary undergraduate certificate in semiconductor engineering and physics (UCSEP) and a device characterization lab that was also made possible by equipment donations from GlobalFoundries (GF). The CGS-SEP program will be initially coordinated by Dr. Jeff Frolik, from the Electrical Engineering Program.

The CGS-SEP program is synergistic with the UCSEP that was put in place Fall 2023. The CGSSEP program will leverage 5XXX course work that is also supporting the UCSEP program. There are MS and PhD graduate programs in Electrical Engineering and Physics and it is expected that students from these programs will be one target audience. Another target audience will be practitioners from local industry who are seeking professional development opportunities in semiconductor engineering.

B. The University

The CGS-SEP program is part of a larger semiconductor education effort that is the result of a proposal submitted by the University in 2021 to Senator Leahy's Office as a Congressional Direct Spending Request. This request subsequently provided the opportunity to apply for and receive the aforementioned Department of Education award. With the passage of the CHIPS and Science Act of 2022, UVM's Office of the Vice President for Research (OVPR) has been holding meetings facilitated by the firm Lewis-Burke Associates, to identify research and workforce development funding opportunities for the University in the field of semiconductor engineering. The proposed CGS-SEP certificate is directly aligned with this effort and will help develop graduate student expertise to effectively contribute to the semiconductor field.

Curriculum

This 13-credit hour certificate complements required coursework in the areas of semiconductor devices, characterization, and metrology with electives related to, e.g., design, physics, and processes. The certificate will be accessible to graduate students from electrical engineering, material science, physics, and other technical majors. The funds to develop the CGS-SEP coursework and laboratory infrastructure come from the recent Department of Education award: "A New Semiconductor Engineering Curriculum at the University of Vermont."

Required Core Coursework (4 credits)		
Course Number	Title	Credits
EE 5440/PHYS 5675	Semiconductor Materials & Devices	4

Preapproved electives (9 credits minimum)		
Course Number	Title	Credits
EE 5410	Digital VLSI Design	3
EE 5420	Analog VLSI Design	3
EE 5430	RF Circuit Design	3
EE 5425	Physical Layout of Microcircuits	3
EE 5460	Microelectronic Circuit Fabrication	4
EE 5810	Digital Computer Design I	3
PHYS 5185	Nano-analysis of Materials	3

The above tables list the required course and pre-approved elective courses. Plans are in place to create EE54XX, Semiconductor Metrology & Physical Analysis (3 credits) as a pre-approved elective and they expect this elective pool to grow over time. The expectation is that the CGS-SEP program will draw additional student interest to these courses. Typically, the maximum enrollment is around twenty students. As such, there is capacity to grow the enrollments in these courses.

Admission Requirements and Process

Students may take CGS-SEP courses as non-degree students but must apply and be accepted for graduate admissions once completing six (6) credits of coursework. The certificate requires only four courses to complete. Thus, between advising and the experiential nature of the coursework, we do not expect retention to be a significant issue for recruitment. We expect full-time students to complete the certificate coursework as part of, not in addition to, their MS or PhD coursework. Students will self-select for the certificate after being accepted into a graduate program at UVM. However, students will need to meet the prerequisites, or receive instructor permission awarded based on, e.g., related work experience, for any of the coursework taken for the certificate.

Anticipated Enrollment and Impact on Current Programs

The Electrical Engineering graduate program presently has eight students studying in the general area of semiconductors, the Physics Ph.D. program has another seven, as does the Material Science graduate program. From this baseline, they expect to attract additional students to the area through (i) information sessions with existing UVM students, particularly undergraduates interested in the accelerated MS program, (ii) increased outward publicity of the semiconductor program, such as the recent publicity regarding the new device characterization lab, (iii) recruiting new PhD students to this area to support increased research funding, and (iv) outreach to local employers promoting this professional development opportunity.

If approved, the CGS-SEP program would begin in Fall 2024. They expect the first certificate to be awarded no later than Spring 2026. This projection assumes students would take at least one related course a term. By Fall 2026, they expect to have no less than five (5) new students a year that pursue this certificate and by Spring 2028 at least that many annually receiving the certificate. They expect about half the certificate recipients to be practitioners who otherwise would not be taking courses at UVM. There is good evidence that undergraduate students already are interested in semiconductor engineering. For instance, the course Integrated Circuit Fabrication, being taught this semester has eleven (11) students. These students, should they pursue graduate study, would potentially pursue this certificate. Additionally, they already have graduate students at UVM who are pursuing research related to semiconductor engineering. This certificate likely captures the coursework already in their study plan. Finally, the certificate aligns with the needs of local industry to provide professional development opportunities for their employees.

Advising

Students declaring the intent to pursue this certificate will be assigned an advisor/co-advisor from the Electrical Engineering or Physics faculty proposing this certificate and who align with the student's particular interests.

Assessment Plan

The Certificate in Graduate Study in Semiconductor Engineering and Physics (CGS-SEP) is a joint offering between the Electrical Engineering Program and the Department of Physics. As such, it will be assessed in a manner consistent and part of the other graduate offerings in Electrical Engineering and Physics. However, in addition, there will be an annual assessment meeting involving the principal faculty to discuss the semiconductor effort.

The CGS-SEP program will provide relevant training and experience in the areas of semiconductor device physics, design, processes and/or metrology. We expect students who graduate with this certificate to be well recruited by both industry and doctoral programs in this field. We also expect employees from the local semiconductor companies to pursue this certificate as a means of professional development. Specific outcomes are:

1. Students will gain foundational knowledge in and practical experience with semiconductor devices.
2. Students will gain foundational knowledge and practical experience with semiconductor metrology methods.
3. Students will augment these foundations with additional experience in semiconductor device physics, VLSI design, semiconductor processes and/or device characterization.
4. Students will be well-prepared to work in the semiconductor field.

The APR for this certificate will be conducted with the graduate program APR for Electrical Engineering.

Staffing Plan, Resource Requirements, and Budget

The semiconductor education project is being directed by Dr. Matt Gallagher. This is an existing position. Budgeting and planning for the semiconductor education project is being done by Dr. Jeff Frolik, who will serve as contact for this certificate. This is an existing position. Interdepartmental and inter-institutional cooperation planned. The CGS-SEP program is a joint development between the Electrical Engineering Program and the Department of Physics. No additional library resources are needed.

The Department of Education award is supporting the purchase of new instrumentation to enable experiential learning opportunities for both undergraduate and graduate students. In addition, UVM has received a large equipment donation from GF that has accelerated the development of the related lab facilities. No special needs for classroom or student study space. Three laboratories are being developed or enhanced as a result of the Department of Education semiconductor education award. These are: Discovery W004: Materials Characterization and Microscopy Lab,

Discovery W006: Semiconductor Fabrication Cleanroom, and Discovery W016: Device Characterization Lab. Office space for full-time, funded students will be provided per CEMS guidelines.

All expenses are to be covered by the Department of Education award "A New Semiconductor Engineering Curriculum at the University of Vermont." Awarded 2022, duration three (3) years. The Department of Education award will fully develop all laboratory facilities. The effort has already garnered matching support from GF. The expectation is for continued involvement by industry partners. That said, the certificate leverages mostly existing coursework, thus the certificate-costs in themselves are negligible. Faculty developing curriculum for the semiconductor engineering program (undergraduate or graduate courses, or laboratory exercises) are receiving support from the Department of Education grant. This is nominally one-month summer support for a full new course development and ½-month support for a course revision to include an experiential component.

Evidence of Support

Dean of Graduate College Holger Hoock provided a strong letter of support. Endorsements were also provided by Department of Electrical and Biomedical Engineering Chair Marilyn Cipolla, Department of Physics Chair Randall Headrick, CEMS Curriculum Committee Chair Amber Doiron, and Dean of the College of Engineering and Mathematical Sciences Linda Schadler.

› **Approved a proposal for a new mCGS in Integrative Health and Wellness Coaching (CNHS and the Graduate College)**

On April 4, 2024, the CAC unanimously approved (19-0-0) a proposal for a new Micro-Certificate of Graduate Study in Integrative Health and Wellness Coaching by the College of Nursing and Health Sciences and the Graduate College. The proposal was then approved by the Faculty Senate on April 29, 2024 as part of approval of the consent agenda 49-0. During the 15-day public comment period no comments were received. If approved by the Board of Trustees this certificate would be available to students beginning Fall 2024.

Responsible Academic Unit: College of Nursing & Health Sciences (CNHS) & Rehabilitation and Movement Sciences (RMS) department
Program Director: Karen Westervelt PhD, PT, ATC, NBC-HWC
Faculty: Susan Whitman, Karen Westervelt, Kelly Tourville
The proposed starting date is Fall Semester 2024.

Program Description and Rationale

The Micro-Certificate of Graduate Study is an interprofessional, 9 credit micro-Certificate in Graduate Studies to prepare students with the skills needed to practice Integrative Health & Wellness coaching with or without integration into another professional skillset. Students will learn how to work with individuals and groups to achieve self-determined goals related to health and wellness. Students will complete

coursework necessary for National Board of Health and Wellness Coaches ((NBHWC) Certification Exam eligibility. It is a fully online program.

Justification and Evidence for Demand

The mCGS will provide students with a skill set that can stand alone or be integrated into many professions providing students with a valuable dual qualification upon graduation. The Bureau of Labor Statistics has projected a 13% growth from 2019 to 2029, faster than the average for all occupations. Based on these data, the mCGS in Integrative Health and Wellness Coaching is a strategic move to capitalize on both interest and workforce need while drawing on the strengths and reputation of CNHS and the Osher Center for Integrative Health at UVM. The addition of this mCGS will give UVM a leading edge in attracting students.

Relationship to Existing Programs

The proposed mCGS is closely related programs to an undergraduate program, 2 PACE certificates and several graduate programs. Currently CNHS offers an undergraduate minor in Integrative Health and Wellness Coaching, while there are also two certificates offered by PACE: a PACE Certificate in Integrative Health and Wellness Coaching and a non-credit Certificate in Integrative Health and Wellness Coaching. They are proposing adding a mCGS to fill the growing interest in the field but at the graduate level to better serve our graduate students at UVM. The goal of the mCGS is to provide students with the opportunity to take a small set of core courses in Integrative Health and Wellness Coaching that can either stand alone as an independent credential or accompany several existing graduate programs. The only program that would absorb the mCGS credits toward degree would be the newly established Masters in Nursing (MEPN).

Curriculum

Students begin the curriculum with an all-day retreat to create a learning contract and build connection with faculty and peers. They then have 2 semesters of lecture/lab-based courses where they meet weekly to learn introductory health coaching skills initially. These skills are pulled together in the second semester as students really focus on learning the health coaching process. Throughout the curriculum students are learning health education and integrative health practices. The program is bookended with a second all day retreat to consolidate the learnings of the year.

At the beginning of the curriculum students have the opportunity to be coached by a student in the cohort above so they can experience the process. They practice coaching skills with students within their cohort starting in the first semester. By the second semester they are ready to put the skills into the full coaching process and practice coaching a new student in the cohort behind. The Simulation Lab is used twice in the year to bring in simulated clients and have the students practice coaching more challenging clients. Each student must successfully demonstrate 3 or more complete health and wellness coaching sessions and receive at least 20 minutes of individual synchronous feedback on each coaching session from an NBCHWC faculty member.

Required Courses

Number	Name	Credits
HLTH 5850	Health & Wellness Coaching (new)	4
HLTH 5860	Health & Wellness Coaching Advanced	4
HLTH 5880	Professional Preparation for the Health & Wellness Coach (new)	1

HLTH 5860 (4 credits) already exists and is co located with HTLH 3860. Two new courses are being created for this mCGS and will be collocated with existing courses.

Admission Requirements and Process

All graduate students are eligible to apply for the proposed mCGS. Students must apply and be accepted into the mCGS before taking the courses. Selection will be based on program of study, academic performance, expression of interest statement.

Anticipated Enrollment and Impact on Current Programs

The anticipated enrollment for the next 5 years is approximately 4 graduate students a year. This is a conservative estimate. Some of the students in the new MSN program may want to take this mCGS. They will also actively market the proposed mCGS to other graduate programs in the College (for example, PAWS and OTD) and across the University.

Advising

Students will be advised by their home academic unit advisors. Students' curricular questions specific to the mCGS will be addressed by the Program Director who is a member of the Graduate College Faculty or designee.

Additionally, since the newly established Masters in Nursing (MEPN) will be the only program that would absorb the mCGS credits toward a degree, CNHS will include a financial disclosure statement to the mCGS catalogue that clearly and explicitly states that courses that do not count toward the graduate degree (core or elective) will not be covered by financial aid and will result in additional cost to the student at standard published graduate tuition rates.

Assessment Plan

As an approved educational program UVM must go through a rigorous process following published standards for curriculum, instructional hours, practical skills development and assessment. Faculty teaching the curriculum must meet the standards established by the NBHWC and UVM which involve being an NBC-HWC with greater than 200 hours of experience, and a master's degree or higher. As an approved educational program UVM holds their students to high expectations for learning. A student must pass a final practical skills assessment successfully demonstrating a complete 20 min coaching session. The grading rubric for this practical skills assessment has been reviewed and approved by the NBHWC. Every year we must

submit an updated faculty list and report any changes to our curriculum and attest to meeting the required educational standards. This program is now in year 3 of the cycle and in addition to providing the National Board with an updated faculty list, curriculum changes and attestation will have a site visit (which happen every 3 years).

Staffing Plan, Resource Requirements, and Budget
Existing faculty and staff resources are adequate to support this mCGS. In the future if there is evidence of enrollment demand and / or we are no longer able to collocate undergraduate and graduate courses additional faculty will be needed. An additional teaching assistant and NBC- HWC examiner will be needed to address the larger class size.

No extra resources are required.

Evidence of Support
This proposal has been discussed with the program directors of PAWS, OTD, MSN and the Chairs of Rehabilitation and Movement Science and Nursing. Letters of support from these leaders were to this proposal. There is also a letter of support from Provost Prelock.

› **Approved a proposal for a new CGS in Computer Science Education (CESS, CEMS and the Graduate College)**

On April 4, 2024, the CAC unanimously approved (19-0-0) a proposal for a new Certificate of Graduate Study in Computer Science in Education (CGS-CSE) submitted by the Department of Education in the College of Education and Social Services, the Department of Computer Science in the College of Engineering and Mathematical Science, and the Graduate College. The proposal was then approved by the Faculty Senate on April 29, 2024 as part of approval of the consent agenda 49-0. No comments were received during the 15-day comment period. If approved by the Board of Trustees, this certificate will be implemented starting Fall 2024.

Over the last year this group has worked on the creation of the CGS-CSE):

- Robert Erickson (CS)
- Jackie Horton (CS)
- Lisa Dion (CS)
- Regina Toolin (CESS)

Program Description and Rationale
A creative collaboration between faculty in CEMS and CESS has generated a proposal for an 18 credit Certificate of Graduate Study in Computer Science in Education (CGS-CSE) which, upon its completion, currently licensed grade 7 – 12 educators in Vermont will be eligible for a teaching endorsement in Computer Science Education (supporting

letter provided by the VT Agency of Education). The program's courses will be offered in an online format, expanding the certificate's geographic reach.

Computing represents two-thirds of projected new STEM jobs in the US, but less than 3% of college students earn a Computer Science (CS) degree and only 8% of STEM graduates major in Computer Science. (https://csedweek.org/resource_kit/blurbs). Computing and information technologies have driven many aspects of Vermont's economic growth, as evidenced by the presence of Dealer.Com, NRG Systems, Competitive Computing, the Vermont Technology Alliance, and over 200 other related companies statewide. Vermont's IT future is bright and job growth is projected to remain strong over the next decade; however, there is a disparity between CS employment opportunities and the CS learning opportunities available for K-12 students in the state.

Justification and Evidence for Demand

Currently Vermont's minimal adoption of computer science education standards places it in the bottom tier in the US (with 9 other states). A joint study by the Association for Computing Machinery (ACM) and the Computer Science Teachers Association (CSTA) notes that these nine states give no attention to Level II or Level III standards at the secondary level and have adopted less than 10% of CS concepts overall (Wilson et al., 2010). Further, only 15 schools in VT (22% of VT schools with AP programs) offered an AP CS course in 2019-2020, which is 3 more than the previous year and only 27 teachers (or less than 1%) are licensed to teach CS.

A statewide survey conducted by Vermont Agency of Education (VT AOE) revealed that over 600 teachers in Vermont were interested in furthering their knowledge of computer science via professional learning and coursework (VT AOE, 2018). Teacher preparation programs in Vermont did not graduate a single new teacher prepared to teach CS in 2018. Sixty-two percent of Vermont principals think CS is just as or more important than required core classes and state that one of the biggest barriers to offering CS is the lack of funds for hiring and training teachers. (Code.org, https://code.org/promote/vt)

There has been a growing push in recent years to offer more computer science education in the K-12 space. For example, Amazon Future Engineer kicked off their Teacher Ambassador Program this past summer to identify the current state of CS education in different regions and look for ways to improve it. The Vermont ambassador for this program, Ollie Brown, teaches computer science courses in grades 7 and 8 in Rutland, VT; although he is not yet endorsed by the VT AOE to teach computer science. Mr. Brown surveyed the teachers at Rutland High School who teach computer science and found that they have Education Tech endorsements, but not Computer Science endorsements. This is one small example of a growing trend in our state: middle and high school teachers currently teach computer science classes in the state even without endorsements to teach in that field. This naturally leads to inconsistent and potentially insufficient knowledge of the subject area and

understanding of best teaching practices of content and pedagogy in the computer science field.

NSF EPSCoR SOCKS Project (see: https://www.uvm.edu/socks/) includes full tuition support for 20 teachers (2 cohorts of 10 teachers) and stipends for computers and classroom supplies for each teacher. Only those teachers enrolled in the GCCSE will be eligible for tuition support through the EPSCoR grant.

Relationship to Existing Programs

The CGS-CSE is similar in content to the undergraduate minor and major concentration in Computer Science Education that was approved by the Faculty Senate in 2019 in that the certificate and minor/major concentration are aligned to the Agency of Education (AOE) Computer Science Endorsement Standards with the primary goal of earning licensure to teach CS in grades 7-12. This graduate certificate is different from the undergraduate minor and major concentration in that CS content and pedagogy are integrated throughout 5 required courses (18 credits) with corresponding readings, assignments and projects that are representative of graduate study.

Curriculum

This 18-credit hour certificate must be completed in order as the courses build upon each other.

	Required Core Coursework (18 credits)		
Course Number*	**Title**	**Semester**	**Credits**
EDCI 5001	Python Programming for Educators	Fall	4
EDCI 5002	Java Programming for Educators	Spring	4
EDCI 5003	Interactive Web Design for Educators	Summer	4
EDCI 5004	Computer Organization for Educators	Fall	3
EDCI 5005	Data Science for Educators	Spring	3

*All courses are approved and in CourseLeaf.

The proposers chose to offer one course at a time to support the target audience of in-service teachers, knowing that they are occupied with full-time teaching jobs through ten months of the year. They will also offer all courses in remote hybrid format (asynchronous and synchronous) because they want to reach in-service teachers across the state of Vermont. We specifically designed the courses, sequence, and modality to be the most equitable solution for any middle/high school teacher in Vermont to add computer science as an endorsement area to their teaching license.

Admission Requirements and Process

To enroll in the CGS-CSE, candidates will be required to hold a teaching license in middle or secondary education in any approved subject area endorsed by the VT Agency of Education (or other state agencies of education). A minimum 2.75 overall and

content GPA will be required for admission to the CGS-CSE. In addition, candidates will need to provide 3 letters of recommendation, an application essay/statement of purpose, UG and/or graduate transcripts, and stated commitment to teaching CS to adolescents.

Regina Toolin (CESS) and Lisa Dion (CS) will collaborate with Gillian Homsted, CESS Director of Graduate and Non-Degree Enrollment Management, in the recruitment of potential candidates and evaluation of applications to the CGS-CSE. Candidates' applications will be initially screened by Gillian Homsted, and then reviewed by Regina Toolin and Lisa Dion. A four-point rubric that evaluates candidate's qualifications including 3 letters of recommendation, application essay/statement of purpose, UG and/or graduate transcripts and commitment to teaching CS to adolescents will be utilized in the screening and evaluation process for candidate selection. Candidates will need a minimum of 17/21 points on the selection process rubric in order to be considered for acceptance into the GCCSE.

To be in good standing in the program, candidates will need to maintain a minimum 3.0 GPA in coursework with a grade of B or better in all courses. Since these candidates will already hold a teaching license, they are not required to complete a practicum or student teaching experience. In addition, candidates will not be required to complete the Vermont Licensure Portfolio.

Anticipated Enrollment and Impact on Current Programs
The CGS-CSE will not compete with any other programs at UVM for student enrollment. Initially, they anticipate that the first cohort of 10 teachers will enroll in the program beginning in Fall 2024. Teachers will enroll in the online GCCSE program on a part-time basis taking 1 course each semester over a 2-year period including one summer session course offering. It is anticipated that the second cohort (n=10) will enroll in the program beginning Fall 2026. Additionally, enrollment will be open to other teachers or individuals who might be interested in applying to the program or taking specific courses as needed.

Advising
Regina Toolin will serve as program coordinator and primary advisor for the students enrolled in the CGS-CSE program. Advisement will include a CGS-CSE orientation program at the onset of the program and continue with required advising meetings on a semester basis and as needed for those students who request additional advising and mentorship.

Assessment Plan
The long-term goal of the CGS-CSE is to educate the next generation of computer science teachers (grades 7-12) in Vermont and across New England that will encourage and support diverse groups of students as they become computer science literate and consider computer science careers. More specifically, the program level learning goals are directly aligned to the VT Agency of Education (5440-14) Computer Science

Educator Endorsement Standards
(https://education.vermont.gov/sites/aoe/files/documents/Rules%20Governing%20the%20Licensing%20of%20Edu cators%20.pdf - See p. 86.):

Goal 1. Teachers will demonstrate knowledge of essential computer science concepts, skills and history including:

1.2.1. &1.2.2. Important contributions of individuals or groups, particularly those made by underrepresented populations', to the development of computer technology and generational milestones in the historical development of computer technology

1.3.1. Basic steps in algorithmic problem-solving to design solutions (e.g., problem statement and exploration, examination of sample instances, design, implementing a solution, testing, evaluation, revising).

1.4.1. The function, application, capabilities and limitations of computers, their operating systems, software applications, and networking components

1.4.2. Appropriate use of hardware components (e.g. input, processing, output, primary / secondary storage devices) with respect to functionality, cost, size, speed, accessibility, and aesthetics

1.4.3. Role of compilers and interpreters in translating programming languages into machine instructions 1.5.1. Various types of networks and their performance characteristics, models for defining network standards and protocols, and network topology

1.5.2. Cybersecurity including identifying features and functions of security tools (e.g., firewalls, antivirus programs, filtering software, and encryption).

1.5.3. The relationship between clients and servers on a network (e.g., cloud storage, web browsers, email)

1.6.1. & 1.6.2. Collecting, aggregating, cleaning, and modeling data. Using simulations, visualizations, and statistical models to perform exploratory data analysis

1.7.1. Fluency in at least one high-level language used in current pedagogy including variables, data types, creating and using methods, passing data between methods, control structures, and data structures

1.7.2. Programming languages, including the definition and structure of languages and comparison of existing high-level languages, particularly including object-oriented program design

1.7.3. The specification, design, implementation, testing, modification, and debugging of software

1.7.4. Apply problem-solving strategies such as design specification, top-down design, step-wise refinement, object-oriented design

1.7.5. Algorithm analysis using big-O notation to evaluate best-, average-, and worst-case space and time techniques

1.7.6. Important programming concepts such as modularity, abstraction, recursion, libraries and Application Programming Interfaces (APIs)

1.8.1. Ethical acquisition (e.g., citing sources using established methods) and acceptable versus unacceptable use of information (e.g., privacy, hacking, piracy, vandalism, viruses, current laws and regulations).

1.8.2. Intellectual property rights and related issues (e.g., copyright laws, fair use, patents, trademarks) when using, manipulation, and editing electronic data.
1.8.3. Issues related to the equitable use of technology (e.g. gender, ethnicity, language, disabilities, access to technology)
1.8.4. Digital citizenship, digital footprints, and other ways technology is shaping culture and social interactions
1.8.5. Identifying and avoiding online threats including phishing schemes, sextortion, and identity theft among others.
1.9. The concepts, vocabulary, and issues found in two or more of the sub-disciplines of computer science (including but not limited to: abstract data types, advanced computer science algorithms, computer architecture, networks and data communications, physical computing, digital forensics, machine learning)

Goal 2. Teachers will implement an inquiry-based computer science curriculum that integrates conceptual understanding and skill development including:

2.1. Plans and implements instruction that allows students to use computer science in problem-solving and decision-making situations
2.2. Keeps current with the use of technology in education and issues related to legal and ethical use of technology resources
2.3. Designs and implements activities which reinforce verbal and written technical communication skills central to computer science
2.4. Uses basic steps in algorithmic problem-solving to design solutions (e.g., problem statement and exploration, examination of sample instances, design, implementing a solution, testing, evaluation)
2.5. Uses effective management strategies for teaching computer science (e.g. laboratory work, cooperative learning, electronic communication)
2.6. Uses appropriate instructional strategies for teaching computer science (e.g., case studies, role-playing, manipulatives, visualizations, simulations, modeling)

The program will undergo APR evaluation along with the Department of Education.

Staffing Plan, Resource Requirements, and Budget

Regina Toolin currently serves as Program Coordinator for the Undergraduate minor and major concentration in Computer Science Education. She will continue to serve in this role for the CGS-CSE.

As this is an entirely online CGS, no physical space is necessary. The library has been consulted and current holdings are adequate to support this certificate.
As mentioned previously, the NSF EPSCoR SOCKS Project full tuition support for 20 teachers (2 cohorts of 10 teachers) and stipends for computers and classroom supplies for each teacher enhances the program's attractiveness and financial sustainability!

Evidence of Support
Dean of Graduate College Holger Hoock provided a strong letter of support as did Dean of the College of Education and Social Sciences Katharine Shepherd and Dean of the College of Engineering and Mathematical Sciences Linda Schadler. Endorsements were also provided by Department of Education Chair Kimberly Vannest, Department of Computer Science Chair Christian Skalka, and the CESS Curriculum Committee.

› **Anticipated approval of three new mCGSs in Collaborative & Resiliency-Oriented Practices with Schools, Community Schools and Trauma-Responsive & Evidence-Based Practices (CESS and the Graduate College) (pending Faculty Senate vote on May 16)**

Proposals for 3 new Micro-Certificates of Graduate Study (mGCS) in Collaborative & Resiliency- Oriented Approaches; Community Schools; and Trauma-Responsive & Evidence-Based Practices submitted by the Graduate College and the Department of Education in the College of Education and Social Services (CESS) are currently under review.

The intended start date for the mGCSs if approved by the Board of Trustees is Fall 2024.

Program Description and Rationale
The proposal was created by Professor Jessica Strolin-Goltzman with support from eight core faculty from across programs in CESS. Professor Strolin-Goltzman is the contact person for the proposal. The proposed new Micro-Certificates are related to the existing Certificate of Graduate Study in Resiliency-Based Approaches with Families, Schools & Communities.

On December 7, 2023, the College of Education & Social Services Curricular Affairs Committee (CESS CAC) met to review the proposal for the three 3 Micro-Certificates of graduate study in Resiliency- Based Approaches. The committee unanimously (5-0) voted to approve the mCGS.

1. mCGS in Collaborative & Resiliency-Oriented Practices with Schools (CROPS)
Required courses*:
- EDSP 6300: The Trauma Lens (3 credits)
- EDSP 6320: Family, School & Inter-professional Partnerships for Resilience (3 credits)

Elective(s)*:
- EDSP 6130: Collaborative Consultation (3 credits)
- Or other as approved

*All courses are available in CourseLeaf.

Building off foundational content, this mGCS emphasizes the collaborative nature of building resiliency-fostering schools and human service environments that prevent trauma and enhance well-being. Students will gain a deeper socioecological

understanding of the structural solutions inherent in equity, culturally sustaining collaborative partnerships with students, community professionals, and families, and resilience. Through building a toolbox of Evidence-Based Practices for fostering resilience, these curricular and field-based experiences provide intensive, evidence-based individualized instruction and interventions through distance learning technologies.

Learning activities will engage students in understanding and interprofessional skills application related to family-school-community partnerships, secondary trauma and self-care, cultural humility, and collaborative practices. Further, this course will examine best practices in at least three areas of trauma- informed, school-wide interventions to increase attendance, wellness, and school climate/culture. Students will become acquainted with the research, policies, and ethics that undergird these approaches and about resource organizations that support implementation in each area.

2. mCGS in Community Schools (CS)

Required courses*:

- EDSP 6320: Family, School & Inter-professional Partnerships for Resilience (3 credits)
- EDSP 6350: The Community Schools Approach (3 credits)

Elective(s)*:

- EDSP 6340: Restorative & Trauma Practice with Child (3 credits)
- Or other as approved

*All courses are available in CourseLeaf.

The concept of community schools is grounded within an interdisciplinary ecological systems theory framework that emphasizes the interplay between education, community development, and social services. This provides a useful lens for understanding how community schools can function as a microcosm of the broader community, facilitating interactions between students, families, educators, and local organizations, including institutions of higher education in ways that promote resiliency for students, families and community.

By incorporating these various networks and interactions, community schools foster a sense of belonging and promote positive student and family resilience and positive outcomes. Further, the community schools' approach has been identified as an applicable and effective method for providing wraparound services that address the multifaceted needs of students and families.

The UVM mCGS CS provides education and social services professionals with a distinct learning opportunity and distinguishing experience in community schools that aligns with local and national trends toward more inclusive, approachable, and effective methods to support student, family, and community well-being and development.

This program provides UVM CESS an opportunity to be at the forefront of this movement and meet a growing need for deeper learning and engagement with innovative interdisciplinary approaches to public education and positive youth development by creating a micro-certificate in graduate studies in community schools that is nested within an existing graduate certificate in resiliency-based approaches.

3. mCGS in Trauma-Responsive & Evidence-Based Practices (TRP)
Required courses*:

- EDSP 6300: The Trauma Lens (3 credits)
- EDSP 6340: Restorative & Trauma Practice with Child (3 credits)

Elective(s)*:

- CNSL 6360: Trauma, Crisis & Suicide Prevention (3 credits)
- Or other as approved

*All courses are available in CourseLeaf.
The mCGS builds upon the neuroscience of connection and relationships to understand and enhance social, emotional, and behavioral wellness for children and youth, while exploring the structural bias and environmental factors that pose a threat to equity and well-being. By providing targeted instruction in evidence-based and research informed strategies, graduates will leave the program with a toolbox of interprofessional approaches to apply when working with children, families, schools, organizations, and communities.

Through this micro certificate, students will learn about the impact of trauma and adversity including gaining a deeper socio-ecological understanding of structural trauma such as racial trauma and the trauma of poverty. In addition, students will be provided with targeted instruction and learn about research supported resilience-building strategies. Specifically, coursework will be aimed at mitigating trauma's impact including trauma-informed, restorative approaches, evidence-based trauma-specific treatments, crisis intervention, & suicide prevention. It can be versatile, serving to meet current practice-based and employment needs while advancing academic credentials that may launch students on the path toward a full Certificate of Graduate Studies in Resiliency-Based Approaches with Families, Schools & Communities (CGS RBA) or a graduate degree in education, counseling, or social work. The primary goal of the CGS RBA is to prepare high quality school and health/human service providers to use trauma-informed & resiliency-based approaches in their professional lives.

Justification and Evidence for Demand
These three mGCSs will provide students an opportunity to obtain a formal credential for their coursework while also providing a more targeted pathway to obtain a graduate credential that can be completed in one year or be stacked into future graduate programming. These mCGS allow students to focus study on one specific part of an already approved CGS. The online format allows flexibility for working professionals. It provides a pathway for students to explore an academic discipline in a focused way before embarking on a graduate degree and may also be attractive to working professionals aiming to advance their knowledge and skills in targeted areas. The

courses listed in the three mcGS are all existing core courses and electives in the current.

The three mCGS offer working professionals flexible, online opportunities to advance their knowledge and skills in areas of identified need in Vermont schools and communities. Notably, core faculty were recently awarded federal funding to pay tuition for 28 special educators to complete the mCGS in Collaborative & Resiliency-Oriented Practices.

Relationship to Existing Programs

These proposed mGCS are all related to UVM's Certificate of Graduate Study in Resiliency-Based Approaches (CGS RBA). The CGS RBA prepares educators and health/human service professionals to address the complex challenges associated with trauma and adversity using restorative, strength-based, and collaborative approaches that build resilience, so that children, youth, and families can thrive and learn within and beyond school borders. This 15-credit program addresses the growing need to improve workforce capacity for professionals who can successfully implement resiliency building strategies addressing the heightened incidence of trauma and adverse childhood experiences. Students in the program gain a deep socio-ecological understanding of the structural solutions inherent in equity, culturally sustaining partnerships, and resilience; the impact of trauma and adversity; and a toolbox of skills for fostering resilience through building and restoring relationships with families, schools, and communities. All coursework can be completed fully online, though some electives may be met with on campus courses. The CGS can stand alone as a defined certificate of graduate study or can stack into our master's degree programs in Counseling, Curriculum & Instruction, Educational Leadership, Social Work, and Special Education, or our doctoral degree in Educational Leadership and Policy Studies.

Curriculum

Following the CESS CAC review and approval of the CGS and mCGS proposal, the Graduate College modified the course credit hour requirements for Micro-Certificates. As such the Faculty authors amended the approved proposal to reflect the movement from 9 credits of required study to 6 credits of required study. No core course requirements changed, only the requirement for an elective course of study. The current proposal adheres to the revised guidelines by the Graduate College. The proposal addresses all requirements for new academic offerings, including a description of how it addresses institutional and societal needs, the proposed sequence of courses, and student learning outcomes.

Admission Requirements and Process

Faculty will streamline the admissions processes. Students will apply using the same application systems and deadlines that were established for the CGS in Resiliency and Trauma Informed Approaches.

Anticipated Enrollment and Impact on Current Programs
It is anticipated that the mCGS will increase enrollment in some of the courses that are shared with the full CGS and will likely facilitate enrollment growth in the overall CGS. There are no anticipated negative impacts on other programs as these mCGSs are closely aligned with the existing CGS. The proposers do believe that they will provide attractive learning opportunities for students enrolled in other graduate degrees within CESS. These learning opportunities amount to approved course sequences leading to the mCGS. There is anticipated interest from professionals in the community that seek both learning opportunities and new graduate credentials.

Advising
Advising will be provided by the faculty in the special education program who currently advise in the CGS.

Assessment Plan
The mCGS will be assessed using the same assessment procedures as the existing CGS.

Staffing Plan, Resource Requirements, and Budget
No additional resources are required as the courses will be taught by existing faculty. The courses are taught online, so no space costs exist.

Core Faculty for CGS and mCGS
Jessica Strolin-Goltzman, PhD, MSW, Professor, Department of Education Haley Woodside-Jiron, PhD, Associate Professor, Department of Education Jennifer Jorgenson, LICSW, Director, Child Welfare Training Partnership Shana Haines, PhD. Associate Professor, Department of Education
Bernice Garnett, Sci.D., Associate Professor, Department of Education Peter Knox, Ph.D., Postdoctoral Associate, Department of Education Colby Kervick, Ph.D., Associate Professor, Department of Education Aishwariya Joshi, PhD, Assistant Professor, Counseling Program
Jessica DeMink-Carthew, PhD, Associate Professor, Department of Education

Evidence of Support
Support for the proposal is provided from Katharine Shepherd, Dean and Professor, CESS and the CESS Curricular Affairs Committee chaired by Juliet Halladay.

› **Anticipated Approval of a New Minor in Education Studies (CESS) (pending Faculty Senate vote on May 16)**

A proposal for a new Minor in Education Studies submitted by College of Education and Social Services (CESS) is under review. The start date if approved by the Board of Trustees would be Fall 2024.

A talented team of faculty from the Department of Education worked to create this minor: Leon Walls, Winnie Looby, Cynthia Reyes, Tricia Brown, Jessica DeMink-Carthew, Cris Mayo, Arby Ghemari, and Elsa Richter. It was determined that Cris Mayo (Vice Chair and Interdisciplinary Studies Program Coordinator in the Department of Education) will serve as the contact person for this minor.

Program Description and Rationale

Dean Shepherd best articulated this by writing, "The Education Studies minor will offer a unique approach to the critical study of education for undergraduate students across UVM, addressing key questions related to the aims and purposes of education, including its goals to academically prepare students and to enable them to participate in civic life in a diverse democracy. Engaging diverse disciplinary and interdisciplinary tools for analyzing education as an institution, students will learn how education is connected to hopes for academic, social, and political inclusion, as they explore the complex shifts, reforms, and continued struggles over educational access. Understanding how the aims and purposes of education as an institution have been developed over time and in different contexts is crucial to understanding why struggles for equity and inclusion have happened and how values and disputes over the purpose of education will continue to shape educational experiences and civic life. This minor will provide students with a deep understanding of past struggles and the need to be actively involved in continuing debates in their communities. The Education Studies minor is aligned with shared values within the DOE, the CESS mission and strategic vision, and the University's *Our Common Ground* commitments."

Justification and Evidence for Demand

Aspirational peers have had great success with their Education Studies majors and minors. For example, Madison has around 150 students as has University of Massachusetts – Amherst. Harvard University has a degree in Educational Ethics which makes them money.

Relationship to Existing Programs

There are no other minors focused on education studies at UVM. The Critical Race and Ethnic Studies (CRES) minor offered in CAS does overlap two of this minor's courses among its 24 potential choices for introductory coursework. Both the CRES Director Yolanda Flores and CAS Associate Dean Abigail McGowan see no conflicts with this minor and the CRES minor.

Curriculum

This minor requires 15 hours of coursework as shown below.

Required Courses

Number*	Name	Credits
EDFS 1010	Race and Racism in the US	3
EDFS 1020	School and Society	3
EDSP 3250	Culture of Disability	3
EDFS 3030	Social, Historical, and Philosophical Foundations of Education	3
EDML 3220	Social Justice Education	3

*All courses have been entered in CourseLeaf, but not all are yet active

Admission Requirements and Process
An application will be required to enroll in the minor and students must have a 2.7 GPA to apply. Faculty associated with the program will help vet applicants.

The following majors are not compatible with this minor as there is too much course overlap:

- Art Education
- Early Childhood Education
- Elementary Education
- Middle Level Education
- Music Education
- Physical Education
- Secondary Education
- Special Education

Anticipated Enrollment and Impact on Current Programs
No impact is expected on current programs. All courses are already being offered. Associate Dean McGowan (CAS) believes this minor to be a great opportunity for students.

Advising
All the faculty will share the advising load with Dr. Mayo coordinating among them. The yearly meetings (described below) will include agenda items to talk about curriculum and student success.

Assessment Plan
The assessment will be led by the Director of the Interdisciplinary Studies (IDS) master's program and follow the program review schedule of that program.

Three phases of student assessment are planned:

1. After students complete their 1000 level courses, a questionnaire will be sent asking about their understanding of the breadth and depth of the field of Education Studies and key foundational issues in education. Ed Studies minor

faculty will meet to discuss the results and implement curricular changes as necessary.

2. Midway through their program when they have taken at least one 3000 level course, a questionnaire asking if and how course work is deepening their understanding of how to address/how historical figures have addressed the key foundational issues in education will be sent to students. Ed Studies minor faculty will meet to discuss the results and implement curricular changes as necessary.
3. Post-completion questionnaire asking students to reflect on how they now understand education and which areas of focus (methods, history, philosophy, diversities including race and language, policy, etc.) have had the most impact on their understanding of the institution and practice of education. Ed Studies minor faculty will meet to discuss the results and implement curricular changes as necessary.

Each year faculty associated with the Education Studies minor will meet to discuss their analysis of what went well in courses, their analysis of student course evaluations, and their responses to student assessment questionnaires at phase 1, 2, and 3, as those are collected.

Staffing Plan, Resource Requirements, and Budget
This minor will not require new courses and courses will continue to be taught by existing faculty members. Therefore, there will be no additional budgetary costs to add this minor.

Evidence of Support
Strong letters were included from Dean Shepherd (CESS) and Associate Dean McGowan (CAS).

› **Anticipated Approval of a no-contest Termination of the Masters in Educational Studies (CESS) (pending Faculty Senate vote on May 16)**

The Faculty Senate anticipates a new vote to terminate the College of Education and Social Services (CESS) master's degree in Educational Studies. The program was approved for termination by the Faculty Senate Curricular Affairs Committee and the Faculty Senate in 2011. Notes from the President and Provost in 2011 indicate they supported the termination of the master's degree, but because it was bundled with a curricular proposal which they did not support, the termination was never transmitted to the Board of Trustees.

It was recently discovered that the degree remains as an active degree in Banner even though the program has not been accepting students since 2011 and has not appeared in the course catalogue since then. CESS Dean Katharine Shepherd affirmed that the college supports termination of the degree as was intended in 2011.

Pending approval by the Faculty Senate and Board of Trustees this degree would be officially terminated beginning with the 24-25 catalog year.

Academic Program Reviews

Reviews in Progress (7):

- Business Administration (BS)
- Undergraduate Engineering (BS)
- Food Systems (BS)
- Philosophy (BA)
- Medical Science (BS & MS)
- Plant & Soil Science (BS, MS & PhD)
- English, Film and Television Studies (BA)

Completed Reviews (1):

- Nutrition and Food Sciences (BS & MS)

Other Academic Actions

- *Completed Actions – The CAC recently:*
    - Approved a Proposal from the Graduate College and the College of Education and Social Sciences for Substantial Revisions including degree wording change to the M.Ed. in Curriculum & Instruction
    - Approved a Proposal from the Graduate College and the College of Education and Social Sciences for Substantial Revisions including degree wording change to the M.Ed. in Interdisciplinary Studies
    - Approved a proposal for a new Co-major in Mathematics (CEMS)
    - Approved a proposal for a new Co-major in Business Administration (GSB)

- *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. Those recommendations have been received by the CAC co-chairs who will be working over the summer to create revised substantial revision guidance along with clearer guidance around name change processes and procedures.

EDUCATIONAL POLICY AND INSTITUTIONAL RESOURCES COMMITTEE

May 17, 2024

Resolution approving the creation of a Certificate of Graduate Study in Semiconductor Engineering & Physics in the Graduate College in conjunction with the College of Engineering & Mathematical Sciences

BE IT RESOLVED, that the Board of Trustees approves the creation of a Certificate of Graduate Study in Semiconductor Engineering & Physics in the Graduate College in conjunction with the College of Engineering & Mathematical Sciences, as approved and advanced by the Provost and President on March 26, 2024.

Resolution approving the creation of a micro-Certificate of Graduate Study in Scientific Computing in the Graduate College in conjunction with the College of Engineering & Mathematical Sciences

BE IT RESOLVED, that the Board of Trustees approves the creation of a micro-Certificate of Graduate Study in Scientific Computing in the Graduate College in conjunction with the College of Engineering & Mathematical Sciences, as approved and advanced by the Provost and President on March 26, 2024.

Resolution approving the creation of a micro-Certificate of Graduate Study in Integrative Health and Wellness Coaching in the Graduate College in conjunction with the College of Nursing & Health Sciences

BE IT RESOLVED, that the Board of Trustees approves the creation of a micro-Certificate of Graduate Study in Integrative Health and Wellness Coaching in the Graduate College in conjunction with the College of Nursing & Health Sciences, as approved and advanced by the Provost on April 29, 2024 and President on April 30, 2024.

Resolution approving the creation of a Certificate of Graduate Study in Computer Science Education in the Graduate College in conjunction with the College of Education & Social Services

BE IT RESOLVED, that the Board of Trustees approves the creation of a Certificate of Graduate Study in Computer Science Education in the Graduate College in conjunction with the College of Education & Social Services, as approved and advanced by the Provost on April 29, 2024 and President on April 30, 2024.

Pending approval by the Faculty Senate on May 16, 2024:

Resolution approving the creation of micro-Certificates of Graduate Study in Collaborative & Resiliency-Oriented Approaches; Community Schools; and Trauma-Response & Evidence-Based Practices in the Graduate College in conjunction with the College of Education & Social Services

BE IT RESOLVED, that the Board of Trustees approves the creation of a micro-Certificates of Graduate Study in Collaborative & Resiliency-Oriented Approaches; Community Schools; and Trauma-Response & Evidence-Based Practices in the Graduate College in conjunction with the College of Education & Social Services, as approved and advanced by the Provost and President on May 16, 2024.

Pending approval by the Faculty Senate on May 16, 2024:

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

BE IT RESOLVED, that the Board of Trustees approves the creation of a minor in Education Studies in the College of Education & Social Services, as approved and advanced by the Provost and President on May 16, 2024.

Pending approval by the Faculty Senate on May 16, 2024:

Resolution approving the termination of the Master of Educational Studies in the College of Education and Social Services in conjunction with the Graduate College

BE IT RESOLVED, that the Board of Trustees approves the termination of the Master of Educational Studies in the College of Education and Social Services in conjunction with the Graduate College, as approved and advanced by the Provost and President on May 16, 2024.

Resolution approving the establishment of the Water Resources Institute

WHEREAS, in 2021 the Office of the Vice President for Research sought to identify transformative research ideas at the University of Vermont and a Water Resources proposal emerged as a transformative research idea; and

WHEREAS, over the last year the project leaders have socialized the idea of a Water Resources Institute within the UVM community, gathered strong momentum, secured funds, established a leadership team, and developed a proposal to establish a university-wide Institute; and

WHEREAS, the Water Resources Institute will facilitate an innovative network of programs, researchers, partners, facilities, and services to build a nationally-recognized center at the forefront of interdisciplinary water-related research, innovation, education and community outreach; and

WHEREAS, the Water Resources Institute will offer opportunities to enhance student success through engagement in research and career training, aligns with our land-grant mission to serve society, and positions UVM to contribute nationally and globally to society's pressing water management and water justice challenges; and

WHEREAS, the Faculty Senate; Provost Prelock; and President Garimella have endorsed the creation of the Water Resources Institute;

BE IT RESOLVED, that the Board of Trustees approves the establishment of the Water Resources Institute at the University of Vermont.