

**TO: Committee Members**

Megan Cluver, Chair  
Gwen Bailey-Rowe  
Betsey Bloomer, Vice Chair  
Janette Bombardier  
Shirley Jefferson  
Jim Masland  
Jason Musal

**Committee Liaisons**

Meaghan Meachem, VTSU faculty  
Katherine Penberthy, CCV faculty  
Denise Rhodes, VTSU staff  
Erin Wetherell, CCV staff

**FROM:** Yasmine Ziesler, Special Assistant to the Chancellor

**RE:** VSC Board of Trustees Education, Personnel & Student Life Committee Meeting May 12, 2025

**DATE:** May 6, 2025

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The VSC Board of Trustees Education, Personnel & Student Life Committee (EPSL) Committee is scheduled to meet on Monday, May 12, 2025 at 11:30 a.m. via Zoom.

In preparation for the committee's discussion, in the accompanying materials please find the committee meeting minutes of February 10, 2025, VTSU Faculty Fellows nomination materials, and recommended updates to VSC academic and student affairs policies.

Following public comment and approval of the February 10, 2025 minutes, the committee will review and recommend VTSU Faculty Fellows for 2025-2026. The committee will receive three brief status updates: the NECHE review of its fall visit VTSU; the development of a VTSU Associate of Science program in Agriculture, Food and Forests; and the VSC Innovation Fund.

As action items, the committee will review updates to several academic (100-series) and student affairs (300-series) policies to recommend to the board for approval. Updates to the student affairs policies are to align with recent changes in Vermont and federal law. Updates to Policies 111 (Academic Data Management) and 108 (Transfer of Credit) come as recommendations from CCV-VTSU pathways work and clarify procedures around the work of VSC registrars with shared courses and transfer-in designations. The substantive changes to Policy 102 (Approval of New Programs) clarify and streamline the process for program development in our transformed system, codify the board's strategic priority around accessibility, and encourage program development in smaller stages. Included in the materials is also a template for new program proposals aligned with this revised version of Policy 102.

**Note:** Please be advised that the committee has seven members. The quorum to start the meeting and to take any action is four members of the committee.

The board assistant may be reached at (802) 224-3021 for any questions.

**Cc:** Council of Presidents; Education, Personnel & Student Life Committee Liaisons;  
Vermont Department of Libraries; VSC Board of Trustees

**Vermont State Colleges Board of Trustees  
Education, Personnel, & Student Life Committee Meeting  
Zoom Meeting<sup>1</sup>/YouTube Stream<sup>2</sup>**

**Monday, May 12, 2025 at 11:30 p.m. or immediately following the preceding meeting.**

**AGENDA**

1. Call to Order
2. Public Comment<sup>3</sup>
3. Approval of *February 10, 2025 minutes*
4. Review/recommend VTSU Faculty Fellows Nominations
5. VTSU Update on NECHE
6. Review/recommend updates to academic and student affairs policies:
  - a. Policy 111 Academic Data Management
  - b. Policy 108 Transfer of Credit
  - c. Policy 102 Approval of New Programs
  - d. Policy 311/311A Prevention of Discrimination/Sexual Misconduct
  - e. Policy 313 Hazing
7. VTSU Update on development of A.S. in Agriculture, Food and Forests
8. VSC Innovation Fund update
9. Other Business
10. Adjourn

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<sup>1</sup> <https://www.vsc.edu/botzoom>

<sup>2</sup> [www.vsc.edu/live](https://www.vsc.edu/live)

<sup>3</sup> Sign up to make a public comment at [www.vsc.edu/signup](https://www.vsc.edu/signup). You must be present or logged in to the live session at <https://www.vsc.edu/botzoom> to make a comment.

## **MATERIALS**

1. *February 10, 2025 minutes*
2. VTSU Faculty Fellows Nominations
3. Policy 111
4. Policy 108
5. Policy 102 and Program Proposal Template
6. Policy 313
7. Innovation Fund Update

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## **ITEM 1: Minutes of February 10, 2025**

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**Minutes of the VSC Board of Trustees' Education, Personnel & Student Life Committee meeting held Monday, February 10, 2025 at 12:00 p.m. virtually via Zoom. – UNAPPROVED**

*Note: These are unapproved minutes, subject to amendment and/or approval at the subsequent meeting.*

The VSC Board of Trustees Education, Personnel & Student Life (EPSL) Committee met on Monday, February 10, 2025 at 12:00 p.m. virtually via Zoom.

**Attendance**

Committee Members: Megan Cluver (Chair), Karen Luneau (Vice Chair,) Betsy Bloomer, Janette Bombardier, Shirley Jefferson, Jason Musal

Absent: Jim Masland

Other Trustees: Sue Zeller, Lynn Dickinson, David Durfee

Liaisons: Meaghan Meachem, VTSU faculty  
Katherine Penberthy, CCV faculty  
Denise Rhodes, VTSU staff  
Erin Wetherell, CCV staff

Chancellor: Elizabeth Mauch

Presidents: David Bergh, VTSU President  
Joyce Judy, CCV President

Other Attendees: Jen Alberico, CCV Associate Academic Dean  
Nolan Atkins, VTSU Provost  
Kelley Beckwith, VTSU Vice President of Student Success  
Amy Chess, CCV Director of Institutional Research & Planning  
Kayla Dewey, Executive Assistant, Board of Trustees  
Lisa Hayward, VTSU Assoc, VP Online Program Administration  
Leslie Johnson, CCV Associate Academic Dean  
Jason Kaiser, VTSU Learning Spaces Technology Specialist  
Leslie Kanat, VTSU Dean  
Cathy Kozlik, VTSU Dean  
David Kupferman, VTSU Dean  
Katie Mobley, Dean of Enrollment, CCV  
Nicole Stetson, CCV Associate Academic Dean  
Deborah Stewart, CCV Dean of Academic Affairs  
Sarah Truckle, VTSU Vice President of Business Operations  
Patty Turley, General Counsel  
Jarod Waite, CCV Associate Academic Dean  
Beth Walsh, VTSU Road to Success Project Director  
Heather Weinstein, CCV Dean  
Paul Yoon, VTSU Chief Diversity Officer

Yasmine Zieler, Special Assistant to the Chancellor

1. Call to Order

Chair Cluver called the meeting to order at 12:00 p.m.

2. Public Comment

There was no public comment.

3. Approval of October 28, 2024 minutes

**Trustee Bombardier moved and Trustee Musal seconded the motion to approve the October 28, 2024 meeting minutes with the discussed amendment. The motion was approved unanimously.**

4. Vermont State University NECHE update

Chair Cluver turned the meeting over to President Bergh who provided an update on the status of an ongoing NECHE evaluation of VTSU. President Bergh shared summary highlights including that the process had been validating in that VTSU is managing challenge appropriately and that the challenges presented are what are expected two years following a merger. NECHE identified a number of strengths including that VTSU has well-developed strategies and priorities around student success. They are anticipating a final report in April. VTSU has begun preparing for the full NECHE visit in Spring 2027.

5. Review Policy 109 Final Reports (Annual Program Review)

Chair Cluver turned the meeting over to Yasmine Ziesler to review Policy 109 final reports. The policy was recently revised, and this was the first time that the board received a report following these revisions. The institutions had been monitoring new programs for quality, cost effectiveness, and workforce alignment and working together to operationalize processes.

Debby Stewart presented an update on CCV and discussed how CCV focused on building programs with stackable credentials and transfer pathways. CCV focused on meta majors to remain flexible and responsive to the industry.

Nolan Atkins provided an update for VTSU. He discussed how programs are undergoing optimization to improve delivery efficiency, enhance differentiating with competitive programs, and reduce complexity for students.

6. Executive Session (Review and discuss records exempt from the Public Records Act)

**At 12:48 p.m. Trustee Cluver moved and Trustee Bombardier seconded a motion that the Educational, Personnel and Student Life Committee of the VSC Board of Trustees enter executive session because premature general public knowledge would place the VSC at a substantial disadvantage, pursuant 1 V.S.A. §313(a)(6) to discuss records exempt from the Public Records Act. Along with the members of the Board present at the meeting, in its discretion, the Committee invited the VSC Chancellor, VSC General Counsel, VTSU**

**President, and VTSU Provost to attend. The motion was approved unanimously.**

The committee exited executive session at 1:16 p.m. and took no action.

7. Community College of Vermont student success update

Chair Cluver turned the meeting over to Heather Weinstein who gave an update on CCV student success. CCV introduced a new framework to consider six factors related to student success including access, learning, workforce, outcomes, and equity. Amy Chess discussed how CCV uses benchmarks and data to meet goals.

8. Other Business

There was no other business.

9. Adjourn

Chair Cluver adjourned the meeting at 1:30 p.m.

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## **ITEM 2: VTSU Faculty Fellows Nominations**

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February 27, 2025

Chancellor Elizabeth Mauch  
Vermont State Colleges

Dear Chancellor Mauch,

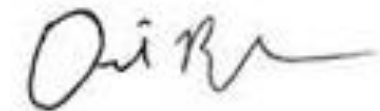
I am pleased to endorse the nominations of **Dr. Preston Garcia** (Natural Sciences) and **Dr. Brandon Stroup** (Criminal Justice) to receive Faculty Fellow recognition for 2025-2026.

Both of these nominees have demonstrated significant accomplishments in their teaching, research, and service, as you will see in the supporting materials.

Professors Garcia and Stroup reflect the values and priorities of VTSU with their overarching commitment to our students and their successful development. We are fortunate to have them and would be wise to recognize them with this distinction.

Thank you for your consideration.

Sincerely,



David Bergh, Ed.D.  
President

January 16<sup>th</sup>, 2025

Dear Provost Atkins,

I would like to formally nominate myself for the Vermont State Colleges Faculty Fellowship. My tenure at Castleton University/Vermont State University as a Biology professor has been a deeply rewarding experience, enabling me to contribute meaningfully to both our students' academic growth and the broader scientific community. I believe my accomplishments in teaching, scholarly activity, and professional development align strongly with the mission of this fellowship.

### **Teaching Excellence**

Throughout my time here, I have prioritized innovative teaching practices to enhance student engagement and learning outcomes. I have created the full curriculum for all of the courses I have taught since arriving. I have also reached as far out of my comfort zone as possible to offer the widest array of courses for our students. These courses range from two Microbiology courses for nursing and science majors, Biogeochemistry, which I co-teach with Dr. Andrew Vermilyea, to Immunology and Genetics. My goal has always been to integrate independent research with hands-on laboratory experiences, empowering students to apply theoretical knowledge to practical challenges. Student evaluations consistently highlight my ability to make complex topics accessible and foster a collaborative learning environment.

The strength of my teaching, and the response from my students has previously been recognized through awards such as the Castleton University Outstanding Faculty Alumni Award (2021) and the Endowed Richardson Faculty Award (2019). As noted in the Richardson Award nomination letter, my innovative course design, such as the "Small World" research course, motivated countless students to pursue independent research and graduate education. That course emphasized hands-on exploration of critical topics like antibiotic resistance, enabling students to engage in authentic research while cultivating accountability and curiosity. Similarly, my "Bacterial Proteomics" course offered students a graduate-level research experience, fostering critical thinking and technical skills. I also had the privilege of teaching within the Honors program for many years, specifically for a course titled "Great Ideas in the Castleton Curriculum." The opportunity to work with our top students was one of the highlights of my teaching career. I am saddened that we no longer have an Honors program at Vermont State University.

In addition to classroom teaching, I have mentored over 40 undergraduate students in independent research projects. These students worked with me during the academic year, and many spent the entire summer with me, receiving stipends for their work. These mentorships have resulted in numerous student presentations at local, regional, and national conferences, significantly enhancing their academic and professional networking capabilities. For example, students under my guidance have presented at the Vermont Genetics Network Career Day, the Northeast Microbiologists Physiology, Ecology, and Taxonomy Meeting, and the American Society for Microbiology. Included in this group are three McNair Program scholars, which I have been privileged enough to support with my laboratory work.

### **Scholarly and Professional Activity**

My research focuses on the genetic regulation of central metabolism in bacteria, specifically *Sinorhizobium meliloti*. Over my time here, I have successfully secured over \$600,000 in grant funding, including a \$308,000 award from the National Science Foundation and multiple grants from the Vermont Genetics

Network/Vermont Biomedical Research Network. These grants have supported my research and provided paid research opportunities for students, allowing them to gain invaluable hands-on experience. I have been lucky enough to be invited to give research talks at such institutions as the University of Vermont, Norwich University, James Madison University, and the Massachusetts Institute of Technology.

My professional collaborations extend to institutions such as the Saint Joseph's University, University of Vermont, University of Connecticut, and Woods Hole Oceanographic Institution, enriching the scope of my research and providing unique opportunities for Castleton students. These partnerships have facilitated student involvement in cutting-edge projects and fostered their development as emerging scientists. Because of my collaborations, I have also been on five different thesis committees for students at Saint Joseph's University Masters students. Being a part of these committees has been worthwhile, as I do not have the opportunity to participate in science graduate committees here at VTSU-Castleton.

I have also contributed significant time giving back to the university through my positions on campus. I have been the coordinator of the Biology program since 2011. I hold the "unofficial" position of social media and alumni outreach for our department, which I have been actively doing since 2012. This outreach has allowed us to actively connect alumni with current students, which helps to further their career goals after graduation. I have served on a committee or executive position every year I have been here. Those committees include Educational Resources and Admission and Retention, both of which I chaired. I then was elected Vice-President of the Castleton Faculty Assembly, a position I held for four years. I was honored to then be elected as the President of the Castleton Faculty Assembly for two years. Since that time, I have been elected the Chair of the Natural Sciences Department, so I continue to serve across all campuses.

### **Proposed Fellowship Contribution**

If awarded the Faculty Fellowship, I plan to deliver a public lecture titled, "Bacterial Conversations: Understanding the Language of Genes in Microbial Communities." This presentation will bridge my research expertise with broader scientific and societal implications, engaging both academic and local audiences. I look forward to this opportunity, as I thoroughly enjoy these public talks, such as when I presented at the "Science Pub" series at the Brandon Inn on "Why being too clean can be harmful." This would be a great opportunity to showcase the work being done at the university by myself and students.

In summary, my commitment to excellence in teaching, coupled with a robust record of scholarly achievements and student mentorship, makes me as a strong candidate for the Vermont State Colleges Faculty Fellowship. I am grateful for the opportunity to contribute further to our academic community and look forward to the possibility of sharing my work through this esteemed platform. It would be an honor to be chosen for this fellowship and represent the faculty and the university.

Thank you for considering my nomination.

Sincerely,



Preston P. Garcia, Ph.D.  
Professor of Biology  
Natural Sciences Department Chair  
Biology Program Coordinator  
Vermont State University-Castleton

## **Preston P. Garcia, Ph.D.**

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Department of Natural Sciences  
Vermont State University- Castleton  
233 South Street  
Castleton, VT 05735  
802-468-6463  
preston.garcia@vermontstate.edu

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### **EDUCATION**

**Ph.D. in Microbiology**, July 2008

University of Connecticut, Storrs, CT

**Masters of Science in Microbiology**, August 2007

University of Connecticut, Storrs, CT

**Bachelor of Science in Biology**, May 1999

James Madison University, Harrisonburg, VA

### **POSITIONS HELD**

**Department Chair**, Vermont State University

Natural Sciences Department, 2023-Present

**Professor of Biology & Biology Program Coordinator**, Castleton University/Vermont State University

Dept. of Natural Sciences, 2022-Present

**Associate Professor of Biology & Biology Program Coordinator**, Castleton University

Dept. of Natural Sciences, 2016-2022

**Assistant Professor of Biology & Biology Program Coordinator**, Castleton University (formerly

Castleton State College)

Dept. of Natural Sciences, 2010-2016

**Postdoctoral Research Associate**, University of Virginia

Dept. of Microbiology, 2008-2010

- Laboratory of Joanna Goldberg, Ph.D.

**Graduate Research Assistant**, University of Connecticut

Dept. Molecular and Cell Biology, 2001-2008

- Laboratory of Daniel J. Gage, Ph.D.

**Senior Laboratory Specialist**, The College of William and Mary

Dept. of Biology, 1999-2001

- Assistant to Radiation and Biological Safety Officer

**Undergraduate Research Assistant**, James Madison University

Dept. of Biology, 1997-1999

- Laboratory of Bruce Wiggins, Ph.D.

### **COURSES TAUGHT**

- Applied Microbiology with laboratory
- Bacterial Proteomics
- BioGeoChemistry with laboratory
- Cellular and Molecular Biology with laboratory
- Fundamentals of Biology with laboratory
- Fundamentals of Microbiology with laboratory
- Genetics with discussion
- Great Ideas in the Castleton Curriculum- Honors
- Immunology with discussion
- Infectious Diseases of Everyday Life
- Microbiology with laboratory
- Science in the classroom
- Small World with laboratory
- Tiny Earth with laboratory

## **PROFESSIONAL APPOINTMENTS**

**Castleton University Faculty Assembly President, 2021- 2023**

**Castleton University Outstanding Faculty Alumni Award, 2021**

**Castleton University Endowed Richardson Faculty Award, 2019.**

**Castleton University Faculty Assembly Vice President, 2018-2021**

**Small World Initiative Partner Instructor and Social Media Chair, 2016-2018**

**National Science Foundation Graduate Research Fellowship Program Reviewer, 2015-2016**

**American Society for Microbiology SLAMD Editor 2015-2016**

**International Society for Molecular Plant-Microbe Interactions Manuscript Reviewer, 2014-Present**

- Molecular Plant-Microbe Interactions Journal

**American Society for Microbiology Career Development Committee, 2010-2013**

- Appointed member

**Vermont Genetics Network, Grant Reviewer, 2010**

**American Society for Microbiology Kadner Institute, Preparation for Careers in Microbiology- University of Colorado, Boulder, July 2007**

- Accepted participant and presenter

## **SOCIETY MEMBERSHIPS**

**American Society for Microbiology. Member**

**International Society for Molecular Plant-Microbe Interactions, Member**

**Sigma Xi, Member**

## **GRANTS & FELLOWSHIPS**

**National Science Foundation, MCB Systems and Synthetic Biology, Castleton University, \$308,000, 2018-2022**

**Vermont Biomedical Research Network, Equipment Grant \$9,000, 2021**

**Vermont Biomedical Research Network, Pilot Grant \$4,000, 2020-2021**

**Vermont Genetics Network, NIH, INBRE, Project Grant Castleton University, \$75,000 awarded, reduced to \$46,700 after NSF grant accepted, 2017**

**Vermont Genetics Network, NIH, INBRE, Project Grant Castleton University, \$75,000, 2017-2018**

**Vermont Genetics Network, NIH, INBRE, Summer Undergraduate Stipend Grant, \$5000, 2017**

**Vermont Genetics Network, NIH, INBRE, Pilot Grant Castleton University, \$25,000, 2016-2017**

**Pittsburgh Conference Memorial National College Grants Program, \$10,000, 2016**

**ProteinSimple Grant Program, FluorChem Western Blot and Gel Imager, \$35,000 2016**

**Vermont Genetics Network, NIH, INBRE, Small Equipment Grant, Microscope Camera, \$5000, 2016**

**Vermont Genetics Network, NIH, INBRE, Small Equipment Grant, Plate Reader, \$5000, 2016**

**Vermont Genetics Network, NIH, INBRE, Pilot Grant Castleton University, \$5,000 2015-2016**

**Vermont Genetics Network, NIH, INBRE, Pilot Grant Castleton State College, \$75,000 2012-2014**

**American Society for Microbiology, Castleton State College, 2013**

**Undergraduate Research Fellowship (URF) mentor**

**Faculty Advanced Study Grant, Castleton State College, 2012**

**Faculty-Student Research Grant, Castleton State College, 2011-2013**

**Natural Sciences Research Grant, Castleton State College, 2012**

**NIH Infectious Diseases Training Fellowship, University of Virginia, 2008-2009**

**Predoctoral Demi Fellowship, University of Connecticut, 2007-2008**

**Doctoral Dissertation Fellowship, University of Connecticut, 2007**

**GAANN Fellowship, Department of Education, 2001-2004**

- Graduate Assistance in Areas of National Need: Environmental Biotechnology
- Emphasis placed on preparation for teaching career

## **GRADUATE THESIS COMMITTEES**

Julie Kleinot (MS): "Investigating the role of Universal Stress Proteins in *Sinorhizobium meliloti*." Saint Joseph's University Committee members: Catalina Arango P (Chair), Brian M. Forster, **Preston P. Garcia**. Anticipated date of graduation: September 2025

Cecilia Ouyed Hernandez (MS): "The Phosphotransferase System in *Sinorhizobium meliloti*: How does it control cell processes?" Saint Joseph's University. Committee members: Catalina Arango P (Chair), Shantanu Bhatt, **Preston P. Garcia**. Anticipated date of graduation: May 2025

Robert G. Betsch (MS): "Take a deep breath and relax: Exploring stress response in *Sinorhizobium meliloti*" Saint Joseph's University. Committee members: Catalina Arango P (Chair), Christina King Smith, Shantanu Bhatt, **Preston P. Garcia**. December 2021

Courtney G. Wallace (MS): "Are you the one? A bait and prey analysis of Enzyme IIA<sup>Ntr</sup> and potential protein partners in *Sinorhizobium meliloti* Saint Joseph's University. Committee members: Catalina Arango P (Chair), Edwin Li, Matt Nelson, **Preston P. Garcia**. July 2021

Daniel Netting (MS): "Interaction of HWE histidine kinase Sma0113 with cognate response regulator Sma0114." Saint Joseph's University. Committee members: Catalina Arango P (Chair), Shantanu Bhatt, Julia Lee-Soety, **Preston P. Garcia**. May 2021

## **UNDERGRADUATE RESEARCH STUDENTS** (\*McNair Scholar)

- |  |  |
|--|--|
| 1. Suzanne Aldana (Dean of American Academy in Prague, CZ),  | 18. Jacob Henderson (University of Vermont Medical School)                       |
| 2. Kelsey McKay (bioMérieux, Raleigh, NC),   | 19. Dom Kuziak   |
| 3. Molly Smith (Franklin Pierce University: Physician Assistant Masters Graduate),                               | 20. Alex Williams  |
| 4. Daniel Trigg (University of Vermont Medical School),  | 21. RYanne Mix   |
| 5. Christopher Villa (Perrigo Labs),   | 22. Tim Kittler  |
| 6. Katelynn Leavey (Albany Medical College: Physician Assistant Program Graduate)                                | 23. Allison Andrade (UConn Health Ph.D. student in Neurobiology)                 |
| 7. Rachael Brazil (Masters degree in Bioimaging at Boston University School of Medicine)                         | 24. Ben Boggio   |
| 8. Hannah Rose (Paramedic, Kenora, ON)   | 25. Julia Worland  |
| 9. Trevor Hanna  | 26. Gianna Pezzetti  |
| 10. Wyatt Pickrell (Schulich School of Medicine, Windsor, ON)  | 27. Jillian Laughlin (Pathology Assistant Masters Student Loma Linda University) |
| 11. Paul Flynn (SUNY Downstate Medical School Graduate)  | 28. Julia Carpenter  |
| 12. Ryan Duggan (UConn Ph.D. student in Microbiology)  | 29. Nancy Benedict   |
| 13. Megan Nadler (Molecular Medical Laboratory Scientist II · Quest Diagnostics)                                 | 30. Brian Pierce   |
| 14. Breanna Babiarz (Massachusetts College of Pharmacy and Health Sciences Physician Assistant Masters Graduate) | 31. Sophia Hussak  |
| 15. David Harvey (Serepta Therapeutics, Boston, MA)  | 32. Petra Veljkovic  |
| 16. Viviane D'Amico  | 33. Michael Pisciotto* (University of Georgia Ph.D. student in Virology)         |
| 17. Anthony Laniewski  | 34. Sandra Welch*  |
|  | 35. Kailey McRae   |
|  | 36. Evan Day   |
|  | 37. Hailey Martinovich   |
|  | 38. Marti Ahart  |
|  | 39. Ginevra Trevisan   |
|  | 40. Jordan Mattison  |
|  | 41. Veronica Daniel*   |
|  | 42. Kristina O'Neil  |
|  | 43. Ryan Doughty   |

## **PUBLICATIONS**

Moustafa, DA, Scarff, JM, **Garcia, P.P.**, Cassidy, SKB, DiGiandomenico, A, Waag, DM, Inzana TJ and Goldberg, JB. 2015. Recombinant Salmonella Expressing *Burkholderia mallei* LPS O Antigen Provides Protection in a Murine Model of Melioidosis and Glanders. PLoS One. 2015 Jul 6;10(7)

Sheftic, S. R., **Garcia, P.P.**, White, E., Robinson, V. L., Gage, D. J. and A. T. Alexandrescu 2012. Nuclear magnetic resonance structure and dynamics of the response regulator Sma0114 from *Sinorhizobium meliloti*. Biochemistry 51: 6932

Sheftic SR, **Garcia PP**, Robinson VL, Gage DJ, Alexandrescu AT. 2011. NMR assignments for the *Sinorhizobium meliloti* response regulator Sma0114. Biomol NMR Assign. **5**: 55-58

**Garcia PP**, Bringham RM, Pinedo CA, Gage DJ. 2010. Characterization of a two-component regulatory system that regulates succinate-mediated catabolite repression in *Sinorhizobium meliloti*. J. Bacteriol. **192**: 5725-35

Nicoll JB, Gwinn BL, Iwig JS, **Garcia PP**, Bunn CF, Allison LA 2003. Compartment-specific phosphorylation of rat thyroid hormone receptor alpha1 regulates nuclear localization and retention. Mol. Cell. Endocrinol. **205**: 65-77

Wiggins BA, Cash PW, Creamer WS, Dart SE, **Garcia PP**, Gerecke TM, Han J, Henry BL, Hoover KB, Johnson EL, Jones KC, McCarthy JG, McDonough JA, Mercer SA, Noto MJ, Park H, Phillips MS, Purner SM, Smith BM, Stevens EN, Varner AK. 2003. Use of antibiotic resistance analysis for representativeness testing of multiwatershed libraries. Appl. Environ. Microbiol. **69**: 3399-4005.

Forsyth MH, Cao P, **Garcia PP**, Hall JD, Cover TL. 2002 Genome-wide transcriptional profiling in a histidine kinase mutant of *Helicobacter pylori* identifies members of a regulon. J Bacteriol. **184**: 4630-5.

## **PRESENTATIONS**

**Garcia, PP** "Why being too clean can be harmful." Vermont Science Pub, Brandon Inn, December 2019.

**Garcia, PP**, Arango, C, "Transcriptome analysis of a dual-metabolic regulation system in *Sinorhizobium meliloti*." Invited Joint Oral Presentation, New England Symbiosis Workshop, University of Vermont, November 2019.

Nadler, M, Laniewski, A, and **Garcia PP**. "Complementary Approaches for the Identification of Proteins Associated with the Sma0114 Response Regulator in *Sinorhizobium meliloti*." Invited Joint Oral Presentation, New England Symbiosis Workshop, University of Vermont, November 2019.

Babiarz, B, Harvey, D, Nadler, M, **Garcia PP**, Complementary Approaches for Identification of Proteins Associated with the Sma0114 Response Regulator in *Sinorhizobium meliloti*. Oral Presentation Castleton University Natural Sciences Research Fair, Castleton VT May 2019.

**Garcia, PP**. "Symbiosis, *Sinorhizobium* and Signaling." Invited Oral Presentation, University of Hartford, November 2018.

**Garcia, PP**, Arango, C, "Understanding the role of a modified phosphotransferase system and a unique two component signal transduction system in regulating gene expression." Invited Joint Oral Presentation, New England Symbiosis Workshop, Massachusetts Institute of Technology, October 2018.

**Garcia PP**. "Model of dual regulation control of a modified catabolite repression system" Oral Presentation, *Sinorhizobium/Medicago* workshop, University of Vermont 2016

**Garcia PP.** “Bacterial-Plant symbiosis: A Model System to Study Metabolism, Genetics and Cell Signaling.” Invited Oral Presentation, Johnson State College Current Topics in Science Speaker Series. 2015

**Garcia PP.** “Understanding *Sinorhizobium meliloti* signaling via metabolism, genetics and alfalfa symbiosis.” Invited Oral Presentation, Norwich University Larsen Science Lecture Series. 2014

**Garcia PP.** “Evaluation of *Sinorhizobium meliloti* Signaling, Metabolism & Genetics with their Symbiotic Plant Host, Alfalfa.” Invited Oral Presentation, Vermont Genetics Network Retreat. 2014

**Garcia PP.** “Understanding *Sinorhizobium meliloti* signaling via metabolism, genetics and alfalfa symbiosis.” Invited Oral Presentation, University of Vermont Plant Biology Marvin Seminar Series. 2013

**Garcia PP.** “Investigating metabolic regulation in the intracellular symbiont *Sinorhizobium meliloti*” Oral Presentation, *Sinorhizobium/Medicago* workshop, University of Vermont 2013

**Garcia PP.** “Hygiene hypothesis: Are we becoming too clean?” Invited Oral Presentation, Castleton State College Soundings Series, 2012.

**Garcia PP.** “*Sinorhizobium* genetics and *Burkholderia* vaccine development: foundations for a microbiology research program at a primarily undergraduate institution.” Invited Oral Presentation, James Madison University Biology Fall Seminar Series. 2012

**Garcia PP.** “Teaching at an Undergraduate Institution: Transitioning from Postdoc to Faculty.” Invited Oral Presentation at the 112<sup>th</sup> ASM General Meeting. San Francisco, CA. June 17<sup>th</sup>, 2012

### **ABSTRACTS (\*UNDERGRADUATE STUDENTS)**

Casab, N, Carr S., Garcia P, Vermilyea A, Havig J, and M. McCormick “Enrichment Cultures from the Anoxic Depths of Fayetteville Green Lake, New York” NEMPET: Northeast Microbiologists: Physiology, Ecology and Taxonomy Meeting, Blue Mountain Lake, New York, June 23, 2023

\*Henderson, J. and Garcia PP “Searching for Stressors: Understanding the Metabolic Effects of Chemicals on  $\Delta sma0113/\Delta sma0114$  Mutants of *Sinorhizobium meliloti*” Poster presentation at the Vermont Biomedical Research Network Career Day, Burlington, VT. April 2023

\*Carpenter, J, \*Kittler, T and Garcia PP. “Don’t stop believin’: on the search for protein partners involved in *S. meliloti response* regulation” Poster presentation at the Vermont Biomedical Research Network Career Day, Burlington, VT. April 2023

\*Veljkovic, P, \*Hussak, S, \*Benedict N, and Garcia PP. “It’s a match! Searching for a protein partner for the response regulator of *Sinorhizobium meliloti*” Poster presentation at the Vermont Biomedical Research Network Career Day, Burlington, VT. April 2023.

\*Pisciotta, M., and Garcia PP “Determining the functionality of a two-component signal transduction in *Sinorhizobium meliloti* using the BACTH procedure” Poster presentation at the Vermont Biomedical Research Network Career Day, Burlington, VT. April 2023.

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January 17, 2025

Dear Faculty Fellow Committee:

I am writing to nominate myself, Dr. Brandon Stroup, for the Faculty Fellow Award in recognition of excellence in teaching and learning. I have made significant contributions through my advancement of comprehensive restorative justice curricula, my scholarship on transformative experiential criminal justice education, and my research on the educational and training needs of practitioners within the emerging occupation of restorative justice practice. My research, pedagogy, and curricular advancements have greatly benefitted our regional criminal and restorative justice communities.

Recognizing that entry-level restorative justice practitioners are frequently underprepared for their work upon hire, and that restorative justice-specific education has been nearly absent from undergraduate curriculums across the country, I have been on the frontlines of advancing restorative justice education. In 2017, I created the nation's first undergraduate restorative justice concentration within a criminal justice degree. This concentration emphasizes practice-based coursework that introduces students to restorative facilitation skills and practitioner-centered education. This resulted in a publication in *Contemporary Justice Review* on the use of restorative justice coursework as experiential, workforce-centered education for CJ students: Stroup, B. (2019) Conceptualizing and implementing a restorative justice concentration: Transforming the criminal justice curriculum. In 2022, I co-wrote a proposal for a standalone baccalaureate degree in restorative justice (**the first of its kind in the world**). This proposal for advanced, comprehensive restorative justice education received a \$500,000 state grant for the resources to develop an A.S. and B.S. in Restorative Justice. The creation of this program aligns with Vermont's restorative justice goals and the education and training needs of future restorative justice practitioners.

My research has focused on the career readiness of restorative justice practitioners. My most recent research demonstrated that 80% of restorative justice practitioners surveyed needed additional training in restorative theory and restorative practices before being able to begin their work. This study also demonstrated that 55% of organizations under study hired external consultants to train their staff in restorative justice practices within one year of the survey. This illustrates a significant implementation challenge for restorative justice – how do we ensure fidelity with the tenets of restorative justice, if restorative justice organizations themselves are unable to adequately train their restorative justice staff?

Given the expansion of restorative justice-related work and the limited formal educational opportunities to gain experience in restorative justice, my research has also sought understanding of restorative practitioners' educational and experiential backgrounds, the ways in which employers navigated educational and skill requirements for their new hires, and the types of education/training employers and practitioners perceive as the most beneficial for restorative practitioners. I co-wrote a paper, "Credential, Curricular, and Competency Priorities for Restorative Justice Practitioners: Perceptions of Practitioners and Employers" which provides new insights on restorative justice education and the emerging restorative practitioner workforce – topics unexplored in published research. This study not only examined employer perspectives of credentials and competencies when making hiring decisions for new restorative justice workers but also examined

restorative practitioners' perspectives on requisite education and the necessary competencies for new restorative justice workers. This study provides insight into the role of higher education as it relates to restorative justice implementation and has been revised and resubmitted with the Journal of Criminal Justice Studies (a special issue in restorative justice).

The implications of this research carry significance for the future of restorative justice practice, highlighting concerns regarding the potential of cooptation of restorative justice practice and challenges surrounding fidelity and staffing amidst significant skills gaps of employees and employers. Fundamentally, this research stresses the need for comprehensive education and training programs for restorative justice practitioners while emphasizing opportunities for undergraduate justice programs to meet these new workforce demands. This research also informed the curriculum for the new restorative justice degree, with the goal of meeting practitioner needs. Some examples of this coursework include *Circle Processes* and *Mediation and Conflict Resolution*. Our students at VTSU will benefit from the new restorative justice course offerings, as their education now aligns with employer and practitioner needs.

I worked with the Caledonia County District Attorney's office and the St. Johnsbury Community and Restorative Justice Center in 2022 to develop a new community justice program – "youth justice reparative panels." These reparative panels seek to divert youthful (18-21 years) nonviolent offenders from the CJ system using restorative processes and supported by VTSU interns – student interns are acting as lead and co-facilitators of these panels, as well as gaining valuable experience volunteering to serve on the panels themselves. Traditionally, reparative panels consist of facilitators and volunteers who do not reflect the youthful offenders in age or social class. The inclusion of VTSU students in the youth reparative panel process has created more inclusive and reflective representatives of the community and expanded the use of youth reparative panels in this region while simultaneously creating innovative experiential learning opportunities for our students here at VTSU.

In summary, my research on the emerging occupation of restorative facilitation work has provided opportunity for teaching innovations and program initiatives, as results have shed light on content areas suitable for curricular development that meet the needs of restorative justice practitioners. My research and curricular work provide students with the opportunity to experience the restorative paradigm in and outside of the university classroom.

Thank you kindly for your consideration.

Sincerely,  
Brandon Stroup  
Department of Social Sciences  
Vermont State University



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## **ITEM 3: Policy 111**

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|---|------------------------------------|------------------------|
| <b>Title</b><br><br><b>ACADEMIC DATA MANAGEMENT</b> | <b>Number</b><br>111               | <b>Page</b><br>1 of 10 |
|   | <b>Date</b><br><b>DRAFT 5-8-25</b> |                        |

### PURPOSE

The Vermont State Colleges (“VSC”) shall maintain a system of academic data management that allows comprehensive and timely access to data that inform institution and system planning, management and decision-making. The purpose of this policy is to maintain the integrity and effectiveness of the VSC's academic data system.

### STATEMENT OF POLICY

The VSC supports transparent, student-centered access to learning opportunities at all institutions. To do so, the VSC shall maintain a single course database, student records system and official transcript. Credits earned within the VSC are not considered transfer credits. Requirements related to graduation, class-level, enrollment status, course repeat and transfer shall be standardized. The VSC shall have a common grade scheme and common standards for academic and graduation honors. The VSC shall have standard definitions related to academic standing—~~probation~~ **academic notice** and dismissal.

To implement this policy, VSC institutions shall follow the procedures below. All academic catalogs and other related documents must reflect this policy and the procedures below. These procedures are subject to change and shall be reviewed annually.

### PROCEDURES

#### **1. Maintenance of single course database**

**A.** To maintain the single course database while allowing for the natural development and change of curriculum at each institution over time, on an annual basis the **VSC registrars** shall review those courses defined as equivalent for the purposes of **a transfer pathway** and when appropriate reassign a single course number, title, and single-sentence course description **following the VSC naming and numbering guiding principles enumerated**

**below.** Such system-level definitions shall not preclude individual institution elaboration of course descriptions and learning objectives in academic catalogs, syllabi, and other related documents.

**B. Prior to the adoption of a new course, VSC registrars shall similarly evaluate the new course for potential substantial equivalence, defined as having at least 70% of the course learning outcomes in common, with an existing course.** Reassignment of course numbers and titles shall follow the following guiding principles:

#### VSC Course Naming Guiding Principles

- a. Courses may not share titles. Courses with repeated or similar titles create confusion for students as they move between institutions. A CCV student who takes a 200 level course at CCV called Criminology would be justifiably confused about why they need to take another course called Criminology at VTSU. Additionally, that student would then have two transcribed courses called Criminology. Finally, similarly named courses beg the question of whether the learning in the two courses is sufficiently different to warrant awarding credit twice to a student who takes both courses. Note: this principle applies even if the course is offered by a different department and/or has a different subject designator.
- b. For the same reasons that courses may not share titles, courses should generally not share similar titles. For example, the titles “Poetry” and “Poetry I” would likely not be adequately differentiated to avoid confusion on the part of students.
- c. Courses that offer sequenced learning in the same category (such as Anatomy & Physiology I and II) should be titled with sequential numbers starting at one.
- d. Courses that serve as the only offering in that category (such as Organic Chemistry) should be titled as “Introduction to X” or simply “X” as appropriate. Note: In cases where one institution teaches the second level and another institution does not, this may result in an institution offering Subject I without having a Subject II offering to follow.
- e. In the event that one institution proposes a course with a title that already exists in the system, the existing course will retain its title and number, and the institution proposing the new course must designate a different title.
- f. When there is a question about the course level (1000, 2000, 3000, etc.) that is not resolved by the VSC Course Numbering Guiding Principles articulated below, the level should be set at the 1000 or 2000 level. This allows the course to potentially be part of a ~~Direct Admissions or other~~ 60 plus 60 credit **transfer** pathway for a student from CCV to VTSU. As CCV cannot teach courses above the 2000 level, any VTSU program that includes more than 60 credits at the 3000 level or above would not be a candidate for a 60 plus 60 credit pathway.

- g. In general, prerequisite courses should be at a lower level than the course requiring it as a prerequisite. This is particularly important with course sequences.

### VSC Course Numbering Guiding Principles

Designating course levels (ie, 1000, 2000, etc.) is important in maintaining integrity of the curriculum and providing the most transparent student experience. VSCS registrars shall use the following primary considerations when determining a course number for a proposed new course:

#### 1000-Level Courses

These are typically introductory courses having no university-level prerequisites, often presenting basic concepts and terminology. Students in such courses are expected to operate largely at the “knowledge” and “comprehension” levels, but should be provided opportunities to develop at the “application” and “analysis” levels.

#### 2000-Level Courses

Such courses are at an intermediate level of difficulty, and sometimes survey a subfield within a discipline. They often have a prerequisite at the 100-level. Students taking such courses should solidify their abilities at the knowledge and comprehension levels, and be provided ample opportunity to develop their application and analysis skills, and/or demonstrate synthesis within a focused scope as appropriate for a culminating experience in an associate degree program.

#### 3000-Level and 4000-Level Courses

Such courses are at an advanced-undergraduate level of difficulty, and are generally taken by majors, minors, and other students with a well-defined interest and demonstrated ability in a particular subject area. While continuing to develop proficiency at the lower cognitive levels, 3000-level courses are expected to provide students with the opportunity to operate at the “synthesis”, “evaluation”, and “creation” levels. Courses at the 4000-level operate mostly at the synthesis”, “evaluation”, and “creation” levels. They are often of a “seminar” nature, with the students taking significant responsibility for the course agenda. In particular, courses which provide students with the opportunity to perform directed research are usually at the 4000-level.

Supplemental Considerations for designating course levels shall include:

- i. Course levels an institution is authorized to teach (ie, CCV is not eligible to teach anything above a 2000-level course and therefore may not propose a 3000-level course)
- ii. Standards as determined by accreditors
- iii. Transparency to students
- iv. Ease of student pathway between VSCS institutions
- v. Standards and practices at other institutions
- vi. Class level alignment (ie, generally 1000-level courses are appropriate for first year students, 2000-level courses for sophomores, etc.)

## 2. **Transcripts**

Consistent with its single course database and its vision of student-friendly academic policies and procedures, for courses taken since and including summer 2002, the VSC shall have a single official transcript format with these characteristics:

- a. Credits earned within the VSC are not considered transfer credits.
- b. All VSC courses taken and grades received shall be listed.
- c. All VSC courses count in the determination of quality points and in the determination of cumulative Grade Point Average (“GPA”).
- d. The transcript shall clearly identify the institution where each course was taken, and the institution from which the transcript was issued.
- e. Institutions shall maintain institutional amelioration policies, whereby students may request to remove certain grades from their GPA calculation. In all cases, grades cannot be ameliorated if they've already been included in calculations for awarding a degree. Grade history shall be removed from cumulative totals only; no courses or grades shall be deleted from the transcript.
- f. For students attempting to ameliorate grades at a different VSC institution than the VSC institution at which the grades were awarded:
  - amelioration requires one semester and at least 6 credits of satisfactory academic progress (2.0 GPA or better) following the semester for which amelioration is requested.
  - amelioration is allowed only once in a student's career.
  - approval must be granted by the chief academic officer at the home institution in consultation with the chief academic officer at the other institution.

## 3. **Graduation requirements for undergraduate programs**

- a. Each institution shall determine which courses must be taken by its matriculated students to fulfill specific degree program requirements.
- b. For a bachelor's degree 30 credits, including substantial advanced work in the major or concentration must be taken at the institution conferring the degree. For an associate's degree, at least 15 credits must be taken at the institution conferring the degree; institutions may require more than 15 credits at their institution for an associate's degrees.
- c. Students must complete major program and earn a minimum 2.0 cumulative GPA.
- d. Students must complete all other graduation requirements, as detailed in institution catalogs.

**4. Class level**

The class level of a student is determined system-wide for standard two and four-year programs as follows:

|             |  |
|-------------|--|
| First Year: | 0-29.9 credits   |
| Sophomore:  | 30-59.9 (all students in all two-year programs remain at sophomore level after 60 credits) |
| Junior:     | 60-89.9  |
| Senior:     | 90 and above   |

**5. Course Repeat**

Students may repeat a course once without permission. For repeated courses the initial grade remains on record and does not count towards GPA. Only the most recent grade and credits count for GPA.

**6. Transfer Credits**

- Courses taken outside of the VSC must have grades of C- or better to be accepted.
- In a sequence of inter-related courses, if the first course is passed with a grade below C-, but the second grade is C- or higher, both courses shall be accepted.
- For transfer students who hold a two-year degree, credits applied to that degree shall be accepted as transfer credit.

*Note:* See also VSC Policy 108: Transfer of Credit.

**7. Full-time/Part-time and Overload Status**

Full-time, part-time and overload status per semester are defined as follows:

**Undergraduate**

|                      |                 |
|----------------------|-----------------|
| Less than half-time: | 0-5.9 credits   |
| Half-time:           | 6-8.9 credits   |
| 3/4 time:            | 9-11.9 credits  |
| Full-time:           | 12-18 credits   |
| Overload for CCV:    | over 18 credits |
| Overload for VTSU:   | over 19 credits |

**Graduate**

|            |                   |
|------------|-------------------|
| Half-time: | 3-5.9 credits     |
| Full-time: | 6 or more credits |

**7. Grade scheme**

The VSC shall have a common grade scheme and quality points at the undergraduate and graduate levels for all institutions (see below).

**8. Good standing**

Defined as 2.0 GPA, except 1.75 GPA for students with fewer than 30 earned or GPA credits, whichever is higher.

**9. ~~Probation~~ Academic notice**

- a. ~~Probationary status~~ Academic notice takes effect when cumulative GPA falls below “good standing” level.
- b. A student already on ~~probation~~ academic notice whose cumulative GPA remains below “good standing” level is subject to dismissal.
- c. Students subject to academic dismissal or who leave an institution while on ~~probation~~ academic notice shall remain on ~~probation~~ academic notice upon their return.

**10. Dismissal**

- a. The following requirements apply to students dismissed from one VSC institution with respect to enrollment at another VSC institution (all are subject to institutional exception/waiver):
  - generally, students dismissed from one VSC institution for academic reasons, if admitted, may take courses at another VSC institution.
  - students must reapply to the VSC institution from which they've been dismissed if they wish to re-enroll.
  - institutions shall maintain all other/ current processes related to dismissal.
- b. Students may be dismissed for disciplinary reasons.

**11. Auditing**

- a. The choice to audit a course must be made prior to the end of the Add/Drop period.
- b. An audited course does not count toward a student's credit load.

**12. Academic honors**

Honors apply to full-time, matriculated undergraduate students with no incomplete or failing grades. Criteria are:

- a. GPA of 3.5-3.9: Dean's List
- b. GPA of 4.0: President's List

Semester honors are based on 12 or more letter graded credits per semester, with the exception that full-time nursing students are eligible for semester honors. Honors shall not be awarded if an incomplete is outstanding when grades are formally reported for the term or if grades are changed.

Part-time students may be eligible to receive semester honors, in accordance with individual institution policy.

### 13. Graduation honors

Effective for the graduating classes of spring 2006, criteria for graduation honors are:

- a. Of total credits required for graduation, at least 30 graded credits for a two-year degree and 60 graded credits for a four-year degree must be earned at the VSC.
- b. Graduation honors for two and four-year programs require final, cumulative GPA as follows:
 

|                  |         |
|------------------|---------|
| Cum laude:       | 3.5-3.6 |
| Magna cum laude: | 3.7-3.8 |
| Summa cum laude: | 3.9-4.0 |
- c. Graduation honors for certificate programs require final, cumulative GPA as follows:
 

|              |              |
|--------------|--------------|
| Honors:      | 3.0-3.49     |
| High Honors: | 3.5 or above |

*Note:* credits earned before 2002 are not used in this calculation.
- d. Students in the final two years of a “2+2” degree program may petition to receive graduation honors provided they have earned a minimum of 30 graded credits at the VSC.

### 14. Transcript charge

Institutions may charge for transcripts and shall have uniform policies for transcript, grade, and diploma holds.

### 15. VSC undergraduate grading scheme

| <i>Grade</i> | <i>Point Value</i> | <i>Credit Earned</i> | <i>P/NP Equivalent</i> |
|--------------|--------------------|----------------------|------------------------|
| A+           | 4.00               | Y                    | P                      |
| <b>A</b>     | <b>4.00</b>        | Y                    | P                      |
| A-           | 3.70               | Y                    | P                      |
| B+           | 3.30               | Y                    | P                      |
| <b>B</b>     | <b>3.00</b>        | Y                    | P                      |
| B-           | 2.70               | Y                    | P                      |
| C+           | 2.30               | Y                    | P                      |
| <b>C</b>     | <b>2.00</b>        | Y                    | P                      |



|          |             |   |    |
|----------|-------------|---|----|
| C-       | 1.70        | Y | P  |
| D+       | 1.30        | Y | P  |
| <b>D</b> | <b>1.00</b> | Y | P  |
| D-       | 0.70        | Y | P  |
| <b>F</b> | <b>0.00</b> | N | NP |

**16. VSC transcript notations for undergraduate student work receiving other than letter grades**

| <i>Grade</i>  | <i>Legend</i>                                  | <i>Point Value</i> | <i>Credit Earned</i> |
|---------------|--|--------------------|----------------------|
| P             | Pass   | 0.00               | Y                    |
| NP            | No Pass  | 0.00               | N                    |
| AU            | Audit  | 0.00               | N                    |
| TR            | Transfer Credit                                | 0.00               | Y                    |
| CR            | Credit Granted<br>(non-course work)            | 0.00               | Y                    |
| I             | Incomplete                                     | 0.00               | N                    |
| <del>NG</del> | <del>No grade has yet<br/>been submitted</del> | <del>0.00</del>    | <del>N</del>         |
| W             | Withdrawn                                      | 0.00               | N                    |

**17. Miscellaneous Undergraduate Grading Provisions**

1. Comments on Midterm Grade Reports:

Instructors shall be able to add comments to grades at midterm that will be printed on the grade report. Comments must be selected from one or more "notes" that have been set up in the system such as "please see instructor", "student never attended", "student missed midterm exam", or "poor attendance". Additions to the notes may be made upon request by a institution registrar, on an ongoing basis, provided that the notes apply to situations that are encountered by a significant number of instructors at various VSC institutions as determined by the VSC registrars.

2. The Effects of Dropping or Withdrawing From a Course on Grading:

The standard VSC add/ drop period is 2 weeks. If a student drops or withdraws from a course:

- during the Add/Drop period, the course is not listed on the student's transcript.

- after the Add/Drop period and up until 60% of the course is completed, the course is listed with a grade of W (there is always an ability to award a W at any point in the semester).
- after the ninth week of classes, the student receives the earned grade determined at the end of the semester unless a special course withdrawal is granted with approval of the Academic Dean. A special course withdrawal from a course taken outside the home institution can be approved only by the Academic Dean of the institution offering the course, following consultation with the Academic Dean of the home institution.

3. Incomplete Grades (I):

Grades of “Incomplete” automatically revert to an F at the end of the 7<sup>th</sup> week of the semester immediately following award of the I, unless otherwise determined by the instructor. Instructors have the option of assigning a default grade other than F. Courses carried through an I to the following semester do not count toward the student’s credit load for tuition billing purposes or for additional credit toward graduation.

4. Credit Granted (CR) for Non-Course Work:

Students who are granted credit on the basis of College Level Examination Program (“CLEP”) examinations, military credit, lifetime experience portfolios, AP courses or other similar circumstances (as determined by the institution where the student is matriculated) shall receive a CR in the grade field. CR distinguishes the credit from TR, which is used for credits that are transferred in from another college or university.

Students who demonstrate success in meeting the learning objectives of an existing course at an institution via a “Course Challenge” or “Challenge by Exam” (as determined by the institution where the student is matriculated) shall have the course recorded as institutional credit with a CR in the grade field.

~~5. Not Graded (NG):~~

~~Where a student’s grade is submitted after the deadline for grades, or where the instructor is permitting a student to continue the course into the next semester (such as with a thesis), a student shall receive an NG for the course until such time as the final grade is submitted.~~

~~Coursework carried into a second semester with a grade of NG does not count towards a student’s credit load for tuition billing purposes or for additional credit toward graduation in the second semester.~~

**18. VSC Graduate Grading Scheme**

| <i>Grade</i> | <i>Point Value</i> | <i>Credit Earned</i> | <i>P/NP Equivalent</i> |
|--------------|--------------------|----------------------|------------------------|
| <b>A</b>     | <b>4.00</b>        | Y                    | P                      |
| A-           | 3.70               | Y                    | P                      |
| B+           | 3.30               | Y                    | P                      |
| <b>B</b>     | <b>3.00</b>        | Y                    | P                      |
| B-           | 2.70               | Y                    | P                      |
| <b>C+</b>    | <b>2.30</b>        | Y                    | NP                     |
| <b>F</b>     | <b>0.00</b>        | N                    | NP                     |

Signed by:

Dr. Elizabeth K. Mauch, Chancellor

| Date     | Version | Revision   | Approved By            |
|----------|---------|--|------------------------|
| 10/29/02 | 1.0     | Adopted  | VSCS Board of Trustees |
| 12/12/03 | 2.0     | Revised  | VSCS Board of Trustees |
| 6/11/04  | 3.0     | Revised  | VSCS Board of Trustees |
| 4/24/08  | 4.0     | Revised  | VSCS Board of Trustees |
| 5/26/16  | 5.0     | Revised  | VSCS Board of Trustees |
| 6/21/18  | 6.0     | Revised  | VSCS Board of Trustees |
| 6/12/23  | 7.0     | Revised due to system transformation   | VSCS Board of Trustees |
|          | 8.0     | Updated to clarify procedures for determining course equivalence and change in academic standing language. |                        |



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## **ITEM 4: Policy 108**

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|   |                        |                       |
|---|------------------------|-----------------------|
| <b>Title</b><br><br><b>TRANSFER OF CREDIT</b> | <b>Number</b><br>108   | <b>Page</b><br>1 of 2 |
|   | <b>Date</b><br>4/24/25 |                       |

### PURPOSE

To facilitate students' continuation of their postsecondary education, the VSC has established this policy to clarify the nature of credits within the VSC and for the transfer of credit from colleges outside the VSC.

### STATEMENT OF POLICY

Consistent with its single course database, the VSC will have a single official transcript format. Credits earned within the VSC are not considered transfer credits across VSC institutions. Application fees required by any VSC institution are waived for any student who has matriculated at one of the other VSC institutions, or who has successfully earned 12 or more credits within the VSC.

The VSC requires students seeking to transfer into a VSC institution to provide an official transcript from the college(s) previously attended. Each VSC institution includes its transfer policy in the college catalog and identifies student responsibilities related to transfer.

Normally, VSC institutions will grant credit for courses previously taken under the following conditions:

1. Course work is considered to be college-level; in general, courses designated as developmental, pre-college or remedial are not accepted for credit.
2. Course work is completed with the equivalent grade of C- or better.
3. In a sequence of inter-related courses, if the first course is passed with a grade below C-, but the second grade is C- or higher, both courses will be accepted. Colleges reserve the right to determine whether or not courses are sequential for the purpose of this condition.
4. For transfer students who hold a two-year degree, credits applied to that degree will be accepted as transfer credit.
5. Course work is completed at an institution accredited by a regional accreditation association or the U.S. Department of Education and the Council for Higher Education Accreditation.

6. Where all VSC institutions have determined common transfer equivalencies for specific prior coursework, such as credits earned through successful completion of AP and CLEP exams, such credit will be accepted as a direct equivalent to the shared VSC course.
7. The receiving institution determines the extent to which transferred credits fulfill specific major or program requirements.

In addition, VSC institutions grant credit for college-level learning acquired through experience and transcribed through the VSC's ~~Assessment of Prior Learning~~ Prior Learning Assessment program or acquired on the job and formally assessed through the VSC's ETES program.

Signed by:

\_\_\_\_\_  
Dr. Elizabeth K. Mauch, Chancellor

| Date    | Version | Revision   | Approved By            |
|---------|---------|--|------------------------|
| 4/25/02 | 1.0     | Adopted  | VSCS Board of Trustees |
| 6/4/09  | 2.0     | Revised  | VSCS Board of Trustees |
| 6/12/23 | 3.0     | Revised due to system transformation   | VSCS Board of Trustees |
|         | 4.0     | Updated language and revised to include common transfer equivalencies for shared VSC courses |                        |

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## **ITEM 5: Policy 102 and Program Proposal Template**

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## Manual of Policy and Procedures

| Title | Number            | Page   |
|-------|-------------------|--------|
|       | 102               | 1 of X |
|       | Date<br>4/24/2025 |        |

### PURPOSE

The overall purpose of the policy is to support the mission of the VSC: for the benefit of Vermont, to provide affordable, high quality, student-centered and accessible education, fully integrating professional, liberal, and career study consistent with student aspirations and local, state, regional, national, and global needs. In addition, the policy:

1. links the development of new programs directly to institutional and system priorities and strategic planning,
2. encourages early program planning collaboration across VSC ~~colleges~~ institutions,
3. requires proposed new programs to identify student learning outcomes and begin to plan for their assessment,
4. maintains flexibility for colleges to respond to market demands, and
5. streamlines and accelerates the program approval process.

The VSC supports the development of new academic programs that meet the changing educational needs of students and the State. This policy affects proposals for new degrees and new majors, ~~and new fully-online, distance-delivery, or low-residency programs.~~

### CRITERIA FOR REVIEW

At a minimum, a new academic program will:

1. align with and support the mission of the VSC and the ~~college~~ institution,
2. support institutional and system strategic planning directions,
3. assist in meeting State needs and/ or serve a new student market,
4. provide a clear and viable career path for program completers, and
5. strengthen the fiscal stability/ health of the ~~college~~ institution.
6. Demonstrate the ability to be offered in multiple modalities (e.g., online, in-person, hybrid) to meet the accessibility and flexibility needs of students.
7. Complement, extend, and/or diversify the educational offerings of the VSC.

~~In addition, a new academic program will complement, extend and/ or diversify the educational offerings of the VSC, as well as contribute to the fiscal stability of the system.~~

## PROPOSAL AND REVIEW PROCESS

### **Step 1: Preliminary Review**

- ~~The President of the college initiating the program idea sends an electronic message to the Council of Presidents.~~
- ~~The message provides a brief summary of the program planning idea, an initial assessment based on the Policy 102 Step 1 Rubric, and an invitation to collaborate across colleges.~~
- ~~The message also provides an opportunity for other VSC presidents and/or the Chancellor's Office to voice reservations or endorse the program idea.~~
- ~~The Chancellor, in collaboration with the presidents, will use the Policy 102 Step 1 Rubric to determine whether or not the proposal is endorsed for further development.~~
- Before proceeding with a full proposal, institutions are encouraged to pilot the concept as a concentration, certificate, or minor. This approach allows testing of market demand, viability, and alignment with state and regional needs before a larger commitment is made.
- At the time that a full proposal is deemed appropriate, the President of the institution initiating the program idea requests that the program idea is added to the agenda of the Chancellor's Cabinet.
- If the Chancellor's Cabinet agrees that further pursuit is warranted, then the Chancellor's Cabinet requests that the President provides an Initial Program Proposal following the Policy 102: New Program Proposal Template.

### **Step 2: Proposal Development**

- ~~Proposals for the delivery of existing degree programs via new online, low-residency, or telepresence models, if approved by the Chancellor, will be presented to EPSL in a summary update by the President.~~
- ~~For all other new program proposals, the President will inform the Board via electronic message or informational update with the anticipated submission date of the completed New Program Proposal (see attached template) to the EPSL Committee for review.~~
- Initial Submission: Institutions submit a preliminary proposal to the Chancellor's Cabinet for review. This proposal should include:
  - Program Description
  - Preliminary Data on Market Demand
  - Required Modalities: Programs must be prepared to be offered in all relevant modalities (e.g., online, in-person, hybrid) to ensure accessibility and flexibility for all students.
  - Expected Outcomes
  - Budget Considerations (initial draft)
  - Consultation with Subject Matter Experts: Institutions must involve relevant subject matter experts during program development. This may include faculty, external industry professionals, or other experts with specialized knowledge pertinent to the proposed program.

- Iterative Feedback Process: The Chancellor's Cabinet provides feedback and may request additional data or revisions before moving forward. The final proposal should continue to be refined based on feedback from the Chancellor's Cabinet before being formally submitted to EPSL.
- Submission to EPSL: Once the Chancellor's Cabinet approves the proposal, it is submitted to EPSL for review and recommendation to the Board of Trustees.

### Step 3: Proposal Review

- The President submits a New Program Proposal to EPSL for review and recommendation to the Board of Trustees.
- EPSL may identify specific issues/questions for the college to address in a proposal revision before considering whether to recommend the proposal for approval by the Board.
- If forwarded by EPSL, the full Board of Trustees reviews the New Program Proposal and makes a final decision about whether or not to approve the new program.

Signed by:

\_\_\_\_\_  
Dr. Elizabeth K. Mauch, Chancellor

| Date       | Version | Revision                          | Approved By            |
|------------|---------|-----------------------------------|------------------------|
| 10/25/2001 | 1.0     | Adopted                           | VSCS Board of Trustees |
| 4/17/03    | 2.0     | Revised for Uniform Guidance      | VSCS Board of Trustees |
| 4/28/11    | 3.0     | Revised for Uniform Guidance      | VSCS Board of Trustees |
| 7/21/16    | 4.0     | Revised for Uniform Guidance      | VSCS Board of Trustees |
| 6/20/19    | 5.0     | Revised for Uniform Guidance      | VSCS Board of Trustees |
|            | 6.0     | Revised for system transformation |                        |

**VERMONT STATE COLLEGES  
POLICY 102 NEW PROGRAM PROPOSAL TEMPLATE**

**DRAFT REVISION APRIL 24, 2025**

**INITIAL PROPOSAL: Summary Information**

1. Institution:
2. Title and brief (1-paragraph) description of new program:
3. What modalities are required to ensure accessibility and flexibility for all students (e.g. online, in-person, hybrid, low-residency)?
4. Expected outcomes:  
*Note specific student, educational and/ or employment need(s) to be addressed, and, if appropriate, indicate specific benefits to the State of Vermont.*
5. Preliminary data on market demand, market competition, and impact on existing program enrollments:  
*Briefly summarize information obtained from external or internal sources including admissions and enrollment data, professional organizations, feedback from corporate partners, or market research.*
6. Initial budget estimates:  
*Note assumptions about starting enrollments and any initial expenses or one-time revenues.*

Projected expenses for the proposed program:

|   | Year One | Year Two | Year Three |
|---|----------|----------|------------|
| Faculty/Instruction                                 |          |          |            |
| Administration/Other Staff                          |          |          |            |
| Facilities/Equipment                                |          |          |            |
| Library/Other Materials                             |          |          |            |
| Other Costs (e.g. accreditation/licensure expenses) |          |          |            |
| <b>TOTAL COSTS:</b>                                 |          |          |            |

Projected revenues for the proposed program:

|   | Year One | Year Two | Year Three |
|---|----------|----------|------------|
| Tuition   |          |          |            |
| Institutional investment                        |          |          |            |
| Other Sources (grants, specific appropriations) |          |          |            |

|                        |  |  |  |
|------------------------|--|--|--|
| <b>TOTAL REVENUES:</b> |  |  |  |
|------------------------|--|--|--|

7. Consultation with subject matter experts:

*Identify relevant subject matter experts involved during program development. This may include faculty, external industry professionals, or other experts with specialized knowledge pertinent to the proposed program.*

**FINAL PROPOSAL:**

**Include Summary Information and Detailed Program Description**

1. Specific program objectives, including career and learning outcomes for students:
2. How will the program integrate professional, liberal and career study?
3. What peer programs or model curricula served as a basis for the proposal?
4. How will the program assess its effectiveness in achieving student learning outcomes?
5. How does the program incorporate current standards and/or emerging directions in the field, and what will the program require to maintain licensure, certification, or accreditation standards with external entities, if any?
6. Program outline:

| Course Name & Number | Credits | New or Existing Course? |
|----------------------|---------|-------------------------|
|                      |         |                         |
|                      |         |                         |
|                      |         |                         |
|                      |         |                         |
|                      |         |                         |
|                      |         |                         |
|                      |         |                         |

7. TOTAL CREDITS in proposed program: \_\_\_\_\_
8. TOTAL GENERAL EDUCATION CREDITS beyond those in the program: \_\_\_\_\_
9. TOTAL CREDITS for the degree: \_\_\_\_\_

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## **ITEM 6: Policy 313**

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## POLICY STATEMENT

It is the policy of the Vermont State Colleges (VSC) that no member of the VSC community may participate or be involved in hazing. A student or employee will be subject to disciplinary action for: (1) engaging in hazing; (2) soliciting, directing, aiding or abetting, or attempting to aid or abet another person engaged in hazing; and (3) knowingly failing to take reasonable measures within the scope of the person's authority to prevent hazing. It is not a valid defense against charges of hazing that the student against whom the hazing was directed consented to or acquiesced in the hazing activity.

## II. DEFINITION

"Hazing" means any act committed by a person, whether individually or in concert with others, against a student in connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the Vermont State Colleges or any member ~~College~~Institution thereof; and which is intended to

have the effect of, or should reasonably be expected to have the effect of, humiliating, intimidating or demeaning the student or endangering the mental or physical health of a student. Hazing also includes soliciting, directing, aiding, or otherwise participating actively or passively in the above acts. Hazing occurs regardless of the consent or willingness of a person to participate in the activity. Hazing may occur on or off the campus of a member ~~College~~Institution of the Vermont State Colleges. Hazing shall not include

any activity or conduct that furthers legitimate curricular, extracurricular, or military training program goals, provided that:



- (1) the goals are approved by the member College Institution; and
- (2) the activity or conduct furthers the goals in a manner that is appropriate, contemplated by the member College Institution, and normal and customary for similar programs at other educational institutions.

## Page 2

“Organization” means an athletic team, association, corporation, order, society, corps, cooperative, club, or other similar group, whose members primarily are students at a member College Institution, and which is affiliated with the College Institution.

“Pledging” means any action or activity related to becoming a member of an organization.

“Student” means any person who:

(A) is registered in or in attendance at a member College Institution;

(B) has been accepted for admission at a member College Institution where the hazing incident

occurs; or

(C) intends to attend a member College Institution during any of its regular sessions after an official academic break.

### III. INTERPRETATION OF POLICY

This policy is to be interpreted consistent with Vermont and Federal laws.

### IV. REPORTS OF HAZING; ADMINISTRATIVE RESPONSE; SANCTIONS

(1) Reports of Hazing. Member College Institution employees are required to report possible

hazing incidents in a prompt and effective manner. Students and other members of the VSC community are strongly encouraged to report possible hazing incidents. All reports of hazing should first be directed to the member ~~College~~Institution's Dean of Students (hereinafter "Dean"), or ~~his or her~~their equivalent, or, in the absence of the Dean, to the public safety or security office. Where the public safety or security office is notified in the absence of the Dean, the office shall notify the Dean at its earliest convenience. An investigation pursuant to the applicable Code of Conduct, or applicable employee agreement, handbook or policy if employee related, shall be initiated immediately and, if the report is substantiated, the Dean shall take necessary steps to stop the hazing. If the Dean or the public safety or security office believes a crime may have been or is about to be committed, and such reporting is consistent with state and federal law regarding confidentiality of student information, a report also shall be made to state or local law enforcement agencies.

(2) Administrative Response. If after completion of the investigation the Dean concludes a violation of this policy has occurred, the student, ~~or employee,~~ or organization ~~e~~ discipline process, as the case may be, shall be initiated.

(3) Sanctions. Students may face discipline up to and including expulsion for hazing. Employees may face discipline up to and including dismissal for hazing.

Organizations found to have knowingly permitted, authorized, or condoned hazing may face sanctions up to and including suspension or revocation.

#### V. Hazing Prevention and Awareness Programs

(1) Programs which include research-informed campus-wide prevention and primary prevention strategies shall be delivered by the member Institution

(2) Programs which include the Hazing Policy shall be delivered by the member Institution.

#### VI. DISTRIBUTION OF POLICY SUMMARY

A summary of this policy shall be placed in the Student Handbook of each member ~~College~~Institution that is distributed to students.

Legal Authority: 16 V.S.A. §~~2182(b)~~178(b); and 20 U.S.C. 1092(f)

Legal References: 16 V.S.A. §11(a)(30) ~~(Definition)~~; and 20 U.S.C. 1092(f)

~~16 V.S.A. §140a-140d~~ (Civil and Criminal Penalties) 16 V.S.A. § 570k and 570l

Cross References: Collective Bargaining Agreements

Date Adopted by Trustees: ~~6/1/06~~

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## **ITEM 7: Innovation Fund Update**

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# VSC Education, Personnel & Student Life Committee

May 12, 2025



# VSCS Innovation Fund Group

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- Ernesto Fernandez, VTSU Director of Development
- Wilson Garland, VSC Chief Information Officer (currently inactive)
- Jennifer Garrett-Ostermiller, VTSU Director of the Center for Teaching and Learning Innovation
- Aimee Stephenson, CCV Director of Resource Development
- Heather Weinstein, CCV Dean of Strategic Initiatives and Student Affairs

# Chancellor's Innovation Fund Goals

|           |  |
|-----------|--|
| Foster    | Foster systemness  |
| Promote   | Promote shared purpose   |
| Advance   | Advance strategic priorities   |
| Encourage | Encourage cross-campus/cross-institutional & shared services collaboration |
| Support   | Support interdepartmental teamwork   |
| Engage    | Engage broad stakeholder groups  |
| Drive     | Drive mission-aligned innovation   |

# Proposal Scoring Committee

Ernesto Fernandez, VTSU Director of Institutional Advancement

Jen Garrett-Ostermiller, VTSU Director of the Center for Teaching & Learning Innovation (CTLI)

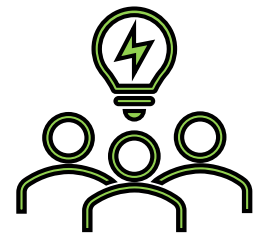
Aimee Stephenson, CCV Director of Resource Development

Heather Weinstein, CCV Dean of Strategic Initiatives and Student Affairs

Fern Fryer, CCV Faculty, Academic Council Member

Meaghan Meacham, VTSU Faculty Assembly Moderator

Wilson Garland, VSC Chief Information Officer (round 1 scoring)





# Selection Criteria



## Innovative & Creative

Implementation of new ideas, projects, or methods

Transformative changes to existing curricula, methods, systems or processes

Integration of cross-institutional and/or interdisciplinary approaches to tackle complex challenges



## Strategic

Aligns with VSCS Strategic Priorities  
Advances the VSCS Mission



## Collaborative

Involves multiple departments, campuses/academic centers

Cross-institutional (including Shared Services)



## Sustainable

High likelihood of long-term success & impact



## Measurable Outcomes

Well defined objectives  
Demonstrable impact

# Year 1 Innovation Fund Projects



Fifteen (15) proposals



Five Selected projects

# Making a Difference & Making a Living Conference



## Opportunity

Addresses Vermont's declining student enrollment and offers the VSCS a chance to reframe higher education as an accessible path to personal growth, economic mobility, and community impact.



## Project Leads

Jessica Duncan (VTSU), Bo McDougall (VTSU), Employer and Community Engagement (VTSU), Chrispin White (Community Business Partner), Larry Courcelle (Castleton Alumni Board of Directors)



## Innovation

TED Talk-style hybrid conference highlighting the value of higher education through alumni and workforce leader stories, offering broad access for students, faculty, alumni, employers, and community members to hear firsthand how degrees drive impact and opportunity.



## Stakeholders

Students; Educators; Staff; Alumni; Employers; VT community, including high school students and prospective students



## Anticipated Impact

Inspire and connect students stakeholders across Vermont, demonstrating the value of a VSCS degree through increased engagement, strengthened community and workforce partnerships, and scalable, sustainable innovation

# Supports for Multilingual Learners



## Opportunity

This project creates an opportunity to address the unique needs of New American, multilingual students by ensuring CCV's curriculum and pathways are accessible and inclusive.



## Project Leads

This work will be primarily led and overseen by Arzu Gul, with support from members of the Multilingual Learner Working Group as needed.



## Innovation

Funding through the Chancellor's Innovation Fund aims to increase support of multilingual students through curriculum enhancement, faculty professional development, and cross-cultural activities.



## Stakeholders

Multilingual learners at CCV, as well as faculty and community partners.



## Anticipated Impact

More multilingual students successfully completing CCV programs and continuing their education through transfer pathways to VTSU and other colleges/universities.

# Opportunities for Undergraduate Research and Graduate Professional Study (*OUR GPS*)



## Opportunity

OUR GPS is providing an institutional structure for faculty/student paid research, hybrid mentoring for graduate school counseling, and resources and training for staff on graduate and professional school opportunities.



## Project Leads

Dr. Britt Green & Dr. Debbie Warnock  
(Directors of the McNair Scholars Program)



## Innovation

OUR GPS provides both an innovation in institutionalizing support for graduate school preparation and research and also provides an intervention via faculty and staff mentoring which has demonstrated benefits in retention.



## Stakeholders

Students, faculty, and staff will benefit on all campuses, including CCV campuses.



## Anticipated Impact

This project contributes to brand and university reputation by investing in a culture of research at VTSU, and provides paid high impact opportunities for students, paid incentives for faculty, and resources for staff that will contribute to student success, recruitment, and retention.

# VSCS Open Educational Resources Initiative



## Opportunity

The OER Initiative is an opportunity for faculty to find high quality, free pedagogical resources that will ultimately replace resources that cost students money.



## Project Leads

Five committee members, with six Science and Allied Health faculty members participating.



## Innovation

This project offers faculty a stipend to compensate for the time and effort required to adopt and adapt free and open resources for a course.



## Stakeholders

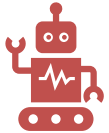
Students, Faculty, Library Services



## Anticipated Impact

No-cost textbooks for associated classes, improved student readiness from day one, and greater faculty awareness of how cost savings support student success and reduce stress.

# AI Readiness and Performance Tracking



## Opportunity

AI upskilling – tools, resources, ethical usage, etc.

Tracking training engagement



## Project Leads

Sarah Chambers and Matt Corriere (sponsor Wilson)

Core Team of CCV and VTSU stakeholders



## Innovation

AI (micro)-credentialing pathway that utilizes developed and existing training options.



## Stakeholders

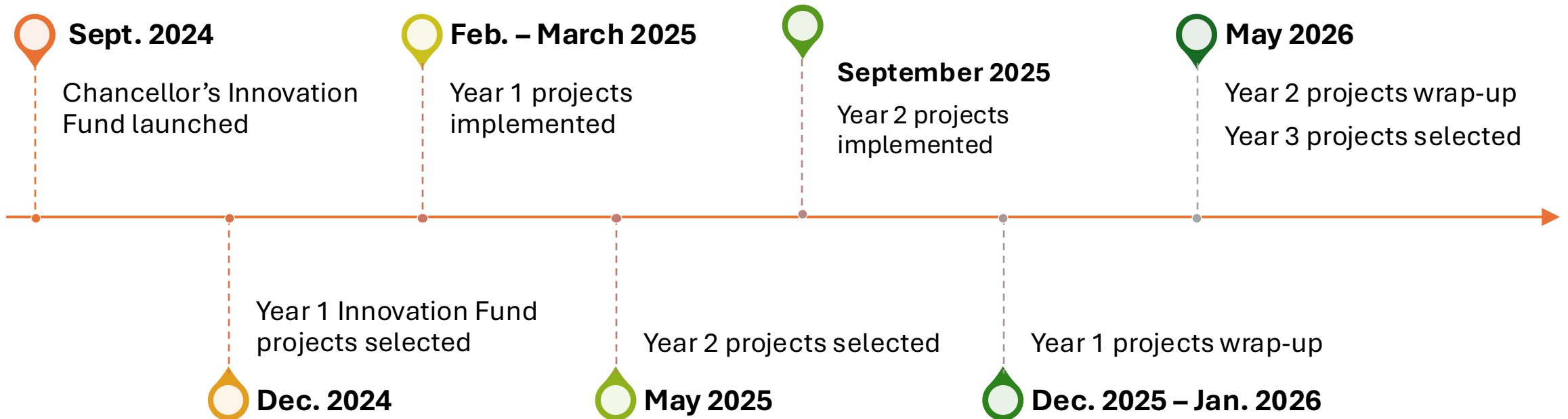
VTSU & CCV Faculty, Staff, and Students



## Anticipated Impact

Improve AI-related skills and knowledge for end users.

# Timeline





# Questions

