



FACULTY SENATE

Approved Minutes  
April 11, 2016

**Called to order** 4:01 p.m.

**Senators in Attendance:** 54

**Absent:** Senators Pinder (CEMS), Perry (Extension), Weinstein (Family Medicine), Ross (FPPC), Rayback (Geography), (Leadership & Developmental Science), Teuscher (Medicine), Solomon (Neuroscience), Feldman (Political Science), Naylor (Psychiatry), Chittenden (SAC), Witkin (Social Work), Adams (Surgery), Sprague (Surgery) Carney (Vice President)

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1. Approval of the Minutes.

**Motion:** To approve the minutes of March 14, 2016 as written.

**Vote:** The minutes were approved as written with a hand vote due to technical difficulties.

2. Resolution in Memoriam- Francis Bliss

Francis Royster Bliss died on March 16, 2016, at the age of 96 ½, four years after his dear wife Franny. He came to UVM in 1966 from Case Western Reserve, where he had been Chair of the Classics Department. Until his retirement from UVM in 1979 as Professor, he taught all levels of Greek and Latin as well as courses in literature in translation and ancient history. His research ranged in the literary and material remains of ancient Mediterranean culture. He published important articles on Homer, late fifth-century Athenian literature, and Latin literature of the Augustan period and early Empire.

Professor Bliss graduated with a B.A degree from Bowdoin, began graduate work at Yale, and after service in the armed forces in WWII earned his Ph. D degree at the University of North Carolina in 1951. He participated loyally in the Classical Association of New England (CANE), which bestowed upon him its Barlow-Beach Distinguished Service Award. At the annual meeting of CANE, his presentations on the pronunciation and recitation of Latin and Greek poetry were famous, at one of which he sang from memory an entire ode of Pindar. He was an enthusiastic tenor in the UVM Choral Union and in the 1977/78 season of the Royall Tyler Theater acted a principal role in a production of *La Malade Imaginaire* in French, directed by Tom Geno of the Department of Romance languages.

From Barbara Rintala, sometime administrative Co-coordinator, Department of Classics, UVM, came on March 25 this accolade for the marvelous Professor Bliss.

“One of my favorite memories of Francis has always been the day he burst into my office rhapsodizing over an extensive article on manure that he’d just discovered in Pauly-Wissowa! (Editor’s note: 13 and ½ feet of German tomes on Classical Antiquity.) Only Francis...! Hence the attached silliness, which I wrote for his retirement from UVM. Please excuse my temerity in sending it.”

*A Fond Farewell Wish for Francis*

At peace in New Vineyard, no rover,  
May he study and farm in clover—  
A classicist pure  
Who’s researched manure  
In the pages of Pauly-Wissowa”

In retirement at his farm in New Vineyard, Maine, Francis did indeed keep active with organic gardening and preparing for the long winters. He is survived by three children, David, Deborah, and Margaret. Plans for a memorial service are yet in the making.

### 3. Faculty Senate President’s Remarks- Cathy Paris

A. President Paris asked that when addressing the Faculty Senate, you state your name and department. It is useful in the minutes and is a good way to get to know one another.

B. Educational Stewardship Committee

A description of the Educational Stewardship Committee’s mission and contact link has been placed on the Faculty Senate webpage, under Committees on the menu bar, left hand side of page.

C. Expanded Course Section Descriptions

Effective with courses offered for the Fall of 2015, and in order to allow students to make more informed choices on course selection, all faculty members are expected to develop and post ESDs for courses that they will be teaching. Such ESDs may provide a more in depth description of courses than that listed in the University Catalog. They should be available no less than two (2) weeks prior to the start of the advising period. This provision shall also apply for courses taught for supplemental or additional compensation.

CAS is working in concert with Educational and Research Technologies Committee on a how-to guide for faculty; a final version will be developed for use in the Fall. Meanwhile, anyone interested in the draft or who has input can contact David Feurzeig, chair of ERTC.

D. Schedule Change for next academic year

In order to promote efficient flow of business from Senate Exec to the full Senate, in the next academic year, Executive Council meetings will be held on the second Mondays of

the month and Faculty Senate meetings will take place on the fourth Mondays. Faculty Senate meeting will continue to be held in 338 Waterman.

- E. President Paris thanked Nikisha Patel, Ph.D. student in the Plant Biology department and grad student representative to the Board of Trustees Budget, Finance and Investment Committee, for her assistance at this afternoon's meeting.

#### 4. First-year experience- Provost Rosowsky, Brian Reed, Annie Stevens

##### A. Committee Charge

- a. Assess First Year Experience
  - Review data
  - Review past recommendations
  - Benchmark past practices
- b. Engage Campus Leadership
- c. Recommend and Implement Changes

- B. Compared to peer and aspirant institutions, The University of Vermont has room for improvement with retention.

#### BENCHMARKS

	William & Mary	Stony Brook	Northeastern	<b>UVM</b>
Central Coordination of FYE Efforts	X	X		
Coordinated FY Course	X	X	X	
FY Programmed Housing	100%	100%	100%	<b>30%</b>
Common Reading	X	X	X	<b>X</b>
Peer Advising and Mentorship	X	X		

##### C. Retention Factors

- a. Institutional Experiences
  - Level and quality of engagement
  - Integration (academic, co-curricular, social)
  - Academic challenge
  - Supportive campus environment
- b. Student Characteristics
  - Academic prep
  - Residency
  - Gender
  - Motivation / Grit
  - Financial
  - External (family, behavioral)

#### D. Recommendations

- a. Centralized Coordination for First-Year Experience
- b. Establish common First-Year Course (student success, University 001)
- c. Transform residential communities

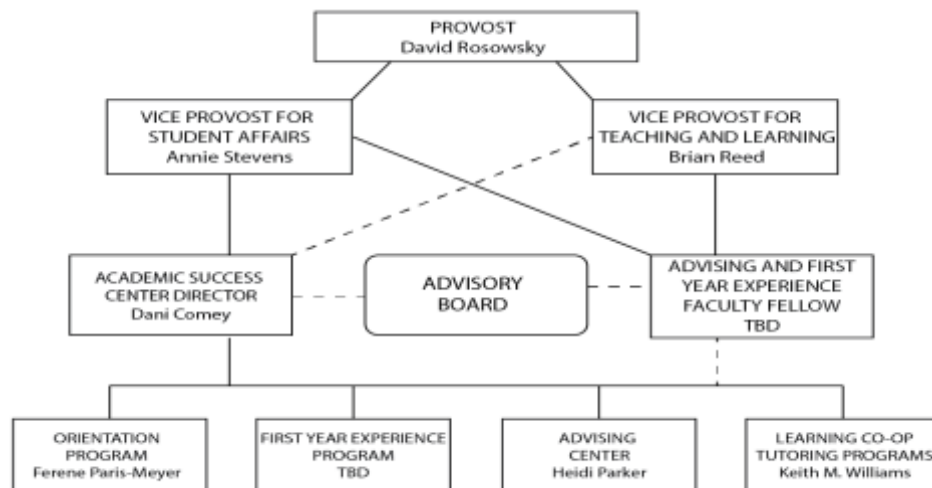
#### E. Residential Communities

- a. Every student comes into a community centered around a theme
- b. Strong faculty engagement
- c. Likely themes
  - Arts, Culture and Creativity
  - Global cultures
  - Honors college
  - Innovation and entrepreneurship
  - Leadership and service
  - Sustainability and environment
  - Wellness Environment

#### F. First-Year Course

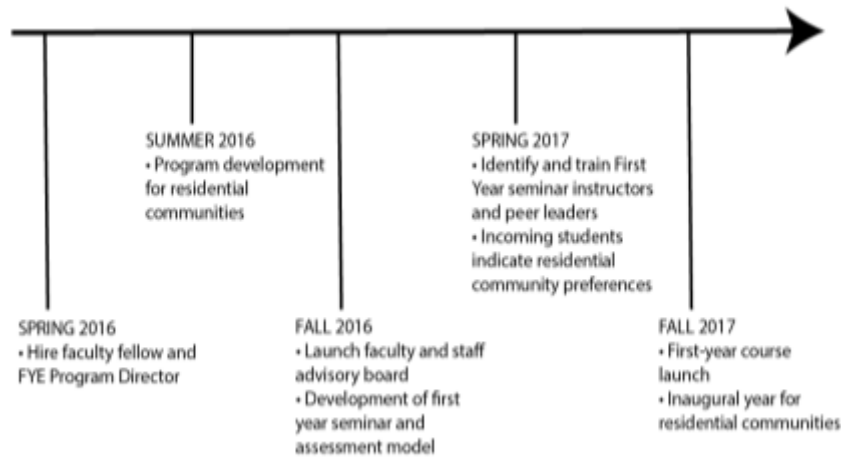
- a. Appoint faculty fellow
- b. Establish advisory board
  - Faculty and staff representatives appointed by Deans
- c. Determine the structure of the seminar
  - Credit hours
  - Course listing
  - Curriculum

#### G. Structure



#### H. Timeline

- a. Annie Stevens emphasized that this timeline is more of a motivational tool to keep process moving forward. That the priority is making the program as strong as possible before it would be launched.



#### I. Faculty Concerns

- That faculty that teach first year courses be included in the development
- There needs to be a high faculty buy in to make this program work. That it needs to be supported from the top down and that takes time.
- How would the success of this program be measured and what level of success are they looking for?
- Is there data being used from across units on campus already? Provost Rosowsky said that this is happening. That both CNHS and Honors College already have good programs that could be used as a model of what works well. Currently they are working on data that shows the retention of student athletes.
- How do students who engage in high risk behaviors register with retention? Would housing communities such as the wellness environment help these students with retention?
- The idea of a gap year for students who are not ready for university life.

#### 5. CEMS Restructure Report-Out-Chris Burns

##### Committee Summary:

It is our Committee's opinion that having a strong organizational structure in place to manage accreditation and faculty mentoring is critically important, and these have been identified as areas that are not adequately being addressed in the current school/program structure. From the material we were provided, it appears that the proposal to restructure the College of Engineering and Mathematical Sciences, returning to departments and department chairs with clear authority, would address these generally agreed upon weaknesses of the current structure. The fact that the majority of the engineering faculty favor a return to the departmental structure, as shown by the results of the two surveys taken within the College, is a strong argument in favor of making this change. However, as the survey results were not unanimous and the survey responses articulated some of the reasons the School structure was originally implemented, we strongly encourage the Dean and College to work to find innovative ways to incorporate some of the ideas the School structure was meant to address into the departmental structure. These include such areas as interdisciplinary

teaching and research and promoting a more cohesive engineering faculty and student body.

As a final note, we recommend that the Faculty Senate and Provost's office formalize and ratify the review process for these restructuring proposals, so that there is greater clarity in regards to the process, particularly as to the specific means for gathering faculty input on the proposal.

**Review Committee Members:**

Chris Burns, Libraries, Research, Scholarship & The Creative Arts Committee Chair

Jan Carney, COM, Faculty Senate Vice President

Rosemary Dale, CNHS, Curricular Affairs Committee

Cecilia Danks, RSEN, Faculty Senate Executive Council Member-at-Large

Robert Rodgers, CAS, Professional Standards Committee Chair

**6. PSC Resolution on Course Scale Uniformity- Robert Rodgers (VOTE)**

Currently, various academic units across the university use numeric rating scales with different ranges (e.g., 1-5, 1-7, 1-10) for students to provide feedback on courses. The directionality of those scales are sometimes opposite in meaning (e.g., 1 is the lowest rating on some scales; 1 is the highest rating on other scales); this can pose unnecessary confusion for students and faculty as well as potential confusion during the reappointment, promotion and tenure review process. Therefore, the Professional Standards Committee recommends that the Senate and Provost's Office collaborate to consider identifying and implementing a standard numeric rating scale with uniform directionality (e.g., 1 - 5, where 1 is a low and 5 is high). Adopting a uniform scale range and directionality would not restrict: (a) each unit's ability to individualize the questions/statements they pose to students in seeking course feedback, or (b) the language they use to anchor their scales. Thank you for considering this suggestion.

**Vote: Approve 100%, Oppose 0%, Abstain 0%**

**7. Resolution of the Senate-SGA Calendar Discussion- Cathy Paris**

There has been student dissatisfaction regarding the new academic calendar. An article was published in the Cynic about the loss of reading days. The new calendar included a fall recess day, a week long Thanksgiving recess, equalizing the spring and fall semesters and a five-day exam schedule. With the work of SAC, SGA, Faculty Senate and the Registrar's office a compromise has been reached. Keith Williams worked with the current scheduling matrix and came up with a five-day exam schedule which designates Wednesday as a reading day.

**8. Curricular Affairs Committee – Laura Almstead**

**Proposal for a new BS in Economics, CAS (VOTE)**

The committee has reviewed the proposal for a new Bachelor of Science in Economics (BS) degree from the Department of Economics, College of Arts and Sciences (CAS). The proposal was approved by both the CAS Curriculum Committee and the CAS faculty on

Nov. 17, and Dec. 8, 2015, respectively. We recommend approval.

***Program Description and Rationale***

The BS in Economics offers an alternative track in Economics for students who want more mathematical and quantitative training. The recent (Spring 2015) Academic Program Review (APR) noted the students' desire for increased quantitative skills and preparation for employment or graduate school. The external reviewers suggested that *the department consider developing a Bachelor of Science program in Economics*. As such, the proposed BS degree is a direct, faculty-driven outcome of the APR process. The degree should enable the Department to challenge a segment of talented students and provide more thorough preparation for graduate study in economics and related fields (e.g., business or policy) than is possible in the current BA program. If approved, the Economics Department proposes offering the BS major in Fall 2016 with courses offered during the academic year and summer.

**Vote: Approve 88%, Oppose 6%, Abstain 6%**

9. Nominations from the floor

A. At-Large-Member nominations-

- i. Thomas Borchert (CAS), nominated by Robert Rodgers (CAS)
- ii. Char Mehrkens (CAS), nominated by Alison Pechenick (CEMS)

B. Faculty Senate President Elect nominations-

- i. Cathy Paris (CALS), nominated by Brian Beckage (CALS)
- ii. Thomas Streeter (CAS), nominated by Thomas Macias (CAS)

10. New Business

There was no new business at this time.

11. Adjourn

The meeting was adjourned at 5:21p.m.

2015 – 2016 Faculty Senate Meetings (all meetings will be held in Memorial Lounge)

*Thursday, May 19, 2016, 4:00-5:30pm\**

*\*Meeting will include conferral of degrees*



The University of Vermont  
FACULTY SENATE

**Memo**

To: The UVM Faculty Senate  
From: College of Engineering and Mathematical Sciences Restructuring Proposal  
Review Committee of the Faculty Senate, Chris Burns, Chair  
Date: March 14, 2016  
Re: CEMS Restructuring Proposal

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**Proposal:**

The College of Engineering and Mathematical Sciences (CEMS) proposes restructuring the School of Engineering that currently houses all the engineering undergraduate degrees (Civil, Environmental, Electrical, Mechanical, Engr. Management, Engineering [BS and BA], and Biomedical Engineering if approved) into three departments and dissolving the School of Engineering (SoE).

**Rationale:**

The School of Engineering was established in May 2005 within the College of Engineering and Mathematical Sciences. A Director of the School of Engineering position was created, reporting to the Dean, and three programs were established within the School (Civil and Environmental, Mechanical, and Electrical). This was a move away from the traditional departmental structure in order to promote interdisciplinary teaching and research, better position the College to attract students and faculty, and give the engineering programs a stronger and more unified focus.

After trying this approach for the last ten years, the College of Engineering and Mathematical Sciences is proposing to return to a departmental structure within the College, dissolving the School of Engineering. Dean Garcia gives the following reasons in his restructuring proposal:

- The promise of a synergistic unit has not materialized.
- The structure – program heads reporting to a school director who reports to a dean – has been cumbersome and inefficient. The program heads lack authority and clearly defined responsibilities in regards to accreditation, management of resources, and the supervision and mentorship of faculty.
- Eliminating the Director of the School would remove an unnecessary level of reporting, which now goes from program heads to the Director and then the Dean.



- The structure of an Engineering School within a College is not known to exist elsewhere.
- Restructuring will not have a substantial impact on the college budget, and there will be no direct impact on other academic units.

### **CEMS Faculty Input on the Proposal:**

The Dean sought faculty input on the CEMS structure on a number of occasions, including two separate surveys. A timeline of these activities is provided below.

1. In May 2015, faculty were surveyed on different options for the school.
  - a. Retain existing School structure and appoint an internal candidate to be the Director.  
13 – not supportive, 11 – neutral, 7 supportive
  - b. Retain the School structure, but rework the bylaws to eliminate the need for the Director and revise the roles of the Program Heads as necessary.  
17 – not supportive, 10 – neutral, 4 supportive
  - c. Retain the School structure with three programs (EE/BME, CE/EnvE, ME) where each Program Head also takes on School-wide responsibilities in one of three areas: (1) Personnel/RPT/Annual Review ('Director'), (2) Undergraduate Education, (3) Research and Graduate Education. These roles could be on a rotating schedule.  
17 – not supportive, 10 – neutral, 3 supportive
  - d. Formation of three independent departments (EE/BME, CE/EnvE, ME).  
6 – not supportive, 8 – neutral, 17 supportive
2. A meeting was held on May 13 to discuss the results of the survey.
3. On August 27, 2015 the SoE faculty, along with an external discussion facilitator, held a retreat to discuss the school and measures of success and desired outcomes.
4. A memo describing the two main options (remain a school vs. revert to departments) was distributed to the SoE faculty in October 2015 and a special meeting was held to discuss the structure.
5. Faculty of SoE were surveyed in November 2015 on the two options. 29 of 32 faculty responded with 18 responding in favor of reverting to departments and 11 in favor of remaining a school. The Dean opted to call the November feedback instrument a survey rather than a vote, however the survey results do demonstrate faculty preference on two College structure options.
6. A meeting was held on December 10, where the Dean let the SoE faculty know that he would be pursuing the option of restructuring into departments. A memo was sent out to all SoE faculty on January 19, 2016 with the same information.

The evidence provided shows that SOE faculty do not unanimously agree on the best structure for Engineering. However, a majority are in favor of returning to a structure of three departments within the College, and this is the only option they discussed that

gained the support of a majority of the faculty. The comments from the May and November surveys were particularly informative in outlining the various reasons behind the positions held by engineering faculty.

### **Committee Summary:**

It is our Committee's opinion that having a strong organizational structure in place to manage accreditation and faculty mentoring is critically important, and these have been identified as areas that are not adequately being addressed in the current school/program structure. From the material we were provided, it appears that the proposal to restructure the College of Engineering and Mathematical Sciences, returning to departments and department chairs with clear authority, would address these generally agreed upon weaknesses of the current structure. The fact that the majority of the engineering faculty favor a return to the departmental structure, as shown by the results of the two surveys taken within the College, is a strong argument in favor of making this change. However, as the survey results were not unanimous and the survey responses articulated some of the reasons the School structure was originally implemented, we strongly encourage the Dean and College to work to find innovative ways to incorporate some of the ideas the School structure was meant to address into the departmental structure. These include such areas as interdisciplinary teaching and research and promoting a more cohesive engineering faculty and student body.

As a final note, we recommend that the Faculty Senate and Provost's office formalize and ratify the review process for these restructuring proposals, so that there is greater clarity in regards to the process, particularly as to the specific means for gathering faculty input on the proposal.

### **Review Committee Members:**

Chris Burns, Libraries, Research, Scholarship & The Creative Arts Committee Chair  
Jan Carney, COM, Faculty Senate Vice President  
Rosemary Dale, CNHS, Curricular Affairs Committee  
Cecilia Danks, RSEN, Faculty Senate Executive Council Member-at-Large  
Robert Rodgers, CAS, Professional Standards Committee Chair

To: Provost, David Rosovsky, Ph.D. and the Faculty Senate Executive Committee  
From: Professional Standards Committee  
RE: Resolution: Course Scale Uniformity  
Date: February 1, 2016

Resolution of the Senate Professional Standards Committee (PSC)  
Regarding Course Scale Uniformity on Student Course Feedback

Currently, various academic units across the university use numeric rating scales with different ranges (e.g., 1-5, 1-7, 1-10) for students to provide feedback on courses. The directionality of those scales are sometimes opposite in meaning (e.g., 1 is the lowest rating on some scales; 1 is the highest rating on other scales); this can pose unnecessary confusion for students and faculty as well as potential confusion during the reappointment, promotion and tenure review process. Therefore, the Professional Standards Committee recommends that the Senate and Provost's Office collaborate to consider identifying and implementing a standard numeric rating scale with uniform directionality (e.g., 1 - 5, where 1 is a low and 5 is high). Adopting a uniform scale range and directionality would not restrict: (a) each unit's ability to individualize the questions/statements they pose to students in seeking course feedback, or (b) the language they use to anchor their scales. Thank you for considering this suggestion.

PSC Vote: 12 in favor; 0 opposed; 0 abstained

Robert Rodgers (Chair, CAS)

Elizabeth (Elise) Adams (COM)  
Carolyn Bonifield (GSB)  
Sid Bosworth (Extension)  
Bernard (Chip) Cole (CEMS)  
Michael Giangreco (CESS)  
William Keeton (RSENr)  
Daisy Benson (Libraries)  
Ellie Miller (CAS)  
Keith Mintz (COM)  
Robert Parsons (CALS)  
Ge Wu (CNHS)

## Curricular Affairs Committee of the Faculty Senate

### MEMO

**To:** The UVM Faculty Senate

**From:** Curricular Affairs Committee of the Faculty Senate, Laura Almstead, Chair

**Date:** March 4, 2016

**Re:** Approval of a proposal for a new Bachelors of Science in Economics from the College of Arts and Sciences

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At its meeting on March 3, 2016, the Curricular Affairs Committee approved the action recommended in the following memo.

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We have reviewed the proposal for a new Bachelor of Science in Economics degree from the Department of Economics in the College of Arts and Sciences (CAS) and recommend approval. If approved, it is anticipated that this new degree program will be offered beginning Fall 2016.

#### ***Program Overview, Relationship to Existing Programs & Rationale***

Currently, the Department of Economics offers a Bachelors of Arts in Economics degree. The proposed Bachelors of Science in Economics provides an alternative track for students seeking more mathematical and quantitative training than the current BA provides. This desire was noted in the department's recent Academic Program Review, and the external reviewers suggested that the department consider developing a BS in Economics. As such, the proposed BS degree is a direct, faculty-driven outcome of the APR process. The new BS degree should enable the department to provide more thorough preparation for graduate study in economics and related fields, and thus attract and retain talented students interested in pursuing graduate degrees. This is particularly important considering that the Occupational Outlook Handbook prepared by the Bureau of Labor Statistics indicates, "Employment of economists is projected to grow 14 percent from 2012 to 2022...Job prospects should be best for those with a Master's degree or Ph.D., strong analytical skills, and related work experience."

#### ***Curriculum***

Students in the program will be required to complete 42 credits in Economics, 15 credits in Mathematics, and six to seven credits in Computer Science or approved ancillary courses (63-64 credits total; detailed in the table below). In addition, students in the program would also need to

complete the Natural Science distribution requirements necessary to obtain a BS degree. With the exception of EC 280 all of the courses already exist. EC 280 has been approved, and was developed specifically the BS in Economics program, though the department may make it available for students in the BA program who have the appropriate pre-requisites.

<b>REQUIRED COURSES</b>	
EC 011	Principles of Macroeconomics
EC 012	Principles of Microeconomics
MATH 021 <sup>‡</sup>	Calculus I
MATH 022 <sup>‡</sup>	Calculus II
MATH 121	Calculus III
MATH 122 or MATH 124	Applied Linear Algebra Linear Algebra
CS 021* CS110*	Computer Programming I Intermediate Programing
EC 170	Economic Methods
EC 171	Macroeconomic Theory
EC 172	Microeconomic Theory
EC 200	Econometrics
EC 280	Advanced Economic Analysis
<b>ELECTIVES</b>	
Four courses from EC 020 – EC 160 or EC 194 – EC 196 (3 of which must be numbered EC 110 or higher)	
Three additional economics courses at the 200-level or higher	

<sup>‡</sup>May substitute MATH 019 and MATH 023.

\*Or at least 6 credits of ancillary courses in mathematics, statistics, computer science and/or the natural sciences approved by the Economics department chair

### ***Admission Requirements and Process***

Students in CAS may join the BS program without restriction. They must maintain a 2.0 GPA in the major and earn a B or higher in the two core theory courses, EC 171 and EC 172.

### ***Anticipated Enrollment***

A survey carried out by the Economics Department in March 2015 indicated strong interest in a BS program, with ~50% of students in the existing BA program responding that they would consider switching to a BS degree. The proposers feel that a more conservative estimate of ~20% (15-20 students) is more likely as the curriculum circulated with the survey had fewer requirements than the final version and it's much easier to respond to a survey with "yes" than to complete the necessary coursework. The department also hopes that the new BS in Economics will attract more students with a strong interest in economics to the University.

***Advising***

Initially, all faculty in the Economics department will advise students in the BS major. Based on the number of students who enroll in the new BS program, specific faculty members may be assigned to BS students.

***Staffing Plan, Budget, and Resource Requirements***

All required courses currently exist with the exception of one (EC 280), and therefore no new resources are required. The department has recently hired a new faculty member with expertise in econometrics, and the adjustment and balance of teaching assignments for existing faculty in the Department will depend on the number of Economics majors that choose the BS option as well as the number of majors and minors moving forward. The Chairs of the Computer Science and Mathematics and Statistics Departments provided memos of support stating that they are willing to provide additional sections of the mathematics and computer science courses if needed.

***Assessment Plan***

The proposed BS program will be evaluated under the standard APR process using the criteria set forth for that process. The Economics Department is also in the process of developing an assessment plan for BA program and it is hoped that the plan, or a similar one, can be applied to the BS program as well.

***Evidence of Support***

As noted earlier, the proposed BS major is both faculty-driven and a direct outcome of the APR process. Both the CAS Curriculum Committee and the CAS faculty have approved the proposal (indicated by a memo of support provided by the CAS Dean's office). The Computer Science and the Mathematics and Statistics Departments are committed to increasing course capacities as needed.

***Summary***

The proposed BS in Economics will allow Economics Department to better prepare a segment of talented students for graduate study in economics and related fields. The Department should be congratulated for responding in such a positive and timely manner to the areas for improvement brought to light during its recent APR.



To: University of Vermont Faculty  
From: Laurie Eddy, Faculty Senate Administrative Coordinator  
Date: March 31, 2016  
Re: Call for Nominations: President-Elect of the Faculty Senate

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The University of Vermont Faculty Senate is seeking nominations for President-Elect of the Faculty Senate. The term will take effect on July 1, 2016 and end on June 30, 2017. The President-Elect shall succeed automatically to the office of President for a two-year term beginning July 1, 2017 and ending June 30, 2019.

Nominations will be accepted from the floor of the Faculty Senate meeting on April 11, 2016, 4:00 – 5:30 p.m. in Waterman Memorial Lounge. The election will be held by electronic ballot by the end of April.

**If the Faculty Senate President was just elected in January, why are you holding another election now?** The Special Election held in January was to complete the two-year term of President Lisa Aultman-Hall. The regular election schedule is outlined in the Faculty Senate Bylaws and is designed to have an election on alternating years for President-Elect, and Vice President. In keeping with the regular election schedule, there will be an election for President-Elect in 2016, and an election for Vice President in 2017. The President-Elect succeeds automatically to the office of President in 2017.

**Who can be nominated to serve as Faculty Senate President-Elect?** UVM faculty members holding a primary appointment as an Officer of Instruction, Officer of Research, Officer of Extension, or Officer of the Libraries at the rank of Professor, Associate Professor, Assistant Professor, Instructor, or Lecturer, with a full-time equivalent of at least 0.10 are eligible.

**What are the duties of the President-Elect?** The duties of the Faculty Senate President-Elect, and President are outlined in the Faculty Senate Constitution and Bylaws. The full document is available on the Faculty Senate website, and the excerpts are included here:

**3.1 President.** In addition to other duties prescribed in this constitution, s/he shall preside at meetings of the Faculty Senate; hire and supervise Senate office personnel, including an administrative assistant who shall serve as Secretary of the Senate; prepare annual budgets for

the Senate, the Grievance Committee, and the Faculty Mentoring Program; serve as the Faculty's spokesperson and consultant with the administration, the Staff Council, the student body, the Board of Trustees, and the extra-university community on matters within the jurisdiction of the Senate. The Senate President is a voting ex officio member of all committees, with the exception of the Nominating Committee in 3.5 below. The Senate President is a member of the Faculty Senate without vote, except that the Senate President may vote to break a tie. The Senate President may not also serve concurrently as an Elected Senator.

**3.1.1 President-Elect.** S/he shall work closely with the President to become familiar with the responsibilities and workings of the office of President and shall assume any duties as the President may assign. In the event of a vacancy in the office of President-Elect, a special election shall be held to fill the vacancy.

**3.1.2 Immediate Past-President.** S/he shall provide counseling and advice to the Board and the Executive Committee in regard to past and ongoing activities and action of the Faculty Senate and shall serve for a period of one year.

**3.4 Term.** The Senate President and Vice-President shall each serve a two-year term starting on July 1 with the President serving as Immediate Past President on the Executive Council (see below) for one year following the completion of the term. The term of office for the President-Elect shall be one year coinciding with the last year of the term of President. The President-Elect shall succeed automatically to the office of President at the end of his/her term as President-Elect.

Please feel free to contact the Faculty Senate office with any questions regarding the nomination and election process.