



FACULTY SENATE

Approved Minutes  
March 14, 2016

**Called to order** 4:04 p.m.

**Senators in Attendance:** 59

**Absent:** Senators, Argnarsson (Biology), Pechenick (Computer Science), Perry (Extension), Weinstein (Family Medicine), Mehrrens (Geology), Ross (FPPC), Busier (Leadership & Developmental Science), Wilcox, (Pathology), Contompasis (Pediatrics), Weiner (Philosophy), Rodgers (PSC), Naylor (Psychiatry), Burns (RSCA), Chittenden (SAC)

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**1. Approval of the Minutes.**

**Motion:** To approve the minutes of February 8, 2016 as written.

**Vote:** Approve 92%, Oppose 0%, Abstain 8%

**2. Faculty Senate President's Remarks- Cathy Paris**

Cathy Paris encouraged senators to ask for time on their departmental meeting agendas to share information from the Faculty Senate meetings with their colleagues. Cathy expressed the need for all faculty to provide detailed course descriptions, and asked Senators to remind colleagues of the value and importance of the expanded description tool to provide students more information about their courses.

**3. Resolution in Memoriam for Professor Snider**

Jeffrey Modereger presented a Resolution in Memoriam for Alfred C. "Tuna" Snider, the Edwin W. Lawrence Professor of Forensics in the College of Arts and Sciences. The Resolution was unanimously approved, and will be inscribed in the minutes of the Faculty Senate and a copy will be sent to Professor Snider's family.

**4. UVM President & Provost Remarks**

President Sullivan invited all members of the Faculty Senate to a dinner hosted for and on behalf of Senators on April 25<sup>th</sup> from 6:00 – 7:30 in the Waterman Manor. RSVP is requested by April 18<sup>th</sup> to Susan Davidson at 802-656-3272 or PresidentialEvents@uvm.edu.

Provost Rosowsky provided an overview of the decision process for strategic investment. Priorities are informed through conversations with multiple groups of faculty, staff and students, with an eye on advancing the two highest priorities: advancing academic excellence and student success. Beyond the two highest priorities, there is a concentration on elevating faculty, enabling student access to a 4-year education, creating distinctive programs, upgrading academic facilities, recruiting talent, and upgrading physical infrastructure. A few examples of recent investments include:

- Infrastructure improvements to accommodate the new buildings, including underground infrastructure, and outfitting labs in biomedical sciences and biomedical engineering
- Performances in Southwick recital hall, which brings humanities and performing arts together
- Upgrade of the campus email & calendar system
- Sponsorship of the 100-year dinner for the ROTC unit (ranked in the top 8 ROTC units in the nation)

External and environmental forces also influence decisions. A few of the factors include:

- the external and broadening competition for students,
- engaging alumni,
- leveraging Burlington, and
- staying ahead of mandates and national trends
- engaging as many people as possible in our shared goals

## **5. Sustainability Curriculum Review Committee Report**

Co-chairs Laura Hill and Eyel Amiel provided an update on the first year of the Sustainability General Education requirement. The presentation slides are available in the Senate meeting materials and include the SCRC members, the Capacity Model, and Actual SU Course Enrollment for 2015-2016. There are openings for three committee members for a 3-year term (2016-2019). One representative is needed from CEMS, and two from CAS. The capacity model projected the need for 840 seats for the first year, and the need to ramp up to 2500 course seats by 2018. Actual course enrollment is exceeding capacity for the first year with 1257 first year and transfer students enrolled in courses this fall. Continued funding of the sustainability faculty fellows program is necessary to maintain capacity. Since Oct 2015, twenty-six (26) new SU courses, one (1) curriculum and one (1) transfer have been approved.

6. **Themes from Feb. 8 IBB Forum-Planning Roundtable** – Cathy Paris provided a summary of the themes that emerged from the roundtable discussion on IBB. The two principle questions that were discussed were: How clear is faculty knowledge about IBB?, and What concerns do faculty members have on the subject? Some faculty members expressed that it might be helpful to hear from our colleagues who have been involved from the beginning, and could share their deep knowledge of IBB. Others expressed that it might be best to address IBB from the perspective of the individual colleges. There was no consensus that a university-wide senate-driven forum is needed, however there was enough interest that the Senate Financial & Physical Planning Committee and Executive Council will develop plans for a faculty panel discussion on IBB next Fall.

The recurrent themes from the roundtable discussion:

- Concern about the effect of IBB on interdisciplinary programs
- Effect on class size
- Disincentive for labor-intensive courses, e.g., writing –intensive courses or lab-based courses
  - “larger classes are rewarded over high-impact small group teaching & mentoring”
- concerns regarding how deans make decisions about resources and investment
- subvention: what is it and how does it work?
- Breeding of competitiveness among units
  - “A frequently expressed concerns that colleges would be competing for resources rather than cooperating.”
- General concerns about trust and transparency at all levels

7. **Campus-Wide Faculty Meeting on the Needs of the 21<sup>st</sup> century student** – Jennifer Prue, co-chair of the Student Affairs Committee shared a proposal for a campus-wide all-faculty meeting with speakers on subject matters relevant to university educators of 21<sup>st</sup> century students. The SAC will meet again on Thursday 8:30 – 10 a.m., and faculty are welcome to attend to discuss the kinds of training that could be offered to address the needs of the students, and to ensure that faculty are aware of the supports available for both students and faculty.

## 8. Curricular Affairs Committee

### **Proposal for a new BS in Food Systems, CALS (VOTE)**

Laura Almstead presented the subcommittee report on the review of the proposal for a new BS in Food Systems offered through the College of Agriculture and Life Sciences. The subcommittee recommended that the proposal be approved. The Curricular Affairs Committee has approved the proposal, and recommends approval by the Senate.

**Laura Almstead called a vote to approve the proposal for a new minor in Neuroscience offered through the College of Arts and Sciences.**

**Approve 94%, Oppose 2%, Abstain 4%**

### **Proposal for a new Certificate of Graduate Study in Epidemiology, COM, GC, and CDE (VOTE)**

Laura Almstead presented the subcommittee report on the review of the proposal for a new Certificate of Graduate Study in Epidemiology offered through the College of Medicine, Graduate College and Continuing and Distance Education. The subcommittee recommended that the proposal be approved. The Curricular Affairs Committee has approved the proposal, and recommends approval by the Senate.

**Laura Almstead called a vote to approve the proposal for a new Certificate of Graduate Study in Epidemiology, COM, GC, and CDE.**

**Approve 94%, Oppose 2%, Abstain 4%**

### **Proposal for a new M.S. in Medical Laboratory Science, CNHS (VOTE)**

Laura Almstead presented the subcommittee report on the review of the proposal for a new M.S. in Medical Laboratory Science offered through the College of Nursing and Health Sciences. The subcommittee recommended that the proposal be approved. The Curricular Affairs Committee has approved the proposal, and recommends approval by the Senate.

**Laura Almstead called a vote to approve the proposal for a new M.S. in Medical Laboratory Science, CNHS.**

**Approve 89%, Oppose 4%, Abstain 7%**

**Proposal for a new Writing minor, CAS (VOTE)**

Laura Almstead presented the subcommittee report on the review of the proposal for a new Writing minor offered through the College of Arts and Sciences. The subcommittee recommended that the proposal be approved. The Curricular Affairs Committee has approved the proposal, and recommends approval by the Senate.

**Laura Almstead called a vote to approve the proposal for a new Writing minor in offered through the College of Arts and Sciences.**

**Approve 78%, Oppose 11%, Abstain 11%**

**Proposal for a new minor in Jewish Studies, CAS (VOTE)**

Laura Almstead presented the subcommittee report on the review of the proposal for a new minor in Jewish Studies offered through the College of Arts and Sciences. The subcommittee recommended that the proposal be approved. The Curricular Affairs Committee has approved the proposal, and recommends approval by the Senate.

**Laura Almstead called a vote to approve the proposal for a new minor in Jewish Studies offered through the College of Arts and Sciences.**

**Approve 86%, Oppose 4%, Abstain 11%**

Laura also reported on items approved by the Curricular Affairs Committee that do not require a Faculty Senate vote. Items included revisions to the English Major & Minor, revisions to the Spanish Major & Minor, Request to grant tagged BS in Education degrees for ECP and ECSP majors, and Request to codify final grade submission deadlines. The full report is included in the Senate meeting materials.

9. **New Business** – No new business was presented.

**10. Adjourn**

Motion: To adjourn.

Motion carried.

The meeting was adjourned at 5:25 p.m.

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

*Monday, April 11, 2016, 4:00-5:30pm*

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

*\*Meeting will include conferral of degrees*



The University of Vermont  
FACULTY SENATE

**Resolution in Memoriam  
Alfred C. “Tuna” Snider  
Professor of Speech/Debate  
1950 - 2015**

**Presented by Jeff Modereger  
Professor of Theater  
March 14, 2016**

Adapted from his obituary by Margalit Fox, New York Times, 12/16/2015

Alfred C. Snider, a scholar, rhetorician and evangelist who sought to heal the world through debate – and who in the process turned bucolic Vermont into the argumentative center of the world – died Friday December 11, 2015 in Burlington, VT. He was 65.

His death, from complications of pneumonia, was announced by the University of Vermont, where he was the Edwin W. Lawrence professor of forensics and the longtime director of the university’s debating team.

Considered one of the foremost debating teachers of his era, Professor Snider – known for his florid shirts, ardor for argument and the enigmatic nickname “Tuna” – was renowned worldwide as a convener, coach and judge of debating competitions and workshops. At stake for young debaters, he often said, was the chance to advance academically, to improve communication skills and above all to attain cross-cultural understanding. “My agenda is to fight back the darkness by trying to bring the light of human reason,” he told Seven Days in 2004. “I want to replace weapons with words. I want every citizen to be a debater.”

At UVM, Professor Snider taught legions of students to argue through courses like Persuasion, Presidential Campaign Rhetoric and the Rhetoric of Reggae Music. Many became lawyers, or debate coaches themselves. Under his stewardship, the university’s debating team attacked questions that could range from whether the United Nations should offer bounties for capturing Somali pirates to whether women’s sports should be guaranteed as much television time as men’s.

In 2011, the Edwin W. Lawrence Debate team ranked No. 7 in the world by the International Debate Education Association, ahead of Harvard, Stanford and McGill Universities and the London School of Economics. The team is currently ranked 15<sup>th</sup>.

Professor Snider was concerned in particular with endowing citizens of fledgling democracies with all the nonviolent weapons in the debater’s arsenal. In 1982, he established the World Debate Institute, which in the past brought international students, teachers and coaches to Vermont for an annual summer boot camp. He traveled to scores of countries – among them

Qatar, Serbia, Afghanistan, Iraq, Botswana and a spate of former Soviet republics – training debaters and organizing contests in the art of what he called “constructive disagreement.”

“I like to take debate where it’s not,” Professor Snider said in the even Days interview. “Yeah, I’ve lectured at Oxford and Cambridge, but I don’t really feel they need me to tell them that debate’s cool and they should do it. They’re all set. But I do like to go to Serbia, Chile and Mongolia. My favorite countries are dictatorships in the process of falling, or where they recently got out of a long period of authoritarian rule.”

Professor Snider described himself as having been an intellectually curious but chronically undisciplined student. “I was always talking when I wasn’t supposed to.” Then in the seventh grade, he stumbled onto his school debating team and found his vociferous calling. He competed through high school and was a nationally ranked debater at Brown, where he majored in Asian civilization and minored in communication. He earned a master’s in rhetoric and public address from Emerson College and a Ph.D. in communications from the University of Kansas, and joined the UVM faculty in 1982.

His survivors include his second wife, Bojana Skrt, a debate teacher from Slovenia; a sister, Janet Hermanaeu; a daughter from his first marriage, Sara Snider Green; and two grandchildren.

His books include “Voices in the Sky: Radio Debates” (2005), “The Code of the Debater: Introduction to Policy Debating” (2008) and “Sparking the Debate: How to Create a Debate Program” (2014).

Over the years, Professor Snider was often asked how he came by the nickname Tuna. The story was simple: It was bestowed on him by a boyhood friend, who thought he resembled a Chicago mobster known as Big Tuna. If pressed, Professor Snider would reveal the nickname’s origin. Much of the time, however, he preferred to let it linger tantalizingly in the air as a subject for debate.

On a personal note, I can assure you that Tuna will be missed at home and abroad. Upon hearing of his passing, the international debate community responded with thousands of emails affirming his impact on their lives. Coaches, judges, students and dignitaries from all over the world offered their final dedication to the man who gave them their voice, now knowing he has passed the torch to them.

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Catherine Paris  
President, Faculty Senate

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E. Thomas Sullivan  
President, University of Vermont

## OTHER

### Budget Transition

The transition to the University's new Incentive-based Budget (IBB) model occurred on July 1, 2015. This followed two years of thoughtful and careful work by committees of faculty, staff, and students to establish goals, identify best practices, and develop a recommended model for the President's approval. As I have said many times before, the *process* we employed as an academic community was no less transformative for the University than the new budget model itself. The process was authentic and inclusive. It was careful and purposeful. It was reflective and it was forward-looking. And ultimately, I am confident, it will result in a successful and much needed evolution for the University, one that enables us to achieve – *together* – our highest shared goals as an academic institution.

I am sharing two documents that may be of interest, both for the information (content) they provide and as examples of the type of timely, responsive, and informing communications we have shared throughout this process. The first is the [About Subvention](#) document that includes concise and complete information about how subvention is used, and how decisions about its adjustment are made. The second is the [IBB FAQ](#) document, developed primarily to answer students' questions about the budget model. This document also has been very well received by faculty, staff, alumni, and (interestingly) parents of our students.

Transitions such as the one we undertook over the last two years are never really over. They require careful monitoring, oversight, and sometimes adjustments in the early years. And they should undergo periodic review and assessment. These are features of every successful university budget system transition we have studied. To that end, as we bring to a close this ambitious and important multi-year effort to transition to the new budget system, I offer the following information about ongoing monitoring and planned reviews:

1. The IBB Steering Committee will remain in-place and active, meeting each semester to review the budget model's operation and functionality. As issues arise or are identified, the Steering Committee will recommend changes for review and approval by the Provost and President. We will continue to keep the campus updated about any changes to the budget model, as has been the practice over the last two years, through meetings with governance groups and others (such as the Council of Deans and the University Business Advisors, or UBA, group), memos to the campus, and the IBB website.
2. We will continue to be available to meet anytime with colleges, schools, departments, administrative offices, or other groups or individuals. Please contact University Budget Director Alberto Citarella or Vice President Richard Cate to schedule a meeting.
3. A new joint Faculty Senate and Provost's Office working committee, the Strategic Curriculum Oversight Committee (SCOC), was established in the fall to monitor the impact of the new budget model on curricular matters, academic initiatives, and educational priorities. The committee's charge is to ensure that decisions made by colleges and schools under IBB promote academic quality and excellence. If an issue arises or is identified by SCOC, it will be forwarded to either the Provost's Office or the Faculty Senate (likely the Curricular Affairs Committee), as appropriate, for action. The committee's charter, roster, working documents and reports are available [online](#).

4. As has been stated before, “IBB 2.0” is expected to be only a small number of years away. While the Steering Committee has determined not to make substantive changes in these first two years, for obvious reasons, it has been agreed that first discussions around more substantive changes that may be needed (should issues arise, either unforeseen or unintended) would commence in FY18. While we will of course continue to monitor and report on the budget, as we always have done, we would expect a full review to be conducted every five years after the expected FY20 release of IBB 2.0.
5. As always, there are many ways to share your observations or concerns about the budget model. The easiest is to speak directly with your department chair or dean, or your director or vice president, as appropriate. They can either address your concern or direct it to the right office for consideration and response. You can also bring your concern directly to a member of the IBB Steering Committee or the Strategic Curriculum Oversight Committee. Finally, you can submit your concern online at the IBB [website](#). As we have done for the last two years, we will respond promptly to all feedback received via this online portal.

### **Extending our reach, effective communications, recruiting top talent**

As part of our strategy for recruiting students and faculty, continuing to elevate the visibility and reputation of the University of Vermont, articulating our distinctive value proposition, and making the most efficient use of our resources, we have retained the firm 160over90 to assist with developing and implementing marketing and communications efforts aimed first at achieving and sustaining our ambitious enrollment goals (quality and diversity). 160over90 has worked with many other top universities (for example, UCLA, the University of Virginia, Miami University, the University of Florida, Drexel University, the University of Oregon, and others) in a similar capacity, with impressive results.

Many faculty, staff, and students have participated in information-gathering sessions with 160over90 over the last few months, and committees of faculty, staff, and administrative leadership have been assembled to review 160over90’s findings and recommendations. Comments from all who have participated have been overwhelmingly positive. Indeed, there is considerable excitement around these efforts and the commitment that is being made by the University to more effectively communicate the outstanding scholarship of our faculty and researchers, the many accomplishments of our students and our graduates, and the many ways we are achieving against our highest ideals of academic excellence and student success.

We will continue to keep the campus informed as this work continues, and many results will be visible to all in the months ahead. (Sessions to view the new creative strategy will be held January 25 and 26 and all are welcome to attend.) As part of our broader University communications strategy, colleges, schools, departments and programs also will be provided with tools (e.g., style guidelines, templates) to assist in their own communications efforts.

To all those who have participated in this endeavor, thank you. This is, arguably, one of the most exciting new initiatives for UVM, one that is long overdue, and one certain to have significant impact.



As is always the case, a number of important leadership retreats are being held over the summer. They began with a university-wide leadership retreat that brought together deans, department chairs, program directors, vice presidents, and other university administrators. These “big tent” meetings, convened and hosted by President Sullivan, are held twice a year. Whether at the college/school level or university-wide, these summer retreats are invaluable opportunities to reflect on progress and to look ahead to the coming year, to re-affirm or adjust (as needed) shared goals, and to seek new ways to leverage resources and talent. I have asked each of the deans to share highlights and outcomes from these discussions with faculty and staff this fall.

## LAUNCH OF INCENTIVE-BASED BUDGETING (IBB)

IBB was launched on July 1. The prior two years of planning and preparations – with thanks to all who participated – allowed this date to pass with relatively little fanfare. By all accounts, and as I reported in the most recent IBB update memo to the campus, the shadow (parallel model) year was successful. I have every confidence that the model will perform as designed and as expected, however the IBB Steering Committee *will continue to meet* regularly in the coming year (and beyond) to evaluate the model’s operation, identify/rectify any problems, and resolve any conflicts that may arise. I invite you to continue to check the [IBB website](#) for updates, useful information, and planned changes. The success of this model is predicated on *transparency*. I pledge to continue to provide timely, complete, and accurate information with full transparency. Please don’t hesitate to suggest ways I can improve in my communications in this regard.

Excerpt from [IBB Campus Update Memo #4](#)—

“(IBB) is transparent, predictable, and easily understood. The model supports academic quality, it distributes budgetary responsibility, it provides clear incentives, and it allows multi-year planning.

It has been my privilege to work with the 240 members of our campus community involved in the development and implementation of IBB, and to witness such a collaborative, inclusive, and authentic process. This bodes very well for the future of the University of Vermont.”

Excerpt from [IBB Final Report](#)—

“(IBB) is not a surrogate for leadership, vision or innovation. It is a management tool that will empower our academic leaders to develop and manage their resources strategically, efficiently, and effectively as the academic units continue to elevate the quality and reputation of academic programs in order to meet the needs of our students. (We) all must play a role in that process. We must be willing to examine and question long-held practices and beliefs. We must be willing to change, to create, and to innovate.”

service and non-debt funds (e.g., gifts and other commitments) has allowed us to move forward on a number of priority projects. Those that are now either in preliminary or final design phases include: (1) the STEM Complex (new building and renovation), (2) the Taft School (renovation), (3) Alumni House (renovation and new Pavilion), (4) Billings Library (renovation), and (5) a new residence hall and dining complex to replace the CBW buildings (new construction).

Also moving forward, and visible from our campus, will be the construction of the new in-patient building at the University of Vermont Medical Center. The final design work has been completed (and Phase 1 of the construction has just been started) for a significant expansion to teaching and learning spaces at the Miller Research and Educational Center located on Spear Street. Preliminary design work has been completed and active fundraising is underway for an expansion to Kalkin Hall. Finally, design planning is underway for a new Multi-Purpose Event Center and fundraising has moved into the active phase for this project as well.

Capital projects completed since 2010 include (1) the George D. Aiken Center (renovation), (2) Jeffords Hall (new construction), (3) the Courtyard at Given (new construction), and (4) Redstone Lofts (new apartment-style housing, privately financed and constructed).

Taken together, these represent significant investments in nearly all aspects of the University – agriculture and life sciences; arts and humanities; business; environment and natural resources; science and engineering; the health sciences; residential life and dining; and alumni affairs.

Among our top priorities for future capital projects related to the academic enterprise will be improved space for social sciences and possibly a new classroom building to meet evolving pedagogical needs (e.g., larger and more flexible learning spaces) throughout the University.

## INCENTIVE-BASED BUDGET (IBB)

The Final Report of the Incentive-based Budget Model Steering Committee was presented to President Sullivan at the end of January. The [full report](#), now approved by the President, has been posted on the IBB website. With the development phase of IBB now largely complete, our focus is on implementation. Vice President Richard Cate is leading the efforts to operationalize the IBB model. He has engaged expertise from across campus in support of this work, and related information is available on the implementation section of the [IBB website](#).

As the University transitions to IBB, we already are seeing exciting new ideas coming forward and new initiatives being launched. As academic units come to understand the opportunities afforded by the new budget model – to innovate, take risks, realize efficiencies, grow strategically, and expand programs to reach new and broader audiences – we can expect even more innovation.

I have been enormously impressed by the creativity and thoughtful discourse that has accompanied the transition to IBB. In particular, I have been impressed by the breadth of engagement and innovation by the academic units. Nearly every UVM college and school has launched, or is preparing to launch, new programs or initiatives. Examples include the SEMBA program in BSAD, Sustainability Leadership in RSEN, Biomedical Engineering in CEMS/COM, and Public Health in COM/CNHS. There

are also new summer programs being contemplated, new distance and hybrid models being explored, and new partnerships being forged both within UVM (e.g., between colleges) and with other institutions.

In addition, colleges and schools are examining enrollment patterns and trends, staffing, and faculty hiring priorities. Many are re-examining their organizational structure, their program offerings, and their strategic priorities in light of the transparency, revenue generation, and the ability to forward-plan that is afforded by the new budget model. Academic units are evaluating and enhancing their student retention programs, their academic advising procedures, and their incorporation of high-impact learning practices.

Tuition is our largest revenue source at UVM. And the clear messages about enrollment (“Enrollment Management is everyone’s business.”) and revenue generation (“We cannot cut our way out of financial challenges. We must find ways to increase revenue.”) are being heard. IBB provides a framework to increase revenue in ways that are closely aligned with the mission of the University and the strategic priorities of each college and school. For example, our summer enrollments continue to grow as our offerings expand and we seek to make the most strategic use of summer at UVM.

In early January, I hosted two IBB mini-retreats for administrative and academic leadership teams, including department chairs. The questions and comments from the groups reflected deepening levels of engagement and an understanding of the power, and limitations, of the model.

IBB will enable innovation, strategic planning linked to resources, and the forward-planning that will ensure our sustainable financial future. In short, our new budget model has the potential to harness the power of the entire campus in support of our core academic mission.

Our continued commitment to transparency and effective communication is critical to the success of our transition to IBB. We must all understand that while our budget model has changed, our *core values* as a university have not; that our ongoing budget challenges fully mirror what is happening at universities across the country; and that IBB did not create, nor will it solve, our budget challenges. IBB is not a panacea. In and of itself, it will not reduce expenses, create efficiencies, or create new revenue. But the new model *will* enable thoughtful and strategic decisions to be made – following robust discussion and with benefit of full information and transparency – about how to address these challenges.

We acknowledge and respond to these challenges, as university citizens – to nurture the *light on the hill* and ensure that it continues to light the path of students, faculty, staff, and the state of Vermont for many years to come.

## STUDENT ENGAGEMENT AND STUDENT SUCCESS

Exciting new programs have been implemented that both enhance the current student experience and prepare our students for success beyond UVM. Particularly noteworthy are the campus-wide efforts focused on *career success* and *first-year student retention*.

## 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:** February 15, 2016

**Re:** Approval of a proposal for a new Bachelor of Science in Food Systems from the College of Agriculture and Life Sciences

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At its meeting on February 4, 2016, the Curricular Affairs Committee approved the action recommended in the following memo.

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We have reviewed a proposal for a new Bachelor of Science in Food Systems degree program submitted by the College of Agriculture and Life Sciences (CALS) and recommend approval. If approved, it is anticipated that this new degree program will be offered beginning Fall 2016.

#### **Overview**

Food Systems can be described as “holistic study of the relationship of humans with their food,” combining social science, natural science and humanities approaches to understand complex and interdependent food systems of varying scope and scale. The goal of the proposed new B.S. in Food Systems is to provide students with both a solid foundation in the emerging field of Food Systems, and deeper training in one of the many related disciplines available as areas of study at UVM.

Currently, the Food Systems program at UVM includes a minor based in CALS as well as an MS and a PhD housed in the Graduate College. All three programs include participating faculty from several other colleges. The addition of an undergraduate major will allow students to pursue one of the few undergraduate degrees in Food Systems available in the U.S. and make UVM the only land-grant institution of higher learning to offer a complete range of Food Systems study, from undergraduate through master’s and PhD levels.

This interdisciplinary major will be supported by faculty within CALS in the departments of Animal and Veterinary Science, Community Development and Applied Economics, Nutrition and Food Sciences, Microbiology and Molecular Genetics, Plant Biology, and Plant and Soil Science. In so far as students may take courses across the University, faculty from across the University can participate. A list of faculty associated with food systems has been developed over the past several years as the Food Systems graduate programs have become established.

### ***Rationale for the Program***

Food Systems is a nascent field of study nationally and an emerging strength at UVM that is particularly well-suited to the UVM land-grant mission of research and engagement in the 21st century. The UVM Food Systems TRI and existing graduate programs have already established UVM's reputation as a leader in this area. Additionally it supports the Strategic Plan put forth by President Sullivan (Oct 2013) to expand our STEM programs to prepare "successful graduates for some of the nation's best-paying jobs in some of the fastest-growing industry sectors."

The proposed Food Systems major promotes an integrated systems approach to understanding relationships between environment, food production, distribution, and consumption, and food-related health issues. By training students to understand food systems in a transdisciplinary perspective while also requiring them to identify a concentration within the major for a deeper discipline-specific study, the proposed program seeks to train undergraduates who will be prepared to go on to employment or to pursue graduate study in this or a related field.

### ***Curriculum***

The proposal lists the following learning outcomes for students completing the B.S. in Food Systems. Upon graduation from the program, students will have:

- Developed critical thinking skills to address problems and possible solutions related to food systems.
- Been exposed to the diverse disciplines necessary to understand complexity and interdependence across the food system.
- Demonstrated an ability to communicate clearly and effectively about food systems issues.
- Acquired skills and qualifications that are relevant to obtaining employment or pursuing further education in the growing food systems sector, spanning both STEM and social sciences.

The curriculum is designed to offer students training in interdisciplinary approaches to Food Systems while also developing a deeper understanding of one of the disciplines within Food Systems. Course work (summarized in the table below) will be comprised of existing courses in CDAE, NFS, PBIO, and as well as three new Food Systems (FS) courses and several new FS seminars. All majors will also choose a concentration to add disciplinary depth to the major, which are categorized as natural and/or social science. The coursework for each concentration coincides with the eponymous minor. To ensure that their program includes the necessary prerequisites for their concentration, students will identify a natural sciences track or a social sciences track when they declare a Food Systems major. The natural science track will prepare students for a concentration in the natural or social sciences, while students in the social science track would need to choose a concentration in the social sciences unless they have completed additional prerequisite coursework. Students are also required to undertake six credits of 200-level capstone service learning or research experience in the senior year.

<b>Food Systems Core Courses</b>	
CDAE 002	World Food, Population & Development
CDAE 004	US Food, Equity & Development
NFS 043	Fundamentals of Nutrition (special section)
NFS 073	Farm to Table; Our Contemporary Food System
PBIO 004 or PBIO 006	Intro to Botany The Green World
PSS 021	Introduction to Ecological Agriculture
NFS 113*	Food Policy and Politics
NFS 114*	Human Health in the Food System
CDAE 108*	Comparative Food Systems
FS 092, 192, 292	Food Systems Seminars
<b>Concentrations<sup>‡</sup></b>	
Animal Science	Natural Science
Microbiology	Natural Science
Molecular Genetics	Natural Science
Plant Biology	Natural Science
Ecological Agriculture	Natural Science
Soil Science	Natural Science
Nutrition and Food Science	Natural Science/Social Science
Sustainable Landscape Horticulture	Natural Science/Social Science
Community Entrepreneurship	Social Science
Community and International Development	Social Science
Public communication	Social Science

\*New course; will be given FS prefix. Course proposals are in Course Leaf and have been approved up to the level of the Provost or Registrar;

<sup>‡</sup> Required credits are equivalent to the minimum number of credits for the eponymous minor. 200-level course work strongly recommended. Additional courses may be required as pre-/co-requisites.

Currently, all of the concentrations are located within CALS. It is the intention of the proposers to add at least one concentration that would take advantage of related courses in other colleges, primarily CAS. As this concentration would include a suite of courses drawn from multiple departments, it is of a slightly different nature than the other concentrations, which make use of existing minor curricula. Thus it was the decision of the proposers to wait and add the additional concentration(s) once the program was established.

### ***Relationship to Other Programs***

There are no existing undergraduate majors at UVM that offer the same focus on Food Systems as the proposed B.S. degree. The most closely related program is the Environmental Sciences (ENVS) concentration on food, land, and community. Students majoring in ENVS, however, take a core set of

courses related to environmental studies and then choose upper-level electives in a variety of areas related to food, land, and community. Food Systems majors would take a core set of courses specifically related to food systems, and then select a concentration in a specific food systems domain (e.g. animal science, public communication).

### ***Anticipated Enrollment***

Over the past six years, more land grant institutions have begun offering Food Systems majors, and student interest and enrollment in these programs has increased rapidly. Here at UVM, demand for the undergraduate minor in Food Systems is high, with 48 students currently enrolled in this relatively new minor. Fifty percent of these minors responded to a recent survey, and respondents indicated a high degree of interest in a new Food Systems major, with 88% indicating support for the major.

The proposers estimate approximately 25 students (primarily drawn from existing Food Systems minors) would declare a Food Systems major in the first year of the program. Based on growth rates in Food Systems majors at other land grant universities, this number is expected to grow to 80 majors within four years, including many students entering CALS as first year students majoring in Food Systems.

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

All candidates for admission to UVM must meet the standard requirements. Additional requirements for CALS include one year of biology and one year of chemistry for science majors. Candidates are strongly encouraged to take one year of physics and at least one year of math beyond Algebra II (pre-calculus/calculus is preferred). Most successful applicants to CALS exceed the minimum entrance requirements. Any exceptions to these requirements are made on a case-by-case basis.

### ***Advising***

Students who enter the program will initially be advised by the Food Systems program director (Kate Findley-Woodruff will be the first director). After students declare a concentration, they receive advising from the advisor for that concentration, who will have received training in the Food Systems requirements.

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

A support letter from Dean Vogelmann indicates that the program will be funded and run out of the CALS Dean's office for the first two years of the program, and the Dean's office will provide administrative support for the program. The needs of the program will be evaluated and adjustments to staff and/or funding will be made by the Dean accordingly after this initial two-year period.

***Assessment Plan***

Assessment of individual Food Systems (FS) courses contributing to the major will be conducted through course evaluations and review of the overall program annually in a meeting with the Dean of CALS. The responsibility for developing a concrete plan for assessing student learning outcomes and implementing changes to the program will fall to the Food Systems Program Director and the program faculty Curriculum and Oversight Committee when appointed.

***Evidence of Support***

Letters of support, evidence from a survey of current Food Systems minors, and other materials presented in the proposal indicate strong support for the launching of a Food Systems major from students currently enrolled in the minor, faculty affiliated with the Food Systems initiative at UVM, and Chairs of CALS departments and programs. As noted above, the CALS Dean has also indicated support and has underwritten the initial costs of the program.

***Summary***

The proposed new B.S. in Food Systems meets will fill a gap in UVM's existing Food Systems offerings and help solidify UVM's presence in the field. It has a thoughtfully constructed curriculum that provides students training in interdisciplinary approaches to Food Systems as well as a deeper understanding of one of the disciplines within Food Systems. Student interest and support for the new Food Systems undergraduate major is strong.



**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:** February 15, 2016

**Re:** Approval of a proposal for a new Certificate of Graduate Study in Epidemiology from the College of Medicine, the Graduate College, and Continuing and Distance Education

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At its meeting on February 4, 2016, the Curricular Affairs Committee unanimously approved the action recommended in the following memo.

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We have reviewed a proposal for a new Certificate of Graduate Study in Epidemiology (CGSEPI) from the Department of Medicine, College of Medicine (COM) in cooperation with the Graduate College (GC) and Continuing and Distance Education (CDE) and recommend approval. The CGSEPI proposal has also been reviewed and approved by the Graduate College Executive Committee. Dr. Jan Carney, the Associate Dean for Public Health, will oversee the proposed certificate. If approved, it is anticipated that this new degree program will be offered beginning Fall 2016.

***Program Description and Rationale***

Epidemiology is the study of the origin and causes of diseases in a community. It is the scientific method of investigative problem solving used by disease detectives, epidemiologists, laboratory scientists, statisticians, physicians and other health care providers, and public health professionals to get to the root of health problems and outbreaks in a community (Center for Disease Control, 2014). The proposed CGSEPI, which will be offered entirely online, will be part of the Public Health offerings currently in place in the COM. These include a Graduate Certificate in Public Health (CPH) and a Certificate of Study in Environmental Public Health (CEPH), as well as a Master's of Public Health (MPH) degree. The distinctive attribute of the CGSEPI within the UVM Public Health curricular offerings is its emphasis on quantitative skills. All of the courses leading to the certificate could be applied to the MPH for those who chose to pursue that degree. The addition of the online CGSEPI provides an opportunity to appeal to a larger market segment of individuals with an interest and a need for education and training in public health. The proposed program will train health care professionals to meet the health needs of the population and train health care practitioners in government, non-profit agencies, and other settings.

### ***Evidence of Demand***

Enrollment in the current Public Health programs is strong. Research carried out by Dr. Carney and CDE and a 2010 report by the Vermont Department of Health indicate a strong interest in additional public health curriculum offerings. Fifteen to twenty students are expected to enroll in the CGSEPI program in the first year, with enrollment increasing in subsequent years. According to the results of a 2014 Employer Demand Analysis, the national demand for population health scientists has increased overall by 30.4% between 2010 and 2013, while regional demand grew by 19% (Education Advisory Board, COE Forum, Employer Demand Analysis: Graduate Certificate in Public Health, Population Health Science, 2014).

### ***Curriculum***

Eighteen credits are required to complete the CGSEPI. The certificate requires six core credits in epidemiology and biostatistics, six credits in advanced epidemiology and biostatistics, and an additional six credits of electives. These credits are in common with the MPH curriculum. The only new course related to this certificate is PH 309, Public Health Biostatistics, which will be available to students in all COM Public Health programs.

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

Students admitted to the CGSEPI program must be at the post-baccalaureate level and must maintain a GPA of 3.0, as per policy of the Graduate College. Process for admissions will follow the Graduate College process for application, acceptance, and admission. Prerequisites for admission include one course in college algebra, statistics, or a more advanced math course, and one college-level biology course.

### ***Advising***

Pre-enrollment advising will be handled CDE. Students enrolled in the program will be advised by Program Director Dr. Jan Carney and other members of the faculty, as appropriate. This advising model is currently in place for all students in the Public Health programs.

### ***Anticipated Enrollment***

Initial enrollment in the CGSEPI is targeted at 15. The proposal indicates that the program is anticipated to grow. Matriculated students in the MPH have been stable during the three years of the programs.

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

No additional faculty are anticipated. Faculty currently in place in the COM will staff the courses offered. Courses for this proposed certificate are currently in place for the other Public Health offerings,

with the exception of PH 302, which will be taught by Matthew Thomas, Clinical Instructor in the Department of Medicine. Instructional design, faculty training for online education, and faculty development will be provided by the CDE in-service program. CDE Dean Beliveau, in her letter of support, speaks to the “collaboration between CDE and the COM in providing innovative online educational experiences for a new audience of graduate certificate students.” The proposal indicates that no additional resources, library support, equipment, or physical space are needed and there is no incremental budget. Any programmatic expense, instructional technology, and ongoing faculty development and training will be supported by CDE and COM.

### ***Assessment Plan***

The proposed certificate will be evaluated under the standard Academic Program Review process when the graduate programs of the College are being reviewed. The proposed program is within the Department of Medicine and will have oversight by that faculty.

### ***Evidence of Support***

Letters of support for the proposed certificate were provided by the Deans of the Graduate College, the College of Medicine, and Continuing and Distance Education, as well as the Senior Associate Dean for Medical Education and the Chair of the Department of Medicine. Additional letters of support were provided by Harry Chen, MD, Vermont Department of Health and Patsy Kelso, PhD, State Epidemiologist, Vermont Department of Health.

### ***Summary***

The proposed certificate fills a specific and defined market need. The resources to deliver the proposed curriculum are in place. The courses, with the exception of one new one, are currently approved and being taught. The program is unique in that it is entirely online and thus accessible to working professionals in diverse locations. The proposal notes a regional need for credential enhancement opportunities for individuals with a specific interest in epidemiology.

## 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:** February 15, 2016

**Re:** Approval of a proposal for a new Master of Science in Medical Laboratory Science from the College of Nursing & Health Sciences and the Graduate College

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At its meeting on February 4, 2016, the Curricular Affairs Committee unanimously approved the action recommended in the following memo.

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We have reviewed a proposal for a new Master of Science in Medical Laboratory Science (MSMLS) degree program submitted by the College of Nursing and Health Science (CNHS) and the Graduate College and recommend approval. Administratively, the new program will be run by CNHS. The Chair of the Department of Medical Laboratory and Radiation Sciences (MLRS), Paula Deming, will serve as director of the program. If approved, it is anticipated that this new degree program will be offered beginning Fall 2016.

#### **Overview**

The Master of Science in Medical Laboratory Science (MSMLS) Program is designed to prepare future leaders in the profession of Medical Laboratory Science who will have the advanced practice knowledge and skills required to meet the demands of the changing profession and healthcare system. This graduate program will prepare graduates for leadership opportunities in management, education, research, advanced clinical practice and more.

Individuals may enter the program via two tracks, depending on their background. Track 1 is for individuals holding a B.S. who are not certified in Medical Laboratory Science, but desire a career in the clinical laboratory sciences. Upon completion of the program, these students will be eligible to take the national certification exam in medical laboratory science offered by the American Society of Clinical Pathology (ASCP). Track 2 is for Medical Laboratory Science certified graduates who wish to attain advanced-practice training and leadership skills.

### ***Rationale for the Program***

The number of jobs in the healthcare field is expected to grow enormously in the next decade, due in large part to the aging population. According to the Bureau of Labor Statistics (BSL), “The health care and social assistance sector is projected to grow at an annual rate of 2.6 percent, adding 5.0 million jobs between 2012 and 2022. This accounts for nearly one-third of the total projected increase in jobs nationwide.” The BLS also reports that the Medical Laboratory Science profession is anticipated to experience a 22% increase over the next fifteen years. A vacancy survey carried out by the American Society for Clinical Pathology the projected retirement rate for supervisors is higher than staff. The survey results also indicate that it takes longest to fill positions in the molecular biology and molecular diagnostics departments, which require staff with advanced technical skills. Moreover, the number and complexity of diagnostic and predictive tests has evolved tremendously, creating a need for advanced practice in the field of Medical Laboratory Science (MLS) to ensure quality healthcare for patients.

Only a handful of nationally accredited programs offering this specialized education exist. The proposed M.S. in Medical Laboratory Science will prepare students for positions requiring advanced-practice skill through a rigorous core curriculum, which includes advanced molecular techniques, quality assessment, research methods and design, healthcare policy, finance, leadership and a capstone project.

### ***Curriculum & Advising***

The required course work for each track is described below. In addition, students in both tracks will complete a comprehensive examination and a non-thesis capstone project under the supervision of one of the program faculty. (An example project was included with the proposal.) The curriculum includes two new courses specific to Track 1, two new courses specific to Track 2, and five new courses to be taken by all students in the M.S. in MLS program. All new courses are graduate-level courses (300-level); eight have been approved up to the level of the Provost and one has already been added to Banner. MLS program faculty will advise the students.

**Track 1:** Over two academic years and a summer semester, students will take a total of 67 credits including the MLS professional didactic core, clinical practicum, graduate courses in molecular genetics, leadership and management, ethics, quality assurance, and a 3-course sequence in Research and Design. The NAACLS-accredited didactic core courses are the same as those required for the undergraduate major. Although MSMLS students will take a subset of the master’s level courses along with the B.S. in MLS students, the courses have been adapted for the graduate program to include advanced professional competencies and higher-level learning objectives.

**Track 2:** Over three semesters and one summer term, students will take 24 credits identical to the Track 1 curriculum excluding the professional didactic core and clinical practicum, which they will have completed prior to program entry based on already being MLS-certified. Track 2 students take an additional 6 credits of Clinical Correlations courses (MLS 371 and 372), which are designed to meet the graduate-level learning objectives from the professional didactic core curriculum.

Upon completing the proposed M.S. in MLS program, graduates will:

- be prepared to pass the ASCP Board of Certification (Track 1)
- be proficient at problem solving and critical thinking in the clinical setting
- demonstrate mastery of effective scientific written and verbal communication skills
- adhere to the highest professional and ethical standards in their professional responsibilities
- be able to perform a full range of testing in the contemporary medical laboratory encompassing pre-analytical, analytical, and post-analytical components of laboratory services
- be proficient in problem solving, troubleshooting, and interpreting laboratory results, using appropriate statistical approaches when evaluating data
- be able to design, implement, and communicate research projects related to medical laboratory science
- demonstrate professional behavior and work effectively as a member of a healthcare team
- demonstrate administrative skills and knowledge of quality assurance, continuous quality improvement, laboratory education, fiscal resource management, information management, and clinical decision-making
- be able to adhere to safety and governmental regulations and standards as applicable to the clinical laboratory practice

On an added note, a Curricular Affairs Committee member who runs a clinical lab described this program as providing the exact set of skills they look for when hiring laboratory technicians.

### ***Relationship to Other Programs***

The Medical Laboratory and Radiation Sciences department currently offers a NAACLS-accredited undergraduate degree in Medical Laboratory Sciences that allows students to be eligible for certification by the ASCP. The department also has a Post-Baccalaureate Medical Laboratory Science Program (PBMLS) in collaboration with CDE, which has been highly successful. The proposal states that Track 1 is designed to replace the PBMLS, although after discussion the reviewers agreed that it could still be available if there was a demand.

The title of the program is similar to the Master of Science in Medical Science that is sponsored by the College of Medicine; however, these programs are highly disparate in content, target population, and educational objectives. The Medical Science Master's program is designed to prepare students for application to medical or veterinary school while the MSMLS program is designed to prepare graduates for immediate employment in the field of medical laboratory science.

There are MSMLS courses that overlap with requirements in the current M.S. programs in Nursing, but the programs target different cohorts of students. Due to stringent requirements mandated by the accrediting agency for Medical Laboratory Science, NAACLS, the MLRS Department at UVM is the only department with qualified and ASCP-certified faculty to offer the proposed MSMLS program.

### ***Anticipated Enrollment***

From 2013-2015, 50 students applied to the PBMLS program, and in the past 5 years, 20 students have completed the program. In surveying graduates and current Post-Baccalaureate MLS students, 100% responded that they would have entered the MSMLS program if it had been an option for them. The curriculum of the MSMLS program has been designed for a target cohort size of 10 to 15 students (Track 1 + Track 2). All participating departments are committed to meeting the increased demand these students will place on existing courses that are required for the MSMLS degree.

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

To enter the program, students in both tracks must have a minimum overall GPA of 3.0 from their undergraduate institution, GRE scores, and TOEFL scores (international students only). Additionally, they must have completed sufficient coursework in general biology or anatomy and physiology, general chemistry, organic chemistry or biochemistry, general microbiology with lab, and college level math. Students entering Track 1 must have a B.S. or B.A. in one of the life sciences (or related field) from accredited college or university. Students entering Track 2 must have a B.S. in Medical Laboratory Science or related field as well as ASCP certification in Medical Laboratory Science or be ASCP certification-eligible.

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

The proposal indicated that the program will be immediately self-supporting. The majority of first year costs would be for marketing and microscopes, which the Dean of CNHS has agreed to provide. There will not be any need for increased faculty or advising resources. With a newly added tenure-track faculty line and the addition of a recent full time lecturer position, sufficient resources are available within the MLRS Department to fully support the new advanced practice courses.

### ***Assessment Plan***

The MSMLS program will be accredited through NAACLS which requires an annual review as well as a thorough self-study and evaluation every seven years. Additionally, the program will complete the UVM APR every seven years.

### ***Evidence of Support***

The proposal contains strong letters of support from the Dean of Continuing and Distance Education, Chair of Mathematics and Statistics, Chair of Nursing and Health Sciences, Dean of Engineering and Mathematical Sciences, Chair of Pathology and Laboratory Medicine, Dean of the College of Medicine, Dean of the College of Nursing and Health Sciences, Dean of the College of Agriculture and Life Sciences, Chair of Microbiology and Molecular Genetics.

***Summary***

The program represents an exciting inter-professional collaboration across multiple academic units at UVM and across multiple disciplines within the College of Nursing and Health Sciences itself. In summary, the proposed Master's degree program in MLS will provide rigorous and comprehensive training for developing leaders in the MLS profession and meets a critical national and regional need for the MLS workforce.



## 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:** February 15, 2016

**Re:** Approval of a proposal for a new minor in Writing from the College of Arts and Sciences

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At its meeting on February 4, 2016, the Curricular Affairs Committee unanimously approved the action recommended in the following memo.

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We have reviewed a proposal for a new minor in Writing and recommend approval. Valerie Rohy, Chair of the English Department, will serve as the director of the program. All composition and creative writing faculty in the Department of English will participate in the minor. If approved, it is anticipated that this new minor will be offered beginning Fall 2016.

#### ***Overview***

The proposed new minor in Writing is one of three curricular developments initiated by the English Department in response to the findings of their recent Academic Program Review. The other two endeavors are a substantial revision of the English major and changes to the English minor designed bring the minor better in line with the major. Although the revisions to the existing programs are not the topic of this report, it seems fitting to highlight them as the “package” of curricular developments underscores the importance and effectiveness of the APR process.

There is significant student demand for more courses in writing, both creative and expository. Students who want writing skills to enhance their professional expertise and employability can focus on composition and expository writing within the new minor. The new minor will also help fulfill an unmet student demand for creative writing courses.

#### ***Rationale & Relationship to Existing Programs***

Writing is essential to virtually all careers pursued by UVM graduates, from marketing materials to correspondence to grant proposals. An article published in the Chronicle of Higher Education titled *Employers and Public Favor Graduates Who Can Communicate, Survey Finds* (2013) states that “American adults and employers want colleges to produce graduates who can think critically and

creatively, and can communicate orally and in writing.” Many articles in similar prominent publications argue that strong writing skills increase the job prospects for students in a variety of professions. The new minor in Writing will provide an opportunity for students across the university to enhance their communication skills. It will also supplement the University’s new FWIL (Foundational Writing and Information Literacy) requirement, responding to the same student needs but doing so in a more extended and varied course of writing study.

Currently, there are no minors at UVM that focus on Writing. The English Department is uniquely suited to deliver writing instruction at all levels to improve student ability, confidence, and preparation for their professional and educational goals. This new minor is linked to a strategic enhancement of writing opportunities for students that also involves a new Writing Concentration in the English major.

### ***Curriculum & Advising***

Comprised entirely of existing courses, the curriculum for the proposed new minor in Writing includes two introductory courses and 12 additional credit hours of course work chosen from a list of approved courses (see table below). Students in the minor will be assisted with course selection by English and CAS Student Services academic advisors.

<b>Six credits in two of the following courses:</b>	
ENGS 050	Expository Writing
ENGS 051	Topics in Composition <sup>‡</sup>
ENGS 053	Intro to Creative Writing
<b>At least 9 hours in English above 100, including at least 6 hours in the following courses:</b>	
ENGS 104	Tutoring Writing
ENGS 105	Exploring Writing Centers
ENGS 107	Topics in Composition & Rhetoric
ENGS 108	Advanced Composition Workshop
ENGS 114	Topics in Writing
ENGS 117	Advanced Creative Nonfiction
ENGS 118	Advanced Writing: Fiction
ENGS 119	Advanced Writing: Poetry
ENGS 120	Writer’s Workshop
ENGS 211/ENGS 212	Senior Seminar*
At least three additional hours in English courses numbered 005 or above or in FTS 144/FTS 145.	

<sup>‡</sup> Must be taken by students wishing to pursue advanced poetry and fiction writing.

\* Currently called Seminar in Composition & Rhetoric. Will be retitled as Seminar in Writing to encompass creative writing, including creative non-fiction, as well as rhetoric and composition.

***Admission Requirements***

With the exception of English majors, this minor may be chosen by students in any departments or programs both within and beyond CAS.

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

As the new minor is comprised of existing courses, no additional resources are required.

***Summary***

There is a strong demand for students with critical reading and writing skills in a countless variety of occupations and workplaces as well as graduate and professional programs across the disciplines. Thus, the proposed Writing minor will play an important part in preparing students for their future educational endeavors and careers.

## 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:** February 15, 2016

**Re:** Approval of a proposal for a new minor in Jewish Studies from the College of Arts and Sciences

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At its meeting on February 4, 2016, the Curricular Affairs Committee unanimously approved the action recommended in the following memo.

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We have reviewed a proposal for a new interdisciplinary minor in Jewish Studies and recommend approval. The program was developed by a committee comprised of faculty members from several departments in the College of Arts and Sciences including Classics, Art History, History, Religion, German and Russian, Romance Languages and Linguistics, English, Political Science, and Sociology. Administratively, the proposed minor would be housed in the Department of Religion in the College of Arts and Sciences. If approved, it is anticipated that the new minor will be offered beginning Fall 2016.

#### ***Overview***

Jewish Studies offers an interdisciplinary and cross-cultural approach to the study of the Jewish experience. It differs from History and Religion through its high level of interdisciplinary as well as its thematic focus. As well, it differs from Holocaust Studies through a broader thematic emphasis and a much longer chronological scope. Considering Judaism from numerous perspectives, the proposed minor examines civilization and culture as well as religion, ranging from the Biblical period to the present. The minor will draw on the expertise of faculty from across the University, encompassing literature in several languages, history, English, philosophy, theology, customs and ritual, art, music and film. The minor is well aligned with UVM's commitment to liberal arts education, and will support virtually every facet of the liberal arts through its highly interdisciplinary design across the arts, humanities and social sciences.

#### ***Anticipated Enrollment***

A survey of undergraduates in the spring of 2015 (228 respondents) found 27 students indicating strong or very strong interest in Jewish Studies as a minor. Interested students were split between CAS and

other UVM colleges and schools. These survey results seem to indicate a Jewish Studies minor could expect at least equal enrollment as other interdisciplinary minors on campus.

### ***Relationship to Existing Programs & Evidence of Support***

The minor is designed to support and enrich the existing majors and minors in participating departments, most notably in History, Religion, languages and literatures, Philosophy, and Holocaust Studies. It is expected that students from these, among many other areas on campus, would find the minor appealing.

The proposers provided evidence of strong support drawn from their communication with academic units. Letters of support were provided from the Interim Dean of the College of Arts and Sciences as well as the Chairs of the Department of Political Science, the Department of History, the Department of Languages and Linguistics, the Department of German and Russian, the Department of English, the Department of Religion, and the Department of Classics.

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

Any student in good standing at UVM will be accepted into the program.

### ***Curriculum***

The proposed minor in Jewish Studies will require 18 credit hours of coursework. Students will be required to take JS 001 Introduction to Jewish Studies, and at least 9 credit hours in approved electives at the 100-level or higher. A lengthy list of elective options will be available to students including courses in Hebrew, World Literature, History, Political Science, Classics, and Religion. Students will consult with the director of the program for assistance in designing their course plan for the minor. The director will maintain a list of upcoming special topics electives and other courses that may be used as elective courses in the minor.

Two new courses will be developed in support of the program including the gateway course, JS 001 Introduction to Jewish Studies (the syllabus for the course accompanied the proposal for the minor) and a 100-level course in religion or history, covering the history of the Jewish people up to the modern period to be developed in the 1st or 2nd year of the program.

The proposers note that no more than three credit hours may come from courses also used to fulfill the student's major. Thus, students with a major in Religion or History would be required to take additional coursework to reduce overlap to one course if they choose to pursue the Jewish Studies minor.

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

An essential element of the program is a new hire in the Department of Religion to serve as director of the Jewish Studies program as part of their responsibilities. This new hire will be supported in part by the newly endowed Kalkin Professorship in Jewish Studies with the balance being supported by the College of Arts and Sciences. It is anticipated this new hire would begin in the program's second or third year. It is expected the program will be launched with an internal appointee as director until the new hire is in place. Cost estimates of \$17,500 for the first year and \$455,000 for the first five years are given. About half of these funds will be provided by the Kalkin Professorship. The other half will be provided by the College of Arts and Sciences.

***Summary***

The proposed minor in Jewish Studies capitalizes on existing courses to offers an interdisciplinary and cross-cultural approach to the study of the Jewish experience. It will nicely complement the existing programs of study in Religion, History, and Holocaust Studies, and fits well with UVM's commitment to liberal arts education. The new minor has strong support from the Interim Dean of the College of Arts and Sciences and Chairs of participating and related departments, and there is evidence of student interest.

## 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 5, 2016

**Re:** Items approved by the Curricular Affairs Committee that do not require a Faculty Senate vote

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#### Revisions to the English Major & Minor

*Submitted by:* College of Arts and Sciences, Department of English

*Rationale:* The revisions to the English Major and Minor (and the new proposed Minor in Writing) were prompted by the department's recent Academic Program Review, and are focused on 1) bringing clarity to the objectives of and relationship between ENGS 085 and ENGS 086, 2) creating a "developmental arc" as students proceed through the four years of the major; and 3) provide a more even historical coverage.

*Summary:* The changes implemented the Major to achieve these goals are outlined below.

- Requiring students to take a two semester introductory sequence, and select a concentration within their upper-level courses.
- A new replacement for ENGS 086, now called ENGS 100, Literary Theory, offers a systematic survey of literary theory, with a standardized syllabus. (ENGS 085 will still be offered as an introductory first-year seminar for prospective majors.)
- A requirement that students take a two semester introductory historical survey (as well as the pre-1700 course requirement for the British and Anglophone Literary Traditions concentration, and the pre-1900 course requirement for the American Literary Traditions concentration)

The result is a curriculum for Majors with a more obvious "developmental arc" that starts with a two-semester introductory sequence followed by a standardized course on literary theory and a diverse range of 100-level offerings and concludes with a 200-level senior seminar. Changes to the Minor were less substantial, and included removing ENGS 086 as an option as it will no longer be offered, and stipulating that three credits beyond the required introductory sequence and 100-level requirements must be at the level of ENGS 005 or above. All of the Minor requirements are now included in the Major, thus allowing students to more easily transfer from the Major to the Minor and vice versa.

### Revisions to the Spanish Major & Minor

*Submitted by:* College of Arts and Sciences, Department of Romance Languages and Linguistics

*Rationale:* Concern has been voiced by faculty teaching 200-level courses that students are not adequately prepared and are not sufficiently familiar with literary and cultural traditions of the Hispanic world. Currently, there are only two literature survey courses, SPAN 141 and SPAN 142, that attempt to cover the entire history of Spanish and Latin America. Students only need to take one of the two to meet the Spanish major requirements, and Spanish minors are not required to take either course. The proposed changes are intended to 1) give students a stronger grounding in cultural and literary traditions of the Hispanic world before they proceed onto upper-level electives; (2) create a more structured sequence of courses that all students follow at the 100 level, thus promoting greater cohesion among the Spanish language program (both majors and minors); and (3) increase student language competency before taking more demanding courses at the 200 level. The alterations summarized below will impact three other programs, all of which have provided memos of support.

#### *Summary of changes to major:*

- Re-cast SPAN 141 and 142 into four one-semester survey courses: SPAN 143 Intro to Lit & Culture of Spain I, SPAN 144 Intro to Lit & Culture of Spain II, SPAN 145 Intro to Lit & Culture of Latin America I, and SPAN 146 Intro to Lit & Culture of Latin America II (SPAN 141 and SPAN 142 will be deleted)
- Require nine credits from the literature and culture survey courses (SPAN 143, SPAN 144, SPAN 145, SPAN 146) as pre-requisites to 200-level courses
- Reduce the minimum number of 200-level credits from 18 to 12 in order to keep the total number of credits required the same

#### *Summary of changes to minor:*

- Require six credits from the literature survey courses
- Reduce the minimum number of 200-level credits from 9 to 6 in order to keep the total number of credits required the same

### Request to grant tagged Bachelors of Science in Education degrees for ECP and ECSP majors

*Submitted by:* College of Education and Social Service, Department of Education

*Rationale:* The Early Childhood PreK-3 (ECP) and Early Childhood Special Education (ECSP) majors were moved into the Department of Education ~5 years ago, and students in those majors currently receive untagged Bachelors of Science degrees. All of the other undergraduate majors in the Department of Education are awarded Bachelors of Science in Education degrees. The ECP and ECSP majors wish to bring themselves into line with the other majors in the department.

*Summary of changes:* Grant tagged B.S. in Education degrees to Early Childhood PreK-3 (ECP) and Early Childhood Special Education (ECSP) majors.

### Request to change the name of an Environmental Sciences Concentration



*Submitted by:* Directors of the Environmental Sciences Program

*Rationale:* All Environmental Sciences (ENSC) majors choose one of nine concentrations. Historically, the Environmental Resources concentration is taken by very few students (7 of the 274 current ENSC majors are signed up). Understanding the environmental impacts of climate change is self-evident is likely to continue to be one of the most critical challenge to the earth's environment for the foreseeable future. When the ENSC major was last updated, there were no courses at UVM that specifically addressed climate change and its impact. There are now multiple offerings to add to this concentration for a more specific focus on global environmental change, and these courses (4 in total) are being added to the list of possible electives. Thus a name change is appropriate to better reflect the focus of the concentration.

*Summary of changes:* Re-name one of the nine ENSC concentrations. Administratively this requires creating a new concentration with the name "Global Environmental and Climate Change," and deactivating the existing "Environmental Resources" concentration.

#### Request to codify final grade submission deadlines

*Submitted by:* the Registrar's Office

*Rationale:* The requirement to submit final grades within 72 hours of the end of the course (the final exam) has not been written anywhere in the Course Catalog since the early 1990's. Every few years, a new faculty member calls the Registrar's office and questions the origin of our published 72 hour deadline. This proposal to add specific language to the Undergraduate and Graduate Catalogs is proposed in the interest of shared clarity between the Registrar's office and the faculty. The wording for the changes comes from the last Academic Policies and Procedures (published 1998) and the current faculty contract.

*Summary of Changes:* Add the following language to the Undergraduate and Graduate Catalogs to remain there until such a time as other revisions are proposed "Grades, Reporting of: Grades must be reported to the Registrar's office as soon as possible after the course is completed but not later than 72 hours after the final examination for that course. If the final exam is on the Friday of exam week, grades are due by noon on the following Tuesday."