



Curricular Affairs Committee of the Faculty Senate Minutes

Thursday, February 2, 2018, 4:30 – 6:15 pm

Present: Professors Almstead, Everse, Garrison, Goodwin, Hazelrigg, Hughes, Ivakhiv, Kasser, Kervick, Marshall, Monsen, Rosebush, Rowe*, Sisk, Strickler, Tomas, Wojewoda

Absent: Professors Cepeda-Benito, Dale, Dickinson, Nichols, Ultsch, SGA Representative McHugh

Guests: Cathy Paris, Brian Reed, Beth Taylor-Nolan

Chair Almstead called the meeting to order at 4:23 pm in Waterman 427A.

- I. **Approval of the Minutes.** Laura Almstead noted that due to the cancellation of the January 2018 meeting, the minutes of the December 2017 meeting were approved by email ballot in January 2018.

II. **Chairperson's Remarks**

Laura Almstead reported that Department of Medical Laboratory and Radiation Sciences name change to the Department of Biomedical and Health Sciences was approved at the January Faculty Senate meeting. In addition to this name change, Laura Almstead will be presenting the following to the Board of Trustees at their February meeting:

- New PhD in Complex Systems and Data Science, CEMS
- New MS in Engineering Management, CEMS
- New Master of Professional Studies (MPS) degree at UVM
- Termination of Leadership for Sustainability Concentration in MS in Natural Resources
- MS Biomedical Engineering
- Change of the MS in Natural Resources Leadership for Sustainability Concentration to MPS in Leadership for Sustainability
- Undergraduate Certificate and Continuing & Distance Education Certificate in Integrative Health Care
- New Major and Minor in Health and Society, CAS
- Termination Certificate of Graduate Studies in Sustainable Transportation Systems and Planning

The forecast proposal for a similar but more widespread certificate from CALS will be circulated soon.

III. Reports: (none at this time)

IV. Other Business

- A. **Request to eliminate concentrations in the Plant Biology major** – The Plant Biology faculty has requested to eliminate the existing major concentrations and to modify the degree requirements for the Plant Biology curriculum accordingly. The three existing major concentrations to be eliminated are: General Plant Biology, Ecology and Evolutionary Biology of Plants, and Plant Molecular Biology. They propose to have one major with a core set of required courses designed to ensure that all students receive broad training in plant biology and a set of flexible elective options, chosen to represent the student's particular interest within the field.

Motion: Jeffrey Hughes moved to approve the request to eliminate concentrations in the Plant Biology major in the College of Agriculture and Life Sciences. The motion was seconded and carried.

Vote: 17 approve, 0 oppose, 0 abstain

V. APR Reports:

- A. **Political Science.** Ellen Rowe and Susan Kasser served as the review subcommittee, and their report is attached to these minutes. The subcommittee reviewed the self-study report submitted by the Political Science Department, and the external reviewers' report, and recommend approval of the Political Science Program's APR process. The Department is judged to be strong in quality and innovation, both in its teaching and research. Political Science courses attract significant numbers of Honors College students. Originality and breadth of the faculty's research is impressive. The Department's teaching is popular and is energetically carried out. Concern is evident in regards to the future of the Department as it is unlikely that every approaching faculty retirement will be replaced. The hiring plan must address both protecting the Department's longstanding strengths and diversifying its teaching focus and research interests. External reviewers assess the Political Science Department at UVM to be "first-rate" in both teaching and research, comparing it favorably with the department at the College of William and Mary, another outstanding public research university that does not offer graduate political-science degrees.

Motion: Laura Almstead called a vote to accept the subcommittee's report on the APR of the Political Science Department.

Vote: 17 Approve, 0 Oppose, 0 Abstain

- B. **Asian Languages & Literature (ALL).** Christina Wojewoda and Colby Kervick served as the review subcommittee, and their report is attached to these minutes. The subcommittee reviewed the self-study report submitted by the Asian Languages & Literatures Department, the external reviewers' report, and responses from the program to the external review. The subcommittee strongly

recommends approval of the ALL undergraduate programs review. ALL is the youngest and smallest department on UVM campus. The mission and goals of the department are aligned with those of the University. The two tenure track faculty members are productive scholars and well-respected in their fields. The Chinese program relies on a visiting lecturer for expertise in Chinese literature and traditional culture. He is well qualified but his position is temporary and the department needs a tenure track faculty member to help students develop critical thinking skills and to ensure that the students can access literature courses. The Japanese program has a tenure track professor with expertise in literature and culture, although the program has prioritized language study as more important than literary and cultural studies due to staffing levels. Both the Chinese and Japanese programs are in need of one new tenure track position each. The students were engaged and pleased with the programs overall. The external reviewers felt the programs were very good. Additional investment in hiring tenure track faculty is urgently needed.

Motion: Laura Almstead called a vote to accept the subcommittee's report on the APR of the Asian Languages & Literature Department.

Vote: 17 Approve, 0 Oppose, 0 Abstain

- C. **Geography.** Amy Tomas and Jeffrey Marshall served as the review subcommittee, and their report is attached to these minutes. Having reviewed the self-study report submitted by the Department of Geography, the external reviewers' report and the department's response to the reviewers' report, the subcommittee strongly recommends approval of the department. The subcommittee appreciates the great care and consideration given throughout this process by members of the Department of Geography. The external reviewers were highly favorable in their summary of the department's strengths, noting the high quality of faculty teaching and research endeavors, the engagement of the department's students and leadership, as well as the many important roles served by the department faculty across UVM's campus. The subcommittee concurs with the reviewers' positive assessment of the department.

Motion: Laura Almstead called a vote to accept the subcommittee's report on the APR of the Geography Department.

Vote: 17 Approve, 0 Oppose, 0 Abstain

VI. New Business

- A. **APR internal review subcommittee assignments.** Laura Almstead provided a spreadsheet (attached to these minutes) with current APR subcommittee assignments. Volunteers were secured for eight additional spots, and Laura will distribute an updated spreadsheet, along with a request for one additional volunteer to chair the Sociology APR.
- B. **Program Proposal subcommittees.** Laura asked for volunteers for the review subcommittee for proposal for Certificate of Graduate Study in Community

Resilience and Planning in the College of Agriculture and Life Sciences. Jen Strickler will chair, and Jennifer Sisk will be the second.

- C. **CAC operating procedures.** All Faculty Senate standing committees have been asked to draft operating procedures. Laura will create a draft to present to the CAC at the May meeting.
- D. **Faculty Senate engagement.** Cathy Paris spoke about efforts to promote a more engaged Faculty Senate. There are currently only 4 common members of the Senate standing committees and Senators. Cathy is encouraging more overlap, and asked CAC members to consider running for Senate when a seat is available for their department. The role of Senator would require one meeting per month, and to act as information conduit between the Senate and their department.

VII. Adjourn Susan Kasser moved to adjourn at 5:37p.m. The motion was seconded and carried.

*via phone

Memo



To: CALS Curriculum Committee
From: Plant Biology Department Curriculum Committee
Re.: Proposal to revise the existing Plant Biology curriculum
Date: March 28, 2017

At its meeting of February 28, 2017, the Plant Biology faculty approved the following changes to the Plant Biology curriculum. Specifically, we voted to eliminate the existing major concentrations and to modify the degree requirements accordingly. Proposed changes are described in greater detail below.

Rationale

Because science has become more interdisciplinary than it once was and the previous distinctions between plant biology subdisciplines more diffuse, and because we are a small department with a modest number of majors, the Plant Biology Curriculum Committee recommends the elimination of the three existing major concentrations: General Plant Biology, Ecology and Evolutionary Biology of Plants, and Plant Molecular Biology. We propose instead one major with a core set of required courses designed to ensure that all our students receive broad training in plant biology and a set of flexible elective options, chosen to represent the student's particular interests within the field.

Required Foundational Courses (*no change*)

- BCOR 011, BCOR 012 (8 cr.)
- CHEM 031, CHEM 032, CHEM 141, CHEM 142 (16 cr.)
- MATH 019 and MATH 020; or MATH 021 and MATH 022 (6 cr.)
- PHYS 011 and PHYS 021; or PHYS 051 (4 or 5 cr.)
- STAT 141, STAT 211, or NR 140 (3 cr.)

Total = 37-38 credits

Required Major Courses

- BCOR 101 (*no change*) (3 cr.)
- BCOR 102 or 103 (4 cr.)
- PBIO 104 (*no change*) (4 cr.)
- PBIO 108 or 109 (4 cr.)
- At least four additional PBIO courses¹ at the 100- or 200-level. At least two of these must be at the 200-level. (12-14 cr.)
- Senior Capstone course (PBIO 2XX, 1 cr.)

Total = 28-30 credits

Elective Courses

- An additional 12-14 credits of advanced (≥ 100 -level) elective courses relevant to plant biology, selected in consultation with the advisor (*12-14 cr.*)
Total = 12-14 credits

Total credits required to complete the Plant Biology major = 77-82

Comparison of Former Major Requirements With Proposed New Major Requirements

The list of required foundational and major courses has not changed substantively under this proposal. Differences between the former model and the one proposed here are as follows:

- all students are now required to take BCOR 102 or 103
- all students are now required to take PBIO 108 or 109
- all students must now take six courses with the PBIO prefix¹. Two of these PBIO courses must be at the 200-level. (Rationale: under the proposed model, all majors will take at least six courses in Plant Biology (PBIO 104, 108/109 and 4 more). Under the previous model, a student could graduate with a degree in Plant Biology having taken only four PBIO courses.)

¹*PBIO 185 and 187 will not count towards the six PBIO courses required of our majors.*

Plant Biology (PBIO) Course Offerings 2016-17 Catalog

PBIO 004. Intro to Botany. 0 or 4 Credits.

Structure, function, and reproduction of plants. Fundamental aspects of plant science with implications of botanical knowledge needed for applied plant sciences. Credit not given for both [PBIO 004](#) and [BIOL 001](#).

PBIO 006. SU: The Green World. 3 Credits.

Evaluation of the impact of plants on the aesthetic, cultural, social, medical, and religious lives of peoples of the world. Botany and Biological Science majors will not receive credit for [PBIO 006](#) as part of program distribution requirements.

PBIO 095. Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles.

PBIO 096. Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles.

PBIO 104. Plant Physiology. 0 or 4 Credits.

Study of the plant as a whole, growth and development, water and mineral relations, environmental factors, and regulatory processes. Prerequisites: [BCOR 011](#) and [BCOR 012](#), or [BIOL 001](#) and [BIOL 002](#), and one year of Chemistry; or Instructor Permission.

PBIO 108. Morph & Evo of Vascular Plants. 0 or 4 Credits.

Evolutionary relationships of vascular plants as inferred from plant structure, ecology, geography, and reproductive biology. Synthesis includes both fossil and extant groups. Prerequisites: [PBIO 004](#) or [BIOL 001](#), [BIOL 002](#). Alternate years.

PBIO 109. Plant Systematics. 0 or 4 Credits.

Collection and identification of ferns and flowering plants; survey of prominent Vermont plant families; plant nomenclature, classification, and phylogeny; species concepts and speciation; floral function. Pre/co-requisites: [PBIO 004](#) or [BIOL 002](#) or [BCOR 012](#).

PBIO 117. Plant Pathology. 0 or 4 Credits.

Introduction to the causes of plant disease including the relationship of the plant, pathogen, and environment in disease development and disease management. Pre/co-requisites: [PBIO 004](#), or [BIOL 001](#) and [BIOL 002](#), or [BCOR 011](#) and [BCOR 012](#) or Instructor permission. Cross-listed with: [PSS 117](#). Alternate years.

PBIO 151. Plant Anatomy. 3 Credits.

Introduction to the structural and developmental anatomy of roots, stems, and leaves, including basic tissue types, vascular anatomy, woody plant anatomy, and reproductive anatomy. Prerequisites: [BIOL 001](#) or [BIOL 002](#), [BCOR 011](#) or [BCOR 012](#), or [PBIO 004](#).

PBIO 177. Biology of Fungi. 4 Credits.

Collect, identify and study major fungal groups, especially basidiomycetes (mushrooms, rusts and smuts), ascomycetes (cup fungi, yeasts and mildews), and affiliated taxa. Extensive field and lab work, with thematic lectures. Prerequisite: A college-level biology course or permission of Instructor.

PBIO 185. Biochem for Life & Health Sci. 3 Credits.

Exploring biological processes at the molecular level and how they are controlled. Topics include enzymes, gene expression, and metabolism of proteins, carbohydrates, and lipids. Prerequisite: [CHEM 042](#) or acceptable coursework in organic chemistry. Cross-listed with: [ASCI 185](#), [BIOC 185](#), [NFS 183](#).

PBIO 187. BiochemLab for Life&Health Sci. 1 Credit.

Introduction to techniques used to explore fundamental biochemical concepts including enzyme kinetics, lipids, carbohydrate chemistry, and gene expression. Includes spectrophotometry, gel electrophoresis, and mass spectrometry. Pre/co-requisite: [ASCI 185](#), [BIOC 185](#), [NFS 183](#), or [PBIO 185](#). Cross-listed with: [ASCI 187](#), [BIOC 187](#), [NFS 187](#).

PBIO 193. College Honors. 3 Credits.

For Arts and Sciences Seniors.

PBIO 194. College Honors. 3 Credits.

For Arts and Sciences Seniors.

PBIO 195. Intermediate Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles.

PBIO 197. Undergrad Research. 1-6 Credits.

Individual projects under direction of a faculty member. Project may involve original research, readings, or apprenticeships. Prerequisites: Junior/Senior standing; Department permission. One to six hours.

PBIO 198. Undergrad Research. 1-6 Credits.

Individual projects under direction of a faculty member. Project may involve original research, readings, or apprenticeships. Prerequisites: Junior/Senior standing; Department permission. One to six hours.

PBIO 209. Biology of Ferns. 3 Credits.

Evolutionary biology; a survey of New England ferns and discussion of their phylogenetic relationships; current research emphasizing morphological, biogeographical, genetic, and phytochemical aspects of speciation. Prerequisite: [PBIO 108](#) ([BCOR 101](#) recommended). Alternate years.

PBIO 213. Plant Communities. 0-3 Credits.

Plant sociology; structure and organization of the plant community; sampling methods and analysis of data; climatic and edaphic factors; field work. Prerequisite: [PBIO 109](#) or Department permission.

PBIO 223. Fundamentals of Field Science. 3 Credits.

Pattern and process in natural systems. Weekly discussion of unifying questions in science. Field labs teach sampling and analysis of vegetation, soils, and animals. Prerequisite: Graduate standing or several university courses in earth sciences, life sciences, and chemistry.

PBIO 226. Environmental Problem Solving. 1-3 Credits.

Students negotiate a contract, work as a team, and map and inventory forested natural areas as they apply problem solving skills to Vermont environmental project. Prerequisite: Instructor permission. One to three hours.

PBIO 232. Botany Field Trip. 1 Credit.

Trips to selected environments outside Vermont, led by faculty members representing different fields of botany. Overall, integrated approach to ecology, structure, and function.

PBIO 241. Tropical Plant Systematics. 3 Credits.

Principles and methods of angiosperm phylogeny. Recent systematic and evolutionary research on flowering plants; survey of tropical flowering plant families. Student presentations on recent research. Prerequisite: [PBIO 109](#). Alternate years.

PBIO 251. Principles of Light Microscopy. 1 Credit.

Introduction to the optics, construction, and care of the light microscope. Theory of phase and interference contrast, fluorescence, and video methods. Prerequisites: One year of Physics or Instructor permission.

PBIO 260. Plant Population Biology. 3 Credits.

Study of how environmental and life-history characteristics of plants determine the dynamics and evolution of populations. Prerequisite: [BCOR 102](#) or Instructor permission.

PBIO 261. Plant Growth & Development. 3 Credits.

Concepts in plant structure and development. Biophysics of plant structure and pattern-formation. Introduction to methods of plant microscopy and microtechnique. Prerequisites: [PBIO 104](#), [PBIO 108](#), introductory Physics or Instructor permission.

PBIO 275. Global Change Ecology. 3 Credits.

Survey of global climate change including its causes, mechanisms, and ecological and societal impacts. Prerequisite: [BCOR 102](#) or equivalent.

PBIO 281. Botany Seminar. 0 Credits.

Presentations of personal research by faculty, graduate students, and outside guest speakers. Attendance required of plant biology Graduate students and Seniors in botanical research programs. Without credit.

PBIO 282. Botany Seminar. 0 Credits.

Presentations of personal research by faculty, graduate students, and outside guest speakers. Attendance required of plant biology Graduate students and Seniors in botanical research programs. Without credit.

PBIO 294. Ecological Modeling. 3 Credits.

Provide an introduction to the modeling of ecological processes and data, emphasizing likelihood and Bayesian approaches to data modeling and analytical and computational models of ecological process. Uses R, Python, and Wolfram programming languages. Prerequisite: [BCOR 102](#) or Instructor permission.

PBIO 295. Advanced Special Topics. 1-18 Credits.

For advanced students within areas of expertise of faculty. Aspects of ecology, physiology, genetics, cytology, bryology, pteridology, paleobotany, photobiology, membrane physiology, and cell biology. Prerequisite: Department permission.

PBIO 296. Advanced Special Topics. 1-18 Credits.

See Schedule of Courses for specific titles.

PBIO 297. Advanced Undergrad Research. 1-6 Credits.

Individual projects under direction of a faculty member, including original research and readings. Prerequisites: Junior/Senior standing; Department permission.

PBIO 298. Advanced Undergrad Research. 1-6 Credits.

Individual projects under direction of a faculty member, including original research and readings. Prerequisites: Junior/Senior standing; Department permission.

Faculty Senate Curricular Affairs Committee
Academic Program Review Subcommittee Report
Department of Political Science

Academic Program Review Subcommittee: Ellen Rowe and Susan Kasser

External Reviews: Dennis Hale, Ph.D., Boston College and Cyrus Ernesto Zirakzakeh, Ph.D., University of Connecticut

Overview of Political Science Department:

- Degrees offered: The Department of Political Science offers a major and three minors (as of fall 2017) in the field of Political Science as part of the degree requirements for a B.A.
- Number of faculty and ranks: Currently 20 regular faculty members including the President of the University (currently not teaching) and Associate Dean of the College of Arts and Sciences (will return to the faculty in July 2017). The department is heavily tenured; there are currently only two untenured Assistant Professors, with tenured ranks divided evenly between 9 Associate Professors and 9 Professors. Two Research Associate Professors from other units CALS and Rubenstein School are also associated with the Department. Three of the senior faculty hold Distinguished Chairs.

The faculty is distinctive in at least two respects. First, it is unusually large by national standards as a Department with an exclusively undergraduate program. Second, the size allows them to provide a curriculum of considerable breadth and depth across the discipline.

- Number of majors/minors as appropriate and how numbers have trended over time: The department had 411 majors and 171 minors in the spring of 2017. While the number of Political Science majors varies with national and international events (a pattern that is true of majors nationally) the number of Political Science majors at UVM is high relative to other departments. Political Science was the second most popular major in 2016-2017, having ranked first in 2015-2016 (though with fewer majors, 349).
- Other services or notable features of the program (e.g. service teaching; outreach): The faculty teach a critical service course, The American Political System (POLS 21), which is required or recommended component of programs in three other colleges (College of Education and Social Services, Grossman School of Business, and Rubenstein School of Environment and Natural Resources). The department also teaches a number of popular courses that meet university Diversity Requirements and other College of Arts & Sciences requirements. Altogether, of the student credit hours completed in Political Science in 2015-2016, about 49% were completed by students who were neither Political Science majors or minors.

Strengths and Weaknesses:

The Department of Political Science is making a positive contribution to the mission and goals of the College of Arts and Sciences, the University as a whole, the discipline of Political Science, and the wider community. The external reviewers noted three main strengths of the department. One, they were impressed with the spirit of the unit and collegiality of the faculty. Two, the reviewers noted the effective allocation of teaching resources. As well, the faculty provide their students with a high quality undergraduate education; contribute original and significant research to the discipline; and they use their professional skills and expertise in service to the College, University, profession and community at large. Despite the decline in the number of political-science majors over the past six years, no decline is evident of minors. Enrollment levels suggest that the current curriculum meets the needs and interests of many students. This may be due in part to the department's reputation for high quality of teaching with evidence presented in Appendix K of the Self-Study Report. Three, the external reviewers noted the productivity and originality of faculty research.

Challenges they are facing currently include concern around curriculum and questions about the future staffing and diversity of the faculty. They lack faculty lines committed to the study and teaching of both European politics and Political Economy. A hiring line has been requested in conjunction with Global and Regional Studies. They are an aging department with almost a third of the currently faculty nearing retirement. The concern around diversity of the faculty remains, though significant progress has been made in bringing women into the Department; 8 of the active 19 faculty are women (although they account for only 2 of the 8 Professors). Currently there are no faculty of color in the Department and, realizing this, they are committed to focus future recruiting efforts to attract and hire applicants from under-represented groups.

External Reviewers' Recommendations:

Informal Organization - Regular meetings and posting of minutes would address the confusion about norms, expectations and past decisions which may lead to less problems down the road.

Fuzzy Reappointment, Promotion, and Tenure Standards – More attention is needed to the topic of promotion criteria and assessment procedures. Expectations need to be clearer and discussed at Department meetings. A new set of guidelines had been approved by the Department in the spring of 2015, however it appears that full implementation has not yet occurred.

Unclear Advising Processes - Recently hired faculty expressed confusion about advising procedures within the Department (such as the advising log) and about advising policies. A related but separate concern was identified regarding advising in the context of new minors and majors at the University. Faculty may feel a sense of comfort advising on the requirements for a political science major or minor, yet much less comfortable as an advisor for students working on an interdisciplinary program.

Care in Upcoming Hiring – Between a quarter and a third of the professors in the Department will retire in the next 3-4 years which poses both opportunities and challenges. A small administrative staff supports the department and their burden has increased over the years. It is important for the department to have a clear hiring plan in place. The problem becomes more acute within the financial landscape of the University and the large number of retirements that will occur over a relatively short period of time. In addition, the operating budget for the department has shrunk by 20 percent over the past ten years.

Summary and Conclusion:

The Department is judged to be strong in quality and innovation, both in its teaching and research. Political Science courses attract significant numbers of Honors College students. Originality and breadth of the faculty's research is impressive. The Department's teaching is popular and is energetically carried out. Concern is evident in regards to the future of the Department as it is unlikely that every approaching faculty retirement will be replaced. The hiring plan must address both protecting the Department's longstanding strengths and diversifying its teaching focus and research interests.

The Department Chair provided the subcommittee with clarification regarding a couple of statements made by external reviewers in their report. The subcommittee offered to meet with the chair and the program faculty after the receipt of the external reviewers' report and the Department Chair indicated that the meeting was not needed.

External reviewers assess the Political Science Department at the University of Vermont to be "first-rate" in both teaching and research, comparing it favorably with the department at the College of William and Mary, another outstanding public research university that does not offer graduate political-science degrees. The subcommittee recommends approval of the Political Science program.

Faculty Senate Curricular Affairs Committee
Academic Program Review Subcommittee Report
Asian Languages and Literatures Department
10/26-10/27/17

Academic Program Review Subcommittee: Christina Wojewoda and Colby Kervick

External Reviewers: Maggie Childs and Yanfang Tang

The external review team visited the University of Vermont's Asian Languages and Literatures Department for a 2 day review on October 26-27, 2017 as part of the department's Academic Program Review (APR). This report summarizes the strengths and weakness of the program identified through the review process, provides a synopsis of the external reviewers' recommendations and responses from the program and offers the APR internal review subcommittee's conclusions.

Overview of Asian Languages and Literatures (ALL):

- Degrees offered – major and minor in Chinese and Japanese
- Number of faculty and ranks - 2 tenure track faculty (one each in Chinese and Japanese) and 4 senior lecturers (1 in Chinese, 3 in Japanese), 1 full-time lecturer in Chinese and 1 part-time lecturer in Chinese
- Number of majors/minors - Chinese has 33 major students and 35 minors; Japanese has 25 major students and 43 minors
- Enrollments in programs at comparable institutions, if available – comparable per the external reviewers
- Other services or notable features) - Variety of Extracurricular activities opportunities for students including: Chinese and Japanese Houses, Language Partners program, Japan Matsuri, Vermont Japanese Language Speech Contest, China Study abroad (summer with UVM faculty, and then with a continuation option in fall in partnership with faculty from a Chinese University), Access to Study Abroad bounded within fall/spring semesters through programs at other institutions coordinated through Office of International Education.

Strengths and Weaknesses

The external review committee was impressed with the ALL department. They commended the faculty on their devotion and enthusiasm as well as the productivity in scholarly research. They felt that the department has a good number and quality of students and that the number of students enrolled and retention rates are on par with other institutions. ALL is also engaged in ongoing assessment of the programs involved and use the information gathered to make curricular changes. They also mentioned that graduating students with Bachelor's degrees in Chinese or Japanese have had success in securing employment. Furthermore they noted that students are enthusiastic about their language study courses. The external reviewers noted the wide range of courses offered in both language and culture and specifically highlighted a novel pedagogical approach in the Chinese program. They also commended the department for offering a summer study abroad option in China.

The weaknesses highlight by the external reviewers were also discussed in the self-study report and include too much reliance on senior lecturers due to the lack of tenure track professors, stretching the current faculty too thin, and not enough course offerings in literature. These weaknesses will be further addressed in the following section. The reviewers felt the department was overly focused on language study and extra-curricular activities to achieve their program goals rather than content courses that develop skills in critical thinking. They are concerned that given the fact that the trend in liberal arts programs has shifted towards prioritizing the importance of preparing students to be global citizens, adequately resourcing programs in Asian Languages is important. They shared that Chinese and Japanese language have been identified by the U.S. Government as two of the four critical languages of strategic importance. It is their conclusion that

the current staffing ratios in both Chinese and Japanese language creates a level of vulnerability in the ability of faculty to offer the breadth of courses required in comprehensive Asian Language programs.

External Reviewers' Recommendations

The reviewers split their recommendations into 2 categories, issues that need immediate attention and other issues. They state that issues in the latter category would be addressed if the staffing issues are resolved.

1. Issues requiring immediate attention and resolution

- a. Add a second tenure track line in the Chinese program. It would be most beneficial to add a tenure track faculty in Chinese literary and cultural studies as this is where the program is lacking in expertise. A part-time lecturer teaches the current literary and cultural studies offerings in Chinese. But due to his part-time status his presence is tenuous. This individual was a former student of the Chinese program more than 10 years ago who earned a Ph.D. in Chinese Literature from the University of Wisconsin at Madison. Also, as a result of the part-time status of the lecturer, this requires students to take courses offered from other departments to complete the major.
- b. Reduce the course load of the instructors. Current requirements are for instructors to teach 8 courses per year (or 4 per semester). As this is a small program with only enough students to fill one section, this amounts to 4 different courses with different preparations per semester. In addition, instructors are responsible for directing/teaching in the Chinese and Japanese language houses which requires which requires responsibilities for organizing activities/events. They suggest that the extracurricular activities should be counted as 1 course as opposed to 0.5 as it stands currently. They recommend a 3 + 3 teaching load in which 2 of the 3 courses are of the same preparation. If an instructor has to teach 3 different courses, then they should be released from organizing extracurricular activities for that semester.

2. Other issues

- a. Language courses at the beginning, intermediate, and upper-intermediate levels should be offered 4-5 days per week rather than twice per week for a longer duration. The faculty stated that while they generally agree that meeting more frequently for language courses is better, there are pros and cons. For some of the courses, the students have a choice of meeting twice per week or 4 times per week. Some students prefer meeting less frequently as it fits into their major course requirements better. It is also easier on the instructors' busy schedule to meet twice per week. In addition, they have found that student outcomes are the same (and in some cases better) in a twice per week course as opposed to a 4 times per week course.
- b. Increasing the number of literature and culture courses. This will draw more students to the department. Also, using catchy names could increase enrollment. The faculty responded that the Chinese program has a plan for literature courses once a second tenure track professor is hired. A current part-time lecturer has a syllabus ready for an additional course and could develop survey courses into literature courses.
- c. Add a capstone course to the major to train and enhance students' critical competence. This would hinge on the addition of a tenure track professor in Chinese and possibly Japanese as well. The faculty agree that this could not be done without the addition of a tenure track faculty member.
- d. Develop a bridging course for students that have previously studied Chinese or Japanese and would like to continue into the major. Faculty commented that if students have taken AP Chinese or Japanese and get a 3 or above on the AP test, they do not have to repeat elementary or intermediate courses, although they find most do to get better grades. They also stated that to offer a bridging course with the current faculty, they would have to eliminate an existing language course.
- e. Develop options for studying abroad in China during the regular fall or spring semester. Currently, UVM faculty lead a study abroad program in China during the summer. As faculty have to be back to teach for the academic year, they cannot lead a fall or spring semester program, although students can participate in

programs offered by other universities. The faculty of the Languages program noted that they do lead a study abroad program in China during the fall semester, however it is led via distance without physically being with students. UVM faculty provide acclimation assistance during the summer and further support is offered during the fall via Chinese Faculty in the Partner University. The faculty in UVM's Asian Languages program have required that UVM students start in the summer in order to ensure that they have support for cultural adaptation. As a result the faculty report that the majority of participants do choose to continue with the fall portion of the study abroad experience. After speaking with students the external reviewers recommended that fall only options be created, however the faculty responded that for management and safety reasons it's important that students start in the summer as they do not have the resources to have a UVM faculty member be physically present in China in the fall. Therefore, students wishing to have contained study abroad within the bounds of the fall or spring semester must elect to pursue those experiences through other universities.

- f. Enhance study abroad options in Japan using the Chinese summer program as a model. Faculty have been encouraged to develop a program in Japan, but cost and restrictions imposed by the Office of International Education have been impediments. Satisfaction with the summer study abroad program is high but the current faculty staffing levels within Asian Languages does not enable them to offer Fall and/or Spring Semester only study abroad options.
- g. Design an assessment of the unique Chinese language teaching approach used at UVM and compare outcomes with a traditional approach. The reviewers feel this would be a major contribution to the field.
- h. Increase the cross-departmental and cross-disciplinary connections and collaborations to enhance visibility. To do so would require an additional tenure track position in Japanese or a joint appointment between Japanese and another department/program.
- i. The reviewers thought that in the Japanese program, more time should be given for students to speak the language they are learning. It was felt by the faculty that this was due to the lesson plan that day and not representative of a usual class.

Summary and Conclusions

ALL is the youngest and smallest department on campus. The mission and goals of the department are aligned with those of the University. The two tenure track faculty members are productive scholars and well-respected in their fields. The lecturers are highly effective instructors who are teaching heavy course loads as well as providing opportunities to students for extra curricular activities. The Chinese program relies on a visiting lecturer for expertise in Chinese literature and traditional culture. He is well qualified but his position is temporary and the department needs a tenure track faculty member to help students develop critical thinking skills and to ensure that the students can access literature courses. The Japanese program has a tenure track professor with expertise in literature and culture, although the program has prioritized language study as more important than literary and cultural studies due to staffing levels. Both the Chinese program and the Japanese program are in need of one new tenure track position each. The Japanese program should investigate a cross-appointment in areas such as film, gender studies, anthropology, or environmental studies. The Chinese program needs a specialist in literature and cultural studies to ensure the curriculum is adequate for a major.

The students were engaged and pleased with the programs overall. The curriculum is well developed in both programs although, other than 2 Chinese literature courses, the other literature courses are hard to find on the website. Faculty stated this is due to the other courses being taught by a part-time lecturer and therefore temporary. Resources seem adequate, but the classrooms were noted to be rather small and students were concerned about the financial burden of the study abroad programs. However, the external reviewers also noted the quality of the Japanese reading materials available to students. Overall, the external reviewers felt the programs were very good and concurred with needs identified through the self-study process, that additional investment in hiring tenure track faculty is urgently needed.

Having reviewed the self-study report submitted by ALL, the external reviewers' report and ALL's response to the external reviewers' report, the subcommittee strongly recommends approval of the ALL undergraduate programs reviewed through the current APR. The subcommittee appreciates the careful preparation and consideration, which has been given to this process by the members of ALL department and believes the APR was completed comprehensively and in accordance with all requirements of the process.

**Faculty Senate Curricular Affairs Committee
Academic Program Review Subcommittee Report
Department of Geography, College of Arts and Sciences
February 1, 2018**

Academic Program Review Subcommittee: Jeffrey Marshall, Amy Tomas (Chair)

External Reviewers: Dr. Carol Harden, Professor Emerita of Geography, University of Tennessee, Dr. William Moseley, Professor of Geography, Macalester College

The external review team visited the University of Vermont's Department of Geography for a two-day review on November 30 and December 1, 2017 as part of the department's Academic Program Review (APR). This report summarizes the strengths and weaknesses of the department identified through the review process, provides a synopsis of the external reviewers' recommendations, and offers the APR internal review subcommittee's conclusions.

Overview of the Department of Geography

The Department of Geography offers both a major and a minor in the College of Arts and Sciences. In addition, the department's courses are integral to the cross-college Geospatial Technologies minor. At the time of the review, there were 85 geography majors, 33 geography minors and 67 geospatial technology minors. The department offers students a wide range of courses across the discipline as well as a number of specialized facilities for the study of geography including the Geospatial Technologies Teaching Laboratory, an American Association of State Climatologists (AASC) Vermont Climate laboratory, as well as physical and human geography labs.

The department included seven tenured or tenure-track faculty and one lecturer at the time of the review. A search for a tenure-track faculty member with expertise in health geographies and geospatial technologies will take place in AY 2018-2019. Faculty members are actively engaged in research including a number of externally funded programs. Faculty members are strongly integrated in the campus community. Several serve in roles beyond the department including director of the Integrated Study of Earth and Environment (ISEE) and the Global Studies program. Department of Geography faculty work with a number of interdisciplinary programs including Gender, Sexuality and Women's Studies, Global Studies, Environmental Studies, Environmental Sciences and Vermont Studies.

Strengths

Faculty:

The Geography faculty are described by the external reviewers as committed and collegial. The Department is diverse and the faculty highly productive as scholars. The faculty are deeply integrated in the College of Arts and Sciences and the University, with strong cross-disciplinary responsibilities exemplified by directing the Integrated Study of Earth and Environment (ISEE) and the Global Studies program and by teaching in programs such as Environmental Studies,

Food Systems, and Critical Race and Ethnic Studies. Faculty also teach TAP, ISEE, ISSP, and Honors courses.

Teaching:

The quality of teaching is very high and is highly rated in student evaluations. Beyond course content, teaching emphasizes critical thinking, problem solving, and connecting scholarship to the needs of the broader community.

Relevance of Geography:

In its teaching and support for the broader curriculum (notably in supporting environmental studies and global studies) the Geography Department demonstrates its relevance to the liberal arts and to the training of citizens.

Weaknesses

Lack of faculty resources:

With only seven tenured/tenure-track faculty, the Geography Department has a very high student-to-faculty ratio. Necessary course releases and other faculty commitments strain the department's ability to meet its mission.

Budgeting system:

The IBB system places a "tax" on non-tenure-track replacements for faculty who are on course release, which is especially challenging for departments like Geography that have extensive cross-disciplinary connections.

Insufficient resources:

The Department has an opportunity to broaden its offerings in geospatial technologies and applications, but needs to find the resources to hire a manager for the geospatial technologies lab and make related curriculum and workload adjustments.

Curriculum:

Although the Geography curriculum is thorough and thoughtfully designed, some streamlining would eliminate enrollment bottlenecks and reduce faculty preparation time. The prerequisite of GEOG 081 for intermediate level GIS instruction is a disincentive for non-majors to acquire geospatial skills. The student survey summarized in the self-study also notes that large percentages of students would like to see more course offerings and greater availability of existing courses.

External Reviewers' Recommendations

The reviewers made recommendations in the areas of Curriculum, Faculty Support, and External Communications.

Regarding the Curriculum, the reviewers recommend expanding the department's capacity to teach geotechnical skills given the importance of these skills in the current job market. The reviewers make a number of suggestions on how to build on the department's existing strengths in this area including course restructuring and hiring a GIS Lab manager. The reviewers were pleased to note the search for a new faculty hire focused in this area planned for AY 2018-2019.

The reviewers offered a number of suggestions for revising the department's curriculum including less frequent offering of courses, development of a 3-year plan for course offerings, and exploring the addition of a BS degree option.

Regarding Faculty and Resources, the reviewers recommend more support of the department's ability to hire non-tenure-track faculty to replace faculty with course releases. A number of faculty within the department are in leadership positions and cross-college collaborations with programs outside the department. These roles are often associated with course releases. The reviewers recommend the university revisit the ramifications of the current budget model in such way as to help the department hire non-tenure track faculty to teach when regular faculty members have course releases. The reviewers also recommend this consideration in hiring non-tenure-track faculty members to lead study abroad programs.

Regarding external communications, the reviewers suggest a number of strategies for refining the department's mission statement and for increasing the visibility of the department on campus.

Summary and Conclusions

Having reviewed the self-study report submitted by the Department of Geography, the external reviewers' report and the department's response to the reviewers' report, the subcommittee strongly recommends approval of the department. The subcommittee appreciates the great care and consideration given throughout this process by members of the Department of Geography. The external reviewers were highly favorable in their summary of the department's strengths, noting the high quality of faculty teaching and research endeavors, the engagement of the department's students and leadership, as well as the many important roles served by the department faculty across UVM's campus. The subcommittee concurs with the reviewers' positive assessment of the department.

APR Internal Review Subcommittee

Cycle Ten	Chair	Second Member	Third Member	Site Visit Dates	Status
Spring 2018					
Art & Art History	J. Dickinson			April 9-10, 2018	<i>moved from Cycle 9</i>
Biology*				March 1-2, 2018	
Geology*	Sue Kasser*	Stephen Everse*		April 17-18, 2018	
Psychological Science*	Ann Hazelrigg*	Joan Rosebush		March 26-27, 2018	
Sociology		Sharon Ultsch		April 5-6, 2018	<i>moved to cycle 10 (Chair's request)</i>
Theatre	Colby Kervik			March 7-8, 2018	<i>moved to Cycle 10 (Chair's request)</i>
Cycle Eleven	Chair	Second Member	Third Member	Site Visit Dates	Status
Spring 2018					
Food Systems					<i>TBD</i>
German & Russian				April 25-26, 2018	
Global & Regional Studies	Amy Tomas*	Ellen Rowe		Feb. 20-21, 2018	
Nursing*				N/A	<i>moved from Cycle 10 due to accreditation</i>
Romance Language & Linguistics		Jeff Marshall		March 29-30, 2018	