



FACULTY SENATE

Minutes
February 27, 2017

The meeting was called to order at 4:02 p.m.

Senators in Attendance: 58

Absent: Senators Varhue (Electrical & Biomedical Engineering), (Mechanical Engineering), Joo Yoo (English), Toolin (ERTC), (Family Medicine), Barnaby (FPPC), Busier (Leadership & Developmental Sciences), Single (Mathematics & Statistics), (Microbiology & Molecular Genetics), O'Meara (Nursing), Nelms (Orthopaedics and Rehabilitation), Beckage (Plant Biology), Eyler (Psychiatry), Naylor (Psychiatry), Roberts (Romance Languages & Linguistics), Ricketts (Environment & Natural Resources), Chittenden (SAC), Prue (SAC), Moore (Surgery), Ahern (Surgery)

1. Approval of the Minutes (VOTE)

Motion: To approve the minutes of January 23, 2017

Vote: 95% approve, 0% oppose, 5% abstain

2. Senate President's Remarks – Cathy Paris made the following announcements:

- The 10th annual Blackboard Jungle Symposium is scheduled for March 30 & 31, 2017. The theme this year is “Cultivating Space for Learning in Turbulent Times”. The kickoff presentation scheduled for Thursday, March 30th is free and open to the public. The evening reception on Friday, March 31st will feature a live band, and is included in the cost of registration for the symposium.
- Expanded section descriptions – President Paris encouraged faculty to utilize the expanded course description feature. Students appreciate having the additional information when making decisions about their course selection. Posting an expanded course description is easy, and there is an option for uploading a syllabus.

- It will soon be election season in Faculty Senate. Senators are encouraged to run for re-election if their term is ending. President Paris also encouraged Senators to consider running for a seat on one of the Senate's six standing committees. Much of the work of the Senate takes place in these committees, and there will be available seats on each of the six committees for next year.
 - As a follow-up to the January Senate meeting presentation by William Lemos regarding Rallython, a yearlong series of fundraising events to benefit the Vermont Children's Hospital, President Paris announced that the group's online silent auction is now open. It is a great way to support our students and the Children's Hospital.
 - Congratulations to the UVM men's basketball team on their perfect conference record, remaining undefeated in the American East Conference for the first time in 25 years. Go Cats!
3. **UVM President's Remarks** – President Thomas Sullivan also recommended participation in the Blackboard Jungle Symposium. President Sullivan spoke highly of the keynote speaker, Kim Norwood, who is one of his former students, and an outstanding faculty member at Washington University in St. Louis. Professor Norwood is the author of a new book, "Ferguson's Fault Lines: The Race Quake that Rocked a Nation."

President Sullivan provided an update on the Vermont legislative session, and the case being made for UVM. UVM is making a modest proposal to the legislature, because the State of Vermont is facing a significant deficit. UVM is asking for level funding of approximately \$42 million, which represents only 3.3% of the UVM operating budget. UVM ranks 49th in state support of higher education. Of the \$42 million funding, about 51% is used to recruit and support Vermont students with scholarships and financial aid. The balance is split with one quarter to support the College of Medicine, and one quarter to support the College of Agriculture & Life Sciences and Extension. President Sullivan is also asking the legislature to increase the State base budget to provide \$1 million to recruit, educate, and graduate more lower income Vermont students. President Sullivan shared some demographics regarding Vermont students. There are about 4,200 Vermont students enrolled as undergraduates at UVM, and over 1,000 students from Vermont graduate from UVM each year. Almost 30% of Vermonters at UVM are first generation college students, and 30% are Pell eligible (family income of \$40,000 or less). In the last class snapshot, 96% of UVM graduates were employed in their field or were enrolled in graduate school. About 63% of Vermonters stayed in the state with a job in their career field, and about 28% of out-of-state students stay in Vermont after they graduate. Close to 33,000 alumni are living in Vermont, and are working taxpayers. In addition to the State appropriation of \$42 million allocated to student support, CALS/Extension and Medical Education, UVM receives about \$1.4 million on the capital side for deferred maintenance. The University of Vermont is 226 years old, with 271 buildings on the UVM campus. Morrill Hall is the only UVM building that was paid for by the State of Vermont.

4. Curricular Affairs Committee Report – Laura Almstead, Chair of the CAC, presented the following items to the Senate:
- **New Certificate in Physical Activity Promotion in Children & Youth** was proposed jointly by CAS, CESS, and CNHS. This is an innovative program to educate students on not only how to implement, but also evaluate the effectiveness of physical activity programs for children. Considering the childhood obesity our country faces, this is an important area of study. The certificate program can be initiated with the addition of two new courses that have been approved to the level of the Registrar.
Motion: To approve the new Certificate in Physical Activity Promotion in Children & Youth
Vote: 94% approve, 0% oppose, 6% abstain
 - **Name change requests: Minor in Music Technology and Theory & Composition concentration.** The Department of Music & Dance in the College of Arts and Sciences requests that the name of the minor in Music Technology be changed to Music Technology and Business. The addition of the word “Business” will make the program’s name parallel to that of its related major, BA in Music – Concentration in Technology and Business. The name was inadvertently truncated when the program was initiated: the name approved by the Board of Trustees included “and Business.” The Grossman School of Business provided a memo of support. The department also requested a change of name for the Music Major’s Concentration in Theory and Composition to Concentration in Composition and Theory. The change of the concentration name aligns with the weight of composition versus theory in the concentration curriculum.
 - and a change in concentration to one of the concentrations in the Music Major from
Motion: To approve the name change requests: Minor in Music Technology and Theory & Composition concentration
Vote: 87% approve, 0% oppose, 13% abstain
 - **Uncontested Request to Terminate ENSC: Biology and ENSC: Geology Minors.** The Program Directors of the Environmental Sciences major in the College of Arts and Sciences request the elimination of these two ENSC minors on the basis of a lack of student interest, a lack of ENSC courses in the curriculum, and duplication of revised minors in both Biology and Geology. There are no students currently enrolled in either minor. The curriculum committees and faculty of all three colleges (CAS, CALS, RSENR) approved the termination requests.
Motion: To approve the Uncontested Request to Terminate ENSC: Biology and ENSC: Geology Minors
Vote: 96% approve, 0% oppose, 4% abstain

Laura Almstead reported that the following three items were approved by the Curricular Affairs Committee, and do not require a Faculty Senate vote:

- Request to add a Residential Option to the B.S. in Health Sciences
- Request to Establish a New Summer Internship Option

- The CAC voted to support the proposed Administrative F Policy

5. Senate Committee Report: Research, Scholarship, & the Creative Arts Committee

Chris Burns, chair of the RSCA presented an overview of this Faculty Senate standing committee (slides are attached to these minutes). This standing committee was formed in 1982 as part of a bylaws change. Originally known as the Research, Scholarship, and Graduate Education Committee, the name changed a few years ago to include Creative Arts. The change acknowledged that much of the matters related to Graduate Education are addressed by the Curricular Affairs Committee, and that the creative arts needed to be put on a more equal footing with research and scholarship in terms of Senate business. The membership of the RSCA is composed of at least one member from each of the major academic units, and an additional member from the College of Arts and Sciences representing the field of the creative and performing arts. In addition, the RSCA membership includes student members from the Graduate Student Senate and the Student Government Association. Chris Burns provided an overview of the charge of the RSCA, and stated that it mainly serves in an advisory role and faculty voice while working as a liaison to the administration. Most often this includes the VP for Research, the Dean of the Graduate College, and Dean of the Libraries. Examples of recent conversations in the RSCA include the staffing challenges faced by the Office of Sponsored Program Administration, and discussions around Library resources and changes to the Library collection and facility, including the accommodations needed for the connecting bridge to the new first-year residence halls. The RSCA serves a formal role in the review of nominations for both the Burack Distinguished Lectureship, and the University Distinguished Professor Program. Nominations for the Burack Distinguished Lectureship occur twice each year; the next deadline for nominations is March 20th. The RSCA also reviews the nominations for the University Distinguished Professor Program, which is the Universities highest honor for faculty. Nominations are due March 1st.

- 6. Research Data Management Resolution.** Chris Burns introduced a resolution (attached to these minutes) recommending that a joint committee of the Administration and the Faculty Senate be charged with the development of a programmatic and financial plan to provide the University with core services and tools for managing data throughout the data life cycle. This resolution had unanimous support from the RSCA and the Education & Research Technologies Committee, as well as support from Dean Saule and Vice President Galbraith.
Motion: To approve the Research Data Management Resolution
Vote: 96% approve, 0% oppose, 4% abstain

7. New Business – none at this time.

8. Adjourn. A motion to adjourn was seconded and carried at 5:22 p.m.

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 3, 2017
Re: Approval of a proposal for a new Certificate in Physical Activity Promotion in Children and Youth submitted by the College of Arts and Sciences

At its meeting on February 2, 2017, the Curricular Affairs Committee unanimously approved the action recommended in the following memo.

The Curricular Affairs Committee unanimously approved a proposal for a new Certificate in Physical Activity Promotion in Children and Youth (PAPC&Y) submitted by the College of Arts and Sciences. The new minor is a collaboration between faculty in the College of Arts and Sciences (CAS), the College of Education and Social Services (CESS), and the College of Nursing and Health Sciences (CNHS). Administratively, it will be housed in the Department of Psychological Sciences. If approved by the Faculty Senate and Board of Trustees, the program will be offered beginning Fall 2017.

Program Description, Rationale, and Evidence for Demand

The proposed undergraduate Certificate in PAPC&Y will provide undergraduate students with a foundation in the approaches, methods, and techniques for successfully engaging children and youth in physical activity across a range of professional settings. Students in the certificate program will engage in substantive and integrated learning experiences across the disciplines of psychological science, education, and exercise and movement science. The new certificate will also provide students hands-on research experience while assisting with the implementation of a physical activity curriculum to children in local educational settings.

The primary objective of the newly proposed Certificate in PAPC&Y is to use an interdisciplinary approach to augment the skills of students who work or plan to work with children and youth in multiple contexts to implement physical activity programs, and to evaluate the effectiveness of these programs. Students that complete the program will gain the skills required to facilitate increased opportunities for physical activity in children's lives across a range of settings. It is important to note that this certificate program will not prepare students for careers in Physical Education. Students that inquire about the certificate and express interest in a career as a Physical Education teacher will be advised to pursue that goal through the B.S. in Education (Teaching Endorsement: Physical Education PK – 12).

Currently, obesity and sedentary behaviors of children and adolescents are at epidemic levels in the United States. Individuals involved in monitoring children's well-being (e.g. child care, school, community programs) are all in a position to make an impact. Therefore, it is important to ensure that students preparing to seek employment in these settings have the opportunity to receive training in the appropriate goals, curricula, and evaluation procedures for increasing and evaluating physical activity outcomes in children. In addition, the Vermont Education Quality Standards were recently revised, making physical activity a priority area for those who work in schools even outside the physical education setting:

“Each school shall offer options for students in grades K-12 to participate in at least 30 minutes of physical activity within or outside of the school day. Physical activity may include recess and movement built into the curriculum, but does not replace physical education classes.” (Vermont Education Quality Standards, p. 6)

This certificate program provides both the implementation and evaluation skills needed in such contexts.

Faculty from the departments of Psychological Science, Education, and Rehabilitation and Movement Sciences developed the proposed Certificate in PAPC&Y in response to growing interest in PSYS 268: Fit Kids Applied Research, a new service-learning course taught by Dr. Betsy Hoza. The course offers undergraduate students a unique educational opportunity to become active in research and gain hands-on experience implementing and investigating the efficacy of a physical activity intervention in children and youth. PSYS 268 currently enrolls students across numerous disciplines, including psychological science, education, and exercise and movement science. The newly proposed certificate offers two tracks – an applied track that focused on implementation, and a research track focused on evaluation of efficacy – and therefore is expected to be of interest to students from a variety of degree programs. (Both tracks are described in more detail in the Curriculum section of this report.)

Relationship to Existing Programs and Impact on Current Programs

Currently, there are no existing minors or undergraduate certificates with the same educational goals as the newly proposed Certificate in PAPC&Y. Because the curriculum of the certificate is primarily composed of existing courses, there is a small amount of overlap in coursework for students pursuing majors in related areas. To meet the intended interdisciplinary requirement of the certificate program, students will not be allowed to meet all certificate requirements (detailed below) within their major department. The program proposers anticipate approximately ten students in the initial year based on expressed interest. Due to the limited expected enrollment and the uniqueness of the new certificate, the proposers do not anticipate any noticeable impact on existing programs.

Curriculum

Completion of the proposed Certificate in PAPC&Y will require a minimum of 15 credits (nine at 100-level or higher). Students will have the option to follow an Applied Track or Research Track within the certificate program. The specific objectives of the Applied Track are to train professionals who can: 1) incorporate developmentally appropriate physical activity into a variety of applied professional settings involving children and youth, and 2) use data at a basic level to evaluate the effectiveness of these programs. The specific objectives of the Research Track are to train professionals who can: 1) design an evaluation of a developmentally appropriate physical activity program, and 2) utilize appropriate measures of physical activity and health-related outcomes to evaluate program effectiveness.

Required Courses

Level I Courses (minimum of two courses)		
RMS 095	Movement Science I	3 credits
EDEC 001	Intro to Early Childhood Education	3 credits
EDSP 005	Intro to Spec Education	3 credits
PSYS 150	Developmental Psych: Childhood	3 credits
EDPE 055	Fitness	3 credits
EDPE 166	Kinesiology	3 credits
Level II Courses (minimum of one course for applied track ; minimum of two courses for research track)		
PSYS 168 [‡]	Applied Psychological Research	3 credits
RMS 220 or RMS 053	Research I Research Methods	3 credits
RMS 295	Physical Activity Assessment in Children and Youth	3 credits (or 4 credits with lab)
Level III Courses (minimum of two courses for applied track; minimum of one course for research track)		
PSYS 268	Fit Kids Applied Research	3 credits
PSYS 269	Fit Kids Applied Research: Special Populations	3 credits
PSYS 295/296	Advanced Fit Kits Applied Research	3 credits

[‡] New course; proposal submitted in CourseLeaf.

A suggestion was made to allow SOC 101 as a substitute for either of the research method courses. The proposers will review the syllabus to determine if SOC 101 is an appropriate addition. The proposers also indicated a willingness to consider courses from other departments that would be suitable for the program.

All existing courses have capacity or the ability increase capacity in order to accommodate students enrolled in the new certificate program. The proposers indicate that special topics courses (RMS 295, PSYS 295/296) will be submitted for permanent numbers in the near future.

Advising

For students that enroll in the certificate with a major in one of the three sponsoring colleges (CAS, CESS, CNHS), academic advising will take place in the home department of each student's major. If students from other units enroll in the program, a secondary advisor will be assigned from within CAS, CESS, or CNHS on a rotating basis per a Memorandum of Understanding (MOU).

Staffing Plan, Resource Requirements, and Budget

All existing courses have capacity or the ability increase capacity in order to accommodate students enrolled in the new certificate program. Faculty have room in their workloads to accommodate two of the three new courses. The third course, PSYS 168 Applied Research in the Field, will be taught by Assistant Professor Erin Shoulberg (Psychological Sciences Department). The proposers indicate that the course revenue is expected to cover the cost of Dr. Shoulberg's time, and thus additional financial commitment from the involved departments or colleges is not required. Course offerings will be handled per a MOU established among the three collaborating colleges. The core faculty for this certificate program will meet at least biweekly, and will address any remaining issues related to integrative project supervision or course substitutions.

Evidence of Support

Letters of support were provided by Chairs of the Departments of Psychological Science (John Green), Education (George Salembier), and Rehabilitation and Movement Science (Jeremy Sibold). Additional support letters were provided by the Chair of the CNHS Curriculum Planning Committee (Elizabeth Adams), and the Deans of CAS (William Falls), CNHS (Patricia Prelock), and CESS (Cynthia Gerts-Pepin).

Summary

The newly proposed Certificate in Physical Activity Promotion in Children and Youth is a collaborative effort that spans multiple departments and colleges, and capitalizes on existing courses and resources. It was created to provide students with the opportunity to experience interdisciplinary coursework while building their knowledge in the domain of physical health and wellness. The curriculum includes both service-learning coursework and opportunities for students to engage in research, both of which are high impact practices that improve undergraduate success. The goals and specific objectives of the certificate are well aligned with the missions of the involved departments and colleges, and support the University's initiatives aimed towards advancing interdisciplinary research and enriching students development and experiences. The proposed certificate program is unique in its explicit goal of training students that will pursue careers in a variety of professional disciplines to promote and evaluate effectiveness of physical activity programming for children and youth. It will be a wonderful addition to the University's portfolio of curricular offerings.

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 3, 2017
Re: Approval of a request submitted by the College of Arts and Sciences, Department of Music and Dance to change the names of the Minor in Music Technology, and the Theory and Composition concentration in the B.A. in Music

At its meeting on February 2, 2017, the Curricular Affairs Committee unanimously approved the actions recommended in the following memo.

The Curricular Affairs Committee unanimously approved changing the name of the Minor in Music Technology to Minor in “Music Technology and Business,” and the name of the Theory and Composition concentration in the B.A. in Music to “Composition and Theory.”

The Minor in Music Technology was approved a little over a year ago with the name “Music Technology and Business.” Therefore, the Department of Music and Dance wishes to correct the accidental truncation of the name. A letter of support for the name correction was provided by the Dean of the Grossman School of Business (Sanjay Sharma).

The rationale for the request to change the name of the B.A. in Music concentration in “Theory and Composition” to “Composition and Theory” is three-fold: 1) demand and staffing have not allowed the Department to offer theory and analysis courses beyond the required core sequence, 2) virtually all recent students in the concentration have elected to do a final project in composition rather than theory, and 3) “Theory and Composition” is inevitably abbreviated to “Theory,” which the Department feels is misleading.

Both name change requests were approved by the Department of Music and Dance, and the College of Arts and Sciences Curriculum Committee and faculty.

NOTE – Changes to concentration names do not require approval by the Faculty Senate, however the changes were presented and considered together at the Curricular Affairs Committee meeting and are therefore being presented together in this report.

**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 3, 2017
Re: Approval of a request submitted by the Directors of the Environmental Science Program to terminate the Environmental Sciences: Biology Minor and Environmental Sciences: Geology Minor

At its meeting on February 2, 2017, the Curricular Affairs Committee unanimously approved the actions recommended in the following memo.

The Curricular Affairs Committee unanimously approved the termination of the Environmental Sciences: Biology Minor and the Environmental Sciences: Geology Minor submitted by the Directors of the Environmental Sciences Program. The request for the uncontested termination was submitted by the Directors of the Environmental Sciences Program, Charlotte Mehrtens from the College of Arts and Sciences (CAS), Donald Ross from the College of Agriculture and Life Sciences (CALs), and Jennifer Pontius from the Rubenstein School of Environment and Natural Resources (RSENr).

Currently, Environmental Sciences (ENSC) is a cross-college program that spans CAS, CALs, and RSENr. At the time the ENSC: Biology and ENSC: Geology Minors were established, the Environmental Sciences program was housed only in CAS. These are the only two ENSC minors and the curricula do not include any ENSC courses. Additionally, the coursework for the two ENSC minors duplicates existing coursework in the Biology and Geology Minors. There are no students currently enrolled in either minor. Over the past five years, roughly two students have inquired about the ENSC: Biology Minor, and there have been no inquiries regarding the ENSC: Geology Minor.

The termination requests were put forth by the Directors of the Environmental Sciences and approved by the curriculum committees and faculty of all three colleges (CAS, CALs, RSENr).

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Research, Scholarship,
and the Creative Arts
Committee of the
Faculty Senate

Research, Scholarship & the Creative Arts



Research, Scholarship, and the Creative Arts Committee is a standing committee of the Faculty Senate

CHARGE OF THE RSCA

This committee is responsible for matters relating to research activities, scholarly work, and creative and performing arts carried out at the University, including graduate education and items referred to in Sections 1.1c, 1.2b, 1.2g, and 1.2k in the Faculty Senate bylaws. The RSCA reviews, recommends, and participates in the formulation of policy with respect to

resources related to these activities, including physical facilities and allocation of appurtenant space, library resources and resources for graduate programs, and makes recommendations to assure effective use of these resources. The RSCA serves as liaison between the Senate and the administration on such matters as, but not limited to: the broad role of the University in advancing knowledge through research, scholarship, and the performing arts; external and internal support for encouraging these activities, including graduate and undergraduate research; intellectual property, and technology transfer; ethical issues and issues affecting the academic environment as these arise in research or scholarly work. The RSCA consults frequently with other University and collegiate committees that are charged to initiate, maintain, and monitor institutional support programs for research, scholarship, the creative arts, and graduate education, as well as maintains close liaison with appropriate administrative offices in its areas of responsibility.



The goal of the Burack Distinguished Lecture series is to bring to our campus distinguished guest speakers who enhance our academic experience, showcase our faculty and programs, and draw groups of faculty and students together on a regular basis. Since 2003 the Burack Distinguished Lecturer Series has brought over 125 lecturers to the University of Vermont.

UVM alumnus, Dan Burack '55, and his wife Carole designated their generous gift to the Campaign for the University of Vermont to endow the lecture series and support undergraduate scholarships. The University named the President's Distinguished Lecture Series in the Buracks' honor to recognize their philanthropy.

The Faculty Senate Research, Scholarship and Graduate Education Committee, a diverse and multidisciplinary committee made up of UVM professors and graduate students drawn from all sectors of campus, is responsible for making decisions about Burack Lectureships.

To submit a nomination please review the [Arrangement Guidelines](#) and submit a completed [Nomination Form](#) to the President's Office, 347 Waterman Building, Attn: Gary Derr or email to: Gary.Derr@uvm.edu.

The deadlines to submit nominations are;

- Monday, October 17, 2016 for Spring and Fall 2017
- Monday, March 20, 2017 for Fall 2017 and Spring 2018

Please note that the form must be signed by the faculty nominator, who will serve as the primary host, and by the Department Chair, indicating departmental support for the nomination. Nominations should both establish the importance of the proposed speaker's work and highlight their intellectual appeal to the broader campus community.

[Arrangement Guidelines](#) | [Nomination Form](#)

News & Events

- [Jonathan Patz: \(Recorded Video\) January 26](#)

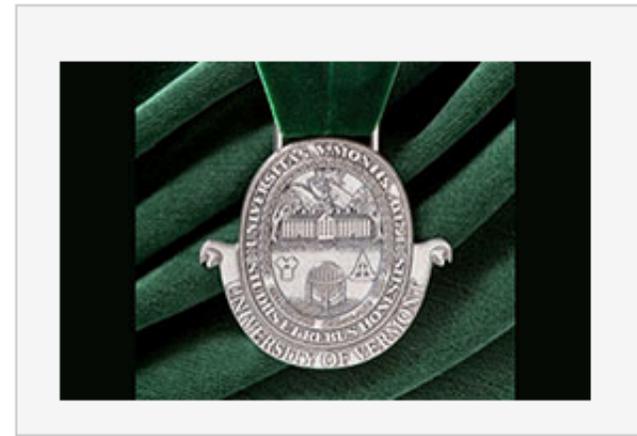


University Distinguished Professor Program

:: Office of the Provost
:: University Distinguished Professor Program
Current Professors
Nomination Process
Former Professors
Contact Information

The University Distinguished Professor Award, founded in 2009 by Provost John M. Hughes, is the highest academic honor that the University of Vermont can bestow upon a member of the faculty. Holders of this title are recognized as not only having achieved international eminence within their respective fields of study but for the truly transformative nature of their contributions to the advancement of knowledge.

Only ten individuals may hold an active appointment as University Distinguished Professor at any one time. Faculty holders of this honor may use the title University Distinguished Professor throughout their career at the University of Vermont and wear a medal with their academic regalia signifying this distinction. They will also serve as an informal advisory body to the leadership of the university and receive an annual professional expense stipend to support their scholarly endeavors until retirement or departure from UVM.



Current Distinguished Professors

- ▶ Ralph Budd - Vermont Center for Immunology and Infectious Diseases
- ▶ Rex Forehand - Psychology
- ▶ Major Jackson - English
- ▶ Jerold Lucey - Pediatrics
- ▶ Wolfgang Mieder - German and Folklore
- ▶ Brooke Mossman - Pathology
- ▶ Mark Nelson - Pharmacology
- ▶ Judith Van Houten - Biology
- ▶ Susan Wallace - Microbiology and Molecular Genetics

COMMITTEE MEMBERS

College	Name	term
Arts & Science	Neiweem, David	2015-2018
Arts & Science	Price, Matthew	2016-2019
Arts & Science	Waterman, Rory	2014-2017
Agriculture & Life Science	Baker, Dan	2014-2017
Business (Grossman School)	Schitzlein, Chuck	2016-2019
Education & Social Services	Kolbe, Tammy	2015-2018
Engineering & Mathematical Science	Marshall, Jeffrey	2015-2018
Environment & Natural Resources (Rubenstein School)	Gould, Rachelle	2016-2019
Extension	Hudson, Daniel	2015-2018
Libraries	Burns, Chris (Chair)	2014-2017
Medicine	Kirkpatrick, Beth	2014-2017
Medicine	van der Vliet, Albert	2016-2019
Nursing & Health Science	Frietze, Seth	2016-2019
Graduate Student Senate	Tobin, Brian	2016-2017

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Research Data Management Resolution

Whereas

- ▶ Researchers in all disciplines are faced with a range of data management needs as research becomes more collaborative, data-intensive, and computational,
- ▶ And data management requires a long-term commitment to a storage environment where the security of sensitive data and the integrity of all research data is ensured,
- ▶ And data sharing and re-use increase the accountability, visibility, impact, and return on investment in research,

Whereas

- ▶ And the Office of Science and Technology Policy (OSTP) has directed federal agencies to mandate that digitally formatted research data, to the extent feasible and consistent with applicable law and policy, should be stored and publicly accessible to search, retrieve, and analyze, And data management requires a long-term commitment to a storage environment where the security of sensitive data and the integrity of all research data is ensured,
- ▶ And most large Federal funding agencies (NIH, NSF, DOE, DOT, NASA, DOD, CDC, NOAA, USDA, USGS) now require data management plans for the preservation and access of research data,

Whereas

- ▶ And current practices at UVM, assembled on an ad hoc basis, do not meet current user needs or look forward in support of strategic initiatives and goals,
- ▶ And an institutional commitment to providing technical expertise and support services is required to meet researcher needs, funding imperatives, and public policy goals,

Therefore be it resolved that the University of Vermont should

- ▶ Charge a joint Administration/Faculty Senate committee (drawing from relevant units such as the University Libraries, the Office of the Vice President for Research, and Enterprise Technology Services, and faculty representatives from likely user groups) to develop a programmatic and financial plan by October, 2017 to provide the University with core services and tools for managing data throughout the data life cycle.

Following the creation of this plan, the University of Vermont should

- ▶ Promote these services and tools and encourage faculty to use them to manage and share their data.
- ▶ Provide ongoing financial support to the units providing services and tools, including support for the infrastructure, personnel, education, and training.
- ▶ Develop a research data management policy, establishing the University's commitment to long term data management.

The Vermont Monitoring Cooperative Database

The Vermont Monitoring Cooperative maintains a searchable database of projects, datasets and documents about forest ecosystem monitoring in Vermont. In addition, linkages to people, organizations, news and events are maintained to provide a web of information about monitoring activities in the state.

BROWSE PROJECTS categorized by themes. Projects represent a particular undertaking, such as a monitoring program or a research project, and connect people, datasets and documents

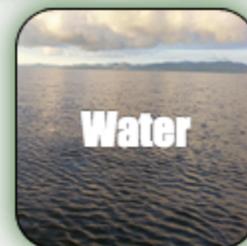
BROWSE DATASETS currently described in the database. Datasets are the fundamental unit of our database, containing raw data that can be grouped together with other datasets into projects

SEARCH THE DATABASE by keyword or using the advanced search options

▶ **ADVANCED SEARCH**

Project Themes

Projects and datasets are grouped into 5 main components of the forested ecosystem - air, water, forest, wildlife and soil resources.





Datasets

Browse all datasets currently described in the database. Datasets are the fundamental unit of the VMC database, containing raw data that can be grouped together with other datasets into projects.

Enter text to filter datasets

Availability 	Name 	Description 	Dates 
Downloadable 	Concentration of Mercury in Precipitation at Underhill VT Related project: Wet Deposition of Mercury at Proctor Maple Research Center (Mercury Deposition Network-MDN)	Weekly assessment of the concentration and deposition of mercury in precipitation at Underhill, VT. Precipitation is collected in weekly composites year-round as part of the National Atmospheric Deposition Program's Mercury Deposition Network, which analyzes the contents of the samples.	2004-07-27 (ongoing)
Downloadable 	Cover Classes for Herbs, Ferns, Mosses and Lichens Related project: Lye Brook Area Ecological Land Type Classification	Percent cover class code for each 10 x 10 m quadrat using a modified Braun-Blanquet scale (6 = > 50%; 5 = 25-50%; 4 = 10-25%; 3 = 5-10%; 2 = 1-5%; 1 = < 1%-scattered; r = solitary individual).	1993-06-01 - 1993-08-31
By request 	Crown Ratings from Multiple Within-Year Visits Related project: Forest Health Monitoring: Seasonal variation in crown ratings	Ratings of crown health and condition collected multiple times during a 10-week period.	1992-06-01 - 1993-08-30
Description only 	Deer Exclosure Monitoring Sapling Data for Vassar Related project: The Impact of Deer Overabundance on Forest Regeneration	Data collected on saplings in paired exclosed and unexclosed plots at the Vassar Farm and Ecological Preserve	2013-06-13 (ongoing)
Downloadable 	Deuterium Composition in Groundwater Related project: Characterization of groundwater recharge and flow in a Vermont upland watershed using stable isotope tracing techniques.	Deuterium composition of groundwater samples	1995-06-01 - 1996-12-01
Downloadable 	Diapensia Population Surveys on Mt. Mansfield Related project: Alpine Vegetation Survey And Diapensia Study	Determine the health and status of <i>Diapensia lapponica</i> on the summit of Mt. Mansfield to determine if this highly cold tolerant plant has been affected by climate change.	1999-01-01 - 2000-01-01
Downloadable	Disease Description	Descriptions of leaf disease	1991-06-01

UVM Data Management Information

[Click here for word version of this document.](#)

Introduction

The National Science Foundation (NSF), as well as many other funding agencies, frequently asks that proposals include information about how data generated from sponsored research activities will be managed, handled, and shared. Enterprise Technology Services (ETS) has prepared the following information about UVM data handling and storage to assist investigators in providing that information.

University of Vermont Data Management Information

ETS provides for the University a suite of central services that includes email, web publishing, traditional file and print services, and more. ETS staff have created a robust infrastructure to support physical, operational and security requirements of these critical services.

Infrastructure

ETS maintains two Data Centers. Our primary Data Center is located off-campus, in South Burlington. This facility provides a high level of fault tolerance, through redundant power systems, redundant cooling, and replication of selective services between this site and our backup Data Center. The primary site hosts traditional physical servers, blade-style servers, and a large part of our VMware ESX virtual environment, as well as our High Performance Computing (HPC) cluster and our Storage Area Network. Authorized staff requiring physical access to the Data Centers must swipe their UVM ID and present their hand for a biometric scan. Two redundant, high-capacity fiber optic links connect the primary Data Center to the UVM campus.

The backup Data Center, located in on-campus, hosts a smaller set of services, including redundant instances of security

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Data Management Plan Tools

There are several tools that can assist you with creating a data management plan, including:

- [DMPTool](#) is a free online tool that walks you through each component of the data management plan. You can log in using your U-M username and password
- [Guide to preparing NSF data management plans](#) for researchers in the College of Engineering
- [DCC](#) Guide to Develop a Data Management and Sharing Plan

Some sample data management plans:

- [DataONE](#)
- [The Interuniversity Consortium for Political and Social Research \(ICPSR\)](#)
- [The University of North Carolina](#)
- [Yale University](#)
- [DMPTool](#)

Data from: Spatial and temporal dynamics and value of nature-based recreation, estimated via social media

[Sonter LJ](#), [Watson KB](#), [Wood SA](#), [Ricketts TH](#)

Date Published: September 27, 2016

DOI: <http://dx.doi.org/10.5061/dryad.4g7qh>



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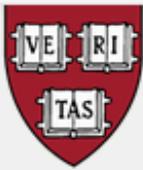
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University of Vermont Research Data Management Resolution

Whereas

Researchers in all disciplines are faced with a range of data management needs as research becomes more collaborative, data-intensive, and computational,

And data management requires a long-term commitment to a storage environment where the security of sensitive data and the integrity of all research data is ensured,

And data sharing and re-use increase the accountability, visibility, impact, and return on investment in research,

And the Office of Science and Technology Policy (OSTP) has directed federal agencies to mandate that digitally formatted research data, to the extent feasible and consistent with applicable law and policy, should be stored and publicly accessible to search, retrieve, and analyze,

And most large Federal funding agencies (NIH, NSF, DOE, DOT, NASA, DOD, CDC, NOAA, USDA, USGS) now require data management plans for the preservation and access of research data,

And current practices at UVM, assembled on an ad hoc basis, do not meet current user needs or look forward in support of strategic initiatives and goals,

And an institutional commitment to providing technical expertise and support services is required to meet researcher needs, funding imperatives, and public policy goals,

Therefore be it resolved that the University of Vermont should

- Charge a joint Administration/Faculty Senate committee (drawing from relevant units such as the University Libraries, the Office of the Vice President for Research, and Enterprise Technology Services, and faculty representatives from likely user groups) to develop a programmatic and financial plan by October, 2017 to provide the University with core services and tools for managing data throughout the data life cycle.

Following the creation of this plan, the University of Vermont should

- Promote these services and tools and encourage faculty to use them to manage and share their data.
- Provide ongoing financial support to the units providing services and tools, including support for the infrastructure, personnel, education, and training.
- Develop a research data management policy, establishing the University's commitment to long term data management.