

# CURRICULAR AFFAIRS COMMITTEE OF THE FACULTY SENATE ANNUAL REPORT: Fall 2007 – Spring 2008

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The Curricular Affairs Committee (CAC) of the Faculty Senate met 9 times during the academic year.

## **Reviews of Proposals to Initiate, Alter or Terminate an Academic Program:**

During the academic year 2007-2008, the Curricular Affairs Committee (CAC) of the Faculty Senate completed the review on a total of 10 proposals to initiate, alter or terminate academic programs. Two requests are still under consideration.

## **Completed Reviews.**

1. Approved a proposal to change the name of the department of Obstetrics and Gynecology to **Obstetrics, Gynecology and Reproductive Sciences**
2. Approved a proposal from the Center for Clinical and Translational Science to establish a **Certificate, Master of Science, and Doctor of Philosophy in Clinical and Translational Science**
3. Approved a proposal from the department of Communication Sciences (with participation of the Departments of Anthropology, Communication Sciences, English, German/Russian, Psychology, and Romance Languages) to establish a **Minor in Linguistics**
4. Approved a proposal from the department of Community development and Applied economics for a **Minor in Green Building and Community Design**
5. Approved a proposal from the department of Community development and Applied economics for a **Minor in Public Communication**
6. Approved a proposal from the Department of Anthropology in the College of Arts and Sciences for a **Minor in Anthropology**
7. Approved a proposal to establish the **University Transportation Center as a Matrix Center**
8. Approved a request to change the name of the MS and the PhD. in Botany to the **MS and PhD in Plant Biology**
9. Approved a proposal from the School of Business Administration to establish a **Masters of Accountancy**
10. Approved a proposal from the College of Engineering and Mathematical Sciences to establish a **Certificate of Graduate Study in Complex Systems**

## **Reviews in progress**

1. Tabled a proposal to modify an existing Bachelor of Science Degree program in Engineering
2. Tabled a proposal for a Bachelor of Arts degree in Engineering

## **Other Actions**

Throughout the year a number of requests come into the CAC for deliberation. The following were considered this year:

1. Considered, but did not pass, a motion to change the policy on deactivation and reactivation of courses
2. Approved an addition to the policy for academic minors stating that all courses included in requirements for a minor must have permanent catalogue numbers
3. Approved a policy on transfer of course credit from another institution to meet the Category 1 or 2 Diversity Requirement
4. Approved a policy to limit the number of times a Special Topics course can receive approval to meet the Category 1 or 2 Diversity Requirement
5. Approved a request to change the last date for withdrawal on the academic calendar
6. Considered, but did not finalize a policy regarding exemptions for the Diversity curriculum requirement
7. Continued a discussion with faculty, administration and the registrar to optimize classroom scheduling
8. Continued a discussion with the provost to evaluate and update the process for Academic Program Review
9. Advised the registrar on procedural changes associated with the switch to electronic grading

### **Diversity Curriculum Review Committee (DCRC)**

The DCRC is a standing subcommittee of the CAC chaired by Professor Sondra Solomon. This committee is charged with review of courses submitted for approval to meet Category 1 or 2 of the diversity curriculum requirement and with implementing policy regarding the diversity curriculum requirement. During this academic year, the committee approved 7 new category 1 courses and 21 new category 2 courses. Three courses are currently under consideration. Additionally, the DCRC approved 9 Category 1 courses and an additional Category 2 course that had been grand-parented in to meet requirements for the class entering in 2007. An assessment subcommittee of the DCRC, chaired by Professor Katie Shepherd, has worked to define mechanisms to assess the outcomes of the diversity curriculum requirement and to monitor capacity and evaluation issues.

### **Academic Program Review**

Reviews were completed for 9 programs; 14 are currently in progress.

1. Completed the Academic Program Review for **the Nursing Program**.
2. Completed Academic Program Review for the **ALANA U.S. Ethnic Studies Program**
3. Completed Academic Program Review for the **Biology/Zoology Program**
4. Completed Academic Program Review for **Masters in Pathology**.
5. Completed Academic Program Review for the **Department of Biochemistry**.
6. Completed Academic Program Review for the **Department of Chemistry**.
7. Completed Academic Program Review for the **Department of Geography**.
8. Completed Academic Program Review for the **Department of Molecular Physiology and Biophysics**.
9. Completed Academic Program Review for the **Department of Pharmacology**.
10. APR activity is underway for the following programs:

- a. CDAE (CALs)
- b. Cell & Molecular Biology
- c. Engineering
- d. Engineering Management
- e. German & Russian (CAS)
- f. Graduate Program in Curriculum and Instruction (CESS)
- g. Materials Science
- h. Math
- i. Medicine MD Degree
- j. Microbiology & Molecular Genetics
- k. Nutrition & Food Sciences
- l. RSENR
- m. Statistics & Biostatistics
- n. Vermont Studies

Report submitted by Cindy Forehand, Chair of the Curricular Affairs Committee, May 8, 2008.

**Education and Research Technology Committee  
Annual Report to the Faculty Senate  
May 5, 2008**

The Committee met 5 times during the 2007/2008 academic year.

**The main issues considered by the committee were:**

- 1) **WebCT to Blackboard migration.** Starting with the Fall semester 2008, all courses will automatically have a Blackboard course space created and populated with students by the Banner System. The committee met regularly (during scheduled meetings and at other times) with CTL representatives Wendy Verrei-Berenback , Jill Jemison and other CTL staff to discuss several implementation issues. The main topics of discussion were, should the course spaces be on or off by default, what should be included in the default “template” and how to get the information about the migration to the Faculty.
- 2) **The Portal Project.** The ERT committee was designated to represent the Faculty in the Portal Design Phase. We met regularly with the Registrar Keith Williams and consultant Randy Nichols to discuss the progress of the Portal Project and to offer advice on content and layout which will appear for various groups (Students, Faculty, etc.). Of course our main consideration is the Faculty “tab”. This is an ongoing procedure and will likely continue through the summer.
- 3) **On-line course evaluations.** The topic of on-line course evaluations for all UVM courses has, in the past, been discussed by various groups, but little progress has been made. Early in the year, the topic came up again and the ERT is actively pursuing this. A preliminary plan of action written by CIO David Todd was presented to the committee for comment. With the whole hearted support of the committee, Keith Williams and David Todd will modify and update the plan, including more details. Once again this is an ongoing project and will continue through the summer and probably well beyond as there are many details to be considered.

**Other areas in which the ERT committee (or individual committee members) represent the Faculty:**

- 1) Interviews of candidates for the director of the VACC. Larry Kost
- 2) Web redesign committee. Kath Marmor
- 3) Student Tech Fee committee. Larry Kost
- 4) It Standards committee. Larry Kost
- 5) NEASC Accreditation (Libraries and Technology sections) Kath Marmor
- 6) Presidium 24/7 support for Blackboard review. Larry Kost
- 7) Student response system (“clickers”) standardization.
- 8) Banner reimplementation.
- 9) IT master plan proposed by David Todd

**The committee received regular updates on many of the above and other Technology related issues and would like to thank Keith Williams, David Todd, Wendy Verrei-Berenback and Jill Jemison for keeping the Faculty in the loop.**

Report submitted by Larry Kost, Chair of the Educational and Research Technology Committee, May 5, 2008.

# University of Vermont

## Faculty Senate Financial and Physical Planning Committee

To: Robyn Warhol-Down, president, Faculty Senate  
From: Thomas Visser, chair, Financial and Physical Planning Committee  
Date: May 8, 2008  
RE: Annual committee report

The following section of this report was written by Louis deRosset, member of the Faculty Senate Financial and Physical Planning Committee on March 24, 2008:

During the spring 2008 semester, the Faculty Senate Financial and Physical Planning Committee has worked in cooperation with the faculty and administration to assist with the planning and utilization of the university's financial and physical resources. The committee has focused the following:

The committee established a work plan to focus on and organize meeting agendas around the following topics:

- Financial Planning
  - Physical and Maintenance Planning
  - Environment and Energy Planning
  - Information Technology Planning
  - Campus Master Plan Site Planning and Design
- Review Process
- NEASC Accreditation

Project Updates: (The follow excerpts are from the minutes of recent meetings, compiled by Lori Jean of the Faculty Senate office.)

- I. **Construction and Maintenance Update** - Robert Vaughan, Director of Capital Planning and Management, provided the committee with these updates from the February Board of Trustees meeting:
  - The Budget, Finance and Investment Committee passed a resolution to provide \$500,000 for continued **classroom improvements**. Specifically, two classrooms in Marsh Life Sciences; one classroom in Old Mill; and two classrooms in Terrill will benefit from this resolution.
  - The Educational Policy and Institutional Resources Committee passed a resolution to approve the annual request for \$1 million for use in improving **energy conservation** through various projects on campus.
  - The deficit in the **University Heights** project has been resolved through positive balances in other Residential Life projects.

He also updated the committee on the status of the following projects:

- **Williams Hall renovation** – Air quality and ventilation problems will be addressed during the summer.
- **Rowell Hall phase two** – Offices will be added on the third level of the building during the summer.
- **Research Lab renovations** – Work on a number of small projects in Votey, Cook Science, and Farrell Hall is nearly complete.
- **Plant Science** – This project has completed the design development phase and begun the permitting process. The estimating process to verify costs for the project is also underway.
- **Colchester Research Facility** – The project is on schedule for completion this summer.
- **Given Courtyard Infill** – The project is currently in the design phase. The entire facility has massive deferred maintenance issues that will need to be addressed in a phased approach.
- **Terrill Hall renovation** – Work on the complete renovation and upgrading of this building is progressing as quickly as possible. In addition to replacing the HVAC system to address air quality issues, plans call for the number of research labs in the building to be expanded from seven to eleven, and for the repositioning of two general purpose classrooms.

- **Greening of Aiken** – The project is in the design phase with plans for the project to be completed by the end of the calendar year. Linda Seavey, Director of Campus Planning Services, and Mr. Vaughan agreed that this project should provide a chance to see the new CMP Design Review Process.
- II. **Campus Planning Update** – Linda Seavey distributed copies of the new Site Planning & Design Review Process supplement to the 2006 Campus Master Plan & Design Guidelines. Projects are now required to comply with this document. It provides the Faculty Senate an official role in site planning and design review. A member of the Senate’s FPPC committee sits both on the Campus Master Planning Advisory Committee, and on its Review subcommittee. Details on the composition, role, and responsibilities of the advisory committee may be found in the document, available online at: [http://www.uvm.edu/~plan/cmpe\\_design\\_review\\_process.pdf](http://www.uvm.edu/~plan/cmpe_design_review_process.pdf)
- III. **University Endowment** – Albert Joy provided committee members with an overview of the University endowment. Albert reported the endowment is currently valued at approximately \$350 million; up from \$250 million in 2000. Just under \$10 million was paid out from the endowment for various uses on campus in FY ’07.
- IV. **Campaigns, Past and Coming** – Vice President for Development and Alumni Relations Marc Diamond updatee the committee on recent and future Campaigns. He noted his hope to have regular conversations with the Faculty Senate. The goal of the University’s most recent Campaign was \$250 million. A total of \$278.4 million was raised.
- V. **NEASC Accreditation Update** – Kathy Marmor, Co-Chair with Jane Knodell of the NEASC Accreditation Committee for Standards 7 and 8 providee committee members with a progress report. The Committee is primarily involved in accreditation standards 7 and 8, governing Library and Other Information Resources and Physical & Technological Resources, respectively. Kathy agreed to forward the most recent draft of the Standards 7 and 8 committee report, as well as the final timeline, to the committee for comments and questions.

## Addendum

Since March, the Financial and Physical Planning Committee met twice. At the April meeting, Provost John Hughes and Associate Vice President Ted Winfield provided an update on the University’s financial situation. It was announced that former dean John Evans would lead a review of the PeopleSoft problems that led to the resignation of Vice President Michael Gower.

Robert Vaughan, Director of Capital Planning and Management, reported that the following projects are planned for this summer:

- Jeffords Hall (formerly Plant Science, due to start construction in June,
- Ira Allen Chapel - exterior work
- Williams Hall - phased exterior work
- Fleming Museum - roof repair
- Given Building - electrical design work
- 70 South Williams Street - exterior work
- Billings Center - exterior repairs on east side (different than the renovation project)
- Royall Tyler Theatre – plaza improvements
- Waterman Building - phased exterior upgrades

At the May 8, 2008 meeting, the Financial and Physical Planning Committee elected a new chair, Prof. Bud Meyers of the College of Education and Social Services, to serve for the upcoming academic year. Lani Ravin, Associate Planner of Campus Planning Services provided updates on current and upcoming campus planning issues. The committee also reviewed its work of the current academic year and discussed goals and plans for the coming year. It gratefully acknowledged the assistance of Eileen Hanerfeld and Lori Jean of the Faculty Senate office.

Detailed minutes of the Financial and Physical Planning Committee meetings are posted on the Faculty Senate web site at <http://www.uvm.edu/~facsen/financemem0708.html>

## **Report from the Senate Professional Standards Committee 2007-2008 Academic Year**

The Professional Standards Committee (PSC) is the standing committee of the Faculty Senate responsible for reviewing sabbatical leave applications, as well as re-appointment, promotion, and tenure (RPT) cases. Our role is advisory to the Provost and we are engaged after such applications have passed through their respective college and school review processes.

In the Fall Semester we reviewed 49 applications for sabbatical leave. In addition we considered 3 Tenure cases, those which, for one reason or another, were off schedule. In the Spring Semester we considered 94 RPT cases; of these, 33 were cases for tenure, almost all coupled with promotion to Associate Professor. These cases ranged from the College of Arts and Sciences and the College of Medicine (who were tied for the most) through the Library and Extension Faculty.

The committee deliberations went smoothly and were completed on time. The personnel on the committee will change greatly next year, with as many as 6 new members out of the 12 total. While this will be a challenge, the core of the committee remains strong.

The committee had several items we wanted to identify in order to ensure that our recommendations were fair.

- There need to be better guidelines and mentoring for sabbatical leave applications for Senior Lecturers. As stated in Article 22 of the Agreement between the University of Vermont and United Academics, a sabbatical proposal of high quality shall (among other criteria) articulate a clear statement of purpose, include a clear set of activities, and provide a sound methodology or approach. The PSC is willing to interpret these with an open mind, but it is not enough to simply say that the time off will allow the candidate to study and that will make the faculty member a better teacher.
- The chairs and deans are required to base their evaluations on the agreed upon criteria. There were cases where recommendations included comments on issues that were not in the promotion guidelines. We note in particular that one college criticized candidates for tenure who had not supervised PhD students to completion, when this was not a requirement.
- There continues to be difficulty with reference letters being of appropriate “arms-length”. In some cases, especially in the College of Medicine, most if not all of the letters evaluating the candidate were from co-authors, advisors, or even supervisors of the laboratory in which the candidate was working.
- In many cases the entire set of teaching evaluations for all classes in the candidate’s career were included in the application, where summary and comparison data was either thin or missing. This made it difficult to fairly evaluate the applicant’s teaching abilities.

An overriding (and overwhelming) concern facing the committee was the sheer volume of material submitted for consideration. One dossier submitted was over 1100 pages long. Important material, such as the outside letters, would start on page 800 or so and be separated by 30-page vitas of the evaluators. As carefully as one might read, it is difficult to separate truly pertinent information from secondary documentation, and we fear that important information can easily be overlooked. The recent efforts by the Provost’s office to provide dossiers online has been a great advance—we are no longer trying to read one copy on file in the library—but it is not sufficient. At a minimum, online dossiers should be electronically tabbed to make it possible to find the pertinent information quickly.

The Faculty Senate has convened an ad-hoc committee to examine the procedure through which reappointment and promotion materials are submitted. It should be emphasized that there will be no change in the guidelines by which the

material is evaluated, but rather different, on-line forms, that make it easier to find the relevant material. Hopefully this will make it easier to continue to provide fair and accurate recommendations.

Respectfully submitted,

Dan Archdeacon  
Chair, Professional Standards Committee  
[dan.archdeacon@uvm.edu](mailto:dan.archdeacon@uvm.edu)

**Report (2007/2008) of the Research, Scholarship and  
Graduate Education Subcommittee  
UVM Faculty Senate  
May 1, 2008**

**Membership of the Committee:**

The Committee met on 15 occasions. The first was on September 6, 2007 and the last on May 1, 2008. The Committee members included Ira Bernstein, Sid Bosworth, Frances Delwiche, Richard Galbraith, (Chair), Sharon Henry, Chris Koliba, Barbara McIntosh, Kurt Oughstun, Donna Parrish, Timothy Stickle, Jie Yang and Haley Woodside-Jiron. In addition, many of the meetings were attended by the President of the Faculty Senate, Robyn Warhol-Down, and Ted Hart, a representative from the Graduate Student Senate. Regular non-voting guests included Fran Carr and David Dummit.

- Research at UVM. On the first meeting of the Committee John Hughes joined the meeting to discuss research at UVM and noted his desire to partner with the Committee to advance research. He presented data about cumulative new faculty members in relation to the numbers of proposals submitted and grant dollars received; the distribution of net new hires by disciplinary category; and sponsored research expenditures. During the subsequent discussion, the importance of identifying exactly what the University spends on research was noted. One of the problems noted was that although all faculty are expected to engage in research or scholarly activity, it is difficult to track to what extent and with what success faculty engage in this activity in different departments and colleges. John Hughes announced that beginning next year all units will be required to report on scholarly activities as part of their strategic planning. It was noted that clear research goals need to be defined and strategies for achieving those goals need to be articulated.

This topic, Research at UVM, featured on every single agenda of all 14 subsequent meetings of the RSGE. Immense amounts of time and effort were involved in gathering additional information and debating approaches to understanding research at UVM. Particularly helpful in providing data were Fran Carr, David Dummit, Ted Winfield, Michael Gower and Ruth Farrell. Also closely examined was the Huron Report on Research at UVM, commissioned by Fran Carr. This work culminated in a presentation entitled "Research at UVM" which was delivered to the entire Faculty Senate in March 2008 and is also posted on the Faculty Senate web site. Following presentation of this data, the Committee continued its work to frame a roadmap for research at UVM and a series of principles which could be applied to focus investments and resources in specific research areas in the future. A series of metrics was proposed to assess research, scholarship and the creative arts and a series of principles was developed by which strategic decisions could be made. These last two items are appended to this report, and will be forwarded to the President of the Senate and the Provost.

- Vice-Chair. Barbara McIntosh was nominated and unanimously elected as Vice-Chair of the Committee.
- URECA! Based on the decisions made by this Committee last year, the deadline for the full URECA! cycle was switched to February of each year. Accordingly, a small number of students who were rendered ineligible, because of timing, to apply on the normal URECA! cycle were permitted, after discussions with the Provost, to apply mid year. Six such applications were received and five were funded. Later in February 2008, 38 URECA! proposals were received and reviewed by the Committee. Twenty-seven of these were approved for funding.
- Scientific Misconduct Policy and Procedures. Deputy General Counsel, Tom Mercurio, brought questions before the Committee concerning UVM's Scientific Misconduct Policy with particular focus on whether or not there should be a quasi-legal evidentiary hearing process. After much discussion with Tom Mercurio over several meetings, it was the opinion of the Committee that this step was not necessary as there existed ample opportunities for real legal protections later in the process. This decision was communicated to the Executive Council, which concurred, and the recommendation has been forwarded to the Provost.
- Centers. An assessment of the status of different Centers at UVM was an agenda item carried over from last year's Committee work. However, due to the importance of the Research at UVM discussions which

consumed the majority of the effort of the Committee, this subject, while still important, was not addressed during the current Senate session. It will carry over to the next session.

- Burak Lectures. In November 2007, the Committee reviewed six proposals for the Burak Distinguished Lectureships. All were approved for recommendation to the President's Office. In April 2008 an additional 20 Burak Lecture proposals were reviewed. The Committee ranked the proposals and forwarded the rankings to the President's Office as it is currently unclear how many slots are available for the remainder of this year. A motion was made, seconded and carried unanimously to remove the "underrepresented disciplines" category from the Committee's Burak President's Distinguished Lecture Series Ranking Worksheet.
- Distinguished Professors. At the request of Provost John Hughes and Faculty Senate President, Robyn Warhol-Down, the Committee engaged in drafting the guidelines and procedures for a new program of distinguished professors at UVM. These professors will be nominated by any faculty member and will require extensive external documentation of their merits. A slate of candidates will be forwarded to the Provost from the Committee and those awarded the title will receive \$5,000 annually for academic pursuits. A maximum of 10 distinguished professors will exist at any one time.
- Proposed Grant Programs from the Office of the Vice President for Research. Fran Carr distributed draft proposals for five different grant programs for which she secured funding. These programs met with enormous enthusiasm from Committee members who suggested minor editorial changes. They will be announced soon.

Respectively submitted,  
Richard Galbraith

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## APPENDIX A

### The Research, Scholarship and Graduate Education Committee of the University of Vermont Faculty Senate

#### STRATEGIC PLANNING

##### Preamble

The RSGE Committee has advocated for a UVM Research Strategic Plan. Following the recent presentation of research data pertaining to UVM at the Faculty Senate Meeting, President Fogel endorsed this concept. The President of the Senate, with the knowledge of the Senate Executive Council, has charged the RSGE Committee to draft a Research Strategic Plan as well as a set of principles for deriving strategic priorities.

Concomitantly the University of Vermont Planning Council has been charged with updating the UVM Vision, Mission and Strategic Plans. As a result of this activity, the new Vision for the University of Vermont is: "To be among the nation's premier small research universities, preeminent in our comprehensive commitment to liberal education, environment, health, and public service." Likewise the Mission of the University of Vermont has been amended to: "To create, evaluate, share and apply knowledge and to prepare students to be accountable leaders who will bring to their work dedication to the global community, a grasp of complexity, effective problem solving and communication skills, and an enduring commitment to learning and ethical conduct." These two statements are likely to be proposed to the Faculty Senate and subsequently to the UVM Board of Trustees for approval in May 2008.

A recurring question from both the RSGE and the Planning Council has revolved around the precise meaning of the new vision statement. If we aspire to achieve our vision, it behooves us to know what would define achievement of that vision and to what extent and in what areas we currently fall short. The difference between the aspired and the current state would therefore logically drive our strategic planning and actions steps.

It has become increasingly clear, however, that different people ascribe significantly different meaning to the phrase "the nation's premier small public research universities". The precise meaning of the words in this short phrase is ambiguous and difficult to pin down. What is a research university? What metrics are valuable in assessing the status of a research university? Does the phrase include only research and thereby exclude scholarship and creative arts? If the meaning is not exclusive, what are the appropriate measures for scholarship and creative arts? What defines small? What is the threshold for a university to become middle sized or large and which criteria speak to the accolade of premier?

In our academic community there will clearly be no shortage of opinions as to the meanings of these words and more importantly, none will be either right or wrong. But it is equally clear that without some agreed upon meaning of our vision we run the danger of arriving at multiple not necessarily consonant different destinations.

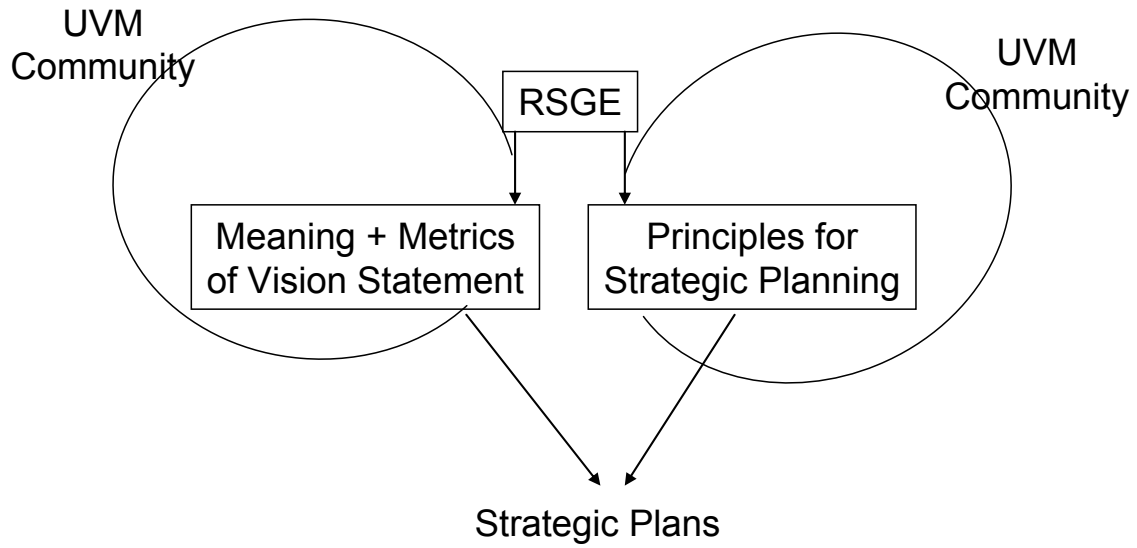
##### A Straw Man

The RSGE Committee proposes to build, in short order, a construct which will define the attributes of the nation's premier small public research universities. The construct will be defensible, logical, and internally consistent. It will be neither correct nor incorrect. The construct will serve as a straw man, as a starting point for others to weigh in with their opinions. Through a vetting process involving many constituencies it is hoped that some consensus of the meaning of "premier small public research universities" will emerge.

In the interim, the RSGE Committee will engage in trying to define the principles which will guide research strategic planning and prioritization of various goals and actions. These principles will be developed to be usable and appropriate in the strategic planning to achieve UVM's vision regardless of the eventual meaning, goals and metrics adopted. These principles, having emerged from the RSGE Committee by consensus, will also be available for vetting and modification throughout UVM.

Armed with a clear understanding of the vision and the principles which will be utilized to carry out strategic planning, the later work of the Committee will be to propose specific strategic planning steps and appropriate action items to move us towards the University's vision statement.

## RSGE Workflow



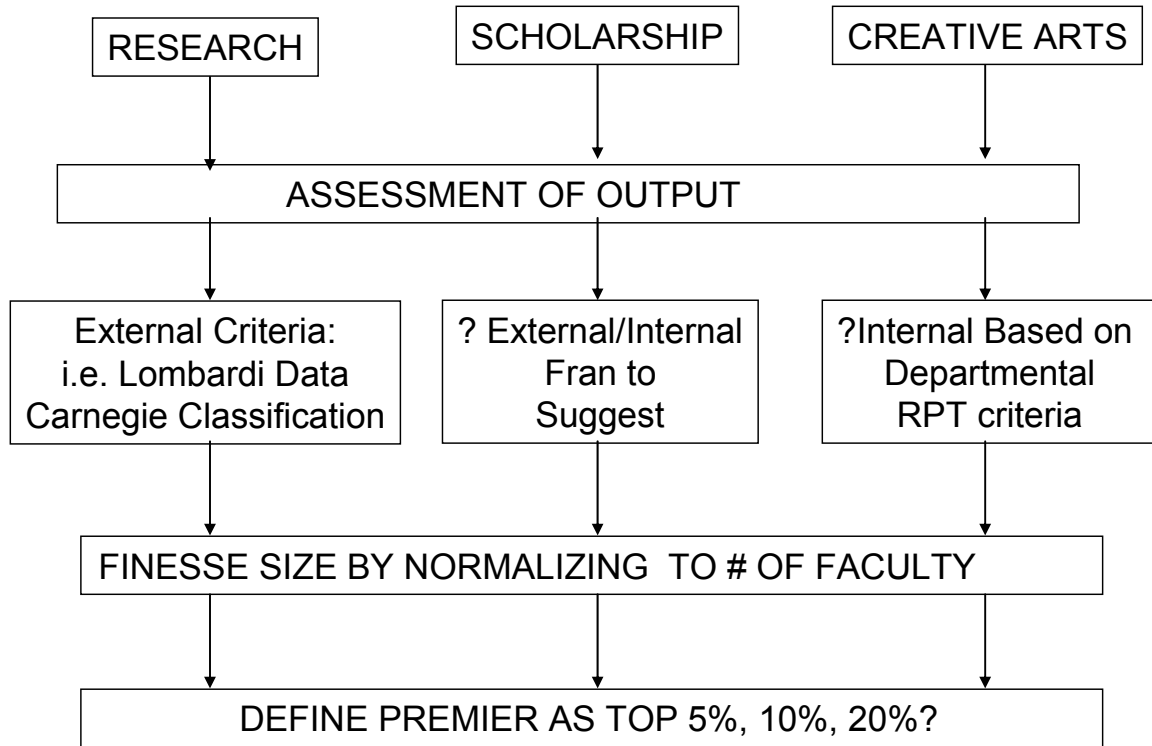
## **A Proposed Definition and Associated Metrics for Premier Small Public Research Universities**

The proposal is to define “research“ as including i) research (i.e. extramurally funded research), ii) scholarship (i.e. activities which do not necessarily require external funding) and iii) creative arts (i.e. painting, dancing, composing music, etc.). Metrics which are appropriate to each of these three areas must be utilized in a consistent way to assess the output from these three endeavors. For research several possibilities exist. The simplest is probably the Carnegie Classification and one of the more complex is the Lombardi Center reporting on research activities at universities. The latter measures nine or more different indices of success in research activities and some or all of them could be adopted for our purposes. For both scholarship and creative arts there are fairly well-accepted metrics of output (e.g. books, presentations, showings, concerts, readings, performances, etc, etc). While there may be agencies which independently list and evaluate these activities, we are not immediately aware of their existence. Without such agencies it is likely that data would need to be gathered internally and collated in some fashion to provide consistent evaluation and listings. One suggestion was to use the research/promotion/tenure criteria established in each department and to request that achievements in line with such criteria, collected anyway at the departmental level, be collated centrally. Such processes could certainly be utilized in assessing various characteristics of a research university.

There was much discussion concerning the adjective small. No one was aware of any external agency that calibrated any of the metrics discussed above on the basis of being small, medium or large. It is not uncommon to normalize certain data to the number of faculty or students at a university. Rather than try to define arbitrarily the threshold below which a university becomes small, the proposal is to normalize either all or selected criteria listed above by division with appropriate denominators (most commonly the number of faculty at the university which can be obtained from the Association of University Professors). This tactic would effectively take size out of the equation and allow for direct comparison, in a particular area, between activities and output at multiple different institutions, irrespective of size.

Premier clearly means those that are outstanding. Outstanding institutions are clearly those whose output rank towards the top of the range. There being no agreed upon standard for this, it is proposed that premier be defined as being within the top 25%. Note also that although this ranking process could include the entire university, it could also be subdivided on the basis of specific areas of study.

**RSGE Metrics for Premier Small Research Public Universities**



### **Proposed Principles for Strategic Planning**

The RSGE Committee, based on much discussion and thought, has proposed a set of principles for use in strategic planning. As with the proposed metrics for a premier small research university described earlier, these principles are simply a starting point, to stimulate discussion in the hope of eventually deriving a consensus set of principles.

#### **Principles:**

- Transparency of process.
- Data driven.
- Consistency with vision, mission and strategic goals.
- A financial plan utilizing
  - i. New money
  - ii. Reallocated money
  - iii. Funds released from discontinuation of existing programs
- Overall financial plan should be “a balance budget”.
- Initiatives must have built-in metrics and cycles of review.
- Poor reviews will undergo due process prior to resource allocation decisions.
- The initiative is multidisciplinary or a core strategic discipline.
- The funding outlook for the proposed initiative appears favorable both in term of grant and philanthropic support.
- The initiative leverages existing research investments or shared facilities.
- Prior to final decisions, strategic initiatives will undergo widespread vetting through maximal feasible participation.

**Student Affairs Committee (SAC)  
Annual Report to the Faculty Senate  
May 5, 2008**

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**Membership of the 2006 – 2007 Committee:**

Michael Tomas (Chair)	Alan Segal
Jurij Homziak	John Shane
Michelle Krehbiel	Sharyl Toscano
Laurie Kutner	Sheila Weaver
David Massell	Cedric Wesley
Don Maynard	Patti Cilwik (Graduate Student)
Kenneth Nalibow	Lydia Morin (Undergraduate Student – fall only)

**Topics of Interest for the 2007-2008 academic year**

- **Academic Support Programs (liaison):** Ellen McShane and Marsha Camp joined the October meeting to discuss the role of the Academic Support Programs Faculty Advisory committee in providing the faculty viewpoint on the services provided by ASP. Concern was expressed that ASP impacts the academic mission of the University yet no formal connection to the Faculty Senate is in place. In order to more formally connect the ASP to the Faculty Senate the Student Affairs Committee and the Faculty Advisory to the ASP established a liaison. Each semester a representative will present a report to SAC on the ASP Faculty Advisory Committee's work, and will bring concerns to the SAC so that they may be raised at the Senate. Sherwood Smith presented the first report at the April meeting.
- **Code of Student Rights and Responsibilities:** The SAC took up discussion on modifying the language for the definition of Hearing Officer in the recently adopted Code of Student Rights and Responsibilities. Center for Student Ethics and Standards representatives, Kim Martin-Anderson and Demethra Bradley attended the October meeting to help with the discussion and answer questions. The change was presented to and adopted by the Faculty Senate.
- **Graduate Student Senate:** GSS President Jill Hoffman joined the February meeting at the request of SAC chair Michael Tomas to discuss issues of importance to the GSS with the goal of fostering a closer relationship between the two bodies. Ms. Hoffman gave an overview of the GSS's committee structure. The GSS is working with the Graduate College to address the need for better promotion of UVM graduate programs. Many of the UVM websites for approximately 48 graduate programs were out of date or contain irrelevant information. A second area of concern to graduate students is health care coverage. The GSS completed an analysis of peer institutions, including all the New England land grant Colleges and Universities, and concluded that UVM's health care coverage for graduate students is below average. The SAC offered it help where applicable.
- **President's Commission For Social Change:** Members of the PCSC joined the March meeting. The members gave an overview of students at risk, and presented information on alcohol, drug and bias incidents on campus. The SAC will be working with the PCSC next academic year to help them get the information to faculty and students. All agreed that it would be beneficial for faculty to gain an understanding of how these issues affect students' academic success.
- **Policy Reviews:** The previous Senate President, Justin Joffe, requested that each Senate Committee undertake a review of all policies that come under their purview. Committee member Michelle Krehbiel compiled an initial list of policies for consideration. The committee decided to review a partial list and assign a policy to each committee member for review. Each member evaluated the policy to see if any updates were needed and provided a short written summary for discussion at the SAC meeting. Many of these policies and their summaries were included in a draft of the Syllabus Resource Document discussed below. Though policies have an assigned officer responsible for updating the document, no corresponding Senate Committee has been assigned, making it difficult for any committee to know with certainty what falls under their purview. This latter issue was brought to the attention of the Senate Executive Council.

- **Student Government Association:** SGA Vice President DaVaughn Vincent-Bryan joined the November meeting at the request of SAC chair Michael Tomas to discuss issues of importance to the SGA with a goal of fostering a closer relationship between the two bodies. Mr. Vincent-Bryan gave an overview of the SGA's committee structure. One of the major focuses of the SGA, during the academic year, was their "finish in four" act which will be forwarded to the Faculty Senate upon completion. The SAC committee volunteered to help with this issue. The SGA was also concerned with new diversity requirements. It was suggested that any concerns be brought to the Senate Curricular Affairs Committee which worked on creating and implementing the new requirements.
- **Syllabus Resource Document:** At the request of the Provost's office the SAC and the Center for Teaching and Learning worked on a syllabus resource document. The focus of the work is to create a set of resources to help new faculty. The Center for Teaching and Learning will host the information on their website. The document will include: information on best practices, example syllabi, and links to policies that are relevant to teaching at UVM. The SAC worked on the links and summaries of relevant policies. The CTL hoped to finish the document in time for new faculty orientation in the fall.
- **Text Book Affordability:** UVM bookstore director Jay Menninger joined the February meeting at his request to discuss textbook affordability. Jay agreed to create a "one sheet" that could be distributed to the faculty. This document includes a reminder of book order requisition deadlines and information on how to reduce the costs of texts for students. Senate President Robyn Warhol-Down agreed to review the document and would consider sending it in her "nota bene" emails.

#### **Subcommittees and other member assignments**

- Alcohol and Drug – David Massell
- President's Commission Creating Social Change – Sharyl Toscano
- Education and Research Technologies Committee – John Shane
- Senior Awards – Cedric Wesley

#### **Election of New Chair**

Election of a new chair, for the 2008-2009 academic year, is to take place at the May 13, 2008 Student Affairs Committee meeting.

## FACULTY SENATE AD HOC COMMITTEE ON FACULTY GOVERNANCE REPORT

The Ad Hoc Committee has completed its work with the Office of the Provost and the Office of General Counsel on the two governance documents, The University and University Officer's Manual and the Non-Unionized Faculty Handbook, otherwise known as the University Manual Appendix B.1.

The need for a University Manual and University Officer's Manual arose because many of the policies and procedures contained in the Officer's Handbook were no longer applicable to the faculty who are now represented through United Academics. In addition, the policies governing administrative officials were either incomplete or outdated. For these reasons, an overall University Handbook was needed that would apply to all members of the University as well as a University Officer's Handbook for administrative individuals and a Non-Unionized Faculty Handbook for those members of the faculty not governed through United Academics.

The University Manual is the over-arching document for the University and the portal to the other documents that govern the University. As such, it begins with documents outlining the University Identity and proceeds to include certain policies "regarding the governance, structure, and administration of the institution." The University Manual does not contain all of the institutional policies but does contain references to the location of other documents.

The following items are the substantive changes in the University and University Officer's Manual from the existing comparable sections of the Officer's Handbook.

1. Part 000: Describes the University Manual and establishes a rule of precedence for conflicts in policies that was not present in the Officer's Manual.
2. Part 100: A new section on the University Community that includes the Vision, Mission, Strategic Goals, Our Common Ground and the statement on Academic Freedom, as well as Equal Opportunity statements
3. Part 200: Section 202.4 is a new paragraph describing "Officers of the University: Vice Presidents and other Offices of Administration"
4. Part 200: Section 202.6.1: The statement replaces all of the sections from the Officer's Handbook that contained policies on Faculty Appointment, Titles and Reappointment and Promotion and Tenure as these are now part of the United Academic agreement.
5. Part 200: Section 202.6.3: Elaboration of the faculty's role and authority in the area of research
6. Part 200: Section 203: The section on Advisory Bodies is rewritten and more inclusive and specific. This section does not include a specific mention of the Graduate Student Senate as this is currently still under the Student Government Association. The University Manual may be amended in the future to reflect a change in this status.
7. Part 200: Section 204: The academic unit section is updated to reflect current status. This includes Section 204.5.2 that describes the Matrix Center and Sections 204.12 and 204.13 that describe the University Libraries and the Fleming Museum respectively.
8. Part 300: The processes of appointment and review of the Officer's of Administration are clearly outlined including clear outlines of the review processes, termination of appointment and rights of appeal. These processes had not been well-defined in the Officer's Handbook. The review criteria are given in general terms and specific rubrics are not given for each.

The second document being submitted to the Faculty Senate for their consideration is the University Manual Appendix B.1 or the Non-Unionized Faculty Handbook. This document serves to include the policies from the Officer's Handbook that govern all of the faculty issues that are now covered by the bargaining agreement (United Academics). Much of the substance of this document is taken directly from the Officer's handbook and as such has been previously approved by the Faculty Senate. We would draw your attention to the items listed below that represent substantive changes from the former handbook:

1. Part Three Section Two concerns Faculty Appointments. A sentence was added to include the unique cross-department nature of the faculty within the Matrix Centers.
2. Part Five covers termination of faculty including termination for cause of tenured, tenure track, full-time and non-tenure track part-time faculty. The proposed revisions to this section include a shift of the initial locus of

the termination cause consideration to the Dean, the use of a faculty committee to advise the Provost, and an outline of the appeals process.

3. The policy of Conflict of Interest and Commitment is being developed on a parallel track with a similar policy under negotiation with the United Academics. The two policies will be approved by the Senate and at that point would be included in the Non-Unionized Faculty Handbook as well.
4. The policies and privileges associated with emeritus status are included in Section B of Part Four

The expectation is that the College of Medicine will develop their own Faculty Handbook that would also need to be approved by the Faculty Senate. Until that time the Non-Unionized Faculty Handbook would apply to the faculty of the College of Medicine.

Respectfully Submitted:  
Leah W. Burke, MD  
Chair

## **2007-08 Academic Year Report to the Faculty Senate on the UVM Athletics Program**

**Robert Manning**

**Professor**

**Rubenstein School of Environment and Natural Resources**

**UVM Faculty Athletics Representative**

**Karla Karstens**

**Senior Lecturer**

**Department of Mathematics and Statistics**

**Chair, UVM Athletic Advisory Board**

This report highlights and summarizes important activities and accomplishments of the UVM athletics program in the 2007-08 academic year. The focus of the report is on matters that are most relevant to university faculty. The report was prepared by Robert Manning and Karla Karstens who have faculty-based oversight and advisory responsibilities for UVM athletics. Bob Manning is the UVM Faculty Athletics Representative, appointed by President Fogel, and responsible to UVM and the National Collegiate Athletic Association (NCAA) for oversight relating to matters of academic integrity and student-athlete well-being. Karla Karstens is Chair of the UVM Athletic Advisory Board (AAB), a group of faculty, staff, students and alumni who have broad advisory responsibilities to the President and the Director of Athletics.

1. The UVM AAB exercised an expanded role in overseeing selected components of the university's athletics program. As a result of the 10-year recertification of the UVM athletics program by the NCAA in 2007, the AAB has participated in developing and reviewing annual programs and reports on issues of 1) academic integrity, 2) student-athlete well-being, and 3) campus climate and diversity, including gender equity.
2. Special emphasis was placed on campus climate and diversity issues in 2007-08. A standing committee on Climate and Diversity was established in the Department of Athletics. The committee is comprised coaches, student-athletes, faculty, and staff. The committee developed and adopted an official statement on diversity and instituted procedures to enhance and enrich recruiting efforts for coaches and student-athletes. The Department conducted a day-long workshop for staff on diversity issues and is participating in a nation-wide diversity-related climate survey addressing traditionally underrepresented and underserved groups.
3. UVM student-athletes were awarded the America East Academic Cup for the 2006-07 academic year. America East is the primary athletic conference in which UVM competes. The Academic Cup is presented to the member university whose student-athletes receive the highest grade-point averages. UVM student-athletes maintained a combined 3.09 GPA. This is the third consecutive year UVM has won this award, and UVM is the only institution to win this award four times.
4. UVM student-athletes continued their tradition of community service. The Student-Athlete Advisory Committee, which has representatives from all 20 varsity teams, coordinated many projects. For example, several teams continued their volunteer work at Ronald McDonald House, the Red Cross, the MS Walk, and Special Olympics. Special projects this year included the Jared Williams Foundation Hawaiian Cruise, the Travis Roy Wiffle Ball Tournament, and the Bill Koch Ski Program. The men's and women's basketball teams suited up in pink for one home game to participate in the national "Think Pink" initiative to enhance breast cancer awareness and raised over \$3000 for the Vermont Cancer Center.

**UVM Faculty Mentoring Program: AY 2007-08 Annual Report**  
**Submitted April 14, 2008 by Lynne Bond, Director**

**Acknowledgements:** The success of the Faculty Mentoring Program is based upon a number of individuals who devote considerable time to this effort. Our thanks to Jill Tarule, Associate Provost; the Faculty Mentoring Advisory Committee members (Dan Archdeacon, Jane Okech, Jill Tarule, Judy Cohen, Tom Hudspeth, and Dennis Mahoney); faculty who have volunteered as workshop panelists (Dan Archdeacon, Jen Strickler, Bob Low, Rick Jesse, Sue Dinitz, Jane Molofsky, Jill Tarule, Tom McEvoy, Kathy Fox, Judy Cohen); the many faculty mentors; and Eileen Hanerfeld of the Faculty Senate Office and Paul Beebe and Fred Curran of the Office of Institutional Studies.

**What is the Faculty Mentoring Program?**

The Faculty Mentoring Program was originally established in 1995, through the leadership of the Women's Faculty Caucus. The purpose of this program is to pair new and junior faculty members with senior members in a related discipline of the UVM community. This relationship can support junior faculty (the "protégés ") to become familiar with institutional expectations, networks, and practices that are relevant to productivity and advancement at UVM. Research has supported the importance of mentoring for academic and career satisfaction and achievement. Research reports that mentors also gain a variety of tangible and intangible benefits from the mentoring process. All new faculty are invited to apply for a mentor if they so desire. Other junior faculty may also apply (e.g., even after being at UVM for several years).

The Faculty Mentoring Program also provides intermittent communications, workshops or other events that may help to support career development, satisfaction, and/or promotion among junior faculty.

**Activities for 2007-2008**

**Organization/leadership Changes:**

Peg Boyle Single served as Director until October, 2007 when she resigned from that position and Lynne Bond (Professor of Psychology) assumed that role. Peg passed along the results of her excellent organizational skills and infrastructure for the program.

The reporting structure also was modified at the beginning of the 2007-08 academic year. The program Director previously had reported to the Provost's Office and the Faculty Senate. At the beginning of AY 2007-08 the Director began to report directly to the Faculty Senate. However, we have continued to work closely in collaboration with Associate Provost, Jill Tarule.

### a) Protégé—Mentor pairing:

A total of 89 new protégé-mentor pairs have been established during the last three academic years, 05-06, 06-07, and 07-08 (no records are available for preceding years).

**AY 07-08:** Faculty mentoring program was introduced to incoming UVM faculty during the New Faculty Orientation (August, 2007). Although we do receive applications requesting a mentor from faculty who have already been at UVM for several years, the vast majority of applicants are in their first (or second) year of appointment.

From September 2007 thorough April 2008 the program received:

- 24 new applicants requesting a faculty mentor

Of these:

- they come from 5 different schools/colleges including 16 academic depts./units
- they include 17 women and 7 men
- they include 1 person who self-identified as ALANA
- ¾ of applicants were tenure track faculty (n=18) and they represent 80% of the women and 42% of the men hired on tenure track [thus, 64% of all new tenure track hires across ranks]
- 4 applicants were lecturers [16% of new lecturers hired] and 1 was Assistant Research Professor [11% of new Research Professors hired across ranks]
  
- 15 of the applications were received in the early fall (during initial faculty recruitment)
- 9 additional applications have come in over the year (including 4 in March and April—I've typically been able to turn these around in a week)

**What are protégés looking for?** Three themes were most prominent in the applicants' descriptions of the **types of guidance** that were important to them. These themes emphasized wanting assistance in:

- a) establishing productive courses of scholarship, publication, and extramural funding
- b) understanding expectations and realistic approaches to tenure and promotion
- c) developing an effective balance between work and home-life, especially work and parenting and attending to special needs of dual-career families

Therefore, **specific mentor characteristics** that applicants most often sought were:

- a) familiarity with the applicant's scholarly area or approach, broadly defined
- b) strong understanding of the tenure and promotion system and expectations
- c) a similar status as the applicant in terms of gender and/or parenthood

### b) Faculty Greensheet Panels

Three Faculty "Greensheet" Panels were conducted to provide junior faculty with suggestions and support regarding strategies for pursuing and documenting their work relevant to academic reappointment, tenure, and/or promotion:

1. Feb. 22 panel emphasized issues most relevant to tenure-track faculty
2. Feb. 27 panel emphasized issues most relevant to lecturers and clinical, extension, library, research faculty, and tenure-track faculty
3. Feb. 28 panel emphasized issues most relevant to lecturers and clinical, extension, library, and research faculty

I have compiled a summary of commentary from the greensheet panels that will be made available to all UVM faculty at the end of this semester. Much thanks to panelists from across UVM who shared words of wisdom!

### c) Faculty Mentoring Website

The website was updated during the fall and spring semesters; this process is ongoing. The program application and principles of operation are available online. Additional materials will be added this summer.

**d) Program evaluation survey**

In May '08, a program evaluation will be distributed to all protégé-mentor pairs. The evaluation is designed to collect information regarding participants' satisfaction with and recommendations regarding both mentoring and other program support activities. For example, we have been concerned about some reports that in the past participants have felt inundated with emails; this raised questions about whether or not we should be sending regular email communications. We wish to collect systematic data regarding issues such as usefulness of ongoing communication of various sorts, workshops or panels that would be helpful, the success and nature of the mentoring relationships, etc.

A survey will also be distributed to request feedback from the broader faculty in general in order to hear from those who are not currently involved in the Mentoring Program.

**e) Future plans**

Future plans will be based upon the evaluation survey data. One issue that already has been brought to our attention is an expressed need for more support for faculty who wish to be considered for promotion from Associate to Full Professor.

**Faculty Senate**  
**University Faculty Ombudsperson**  
**Brenda Hamel-Bissell**  
**Annual Report**  
**May 17, 2007-May 15, 2008**

A total of thirty-two (32) faculty were assisted with concerns about their work conditions during the past twelve months. Ombudsperson assistance fulfilled a 35% work effort. This total consists of both faculty who were not represented and faculty who were represented by United Academics. Sources of faculty requests for assistance originated from the following units as depicted below:

- ❖ **College of Agriculture & Life Sciences: 1**
- ❖ **College of Arts and Science: 5**
- ❖ **College of Education & Social Services: 6**
- ❖ **College of Engineering & Mathematics: 2**
- ❖ **College of Medicine: 11**
- ❖ **College of Nursing & Health Sciences: 3**
- ❖ **Continuing Education: 0**
- ❖ **Extension System: 0**
- ❖ **Libraries/Media Services: 2**
- ❖ **Military Studies: 0**
- ❖ **School of Business Administration: 0**
- ❖ **Rubenstein School of Environment and Natural Resources: 2**

**Topics of concern brought forward by faculty are categorized below from most frequent to less frequent in occurrence as follows:**

- ❖ **Workload increases**
- ❖ Difficulties with communication
- ❖ **Promotion, tenure, reappointment decisions and processes**
- ❖ Ineffective management
- ❖ Disruptive, negative work dynamics
- ❖ **Being treated with disrespect, devaluation, and attempts to intimidate**
- ❖ **Fears about own worth, negative evaluation, retaliation from others, or negative repercussions on career**
- ❖ **Loss of position and/or status**
- ❖ Benefits
- ❖ Gender bias
- ❖ Salary

Faculty were provided with a non-adversarial, self empowering, and collaborative approach to resolving conflict through the normal institutional channels. Faculty have appreciated the opportunity to talk confidentially and to be listened to as they vent about concerns. Venting has been a crucial catharsis for most and then the assistance to go on and explore choices and prioritize strategies to resolve the concern(s). Other common interventions implemented were: crisis intervention, assertiveness training, negative thought stopping, anxiety reduction exercises, etc. See Officers' Handbook, Section 270.2, f., for a list of Ombudsperson responsibilities.

Since faculty continue to report that they have been the object of bullying behaviors, I recommend that our organization explore the adoption of policies to address this concern. Note the following two examples of academic institutions with successfully working policies in place for faculty, staff, and students:

1. City University London deals with bullying within its harassment and dignity at work policy. Specifically, the policy defines bullying as

*“a serious form of harassment. It may involve actions, comments, physical contact or behaviour that is found to*

*be objectionable. Personal vindictiveness against an individual(s) is also a factor. Bullying can be defined as persistent actions, criticisms or personal abuse either in public or private, which humiliates, intimidates, undermines or demeans the individual(s) involved.*

*“Bullying is to be distinguished from vigorous academic debate or the actions of a manager making reasonable (but perhaps unpopular) requests of his/her staff including the need to manage performance effectively”*  
([www.city.ac.uk/hr/policies/harass\\_policy.html](http://www.city.ac.uk/hr/policies/harass_policy.html)).

2. The University of Cambridge also deals with bullying within its university harassment policy. Specifically, the policy defines bullying as follows:

*“Bullying is a form of psychological harassment; it is intimidation which serves to undermine the self-esteem, confidence, competence, effectiveness and integrity of the bully’s target.*

*“Bullying behaviour may include continual, undeserved criticism, belittling remarks, imposition of unreasonable deadlines, unreasonable demands for perfection, arbitrary and inconsistent demands, shouting, swearing and offensive language, constant interruption in discussion, and the display of overbearing or intrusive behaviour. Bullying behaviour may also be manifested by electronic means of communication such as email.*

*“Bullying is behaviour which may take place between those of different status or those of the same status. Bullying when reinforced by power within a relationship is particularly reprehensible. [emphasis added]*

*“Behaviour which makes the recipient feel threatened, humiliated or patronised and which undermines his or her self-confidence or self-esteem is unacceptable, whatever the context.*

*“The defining features of bullying are that the behaviour is unacceptable to the recipient, is unwanted by the recipient, and would be regarded as bullying by reasonable people”*  
([www.admin.cam.ac.uk/offices/personnel/policy](http://www.admin.cam.ac.uk/offices/personnel/policy)).

BHB/05-15-08.