



**Faculty Senate
Minutes
Monday, October 27, 2025
4:00 – 5:30 PM, Waterman Memorial Lounge**

The meeting was called to order by Faculty Senate President Abigail McGowan at 4:01 PM

Senators in Attendance: 61

Absent: 19 Senators: Agriculture, Landscape, and Environment (Tracy), Biochemistry (Francklyn), Emergency Medicine Rep1 (Schlein), Engineering-Mechanical (Fiorentino), Family Medicine Rep2 (Berns), FPPC Chair (Rodriguez), Medicine Rep1 (Hagerty), Medicine Rep2 (vacant), Orthopaedics & Rehabilitation (Shafritz), Pathology and Laboratory Medicine Rep1 (DeWitt), Plant Biology (Beckage), Political Science (Anderson), Psychiatry Rep1 (Eyler), Radiology Rep1 (vacant), RSCA Chair (Smith), Rubenstein School of Environment and Natural Resources (Adair), School of the Arts Rep2 (Barnett), Surgery Rep1 (Tranmer)

1. Faculty Senate President's Welcome Remarks – Abigail McGowan made the following remarks:

- A. The agenda includes a shared governance discussion on standardizing teaching effort to ensure every standard effort unit is 10% of the workload. There are ongoing conversations in the units and task forces are being formed to work out details. The Faculty Senate's role in this type of issue is to advise on policy.
- B. An informal poll will be conducted under New Business to gather feedback on faculty adjustments to research and creative work due to the current political climate.

2. Degree Conferrals

It was moved, seconded and voted that the following numbers of graduates be recommended by the Senate to the President for the awarding of the appropriate degrees or certificates as authorized by the Board of Trustees. Individual names of the graduates will be recorded with the minutes of this meeting in the permanent Senate records.

Degrees:

- College of Agriculture and Life Sciences (4)
- College of Arts and Sciences (9 Bachelor of Arts, 2 Bachelor of Science)
- College of Education and Social Services (1)

College of Engineering and Mathematical Sciences (0)
Graduate College (35)
Grossman School of Business (0)
Larner College of Medicine (1)
College of Nursing and Health Sciences (1)
Rubenstein School of Environment and Natural Resources (1)

Vote: 56 approved, 0 opposed, 1 abstained. The motion carried.

3. **Minutes** – The minutes of the September 2025 Senate meeting were approved as written. **Vote: 54 approve**, 0 oppose, 1 abstain. **The motion carried.**

4. **Resolutions in Memoriam**

A. **Ted B. Flanagan** – Willem Leenstra, Emeritus Professor of Physical Chemistry & Spectroscopy, College of Arts and Sciences, presented a Resolution in Memoriam for Ted B. Flanagan, Emeritus Professor of Physical & Solid State Chemistry. The resolution is attached to these minutes.

Motion: Willem Leenstra moved to inscribe the resolution in memoriam for Ted B. Flanagan in the minutes of the Faculty Senate and have a copy sent to the family.

Vote: 57 approved, 0 opposed, 0 abstained. The motion carried.

B. **Jackson JW Clemmons** – Professor Sharon Mount, Department of Pathology and Laboratory Medicine in the Larner College of Medicine, presented a Resolution in Memoriam for Jackson Joshua Walter Clemmons, Emeritus Professor of Pathology. The resolution is attached to these minutes.

Motion: Sharon Mount moved to inscribe the resolution in memoriam for Jackson JW Clemmons in the minutes of the Faculty Senate and have a copy sent to the family.

Vote: 58 approved, 0 opposed, 0 abstain. The motion carried.

5. **Credit for Prior Learning** – Bettyjo Bouchey, Chief Officer for Professional and Continuing Education, presented a proposal and framework for Credit for Prior Learning (CPL). CPL would award college credit for skills and knowledge acquired outside formal academic settings. The attached presentation slides include CPL types and the process for designing the framework at UVM; CPL would be used solely at the graduate level at UVM, and graduate programs would have the choice to opt in or out. The slides highlight shared components as well as key differences between CPL by credential vs. portfolio, and student and academic unit processes. Under review is the framework only: details of processes and compensation will be worked out later. If approved by the Senate Curricular Affairs Committee, the framework will return to the Faculty Senate for vote in November. If approved, it will go to the Board of Trustees in February.

6. **Shared Governance Discussion: Move to standardize 10% effort per course.** Abigail McGowan introduced the discussion with a focus on the Faculty Senate's advising role

on issues of workload, also noting that the issue affects different units differently. She noted that task forces will be established in affected units to discuss implementation, and how that would affect RPT and AEG guidelines, among other things. The focus of the discussion in the Faculty Senate is to provide information and raise questions and concerns for the task forces to consider.

Interim Provost, Linda Schadler and VP for Research and Economic Development, Kirk Dombrowski described federal compliance as the rationale for the move to standardize 10% effort for a course. The federal government is scrutinizing universities' compliance with uniform guidance on spending, requiring consistent charging rates for the same services across units. The university is working to improve compliance by aligning effort reporting and allocation with charging practices. The 10% teaching load is consistent with other universities and the marketplace; at the same time, the CBA has maintained an 8-course-maximum workload for 20 years. Working groups would address workload concerns ; the intent is not to increase workload for faculty, whether lecturers or tenured/tenure-track.

Three members of the faculty share their concerns.

Keith Burt, Associate Professor, Department of Psychological Science stated that there is an active grievance contesting the reduction of the workload effort for non-tenure track faculty, which is seen as a violation of the collective bargaining agreement; he argues that the move hurts faculty morale.

Lauren MacKillop, Senior Lecturer, Department of Education, expressed concern that the proposed move will devalue teaching faculty, resulting in negative consequences for faculty and students, including reduced course rigor, poor evaluations, and student dissatisfaction.

Joe Kudrle, Senior Lecturer, Department of Mathematics and Statistics noted that over 60% of the university's student credit hours are taught by NTT faculty, who currently have workloads that require 100% effort for a 4-4 load. The proposed move to a 10% per course equivalency would require NTT teaching faculty to cover 20% of their workload with no extra compensation.

Abigail McGowan opened the floor for comments to advise the working groups on this issue. Themes included workload equity for tenure track vs. non tenure track faculty, workload equity from one unit to another, desire for clarity on service expectations, concerns about implications for external funding, the impact on research, and the UA's role in addressing this issue. Interim Provost Schadler clarified that existing course buyout arrangements for NTT faculty would be honored. Abigail McGowan encouraged faculty to stay involved in the ongoing conversations in their units.

7. Reports that do not require a Senate vote:

- a)** Curricular Affairs Committee (CAC) Report – approval of Academic Program Review of the Anthropology program and History, Historic Preservation, and Holocaust Studies programs.

8. **New Business** – President McGowan shared a Menti poll to elevate stories regarding changes to research. The informal poll asked three questions. The poll results are attached to these minutes.

- 1) My research/creative work has changed under the new political climate (strongly disagree/agree)
- 2) If you are changing/are going to change your research, what has prompted that? (choose all that apply)
 - Loss of grants or grant opportunities
 - Fear of political backlash
 - New laws/regulations
 - Loss of access to data sources
 - Concerns about access to research populations or geographic places
 - Other
 - N/A
- 3) What specifically are you doing (or will do) differently in your research/work due to (or in response to) the new political climate?

Senators were asked to gather information from colleagues to understand the broader impact on our community, to share at the November Senate meeting. At a future Senate meeting, there will be another informal poll to gauge how the current political climate is affecting teaching and classroom practices.

9. **Adjourn.** Tom Borchert moved to adjourn at 5:24 PM. The meeting adjourned without objection.



**University
of Vermont**

Faculty Senate

**Resolution in Memoriam
Ted B. Flanagan
Emeritus Professor of Physical & Solid State Chemistry
1929-2025**

**Presented by Willem Leenstra
Emeritus Professor of Physical Chemistry & Spectroscopy
October 27, 2025**

On behalf of the Department of Chemistry, it is my honor to present the resolution in memoriam for Ted B. Flanagan (born 1929). I will communicate some of the highlights of Ted's professional accomplishments and of his personal life. (A full obituary can be found in the Burlington Free Press.)

Ted was born in Oakland, California. His education culminated with the Ph.D. in Physical Chemistry from the University of Washington. After postdoctoral positions at Queen's University, Belfast, and at Brookhaven National Laboratory, Long Island, Ted accepted a faculty position at the University of Vermont in 1961. Here he excelled in his research, the thermodynamics of mixed-metal alloys. Working with graduate students and with international collaborators, Ted published more than 400 peer-reviewed papers, produced with continual financial support of the National Science Foundation. His honors include two Fulbright Research Scholar awards and at his home institution he was also named University Scholar in the Physical Sciences (1985–86). As well, Ted received an honorary Doctor of Philosophy degree from Uppsala University in Sweden in 1992.

Ted was a modest, soft-spoken gentleman with a wry sense of humor. He loved being around his family. His wife, Joyce, accompanied him on almost all research-related travel. Their three children were also beneficiaries of the exposure to new cultures. Ted was an early adopter of an active lifestyle. He played a mean game of squash, usually beating younger colleagues and friends. Ted also walked to work from his home in the hill section on most days. We shall miss our colleague and friend, Ted Flanagan.



**University
of Vermont**

Faculty Senate

**Resolution in Memoriam
Jackson Joshua Walter Clemmons, Ph.D., M.D.
Emeritus Professor of Pathology
1923-2025**

**Presented by Professor Sharon Mount, M.D.
Department of Pathology and Laboratory Medicine
October 27, 2025**

Thank you for the opportunity to celebrate the life of Dr. Jackson Joshua Walter Clemmons—a truly inspirational academic pediatric pathologist, civil rights advocate, mentor of thousands of students and active community member in our town of Charlotte Vt.

Dr. Clemmons attended the University of Wisconsin – Madison and following an interruption of his studies when he was drafted to serve in WWII in the Philippines, completed his bachelor's degree in agriculture (1948), master's degree in biochemistry (1949) and his doctorate in biochemistry (1956) where he was the first African American student in the University of Wisconsin's biochemistry department. Dr. Clemmon's research at Madison focused on the development of a series of anticoagulants including Warfarin, still used to reduce the risk of blood clots.

Dr. Clemmons was awarded prestigious postdoctoral fellowships including two from the American Cancer Society and a Helen Hay Whitney Fellowship. His research continued at the Karolinska Institute of Biophysics and Cell Research in Stockholm, Sweden and at the Memorial Sloan Kettering Institute in New York City.

After completing his PhD, Dr. Clemmons earned his medical degree at Case Western Reserve University in Cleveland. After learning that Dr. Clemmons was African American, the university rescinded his financial aid package. Committed to becoming a doctor, Dr. Clemmons and his wife Lydia worked multiple jobs and ate a very frugal diet to allow Dr. Clemmons to complete his medical degree in 1959.

Dr. Clemmons joined the University of Vermont Medical College in 1962. In addition to mentoring thousands of students, he was prolific in publishing his research. He served as an advisor to the National Institutes of Health and the U.S. Department of Housing and Urban Development. As both a civil rights activist and a pediatric pathologist, Dr. Clemmons understood the links between social inequities and child health outcomes and he spoke and wrote about the need to integrate social justice into the teaching and practice of medicine. In addition, Dr. Clemmons' commitment to education was global—he spent over 20 years traveling to Africa, building pathology labs and training local professionals, always with humility and respect for the communities he served.

As a Pathology resident, I had the opportunity to learn about peri-natal pathology from Dr. Clemmons. I specifically remember him showing me the morphology and explaining the function of trophoblastic cells while we stared at the tissue using a double headed microscope. My recollection of Dr. Clemmons is that of a brilliant, yet humble, thoughtful pathologist who listened carefully, examined slides with meticulous care and was an excellent teacher. My other memory of Dr. Clemmons is when I called him for advice regarding the storage of hay, not yet dry, in our barn! He answered my questions with the same careful, thoughtful approach. He truly was a patient and kind man.

In 2023, at age 100, Dr. Clemmons and his wife Lydia sold their farm in Charlotte to the non-profit center for African American heritage and the arts that Lydia had started with others in 2019, known as the Clemmons Family Farm.

Again, my thanks for this opportunity to celebrate the life of Dr. Jackson Clemmons, a man whose life continues to be an inspiration not only for University of Vermont faculty, but for his community and for myself personally.

I move that this resolution in memoriam be inscribed in the Minutes of the Faculty Senate and that copies be sent to his family.

Credit for Prior Learning (CPL) Framework

Bettyjo Bouchey & J. Dickinson

What is CPL?

- Simplest definition: various methods of awarding college credit for the skills and knowledge that students have acquired outside of a formal academic setting.
- Commonly takes 3 forms: **credit by examination**, **credit by portfolio**, and/or **credit by credential**.
- Synonymous with “assessment of prior learning (APL)”, but not with “competency-based education (CBE)”.

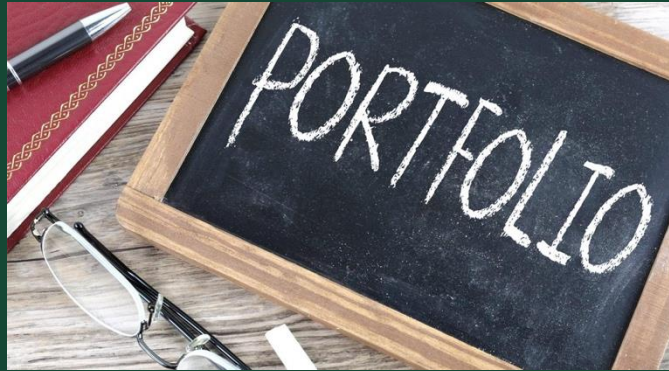
CPL Types



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Credit by Examination

Can take many forms such as course test-outs, CLEP, DANTES, or other variants like use of adaptive courseware sprints. UVM currently offers several of these.



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Credit by Portfolio

Typically a course-based approach where students demonstrate mastery via a combination of artifacts, papers, etc. – supervised by faculty.



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Credit by Credential

Typically reserved for industry-recognized credentials or trainings (non-credit) that are certified by a 3rd party (e.g., a non-expired PMP for a Project Mgt course).

The Process

A taskforce was called and lead by Bettyjo Bouchey and J. Dickinson to meet over the summary to design the frameworks

Taskforce comprised of CAC co-chairs, Chairs from pilot programs (MPA & MPH), Grad College, Registrar's Office, and Administration

Frameworks for **Credit by Portfolio** and **Credit by Credential** finalized for feedback gained during governance processes for presentation to Board of Trustees in Winter, 2026 (no changes to existing Credit by Examination processes/policies)

Links to view-only access to full framework descriptions and process workflows:

[Credit for Credential](#)
[Credit by Portfolio](#)

Shared Components

Graduate-level only	Course-based (not across multiple courses)	Require pre-approval of courses – generated by faculty	Only for already approved courses (proactive system)	Unit-driven: Academic unit curriculum committee approval required
Optional for programs to participate	Annual quality audits by Graduate College	Students must be enrolled, in good standing, and within degree plan	No duplicate credit for previously completed courses	Traditional grade appeal processes will apply and can only be attempted 2x
Department/faculty to propose new options via a packet (cover letter, learning outcomes, sample syllabus, etc.)	Approval workflow: Department → College → Graduate College → (Portfolio)	Publication on UVM CPL webpage after approval	No direct instruction – purely based on competency, whether verified by a credential or submission of portfolio	Maximum CPL credits will max current Transfer Credit policy

Key Differences

Credential

- Student submits application with credential; reviewed by Graduate College transfer reviewer
- Relies on third-party verifiable credential (e.g., certification, licensure, etc.)
- Free to student (like transfer credit)

Portfolio

- Student submits portfolio in Brightspace; reviewed by assigned faculty using rubric
- Relies on student's prior experience and artifacts
- Student-funded, non-refundable, no financial aid allowed
- Additional steps for faculty compensation and Brightspace setup

Processes – High Level

- Student:
 - Credential: Application → Graduate College review → updates transcript
 - Portfolio: Advisor consultation → Portfolio submission in Brightspace → Faculty review → Grade assigned (S/U) → transcript updated
- Academic Unit:
 - Credential: Application submitted by department w/ example credential, rationale and supporting materials → unit governance → Graduate College → CPL webpage
 - Portfolio: Application submitted by department w/ artifact(s) and rubrics, supporting materials → unit governance → Graduate College → CPL webpage

NOTE: student processes will largely be managed by the Graduate College with some supplemental assistance from the Non-Credit Registration Office for Portfolios.

We need your help!

Are there aspects to the framework(s) that would benefit from additional insights?



My research/creative work has changed under the new political climate

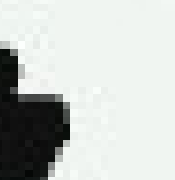
My research/creative work has changed under the new political climate

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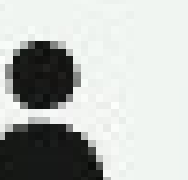
Strongly disagree

Strongly agree

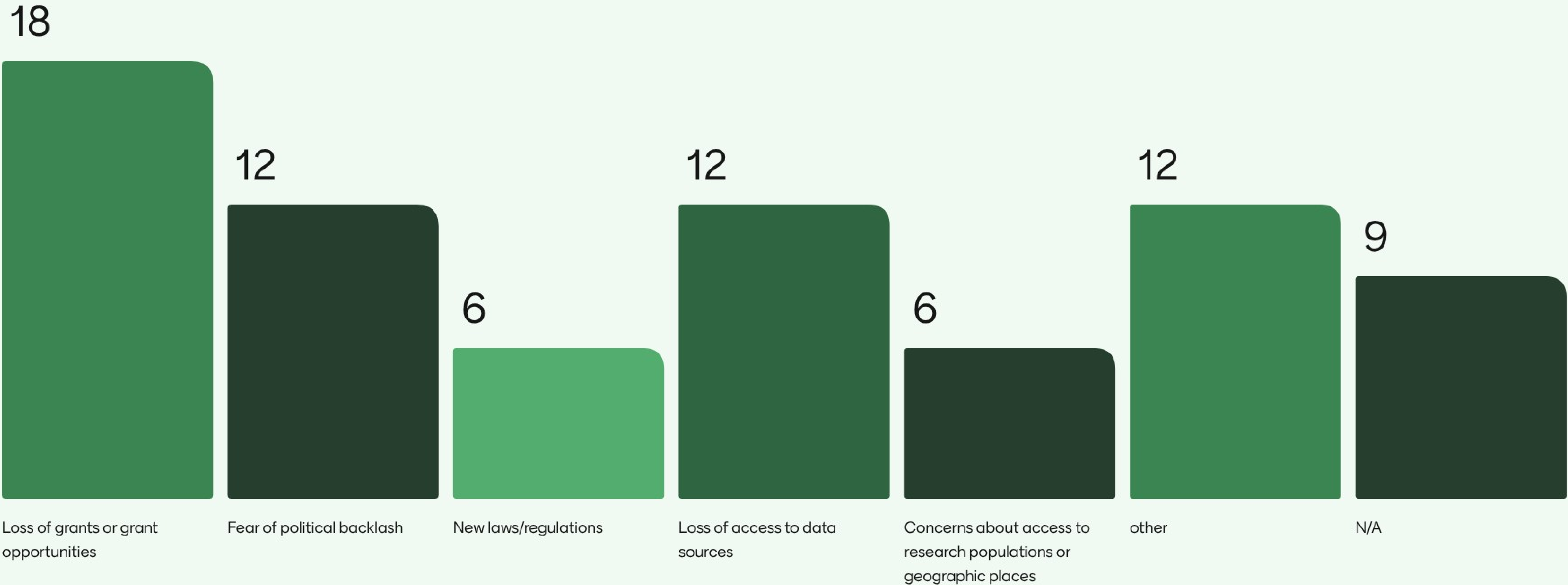
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If you are changing/are going to change your research, what has prompted that?



What specifically are you doing (or will do) differently in your research/work due to (or in response to) the new political climate?

Nothing different

No changes

Greatly reducing social media

Can't trust government data sources

Scrubbing of language/key words

Pivot in research questions to answer government calls/priorities in niche areas

Replan travel arrangements for research.

I study epilepsy. I will not change my research focus.

What specifically are you doing (or will do) differently in your research/work due to (or in response to) the new political climate?

I don't admit PhD students anymore

No changes

Decided to forego applying for a federal grant over other avenues

Changed wording when looking at equity issues.

I am not even considering applying for federal grants because they will not fund the work I am interested in pursuing.

Fundamentally rethinking broader impacts for NSF proposals to not do anything DEI related

Not crossing borders and going to conferences. Not putting work out on social media.

No changes (yet)

What specifically are you doing (or will do) differently in your research/work due to (or in response to) the new political climate?

I had to step off a grant that was previously funded by NSF because the scope was so greatly affected the project was no longer recognizable within my scope of work.

Not traveling

Not applying for govt grants

Failed hiring of a full time technician due to uncertainty of usda grant 3rd year funding

Use of federal websites I used to cite them now I can't

Switching focus

Self-policing of aims and supporting text in federal research applications.

Reconsider foreign collaborations

What specifically are you doing (or will do) differently in your research/work due to (or in response to) the new political climate?

I've been told not to examine certain variables or use specific language related to high risk populations. This is abhorrent give that in many cases these analyses are done to understand suicide risk.

No longer using the words climate and change in the same sentence on grant proposals

Soliciting private donations from those who may be interested in my work.

No section in grants anymore. regarding helping minorities

Now moving to smaller foundation grants instead of K mechanism. Not planning R21 out of fear I'll out participants to the fed govt. Scrubbing language. Not crossing borders for conferences. Smaller te

Limits consideration of new areas of research

I am applying to foundations with no FandA allowed, because federal grant opportunities have disappeared

less likely to submit proposals that emphasize equity

What specifically are you doing (or will do) differently in your research/work due to (or in response to) the new political climate?

We have to use different language to apply to grants and those changes may render these grants/pubs unfindable in future lit searches

Seeking out foundation grant opportunities

It likely will not be about what we do, but what we will not do. Collaborations, risky ideas, challenging status quo.....I fear that research and publications will be generally tame across the board.

concerned federal funding will dry up and leave phd students without funding

holding on submitting papers; grant applications have been canceled; research convenings and events have been canceled. Focus of the work isnt changing, but its much harder to do.