



FACULTY SENATE

Minutes
April 13, 2015, 2015

Senators in Attendance: 49

Absent: Schapiro (Anesthesiology), Franklin (Classics), Hutchins (Communication Science), Knodell (Economics), Flecther (Engineering), Alexander (English), Perry (Extension), Weiss (Medicine), Hehir (Neuroscience), Wilcox (Pathology), Ambaye (Pathology), Contompasis (Pediatrics), Brayden (Pharmacology), Beckage (Plant Biology), Rodgers (PSC), Naylor (Psychiatry), Ge (Rehab & Movement Science), Danks (RSENR), Hudspeth (RSENR), Witkin (Social Work), Adams (Surgery),

1. **Approval of the Minutes.** The minutes of March 9, 2015 were approved as written.
2. **Senate President's Remarks.** President Roberts commented on the nice spring day. She hoped many would join her upstairs after the meeting at the Faculty Senate dinner.
3. **UVM President.** Expressed his gratitude to President Roberts and Vice President Kaza for the last four years of work on the Faculty Senate. He encouraged others to do the same during the Faculty Senate dinner.
4. **UVM Provost on International Travel.** The memo has gone out. If there are questions please direct them to the Provost's Office by the end of April.
5. **Curricular Affairs.** Chair of the Curricular Affairs Committee, Cathy Paris, brought three items of business to the Faculty Senate for their consideration.
 - a. **The first proposal brought forward was a proposed Food Systems Ph.D. program at the University of Vermont.**

The proposed Food Systems Ph.D. program at UVM is a transdisciplinary effort administered by the Graduate College, and based in the College of Agriculture and Life Sciences with participating faculty from several other colleges. The goal of this program is to provide broad grounding in the emerging field of Food Systems, with advanced research training leading to disciplinary mastery in a specific area. Food Systems can be described as "holistic study of the relationship of humans with their food," bridging social science, natural science, and humanities approaches to understanding complex and interdependent food systems of varying scope and scale. Given the transdisciplinary nature of the program, the role of the Director, Dr. Amy Trubek, is key. The director oversees the program and coordinates with the participating departments. The Food Systems Ph.D. is another curricular offshoot of the Food Systems TRI, joining a minor in Food Systems and an MS in Food Systems, which was launched in 2012 and currently

enrolls approximately 18 students. The Ph.D. program, once launched, will become the avenue for graduate students seeking a research-based graduate degree, while the MS, which is currently research---based, will take on more of a professional or applied focus.

The Faculty Senate had no questions at this time. The Faculty Senate voted to approve the proposal.

b. The second is a name change coming from the Education Department. The program would like to change its name from Physical Education Program to Leadership and Physical Education Program.

The faculty of the Physical Education Program, Department of Education, College of Education and Social Services, proposes to change the program's name to the *Sports Leadership and Physical Education Program*. Education Chair George Salembier explains that the Physical Education program originated as a teacher licensure program; its original mission was to train K---12 P.E. teachers. In recent year, however, P.E. majors' interests have expanded to include the administration, leadership, and coaching of sports. In response to that interest, a Coaching minor was reactivated in 2012; an independent studies degree program in Sports Leadership was also developed. To reflect the broader interest in sports leadership, the program requests that its name be changed to Sports Leadership and Physical Education. The name of the major will remain Physical Education; the subject prefix EDPE will be retained.

The Faculty Senate voted to approve the proposed name change.

c. The third and final proposal brought to the Faculty Senate for consideration was for a new Pre-Actuarial academic certificate.

Actuarial Science is the discipline used by insurance companies that applies mathematical and statistical methods to evaluate policy and risk and make decisions about their business streams. To become a licensed actuary, one must demonstrate completion of specific education credits and pass four professional exams. The certificate program will give qualified students and transitioning professionals the course work needed to satisfy two of the three Validation of Educational Experience Credits (VEE Credits), and prepare students for the two preliminary exams taken prior to entering the workforce. Since 2010, Continuing and Distance Education (CDE) has marketed a Professional Actuarial Exam Preparation course sequence, and the current proposal seeks to create "formalized" version the sequence by providing students a documented, though non-transcriptable, certificate. The informal sequence will continue to be offered. This approach, a certificate and a similar course sequence, has been utilized by several programs, and they have been running successfully under common marketing.

A general certificate question was asked, what is the market value to the certificate? Cathy responded that with this certificate it is an organized package that allows students to navigate through the process. The courses themselves provide an attractive package. If the student completes the courses with a B- or better they would get the certificate. The question of the value was brought up, and are certificates really preparing students equal to the cost. David Dummit pointed out that packages like these already exist across the country.

The Faculty Senate voted to approve the proposal for a Pre-Actuarial academic certificate.

6. **Vermont Center for Clinical Translational Science Motion - vote. Chris Burns of the RSCA.** The proposal is to change the status of the CCTS from that of a Matrix Center to a University of Vermont Center within the College of Medicine. They no longer fit the description of a Matrix Center. Once the change of status occurs they can start working on the specifics of the center. David Dummitt would like to commend the CTS, he believes that they have resolved into something else for the correct reasons.

The Faculty Senate voted to approve this proposal.

7. **Calendar, Thomas Chittenden - vote.**

Academic Calendar Configuration Guidelines Faculty Senate Resolution Spring 2015

Whereas the current University of Vermont academic calendar for previous and future years does not have a fall recess break, has only 67 fall teaching days compared to 71 spring teaching days, has only three class days after the Thanksgiving break some years, has a nine day exam schedule which fosters undesirable behavioral excess by the student body, has the spring break overlap with Vermont town meeting day inhibiting student involvement in state politics,

Be it resolved, that academic calendars starting in the 2016-17 academic year will have five days of exams during the fall and spring semester spanning a Monday to a Friday,

Be it also resolved, that academic calendars starting in the 2016-17 academic year will have a fall recess day on the second Monday of October,

Be it also resolved, that academic calendars starting in the 2016-17 academic year will have spring break occur the week after town meeting day,

Be it also resolved, that the current [Exams and Grading Catalog](#) Final Exam policy #2 be revised to: "No course may conduct more than one in class exam or test during the last two weeks of the semester (week prior to finals week and the week of finals)."

Be it also resolved, that the current [Exams and Grading Catalog](#) Final Exam policy #10 be revised to: "No student shall be required to take **four** or more final exams in one **36**-hour period."

Be it also resolved, that the current [Exams and Grading Catalog](#) Final Exam policy #11 be revised to: "If a student has **four** or more **proctored in class** final assessments in a **36**-hour period then, unless a mutually agreeable alternative time can be reached by the student and one instructor, the make-up will be scheduled for the next day after the regularly-scheduled exam. These considerations are subject to the constraints that all exams will be given in the final exam period and all conflicts must be resolved before the start of the final exam period.

Students will select which of the **four** exams they wish to take at an alternative time. In cases where the instructors in all **four** sections feel it is impossible to give the exam at an alternative time, and all conflicts are in the same academic unit, the appropriate dean's office, in consultation with the faculty involved, will establish which of the three exams will be taken as a make-up. If the unresolved conflict involves more than one college, the deans of the units in question will resolve the matter. If the deans involved cannot

reach agreement, then a person from the provost's office will establish which of the three exams will be taken as a make-up.”

The SGA is supportive of the proposal. They really like the idea of having Town Meeting Day off so that they can participate. Some of the issues they had really did not tie directly into the calendar. Overall they were very supportive. Jen added that students don't like the outcomes of negative behavioral issues and with the current academic schedule there are a lot of opportunities for them to occur.

What is the trade off with the students who use the days to study? Annie Stevens emphasized that there has been a lot of behavior trends that are higher than other universities in the area in both alcohol and marijuana. If the campus really wants to be academically engaged we need to set up systems that promotes healthy choices. The current calendar has a lot of flexibility and that encourages a lot of these unhealthy choices. The issues are being tracked and mapped. The statistics are being watched. John Porter stated higher times of these issues have been monitored. The peak times occur the weekend before the last days of classes and the naked bike ride. The question was asked if there is a system that would monitor the outcomes on these behaviors with the proposed calendar, the answer was, “Yes.”

The idea of cutting down to one reading day opposed to removing them completely was presented. The reason behind removing reading days is that by giving them less time they would hopefully use their time more productively.

There were some questions about exams and the different forms of testing around finals. The discussion of the number of exams in a time period was discussed. There was a discussion about faculty being more flexible and adjusting to help students. If students worked hard all semester and did not use the end as a cram session, they would have no issue. Faculty needs to push academic rigor all semester long. Thomas explained that there would be some flexibility in the exam schedules that would allow for time for makeup exams.

The Faculty Senate voted to approve this proposal.

8. New Business. There was no new business at this time.

The meeting was adjourned at 5:29 pm.

Memo

To: The Faculty Senate
From: Curricular Affairs Committee of the Faculty Senate, Cathy Paris, Chair
Date: March 15, 2015
Re: Recommendation: Approval

The Curricular Affairs Committee at its meeting of March 12, 2015 unanimously approved the action recommended in the following memo.

Overview

The proposed Food Systems Ph.D. program at UVM is a transdisciplinary effort administered by the Graduate College, and based in the College of Agriculture and Life Sciences with participating faculty from several other colleges. The goal of this program is to provide broad grounding in the emerging field of Food Systems, with advanced research training leading to disciplinary mastery in a specific area. Food Systems can be described as “holistic study of the relationship of humans with their food,” bridging social science, natural science, and humanities approaches to understanding complex and interdependent food systems of varying scope and scale. Given the transdisciplinary nature of the program, the role of the Director, Dr. Amy Trubek, is key. The director oversees the program and coordinates with the participating departments. The Food Systems Ph.D. is another curricular offshoot of the Food Systems TRI, joining a minor in Food Systems and an MS in Food Systems, which was launched in 2012 and currently enrolls approximately 18 students. The Ph.D. program, once launched, will become the avenue for graduate students seeking a research-based graduate degree, while the MS, which is currently research-based, will take on more of a professional or applied focus.

Rationale for the Program

Food Systems is an emerging field in which the UVM Food Systems TRI and existing M.S. program have already established UVM’s reputation as a leader in this area. The proposal notes that a number of Ph.D.-granting institutions such as Tufts, UC Santa Cruz, NYU, and the University of British Columbia have launched food-systems focused Ph.D. programs. However, the UVM Ph.D., which uses a cohort model to provide students with common intellectual experiences and mixed-methods training prior to their deeper training and research focus in a specific discipline, would be the first of its kind in the United States. The recent rise in food systems programs reflects a trend of approaching the study of food in an integrated manner that brings insights from and connects to many existing

disciplines. Food Systems promotes an integrated, transdisciplinary “systems” approach to understanding relationships between environment, food production, distribution, and consumption, and food-related health issues. By training students to understand food systems in transdisciplinary perspective before they specialize in a disciplinary approach, the proposed program seeks to train Ph.D.s with both the expertise to be successful within an academic discipline, and the breadth and systems thinking to make connections in food research across disciplines.

This approach is consistent with CALS’ land grant mission. Indeed, the phrase “food systems” appears in the CALS mission statement, under the point “EMPHASIZE practical applications to challenges facing agriculture, food systems, and health through innovation and new technologies.”

Anticipated Enrollment

Demand for the researched-based M.S. program is high, with 2/3 of the enrolled students coming from out of state. Given student interest, the proposers anticipate that the program will have no trouble meeting initial targets, which are 3-4 Ph.D. students per year for the first three years, followed by an increase to 4-6 students per year after that.

Classes required for the first year intensive are currently offered, and have sufficient capacity to absorb the additional students, particularly as the research M.S. will be phased out and replaced with the Ph.D. program.

Admission Requirements and Process

Admissions requirements include a minimum 3.0 undergraduate GPA, a college-level statistics course and GRE scores at or above the minimum required by the Graduate College. Students must express interest in working with a particular faculty member in the program, who in turn must agree to take on the student as an advisee.

Advising

Since the addition of the Ph.D. program to the existing M.S. in Food Systems would result in a significant increase in the number of students requiring advising, the subcommittee clarified the advising expectations for the new program. The program Director indicated that with the phasing in of the Ph.D. program, the M.S. program would become a terminal, professional degree program targeted towards current professionals seeking a higher credential. Master of Science students would undertake projects in professional settings, while Ph.D. students would be required to pursue research projects. As part of the admissions process for the Ph.D. program, students would not be admitted unless participating faculty agreed to serve as advisor.

Curriculum

The degree of Doctor of Philosophy in Food Systems will require a minimum of 75 credit hours earned in courses and in dissertation research, including a “first year intensive” set of courses to

be completed by all students. All students must enroll in Ph.D. level Food Systems seminar, journal club, and the advanced research methods course. Key curricular elements are listed below:

Year One:

A. Cohort Course Intensive

An intensive first year cohort model in which all students take the following courses, intended to build comprehension of food systems and provide exposure to

transdisciplinary methodologies:

- Food Systems, Society, and Policy
- Food Systems, Science, and Policy
- A minimum of two out of four methodology courses: students will be asked to choose one qualitative research methods course and one quantitative research methods course.
- Research Design Seminar
- Professional Development Seminar

B. Food Systems Comprehensive Exam

Year Two:

Students who arrive at UVM with an MA/MS in a related field will work with an advisor to create a committee and also develop a course of study that integrates food systems knowledge and disciplinary expectations after successful completion of the comprehensive exam.

Students who are admitted directly into the Ph.D. program with a BA or BS degree will take the following:

A. Courses to support dissertation proposal

Food Systems: Problems and Solutions Seminar

Food Systems and Research Ethics

Grant and Dissertation Writing Seminar

B. Ph.D. students will take elective courses that fulfill disciplinary expectations.

Elective Courses: 6-12 credits.

C. Ph.D. student will sign up for research credits to facilitate dissertation proposal design

All Ph.D. students will take a qualifying exam after completing 50 total credits.

Years Three to Five:

The remaining 20-30 credits are to be research-only or research and course credits, depending on the cluster area and the recommendations of the student's dissertation committee.

Staffing Plan, Budget, and Resource Requirements

Staffing for the Ph.D. program will build on current staffing for the M.S., with an expanded role for the faculty steering committee in managing applications and setting other requirements. Coursework currently offered for the M.S. will be used in part for the intensive introductory

coursework for the Ph.D., thus current faculty should be sufficient to cover the demand for both programs. The Graduate College will provide a Coordinator for the program, who will collaborate with coordinators in participating departments. The Food Systems Ph.D. program will be run by the current Food Systems faculty director in conjunction with a Faculty Steering Committee. The existing faculty steering committee will establish various subcommittees under the direction of a steering committee chair; these subcommittees will be responsible for setting entrance requirements, conducting preliminary review of program graduate applications, establishing and reviewing degree course requirements, and establishing procedures for the written and oral comprehensive examinations for the Ph.D.

The Graduate College and CALS together have committed eight graduate stipends for students in the program, double the number currently available for M.S. students; an additional nine stipends currently controlled by NFS are expected to be made available as well. With the advent of the Ph.D. program, stipends will be directed to the Ph.D. students, while the M.S. program will change from a two-track (research-based or professional) program to solely a professional Master's. Proposers anticipated that this would reduce the advising needed for Master's students.

The professional Master's is also expected to generate revenue that would provide support for Ph.D. students in years 3 and 4 of the program, while available stipends would be used to support students in years 1 and 2 of the program. Additional funding for students is expected to come from faculty research grants. The list of current affiliated faculty includes 33 faculty members in CALS, CAS, CESS, COM, and RSENR.

Assessment Plan

The program has identified a set of common competencies, on which all students in the program will be evaluated at several points, and which have been mapped onto required coursework and exams for the program. Assessment of student achievement of these competencies will also be used to evaluate the success of the program components onto which they have been mapped:

- Demonstrate an ability to integrate knowledge across disciplines in order to understand complexity and interdependence across the food system.
- Demonstrate an ability to define research problems and propose research approaches based on knowledge of more than one research method appropriate to various disciplines.
- Demonstrate flexible critical thinking skills for identifying research problems and possible solutions related to food systems while recognizing relevant communities of scholars and communities of practitioners.
- Demonstrate an ability to communicate clearly and effectively about food systems research and to create a network of scholarly connections; contribute to scholarly inquiry in the selected area(s) of study.

All students must meet a series of benchmarks, including passing comprehensive exams at the end of the first year, creation of a committee and development of a course of study at the end of year 2, and the completion of qualifying exams after 50 credits of coursework.

Each student in the Ph.D. program is required to meet with his or her dissertation committee annually for an evaluation of progress and approval of a scholarship plan for the coming year.

The Food Systems Ph.D. program itself will undergo Academic Program Review on the standard eight-year cycle.

Impact on Units Likely to be Affected by the Proposed Program

The departments of Animal Science and Nutrition and Food Science currently offer a joint Ph.D. program in Animal, Nutrition, and Food Sciences (ANFS). Approval of the Food Systems Ph.D. program will not affect the continued offering of the ANFS degree program. Further, the Curricular Affairs Committee determined that these units did not object to the development of the Food Systems Ph.D., but had not yet resolved for themselves whether they would continue the ANFS Ph.D. or reorganize it into a more specific disciplinary Ph.D. program.

Evidence of Support

The Graduate College and the College of Agriculture and Life Sciences have demonstrated their support through the commitment of resources to this program. Letters in support of the proposed Food Systems Ph.D. program have been provided by the Chairs of the participating academic units (six); the Directors of the Center for Rural Studies, the Center for Sustainable Agriculture, the Center for Sustainable Agriculture, and the CUPS Office; and the Deans of the Graduate College, CALS, Extension, RSENR, and CAS.

Proposed Start Date

The proposed start date for the Food Systems Ph.D. program is August 2015.

Curricular Affairs Committee of
the Faculty Senate

Memo To: The Faculty Senate

From: The Curricular Affairs Committee of the Faculty Senate, Cathy Paris, Chair

Date: March 14, 2015

Subject: Approval of a proposal to change the Physical Education Program to the Sports Leadership and Physical Education Program

The Curricular Affairs Committee at its meeting of March 12, 2015 unanimously approved the action recommended in the following memo.

The faculty of the Physical Education Program, Department of Education, College of Education and Social Services, proposes to change the program's name to the *Sports Leadership and Physical Education Program*. Education Chair George Salembier explains that the Physical Education program originated as a teacher licensure program; its original mission was to train K-12 P.E. teachers. In recent year, however, P.E. majors' interests have expanded to include the administration, leadership, and coaching of sports. In response to that interest, a Coaching minor was reactivated in 2012; an independent studies degree program in Sports Leadership was also developed. To reflect the broader interest in sports leadership, the program requests that its name be changed to Sports Leadership and Physical Education. The name of the major will remain Physical Education; the subject prefix EDPE will be retained.

Memo To: The Faculty Senate

From: The Curricular Affairs Committee of the Faculty Senate, Cathy Paris, Chair

Date: March 14, 2015

Subject: Approval of a new Pre-Actuarial academic certificate, CEMS and CDE

The Curricular Affairs Committee at its meeting of March 12, 2015 unanimously approved the action recommended in the following memo.

The College of Engineering and Mathematical Sciences, in conjunction with Continuing and Distance Education, has proposed a new Pre-Actuarial academic certificate. The certificate, designed primarily for those who are not matriculated students at the University of Vermont, does not appear on the student's transcript. The constituent courses are regular credit-bearing UVM courses, however, and do appear on the transcript.

Joe Kudrle, Senior Lecturer in the Department of Mathematics and Statistics, will direct the program. The College of Engineering and Mathematical Sciences is the responsible academic unit.

Program Description and Rationale

Actuarial Science is the discipline that applies mathematical and statistical methods to risk assessment in insurance, health care, and other industries. To become a licensed actuary, one must demonstrate completion of specific education credits and pass four professional exams. The proposed certificate program will give qualified students and transitioning professionals the coursework needed to satisfy two of the three Validation of Educational Experience (VEE) Credits and prepare students for the two preliminary exams taken prior to entering the workforce. Since 2010, Continuing and Distance Education (CDE) has marketed a Professional Actuarial Exam Preparation course sequence; the current proposal seeks to create a formalized version the sequence by providing students a documented certificate. The informal sequence will continue to be offered.

Justification and Evidence for Demand

Options for students looking to enter the field of actuarial science exist primarily in one of two forms – a dedicated degree-granting program or private exam preparatory materials. The goal of the proposed Pre-Actuarial Certificate program is to bridge the gap between these two models. Most universities or colleges have courses that satisfy one or more of the VEE Credits. However, a much smaller subset of institutions has courses that have been deemed appropriate for exam preparation. Therefore, UVM is in a favorable position to offer a program attractive to students who are appropriately prepared and

who seek to gain the credentials needed to be desirable candidates for actuarial positions.

There is an evident demand for the certificate program. Over the past five years, a handful of students have completed the current Professional Actuarial Exam Preparation course sequence and gone on to gainful employment. In the past few months, more than 50 individuals have expressed interest in the existing sequence. The job outlook for persons trained in actuarial sciences predicts 26% growth over the next 10 years. Therefore, there is likely to be a continued market for the program and for professional actuaries.

Admission Requirements and Process

Students applying to the Pre-Actuarial Certificate program need to have obtained a bachelor's degree from an accredited institution or be enrolled in a bachelor's degree program at an accredited institution. Two semesters of calculus and one semester of introductory statistics are required as pre-requisites for courses within the Pre-Actuarial Certificate curriculum. Any student meeting these criteria would be allowed into the program. Successful completion of the program would require a grade of B- or above in all five certificate courses. (Note that a B- is the minimum grade required in order to present a course for VEE credit.) Students completing their bachelor's degree concurrently with the certificate program would also be required to obtain their degree before the certificate was awarded.

Curriculum

The Actuarial Science Certificate requires the successful completion of five courses (15 credits total):

- Principles of Macroeconomics (EC 011)
- Principles of Microeconomics (EC 012)
- Applied Probability (STAT 151)
- Business Statistics (STAT 183)
- Fundamentals of Financial Mathematics (MATH183)

STAT 183 fulfills the Applied Statistics Methods VEE credit, and together, EC 011 and EC 012 meet the Economics VEE credit. The other two courses, STAT 151 and MATH 183, provide the necessary preparation for the two preliminary actuarial exams. These courses are all currently offered in both traditional and on-line format. As CDE has expressed the explicit goal of marketing the Pre-Actuarial Certificate program to distance education students and individuals currently employed full-time, minimal impact is expected on enrolment in the on-campus versions of these courses.

The Society of Actuaries (SOA) has approved these five courses as satisfying its requirements. A sixth course, Managerial Finance (BSAD 180), can be used to fulfill the third VEE credit, however BSAD 180 is not included in the proposed Pre-Actuarial Certificate because it is not currently available online. This course will be an option for students enrolled in the certificate program and who are able to take it on campus.

Advising

Program instructors within the Department of Mathematics and Statistics will advise Pre-Actuarial Certificate students, with support from the CEMS Dean's Office.

Staffing Plan, Budget, and Resource Requirements

All courses are currently in existence and have space to accommodate students in the Pre-Actuarial Certificate program. Therefore no additional staffing or resources are required. A Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant under the direction of Dean Luis Garcia will help support the program.

Assessment Plan

Each academic unit will evaluate student and faculty performance in their respective classes. Evaluation of the program as a whole will fall under the purview of CEMS. The main metrics will be enrollment levels, the ability of students completing the program to successfully pass the required exams and transition into the workplace, as well as the development of enhanced relations with the industry.

Evidence of Support

The Chair of the Department of Economics and the Dean of the College of Engineering and Mathematical Sciences have provided letters of support for the certificate proposal.

Strengths of the Program

Through the proposed Pre-Actuarial Certificate program, students will be able to take the first steps towards entering a lucrative field (median annual earnings in 2012 were ~\$93,000) in which there is an increasing demand for qualified individuals with diverse educational backgrounds. Importantly, the certificate program will appeal to students that do not wish to pursue a full actuarial sciences degree program, but seek something more than exam preparatory materials. There appear to be few similar programs, which the review subcommittee feels is a significant strength of the program. The Pre-Actuarial Certificate will capitalize on UVM's ability to provide students the ability to fulfill VEE credits with courses approved by the SOA, as well as engage in coursework that prepares them for the two preliminary examinations. The ability to complete the proposed certificate program entirely on-line allows CEMS to leverage existing resources, and will likely be highly attractive to the target market (e.g. a person that works full time and is looking to change careers). Additionally, the Professional Actuarial Exam Preparation course sequence offered for the past five years has helped develop connections with local firms that will be beneficial to students in the certificate program. Several local firms have already indicated a desire to work with students in the Pre-Actuarial Certificate program via internships or mentoring. Offering a "formalized" certificate will likely be more attractive to students who wish to have a credential to present to future employers. Given the success of the students that have been through the course sequence, the proposed certificate program is very likely to be successful.

CCTS motion:

Whereas the CCTS is supported by the College of Medicine and is not financially self-sustaining, as required to be a Matrix Center; and whereas the CCTS has requested a status change to “Center”, Be it resolved that the status of the CCTS be changed from that of a Matrix Center to a University of Vermont Center within the College of Medicine.

Academic Calendar Configuration Guidelines Faculty Senate Resolution Spring 2015

Whereas the current University of Vermont academic calendar for previous and future years does not have a fall recess break, has only 67 fall teaching days compared to 71 spring teaching days, has only three class days after the Thanksgiving break some years, has a nine day exam schedule which fosters undesirable behavioral excess by the student body, has the spring break overlap with Vermont town meeting day inhibiting student involvement in state politics,

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