



FACULTY SENATE

Minutes
May 14, 2015

Senators in Attendance: 45

Absent: Schapiro (Anesthesiology), Heiss (CDAE) Franklin (Classics), Hutchins (Communication Science), Flechter (Engineering), Perry (Extension), Cohen (Family Medicine), Ross (FPPC), Mehrrens (Geology), Meider (German & Russian), Stokes (Libraries), Ruiz (M. Physiology & Biophysics), Single (Mathematics & Statistics), Weiss (Medicine), Hehir (Neuroscience), Vacant (Nutrition & Food Science), Nelms (Orthopedic Rehabilitation), Wilcox (Pathology), Ambaye (Pathology), Contompasis (Pediatrics), Yang (Physics), Beckage (Plant Biology), Eyer (Psychiatry), Bouton (Psychology), Vacant (Radiology), Ge (Rehab & Movement Science), Morand-Metivie (Romance Languages & Linguistics), Witkin (Social Work), Adams (Surgery), Vacant (Theater).

1. Approval of the Minutes. The minutes of April 13, 2015 were approved as written.

2. Presentation of Degrees.

- Graduate College (316)
- College of Medicine (112)
- Honors College Scholar (120)
- College of Nursing & Health Sciences (197)
- Rubenstein School of Environment and Natural Resources (129)
- School of Business Administration (66)
- College of Education and Social Services (159)
- College of Agriculture and Life Sciences (314)
- College of Engineering and Mathematical Sciences (181)
- College of Arts and Sciences
 - Bachelor of Arts (644)
 - Bachelor of Science (143)

3. Senate President's Remarks-Julie Roberts. Plans for the units advising plan are on the Associate Provost, Brian Reeds webpage. The FPPC has completed a survey on the dean's responses to IBB and that can be found on the Faculty Senate Website under FPPC. There will be two new committees next year run through the Faculty Senate, the first is regarding, "Course Creep." The second is The Educational Stewardship Committee. It will be chaired by Brian Reed and the chair or an appointed member of the CAC. Julie welcomed the two new members at large, Cecilia Danks and Alison Pechenick. She also introduced Laurie Eddy the new Administrative Coordinator of the Faculty Senate. Julie took this time to thank administration, staff and fellow faculty for their continued support and help

over the last four years. Members of the Faculty Senate Executive committee presented Julie with a gift to express their gratitude for all of her hard work as the Faculty Senate President.

4. **Board of Trustee Remarks-Chair Deborah McAneny.** 1981 graduate of the School of Business at UVM. She sits on 5 boards. She became an UVM board member because her time here was personally transformative. She wanted to come back as a thank you for all the success she built at UVM. This is the 2nd year as chair. Chair McAneny believes shared governance model is essential. Over the last 12 years the university has gone through a lot of obstacles and collectively they have been overcome. The new President and Provost have a great pathway for the University. The UVM foundation has been founded and has brought in record breaking gifts. With these gifts they have advanced many maintenance projects such as Taft School renovation and the STEM building. The University is also working on implementing a new budget model. With all these changes there are still some worrisome issues, such as funding and enrollment. The University will continue to work through these issues together.

The following questions were asked:

Is there a possibility to go to the European model where employees can be on the board? Chair McAneny sees this as a potential conflict of interest. There have been retired faculty and faculty of other institutions on the board in the past.

What are the goals for the next year? The goals of the BOT are the goals of the University. President Sullivan has a plan and the BOT monitors and changes the goals as they see fit, based on the four pillars.

5. **UVM President.** President Sullivan presented Stephanie Kaza with the Distinguished University Citizenship and Service Award. The President's Distinguished University Citizenship and Service Award, presented annually, recognizes members of the University of Vermont faculty who have established a consistent and over time outstanding record of service to the University community. The award is designed to acknowledge exceptional service by an individual who is recognized as a true university citizen for contributions to institutional building at the University. The recipient will receive a prize of \$2,500. Names will be displayed on a plaque in Waterman Building. President Sullivan congratulated Stephanie for the hard work and dedication she has shown the University.
6. **UVM Provost.** At the end of his second year he just wants to say thank-you. Thankful for the leadership of the senate that is going out and excited for the new leadership. The university as great discussions around advising and that came from the Senate. IBB is on target and July 1st is around the corner, there is great comfort at where they are now with the new budget model. Without the hard work of the whole university this would not be the case.
7. **Curricular Affairs.** Chair of the Curricular Affairs Committee, Cathy Paris, brought five items of business to the Faculty Senate for their consideration.
 1. **The first proposal brought forward was a proposal to create a new faculty pathway rank in the College of Medicine.** This position will replace that of Research Associate, a title not widely used in U.S. medical schools. Faculty Scientist is an entry---level faculty position in the College of Medicine; Faculty Scientists are appointed for a five---year term. Continuance of the appointment will be contingent on the availability of restricted funds, continuing need for an individual with a particular set of skills, and demonstrated research excellence.

Michael Gurdon, had some questions on the tracks, this is more of a procedural question why did this not go to the PSC. They are responsible for appointments and criteria. This is a creation of a new academic rank. He doesn't feel it can be voted on until the PSC has a chance to look at this. A motion to have PSC review this document and provide an updated report to the Senate at the next meeting was made.

The Faculty Senate approved to send this proposal to Professional Standards Committee for further review.

- 2. The second is a proposal for a new concentration for the PhD. Program in Clinical/Developmental Psychology.** The Graduate Program in Psychological Science currently includes two distinct concentrations. One of these is the Clinical Training concentration, which aims to train students as scientist-practitioners; students who successfully complete this concentration graduate with a Ph.D. in Psychological Science: Clinical. The other is the General/Experimental concentration, which aims to train students as researchers and teachers of Psychological Science. Students in this concentration can focus their studies in one of four different content areas: Developmental, Social, Psychology, or Biobehavioral Psychology. Those who successfully complete this concentration graduate with a degree in Psychological Science: General/Experimental. The Department of Psychological Science is proposing to offer a third option for Ph.D. students, a concentration that merges aspects of the current Clinical Training and General/Experimental concentrations. This third concentration will be referred to as the Clinical/Developmental concentration; its content area of focus would be developmental psychopathology.

No questions or comments

The Faculty Senate voted to approve this proposal.

- 3. The third is the proposal for a new minor in Sports Management, RSEN.R.** The sports industry is large and growing globally with diverse career opportunities. Sports management is a field of study focused on the business and management aspects of sports and recreation. Faculty in the Rubenstein School of Environment and Natural Resources have identified an opportunity to offer students interested in sports management a course of study aligned with the School's focus on environmental sustainability, diversity, community, and event management and planning related to parks and green spaces. Specifically, the proposed minor aligns well with the School's program in Parks, Recreation, and Tourism and will be supported by courses from three other participating units: the School of Business Administration, the College of Education and Social Services, and the College of Agriculture and Life Sciences.

No questions or comments

The Faculty Senate voted to approve the proposal.

- 4. The fourth is a proposal to change the name of the tagged degree in Mathematics.** The faculty of the Department of Mathematics and Statistics, College of Engineering and Mathematical Sciences, has proposed to change the name of its tagged undergraduate degree from *Bachelor of Science in Mathematics* to *Bachelor of Science in Mathematical*

Sciences. The proposed new name is a better reflection of the diverse nature of intellectual activity in the unit, which includes not only pure mathematics but also the more applied mathematical sciences, including statistics. The names of the undergraduate majors will not change, nor will the name of the degree earned by math majors in the College of Arts and Sciences. The code for the newly renamed degree will be BSMA.

Jim Burgmier, the original goal was a BA in statistics, moved to postpone this until October. The vote to postpone voting on this item was approved.

5. The Fifth proposal is the change to the diversity requirements at the University of Vermont.

- **The Rationale for the Diversity Requirement at UVM.** UVM’s diversity requirement is intended to provide undergraduate students with the awareness, knowledge, and skills necessary to function productively in a complex global society, by fostering an understanding of and respect for differences among individuals and groups of people. The Diversity requirement is based on the recognition that graduates will increasingly need to engage with issues arising from various dimensions of human diversity such as race, age, disability, ethnicity, gender, language, religion, sexual orientation, and social class. Students will have the opportunity to shape the social, political, and cultural consequences of these issues through their actions or inaction during their time at the University and later in life. The University's goal, through the Diversity requirement and adherence to the ideals expressed in *Our Common Ground*, is to prepare students for responsible citizenship in an increasingly pluralistic and diverse society.
- **UVM Diversity Requirement: Competencies and Intended Outcomes.** The competencies identified for UVM diversity courses are aspirational goals for undergraduate students to achieve. They represent what is embodied in the university mission and in *Our Common Ground*¹. Experience is vital for engaging the competencies of awareness, knowledge, and skills. When describing the importance of a theory of experience, John Dewey said, “it isn’t enough to insist upon an experience in education, or even activity of experience. . . it depends upon the quality of the experience” (Dewey, 1938)². Dewey’s concept of experience in education, in combination with Bloom’s taxonomy³ of higher critical thinking skills (e.g. analysis, synthesis, and evaluation) will inform how competencies will be achieved in each diversity course.
- **Proposed Revisions to D1 Course Criteria.** Courses in this category have as a primary focus race and racism in the United States as it pertains to ALANA populations. A D1 course must promote an understanding of:
 - a. Race and racism in the U.S.;
 - b. The meaning of power and privilege; and
 - c. The importance and impact of diversity and multiculturalism in U.S. society. The course must also include processes that foster critical analysis and assessment of individual, institutional, and/or systemic forms of discrimination.

- **Proposed Revisions to D2 Course Criteria.** Courses in this category focus on expanding students' cultural awareness. A D2 course is intended to:
 - a. Promote an awareness of and appreciation for the diversity of human experience in all its forms including, but not limited to race, ethnicity, religion, socio---economic status, language, sex, gender identity, sexual orientation, age, and disability; and/or
 - b. Foster an understanding of global and international issues including the flow of people, cultures, diseases, and capital or other resources within or across political and geographical boundaries. D2 courses prepare students to contribute positively to local, national, and global communities, to see questions from multiple perspectives, and to move capably among diverse groups and cultures.

David Fuerig brought up concern that this might decertify a number of courses. There was a sense in his department, that the new language sounds too specific.

The Faculty Senate approved all changes to the diversity requirements.

8. **TRC Review Statement.** Chris Burns reported on the TRC Matrix review. This is the first Matrix review at UVM and a process had to be created. A joint committee including Cathy Paris, Chris Burns and Cindy Forehand was formed. They meet with TRC faculty and staff. Their job was to make sure the TRC meet all five criteria of a Matrix Center. In the review they agree that the TRC is meeting this criteria yet they are asking for a two year check in. They want to make sure the TRC still meets these criteria with IBB.

Senate approved the recommendation of the subcommittee.

9. **Sabbatical Process, Robert Rodgers.** Sabbatical leaves are a treasure of the academy. There is a specific process that is outlined for faculty. In recent years the PSC has only seen the negative sabbatical reviews. There is an elaborate process for the RPT rebuttal but there is not that same process for sabbatical. The PSC made the proposal to the President and Provost to revise the system starting next year. They would like a sabbatical process that uses the same steps as the RPT process. As of earlier this week there has been a modification to the union contract and been signed by the UA and the Provost. It is a done deal. Now all will come through PSC so there will be some tweaking. Sabbatical forms will still be due at the end of August and follow the same time table.

The PSC wants to open the floor to discussion about how faculty across the university view sabbatical privilege and how they are being used. It would be good to have senators to start to report back to their units.

10. **New Business.** There was no new business at this time.

The meeting was adjourned at 5:29 pm.

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: April 24, 2015

Subject: Approval of a new faculty pathway rank in the College of Medicine

The Curricular Affairs Committee at its meeting of April 09, 2015 unanimously approved the action recommended in the following memo.

At its meeting of April 9, 2015, the Curricular Affairs Committee approved a new faculty pathway rank in the College of Medicine, that of Faculty Scientist. This position will replace that of Research Associate, a title not widely used in U.S. medical schools. Faculty Scientist is an entry-level faculty position in the College of Medicine; Faculty Scientists are appointed for a five-year term. Continuance of the appointment will be contingent on the availability of restricted funds, continuing need for an individual with a particular set of skills, and demonstrated research excellence.

The proposal for the new faculty pathway enjoys the strong support of the College of Medicine faculty (98% voted in favor); the College leadership supports it unanimously.

Memo

To: The Faculty Senate
From: The Curricular Affairs Committee of the Faculty Senate, Cathy Paris, Chair
Date: April 24, 2015
Re: Approval of a new concentration for the Ph.D. Program in Clinical/ Developmental Psychology

The Curricular Affairs Committee at its meeting of April 9, 2015 unanimously approved the action recommended in the following memo.

The Department of Psychological Science, College of Arts and Sciences, has submitted a proposal for a new Clinical/Developmental concentration, to be added to the doctoral program in Psychology.

New Concentration Description and Rationale

The Graduate Program in Psychological Science currently includes two distinct concentrations. One of these is the Clinical Training concentration, which aims to train students as scientist-practitioners; students who successfully complete this concentration graduate with a Ph.D. in Psychological Science: Clinical. The other is the General/Experimental concentration, which aims to train students as researchers and teachers of Psychological Science. Students in this concentration can focus their studies in one of four different content areas: Developmental, Social, Psychology, or Biobehavioral Psychology. Those who successfully complete this concentration graduate with a degree in Psychological Science: General/Experimental.

The Department of Psychological Science is proposing to offer a third option for Ph.D. students, a concentration that merges aspects of the current Clinical Training and General/Experimental concentrations. This third concentration will be referred to as the Clinical/Developmental concentration; its content area of focus would be developmental psychopathology.

Justification and Evidence for Demand

As justification for the new Clinical/Developmental concentration, the proposers point out that boundaries between sub-disciplines in Psychology are disintegrating and that it is increasingly important that students be trained in interdisciplinary perspectives that draw from multiple theoretical and methodological approaches. They also note that many of those applying to UVM's Ph.D. program in Psychological Science have identified developmental psychopathology as an area of interest, and that this area of study is already being offered at other institutions. By creating a new Clinical/Developmental concentration with the content area of developmental psychopathology, the Psychological Science faculty expect to improve their ability to recruit

graduate students with interests in that area. The faculty also note that students who complete this new concentration would be eligible for a greater range of academic positions upon completion. Rather than place an undue demand on faculty advisors, this new concentration is expected to increase the number of faculty that will be available for students to work with because it will draw upon faculty in both clinical psychology and developmental psychology.

It is expected that, while some students will choose the new Clinical/Developmental concentration option, others will be interested in the existing Clinical or General/Experimental concentrations; thus these two will continue to be offered.

Admission Process

Applicants interested in the new Clinical/Developmental concentration will follow the procedures for applying to the Clinical Training concentration; their applications will have to be approved by the faculty of both the Clinical and General/Experimental concentrations.

Curriculum

Students enrolled in the proposed new Clinical/Developmental concentration will complete the requirements of both the Clinical and the General/Experimental concentrations. While there is already substantial overlap, six requirements for General/Experimental students are not currently required for Clinical students.

To avoid prolonging student time to graduation, the proposers have identified a few waivers or substitutions for the Clinical/Developmental concentration students. These waivers/substitutions will result in students being required to complete only three additional classes (a developmental psychopathology course, an additional research methods course, and one additional developmental seminar course; a third additional course is required but will replace the Clinical concentration requirement for an additional therapy course). Students would also attend the Developmental Cluster meetings throughout their time as Psychology graduate students, but would not be required to enroll for credit, as are General/Experimental concentrators.

Advising

Advising for students in the Clinical/Developmental concentration will be similar to the advising of students in the existing concentrations.

Anticipated Enrollment and Impact on Current Programs

The proposers anticipate that one or two students each year will complete the Clinical/Developmental concentration, and that, most likely, this will simply reduce by one or two the number completing either the Clinical or General/Experimental concentrations. The net number of Ph.D. students is not expected to change.

Staffing Plan, Budget, and Resource Requirements

The addition of the new concentration is not expected to result in additional costs, as it will not increase the overall number of students in the Ph.D. program. No new course offerings are required, and no changes are expected in terms of funding for graduate students.

Assessment Plan

The Director of Clinical Training will evaluate this new concentration in consultation with a Clinical/Developmental faculty member.

Evidence of Support

Both the Psychological Science faculty and the Graduate College Executive Committee voted unanimously to approve this proposal. Letters of support have been provided by the Director of Clinical Training in Psychology, the Department of Psychological Science Chair, the (then) Dean of the College of Arts and Sciences, and the Dean of the Graduate College.

Strengths of the Concentration

The main strength of the new concentration is that it offers graduate students the option of training in the area of developmental psychopathology, an emerging area of research that requires an interdisciplinary perspective in both developmental psychology and clinical psychology, and that provides a framework for understanding both typical and atypical developmental processes. It does so without increasing costs to the Department or the University, and without negatively impacting any other academic unit.

Memo To: The Faculty Senate

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

Date: April 22, 2015

Subject: Approval of a proposal for a new minor in Sports Management, Rubenstein School of Environment and Natural Resources

The Curricular Affairs Committee at its meeting of April 9, 2015 unanimously approved the action recommended in the following memo.

The Rubenstein School of Environment and Natural Resources (RSENr), in collaboration with the College of Agriculture and Life Sciences, the College of Education and Social Services, and the School of Business Administration has submitted a proposal for a new minor in Sports Management.

Overview: The sports industry is large and growing globally with diverse career opportunities. Sports management is a field of study focused on the business and management aspects of sports and recreation. Faculty in the Rubenstein School of Environment and Natural Resources have identified an opportunity to offer students interested in sports management a course of study aligned with the School's focus on environmental sustainability, diversity, community, and event management and planning related to parks and green spaces. Specifically, the proposed minor aligns well with the School's program in Parks, Recreation, and Tourism and will be supported by courses from three other participating units: the School of Business Administration, the College of Education and Social Services, and the College of Agriculture and Life Sciences.

Curriculum: The proposed minor in Sports Management will require 18 credits including three core courses in sports management and outdoor recreation planning, a management course, a marketing/communications course, and an entrepreneurship course. All courses are three credits.

Ineligible Majors: None.

Anticipated Enrollments: The proposers estimate that about 40 students will sign up for the minor when it first becomes available and that subsequent cohorts will likely range from 15-20 students per class, for a predicted total of 60-80 in the minor.

Resource Requirements: No new faculty appointments or library support is required. There may be minimal costs to RSENr for advising.

Program Assessment: The new minor in Sports Management will be assessed on the standard eight-year Academic Program Review cycle.

Memo To: The Faculty Senate

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

Date: April 22, 2015

Subject: Approval of a proposed changes to the Diversity Course Criteria and Competencies

The Curricular Affairs Committee at its meeting of April 9, 2015 unanimously approved the action recommended in the following memo.

The UVM Diversity requirement was approved by the Faculty Senate in April 2006. The proposal approved at that meeting presented the six-credit Diversity requirement and defined two diversity course categories: D1, Race and Racism in the United States; and D2, Human and Societal Diversity. The diversity requirement proposal also established criteria intended to guide the development and review of courses in each of the two categories and presented a set of eight competencies that diversity courses were intended to address. The Diversity Curriculum Review Committee (DCRC) was charged with the implementation of the Diversity requirement and the review of courses proposed for the diversity curriculum. It was also charged with the task of proposing “... suggested changes to the Diversity requirement, as necessary, to the Senate.” If approved by the Senate, these will be the first changes to the Diversity requirement since it was implemented in 2006.

Over the course of the past two years, the DCRC, in partnership with the General Education Diversity Committee, worked to revise the diversity criteria and competencies. The committee’s guiding principles were that the spirit and intent of the 2006 requirement be upheld in the revision process but that greater clarity, especially around the focus of the D2 courses, be sought and that the diversity competencies be redrafted to 1) align more closely with the diversity criteria, especially for D2 courses, and 2) be more explicit about the intended outcomes of the diversity courses.

Attached to this memo is a packet of four documents comprising a set of proposed revisions to the six-credit Diversity requirement for undergraduate students. The proposed revisions are based on current educational theory and extensive research conducted by the members of the General Education Diversity Committee. That research included surveys and focus groups with students and faculty who have taught D1 and/or D2 courses, and comparison of UVM’s Diversity requirement to similar requirements at other institutions. The revisions reframe the Diversity requirement with a rationale statement that provides context and aspirational goals for students. It is followed by a new set of competencies, and, finally, by revisions that clarify the criteria for D1 and D2 courses respectively. The DCRC and the Senate Curricular Affairs Committee have approved the proposed revisions. We now seek review and approval by the Faculty Senate.

If the revisions are approved, a separate proposal will be put forward to bring the Diversity requirement under the umbrella of General Education as envisioned in the six General Education outcomes that were approved in concept by the Faculty Senate in May 2011.

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: May 11, 2015

Subject: Approval of a proposal to change the name of the tagged degree in Mathematics

The Curricular Affairs Committee at its meeting of May 06, 2015 unanimously approved the action recommended in the following memo.

The faculty of the Department of Mathematics and Statistics, College of Engineering and Mathematical Sciences, has proposed to change the name of its tagged undergraduate degree from *Bachelor of Science in Mathematics* to *Bachelor of Science in Mathematical Sciences*. The proposed new name is a better reflection of the diverse nature of intellectual activity in the unit, which includes not only pure mathematics but also the more applied mathematical sciences, including statistics. The names of the undergraduate majors will not change, nor will the name of the degree earned by math majors in the College of Arts and Sciences. The code for the newly renamed degree will be BSMA.

Gen Ed Diversity Outcomes Committee

Rationale for the Diversity Requirement at UVM¹

04/23/15

UVM's diversity requirement is intended to provide undergraduate students with the awareness, knowledge, and skills necessary to function productively in a complex global society, by fostering an understanding of and respect for differences among individuals and groups of people. The Diversity requirement is based on the recognition that graduates will increasingly need to engage with issues arising from various dimensions of human diversity such as race, age, disability, ethnicity, gender, language, religion, sexual orientation, and social class. Students will have the opportunity to shape the social, political, and cultural consequences of these issues through their actions or inaction during their time at the University and later in life. The University's goal, through the Diversity requirement and adherence to the ideals expressed in *Our Common Ground*, is to prepare students for responsible citizenship in an increasingly pluralistic and diverse society.

¹ The General Education Diversity Outcome Committee acknowledges the Rationale statement of USC-Dornsife, which inspired our own <<http://dornsife.usc.edu/diversity-requirement/>>.

Gen Ed Diversity Outcomes Committee

UVM Diversity Requirement: Competencies and Intended Outcomes

04/23/2015

The competencies identified for UVM diversity courses are aspirational goals for undergraduate students to achieve. They represent what is embodied in the university mission and in *Our Common Ground*¹. Experience is vital for engaging the competencies of awareness, knowledge, and skills. When describing the importance of a theory of experience, John Dewey said, “it isn’t enough to insist upon an experience in education, or even activity of experience...it depends upon the quality of the experience” (Dewey, 1938)². Dewey’s concept of experience in education, in combination with Bloom’s taxonomy³ of higher critical thinking skills (e.g. analysis, synthesis, and evaluation) will inform how competencies will be achieved in each diversity course.

Within these competencies, the term diversity is inclusive of a wide range of identities and backgrounds (including, but not limited to race/ethnicity, class, gender, sexual orientation, age, ability/disability, religion, nationality) present at the individual, group, systems, and global levels. These competencies are geared at supporting students in developing the awareness, knowledge, and skills to understand, engage, and function productively in a complex and global society. Courses that are approved for the 6-credit diversity requirement must address at least one competency from the first two categories (Awareness; Knowledge), and one competency from the last two categories (Skills; Integration and Application of Awareness, Knowledge, and Skills).

Competencies		Intended Outcomes of the Competencies
Awareness		
1	Develop an awareness of the diversity of individuals, cultures, and communities within the U.S and globally.	Develop an awareness of diversity.
2	Develop an awareness of one’s identities, attitudes, beliefs, values, and assumptions.	Develop an awareness of identity and be able to engage with people of different and similar identities,
3	Develop an awareness of how one’s identities, attitudes, beliefs, values, and assumptions influence how one interacts with or views those who are similar to or different from oneself.	
4	Develop an awareness of the influence and impact of diversity-related concepts such as intersectionality (i.e., the intersection of multiple dimensions on diverse cultural identities), power and privilege, and so forth at the individual, group, and systems levels.	Develop an awareness of diversity-related concepts.

Knowledge		
5	Cultivate knowledge and an understanding of the histories, traditions, values, contemporary issues, experiences, demographics, and practices linked to diverse identities and groups within the U.S. and globally.	Understand history, traditions, and values of diverse groups.
6	Cultivate an understanding of foundational concepts such as diversity, culture, equity, equality, social justice, power/privilege, etc.	Understand core diversity concepts.
7	Cultivate an understanding of the origins and systemic nature of prejudice, injustice, discrimination, and oppression directed toward people of diverse backgrounds.	Understand systemic nature of injustice.
Skills		
8	Develop critical thinking skills to enable one to analyze information and evaluate arguments from diverse viewpoints and multiple perspectives.	Analyze information and evaluate arguments from diverse viewpoints.
9	Develop the written and oral communication skills necessary to engage in intellectual discourse about diversity-related topics.	Be able to talk about diversity.
10	Develop interpersonal skills that support respectful, meaningful, and effective interactions with those from diverse backgrounds, including understanding the intent and impact of one's actions.	Be able to effectively engage with those from diverse backgrounds.
Integration and Application		
11	Develop the ability to recognize and name dynamics (e.g., identity-related, cultural, power) at the individual, group, and systems levels that are present when exploring issues related to diversity.	Be able to recognize dynamics at the individual, group, and systems levels.
12	Engage skills to problem-solve and to develop action plans that address diversity-related issues and situations.	Be able to problem solve and develop action plans.
13	Develop the ability to effectively intervene and respond to acts of bias or intolerance, as well as to resolve conflicts that occur across differences.	Be able to intervene and respond to bias incidents.
14	Develop the ability to effectively facilitate the learning and development of others around diversity.	Be able to teach others about diversity.

¹ <http://www.uvm.edu/~president/?Page=miscellaneous/commonground.html>

² Dewey, J. (1998). *Education and Experience*. Indianapolis, IN: Kappa Delta Pi Publications. For more information, http://www.icels-educators-for-learning.ca/index.php?option=com_content&view=article&id=53&Itemid=68

³ Vanderbilt University Center for Teaching: <http://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

Proposed Revisions to D1 Course Criteria

04/23/2015

Category 1 (D1): Race and Racism in the United States (Proposed)

Courses in this category have as a primary focus race and racism in the United States as it pertains to ALANA populations. A D1 course must promote an understanding of:

- Race and racism in the U.S.;
- The meaning of power and privilege; and
- The importance and impact of diversity and multiculturalism in U.S. society.

The course must also include processes that foster critical analysis and assessment of individual, institutional, and/or systemic forms of discrimination.

Category 1 (D1) - Race and Racism in the United States (Current)

Courses in this category must address and have a substantive content (preferably the majority of the content) addressing topics of race and racism in the United States as it pertains to ALANA populations. The course must promote an understanding of:

- Race and racism in the United States;
- The meaning of power and privilege;
- The importance and impact of diversity and multiculturalism in United States society; and,
- Include content that fosters self-reflection regarding one's own prejudices in a manner that is observable by the instructor.

Proposed Revisions to D2 Course Criteria

04/23/2015

Category 2: The Diversity of Human Experience

Courses in this category focus on expanding students' cultural awareness. A D2 course is intended to:

- Promote an awareness of and appreciation for the diversity of human experience in all its forms including, but not limited to race, ethnicity, religion, socio-economic status, language, sex, gender identity, sexual orientation, age, and disability; and/or
- Foster an understanding of global and international issues including the flow of people, cultures, diseases, and capital or other resources within or across political and geographical boundaries.

D2 courses prepare students to contribute positively to local, national, and global communities, to see questions from multiple perspectives, and to move capably among diverse groups and cultures.

Current D2 Course Criteria

Category 2: Human and Social Diversity. Courses in this category must promote an understanding of and an appreciation for at least one of the many facets of human and/or societal diversity including but not limited to:

- Non-United States cultures, past or present;
- The workplace, organization, and/or the community;
- Global or international issues, including the flow of people, cultures, labor, capital, diseases, or resources, past or present, across or within all international/multinational geographical borders; Backgrounds and/or orientations related to race ethnicity, religion, class/socio-economic status, language, sex, gender identity or expression, sexual orientation, age, disability, or other socially constructed categories; and/or,
- Interventions and/or techniques to serve the needs of diverse groups in society.

Memo

To: The Faculty Senate

From: Transportation Research Center Matrix Center Review Committee of the Faculty Senate, Chris Burns, Chair

Date: April 23, 2015

Re: Recommendation: Continuation of Matrix for five years, with a follow up review in two years to address stated conditions

The Review Committee at its meeting of April 3, 2015 unanimously approved the action recommended in the following memo.

Background

The UVM Faculty Senate approved the Matrix Center as a new university unit in 2007. There have been two Matrix Centers approved since then, the Vermont Center for Clinical and Translational Science (CCTS) and the UVM Transportation Research Center (TRC). The TRC was classified as a Matrix Center in 2008. The University Manual states, "Matrix Centers will undergo review every five years under the procedures and criteria established by the Faculty Senate and approved by the President." As of the beginning of the 2014-2015 academic year, neither Matrix Center had gone through the five-year review process. To correct that oversight, Vice President for Research Richard Galbraith requested guidance from the Faculty Senate on the protocol for Matrix Center reviews. That protocol was established in October 2014. As outlined in this protocol, Galbraith requested a self-study report from the TRC, which was submitted in February 2015. (The CCTS opted to request from the Faculty Senate a status change from Matrix Center to Center.) The self-study addressed the following five criteria, which are from the Matrix Center Guidelines found on the Faculty Senate web site (<http://www.uvm.edu/~facsen/MatrixCenterGuidelines.pdf>).

- Clear evidence that the Center areas of focus are consistent with and supportive of the mission and strategic goals of the University and with societal beneficence.
- A demonstrable programmatic need for coalescence of at least two established academic disciplines from at least two colleges or schools possibly with one or more emerging disciplines.
- A multidisciplinary plan or portfolio of research that demonstrates high scholarly potential and is innovative.
- An expectation that the focus of the Multidisciplinary Center will grow and continue to be relevant.
- Identification of external funds adequate to enable the Center to be financially self-supporting.

The self-study was then sent to the Faculty Senate where a joint review committee was formed, which consisted of Chris Burns (Chair, RSCA), Cathy Paris (Chair, CAC), and Cindy Forehand (Chair, Graduate Executive Committee). The Committee reviewed the self-study, asked a series of follow-up questions, and, on April 3, 2015, met with four members of the TRC.

Criteria

Clear evidence that the Center areas of focus are consistent with and supportive of the mission and strategic goals of the University and with societal beneficence.

The TRC meets this criterion through its interdisciplinary, research-based activities, its active collaboration with the State, its focus on the environment and health, and its model of being a financially self-sustaining unit. Of particular note in regards to societal beneficence is the work the TRC has been doing as one of five national workforce centers supported by the USDOT.

A demonstrable programmatic need for coalescence of at least two established academic disciplines from at least two colleges or schools possibly with one or more emerging disciplines.

Transportation is an inherently interdisciplinary topic. The TRC has drawn faculty participation from across the University at all levels of its work, with particularly strong engagement from CEMS, CALS, RSENR, and CAS. Its two faculty directors have come from CEMS and RSENR.

A multidisciplinary plan or portfolio of research that demonstrates high scholarly potential and is innovative.

The TRC has a multidisciplinary portfolio of research, supported by a diverse range of funders. The research focus of the TRC has been innovative, focusing on the areas of sustainability and livability. The TRC team has published 91 peer-reviewed journal papers and made 172 conference presentations, a little over a third of which have had authors from more than one college. The TRC team made 17 individual presentations at the 2015 Transportation Research Board's annual meeting.

An expectation that the focus of the Multidisciplinary Center will grow and continue to be relevant.

The TRC's record of grant awards continues to grow (over \$2 million in non-earmark funds in 2014), they have built a strong partnership with the State of Vermont, and they have steadily built an expertise in the areas of environment and public health, and in workforce development.

Identification of external funds adequate to enable the Center to be financially self-supporting.

The budget models included in the self-study report and the subsequent documentation provided by the TRC in response to questions from the review committee, indicate that the TRC is self-sustaining in the current budget model and projects to be self-sustaining in the IBB model. The IBB projections show the TRC both as a unit reporting to the OVPR and as a Responsibility Center. In both projections, the TRC appears to be self-sustaining. The models include only a portion of support for two faculty lines, with CEMS supporting the remainder of costs for these two lines. An MOU included in the self-study outlines this arrangement and is in line with Matrix Center guidelines, which state that faculty affiliated with a Center “shall hold primary appointments in academic departments or Schools” and that expenses related to the appointments “will be negotiated and shared between the department and the Center, and these arrangements recorded in an MOU.” The budget projections also include funds for a portion of a faculty director line, which would require a similar MOU. In addition to these partial faculty lines, the TRC FY 16 budget supports approximately 9 FTE staff.

Recommendation

It is the review committee’s conclusion that the TRC is a successful research enterprise that does meet the Matrix Center criteria. However, we do have some concerns about the future of the TRC as a Matrix Center, in part as we transition into the IBB model. These concerns were also raised by the TRC in their self-study report. For that reason we are recommending that the TRC continue as a Matrix Center, but with a follow-up review in two years to check in on these areas of concern, which are as follows:

- The TRC appears to be self-sustaining in the IBB model. We recommend reevaluating what that looks like in two years once there is real data about how revenues and costs would be allocated and charged to the TRC.
- The TRC self-study states that a faculty director is a key to the future success of the TRC. In two years, we would hope that they have made some progress toward securing a faculty director, if not actually have one in place. We expect that the portion of the Director’s salary associated with directing the TRC will be compensated by TRC funds.
- Although offering graduate programs is not a requirement of a graduate study, we would recommend that the TRC evaluate their commitment to the Certificate of Graduate Study and their ability to offer it under the current constraints. Is there a market for the Certificate sufficient to justify the resources it requires? Is it sustainable? Would there be a financial incentive in going with a distance education model to reach a wider audience as under IBB the tuition for students enrolled solely in the Certificate would presumably go to the Center?