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The University of Vermont
FACULTY SENATE

Minutes

Monday, November 18, 2019
Memorial Lounge 4:00 – 5:30 p.m.

The meeting was called to order at 4:01 p.m.

Senators in Attendance: 68

Absent: Senators Van Keuren (Anthropology), Woodside-Jiron (Education, Rep 2), Toolin (ERTC), Pontius (Environment & Natural Resources, Rep2), Weinstein (Family Medicine), Ross (FPCC), Feurzeig (Music), McManus (Nursing, Rep 2)

1. **Faculty Senate President's Welcome Remarks** – Thomas Chittenden's opening remarks included:

- Congratulations to Patty Prelock on the announcement today of her appointment as Provost and Senior Vice President.
- J. Dickinson, and Laura Almstead have asked for time on the December agenda to present a new procedure for program deactivation
- DCRC Competency Revisions will be voted on in December
- Planned invitation to President Garimella for a future Senate meeting on the Tuition Freeze plans
- December 4th Holiday Bazaar and food drive

2. **Consent Agenda**

The following items were voted en bloc as a consent agenda:

- a) Minutes of the 10/28/19 Faculty Senate Meeting
Curricular Affairs
- b) No Contest Termination of the Master of Education in Reading and Language Arts (CESS/Grad College)
- c) New Minor in Bioinformatics (CALs)
- d) Name change of the Department of Romance Languages to the Department of Romance Languages and Cultures (CAS)
- e) Name change of the PhD in Human Functioning and Rehabilitation Science to the PhD in Interprofessional Health Sciences (CNHS/Grad College)
- f) Report Out: Substantial Changes to the BS in Business Administration (GSB)

Motion: To approve the consent agenda as presented.

Vote: 93% approve, 3% oppose, 3% abstain

3. Resolutions in Memoriam

- **Susan Brody Hasazi, Ed.D. (CESS)**

Katie Shepherd, Professor and Associate Dean, College of Education and Social Services presented a Resolution in Memoriam for Susan Brody Hasazi, Professor Emerita of Education in the College of Education and Social Services. The resolution is attached to these minutes.

Motion: Katie Shepherd moved to inscribe the Resolution in Memoriam for Susan Brody Hasazi in the minutes of the Faculty Senate and to send a copy to the family.

Vote: 100% approve, 0% oppose, 0% abstain

- **Kenneth N. Fishell, Ed.D. (CESS)**

Charles Rathbone, Associate Professor Emeritus, College of Education and Social Services, presented a Resolution in Memoriam for Kenneth Fishell, Professor Emeritus of Education in the College of Education and Social Services. The resolution is attached to these minutes.

Motion: Charles Rathbone moved to inscribe the Resolution in Memoriam for Kenneth Fishell in the minutes of the Faculty Senate and to send a copy to the family.

Vote: 100% approve, 0% oppose, 0% abstain

4. Course Evaluation Platform Explorance Blue Update – Thomas Chittenden provided background and an update;

- In April 2011, the Faculty Senate passed a resolution calling for an online course evaluation platform. Since then, there have been many resolutions passed by the Senate and the Student Government Association calling for a centrally supported course evaluation software system. Last year (2018-2019) the Senate restated their support, and a request for proposal committee was formed with representatives from across campus. That committee unanimously recommended that **eXplorance Blue** be adopted by UVM as the standard centrally supported course evaluation solution for functional units at UVM to employ, should their existing decision-making process support doing so.
- A contract with *eXplorance Blue* was negotiated this summer with support of the Chief Information Officer and the Provost.
- A phased implementation began this Fall. Phase 1 began with volunteer units including CESS, GSB, CNHS, HCOL and some of CAS. These volunteering units will go live on December 2nd.
- Phase 2 will begin in the Spring. The implementation team is looking for other units to opt-in to this program. Reach out to Kara Williams, or the Registrar for more information. Additional features will be coming online in the Spring, and data on response rates will be available.
- Thomas Chittenden invited senators that would like more information about eXplorance Blue at UVM to reach out to him via email.

5. **GPA Calculation Change for Repeated Courses** – Student Affairs Committee (SAC) Co-chair, Ken Allen reported that the SAC was asked to review and make recommendations regarding the current policy on how grades for repeated courses are calculated in a student’s GPA. After reviewing the policies of comparative colleges, the SAC drafted a revised policy. Three presentation slides are attached to these minutes and include 1) the current policy, 2) the SAC draft revision of the policy, and 3) additional language suggested by the Registrar to avoid potential problems with a student’s financial aid. The suggested changes in the policy include:
- The current policy for repeated courses is to average the two grades. The draft revision of the policy would only use the grade from the second attempt at the course to be counted toward the GPA.
 - This is not a retroactive policy. Only courses repeated after the date of the approval of the revised policy would be eligible for the new calculation.
 - The Registrar has suggested adding the following sentence: “In general, a course may be repeated only once; additional repetitions can only be allowed with permission of the dean of the student’s college/school.” It is complicated to determine how a course repeat will affect a given student’s financial aid. Requiring the dean’s approval would provide an opportunity for a consultation with financial aid before approving additional repeats.
 - The Registrar also suggested adding a notation for repeated courses on the transcript. Once the course is repeated, a permanent grade notation of “R” replaces the grade for the previous attempt of the course in the semester in which it was taken. The SAC would need to approve the creation of a new grade “R”, which would be explained on the transcript grading key

A final version of this policy revision will come back to the Senate for vote at a future meeting.

6. **Residential Learning Communities Ad Hoc Committee (RLCAHC) Update** – Chris Burns provided an update on the work of the Joint Committee on Residential Learning Communities, which was formed following the passage of a Senate resolution in May 2019. The presentation notes and slides are attached to these minutes.
7. **Petition to discuss and vote on the impact of the basing of the F35 at the Burlington International Airport** – Meaghan Emery
The following petition was received by the Faculty Senate Executive Council, and is brought to the Senate as a seconded motion for discussion and vote:

We, the undersigned, petition to have the following statement added to the October 28, 2019 Faculty Senate agenda for discussion and a vote:

“The University of Vermont Faculty Senate votes to endorse the following statement by Meaghan Emery.

“We, the Members of the University of Vermont Faculty Senate, share the concerns surrounding the basing of the F-35 at Burlington International Airport and support the goal to protect the public health and welfare of the residents of Burlington and neighboring communities. In

anticipation of the arrival of more F-35 jets, we agree that the basing of the F-35 is contrary to that primary goal due to the noise alone, which will expose over 2,600 households and over 6,100 people in Burlington, South Burlington, Williston, and primarily Winooski to unlivable conditions, including negative impacts on their health and real estate investments. Furthermore, the fact that these planes are relatively untested, the crash risk is higher than it was with the F-16s. Additionally, the F-35's inclusion in the United States Nuclear Posture Review as a first-strike tactical nuclear bomber automatically makes the base, and therefore our region, a target for our nation's enemies, which places our community at risk. Finally, we agree that the basing of the F-35 is a source of concern for faculty as well as students since it affects their living and working conditions. We will specifically address the following concerns with the University President and Provost:

“- impact on housing for faculty, many of whom live in the noise zone
- impact on off-campus housing for students, many of whom live in the noise zone
- impact on recruitment of faculty and students
- overall impact on the communities in the Burlington area since this basing inordinately impacts the working class (people of low income) and minorities.”

That is the resolution we support discussing and voting on in the Faculty Senate.

Signed,

Ingi Agnarsson, Senator Biology

Sarah Alexander, English

Jacques Bailly, Senator Classics

Brian Beckage, Senator Plant Biology

Antonello Borra, Romance Languages

Pablo Bose, Senator Geography

Keith Burt, Psychological Science

Deborah Cafiero, Romance Languages

Antonio Cepeda-Benito, Senator Psychological Science

Susan Comerford, Senator Social Work

Maeve Eberhardt, Linguistics

Meaghan Emery, Romance Languages

Tina Escaja, Romance Languages; Gender, Sexuality & Women's Studies

David Feurzeig, Senator Music

Yolanda Flores, Romance Languages

John Forbes, Theatre

Laura Haines, Libraries

Kyle Ikeda, Senator Asian Languages and Literatures

Krista Jones, Animal & Veterinary Sciences

Meaghan Emery opened the discussion with a slide presentation, which is attached to these minutes. Comments were made from the floor expressing concern and confusion regarding what motion was on the floor. The presentation and the background information provided by Professor Emery appeared to be a revised petition with two parts, one about the F35s and one regarding housing. President Chittenden and the Parliamentarian clarified that the motion on the floor is the signed petition, and that the motion could not be changed without following parliamentary procedure, such as a motion to amend. After discussion, Evan Eyler moved to postpone voting on the motion until the December meeting, out of respect for everyone's time and also to allow for a

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pro and con parliamentary discussion prior. Professor Eyler also asked that the President and Provost be asked for their feedback so the Senate has that to consider.

Motion: To suspend until the December meeting. The motion was seconded. A show of hands vote was held, and the **motion carried**.

8. **New Business** – none at this time
9. **Adjourn** – 5:45 p.m.

**Curricular Affairs Committee
of the Faculty Senate**

MEMO

To: The UVM Faculty Senate
From: Curricular Affairs Committee of the Faculty Senate, Laura Almstead, Chair
Date: November 7, 2019
Re: Approval of a no contest termination request for the Master of Education in Reading and Language Arts by the College of Education and Social Services in conjunction with the Graduate College

On November 7, 2019, the Curricular Affairs Committee approved the actions recommended in the following memo.

The Curricular Affairs Committee approved an uncontested request from the Department of Education, College of Education and Social Services (CESS) in conjunction with the Graduate College to terminate the Master of Education in Reading and Language Arts. In 2011, admission to the program was suspended because of declining enrollments and faculty retirements. Students enrolled in the program at the time of suspension completed the program shortly thereafter. Thus, there have not been any students enrolled in the program for multiple years. Termination of the program does not affect existing faculty or staff.

Termination of the Master of Education in Reading and Language Arts is supported by the Chair of the Department of Education, Kimberly Vannest, the CESS curriculum committee, and the Dean of CESS, Scott Thomas.

Curricular Affairs Committee of the Faculty Senate

To: The UVM Faculty Senate

From: Curricular Affairs Committee of the Faculty Senate, Laura Almstead, Chair

Date: November 7, 2019

Re: Approval of a proposal for a new Minor in Bioinformatics submitted by the College of Agriculture and Life Sciences

At its meeting on November 7, 2019, the Curricular Affairs Committee approved the actions recommended in the following memo.

The Curricular Affairs Committee approved a proposal for a new Minor in Bioinformatics from the Department of Microbiology and Molecular Genetics (MMG) in the College of Agriculture and Life Sciences (CALs). If approved by the Faculty Senate and Board of Trustees, the minor will be offered beginning fall 2020.

Program Description, Rationale, and Justification

Bioinformatics is a rapidly emerging discipline defined as “the collection, classification, storage, and analysis of biochemical and biological information using computers, especially as applied to molecular genetics and genomics” (Merriam-Webster, 2019). The proposed Bioinformatics minor is designed for students interested in the study of genetic diseases, public health and epidemiology, infectious diseases, microbial ecology, and other life science topics through the application of recent advances in computer technology and statistics. Students completing the minor are expected to be able to 1) describe and apply basic bioinformatics information, concepts, and experimental techniques, and 2) apply ethical principles with regard to scientific research, patient information, student and faculty interactions and resources.

The proposed minor will allow students to take advantage of new employment opportunities in the fields of biotechnology and biomedical research, as well as support their applications to graduate and medical programs.

Evidence for Demand

Current national and international research trends in fields such as ecology, evolution, microbiology, and molecular genetics necessitate a strong working knowledge of the concepts of bioinformatics. Currently a number of UVM laboratories from a variety of departments utilize bioinformatical approaches in their research. This minor would help support the development of a cadre of students able to more fully engage in on-going research across the campus while also preparing them for future employment of further schooling.

Relationship to Existing Programs and Anticipated Impact on Existing Programs

Currently, there are no minors at UVM that include bioinformatics as a core component of their required coursework, or that combine components of biological science, computer science, and statistics as their core and prerequisite requirements.

Curriculum

Completion of the minor will require a total of 18 credit hours comprised of four required courses (12 credits) plus six credits chosen from a set of elective courses (see table below). A total of ten credit hours of prerequisite courses are also required. All courses currently exist and are offered on a regular basis.

Prerequisite Courses (10 credits total)		Credits
BIOL 001, BIOL 002, BCOR 011, or BCOR 012	Principles of Biology Exploring Biology	4
CS 20 or CS 21	Programming for Engineers or Computer Programming	3
STAT 111, STAT 141, or STAT 143	Elements of Statistics, Basic Statistical Methods, or Statistics for Engineering	3
Required Courses (12 credits total)		Credits
MMG 106	Introduction to Biomedical Research Methods	3
MMG 231	Programming for Bioinformatics	3
MMG 232	Methods in Bioinformatics	3
MMG 233	Genetics and Genomics	3
Elective Courses (6 credits total)		Credits
MMG 197/198	Undergraduate Research	1 – 6
MMG 211	Prokaryotic Molecular Genetics	3
CS 124	Data Structures and Algorithms	3
CS 254	Machine Learning	3
STAT 087	Introduction to Data Science	3
STAT 200	Medical Biostatistics & Epidemiology	3
STAT 201	Statistical Computing & Data Analysis	3

The proposed minor will be available to all majors across the University, however students in the minor may only count up to two required or elective courses toward this minor and any other major or minor.

Anticipated Enrollment and Impact on Current Programs

The proposers expect approximately 20 to 30 students will ultimately be enrolled in the minor. They do not anticipate inauguration of the minor will significantly impact enrollments in the courses, nor do they expect the proposed minor to significantly affect any of the existing minors at UVM.

Advising

In addition to current MMG undergraduate advisors (Drs. Gilmartin, Guy, Johnson, Hodge, and Murray), Dr. Julie Dragon, Director of the Bioinformatics core, will also act as an advisor for students in the minor.

Assessment Plan

Assessment of the proposed Bioinformatics minor will be carried out by the MMG advisors and the MMG Undergraduate Affairs Committee. It will focus on determining if students are meeting the proposed learning outcomes which include: 1) to be able to describe and apply basic bioinformatics information, concepts, and experimental techniques, and enrollment in 2) to be able to apply ethical principles with regard to scientific research, patient information, student and faculty interactions and resources. Metrics used for assessment include students' GPAs in the core and elective courses, particularly MMG 231 and MMG 232, and a degree audit assessment.

Staffing Plan, Resource Requirements, and Budget

All courses that are part of the proposed minor currently exist, are taught on a regular basis, and have capacity for the expected enrollment. There are no anticipated new faculty or staff appointments associated with the minor, nor are there any anticipated costs associated with the inauguration of the minor.

Evidence of Support

Letters of support were received from the individuals below. The proposed minor was also approved by the CALS curriculum committee and the CALS faculty.

- Chair of Computer Science, Christian Skalka
- Dean of CALS, Jean Harvey

Summary

Students pursuing an academic career and/or employment in the fields of biotechnology and biomedical research require a strong working knowledge of bioinformatic approaches. It is anticipated that the proposed minor will be of interest to majors from across campus, including animal sciences, biochemistry, biology, integrated biological sciences, computer science, microbiology, molecular genetics, neuroscience, nutrition and food science, plant and soil science, plant biology, and statistics. Students that complete the minor will be better positioned to conduct research while at UVM, and will gain skills beneficial in future graduate studies and/or careers.

**Curricular Affairs Committee
of the Faculty Senate**

MEMO

To: The UVM Faculty Senate
From: Curricular Affairs Committee of the Faculty Senate, Laura Almstead, Chair
Date: November 7, 2019
Re: Approval of a request by the College of Arts and Sciences to change the name of the Department of Romance Languages to the Department of Romance Languages and Cultures

On November 7, 2019, the Curricular Affairs Committee approved the actions recommended in the following memo.

The Curricular Affairs Committee approved a request from the Department of Romance Languages in the College of Arts and Sciences (CAS) to change the name to the Department of Romance Languages and Cultures. The department believes that the new name gives a wider and more accurate picture of the courses of study that are offered, which include both language study at all levels and courses focused on the cultures in areas of the world where the languages taught are spoken. Additionally, the department offers some culture-focused courses that are taught in English under the WILT (World Literature) prefix. There are no changes to programs or course prefixes associated with the name change, and the department has not requested a new department code.

This name change request received support from the CAS curriculum committee, CAS faculty, and the Dean of CAS, Bill Falls.

Curricular Affairs Committee of the Faculty Senate

MEMO

To: The UVM Faculty Senate
From: Curricular Affairs Committee of the Faculty Senate, Laura Almstead, Chair
Date: November 7, 2019
Re: Approval of a request by the College of Nursing and Health Sciences in conjunction with the Graduate College to change the name of the PhD in Human Functioning and Rehabilitation Science (HFRS) to the PhD in Interprofessional Health Sciences (IHS)

On November 7, 2019, the Curricular Affairs Committee approved the actions recommended in the following memo.

The Curricular Affairs Committee approved a request from the College of Nursing and Health Sciences (CNHS) in conjunction with the Graduate College to change the name of the PhD in Human Functioning and Rehabilitation Science (HFRS) to Interprofessional Health Sciences (IHS). No changes to the curriculum are planned with this name change other than to change the prefix of courses associated with the program from HFRS to IHS. This new prefix is already approved by the Registrar. The name change proposal received support from the CNHS curriculum committee, the Graduate Executive Council as well as the Deans of CNHS, the Graduate College, and the Larner College of Medicine, which provides some of the core curriculum.

The PhD in HFRS is a unique interprofessional program involving faculty across CNHS with an overarching goal of promoting interprofessional, hypothesis-driven research across fields relevant to the health sciences. It provides an opportunity for health professionals who assess and treat motor dysfunction to build research expertise in the area of human motor performance. Most students entering the program already have a professional degree at the master's or doctoral level and are seeking to develop research skills that will contribute to their practice-based perspectives. The program answers a societal call to integrate across disciplines and professions in order to provide meaningful solutions in a real-world context.

The current name, HFRS, has created confusion for applicants, some of whom think it is a PhD in Physical Therapy and others of whom do not understand how the name reflects the focus of the program. The nature, goals and philosophy of the program are obscured by the name, which is a deterrent to recruitment. The HFRS Academic Committee feels that the requested new name, Interprofessional Health Sciences, accurately reflects the intent of the program and its curriculum. A question was raised by an individual during the public comment period regarding the chosen name's suitability to the program and faculty input. The Associate Dean of CNHS responded that faculty had been consulted at multiple points throughout the process, which extended over a period of months. The Dean of the Graduate College confirmed that discussions had taken place at multiple levels and while there was not unanimous support within the faculty of CNHS, a majority of those involved in the program support the new name. As noted above, the name was also approved by the CNHS curriculum committee. The abstract for the program proposal approved in 2016 is attached to this report.

COLLEGE OF NURSING & HEALTH SCIENCES
PROPOSAL FOR A DOCTORAL PROGRAM

Program Title: Human Functioning and Rehabilitation Science
Degree: Doctor of Philosophy
Responsible Unit: College of Nursing & Health Sciences, Graduate College

ABSTRACT

The proposed program is an academic, research-oriented PhD program that emphasizes interprofessional education in human functioning and rehabilitation related to posture, balance, mobility, hearing, speech, language, physical activity and exercise. This program is translational in nature as it focuses on understanding the spectrum of human function from the basic physiological function of cells and body systems to overall physical capability. These complex human functions and behaviors are unified by the common theme of human motor performance. The program is also based on the movement in health care toward the dynamic-systems approach of the World Health Organization's International Classification of Functioning, Disability and Health (the ICF model). This model prioritizes inter-professional research that goes beyond interdisciplinary efforts as our students learn side by side across unique but related health disciplines and our faculty address the contextual nature of health conditions as they affect body functioning, activity performance, and societal participation. Specifically, this model, and ultimately the educational and research experience of the doctoral students, considers health at three levels: 1) status of body structures and functions (molecular, cellular, and organ systems levels); 2) ability of the individual to participate in human activities and assume societal roles; and, 3) physical and social aspects of the environment that support the health of individuals and populations. Study of abnormal functioning and the related activity impairments and participation restrictions can lead directly to improvements in the physical, psychological, and social health of people with disabling health conditions. In addition, changes in physiological function at the molecular, cell, organ and systems level; motor control; language production and understanding; social cognition; and, participation in physical activity often coincide in persons with disabling health conditions. Thus, this interprofessional program will facilitate the generation of new knowledge by providing an academic training platform for research collaboration across the professional health disciplines represented by the College of Nursing and Health Sciences (CNHS). The program will recruit students in cohorts, with a goal of 5 students per cohort within the first five years. Students with at least a master's degree or the equivalent in a health-related field (e.g., in kinesiology, exercise physiology, exercise science, movement sciences, communication sciences and disorders, rehabilitation science, nursing, biomedical science, laboratory science, etc.) will be recruited.

Curricular Affairs Committee of the Faculty Senate

MEMO

To: The UVM Faculty Senate

From: Curricular Affairs Committee of the Faculty Senate, Laura Almstead, Chair

Date: November 7, 2019

Re: Items approved by the Curricular Affairs Committee that do not require a Faculty Senate vote

Request for Substantial Changes to the Bachelor of Science in Business Administration

The Grossman School of Business (GSB) submitted a proposal to eliminate the requirement for a minor to complete the Bachelor of Science in Business Administration. Students in the program will still be strongly encouraged to pursue a minor. The proposal was approved by the GSB Undergraduate Studies Committee, GSB faculty, GSB Board of Directors, Grossman Student Advisory Committee, and the Dean of GSB, Sanjay Sharma. Letters of support were also provided by deans of the College of Arts and Sciences, College of Engineering and Mathematical Sciences, College of Education and Social Services, College of Nursing and Health Sciences, and Rubenstein School of Environment and Natural Resources. The College of Agriculture and Life Sciences was contacted several times but did not provide a letter of support or opposition. Few GSB students pursue minors in CALS.

Currently, students in GSB complete at least 30 credits of coursework outside GSB to fulfill University-wide General Education requirements and minor requirements. The proposed change would allow students to replace the five to six courses (~15 to 18 credits) in a minor with courses of their choice. The primary goal of the change is to allow GSB students more flexibility to build relevant connections across fields in support of their chosen area of interest. (All students in the program choose one of three interdisciplinary strategic themes by the end of their sophomore year, which include Global Business, Sustainable Business, and Entrepreneurship.) Additionally, the changes will make it easier for students such as transfer students, Honors College Students, ROTC students, varsity athletes, and students who wish to study abroad to complete their degree in four years. With the existing requirements, students in these categories cannot complete the GSB program in four years without AP credits and/or carefully selecting courses that can double-count for requirements. Students that have the flexibility to pursue a minor will be strongly encouraged to do so. The GSB program is an accredited degree, and the proposers indicate that not requiring a minor is consistent with AACSB-accredited peers. Of twenty-eight peer institutions surveyed, only four other business programs require students to complete a minor.

Resolution in Memoriam
Susan Brody Hasazi
Professor Emerita, College of Education and Social Services
1947 - 2019

Presented by Katie Shepherd
Professor and Associate Dean, College of Education and Social Services

Susan Brody Hasazi, Professor Emerita of Education in the College of Education and Social Services (CESS), passed away peacefully on Tuesday, May 14, 2019 after a long and dignified battle with a degenerative brain disease.

An internationally known scholar in the field of special education, Susan began her career as a special education teacher, an experience that shaped the rest of her professional life. She earned her B.Ed. in special education from the University of Miami in 1968, her M.Ed. from the University of Vermont in 1972, and her Ed.D. from Boston University in 1978. Susan joined the CESS faculty as a Lecturer in 1976 and was appointed as an Assistant Professor in 1979. In 1982, she served as a Kennedy Fellow in the U.S. Senate, where she helped shape the reauthorization of the Individuals with Disabilities Education Act and the Vocational Rehabilitation Act. She was named University Scholar in 1996, and was the recipient of numerous prestigious awards throughout her career, including the Joseph P. Kennedy Jr. Foundation International Award for her scholarship and advocacy. At the time of her retirement in 2010, Susan served as the Stafford Distinguished Professor of Leadership and Special Education and director of the doctoral program in Educational Leadership and Policy Studies, and was awarded an Honorary Doctor of Letters degree from the University of Vermont.

Susan's scholarship and advocacy efforts were dedicated to ensuring successful school to adult life transitions for high school students with disabilities, supporting family members in advocating and leading on behalf of their children with disabilities, preparing future special educators and leaders in inclusive schools, and ensuring that our adult work forces were equipped to support the life course transitions of young and older adults with disabilities. Her career was distinguished by her success in bringing millions of dollars in grant funding and private donations to UVM, her contributions to key federal and state legislation, and signature publications, many of which are still referenced today.

In addition to her exceptional impact, Susan will be remembered for her engaging teaching style, sage advice and encouragement of master's and doctoral students through their theses and dissertation work, and leadership and mentoring of faculty, both within and outside of our college. She was a beloved wife, mother, cousin, friend, and colleague who moved through the world with great strength, dignity, and grace. Her deep desire to open doors for others and her commitment to creating more caring and just communities live on in our hearts and minds.

Resolution in Memoriam
Kenneth N. Fishell
Professor Emeritus, College of Education and Social Services
1932 – 2019

Presented by Charles Rathbone
Professor Emeritus, College of Education and Social Services

Kenneth N. Fishell, Emeritus Professor of Education in the College of Education and Social Services (CESS), passed away peacefully on Tuesday, July 18, 2019, surrounded by his family.

Ken was a lifelong learner and educator who grew up attending a one-room schoolhouse five mile from his family's farm in Rush, NY. He graduated from high school at the age of 15 and went on to receive a bachelor's degree from SUNY Brockport and a doctorate in education from the University of Rochester. His early career in education included experiences as an elementary teacher in Newark, New York and principal of an elementary school in Henrietta, New York. He began his career in higher education at the University of Rochester, where he served in a Master of Arts in Teaching program and the Teacher Center sites founded by the Ford Foundation. He accepted the position of Associate Professor of Education at Syracuse University, where he helped to develop the Department of Educational Technology, and joined the University of Vermont in the early 1970s as Professor of Education and Associate Dean of the College of Education and Social Services. During his tenure at UVM, Ken held a variety of leadership positions, including Interim Dean of CESS, Associate Vice President of Academic Affairs, and Senior Associate Vice President under President Lattie Coor.

Ken was a true teacher-scholar, whose service to UVM was characterized by his deep sense of caring for his students, colleagues, and the institution. The many leadership roles he held within CESS and in the President's Office speak to the confidence and respect others had for his calm and supportive leadership style. He served as a major advisor for dozens of doctoral students, all of whom treasured his gentle and encouraging approach and his willingness to make time for them, no matter what the circumstance or time. He taught multiple courses in the undergraduate Secondary Education program and Master of Arts in Teaching program, in the areas of effective instructional strategies, educational technology, action research, and foundations of education. Ken's dedication to the field and to the importance of ensuring high quality education in rural schools was evidenced by his participation in the Vermont School Development Institute, an annual summer institute that brought students, teachers, and community members together to solve problems of practice and improve their schools.

Ken's colleagues remember him for his passions outside of work as well, including his love of baseball, the Celtics, woodworking, picture framing and above all, helping others. He was a beloved husband, father, colleague, and friend whose steady leadership and service will not be forgotten.

Joint Committee on Residential Learning Communities

Committee Members

- Chris Burns – Co-Chair, Faculty Senate VP
- J. Dickinson – Co-Chair, Associate Provost for Academic Affairs
- Bill Falls – Dean, College of Arts and Sciences
- Jay Garvey – Faculty Associate, Leadership and Social Change LC
- Doug Johnson – Professor, CALS and LCOM
- Jennifer Prue – Faculty Senate Student Affairs Committee Co-Chair
- Rafael Rodriguez – Executive Director, Residential Life
- Lisa Schnell – Provost’s Faculty Fellow for Learning Community Courses



Joint Committee on Residential Learning Communities

May 2019 Senate Resolution

We direct Senate and administrative bodies responsible for organizing the RLCs to return to the Faculty Senate in Fall 2019 with possible proposals to resolve these inequities before the class of 2024 enter the RLC system.

Joint Committee on Residential Learning Communities

Current Model

RLC's with one-credit courses – Fall 2019

- A. Arts and Creativity (CAS)
- B. Cultural Crossroads (CAS)
- C. Innovation and Entrepreneurship (CALs/CEMS)
- D. Leadership and Social Change (CESS)
- E. Outdoor Experience (RSENR)
- F. Sustainability (RSENR)

Joint Committee on Residential Learning Communities

Current Model

RLC's with one-credit courses – Common elements

- A. First Year Read
- B. Plenaries
- C. Growth Mindset
- D. Handshake

Joint Committee on Residential Learning Communities

Current Model

RLC's with one-credit courses – Staffing

- A. Program Director
- B. Faculty Associates – one or two
- C. Undergraduate Course Facilitators

Joint Committee on Residential Learning Communities

Current Model

Wellness Environment

- A. Three-credit course.
- B. Has external funding (gifts and grant funding).
- C. Has research projects attached to it.
- D. Different course model.

Joint Committee on Residential Learning Communities

Current Model

RLC Selection

- For this year, all first time, first year students who got their materials in on time received their first or second choice.
- The two Learning Communities with the highest level of student interest are the Outdoor Experience and the Wellness Environment.

Joint Committee on Residential Learning Communities

Data on RLC's

A. Res Life Data

- Over the last three years, retention rates are higher for students in RLC's than for students not in RLC's.
- Student satisfaction with the residential experience in RLC's was higher for students in RLC's than for students not in RLC's.

B. Student Survey on courses (November and December)

C. Student Focus Groups on courses (February)



Joint Committee on Residential Learning Communities

Questions and Comments

Chris Burns – Chris.Burns@uvm.edu

J. Dickinson – Jennifer.Dickinson@uvm.edu

Joint Committee on Residential Learning Communities
Faculty Senate Update – Presentation Notes
November 18, 2019

Following the passage of a Senate resolution on Residential Learning Communities last May, a joint Senate/Administration committee was formed. That committee began its work in earnest in September. As a reminder, these are the members of the committee.

The charge of our committee states - “We direct Senate and administrative bodies responsible for organizing the RLCs to return to the Faculty Senate in Fall 2019 with possible proposals to resolve these inequities before the class of 2024 enter the RLC system.”

The May 2019 Senate resolution that led to the creation of this committee also stated that, “programs that students are required to participate in should be organized and funded in an equitable manner.”

There is some vagueness regarding what the Senate was referring by the phrase “organized and funded in an equitable manner.” This committee has been looking at the organization piece principally in terms of how the academic components of these RLC’s could be supported, organized, and assessed in a more consistent manner.

In terms of equitable funding, there is obviously a difference in student-credit-hour revenue between the three-credit course and the one-credit courses. We have been discussing that issue, but also looking at some other important funding issues that we will update you on today.

There are technically ten Residential Learning Communities. They are all unique, some have been around longer than others, and they have slightly different origin stories. They include the Honors’ College, the Liberal Arts Scholars Program (LASP), and Journey to Independence. Admission to the Honors College and LASP is based on academic merit and admission to Journey to Independence is for juniors and seniors. First-time, first-year students not accepted into the Honors College or LASP select their top three preferences from seven RLC’s.

Six of those have a one-credit course with some common elements.

Arts and Creativity (Arts and Sciences)
Cultural Crossroads (Arts and Sciences)
Innovation and Entrepreneurship (CALs)
Leadership and Social Change (CESS)
Outdoor Experience (Rubenstein)
Sustainability (Rubenstein)

The common elements are:

1. First Year Read
2. Plenaries

3. Growth Mindset
4. Handshake (not fully successful and not done in WE)

Staffing of the academic component varies, but generally involves:

1. Faculty Associates
2. Program Director
3. Undergraduate Course Facilitators

This is the second year having all FTFY students in an RLC and with these six RLC's having the one-credit course model. The approach to these courses has been refined from year one to year two. These courses have their roots in years of discussions about the first-year experience as well as what had already been happening in some of the existing learning communities.

Another new element has been the appointment in the spring semester of Lisa Schnell as a Faculty Fellow for Learning Community Courses. Lisa has been working closely with faculty and staff in six RLC communities, as well as with Res Life staff, to better coordinate the academic component of these experiences. Our committee views this role of coordination with some oversight responsibility as being critical to ensuring the success of the academic piece. The role supports the faculty and staff doing this work and provides some level of accountability and oversight for these courses.

The Wellness Environment is different from the six one-credit courses in a few key ways:

- It offers a three-credit course
- There is external grant and gift funding that also support WE
- There is funded research tied to WE and the WE course
- The class is structured differently. It works on a lecture model and not the plenary/discussion model that the one-credit courses use.
- Res Life staff are less involved.

It is also one of the RLC's that has been in existence for a while.

The perspective of a student selecting from among these seven RLC's is what the committee has tried to keep at the forefront of our minds as we figure out how to help craft the best possible experience for students and as we think about questions of quality, fairness, and equity.

Two points about this process.

1. For this year, all first time, first year students who got their materials in on time received their first or second choice.
2. The two Learning Communities with the highest level of student interest are the Outdoor Experience and the Wellness Environment.

As we began our work this semester, it became clear that there were questions about revenue and expenses for the 6 one-credit courses and whether they could continue to exist in their current form in 2019/2020. In short, the tuition revenue from the one-credit courses is insufficient to support the new expenses required by these courses as currently designed, which includes faculty stipends, faculty replacement costs, teaching assistant wages, course enhancement funds, and programming funds.

The Wellness Environment is a three-credit course and is also supported by grant and gift funding, so the financial considerations here are different.

Each RLC is affiliated with a particular College or School, which means that college receives revenue associated with the course and is also responsible for expenses related to the course. Colleges who are not affiliated with an RLC receive no revenue nor are they responsible for any expenses. It is also important to note that this is not new revenue. These are simply undergraduate tuition dollars being distributed differently based on enrollment in these courses.

Why RLC's in the first place and why have an academic component aligned with the RLC's?

RLC's are about building community, building a strong first-year experience, and improving student satisfaction and student retention.

Research shows that RLC's, and particularly having an academic component to RLC's, contributes in a positive way to student satisfaction and retention. How that academic component is structured varies, but an academic component is seen as key.

The data on the impact at UVM isn't fully there yet, in part because the current approach is only in its second year and in part because efforts to better coordinate the academic component and get student feedback on the courses is just getting underway.

We do have some data that Res Life has been gathering, which is focused more generally on the RLC experience and which is not specifically about the academic component. What their data shows is:

1. Over the last three years, retention rates are higher for students in RLC's than for students not in RLC's.
2. Student satisfaction with the residential experience in RLC's was higher for students in RLC's than for students not in RLC's.

As a side note, this year marks the first year that 100% of students are in RLC's, so there will no longer be comparison data for non-RLC students.

These numbers vary based on the RLC, of course. Part of that has to do with the age of the program, more mature programs tend to have higher retention and satisfaction rates, and part of that may be attributable to other factors which will require further study to fully understand.

We don't know how much of the retention and student satisfaction data is due to the academic component of the RLC's. In terms of the academic courses, we don't have the data yet.

However, this fall a set of survey questions about the course is going out to all seven of the RLC's. That survey will be followed by focus group discussions in February and by March we should have a good set of data from which to assess the current academic structure.

In talking with the faculty and staff in these programs, we have heard that while last year was bumpy, the second year is going better. They would like to see these courses continue. The student feedback will be an important data point.

The committee feels there is some evidence the one-credit model is starting to work, but there is not enough evidence yet to say that definitively and it is not set up at the moment to be a financially viable model. There is no new revenue coming into the UVM budget associated with these Learning Communities, but there are new expenses and redistributed expenses. Not to mention the additional expense of having someone in a central role to coordinate, support, and provide some curricular oversight for these programs.

For the one-credit courses, we need more data to assess their value and we suspect there might be some ways to tweak the way they are structured to improve the academic content as well as possibly make them less expensive to teach.

In the short term, there are some budgetary decisions that need to be made in order to continue an academic component of the RLC's for next year. It is likely that a decision will be made for next year and a longer-term decision will be made following the assessment of student feedback in March. *It is not a guarantee that they will continue as is next year.*

We will be back in December, but here are some key things the committee is thinking about both in terms of how the RLC's might operate next year and for the longer term.

- a. The RLC's should be viewed as a common good.
- b. The RLC's should be supported in a more equitable manner.
- c. A mechanism is needed for curricular support and oversight.
- d. They should be built in a way that encourages cross-college collaboration
- e. There may be potential to connect the RLC's to the developing General Education program.
- f. There should be regular assessment and review of the program as a whole as well as the individual RLC's. From the Senate's perspective, especially in regards to any academic programming.

We welcome your comments and questions.

Joint Committee on Residential Learning Communities

Committee Members

- Chris Burns – Co-Chair, Faculty Senate VP
- J. Dickinson – Co-Chair, Associate Provost for Academic Affairs
- Bill Falls – Dean, College of Arts and Sciences
- Jay Garvey – Faculty Associate, Leadership and Social Change LC
- Doug Johnson – Professor, CALS and LCOM
- Jennifer Prue – Faculty Senate Student Affairs Committee Co-Chair
- Rafael Rodriguez – Executive Director, Residential Life
- Lisa Schnell – Provost’s Faculty Fellow for Learning Community Courses



Joint Committee on Residential Learning Communities

May 2019 Senate Resolution

We direct Senate and administrative bodies responsible for organizing the RLCs to return to the Faculty Senate in Fall 2019 with possible proposals to resolve these inequities before the class of 2024 enter the RLC system.

Joint Committee on Residential Learning Communities

Current Model

RLC's with one-credit courses – Fall 2019

- A. Arts and Creativity (CAS)
- B. Cultural Crossroads (CAS)
- C. Innovation and Entrepreneurship (CALs/CEMS)
- D. Leadership and Social Change (CESS)
- E. Outdoor Experience (RSENR)
- F. Sustainability (RSENR)

Joint Committee on Residential Learning Communities

Current Model

RLC's with one-credit courses – Common elements

- A. First Year Read
- B. Plenaries
- C. Growth Mindset
- D. Handshake

Joint Committee on Residential Learning Communities

Current Model

RLC's with one-credit courses – Staffing

- A. Program Director
- B. Faculty Associates – one or two
- C. Undergraduate Course Facilitators

Joint Committee on Residential Learning Communities

Current Model

Wellness Environment

- A. Three-credit course.
- B. Has external funding (gifts and grant funding).
- C. Has research projects attached to it.
- D. Different course model.

Joint Committee on Residential Learning Communities

Current Model

RLC Selection

- For this year, all first time, first year students who got their materials in on time received their first or second choice.
- The two Learning Communities with the highest level of student interest are the Outdoor Experience and the Wellness Environment.

Joint Committee on Residential Learning Communities

Data on RLC's

A. Res Life Data

- Over the last three years, retention rates are higher for students in RLC's than for students not in RLC's.
- Student satisfaction with the residential experience in RLC's was higher for students in RLC's than for students not in RLC's.

B. Student Survey on courses (November and December)

C. Student Focus Groups on courses (February)



Joint Committee on Residential Learning Communities

Questions and Comments

Chris Burns – Chris.Burns@uvm.edu

J. Dickinson – Jennifer.Dickinson@uvm.edu

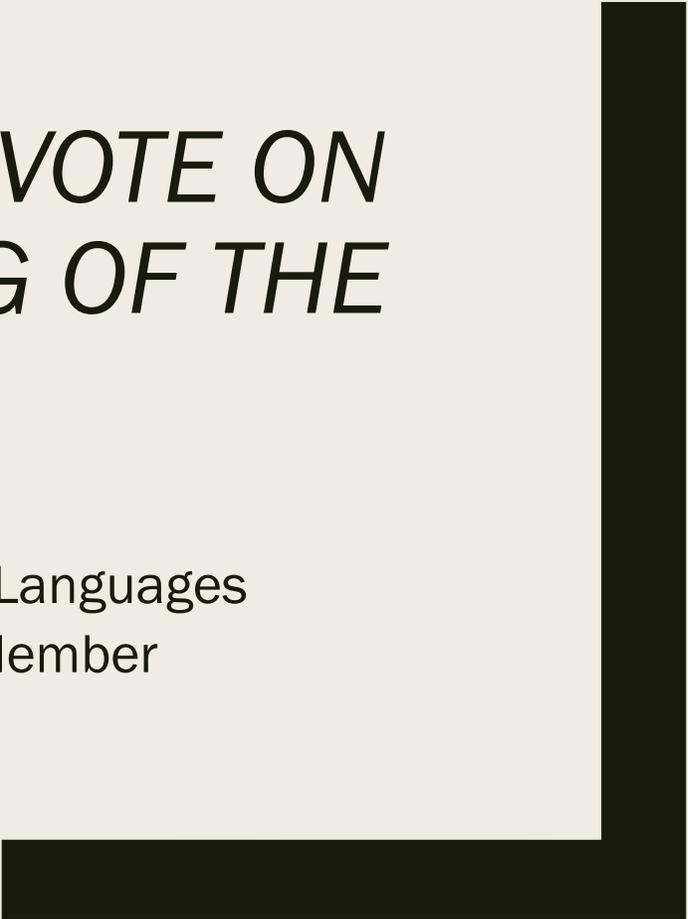


*PETITION TO DISCUSS AND VOTE ON
THE IMPACT OF THE BASING OF THE
F35 AT BTV*

Meaghan Emery, PhD

Associate Professor of French, Dept. Romance Languages

United Academics Civil Rights Committee Member



Relevant clauses from the Faculty Senate Bylaws:

Section 1. Authority

1.2 To review, to recommend, and to participate in the formulation of policy with regard to:

a. Institutional priorities.

1.6 To provide the means by which any matters of interest to the faculty or pertaining to the University and its purposes may be discussed and acted upon.

The original language of the proposed statement submitted for Senate approval

“The University of Vermont Faculty Senate votes to endorse the following statement by Meaghan Emery.

“We, the Members of the University of Vermont Faculty Senate, share the concerns surrounding the basing of the F-35 at Burlington International Airport and support the goal to protect the public health and welfare of the residents of Burlington and neighboring communities. In anticipation of the arrival of more F-35 jets, we agree that the basing of the F-35 is contrary to that primary goal due to the noise alone, which will expose over 2,600 households and over 6,100 people in Burlington, South Burlington, Williston, and primarily Winooski to unlivable conditions, including negative impacts on their health and real estate investments. Furthermore, the fact that these planes are relatively untested, the crash risk is higher than it was with the F-16s. Additionally, the F-35's inclusion in the United States Nuclear Posture Review as a first-strike tactical nuclear bomber automatically makes the base, and therefore our region, a target for our nation's enemies, which places our community at risk. Finally, we agree that the basing of the F-35 is a source of concern for faculty as well as students since it affects their living and working conditions.”

The proposed action asked of faculty leaders from the Senate and Union

“We will specifically address the following concerns with the University President and Provost:

- impact on housing for faculty, many of whom live in the noise zone
- impact on off-campus housing for students, many of whom live in the noise zone
- impact on recruitment of faculty and students
- overall impact on the communities in the Burlington area since this basing inordinately impacts the working class (people of low income) and minorities.”

Senators may act to revise the statement, remove clauses, or add clauses, which could be laid out as follows:

Initial statement:

“We, the Members of the University of Vermont Faculty Senate, are concerned by the local area’s acute housing crisis and its effect on faculty and student recruitment and retention. Of particular concern is the potential loss of over 2,600 more housing units in South Burlington and Winooski due to military aircraft noise following the arrival of twenty F35 Joint Strike Fighters at the Burlington International Airport. Federal guidelines indicate that the location of these homes surrounding the Vermont Air National Guard base is “incompatible” with residential use due to negative health impacts caused by the basing.”

Sound Exposure Levels (SEL) for Burlington base

Vol_I highlighted noise 1 5 154 195 201 202 204 205 241 253 255.pdf

Both Sound Exposure Level (SEL) and Maximum Sound Level (L_{max}) metrics would apply to either beddown scenario. As shown in Table BR3.2-1, the SEL and L_{max} noise levels reflect conditions specific to flight activity at Burlington AGS, and would not apply to any other airfield due to differences in flight profiles, altitudes, speeds, and weather. These data indicate that the F-35A would generate generally higher noise levels than the F-16 aircraft it is replacing except in afterburner take-off.

Condition	Based F-16C ^{1,2}				F-35A ^{2,3}			
	SEL (dBA)	L_{max} (dBA)	Power (%NC)	Speed (kts)	SEL (dBA)	L_{max} (dBA)	Power (%ETR)	Speed (kts)
Afterburner Assisted Take-off ⁴ (1,000 feet AGL)	101	94	95%	300	118	115	100%	300
Military Power Take-off (1,000 feet AGL)	101	94	95%	255	118	115	100%	300
Holddown on Departure (2,000 feet AGL)	N/A	N/A	N/A	N/A	88	83	40%	300
Arrival (non-break, through 1,000 feet AGL, gear down) ⁵	82	73	84%	140	99	95	40%	180
Overhead Break (downwind leg, 2,000 feet AGL, gear down)	N/A	N/A	N/A	N/A	93	87	40%	200
Low Approach and Go (downwind leg, 1,500 feet AGL, gear down)	75	66	84%	200	95	91	40%	210

Note: *Refer to Appendix C, Table C-1 (L_{max}) and Table C-2 (SEL) for noise generated for arrivals and take-offs for F-16s and F-35s at varying altitudes. Burlington AGS nominal elevation = 335 feet MSL; Weather: 66°F, 67% Relative Humidity; and SEL = Sound Exposure Level; L_{max} = Maximum (instantaneous) Sound Level; dBA = A-weighted decibel; NC = Engine core revolutions per minute; kts = knots; ETR = Engine thrust request.

Notes: All numbers are rounded.

¹Modeled F-16C with F110-GE-100 engine.

²90 percent of all F-16 departures utilize afterburners, whereas only 5 percent of F-35 departures would utilize afterburner.

³Modeled with reference acoustic data for an F-35A (Air Force 2009).

⁴Power reduced from afterburner to military power prior to reaching 1,000 feet AGL (past airport fence line).

⁵F-16C values reflect gear up conditions.

Exposure along Military Training Routes (MTR) of 115 dB and hearing loss

Final EIS volume II appendix C.pdf

occupational noise exposure.

With regard to military airspace activity, studies have shown conflicting results. A 1995 laboratory study measured changes in human hearing from noise representative of low-flying aircraft on MTRs (Nixon *et al.* 1993). The potential effects of aircraft flying along MTRs is of particular concern because of maximum overflight noise levels can exceed 115 dB, with rapid increases in noise levels exceeding 30 dB per second. In this study, participants were first subjected to four overflight noise exposures at A-weighted levels of 115 dB to 130 dB. Fifty percent of the subjects showed no change in hearing levels, 25 percent had a temporary 5 dB increase in sensitivity (the people could hear a 5 dB wider range of sound than before exposure), and 25 percent had a temporary 5 dB decrease in sensitivity (the people could hear a 5 dB narrower range of sound than before exposure). In the next phase, participants were subjected to a single overflight at a maximum level of 130 dB for eight successive exposures, separated by 90 seconds or until a temporary shift in hearing was observed. The temporary hearing threshold shifts showed an increase in sensitivity of up to 10 dB.

In another study of 115 test subjects between 18 and 50 years old in 1999, temporary threshold shifts were measured after laboratory exposure to military low-altitude flight noise (Ising *et al.* 1999). According to the authors, the results indicate that repeated exposure to military low-altitude flight noise with L_{max} greater than 114 dB, especially if the noise level increases rapidly, may have the potential to cause noise induced hearing loss in humans.

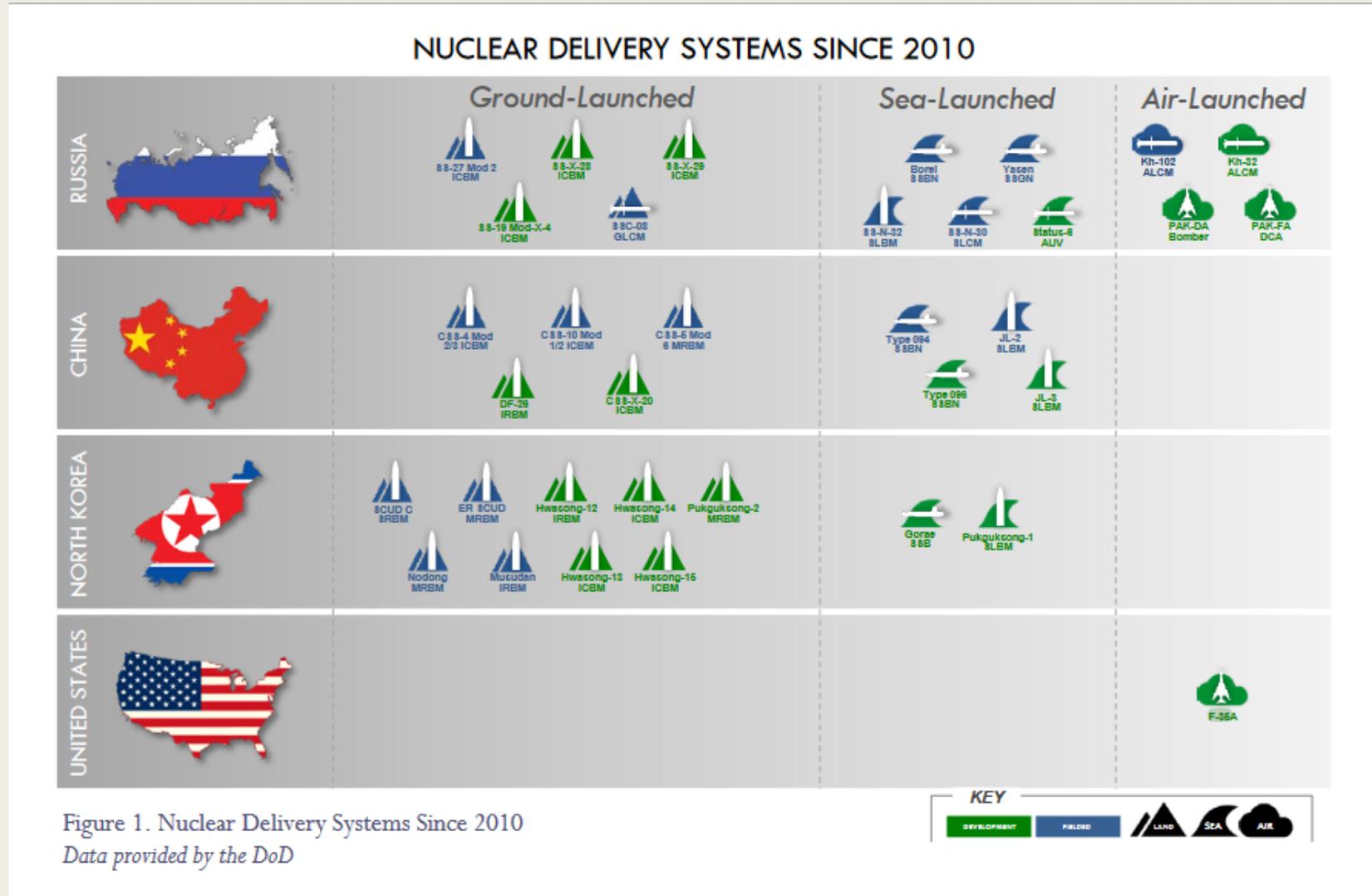
Other health effects:

- hypertension (EIS C-26)
- effects on children include “disruptions in environmental evolution” (i.e., learning and academic performance in school due to disruptions) and “lower reading scores,” effects on “reading, attention, problem solving and memory” (EIS C-29).

Clause regarding increased exposure to risk of harm

“We are concerned that the F35 Joint Strike Fighter is a relatively untested aircraft with only 200,000 flight hours, as compared to the 1,000,000 flight hours the F16, its predecessor, had prior to being based here. A crash would release toxic particulates into the air over a 10- to 40-mile radius. Furthermore, the F35 Joint Strike Fighter appears in the United States Nuclear Posture Review (a public document available to anyone online) as one leg of the nation’s nuclear defense triad. This was not the case for the F16, and this change exposes our region to hostile attack and places our community at risk in an age of international nuclear rearmament.”

United States Department of Defense Nuclear Posture Review (2018)



Clauses regarding effects on housing in Chittenden County

“Regarding the effects on housing, state and federal planning authorities specify 5% as an optimal vacancy rate. In spite of an increase to 3 and 3.3% in 2015 and 2016 respectively, the vacancy rate in Chittenden County again dropped below 2% to 1.8% in 2017, which has put an upward pressure on housing prices and rental rates. Between 2000 and 2010, the median price of homes rose 70 percent in Chittenden County. Some faculty members pay more than 30% on housing, which is unaffordable according to state and federal guidelines. Other faculty members have reported the need to apply for Section 8 housing.”

Student housing

“The University added 304 student beds (391 demolished and 695 added) in 2017 and continues to seek housing solutions for its student body. However, individual students have communicated to faculty members their concerns over the increasing cost of housing, leading to food insecurity for some, which is particularly alarming.”

Affordable Housing Campaign

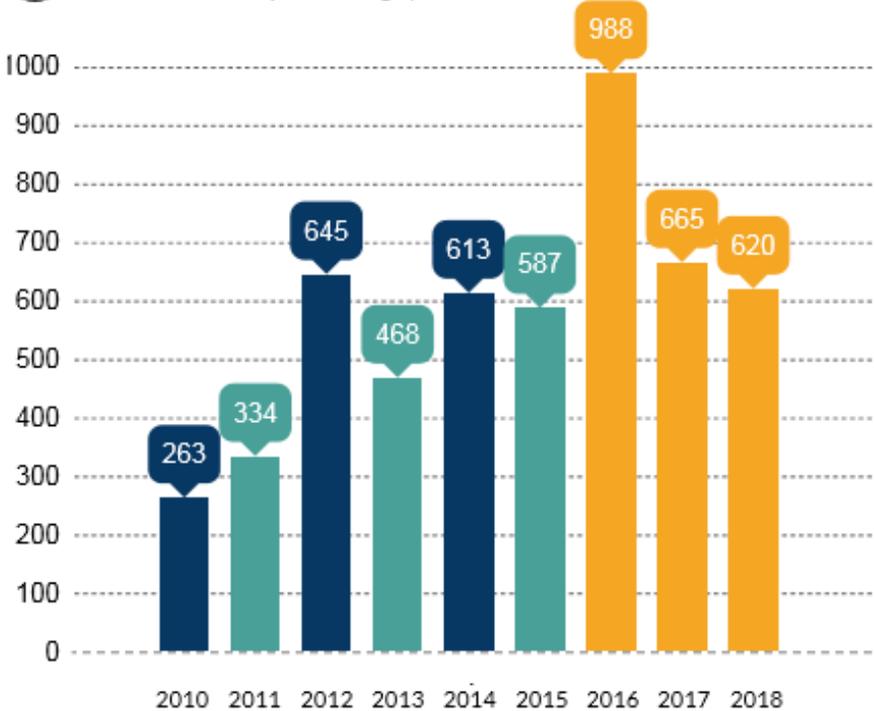


Building Homes Together

A campaign to strengthen Chittenden County communities

Total New Home Construction

 **Goal:** Average of 700 new homes/year for five years. (Over the first three years, 2,273 new homes were built -- a 758 homes/year average.)



Student Housing

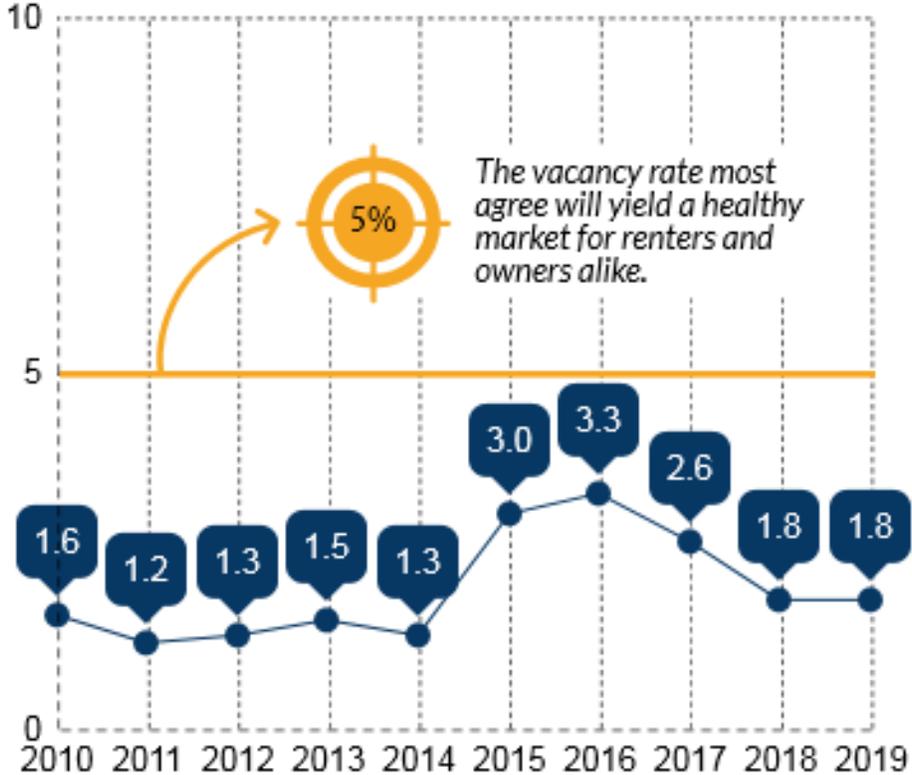
Champlain College added 314 student beds within 105 apartments in Burlington in 2018. UVM added 304 student beds in 2017.

Though not included in the total numbers, this is an important component of the overall housing picture.

Effect of loss of 100 single family homes in South Burlington in 2017

Chittenden County Vacancy Rate

While the total construction goal was met the first three years, indicators still point to an undersupplied market. We are still below a healthy rental vacancy rate.



1.8% The long-term market vacancy rate in Chittenden County.

1.8% The July 2019 vacancy rate is the same as the 2018 annual vacancy rate -- a decrease from 2.6% annual in 2017.

The rebuilding campaign also fell short of goal

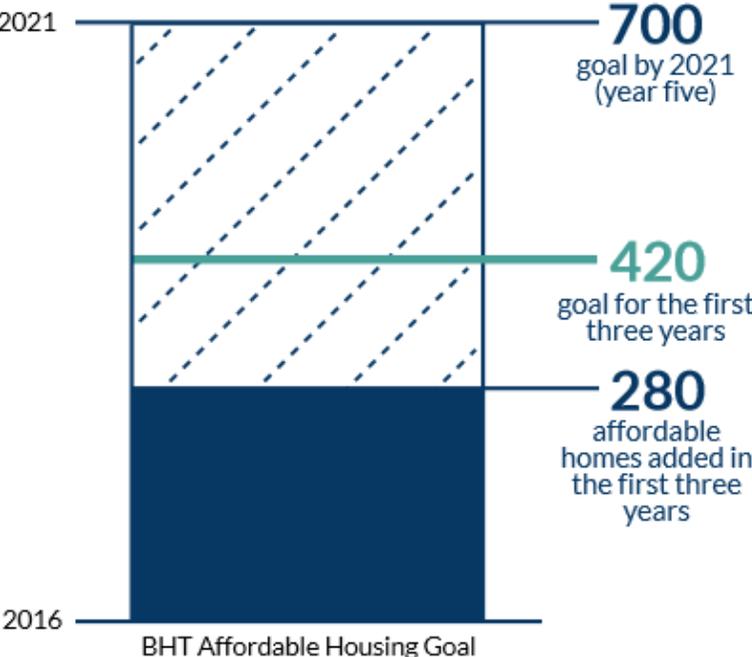


Building Homes Together

A campaign to strengthen Chittenden County communities

Affordable Housing Goal Update

 **Goal:** 140 new affordable homes/year on average for a total of 700 over the five-year campaign. (Over the first three years, 280 affordable homes were added, falling short of the 420 goal.)



Preserving Affordable Housing
In 2018, Champlain Housing Trust also permanently protected 105 naturally occurring affordable homes at Dorset Commons in South Burlington.

Clauses regarding effects on recruitment and retention, in addition to the budget

“Without adequate housing in proximity to the University, potential faculty hires (particularly in lower paid positions or fields) may be disinclined to accept an offer of employment. Others will be forced to live at a distance, making their participation in university affairs difficult, which represents a loss to shared governance, in addition to the environmental effects of longer, often individual motorized vehicular commutes.

“Without adequate housing in the economic center of the state, our graduates may not be inclined to stay in the area.

“The loss of new skilled recruits, of new entrepreneurial ideas and businesses, and of new young families represents a considerable loss to our state’s economy, which has a direct impact on the University’s budget.”

The proposed action asked of faculty leaders from the Senate and Union

“We call on President Garimella and Provost Prelock to meet with faculty and student leaders in order to address the housing shortage, our health and economic concerns, and overall the University's reputation, including but not limited to the effects of the F35 basing decision, through appropriate means, focusing specifically on:

- the effect on housing for faculty, many of whom live in the noise zone
- the effect on off-campus housing for students, many of whom live in the noise zone
- the effect on recruitment of faculty and students due to the unaffordability or unavailability of housing
- the overall effect on the communities in the Burlington area since the F35 basing inordinately impacts the working class (people of low income) and minorities.”