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The University of Vermont
FACULTY SENATE

Minutes

Monday, September 20, 2021

Online via Microsoft Teams 4:00 – 5:30 PM

Recording of this meeting is available on [Microsoft Sharepoint](#)

The meeting was called to order by Faculty Senate President, Thomas Borchert at 4:00 PM

Senators in Attendance: 69

Absent: Senators Weinstein (Family Medicine), Reed/Wood (ERTC), Spees (Medicine), Cowles (Education), Saia (Pediatrics), Moore (Pediatrics), Ali (Radiology), Maruti (Psychiatry), Mieder (German & Russian)

1. Faculty Senate President's Welcome Remarks – Thomas Borchert stated that it has been challenging to find faculty willing to serve on two ad hoc committees recently formed by vote of the Faculty Senate. President Borchert acknowledged that although faculty are stretched thin, the work of the Senate and its committees is the work of the faculty as a whole and important to ensure shared governance. The two ad hoc committees are:

- The ad hoc committee on the Senate matters of Diversity, Equity and Inclusion. This committee has been appointed and charged and will meet soon to consider its work.
- The ad hoc committee on Senate authority in relation to issues around section 1.2 of the Constitution and Bylaws. The authors of the resolution to form the committee are working to seat members.

2. Consent Agenda – The following items were voted as a consent agenda:

- Minutes of the August 23, 2021, Faculty Senate meeting
- Curricular Affairs Consent Agenda
 - Name Change Department of Leadership and Developmental Sciences (DLDS (CESS)
 - No Contest Termination MS and PhD in Molecular Physiology and Biophysics (GRAD/LCOM)
 - No Contest Termination PhD in Pharmacology (GRAD/LCOM)
 - No Contest Termination PhD in Microbiology and Molecular Genetics (GRAD/LCOM)

Motion: President Borchert stated that the consent agenda came to the Senate moved and seconded by the Executive Council. A call was made for requests to pull any item off the consent agenda before the vote. No requests were received, and the vote opened.

Vote: 56 approved, 1 opposed, 2 abstained. The motion carried.

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

Degrees:

- Agriculture and Life Sciences (4)
- Arts and Sciences (13)
- Education and Social Services (1)
- Engineering and Mathematical Sciences (5)
- Honors College (1)
- Rubenstein School of Environment and Natural Resources (2)

Vote: 62 approved, 0 opposed, 0 abstained. The motion carried.

4. Resolutions in Memoriam

a) Antonio Cepeda-Benito, Professor in the Department of Psychological Science, presented a Resolution in Memoriam for **Justin Joffe, Professor Emeritus of Psychology**, College of Arts and Sciences. The resolution is attached to these minutes

b) Thomas Macias, Professor in the Department of Sociology, presented a Resolution in Memoriam for **James Loewen, Professor Emeritus of Sociology**, College of Arts and Sciences. The tribute for Dr. Loewen was written by Nick Danigelis, Professor Emeritus of Sociology. The resolution is attached to these minutes.

Motion: Antonio Cepeda-Benito and Thomas Macias moved to inscribe the Resolutions in Memoriam for Justin Joffe and James Loewen in the minutes of the Faculty Senate and to have a copy sent to the families.

Vote: 60 approved, 0 opposed, 0 abstained. The motion carried.

5. UVM Forward and COVID Discussion – Gary Derr, Vice President for Operations and Public Safety, presented an overview of the current COVID status on campus, the contrast between fall 2020 and fall 2021, and the ongoing COVID management and operational needs. Vaccine compliance has made for a very different campus this year. 100% of UVM students are in compliance with UVM policy, and only a small number of students have submitted exemption requests for medical or religious reasons. There has been a high degree of compliance for indoor mask wearing on campus. Testing results are published weekly. Positive cases are largely driven by the Delta variant, Student Health Services is doing the contact tracing. Transmission is largely household based, not from classrooms or other gathering spaces. VP Derr referred to the recent memo from Dr. Paavola outlining student related protocols, available on the UVM Forward website <https://www.uvm.edu/news/uvmforward/covid-update-student-related-protocols> The contrast between fall 2020 and fall 2021 is significant. Last year, UVM was developing procedures to respond to policies and requirements set by the State of Vermont, and the VT Department of Health. Broad input was gathered from the UVM community to develop UVM based policies and procedures. In the Fall 2021 there are no statewide requirements, and UVM operations are largely based on scaling back and modifying what was done last year. VP Derr described the ongoing COVID management and operational needs, and

the list of ongoing weekly meetings held to discuss operation decisions that need to be made. The Health and Safety Committee led by Francis Churchill and Tessa Lucy has been meeting weekly with UVM safety officers and logistics officers. Discussion topics included the availability of testing, guidance for faculty and staff with symptoms, extra precautions for people with young children or compromised immune systems, and protocols for making temporary requests around modality changes. Fall 2021 UVM COVID Safety Guidelines are available on the website https://www.uvm.edu/sites/default/files/UVM-Risk-Management-and-Safety/Safety%20Officer%20Meeting/Guidelines_Fall_2021.pdf

6. Procedures for various levels of Academic Organization (discussion) – Thomas Borchert provided five documents for review and discussion:

- a) V2 Senate Procedures
- b) Procedures Related to College School Structure
- c) Summary of changes
- d) Procedures Related to Department Structure
- e) Procedures Related to School within a College

President Borchert's slide presentation (attached to these minutes) summarized the history of the development of Procedures on the Establishment, Reorganization and Elimination of Various Levels of Academic Units, the goals addressed by the proposed revisions to the documents passed by the Senate in May 2021, and a summary of proposed changes in sections 2, 3, and 4 of the document labeled *a) V2 Senate Procedures*.

The floor was opened for discussion. Additional revisions were suggested and include: to explicitly charge the ad hoc committee with talking with faculty; and to shorten the timeline for the survey period and extend the amount of time that the ad hoc committee is given to continue its work. Topics of discussion included the importance of Senate review to encourage faculty voice; the desire to avoid the Senate review becoming a "rubber stamp"; and the benefit that the new procedures provide by requiring a unit level review and giving guidance to the units about what information is necessary, including faculty voice and the ability to respond.

Thomas Borchert stated that he will reach out to Senators who offered specific language for revisions. It is anticipated that the final revised document will be back before the Senate for vote at the October meeting.

7. UVM and R1 Status – Kirk Dombrowski, Vice President for Research was invited to speak about the University's goal of attaining R1 status. VP Dombrowski's presentation slides titled *Carnegie R1 Status and How Do We Get There* are attached to these minutes. The presentation included an explanation of what R1 status is, and why it is desirable. R1 status opens doors for funding from foundations and nonprofits across the U.S. that are by invitation only. R1 status also helps in recruiting graduate students and faculty. The presentation slides include the metrics used, and where UVM ranked in the Carnegie system in 2018, improvements made in 2020, and the approximate 2021 threshold. In 2020, UVM made improvements to reporting and tracking to align with peer institutions. Areas still missing include non-stem research expenditures, the number of social science doctorates and behavioral science doctorates awarded. A few of the efforts include growing the Office of Research Development by hiring

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grant writers; creating an NSF funding pipeline for early career STEM and Non-STEM faculty, including social science; and a new NSF program aimed at a new complex systems digital humanities proposal, incorporating folks from all over the state. Discussion topics included the challenges around hiring staff, unfilled positions, and the resulting opportunity costs of faculty doing the administrative tasks that were once covered by staff. VP Dombrowski reported that the REACH Grant will be available soon, and it will be homed in the Office of Research Development.

8. New Business – none at this time.

Meeting adjourned at 5:51 PM



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Resolution in Memoriam
Justin Joffe
Professor Emeritus of Psychology
1938-2021

Presented by Antonio Cepeda-Benito
Professor
Department of Psychological Science
September 20, 2021

The UVM Department of Psychological Science is saddened to announce that our beloved and respected colleague and friend, Dr. Justin Joffe, Emeritus Professor of Psychology, passed away on August 25, 2021.

Justin was born on October 29, 1938 and raised and educated in Johannesburg, South Africa. He earned his B.A. in 1959 and his M.A. in 1962, both from the University of Witwatersrand. He earned his PhD in 1965 from the University of London, England. After earning his PhD, Justin was a Lecturer at Birmingham University, England, and then a postdoctoral research fellow in the Department of Psychiatry at the Stanford University School of Medicine. Justin joined the UVM Psychology faculty in 1969 as an Assistant Professor and rose to full Professor in 1974. He was a Fellow of the British Psychological Society, a visiting research scientist at the Institute of Biology at the University of Zagreb, Yugoslavia, and a Fulbright Research Scholar at the National Institute of Hygiene, Budapest, Hungary. His publications include a book on prenatal determinants of behavior as well as serving as an editor for books on primary prevention.

During his 40-year career at UVM, Justin served as Faculty Senate President, 2005-2007, and on the executive council of United Academics during its first years. Justin served as chair of the Department of Psychology, 1992-2000. He was vice president and treasurer, and then executive vice president, of the Vermont Conference on the Primary Prevention of Psychopathology, 1974-2008. Finally, he oversaw the reinvention of the Psychology Department's Introduction to Psychology course. Justin retired in 2009.

Justin will be missed by, among others, his devoted partner Margi and his four children (Emily, Natasha, Chantal, and Jasper) and his eight grandchildren. His indefatigable lust for life and care for his extended family and friends leave a huge hole in many people's lives. He loved cricket, pubs, poetry, politics, running, meticulous record-keeping, and a good deal. He disliked outdated authority and prejudiced thinking. Having gone from South Africa, to England, to Vermont and back again to London, he found a home in a few places, including UVM.



The University of Vermont
FACULTY SENATE

Resolution in Memoriam
James W. Loewen
Professor Emeritus of Sociology
1942 - 2021

A Tribute by Nick Danigelis, Professor Emeritus of Sociology
Presented by Thomas Macias, Professor, Department of Sociology
September 20, 2021

The UVM Department of Sociology is saddened to announce Dr. James W. Loewen, Emeritus Professor of Sociology, passed away on August 19, 2021.

Jim and I arrived at UVM at the same time in 1975. He already had published two books, the latter his controversial text on Mississippi history. Very quickly I learned that conflict followed Jim Loewen wherever he went. Conflict that he embraced, indeed seemed to encourage.

I will leave it to others to recount in detail his important contributions to the understanding of social inequality – especially race inequality – in the U.S. through his books like the best-selling *Lies My Teacher Told Me*, his court appearances as an expert witness in dozens of civil rights and voting rights cases, and his numerous public lectures on the U.S.'s troubled racial past and present.

Here I will focus on what I remember as some of the important ways during his 20 years at UVM that Jim directly impacted our students as well as the rest of the UVM community.

The first is his teaching of race relations. While courses on race had been taught before Jim's arrival, no one taught race the way Jim did. Probably his most singular contribution was to shed light on Kake Walk, at UVM, exposing the bad and the ugly, along with the perceived good of this racist tradition in which white male students dressed up for a mock dance contest as minstrels in blackface. Jim brought to light this shameful aspect of UVM history in the classroom with his students, and also in a 1991 essay, where he explained that, although the Burlington area had benefitted economically and even experienced a sense of community through Kake Walk weekend, it was at the expense of perpetuating racist stereotypes. A decades-long perpetuation of racist stereotypes that wasn't abolished until 1969, well after the Civil Rights movement had begun.

A second area where Jim made an important contribution to UVM was in his Introduction to Sociology course in which he presented, among other things, a series of in-class exercises to teach students the benefits of sociology over what passes for common sense, exercises that were published in the journal *Teaching Sociology*. One that had a profound impact on me and my own teaching focused on the relationship between formal education among adults and attitudes toward the Vietnam War circa 1970. How does education affect war attitudes Jim would ask innocently, and the vast majority would answer that the more educated people were, the more likely they would be against the war. After soliciting a variety of seemingly plausible reasons for the connection, which usually included reference to college

student protests at the time, Jim would then share Gallup polling data that showed just the opposite: Among adults 25 and older, more schooling meant more support for the war. Exploring possible reasons for the actual facts – the economic benefits of the war for the well educated, the greater likelihood of poorly educated individuals to be drafted and die in the war, leaving behind families that saw only the horror of the war, etc. – taught his students an important lesson in using facts and the scientific method rather than what seems to pass for common sense.

A final teaching example comes from a four-credit methods/statistics course that Jim and I jointly developed in 1984 and which continues to be taught today in one form or another. One innovation of the course was The Burlington Area Survey for which our students interviewed residents and analyzed the results of those interviews for class credit and later for a report submitted to City Hall. Jim's insistence on including questions related to Burlington's economic, political and social landscape helped sensitize our students to a perspective on Burlington residents that was missing in their lives, especially during the first semester when we focused on the Old North End, an area where many of our students lived but didn't really **know**. Even when he was teaching methods and "howto's," Jim was living his role as the social conscience of UVM.

And that's how I'll remember him: As our social conscience. Whether it was teaching life lessons to our students about race and inequality or arguing about diversity in faculty hiring and student admissions, Jim Loewen never had an "off" switch with regard to social injustice writ both large and small. His striving for social justice was not just a part of his day job. It was who he was – his manner often contrary, but always sincere and offered up with his own whimsical sense of humor. Jim Loewen's 20 years here helped make UVM a better institution.

I MOVE that this resolution in memoriam be inscribed in the Minutes of the Faculty Senate and that copies be sent to the family of Jim Loewen.

Procedures on the Establishment, Reorganization and Elimination of Various Sizes of Academic Units:

Summary of Changes
September 2021



The University of Vermont

History

Pre-2020: Ad hoc processes (reorganization of CEMS 2005, 2016)

December 2020: Dean Falls proposal to eliminate Departments and Programs in College of Arts and Sciences, to follow Senate processes

December 2020: CAC brings forward and Senate passes procedures for the termination of academic program

January-May 2021: Senate President Burns together with Vice Provost Dickinson draft, revise work with and through proposal to regularize procedures to address non-curricular reorganizations

May 2021: Senate Passes (after revising and amendments)

Summer 2021: Administration raises concerns, Senate leadership work with Provost/Vice Provost to revise

Goals

- 1) Ensure faculty have opportunity to weigh in (positively or negatively) on proposals to reorganize
- 2) Fully vet proposals from a University-wide view level
- 3) Conduct review in a timely fashion

These need to be jointly agreed upon by the administration and the faculty in order for this to work.



Summary of Document

Preamble

Section 1: Definitions

Section 2: Procedures for the [Reorganization] of the unit

Section 3: Proposal guidelines

Section 4: Process and Timeline

Section 5: Elimination



Changes Document B to Document A

Preamble

Section 1: Definitions [**Same**]

Section 2: Procedures for the [Reorganization] of the unit [changes]

Section 3: Proposal guidelines [changes]

Section 4: Process and Timeline [changes]

Section 5: Elimination [**Same**]



Section 2 - minor

Clarifies who brings forward different types of proposals

Removed references to other restructuring procedures documents – these will be linked in the final version

Small edits to streamline text

Addition of final bullet indicating a general timeline for the process and setting a deadline of February 15 for receipt in the Provost's Office



Section 3

Changes in this section were largely motivated by the need to create a proposal that corresponded to administrative structural changes. The original version was based on Termination procedures and that proposal organization did not fully correspond to the needs of unit restructuring proposals.

Added the definition of school to the "Description" section as relevant to proposals for new schools or colleges

Moved the 'History' section into the 'Description' section.

Under "goals and rationale" made examples of this structure at other institutions optional, and that examples include a statement of the relevance of this information to the proposal at hand

Consolidated the individual points under "impact" and "budget"



Section 4, Document a

- a) Adds clarity as to who can initiate proposals, and outlines what the cover memo from the dean should include (4a)
- b) Clarifies when the proposal must be circulated (9-month contract period) and how long the feedback survey will be open (3 weeks). This change allows the committee to complete its work in a timely fashion while still allowing several weeks of feedback time to the University (4b)
- c) Changes clarify the committee's role and actions. The committee may request more information or suggest revisions, but can not request revisions. (4c)
- d) Consolidated recommendations available to the committee to: recommend; recommend with suggested revisions; not recommend (4d)
- e) Changes made to clarify the end-product (report with a cover memo from the committee chair) of the ad hoc committee's work (4e)

Comparison of a key part

Version Passed in May (4d):

All feedback collected from the electronic survey described above will be made available to the ad hoc committee. The ad hoc committee will also invite faculty comment on the proposal either in writing or in person. The ad hoc committee will summarize faculty comment to the Provost's office for the purpose of responding to commentary and/or revising the proposal. Additionally, the ad hoc committee may ask the Provost to respond to specific comments. Additionally, the ad hoc committee will meet with the Provost, the Dean of the responsible unit (for reorganization proposals), and program faculty, and may request additional information. The comment and revision period will last for 40 days from the time the ad hoc committee is constituted, though the committee will extend the period for comment and revision if members judge that revisions to the original proposal are significant enough to warrant another round of commentary

Version Proposed (4c):

The committee may ask clarifying questions from the proposal's authors, or request additional relevant information needed to make a recommendation to the Senate. This review period will last for **30 days**.

The Goal of today's discussion

- 1) Comment on or ask questions of proposed revisions
- 2) Suggest places to make changes if desired



Carnegie R1 Status and How Do We Get There for the UVM Faculty Senate

Kirk Dombrowski
September 20, 2021

Advantages of achieving R1 Status for Amplifying Our Impact

Morrill Act: To support "...such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."

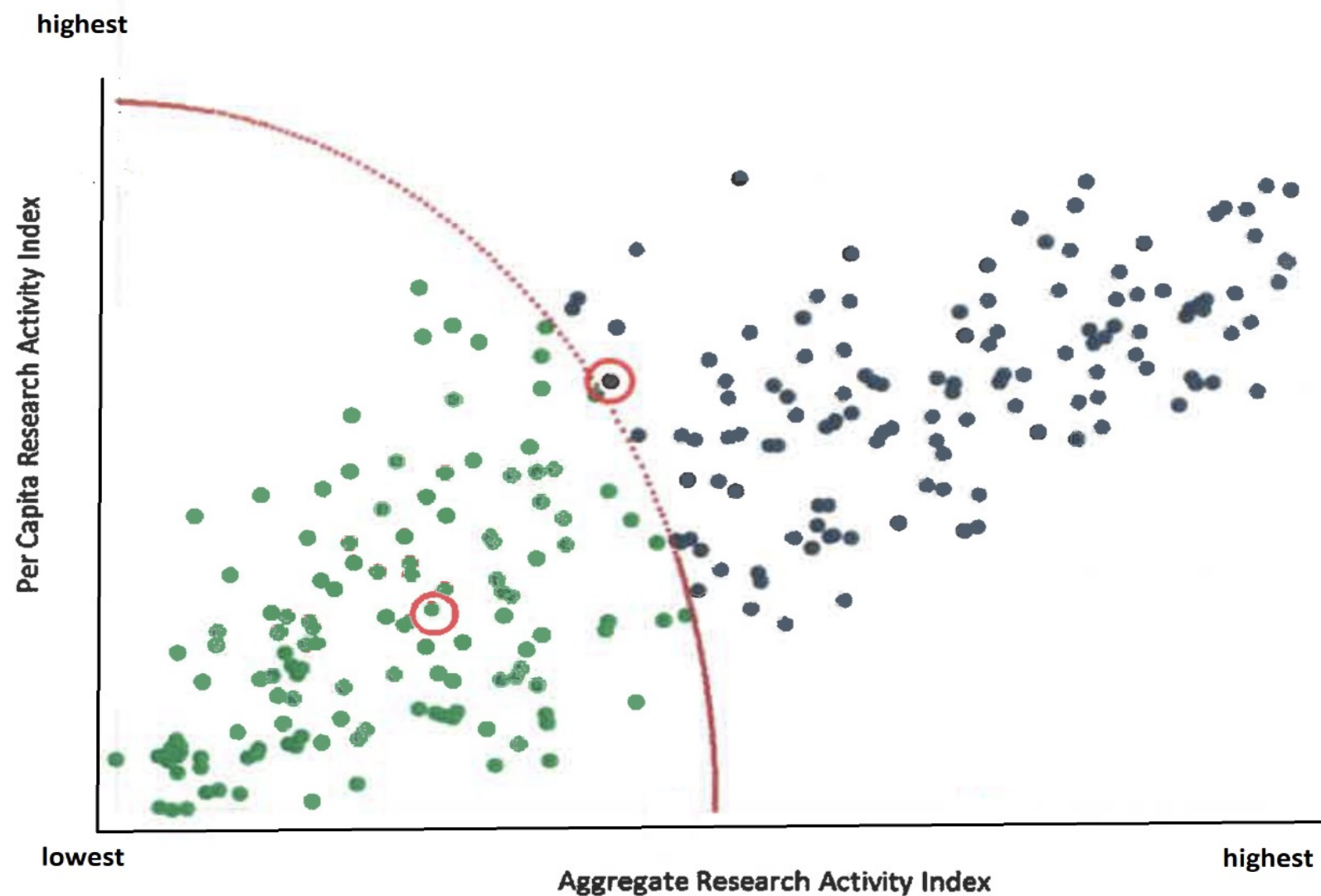
The "Carnegie Research Categories" have practical and reputational impacts. Reaching "R1" status (the highest research category) can help UVM fulfill its Land Grant mission

- Regional leadership opportunities that increase Federal funding opportunities
- Award and prestige opportunities for our Faculty that improve recruitment and retention
- Improved graduate student recruitment and graduate student placement
- Visibility to Foundations and Corporations that can help support research and program development

You can picture R1 status as an institutional "diploma", signaling to a range of external partners that we have met the highest research engagement standards and are prepared for high levels of partnership.

| Metric | 2018 | Rank (1-262) |
|--|---------|--------------|
| Aggregate Research Index | | |
| STEM Research Expenditures | \$118M | 139 |
| Non-STEM Research Expenditures | \$0.19M | 18 |
| # of Research Staff w/doctorates | 60 | 113 |
| # of STEM Doctorates Awarded | 43 | 105 |
| # of Humanities Doctorates Awarded | 0* | 40 |
| # of Social Science Doctorates Awarded | 6 | 91 |
| # of Other Doctorates | 20 | 74 |
| | ARI | Average: 83 |
| Per Capita Research Index | | |
| n.b. Reported # of Faculty | 1007 | |
| STEM Expenditures per Faculty Member | \$117k | 112 |
| Non-Stem Expenditures per Faculty Member | \$0.19k | 9 |
| | PRI | 61 |

2018 Assessment (UVM green; UNH black)



| Metric | 2020 | Approximate 2021 Threshold | Achieved/ Difference |
|--|-----------|----------------------------|-------------------------|
| Aggregate Research Index | | | |
| STEM Research Expenditures | \$179M | \$174M | X |
| Non-STEM Research Expenditures | \$12.3M | \$25.6M | \$13.3M |
| # of Research Staff w/doctorates | 156 | 98 | X |
| # of STEM Doctorates Awarded | 73 | 61 | X |
| # of Humanities Doctorates Awarded | 0* | 0* | X |
| # of Social Science Doctorates Awarded | 13 (2019) | 19 | 6 |
| # of Other Doctorates | 13 (2019) | 35 | 22 |
| Per Capita Research Index | | | |
| n.b. Reported # of Faculty | 667 | | - |
| STEM Expenditures per Faculty Member | \$268k | \$165.4k | X |
| Non-Stem Expenditures per Faculty Member | \$18.4k | \$24.6k | \$6.2k |

Strategies and Steps

- Grow the Office of Research Development to support more/better grants across all units
- Create an NSF funding pipeline by focusing on early career STEM faculty
- Promote the use of high-performance computing in the basic and social sciences and humanities
- Transform the Office of Research REACH program to support only Humanities Research/Scholarship beginning Fall 2020
- Joint OVPR and Graduate College funding support for Sustainable Development Doctoral Program in CALS
- Joint OVPR and Graduate College Incentive for program development
- Revitalize Core Facilities