

FACULTY SENATE

Minutes Monday, April 23, 2018 Memorial Lounge 4:00 – 5:30 pm

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

Senators in Attendance: 57

Absent: Senators Adams (Anesthesiology), Kerr (Animal Science), Eastman (Anthropology), Smith (Education Rep 1), Varhue (Electrical & Biomedical Engineering), Lee (Mechanical Engineering), Callahan (Extension), Weinstein (Family Medicine), Barnaby (FPPC), Mehrtens (Geology), Teuscher (Medicine), (Microbiology & Molecular Genetics), Mahoney (Neuroscience Rep 2), Zenali (Pathology Rep 1), Cuneo (Philosophy), Naylor (Psychiatry Rep 2), Peters (Rehabilitation & Movement Science), Borchert (Religion), Roberts (Romance Languages & Linguistics), Comerford (Social Work)

 Approval of Minutes of the March 26, 2018 Meeting Motion: To approve the minutes of the March 26, 2018 meeting Vote: 95% approve, 3% oppose, 3% abstain

2. Resolution in Memoriam for Bob Parsons, CALS

Daniel Tobin, Assistant Professor of Community Development and Applied Economics, presented a Resolution in Memoriam for Robert L. Parsons, Professor of Community Development and Applied Economics and Extension Emeritus, College of Agriculture and Life Sciences. The resolution is attached to these minutes.
Motion: Daniel Tobin moved to inscribe the Resolution in Memoriam for Robert Parsons in the minutes of the Faculty Senate and to send a copy to the family.

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

3. Resolution in Memoriam for Fred Fengler, CAS

Kathy Fox, Professor of Sociology and Associate Dean in the College of Arts and Sciences, presented a Resolution in Memoriam for Alfred P. Fengler, Associate Professor Emeritus of Sociology, in the College of Arts and Sciences. The resolution is attached to these minutes. **Motion**: Kathy Fox moved to inscribe the Resolution in Memoriam for Alfred Fengler in the minutes of the Faculty Senate and to send a copy to the family. **Vote**: 100% approve, 0% oppose, 0% abstain

4. Update on the Gund Institute for Environment – Donna Rizzo, Interim Director, provided an update on the first year of the Institute, which was established to promote transdisciplinary,

faculty and graduate student research across the campus. Director Rizzo's presentation slides are attached to these minutes. The five main tasks for the Institute this past year included: 1) launching of Catalyst Awards, 2) establishing two fellowships for PhD students (received 42 applicants), 3) doubling the number of Gund Fellows and Affiliates, 4) working to identify themes on which to focus research in future years, and 5) getting the word out about interdisciplinary research at UVM. The UN sustainable development goals were used as the starting point in identifying themes to ensure that the Institute would tackle broad global environmental challenges, target funding opportunities, and have policy or social impact. Director Rizzo also recognized the importance of leveraging UVM strengths, enabling broad participation, and differentiating the Gund from other environmental institutes. Focus groups and surveys were used gather input. Other key sources included the prior planning documents, science funding documents, meetings with UVM leaders, and campus wide surveys and events. The presentation slides included results from the recent UVM campus-wide survey. The top four areas of interest were 1) health and well-being, 2) food and sustainable agriculture, 3) climate action, and 4) sustainable cities & communities. One of the things that might distinguish UVM from others is a focus on the linkages between these themes. Director Rizzo welcomes more feedback. Confidential feedback can be emailed to drizzo@uvm.edu. Donna Rizzo will step down as Interim Director upon the return of Taylor Rickets on July 1st.

- 5. Senate President's Remarks Cathy Paris made the following announcements:
 - Sustainability Cultural Assessment survey faculty are encouraged to participate in survey being conducted by the Office of Sustainability to assess sustainability-related awareness, behaviors, and values at UVM. Results will be used for UVM's 2020 submission of sustainability-related data to the Sustainability Tracking, Assessment, and Rating system (STARS) and will inform sustainability-related decision making on campus. If you receive this survey invitation in an email, please take it. The survey is anonymous.
 - Senate Election Results
 - *President-Elect.* Cathy thanked the candidates Thomas Chittenden and Steven Zdatny and congratulated Thomas Chittenden on his election to serve as President-elect of the Faculty Senate for the one year term beginning July 1, 2018. Thomas will automatically become Faculty Senate President for the two-year term July 1, 2019 June 30, 2021.
 - At-Large member to the Executive Council. As noted on the ballot, the Faculty Senate Constitution and Bylaws state that no more than two of the members at-large may be from the same School or College. Because one of the two current at-large members is from CAS, two ballots were offered: one for the three candidates nominated from CAS, and one for the candidate nominated from outside of CAS. Congratulations Brian Beckage, CALS, on re-election for the term beginning July 1, 2018 and ending June 30, 2020. There was no majority for the CAS ballot, and according to *Robert's Rules*, balloting must continue until one choice achieves a majority. Therefore, we will be distributing another ballot to fill the CAS seat. One of the three candidates, Bogac Ergene, has chosen to withdraw his name from the new ballot. Two candidates,

Susanmarie Harrington and Timothy Stickle remain on the ballot, which will be distributed electronically to Senators this week.

- May 17th Senate Meeting and Reception. The May Senate meeting will take place on Thursday, May 17, 3:00 4:30 p.m. in Waterman Memorial Lounge. Please note the day and time do not follow the general meeting pattern. Immediately following the Faculty Senate meeting, from 4:30 6:00 p.m., there will be a reception in Waterman Manor to celebrate the Faculty Senate, hosted by President Sullivan.
- 6. UVM President's Remarks The following four updates were offered by President Sullivan:
 - Searches for the Chief Information Officer, Dean of the College of Medicine, and Dean of the College of Engineering and Mathematical Sciences are nearing completion, with offers made or anticipated by the end of April.
 - Vermont Legislative Session. UVM has asked to have a return budget with no cuts. UVM has also asked for an additional \$500,000 for Vermont student scholarships for low income and lower middle income students. The legislature is also debating a bill (H.911) that would eliminate the charitable deduction on the Vermont Tax Return and replace it with a tax credit that would be capped at the first \$10K of philanthropic giving. This would be very detrimental for the University of Vermont and other nonprofit organizations in our state. The President of the UVM Foundation testified against this bill.
 - Construction Three buildings under construction will come online this summer; dedications will take place the first week of October.
 - *Billings* underwent significant redesign and reconstruction, and will house the UVM Special Collections, the Miller Center for Holocaust Studies, the Humanities Center, and the Center for Research on Vermont;
 - *Ifshin Hall*, an expansion to the Grossman School of Business, will support and enhance the teaching and learning environment, as well as the research environment of the GSB.
 - *Taft School* was acquired from City of Burlington, and will become the new Center for Integrated and Creative Arts, and a showcase for broadly defined arts on campus.
 - Diversity discussions Updates and correspondence are available on the UVM webpage "Facing Challenges, Advancing Diversity and Inclusion at UVM". Additional mediated conversations have occurred around bias incidents. These conversations have gone well and are close to an agreement. Student leaders have met with the Chair of the UVM Board of Trustees Renaming Advisory Committee, regarding a process for renaming proposal consideration. Thursday, April 26, and Saturday, April 28, there will be sessions to discuss progress taking place on D1/D2 course requirements.
- 7. Curricular Affairs Committee Report Laura Almstead, Chair of the CAC, brought the following five items to the Senate. At its April 5, 2018 meeting, the CAC approved:

• a request from the Department of Community Development and Applied Economics in the College of Agriculture and Life Sciences in conjunction with the Graduate College for a new **Certificate of Graduate Study in Community Resilience and Planning**. A report from the CAC is attached to these minutes.

Motion: Laura Almstead moved to approve the request for a new Certificate of Graduate Study in Community Resilience and Planning. **Vote**: 82% approve, 5% oppose, 14% abstain

• a request from the Department of Leadership and Developmental Sciences in the College of Education and Social Services for a new **Minor in American Sign Language**. A report from the CAC is attached to these minutes.

Motion: Laura Almstead moved to approve the request for a new Minor in American Sign Language. **Vote**: 98% approve, 2% oppose, 0% abstain

• a request from the Grossman School of Business in conjunction with the Graduate College for a new Certificate of Graduate Study in Sustainable Enterprise. A report from the CAC is attached to these minutes.

Motion: Laura Almstead moved to approve the new Certificate of Graduate Study in Sustainable Enterprise. Vote: 84% approve, 7% oppose, 9% abstain

• a request from the Department of Rehabilitation and Movement Science in the College of Nursing and Health Sciences in conjunction with the Graduate College for a new **Master of Science in Athletic Training**. A report from the CAC is attached to these minutes.

Motion: Laura Almstead moved to approve the request for a new Master of Science in Athletic Training.Vote: 98% approve, 0% oppose, 2% abstain

• the Establishment of a General Education Coordinating Committee (GECC) as a standing subcommittee of the CAC – The proposal (attached to these minutes), submitted by the Chairs of the General Education Committees, would establish the GECC as a standing subcommittee of the Curricular Affairs Committee. The CAC would provide an academic and administrative home for the GECC. The structure and function of the GECC are explained in the attached document.

Motion: Laura Almstead moved to approve the concept and the adoption of the GECC as a standing subcommittee of the CAC **Vote**: 67% approve, 15% oppose, 17% abstain

8. Update on the Reintegration of Extension into the College of Agriculture and Life Sciences - Dave Barrington, Professor and Chair of Plant Biology and member of the Extension Transition Team, presented a progress report on the integration of UVM Extension into the College of Agriculture and Life Sciences (slides attached to these minutes). The transition team determined a three-phase process. Phases 1 and 2 have been completed, and phase 3 has been launched. Phase 1 examined the types of activities needed for administrative support to the College and to Extension and resulted in a list of core functions. Early in the process there was a re-design of the CALS leadership, and the appointment of Dan Lerner, who has been an important member of the transition team, as Chair and Associate Director of Extension. Phase 2 included a survey and listening and feedback sessions at UVM and across the state which helped to prioritize functions for further review. The goal of Phase 3 is to use the feedback received in the decision-making to optimize the administrative structure.

- 9. New Business none at this time
- 10. Adjourned at 5:25 p.m.

2017-18 Faculty Senate Meetings (all meetings will be held in Memorial Lounge)

Thursday, May 17, 2018, 3:00 - 4:30 p.m.



Bob with his wife Grace Matiru.

Resolution in Memoriam **Robert L. Parsons** Professor of Community Development and Applied Economics and Extension Emeritus 1953-2018

Presented by Dan Tobin Assistant Professor of Community Development and Applied Economics April 23, 2018

Dr. Robert L. 'Bob' Parsons passed away on Friday, February 16, 2018.

Bob was raised in Pennsylvania Furnace, Pennsylvania and grew up on his parents' 45-cow dairy and crop farm. As a young man, he worked as an assistant manager at Smeltzer's Farm Equipment. These experiences instilled a love of farming and farmers.

Bob earned his undergraduate degree in Agricultural Business Management from Penn State in 1985 and completed his Masters there in 1987 in Agricultural Economics and Operations. He earned his Ph.D. in Agricultural Economics from Virginia Tech in Blacksburg in 1995. Bob began at the University of Vermont in 2000 as an Extension Assistant Professor in the Department Community Development and Applied Economics. He received his Extension Professor/Professor rank in 2010.

Bob is widely known around Vermont, across the nation and internationally for his multi-faceted expertise. He delivered education to thousands, including members of the farm community, both organic and conventional dairy farmers, family farms in generational transition, and loved working with students to develop farm business plans and study agricultural policy and ethics. Dr. Parsons authored or coauthored more than 200 scholarly and extension publications, and was P.I. or co-P.I. on more than 75 grants totaling more than \$11 million. His research activities focused on dairy farm profitability and economics of nutrient management practices. Bob dedicated time in Albania, Zambia, Malawi, South Africa and Kenya with Land O'Lakes providing project analysis and production and financial training to farmers and extension specialists. In 2013, Dr. Parsons was awarded the John Finley Memorial Award for his outstanding contributions to Vermont agriculture.

Bob was known for his down-to-earth style, his dry wit, farm anecdotes, questioning of assumptions, incredible work ethic, and being able to articulate well the reasons behind agricultural policies and the how and why of their effects on agricultural communities and practices. He worked right up to his death with students, including helping one with their taxes just a few days before his passing. Bob will be greatly missed by his colleagues at the University, and the local, national, and international communities he served.

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

Resolution in Memoriam Alfred P. (Fred) Fengler Associate Professor Emeritus of Sociology 1942 - 2018

Written by Nick Danigelis, Professor Emeritus of Sociology Presented by Kathy Fox Associate Dean and Professor of Sociology, College of Arts and Sciences April 23, 2018

On February 9, 2018, Fred left this earthly existence for his next adventure. He was born in the Bronx, a birthplace that imprinted his love for New York sports teams of all stripes – but especially those of the New York Yankees. He received his B.A. in sociology from Colgate University and obtained his masters and doctorate degrees in sociology at the University of Wisconsin. He joined UVM in 1975 after a brief stint at Middlebury College. His main academic interests were in gerontology and marriage and family.

Trained in a solid positivist tradition, Fred put together an important career as a research sociologist and gerontologist during his 25 years at UVM. His early years here produced critically acclaimed research on the wives of disabled older men, life satisfaction in rural areas, and intergenerational homesharing. His work on shared housing consumed most of his research and service energy. In 1981, along with colleague Nick Danigelis, Fred began a decade-long relationship with the fledgling homesharing program Project Home (now called Homeshare Vermont). The academic results were a dozen papers presented at national and international professional meetings, two articles, and, in 1991, the critically acclaimed book No Place like Home, Intergenerational Homesharing through Social Exchange (Columbia University Press). For his work with Project Home, Fred was honored with the program's First Decade Award at Homeshare Vermont's 30th-anniversary celebration. During this time, Fred also became interested in the mind-body connection and the ways in which we can manifest our realities. His growing interests in this realm led him and his close friend Todd Varnum to publish two books, Manifesting Your Heart's Desire and Opening to Your Higher Self.

As for teaching, whether in a large lecture hall or small seminar, a one-on-one conversation, or post-retirement classes at UVM's Osher Lifelong Learning Institute, Fred was in his element. His strongest teaching attribute, evident in his later academic interests in areas that mainstream academia tended to dismiss, was his ability – indeed his need – to present and analyze conflicting viewpoints on any issue and encourage others to question their beliefs and consider other possibilities. As an extension of his love for teaching, he was unambiguously generous with his time whenever students or colleagues came to him for advice.

(continued)

The plaque Fred received when he retired from UVM in 2003 best describes his impact on his students: "You touched the lives of thousands of students and invited them to discover, explore, and understand their own experiences in ways that transcend the traditional academic experience."

Almost two years ago Fred was diagnosed with pancreatic cancer. Nevertheless, throughout the many months of treatment he remained strong in spirit and determined to live life to the fullest, as he continued to immerse himself in all his favorite activities, including gardening, kayaking, and writing. A learner and teacher until the end, he journaled his experience as an individual living with pancreatic cancer in the hope that the myriad lessons he was learning would help others as well.

Left to cherish Fred's memory are his wife, Kandace Benedini, his sons Carl and Paul, his beloved dog, Ginger, and those of us – friends, colleagues, and students – whose lives he also profoundly touched.

Catherine Paris President, Faculty Senate

E. Thomas Sullivan President, University of Vermont

THE UNIVERSITY OF VERMONT GUND INSTITUTE FOR ENVIRONMENT

Mission



"To mobilize scholars and leaders to understand and solve the world's critical environmental problems."

Year 1

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12 CONCENTION

SUSTAINABLE GOALS

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17 PARTNERSHIPS



People Waste Nearly a Pound of Food Daily

Study finds a surprising link between food waste and diet guality



U.S. consumers waste 150,000 tons of food daily - and diet quality is a key factor, a new national study says. Photo: Mark Hendry.

Americans waste nearly a pound of food per person each day, but the exact amount of food we trash differs by how healthy your diet is, a new University of Vermont co-authored national study finds.









S. REPORT

Mother Jones

& WORLD REPORT





Themes will:

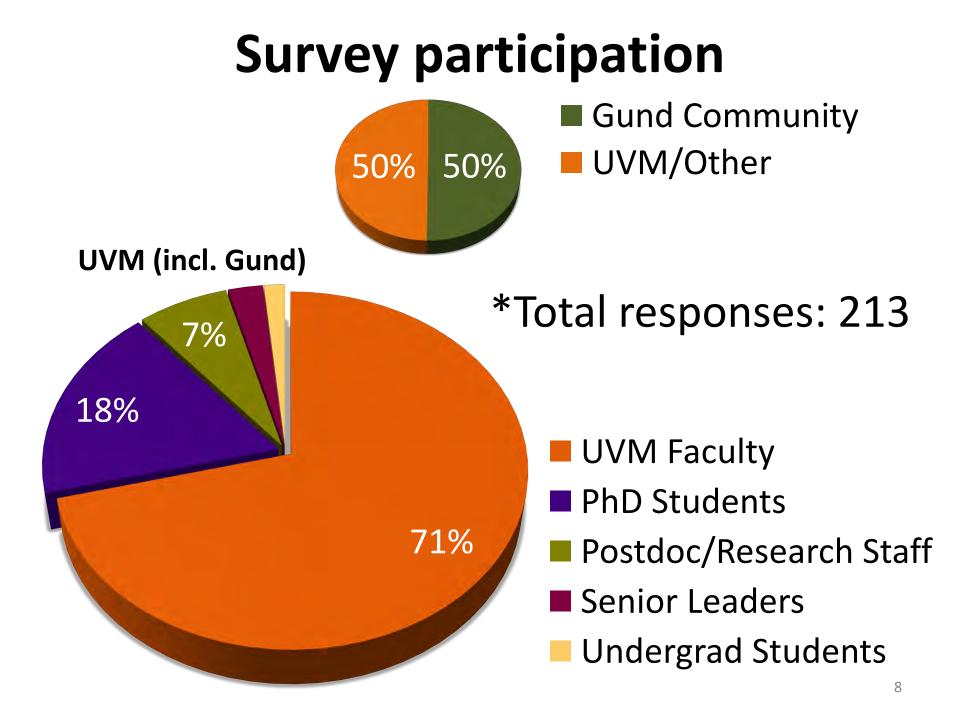
- Tackle global environmental challenges
- Funding and policy impact
- Leverage UVM strengths & enable broad participation
- Differentiate us from other institutes

Where to focus efforts?



Key sources: Data/Info

- Prior planning (Committee reports, Gund retreats)
- Science/funding agencies
- Other Institutes
- Meetings with UVM leaders (Deans, Provost, Steering Committee)
- Recent UVM-wide survey
- These two campus events



Two key questions

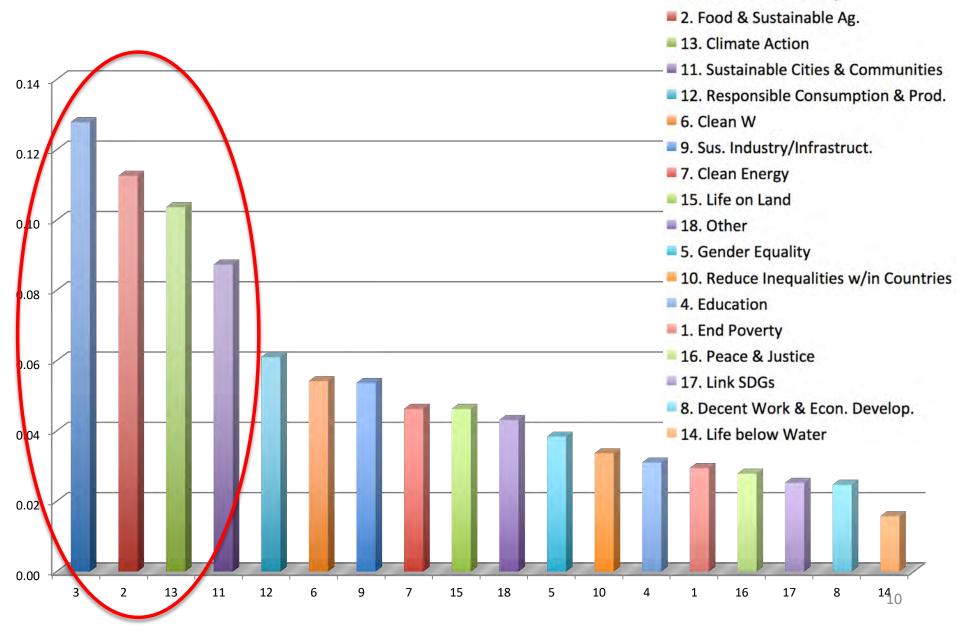
1. Which 3 SDGs best describe your current/recent research focus?

2. Which 3 SDGS would you be most INTERESTED in pursuing over the next 2-5 years.

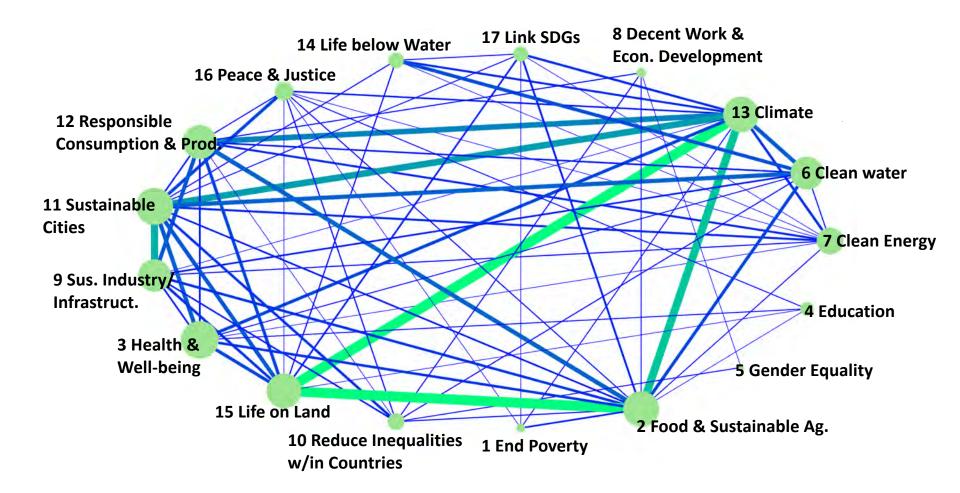
• Rank them in order of preference

Future Interests (Weighted)

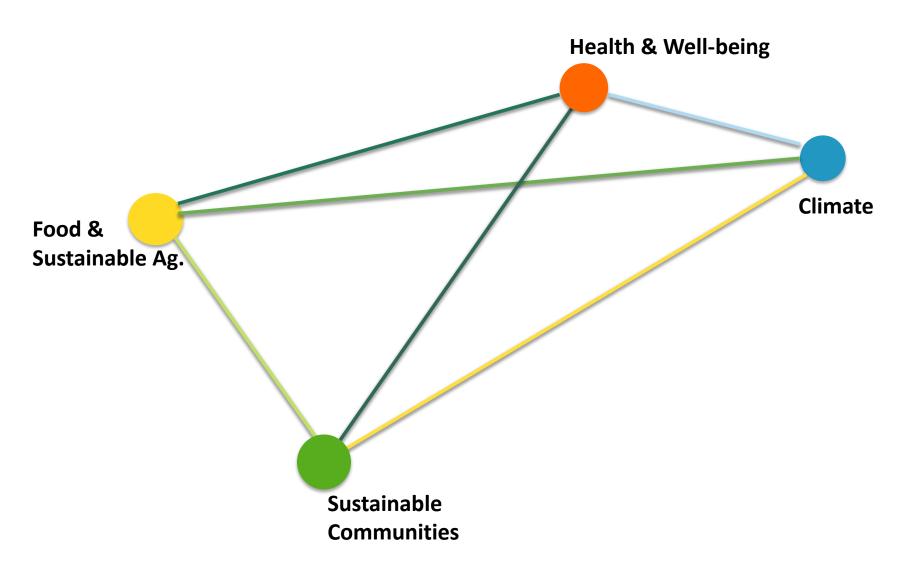
3. Health & Well-Being



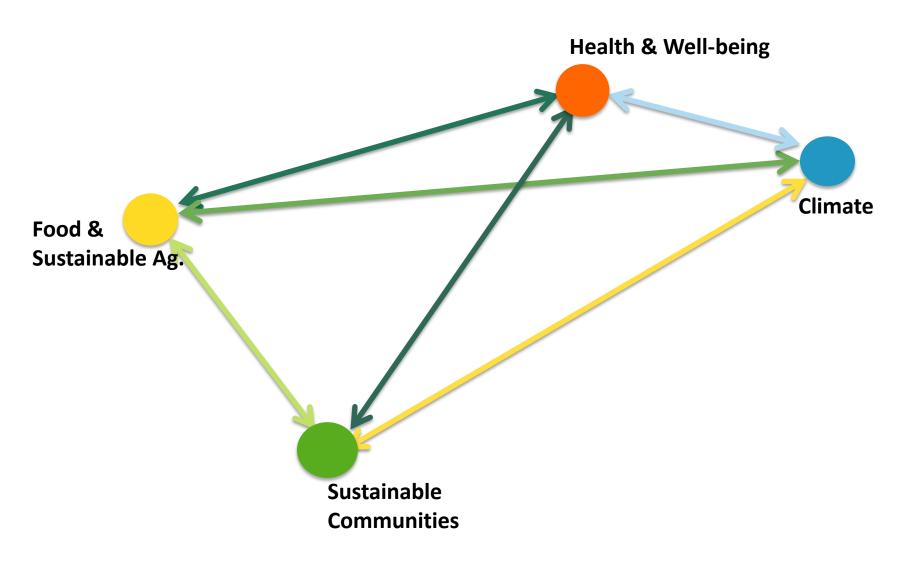
Future Research (Not Weighted)

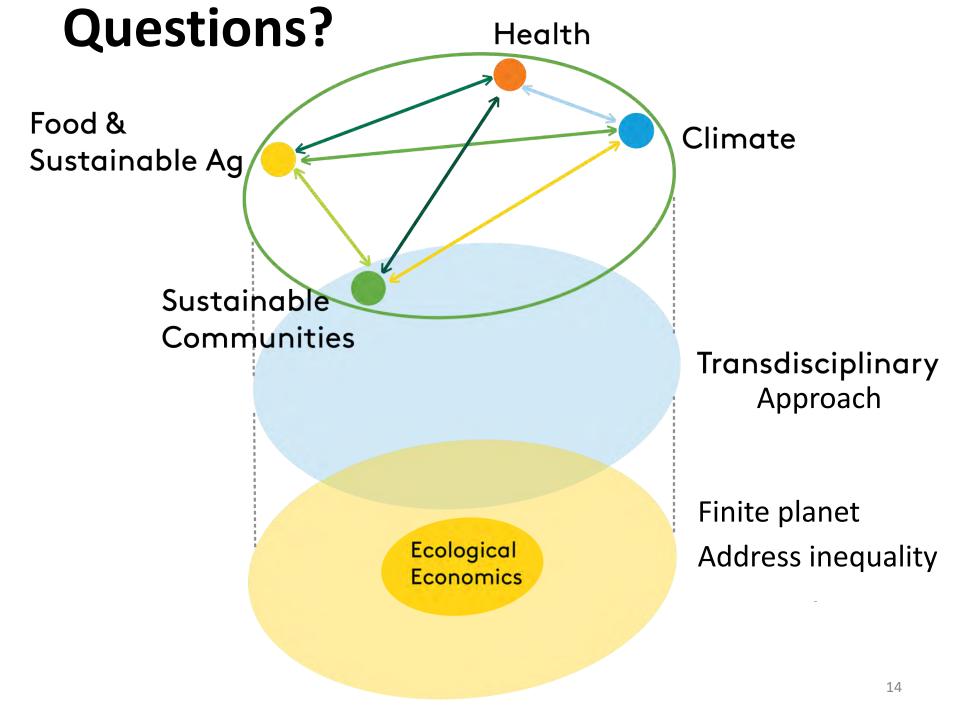


2. What we heard



3. Focus on interactions





Thank You

Upcoming Gund Opportunities:

- Catalyst Award seed grants
- Become Fellow or UVM Affiliate
- PhD Research Assistantships
- Postdoc Associates
- Undergraduate Research Internships

Confidential feedback:

– Email drizzo@uvm.edu

To: The UVM Faculty Senate

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

Date: April 5, 2018

Re: Approval of a proposal for a new Certificate of Graduate Study in Community Resilience and Planning submitted by the College of Agriculture and Life Sciences in conjunction with the Graduate College

At its meeting on April 5, 2018, the Curricular Affairs Committee approved the actions recommended in the following memo.

The Curricular Affairs Committee approved a proposal for a new Certificate of Graduate Study in Community Resilience and Planning from the College of Agriculture and Life Sciences, Department of Community Development and Applied Economics, in conjunction with the Graduate College. Christopher Koliba and Asim Zia will co-direct the proposed program. If approved by the Faculty Senate and Board of Trustees, the program will be offered beginning January 2019.

Program Description and Rationale

Future generations of community development experts, planners, civil and government leaders, and community entrepreneurs need to be prepared to anticipate and respond to threats from natural disasters, climate change, economic collapses, and other threats to critical infrastructures. The proposed Certificate of Graduate Studies in Community Resilience and Planning (GCS-CRP) is designed to help masters, doctoral, and certificate-only students develop the skills and knowledge needed to lead and guide communities through periods of change brought on by natural, economic, social and political shocks and disruptions. Students completing this certificate will have a deep understanding of the current threats and opportunities facing communities within Vermont, the United States, and across the globe. With a core set of courses that survey the community resilience and sustainability field, a foundation in community economic development and research methods, and a capstone experience focusing on system dynamics and strategic management and planning, the CGS-CRP will prepare students to lead and assist communities through times of crisis and transition. The central learning objective for students enrolled in the proposed certificate is to develop the knowledge, skills and tools to design and implement public policies and plans at all scales of the governance (international, national, state to regional and local levels) that promote community resilience.

Justification and Evidence for Demand

Across the fields of hazard mitigation, community economic development, and public health, a strong emphasis is now being placed on the development of workforce for community resilience. For example, the National Associate of County and City Health Officials, the Vermont-based Institute for Sustainable Communities, international consulting firm Tetra Tech, and the RAND Corporation have all invested resources in building community resilience in recent years. The Department of Community Development and Applied Economics (CDAE) has positioned itself as the location on the UVM campus where the complex dynamics facing local communities are studied, and where resilient communities are the focus.

Certificate organizers have had several inquiries from current students matriculated in CDAE graduate programs (six so far) about the certificate. They plan to market the certificate to regional planning commissions and through the Academic Resilience Collaborative, led by Norwich University.

Curriculum

Completion of the newly proposed CGS-CRP will require 18 credits comprised of four required core courses and two electives (see table below; all required courses are 3 credits). The curriculum is designed to include research and fieldwork, in addition to classroom study. Electives can be drawn from select courses in "Domains of Application" or "Methods." The list of elective options provided in the proposal includes courses from Natural Resources, Geography, Civil Engineering, Public Health, Food Systems, Education, and Transportation, as well as CDAE and Public Administration. Students will conduct original or support existing research on community resilience in several courses, including the capstone course (PA 317) and the research methods course. In at least two of the core courses, students will be required to conduct field work in the form of applied projects undertaken for specific community clients (PA 303/CDAE 351 and PA 317).

Required Courses		
CDAE 260/PA 260	Smart Resilient Communities	
CDAE 326/PA 326	Community Economic Development	
CDAE 351/PA 303	Research and Evaluation Methods	
PA 317	System Dynamics and Strategic Management for Community Resilience (capstone)	

Relationship to Existing Programs

CDAE currently offers two masters degrees: the Master of Science and the Master of Public Administration. The proposed CGS-CRP will be available as an additional credential to students in these graduate programs, as well as other masters and doctoral programs in complementary fields. Two required courses in the proposed certificate (CDAE 351/PA 303 and PA 326/CDAE 326) also count as core courses for the masters degrees. Students in these programs will be required to take a second research methods course and three, instead of two, courses from the program elective list in order to ensure that there is value added to their degree with the completion of the CRP certificate.

UVM offers several other Certificates of Graduate Study in related areas: Ecological Economics (Gund Institute), Complex Systems (CEMS), and Public Health (LCOM). The newly proposed CGS-CRP's theoretical perspective, while built on social ecological systems theory, is broader and inclusive of rapidly advancing socio-technological systems and cyberinfrastructure, which are not covered by the Ecological Economics certificate. The Certificate in Complex Systems provides students with skills and knowledge in modeling of complex systems, with a focus exclusively on quantitative methods of analysis. Thus, this certificate appeals to a different audience than the proposed certificate. Although public health concerns are often of interest in resilient communities, the epidemiological dimensions of the public health field focus on disease threats and health hazards, and ways of mitigating them, and thus the Certificate in Public Health has a much narrower focus than the proposed CGS-CRP.

Admission Requirements and Process

Requirements for admission will follow Graduate College policies. Potential students will be required to submit transcripts as evidence of completion of a Bachelor's degree, and to provide evidence that they have taken at least one college-level course in statistics and economics. International students must meet UVM's minimum English proficiency requirements. Matriculated students in existing UVM graduate programs will be required to have their program advisor approve of their enrollment in the proposed CGS-CRP. Admission will happen on a rolling basis. Decisions will be made by a committee comprised of core faculty affiliates.

Advising and Assessment Plan

Advising of CRP certificate students will be handled by the core faculty and support staff (Julia Starr, CDAE Graduate Student Program Coordinator).

Assessment will be annual. Every year at the conclusion of the spring semester, faculty will meet to review program details, to process student feedback, and to adjust program activities as needed. Additionally, the certificate will be evaluated as part of the CDAE internal review cycle. As part of the review, students will be surveyed, and the curriculum comprehensively reviewed.

Anticipated Enrollment and Impact on Current Programs

The prospers conservatively anticipate that the certificate program will have at least six students enrolled per semester, taking one or two courses each semester in pursuit of the certificate. Of these six, it is anticipated that two will be CDAE MS or MPA students, two will be drawn from non-CDAE graduate programs, and two will be certificate-only students.

The certificate program will impact CDAE's MS and MPA programs to the extent that new certificate-only students and non-CDAE graduate students pursuing the certificate will enroll in the certificate's core courses, which are CDAE/PA courses. The CGS-CRP certificate will also have a smaller impact on enrollments in the elective courses offered by departments/programs beyond CDAE and Public Administration (PA), which include Civil and Environmental Engineering (CEMS), Food Systems (CALS), Natural Resources (RSENR), Public Health (LCOM), Transportation Research Center (CEMS), Geography (CAS), and EDFS (CESS).

Staffing Plan, Resource Requirements, and Budget

A detailed budget with a five-year projection was submitted with the proposal. The only anticipated costs for the program indicated are funds for the teaching of one additional elective course and marketing materials. Funds will be set aside for teaching that course and an estimated \$1000 per year will be earmarked from the CDAE operating budget for publicity materials.

Evidence of Support

The proposed CRP certificate program has received unanimous votes of support from members of the CALS Curriculum Committee and CALS faculty, and it has the formal support of the CALS Dean, Thomas Vogelmann. The proposal has also been approved by the Graduate College Executive Committee and endorsed by the Dean of the Graduate College. Additionally, the proposal included emails of support or neutrality from the following administrators and faculty from other units on campus:

• Kimberly F. Wallin, Rubenstein School Associate Dean for Research and Graduate Programs

- Taylor Ricketts, Gund Institute Director
- Jan K. Carney, LCOM Associate Dean for Public Health
- Susan Roche, CESS Director of MSW Program
- Lisa Aultman-Hall, CEMS Professor, Civil and Environmental Engineering
- Lesley-Ann Dupigny-Giroux, CAS Chair of Geography
- Mandar Dewoolkar, CEMS Chair of the Civil and Environmental Engineering Department

Summary

The proposed Certificate of Graduate Study in Community Resilience and Planning takes advantage of UVM's strength in this area to provide a unique graduate curriculum for current students and an incentive for new students to initiate graduate study. The program will be of interest to a variety of professionals who want to understand the threats, risks and opportunities that face communities and develop the knowledge and skills to guide community response. With a well-developed curriculum that incorporates research and fieldwork in addition to classroom study, it will be a valuable addition to the Certificates of Graduate Studies offered by UVM.

MEMO

To: The UVM Faculty Senate

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

Date: April 5, 2018

Re: Approval of a proposal for a new Minor in American Sign Language submitted by the College of Education and Social Services

At its meeting on April 5, 2018, the Curricular Affairs Committee approved the actions recommended in the following memo.

The Curricular Affairs Committee approved a proposal for a new minor in Minor in American Sign Language from the College of Education and Social Services (CESS), Department of Leadership and Developmental Sciences. If approved by the Faculty Senate and Board of Trustees, the program will be offered beginning fall 2018.

Program Description and Rationale

American Sign Language (ASL) is recognized as a complete, complex language akin to languages such as Japanese, Spanish, and Italian by both the Modern Language Association (MLA) and the American Council on the Teaching of Foreign Languages. The goals of the newly proposed minor are to help students increase ASL cultural and language competencies, and to develop a deeper understanding of Deaf experiences through historical, social, and cultural perspectives. In addition to training students in ASL, the interdisciplinary approach of the curriculum allows students to apply their theoretical knowledge to create an understanding that inspires innovative solutions for problems that perpetuate the marginalization of Deaf people.

Justification and Evidence for Demand

According to the MLA, American sign language is the third most commonly studied language in the United States. Interest among undergraduates at UVM for opportunities to learn ASL is evidenced by the fact that ASL courses have been fully enrolled, often with waitlists, since they began to be offered in 2010. (Detailed enrollment and waitlist data was provided with the proposal.) Current as well as perspective students have also specifically inquired about an ASL minor, and ASL is the most commonly requested subject area for students looking to pursue Individually Designed Minors (IDMs) in the College of Arts and Sciences (CAS). There are currently nine students in CAS completing IDMs through CAS.

A combination of ASL competency and cultural knowledge will make students completing the proposed minor in ASL strong candidates for graduate studies or employment in education, communication sciences, and deafrelated fields as well as more general fields that employ individuals who are Deaf and/or hearing impaired. The proposal included letters from several non-profit organizations in Vermont indicating a need for professionals with the skills and knowledge the proposed minor will provide. Additionally, the Bureau of Labor Statistics predicts an increased demand (29%) for "interpreters/translators." Therefore, proposed ASL minor will serve as a valuable complement to a broad range of majors.

Relationship to Existing Programs

The proposers indicate that there are no similar minors offered at UVM. In fact, it is the only language offered at an advanced level that is not available as a minor. The College of Arts and Sciences and Department of Communication Disorders are both involved in and supportive of the proposed minor (see Evidence of Support).

Curriculum

Completion of the newly proposed minor requires 20 credits of coursework including four language courses and two additional courses chosen from a set of three (see table below). With the exception of ASL 102, all courses are conducted in ASL. Through this set of courses, the proposers indicate that students will:

- Develop advanced proficiency in ASL, including all linguistic aspects of ASL (vocabulary, grammar, and semantics) as well as exposure to language registers, linguistic and cultural norms and intuitions, and visual/gestural communication techniques
- Develop understanding of key concepts/theories in Deaf Studies such as Deaf Gain (Deaf individuals have extrinsic and intrinsic values rather than deficits), Deafhood (The essence of being Deaf), Audism/Ableism (systemic oppression on the basis of ability), and Dysconscious Audism (internal oppression)
- Gain multidisciplinary and interdisciplinary perspectives on ASL and Deaf Culture

Required Courses				
ASL 051	Intermediate ASL I	4 credits		
ASL 052	Intermediate ASL II	4 credits		
ASL 101	Advanced ASL I	3 credits		
ASL 102	Advanced ASL II	3 credits		
Two courses from below:				
ASL 120	Understanding Deaf Culture	3 credits		
ASL 220	ASL Literature	3 credits		
ASL 280	Advanced Seminar	3 credits		

Two additional courses, ASL 001 and ASL 002, are pre-requisites for the minor as they are required to enroll in ASL 051.

Admission Requirements and Process

All students who have completed the pre-requisite courses noted above will be able to enroll in the proposed minor in ASL. Students will be required to complete a short application available through the CESS website (due November 1 and March 15 each year). A selection committee comprised of at least two faculty involved in the proposed minor will review the applications and notify students of their decisions. The proposers did not indicate a specific number of students expected to enroll if the minor becomes available. However, they indicate that more restrictive criteria will be established (e.g. students must have received a B or better in ASL 002, have a minimum GPA of 3.0, and submit a clearly articulated statement of goals) if demand for the new minor exceeds capacity.

Advising

The ASL program coordinator will meet with newly accepted minors immediately prior to registration periods and discuss/develop a program of study plan. The coordinator will also meet with students each semester to review course requirements and enrollment for the ASL minor and be available to meet periodically when academic concerns arise.

Assessment Plan

The ASL minor will conduct an annual survey of student outcomes. The proposers indicate they will directly assess students enrolled in the minor monitor retention, ASL and cultural competency development, and other relevant outcomes. Students in the ASL minor will also be required to complete an annual survey of student outcomes to share narrative insights regarding their experiences in their coursework. Faculty involved in the minor will use the survey to assist in determining what areas need improvement to maximize students' learning outcomes. In addition, ASL faculty will meet twice a year to discuss student progress in the current curriculum and make any necessary changes to improve student learning in key areas.

Staffing Plan, Resource Requirements, and Budget

The proposers indicate that thanks to the addition of two new full-time faculty members this fall with significant expertise in the area of ASL, no additional faculty, staff, or other resources are required for the proposed minor.

Evidence of Support

Letters of support were included in the proposal from:

- Jane Okech, Chair of the Department of Leadership and Developmental Sciences
- Jennifer Dickinson, Anthropology Department and Sign Language Researcher
- Abigail McGowan, Associate Dean of the College of Arts and Sciences
- Michael Cannizzaro, Chair of the Department of Communication Sciences
- The UVM ASL Club
- Jaimilee Dresser, a UVM student
- Vermont Registry of Interpreters for the Deaf
- Cory Brunner, an ASL interpreter
- Bridget McBridge, Program Coordinator of the Vermont Interpreter Referral Service
- Emma Nelson, Vermont Sensory Access Project under the Center on Disability and Community Inclusion
- Anne Vernon, Senior Manager, Howard Center

Summary

There is significant evidence of student interest in and demand for an ASL minor at UVM. ASL is also the only language offered at an advanced level for which there is not a minor. Importantly, the thoughtfully designed interdisciplinary curriculum will not only help students develop proficiency in ASL, but also enable them to develop a deeper understanding of Deaf experiences. In addition to evidence of demand from students for a minor in ASL, demand for individuals with the skills and knowledge students completing the proposed minor will have exists in a variety of fields where Deaf and hearing-impaired individuals are employed. Therefore, the newly proposed minor in ASL will be an excellent addition to UVM's curricular portfolio.

To: The UVM Faculty Senate

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

Date: April 5, 2018

Re: Approval of a proposal for a new Certificate of Graduate Study in Sustainable Enterprise submitted by the Grossman School of Buisness in conjunction with the Graduate College

At its meeting on April 5, 2018, the Curricular Affairs Committee approved the actions recommended in the following memo.

The Curricular Affairs Committee approved a proposal for a new Certificate of Graduate Study in Sustainable Enterprise, submitted by the Grossman School of Business (GSB) in conjunction with the Graduate College. Barbara Arel, Associate Dean of GSB, will oversee program development until a director is appointed from faculty involved in the program. If approved by the Faculty Senate and Board of Trustees, the program will be offered beginning January 2019.

Program Description and Rationale

Sustainable enterprises are enterprises that earn profits and have minimal negative impact on the environment and/or society. The Certificate of Graduate Study in Sustainable Enterprise (CGS-SE) is designed to help students to develop business knowledge and an understanding of how enterprises stay competitive by incorporating social, environmental, and economic concerns into their strategy. The proposed certificate offers a means of educating graduate students from diverse backgrounds on how enterprises can be both profitable and responsible.

The proposers anticipate that the focus on sustainable enterprise will draw students from a wide variety of organizations including small and large businesses, non-governmental organizations, governmental organizations, multinational corporations and start-ups. This contrasts sharply with programs that limit their focus on sustainability to a specific type of organization. Additionally, the certificate is offered entirely online, which will allow the program to recruit students from a broad audience. While the proposed certificate is aimed at helping students develop business acumen and a strong understanding of how enterprises operate it also integrates sustainable enterprise issues into each course in the curriculum. This integrated approach will match the curriculum model used in the Sustainable Innovation MBA (SI-MBA), which has received positive national recognition.

Justification and Evidence for Demand

The need for socially and environmentally conscious enterprises has grown substantially in response to various environmental crises and recognition of questionable business practices. A recent survey, by McKinsey & Company, more than 40% of executives indicated their companies seek to align sustainability with their overall business goals, mission, or values, an increase of approximately 10% over the past five years.

Enterprises need a new generation of business leaders who can manage business while creating social, environmental and economic value. The newly proposed CGS-SE is expected to draw students who are seasoned working professionals from small and large businesses, government organizations, and start-ups. Additionally, the proposed certificate may attract recent college graduates looking for additional experience in the area of sustainable enterprise prior to entering the workforce. According to a 2015 survey conducted by UVM's Office of the Vice President for Research, roughly 4,000 UVM students expressed interest in entrepreneurial activity. This certificate will also help UVM in its efforts to create an Entrepreneurial Ecosystem hub that can improve innovation in Vermont.

The proposers cite an article from the Chronicle of Higher Education which demonstrates an increasing demand for online professional graduate programs, which will appeal to working adults who are interested in upgrading their skillsets, and explains how these programs will play an important role in the future of higher education. As a complement to the highly ranked SI-MBA offered by GSB, the proposed certificate will make high-impact professional development available to a much wider audience than a traditional on-site program. The proposed CGS-SE will also leverage UVM's national reputation as a leader in sustainability.

Relationship to Existing Programs

As noted previously, the proposed CGS-SE complements the Sustainable Innovation MBA (SI-MBA), an intensive, on-site, and focused Masters that prepares individuals to institute sustainable innovation technologies and practices within existing and new ventures. Students interested in the integrated focus on sustainable enterprise concepts offered by the SI-MBA but do not want to pursue a graduate degree or cannot afford to spend a year on campus in Vermont.

Sufficient overlap exists between current GSB programs and the CGS-SE to yield synergies, particularly in faculty expertise and brand recognition. Both the SI-MBA and the proposed online certificate program will utilize GSB faculty with expertise on sustainability across a wide range of organizational functions. The newly proposed CGS-SE allows this expertise to be leveraged to a broader audience, one which, for a variety of reasons, would be unlikely to complete the one-year, full-time onsite Masters program.

The proposed CGS-SE will benefit the existing Master of Accountancy (MAcc) program by offering graduatelevel courses that can be used as electives in the MAcc program. Students in the MS in Engineering Management and MS in Public Administration programs also will benefit from required and elective certificates courses that may be used towards their degree.

The Gund Institute for Environment offers a Certificate of Graduate Studies in Ecological Economics, which is an on-campus problem-based certificate focused on the relationship between ecological and economic systems. The specific applied focus of the Ecological Economics certificate differentiates it from the proposed CGS-SE, which will examine the impact of enterprises on not only environmental but also social challenges facing the world. Additionally, the CGS-SE provides an online option.

A Master of Professional Studies in Leadership for Sustainability from the Rubenstein School of Environment and Natural Resources was recently approved by the Board of Trustees, and formerly existed as a concentration option within the MS in Natural Resources. This two-year program does not intersect enterprise with sustainability, therefore there little to no overlap between this program and the proposed CGS-SE. Nationally, there are a significant number of graduate certificate courses that touch on the broad topic of sustainability, but few online certificate programs offered by reputable universities on the topic of sustainable enterprise. As an example, the proposers indicate that University of Wisconsin, Madison offers a similar online certificate program on sustainable enterprise, however the UW program is composed of undergraduate level courses sourced from their Bachelor of Science program. While other universities do offer programs in sustainable enterprise, they are either exclusively on-site programs and/or require the pursuit of a degree rather than a certificate.

Curriculum

Completion of the proposed CGS-SE will require 15 credits in the field of sustainable enterprise. This includes four required foundational courses, one required capstone course, and one elective course (see table below). Three courses will be offered each semester, with the Capstone offered every semester, to allow students to complete the certificate in a timely fashion. Students can enroll in any course, except the Capstone, at any time during the program. The capstone course can be taken following completion of the other coursework, or in conjunction with a student's final course. This curricular structure and cores offering timing will make it possible for students to start the program in the fall, spring or summer, and to complete the program in one year if desired.

Required Courses			
BSAD 363	Accounting and Reporting for Sustainable Enterprise Activities	3 credits	
BSAD 305	Sustainable Marketing	3 credits	
BSAD 340	Green Operations and Supply Chains	3 credits	
BSAD 396	Leading Sustainable Enterprise (Capstone)	3 credits	
One course from the list below:			
BSAD 308	Finance for Sustainable Enterprise	3 credits	
BSAD 338	Integrating Sustainability in New Business Models (new)	3 credits	
BSAD 335	Entrepreneurial Family Businesses (new)	3 credits	

In communication with Jane Kolondinsky, Chair of the Department of Community Development and Applied Economics in the College of Agriculture and Life Sciences, the proposers indicated a willingness to include relevant CDAE courses in the list of possible electives should they ever be offered online.

Admission Requirements and Process

All students wishing to enroll in the certificate program must apply through the Graduate College with subsequent applicant review by the GSB Graduate Studies Committee. The program will be selective in admissions to ensure that students will thrive in graduate business courses.

The CGS-SE can be earned as a stand-alone certificate for students already holding a Bachelor degree from an accredited college or university but not matriculated in any other UVM graduate program. Students must apply to the CGS-SE before any courses are taken as they will need 15 graded credits as a graduate student in the program to obtain the CGS. The CGS-SE can also be taken by current UVM graduate students in conjunction with their existing graduate degrees. For UVM graduate students, the courses applied to the certificate can also be applied to the student's primary degree if appropriate. Students already enrolled in a masters or doctoral program at UVM will need to apply no later than prior to completion of the final 6 credits in

the certificate program. All credits must be completed at UVM within a five-year period. A minimum GPA of 3.00 must be achieved for successful completion of the proposed CGS-SE.

Anticipated Enrollment and Impact on Current Programs

The proposers anticipate that CGS-SE enrollments will start in the range of 15 to 20 students, with incrementally increasing enrollment up to approximated 90 by year four or five. Students will be recruited through a national marketing effort as well as through digital marketing efforts supported by Continuing and Distance Education. No impact on existing programs was indicated by the proposers. As noted previously, the proposed CGS-SE provides an alternative option for students who cannot or do not wish to enroll in the more intensive and onsite programs with similar focus offered by UVM.

Advising

Advising will performed by faculty members affiliated with the program and led by a Graduate Certificate program coordinator in the Grossman School of Business. Faculty will advise students based on their interests, needs, and academic backgrounds. For matriculated graduate students, the student's primary advisor will also be consulted regarding the most appropriate courses.

Assessment Plan

The proposed CGS-SE will be included in the Association of Advance Collegiate Schools of Business accreditation comprehensive assessment plan for GSB programs along with the SI-MBA, BSBA, and MAcc programs. This is a continuous improvement process driven by the faculty. Each year the GSB Assurance of Learning committee will select direct and indirect measures of learning objectives for the program which will be evaluated and analyzed for feedback into curriculum reform.

Staffing Plan, Resource Requirements, and Budget

The Associate Dean of GSB will oversee program development, but a program director will be appointed from faculty involved in the program soon after implementation. Administrative support will come from restructuring of present staff assignments or the addition of a new staff position. A full budget was included in the proposal with projections for the first five years. The Dean of GSB will determine whether to continue the program if the CGS-SE is not self-sustainable and revenue-generating as projected.

Evidence of Support

Letters of support were included in the proposal from:

- Cindy Forehand, Dean of the Graduate College
- Sanjay Sharma, Dean of the Grossman School of Business
- Luis Garcia, Dean of the College of Engineering and Mathematical Sciences
- Patricia Prelock, Dean of the College of Nursing and Health Sciences
- Scott Thomas, Dean of the College of Education and Social Services (now former Dean)
- Nancy Mathews, Dean of the Rubenstein School of Environment and Natural Resources

Summary

Businesses are increasingly striving to align sustainability with their overall business goals. The newly proposed Certificate of Graduate Studies in Sustainable enterprise offers an opportunity for students from diverse backgrounds training in the important framework of learning how enterprises can be both profitable and responsible. As an online Graduate Certificate program, the newly proposed CGS in Sustainable Enterprise will allow UVM to draw new students that are not interested in pursuing a graduate degree and/or are not able to enroll in an on-site program. Additionally, UVM graduate students in related fields can use the proposed CGS-SE to complement and extend their studies. The proposed program also builds upon the Grossman School of Business's reputation in sustainability. Thus, it is a valuable addition to the current graduate certificate options at UVM.

To: The UVM Faculty Senate

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

Date: April 5, 2018

Re: Approval of a proposal for a new Master of Science in Athletic Training submitted by the College of Nursing and Health Services in conjunction with the Graduate College

At its meeting on April 5, 2018, the Curricular Affairs Committee approved the actions recommended in the following memo.

The Curricular Affairs Committee approved a proposal for a new Master of Science in Athletic Training (MSAT) submitted by the College of Nursing and Health Sciences (CNHS), Department of Rehabilitation and Movement Science (RMS) and recommend approval. Kathryn Vreeland, EdD, MBA, ATC; Clinical Associate Professor, RMS will serve as Program Director. The program will eventually replace the current undergraduate Athletic Training (AT) program. If approved by the Faculty Senate and Board of Trustees, the program will be offered beginning summer 2019.

Program Description and Rationale

Athletic trainers are health care professionals who collaborate with physicians and other health care providers across a wide range of settings including schools, clinics, professional sports, and health care administration. Students that complete professional programs in AT are eligible to sit for the Board of Certification (BOC) examination, and to enter the profession through rigorous curricula and clinical experiences. The proposed Master of Science is a 49-credit entry-level master's program completed over two full calendar years.

The program has been proposed in response to a change in licensing standards for Athletic Trainers. The Commission on Accreditation of Athletic Training Education (CAATE) now requires that all accredited professional AT programs be at the master's level not later than 2022, and the proposers note the discipline is changing more rapidly than the deadline would suggest. The number of professional entry-level AT programs at the master's level has grown from just 18 in 2014 to 70 according to the CAATE database of accredited AT programs. To hold its place in a competitive field, UVM needs to move forward quickly. RMS is very well positioned to capitalize on the many strengths of its current bachelor's program in AT by transitioning to the MSAT. Changes to the current AT curriculum as part of the transition will ensure graduate-level rigor.

Justification and Evidence for Demand

In the last decade, the AT program at UVM has grown to capacity and continues to be one of the most competitive majors at UVM with 245 applicants for 20 spots in the 2017 cohort. Student success indicators of the program are excellent including a 100% pass rate (first attempt) on the national certification board exam for the last five years. Graduates of the program also have a 100% placement rate for employment or graduate school enrollment. The AT program at UVM is currently in its self-study for the CAATE Comprehensive Review and re-accreditation. As part of this process, the CAATE will allow a transition from the current

bachelor's program to the MSAT via a Substantive Change Application mechanism done as part of the reaccreditation review. This provides an easier and more cost-effective transition to meet the new standard for professional certification in the field.

This change is timely beyond the educational needs of the program. Along with the projected growth in jobs in the healthcare sector, the AT field specifically is predicted to grow at a significant rate. The Bureau of Labor Statistics predicts that the period from 2014 to 2024 will see demand for athletic trainers grow by 21%. With a steady increase in salaries and demand for athletic trainers, demand for the programs such as the MSAT is predicted to remain strong. Considering its current presence in the field, UVM is well positioned to capitalize on the transition in accreditation standards.

Relationship to Existing Programs

Establishment of a MSAT will occur concomitantly with a phase out and eventual termination of the current undergraduate AT program, which has already accepted its last class of students. The current health collaborations across RMS enjoyed by the AT program will continue with the MSAT. Multiple faculty teach within RMS across the AT, PT and EXMS programs. Research opportunities for students across RMS disciplines would also continue.

Curriculum

Completion of the proposed MSAT requires 49 credits (see table below). Two existing courses (RMS 213 and RMS 244) do not require modification to be included in the curriculum. One new course has been developed (AT 356). All other courses are currently taught as part of the BS in Athletic Training and are being transitioned to graduate-level courses.

Summer 1			
AT 355	Emergency Medicine in Athletic Training	3 credits	
AT 356	Clinically Oriented Anatomy	3 credits	
AT 358	Fundamentals of Athletic Training	2 credits	
Fall 1		·	
AT 359	Clinical Skills in Athletic Training I	1 credit	
AT 369	Clinical Experience in Athletic Training I	2 credits	
AT 384	Injury Evaluation and Recognition I	4 credits	
RMS 213	Biomechanics of Human Movement	3 credits	
Spring 1			
AT 360	Clinical Skills in Athletic Training II	1 credit	
AT 370	Clinical Experience in Athletic Training II	2 credits	
AT 385	Injury Evaluation and Recognition II	4 credits	
AT 386	Rehabilitation Techniques	3 credits	
Summer 2			
RMS 244	Therapeutic Modalities	3 credits	
AT 387	Recognition and Treatment of Med. Cond. in Athletic Training	3 credits	

AT 371	Clinical Experience in Athletic Training III	1 credit	
Fall 2			
AT 361:	Clinical Skills in Athletic Training III	1 credit	
AT 372:	Clinical Experience in Athletic Training IV	2 credits	
AT 388:	Evidence-based Practice in Athletic Training	3 credits	
AT 390:	Seminar in Athletic Training	1 credit	
Spring 2			
AT 362	Clinical Skills in AT IV (1)	1 credit	
AT 373	Clinical Experience in AT V (2)	2 credits	
AT 389	Leadership in AT (3)	3 credits	
AT 391	Advanced Seminar in AT (1)	1 credit	

It is understood that all MSAT students will require a graduate level of rigor in coursework and current courses will be altered to reflect this. The changes to the curriculum as part of the transition are meant to ensure graduate level education as well as highlight areas of distinction that the proposed MSAT has to offer. These include a curriculum wide approach to evidence-based practice, clinical simulation, and the addition of advanced clinical skills.

Admission Requirements and Process

The proposed MSAT is selective and space is limited due to clinical capacity. There is no guaranteed admission for undergraduates wishing to enter the MSAT. Applicants are expected to have a baccalaureate degree from an accredited college or university with pre-requisite coursework in General Biology, Anatomy and Physiology (with lab), Kinesiology or Biomechanics, Exercise Physiology (with lab) and Statistics. Coursework in Chemistry, General Physics, Medical Terminology and Sport Psychology is also recommended. Candidates will be selected based upon a combination of undergraduate GPA, GRE and TOEFL scores (if required), students' statements on the Graduate College application, and letters of recommendation.

Anticipated Enrollment and Impact on Current Programs

In the current undergraduate program, a capacity of 20 is based on 60 clinical placements spread over the three-year clinical portion of the program. With the transition to the MSAT, the clinical portion of the program will go from three to two years. Thus, MSAT capacity per cohort will be 30. The proposers anticipate a conservative enrollment of 20 in the program's first year, increasing to 25 in the second year, reaching full capacity of 30 in the third year.

There will be no effect on other colleges. The MSAT curriculum will be offered entirely within CNHS. All but one of the courses in the proposed curriculum are currently offered with the AT curriculum. As noted above, the transition to a MSAT includes revision of these existing courses to ensure students will experience graduate level rigor and expectations for learning. Undergraduates that would have enrolled in the BS in AT are expected to be attracted to majors such as Exercise Science (CNHS). Students will be advised by AT program faculty. The existing undergraduate AT program currently has a very well defined, comprehensive assessment plan that will be adapted as necessary to fit the proposed MSAT. The program holds national accreditation through the CAATE. Maintaining this accreditation involves extensive reporting of outcomes data as well as creation of a Comprehensive Assessment Plan. In addition, the program will continue to engage in specific assessment practices at department, college, and university levels.

Staffing Plan, Resource Requirements, and Budget

Although there will be an addition of some summer teaching, there is no anticipated need for additional faculty positions. The Program Director's position will be expanded from nine to ten months to allow for teaching and administrative oversight of the MSAT curriculum. No new staff needs are anticipated.

All four AT full-time faculty will be assigned 100% of their workload to the program, including the AT program director and clinical education coordinator. The proposers expect no first-year costs in addition to the current budget. Net revenue for the first five years is projected.

Evidence of Support

Letters of support were provided from:

- S. Elizabeth Ames, MD, Department of Orthopedics and Rehabilitation, Larner College of Medicine
- Gary M. Mawe, PhD, Department of Neurological Sciences, Larner College of Medicine
- Patricia A. Prelock, PhD, Dean, CNHS
- Jeremy Sibold, EdD, ATC, Chair, Department of Rehabilitation and Movement Science

Summary

The proposed program will capitalize on and further UVM's excellent reputation in the evolving and rapidly growing field of Athletic Training. Initiating the transition to a masters-level degree prior to the CAATE's deadline 2022 will allow UVM to remain competitive with other universities that offer AT programs. The transition to a master's degree will also provide important strategic advantages in recruiting and enrolling high quality students.

MEMO

- To: The UVM Faculty Senate
- From: Curricular Affairs Committee of the Faculty Senate, Laura Almstead, Chair
- Date: April 5, 2018
- **Re:** Approval of a proposal to establish a General Education Coordinating Committee as a standing subcommittee of the Facutly Sentate Curricular Affiairs Committee

At its meeting on April 5, 2018, the Curricular Affairs Committee approved the establishment of a General Education Coordinating Committee (GECC) as a standing subcommittee of the Faculty Sentate Curricular Affairs Committee. Inauguration of a GECC is timely and of particular importance given University's upcomming NEASC Reaccreditation. Attached are a cover memo from Faucity Senate President Cathy Paris and a description of the GECC.



Memo

To: Faculty Senate Curricular Affairs CommitteeFrom: Catherine Paris, President, UVM Faculty SenateRe.: Proposal to form the General Education Coordination CommitteeDate: April 1, 2018

General Education Coordinating Committee, Background and Rationale

UVM's General Education program - currently comprising Diversity, Foundational Writing and Information Literacy, Quantitative Reasoning, and Sustainability - came into being in response to a directive from NEASC, our regional accrediting body, following UVM's 2009 reaccreditation review. In the course of that review, NEASC instructed UVM to develop a "coherent and substantive" general education requirement that "embodies the institution's definition of an educated person and prepares students for the world in which they will live." Accordingly, then-Provost Jane Knodell charged a task force to design a system of general education and to present it to the Curricular Affairs Committee and the Faculty Senate. Since the 2012 implementation of the first general education requirement, Foundational Writing and Information Literacy, three other general education requirements have been approved and put in place at UVM, each through the efforts of a dedicated group of faculty committed to that topic. However, the activities of the Gen. Ed. groups were not coordinated, thus each requirement and the policies and processes governing it were developed independently, resulting in systemic inefficiency and confusion on the parts of students, faculty, and staff alike.

In 2016, Faculty Senate President Cathy Paris and Associate Provost for Teaching and Learning Brian Reed called an informal meeting of the four General Education committee chairs, along with others who support Gen. Ed. at UVM (e.g., the chair of the Senate Curricular Affairs Committee, the University Registrar, and the Provost's Faculty Fellow for Assessment), in order to discuss policy and process questions of common concern. Later that year, the co-chairs of the Sustainability Curriculum Review Committee recommended that the Faculty Senate form a General Education Committee to address these matters. Several models for such a committee were considered; eventually, the model proposed here, a *General Education Coordinating Committee* (GECC), to be established as a standing subcommittee of the Senate Curricular Affairs Committee, was agreed upon. The structure and function of the GECC are explained in the attached document.

With this document, we request CAC review and approval of the concept and the adoption of the GECC as a standing subcommittee of the Curricular Affairs Committee.



Memo

To: Faculty Senate Curricular Affairs CommitteeFrom: Catherine Paris, President, UVM Faculty SenateRe.: Proposal to form the General Education Coordination CommitteeDate: April 1, 2018

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With this document, we request CAC review and approval of the concept and the adoption of the GECC as a standing subcommittee of the Curricular Affairs Committee.



UVM General Education Coordinating Committee

The Mission and Purpose of UVM's General Education Program

The General Education Program reflects the faculty's aspirations for all UVM undergraduates. General Education is the foundation of a transformative educational experience that prepares students to become accountable leaders who bring to their work dedication to the global community, a grasp of complexity, effective problem-solving and communication skills, and an enduring commitment to learning and ethical conduct. General Education courses transcend disciplinary boundaries; they help students develop integrated competencies that are essential to lifelong learning and responsible citizenship.

Committee Description

The UVM General Education Coordinating Committee (GECC) is a standing subcommittee of the Faculty Senate Curricular Affairs Committee (CAC). Its purpose is to coordinate the activities, policies, and processes of the individual General Education Committees - currently Diversity, Foundational Writing and Information Literacy, Quantitative Reasoning, and Sustainability - bringing to the delivery of the General Education curriculum increased clarity, consistency, and efficiency. Following the formal establishment of the GECC, the individual General Education Committees will report directly to the GECC (Fig. 1).

Structure

GECC membership includes the chair/co-chairs of each individual General Education Committee or their designate¹, the Chair of the Curricular Affairs Committee, the Associate Provost for Teaching and Learning (ex officio, non-voting), and the Faculty Senate President. The committee chair will be appointed by the President of the Faculty Senate.

Various other faculty members and University officers with specific expertise will from time to time be asked to meet with the GECC. Examples include the Registrar, the Director of the Center for Teaching and Learning, the Provost's Faculty Fellow for Assessment, and the Assistant Provost.

¹If it is impossible for the chair of an individual Gen. Ed. committee to represent that committee on the GECC, then a designate may be appointed. It is important, however, that the designate be appointed for the course of the academic year in order to promote GECC consistency and cohesiveness.

Functions

The first priority of the GECC is to work out the individual General Education Curriculum Committees' policies and processes and bring them into alignment with one another. Other functions include:

- establishing and maintaining a visible, informative, and compelling web presence for the General Education curriculum
- developing operating procedures for new General Education requirements
- participating in the development of a plan for regular, ongoing assessment of the General Education Program and its identified student learning outcomes
- developing a plan for insuring portability of General Education courses among academic units
- advocating for the role of General Education in the academic life of the University
- determining the resources necessary for the oversight and coordination of, and communication about the UVM General Education Program and making recommendations to ensure adequate funding.

Meeting Schedule

The committee will typically meet on a monthly basis during the academic year, but the meetings may be more or less frequent as deemed necessary for the business at hand.

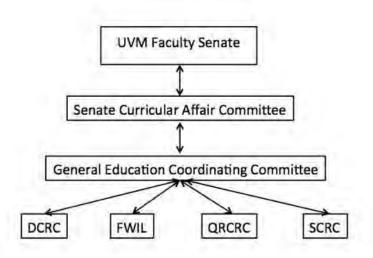


Fig. 1: Oversight of the General Education Curriculum, University of Vermont

Occasioned by the integration of UVM Extension into the College of Agriculture and Life Sciences

Overview of the Process

CALS Administrative Transition Team:

Stephanie Dion, Assistant Dean Dan Lerner, Chair & Associate Director, Extension Dave Barrington, Chair, Plant Biology Skip Fanus, Former Assistant Dean Lisa McCrae, Administrative Supervisor, Extension Chris Callahan, Assistant Extension Professor HR Support: Celia Rainville and Katie Abbott





Progress to Date: Phase 1

- 1. The Functional Dictionary
- 2. College-level Leadership

Core Functions:

- Accounting & Financial Services
- Grants & Contract Management
- Budgeting & Planning
- Personnel
- Facilities Management
- Supervisory Responsibilities
- Administrative Responsibilities
- Information Technology
- Reporting
- Web
- Communication/Media
- Student Services

Phase II - Completed

1:1 and Group Listening and Feedback Sessions
Prioritize functions for further review

Progress to Date: Phase 2

- 1. Feedback Sessions
- 2. Prioritize Functions

EXTENSION

Berlin Office Middlebury Office Berlin Office Newport Office Morrisville Office State Office **Rutland** Office Springfield Office **Bennington** Office Brattleboro Office South Burlington Office Saint Johnsbury Office

CALS

ASCI PBIO including Proctor CDAE PSS NFS Administrative Staff Facilities

Phase III, Goal by June 30, 2018

 Propose optimized administrative structure

 Begin to restructure administrative functions as needed

What's Next: Phase 3

- 1. Propose changes
- 2. Make changes

The goal is efficent and effective deployment of Office Support Generalists and Business Support Generalists

The Questions of the Moment:

- 1. How does feedback get included in decision-making?
- 2. Have we adequately defined our present structure?
- 3. Is degree of centralization of functions the key variable?
- 4. What is the set of significant structural changes to be considered?
- 5. Do we implement temporary changes in position descriptions as experiments?