



## **Minutes**

Monday, April 22, 2019

Memorial Lounge 4:00 – 5:30 p.m.

The meeting was called to order at 4:02 p.m.

### **Senators in Attendance: 60**

**Absent:** Senators Agnarsson (Biology), Bomblies (Civil & Environmental Engineering), Weinstein (Family Medicine), Ergene (History), Stokes (Libraries), Sherriff (Libraries), Spees (Medicine), Diehl (MMG), Knakal (Orthopaedic Rehabilitation), Saia (Pediatrics), Dostmann (Pharmacology), Peters (Rehab & Movement Science), D'Amato (RSENr), Carleton (Theatre), Chittenden (SAC)

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#### **1. Approval of Minutes of the March 25, 2019 meeting**

**Motion:** To approve the minutes of the March 25, 2019 meeting as written.

**Vote:** 98% **approve**, 0% oppose, 2 % abstain

#### **2. Resolution in Memoriam for Jill Tarule, CESS**

Kelly Clark/Keefe, Associate Professor, College of Education and Social Services, presented a Resolution in Memoriam for Jill Mattuck Tarule, Professor and Dean Emerita, College of Education and Social Services. The resolution is attached to these minutes.

**Motion:** Kelly Clark/Keefe moved to inscribe the Resolution in Memoriam for Jill Mattuck Tarule in the minutes of the Faculty Senate and to send a copy to the family.

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

#### **3. Faculty Senate President's Remarks.** Cathy Paris made the following remarks:

- Welcome to Interim Provost and Senior Vice President Patty Prelock
- The agenda item #5, report on course evaluation platform outcome, will be moved to the May Senate agenda.
- Thank you to all for participating in the recent Senate elections. Thomas Borchert and Evan Eyler were elected to serve as at-large members to the Executive Council for the 2-year term July 1, 2019 – June 30, 2021. Chris Burns was elected to serve as Senate Vice President, and will take office alongside President-elect Thomas Chittenden beginning on July 1, 2019.

4. **Curricular Affairs Committee Consent Agenda.** Laura Almstead, Chair of the CAC, brought three items to the Senate for consideration. At its meeting on April 4, 2019, the CAC approved the following:

- **CAC Report Out** – Laura Almstead reported three items that were approved by the CAC and do not require a Senate vote. A report from the CAC on these items is attached to these minutes.
  - Transition the existing MS in Dietetics (MSD) to an online program
  - Substantial Revision of the Individually Designed Major, BS Ed. In CESS
- A proposal from the College of Education and Social Services (CESS) for a new **Bachelor of Social Work degree**. A report from the CAC is attached to these minutes.
- Office of Community-University Partnerships and Service Learning (CUPS) to **1) revise criteria for Service Learning designation courses, and 2) establish a Civic Learning course designation**. A report from the CAC is attached to these minutes.

**Motion:** Laura Almstead moved to approve the two items requiring a vote on the CAC Consent Agenda

**Vote:** 93% Approve, 0% Oppose, 7% Abstain

5. **Report on Course Evaluation Platform Project Outcome.** This item was moved to the May agenda.

6. **Faculty Roundtable on Faculty Vision for UVM in 2029: Response to President Designate Garimella.** Senators worked in small groups to develop a White Paper for UVM's 27<sup>th</sup> President. The following three questions were considered:

- What is our vision for the University of Vermont in 2029?
- What are some specific things that would advance that vision?
- What are some barriers to realizing the vision?

Discussion points were recorded by members of the Executive Council, and have been summarized in a report attached to these minutes. This report will be discussed at the May Senate meeting and will result in the creation of a white paper to be presented to President Garimella.

7. **New Business**

Cathy Paris invited Senators to attend the celebration honoring President Tom Sullivan and Leslie Sullivan for their service for seven years to the University of Vermont. The reception will be Tuesday, April 23, 2019 4:00 – 5:30 in the Grand Maple Ballroom.

8. **Adjourn.** The meeting adjourned at 5:22 p.m.



**Resolution in Memoriam**  
**Jill Mattuck Tarule**  
**Professor and Dean Emerita, College of Education and Social Services**  
**1943 – 2019**

**Presented by Kelly Clark/Keefe**  
**Associate Professor, College of Education and Social Services**

Jill Mattuck Tarule, Professor and Dean of the College of Education and Social Services, passed away February 3, 2019, at the UVM Medical Center, following a long and courageous battle with multiple myeloma, her third lifetime cancer. Jill was born in Barre, VT on April 4, 1943, and grew up in Plainfield Village, one of 14 students in the last class to graduate from Plainfield High School in 1960. After several semesters at Bennington College, Jill returned to Plainfield and graduated from Goddard College in 1964. She attended the Harvard School of Education where she earned a Masters of Education in 1969 and a Doctorate in 1978. Jill began her career at the Vermont Department of Education from 1969-1971, and Goddard College, where she served as a faculty member and Dean of the Graduate College until 1978. In 1983, Jill began teaching at Lesley College in Cambridge, Massachusetts, eventually becoming Dean of the Counseling and Psychology Division from 1986 to 1989.

In 1992, Jill returned with her family to Vermont, where she served as Dean of the College of Education and Social Services (CESS) from 1992-2005, Associate Provost from 2005-2009, and a faculty member in the Department of Leadership and Developmental Sciences until her retirement in 2013. Jill continued to demonstrate her commitment to UVM and the College through her contributions as a consultant, teacher, and advisor to doctoral students. Her “retirement” also included a return to Goddard College as a trustee, Chair of the Board of Directors, and Chair of Goddard’s recent presidential search committee.

As a scholar, Jill was highly regarded as an intellectual feminist whose works included numerous articles, chapters, and books on adult learners, women as leaders, and leaders' ethical and moral decision-making. She was best known for her co-authorship of *Women's Ways of Knowing: The Development of Self, Voice and Mind*, a pivotal book in the field of developmental psychology that continues to inform our understanding of the ways society shapes experiences and gender, and the implications this has for education contexts. Among the many awards Jill received, she was most proud of her Honorary Doctorate from the School for Lifelong Learning at the University of New Hampshire; the Pomeroy Award for Outstanding Contributions to Teacher Education; the Gender Equity Award from the American Association of College Teacher Education; and the Jackie M. Gribbons Leadership Award from the Vermont Women in Higher Education.

Jill will be remembered as someone who epitomized the teacher-scholar model that we value at the University of Vermont. She cherished teaching for the opportunities it presented to explore her own passion and deep knowledge, and to co-create knowledge with her students about the ways that social, familial and other contextual factors shape and influence our lives. Jill was a skilled administrator whose relational approach to leadership left a lasting mark on the College of Education and Social Services and the University of Vermont. She was also a beloved mentor, colleague, friend, wife, mother, and grandmother whose intellectual achievements were central to her career, but also fully integrated with who she was, how she engaged with others, and how she empowered others to explore their own ways of being and knowing. We will remember her for her strength, spirit, and sheer will to create and lead communities of care, respect, and commitment.

## Curricular Affairs Committee of the Faculty Senate

### MEMO

**To:** The UVM Faculty Senate

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

**Date:** April 4, 2019

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

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#### Request to transition the existing Master of Science in Dietetics (MSD) to an online program

The Department of Nutrition and Food Science (NFS) in the College of Agriculture and Life Sciences (CALs) submitted a proposal in conjunction with the Graduate College to transition the existing Master of Science in Dietetics (MSD) to an online program. Students will complete their coursework through online classes. As this is an accredited program, the course content will not be changed, only the mechanism of delivery. Additionally, students will still be required to complete supervised research for credit and 1,200 hours of supervised practice, but can do so where they live. A process for identifying preceptors and placing students in practicums outside Vermont has been developed as have mechanisms for advising students from a distance.

Currently, the Master of Science in Dietetics (MSD) is a residential program that includes 30 credits of coursework, evidence-based research credits, and 1,200 hours of supervised professional practice. Recruiting students to the program has been a challenge due to the relatively high cost of living and tuition for out-of-state students. Nationwide, the number of online MDS programs is increasing, and these programs are attractive to students because they have the opportunity to complete their supervised practice where they live. Converting UVM's program to an online format will put UVM in a better position to recruit students as well as expand diversity within the program by making it more accessible and affordable. This is an opportune time for the transition because in 2024 new professional regulations will go into effect that require students to have both a master's and a clinical practicum to become a practicing dietitian. The current regulations only require a bachelor's degree and an internship/practicum.

The online format of the program will be available starting fall 2020 to allow the program time to transition courses to an online format and to determine best practices for distance supervision. Once the conversion is complete, only the online curriculum will be offered.

The proposal was supported by the Chair of NFS, Jean Harvey, the Dean of CALs, Thomas Vogelmann, the Dean of Continuing and Distance Education, Cynthia Belliveau, the Associate Dean for Public Health in the Larner College of Medicine, Jan Carney, and the Graduate College Executive Council.

### Substantial revision of the Individually Designed Major, BS Ed. in the College of Education and Social Services

The College of Education and Social Services (CESS) submitted a proposal to substantially revise the existing Individually Designed Major (IDM) available through CESS. The revisions will be in place starting fall 2019.

The IDM is an interdisciplinary program of studies that allows self-motivated students to explore their interests in children, families and communities, and the programs, policies, and processes that shape our communal and individual experiences. Students in the program make connect CESS courses with courses offered in other units to create a major unique to their needs and interests that are not met through other existing CESS majors. Completion of an IDM major leads to a Bachelor of Science in Education, but does not include an endorsement for teacher licensure.

The revisions were developed based on the identified need to provide more direction to students and faculty regarding course selection and to ensure that students will take a sampling of courses from across the three departments in CESS. Additionally, the creation of a capstone experience brings the program into alignment with the recently established UVM assessment planning practices and processes. The revisions also seek to align the program with the High Impact Educational Practices identified by the American Association of Universities and Colleges. The revisions include:

- 1) reducing the overall number of credits required to graduate from 128 to 120, bringing it into line with other CESS majors;
- 2) clarifying the CESS general education requirements and increasing the number of required general education requirements from 15 to 21;
- 3) adding a new requirement for a set of IDM core courses to be taken within CESS (15 to 18 credits);
- 4) requiring students take at least 3 credits of an applied experience (e.g., travel course, service learning or practicum experience) within the 30 credits of self-selected IDM courses;
- 5) requiring that a minimum of 12 self-selected credits be taken at the 100-level or above
- 6) requiring students to take an approved Minor or Undergraduate Certificate from any college within the university;
- 7) adding a requirement for a capstone project (e.g., research, practicum experience with research component) that promotes systematic inquiry into a problem of interest to them

As a whole, these changes will provide students greater clarity on expectations and requirements for an IDM as well as establish a more structured core curriculum. The learning outcomes for students completing the revised IDM are listed below. A mechanism for assessing the program was detailed in the proposal.

- Demonstrate basic skills in research in the behavioral/social sciences;
- Demonstrate ability to think critically and synthesize key concepts within a self-selected area of study;
- Demonstrate ability to ask, seek out, and articulate answers to complex questions about own culture and other cultures;
- Demonstrate ability to undertake a systematic inquiry (e.g., research or other capstone experience) within self-selected area of study;

- Apply a basic understanding derived through an introduction to education, social work, and human development and family studies in a final capstone project involving systematic inquiry into a problem of interest; and
- Clearly communicate results of the systematic inquiry orally and in writing

Appointment of a Faculty Coordinator to oversee program functions will facilitate program delivery. Students' proposed courses of study will require review and approval from a faculty advisor, the Office of Student Services, and the IDM Faculty Coordinator. The faculty advisor and IDM Faculty Coordinator will take responsibility for ensuring that the proposal meets the intended content focus of the IDM, while the review by the Office of Student Services and coordinator will ensure that students are on track to fulfill all major requirements. The letter of support from Interim Chair of Education Michael Giangreco indicated that Department of Education funds, with additional support from the CESS Dean's office, will be used to support the establishment of the new coordinator position and costs associated with instruction of the capstone course. The proposers indicate that there may be a small increase in the number of students choosing to pursue an IDM, but that this will not exceed existing capacity in the courses (support letters from faculty were provided).

In addition to the faculty support letters noted, letters of support were provided by the Dean of CESS, Scott Thomas, the Chair of the Department of Social Work, Jan Fook, the Chair of the Department of Leadership and Developmental Studies, Jan Okech, and the Interim Chair of the Department of Education, Michael Giangreco.

## Curricular Affairs Committee of the Faculty Senate

**To:** The UVM Faculty Senate

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

**Date:** April 4, 2019

**Re:** Approval of a proposal to 1) establish a Bachelor of Social Work (BSW) degree at UVM and 2) convert the current BS with a major in Social Work to a BSW degree from the College of Education and Social Services

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At its meeting on April 4, 2019, the Curricular Affairs Committee approved the actions recommended in the following memo.

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The Curricular Affairs Committee approved a proposal from the Department of Social Work in the College of Education and Social Services (CESS) to establish a Bachelor of Social Work (BSW) degree at UVM, and to transition the existing Bachelor of Science with a major in Social Work to a BSW degree. Social Work is an accredited program and the curriculum, which meets the criteria for a BSW degree, will remain the same. If approved by the Faculty Senate and Board of Trustees, the Bachelor of Social Work degree would be established fall 2019. New students and students continuing a Social Work major will be able to choose to receive a BS or a BSW degree until Spring 2022 at which point all students completing a Social Work major will receive a BSW upon graduation. This end point will allow students that started a major in Social Work prior to the establishment of the BSW degree to receive a BS if they so choose.

A majority of institutions that offer accredited programs in social work award students Bachelor of Social Work degrees, including regional competitors such as the University of Maine and the University of Connecticut. Students that hold a BSW degree are eligible for limited, but substantive, professional work. The accrediting body (Council on Social Work Education) refers to all accredited undergraduate programs as offering BSW degrees. Therefore, although the curriculum for the Social Work major fits the expectations for a BSW degree, the Department of Social Work at UVM frequently has to defend the program to prospective students. Establishing a Bachelor of Social Work degree at UVM will help students completing the program as they move on to graduate studies or into the job force, and help UVM attract students to the program.

The request to establish a BSW degree at UVM and transition the current BS with a major in Social Work to a BSW degree was strongly supported by the Chair of the Department of Social Work, Jan Fook, the CESS Curriculum Committee, and the Dean of CESS, Scott Thomas.



## Curricular Affairs Committee of the Faculty Senate

**To:** The UVM Faculty Senate

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

**Date:** April 4, 2019

**Re:** Approval of a proposal from the Office of Community-University Partnerships and Service Learning (CUPS) to 1) revise the criteria for Service Learning designation of courses, and 2) establish a Civic Learning course designation

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

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The Curricular Affairs Committee approved a proposal from the Office of Community-University Partnerships and Service Learning (CUPS) to revise the criteria for the existing Service Learning (SL) course designation and to establish a Civic Learning (CL) course designation. The proposed designation criteria are described in the table at the end of this memo. Please note that the types of Civic Learning courses listed in the table are not separate designations, but rather are intended to help faculty think about what kind of role the course is filling in preparing students or introducing them to communities

### ***Overview***

The CUPS Office proposes to revise the Service-Learning (SL) course designation and establish a new CL course designation to reflect 1) their strength in community-engaged teaching at UVM, 2) developments in the field of service-learning and civic engagement, and 3) their increased attention to assessment, especially in the area of student learning outcomes.

The proposed changes will simultaneously raise the standards expected of SL courses and expand opportunities and incentives for community-engaged pedagogy overall. The CUPS office will accompany this change with faculty development activities designed to support newly-designated CL courses as pathways into rigorous service-learning, undergraduate community-based research, and faculty community-engaged scholarship. In a separate action, the CUPS office is proposing to the Provost that their name be changed to the "Office of Community-Engaged Learning" to reflect and augment this transition.

### ***Rationale***

The proposed new CL designation comes from expressed needs of faculty members, who indicated they were teaching courses specifically intended to prepare students for strong service-learning later in the curriculum, but that there was no method for recognizing these courses. In addition, faculty communicated to the CUPS office that they wanted to create community-engaged experiences in the first or second-year, but they believed their students were not yet prepared to offer work or service of a caliber that would benefit community partners. Thus, they were teaching courses that introduced students to community issues or to civic participation or sending them "out in the community" without working directly with community partners. Based on this faculty

input, the CUPS office decided that a single SL course designation made it difficult for their staff to support faculty who wanted to build community-engaged work into the curriculum in ways that would not burden community partners and that would prepare students to be more effective when they did service-learning.

The idea to create a separate designation for courses that would prepare students for service learning courses also made the CUPS office aware of an increased expectation of rigorous attention to community partner benefit (Welch and Saltmarsh 2016) in service learning courses. That is, courses should address community needs as defined by the community partner. They also recognized an increased attention to assessment and a focus on articulating the intended learning outcomes of the service-learning portion of courses. Under the current designation criteria at UVM, courses that have only a very small service-learning project are able to receive a SL designation. Additionally, the most recent NSSE results revealed that service-learning was not having the impacts they would have expected on students. Thus the CUPS office felt it would make sense to concurrently increase the rigor of the criteria for service-learning designation. The new designation criteria have higher expectations for 1) the community need; 2) the course learning goals; 3) and the scope of the service-learning component. They also intend to revise the process, requiring faculty to share their syllabi in addition to reporting their community partners.

### ***Evidence of Support***

Letters of support were provided from the individuals below. All writers are from units with significant numbers of service-learning courses.

- Jane Kolodinsky, Chair, Community Development & Applied Economics, CALS
- Kimberly Wallin, Associate Dean, RSEN
- Kathy Fox, Associate Dean, CALS
- Katie Shepherd, Associate Dean, CESS

### ***Summary***

The proposed new CL designation and revision of the criteria for SL course designation are intended to both incentivize and recognize the broad range of community-engaged and preparatory coursework being offered, and to make service-learning a more rigorous designation. The CUPS office believes this will benefit faculty by expanding the number of courses that they can support through consultation, project implementation grants, and other resources. Additionally, they feel it will benefit community partners as they help faculty think about how to better prepare students for service-learning and hold service-learning to a more rigorous standard. Students will be able to find community-engaged or civically-oriented courses more easily, and will hopefully be better prepared for rigorous service-learning experiences, facilitating deeper learning. As an institution, the new CL designation will highlight the breadth and variety of academic community engagement, and a more rigorous SL designation will likely demonstrate stronger effects on our students.

Designation	Types	Description	Criteria
Civic Learning (CL)	Civic Foundations	Explicitly prepares students for civic or community engagement. Covers reflection, power/ privilege, modes of social change, and/or active citizenship.	Credit-bearing course that <ul style="list-style-type: none"> <li>addresses the common good, social inequality and/or environmental sustainability.</li> <li>Includes student meaning-making and analysis of the civic/community portions of the course.</li> <li>Connects civic/community portions of course to course learning goals.</li> <li>Assessment and academic credit are based on demonstration of learning and caliber of work (as opposed to completion of service or project tasks).</li> </ul>
	Community Exploration	Introduces students to specific communities	
	Community Case	Introduces students to a local / place-based case of broader civic, social or environmental issues	
	Community-Embedded	Takes place off-campus and includes significant interaction with community members or time in the community	
	Small-Scale Service	Includes a day of service, or small project.	
Service-Learning (SL)	Direct & Indirect Service	Students engage directly with organizations' served populations or provide other needed services	In addition to above: <ul style="list-style-type: none"> <li>Includes a significant community-engaged component</li> <li>The component responds to community need(s), as identified by the community partner</li> <li>Engages students' academic competencies to meet the community need and connects this engagement to the course learning goals.</li> <li>Addresses the role of the discipline in relationship to the common good, social inequality, and/or environmental sustainability.</li> </ul>
	Project / Consultant Model	Students produce deliverables for a community partner (also called problem-based SL)	
	Community-Based Research	Students engage in research driven by a community partner's needs	