



Minutes

Monday, December 17, 2018
Memorial Lounge 4:00 – 5:30 p.m.

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

Senators in Attendance: 66

Absent: Senators Agnarsson (Biology), Cowels (Education), Toolin (ERTC), Keet (English), Almassalkhi (Electrical & Biomedical Engineering), Fletcher (Mechanical Engineering), Kete (English), Stokes (Libraries), Mahoney (Neuroscience), Flynn (Neuroscience), Gorres (Plant & Soil Sciences), Ahern (Surgery)

1. Approval of Minutes of the November 26, 2018 meeting

Motion: To approve the minutes of the November 26, 2018 meeting as amended.

Vote: 93% approve, 0% oppose, 7% abstain

2. **UVM President's Remarks.** Thomas Sullivan extended holiday greetings and expressed appreciation for the work of the Senate. President Sullivan recognized three University of Vermont colleagues who were named to a list of the world's most impactful researchers, Taylor Rickets, director of UVM's Gund Institute for Environment, and Gund Professor at the Rubenstein School of Environment and Natural Resources; Russ Tracy, Professor of Pathology and Laboratory Medicine and of Biochemistry in the Larner College of Medicine; and Mary Cushman, Professor of Medicine and of Pathology and Laboratory Medicine in UVM's Larner College of Medicine. Researchers on the list are in the top one percent of all scholars whose work has been cited by others.

3. **UVM Provost's Remarks.** David Rosowsky echoed President Sullivan's wishes for a restful and joyous holiday season. Provost Rosowsky expressed enormous pride in the recognition of UVM scholars, and reported that a fourth UVM faculty member, Richard Page, dean of the Larner College of Medicine and a Professor of Medicine, was a late addition to names on the list of the world's most impactful researchers.

4. **Report of the ad-hoc committee on Faculty Senate Processes.** Thomas Borchert, ad hoc committee chair, provided an overview of the report of the ad-hoc committee on senate process. The presentation slides and written report are attached to these

minutes. The presentation included an overview of the charge of the committee, a timeline of their activity, survey responses, and committee recommendations. Thomas Borchert addressed questions and comments from the Senate floor. The next step in the process is for Senators to review and comment on the ad hoc committee report. The report will be circulated to the Senate via email for comment in January. Responses will be collected by the Faculty Senate office and distributed to the ad hoc committee and the Executive Council.

5. **Curricular Affairs Report.** Laura Almstead, Chair of the CAC, brought four items to the Senate for consideration. At its meeting on December 6, 2018, the CAC approved the following:
- a) A proposal from the Department of Anthropology in the College of Arts and Sciences for a new **Bachelor of Science in Anthropology**. A report from the CAC is attached to these minutes.
Motion: Laura Almstead moved to approve the request for a new Bachelor of Science in Anthropology in the College of Arts and Sciences.
Vote: 96% **Approve**, 0% Oppose, 4% Abstain
 - b) A proposal from the Graduate College in conjunction with the College of Arts and Sciences for a **new direct entry option into the existing Master of Arts in Psychology**. A report from the CAC is attached to these minutes.
Motion: Laura Almstead moved to approve the request for a new direct entry option into the existing Master of Arts in Psychology.
Vote: 98% **Approve**, 0% Oppose, 2% Abstain
 - c) A proposal from the Department of Romance Languages and Linguistics in the College of Arts and Sciences to **change the name of the department to the Department of Romance Languages**. A report from the CAC is attached to these minutes.
Motion: Laura Almstead moved to approve the request for a name change from the Department of Romance Languages and Linguistics in CAS to the Department of Romance Languages.
Vote: 93% **Approve**, 4% Oppose, 4% Abstain
 - d) **Revisions to curricular resources** including the following:
 - Guidelines for Proposals for a New Academic Program or Research Endeavor
 - Standards for Academic Minors
 - Standards for Undergraduate Certificate Programs at UVM
 - Guidelines for Proposals to Substantially Revise an Existing Academic Program or Research Endeavor
 - Academic Program Review Guidelines

Concerns were expressed regarding the Academic Program Review Guidelines, specifically the addition of “including career preparation advising” in Standard IV, Criterion 6B. Laura Almstead will forward the feedback to the subcommittee for continued revision to the Academic Program Review Guidelines. After discussion, Thomas Borchert (Religion) moved to remove the Academic Program Review Guidelines from the package of revisions to curricular resources being considered for approval.

Motion: Laura Almstead moved to approve the revisions to the four curricular resources as presented.

Vote: 90% Approve, 0 % Oppose, 10% Abstain

6. **Quantitative Reasoning Update.** Joan Rosebush, Chair of the Quantitative Reasoning Curriculum Review Committee (QRCRC), provided an update on the General Education requirement in Quantitative Reasoning (QR). The presentation (slides are attached to these minutes), provided an overview of the six learning outcomes, and the course requirements for achieving the QR designation. The QRCRC is now working with J. Dickinson on an assessment plan to assess the learning outcomes and to ensure courses with the QR designation continue to meet at least four of the six proficiencies. Joan Rosebush encouraged faculty to visit the UVM General Education website <https://www.uvm.edu/generaleducation> for information on how to submit a course for consideration for the QR designation. Contact information for the QRCRC members is also on the website.
7. **Financial and Physical Planning Committee Discussion on Funding Residential Learning Communities.** Andrew Barnaby, Chair of the Financial and Physical Planning Committee (FPPC), led a discussion of the role of the Faculty Senate in Residential Learning Communities (RLCs). He posed the following questions: 1) What does the Faculty Senate want RLCs to be - academic or co-curricular programs? 2) If there is a curricular component to the RLC with a single course, does the Faculty Senate want to be involved in approving those individual courses? Andrew Barnaby announced that Don Ross will be taking over as Chair of the FPPC in the Spring 2019, and the FPPC will be bringing a proposal to the Faculty Senate regarding the funding of RLCs in the Spring.
8. **New Business** – none at this time.
9. **Adjourn.** The meeting adjourned at 5:32 p.m.

Report: Ad Hoc Committee on Senate Process

Thomas Borchert, Committee Chair
CAS, Religion

Julie Roberts
CAS, Romance Languages and Linguistics

Eyal Amiel
CNHS, Biomedical and Health Sciences

Christopher Callahan
CALS, Extension

December 17, 2018



The University of Vermont

Committee Origin (1)

Resolution, May 2017

Preamble: The Senate bylaws state “[a]uthority in matters related to the academic mission of the University is vested in the faculty by the Board of Trustees.” In this academic year, concerns have been raised about how the Senate is fulfilling its function, specifically about the appropriate scope and procedures of Senate decision making, such as the procedures for deciding when something is brought to a vote of the full Senate and the organization of discussion in Senate meetings. If these concerns are left unaddressed, it is not clear that the Senate can truly fulfill its Board approved function within the shared governance model. The following two motions are offered to ensure that the Senate operates from a solid foundation of consensus in the future. The first is more general, the second offers a specific mechanism for enacting the goals of the first.



Committee Origin (2)

- 1) The Senate will review the appropriate scope and procedures of Senate decision making, including but not limited to when and how debate is conducted during Senate meetings, procedures for choosing which items to bring for a vote, and the relationship of Senate committees to the Senate as a whole.
- 2) An ad hoc committee made up of Faculty Senators will be appointed by the full Senate Executive Council to 1) investigate issues that have been raised about Senate process, 2) explore possible changes to procedure that could clarify issues, and 3) within a reasonable time frame, present a report to the Senate with recommendations.



Committee Activity

- 5/18/2017 Resolution to review Faculty Senate Processes
- 10/16/2017 Committee Formed by Executive Council
- 11/17/2017 First Meeting of the Committee - Charge
- 4/12/2018 Survey of Senate and Committees
- 5/17/2018 Faculty Senate Meeting - Committee Update
- 11/12/2018 Reviewed first set of proposals with Exec Council



Survey

1. I am a member of Senate or Committee (or both)
 2. Please rate your level of satisfaction with Senate process (1=Very Dissatisfied to 5=Very Satisfied)
 3. How would you describe the issues that exist with the Faculty Senate? Please provide examples.
 4. What features of Senate process are particularly effective? Please provide examples
 5. What changes would improve Senate process?
 6. Do you have any other feedback for the Ad-hoc Committee?
- Anonymous
 - Electronic
 - All Senate and Committee Members invited to respond (163 people)



Survey Results - Respondents

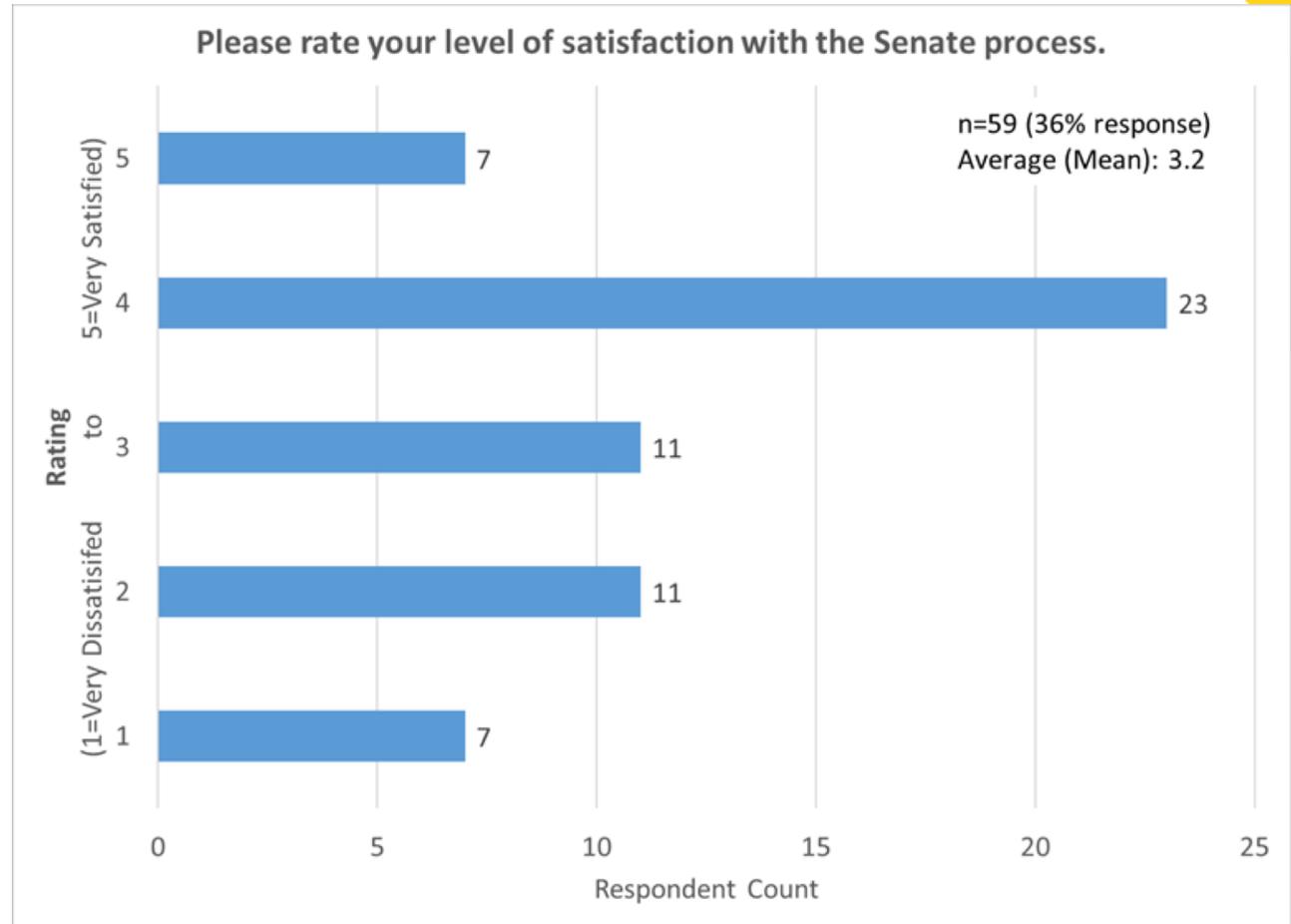
- 59 responses (36% of 163 possible)
- 30 Senators (40% of 75 possible)
- 33 Committee or Subcommittee Members (37% of 88 possible)
- Some were both a Senator and Committee Member



Survey Results - Satisfaction

Please rate your level of satisfaction with Senate process (1=Very Dissatisfied to 5=Very Satisfied)

- Mean: 3.2



Survey Results – Themes of Issues

- How would you describe the issues that exist with the Faculty Senate? Please provide examples.
 - The Senate is seen as a **passive body**, i.e. a rubber stamp
 - The Senate is seen as **not providing functional shared governance**
 - **Over-emphasis on reporting** to the Senate (i.e. being talked at)
 - **Under-emphasis on deliberation, discussion and debate** among the Senate (i.e., disengagement)
 - Committees and Senate are **overly disconnected**
 - Not all reporting on the floor is preceded by **written report**
 - **Lack of new member orientation**



Survey Results – Themes of Efficacy

- What features of Senate process are particularly effective? Please provide examples.”
 - **Committee Function**
 - **Voting Mechanism (i.e. clickers)**
 - **Nomination Process and Voting**
 - **When debate and discussion is allowed or forced from the floor**



Survey Results – Themes of Improvement

- What changes would improve Senate process?”
 - **All reports should be provided in writing prior to meeting**
 - **All Senators must be expected to have read the reports**
 - **Reporting should focus on highlights, not verbatim reading of report, limit reports to 5 minutes to provide time for discussion**
 - **Make more time for intentional deliberation, debate and discussion**



Recommendations (1)

- 1) Establish a New Senator Orientation open to new and existing faculty on an RSVP basis.
- 2) Limit presentations by administrative offices or committees to those items for which Senate input or vote is required. When such presentations are necessary, provide context and mark on agenda as “Senate Education”.
- 3) “Report out” agenda items, such as committee reports that do not require Senate action, should be disseminated electronically and not put on the formal agenda unless otherwise proposed for discussion by the Senate floor.
- 4) Provide sufficient time for discussion before a vote takes place. Ideally issues should be discussed at one meeting and brought to the Senate for a vote the next meeting.



Recommendations (2)

5) Provide a brief, dedicated “New Business” item on each agenda to appear early in the agenda as opposed to the end.

6) In order to more clearly link the work of the Senate and the Standing committees, a representative/s from each committee should be invited at least once a year to generate discussion on current committee-related issues that may benefit from broader participation/brainstorming from the senate floor and to answer questions. These are not to be “progress reports” which can be handled and viewed electronically.

At least once a semester, the FPPC provide the Senate membership with a presentation about the budgetary matters relevant to the Senate.

7) We welcome interaction with the President and the Provost, but we request that they address the Senate no more than once a semester, unless events require them to address a specific issue.

In addition, once a year we request an open forum where the President/Provost would field questions from the Senate floor.



Discussion and Feedback



DRAFT Proposals for Senate Meetings and Procedures
Ad Hoc Committee to Review and Revise Faculty Senate Procedures
11-26-18

This ad-hoc subcommittee was formed in Fall 2017 and officially charged by Faculty Senate President Cathy Paris to broadly examine Faculty Senate process and procedures and make recommendations that would support increased faculty engagement in Senate operations. Towards this end, we surveyed members of the faculty Senate and met with individuals that presently (or historically) have played leadership roles in the Senate's leadership both at the full Senate and in its various Standing Committees. From these efforts, two major and inter-related themes emerged as underlying barriers to Senator engagement:

- 1) Information relevant to senate meetings is not always disseminated in the most efficient manner, resulting in the majority of the meetings being consumed by "report out" or informational agenda items rather than true discussion/debate.
- 2) An implicit cultural expectation that items under Senate consideration should be expediently voted on and/or approved without being given ample time for discussion and debate.

As a result of our analysis of the Faculty Senate survey results, our individual meetings with various Faculty Senate stakeholders, and internal discussions, this ad-hoc committee has outlined below a number of explicit proposals that are intended to improve both efficiency and engagement of Faculty Senate membership. These items are being presented to the Senate body for consideration as guidelines for Senate "best practice". After Senate discussion we will ask for the Senate to vote to approve these guidelines. We bring these proposals for Senate consideration as a single body, with the understanding that individual items may be modified as a result of Senate discussion prior to vote.

Faculty Senate Meeting Procedures and Engagement "Best Practice" Proposal.

1. Establish a New Senator Orientation open to new and existing faculty on an RSVP basis.
2. Limit presentations by administrative offices or committees to those items for which Senate input or vote is required. When such presentations are necessary, provide context and mark on agenda as "Senate Education".
3. "Report out" agenda items, such as committee reports that do not require Senate action, should be disseminated electronically and not put on the formal agenda unless otherwise proposed for discussion by the Senate floor.
4. Provide sufficient time for discussion before a vote takes place. Ideally issues should be discussed at one meeting and brought to the Senate for a vote the next meeting.

5. Provide a brief, dedicated “New Business” item on each agenda to appear early in the agenda as opposed to the end.
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 - a) At least once a semester, the FPPC provide the Senate membership with a presentation about the budgetary matters relevant to the Senate.
7. We welcome interaction with the President and the Provost, but we request that they address the Senate no more than once a semester, unless events require them to address a specific issue.
 - a) In addition, once a year we request an open forum where the President/Provost would field questions from the Senate floor.

Eyal Amiel, CNHS
Thomas Borchert, CAS
Chris Callahan, CALS/Extension
Julie Roberts, CAS

Curricular Affairs Committee of the Faculty Senate

To: The UVM Faculty Senate

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

Date: December 7, 2018

Re: Approval of a proposal for a new Bachelor of Science in Anthropology submitted by the College of Arts and Sciences

At its meeting on December 6, 2018, the Curricular Affairs Committee approved the actions recommended in the following memo.

The Curricular Affairs Committee approved a proposal for a new Bachelor of Science in Anthropology from the Department of Anthropology in the College of Arts & Sciences (CAS). The new program will be overseen by the Director of Undergraduate Studies in the department, currently Scott Van Keuren. If approved by the Faculty Senate and Board of Trustees, the new program will be offered starting fall 2019.

Program Description and Rationale

The proposed Bachelor of Science in Anthropology is an academically-intensive degree program that focuses on scientific and quantitative approaches to the anthropological study of human diversity and change. With an emphasis on analytical training, quantitative methods, as well as data collection, management, and interpretation, the proposed Anthropology BS will provide advanced training for undergraduates interested in fields that rely on scientific methods to analyze human biological and cultural diversity. Students completing the proposed BS in Anthropology will be well-positioned to compete for several local and regional career paths, including archaeological research, museums, forensics, and health services fields. The BS will also provide a strong foundation for students seeking graduate training in anthropology.

Anthropology is a diverse discipline that includes cultural, linguistic, biological, and archaeological fields. Due to this diversity, anthropology graduate programs do not outline specific undergraduate courses that applicants should take. However, students applying for graduate studies in Anthropology are expected to take coursework to prepare them for specific fields. Although the existing BA in Anthropology prepares students for graduate programs in cultural anthropology, it is not as effective at guiding students who will go on to pursue fields in archaeology, medicine, forensics, and biological anthropology. The proposed BS in Anthropology will fill this need, as well as catering to anthropology majors completing a pre-medicine curriculum or pursuing other career paths in lieu of graduate school.

Relationship to Existing Programs

There are no comparable BS programs at UVM. Although the existing BA in Anthropology provides options to concentrate in either Archaeology and Heritage Management or Global Health, the proposed BS will offer a more formal and expanded degree option for advanced students interested in graduate studies or post-

baccalaureate careers in anthropology and related fields. The proposed BS in Anthropology offers greater depth and breadth within the discipline and tracks students through specific coursework exploring the scientific study of archaeology, biological anthropology, and medical anthropology. Additionally, the BS requires more rigorous training in the natural sciences and in statistics to support research methodologies within these subdisciplines in anthropology (see Curriculum section). A student graduating with a BS in Anthropology will possess a range of technical skills for use in laboratory and field settings.

Nationally, the proposers indicated that almost half of the 50 departments listed in the 2011 National Research Council rankings of graduate programs in anthropology offer BS degrees (<https://www.chronicle.com/article/NRC-Rankings-Overview-/124703>). In developing the proposal, the proposers evaluated Bachelor of Science programs in nine highly-ranked anthropology departments at four-year public and private institutions (e.g. Pennsylvania State University, University of Florida). All nine departments offer both BA and BS degrees. The proposers indicated that the BS programs emphasize exposure and training to scientific and quantitative analyses and require mathematics (or statistics) and natural science courses to supplement anthropology offerings. Despite the availability of anthropology BS degrees nationally, there are no comparable programs at universities that engage in regional participation with UVM. The Department of Anthropology at UVM is one of the largest undergraduate-focused programs in the nation. Unlike comparable departments at other institutions that focus on socio-cultural anthropology, UVM's Anthropology Department is unique in its degree of commitment to the four subfields: archaeology, biological anthropology, sociocultural anthropology, and linguistic anthropology. This interdisciplinarity distinguishes it from other undergraduate-only departments, as well as other university departments its size. Therefore, this proposed BS in Anthropology will be well-positioned to attract prospective students who might be surveying other programs in the Northeast.

Evidence of Interest, Anticipated Enrollments and Impact on Existing Programs

At a Town Hall meeting with Anthropology faculty last spring, the proposers indicated that Anthropology majors expressed overwhelming support for a BS program. The proposers stated that a subset of majors (25/135) with interests in the biological and archaeological sciences, pre-medicine, and cultural or biological approaches to medical anthropology have enrolled in two relatively new, optional concentrations: Global Health and Archaeology/Heritage Management. Based on these numbers, they estimate that approximately 8 to 10 students will enroll in the BS program during the first academic year and hope to eventually grow to a total of 18 to 20 students in the new program.

The proposers do not anticipate inauguration of a BS in Anthropology will affect other programs. The proposed BS would appeal to a subset of students that would have previously pursued an Anthropology BA. Advanced students in the department already seek out additional courses in statistics, biology, etc. The chairs of Math/Statistics, Biology, Chemistry, and Geology all provided memos of support.

Curriculum

The proposed BS in Anthropology will require 41 to 43 credits in anthropology courses (see table on the following page) as well as two courses in the same foreign language (6 credits) at an appropriate level. Additionally, students will take six credits in statistics including STAT 141 and either STAT 183 or STAT 200, plus two four-credit BIOL, BCOR, CHEM, or GEOL laboratory courses. Other statistics courses may be substituted with approval from the Director of Undergraduate Studies.

Required Courses

INTRODUCTORY COURSES (12 credits)	
ANTH 021	D2:SU: Cultural Anthropology
ANTH 024	D2:SU: Prehistoric Archaeology
ANTH 026	D2: Biological Anthropology
ANTH 028	D2: Linguistic Anthropology
INTERMEDIATE COURSES (18 credits)	
Four courses in anthropology at the 100-level and two additional anthropology courses at any level. At least 12 credits must be selected from the courses below.	
ANTH 040	Parenting and Childhood
ANTH 089	D2: Global Health Development & Diversity
ANTH 104	D2: Archaeology of the Americas
ANTH 106	Preserving the Past
ANTH 127	Modernity & Material Culture
ANTH 134	Prehistory of North America
ANTH 135	Prehistory of the US Southwest
ANTH 136*	Topics in Archaeology
ANTH 140	Primates and Anthropology
ANTH 141	Death, Burial, and Culture
ANTH 143	Forensic Anthropology
ANTH 146	Topics in Biological Anthropology
ANTH 160	D1: North American Indians
ANTH 164	Indians of the NE: Vermont
ANTH 172	D2: Gender, Sex and Culture
ANTH 173	D2: Foundations of Global Health
ANTH 174	D2: Culture, Health, and Healing
Both of the courses below (1 credit each; 2 credits total)	
ANTH 105	Introduction to the Major
ANTH 205	Senior Proseminar in Anthro
ADVANCED COURSES (9 – 11 credits)	
Three 200-level ANTH courses, with two of three selected from the courses below.	
ANTH 200	Fieldwork in Archaeology
ANTH 210	Archaeology Theory
ANTH 240	Human Osteology (4 credits)
ANTH 242	Research Methods Human Diversity (4 credits)
ANTH 245	Laboratory Archaeology Topics
ANTH 250	Museum Anthropology
ANTH 288	Anthropological Research in Global Health
ANTH 290	Methods of Ethnographic Fieldwork

*New Course: ANTH 136 (Topics in Archaeology) will be established to phase out the use of the generic special topics courses (ANTH 195/196) and is at the public comment level in Courseleaf.

Only three credits from the following independent research courses may count toward the major: ANTH 192, 198, 292, 298; HON 202 and 203. Only three credits of the following practicum courses may count toward the major: ANTH 093, 191, 193, 291, and 293.

Admission Requirements and Advising

The proposed BS in Anthropology will open to all UVM undergraduates. All courses for the major must be taken for a letter grade and enrolled students must maintain an overall 2.0 grade-point average. Students will be assigned an advisor in the department that most aligns with their interests (e.g. archaeology, bioarcheology, medical anthropology). The Director of Undergraduate Studies will be available to advise anthropology minors and other non-majors who are interested in the program.

Assessment

The program will be evaluated by the department's Assessment Committee in concert with the department Chair and Director of Undergraduate Studies. In addition to monitoring enrollment and retention in the program, the department will use a similar assessment plan established for the BA program, which employs indirect and direct means of assessing student satisfaction and outcomes, to evaluate the new BS in Anthropology. Since there is considerable flexibility in our plan and BA students will be allowed to take these classes, these assessment measures are suitable for the BS as well. A more specific means of assessing satisfaction and outcomes in laboratory courses and for the program overall will be added.

The department faculty will rely on student feedback collected during exit surveys, the annual Town Hall Meetings with majors and minors, and assessments of course content at various levels. The program will be formally assessed during the department's next Academic Program Review (AY 2023-24) based on protocol established for this process.

Resource Requirements

No new resources are required to launch the proposed BS in Anthropology. Present staff assignments may be adjusted depending on the number of students who pursue the new BS. Current faculty teach a range of lower- and upper-level courses that include area studies, anthropological theory, special-topic, and laboratory and field studies, and offer relevant courses to staff our BA Concentration in Anthropology of Global Health and BA Concentration in Archaeology and Heritage Management. These should adequately support the new program with no significant changes.

The department has recently remodeled both its seminar and laboratory spaces to enhance student training and research experiences. Further laboratory expansion is planned when the department acquires the photography lab on the fifth floor of Williams Hall (Rooms 505, 506, and 507).

Evidence of Support

The proposed BS in Anthropology was approved by the College of Arts and Sciences Curriculum Committee and by the College of Arts and Sciences faculty. Additional memos of support were provided by the chairs of the Departments of Geology, Mathematics and Statistics, Biology, and Chemistry.

Summary

The proposed BS in Anthropology will provide students with an option to study in greater depth within the discipline, particularly in subdisciplines of archaeology and biological/medial anthropology. Students will receive more analytical training and emerge better prepared for careers in archaeology, medicine, forensics, and biological anthropology. The new program makes use of the diversity in academic interest of the Department of Anthropology faculty to offer a well-designed curriculum that allows students to gain knowledge in all of the core areas of Anthropology. There is evidence of interest from students currently pursuing a BA in Anthropology. Given that there are no comparable programs at universities that engage in regional participation with UVM and the aforementioned interdisciplinarity of the department, the proposed BS in Anthropology is well-positioned to attract prospective students surveying Anthropology programs in the Northeast.

Curricular Affairs Committee of the Faculty Senate

To: The UVM Faculty Senate

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

Date: December 7, 2018

Re: Approval of a proposal for a new direct entry option into the existing Master of Arts in Psychology submitted by the College of Arts and Sciences in conjunction with the Graduate College

At its meeting on December 6, 2018, the Curricular Affairs Committee approved the actions recommended in the following memo.

The Curricular Affairs Committee approved a proposal for a new direct entry option into the existing Master of Arts in Psychology from the Department of Psychology (College of Arts & Sciences) in conjunction with the Graduate College. The Department of Psychological Sciences, College of Arts & Sciences Curriculum Committee and Dean, and Dean of the Graduate College all voiced support for the new direct entry option. If approved by the Faculty Senate, the option will become available in fall 2019.

Currently, students pursuing a PhD in Psychology must earn a Master of Arts as part of their requirements. The Department of Psychological Sciences in conjunction with the Graduate College requested to add a stand-alone direct entry option for the MA in Psychology, with concentrations in General/Experimental Psychology and Clinical Psychology. Since the MA in Psychology will use the existing curriculum and UVM already grants a MA in Psychology, this does not create a new degree program. Students in the doctoral program will still continue to earn a MA in Psychology as part of their requirements.

The new entry pathway is aimed at students who wish to strengthen their credentials in order to be competitive for doctoral programs, students who wish to pursue careers that require research skills, or students who wish to gain an understanding of research as it pertains to intervention and prevention. A main goal of a new direct entry option for the MA in Psychology is to create a standalone Master's program to complement the PhD program, training select students who may be interested in a PhD program at UVM or elsewhere. An additional goal is to be able to offer an Accelerated Master's Program* for select UVM undergraduates. Few accelerated Master's programs in Psychology exist at our regional competitor institutions. However, undergraduate students are increasingly interested in taking an extra, fifth year and finishing with both a Bachelor's degree and a Master's degree. Thus, a direct entry option for the MA in Psychology is likely to help attract and retain high-quality students.

**The program cannot request an AMP until there is a direct entry to the existing MA in Psychology. Once requested the AMP will undergo the usual approval process for such programs (unit-level and Graduate College Executive Committee).*

Curricular Affairs Committee of the Faculty Senate

To: The UVM Faculty Senate

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

Date: December 7, 2018

Re: Approval of a proposal to change the name of the Department of Romance Languages and Linguistics, College of Arts and Sciences

At its meeting on December 6, 2018, the Curricular Affairs Committee approved the actions recommended in the following memo.

The Curricular Affairs Committee approved a proposal from the Department of Romance Languages and Linguistics (College of Arts and Sciences) to change the name of the department to the Department of Romance Languages.

In 2009, the Department of Communication Sciences (now Communication Sciences and Disorders) moved from the College of Arts and Sciences (CAS) to the College of Nursing and Health Sciences. At the time, the two linguists in that department moved to the Department of Romance Languages (subsequently renamed Romance Languages and Linguistics) along with the previously approved Linguistic Minor as the fit for linguistics within the health sciences was problematic. In 2010, the department launched a Linguistics major, which has grown significantly since then. Although Romance Languages provided a much-appreciated home for linguistics, the needs, curricula, and, for the most part, interests, of a humanities program and a social sciences program are different. This was noticed by the external reviewers during the department's recent Academic Program Review. The external reviewers recommended addressing the lack of intellectual coherence between the Romance Languages and the Linguistics tracks, and suggested splitting Romance Languages and Linguistics apart as a possible solution.

For these reasons, the department decided to establish a Linguistics Program, similar in structure to other programs housed outside specific departments (e.g. Neuroscience). The independence of both the Romance Languages Department and the Linguistics Program will allow faculty to better focus on the growth and development of both entities. This restructuring was supported by all faculty in the department and the Dean of the College of Arts and Sciences, who agreed to provide the necessary budgetary support, which is minimal. The CAC was also asked to consider the restructuring and voted in approval. Faculty involved in the Linguistics Program will retain their faculty appointments in the Department of Romance Languages, but may seek to change their primary faculty appointment to another CAS department at their discretion.

As a consequence of establishing a separate Linguistics Program, the department requested to change the name from the Department of Romance Languages and Linguistics to the Department of Romance Languages. The department code (currently RLL) will also be reverted to the previous code, ROM.

QUANTITATIVE REASONING

**Approved by Faculty Senate on
March 27, 2017**

SIX LEARNING OUTCOMES

1. INTERPRET DATA

2. SOLVE PROBLEMS: PATTERNS, #'s, & SYMBOLS

3. EVALUATE VALUE & VALIDITY OF INFORMATION

4. DETERMINE IF SOLUTION MAKES LOGICAL SENSE

5. FORMULATE ALTERNATIVE SOLUTIONS

**6. COMMUNICATE EFFECTIVELY THOUGHT PROCESS
USED TO INTERPRET & SOLVE PROBLEM**

**A minimum of 4 of the 6
learning outcomes MUST be
achieved for QR credit!**

129 COURSES → 244 COURSES

**ANTH, BIOL, BIOS, BSAD, CS, CSYS,
EDSC, EE, ENGR, LING, MATH,
MMG, PHIL, & STAT**

APPROVED

AP Courses
Cross-Listed Courses

REQUESTS

Approved All UVM Courses

Approved 3 Transfer Courses

Denied 1 Transfer Course

FINALLY: ASSESSMENT!

Thanks to Jennifer Dickinson!

Thanks to the team!

Judith Christensen

Lia Cravedi

Larry Rudiger