



FACULTY SENATE

Minutes

Monday, January 22, 2018

Memorial Lounge 4:00 – 5:30 pm

The meeting was called to order at 4:05 p.m.

**Senators in Attendance: 58**

**Absent:** Senators Adams (Anesthesiology), Kerr (Animal Science), Eastman (Anthropology), Ikeda (Asian Languages & Literature), Toolin (ERTC), Varhue (Electrical & Biomedical Engineering), Weinstein (Family Medicine), Single (Mathematics & Statistics Rep2), Teuscher (Medicine), (Microbiology & Molecular Genetics - vacant), (Neurological Sciences Rep 2 - vacant), Zenali (Pathology Rep 1), Sidiropoulos (Pathology Rep 2), Wittpenn (Pediatrics Rep 1), Moore (Pediatrics Rep 2), Cuneo (Philosophy), Lach (Radiology), Comerford (Social Work), Moore (Surgery Rep 2), Carleton (Theater).

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**1. Approval of Minutes of the December 18, 2017 Meeting**

**Motion:** To approve the minutes of the December 18, 2017 meeting

**Vote:** 87% approve, 3% oppose, 10% abstain

**2. Presentation of Degrees**

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

Agriculture and Life Sciences (47)  
Arts and Sciences (122)  
Education and Social Services (25)  
Engineering and Mathematical Sciences (36)  
Grossman School of Business (33)  
Nursing and Health Sciences (9)  
Rubenstein School of Environment and Natural Resources (17)  
Honors College (14)  
Graduate College (56)

**Motion:** To accept the degrees as presented

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

**3. Resolution in Memoriam for Jean M. Davison, CAS**

Z. Philip Ambrose, Emeritus Professor of Classics, presented a Resolution in Memoriam for Jean Davison, Emerita Professor of Classics, College of Arts and Sciences. The resolution is attached to these minutes.

**Motion:** Philip Ambrose moved to inscribe the Resolution in Memoriam for Jean Davison in the minutes of the Faculty Senate and to send a copy to the family.

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

**4. Resolution in Memoriam for Paula Duncan, LCOM**

Evan Eyler, Professor of Psychiatry, presented a Resolution in Memoriam for Paula Duncan, MD, Professor of Pediatrics at the Robert Larner, MD, College of Medicine. The resolution is attached to these minutes.

**Motion:** Evan Eyler moved to inscribe the Resolution in Memoriam for Paula Duncan in the minutes of the Faculty Senate and to send a copy to the family.

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

**5. Faculty Senate President's Remarks – Cathy Paris made the following comments**

- Everyone is encouraged to participate in the upcoming Rev. Dr. Martin Luther King, Jr. celebration, education & learning events. The keynote speaker, Dr. Marc Lamont Hill is the author of the New York Times Bestseller *Nobody: Casualties of America's War on the Vulnerable, from Ferguson to Flint and Beyond*. He is also a political contributor for CNN, and is recognized as one of America's 100 most influential Black leaders by Ebony magazine.
- The Provost has released the names of the people serving on the newly reformed IBB 2.0 steering committee. The Faculty Senate will be well represented by both new and returning members to the steering committee, including Andrew Barnaby (CAS), co-chair of the Senate's Financial and Physical Planning Committee, Brian Beckage (CALs), senator and member-at-large to the Executive Council, and William Mierse (CAS), senator and parliamentarian, and Lisa Altman-Hall (CEMS), former Faculty Senate President.
- As Provost Rosowsky observed in his remarks to the Faculty Senate last month, these are challenging times for higher education in the United States, and at UVM. The Senate leadership acknowledges that at this moment in particular, it is especially challenging in the College of Arts and Sciences. Our hearts go out to our colleagues in CAS who have recently learned that their positions will be eliminated over the next 5 years. These are individuals who have doubtless put all of their energy, passion, heart and intellect into their teaching, and who are surely desolated to learn that their positions are being lost. The Faculty Senate extends to them its most sincere compassion.

**6. Curricular Affairs Committee Report – Laura Almstead brought forward the following curricular item for consideration:**

**A. Department of Medical Laboratory and Radiation Sciences name change to the Department of Biomedical and Health Sciences**

The Curricular Affairs Committee approved a request from the Department of Medical Laboratory and Radiation Sciences in the College of Nursing and Health Sciences to change the name of the department to the Department of Biomedical and Health Sciences with the department code BHSC. The new name represents the teaching and research in the department, which now houses a new undergraduate major in Health Sciences, and has

significantly expanded research in the field of biomedical sciences. No curricular or program offerings will be affected by the department name change.

**Motion:** Laura Almstead called a vote to approve the proposed name change.

**Vote:** 95% Approve, 5% Oppose, 0% Abstain

7. **Summary and Discussion, 2017 NSSE Data** – Alex Yin, Director of Institutional Research presented an overview of the result of the 2017 National Survey of Student Engagement, and opened a discussion around the potential use of the data. The slide presentation is attached to these minutes. A handout titled “Engagement Indicators & High-Impact Practices” is also attached to these minutes, which includes the questions that make up the factors of engagement. Director Yin stated that his purpose in dissemination of the NSSE data is to provide some insight into how we might be able to increase engagement and the retention rate at UVM. NSSE is based on higher education research demonstrating that engagement improves retention and learning outcomes. A companion report of outcomes by College that will enable the UVM data to be analyzed and refined by the individual Colleges. Alex presented two questions that came out of the NSSE data: 1) Are students’ perception of challenge realistic? and 2) Are students in fact not being sufficiently challenged? Alex described this as an integrated problem, and there is not one answer. The value of the data for UVM faculty is that it provides some information on how students perceive classroom interaction. Dr. Yin is looking for faculty members interested in working in partnership to tie the results to action that will increase the 4-year graduation rates and retention rates. He can be reached at [Alexander.Yin@uvm.edu](mailto:Alexander.Yin@uvm.edu).

8. **New Business** – none at this time.

**9. Adjourn at 5:18 p.m.**

2017-18 Faculty Senate Meetings (all meetings will be held 4:00 – 5:30 p.m. in Memorial Lounge

February 26, 2018

April 23, 2018

March 26, 2018

May 17, 2018



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**UNIVERSITY**  
of VERMONT

FACULTY SENATE

**Resolution in Memoriam**

**Jean M. Davison  
Emerita Professor  
1922 – 2017**

**Presented by Z. Philip Ambrose  
Emeritus Professor of Classics  
College of Arts & Sciences  
January 22, 2018**

Since her retirement in 1992 Jean Margaret Davison lived at Wake Robin in Shelburne, VT., where on November 23, Thanksgiving Day, she died at the age of 95.

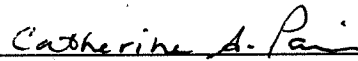
Until 1941 the B.A. degree at UVM required the study of both Greek and Latin. With Latin alone one only earned the Ph. B. degree. Shortly afterwards, but still within the echo of that venerable tradition, Jean Davison, of Glens Falls, NY, the daughter of Aldace H. Davison, UVM '1913, received a UVM scholarship reserved for those who would study both Greek and Latin. She matriculated as a major in Political Science in 1941, graduating with the B.A. degree in 1944 and membership in Phi Beta Kappa. She worked as a cryptanalyst for the US Department of War in 1944-45. After the war, her knowledge of Italian, German, Spanish, French, Greek and Latin prepared her well for the Foreign Service and her posting to Vienna and Athens. Athens inspired her to go to Yale, where she earned the Ph. D. in 1957 in Classical Archaeology.

Returning to UVM in 1955 as a member of both the Classics and History Departments, she taught all levels of Greek and Latin as well as Greek art and Greek, Roman, and Near Eastern history. She held the Lyman-Roberts Professorship of Classical Languages and Literatures from 1972 until her retirement in 1992. She participated in excavations in Italy, Greece, Jordan, Yugoslavia, and Sardinia. In 1974-75 she spent a sabbatical as Visiting Professor at the American School of Classical Studies at Athens and during several summers continued to work at the American School in Athens and the American Academy in Rome. Her publications include two books, *Attic Geometric Workshops* in Yale Classical Studies (1961), still reliable for dating Attic Geometric ceramic painting, and *Seven Italic Tomb-Groups from Narce* (1972), and articles on bronze-age Sardinia, Egyptian influences on the Greek myth, and, in cooperation with UVM Professor of Physics Robert Arns evidence in Vitruvius for the acoustic engineering of Roman theaters.

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If Jean Davison was in many ways the backbone of Classics at UVM, she was also actively engaged widely in the life of this university and keenly interested in its development. For years she took the minutes of the College of Arts and Sciences, minutes as meticulous as her scholarship, and skewered not a few of us with verbatim quotations of our animadversions at the previous meeting. Students appreciated her as a rigorous teacher and trusted advisor. Skiing, figure-skating, playing the flute, chess, bridge, and traveling brought her much pleasure. Friends and colleagues are invited to contribute to the Dr. Jean Davison '44 Scholarship Fund administered by the UVM Foundation. A memorial service will be held in May in Barnet Center, VT, where she will be buried near the farm she played in as a child.

This report will be sent to the American Institute of Archaeology, the Classical Association of New England, and the Phi Beta Kappa Society, in all of which she was a faithful member and participant.



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Catherine A. Paris  
President, Faculty Senate



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E. Thomas Sullivan  
President, University of Vermont



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FACULTY SENATE

**Resolution in Memoriam  
Paula Maguire Duncan, MD  
Professor of Pediatrics  
1947 – 2017**

**Presented by A. Evan Eyler  
Professor of Psychiatry  
Robert Larner, MD, College of Medicine  
January 22, 2018**

Paula Duncan, MD, Professor of Pediatrics at the Robert Larner, MD, College of Medicine, died peacefully at home on October 25, 2017, surrounded by her family.

Dr Duncan was a graduate of Manhattanville College and the Medical College of Pennsylvania. After completing her pediatric residency and adolescent medicine fellowship at Stanford University, she served on the Stanford medical faculty for several years. She then moved to Vermont, and became a member of the College of Medicine Department of Pediatrics in 1984.

Dr Duncan's exceptional career in pediatrics, preventive health and public policy spanned 4 decades and included academic and government advocacy at a variety of levels. Early in her career, she served as Medical Director to the Burlington School Department, becoming a leader in the new field of school-based health services. She created an innovative HIV/AIDS curriculum for grades 4-12 that received national recognition. She subsequently served as Vermont's Title V Maternal-Child Health Director, and as Principal Assistant to the Secretary of the Vermont Agency of Human Services. Her expertise in public health and preventive medicine fostered the development of 12 population-level health indicators and accompanying recommendations that were adopted by the Vermont Agency of Human Services. She co-chaired the committee that developed the indicator, "Youths Choose Healthy Behaviors," which is still used in the reporting of Vermont health data.

Dr Duncan's national service included her work with the American Academy of Pediatrics. She served as co-editor of the third and fourth (current) edition of *Bright Futures: Guidelines for Health Supervision of Infants, Children and Adolescents*, and the accompanying resource toolkit. *Bright Futures* is a premier publication of the American Academy of Pediatrics (and has rated 5 stars on Amazon.com). It is supported, in part, by the US Department of Health and Human Services, Health Resources and Services Administration, and Maternal and Child Health Bureau, and is used nationally in the preventive health care of youth. Its practical, strengths-based perspective reflects Dr. Duncan's commitment to focusing on what is right with youth and families, rather than simply on their problems, and to fostering equal access to quality care. The 4<sup>th</sup> edition was dedicated to Dr. Duncan by her two co-editors, Dr. Joe Hagan and Dr. Judy Shaw, and includes the following: "Dr. Duncan reminds us that 'the heart of Bright Futures is establishing trust to build a therapeutic relationship,' " a quotation that succinctly sums up Paula's philosophy and reflects her warmth of heart.

Dr. Duncan's expertise was recognized with a variety of awards, reflecting her extensive portfolio of leadership positions in maternal-child health and population health. She served as vice president of the Vermont Chapter of the American Academy of Pediatrics from 1990-1994 and as president of the Vermont Medical Society in 2009. She was honored by the American Academy of Pediatrics with the Executive Committee Clifford Grulee Award for long-term accomplishments and outstanding service, the AAP Section on Pediatric Dentistry Oral Health Services Award, and the AAP Council on Community Pediatrics Job Lewis Smith Award, which recognized life-long, outstanding career achievement in community pediatrics. In 2011, she received the Abraham Jacobi Award, which is presented to a pediatrician member of the American Medical Association for long-term exemplary service in teaching, patient care or research. Dr. Duncan's public service was honored with the U.S. Department of Health and Human Services Administration Maternal Child Health Bureau Director's Award in 2007, "in recognition of contributions made to the health of infants, mothers, children and adolescents with special health needs in the Nation."

Dr. Duncan's contributions to the University of Vermont academic community were also exceptional. She served as Youth Project Director for the Vermont Child Health Improvement Program at the Robert Larner, MD, College of Medicine, and facilitated the Vermont public-private partnership for health care from 1987-2001. Throughout her career, Dr. Duncan was a strong supporter of youth and of families of all kinds. She confronted stigma head-on and was a consistently formidable advocate for the health, well-being and fair treatment of disadvantaged persons, especially youth. In 2006, she used a bias incident that occurred at the College of Medicine as a starting point for discussion that led to overhaul, expansion and improvement of the medical curriculum in LGBTQ health. Many of the improvements that she brought about were highly controversial a dozen years ago; she continued with grace and perseverance. Both the curriculum and learning environment at the Larner College of Medicine still bear the fruits of her labors. We are better off for her work and for the dignity that she brought to all of her endeavors.

Paula is survived by her husband Dr. Jim Duncan, her older son, Dr. Josh Duke and his wife Maura and their 3 children; her younger son, Jim Duncan and his wife Laura Dlugolecki and their 2 children; her daughter, Dr. Elizabeth Ulano and her husband Dr. Adam Ulano and their 2 children; by her sister Jane Grossman and her family, and by her "family of the heart," who stood with her during her illness and during happier times.

Dr. Paula Duncan will be sorely missed by her colleagues and friends at the Robert Larner, MD, College of Medicine of the University of Vermont. Her work has provided lasting benefit to the College of Medicine and the University of Vermont community. Her passion and dedication on behalf of children, adolescents, and families will continue to provide inspiration to countless students and colleagues for years to come.

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Catherine A. Paris  
President, Faculty Senate

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E. Thomas Sullivan  
President, University of Vermont

## 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:** January 4, 2018  
**Re:** Approval of a request by the Department of Medical Laboratory and Radiation Sciences to change the department name to the Department of Biomedical and Health Sciences

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On January 4, 2018, the Curricular Affairs Committee approved the action recommended in the following memo.

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The Curricular Affairs Committee approved a request from the Department of Medical Laboratory and Radiation Sciences in the College of Nursing and Health Sciences (CNHS) to change the name of the department to the Department of Biomedical and Health Sciences with the department code BHSC.\*\* This request is supported by the department faculty, CNHS Curriculum Committee, and Dean of CNHS, Dr. Patricia Prelock. Memos of support for the proposed name change were also provided by Dr. Bill Falls, Dean of the College of Arts and Sciences, and Dr. Jeff Frolik, Chair of the Department of Electrical and Biomedical Engineering.

Department faculty feel that the current name does not fully represent the teaching and research in the department. In particular, the department now houses a new undergraduate major in Health Sciences, and over the past five years has significantly expanded research in the field of biomedical sciences. The faculty feel that the new name best embodies their academic offerings and research programs. No curricular or program offerings will be affected by the name change. Current major codes (MLS and MLSC) and subject codes (MLS and MLRS) will remain the same.

\*\*The name originally proposed by the department was Health and Biomedical Sciences. The name was revised following a discussion at the Faculty Senate Executive Committee where the name Biomedical and Health Sciences was suggested to clarify that the term “sciences” applied to both biomedical and health.



# The National Survey of Student Engagement (NSSE) 2017

Office of Institutional Research  
Updated 10/9/2017



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# Introduction to NSSE & Slide Presentation Outline

- NSSE has been administered at UVM every three years, the most recent years being 2014 and 2017. This survey pertains to first years and seniors currently in college.
- UVM's NSSE scores are higher/highest research universities

## **Presentation Outline**

- Outcomes
- Student Preparation
- NSSE Engagement Scoring
- Student Perceptions
- Key Takeaways/Questions



# Outcomes



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## Outcomes/Perceived Gains Summary

- The perceived gains among seniors was greater than their peers at higher/highest research institution on six of the ten outcomes.
- Students scored lower on ‘Analyzing Numerical and Statistical Information’ and ‘Acquiring Job or Work-Related Skills’ than the Higher/Highest comparator group.
- The perceived gains among seniors has increased in eight of the ten learning outcomes from 2014 to 2017. Those that have not increased are ‘Writing Clearly and Effectively’ and ‘Thinking Critically and Analytically’.



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## Outcomes/Perceived Gains Compared to National Averages

	UVM Senior 2014	UVM Senior 2017	Higher/Highest Senior 2017
Acquiring job or work-related knowledge and skills	60%	62%	66%
Analyzing numerical and statistical information	61%	63%	67%
Being an informed and active citizen	62%	66%	55%
Developing or clarifying a personal code of values and ethics	57%	64%	61%
Solving complex real-world problems	63%	65%	63%
Speaking clearly and effectively	67%	71%	65%
Understanding people of other backgrounds	54%	61%	61%
Working effectively with others	66%	73%	73%
Writing clearly and effectively	73%	71%	68%
Thinking critically and analytically	90%	88%	84%

114 Higher/Highest Institutions participated in NSSE in 2017



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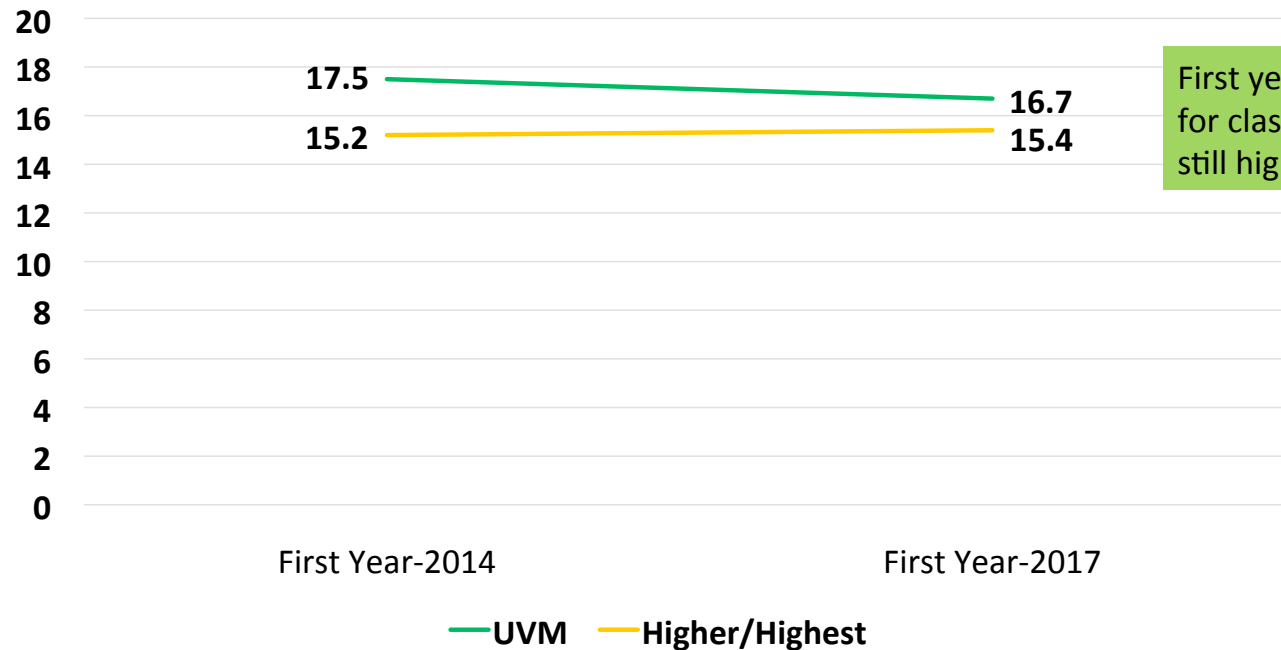
# Student Preparation



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# Academic Preparation-First Years

Average Hours Per Week First-Years Spent on Course Prep



First years spend less time preparing for class in 2017 than in 2014, but still higher than the national average

114 Higher/Highest Institutions participated in NSSE in 2017

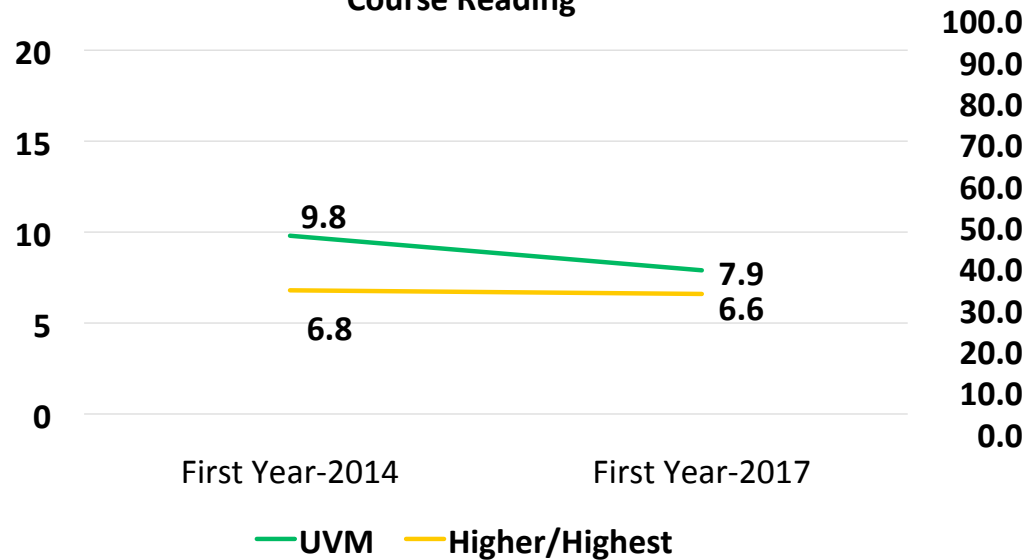


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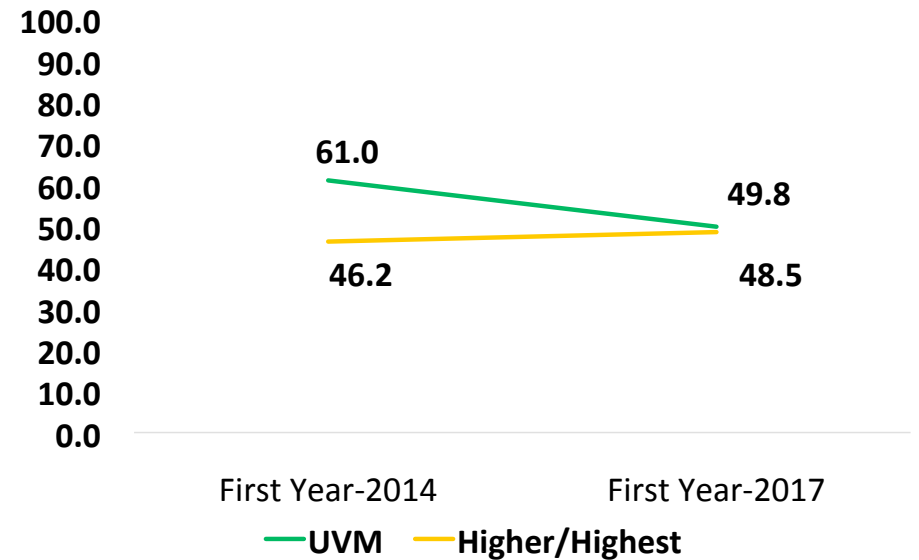
# Reading & Writing-First Years

Less time is spent on course reading and number of written pages between 2014 and 2017, but UVM students are still higher than the national average

Average Hours Per Week First-Years Spent on Course Reading



Estimated number of assigned pages of First Year student writing

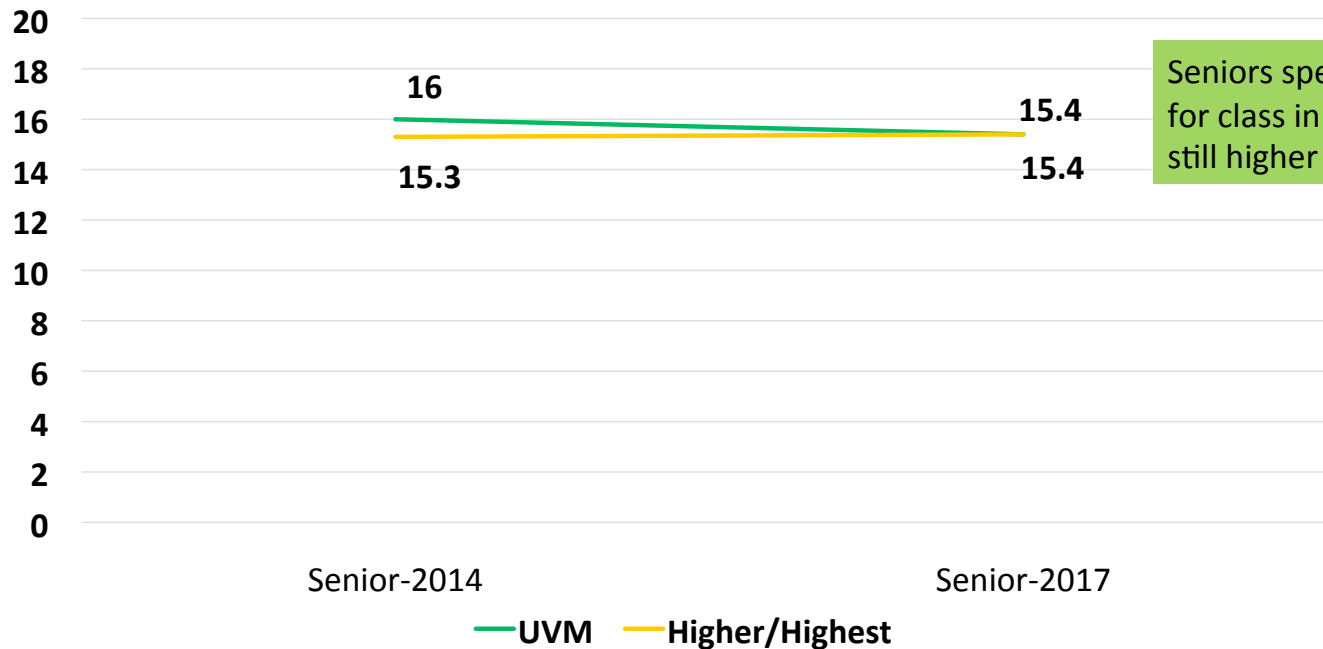


114 Higher/Highest Institutions participated in NSSE in 2017



# Academic Preparation-Seniors

Average Hours Per Week Seniors Spent on Course Prep



Seniors spend less time preparing for class in 2017 than in 2014, but still higher than the national average

114 Higher/Highest Institutions participated in NSSE in 2017

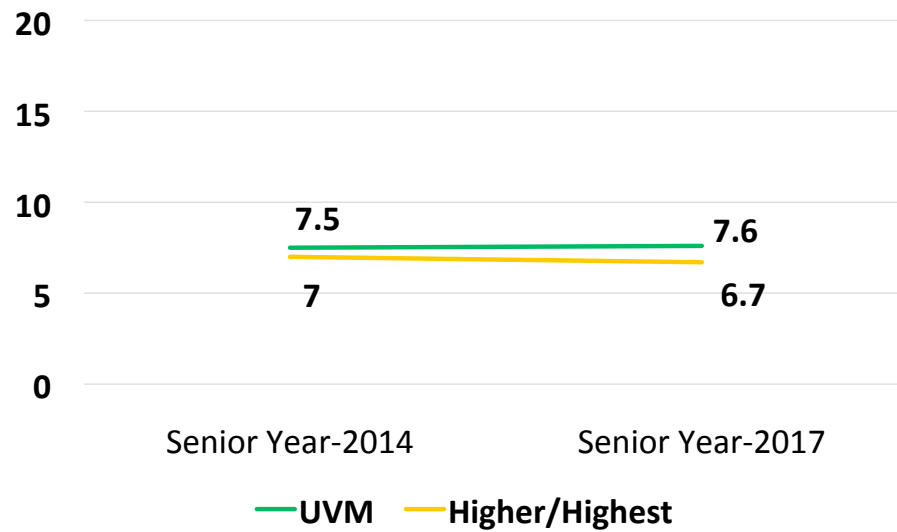


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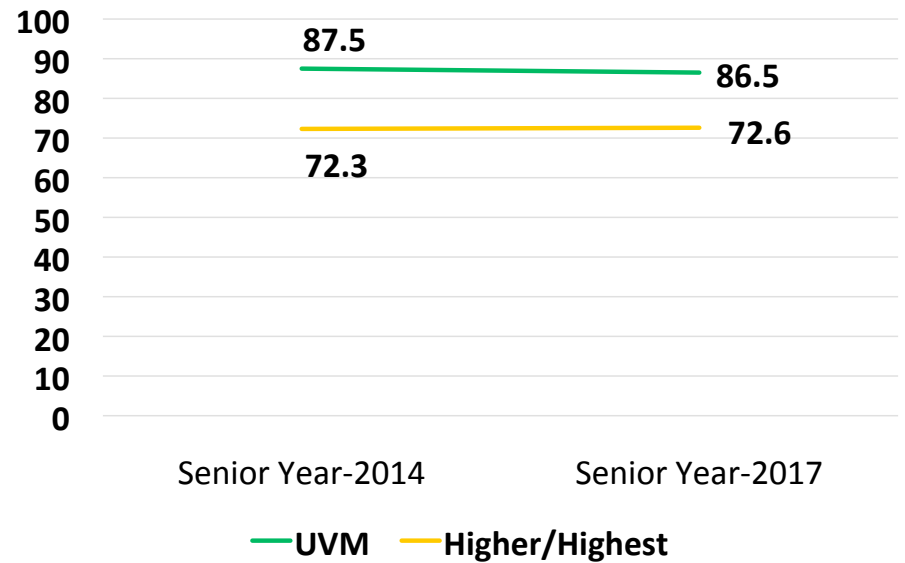
# Reading and Writing-Seniors

More time is spent on course reading and fewer pages were written between 2014 and 2017, but UVM students are still higher than the national average for both reading and writing.

### Average Hours Per Week Seniors Spent on Course Reading



### Estimated number of assigned pages of Senior student writing



114 Higher/Highest Institutions participated in NSSE in 2017

# NSSE Engagement Scoring



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## Engagement-First Years

UVM students score significantly higher than their Higher/Highest research peers in the following engagement categories:

- Reflective & Integrative Learning
- Quantitative Reasoning
- Collaborative Learning
- Quality of Interactions
- Supportive Environment

UVM students score significantly lower than their Higher/Highest research peers in the following engagement categories:

- **Discussions with Diverse Others**
- **Student-Faculty Interaction**



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## Engagement-Seniors

UVM students score significantly higher than their Higher/Highest research peers in the following engagement categories:

- Reflective & Integrative Learning
- Collaborative Learning
- Student-Faculty Interaction
- Effective Teaching Practices
- Supportive Environment

UVM students score significantly lower than their Higher/Highest research peers in the following engagement categories:

- **Discussions with Diverse Others**



# Student Perceptions



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## Academic Challenge Summary

- Only 41% of UVM First Year students felt highly challenged to do their best work, compared to the higher/highest grouping's response of 48%.
- Only 45% of UVM Senior students felt highly challenged to do their best work, compared to the higher/highest grouping's response of 51%.
- The high challenge response has decreased at UVM for both first years and seniors over time. In 2014, 52% of First Years felt highly challenged, as did 53% of their senior peers.



# Key Takeaways & Questions



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## Key NSSE Takeaways

- Students are spending more time preparing, reading, and writing for classes than the national average, but are still not feeling highly challenged.
- The NSSE scores may have a real impact on students' retention at UVM: First year retention is negatively impacted by students' not being challenged to do their best work.
- Student-Faculty Interaction for first year students is lower than the national average.
- The Discussion with Diverse Others engagement is lower than the national averages for both first year and senior students at UVM. Some of the questions that make up this engagement factor (and other factors) align with the learning outcomes of the diversity requirement competencies.
- First-Year students' ACE scores have increased between 2014 (5.95) and 2017 (6.21), a sign of increased quality of students. This may be a reason why students may not feel challenged and perhaps necessitates a different type of faculty/student interaction.



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## Two Questions:

- Are students' perception of challenge meeting reality?
- Are students not being challenged?



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## Acknowledgements

Special thanks to Meg Nyce for compiling and analyzing the NSSE data information.



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## Questions/Discussion?



# Appendices



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## Higher/Highest Research

114 Institutions are in this group.

American University (Washington, DC)\*  
Auburn University (Auburn University, AL)  
Augusta University (Augusta, GA)  
Binghamton University (State University of New York) (Binghamton, NY)\*  
Boston College (Chestnut Hill, MA)\*  
Boston University (Boston, MA)\*  
Bowling Green State University (Bowling Green, OH)  
Brigham Young University (Provo, UT)\*  
Catholic University of America, The (Washington, DC)  
Central Michigan University (Mount Pleasant, MI)  
Clemson University (Clemson, SC)\*  
Colorado State University (Fort Collins, CO)  
Florida A&M University (Tallahassee, FL)  
Florida Atlantic University (Boca Raton, FL)  
Florida Institute of Technology (Melbourne, FL)  
Florida International University (Miami, FL)  
Florida State University (Tallahassee, FL)\*  
Georgia Institute of Technology (Atlanta, GA)\*  
Georgia State University (Atlanta, GA)  
Illinois Institute of Technology (Chicago, IL)  
Illinois State University (Normal, IL)  
Iowa State University (Ames, IA)  
Kansas State University (Manhattan, KS)  
Kent State University (Kent, OH)  
Louisiana State University and Agricultural & Mechanical College (Baton Rouge, LA)  
Loyola University Chicago (Chicago, IL)  
Marquette University (Milwaukee, WI)\*  
Miami University-Oxford (Oxford, OH)\*

Michigan State University (East Lansing, MI)\*  
Mississippi State University (Mississippi State, MS)  
Missouri University of Science & Technology (Rolla, MO)  
New Jersey Institute of Technology (Newark, NJ)  
New Mexico State University (Las Cruces, NM)  
New School, The (New York, NY)  
North Carolina Agricultural & Technical State University (Greensboro, NC)  
University of Illinois at Chicago (Chicago, IL)  
University of Illinois at Urbana-Champaign (Urbana, IL)\*  
University of Louisiana at Lafayette (Lafayette, LA)  
University of Maine (Orono, ME)  
University of Massachusetts Amherst (Amherst, MA)\*  
University of Massachusetts Boston (Boston, MA)  
University of Massachusetts Dartmouth (North Dartmouth, MA)  
University of Massachusetts Lowell (Lowell, MA)  
University of Memphis (Memphis, TN)  
University of Mississippi (University, MS)  
University of Missouri-Kansas City (Kansas City, MO)  
University of Missouri-St. Louis (Saint Louis, MO)  
University of Montana (Missoula, MT)  
University of Nebraska at Lincoln (Lincoln, NE)  
University of New Hampshire (Durham, NH)  
University of New Orleans, The (New Orleans, LA)  
University of North Carolina at Charlotte (Charlotte, NC)  
University of North Carolina at Greensboro, The (Greensboro, NC)  
University of North Dakota (Grand Forks, ND)  
University of North Texas (Denton, TX)  
University of Oklahoma (Norman, OK)\*  
University of Oregon (Eugene, OR)



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## Higher/Highest Research, Cont.

University of Rhode Island (Kingston, RI)  
University of South Alabama (Mobile, AL)  
University of South Carolina Columbia (Columbia, SC)  
University of South Dakota (Vermillion, SD)  
University of South Florida (Tampa, FL)  
University of Southern Mississippi (Hattiesburg, MS)  
University of Tennessee, Knoxville, The (Knoxville, TN)  
University of Texas at Arlington, The (Arlington, TX)  
University of Texas at Dallas, The (Richardson, TX)  
University of Texas at El Paso, The (El Paso, TX)  
University of Texas at San Antonio, The (San Antonio, TX)  
University of Toledo (Toledo, OH)  
University of Tulsa (Tulsa, OK)\*  
University of Utah (Salt Lake City, UT)  
University of Wisconsin-Madison (Madison, WI)\*  
University of Wisconsin-Milwaukee (Milwaukee, WI)  
Virginia Commonwealth University (Richmond, VA)  
Virginia Polytechnic Institute and State University (Blacksburg, VA)  
Washington State University (Pullman, WA)  
Western Michigan University (Kalamazoo, MI)  
Wichita State University (Wichita, KS)  
Worcester Polytechnic Institute (Worcester, MA)\*  
North Carolina State University (Raleigh, NC)\*  
Northern Arizona University (Flagstaff, AZ)  
Nova Southeastern University (Fort Lauderdale, FL)  
Ohio State University, The (Columbus, OH)\*  
Ohio University (Athens, OH)  
Old Dominion University (Norfolk, VA)

Oregon State University (Corvallis, OR)  
Rensselaer Polytechnic Institute (Troy, NY)\*  
Saint Louis University (Saint Louis, MO)\*  
South Dakota State University (Brookings, SD)  
Stevens Institute of Technology (Hoboken, NJ)\*  
Stony Brook University (Stony Brook, NY)\*  
Temple University (Philadelphia, PA)  
Texas A&M University - Commerce (Commerce, TX)\*  
Texas Christian University (Fort Worth, TX)\*  
Texas State University (San Marcos, TX)  
Texas Tech University (Lubbock, TX)  
Tulane University (New Orleans, LA)\*  
University at Albany, SUNY, The (Albany, NY)  
University at Buffalo, State University of New York (Buffalo, NY)\*  
University of Alabama at Birmingham (Birmingham, AL)  
University of Alabama in Huntsville (Huntsville, AL)  
University of Alaska Fairbanks (Fairbanks, AK)  
University of Arkansas (Fayetteville, AR)  
University of California-Merced (Merced, CA)  
University of Central Florida (Orlando, FL)  
University of Cincinnati (Cincinnati, OH)  
University of Colorado Boulder (Boulder, CO)\*  
University of Colorado Denver (Denver, CO)  
University of Connecticut (Storrs, CT)\*  
University of Dayton (Dayton, OH)  
University of Delaware (Newark, DE)\*  
University of Denver (Denver, CO)\*  
University of Georgia (Athens, GA)\*  
University of Houston (Houston, TX)



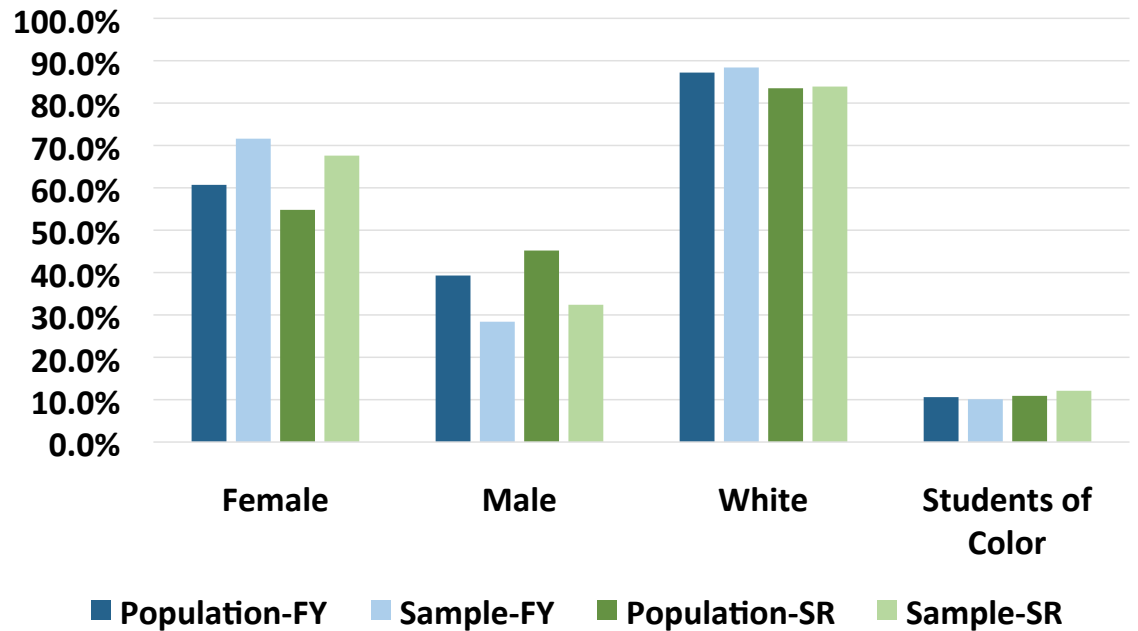
# Population/Sample Overview

**Overall Response Rate: 26.6%**

Total Respondents: 1,228

UVM Population (Fall 2016-First-years and Seniors Only): 4,608

Representativeness by Sex and Grouped Ethnicity





# Population/Sample Cont.

Representativeness by College

