



FACULTY SENATE

Minutes

Thursday, May 18, 2017

Memorial Lounge **3:30 – 5:30** pm

The meeting was called to order at 3:33

Senators in Attendance: 51

Absent: Senators Salembier (Education), Varhue (Electrical & Biomedical Engineering), (Mechanical Engineering), Bessette (English), Toolin (ERTC), (Family Medicine), Mieder (German & Russian), Busier (Leadership & Developmental Science), Single (Mathematics & Statistics), Teuscher (Medicine), O'Meara (Nursing), Nelms (Orthopaedic Rehabilitation), Ambaye (Pathology), Cuneo (Philosophy), Eyler (Psychiatry), Naylor (Psychiatry), (Rehabilitation & Movement Science), Ricketts (RSENr), Patterson (Social Work), Moore (Surgery), Carleton (Theatre)

1. Approval of Minutes of the April 24, 2017 Meeting

Motion: To approve the minutes of the April 24, 2017 Meeting

Vote: 86% approve, 0% oppose, 14% 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 (328)

Arts and Sciences (777)

Education and Social Services (146)

Engineering and Mathematical Sciences (184)

Grossman School of Business (179)

Graduate College (330)

Honors College (131)

Larner College of Medicine (114)*

Nursing and Health Sciences (192)*
Rubenstein School of Environment and Natural Resources (133)
University Honors (247)

Motion: To accept the degrees as presented

Vote: 100% approve, % oppose, % abstain

*Due to the change in meeting time, the Deans of the Larner College of Medicine and the College of Nursing and Health Sciences presented the degrees later in the meeting agenda. The degrees were presented and a hand vote was held.

Motion: To accept the degrees as presented by the Larner College of Medicine and the College of Nursing and Health Sciences.

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

3. **Senate President's Remarks.** Cathy Paris thanked the Senators for participating in the shared governance of the University of Vermont, and noted that the success of the Senate is possible through the hard work of Senate committees, and engaged participation of Senators. President Paris provided a short year-in-review of the accomplishments of UVM, and of the Faculty Senate. Some of the Senate highlights presented include support for the creation of the university-wide Gund Institute for Environment, organization of a panel discussion on the Incentive-based Budget Model, approval of an array of innovative academic programs, and expansion of our General Education curriculum with the approval of a new Quantitative Reasoning requirement. The Faculty Senate also collaborated with the Provost's Office and Student Affairs in the planning of the first ever campus-wide faculty conference. President Paris asked Senators to mark their calendars for the second campus-wide conference, scheduled for Monday, August 21st.

4. **Curricular Affairs Committee Business,** Laura Almstead, Chair (vote)

- a) **Uncontested request to terminate the Gund Institute for Ecological Economics** – The CAC approved a request from the Dean of the Rubenstein School of Environment and Natural Resources and the Director of the Gund Institute for Ecological Economics, to terminate the Gund Institute for Ecological Economics (GIEE). GIEE was founded in 2001 through support from the Gund family. The Gund family has recently made a donation that will support the creation of a new University-wide Gund Institute for Environment. Current GIEE staff will transition to the new Gund Institute for Environment, and faculty who participate in the GIEE will be able to continue their work through participation in the new institute.
Motion: Laura Almstead called a vote to approve the uncontested request to terminate the Gund Institute for Ecological Economics
Vote: 89% approve, 4% oppose, 7% abstain

- b) **New Minor in Law and Society** – The CAC unanimously approved a proposal for a new Minor in Law and Society submitted by the Department of Sociology in the College of Arts and Sciences. If approved, the program will be offered beginning

spring 2018. The newly proposed minor draws upon existing course work to construct a curriculum in an area that is both timely and of interest to students. Expanding the understanding of law and legal institutions among undergraduates may prove useful to those pursuing careers in legal, public service, and other professions. Although it primarily draws upon Sociology and Political Science courses, inclusion of courses from other departments and colleges provides breadth to the curriculum. With over two-dozen courses, as well as relevant special topics courses and internship opportunities, the curriculum also gives students the opportunity to tailor the major to their interests.

Motion: Laura Almstead called a vote on the proposed new Minor in Law and Society

Vote: 89% approve, 4% oppose, 7% abstain

- c) **Request to change the name of the program, major, and BS in Exercise and Movement Science** – The CAC approved a request from the Department of Exercise and Movement Science to change the name of the program, major, and BS degree from Exercise and Movement Science to “Exercise Science”. The request included a request to change the course prefix from EXMS to “EXSC.” The change would affect thirteen courses. No curricular changes are accompanying the name change request.

Motion: Laura Almstead called a vote on the request to change the name of the program, major, and BS in Exercise and Movement Science to “Exercise Science”

Vote: 81% approve, 2% oppose, 17% abstain

- d) **Report of items approved by the CAC that do not require a Faculty Senate vote.**

The CAC approved the following:

- Proposal for significant revisions to the B.S. in Engineering Management
- Request to eliminate the Language Studies and Formal Linguistics Concentrations in the Linguistics major.

5. **Undergraduate Retention and Reenrollment.** Stacey Kostell, VP for Enrollment Management presented the third in a 3-part series on enrollment management. Slides from VP Kostell’s presentation on retention are included in these minutes. The prior presentations were around recruitment (March), and international enrollment (April). This presentation provided an overview of the retention goals, and UVM’s retention rates over the last several years. UVM’s one-year retention rate has remained consistently around 86%, but the rates at many of our peer institutions are higher. Factors that impact retention include student characteristics, as well as institutional experiences. There are four main categories around institutional experience that faculty/administration can impact: 1) level and quality of engagement, 2) integration (academic, co-curricular, social), 3) academic challenge, and 4) supportive campus environment. VP Kostell highlighted some of the initiatives around each of the categories. VP Kostell also spoke about the important role of faculty in retention. Student Affairs coordinates a survey of students at the 6-week point to find out how students are feeling about their UVM experience. Data has shown that students are mentally making decisions about continuing during their first 6-weeks. The results of the 6-week survey at UVM show that

only about half of the students had met with their advisor within the first 6-weeks of the fall semester. Advising and Retention software is being considered to assist faculty in increasing engagement. The software would enable faculty to quickly access information on their advisees and build electronic relationships. Continued discussion is needed around the engagement of commuting students.

6. **Update on Program Assessment.** J. Dickinson, Faculty Fellow for Assessment and Brian Reed, Associate Provost for Teaching & Learning presented a progress report on the UVM Assessment Initiative, and a preview of coming events. The project is designed to establish sustainable, robust systems to assess whether students are achieving the learning outcomes that faculty aspire for them in terms of academic programs and general education. This initiative is also linked to the next accreditation review from New England Association of Schools and Colleges (NEASC). NEASC will be coming to UVM in Spring of 2019, and the assessment project will help identify work needed to meet the nine NEASC standards. In the next year, a self-study report will be developed and committees will be formed. The Assessment Initiative will also be tied more closely to academic program reviews. J. Dickinson reported that work is being done at the department level on drafting outcomes, and assessment plans. The goal for 2017 is to get more programs ready to complete the assessment plan form. The emphasis for next year is to bring diverse voices into the assessment initiative, including faculty at the department and program level, and student voices through indirect methods such as focus groups and survey research.

The following services to support program-level assessment are offered, or being developed (see full list at uvm.edu/assessment):

- scholarship of teaching and learning (SOTL) research techniques that can be used for assessment of learning outcomes.
 - opportunities to participate in a faculty learning community, and to propose and receive support for some course based SOTL research.
 - LimeSurvey support through the Center for Teaching and Learning
 - student-led focus group initiative providing qualitative focus-group data to programs, academic units and Gen Ed committees.
7. **Library Advisory Committee Report.** Jennifer Sisk, Chair of the Library Advisory Committee introduced the committee as a free-standing faculty committee acting as an advisory to the Dean of Libraries. This committee is linked to the Faculty Senate through the Research, Scholarship and Creative Arts committee chair, Chris Burns, and Senate President Cathy Paris, who serve as members. Although this is a new committee, it is also a revitalization of a 2012 ad hoc Faculty Senate committee, which was formed in response to cancellation of journal subscriptions caused by pressure on the library. The establishment of the new free-standing Library Advisory committee is in response to a space crisis in the Libraries that resulted in a collection weeding project. The goal of the Library Advisory Committee is to open dialogue between the Libraries and faculty about issues that affect collections and the research profile of the libraries. Current issues include a crisis of inadequate space for the collection, and financial constraints. The Libraries have been level funded in recent years, but costs to maintain subscriptions to electronic journals and new acquisitions have continued to rise. The Libraries are a cost

center under IBB, and undergo a budget review process every year. The Libraries operation budget is separated from the acquisitions budget in order to protect the acquisition budget from cuts. In order to open dialogue with the University community, two subcommittees were established: collections, and communications. The Collections subcommittee, headed by Nicole Phelps (History Department), has been working with librarians to learn about how collections are developed, and maintained, and how decisions are made for deaccession. They are working to develop a document that details the collection development policies. Plans are also being made to encourage more faculty involvement in the weeding processes that will continue to be necessary. The Communications subcommittee, headed by Dan Fogel (English Department), is working to help the UVM community understand the situation that the library is in, and have conversations about the resources that will be necessary in future years if the costs continue to escalate. A presentation was made to the CAS faculty, and the committee is interested in connecting with other units. In May, the committee met with the Provost, and VP for Research, Richard Galbraith to discuss concerns and share ideas about moving forward. The committee has requested a fall meeting with President Sullivan and the President/CEO of the UVM Foundation, Shane Jacobson to discuss strategies for resource allocation and fundraising.

8. **Senate Committee Reports: Financial & Physical Planning Committee**, Andrew Barnaby, Chair of the FPPC noted that the charge of the FPPC is extraordinarily broad, and does not have specific, organized tasks. Over the last two years, the FPPC has explored the “what” and “how” of the part of the charge that states “the FPPC shall have responsibility for . . . University Budget.” What defines the university budget and the activity involved in “shall have responsibility”. The FPPC focused on the “what,” by studying IBB. Deans of various colleges attended FPPC meetings to share the initiatives underway in their colleges, especially around increasing revenue. The committee also investigated how the model works at other institutions. Investigation of the “how” included a look at how committees work at other institutions, including their authority and how the responsibility is enacted. Two outcomes of this investigation were 1) understanding that the senators and committee members represent their units, and a clear flow of information is essential, and 2) the creation of a calendar for FPPC meetings that includes regularly scheduled visits from administration to ensure that the faculty are involved early enough in the decision-making process, so the interest of faculty are addressed prior to decisions being made.

9. **Discussion of Petition to Senate Executive Council**

Cathy Paris reminded the Senate that although the Executive Council generally prepares the meeting agenda, there is a provision in the Faculty Senate bylaws that allows items to be placed on the Senate meeting agenda if presented in the form of a petition signed by ten percent of the members of the Faculty Senate. A petition with two specific motions was received from members of the Senate. The principle author, Thomas Borchert, introduced the petition to the Senate:

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.

Motion 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. The motion was seconded. Discussion on Motion 1.

Vote: 89% approve, 9% oppose, 2% abstain

Motion 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. The motion was seconded. Thomas Chittenden proposed an amendment to Motion 2. The amendment was not viewed as a friendly amendment.

Motion to Amend Motion 2 as follows: The Executive Council will 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. The motion to amend was seconded. Discussion on the amendment.

Ann Wittpenn called the question to end debate. The motion was seconded.

Vote to end debate: approve 95%, oppose 5%, abstain 0%

Vote on the Amendment to Motion 2: approve 24%, oppose 68%, abstain 7%

Additional discussion was held on Motion 2.

Vote on Motion 2: approve 85%, oppose 13%, abstain 3%

The Faculty Senate Executive Council will take up consideration of the ad-hoc committee at their first meeting in the fall 2017.

The meeting adjourned at 5:45 p.m.

**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: May 4, 2017

Re: Approval of an uncontested request to terminate the Gund Institute for Ecological Economics (GIEE) from the Dean of the Rubenstein School of Environment and Natural Resources and the Director of the GIEE

At its meeting on May 4, 2017, the Curricular Affairs Committee approved the action recommended in the following memo.

The Curricular Affairs Committee approved a request from the Dean of the Rubenstein School of Environment and Natural Resources (RSENR), Nancy Matthews, and the Director of the Gund Institute for Ecological Economics, Taylor Ricketts, to terminate the Gund Institute for Ecological Economics (GIEE).

The GIEE was founded in 2001 through support from the Gund family. The Gund family has recently made a donation that will support the creation of a new University-wide Gund Institute for Environment. The GIEE has allowed UVM to become a national leader in Ecological Economics, and this area of focus is an integral part of the new institute. The enhanced resources will allow greater success and impact. Current GIEE staff will transition to the new Gund Institute for Environment, and faculty who participate in the GIEE will be able to continue their work through participation in the new institute.

The proposers request that the termination of the GIEE be effective at the completion of the pre-launch sequence for the new Gund Institute for Environment, which occurred on February 28, 2017.

MEMO

To: The UVM Faculty Senate
From: Curricular Affairs Committee of the Faculty Senate, Laura Almstead, Chair
Date: May 4, 2017
Re: Approval of a proposal for a new Minor in Law and Society submitted by the College of Arts and Sciences

At its meeting on May 4, 2017, the Curricular Affairs Committee approved the action recommended in the following memo.

The Curricular Affairs Committee unanimously approved a proposal for a new Minor in Law and Society submitted by the Department of Sociology in the College of Arts and Sciences (CAS). If approved by the Faculty Senate and Board of Trustees, the program will be offered beginning spring 2018.

Program Description and Rationale

The newly proposed interdisciplinary Minor in Law and Society involves faculty in seven CAS departments and programs as well as faculty in the College of Agriculture and Life Sciences (CALS) and the Grossman School of Business. The minor will be directed by two faculty members in Sociology and one in Political Science, and will be administered through the Department Sociology.

As outlined by the proposers, the minor has three primary objectives:

- 1) to promote student understanding of the contemporary and historical relationship between American society's social norms and values and its efforts to: a) define and ensure the rights and responsibilities of its members, and b) control its members informally and especially formally through legal institutions including all aspects of the criminal justice system;
- 2) to grasp the role of the American legal institutions both in shaping these norms and values and reflecting them as well as in legitimating and constraining the use of coercion and force in maintaining and creating social order;
- 3) to begin to understand the complex social, political, economic, and historical contexts within which the life chances of diverse groups within American society are enhanced or diminished as a result of their interactions with legal institutions including various institutions of informal and formal social control.

The proposers emphasize that the minor is not designed to prepare students for careers in law, public service, criminal justice, or law enforcement. While it may be useful to students that wish to pursue careers in these areas, the main goal of the program is to prepare a broader spectrum of students for a better understanding of "the operation of law as a social institution." Given the host of current issues we face in the US today, the proposers believe that it is important to provide students with a deeper understanding of the law and legal institutions so that they will be better informed citizens and leaders

in whatever paths they choose. The proposed interdisciplinary minor offers an opportunity for all undergraduate students to deepen and broaden their knowledge of the logic and operation of various components of legal institutions.

Relationship to Existing Programs

Currently, there are no UVM programs that have similar goals or curricular content, although the Sociology Department itself now offers a concentration in Crime and Criminal Justice within the Sociology major. In comparing the proposed minor to programs regionally and nationally, the proposers distinguish it from both those that focus on criminal justice as an applied specialty as well as those (typically at larger institutions) that draw more broadly in generalist courses in behavioral sciences. The program at UVM would more closely resemble those offered by liberal arts colleges nationally, which are typically centered in political science or sociology departments and focus on legal institutions rather than law enforcement or behavioral science. Examples of similar programs cited in the proposal are the College of Charleston, the universities of Oregon and Delaware, American University, and George Mason University.

None of the criminal justice programs at a number of Vermont colleges would overlap with the minor's proposed content, and credits from these programs would not count toward the minor. The proposers believe that the minor could potentially increase enrollment in the 2+3 program offered by UVM and Vermont Law School.

Evidence of Demand, Anticipated Enrollment, and Impact on Current Programs

The proposers cite the fact that many of courses included in the minor are "routinely filled to capacity" as evidence of demand, and note that there are plans to offer these courses more frequently in the future. Additionally, the proposers believe that enrollment for the proposed courses for the minor will be widely distributed across the two-dozen courses, thus avoiding over-enrollment problems. As a final note, Dr. Miller reported that sociology has been given permission to recruit a tenure year faculty in this area, although that recruitment will not be immediate.

The new minor is expected to draw students primarily from within the College of Arts and Sciences. Specifically, it will serve as a way for students to combine the series of constitutional law courses in Political Science with a series of criminal justice courses in Sociology. It is anticipated that most student entering the curriculum will approach through those channels.

The proposers acknowledge that students from CALS and the Rubenstein School of Environment and Natural Resources may be interested in the minor. The number of students that enroll in the proposed minor from units outside CAS, however, is expected to be small, and thus the proposers to not anticipate that inauguration of the minor would have a significant impact on other units.

Curriculum

The curriculum for the newly proposed Minor in Law and Society draws from existing courses, predominantly offered by the departments of Sociology and Political Science. However, the minor's

curriculum is further enhanced by offerings from other departments and colleges. Completion of the new minor would require 18 credit hours from among the courses listed in the table below, including SOC 014 or POLS 021 and at least one course at the 200-level.

To ensure breadth in the minor's curriculum, students would not be allowed to take more than nine hours in any one department to meet the requirement, and only six hours in the student's major field could be counted toward the minor. Although most courses are 100- or 200-level, by completing either SOC 014 or POLS 021, students will meet the pre-requisite requirements for the SOC and POLS courses. Students interested in other courses will be required to fulfill a particular department's prerequisites to take those courses. Depending upon the student's major, there are multiple ways to complete the minor without being forced to take more than the university's limit of three courses of prerequisites (sample curricula were provided in the proposal).

REQUIRED (one of the two below; 3 credits)	
SOC 014 or POLS 021	Deviance and Social Control American Political System
ELECTIVES (15 additional credit hours; at least 3 at the 200-level)	
POLS 021	American Political System
POLS 121	Law and Politics
POLS 122	Constitutional Law: Civil Liberties
POLS 129:D1	Constitutional Law: Civil Rights in the US
POLS 138	Constitutional Law: Government Powers
POLS 220	Topics in Law
POLS 222	Constitutional Law II
POLS 235	Gender and Law
POLS 238	Law and Public Policy
SOC 014	Deviance and Social Control
SOC 114	Sociology of Punishment
SOC 115	Crime
SOC 118	Race, Crime, and Criminal Justice
SOC 214	Delinquency
SOC 216	Criminal Justice
SOC 217	Corrections
SOC 258	Sociology of Law
BSAD 117	Business Law I
BSAD 118	Business Law II
CDAE 129	Communication Law
CDAE 157	Consumer Law and Policy
EC 135	Law and Economics
HIST 147	Ancient Law
HIST 153	Topics in Diplomatic History
PHIL 142	Philosophy and Law
GSWS 258	Gender and Law (POLS 235)

In addition to the listed courses, relevant special topics courses (x95, x96) may be counted toward the minor. The host department, Sociology, has also made a recent effort to increase undergraduate

opportunities for internships, research, and service learning, and launched a Vermont Prison Education program that gives undergraduates the opportunity to learn alongside inmates in South Burlington's women's prison. Although these internships are not specifically listed among the courses that would fulfill the new minor's requirements, credit would be given for appropriate experiences if placement and supervision can be found. No new opportunities for doing faculty-supervised research are being offered, however, it is expected that program faculty will be willing to supervise independent study projects or honors theses for credit.

Advising

Sociology professor Eleanor Miller will be the student advisor for the first year. Thereafter, additional advising may be provided by Professors Fox and Ewald, program co-directors, if enrollment warrants it.

Admission Requirements and Process

With the exception of Political Science minors, the program would be available to all UVM undergraduates with a minimum GPA of 2.0.

Assessment Plan

The program directors plan to assess curriculum and enrollment after three years to identify weaknesses and opportunities. At the end of three years the proposers feel that enough students will have enrolled in the minor to be able to assess students' ability to navigate the various curricular routes, and to determine whether or not students feel that they are receiving adequate exposure to a range of disciplinary approaches to legal institutions as well as some depth of understanding. This evaluation will be conducted via a qualitative questionnaire, the results of which may lead to curricular and/or advising adjustments as necessary. The program will also be reviewed as part of the ongoing Academic Program Review process.

Staffing Plan, Resource Requirements, and Budget

No new courses are planned. The minor will draw upon existing courses, and therefore, no additional resources are necessary to support the minor.

Evidence of Support

The proposal was approved by the CAS Curriculum Committee and faculty. It was endorsed by Dean Falls of the College of Arts and Sciences and Dale Jaffe, chair of the Sociology Department. Letters of support were also submitted by the Dean of the College of Agriculture and Life Sciences and the Dean of the Grossman School of Business.

Summary

The newly proposed minor in Law and Society draws upon existing course work to construct a curriculum in an area that is both timely and of interest to students. Expanding the understanding of

law and legal institutions among undergraduates may prove useful to those pursuing careers in legal, public service, and other professions. Although it primarily draws upon Sociology and Political Science courses, inclusion of courses from other departments and colleges provides breadth to the curriculum. With over two-dozen courses, as well as relevant special topics courses and internship opportunities, the curriculum also gives students the opportunity to tailor the major to their interests.

**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: May 4, 2017

Re: Approval of a request to change the name of the program, major, and Bachelors of Science degree in Exercise and Movement Science

At its meeting on May 4, 2017, the Curricular Affairs Committee approved the action recommended in the following memo.

The Curricular Affairs Committee unanimously approved a request from the Department of Exercise and Movement Science to change the name of the program, major, and B.S. degree from Exercise and Movement Science to "Exercise Science." The request included a request to change the course prefix from EXMS to "EXSC." The change would affect thirteen courses. No curricular changes are accompanying the name change request.

The Department provided several reasons for the request. First, changes in faculty has shifted the curricular foci. Current faculty expertise lies heavily in the areas of physical activity promotion and measurement. Second, there are only two courses offered by the Department that focus on movement science (Applied Kinesiology and Biomechanics of Human Movement), and no additional courses in this area are planned. Students have indicated that they expected more coursework in movement science, and thus the Department feels that the proposed new name better reflects the curriculum, and will help align student expectations of the program. Finally, "exercise science" inherently includes the movement aspect of the discipline. Exercise Science is the name used by peer institutions that offer similar programs.

The name change has been agreed upon by the program faculty and approved by the College of Nursing and Health Sciences Curriculum Planning Committee.

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: May 4, 2017

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

Proposal for Significant Revisions to the B.S. in Engineering Management

The College of Engineering and Mathematical Sciences (CEMS) submitted a proposal for significant revisions to the Bachelor of Science in Engineering Management, which is offered in cooperation with the Grossman School of Business. The overarching goals of the revisions are to address students' and advisors' concerns regarding difficulties navigating and completing requirements, provide greater flexibility for students in the major, and enable the program to better respond to changes in the discipline. The proposed changes have been endorsed by the Dean of the Grossman School of Business.

Engineering management encompasses the art and science of planning, organizing, directing, and controlling activities that have technical components. The current Engineering Management curriculum is divided into three concentrations: Civil & Environmental Engineering, Electrical Engineering, and Mechanical Engineering. CEMS Student Services reports that students in the major have expressed high levels of frustration in trying to follow the highly-structured curricula within the separate concentrations. Students encounter difficulties such as required courses that are no longer offered and/or conflict with other required courses during the prescribed semesters. Due to these issues, students in the major must go through a substitution/waiver process multiple times to fulfill their requirements. This puts an unnecessary burden on students.

In response to these concerns and in an effort to keep pace with ongoing curricular changes both in engineering and in the Grossman School of Business, the Engineering Management Undergraduate Curriculum Committee proposed a single set of requirements for the degree, thus eliminating the three concentrations. Under the proposed curriculum, Engineering Management students would still be able to follow degree tracks similar to the current concentrations, but would also be able to pursue other coursework and paths within engineering. It provides greater flexibility to students in terms of both degree requirements and scheduling, eliminates required courses that are rarely taught, and facilitates ongoing adaptation of the curriculum for an ever-evolving job market in the discipline. Since there are currently only nine Engineering Management majors and the proposed curriculum relies on existing courses that were already taken by students in the major, the program does not anticipate any effects on other departments or units with the exception of the Grossman School of Business, which supports the revisions.

Unlike the previous curriculum where students followed a prescribed set of courses with few choices, the revised curriculum allows students to take any of the four introductory engineering courses (BME 001, CE 003, EE 001, or ME 001), any of the four first-year design/experience courses, and any of the four senior design sequences (BME 187/188, CE 185/186, EE 187/188, or ME 185/186). The core sophomore engineering requirements are drawn from each of the former concentrations, and the upper-level engineering course requirements and concentration electives are replaced with 21 credits of Engineering Science coursework, both at the 100- and 200-level. Additionally, the current curriculum requires one or two Engineering Management electives and numerous BSAD courses that are no longer regularly offered. In the newly proposed curriculum, these courses are replaced with six credits of established BSAD electives. The previous BSAD 270 requirement is eliminated, as the course is no longer routinely offered, and replaced with BSAD 030, which covers similar content, although at a different level, and serves as a prerequisite for other BSAD requirements in the degree. The overall credit total for the proposed Engineering Management curriculum is 124 to 127 which falls within the range of the credit totals of the previous former concentrations.

In addition to letters of support from the Deans of CEMS and the Grossman School of Business, letters of support were provided by Mandar Dewoolkar, Ph.D., Associate Professor of Civil & Environmental Engineering and Active Director of the Interdisciplinary Engineering Programs, and Margaret Eppstein, Ph.D. Professor of Computer Science and Chair of the College of Engineering & Mathematical Sciences Curriculum Committee. Program faculty also support the curricular revisions.

In summary, the proposed structure will keep the Engineering Management curriculum current, help promote interest and retention in the major, and better prepare students to become accountable leaders and effective problem solvers.

Request to eliminate the Language Studies and Formal Linguistics Concentrations in the Linguistics major

The Director of the Linguistics program and the Chair of the Department of Romance Languages and Linguistics submitted a request to eliminate two concentrations in the Linguistics major. No courses are being removed from the curriculum as part of the change.

Currently, the Linguistics major includes four concentrations from which students are required to select one – Sociolinguistics, Psycholinguistics, Language Studies, and Formal Linguistics. The program requested to eliminate the Language Studies concentration, which requires two foreign language courses beyond the two required for a B.A. plus one course in linguistics of a foreign language, due to a lack of appropriate coursework in languages other than Spanish. Therefore, the program feels that it is misleading to students to offer this concentration as an option. The program requested to eliminate the Formal Linguistics concentration because they have made minor changes to their requirements, and all students now take a formal linguistics core course. Therefore, the program feels this concentration is no longer necessary.

The request to eliminate the two concentrations was approved by the Romance Languages and Linguistics Curriculum and Executive Committees, and the College of Arts and Sciences Curriculum Committee.

Undergraduate Student Retention

Stacey Kostell
Vice President for Enrollment Management

Annie Stevens
Vice Provost for Student Affairs

Sarah Warrington
Retention and Re-Enrollment Coordinator

Presentation for the
Faculty Senate

May 18, 2017



The University of Vermont



ACADEMIC EXCELLENCE GOAL #2

Improve undergraduate student
retention, Years 1-4





GOAL: A successful student experience

**MEASURED BY:
88% first-year retention by Fall 2018
and 90% by Fall 2019**

**The national retention rate for
4-Year publics is 62%.**

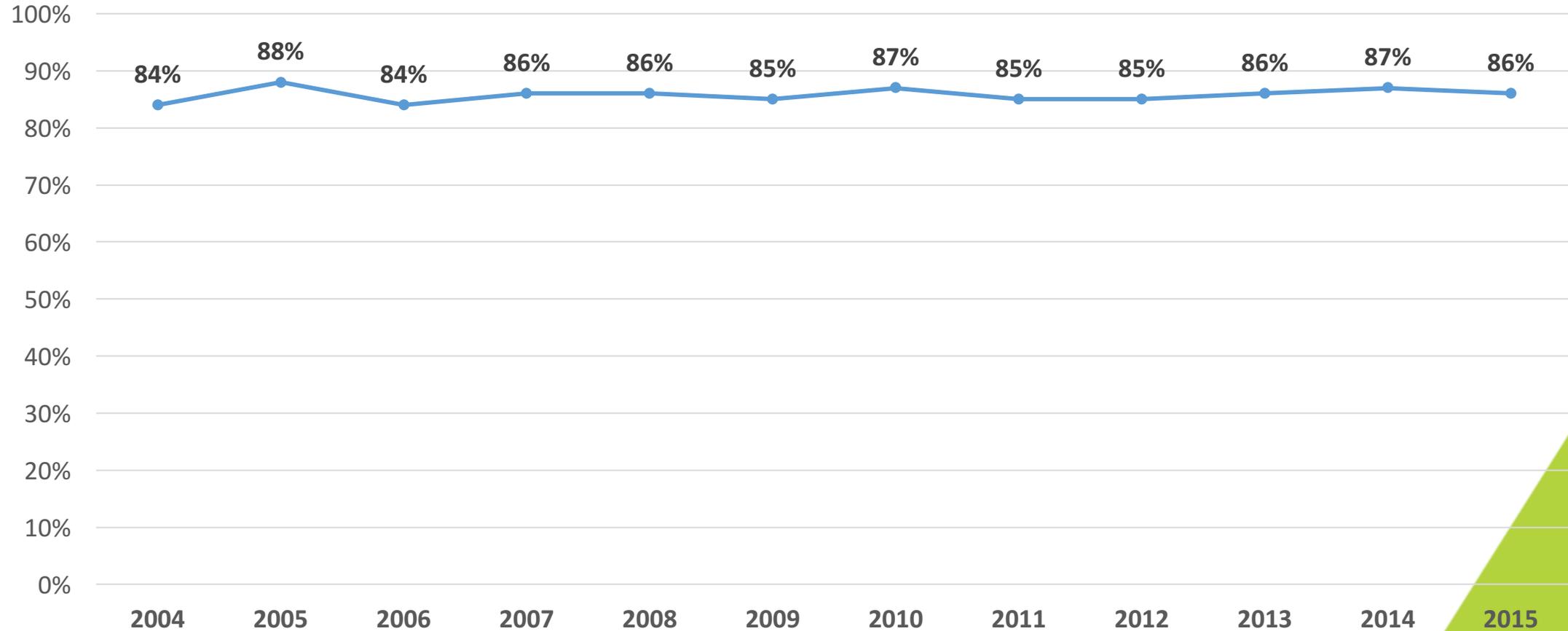
**UVM's rate is 86%,
but many of our peers are higher.**

2015 One-Year Retention Rates

Institution	Full-Time, One-Year Retention Rate
Boston College	95%
College of William and Mary	95%
George Washington University	94%
Boston University	93%
University of Connecticut	92%
Syracuse University	91%
University of Massachusetts - Amherst	91%
SUNY at Binghamton	91%
Stony Brook University	90%
University of Vermont	86%
University of Colorado - Boulder	86%



UVM Full-Time, One-Year Retention Rates





Factors that Impact Retention



Student Characteristics

- Academic Prep
- Residency
- Gender
- Motivation/Grit
- Financial
- External (family, behavioral)



Institutional Experiences

- Level and quality of engagement
- Integration (academic, co-curricular, social)
- Academic challenge
- Supportive campus environment

Level and Quality of Engagement

New Initiative: Improved Technology

- Implementation of DegreeWorks to replace CATS Degree Audit
 - CEMS, CNHS and GSB have implemented, all other colleges/schools by Fall 2017
- Exploring new advising software to determine students at risk, track communication across campus and further student engagement



Alcohol and Other Drug Interventions

Changing the culture around alcohol and other drug use

- Incoming UVM students report being engaged in high risk drinking at a higher rate than their peers nationally (29% vs. 20%).*
- During the 2015-16 academic year 37% of respondents self reported either getting behind on their schoolwork, performing poorly on a test or exam, or missing class as a result of their drinking.**

UVM High-Risk Drinking Rates

Year	Rate
2011-12	59%
2012-13	58%
2013-14	49%
2014-15	48%
2015-16	47%
Fall 16	43%

* Alcohol Edu 2015

** DOSA Assessment



Alcohol and Other Drug Interventions

Next Steps:

- Focus on reducing cannabis use in addition to reducing high-risk drinking
- Continue the work of the President's Committee on Alcohol and Other Drugs
 - Working more directly with club sports, UVM Athletics, and fraternities
- Faculty engagement
- Men's engagement
 - Dr. Michael Kimmel scheduled for June 5 and fall visits at the campus leaders meeting.
- Outreach and prevention with the Brief Alcohol Screening and Intervention for College Students (BASICS) Program



Integration: Academic, Co-curricular, and Social

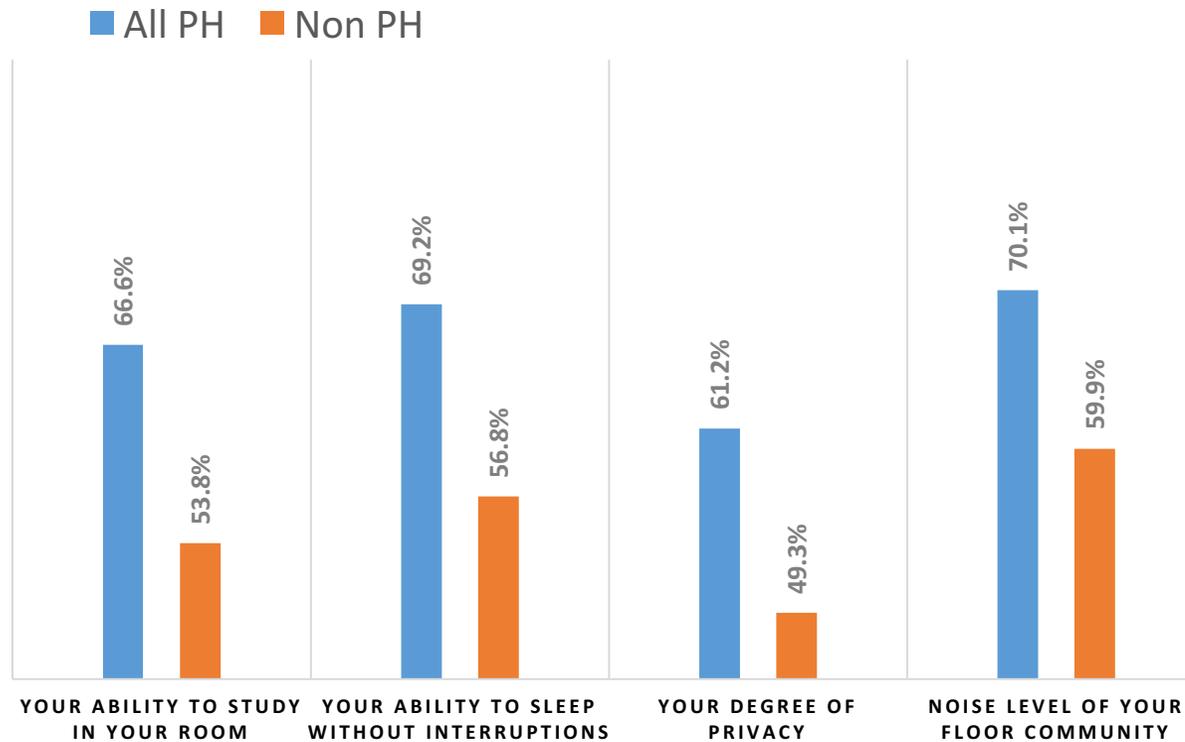
New Initiative: Residential Learning Communities

- Simplify options and processes for incoming and returning students
- Establish a common/core residential experience across all communities
(enhanced by each theme)
- Increase opportunities for student/faculty engagement
- Provide an interdisciplinary based academic connection



Residential Learning Communities Impact

Data – Student Living Conditions



Questions	All PH	Non PH	Difference
Your ability to study in your room	66.6%	53.8%	12.8%
Your ability to sleep without interruptions	69.2%	56.8%	12.4%
Your degree of privacy	61.20%	49.3%	11.9%
Noise level of your floor community	70.1%	59.9%	10.2%



Planned Residential Learning Communities

FY 17 Learning Communities:

- Wellness Environment
- Outdoor Experience
- Sustainability
- Leadership

Goal: 75% FTFY occupancy

FY 18 Learning Communities:

- Wellness Environment
- Outdoor Experience
- Sustainability
- Leadership
- Innovation & Entrepreneurship
- Arts & Culture
- Global & Domestic Cultures

Goal: 100% FTFY occupancy



Academic Challenge

New and Expanded Academic Opportunities

- Expanded opportunities for undergraduate research. Increased participation in Student Research Conference.
- Expanded international exchange programs, developed new faculty-led programs, and provided resources to increase access to studying abroad.
- Increased number of students in University's Honors College.



Supportive Campus Environment

New Initiative: Advising Center

- Centrally located in the Davis Center adjacent to the Career + Experience Hub
- Peer-to-peer advising on topics ranging from academic support to navigating University resources
- Collaborate to streamline processes and to help students navigate systems (i.e. The ‘Majors Fair’)
- Elevate advising across campus by recognizing outstanding faculty advisors



New Initiative: Interventions

- Outreach to students who request transcript sent to another University
- Banner programming to have advisor/student services office intervention before student can drop last course
- Improved communication strategy around registration holds and intentional messages/outreach to those who have not registered or have low hours
- Retention/Mentoring Program for Catamount Commitment



New Initiative: Centralize Re-Entry Process

- Communication strategy for students who have left campus in good standing
- Central, streamlined process to re-enter UVM
- Timely information on registration and financial aid
- Over 100 students have successfully applied for re-entry since process went live in January



Six-Week Survey Results

Advising Opportunities: First-Year Students

Have you met with your advisor within the first six weeks of the fall semester?

	Yes	No
Class of 2019	55.5%	44.5%
Class of 2020	50.61%	49.39%



Advising Opportunities: Second-Year Students

The Class of 2019 was asked about the frequency of certain types of conversations with faculty:

	Often or Very Often	Never or Sometimes
talked about <u>career plans</u> with a faculty member	13%	87%
discussed <u>course topics</u> or concepts with a faculty member outside of the classroom	18%	82%
discussed your <u>academic performance</u> with a faculty member	13.5%	86.5%



Financial & Physical Planning Committee



The Financial and Physical Planning Committee is a standing committee of the Faculty Senate

CHARGE OF THE FPPC

The Financial and Physical Planning Committee shall have responsibility for matters relating to planning and use of the institution's physical resources and for matters related to the formulation of the University budget with the exception of items subject to collective bargaining, including items referred to in Sections 1.2a, 1.2b, 1.2g, 1.2h, and 1.2i. It shall assist in the formulation of the University budget so that this document reflects the instructional,

intellectual, and service priorities of the institution. The committee shall assume responsibility for informing the administration of educational priorities and needs and see that these are considered in all planning. It shall seek advice from the various academic units relative to planning for physical facilities, environmental resources, and the allocation of space, and make recommendations to assure effective and responsible use of resources. It shall maintain close liaison with all appropriate subcommittees of the Board of Trustees as well as all appropriate administrative offices and committees in its areas of responsibility.

FPPC Membership & Chair



Membership is composed of at least one member from each of the major academic units (the Colleges of Arts and Sciences, Agriculture and Life Sciences, Education and Social Services, Engineering and Mathematics, and Medicine; the College of Nursing and Health Sciences, Business Administration, and Natural Resources; and the Officers of Extension, and of the Libraries.

The Chair of the FPPC is Andrew Barnaby. Andrew is Associate Professor in the Department of

Section 1. Authority ▲

Under the authority of the Board of Trustees the University of Vermont Faculty Senate is empowered:

1.1 To review and establish policy with respect to the following matters:

- a. Academic freedom, including rights and responsibilities.
- b. All curricular matters, including establishment, dissolution, and substantial changes of degree programs.
- c. Research and scholarship.
- d. Admissions standards and prerequisites.
- e. Requirements for regular certificates and degrees.
- f. Regulations regarding attendance, examinations, grading, scholastic standing, and honors.
- g. Teaching quality.
- h. Professional standards and criteria for positions accorded academic rank.
- i. Other academic matters referred to it by the Board of Trustees, the University Administration, the faculty of a school, college, department, Extension or the Libraries, or other members of the University community.

1.2 To review, to recommend, and to participate in the formulation of policy with regard to:

- a. Institutional priorities.
- b. The allocation and utilization of the University's human, fiscal, and physical resources.
- c. Academic organization, including the establishment or elimination of colleges and departments and the reorganization of the general university and college academic structure.
- d. Faculty appointment, promotion, tenure, dismissal, leaves, and economic benefits. The Senate shall also participate in decisions regarding the application of these established policies to individual faculty members.
- e. Admission procedures and quotas.
- f. Student financial aid.
- g. The library, the academic computing center, the Center for Teaching and Learning, the instrumentation and model facility, media services, the university store, the museum, supporting services, etc., as they affect scholarly activities and research.
- h. Administrative procedures and organizational structure.
- i. The appointment and promotion of academic and policy-level administrative officers including all those at the budget management level whose functions are university wide.
- j. The regulations concerning, and the awarding of, honorary degrees.
- k. The distribution of unrestricted funds made available to the University for discretionary allocation in support of research or scholarly work.

Dear members of the Faculty Senate Executive Council,

Over the past year, there have been several moments when the process by which discussion progress and decisions are made in the Faculty Senate have seemed to be at odds with our responsibility for maintaining the academic missions of the University. In order to maintain the integrity of our responsibility, we, the undersigned members of the Faculty Senate, request that the following motions, with preamble, be put on the Senate agenda for the May meeting. Thanks for your time and attention.

Best,

Tom Borchert, Religion, on behalf of:

Andrew Barnaby, English
Jean Bessette, English
Chris Callahan, Extension
Sarah Carleton, Theater
Ben Eastman, Anthropology
Bogac Ergene, History
Michael Gurdon, Retired Faculty
John Franklin, Classics
Patricia Julien, Music and Dance
Char Mehrtens, Geology
Alison Pechenick, Computer Science
Julie Roberts, Linguistics
Tom Streeter, Sociology
Mike Wilson, Mathematics
Steve Zdatny, History

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.

- 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.