



## **Minutes**

Monday, September 23, 2019

Memorial Lounge      4:00 – 5:30 p.m.

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

### **Senators in Attendance: 71**

**Absent:** Senators Pontius (Environment & Natural Resources Rep 2), Weinstein (Family Medicine), Yang (Mathematics & Statistics Rep 2), Saia (Pediatrics Rep 1), Ahern (Surgery Rep 1)

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1. **Faculty Senate President's Welcome Remarks** – Thomas Chittenden welcomed Senators and hopes to get to know everyone throughout the year. Senators are encouraged to reach out to Thomas with thoughts on the Senate and UVM. To save time at the Senate meeting, President Chittenden distributed long-form remarks via email in advance of the meeting. The written remarks are attached to these minutes. Highlights of the year ahead will be addressed under agenda item 9.

2. **Minutes of the May 16, 2019 Meeting**

**Motion:** To approve the minutes of the May 16, 2019 meeting as written.

Discussion: Jacques Bailly, Classics, requested that the final approved resolution on the Residential Learning Communities be added to the minutes. Action on these minutes is postponed until the October meeting.

3. **UVM President's Remarks** – President Chittenden welcomed President Suresh Garimella to the Faculty Senate. President Garimella stated that he has been a faculty member for 30-years and he views the faculty perspective in governance as critical. His first few months at UVM have been a time for learning about the University and the community. He has been traveling throughout Vermont, and is hoping to cover all of the counties of VT in the first semester. Impressions from a distance have been affirmed. He finds a sense of optimism at UVM. President Garimella offered the following summary of what he has learned and finds important: 1) Student success is central to everything we do at UVM. He is encouraged by the focus on teaching and the teacher-scholar model, and thinks we should double-down on that to offer the best possible education for our students. The other side of student success has to do with affordability and accessibility. UVM is expensive -- the 6<sup>th</sup> most expensive public school. About 70% of our students are out of state, and 90% of our tuition comes from them. The cost of attending UVM needs to be addressed. Many alums have indicated

their desire to help students achieve success. 2) The land grant mission is more than Extension, and is critically important. Every college does something that is helping UVM engage with the community and the State. President Garimella wants to do more to ensure that our State knows that UVM is a good partner. 3) Research activities at UVM have grown over time. President Garimella will be working to help UVM engage in more research and scholarship, and to increase recognition of our faculty across the nation and beyond. One indication of an institution's research prowess is the Carnegie classification. We are classified as R2 institution, and have been thinking about what it would take to become an R1 institution. There are advantages to being an R1, including attracting potential students and faculty.

President Garimella opened the floor for questions. Discussion included thoughts on how to get UVM to R1 status, the challenge of holding down costs, and the need to focus on affordability. To address demographic challenges, President Garimella stated that communicating our story better, and encouraging faculty, staff and students to be great ambassadors for UVM could help attract more students.

#### **4. 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 (2)
- Arts and Sciences (7)
- Education and Social Services (1)
- Engineering and Mathematical Sciences (2)
- Grossman School of Business (2)
- Honors College (1)

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

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

In addition, the Senate formally recognized the candidates recommended by the Senate Executive Council to the President on August 26, 2019 for the awarding of the appropriate degrees or certificates as authorized by the Board of Trustees. Individual names of the August 26, 2019 graduates are recorded with the minutes of this meeting in the permanent Senate records.

- Agriculture and Life Sciences (27)
- Arts and Sciences (59)
- Education and Social Services (13)
- Engineering and Mathematical Sciences (17)
- Graduate College (137)
- Grossman School of Business (16)
- Nursing and Health Sciences (2)
- Rubenstein School of Environment and Natural Resources (7)

**5. Resolution in Memoriam for William Murphy, PhD (CALS)**

Sid Bosworth, Extension Professor of Agronomy, presented a Resolution in Memoriam for William Murphy, Professor Emeriti of Plant and Soil Sciences, College of Agriculture and Life Sciences. The resolution is attached to these minutes.

**Motion:** Sid Bosworth moved to inscribe the Resolution in Memoriam for William Murphy in the minutes of the Faculty Senate and to send a copy to the family.

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

**6. Curricular Affairs Committee Consent Agenda.** Laura Almstead, Chair of the CAC, brought one item to report to the Senate. At its meeting on September 3, 2019, the CAC approved the following:

- Revised Guidelines for Academic Department and Program Name Changes. A report is attached to these minutes.

**7. Residential Learning Community Ad Hoc Committee Update** – Chris Burns, Senate Vice President and Co-chair of the Joint Committee on Residential Learning Communities reviewed the May 2019 resolution that passed the Faculty Senate, and provided an overview of the initial work and goals of the joint committee. His presentation slides are attached to these minutes. The committee will begin to formulate proposals and seek feedback through October and November, and have a final report in December. Questions and comments should be addressed to the co-chairs, Chris Burns ([chris.burns@uvm.edu](mailto:chris.burns@uvm.edu)) or J. Dickinson ([Jennifer.dickinson@uvm.edu](mailto:Jennifer.dickinson@uvm.edu)).

**8. D1/D2 Competency Revision** – Pablo Bose, chair of the Diversity Curriculum Review Committee (DCRC), presented an overview of the history of the Diversity Requirement at UVM, and the competencies revisions and review process. The presentation slides are attached to these minutes. The DCRC is charged with approving new course submissions, as well as initiating a review process. The review process has not been completed, but several steps have been taken to develop a 5-year schedule and prepare for the review. The list of approved D1/D2 courses has been pared-down from 600 to 250 courses, by removing outdated and non-conforming courses. The 14 competencies have been reorganized into 4 broad category areas. The draft of the proposed changes that was distributed with the Senate agenda is the beginning of a two-month process, which will incorporate feedback from the Senators. Based on feedback received on this draft, the competencies have been further revised to separate competencies for D1 and D2 courses. After the meeting, Pablo Bose provided a revised draft, which is attached to these minutes. Discussion will continue at the October Senate meeting, and a final draft will be presented to the Senate for vote in November. In January 2020, the review process will begin.

**9. Faculty Senate President's Year Ahead Remarks** – Thomas Chittenden provided written remarks to Senators prior to the meeting. The written remarks and President Chittenden's slide presentation are attached to these minutes. President Chittenden acknowledged the help from past Faculty Senate Presidents as he prepared for this role. Remarks included a

review of the authority, mission and function of the Faculty Senate as outlined in the Constitution and Bylaws, the role of the Senate President, and Senate processes including quorum and approval of resolutions. President Chittenden highlighted some of the topics on the agenda for the Faculty Senate this coming academic year, including:

- General Education
- University Statement on Academic Freedom
- Student Data Privacy Concerns with Advising Information Systems
- Retirement Oversight Committee and Efforts Calibrating our 403B Plan
- Student Athlete Policies Related to Excused Absences
- IBB

President Chittenden welcomes suggestions and thoughts, which can be submitted through a new webform “suggestion box” available on the Faculty Senate web page

[https://www.uvm.edu/faculty\\_senate](https://www.uvm.edu/faculty_senate)

**10. New Business** – President Chittenden stated that items brought to the Senate under new business will be taken up by the Executive Council at their next meeting.

- Meagan Emery spoke about the basing of the F35 jets and her concerns about the impact on working conditions. The United Academics has endorsed a statement that Meagan prepared, and was endorsed by the Civil Rights Committee of UA, stating concerns with regard to the basing of the F35 jets. Professor Emery believes this is a faculty concern and is planning to bring the issue to the Senate at the October meeting.

**11. Adjourn** – The meeting adjourned at 5:33 p.m.

Wednesday, September 18, 2019

From: Thomas Chittenden

To: UVM Faculty Senators

Subject: Senate President Planned Remarks for Monday Afternoon

Greetings University of Vermont Faculty Senators,

This email is to offer some of my planned remarks for item 9 on our agenda for this coming Monday. I offer them in advance of our meeting for your optional reference and to allow me to use less collective time going through all of the details outlined below which will free up more time for any items that may want to be raised during 'New Business'. Needless to say, I welcome comments, suggestions and feedback on anything outlined below and apologize in advance for the length of this email.

### **Senate Appointments – Parliamentarian and Ombudsperson.**

I am very glad to announce that Bill Mierse has agreed to continue as the Senate Parliamentarian and Evan Eyler has agreed to step in on occasion as needed if Dr. Mierse is not in attendance. I am also very glad to report that David Neiweem has agreed to continue serving as our ombudsperson. Thank you David, Bill and Evan for giving time to these important tasks.

### **Senate Meeting Room Changes**

This year we will be trying different seating configurations for our meetings in memorial lounge and after some budgetary negotiations with reprioritizations I'm glad to say that our full senate meetings will once again offer refreshments. A 2019 study<sup>[1]</sup> from the University of North Carolina at Chapel Hill published in the American Psychological Association found that "hunger has the potential to adversely impact affective judgments and experiences" so to keep everybody in good spirits on Monday afternoons this year, we'll have some snacks out for all.

You will also notice that I've invited the Faculty Senate Executive council members to sit at the front of the room whenever they feel comfortable doing so. This is intended to make their important leadership role in the Senate visible to senators and senate visitors. The Executive Council composed of the chairs of our standing committees and elected senator Members-at-Large have the important role in steering our senate efforts. It is the executive council that approves our full senate agendas and I welcome their shared leadership on all of our efforts this coming year. I've also invited them to the front of the room because I've noticed that seats in the Memorial Lounge often fill up pushing many senators onto the heaters and tables at the back of the room. I thought asking them to come to the front of the room might help free up another 10 seats for all of you.

### **How I See the Role of Senate**

The role of the faculty senate, as defined in our constitution, is to "share responsibility for the effective management of the academic affairs of the University" with the administration while guarding and invoking our "authority in matters related to the academic mission of the University"<sup>[2]</sup>. The Senate has the authority and responsibility to maintain the integrity, rigor and quality of all curricular activities of our students. If it is graded on their official student transcripts stewarded by our Registrar or in the classroom or within our jurisdictional expertise we have clear authority on the matter. That is authority granted to us by the board of trustees who we report to.

The Board of Trustees has also empowered us to advise the administration on university policies outside of the classroom. Financial, housing, staffing, reputational, admissions policies all are interconnected with what happens in our classroom so our cherished and proven model of shared governance is

designed to foster collaborative approaches across our organizational units. The Faculty Senate has and will continue to take this role very seriously.

### **My Planned Approach to this Role in the Faculty Senate**

Leadership changes offer opportunities for reflection, adjustments and affirmations. As I've prepared over the last year to assume this new role as the 23<sup>rd</sup> Faculty Senate President of the University of Vermont, below are my thoughts on how I intend to approach this new role.

Our Board of Trustees approved constitution and bylaws defines responsibilities for Senate officers. One responsibility of the Faculty Senate President is to "preside at meetings of the Faculty Senate." I intend to emulate my exemplary predecessor Cathy Paris as I am very grateful and appreciative of the steadfast leadership she has offered this body during her two terms. Additionally, I look forward to integrating the recommendations from the ad-hoc committee on senate processes with the executive council to organize our meetings in a meaningful way limiting 'report out' presentations not requiring action by this body while dedicating more floor time for discussion on pressing matters of interest.

Another responsibility of this role defined in our constitution is to "serve as the Faculty's spokesperson and consultant with the administration, the Staff Council, the student body, the Board of Trustees, and the extra-university community on matters within the jurisdiction of the Senate". In this role, I will always be careful to make clear when I am speaking for the Senate as this defined 'spokesperson' of the faculty and when I am speaking for myself. To that end and to help me advance the interests and voice of this body, I will often ask that we ratify our intentions and opinions in formal resolution. A mentor of mine reminded me that people only listen to those who demand to be heard. When this body speaks through formal resolution, I will make sure we are heard. And more importantly, that the annals of time hear our voice so that we speak clearly to the future generations of UVM faculty and students of this great institution.

### **The Year Ahead**

Looking at the year ahead, I expect action and discussions on several items. Including:

1. *General Education*. A great deal of attention is anticipated to be spent on General Education requirements at UVM. I am excited about that conversation as it gives us the chance to think aspiration-ally about what a UVM degree should mean regardless of which college students graduate from. I'm hopeful this conversation brings us together as we define what learning outcome commonalities we share across our functional units.
2. *University Statement on Academic Freedom*. Over the summer the topic of our University statement on Academic Freedom from our manual has been raised with an interest in modernizing the language to include current communication platforms and to address the topic of compelled or coerced speech. The Research Scholarship and Creative Arts standing committee has thankfully agreed to dive into this topic and I look forward to these discussions.
3. *Residential Learning Communities*. In keeping with the resolution passed by this body last May, there will be more discussions on this important topic this fall.
4. *Retirement Oversight*. Additional conversations about the Retirement Oversight Committee effort to calibrate our 403 B plan for improved benefit performance to all UVM employees will build on our discussions last spring regarding the number of university approved record keepers.
5. *Other items*. The chair of the Athletic Advisory committee has asked our Student Affairs committee to consider some revised policy language for our student athletes. IBB will certainly

continue to be an area of interest as will many other topics that work their way through our committees or otherwise.

### **Interest Areas of Mine**

People have asked me what my agenda is for this role and I initially said simply to be a 'steady hand at the tiller'. After collecting more perspective, I've been encouraged to articulate more clearly things that I'd like to explore while in the many discussions this position involves. Below are some of those topics but I would not go so far as to say these are on 'my agenda'. Just opportunities I want to understand better in my conversations across campus.

- I. **Course Registration process and a systematized electronic wait-list.** I believe we could improve how we manage the course registration process through the use of electronic wait listing for improved fairness and dynamic resource utilization. There are ways students could register for classes that would offer greater insight into our ever-evolving student body while fairly recording unrealized enrollment interest in a systematic manner with more fairness in managing student waitlists. Our very talented registrar has told me about these possibilities and I hear peer institutions have successfully implemented this over the last ten years. In this discussion, I hope to explore the policy and practical implications of an electronic registration course wait listing system for UVM.
- II. **Modernizing our Academic Calendar.** Part of our responsibilities (outlined in our constitution and by-laws) is to approve the Academic Calendar for the University. The academic calendar with two dominant semesters (fall and spring) was defined in a time well before the modern era driven by transportation limitations, the then dominant agricultural industry and other then unmitigable weather conditions. I am interested in exploring ways that UVM could create scheduling ergonomics to allow programs wanting to try innovative course delivery methods using trimesters or quadesters. Things like this are already happening at UVM and I'm interested in hearing more on how we can further adapt our academic schedule to the modern economy of the information age without viewing our calendar dogmatically.
- III. **Increased Collaboration with the Vermont State Colleges.** I see a variety of efforts that could be mutually beneficial to UVM and VSC that could open the door for more state funding, economies of scale for back office services and more clearly articulated educational pathways for the brightest VSC students to find their way to our flagship institution. This is a common model in neighboring states and I'd like to see what we could learn from others on how to create more educational opportunities for students in state funded higher education institutions.

These ideas seem to be worth additional attention by our university so I look forward to using some of my time in this role to explore how feasible (or not) they might be for UVM.

### **Closing Thoughts**

I've spent the last nine years on the Student Affairs Committee and have come to appreciate the importance of shared governance and structured conversation. I've learned that the discussion is as important as the action and that communication is as important as clarity. I've also come to find that change at UVM happens gradually and the faster initiatives are advanced the more friction is created. The proverb "If you want to go fast, go alone. If you want to go far, go together" describes my planned approach succinctly.

I'd like to close by recognizing the past faculty senate presidents still on campus. Over the last year, I have reached out to Cathy Paris, Michael Gurdon, Julie Roberts and Lisa Altman-Hall to calibrate my approach to this role and I will continue to do so in the coming year (as long as they keep taking my

calls). I welcome suggestions, comments, questions or guidance on the year ahead from all of you as well. We now have a webform on the Faculty Senate page for Questions, Comments or Suggestions. This will allow your offered remarks to be stored in a shared repository and not 'locked in my personal inbox'. Needless to say, I welcome you all to contact me throughout the year and I am always happy to get a cup of coffee so please just reach out if you want to connect.

I look forward to seeing you on Monday,

**Thomas I. Chittenden**  
Faculty Senate President  
University of Vermont  
335 Waterman  
o. 802.656.7928

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<sup>[1]</sup> <https://www.apa.org/pubs/journals/releases/emo-emo0000422.pdf>. Feeling Hangry? When Hunger Is Conceptualized as Emotion. Jennifer K. MacCormack and Kristen A. Lindquist; University of North Carolina at Chapel Hill

<sup>[2]</sup> [https://www.uvm.edu/faculty\\_senate/faculty\\_senate\\_constitution\\_and\\_bylaws](https://www.uvm.edu/faculty_senate/faculty_senate_constitution_and_bylaws)



Motion to the Faculty Senate on Equitable Funding for Residential Learning Communities  
May 2019

*Preamble.*

In the last several years, the University of Vermont has expanded the use of Residential Learning Communities (RLC) as a way of promoting student engagement in the intellectual projects of university life, as well as a tool for enhancing the retention of students. According to the Residential Life website, “Learning Communities are built around a common theme, faculty engagement, and easily accessible events coordinated by a dedicated program staff.” They include a course in which students are required to register in order to be a part of the RLC. In six of the seven RLCs, this course is a one-credit course; in the Wellness Environment, there is a three-credit course, COMU 001 (Healthy Brains Healthy Bodies).

While students come from different socioeconomic backgrounds, and bring different skills and interests to their time at the University of Vermont, as a general principle, students should have equal access to the resources of the university. Therefore, programs that students are required to participate in should be organized and funded in an equitable manner.

The Faculty Senate under the authority of the Board of Trustees is empowered to “Review and Establish Policies with respect to...All curricular matters, including the establishment, dissolution and potential changes of degree programs” (1.1.b). It is also empowered to “Review, Recommend and participate in the formulation of policy with regard to the Allocation and utilization of the University’s human, fiscal and physical resources” and the “Academic organization...of the general university and college academic structure” (1.2.b and 1.2.c) ([https://www.uvm.edu/faculty\\_senate/faculty\\_senate\\_constitution\\_and\\_bylaws](https://www.uvm.edu/faculty_senate/faculty_senate_constitution_and_bylaws)). Although residential life is not the same as the direct curricular program of the university, the two are closely related, and have an important effect on each other. This is particularly the case with the RLCs which are directed by University faculty, and have the clear goal of improving the academic success of students.

*Resolution Approved by the UVM Faculty Senate, May 16, 2019:*

We direct Senate and administrative bodies responsible for organizing the RLCs to return to the Faculty Senate in Fall 2019 with possible proposals to resolve these inequities before the class of 2024 enter the RLC system.

Thomas Borchert (CAS) (on behalf of)

Eyal Amiel (CNHS)  
Jacques Bailly (CAS)  
Brian Beckage (CALS)  
Pablo Bose (CAS)  
Christopher Burns (Libraries)  
Chris Callahan (CALS/Extension)

Susan Comerford (CESS)  
Louis deRosset (CAS)  
David Feurzeig (CAS)  
Julie Roberts (CAS)  
Tim Stickle (CAS)  
Laura Webb (CAS)

## RESOLUTION IN MEMORIAM

William Murphy, PhD  
Professor Emeriti of Plant and Soil Sciences  
University of Vermont College of Agriculture and Life Sciences  
1941-2019

Presented by  
Sid Bosworth  
Extension Professor of Agronomy  
University of Vermont College of Agriculture and Life Sciences

Dr. William Murphy, Professor Emeriti of Plant and Soil Sciences in the College of Agriculture and Life Sciences, passed away on June 29, 2019.

Dr. Murphy taught and conducted research and outreach in Plant and Soil Science at UVM from 1979 to 2003. He taught a wide range of courses with a very holistic and ecological approach to agricultural science and practices.

He studied and introduced to the United States a type of intensive rotational grazing management that both improved farm profitability and land stewardship. He was instrumental in his efforts to scientifically study grazing, beginning with single animals in small paddocks and working eventually with whole herds. Through research, his book *Greener Pastures on Your Side of the Fence*, and outreach efforts in Vermont and in other states, he was able to help farmers with many details of grazing. His work is still the foundation of grazing methods practiced by pasture-based farms today. This has particularly been critical for our growing organic dairy sector of the industry.

His leadership in research and education was and it still truly important. His influence lives on through the efforts of former graduate and undergraduate students here and abroad and in the lives and practices of many farmers who have discovered the benefits of intensively managed rotational grazing.

We offer our deepest sympathies to his wife Lita; his daughters, Michelle Murphy-Ertle and Nicole Murphy; his son-in-law Steve Ertle; and grandchildren, Ciara, Nathan Ertle and Tristin Houston.

# Guidelines for Academic Department and Program Name Changes

Name changes for departments and programs must undergo the appropriate unit-level review and approval steps; graduate program name changes must also be approved by the Graduate College Dean. Following unit-level approval, the Dean's office should send the proposal to the Associate Provost for Academic Affairs who will review and forward it to the Faculty Senate Office. Name changes are then reviewed and voted on by the Senate Curricular Affairs Committee (CAC), and must subsequently be approved by the Faculty Senate and President's Office. Details related to proposal requirements, specific steps of the approval process, and subsequent steps to be taken by the initiating department/program are described below. **Important dates are highlighted in red.**

## Proposal Requirements

All proposals must include 1) a clear description of all requested change(s), and 2) justification/rationale for the proposed change(s). Before preparing a proposal, consult with the Registrar's Office to ensure that the proposed name/prefix has not been used in the past. Changes could include:

- Name of Department or Program
- Name of Major/Minor/Graduate Program
- Name of Tagged Undergraduate/Graduate Degree
- Name of Certificate (Post-Baccalaureate, CE Academic, Undergraduate)
- Subject Prefix

All changes must be specifically requested; for example, changing a departmental name does not automatically change the subject prefix, major, or graduate degree name. If the requested name is similar to an existing department/program, memos/emails of support should be obtained from the department/program. In addition, proposals for department name changes that will result in multiple departments and subject prefix changes should include the information indicated below.

### Department Name Changes (if the change involves two or more departments):

- a list of faculty who should be assigned to each department
- a list of courses that should be assigned to each department

### Subject Prefix Changes:

A spreadsheet must be created to map each course under the old prefix to the new prefix. Courses can retain their number under the new prefix, receive a new number in addition to the new prefix, or be deleted. (See sample spreadsheet below.) Once the change(s) is/are approved, Course Action Forms (CAFs) must be submitted via CourseLeaf to delete all courses with the previous prefix; separate CAFs must be submitted to establish courses with the new prefix (see Subsequent Steps section below).

Course Title	Existing Prefix and Number	New Prefix and Number	Delete (no part in new curriculum)
History of the Babylonian Empire	AAA 001	BBB 001	
History of the Roman Empire	AAA 002	BBB 002	
History of the Byzantine Empire	AAA 003		X
History of the Ottoman Empire	AAA 004	BBB 050	
History of the British Empire (new course)		BBB 123	

## Approval Process

- 1) Obtain departmental- and college-level approval of the proposed name change(s), including the Graduate College for graduate programs.
- 2) Submit to the Associate Provost for Academic Affairs who will review and transmit it to the Faculty Senate office.
- 3) Proposals will be circulated for public comment a minimum of 30 days prior to being discussed and voted on by the CAC. Following CAC approval, the proposed name changes(s) will be voted on by the Faculty Senate. **Name changes**

*must be approved by the Faculty Senate by its last meeting of the fall semester (usually early December) to be effective the next academic year.*

- 4) The Faculty Senate Office will send a transmittal form to the President's Office. Once the President and Provost have signed the transmittal, the President's Office will notify the Registrar. Per the appropriate timeline, the Registrar will enter the new name in Banner and, as appropriate, the new subject prefix in CourseLeaf. Name changes go into effect based on when they are approved. If approved by the last Faculty Senate meeting of the fall semester (typically in December), the change will appear in the Catalogue for the next academic year. Changes approved after December will appear in the Catalogue following the next academic year.

#### **Subsequent Steps to Be Taken by the Initiating Department/Program**

For subject prefix changes, the department/program must **submit all necessary Course Action Forms (CAFs) to the Provost's Office before February 15**. For department/program name changes, **name(s) should be updated in the Catalogue following approval by March 30**. When change(s) is/are effective, the department/program should also update the name(s) on their website.

#### Course Action Forms *(must be submitted to the Provost's Office before February 15)*

- CAFs to delete and create a course with the new prefix must be submitted in pairs; a new prefix cannot be assigned until the old course entry is removed.
- The CAFs should be submitted in the same time frame (i.e. not spread out over many weeks).
- The spreadsheet submitted with the proposal (see Proposal Requirements section above) should be attached to at least one of the CAFs.
- Courses in other departments that include courses with the old prefix in their pre- or co-requisites or cross-listings must be updated via CAFs in CourseLeaf. The department initiating the prefix change should initiate these CAFs.
- Course changes that are limited to re-numbering or prefix changes will not be submitted for the public review period of the Course Action Process.
- Confirm that the correct course list (driven by subject prefix) will display in the next version of the Catalogue.

#### Catalogue Name Updates *(must be completed by March 30)*

Catalogue editors must ensure that the names are updated in multiple locations within the Catalogue, including:

- Department/Program Name Changes:
  - on left-hand navigation bar for the college/school
  - on the department/program page itself
- Major, Minor, and/or Certificate Name Changes:
  - on the University list of majors/minors/certificates
  - on the college list of majors/minors/certificates
  - on the department list of majors/minors/certificates (major and minor tab)
  - on the major/minor/certificates page itself
- Tagged Degree Name Changes:
  - on the department/program page (major tab)

#### Student Notifications

For degree, major, program, minor, certificate, and concentration name changes, students enrolled at the time of the change are permitted to graduate under the old or new name. The department/program may choose to contact students currently enrolled in the program, making them aware of the new name and inviting them to ask to be changed to the new name if the student wishes. The previous name will not be available for students entering the program once the name change is effective.

#### PeopleSoft Changes *(must be completed by March 30)*

Faculty home departments need to be changed following the appropriate PeopleSoft process.

# **Agenda Item 7: Residential Learning Community Ad Hoc Committee Update**

- Chris Burns

# Joint Committee on Residential Learning Communities

## May 2019 Senate Resolution

We direct Senate and administrative bodies responsible for organizing the RLCs to return to the Faculty Senate in Fall 2019 with possible proposals to resolve these inequities before the class of 2024 enter the RLC system.

# Joint Committee on Residential Learning Communities

## 2019 Timeline

- A. May – Faculty Senate Resolution
- B. Summer – Committee formed and charged
- C. September – Background discussions
- D. October – Begin to formulate proposals – seek feedback
- E. November – Fine-tune proposals – seek feedback
- F. December – Final Report

# Joint Committee on Residential Learning Communities

## Committee Members

- Chris Burns – Co-Chair, Faculty Senate VP
- J. Dickinson – Co-Chair, Associate Provost for Academic Affairs
- Bill Falls – Dean, College of Arts and Sciences
- Jay Garvey – Faculty Associate, Leadership and Social Change LC
- Doug Johnson – Professor, CALS and LCOM
- Jennifer Prue – Faculty Senate Student Affairs Committee Co-Chair
- Rafael Rodriguez – Executive Director, Residential Life
- Lisa Schnell – Provost's Faculty Fellow for Learning Community Courses



# Joint Committee on Residential Learning Communities

## Questions and Comments

Chris Burns – [Chris.Burns@uvm.edu](mailto:Chris.Burns@uvm.edu)

J. Dickinson – [Jennifer.Dickinson@uvm.edu](mailto:Jennifer.Dickinson@uvm.edu)

# Agenda 8: D1/D2 Competency Revision

- Pablo Bose



# Timeline of the Diversity Requirement

## 2006 – Diversity Requirement Introduced at UVM

- D1 – Race and Racism in the US
- D2 – Diversity of the Human Experience
- Requirement: 6 credits, either 2 x D1 OR 1 x D1, 1 x D2
- 14 competency areas to be met
- 80 courses from across campus for initial year's offerings
- DCRC formed as standing subcommittee of Faculty Senate's CAC

## 2015 – Diversity Requirement First Revision

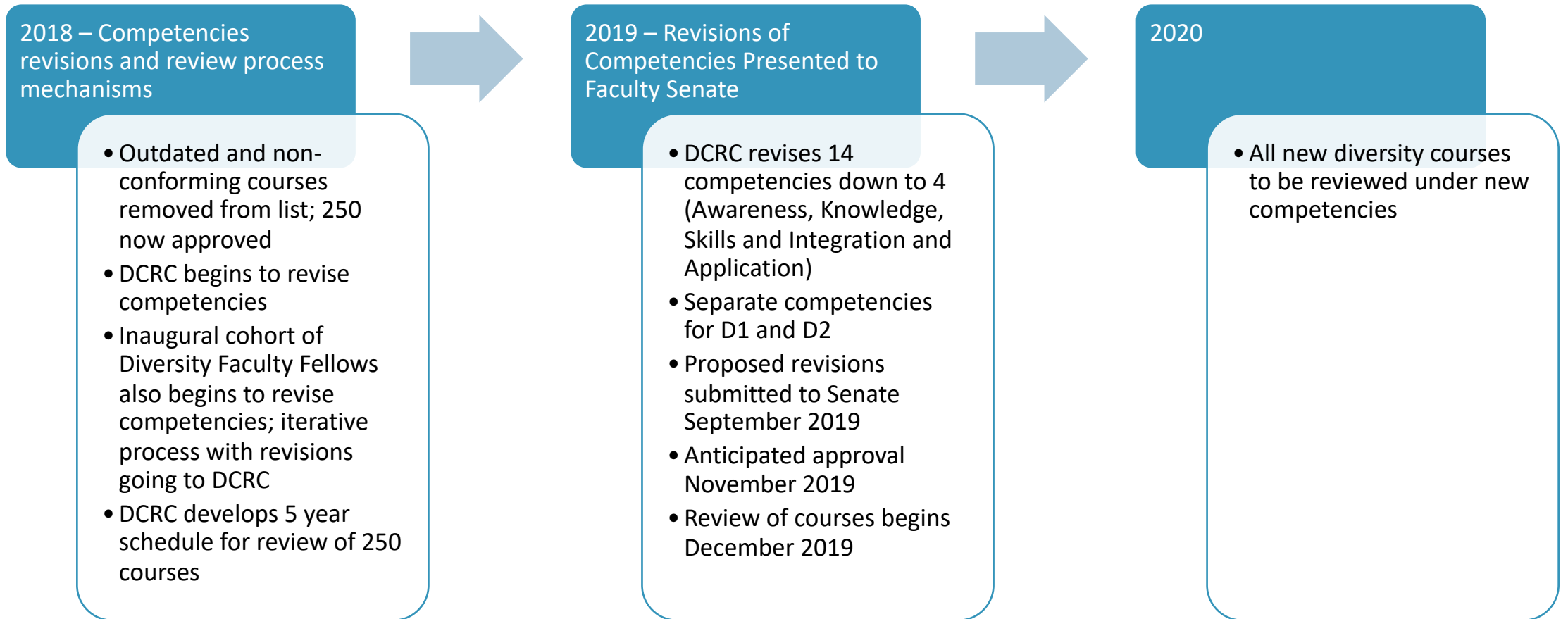
- 14 competency areas reorganized into 4 broad category areas (Awareness, Knowledge, Skills and Integration and Application)

## 2016 – DCRC begins review process

- 600 courses approved for D1 and D2
- Student, faculty and staff concerns regarding purpose and outcomes of diversity requirement
- GEDAC begins its assessment of diversity requirement in preparation for accreditation



# Timeline of the Diversity Requirement





# Diversity Requirement at UVM

## *CATEGORY 1 (D1) RACE AND RACISM IN THE UNITED STATES*

- Courses in this category have as a primary focus race and racism in the United States as it pertains to ALANA populations. A D1 course must promote an understanding of:
  - Race and racism in the U.S.;
  - The meaning of power and privilege;
  - The importance and impact of diversity and multiculturalism in U.S. society

## *CATEGORY 2 (D2) THE DIVERSITY OF HUMAN EXPERIENCE*

- Courses in this category focus on expanding students' cultural awareness. A D2 course is intended to:
  - Promote an awareness of and appreciation for the diversity of human experience in all its forms including, but not limited to race, ethnicity, religion, socio-economic status, language, sex, gender identity, sexual orientation, age, and disability; and/or
  - Foster an understanding of global and international issues including the flow of people, cultures, diseases, and capital or other resources within or across political and geographical boundaries.

# Existing Competencies



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	Competencies	Intended Outcome
At least one competency from the first two categories (Awareness and Knowledge) must be addressed by the course. Indicate which competencies are being met, and how.		
Awareness	Develop an awareness of the diversity of individuals, cultures, and communities within the U.S and globally.	Develop an awareness of diversity
	Develop an awareness of one's identities, attitudes, beliefs, values, and assumptions.	Develop an awareness of identity and be able to engage with people of different and similar identities
	Develop an awareness of how one's identities, attitudes, beliefs, values, and assumptions influence how one interacts with or views those who are similar to or different from oneself.	
	Develop an awareness of the influence and impact of diversity-related concepts such as intersectionality (i.e., the intersection of multiple dimensions on diverse cultural identities), power and privilege, and so forth at the individual, group, and systems levels.	Develop an awareness of diversity-related concepts

# Existing Competencies



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Knowledge	Cultivate knowledge and an understanding of the histories, traditions, values, contemporary issues, experiences, demographics, and practices linked to diverse identities and groups within the U.S. and globally.	Understand history, traditions, and values of diverse groups
	Cultivate an understanding of foundational concepts such as diversity, culture, equity, equality, social justice, power/privilege, etc.	Understand core diversity concepts
	Cultivate an understanding of the origins and systemic nature of prejudice, injustice, discrimination, and oppression directed toward people of diverse backgrounds	Understand systemic nature of injustice

# Existing Competencies

At least one competency from the last two categories (Skills and Integration and Application) must be addressed by the course. Indicate which competencies are being met, and how.		
Skills	Develop critical thinking skills to enable one to analyze information and evaluate arguments from diverse viewpoints and multiple perspectives.	Analyze information and evaluate arguments from diverse viewpoints
	Develop the written and oral communication skills necessary to engage in intellectual discourse about diversity-related topics.	Be able to talk about diversity
	Develop interpersonal skills that support respectful, meaningful, and effective interactions with those from diverse backgrounds, including understanding the intent and impact of one's actions.	Be able to effectively engage with those from diverse backgrounds



# Existing Competencies



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Integration and Application	Develop the ability to recognize and name dynamics (e.g., identity-related, cultural, power) at the individual, group, and systems levels that are present when exploring issues related to diversity.	Be able to recognize dynamics at the individual, group, and systems levels
	Engage skills to problem-solve and to develop action plans that address diversity-related issues and situations.	Be able to problem-solve and develop action plans
	Develop the ability to effectively intervene and respond to acts of bias or intolerance, as well as to resolve conflicts that occur across differences.	Be able to intervene and respond to bias incidents
	Develop the ability to effectively facilitate the learning and development of others around diversity.	Be able to teach others about diversity

# Revised Competencies: D1



D1 courses must address the topic of race and racism in the US in more than 75% of the course content. Students completing these courses are expected to have developed at least 3 of the 4 following competencies:

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Category	Competency	Level	Activities/Topics	Assessment
<b>DLC#1: Awareness</b>	Develop an awareness of race and racialization in the US at the individual or systemic levels including historical and/or contemporary issues	Introductory Intermediate Advanced		
<b>DLC#2: Knowledge</b>	Theorize and contextualize foundational concepts, histories, frameworks and methodologies regarding race and racialization in the US	Introductory Intermediate Advanced		
<b>DLC#3: Analysis</b>	Analyze arguments, processes, and debates including conflicting and multiple perspectives related to race and racialization in the US	Introductory Intermediate Advanced		
<b>DLC#4: Application</b>	Demonstrate the ability to apply theoretical knowledge to recognize and name dynamics or problem-solve in specific cases related to race and racialization in the US	Introductory Intermediate Advanced		

# Revised Competences: D2



D2 courses must address the topic of the diversity of human experience more than 75% of the course content. Students completing these courses are expected to have developed at least 3 of the 4 following competencies:

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Category	Competency	Level	Activities/Topics	Assessment
<b>DLC#1: Awareness</b>	Develop an awareness of the diversity of individuals, cultures, communities and processes either outside of the US or with regard to non-racialized contexts in the US	Introductory Intermediate Advanced		
<b>DLC#2: Knowledge</b>	Theorize and contextualize foundational concepts, histories, frameworks and methodologies regarding the diversity of the human experience	Introductory Intermediate Advanced		
<b>DLC#3: Analysis</b>	Analyze arguments, processes, and debates including conflicting and multiple perspectives related to the diversity of the human experience	Introductory Intermediate Advanced		
<b>DLC#4: Application</b>	Demonstrate the ability to apply theoretical knowledge to recognize and name dynamics or problem-solve in specific cases related to the diversity of the human experience	Introductory Intermediate Advanced		

## DIVERSITY REQUIREMENT AT UVM

### CATEGORY 1 (D1) RACE AND RACISM IN THE UNITED STATES

Courses in this category have as a primary focus race and racism in the United States as it pertains to ALANA populations. A D1 course must promote an understanding of:

- Race and racism in the U.S.;
- The meaning of power and privilege;
- The importance and impact of diversity and multiculturalism in U.S. society

### CATEGORY 2 (D2) THE DIVERSITY OF HUMAN EXPERIENCE

Courses in this category focus on expanding students' cultural awareness. A D2 course is intended to:

- Promote an awareness of and appreciation for the diversity of human experience in all its forms including, but not limited to race, ethnicity, religion, socio-economic status, language, sex, gender identity, sexual orientation, age, and disability; and/or
- Foster an understanding of global and international issues including the flow of people, cultures, diseases, and capital or other resources within or across political and geographical boundaries

## D1 Competencies

D1 courses must address the topic of race and racism in the US in more than 75% of the course content. Students completing these courses are expected to have developed at least 3 of the 4 following competencies:

Category	Competency	Level	Activities/Topics	Assessment
DLC#1: <i>Awareness</i>	Develop an awareness of race and racialization in the US at the individual or systemic levels including historical and/or contemporary issues	Introductory Intermediate Advanced		
DLC#2: <i>Knowledge</i>	Theorize and contextualize foundational concepts, histories, frameworks and methodologies regarding race and racialization in the US	Introductory Intermediate Advanced		
DLC#3: <i>Analysis</i>	Analyze arguments, processes, and debates including conflicting and multiple perspectives related to race and racialization in the US	Introductory Intermediate Advanced		
DLC#4: <i>Application</i>	Demonstrate the ability to apply theoretical knowledge to recognize and name dynamics or problem-solve in specific cases related to race and racialization in the US	Introductory Intermediate Advanced		

## D2 Competencies

D2 courses must address the topic of the diversity of human experience more than 75% of the course content. Students completing these courses are expected to have developed at least 3 of the 4 following competencies:

Category	Competency	Level	Activities/Topics	Assessment
DLC#1: <i>Awareness</i>	Develop an awareness of the diversity of individuals, cultures, communities and processes either outside of the US or with regard to non-racialized contexts in the US	Introductory Intermediate Advanced		
DLC#2: <i>Knowledge</i>	Theorize and contextualize foundational concepts, histories, frameworks and methodologies regarding the diversity of the human experience	Introductory Intermediate Advanced		
DLC#3: <i>Analysis</i>	Analyze arguments, processes, and debates including conflicting and multiple perspectives related to the diversity of the human experience	Introductory Intermediate Advanced		
DLC#4: <i>Application</i>	Demonstrate the ability to apply theoretical knowledge to recognize and name dynamics or problem-solve in specific cases related to the diversity of the human experience	Introductory Intermediate Advanced		



# Agenda 9: Faculty Senate President's Year Ahead Remarks

- Past Faculty Senate Presidents on Campus
  - Cathy Paris, Immediate Past President (IPP)
  - Michael Gurdon
  - Julie Roberts
  - Lisa Altman-Hall
- Parliamentarian – Bill Mierse (and Evan Eyler when needed)
- Ombudsperson – David Neiweem

# Faculty Senate Executive Council

- Laura Almstead, Chair, Curricular Affairs Committee
- Regina Toolin, Co-Chair, Educational & Research Technologies Committee
- Helen Read, Co-Chair, Educational & Research Technologies Committee
- Don Ross, Chair, Financial & Physical Planning Committee
- Michael Giangreco, Chair, Professional Standards Committee
- Mary Cushman, Chair, Research, Scholarship & The Creative Arts
- Jennifer Prue, Co-Chair, Student Affairs Committee
- Kenneth Allen, Co-Chair, Student Affairs Committee
- Brian Beckage, Member-At-Large (2018-2020)
- Evan Eyler, Member-At-Large (2019-2021)
- Susanmarie Harrington, Member-At-Large (2018-2020)
- Thomas Borchert, Member-At-Large (2019-2021)
- Catherine Paris, Immediate Past President
- Christopher Burns, Vice President
- Thomas Chittenden, President



## Faculty Senate Constitution and Bylaws



### CONSTITUTION AND BYLAWS, FACULTY SENATE

*Last revised: October 2001. Approved by the Faculty Senate November 19, 2001. Approved by the Board of Trustees February 23, 2002.*

*Amended: May 1, 2006; March 14, 2011; April 23, 2012; February 13, 2014; November 12, 2015; December 23, 2015*

### PREAMBLE

The administration and the Faculty Senate of the University of Vermont share responsibility for the effective management of the academic affairs of the University. Authority in matters related to the academic mission of the University is vested in the faculty by the Board of Trustees. This authority is exercised in the Faculty Senate by elected senators with voting privileges and by committees authorized to act on their behalf. Meetings of the Faculty Senate are presided over by a President and Vice-President and follow a town-meeting format at which all University faculty members have a voice. The activities of the Senate are overseen by an Executive Council.



**“Authority in matters related to the academic mission of the University is vested in the faculty by the Board of Trustees. This authority is exercised in the Faculty Senate”**



# Mission & Function of the Faculty Senate Constitution and Bylaws



- Authority: Under the authority of the Board of Trustees, the UVM Faculty Senate is empowered:

**1.1 To review and establish policy with respect to .. all curricular matters,** research and scholarship, requirements for regular certificates and degrees, professional standards and criteria for positions accorded academic rank.

**1.2 To review, recommend, and participate in the formulation of policy, e.g.,** institutional priorities; allocation and utilization of the University's resources; the establishment or elimination of colleges and departments; faculty appointment, promotion, tenure, dismissal, leaves, and economic benefits; admission procedures and quotas; student financial aid.



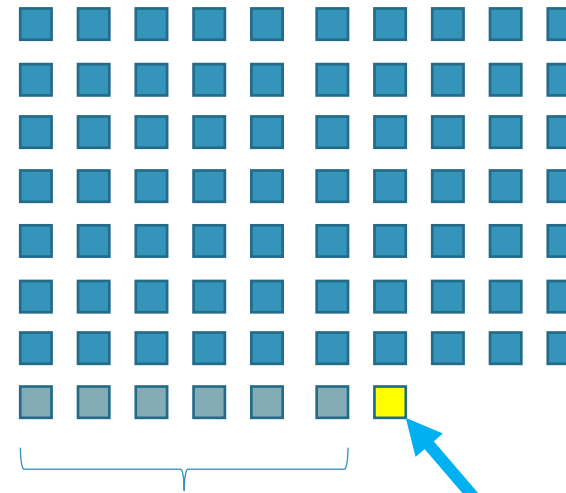
# Role of the President

- From our Constitution and Bylaws, the Faculty Senate President:
  - ....s/he shall preside at meetings of the Faculty Senate;
  - ....serve as the Faculty's spokesperson and consultant with the administration, the Staff Council, the student body, the Board of Trustees, and the extra-university community on matters within the jurisdiction of the Senate.

# The Faculty Senate

Voting Members of the Faculty Senate ~76

Elected Faculty  
Senators (70)



Elected Chairs of our  
Standing Committees  
(SAC, PSC, ERTC, RSCA,  
FPPC, CAC)

In case of a  
Tie, Faculty  
Senate  
President

# Quorum

4.6 Quorum. A quorum for motions for which previous notice has been given shall consist of a majority of the total number of currently elected senators. For motions without prior notice, a quorum shall consist of three-quarters of the total number of currently elected senators.

- Currently Elected Senators: 76
- Meeting Quorum for Warned Items:  $\frac{1}{2} + 1 = 39$
- Meeting Quorum for Unwarned items: 57

# Approval of Resolutions

- 4.7 Approval of Resolutions. Resolutions will be considered to have been adopted by the Faculty Senate if a quorum is present and a majority of those voting approve the proposal. Any issue may go to referendum upon request of ten percent of the eligible faculty. Every eligible faculty member will be allowed at least one week to respond to the referendum. The resolution will be considered to have been adopted if a majority of the referendum responses favor it, provided at least 25 percent of the eligible faculty members cast valid ballots in the referendum.
- Warned Items:
  - Resolutions will pass if a majority of those voting approve.



# i>clicker summary report



The University of Vermont  
FACULTY SENATE

Session 1 - Summary									
Faculty Senate 2018-2019									
Generated: 11/07/2018 14:08:31									
Number of Students in Course	75	<b>Legend</b> (NR) = No response AP = Anonymous Polling Average % = Based only on students who responded to this question  <b>Color coding applies if a correct answer is selected</b> <b>Bold Red</b> = incorrect Black = correct							
Number of Students in Session	57								
Total Questions	4								
Questions Deleted	0								
			Session Scores			Question Results			
			Total	Perform	Partic	Question 1	Question 2	Question 3	Question 4
Number of Responses			-	-	-	49.00	52.00	0.00	48.00
Start Time			-	-	-	03:54:27 PM	04:01:59 PM	04:05:35 PM	04:53:04 PM
Stop Time			-	-	-	04:01:49 PM	04:02:15 PM	04:05:44 PM	04:53:29 PM
Possible Points			4.00	3.00	1.00	1.00	1.00	1.00	1.00
Average Points			3.61	2.61	1.00	1.00	1.00	0.00	1.00
Average %			90%	87%	100%	100%	100%	0%	100%
Name	Student ID	Clicker ID	Total	Perform	Partic	Question 1	Question 2	Question 3	Question 4
Anesthesiology, Senator	anes	#48B4D12D	4.00	3.00	1.00	1.00	1.00	(NR)	1.00
Animal & Veterinary Sciences, Senator	asci	#48D135AC	4.00	3.00	1.00	1.00	1.00	(NR)	1.00
Anthropology, Senator	anth	#48D4F965	4.00	3.00	1.00	1.00	1.00	(NR)	1.00
Art & Art History, Senator	art	#48C6E668	4.00	3.00	1.00	1.00	1.00	(NR)	1.00
Asian Languages & Literatures, Senator	all	#48D1039A	4.00	3.00	1.00	1.00	1.00	(NR)	1.00
Biochemistry, Senator	bioc	#48CEBF39	4.00	3.00	1.00	1.00	1.00	(NR)	1.00
Biology, Senator	biol	#48DA74E6	4.00	3.00	1.00	1.00	1.00	(NR)	1.00
Chemistry, Senator	chem	#48CEBE38	4.00	3.00	1.00	1.00	1.00	(NR)	1.00
Classics, Senator	clas	#48DA27B5	4.00	3.00	1.00	1.00	1.00	(NR)	1.00
Communication Sciences & Disorders, Senator	csd	#489BE93A	3.00	2.00	1.00	1.00	1.00	(NR)	(NR)
Community Dev & Applied Econ, Senator	cdae	#48CA64E6	4.00	3.00	1.00	1.00	1.00	(NR)	1.00
Computer Science, Senator	cs	#48BBF201	3.00	2.00	1.00	(NR)	1.00	(NR)	1.00
Economics, Senator	ec	#48B5DB26	4.00	3.00	1.00	1.00	1.00	(NR)	1.00
Education Rep1, Senator	ed1	#48CE1C9A	3.00	2.00	1.00	1.00	1.00	(NR)	(NR)

# i>clicker voting detail report



The University of Vermont  
FACULTY SENATE

## Session 5 - Question 8

Faculty Senate 2018-2019

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Multiple Choice

### Correct Answer

Possible Points	1.00
Average Points	1.00
Average %	100%
Total Responses	43
Missing Responses	31

### Legend

(NR) = No response

Average % = Based only on students who responded to this question

Color coding applies if a correct answer is selected

**Bold Red** = incorrect

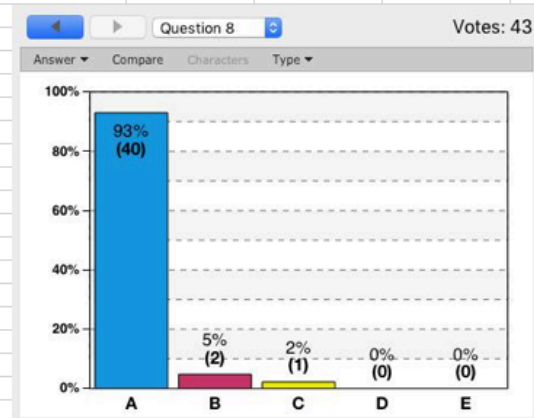
Black = correct

**Agenda Item 8C: Curricular Affairs**

New Undergraduate Certificate in Integrative Health and Wellness Coaching (CNHS) and  
New Continuing Education Academic Certificate in Integrative Health and Wellness Coaching (CNHS)

Please Vote

- ☐ A. Approve
- ☐ B. Oppose
- ☐ C. Abstain



Name	Response
Anesthesiology, Senator	(NR)
Animal & Veterinary Sciences, Senator	A
Anthropology, Senator	A
Art & Art History, Senator	A
Asian Languages & Literatures, Senator	A
Biochemistry, Senator	B
Biology, Senator	(NR)
Chemistry, Senator	A
Classics, Senator	(NR)
Communication Sciences & Disorders, Senator	A
Community Dev & Applied Econ, Senator	(NR)
Computer Science, Senator	(NR)
Curricular Affairs Committee, Chair	(NR)
Economics, Senator	A
Education Rep1, Senator	(NR)



# Year Ahead

- General Education at UVM
- University Statement on Academic Freedom
- Student Data Privacy Concerns with Advising Information Systems
- Retirement Oversight Committee and efforts calibrating our 403 B Plan
- Student Athlete policies related to excused absences
- And more

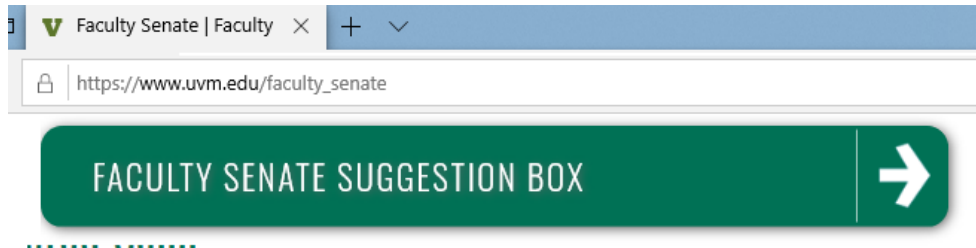


# Topics of Interest

- Course Registration and Electronic Wait-listing Possibilities.
- Scheduling Ergonomics with our Academic Calendar.
- Increased Collaboration with the Vermont State Colleges.

# Faculty Senate Web Page

- [https://www.uvm.edu/faculty\\_senate](https://www.uvm.edu/faculty_senate)
- New Webform 'Suggestion Box':



- Committee Distribution Lists in GAL:

