



Minutes

Monday, May 19, 2022

Online via Microsoft Teams 3:00 – 4:30 PM

Recording of this meeting is available on Microsoft Sharepoint

The meeting was called to order by Faculty Senate President, Thomas Borchert at 3:04 PM

Senators in Attendance: 61

Absent: Senators Tharp (Anesthesiology), Seyller (Art & Art History), Schneebeil (Chemistry), Gotelli (Biology), Chiang (Business), Floreani (Engineering-Mechanical), Callahan (Extension), Knodell (FPPC), Calkins (Family Medicine), Weinstein (Family Medicine), Swanson (German & Russian), Julianelle (Mathematics & Statistics), Terrien (Medicine), Feurzeig (Music), Gorres (Plant & Soil Science), Bradley (Political Science), Lach (Radiology), Cockrell (Surgery), Carleton (Theatre & Dance)

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- 1. Faculty Senate President's Welcome Remarks** – Thomas Borchert welcomed everyone to the final meeting of the academic year. The plan for Fall 2022 is for the Senate to return to in-person meetings in Waterman Memorial Lounge.
 - 2. Reflections on end of the year.** Provost Patricia Prelock thanked the Faculty Senate leadership, senators, and senate committee members for their service, and for diligent and thoughtful engagement. The Provost expressed appreciation for the Senate's work in the following five areas of importance to the institution: academic reorganization discussions; feedback on the Art and Science Group's Institutional Strategy study; development of the process to stand up the new Catamount Core General Education systems; continuing efforts in support of curricular stewardship; and ongoing discussions to further DEI efforts. The input of the Senate was crucial to each of these five areas and made a difference in the direction and decisions that were made. Provost Prelock also recognized that each of us personally were impacted by COVID, and thanked faculty for their creativity, dedication, hard work, and for supporting each other and our students. During these challenging times, our faculty have contributed to the advancement of the University. UVM was placed among the top 100 of public institutions in the nation by the National Science Foundation ranking of research universities. In 2021, and early 2022, thirty-four UVM faculty received national recognition and prestigious awards, including Fulbright, Guggenheim Fellowship, and National Institute of Health and National Science Foundation Career Awards, and NIH R35 Outstanding Investigator Awards. Provost Prelock stated that she is proud of our faculty and grateful that so many are getting the national recognition they deserve.

3. Consent Agenda – The following items were presented as a consent agenda:

- Minutes of the April 2022 Faculty Senate Meeting
- Resolution to extend the Faculty Senate ad hoc DEI committee

Motion: President Borchert stated that the consent agenda came to the Senate moved and seconded by the Executive Council. No requests were made to pull items from the consent agenda.

Vote: **48 approved**, 0 opposed, 1 abstained. **The motion carried**

4. Conferral 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.

Degrees:

Agriculture and Life Sciences (274)
Arts and Sciences (729)
Education and Social Services (158)
Engineering and Mathematical Sciences (281)
Grossman School of Business (169)
Graduate College (375)
Honors College (114)
Larner College of Medicine (118)
Nursing and Health Sciences (234)
Rubenstein School of Environment and Natural Resources (146)
University Latin Honors (268)

Vote: **52 approved**, 0 opposed, 0 abstained. **The motion carried**

5. Resolution in Memoriam

Huck Gutman, Professor Emeritus of English, presented a Resolution in Memoriam for **Reno Thomas Simone, Professor Emeritus of English**, College of Arts and Sciences. The resolution is attached to these minutes.

Motion: Huck Gutman moved to inscribe the Resolution in Memoriam for Reno Thomas Simone in the minutes of the Faculty Senate and to have a copy sent to his family.

Vote: **50 approve**, 0 oppose, 0 abstain. **The motion carried.**

6. Contested Deactivation Physical Education (Grades PreK-12) B.S. Ed.

Motion: The item comes moved from the Curricular Affairs Committee (CAC) to approve the contested deactivation of the Physical Education (Grades PreK-12) B.S. Ed. The report from the CAC, and the rebuttal from Professor Brett Holt, Director of the Physical Education Program were distributed with the meeting agenda and are attached to these minutes. Discussion included a statement from Stephen Everse, Chair of the CAC, reminding the senators of the deactivation process, and clarifying that the role of the CAC in contested deactivation is to evaluate the request at a curricular level only. The CAC decision to

recommend deactivation was based on the concern that having a curriculum that is primarily taught by a single faculty member is not sustainable, and because the degree does not include course work and field experiences needed for endorsement as a health educator, students exiting the program are unable to get employment in the state of Vermont. Katharine Shepherd, Interim Dean of the College of Education and Social Services stated that they have not taken this deactivation lightly and look forward to further exploration into the program to see what areas might be brought to bear, particularly in the area of a health endorsement.

Vote: 35 approve, 7 oppose, 9 abstain. The motion carried.

7. **Resolution Supporting Faculty Autonomy in Scholarly Work Regarding Critical Race Theory and Other Aspects of Bias, Discrimination and Social Justice.** The Research, Scholarship & the Creative Arts Committee of the Faculty Senate, the Faculty Senate Ad Hoc DEI Committee, and the Faculty Senate Executive Council presented the following resolution supporting faculty autonomy in scholarly work regarding critical race theory and other aspects of bias, discrimination, and social justice. There were no comments or questions presented for discussion.

Resolution Supporting Faculty Autonomy in Scholarly Work Regarding Critical Race Theory and Other Aspects of Bias, Discrimination and Social Justice

WHEREAS, state legislatures are introducing proposals across the United States that target academic discussions of racism and other aspects of bias and discrimination in American history in schools, college, and universities; and

WHEREAS, the University Manual of the University of Vermont affirms the importance of academic freedom to the proper functioning of universities, citing the American Association of University Professors' 1940 statement of principles on Academic Freedom and Tenure; and

WHEREAS, the Constitution and Bylaws of the Faculty Senate states that the Faculty are empowered "To review and establish policy with respect to...Academic freedom including rights and responsibilities" (section 1.1.a); and

WHEREAS, these legislative proposals vary but all seek to prohibit or restrict curriculum on what they call "divisive concepts" in the teaching and education of students; and

WHEREAS, the term "divisive" is indeterminate, subjective, and chills the capacity of educators to explore a wide variety of topics based on subjective criteria that are inapposite from the goals of education and the development of essential critical thinking skills; and

WHEREAS, educating about systemic barriers to realizing a democracy free of bias based on race, gender, sexual orientation, and other aspects of human diversity should be understood as central to the active and engaged pursuit of knowledge in the twenty-first century to produce engaged and informed citizens; and

WHEREAS, UVM's Our Common Ground states, "As a just community, we unite against all forms of injustice, including, but not limited to, racism. We reject bigotry, oppression, degradation, and harassment, and we challenge injustice toward any member of our community;" and

WHEREAS, while Vermont's current legislature and governor have not sought to restrict academic freedom at the University of Vermont, Vermont is not immune from these efforts; and

WHEREAS, teaching and research regarding the diversity of human experience, equity, power and privilege represent fundamental aspects of contemporary university education, and that topics of critical importance include race and racism, anti-Semitism, religious diversity and discrimination, gender dynamics and discrimination; gender identity and expression, sexual orientation and queerness, homophobia and transphobia.

THEREFORE, be it resolved that the University of Vermont Faculty Senate supports teaching, research, and scholarship in these and related fields, including critical race theory, and opposes censorship and the suppression of scholarly inquiry and dialog; and

THAT the Faculty Senate of the University of Vermont resolutely rejects any attempts by bodies external to the faculty to restrict or dictate university curriculum on any matter, including matters related to racial and social justice, or any aspect of human diversity and discrimination, and will stand firm against encroachment on faculty authority by the legislature or the Board of Trustees; and

THAT the Faculty Senate of UVM stands with our K-12 colleagues throughout the country who may be affected by this pernicious legislation; and

THAT the Faculty Senate affirms the Joint Statement on Efforts to Restrict Education about Racism authored by the AAUP, PEN America, the American Historical Association, and the Association of American Colleges and Universities, issued on June 6, 2021.

Vote: 46 approve, 0 oppose, 1 abstain. The motion carried.

- 8. Resolution in support of extending the Test-optional admissions pilot program.** The Faculty Senate Student Affairs Committee presented a resolution in support of extending the Test-optional admissions pilot program. There were no questions or comments raised for discussion.

Resolution in Support of Extending the Test-optional Admissions Pilot Program

WHEREAS, the Faculty Senate has the authority "To review and establish policy with respect to admissions standards and prerequisites" (Constitution and By-Laws 1.1.d); and

WHEREAS, in spring 2020, in response to the global pandemic disrupting normal processes for secondary students taking standardized tests, UVM waived its standardized testing requirement for students applying to UVM during Fall 2020; and

WHEREAS, the Student Affairs Committee passed a motion to extend the Standardized Testing Requirement Waiver in November 2020, stating, "In part due to the challenges and risks associated with COVID-19, as well as inequity and bias that may be ingrained into standardize tests, the SAC moves to extend the test-optional option for UG admission, for TWO admission cycles, with later consideration of making this change permanent. This would apply to students entering for the fall of 2021 through 2023."; and

WHEREAS, research suggests that standardized tests are not as good a measure of student success as high school gpas; and

WHEREAS, there remain important questions of equity associated with standardized tests; and

WHEREAS, the University of Vermont has not had sufficient time to collect data to determine whether to make the test-optional policy permanent;
THEREFORE BE IT RESOLVED THAT, the Faculty Senate supports the following recommendations from the Vice Provost for Enrollment management, to:

- Extend the test-optional admission pilot for three additional years through the entering classes in Fall 2026 and Spring 2027
- Collect standardized test scores from all students who have test scores, upon enrollment, regardless of whether or not they applied under the test-optional policy. This allows us to understand the difference in scores between the submitters and non-submitters.
- Regularly review the data from the classes of Fall 2021 through Fall 2026 to understand first-year GPA, retention rates, graduation rates, and other outcomes (placement, salary, etc.); this should be an annual exercise in the Office of Institutional Research and Assessment

Vote: 45 approve, 1 oppose, 3 abstain. The motion carried.

9. Academic Reorganization Working Group Final Report

Motion: Stephen Everse moved to accept the report and endorse the recommendations of the Academic Reorganization Working Group. The motion was seconded. The report was included with the meeting agenda and is attached to these minutes. Discussion included clarification that the first recommendation discussed the establishment of an academic stewardship group that would be charged by the Provost in consultation and collaboration with the Faculty Senate and other university stakeholders. The review of cross disciplinary programs would be in consultation with that group. Recommendations of the academic stewardship group would go to the Provost and to the Faculty Senate, and follow processes for review that are already in place.

Vote: 37 approve, 5 oppose, 10 abstain. The motion carried.

10. Reports that do not require a Senate vote – Thomas Borchert provided an overview of the seven (7) reports submitted by the Senate committees. Much of the formal work of the Senate is conducted in the committees. The full reports were included with the meeting agenda and are posted on the Senate webpage. Highlights of this academic year include:

- Student Affairs Committee (SAC)
 - Discussing and working on policy proposal regarding Out of Class Expectations and how to manage them
 - Resolutions to extend flexibility on late withdrawal
 - Discussion with SGA on uneven use of Extended Course Descriptions across units
- Educational and Research Technologies Committee (ERTC)
 - Served as focus group ETS, CTL and the CIO on teaching technologies (Perusall and i-Clicker), research computing, and new learning management system

- Research, Scholarship and the Creative Arts Committee (RSCA)
 - Sent forward to Senate resolution on Libraries funding, and academic freedom in relation to teaching and research around racism and other forms of bias
 - Began discussion about actions for decolonizing research
 - Met with VPR and SPA to discuss R1 process and institutional challenges around research (staffing in SPA)
- Financial and Physical Planning Committee (FPPC)
 - Regularly consulted with VP Cate and Provost Prelock about financial conditions
 - Received information about master plan and plans for campus construction

11. Update on Board of Trustees configuration. Thomas Chittenden, former Faculty Senate President and current member of the VT Legislature and Senate Education Committee was invited to provide an update on S248, a bill that concerned the composition of the Board of Trustees (BOT) of both the Vermont State College and the University of Vermont. At the February 2022 meeting, the UVM Faculty Senate passed a resolution supporting the bill S248 moving out of committee. The bill did not make crossover, but the Senate Education Committee took the language of the S248, refined it and added the amended language to a bill that had come from the House, bill H456. The amended language removed the requirement that the appointed faculty or staff member to the board of trustees be a part of the Union. H456 was passed out of the Vermont State Senate, but the Vermont State House did not concur with the amended bill and asked for a Committee of Conference. There was no resolution, and the bill did not move forward. Opposition to adding a voting faculty or staff member to the UVM BOT included concerns about appointing Union members to a board to which they negotiate working conditions, and the fact that current and past legislative trustees to the UVM BOT were not voicing support. Thomas Chittenden stated that advocates should be encouraged to reach out to existing and current legislative trustees to keep the conversation going.

12. Comprehensive Sustainability Plan – Elizabeth Palchak, Director of Sustainability, shared an overview of the effort to develop a plan that will guide sustainability at the University of Vermont with short- and long-term goals to allow UVM to step forward, amplify the work we already do and announce renewed commitment to a healthy environment and healthy societies. The presentation slides are attached to these minutes, and include key results, work group members, timeline, supporting resources, and draft themes and focus areas. The next steps include distribution of a survey to the UVM community, faculty and expert input, development of preliminary goals, and key performance indicators. Elizabeth Palchak encouraged faculty to complete the Comprehensive Sustainability Plan survey available at go.uvm.edu/csp

13. New Business

- Antonio Cepeda-Benito (Psychology) reported that bike helmets are not being worn by students riding bikes on campus. Provost Prelock agreed that this is an important

- issue, and will raise it with the SGA President, Maddie Henson, to explore ways to educate and engage students in protecting themselves.
- Antonio Cepeda-Benito (Psychology) acknowledged the work and effort of Provost Prelock, Dave Jenemann, and the Provost's team in handling the many challenges of the past year, and for working with the Senate and Senate leadership to bring shared governance to the university.

14. Closing Remarks – Thomas Borchert stated that it was a very full and productive year in the Faculty Senate. He thanked Senators for coming prepared and willing to engage in the issues that came before the Senate, and for participating in our shared governance. President Borchert recognized that it has been a challenging year of teaching and often required extra effort to help students get through the year. President Borchert expressed thanks to the President and Provost for their shared governance, the Executive Council and former Faculty Senate Presidents for their guidance, other governance groups for their partnership, and the Faculty Senate staff for working together to get the work of the University done.

The meeting adjourned at 4:42 pm



The University of Vermont
FACULTY SENATE

**Resolution in Memoriam
Reno Thomas Simone
Professor Emeritus of English
1943-2022
Presented by Huck Gutman, Professor Emeritus of English
May 19, 2022**

The UVM Department of English is sad to report that a beloved colleague and friend, Dr. Reno Thomas Simone, Emeritus Professor of English, passed away on March 19, 2022. Born in 1943 in Kalamazoo, Michigan, he grew up in Ohio and Arizona. He went to college at Dartmouth and completed a Ph.D. in English at Claremont Graduate School in 1973.

Tom taught in the English Department for over fifty years. He was a mainstay in teaching Shakespeare, Dante, Ibsen, Homer, Joyce, Mann, Woolf, Tolstoy and even Richard Wagner. He helped found, and for many years was an anchor of, the Integrated Humanities Program, whose many students were enriched by what he taught them. One could talk with him about large things, about the greatness of art; students also found they could argue with him about those things.

For years, he and his wife Susan Shull travelled to London and New York and other venues to hear the finest in classical music performances. What most characterized him was his love of art, his deep attraction to the attempts by human beings to understand life and to celebrate its beauties. In the final decade of his life, Tom translated the three books of Dante's *Divine Comedy*, translations that have been widely acclaimed. In his final year, Tom read his translation into a recorder, so that his sense of Dante's greatness could be available through Audible. This final project sustained him. Even as his last days approached, he was moving ever onward, ever deeper, into the art which so enchanted him.

He was a man of bravery, possessed of great courage as he faced the decline which lies ahead for all of us. In some ways, and the Greeks understood this well, a man or woman's life is a preparation for how we face death: In this sense, Tom Simone was a model, a man whose reading and great learning prepared him for the final confrontation of his days.

It is a strange thing about art, that it penetrates deeper into our lives than anything else, except perhaps love; and as one can love art as well as one can love other persons, art may be one of the paradigmatic aspirations and creations of human existence. Tom loved art, loved art. His life and wonderfully rich teaching may be summarized by the words of the German poet Friedrich Hölderlin : "Einmal/ Lebt ich, wie Götter, und mehr bedarfs nicht." "Once/ I'll have lived like the gods, and more isn't necessary."

To: Curricular Affairs Committee of the Faculty Senate

From: Rosemary Dale and Rosi Rosebush

Date: March 26, 2022

Re: Approval of a proposal for to deactivate the Physical Education (Grades PreK-12), B.S. Ed. described in the UVM 2021-22 Undergraduate Catalogue and leading to teacher licensure in PK-12 PE settings

We have reviewed the contested proposal to deactivate the existing undergraduate major in Physical (PE) submitted by the Department of Education, met with the appropriate parties, and collected supplemental documentation. Our recommendation is to support the proposal as submitted. If approved by the CAC, the Faculty Senate, and the Board of Trustees, the deactivation would be implemented in May 2022.

The proposed deactivation request pertains to the Physical Education (Grades PreK-12), B.S. Ed. described in the UVM 2021-22 Undergraduate Catalogue and leading to teacher licensure in PK-12 PE settings. The PE program as a whole includes the PE licensure programs, as well as a Coaching Minor, Exercise Science Concentration, and a cross-college Sports Management Minor. The request for deactivation does not apply to the concentration or minors. The proposed deactivation will not result in reductions of any faculty or staff.

Steps Taken in the Evaluation of the Proposal

- Subcommittee received the proposal on Monday, January 24th.
- Subcommittee met with the Program Faculty Brett Holt on February 15th and February 22nd.
- Subcommittee met with Departmental Chair Kimberly Vannest on February 9th.
- Subcommittee met with Interim CESS Dean Katharine Shepherd on February 8th.
- Subcommittee met with Vice Provost for Academic Affairs Jennifer Dickinson, Faculty Senate President Thomas Borchert, and Faculty Senate Academic Affairs Co-Chair Stephen Everse on March 9th.
- Subcommittee held two open forums for faculty members in the Department of Education on February 25th and March 3rd.
- Subcommittee received one document from Dr. Holt on February 14th.
- Subcommittee submitted their report to the CAC Chair on March 26th.

Rationale for Deactivation of the Program

- Describe the proposers' rationale for implementing the deactivation at this time. Indicate who initiated the deactivation.

The status of enrollments in the PE program have been of concern for some time and was under review when the minimum thresholds for enrollment and completion were put forward by the Provost's Office in AY2020-2021. Degrees awarded in AY 18,19, and 20 were 4, 8, and 2. The Dean at that time, Scott Thomas, offered the program the opportunity to redesign. As no redesign was put forward, the Dean introduced the idea of DEACTIVATION to allow the EDPE program to examine this major, to revise the program appropriately, including working on dual endorsement with health education.

As per policy, the Department of Education Faculty voted on the deactivation in May 2021. The vote was 18 to 18. The current Dean, Dr. Katie Shepherd, offered the program an opportunity to identify alternate proposals during the fall of 2021. No proposal from the program was brought forward.

For this reason, Dean Shepherd and Chair Vannest identified that the proper course of action for the EDPE program was a deactivation. The CESS Curricular Affairs Committee reviewed the proposal on December 10th and 17th, and voted on December 17th in favor of the proposed action, with five members in support of the proposal and two abstaining.

Argument for deactivation for curricular improvement

The Chair, the Dean, the Director of Teacher Education, and the primary faculty member agree that the program's low enrollment is due in part to the fact that the degree does not include course work and field experiences needed for endorsement as a health educator. This preparation is common on a national scale and required for most jobs post-graduation. The program has also undergone changes in staffing and a reduction in faculty. The limited number of faculty and students compromises the pedagogy.

Why is the deactivation contested?

There is agreement on many points. The contest seems to revolve around the concern on the part of the primary faculty that the deactivation will lead to the discontinuation of the program.

Curricular Viability

The current enrollment numbers do not support excellent pedagogy. A single core faculty member, despite excellent support from other departments, does not allow for diversity of style or teaching. Additionally, the configuration of the program, without the dual endorsement in health education, compromises the employability of the graduates.

Physical education programs are offered at Norwich University in the Department of Health and Human Performance. Castleton University also offers a degree in Physical Education.

Effect on students

Students will finish with no program interruptions. Advising will continue as the core faculty member will be here. There is no program relying on this Physical Education degree. Courses offered that students in other majors take will continue to be offered.

Exit deactivation

Dean Shepherd has indicated that her plan is to formulate a committee to identify issues and to develop a viable program. The current faculty member agrees to participate, either leading the charge or actively participating in the discussions.

Our recommendation is to support the proposal to deactivate the Physical Education (Grades PreK-12), B.S. Ed. described in the UVM 2021-22 Undergraduate Catalogue and leading to teacher licensure in PK-12 PE settings.

Dear Stephen Everse, et al. –

Regarding your request for confirmation of a rebuttal/response: The program has offered a response below and copy/pasted the Faculty Senate CAC report with appropriate highlights and corresponding numbered comments. Concurrently, this response is attached in pdf format. This response does not contain the amount of detailed evidence collected and presented to members of faculty senate. Dr. Brett J. Holt may be solicited at bjholt@uvm.edu to provide a full copy of the ppt presentation containing detailed evidence and facts referred to in this response. Given the current report continues to contain inaccurate narratives, ‘selective’ context, assertions lacking evidence, and fails to convey the exhaustively detailed (and evidenced) disposition of the program faculty, students, community partners, and alumni presented to members of the Faculty Senate on Feb. 15th, a more detailed response/rebuttal may be presented at a future date that will not be limited in scope of audience and/or outlet.

Brett J. Holt
Associate Professor

Response as Follows:

Below find the report dissected and highlighted along with a corresponding numerical response to each highlighted statement appearing in the report:

Green Highlight = Incorrect statement (evidence has been offered to dispute)

Yellow Highlight = Statement that omits pertinent contextual information (not the whole truth)

Blue Highlight = Assertion without evidence

Corresponding Numerical Responses

1	Contextually, Coaching Education and Physical Education are linked through governing bodies.
2	Contextually, the process has already resulted in failure to replace a programmatic faculty line.
3	Contextually, NO concern regarding enrollment was shared with this PC until Fall 2020 during a pandemic. Contextually, the first indication was the cancellation of programmatic courses having less than 15 enrollees even though there were: a) documented ‘safety’ concerns regarding Physical Education activities, b) classrooms had size limits less than 15 posted on doors, and c) other programs (e.g., EDLP) continued ‘elective’ courses enrolled with less than 15 students.
4	Contextually, Provost Prelock’s directive occurred Nov. 23 rd 2020 and Dean Thomas indicated deactivation approximately 43 days later (including Thanksgiving, Christmas, New Years, and MLK) on Feb. 5 th 2021. As stated/printed by Faculty Senate report, this date perpetuates a narrative of occurring over an entire academic year.
5	Incorrect: Dean Thomas NEVER offered the program an opportunity to redesign.
6	Contextually, while no ‘redesign’ was put forth, the acting PC did propose possibility of ‘reorganization’ to address esoteric programmatic issues as many sister institutions (University of Wyoming, New Hampshire, North Dakota, etc) organize and structure Physical Education programs under Health Sciences rather than Education for compatibility purposes.
7	Contextually, the proposal for dual endorsement was worked on by faculty in Sp 2019 and Sp 2020 only to be ‘stopped’ by the very administration that now proposes focusing attention??? Dual endorsement was a priority of the program and collaborating faculty preceding deactivation. Thereby, this current administrative post-hoc attention toward dual endorsement is viewed as disingenuous.

8	Incorrect: The ‘official’ vote parameters were to have been closed by the end of April. The vote questionably was extended past the expiration into May.
9	Contextually, the vote was extended violating the initial parameters and reported incorrectly for at least five days.
10	Contextually, approximately three weeks were offered to complete this task. For further context, the main Health faculty member was on sabbatical and the main Physical Education faculty member was attending a conference during one of those weeks. Finally, for context, resources had prematurely been removed (i.e., lab equipment and spatial needs in sp ’21 without programmatic notice) when the parameter of “only utilizing existing resources” was applied.
11	<p>Contextually, a proposal, given the parameters, would have failed. Contextually, upon advice of a trusted and successful external administrator, this proposal opportunity was viewed as a ‘set-up’ for future failure engineered by internal administration. Concurrently, the Faculty Senate President (Brochert), regarding these alternative proposals’ states, “Negatively, the reading might be, ‘come up with your own firing plan [1].’”</p> <p>[1] Edgar, C. (2021). ‘Major fallout: UVM scholars argue that cuts to the humanities would imperil the university’s mission’, Seven Days, 27 January.</p>
12	Contextually, the reason appears to have changed. Please refer to the presentation slides in which administrators have been evidenced <u>propagating false and changing narratives throughout this process.</u>
13	<p>Contextually, the CESS CAC specifically indicate that their role (purview) was to vote on the ‘process’ following guidelines...yet, below they appear to have considered and voted with influence from false narratives including but not limited to:</p> <p>a) Contextually, the CESS CAC reports, “A review of enrollment and graduation numbers by the Provost’s office in <u>Fall of 2020</u> initiated a College level review (CESS). These coincided with ongoing conversations about low enrollment <u>which pre-date the current chair.</u>” This is incorrect (underlined) as the current chair began in Fall 2019.</p> <p>b) Contextually, “the CESS CAC reports A focus group was held in January of 2020 with then Program Coordinator Dr. Connley, Chair Vannest, and Associate Dean Killeen to explore market opportunities.” This entire statement is incorrect and has been addressed in the presentation to Faculty Senate members on Feb. 15th and is documented for reference on the power point slides.</p> <p>c) Contextually, the entire section on program history is incorrect and a more accurate and referenced description was provided at the Feb. 15th meeting with Faculty Senate and evidenced in the provided slides.</p> <p>Voting by the CESS CAC is thereby questionable as it is both unclear if they considered items outside their purview and if they considered false narratives that they failed to validate.</p>
14	Contextually, the primary faculty member ‘agrees’ that dual endorsement would be a competitive advantage...that is why the primary faculty member advocated for a dual endorsement and administration appeared disinterested until now?
15	Incorrect: Over the years analyzed within Provost/Dean’s parameters, staffing remained the same.
16	Contextually, ‘reduction in faculty’ means an unexpected death in which the Dean’s office never saw fit to replace the line, thereby lacking leadership foresight and causing other documented problems as a result.
17	Assertion without evidence: How are ‘pedagogies’ compromised? The EDPE program awaits evidence to this assertion. “Pedagogies’ is misused vernacular in the current statement.
18	Contextually, there is agreement on a ‘few’ points. There is disagreement on ‘many’ points. Contextually, which points does the CAC assume agreement?
19	Incorrect: At NO point in time during the 13-slide power point presentation nor in documented discussion with administration did the primary faculty member express concern over “deactivation leading to discontinuation” of the program. This appears to be a continued ‘false narrative’ propagated by administration.
20	Assertion without evidence: The second time this narrative has been perpetuated in this report (#17). Still awaiting evidence of said assertion. “Pedagogies” is still misused vernacular in this statement.
21	Assertion without evidence: a) Adjuncts offer different styles of teaching, b) External programmatic faculty offer diversity of style or teaching, c) Implies that with different individuals guarantees different teaching styles, and d) The primary faculty is adept and experienced (Under Ericsson’s framework of Expertise) in all of Mosston and Ashworth’s spectrum of teaching styles and frequently changes teaching

	styles. This assertion is offensive and if our program is to be held accountable, we expect other programs to be held accountable to “diversity of style or teaching.”
22	Contextually, this is not the case with the teacher deficiency current (sidebar: a deactivation will as previously articulated negatively affect said supply line of teachers), however UVM students should be offered opportunities to be ‘competitive’ in the marketplace.
23	Contextually, the ONLY NATIONALLY RECOGNIZED program in VT is the UVM program!
24	Assertion without evidence: This is a presumptuous statement that lacks foresight. Interruptions have already occurred and been documented.
25	Assertion without evidence: How can one be certain that “advising will continue as normal?” The afore mentioned death of a colleague has placed double advising loads on the remaining faculty member with NO plans by administration to rectify.
26	Incorrect: External programs (most notably K-12 programs) are relying on this program to continue the supply line. Further, internal programs such as ‘Fit Kids’ in the Psychology Dept and Sociology Dept have frequently registered for courses in this program (e.g., EDPE 166, 055-A, & 220).
27	Assertion without evidence: Interim Dean Shepherd has NOT indicated to program faculty or students a commitment on “identifying issues and developing a viable program.”
28	Contextually, the full-time faculty member will SELECTIVELY ‘participate/lead the charge’ in further discussions with individuals that understand, respect, and possess necessary competencies/skillsets to meet the esoteric needs of a Physical Education major, Exercise Science major concentration, Coaching minor, Sport Management shared minor, and possible dual endorsement in Health Education.

To: Curricular Affairs Committee of the Faculty Senate

From: Rosemary Dale and Rosi Rosebush

Date: March 26, 2022

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- Subcommittee submitted their report to the CAC Chair on March 26th.

Rationale for Deactivation of the Program

- Describe the proposers' rationale for implementing the deactivation at this time. Indicate who initiated the deactivation.

(3) The status of enrollments in the PE program have been of concern for some time and was under review when the minimum thresholds for enrollment and completion were put forward by the Provost's Office in (4) AY2020-2021. Degrees awarded in AY 18,19, and 20 were 4, 8, and 2. (5) The Dean at that time, Scott Thomas, offered the program the opportunity to redesign. (6) As no redesign was put forward, the Dean introduced the idea of DEACTIVATION to allow the EDPE program to examine this major, to revise the program appropriately, (7) including working on dual endorsement with health education.

As per policy, the Department of Education Faculty voted on the deactivation in (8) May 2021. (9) The vote was 18 to 18. The current Dean, Dr. Katie Shepherd, (10) offered the program an opportunity to identify alternate proposals during the fall of 2021. (11) No proposal from the program was brought forward.

(12) For this reason, Dean Shepherd and Chair Vannest identified that the proper course of action for the EDPE program was a deactivation. The CESS Curricular Affairs Committee reviewed the proposal on December 10th and 17th, and voted on December 17th in favor of the proposed action, (13) with five members in support of the proposal and two abstaining.

Argument for deactivation for curricular improvement

The Chair, the Dean, the Director of Teacher Education, and the (14) primary faculty member agree that the program's low enrollment is due in part to the fact that the degree does not include course work and field experiences needed for endorsement as a health educator. This preparation is common on a national scale and required for most jobs post-graduation. (15) The program has also undergone changes in staffing and (16) a reduction in faculty. (17) The limited number of faculty and students compromises the pedagogy.

Why is the deactivation contested?

(18) There is agreement on many points. (19) The contest seems to revolve around the concern on the part of the primary faculty that the deactivation will lead to the discontinuation of the program.

Curricular Viability

(20) The current enrollment numbers do not support excellent pedagogy. (21) A single core faculty member, despite excellent support from other departments, does not allow for diversity of style or teaching. (22) Additionally, the configuration of the program, without the dual endorsement in health education, compromises the employability of the graduates.

(23) Physical education programs are offered at Norwich University in the Department of Health and Human Performance. Castleton University also offers a degree in Physical Education.

Effect on students

(24) Students will finish with no program interruptions. (25) Advising will continue as the core faculty member will be here. (26) There is no program relying on this Physical Education degree. Courses offered that students in other majors take will continue to be offered.

Exit deactivation

(27) Dean Shepherd has indicated that her plan is to formulate a committee to identify issues and to develop a viable program. (28) The current faculty member agrees to participate, either leading the charge or actively participating in the discussions.

Our recommendation is to support the proposal to deactivate the Physical Education (Grades PreK-12), B.S. Ed. described in the UVM 2021-22 Undergraduate Catalogue and leading to teacher licensure in PK-12 PE settings.

Report of the Academic Reorganization Working Group

April 18, 2022

BACKGROUND

During the 2019-2020 academic year, the Financial and Physical Planning Committee (FPPC) raised the question of whether the University's academic organization is efficient, current, and effective, believing that it is a good practice for a university to periodically assess its academic structure. Following conversations between the FPPC, the Faculty Senate President, and the Provost's office, Provost Patty Prelock charged a small group, the Academic Organizational Restructuring Working Group to evaluate and reimagine UVM's academic organization to ensure that our pedagogy, research, scholarly, and creative activity continue to position the University at the forefront of higher education and support student success. This group developed several speculative models for UVM's academic organization which coalesced in a conceptual framework, UVM 2050, that grouped our academic offerings under four broad areas of programmatic strength. Initial response to UVM 2050 indicated a strong desire on the part of faculty, staff, and students to participate in an inclusive and collaborative process to evaluate our academic structure and administrative systems, consider the feedback of campus constituents, and recommend the appropriate course ahead for academic reorganization and realignment.

With the strong recommendation of the Faculty Senate, the Provost charged the Academic Reorganization Working Group, extended the timeline for their work and expanded the membership of the original Restructuring Working Group.¹ This newly constituted committee consisted of faculty, staff, and students from across campus and incorporated subgroups tasked with assessing Internal Alignments, External Benchmarks, and University Supports. Additionally, an ad hoc Administrative Systems Working Group was charged with examining the systems implications of any potential programmatic realignments. During the spring semester of 2021, the Working Group engaged in an extensive data-gathering process that sought the input and advice of the campus community regarding UVM's academic structures and administrative systems.

FINDINGS

1) History of UVM's program development

The Academic Reorganization Working Group considered over 100 years' worth of UVM's program development, the formation and closing of colleges, and the work of previous reorganization task forces. Taking this material as a whole, it is clear that the university has historically been challenged to engage in a meaningful and sustained process of long-term academic planning and educational stewardship that would serve the interest of "one UVM." While there are examples of successful cross-campus collaborations in research and pedagogy, it is more often the case that program development takes place primarily at the unit level, with little coordination between potential cross-unit partners. As a result, UVM has numerous course offerings, degree programs, and departments that exist in substantial overlap with others. Further, the historical evolution of programs has meant that some faculty and programs that would otherwise have strong affinities reside in different units, presenting challenges for collaboration. It is worth noting that UVM is not alone in this regard, and the academic organization of many

institutions we examined likewise display areas of overlap, duplication, and inconsistency. However, for a small institution like UVM, this complexity creates barriers for both students and faculty wishing to take advantage of all UVM has to offer.

2) Campus responses to reorganization

Throughout the spring 2021 semester, the Academic Reorganization Working Group held over two dozen community forums, town halls, and brainstorming sessions, and provided opportunities for written feedback on the Provost's Academic Reorganization website. As a result of these efforts to gather campus input, we received over 1000 comments, suggestions, and recommendations. During the summer, this feedback was coded using qualitative research methodologies and analyzed by a team of faculty and graduate student researchers. The results of this analysis are described in the "Academic Reorganization Data" document published on the Provost's Website.

It should be noted that the great majority of participants in these feedback sessions were faculty members, with substantially less participation from staff and students, and that many of the same faculty members attended multiple sessions to voice their opinions. Hence, the findings of the report should be understood as a snapshot of a particular set of concerns rather than as a reflection of the entirety of the campus. However, there were consistent themes that emerged from these sessions. As articulated in the summary of the "Academic Reorganization Data," participants expressed "marked resistance to reorganization," "significant fear and distrust" of the administration, and confusion and uncertainty about the need for reorganization. Concerns were also expressed about the timeline for reorganization and the speed with which people perceived change to be taking place.

Although there was an acknowledgement of structural challenges and inconsistencies in our academic organization, participants also frequently pointed to administrative systems that impeded collaboration and innovation, including HR administration, F&A allocations, faculty buyout, inconsistent course equivalency policies, varying approaches to academic advising, and other areas where procedures and policies were either cumbersome or contradictory. By far, the biggest factor cited for the systems challenges people faced was the administration of IBB. The "Academic Reorganization Data" report relates that: "[P]articipants felt that resource allocation decisions, particularly in the context of the IBB model, have created competition between units that erodes the ability to work collaboratively as an institution. IBB was repeatedly cited as a model that creates inequities and competition among units and undermines collaborative endeavors that should define and strengthen the institution as a whole."

3) Ongoing reorganization initiatives

As the Academic Reorganization Working Group was conducting its work and taking campus input, several units on campus were engaging in their own efforts to address program alignments, course offerings, and organizational structure or were tasked by the Provost to consider changes to their academic organization. Among these are the proposal for a School of the Arts in CAS, the collaboration between CALS, CAS, and RSENr on the realignment of Environmental Studies and Environmental Science, and the development of a Department of Geography and Geosciences reflecting the move of Geology faculty into Geography. We note that these efforts, both self-initiated and provost-directed have an eye toward improving student outcomes,

strengthening and clarifying program offerings, and ensuring the overall health of the institution. Indeed, the efforts of our colleagues to address some of the longstanding issues that the Academic Working group identified in its initial survey of the University's academic programs are substantial and suggest that initiatives to reimagine academic alignments that enlist faculty, deans, and senior administrators in the change-making process can produce positive and necessary results.

4) Social Justice, Diversity, Equity, and Inclusion

Respondents had very few substantive comments regarding the ways that Diversity Equity and Inclusion (DEI) are hampered by our current systems or structures or the way that they could be enhanced through changes to them. We believe that DEI work is integral to the mission of the University, and therefore the silence by respondents over these issues reveals a need for deeper reflection and coordination. Although centering the question of DEI issues was a priority of the working group, it is clear that the question of how to impact inclusion and equity through our academic alignments has not been adequately framed by this Working Group. That said, the establishment of the University Diversity Council (UDC) shows great promise to make the relationship between DEI and academic organization salient and material. We also note efforts in several colleges and departments to assess and adjust their programmatic offerings, to transform their cultural practices, and to address historic and ongoing issues of climate, access, and equity. The changes to the CBA to include work on DEI in Faculty effort are likewise important steps for the university, as are ongoing efforts to ensure equity across our systems and policies. We also acknowledge the work of the Office of the Vice Provost for Diversity, Equity, and Inclusion to establish a comprehensive and holistic university strategy aimed at a continuously renewing our commitment to justice, equity, diversity, and inclusion. For these efforts to be successful, they must be consistent, resourced, and hold each member of the university community accountable. The Academic Organization Working group offers its strong, wholehearted support for these efforts and to UDC, and believe that any proposal for reorganization, including any realignment of existing programs or creation of new programs, must account for historic and existing inequities and establish a framework for enhancing DEI issues to go forward, working in tandem with the recommendations and work of the UDC and the Vice Provost for Diversity, Equity and Inclusion.

REFLECTIONS

1) "One UVM" or Many?

Throughout the course of the Working Group's efforts, we have heard—often and repeatedly—of the pride, loyalty, and identification that campus constituents feel for their home departments, programs, and colleges. Despite calls by individual faculty, students, and staff for more opportunities for cross-campus collaboration, the working group has not observed a corresponding strong identification with the institution as a whole. This unit-level identification and a general desire to preserve status quo long predates the efforts of this Working Group, but it has been accentuated in the context of the disruptions caused by the COVID-19 crisis and the uncertainties brought about by the reorganization process itself. It should be noted, however, that the lack of a central identity for UVM is mirrored in the initial findings of the external analysis of potential applicants conducted by the Art and Science Group, which suggest that even if potential applicants know about UVM, they do not have a clear picture of what UVM is known

for and stands for. This represents a fundamental challenge the university must address if it is to continue to prosper in the current, uncertain higher education environment. We must be able to provide a concise message about the University's mission and identity that resonates with the citizens of Vermont, our potential applicants, and funders and donors across the country and the world.

2) Ensuring the Vitality of our Research Portfolio While Preserving our Commitment to Pedagogy

Throughout the course of the Working Group's efforts, we heard repeatedly of the need to balance our research ambitions with our strengths in student-centered pedagogy and curriculum. While this was sometimes posed as a conflict, we feel that these two goals are complementary. Research innovation is integral to our responsibility as a land-grant institution and is critical to the future economic success of Vermont. There are numerous examples of UVM bringing an interdisciplinary approach to societal challenges (such as sustainable agriculture or community development) that benefit the state and its communities. From the standpoint of our commitment to students, we believe that the further we push the boundaries of understanding, innovation, and entrepreneurship through cutting-edge research across all disciplines, the better we will be at ensuring our students are empowered with the skills necessary to become knowledgeable global citizens, creative community leaders, and innovative change agents. One of the consistent points of agreement in speaking to campus constituents was examples of successful campus-wide institutes like the Gund Institute that marry research with meaningful opportunities for students. Respondents consistently supported the establishment of similar institutes in the future. However, it is crucial that these university-wide initiatives should strive to balance enhancing our research productivity and our commitment to education, particularly graduate education, which was frequently cited as needing additional investment.

3) Balancing Big and Small, Decentralized and Centralized

As we begin to address the identity conflict UVM faces, we also must address our structural and systemic challenges. One challenge frequently cited is that UVM is a decentralized university. We have two very large academic colleges, CAS and LCOM, four relatively small colleges, CALS, CEMS, CESS, and CNHS, and two similarly-sized schools led by deans, GSB and RSEN. By contrast, other land grant institutions and flagship state universities have proportionally smaller Colleges of Arts and Sciences (Cornell ~ 30%, UNH ~ 30%, U. Mich. ~ 44%, compared to UVM's 55%). The consequences of having colleges of disparate size lead to unique challenges regarding flexibility and pace of change. Smaller colleges may struggle to efficiently deliver all services. Larger colleges may find it challenging to be nimble and to quickly adjust to a changing educational landscape. The imbalance also makes discussion over resource allocation difficult.

4) IBB

While the historical challenges UVM has faced in its long-term academic stewardship efforts predate the implementation of IBB, IBB was frequently cited as an impediment to cross-college collaboration and effective partnerships between similar programs. Even as IBB has provided colleges with data allowing them to react to student interest, respondents expressed the sentiment that it has also led to competition, inefficiencies, and in some cases duplication of effort or offerings, as units move to meet student demand. The balance of the seven colleges, including

relative size, relation to accrediting bodies, and workload, complicates efforts for them to work together, especially with regard to their curricula. Feedback likewise indicated a lack of familiarity with the administration of IBB and the tracking of its impact, information which the provost has made publicly available to the campus community. In short, although IBB is a budget tool, ongoing confusion about its implementation and its effects loom large over any consideration of our academic alignments.

RECOMMENDATIONS

We believe that there are opportunities to better amplify our educational impact and enhance our institutional reputation in our areas of strength and our impact on the state by considering realignments between departments and colleges to coalesce areas of strength. It has become clear to the Working Group that while there remain significant areas of the University that merit restructuring, presenting a single, static model for UVM's academic alignments would not address the fundamental need to change our approach to long-term academic planning and for establishing processes to address programmatic overlap and reform systems that impede collaboration and innovation. Given the already-ongoing reorganization efforts in a number of colleges, concerns about programmatic disruption, uncertain short-term financial benefit, and the pressing need to confront the question of our institutional identity, we do not at this time recommend a single, wholesale reorganization of the university's academic structure. Instead, we strongly recommend the establishment of a process for continuous improvement and evaluation of our academic alignments to enhance UVM's reputation, promote a culture of inclusion and equity, cultivate new opportunities for collaboration, innovation, and creative pedagogy, address remaining areas of structural and systemic ineffectiveness, and grow our research productivity. To achieve these ends, we offer the following recommendations:

Recommendation 1: Establish Processes for Long Term, University-wide Academic Planning and Continuous Improvement

Currently, senior leaders, including Deans leading academic units, are guided by the strategic goals and principles outlined in the University's Amplifying Our Impact statement and the Academic Success goals and metrics. However, there are limited opportunities for academic and governance leaders to reflect holistically on the university's programmatic offerings from a strategic perspective.

An Academic Stewardship group, charged jointly by the Provost and the Faculty Senate Executive Council, should be tasked with holistically reviewing programmatic offerings from a strategic perspective, including the introduction of new programs and reducing competition and overlap of programs and course offerings between units. This group should be empowered to work with the current governance structure to establish mechanisms for oversight and accountability and implement change. This body would also advise on the negotiation, establishment, and maintenance of MOUs between partners offering joint programs across units. This body could be an enhanced iteration of the Educational Stewardship Committee, which was established as part of the initial implementation of IBB as a joint collaboration between central administration and the Faculty Senate to promote academic excellence, evaluate curricular offerings, and ensure against overlap and competition between programs. While the principles undergirding Educational Stewardship were strong, no provisions were made for implementing their findings or for creating accountability for programs that, in whole or in part, duplicate

others. We recommend a revitalized and reimagined Academic Stewardship Group consisting of members of the Faculty Senate, the Academic Leadership Council, the Vice Provost for Academic Affairs and Student Success, the Office of Institutional Research and Assessment, the Vice Provost for Diversity, Equity and Inclusion, the Office of the Vice President for Research, and Financial Analysis and Budgeting, that shall serve as a collaborative partnership and as a joint advisory body, holding the campus units accountable for programmatic conflicts and ensuring realignment of, and innovation in, courses and programs where deemed necessary. This is essential for optimizing the curriculum within budgetary constraints.

It should be noted that, in conjunction with the efforts of this working group, the University retained the services of Art & Science, a higher education consulting firm focused on institutional strategy for colleges, universities, independent schools, and other non-profit organizations with educational missions. For UVM, their focus has been on determining what strategies we can adopt to generate even greater momentum and thrive in an increasingly competitive prospective student market.

Hence in the near-term, in order to achieve the goals of the Academic Stewardship Group, we presume that this Group will examine exactly the kind of data and interpretations that the Art and Science Group offers. It should also draw from other sources, such as our community's and leaders' aspirations for UVM, our mission statement, and our commitment to diversity, equity, and inclusion. We recommend that should any of the Art and Science recommendations be adopted, they be included in the initial work of the Academic Stewardship Group as a significant resource to guide constructive dialogue, establish strategic processes that revise university systems, and inform future university-wide initiatives.

In the summer of 2022, the Provost shall meet with representatives of the Faculty Senate and relevant stakeholders to identify members of the Stewardship Group. Beginning in the fall of 2022, a representative from each of the core units of the Academic Stewardship Group described above should convene to establish their working procedures, with a goal of being operational in January 2023. Thereafter, they should annually address improvements in the overall alignment of departments within colleges or—where necessary—the potential for merging of colleges, they shall present a summary of their findings to senior leaders and the Faculty Senate. By embedding strategic discussions of academic structure into an ongoing conversation, we can make stewardship of academic resources and programs a regular and engaged practice at UVM, allowing the campus to consider change and anticipating adjustments to our academic alignments as merited. This culture of continuous improvement is consistent with the philosophy of accrediting bodies working with programs and our institution as a whole, and indeed of higher education.

Recommendation 2: Empower the Academic Stewardship Group to review cross-unit degree programs

Once established, the Academic Stewardship Group should, as its first task, consider the areas of academic and curricular overlap remaining at UVM. This includes both similar/identical majors and minors offered in more than one unit and programs that are managed across several units, with multiple partners, often under an MOU. With the participation of the identified programs,

the Academic Stewardship Group shall convene faculty, staff, and administrators of these programs, or otherwise request feedback on what is working well and what challenges are arising, and develop recommendations to continue existing agreements that support these programs, revise existing agreements, or to realign programs, including consolidating them in one unit and recommending the elimination of duplicative or overlapping degrees in other units. The Academic Stewardship Group should also consider DEI issues as part of its deliberations. While we hope that, as in the case of the already in-progress realignments, a spirit of consensus and compromise will characterize these efforts, should programs be unable to reach agreement about realignment, we recommend that the Provost implement the Academic Stewardship Advisory Group's recommendations.

Recommendation 3: Promote Interdisciplinary Research Initiatives

One of the consistent themes of the Academic Reorganization Working Group's listening tour was a desire for more Interdisciplinary Research Institutes and Centers to enhance the University's Research profile. The Gund Institute and the Center on Rural Addiction (CORA) are powerful examples of interdisciplinary organizations tackling important societal problems, engaging with communities. We recommend establishing four to five new Research Institutes and Centers to promote multi-disciplinary research collaboration, graduate education, and student opportunities. These new Institutes and Centers should focus on complex challenges and take an interdisciplinary approach that includes the humanities, arts, social sciences, natural sciences, medicine, and business. Topics that could be put forward include Social Justice, Food Systems and Food Security, Agroecology, Green Energy Solutions, Educating the Next Generation, Sustainable Business and Engineering Practices (including water systems), Healthy Communities, and more. To succeed, these institutes need to have the endowment strength of the Gund Institute or the federal resources of CORA, and a precondition for their existence must be the assurance of adequate funding. Ideally establishment of any University Institute must address both local and national interests. By the end of academic year 2023, the Faculty Senate in consultation with the Office of the Vice President for Research shall establish a procedure for proposing and evaluating these institutes. Thereafter, the Faculty Senate (in consultation with the University Distinguished Professors) shall advise on the establishment of these Institutes and engage in a regular review to ensure their ongoing viability.

Recommendation 4: Establish Systems Consistencies Across Units

One barrier to interdisciplinary collaboration is inconsistencies in policy across the colleges. Consistency should be established for the following procedures:

- F&A sharing models with faculty and departments and a mechanism to track them
- Faculty buy-out with research funds
- Course equivalencies, both within colleges and for cross-college teaching including Honors College courses.
- Workload policies, where possible under the CBA
- Human Resources policies and procedures to ensure efficiency, transparency, and equity
- Implement best practices in advising across the university to ensure consistency of support for students.

Consistent with the work of the UDC and the strategic plan it is producing, the work of establishing consistencies should pay attention to questions around diversity, equity, and

inclusion. The appropriate units (Council of Deans, Human Resources, etc.) should implement these changes in FY 2023.

Recommendation 5: Bring the Campus Community Back into the IBB Conversation

It is important to acknowledge that IBB was regularly cited as the biggest obstacle to achieving change at UVM. While this may be true in some areas, there are also numerous examples of IBB leading to significant innovation and transformation both in research and education that individuals might not be aware of.

There is much disagreement around IBB as a budgeting tool. Some see IBB as a tool for implementing change within the University, whereas others see it as causing significant damage to the fulfillment of the University's mission. It has also undergone several different changes, knowledge of which is spread unevenly throughout the campus community, despite the analysis of IBB's impacts conducted by the Provost's office and available publicly to the UVM community. We recommend a two-fold strategy: first, a fresh information campaign to provide various stakeholders with an understanding of current conditions; second, a strategy to enhance faculty and staff consultation regarding strategic choices made under IBB. We therefore urge the Administration to re-establish the IBB Steering Committee.

¹ Dating to its initial establishment in May, 2020, the members of the Academic Reorganization Working Group have been: David Jenemann, Dean, HCOL (chair); Lana Al-Namee, SGA; Shari Bergquist, University Budget Director; Thomas Borchert, Professor, Religion, CAS; Christopher Burns, Special Collections, Libraries; Susan Comerford, Associate Professor, Dept. of Social Work, CESS; Meghan Cope, Professor, Geography, CAS; Mary Cushman, Professor, LCOM; Jennifer Dickinson, Vice Provost Academic Affairs; Kirk Dombrowski, VP for Research; William Falls, Dean, CAS; Jason Garvey, Associate Professor, CES; Randall Headrick, Professor, Physics, CAS; Kathy Howrigan, UVM Foundation; Jinny Huh, Associate Professor, English, CAS; Adrian Ivakhiv, Professor, RSEN; Mary Louise Kete, Professor, English, CAS; David Jones, Professor, GSB; Jay LaShombe, Admissions; Alan Maynard, Clinical Associate Prof., Biomedical and Health Sciences, CNHS; Ernesto Mendez, Professor, Plant & Soil Science, CALS; Katherine Merrill, Senior Lecturer, Math & Stats, CNHS; Cathy Paris, Senior Lecturer, Plant Biology, CALS; Sarah Plaut, SGA; Avery Rasmussen, Perinatal Data Manager, LCOM, GSS; Pramodita Sharma, Professor, GSB; Linda Schadler, Dean, CEMS; Constance Van Eeghen, Assistant Professor, Gen Internal Medicine, LCOM; Jim Vigoreaux, Vice Provost Faculty Affairs; KC Williams, Assistant Dean, CEMS; Alexander Yin, OIRA

The Comprehensive Sustainability Plan

Elizabeth Palchak

Director of Sustainability

May 19th, 2022



The University of Vermont

Your input

Weaknesses and Opportunities

What is UVM uniquely positioned to do well?

What am I not thinking of?

Threats

How might this effort fail?



Comprehensive Sustainability Plan Objective and Key Results

Objective

Develop a plan to guide sustainability at the University of Vermont with short- and long-term goals.

The CSP will outline short- and long-term goals that are achievable and within the financial capacity of the institution.

*The development of UVM's comprehensive plan will allow UVM to step forward, amplify the work we already do and announce renewed commitment to a **healthy environment and healthy societies**.*



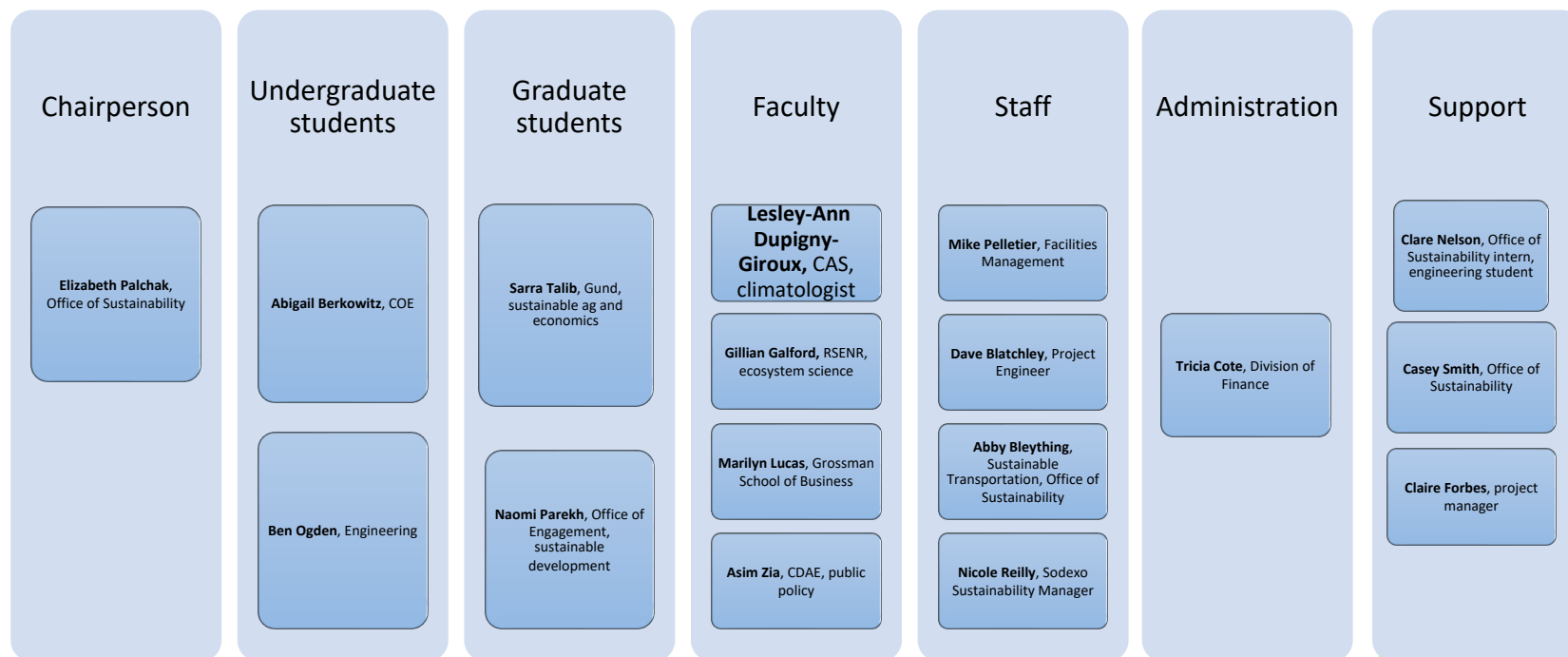
Comprehensive Sustainability Plan Objective and Key Results

Key Results

- Identification of three themes to communicate goals of the plan to stakeholders
- Identification of six to seven areas of focus (e.g., waste, energy, buildings, etc.)
- Creation of feasible and measurable goals for each area of focus
- Completion by fall semester 2022



CSP Work Group



Comprehensive Sustainability Plan Timeline

Mar

- Identify focus areas and preliminary themes

Apr

- Solicit broad campus community input and targeted input from external stakeholders

May-Jun

- Identify achievable goals for each focus area

July-Aug

- Write draft plan

Sep

- Integrate feedback

Oct

- Final plan ready for release



Supporting Resources

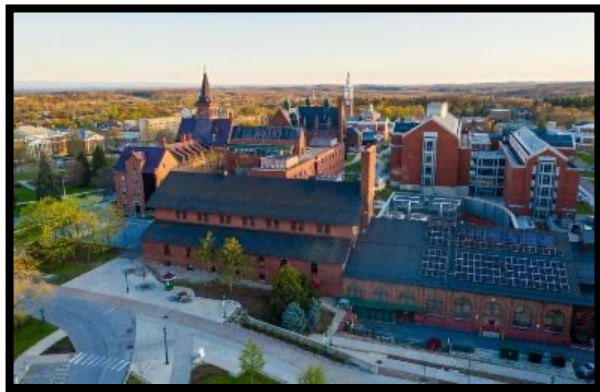
[Vermont Climate Action Plan](#)

[Amplifying our Impact: Strategic Vision for UVM](#)

[UVM Facilities Sustainability Plan](#)

[Vermont Climate Assessment](#)

[AASHE STARS Technical Manual](#)



climatechange.vermont.gov

All other photos courtesy of UVM Communications.

University of Virginia

Timeframe: 2020-2030

Focus areas: Carbon; waste; nitrogen; sustainable food; water

Themes: build accountability; advance equitable places; enhance sustainability teaching; enhance sustainability research; grounds-engaged learning



University of Virginia

Work Group Committee on Sustainability

Letter from President

Three overarching goals adopted by the BOT

- Carbon neutral by 2030 and fossil free by 2050
- “30 by 30”
 - Reduce water and nitrogen emissions
 - Reduce waste
 - Increase sustainable food
- Partner with the community to accelerate the work



University of Virginia

Organizing themes

- Governance and collaboration
- Engage
- Steward – specific, measurable goals
- Discover – aspirational, less specific i.e. “enhance, promote, foster...”

Structure

- Introduction paragraph for each organizing theme
- Goal
- 1-3 strategic actions

STEWARD: LIVING OUR VALUES

Leadership in sustainability exemplifies living our values and presents an opportunity for UVA to be great, do good, and amplify its impact beyond its geographical boundaries through teaching, research, operations, sharing best practices, reducing adverse impacts on human and ecological health, and improving the lives of all.

GOAL:

UVA will be carbon neutral by 2030 and fossil fuel free by 2050.

STRATEGIC ACTION: Develop 2030, 2040, and 2050 Climate Action Plans. Ensure that all decisions made at UVA concerning its energy sources and generation, infrastructure, buildings, fleet, and transportation are guided with this ultimate objective in mind. Areas of focus will be addressing UVA's fuel mix, increasing renewable energy, reducing the impact of growth, energy efficiency, conservation, and transportation.



Bates College

Letter from President

Why We Care

Background on Carbon Neutrality

- Energy Efficiency
- Transition to renewable energy
- Empowering sustainability culture

Why We Care (mission statement)



A recent *Princeton Review* survey found that 78% of incoming students consider an institution's level of commitment to sustainability as a factor in making their college decisions.

Why We Care

At Bates, our mission statement speaks of a commitment to responsible stewardship of the wider world. We believe that we have a moral imperative to have a net positive impact in this arena and that we can and should do so through our academics, community, and our environmental footprint. At Bates, every individual has a role to play in making our community more sustainable.

The Intergovernmental Panel on Climate Change (IPCC) gives the world just a decade to reduce its global greenhouse gas emissions by a staggering 50% or face a future where we are unable to keep global warming in check. We are already seeing the effects of unchecked climate change in the form of increased drought, dangerous heat waves, forest fires, heightened severity of hurricanes, sea level rise, political destabilization from climate refugees, and the beginnings of ecosystem collapse.

In addition to the ethical imperative to become more environmentally benign, Bates and schools around the country are also getting strong business signals to become more sustainable. A recent *Princeton Review* survey found that 78% of incoming students consider an institution's level of commitment to sustainability as a factor in making their college decisions. From an admissions perspective, the upside to an ambitious climate commitment is enormous. At Bates, almost 75% of our revenue comes from tuition, so maintaining the size and interest of the applicant pool is vital to our future.

"Renewable energy is a passion of mine," said Brent Feldman '17 as he installed a solar photovoltaic array at the Bates Coastal Center, aka Shortridge, in Phippsburg. The Shortridge rooftop array was Bates' first institutional PV installation. Bates recently entered into a 5 MW solar project that will represent 75% of the college's current electricity use and plans to target more solar opportunities on campus.

■ BATES Sustainability Roadmap





Bates College

Introduction paragraph to “major areas”

- Energy and Climate
- Academics
- Operations
- Culture
- Governance and Tracking Progress

Structure

- Major area
- Sub areas (i.e. buildings, new buildings, transportation)
- 3-5 goals and aspiration statements

1) Energy and Climate

Combine very low energy-use buildings with renewable energy sources to become Climate Positive by 2030.

Buildings

Create buildings that improve the overall quality of life. Increase the energy efficiency of our built infrastructure, including adopting Energy Use Intensity targets (how much energy a building uses per square foot), and updating our standards for all new construction and renovation projects. Avoid materials that contribute to human illness or exacerbate climate change.

New Buildings

- New campus buildings should meet at minimum the American Institute of Architects (AIA) 2030 Challenge standard, which sets a fossil fuel energy reduction goal of 80% below the average building consumption for that category of building.
- As a stretch goal, we adopt the Passive House design standard, which has a dual goal of very low Energy Use Intensity (EUI) for the building, as well as targeting wasted energy via air leaks. Passive House buildings can be built at cost parity to ordinary buildings above a size threshold of around 20,000 square feet, and see significant (80-90%) reductions in fuel costs.
- New buildings at Bates College will be constructed to be solar ready, and electric vehicle charging station ready. These costs are usually modest in constructing a new building, but to retrofit after the fact can be quite invasive and expensive.
- Evaluate construction materials that sequester, rather than release, carbon dioxide in their manufacture. Explore the use of structural materials like mass timber as a replacement for steel and concrete.
- As our buildings are meant to house and shelter our students, staff, and faculty, it is also important that they are safe and healthy spaces. It is important to promote climate and people-friendly building products, for the health of our community and our environment. We will work with our contractors to exclude Red List materials, which are classified as hazardous to human health and the larger ecosystem, as well as encouraging use of refrigerants with low greenhouse gas warming potential.

SMART DESIGN

At Bates, all renovations and new construction, like the recent Bonney Science Center, are built to a high level of efficiency with a focus on energy performance. We work with architects who specialize in sustainable design to suit specific sustainability features for each new building project.



University of Vermont

DRAFT Themes

- Resilience
- Education
- Health and Wellbeing
- Equity



University of Vermont

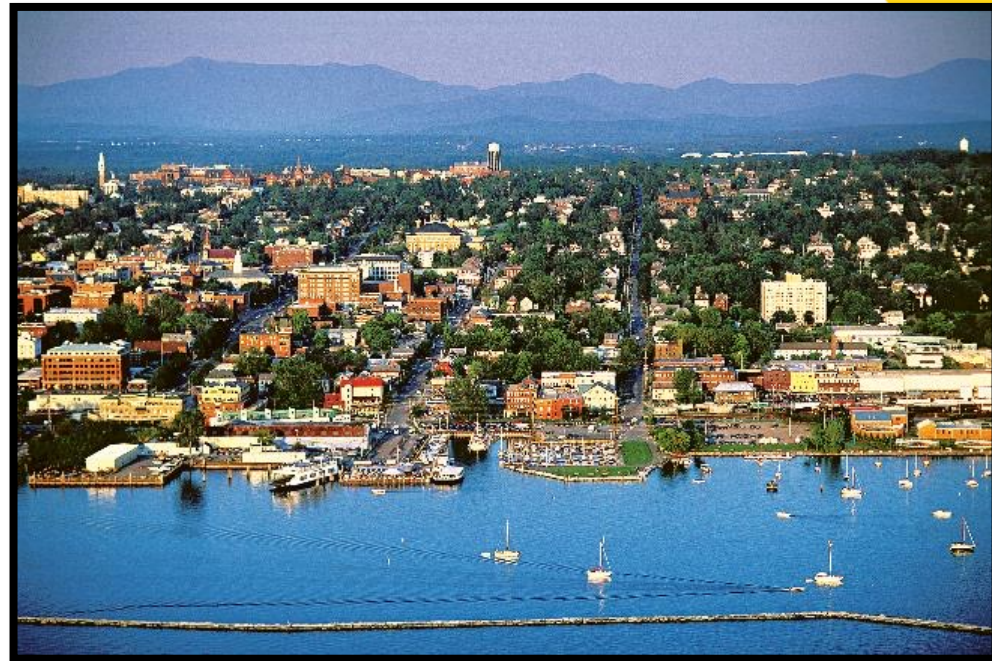
DRAFT Focus Areas

- Decarbonization or Climate and Energy
 - Clean Energy
 - Buildings
 - Transportation or Campus Mobility
- Operations
 - Food
 - Recycling/Waste
 - Water or Water Use
 - **Purchasing**
 - **Landscape (could include stormwater management)**
- Research and Learning
 - Community engagement
 - Sustainability Research
- Governance and People
 - *Investments*
 - Workforce development
 - Social Equity or Diversity, Equity, and Inclusion



Next steps

- **Presentations to all governance groups**
- **Wide survey distribution to UVM community**
- **Faculty and expert input**
- **Development of preliminary goals**
- **Advisory Council review**
- **Development of Key Performance Indicators**



Your input

Weaknesses and Opportunities

What is UVM uniquely positioned to do well?

What am I not thinking of?

Threats

How might this effort fail?



Comprehensive Sustainability Plan Survey

go.uvm.edu/csp

