



## Minutes

Monday, October 24, 2022  
On Microsoft Teams 4:00 – 5:30 PM

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The meeting was called to order by Faculty Senate President, Thomas Borchert at 4:01 PM

### Senators in Attendance: 69

**Absent:** Senators Vacant (Anesthesiology Rep2), Vacant (Chemistry), Conroy (Counseling, Human Development & Family Science), Ramirez-Harrington (Economics), Cowles (Education Rep1), Calkins (Family Medicine Rep2), Terrien (Medicine Rep1), White (Physics), Ali (Radiology Rep2), Cockrell (Surgery Rep1)

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### 1. Faculty Senate President's Welcome Remarks – Thomas Borchert made the following remarks:

- The Faculty Senate will soon be receiving a proposal that was passed by the College of Arts and Sciences to reorganize the language departments into a School of World Languages and Cultures. An ad hoc committee will be assigned to review the proposal using the procedures passed by the Faculty Senate last year.
- Faculty are encouraged to attend the open sessions of the Board of Trustees meeting this week. The materials to be discussed are available on the UVM website.
- The Faculty Senate Executive Council approves the Senate agenda which may include an item for “senate education” scheduled during the last 25-30 minutes of the meeting. Examples of these agenda items include the September presentation on DEI, and the October presentation by the Chief Safety and Compliance Officer. The December meeting will include a presentation by the Chief Information Officer.

### 2. Approval of Minutes - The minutes of the September Faculty Senate meeting were approved as written.

**Vote: 57 approved, 0 opposed, 2 abstained. The motion carried**

### 3. 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: Graduate College (30)

**Vote: 58 approved, 0 opposed, 1 abstained. The motion carried**

**4. Resolution: Juneteenth Addition to Academic Calendar** – Thomas Borchert presented the following resolution:

Whereas the University of Vermont Faculty Senate Constitution and Bylaws states in section 1 (authority) that the Faculty Senate is empowered to approve the Academic Calendar prepared by the Registrar;

Whereas Juneteenth was added to the list of recognized administrative holidays beginning Summer 2022;

Whereas summer standard meeting patterns will be adjusted as necessary each summer session to meet minimum definition of a credit hour;

Therefore, Be It Resolved that beginning with Summer 2023 the University of Vermont Academic Calendar will: 1. Include a Juneteenth holiday. Observance will be in alignment with the federal holiday.

Discussion included a statement by the University Registrar, Veronika Carter, that the day of the week that Juneteenth falls will vary from summer to summer, and UVM will follow the federally observed Juneteenth holiday. The Registrar's Office will work with Professional and Continuing Education, and the Colleges and Schools to draft the summer meeting pattern calendar to ensure that we meet the definition of a credit hour, that there is a 15-minute break between the standard meeting patterns.

**Vote:** 56 **approved**, 0 opposed, 1 abstained. **The resolution carried.**

**5. Senate Representation** – Thomas Borchert reminded the Senate that due to time constraints at the September Senate meeting, this item has returned for discussion and questions. The September meeting included a presentation by Chris Burns regarding the results of the Executive Council's study of how Senate representation is allocated. The study was completed to fulfill the charge of a resolution passed by the Faculty Senate in December 2021. The report and charts highlighting three models of representation were included with the agenda. The Executive Council recommended that the Senate take no action in the current moment to change the method of representation. Discussion included concerns about service loads and equity in service loads, and the relationship between the full senate and the senate committees.

**6. Proposal for Procedures to Establish Centers or Institutes**

Thomas Borchert presented a draft document that would establish procedures for Senate review of proposals to establish centers or institutes. According to the University Manual, Centers and Institutes need to be approved by the Senate and then the President, Provost and Board of Trustees. The draft procedures are attached to these minutes, and include a template for proposals, and procedures and timeline for reviewing proposals. The Faculty Senate Research, Scholarship and Creative Arts Committee (RSCA) would serve as the primary reviewing committee. Proposals would be circulated to faculty and staff for a 2-

week public comment period. Upon completion of the review, the RSCA would provide a recommendation to the Faculty Senate for vote. Thomas Borchert asked senators to review this draft procedures, and submit questions or concerns to [Thomas.Borchert@uvm.edu](mailto:Thomas.Borchert@uvm.edu) prior to the November Senate meeting, when the procedures will be discussed and voted.

**7. Changes to the Fleming Organization**

The Faculty Senate is currently reviewing a proposal to have the Director of the Fleming Museum report to the Director of the School of the Arts. The Senate is reviewing this because such a change would mean that the University Manual would need to be changed, as that document currently states that the Director of the Fleming reports to the Provost. The Faculty Senate is reviewing this proposal in our advisory capacity to the Administration and the Board of Trustees. The proposal from the Provost's Office will be distributed to voting members of the Faculty Senate by email. Comments to be considered on this proposal should be submitted via the webform link in the email by noon on Monday, November 7<sup>th</sup>. A separate feedback webform will be distributed to the Fleming staff. The proposed change to the Fleming organization will be on the November agenda of the Faculty Senate for discussion and vote.

**8. Student Affairs Committee (SAC) report and discussion of outside of class expectations.**

SAC member, Scott Van Keuren, reported that the SAC has been discussing the issue of outside of class expectations, which was brought to the SAC by the Student Government Association. The concern is the burden placed on students when activities that are not included in the syllabus, or in the expanded course description, are announced at the last minute in a lecture or email. Concerns include impact on grades, and conflict with policies on accessibility. In 2019, the SAC conducted a survey of students (details at [https://www.uvm.edu/sites/default/files/Faculty-Senate/SAC\\_minutes\\_March2019.pdf](https://www.uvm.edu/sites/default/files/Faculty-Senate/SAC_minutes_March2019.pdf)) to get a sense of how students are informed of course expectations which occurred outside of a course's scheduled meeting time and that impact the course grade. Discussion included the desire for a more comprehensive survey, and the need for attention to gaps in policies designed to protect student rights when it comes to out of class activities and especially the timeliness with which they are notified. Gaps exist in the Student Rights and Responsibilities policy and UVM's Accessibility policy. The SAC is discussing alternative language to suggest to the Dean of Students for some of these policies, and other remedies to lessen the burden on students. Senators are asked to remind their colleagues to include outside of class expectations in the expanded course descriptions. The presentation slides are attached to these minutes.

**9. Reports that do not require a Senate vote – Thomas Borchert shared a report from the Curricular Affairs Committee regarding two recently approved prefix changes:**

- The College of Arts and Sciences will use the prefix CAS for a variety of college curricular offerings including internships, academic success strategy courses not tied to a department within CAS, interdisciplinary courses, and honors numbers for individually designed majors.

- The prefix change from BSAD to BUS in the Grossman School of Business.

**10. Campus Safety** – Michael Schirling, Chief Safety and Compliance Officer was invited to provide an update on campus safety and strategies designed to create a safe and secure university. Schirling reported that the Division of Safety and Compliance has been working on transitioning from an organizational structure that is more centered around people than process and pivoting to a structure that is centered around process that can produce consistent results regardless of who the people are in various chairs. Offices and Departments reporting to Schirling are UVM Police Services, Compliance and Privacy Services, Enterprise Risk management, Risk Management and Safety, CATcard Service Center, and Emergency Management. Structural projects highlighted include:

- Reconstituting threat assessment operating methodology. Reconstituting a threat assessment team and refining existing policy that is making its way through the policy system now. Building a set of operating guidelines that have existed but have not been previously written down. Working with the FBI and Department of Homeland Security for training on threat assessment.
- Reconstituting Emergency Management function. Interaction with state entities, the city, and UVM operations for continuity of operations for weather events, substantial human caused events or other kinds of disasters that impact the campus.
- Building systems to bring a learning management system to bear, lean process training or process improvement training, and modernizing systems. Examples include Homeland Security grants for enhanced CCTV camera surveillance outside and in green spaces and outside areas, and building out the LiveSafe app to enable any affiliate to contact emergency services quickly.

Discussion included active shooter information and awareness for classroom safety, and avoiding conflicts in the context of student protests

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

The meeting adjourned at 5:38 PM

## **Proposal for an Academic Center or Institute**

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### **From the University Manual:**

#### **204.5 Academic Centers and Institutes**

Centers and institutes facilitate the performance of interdisciplinary or focused research or other scholarly or creative activities not otherwise conducted within the structure of Programs, Departments, Schools, or Colleges. Centers and institutes that involve any or all of the following are considered academic centers and institutes: curriculum or instruction, research, scholarship or creative arts. Proposals to establish, substantially change or eliminate academic centers and institutes must be approved by the Board of Trustees, upon recommendation of the President and Provost following application of appropriate governance protocols, the latter to include Faculty Senate approval. Academic centers and institutes are subject to regular review by the Faculty Senate. The scope of academic centers and institutes can vary from a sharply defined focus within a school or college to an interdisciplinary subject or specialized field of study spanning two or more academic units. The terms can be used interchangeably according to preference. Other synonymous terms may be used in the working title in order to best reflect current practice in a field. Academic centers and institutes do not grant degrees or appoint faculty, nor do they offer credit-bearing courses except in cooperation with the academic unit(s) that constitute their participants.

In general, a University-wide or cross-college center or institute will be hosted in one of the participating colleges or schools. It may also be housed within the Office of Vice President for Research or the Provost's Office depending on the primary mission of the center or institute. Its Director will be appointed by and report to the Provost or the Vice President for Research. Academic centers or institutes that are housed within a single college or school will typically have a Director who is appointed by and reports to the Dean or other designated college administrator.

#### **Section Two**

The following procedures govern review of proposals to establish a new academic center or institute as defined in the University Manual and which spans multiple colleges and schools in the University.

- a. A proposal to establish a new cross-unit Center or Institute is initiated by the Provost or the Vice-President for Research (the sponsor), codified in a letter addressed to the Faculty Senate.
- b. Upon completion of the review, the President of the Faculty Senate should submit a letter of support for or lack of support for a proposal to the sponsor. In the case of approval, the letter should include information relevant to the review by the Faculty Senate and the results of the body's vote. In case of non-approval, the letter should include indications of why the proposal is not supported.
- c. The timeline of review will begin when a proposal is considered complete by both the sponsor of the proposal and the Faculty Senate President.

- d. The principal review of proposed new centers and institutes will take place in the Research, Scholarship and Creative Arts Committee. In cases where a center or institute contains significant curricular components, two members of the Curricular Affairs Committee shall participate in the review of the RSCA.

### **Section Three: Proposal Format**

#### **Introduction**

The main body of a proposal for a center or institute should be divided into three primary sections and relevant appendices comprise a fifth section and should be attached to the main body of the report:

- Section One: Abstract and General Information
- Section Two: Introduction/Rationale/Goals
- Section Three: Alignment with University goals and Vermont Needs
- Section Four: Resources, Budget and Staffing
- Section Five: Review Plan
- Section Six: Appendices

The first two sections of the report provide an abstract of the proposal, general information needed to understand the rationale for its establishment and the goals of the proposed center or institute. Section Three describes programs and activities and their alignment with the goals and mission of the University and the State of Vermont. Section Four provides an anticipated annual budget and personnel plans for the first three years, and Section Five should provide the criteria by which the center/institute will be reviewed after three years. Section Six can be used as an appendix for any additional information relevant to the proposed center/institute (e.g., organizational chart, grants funded, anticipated proposal opportunities, letters of support, stakeholder groups and/or advisory board members if applicable, etc.). Each of these sections is described more fully below.

#### Section One: Abstract and General Information (1 page)

The General Information section provides factual data about the center/institute being proposed, including name of the center/institute, affiliated college(s) or school(s), name of the director and to whom the director will report, as well as additional key leadership and department/college affiliations.

#### Section Two: Introduction/Rationale/Goals (1 page)

The Introduction/Rationale/Goals section establishes the background for the center/institute proposal and a rationale for its institutionalization at UVM (what will the center/institute do that isn't being done already?). It should include a brief description of its present status (e.g. already a working group, lab, initiative, etc.), its mission, the primary goals that will be the focus of the center/institute (in numbered form), unique and distinguishing characteristics, major research and/or outreach initiatives planned and ongoing, educational activities planned

and ongoing, and significant collaborations planned and ongoing.

### Section Three: Alignment with University goals (2 pages)

In this section the proposal should describe how the center/institute will:

- A. Contribute to the University's Mission
- B. Meet a societal need or have an impact on the state of Vermont

To demonstrate commitment to the university's mission, the center/institute proposal should describe how the center/institute aligns with the vision, mission, and strategic priorities of the University by (address all that apply):

- Supporting research and creative activities that generate new knowledge and understanding and enrich the intellectual environment for students, staff, and faculty.\
- Engaging in relevant application of new knowledge to contemporary problems through teaching, scholarship, creative activities, service and outreach, depending on the specific focus of the center or institute.
- Promoting a global perspective and appreciation of cultural and intellectual diversity.
- Contributing to university-wide diversity, equity, and inclusion efforts
- Fostering the qualities of respect, integrity, innovation, openness, justice, and responsibility as expressed in *Our Common Ground*.
- Addressing additional center/institute-specific indicators.

In defining how the center/institute will meet its goals listed in section two, the proposal should describe how the center/institute will:

- Promote the quality of the research and scholarship of the faculty, post-doctoral fellows and other affiliates.
- Ensure the center/institute has adequate leadership, faculty, support staff, financial resources, library resources, equipment, and facilities to accomplish its purpose.
- Attract extramural funding and/or donor commitments that contributes to long-term stability.

In describing how the center/institute contributes to society and has a positive impact on Vermont, the proposal should describe if/how the center/institute will:

- Promote work that contributes to society
- Ensure that the work of the center/institute will have a positive impact on the state.

### Section Four: Resources, Budget and Staffing

A. Faculty:

1. Brief biographies of participating faculty;

2. New positions to be added and qualifications to be met:
  - a. Director, if any;
  - b. Other compensated positions
- B. Library support:
  1. Address whether additional library support will be required to support the work of the center/institute;
- C. Equipment needs and funds required to meet them.
- D. Physical space needs and plans to meet them:
  1. Laboratory, research, and field experience space;
  2. Office space.
- E. Budget—please provide a projected annual budget (in table form) for years 1-3 that includes those costs associated with:
  1. Personnel (listed singly), include time devoted to center/institute activities and the costs associated with that time
  2. Programming costs including fellows, events, pilot programming
  3. Equipment and renovation
  4. Contracted costs (admin, business services, communications)

And sources of revenue/support for each of these cost areas or items, indicating whether commitments for these costs are already in hand or contingent. Please include internal support provided by UVM.

  5. Notes: explanations for any of the costs above or sources of support that are not obvious in the table.

**Example:**

Category	Item	Detail	Annual Cost	Source of funds	Committed (Y/N)?
<b>Personnel</b>	Director	25% effort	\$32,000	ABC Foundation	Yes
<b>Programming</b>	Pilot Grants	4 grants of \$5k/grant	\$20,000	Not yet identified <sup>1</sup>	No
<b>Equipment</b>	Printer/Copier and supplies	Donated by Anthropology Dept	\$500 service /supplies	OVPR support	Yes
<b>Contractual</b>	Business Services	ABSC contract	\$10,000	Anonymous Donor	Yes

<sup>1</sup>We have identified three Foundation Opportunities with anticipated funding dates this year that we will apply to. If we do not receive the funding, this program will be cancelled.

Section Five: Goals to be Reviewed after three and five years

- A. Establish goals and address how they will be met
- B. How and by whom will the program be evaluated?

Section Six: Appendices

Any supporting data and materials that would be helpful to understanding the proposed center/institute, its organizational structure, background on its leadership team and any national context may be appended to the main body of the report.



### **Section Three: Process and Timeline for Proposals to Establish a new cross-unit Center or Institute**

- a. Proposals to establish a new center or institute will be forwarded by the Provost or OVPR to the Faculty Senate with a request for review. Proposals should be accompanied by a cover memo of the development process.
- b. The proposal abstract will then be circulated via email to all faculty, academic deans, and department chairs with a link to a survey to submit feedback/comments. The proposal must be circulated during the 9-month contract period. The survey will be available for **two weeks** (the reviewing committee may access comments on a rolling basis). The full proposal will be made available by the Faculty Senate office to any faculty member upon request.
- c. At the time of circulation, the Research, Scholarship and Creative Arts Committee will begin its work to review the comments and evaluate the proposal. The committee may solicit comment (either in writing or in person) from faculty, and the proposal's authors, or request additional relevant information needed to make a recommendation to the Senate. This review period will last for **30 days**.
- d. Upon completion of the comment and review period, the RSCA will meet to discuss and vote on the proposal. Should they accept the proposal, they should forward it to the Senate. Should they not accept it, they should return it with recommendations to the sponsor of the proposal (the Provost or OVPR).
- e. The Chair of the reviewing committee (normally the chair or co-chair of RSCA) will write a report that includes an executive summary outlining the decision of the committee and a brief summary of the rationale for the decision. In addition, the report should include a summary of commentary received, communication between the committee and the proposer, and other information received during the commentary period as well as a discussion of the proposal and fuller discussion of the committee's recommendation. The committee's report will be sent to the Faculty Senate President, the FS Executive Council, the VPR, and the Provost **within 7 days** of the committee's vote.
- f. Once reviewed and accepted by the FSEC, the proposal will be placed on the agenda for a vote at the next Faculty Senate meeting. Materials including the RSCA's memo report, recommendation, and any other information deemed relevant by the FSEC will be **sent to all Faculty Senators immediately** to allow sufficient time for consideration prior to the Faculty Senate meeting.
- g. Results of the Faculty Senate vote will be communicated to the President and Provost **the day after the Faculty Senate meeting**.
- h. All proposals must also be approved by the Board of Trustees.

TO: Deans, Directors, and Department Chairs

FROM: Jane Okech, Vice Provost for Faculty Affairs  
Veronika Carter, Registrar

RE: Expanded Section Descriptions Compliance

DATE: October 7, 2022

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We are resending this reminder as we'd like to draw your attention to an addition to the instructions for the ESDs. **Due to a concern that students be aware of when a course may require time commitments outside of the regularly scheduled time, the Registrar's office has added language to the Section Expectations instructions requesting faculty refer to out of class expectations that they already know about.**

Section Expectations. Enter information about course structure, classroom environment, estimated time to be spent on coursework and required materials or texts. **Please note any planned out-of-class expectations not identified on the syllabus.** It is not necessary to specify textbooks, but if they are specified the ISBN(s) MUST be included and posting this information constitutes a commitment not to change the text(s). (Sample text: This course combines lecture and discussion formats. Students should expect to spend 6-8 hours a week on coursework outside of class, with additional time for the semester-long project. Required materials for this course are: 1. Required equipment. 2. A book with this title (ISBN).)

Please remind faculty in your department to post Expanded Section Descriptions (ESDs) for their Spring 2023 courses beginning October 7th. Per the collective bargaining agreement, Article 16.19, faculty must provide Expanded Section Descriptions or a link to a recent syllabus for all of their course sections in the upcoming semester. ESDs help students understand the nature of a course, its learning objectives, pedagogy, and methods of evaluation.

The deadline for posting Spring 2023 ESDs is October 31st. Starting today you can generate a report through the dean/chair tab of myUVM under Schedule of Courses Tools to monitor the number of ESDs entered. The link to post an ESD, including an instructional video, is located on the Teaching tab of myUVM and shown in the image below.

# Work Outside Designated Class Meeting Times

## Faculty Senate Student Affairs Committee



The University of Vermont

## Ways of Informing Students About Expectations (n = 78)

Check all of the following items which describe how you were informed of course expectations which occurred outside of a course's scheduled meeting times and that impacted your grade on that course.

	Number of Responses 'Yes'	Percent of Responses 'Yes'
Announcement in a lecture	69	88
Announcement via email	45	58
First week of classes	39	50
In the syllabus	57	73
In expanded course description	7	9
Notes section on the registration portal	2	3
College or program handbook	0	0
The week before the event	24	31
Other	2	3

Total 78 || 2 'Other': Blackboard and During class

## Work Outside Designated Class Meeting Times

Faculty Senate  
Student Affairs  
Committee



The University of Vermont

(2019 survey of 1000 students, details at [https://www.uvm.edu/sites/default/files/Faculty-Senate/SAC\\_minutes\\_March2019.pdf](https://www.uvm.edu/sites/default/files/Faculty-Senate/SAC_minutes_March2019.pdf))

# Work Outside Designated Class Meeting Times

Faculty Senate  
Student Affairs  
Committee

How many times were you expected to attend activities that occur outside of a regular schedule course time and that impacted your grade in that course?

	Number of Responses	Percent of Responses
1 time	10	12
2 times	30	37
3 times	19	23
4 times	5	6
5 times or more	18	22

(2019 survey of 1000 students, details at [https://www.uvm.edu/sites/default/files/Faculty-Senate/SAC\\_minutes\\_March2019.pdf](https://www.uvm.edu/sites/default/files/Faculty-Senate/SAC_minutes_March2019.pdf))



The University of Vermont

## STUDENT RIGHTS AND RESPONSIBILITIES

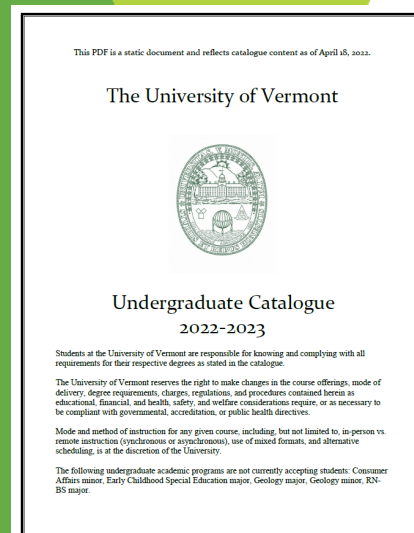
### ACADEMIC INTEGRITY

The principal objective of the Code of Academic Integrity is to promote an intellectual climate and support the academic integrity of the University of Vermont. Academic dishonesty is in direct contrast

### ATTENDANCE POLICY

Students are expected to attend all regularly scheduled classes. With the exceptions outlined below, the instructor has the final authority to excuse absences. It is the responsibility of the instructor to inform students of their policy for handling absences and tardiness, and the consequences that may be imposed. Notification should be done both verbally and in writing at the beginning of each semester.

It is the responsibility of the student to inform the instructor regarding the reason for absence or tardiness from class, and to discuss this with the instructor in advance whenever possible. The instructor has the right to require documentation in support of the student's request for an absence from class and to determine the appropriate response (e.g., excused absence, deadline extension, substituted work). If an out-of-class exam or other activity (e.g., field trip, campus speaker or event, workshop) conflicts with a regularly scheduled class, the regularly scheduled class has priority. Any conflicts between student and instructor regarding this policy may be presented for resolution to the course department chair or college dean's office.



# Work Outside Designated Class Meeting Times

## Faculty Senate Student Affairs Committee



The University of Vermont