



FACULTY SENATE

Minutes

Monday, September 18, 2017
Memorial Lounge 4:00 – 5:30 pm

The meeting was called to order at 4:00

Senators in Attendance: 64

Absent: Senators Adams (Anesthesiology), (Engineering, Mechanical), Weinstein (Family Medicine), (Mathematics & Statistics, Rep 1), (Microbiology & Molecular Genetics), (Neurological Sciences, Rep 2), Sidiropoulos (Pathology and Laboratory Medicine, Rep 2), Moore (Pediatrics, Rep 2), Cuneo (Philosophy), Stickle (Psychological Science), Peters (Rehabilitation and Movement Sciences)

1. Approval of Minutes of the May 18, 2017 Meeting

Motion: To approve the minutes of the May 18, 2017 meeting

Vote: 67% approve, 0% oppose, 33% abstain

2. Presentation of Degrees

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

Agriculture and Life Sciences (36)

Arts and Sciences (49)

Education and Social Services (14)

Engineering and Mathematical Sciences (21)

Grossman School of Business (13)

Nursing and Health Sciences (9)

Rubenstein School of Environment and Natural Resources (11)

Motion: To accept the degrees as presented

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

- 3. Faculty Senate President's Remarks** – Cathy Paris welcomed the members of the Senate, and provided an overview of the mission and function of the Faculty Senate. Cathy introduced the members of the Executive Council. As stated in the preamble to the Faculty Senate Constitution and Bylaws, the Executive Council oversees the business of the Senate and is comprised of the chairs of the six Senate Standing Committees, four members-at-large representing the voice of the elected Senators, the Senate President, and Vice President. Much of the work of the Faculty Senate is done in the Standing Committees. The chairs of the committees provide a regular report to the full Senate and bring business to Senate for discussion and approval. The responsibility of each member of the Faculty Senate is to represent their department, by carrying important concerns and information from their unit to the Senate and from the Senate back to the unit. Senators are encouraged to read the Faculty Senate Constitution and Bylaws. This 14-page document is available on the Faculty Senate website.

Cathy Paris highlighted two upcoming events at UVM. The *Brave, Brilliant and Bold Women's Summit* is scheduled for Nov 2, 2017. The keynote address will be given by renowned educator, writer, and feminist Dr. Beverly Guy-Sheftal, the Anna Julia Cooper Professor of Women's Studies at Spelman College and Founding Director of the Women's Research & Resource Center. All genders are encouraged to attend. Details are available on the Multicultural Affairs website. UVM's 27th Annual Legal Issues in Higher Education Conference will be held from October 9-11 at the Davis Center. All are welcome to attend the closing plenary session on October 11th, which will be on Campus Speech and Civility.

- 4. UVM President's Remarks** - President Tom Sullivan welcomed the faculty to the 2017-2018 academic year, provided an overview of the incoming class of 2021, and spoke about the General Education requirement at UVM. The class of 2021 is academically the most prepared, most diverse, and most selective class in the history of UVM. From nearly 23,000 applicants, 2,640 students were selected. They are from 47 states and 25 countries of citizenship. Twenty-two percent are from Vermont. Fourteen percent are first generation college students, and 14-15% are PELL eligible. The class is 62% women, and 38% men, and 13% are students of color.

President Sullivan also spoke about the General Education Requirements as a significant undertaking by the Faculty Senate and one of the most important for the University. The commitment, vision, and leadership of the Faculty Senate over the past several years, has resulted in the establishment of four general education requirements: Diversity, Writing, Sustainability, and now Quantitative Reasoning. For the first time this year, the Senate will be formally reviewing and assessing the general education requirements for quality and progress and for the impact they are having on the education of our students. President Sullivan congratulated the Senate on its early vision and success in establishing the general education requirements, and expressed support for the careful and thoughtful assessment of how well the requirements are meeting the goals.

- 5. Call for nominations, at-large member of the Senate Executive Council.** Cathy Paris called for nominations to fill the one open seat for at-large member to the Faculty Senate Executive Council. The members at-large must be an elected Senator, and the Senate Constitution and Bylaws state that "...no more than two of the members-at-large may be from the same School or College." We currently have one member at-large from the College of Agriculture and Life Sciences (Brian Beckage), and two members at-large from the College of Arts and Sciences (Char Mehrtens and Steven Zdatny). Therefore, Senators from CAS will not be eligible to fill the open

seat. One nomination was made from the floor of the Senate. Dr. Evan Eyler, Senator representing the Department of Psychiatry in the Larner College of Medicine, accepted the nomination. Additional nominations will be accepted via email to Faculty.Senate@uvm.edu, until Friday, September 22nd at 4:00 p.m. Self-nominations are encouraged. This is a 2-year term effective immediately, and ending June 30, 2019. Information about the duties of the at-large member to the Executive Council are included in the Faculty Senate Constitution and Bylaws. Once the nomination period is closed, an electronic ballot will be distributed to voting members of the Faculty Senate for vote.

6. **Data Management Committee update.** Chris Burns provided an update on the Research Data Management Resolution authored by the RSCA, and endorsed by the ERTC, and passed by the Senate at its February 2017 meeting. The Provost charged a joint faculty/administration ad hoc committee to study Research Data Management at UVM. Chris highlighted the charge of the committee, the members of the committee, and a draft of the recommendations being made by the committee in the first phase of the committee's work. The draft recommendations of the Data Management Committee are included in the slides attached to these minutes. The first recommendation is to coordinate institutional information about data management and data management plans, and assign ownership for maintaining this information and promote and update it on a regular basis. The second recommendation is to become a partner institution of the *DMPTool*, and establish a promotion and training program to ensure faculty are aware of the tool and comfortable using it. Going forward, there is a need for further assessment of needs and review of current UVM policies related to research data and identify any policy gaps.
7. **Professional Standards Committee Business.** Michael Giangreco, Chair of the PSC, requested Faculty Senate perspectives on an issue regarding PSC voting practices on promotions. Specifically, the issue of PSC members deliberating and voting on promotions above their own rank. This voting practice is not consistent with departmental voting practices. Over 90% of peer institutions do not allow voting above rank. PSC would like to institute voting rules for the PSC that are consistent, predictable and transparent, while promoting equity, practicality and integrity. Michael Giangreco presented four slides, attached to these minutes, to provide background information on the issue. Senators should email Michael.Giangreco@uvm.edu with their perspectives. After considering the feedback received, the PSC will draft a proposal and bring it to the Senate for a vote.
8. **Committee to Coordinate the General Education Program.** Cathy Paris summarized the history of the four current General Education requirements, which came into being in very different ways over the course of 10 years. To address inconsistencies, and to coordinate activities, policies, and processes of the individual General Education committees, an informal General Education Coordination Committee was formed last year. The Coordination Committee includes the chairs of the four General Education Curriculum Committees, the Chair of the CAC, the President of the Faculty Senate, and Associate Provost for Teaching and Learning, Brian Reed. In October, the Senate will be asked to approve a proposal to formally establish the General Education Coordinating Committee to continue to increase clarity, consistency, and efficiency of the General Education requirements. A document outlining the mission and function of the GECC is attached to these minutes.

9. **Curricular Affairs Committee Business**, Laura Almstead, Chair of the CAC provided a brief overview of the work of the CAC, and the process for reviewing and approving curricular proposals.

A. New MS in Physical Activity and Wellness Science – The CAC unanimously approved a proposal for a new Master’s of Science degree program in Physical Activity and Wellness Science (PAWS) submitted by the College of Nursing and Health Sciences, and recommend approval. If approved, the new Master’s Degree would be coordinated by the Department of Rehabilitation and Movement Science, and the program director would be Associate Professor Connie Tompkins. The anticipated start date for the program is Fall 2018. The proposed program is designed to prepare future exercise professionals to acquire a defined scope of theoretical understanding and translational knowledge, skills, and abilities to design, deliver, and monitor physical activity programming to prevent, treat, and ameliorate chronic disease. It will be a succinct, rigorous, 1-year 30-credit MS degree designed to allow students with complementary educational backgrounds or trajectories to pursue specialized expertise in translational physical activity programming for healthy and clinical populations. No concerns were raised during the public comment period, and questions raised by the subcommittee have been satisfactorily addressed.

Motion: Laura Almstead called a vote on the proposed MS in Physical Activity and Wellness Science in the College of Nursing and Health Sciences.

Vote: 89% approve, 4% oppose, 8% abstain

B. New minor in Emergency Medical Services – The CAC unanimously approved a proposal for a new Minor in Emergency Medical Services, submitted by the Department of Rehabilitation and Movement Sciences in the College of Nursing and Health Sciences, and recommend approval. If approved, the anticipated start date of the minor is Fall Term Academic Year 2018-2019. The proposed new minor is being offered in response to the sustained presence and demand for coursework in emergency medical services at UVM. The minor will be open to fully matriculated majors at UVM, and will augment rather than replace the community based programs for non-matriculated students taking EMT, Advanced EMT and Wilderness First Responder courses. The minor draws on existing courses and advising staff with no need for new sections anticipated, there are no additional staff, resources or budget required.

Motion: Laura Almstead called a vote on the proposed new Minor in Emergency Medical Services.

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

10. **Banner-Integrated Online Course Evaluations.** Thomas Chittenden and Jen Prue, co-chairs of the Student Affairs Committee, along with Regina Toolin, Chair of the Educational Research Technology Committee presented a joint resolution, proposal, and notion for moving to a Banner-Integrated Online Course Evaluation system. This proposal has the full, unanimous support of the Student Government Association. Thomas Chittenden provided an historical timeline of the effort and support for moving to online course evaluations at UVM. Over the 18 months, the SAC and the ERTC have developed a joint proposal incorporating feedback from many constituencies on campus regarding the notion of departmentally controlled, optional integration of course evaluations into the *myUVM* student portal. By creating operational efficiencies inside of the *myUVM* portal, this proposal addresses concerns around the way course evaluations are

conducted. This platform is a different way to ask students how they receive the courses we deliver. Through integration in the portal, students will complete the evaluation before they see their grade. A slide presentation attached to these minutes includes examples of proposed platform integration. This proposal does not address the issues of how course evaluations are *used*, including the RPT purposes, student advising, or what questions to ask. Authority and autonomy of departments is maintained. The platform is entirely optional for each department to consider migrating towards. Questions would be departmentally determined, and responses would be entirely departmentally controlled. Benefits of adopting the integrated platform include timing, participation, efficiency, data quality and data richness. Senators are encouraged to have conversations within their units around this proposal. Questions and concerns can be directed to Thomas.Chittenden@uvm.edu. The resolution will be presented for vote at the October meeting of the Faculty Senate.

11. Response to the Motions approved at the May 18 Senate Meeting - At its May 2017 meeting, the Faculty Senate passed a motion to form an ad-hoc committee made up of Faculty Senators appointed by the full Senate Executive Council to 1) investigate issues that have been raised about Senate process, 2) explore possible changes to procedure that could clarify issues, and 3) within a reasonable time frame, present a report to the Senate with recommendations. Cathy Paris and Thomas Borchert, the petition's lead author and maker of the motion, developed a plan to move forward on the motion. Elected Senators willing to make a substantial and fully invested time commitment are needed to serve on the committee. The ad-hoc committee would be expected to finish its work, or at least make a report to the Executive Council and the Faculty Senate by the end of the academic year. Volunteers from among the elected Senators willing to serve on this ad-hoc committee should notify the Faculty Senate office via email (Faculty.Senate@uvm.edu). Deadline for notice of interest is Friday, September 29th at 4:00 p.m. At its meeting on October 16th, the Executive Council will appoint the ad-hoc committee members from the list of interested Senators. President Paris will charge the ad-hoc committee at its first meeting, and then step out of the process. The committee will proceed with the work as outlined in the motion.

12. New Business – none at this time.

13. Adjourn at 5:34 p.m.

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

September 18, 2017

December 18, 2017

March 26, 2018

October 23, 2017

January 22, 2018

April 23, 2018

November 27, 2017

February 26, 2018

May 17, 2018

Welcome to the
2017-2018
Session of the
Faculty Senate



i-clicker remotes are registered to department senate seats

Press Power Button

- solid green light

Low Battery

- Flashing red



Vote

- Press A-E button corresponding to choice
- Green light – vote received
- Flashing Red light – vote not received



Faculty Senate - September 18, 2017

Please register your attendance

- A. I am a Senator
- B. I am a Delegate



Agenda Item 1: Minutes

▶ Please vote on the minutes of the May 18, 2017 Faculty Senate meeting

A. Approve

B. Oppose

C. Abstain



Agenda Item 2: Presentation of Degrees

▶ Please vote to confer the degrees as presented

A. Approve

B. Oppose

C. Abstain

BRAVE BRILLIANT BOLD

Women's Summit

SAVE THE DATE
NOV. 2, 2017

University of Vermont
Thursday, November 2, 2017
8:00 a.m.-3:00 p.m.
Dudley H. Davis Center



Keynote Speaker

Dr. Beverly Guy-Sheftall

*Anna Julia Cooper Professor of Women's Studies
at Spelman College*
*Founding Director of the Women's Research
& Resource Center*

Featured Speakers



Dr. Angela E. Batista
Special Advisor to the President
for Diversity and Inclusion
Champlain College



Nevien Shaabneh
Novelist and Educator
Author of *Secrets Under
the Olive Tree*



Dr. David Nestor
Associate Vice President for
Student Affairs at the
University of Vermont

Topics:

- Feminism and Intersectionality
- Women: Over Mentored and Under Sponsored
- How Men Can Support the Advancement and Success of Women
- Diverse Voices and the Strength of Sisterhood
- Beyond the Bubble: Pay, Politics, and Sexism
- Generational Differences as Opportunities in the Classroom and Office

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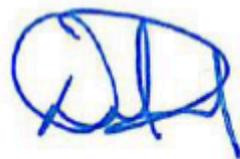


The University of Vermont

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the left and right sides of the frame, creating a modern, dynamic feel. The central area is a plain white space where the text is located.

Research Data Management

FROM: David V. Rosowsky, Provost and Senior Vice President



DATE: March 24, 2017

SUBJECT: Ad Hoc Data Management Committee

At its February meeting, the Faculty Senate passed a resolution (Attachment 1) supporting the appointment of an ad hoc committee charged with developing a data management plan (DMP) for the University. I am writing to request your service on this committee which I have asked Chris Burns and Russ Tracy to co-chair.

The issue of data management is enormously complex and evolving. For this reason, I believe a plan is best developed sequentially in phases. A sequential approach will support our thoughtful consideration of the associated opportunities and challenges, and allow for the emergence of clarity regarding federal data management expectations. Therefore, the charge of this committee will be to:

- Review a recent analysis of data management plans and data management practices on campus (Attachments 2 and 3).¹
- Conduct a thorough examination of data management plans in place in select peer and comparator institutions; identify common elements; broadly describe different approaches and their strengths and weaknesses.
- Develop standard (and, where appropriate, agency specific) UVM data management plan language for use by faculty members in the submission of grant applications requiring DMP statements.

I will expect the committee's report by October 1, 2017. This report will serve as the basis for defining the next phase in the development a data management plan.

Ad Hoc Committee Members

- ▶ Mike Austin, Director of System Administration, Enterprise Technology Services
- ▶ Chris Burns, Library Associate Professor, Chair - Faculty Senate Research, Scholarship and Creative Arts Committee
- ▶ James Bagrow, Assistant Professor, Department of Mathematics & Statistics
- ▶ Lesley-Ann Dupigny-Giroux, Professor and Chair, Department of Geography
- ▶ Cindy Forehand, Dean, Graduate College
- ▶ Donna O'Malley, Library Associate Professor, Dana Medical Library
- ▶ Russ Tracy, Professor, Pathology and Laboratory Medicine

Federal Agency Data Management Plan Requirements

- ▶ Types of data produced
- ▶ Standards for data and metadata, where there are standards
- ▶ Policies for access and sharing, including provisions for appropriate protection of privacy, confidentiality, security, intellectual property, or other rights or requirements.
- ▶ Policies and provisions for re-use and redistribution.
- ▶ Plans for data archiving and preservation and access

Draft Recommendations

- ▶ Coordinate institutional information about data management and data management plans. Assign ownership for maintaining this information and promote and update it on a regular basis.



Data Management

[Data Management](#)[Statistical Software & Services](#)[Sharing & Preserving Data](#)[Data Citation](#)[Data Visualization](#)

What is Data Management?

Data management refers to the storage, access, and preservation of research data. Data management practices cover the entire lifecycle of the data, from planning the investigation to conducting it, and from backing up data as it is created and used to long term preservation of data deliverables after the research investigation has concluded.

Why Data Management?

If you are generating and/or using data in your research, a well-thought out approach to data management will save you time and frustration, maximize the impact of your work, and is a responsible research practice. A data management plan (DMP) is a formal document describing data that have been or will be gathered in a study or project. Data management plans can help you:

- Conduct research efficiently by making your data practices explicit.
- Describe how data will be maintained and what resources will be needed to preserve it.
- Have well described and organized data to maintain data integrity and increase usability.
- Enhance data security measures and minimize risk of data loss.
- Facilitate re-use of data sets, open access, and data sharing.
- Increase the impact of your research by making your data available to other researchers.

ing data from cascade2.libchat.com... arch integrity and replication.

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UVM Data Management Information

[Click here for word version of this document.](#)

Introduction

The National Science Foundation (NSF), as well as many other funding agencies, frequently asks that proposals include information about how data generated from sponsored research activities will be managed, handled, and shared. Enterprise Technology Services (ETS) has prepared the following information about UVM data handling and storage to assist investigators in providing that information.

University of Vermont Data Management Information

ETS provides for the University a suite of central services that includes email, web publishing, traditional file and print services, and more. ETS staff have created a robust infrastructure to support physical, operational and security requirements of these critical services.

Infrastructure

ETS maintains two Data Centers. Our primary Data Center is located off-campus, in South Burlington. This facility provides a high level of fault tolerance, through redundant power systems, redundant cooling, and replication of selective services between this site and our backup Data Center. The primary site hosts traditional physical servers, blade-style servers, and a large part of our VMware ESX virtual environment, as well as our High Performance Computing (HPC) cluster and our Storage Area Network. Authorized staff requiring physical access to the Data Centers must swipe their UVM ID and present their hand for a biometric scan. Two redundant, high-capacity fiber optic links connect the primary Data Center to the UVM campus.

The backup Data Center, located in on-campus, hosts a smaller set of services, including redundant instances of security

[APPLY](#)[SEARCH](#) ▾[MYUVM](#)

The University of Vermont

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Information Technology

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Services offered and administrated by Enterprise Technology Services (ETS)

Research Storage

ETS *Systems Architecture and Administration* department provisions storage across a range of protocols for projects with large-capacity or custom requirements at terabyte scale for SMB, HTTP, and NFS protocols. This storage creates a safe repository for data that has traditionally been kept locally due to the high cost required for central storage for the volume of data. The average cost of an implementation can be as low as \$200/TB. This cost covers your use of the storage for a 3 year period.

The storage is protected by dual-parity RAID algorithms, ensuring the data stored here is safe from hard drive failure.

This service can also provide reliable backups for research or large-scale data.

Please contact SAA at UVM for more details.

RESEARCH DATA MANAGEMENT SERVICE GROUP

Comprehensive Data Management Planning & Services

About the Research Data Management Service Group

Mission

The Research Data Management Service Group (RDMSG) is a collaborative, campus-wide organization that links Cornell University faculty, staff and students with data management services to meet their research needs. The RDMSG's broad range of science, policy, data, and information technology experts provide timely and professional assistance for the creation and implementation of data management plans, and help researchers find specialized data management services they require at any stage of the research process, including initial exploration, data gathering, analysis and description, long term preservation and access.

People

- [Consultants](#)
- [Coordinator and Management Council](#)
- [Faculty Advisory Board](#)

- [Mission](#)
- [People](#)
- [Operating principles for consultants](#)
- [Limitations to services](#)
- [Information session materials](#)
- [Publications and presentations](#)

- ▶ Become a partner institution of the [DMPTool](#). This a low bar, **no cost** improvement. The tool provides up-to-date agency-specific templates for creating data management plans, which can be customized with UVM specific information if we are institutional partners, making the process of creating these plans easier for researchers.
- ▶ Adoption should be followed by promotion and training to ensure that faculty are aware of the tool and comfortable using it.
- ▶ The tool should be periodically assessed to ensure that it meets the needs of the University and its researchers.

Data Management Planning Tool

Create, review, and share data management plans that meet institutional and funder requirements.

[Get Started](#)

PUBLIC DMPs

List of sample data management plans provided by DMPTool users.

- » [UNDERSTANDING THE ROLE OF PHYSICIAN INTEGRATION WITHIN NURSING HOMES IN POST-ACUTE CARE OUTCOMES](#)



DMPTOOL NEWS

Latest information about data management and the DMPTool.

- » [NSF EAGER Grant for Actionable DMPs](#)
- » [DMPRoadmap summer camp news](#)



DMPTOOL HELP

Overview of how to use the tool, plus resources and guidance on data management.

- » [Frequently Asked Questions](#)
- » [Create a DMP](#)
- » [Administer the DMPTool](#)



PARTNER INSTITUTIONS

Partner institutions can configure the tool to point to their resources and services, provide customized help, and provide suggested answers to the questions asked by funding agencies. DMPTool users affiliated with partner institutions can login with their own institutional accounts. For more information see [About Partners](#).

Use the A-Z links below to narrow down the list by institution or use the search box to search for specific institutions.

[A - F](#)[G - L](#)[M - S](#)[T - Z](#)[All](#)
[Search](#)

Name	Shibboleth enabled?	DMPTool Customized?
Alfred P. Sloan Foundation		
American University	✓	✓
Appalachian State University		✓
Arizona State University	✓	
Augusta University	✓	
Auraria Library (UCD, MSU Denver, CCD)		✓
Baylor University	✓	✓
Binghamton University	✓	
Boise State University	✓	✓
Boston College	✓	
Boston University	✓	✓

- 
- ▶ Assess further faculty data management needs in relation to data management plans, and data storage, preservation, and sharing.
 - ▶ Review current UVM policies related to research data and identify any policy gaps.

Professional Standards Committee (PSC)

Seeks Faculty Senate Perspectives

(First Some Background Information)

- The PSC is comprised of both Associate and Full Professors (about 50-50 in recent years); all are substantive contributors.
- In serving an advisory function to the Provost on matters of Retention, Promotion and Tenure (RPT), historically *all* PSC members have deliberated and voted on all cases (except those in their own Department).

- It has been recognized for some time that the PSC's historic voting practices are not consistent with departmental voting practices, where faculty members typically vote only on promotions at, or below, their own rank.
- This inconsistency happens within the PSC when considering bids for promotion to full professor. Last year (2016-17) this comprised 35% of RPT cases.
- Currently, PSC voting practices are not explicitly codified anywhere, leaving them open to ongoing interpretation.

Discussion & Faculty Input

Considerations:

- The PSC is seeking: (a) consistency, (b) predictability, (c) transparency, (d) equity/fairness, (e) practicality, and (f) integrity in putting forward thoughtful recommendations to the Provost.
- The PSC recognizes that practical considerations may make it difficult for some units to send full professors to the PSC in some years.

Next Steps

- Consider Today's Faculty Senate Feedback
- Solicit additional input from Senators. Please email any perspectives to me at: Michael.Giangreco@uvm.edu
- A proposal will be drafted
- The proposal will come back to the Senate for a vote



Agenda Item 9A: Masters of Science in Physical Activity and Wellness Science

- ▶ Please vote on the proposal for MS in Physical Activity and Wellness Science
 - A. Approve
 - B. Oppose
 - C. Abstain



Agenda Item 9B: New Minor in Emergency Medical Services

- ▶ Vote on the proposal for a New Minor in
Emergency Medical Services
 - A. Approve
 - B. Oppose
 - C. Abstain

Departmentally Controlled myUVM Portal Integrated Course Evaluation Platform

Student Affairs Committee
Fall 2017



The
UNIVERSITY
of **VERMONT**

Timeline

Motion on Online Evaluations, April 9, 2012



Be it resolved that the Faculty Senate will instruct the ad hoc senate committee on online evaluations to choose a vendor and move from paper to online evaluations.

BE IT RESOLVED that the University of Vermont Faculty Senate Student Affairs Committee supports the implementation of a BANNER/myUVM integrated departmentally controlled course evaluation platform;



Resolution Supporting the Revitalization and Standardization of Academic Course Evaluations

BE IT RESOLVED, that the Student Government Association supports further conversation and collaboration with students and faculty regarding the revitalization and standardization of academic course evaluations.



BE IT FURTHER RESOLVED, that, for the aforementioned reasons, the Student Government Association supports the Joint Resolution of the Educational Research and Technologies Committee and the Student Affairs Committee of the Faculty Senate.



Issues with Course Evaluations

*Category 1. Issues with how course evaluations **are used**.*

- **Access to Responses** – Who gets to see them?
- **Purpose** – What are the Responses Used for?
- **Bias** – From the Student, Against the Professor and Other Influences?
- **Questions** – Who decides what questions to ask?

*Category 2. Issues with the way course evaluations **are conducted**.*

- **When** – Last Day of Classes or Last 4 weeks of Semester?
- **Format** - Paper or online?
- **Required or Optional** - Opt in or opt out?
- **Quality Assurance** – Responses from Students who took that course?
- **Dimensional Data Richness** – What do we know about the respondent?

Current Grade Portal Process

myUVM The University of Vermont

Back to Student

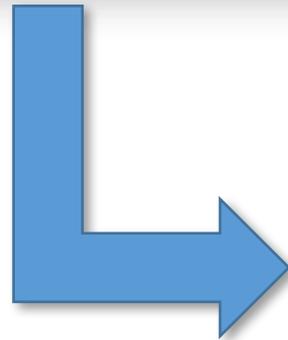
RETURN TO MENU SITE MAP HELP

Final Grade Report

Select a Term: Spring 2015

Submit

[View Holds]



RETURN TO MENU SITE MAP HELP

Final Grades - The University of Vermont

Student Information for 201501

Term: 201501

Current Program
 Bachelor of Arts
Level: Undergraduate
Program: Arts & Sciences:BA
Admit Term: Fall 2012
Catalog Term: Fall 2012
College: College of Arts & Sciences
Major: Psychology
Minor: Public Communication
Academic Standing:

Undergraduate Course work

CRN	Subject	Course	Section	Course Title	Campus	Final Grade	Attempted	Earned	GPA	Hours	Quality Points
14458	CDAE	295	C	Cabot Mktng Chal Part II	Main Campus	A+	3.00	3.00	3.00	3.00	12.00
14343	ENGS	050	F	Expository Writing	Main Campus	A-	3.00	3.00	3.00	3.00	11.01
10208	GEOL	001	A	Earth System Science	Main Campus	B-	4.00	4.00	4.00	4.00	10.68
13798	HST	096	A	D1: North Amer Indians	Main Campus	C+	3.00	3.00	3.00	3.00	6.99
13193	PSYC	152	A	Abnormal Psychology	Main Campus	B+	3.00	3.00	3.00	3.00	9.99

Undergraduate Summary

	Attempted	Earned	GPA	Hours	Quality Points	GPA
Semester:	16.00	16.00	16.00	50.67	3.16	
Cumulative:	87.00	87.00	87.00	298.69	3.43	
Transfer:	0.00	3.00	0.00	0.00	0.00	
Overall:	87.00	90.00	87.00	298.69	3.43	

RELEASE: 8.4

Integrated Course Evaluation Platform in the myUVM Portal



Starting the day Grade Submissions are Enabled,
Course Evaluation Links would be available

Course Grade Survey Gateway Page

CRN	Subject	Course	Sec	Course Title	Final Grade	Attempted	Earned	GPA Hours	Quality Points
14458	CDAE	295	C	Cabot Mkting Chal Part II	Launch Evaluation	⚠️ 3.00	-	-	-
14343	ENGS	050	F	Expository Writing	A	✅ 3.00	4.00	3.00	12.00
10208	GEOL	001	A	Earth System Science	No Grade Posted Yet	✅ 4.00	-	-	-
13798	HST	096	A	D1: North Amer Indians	Launch Evaluation	⚠️ 3.00	-	-	-
13193	PSYC	152	A	Abnormal Psychology	No Grade Posted Yet	✅ 3.00	-	-	-

	Attempted	Earned	GPA Hours	Quality Points	GPA
Semester*	16.00	6.00	6.00	21.00	3.50
Cumulative*	77.00	77.00	77.00	269.02	3.49
Transfer	0.00	3.00	0.00	0.00	0.00
Overall*	77.00	90	77.00	269.02	3.49

**These numbers do NOT include grades for courses who haven't been posted yet or who the course survey has not yet been completed to release the grade for viewing.*

Student Grade will NOT be Viewable until the course evaluation prompt is addressed (Opt In required)

Launch Evaluation

Would you like to complete a course evaluation for "Earth System Science – Section A (GEOL 001)"?

Complete Course Evaluation

-or-

[I would prefer to not answer a Course Evaluation](#)



Course Survey for Earth System Science – Section A (GEOL 001).

To view your posted final grade for this course before the semester reporting period finishes, please answer the questions below about your experience in this class.

Your responses will be anonymized and. Please take a moment to answer the questions or if you'd prefer not to, you may opt out of this survey [here](#).

1. The course was informative, relevant and stimulated interest in the subject matter.
 - a. Strongly Agree
 - b. Agree
 - c. Neither Agree nor Disagree
 - d. Disagree
 - e. Strongly Disagree
2. The instructor of this course presented the material in a clear, logical and organized manner.
 - a. Strongly Agree
 - b. Agree
 - c. Neither Agree nor Disagree
 - d. Disagree
 - e. Strongly Disagree
3. The instructor of this course clearly specified student responsibilities.
 - a. Strongly Agree
 - b. Agree
 - c. Neither Agree nor Disagree
 - d. Disagree
 - e. Strongly Disagree

4. The best aspects of this course are:

5. This course could be improved by:

Submit

Why Do This?

- **Timing of Evaluations**
 - During Finals Week is when students have a more complete perspective on the course and have diminishing pressures.
- **Completion Rates**
 - Removes technical and procedural hurdles to get online evaluations in front of students via a trusted platform.
- **Multi-Dimensional Data**
 - Capture of student data (e.g. ACE score, pre-reqs @ UVM, Grade 'bucket'...) will give a richer view of the student perspective
- **Quality Assurance & Security**
 - Evaluations will be from Students who took the class.
 - (Not random submissions like what RateMyProfessor Permits)
 - Rich Sophisticated Controlled Platform will ensure semantic security is not compromised by never revealing granular demographic data with responses.

Faculty View

(After 2 Week Capture Period)

Course Survey Responses				
Term	Fall 2016	Course	BSAD 141	
Instructor	Thomas Chittenden	Section	A	
Responses	57 out 62			
1: Strongly Disagree - 2: 2 - 3: 3 - 4: 4 - 5: Strongly Agree		Q1	Q2	Q3
All Responses	Mean	3.89	3.86	3.77
	Median - Interpolated	4.02	4.03	3.92
	Median - Standard	4.00	4.00	4.00
	Std. Dev.	1.01	1.06	1.08
	Min / Max	2.0 / 5.0	1.0 / 5.0	1.0 / 5.0
Class (Mean Scores)	First Year	-	-	-
	Sophomore	3.25	3.21	3.06
	Junior	3.89	3.87	3.80
	Senior	4.25	4.21	4.33
Performance (Mean Scores)	High (A+, A, A-, B+, B or B-)	4.12	4.30	3.87
	Low (C+ or lower)	3.66	3.78	3.75
Major (Mean Scores - Only Available if More than 5 Responses from that Major)	BSAD	4.44	4.62	4.51
	CEMS	3.20	3.10	2.40
	PSCH	3.30	3.22	3.15
	CDAE	4.25	4.21	4.11
	CHEM	2.10	2.54	2.44

The best aspects of this course are:

- The lectures and in class work
- The learn smart modules were a help for multiple choice on the exams
- Loved the assignments and take-home portions of the exams.
- Lectures were fantastic and really "made" the course

This course could be improved by:

- Less quizzes and 2,3 (4?) part exams
- Access was a difficult topic and did not seem useful to me
- Fewer in-class quizzes, greater amounts of assignments applicable to the material learned in class.
- Including a project.

Additional Guidelines

- Students would not be able to see their final grade via the myUVM online grade portal until they are prompted with their survey during the 2 week period starting the first day of Exams
- Response dimensional parsing would require at least 5 respondents of that 'type'
- The collection method/platform would categorize collected submissions into two grade 'buckets' **if and only if** enough grade disparity exists to retain anonymity in the collected results:
 - High Performing Students who earned an A+, A, A-, B+, B or B-
 - Low Performing Students who earned a C+ or lower
- This platform is entirely optional for each Department to consider migrating towards
- Questions would be Departmentally Determined
- Responses would be entirely Departmentally controlled

Why Do This?

“Instilling an institutional commitment to efficiency and effectiveness that optimizes the use of facilities, technology, assets, and shared services”

UVM Vision, Mission and Goals

<http://www.uvm.edu/president/?Page=mission.html>