



FACULTY SENATE

Minutes

Monday, November 27, 2017
Memorial Lounge 4:00 – 5:30 pm

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

Senators in Attendance: 60

Absent: Senators Adams (Anesthesiology), Eastman (Anthropology), Agnarsson (Biology), Joo Yoo (English Rep 1), Kindsvatter (Leadership & Developmental Sciences), Teuscher (Medicine), (Microbiology & Molecular Genetics), Solomon (Neurological Sciences Rep 2), Dostmann (Pharmacology), Cuneo (Philosophy), Comerford (Social Work), Chittenden (Student Affairs Committee Chair)

1. Approval of Minutes of the October 23, 2017 Meeting

Motion: To approve the minutes of the October 23, 2017 meeting

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

2. Resolution in Memoriam for Kenneth Gross, CEMS

Roger Cooke, Professor Emeritus of the College of Engineering and Mathematical Sciences, presented a Resolution in Memoriam for Ken Gross, Professor Emeritus of Mathematics. The resolution is attached to these minutes.

Motion: Roger Cooke moved to inscribe the Resolution in Memoriam for Ken Gross in the minutes of the Faculty Senate and to send a copy to the family.

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

3. Resolution in Memoriam for Walter Luther “Ted” Brenneman, Jr., CAS

Anne Clark, Professor of Religion in the College of Arts & Sciences presented a Resolution in Memoriam for Ted Brenneman, Professor Emeritus of Religion. The resolution is attached to these minutes.

Motion: Anne Clark moved to inscribe the Resolution in Memoriam for Ted Brenneman in the minutes of the Faculty Senate and to send a copy to the family.

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

4. Faculty Senate President’s Remarks – Cathy Paris

President Paris made the following remarks regarding two priorities for the Faculty Senate:

- A. To nurture UVM’s General Education program, including coordinating the activities of the individual General Education Curriculum Committees, identifying and bringing about

curricular improvements, and working to ensure that General Education is adequately staffed and resourced for the greater good of our UVM students.

B. To foster a higher functioning and more engaged Faculty Senate.

- The structure of the Senate and the Senate Standing Committees presents a challenge. There are 71 elected Senators, and 80 faculty members serving on the six Senate standing committees. Although most of the work of the Senate is conducted by the six standing committees, there is very little overlap in the faculty serving as Senators and committee members. Only 4 elected Senators also serve on Senate committees. It was noted that the representative structure of the Senate was adopted by the faculty in 2001, but did not include an alignment of Senators and standing committee members. To begin to create more connection between Senators and committee work, Cathy Paris and Jan Carney are encouraging committee members to consider running for their department's Senate seat when it becomes available, and for Senators to consider putting their names forward to fill open committee seats.
- The Executive Council of the Faculty Senate continues to ask the elected Senators to take their representative role seriously, and carry information from their units to the Senate and from the Senate back to their home unit.
- There has also been an effort to foster a more interactive structure to the Senate meetings with more discussion and less formal presentations.
- An ad-hoc committee of five Senators has been charged to look at the process and procedures of the Senate. They will report their findings to the Senate at the end of the year.

5. UVM President's Remarks – Tom Sullivan presented three topics that he hopes will be considered for future Faculty Senate conversation:

- A. Teaching evaluations. There is a growing literature of significant research on the uses and interpretation of faculty/student teaching evaluations. The literature suggests, more compelling than earlier, that there are biases and prejudices in the evaluations, particularly for women faculty and faculty of color. This is an opportunity for the Senate to talk about uses and how we employ teaching evaluations, the consequences in effect, and their utility and efficaciousness.
- B. Creation of a formal J-Term. There is an opportunity during the four or five weeks between the end of December exams and the beginning of the Spring semester to offer more choices for students, and opportunities for faculty to experiment with new seminars. Should UVM establish a formal J-term?
- C. Annual National Survey of Student Engagement (NSSE) results for 2017 are available. The NSSE compares the level of engagement of our students in the academic and intellectual life of UVM, with those at peer institutions. Alex Yin, Director of Institutional Research is available to present an overview of the NSSE findings to the Senate. There are some positive findings, and some challenges identified around student perceptions of the quality of classroom interaction. Student engagement is very important to the success of our students.

6. UVM Provost's Remarks – David Rosowsky reminded everyone of the Annual UVM Publications Reception, beginning directly after the Senate meeting at Fleming Marble Court.

7. **Resolution: Professional Standards Committee Voting** – Michael Giangreco, chair of the Professional Standards Committee, brought forward a resolution (attached to these minutes) which was drafted to establish operating procedure for voting on RPT cases. The resolution was originally brought to the Senate at the October 2017 meeting, and the vote was postponed until the November Senate meeting in order for more information be gathered on why other institutions maintain the policy of restricting RPT voting eligibility to cases at or below their own rank. The information was included with the agenda and materials for the December Senate meeting. Michael Giangreco presented the information gathered, and brought forward the resolution for vote.

Motion: Be it resolved that the University of Vermont should:

Establish that PSC members are eligible to vote on RPT cases at, or below, their own rank.

This means that: (a) full professors on the PSC are eligible to vote on all RPT cases except those in their home department/unit, and (b) associate professors on the PSC are eligible to vote on all RPT cases except bids for full professor and those in their home department.

Regardless of voting eligibility, the perspectives of all members will be considered in both presenting RPT cases and the subsequent discussions prior voting, because regardless of rank all PSC members have valuable perspectives to share that can inform the vote.

Senators rose in discussion of the motion.

Senator Bill Mierse, Art & Art History, moved to call the question, and end debate on the motion. The motion was seconded and a hand-vote was held. The motion to end debate carried, and a vote was then held on the motion for PSC committee voting.

Vote: 27% approve, 71% oppose, 2% abstain. **The motion failed.**

A motion was made from the floor by Senator Hendrika Maltby, Nursing. The motion was seconded.

Motion: I move that all associate and full professors who are elected to the Professional Standards Committee have full and equal voting privileges on all cases, including those above rank, with the exception that members will be recused from voting on faculty in their home department.

Vote: 87%approve, 11% oppose, 2% abstain. **The motion carried.**

In keeping with the Faculty Senate bylaws for motions without prior notice, a quorum of three-quarters of the total number of currently elected Senators was verified.

8. **Curricular Affairs Committee Report** – Laura Almstead brought forward three curricular items for consideration.

- A. **MS Biomedical Engineering.** The Curricular Affairs Committee reviewed and recommend approval of a proposal for a new Master of Science in Biomedical Engineering submitted by the College of Engineering and Mathematical Sciences (CEMS) in conjunction with the Graduate College. There is strong support for this program in both CEMS and the Larner College of Medicine and justified need. The M.S. degree fills a present void between an established Ph.D. program in Bioengineering and a newly introduced BS program in Biomedical Engineering. The proposed new program aligns with the current mission of UVM

in a way that increases STEM education across campus. An accelerate pathway is available for UVM students enrolled in the BS in Biomedical Engineering, and therefore may help retain UVM students interested in pursuing post-baccalaureate studies in the field, but are not interested in a PhD program.

Motion: To approve the new Master of Science in Biomedical Engineering

Vote: 86% approve, 7% oppose, 7% abstain

- B. Change MS in Natural Resources Leadership for Sustainability Concentration to MPS in Leadership for Sustainability.** The Graduate College, in conjunction with the Rubenstein School for the Environment and Natural Resources (RSENr) and Continuing and Distance Education, requests that the Leadership for Sustainability Concentration of the MS in Natural Resources become a separate Master of Professional Studies (MPS) in Leadership for Sustainability. The MPS is a type of Master's degree concentrated in an applied field of study. The Leadership for Sustainability Concentration is an online/minimum residency curriculum with a culminating project. The Leadership for Sustainability has an applied focus, and is project-based rather than thesis based. Therefore, it is better suited to be a MPS degree. There will be no change in the curriculum. The requested change must go through the full approval process (votes by the CAC, Faculty Senate, and Board of Trustees) because it is creating a new degree program. Although the MPS is a relatively common degree nationally, if approved, the MPS in Leadership for Sustainability will be the first MPS at UVM.

Motion: To approve the change from the MS in Natural Resources Leadership for Sustainability Concentration to a new MPS in Leadership for Sustainability.

Vote: 78% approve, 6% oppose, 17% abstain

- C. Undergraduate Certificate and Continuing & Distance Education Certificate in Integrative Health Care.** The Curricular Affairs Committee reviewed and recommend approval of the proposals for two new certificates in Integrative Healthcare submitted by: 1) the Department of Rehabilitation and Movement Science in CNHS for creation of an Undergraduate Certificate with an anticipated start date of Spring 2018 with Karen Westervelt as the Educational Director and Cara Feldman-Hunt as the Administrative Director, and 2) Continuing and Distance Education (CDE) for the creation of an Academic Certificate with an anticipated start date of Spring 2018. These two certificate proposals were generated in response to concerns raised about a previous proposal reviewed last Spring for a minor in Integrative Healthcare. In response, the proposers made major revisions, and have generated two certificate proposals which fully addressed these concerns. These certificate programs will provide a broad-based education in the theoretical and experiential underpinnings of Integrative Healthcare, including scientific and philosophical models, treatment modalities, and the policies affecting implementation. Students (UVM, professionals, and community members) will learn policies and practices that promote incorporating integrative healthcare into clinical practice.

Motion: To approve the proposed Undergraduate Certificate and Continuing & Distance Education Certificate in Integrative Healthcare.

Vote: 73% approve, 18% oppose, 10% abstain

9. **First Year Experience Report** – Abigail McGowan presented an update on the First Year Experience, including the initial proposal, concerns raised, the revised plan, and the planning process for this year. A handout outlining the presentation, and the faculty committees working on the new Learning Community courses is included with these minutes.

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

11. **Adjourn at 5:35 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

RESOLUTION IN MEMORIAM



**Resolution in Memoriam
Kenneth I. Gross
Professor of Mathematics
1938 – 2017**

**Presented by Roger Cooke
Professor Emeritus of Mathematics
November 27, 2017**

Kenneth I. Gross, Professor of Mathematics at the University of Vermont, passed away peacefully on September 10, 2017 at the McClure Miller VNA Respite House in Colchester, VT.

Ken's long and highly successful career in academia spanned 50 years. He was recruited to UVM in 1987 as Chair of the Department of Mathematics and Statistics. Ken excelled at development, and during his time as Department Chair he led the creation of a mathematics PhD program and jointly created the applied mathematics program with Professor Bill Lakin, whom he hired to lead the program. In 1989, he co-founded the Vermont State Mathematics Coalition, an organization that is still active in administering the Governor's Institute in Mathematical Sciences, among other important functions. In 1993, Ken co-founded the Vermont High School Summer Mathematics Institute, which evolved into the Governor's Institute in Mathematical Sciences in 2005.

In 1999, Ken founded the Vermont Mathematics Initiative (VMI) to improve mathematics and statistics education in K12 (initially pre-K to grade 8). The VMI has been an immense success and is known as a model program nationally. Over 500 teachers have obtained master's degrees in mathematics through the VMI since its inception. "You can't teach what you don't know, and your students won't love the subject unless you love the subject," he told The Washington Post.

RESOLUTION IN MEMORIAM

Ken had an impressive research record, having published 40 papers and edited three books. His research areas were varied and included work on harmonic analysis, group representation theory and mathematical applications to physics and multivariate statistics. He was continuously supported by NSF grants from 1968 through 2003; thereafter, his work in education was supported by grants from NSF, the US Department of Education, and the Vermont Department of Education.

Ken received many prestigious awards throughout his career, spanning teaching, scholarship and service, and but a few are mentioned here. In 1981, Ken received the prestigious Chauvenet Prize from the Mathematics Association of America. He also received three significant UVM awards. He was honored as a University Scholar in 1995, received the Kidder award in 1998, and was named Williams Professor of Mathematics in 2012. In 2007, he received The Deborah and Franklin Tepper Haimo Award for Distinguished University Teaching. He was an inaugural Fellow of the American Mathematical Society in 2012 and received The Reverend Stanley J. Bezuska Lifetime Service Award for Mathematics Teaching and Learning in 2013.

Ken's dedication and passion for mathematics and the Department of Mathematics and Statistics was infectious. While he will be sorely missed, may the words of his first graduate student, Yang Hua, be a comfort: To live well is Ken's best wish and love to us. Wipe out tears and live well as usual. Let him stay in our hearts.

Catherine Paris
President, Faculty Senate

E. Thomas Sullivan
President, University of Vermont



The University of Vermont
FACULTY SENATE

Resolution in Memoriam

**Walter L. (Ted) Brenneman
Professor Emeritus of Religion
1936 – 2017**

**Presented by Anne Clark
Professor of Religion
College of Arts & Sciences
November 27, 2017**

Dr. Walter L. Brenneman (Ted), Professor Emeritus of Religion, passed away on August 19, 2017.

Ted was born in Harrisburg, Pennsylvania, in 1936, and completed his undergraduate degree at Gettysburg College in 1958. He began his graduate work at the University of Chicago, immersing himself in the flourishing field of History of Religions, led by the eminent scholar, Professor Mircea Eliade. Ted received his Master's Degree from Chicago in 1965, and completed his Ph.D., in 1974, at the Union Institute, a pioneering graduate university where he pursued his studies in the History and Phenomenology of Religion. These studies set the foundation for Ted's lifelong exploration of religious symbols and the theoretical underpinnings of the comparative study of religion. Ted's first book, *The Seeing Eye: Hermeneutical Phenomenology in the Study of Religion*, co-authored with Stan Yarian (University of Pennsylvania Press, 1982), brought philosophical phenomenology into dialogue with hermeneutical theories of religion such as that of Eliade.

While at the University of Chicago, Ted married Mary Helen Gavin, a graduate student in Anthropology, and together they pursued decades of research on Irish holy places, culminating in the publication of *Crossing the Circle at the Holy Wells of Ireland* (University Press of Virginia,

1995). Praised by one reviewer for their original theory of the “loric,” the unique, indwelling power of a particular place, Ted and Mary’s insights can now be profitably compared to more recent developments in the cultural geography of sacred spaces.

Ted began teaching at Marlboro College in 1966, and joined the UVM Religion Department in 1969, moving through the ranks till his promotion to Full Professor in 1996. He taught a wide range of courses throughout his time in the department, including “Celtic Myth and Ritual,” “Images of the Goddess,” “The Phenomenology of Religion,” “Religion and Secular Culture,” and “Pilgrimage,” in addition to regular departmental offerings such as “The Interpretation of Religion.” Students were inspired by his creative ability to illuminate the sacred dimensions of the seemingly mundane. Everyone who knew Ted was also impressed by the energy and commitment it took to balance his very active academic life with a simultaneously pursued other profession: for twenty-two years Ted was also a dairy farmer. When Ted retired in 1999, the Religion Department organized a symposium in his honor; UVM colleagues gave papers and responses, and many alumni returned to participate in the panel discussions about the impact of Ted’s work, share their memories, and reflect on how Ted influenced their lives. We honor his memory now for his many contributions to the University of Vermont and to the study of Religion.

Cathy Paris
President, Faculty Senate

E. Thomas Sullivan
President, University of Vermont

MEMO

To: The UVM Faculty Senate
From: Curricular Affairs Committee of the Faculty Senate, Laura Almstead, Chair
Date: November 4, 2017
Re: Approval of a proposal for a new Master of Science in Biomedical Engineering submitted by the College of Engineering and Mathematical Sciences in Conjunction with the Graduate College

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

The Curricular Affairs Committee approved a proposal for a new Master of Science in Biomedical Engineering submitted by the College of Engineering and Mathematical Sciences (CEMS). The Program Directors will be Jeff Frolik Ph.D., Department of Electrical and Biomedical Engineering, College of Engineering and Mathematical Sciences and Jason Bates Ph.D., Department of Medicine, Larner College of Medicine. If approved by the Faculty Senate and Board of Trustees, the program will be offered beginning fall 2018.

Program Description and Rationale

The proposed new graduate program will grant a tagged Master of Science (M.S.) degree in Biomedical Engineering (BME), and will be administered through CEMS with strong involvement of the Larner College of Medicine. The general goal of the degree is to develop in students a solid foundation in the quantitative methods of engineering and to provide opportunities to apply them to biomedical problems. Students enrolled in the new M.S. program would be able to pursue one of three options for completion: a research-based thesis option, a project-based option, or a course-work only professional degree option. (See Curriculum section for specific details). Importantly, the proposed M.S. in BME fills a present void between an established Ph.D. program in Bioengineering and a newly introduced B.S. program in Biomedical Engineering. The M.S. program would share and bolster enrollments in the courses that support these existing degree programs.

Justification and Evidence for Demand

Biomedical engineering is a major growth area in the US in part to support an aging population and a demand for improved medical devices and systems. Nationwide, graduation rates at the M.S. level in Biomedical or Biological Engineering have seen a significant growth in recent years (36.9%), comparable or higher than other well-established degree programs indicating there is growing interest for students to receive advance education in this area. Students pursuing the proposed MSBME degree would be able to focus on advanced studies and research related to biomedical engineering.

Graduates of the proposed MSBME degree would be well-positioned to make contributions to growth areas such as computer-assisted surgery, cellular and tissue engineering, rehabilitation, and orthopedic engineering.

The proposed MSBME degree will primarily involve participation from the College of Engineering and Mathematical Sciences (CEMS) and the Larner College of Medicine (LCOM). The proximity of the UVM's engineering programs to the UVM medical school along with existing research collaborations provides the opportunity to develop a unique and high-quality Master of Science degree program. CEMS and LCOM have already collaborated to introduce a Ph.D. in Bioengineering program (2011) and a B.S. in Biomedical Engineering (2016). The proposed new M.S. program will leverage courses already developed and taught by Engineering, Computer Science, and Mathematics and LCOM that support the two existing degree programs. These courses will be taught by engineering faculty who conduct biomedical research, faculty from across LCOM (with backgrounds in quantitative disciplines such as engineering, biophysics and mathematics), and other UVM faculty with expertise related biomechanics, biomaterials, medical instrumentation and imaging, molecular biology, synthetic biology, etc. Faculty teaching these courses would also participate by advising students who choose to pursue the research-oriented thesis option.

Relationship to Existing Programs

As noted previously, the proposed M.S. degree complements an existing Ph.D. program in Biomedical engineering and a newly introduced undergraduate program in Biomedical Engineering. Additionally, the proposed degree leverages strong ties between UVM's Engineering departments and LCOM, and utilizes existing courses that have space for additional enrollment. These courses can be found in all departments in the CEMS and many LCOM departments including Molecular Physiology and Biophysics, Biochemistry, Neurological Sciences, Pathology, and Medicine. Students will also have opportunities to take courses offered by the College of Nursing and Health Sciences (CNHS). It is expected that the MSBME students will primarily take courses from biomedical engineering, electrical engineering (e.g., if they are interested in medical instrumentation), and/or mechanical engineering (e.g., if they are interested in biomechanics).

It should be noted that prior to AY 2012-2013, UVM had a MSBME program that was offered through the School of Engineering and, prior to that, cooperatively through the Department of Mechanical Engineering and the Department of Electrical and Computer Engineering. However, in 2012 this degree was eliminated as part of the conditions of implementing the new Ph.D. in Bioengineering program. A M.S. in Bioengineering degree exists presently. However, it is only an exit degree option for students who do not complete the Ph.D. program, but have met conditions appropriate for the Master's degree. The proposed new MSBME degree differs from the Bioengineering offerings by providing a more distinct focus on engineering methods and their application to address problems related to human health. Unlike the Bioengineering degree program, the proposed MSBME degree requires that the majority of coursework be from the engineering disciplines (CEE, BME, EE, or ME). In contrast to the existing M.S. degrees from Engineering, the proposed program will provide more flexibility for students and will leverage new technical elective courses that are being developed to support the undergraduate biomedical engineering curriculum (BME designation). Furthermore, in support of the undergraduate degree, new faculty with dedicated interests in biomedical engineering

are being hired. This cohort will provide the core faculty to the new M.S. students and the M.S. students will serve to support their research endeavors. Given the success of the Ph.D. in Bioengineering and B.S. in Biomedical Engineering programs, the proposed MSBME degree will be well-positioned to serve as bridge between the current undergraduate and graduate programs. It is also likely to be an attractive option for students completing the B.S. in Biomedical Engineering that are interested in post-baccalaureate studies, but do not want to pursue a doctoral degree. An accelerated option will be available for UVM students (see Curriculum section).

Curriculum

The proposed M.S. in Biomedical Engineering degree will have three options that are described below. All three options require a total of 30 hours of course and/or research credit.

- Coursework only: Thirty credit hours of coursework. At least 18 credit hours will come from CEE, EE, BME, ME, and/or ENGR graduate courses. At least 9 credits will have BME designation, and at least 6 credits will be at the 300-level. A final presentation serves as the comprehensive exam.
- Project-based: Twenty-seven credit hours of coursework plus three credits of project work. At least 18 credit hours will come from CEE, EE, BME, ME, and/or ENGR graduate courses. At least 9 credits will have BME designation, and at least 6 credits will be at the 300-level. Three credit hours of project work conducted with a BME associated faculty is required. A final presentation serves as the comprehensive exam.
- Research-based thesis: Twenty-four credit hours of coursework plus six credits of research. At least 15 credit hours will come from CEE, EE, BME, ME, and/or ENGR graduate courses. At least 6 credits will have BME designation, and at least 6 credits will be at the 300-level. The six credit hours of research must be conducted with a BME associated faculty. A research proposal presentation serves as the comprehensive exam.

Additionally, the degree will have an Accelerated Master's Program (AMP) pathway for current UVM students enrolled in undergraduate programs offered through CEMS. Students choosing the AMP option will take 30 credit-hours in total, six credits of which may overlap with undergraduate credits. Students must apply in their junior year and have a minimum 3.2 GPA. AMP students may pursue any of the three degree options.

Admission Requirements and Process

Students entering the MSBME program must have a baccalaureate degree in an appropriate field of study and demonstrated academic performance as measured by grades and satisfactory scores on the Graduate Record Examination General (Aptitude) section, as well as on the TOEFL or IELTS for non-native English speakers. Students will be selected for admission to this degree program using the same process as currently used for the Ph.D. in Bioengineering. Applicants must submit a full application to the Graduate College that will be reviewed by the Bio/Biomedical Engineering admission committee. Students must meet the GPA, GRE, TOEFL, etc. scores consistent with the expectations of the Graduate College and other Engineering graduate programs. An undergraduate degree in engineering is preferred and coursework in computational science and/or the life sciences is desirable. Specific remedial coursework may be required of those who lack a sufficiently strong background in

certain areas. Students entering the coursework MSBME program under the Accelerated Master's Program (AMP) will have the GRE requirement waived.

Anticipated Enrollment and Impact on Current Programs

The proposers indicate a yearly cohort of between five and ten students. Given the small cohort size and the flexibility in the coursework options, no significant impact is expected on existing programs. The additional M.S. students will help increase enrollments in existing courses that serve the B.S. in Biomedical Engineering and Ph.D. in Bioengineering.

Advising and Assessment Plan

Students pursuing the coursework version MSBME degree will present a plan of study to the Bio/Biomedical Engineering graduate studies committee for approval. These students will be assigned to the Faculty Graduate Program Coordinator as a primary academic advisor to ensure the plan is followed and to facilitate approvals for any changes. Students pursuing a project-based or thesis-based MSBME degree will have a primary research advisor who will approve course selection and advise research. These students will also have project or thesis committees that will participate in advising the student as is the norm for the other Engineering MS degrees. To remain in the program, students must make satisfactory progress on their research (if a thesis-based degree) and must maintain a minimum GPA of 3.0.

The MSBME Curriculum Committee will assess the program annually through feedback from students (course evaluations, additional surveys), enrollment numbers, graduation rates, and level of success in placement post-graduation. In addition, data on journal and conference publications involving students pursuing the thesis-based program will be collected. These data will be compiled and included in an annual report that evaluates both this program and the undergraduate BSBME program. This annual report is already to be developed as part of ABET assessment for UVM's undergraduate engineering programs.

Staffing Plan, Resource Requirements, and Budget

The clerical and logistical issues associated with this degree program will be handled by the staff of the Department of Electrical and Biomedical Engineering. This administrative assistant will coordinate the graduate applications for the proposed MSBME degree and the existing Ph.D. in Bioengineering degree. Support will also be available from the CEMS-wide graduate coordinator. The program will be initially co-coordinated by Dr. Jason Bates, Ph.D. (LCOM), who is presently serving as the graduate coordinator for the Ph.D. Bioengineering degree, and Dr. Jeff Frolik, Interim Chair of the Department of Electrical and Biomedical Engineering. In the future, a new Director may be hired. Faculty who will teach the courses that support this degree will be primarily from the Engineering Departments and LCOM. The proposers expect the MSBME program to attract new students to UVM's existing graduate level courses. Many of the courses that the MSBME students will take are already being offered to support the Ph.D. in Bioengineering program or will be newly offered to support seniors in the BS in Biomedical Engineering program. As noted previously, students pursuing the new M.S. degree will serve only to bolster existing class enrollments and not over burden the offerings.

CEMS recently hired two tenure track faculty in the area of biomedical engineering who will start in fall 2017 and will offer 200-level courses that will support the proposed MSBME degree. These faculty hires will also provide mentorship options for students pursuing either the project-based or thesis-based options. In the future, additional tenure-track hires may be sought, commensurate with the growth of the B.S. and M.S. Biomedical Engineering and Ph.D. Bioengineering programs.

Calculations provided by the Graduate College showed that the proposed MSBME is expected to return positive revenue in its second year and to be sustainable from the point forward.

Evidence of Support

The faculty of the College of Engineering and Mathematical Sciences voted unanimously on January 17, 2017 in support of this proposal. Positive endorsements were attached from the leadership of the CEMS including: Jeff Buzas, Prof. and Chair of the Dept. of Mathematics and Statistics; Mandar Dewoolkar, Assoc. Prof. and interim Chair of the Dept. of Civil and Environmental Engineering; Yves Dubief, Assoc. Prof. and interim Chair of the Dept. of Mechanical Engineering; Margaret Eppstein, Prof. and Chair of the Dept. of Computer Sciences and Jeff Frolik, Prof. interim Chair of the Dept. of Electrical and Biomedical Engineering. The proposal was sent to LCOM faculty in spring 2017, and was approved by the Dean's Office on May 2, 2017. Letters of support for the creation of the MSBME degree were received from Luis Garcia, Dean, College of Engineering and Mathematical Sciences, Frederick Morin, Dean, Larner College of Medicine, Christopher Berger, Dir. Of Graduate and Post-doctoral training, LCOM and Gordon Jensen, Senior Assoc. Dean for Research, LCOM.

Summary

There is strong support for this program in both CEMS and LCOM, and justified need. The newly proposed M.S. in Biomedical Engineering degree fills a present void between the established Ph.D. program in Bioengineering and the recently introduced B.S. program in Biomedical Engineering. Current UVM undergraduates pursuing complementary degrees in CEMS that have interest in the area of biomedical engineering are likely to find the accelerated pathway an attractive option. Students in the newly proposed M.S. degree will also increase enrollments in existing courses that serve the current B.S. and PhD. degrees. Therefore, the proposed MSBME degree leverages existing resources, and could serve as a means for retaining talented UVM undergraduates with an interest in post-baccalaureate work in the field of biomedical engineering that do not want to pursue additional studies. The strong connections and collaborations between CEMS and LCOM position UVM to be able to offer a unique, quality. M.S. in Biomedical Engineering degree.

Curricular Affairs Committee of the Faculty Senate

MEMO

To: The UVM Faculty Senate
From: Curricular Affairs Committee of the Faculty Senate, Laura Almstead, Chair
Date: November 4, 2017
Re: Approval of a proposal submitted by the Rubenstein School of Environment and Natural Resources and the Graduate College to change the existing Leadership for Sustainability Concentration of the Master of Science in Natural Resources to a separate Master of Professional Studies in Leadership for Sustainability

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

The Curricular Affairs Committee approved a proposal submitted by the Rubenstein School of Environment and Natural Resources (RSENr) and the Graduate College to change the existing Leadership for Sustainability Concentration of the Master of Science (MS) in Natural Resources to a separate Master of Professional Studies (MPS) in Leadership for Sustainability. If approved by the Faculty Senate and Board of Trustees, the MPS degree will be offered beginning fall 2018. Students currently enrolled in the MS in Natural Resources Leadership for Sustainability Concentration could choose to receive a MS or a MPS degree.

A Master of Professional Studies degree is a degree concentrated in a field of applied studies (<https://scs.georgetown.edu/what-is-mps-degree/>). The current Leadership for Sustainability Concentration is an online/minimum residency curriculum with a culminating project. This concentration is designed for emerging leaders who are rooted in their home organization/community and are committed to deepening their capacity to catalyze change and collaborate within and beyond their chosen professional field. The curriculum explores leadership practices inspired by the wisdom of nature and grounded in a critical inquiry of the mindsets, assumptions, and patterns of power and privilege that underlie change-making efforts. Since its initiation in 2015, the concentration has had remarkable success in recruiting a diverse group of students, and was recently recognized in an article in *Insight into Diversity* entitled Changing the Face of Climate Change (<http://www.insightintodiversity.com/changing-the-face-of-climate-change-science/>).

No curricular changes are planned as part of the proposed change. Moving the current MS in NR Leadership for Sustainability to a MPS degree simply provides graduates of the program a degree that better reflects the training provided by the current curriculum. MPS degrees are often interdisciplinary, and are designed for current or aspiring professionals with an emphasis on professional skills, a

description that perfectly describes the Leadership for Sustainability curriculum. Although MPS degrees are relatively common nation-wide, if approved, this would be the first MPS degree offered by UVM.

The request to change the Leadership for Sustainability Concentration in the MS in NR to a MPS in Leadership for Sustainability was supported by RSEN Dean Mathews and was unanimously approved by the RSEN Curriculum Committee and the faculty. The requested change was also supported by CDE Dean Belliveau, the Graduate College Executive Council, and Cynthia Forehand, Dean of the Graduate College.

Curricular Affairs Committee of the Faculty Senate

MEMO

To: The UVM Faculty Senate

From: Curricular Affairs Committee of the Faculty Senate, Laura Almstead, Chair

Date: November 4, 2017

Re: Approval of proposals for a new Undergraduate Certificate in Integrative Health Care submitted by the College of Nursing and Health Sciences, and a new Continuing and Distance Education Certificate in Integrative Healthcare submitted by Continuing and Distance Education

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

The Curricular Affairs Committee approved proposals for a new Undergraduate Certificate in Integrative Health Care submitted by the College of Nursing and Health Sciences (CNHS), Department of Rehabilitation and Movement Science, and a new Continuing and Distance Education (CDE) Certificate in Integrative Healthcare from CDE. For both certificates, Karen Westervelt will serve as the Educational Director, and Cara Feldman-Hunt as the Administrative director. The two certificates are identical in their rationales, pedagogical goals, and curricula. They differ only in the sponsoring unit, advising, and the students eligible for enrollment. Matriculated UVM students would enroll in the Undergraduate Certificate in Integrative Healthcare; non-UVM students would enroll in the CDE Certificate in Integrative Healthcare. If approved by the Faculty Senate and Board of Trustees, the programs will be offered beginning fall 2018.

Program Description and Rationale

The proposed certificates in Integrative Health Care seek to inform undergraduate students about the methods, evidence base, and philosophical underpinnings of integrative health and medicine. Students in the certificate will learn about the use of integrative health and medicine in health promotion and disease prevention, and how it can address the important aims of enhancing the patient experience, improving population health, reducing costs, and improving health care workforce burnout and dissatisfaction. The primary goals of the certificates are to 1) educate students about this model of health care, help them become better health care professionals, 2) enable them to identify what further training they may need to become health care providers who can be responsive to patient choices and needs, balancing traditional methods of care and those that are considered complementary approaches, and 3) enable students to experience a variety of alternative and complementary health care modalities and to personally experience how this could be integrated into a health and wellness plan.

A consumer-led movement for greater access to natural medicine and complementary and alternative health care approaches (e.g., acupuncture and oriental medicine, therapeutic massage, etc.) gained significant attention from mainstream medicine following the publication of David Eisenberg's research on "*Unconventional medicine in the United States. Prevalence, costs, and patterns of use*" in The New England Journal of Medicine ([Eisenberg et al., 1993](#)). The NIH National Center for Complementary and Integrative Health (NCCIH) was formed in 1998 to serve as the federal government's lead agency for scientific research on complementary and integrative health approaches recognizing the importance of understanding and investigating integrative health. The NCCIH 2016 strategic plan (<https://nccih.nih.gov/about/strategic-plans/2016>) calls for increased knowledge to advance our understanding of integrative health care. The proposed certificates were developed in response to this increased interest and call for advancement of understanding.

Integrative medicine and health is a vital and growing field and through the inter-professional collaboration of the University of Vermont Medical Center, the Larner College of Medicine, and CNHS. Over the past year and a half, representatives of CNHS, the Larner College of Medicine, and the UVM Medical Center have met to design a comprehensive program in the field of integrative medicine and health. This effort will have curricular, clinical, research and outreach components. The proposed certificates would be part of the curricular offerings that can reach students and health professionals that have interest in integrative health and/or are seeking to complement their credentials.

Relationship to Existing Programs

The proposers indicate that there are no other certificates offered at UVM that are similar in content or have an overlap in focus. Diet, exercise, and access to a healthy environment, including but not limited to healthy food, air and water, are essential to human health and well-being. This means that a number of departments across the university offer courses that will be appropriate electives for students enrolled in the Integrative Healthcare Certificates. The Behavioral Change Health Studies Minor in the Larner College of Medicine is the most similar program. While the courses in the Behavioral Change Health Studies Minor are complementary to the proposed certificates, they are not redundant. The Integrative Healthcare certificates' focus is to prepare future health care professionals for an understanding of complementary practices in health care, while the focus of the Behavior Change Health Studies Minor is the neuroscience of behavior change. Dr. Jim Hudziak, Director of the Behavior Change Minor, provided a memo of support for the proposed certificates in Integrative Healthcare, and indicates negligible overlap.

Curriculum

Completion of the proposed certificates requires 15 credit hours (9 required credits and 6 experiential learning elective credits). Students may take no more than three one-credit courses to assure that a broad general knowledge of Integrated Healthcare is achieved.

Required Courses

Number	Name	Credits
HLTH 101	Introduction to Integrative Health	3

HLTH 102	Science & Evidence in Complementary and Alternative Therapies	3
ENVS/HLTH 107	Human Health & the Environment	3

Electives (6 credits from at least two of the BOLD areas)

Number	Name	Credits
MINDFULNESS		
CSD 287	Mindfulness & Helping Skills	3
HLTH 137	Mindful Eating	3
BEHAVIOR CHANGE		
COMU 001	Healthy Brains, Healthy Bodies	
COMU 022	The Science of Happiness	
IHC TRAVEL COURSES		
HLTH 106	Bali: Consciousness, Culture, and Communication	3
HLTH 145	Women's Health & Spirituality	3
HLTH 195	Mongolia: Traditional Mongolian Medicine and Cultural Immersion	2
HLTH 295	Cuba: CAM Therapies in Cuban Health Care	3
RMS 296	Exploring Therapeutic Effects of Icelandic Thermal Springs	3
YOGA		
PEAC 052	Yoga and Mindfulness	1
PEAC 103	Yoga and Ayurveda	1
PEAC 109	Yoga Asana & Philosophy	1
PEAC 115	Yoga and the Chakras	1
ENERGY THERAPIES		
HLTH 109	Energy Medicine	3
HLTH 141	Healing Touch Level I	1
HLTH 142	Healing Touch Level II	1
HLTH 143	Healing Touch Level III	1
HLTH 144	Healing Touch Level IV	3
HLTH 146	Healing Touch Level V ¹	3
HLTH 160	Meridians, Systems & Organs	3
INTEGRATIVE NUTRITION & HERBALISM		
ENVS 195	Plant Based Healing Medicine	3
ENVS 195	Therapeutic Herbalism	3
HLTH 195	Integrative Nutrition	3

The Undergraduate Certificate in Integrative Healthcare will have a pre-requisite of Sophomore standing. Individual courses may also have pre-requisites.

Admission Requirements and Advising

Matriculated UVM students in good academic standing will be eligible to enroll in the Undergraduate Certificate in Integrative Healthcare. Students will be required to submit a written statement of interest.

¹ Lower level named Healing Touch courses serve as pre-requisites for higher courses.

The CNHS Office of Student Services advise and support student knowledge of the undergraduate certificate. Like all UVM students, students enrolled in the certificate will be advised by their primary academic advisor. The Integrative Healthcare Educational Director will assist UVM undergraduates with curricular decisions specifically related to the certificate program.

Individuals that meet the requirements for CDE programs will be eligible to enroll in the CDE Certificate in Integrative Healthcare. Students will be required to submit a written statement of interest. CDE will advise and support student knowledge of the CDE certificate. CDE students will be advised by CDE advisors who will work with the Integrative Healthcare Educational Director to assist with curricular decisions related to the certificate program.

Anticipated Enrollment and Impact on Current Programs

The proposers indicate that they expect a cohort of approximately 15 students per year, and do not anticipate impact on existing programs.

Assessment Plan

Current CNHS program evaluation tools (see below) would be implemented to assess the new certificates. Individual courses will be additionally evaluated through student evaluations, peer evaluations and Integrative Health Education Committee discussion. Department and CNHS evaluation tools include:

- › Course and instructor evaluations
- › Advising surveys
- › Student exit surveys
- › Survey of graduates
- › Survey of community service-learning partners
- › Survey of employers
- › Research papers, publications

Course offerings that may relate to content in the Integrative Healthcare Certificate will be examined by the Integrative Health Education Committee to ensure that the courses developed have sufficient substance and cover relevant and best practice. The Integrative Healthcare Education Committee will ensure course content is in accordance with the Academic Consortium for Integrative Medicine & Health (<http://www.imconsortium.org/>). A process for routing and approval of such courses has been agreed upon and already has begun. Program evaluations will be the responsibility of the Educational Program Director and CNHS Curriculum Committee, and will use existing UVM processes and the outcome criteria listed above.

Staffing Plan, Resource Requirements, and Budget

No new faculty appointments are necessary to support this program. The Libraries have already purchased supporting materials necessary for the required courses.

Evidence of Support

Positive letters of support were provided from:

- Cynthia Belliveau, Dean of Continuing and Distance Learning
- Mike Cannizzaro, Chair of the Department of Communication Sciences and Disorders
- Rosemary Dale, Chair of the Department of Nursing
- James Hudziak, Professor, Departments of Psychiatry, Medicine & Pediatrics and Communication Sciences (Director of the Behavior Change Minor)
- Nancy Matthews, Dean of the Rubenstein School
- Patricia Prelock, Dean of the College of Nursing and Health Sciences
- Jeremy Sibold, Chair of the Department of Rehabilitation & Movement Science
- Shelly Velleman, Chair of the Department of Communication Sciences and Disorders

Summary

Interest in integrative healthcare is growing at UVM and nation-wide. These certificate programs will provide a broad-based education in the theoretical and experiential underpinnings of Integrative Healthcare, including scientific and philosophical models, treatment modalities, and the policies affecting implementation. Students (UVM, professionals, and community members) will have the opportunity to learn policies and practices that promote incorporating integrative healthcare into clinical practice. Therefore, these two certificates will be valuable additions to UVM's curricular offerings.

Responses to Questions Raised at the Faculty Senate Regarding Professional Standards Committee (PSC) Voting Resolution

At the Faculty Senate meeting on Oct 23, 2017 a scheduled vote on a resolution regarding PSC voting procedures (i.e., voting at or below rank) was tabled until the November 2017 Faculty Senate meeting in order to gather additional information requested by faculty senators: (a) percentages of male and female faculty at various ranks, and (b) any information on the rationale for why voting at or below one's own rank is a desirable practice.

Steps taken: The Faculty Senate President and PSC Chair sought data and/or gathered perspectives from: (a) the UVM Office of Institution Research, (b) a set of nationally recognized scholars who study higher education at UVM, University of Colorado at Colorado Springs, University of Georgia, University of Arizona, Claremont Graduate College, University of Southern California, Michigan State University and Penn State University, and (c) internet searching.

What we found...

1. Table 1. Percentages of female and male faculty members by rank

	Full Professor	Associate Professor	Assistant Professor
Male	71% (n=185)	53% (n=121)	53% (n=62)
Female	29% (n=76)	47% (n=106)	47% (n=56)
Totals	N=261	N=227	N=118

* Based on November 2017 data, including instructional faculty (not administrators with concurrent faculty appointments) from all Colleges, Extension, & Libraries

Wide variation in the percentage of full professors exists by unit. Only one unit (CHNS) has a higher percentage of female full professors (83%, n=5) than male (17%, n=1). Libraries are at 50% with a small n (1 male; 1 female). All other units have a higher percentage of male than female full professors, ranging from 57% - 87%.

The number of full professors (male and female combined) by units ranges from 2 (Libraries) to 103 (College of Arts & Sciences); here is the list by unit:

Table 2. Number of full professors by unit

College/Unit (N of PSC Reps)	N of Full Professors	Percent of a Unit's Full Professors Serving on the PSC if they Only Sent Full Professors
Libraries (1)	2	50%
CESS (1)	5	20%
CNHS (1)	6	16.6%
GSB (1)	8	12.5%
RSENR	10	10%
CALS/Extension* (1)	17/6	4.3%
CEMS (1)	27	3.7%
LCOM (2)	77	2.6%
CAS (2)	103	1.9%

* Voluntarily, Extension retains its own member until the end of 2017-18.

As depicted in the right column of Table 2, the potential impact of populating the PSC with full professors varies across units.

2. As reminder, the **resolution under consideration by the Faculty Senate pertains only to the PSC**, because both the Faculty Senate By-Laws and CBA are silent on PSC voting procedures, whereas as the CBA includes language related to both department/unit and college-level (Faculty Standards Committee) voting.

In reference to department/unit voting the CBA (Section 5.f. ii) states:

"All departmental/unit faculty are permitted to read and comment on the dossier. However, in all tenure or promotion/tenure cases, only department tenured faculty are permitted to vote on such recommendations."

"In all other promotion cases – whether tenure-track or non-tenure-track – only those department faculty who hold the same or higher rank than that being sought by the candidate are permitted to vote on the promotion recommendation. However, a department may allow Associate Professors to vote on promotion to Professor if indicated in its RPT guidelines and procedures. Whether tenure-track or not, Professors are permitted to vote on any such case; Associate Professors are permitted to vote on

promotion to Associate Professor or Senior Lecturer; and Assistant Professors and Senior Lecturers are permitted to vote on promotion to Senior Lecturers."

In reference to college-level voting the CBA (5.f.iii) states: *"Composition of the FSC [Faculty Standards Committee] is determined by the College/School/Unit and is not subject to the voting limitations outlined in Section 5.f.ii above. The FSC will assess the candidate's record and make a written recommendation to the Dean on the proposed personnel action under review, which will include the numerical anonymous vote of the Committee."*

One of the scholars from whom we received information contacted the AAUP (American Association of University Professors) and offered this: *"What AAUP requires is that an academic institution and its components have a written policy about the tenure review process. When AAUP censures an institution for a violation it's because of a violation in that written process, not the content of the process."* While this statement does not directly address the rationale for the resolution under consideration, it does suggest that UVM should have a written policy on tenure and promotion. While has such policies, as indicated earlier, UVM has written clarity at the departmental and FSC levels, but no such clarity at the PSC level.

3. In reference to the rationale for voting at or below rank, the feedback from higher education scholars who study the academy suggests the following:
 - a. Most universities, including UVM, have a longstanding tradition of being a ranked-based (hierarchical) system for faculty advancement. While the merits and potential drawbacks of rank-based systems may be debated (e.g., existing norms may perpetuate the status quo, demographically, intellectually, and in various other ways), they are the overwhelmingly predominant approach in America universities. Voting at or below rank is congruent with such a rank-based system.
 - b. The practice of voting at or below rank is widespread and longstanding in peer and aspirant universities.
 - c. Literature on the rationale for the practice of voting at or below rank is scant/non existent, even though the practice is widespread. This was confirmed by our independent web-based searching and confirmed by the scholars from whom we received input. One scholar noted that there is no known empirical research on this topic.
 - d. The most ubiquitous rationale mentioned is the **expertise argument**. This is simply the notion that, *"... those in higher ranks are best able to judge the contributions of others who have requested promotion to that rank. Those in the higher ranks have satisfied the criteria by which their promotions have been assessed, and they then employ them to assess others who apply for promotion to that rank. Some may label it as hierarchical, but achievement is progressive in correspondence to a career line"*.

- e. A variation on the expert argument is that voting at or below rank **"operationalizes and reinforces genuine peer review."**
- f. Another rationale is what one scholar referred to as the **organizational imperative argument**. *"The system [voting at or below rank] also operates on behalf of the welfare of colleagues and organizations. A well-functioning organization would not set up a system whereby people of lower rank vote on others of higher rank. Such a system would: (1) squelch candid assessments of candidates for promotion (e.g., an untenured assistant professor speaking freely about the merits of a colleague up for promotion to full?), and (2) create structural incentives for retaliation (e.g., good luck to that assistant professor who speaks freely and critically about the colleague who is promoted to full)."*

The scholar commenting above notes a conceptual parallel. *"All tenured faculty members (in this scholar's department) are eligible to serve on post-tenure review committees. This means that associates serve on post-tenure review committees of full professors. It clearly makes the associates vulnerable. They are not free to speak, they know the dangers, and so the review (while essentially pro-forma, unlike promotions) formally does not serve its purpose."*

Another scholar who studies this topic wrote: *"... it's entirely inappropriate for promotion and tenure committee members of the same rank as a candidate recommended for a higher rank to vote on that recommendation. Such a situation simply presents too many potential conflicts of interest, whether professional, personal, or both. The promotion and tenure situation is (in my mind, at least) not an election; it's the conferral of a distinct honor and with decidedly non-trivial department, college/school, and institutional quality and financial implications."*

- g. Related to the organizational imperative is the **faculty equity imperative**. Namely, in fairness to faculty being reviewed, it should be clear, transparent, and consistent how recommendations are made and by whom at the PSC level (i.e., voting eligibility). Since the voting practices have varied over time in the absence any written guidance, it opens the door to faculty grievances. For example, if a faculty member is denied promotion to full professor based, in part, on a negative recommendation from the PSC where votes on this matter were cast above rank (Associate Professors recommending against the promotion of someone to Full Professor) the denied faculty member could reasonably argue that this practice is unfair as it violates ubiquitous and longstanding standards of practice nationally.
- h. One scholar external to UVM who reviewed the proposed PSC resolution indicated that our provision, *Regardless of voting eligibility, the perspectives of all members will be considered in both presenting RPT cases and the subsequent discussions prior voting, because regardless of rank all PSC members have valuable perspectives to share that can inform the vote*, is "already outside the norm, and perhaps in a very interesting and good way."

**University of Vermont, Faculty Senate
Professional Standards Committee: Rank Voting Resolution**

Whereas

The Professional Standards Committee (PSC) is charged with reviewing retention, promotion, and tenure (RPT) bids of faculty and making recommendations on those bids to the Provost;

And this is an essential function for the University of Vermont to maintain academic health and integrity;

And this function directly impacts the welfare and career development of the faculty;

And currently there is no written guidance from the Faculty Senate explicitly on PSC voting procedures related to RPT;

And historically RPT voting practices within the PSC have varied over time;

And in most voting units at UVM (e.g., departments), faculty members only vote only at, or below, their own rank on RPT cases;

And the vast majority of peer and aspirant institutions have PSC voting practices whereby members only vote on RPT matters at or below their own rank;

And there is need for written clarity on PSC RPT voting practices to ensure the integrity of the process, consistency, predictability, transparency, and fairness.

Therefore be it resolved that the University of Vermont should:

Establish that PSC members are eligible to vote on RPT cases at, or below, their own rank. This means that: (a) full professors on the PSC are eligible to vote on all RPT cases, except those in their home department/unit, and (b) associate professors on the PSC are eligible to vote on all RPT cases except bids for full professor and those in their home department. Regardless of voting eligibility, the perspectives of all members will be considered in both presenting RPT cases and the subsequent discussions prior voting, because regardless of rank all PSC members have valuable perspectives to share that can inform the vote.

Following the Faculty Senate decision about this resolution, the University of Vermont should:

- Incorporate the PSC RPT voting decision into a PSC Operating Procedures document to be reviewed and approved by the Senate Executive Council.
- Once approved, the operating procedures should include a date when they were approved by the Senate Executive Council and be posted on the Faculty Senate web site.
- At least once annually, before May 15th of each academic term the PSC should review its operating procedures, propose specific changes if needed, and submit to the Senate Executive Council for review and approval.

First Year Experience

Learning Communities

Presentation to the Faculty Senate

Abigail McGowan, Associate Dean, College of Arts and Sciences

November 27, 2017

- I. *Initial proposal, last year:*
University-wide 1 credit, required FYE course (i.e. UNIV 001)
100% of FTFY students living in learning communities (LC) as of fall 2018

- II. *Concerns raised:*
- a. Course development process was not inclusive
 - b. Difficult to add another required credit to various majors/degrees
 - c. Potential overlap with FY offerings in different colleges/schools
 - d. Would increase faculty workloads

- III. *Revised plans:*
- a. Do not require all students to live in LC
 - b. Do not create a common, uniform FY course across all students

But...

- c. Support/nurture existing LCs (*Honors College, Wellness Environment*) and new LCs which launched in fall 2017 (*Leadership, Outdoor Experience, Sustainability*.)
- d. Create additional LCs to reflect wider student needs, demand
(*Arts and Creativity, Innovation/Entrepreneurship, Language/Culture/Lifestyle*)
- e. Engage faculty to create one-credit courses for new LCs
- a. Gather data on where adding an additional FY credit is particularly challenging

- IV. *Planning process this year:*
- a. Faculty committees meeting this fall (see reverse)
 - b. Curriculum development in spring 2018
 - c. May 2018 institute to bring together all LC directors

- V. *Concerns? Suggestions?*

Faculty committees working on new LC courses:

Arts and Creativity

Eve Alexandra (CAS)

Deb Ellis (CAS)

Paula Higa (CAS)

Major Jackson (CAS)

Steve Kostell (CALS)

Jeffrey Marshall (Library)

Rebecca McLaughlin (CAS)

Andrea Rosen (Fleming)

Innovation and Entrepreneurship

Lia Cravedi (CESS)

John Lens (CEMS)

Andy Mead (CAS)

Erik Monsen (GSB and CEMS)

Joan Rosebush (CEMS)

Rasheda L. Weaver (CALS)

Language, Culture, Lifestyle

Rob Williams (CALS)

Luis Vivanco (CAS)

Walter Poleman (RSENr)

Kyle Ikeda (CAS)

Emily Manetta (CAS)

Thomas Noel (CAS)

Ignacio Lopez-Vicuna (CAS)

Patrick Brown (CALS)

Helga Schreckenberger (CAS)

Lynn Whitecloud (CESS)