The University of Vermont
FACULTY SENATE

Minutes
Monday, December 16, 2019
Memorial Lounge 4:00 – 5:30 p.m.

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

Senators in Attendance: 68

Absent: Senators Hoeft (Anesthesiology), Agnarsson (Biology), Cote (Communication Sciences & Disorders), Near (Computer Science), Cowels (Education Rep 1), Beckage (Plant Biology), Macias (Sociology), Carleton (Theatre & Dance)

---

1. **Faculty Senate President's Welcome Remarks** – Thomas Chittenden's opening remarks included:
    - The Faculty Senate is seeking nominations for one Member At-Large to the Faculty Senate Executive Council. This is a special election to fill a one-semester vacancy during a sabbatical leave. The elected Member At-Large will serve a 6-month term beginning immediately after election in January 2020 and ending June 30, 2020. Thomas Chittenden called for nominations from the floor. No nominations were made from the Senate floor. One nomination has been received via webform, for David Massell, History. Deadline for nominations is Wednesday, December 18, 2019. The election will be held by electronic ballot, distributed via email to all elected Senators on January 6, 2020. The ballot will be open for one-week and close on January 13, 2020.
    - The Financial & Physical Planning Committee (FPPC) of the Faculty Senate will be bringing forward a resolution on UVM divestment from the fossil fuel industry.

2. **Consent Agenda**
   The following items were voted en bloc as a consent agenda:
   a) Minutes of the 11/18/19 Faculty Senate Meeting
   Curricular Affairs
   b) New Minor in Biosecurity (CALS)
   c) No Contest Termination BA in Engineering (CEMS)
   d) Policy Documents: Revisions to the Timeline for Policy & Proposal Review Process
   e) Report Out (no vote required): Substantial Changes to the Global Studies Major & Minor

   Motion: To approve the consent agenda as presented.
   Vote: 93% approve, 4% oppose, 4% abstain. The motion carried.

3. **Curricular Affairs: Proposal to Deactivate an Academic Program & Proposal to Reactivate an Academic Program –** Laura Almstead provided background and an overview of the policies. The proposals are attached to these minutes.
   Motion: To approve the Proposals to Deactivate and Reactivate an Academic Program
   Vote: 88% approve, 4% oppose, 9% abstain. The motion carried.

4. **Impact of the basing of the F35 at the Burlington International Airport (vote)**
   Thomas Chittenden reminded Senators that the motion (attached to these minutes) was moved by senators and is ready for vote. Members were invited to speak in favor or opposition to the motion. Thomas Chittenden relayed a message opposed to the motion from one of the signatories. Meaghan Emery read a statement of support for the motion from Richard Single, Mathematics & Statistics. No additional statements were made. Thomas Chittenden called a vote on the motion.
   Motion: To endorse the statement presented in the resolution signed by Senators and presented to the Faculty Senate.
   Vote: 42% approve, **44% oppose**, 14% abstain. The motion failed.

5. **Diversity Curriculum Review Committee Competencies Update**– Pablo Bose presented the proposal for revised competencies for the D1 and D2 General Education Diversity requirement. The presentation slides and revised competencies are attached to these minutes.
   Motion: To approve the revised competencies for the D1 and D2 General Education Diversity requirements.
   Vote: 92% approve, 5% oppose, 3% abstain. The motion carried.

6. **UVM's contract with Elsevier's Science Direct** – Dean of Libraries Bryn Geffert presented an overview of UVM's relationship with Elsevier. The Libraries are facing the expiration of the contract with Elsevier at the end of 2020. Deliberations have begun regarding a decision to renew the contract. In-depth consultation with faculty is planned before a final decision is made. Dean Geffert presented a context for the deliberation, the current landscape of scholarly publishing, and why UVM is considering walking away from Science Direct. Dean Geffert provided a handout of frequently asked questions, which is attached to these minutes. Dean Geffert is hoping to visit all UVM departments this Spring to engage faculty in conversation about UVM's Science Direct contract and the potential impact of walking away from Science Direct. He welcomes invitations from departments, schools and colleges.

7. **Residential Learning Communities Ad Hoc Committee (RLCAHC) Update** – Chris Burns and J. Dickinson presented an overview of the final report of the Joint Committee on Residential Learning Communities (RLCAHC), including the guiding principles of the committee report, and the recommendations of the committee. The final report and the presentation slides are attached to these minutes. Richard Cate, Vice President for Finance, presented the Provost response to the report, on behalf of Provost Prelock. The attached slides include

the Provost's AY 2020-21 plan for implementing some of the recommendations of the RLCAHC. Questions and comments from the floor included the following topics:

- the need for a curriculum committee for RLCs for curricular review and assessment,
- concern that there is a curricular advantage of LCOM 001, and the need for oversight to address curricular inequity.
- Concern regarding the Senate role in academic oversight and curricular coordination
- Structure and membership of the curricular committee for RLCs will include faculty associates

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

The meeting was adjourned at 5:29 p.m.

Proposal to Reactivate an Academic Program

The program reactivation process should be followed to restore a deactivated program to active status. Once reactivation has been approved, the program may begin accepting students and include information about the program on their website. If reactivation is approved prior to March 30, updated program information will appear in the next year's Catalogue; if approved after the catalogue deadline it can be included in the addendum published around June 30. Requests for reactivation should be submitted to the Associate Provost for Academic Affairs. They will be reviewed by the same process as substantial changes to existing programs, which includes a 30 day public comment period, review and approval by the Faculty Senate Curricular Affairs Committee, and a report shared with the Faculty Senate. If a request for reactivation is not approved by the CAC, the program may appeal to the Provost's Office. In the event that reactivation is not approved by the Provost's Office, a program can opt to request a continuation of deactivated status or initiate a termination process.

A proposal to reactivate an academic program must be initiated by the housing department/unit.

Reactivation with minimal curricular changes: In the case where reactivation request would restore a deactivated program with minimal changes to its curriculum, the reactivation request should be made by the department chair/program director in the form of a memo, accompanied by a support letter from the unit curriculum committee and dean. The request for reactivation memo should present the rationale for the request and a brief history of the program, including why it was deactivated. Any deficiencies, including resources, student demand, or program quality that prompted the deactivation must be fully addressed in the memo, including any changes that are prompting the reactivation request. The letter of support from the dean should indicate that there are sufficient and sustainable resources, including faculty, to support the program, as well as indicators of sufficient student demand to make the program viable. Any other deficiencies that were raised as part of the deactivation process should also be acknowledged as resolved by the dean's letter. The dean's letter must indicate the unit-level procedures followed in reviewing the proposal, and that the proposal has appropriate faculty approval.

Reactivation with substantial revision of the program curriculum: In many cases, the sponsoring unit may decide to reactivate a program with substantial changes to the curriculum, for example, by updating more than 40% of required coursework, or undertaking other significant restructuring of the curriculum. For information on what constitutes as substantial revision see the *Substantial Revisions to Existing Academic Programs: Approval Process and Definitions* document posted on the Faculty Senate Curricular Resources website (see here). Proposals for reactivation with substantial revisions should follow the format described in the *Proposal to Substantially Revise an Existing Academic Program* document also posted on the Curricular Resources webpage. In the case of reactivation with substantial revision, the sponsoring unit should also include a cover memo and Dean's letter with the same information as described above for reactivations with minimal curricular changes.

Proposal to Deactivate an Academic Program

The program deactivation process allows for the formal suspension of an academic program for a period of up to five years. The program will not be able to accept students once the deactivation is approved by the Faculty Senate. Detailed information on the deactivated program will be removed from the University Catalogue and department/program webpage(s). The program title will be listed in the graduate or undergraduate catalogue under the heading "Programs Not Currently Accepting Students." Unless the program has been reactivated or terminated, the unit and the department housing the program will be notified by the Office of the Provost during the fourth year that action must be taken prior to the catalogue deadline in the coming academic year. At that point, the sponsoring unit has three choices: request continuation of deactivated status (see below), begin a Program Termination process, or reactivate the program. Guidelines for proposals to terminate programs and to reactivate programs are posted on the Faculty Senate Curricular Resources page (see here).

A proposal to deactivate an academic program may be initiated by a faculty committee, a department/unit, or the Provost.

Requests for Continuance of Deactivated Status: Continuance of deactivated status beyond five years can be granted on the grounds that the conditions that prompted deactivation are likely to change in the near future. Changes might include approved hires in the next three years, evidence of increased demand for the program, or new collaboration with another unit/department that will help support the program. Requests for continuance of deactivated status should be made by the department chair/program director in the form of a memo, accompanied by a support letter from the unit dean. The memo should provide sufficient rationale for remaining deactivated rather than reactivating or terminating the program and a brief history of the program, including why it was deactivated. Memos should be submitted to the Office of the Provost. Upon successful review by the Provost, proposals will be forwarded to the CAC for review and approval. Requests for continuation of deactivated status do not require approval beyond the CAC. If a request for continuation of deactivated status is not approved by the CAC, the program may appeal to the Provost's Office. In the event that continuation of deactivated status is not approved by the Provost's Office, a program can opt to initiate a reactivation or termination process.

No-Contest Deactivation Requests: In the case where the request to deactivate comes from the program itself (a "no-contest" deactivation) and where there are no implications for loss of faculty and/or staff, a request for deactivation can be made by the chair/program director in the form of a memo, accompanied by a support letter from the unit dean as well as department chairs/deans of other departments/units that could be affected by the deactivation. The request for deactivation memo should present the rationale for the request, a brief history of the program, the number of students currently enrolled in the program and a plan to facilitate their completion, and a record of the faculty vote on the deactivation proposal. If there are no students enrolled in the program being deactivated, the deactivation proposal should also address plans to deactivate any courses offered solely for this program.

Contested Deactivations: Parties are encouraged to work towards no-contest deactivations prior to launching a contested deactivation process. All proposals for a contested program deactivations will be prepared using the format given below, explaining the reasons, and providing supporting evidence and rationale for the proposed deactivation. A

program deactivation review will be conducted using this format as a guideline and adhering to the timeline presented at the end of this document.

This format does not address the employment situation of the faculty involved in the program should it be deactivated. That issue is addressed elsewhere in the contractual agreement covering the bargaining unit faculty.

Operation of the Program During the Deactivation Review: In many cases, suspending operation of the program or calling for a hiatus in admission to the program could be sufficiently damaging to the program that it would constitute a de facto deactivation, making the anticipated review by the Curricular Affairs Committee irrelevant. Consequently, *unless a hiatus in operation is explicitly acceptable to the program and the Provost*, the University will operate the program on a "business as usual" basis. Students in the program will be given the opportunity to complete the program in a reasonable time, regardless of the decision on deactivation.

Guidelines for Proposals to Deactivate a Program (Contested Deactivations)

The proposal must include the sections indicated below. Relevant support letters should also be provided as appropriate.

1) An abstract summarizing the program's position, problems, performance and prospects based on criteria adapted from the established process for academic program reviews:

A. Contribution to mission and objectives
B. External demand and societal need
C. Internal demand
D. Quality
E. Effectiveness
F. Efficiency

The proposal to deactivate must present an adequate argument that the program is not performing up to expected standards with respect to some of these criteria in order for a Review for Deactivation to be authorized. The proposal must specifically identify which criteria are deemed deficient, and clearly state why program deactivation is being requested.

2) Evaluation Based on Criteria

Whenever appropriate, the initiator must present supporting evidence in the form of data provided by the University's Office of Institutional Research and any relevant ratings, rankings, accreditation reviews or "best practices" benchmark information from external sources. Citations of sources for all external evaluative data should be identified. For each category cited in the request for deactivation, the initiator must substantiate the problems or deficiencies and indicate why these are cause for deactivation.

A. Contribution to Mission and Plans
Is the program misaligned with or not currently making sufficient contributions to the department, unit, and/or University level missions, strategic priorities, and academic plans? Would another alignment be appropriate?

B. External Demand/Societal Needs

Is the program deficient with respect to indicators of external demand for:

- graduates with particular types of knowledge or skills required to make social institutions work?
- persons who are informed and responsible citizens?

C. Internal Demand

Is the program deficient with respect to trends in enrollments of students whose primary area of study is:

- in the program?
- elsewhere in the University?

D. Quality

Does the program show weaknesses or downward trends with respect to:

- recruitment or retention of qualified and productive faculty?
- recruitment, retention or performance of good students?
- external reputation as judged by external scholarly and professional groups?

E. Effectiveness

What are the barriers and problems with respect to accomplishing the educational, research, and service purposes of the program, including where relevant:

- collaboration with other programs within the University?
- connections with institutions outside the University?
- capacities to assess and use student outcomes for making improvements in curriculum design and delivery?

F. Efficiency

Does the program represent a deployment of resources that is not in line with the strategic priorities of the sponsoring unit and the University? Is the program inefficient in deploying resources to accomplish its purposes and sustain viable operations based on trend analyses provided by the Office of Institutional Research and Assessment such as:

- FTE students taught per FTE faculty;
- headcount majors per FTE faculty;
- student credit hours taught by full time versus part time faculty;
- instructional costs per student credit hour;
- sponsored research dollars per FTE faculty.

What are the opportunity costs and tradeoffs of continuing the program or deactivating the program for a period of up to five years? Impact on enrolled students? Impact on faculty, staff and administrative personnel?

3) Information gathering and deliberative steps

Indicate specifications of the major information gathering and deliberative steps concerning the program's status that preceded the initiator's report proposing program deactivation. These specifications should identify the data analyzed, faculty committee analysis, feedback from advisory groups, communication with other units/departments

that could be affected by the deactivation, discussions and votes taken in faculty meetings, and other evaluative process steps.

Explain communications and other actions that will be carried out to address concerns of affected student, faculty, staff and alumni constituencies as well as other units/departments if, based on the initiator's report, a formal program deactivation review subsequently is undertaken.

Describe major features of an orderly program phase-out plan based on the assumption that a deactivation review is conducted and that program deactivation subsequently is approved.

Dissemination and Review of the Proposal

If the Provost determines that a prima facie case has been made that warrants a deactivation review by the Curricular Affairs Committee, the Provost is responsible for forwarding the proposal to the Faculty Senate Office and Chair of the Faculty Senate Curricular Affairs Committee within 14 days of receipt. The Faculty Senate Office will distribute the proposal abstract to the faculty for public comment as well as all department chairs, deans, appropriate student groups, and other relevant parties identified in the proposal. Copies of the full proposal may be requested by any faculty, student, or staff member. The Curricular Affairs Committee will review the proposal according to the guidelines presented above for proposal preparation.

<u>Timetable for Contested Deactivation Review</u>

Note that weekend days count, but holidays, summer and days in the December – January break do not.)

Within 14 days of receipt by the Provost's office: The Provost will evaluate the proposal. If the Provost determines that a prima facie case has been made for deactivation, the proposal will be forwarded to the Faculty Senate; if not, the Provost will advise the author(s) of the proposal of its rejection, with explanation, and copy the Chair of the Curricular Affairs Committee (CAC).

Within 7 days of receipt by the Faculty Senate office: The Faculty Senate office will forward the proposal to the Chair of the CAC and the program faculty. The Chair of the CAC will appoint a subcommittee to conduct a review. As part of their review, the subcommittee will meet with the program faculty and unit dean. The proposal abstract will be circulated for a public comment period of 30 days as described above.

At the first CAC meeting following the 30 day comment period: The subcommittee will make a recommendation to CAC to approve or reject the proposal. The CAC will discuss the recommendation and vote to support or reject the proposal to deactivate.

Within 7 days of the CAC meeting: The Chair of the CAC will communicate the CAC's decision with a written report to the Faculty Senate Executive Committee, Provost (for information only), the chair/director of the program under consideration, and the unit dean.

Within 14 days of receipt of the CAC decision: The program may prepare a rebuttal to the CAC position, and submit it to the Faculty Senate Executive Committee.

At the next Faculty Senate Executive Committee meeting: The Faculty Senate Executive Committee may accept the CAC decision to approve or reject the proposal to deactivate, or send the matter back to CAC for further discussion, with specific instructions about what aspects of the report require additional consideration and a deadline for the CAC response.

If approved by the Faculty Senate Executive Committee, the CAC report and any rebuttal from the program will be distributed with the materials for the next Faculty Senate meeting. If approved by a majority vote of the Faculty Senate, the decision to approve or reject the proposal for deactivation will be forwarded to the President and Provost for a final decision.

We, the undersigned, petition to have the following statement added to the October 28, 2019 Faculty Senate agenda for discussion and a vote:

“The University of Vermont Faculty Senate votes to endorse the following statement by Meaghan Emery.

“We, the Members of the University of Vermont Faculty Senate, share the concerns surrounding the basing of the F-35 at Burlington International Airport and support the goal to protect the public health and welfare of the residents of Burlington and neighboring communities. In anticipation of the arrival of more F-35 jets, we agree that the basing of the F-35 is contrary to that primary goal due to the noise alone, which will expose over 2,600 households and over 6,100 people in Burlington, South Burlington, Williston, and primarily Winooski to unlivable conditions, including negative impacts on their health and real estate investments. Furthermore, the fact that these planes are relatively untested, the crash risk is higher than it was with the F-16s. Additionally, the F-35's inclusion in the United States Nuclear Posture Review as a first-strike tactical nuclear bomber automatically makes the base, and therefore our region, a target for our nation's enemies, which places our community at risk. Finally, we agree that the basing of the F-35 is a source of concern for faculty as well as students since it affects their living and working conditions. We will specifically address the following concerns with the University President and Provost:

“- impact on housing for faculty, many of whom live in the noise zone
- impact on off-campus housing for students, many of whom live in the noise zone
- impact on recruitment of faculty and students
- overall impact on the communities in the Burlington area since this basing inordinately impacts the working class (people of low income) and minorities.”

That is the resolution we support discussing and voting on in the Faculty Senate.

Signed,

Ingi Agnarsson, Senator Biology
Sarah Alexander, English
Jacques Bailly, Senator Classics
Brian Beckage, Senator Plant Biology
Antonello Borra, Romance Languages
Pablo Bose, Senator Geography
Keith Burt, Psychological Science
Deborah Cafiero, Romance Languages
Antonio Cepeda-Benito, Senator Psychological Science
Susan Comerford, Senator Social Work
Maeve Eberhardt, Linguistics
Meaghan Emery, Romance Languages
Tina Escaja, Romance Languages; Gender, Sexuality & Women’s Studies
David Feurzeig, Senator Music
Yolanda Flores, Romance Languages
John Forbes, Theatre
Laura Haines, Libraries
Kyle Ikeda, Senator Asian Languages and Literatures
Krista Jones, Animal & Veterinary Sciences

Mary Louise Kete, Senator English
Daniel Krymkowski, Sociology
Ignacio Lopez-Vicuna, Senator Romance Languages
Thomas Macias, Senator Sociology
Trina Magi, Libraries
Teresa Mares, Anthropology
Todd McGowan, Film and Television Studies
William Mierse, Senator Art and Art History
Eleanor Miller, Sociology
Charles-Louis Morand-Metivier, Romance Languages
Helen Morgan Parmett, Senator Theatre
Ingrid Nelson, Geography
Hilary Neroni, Film and Television Studies
John Pirone, American Sign Language
Jennifer Pontius, Senator Environmental Science
Cynthia Reyes, Education
Julie Roberts, Linguistics
Severin Schneebeli, Senator Chemistry
Kathleen Scollins, German and Russian
Helen Scott, English
Richard Single, Mathematics and Statistics
Peter Spitzform, Libraries
Alice Stokes, Senator Libraries
Sharon Ultsch, Global Gateway Program, CESS
Nancy Welch, English
Jianke Yang, Senator, Mathematics and Statistics
Hyon Joo Yoo, Film and Television Studies

DIVERSITY REQUIREMENT AT UVM

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

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

- Race and racism in the U.S.;
- The meaning and significance of power and privilege;

CATEGORY 2 (D2) THE DIVERSITY OF HUMAN EXPERIENCE

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

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

D1 Competencies

D1 courses focus on the topic of race and racism in the US in more than 75% of the course content (weekly topics, readings, assignments). Students completing these courses are expected to have developed at least 3 of the 4 following competencies:

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

D2 Competencies

D2 courses focus on the topic of the diversity of human experience in more than 75% of the course content (weekly topics, readings, assignments). Students completing these courses are expected to have developed at least 3 of the 4 following competencies:

Category	Competency	Level	Activities/Topics	Assessment
DLC#1: Awareness	Develop an awareness of the diversity of individuals, cultures, communities and/or processes	Introductory Intermediate Advanced		
DLC#2: Knowledge	Understand and contextualize foundational concepts, theories, histories, frameworks and/or methodologies regarding the diversity of the human experience	Introductory Intermediate Advanced		
DLC#3: Analysis	Analyze arguments, processes, and debates including multiple perspectives related to the diversity of the human experience	Introductory Intermediate Advanced		
DLC#4: Application	Demonstrate the ability to recognize identity-related power dynamics at the individual, group, and/or systems levels and/or address diversity-related problems.	Introductory Intermediate Advanced		

Timeline of the Diversity Requirement

2006 – Diversity Requirement Introduced at UVM

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

2015 – Diversity Requirement First Revision

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

2016 – DCRC begins review process

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

Timeline of the Diversity Requirement

2018 – Competencies revisions and review process mechanisms

- Outdated and non-conforming courses removed from list; 250 now approved
- DCRC begins to revise competencies
- Inaugural cohort of Diversity Faculty Fellows also begins to revise competencies; iterative process with revisions going to DCRC
- DCRC develops 5 year schedule for review of 250 courses

2019 – Revisions of Competencies Presented to Faculty Senate

- DCRC revises 14 competencies down to 4 (Awareness, Knowledge, Skills and Integration and Application)
- Separate competencies for D1 and D2
- Proposed revisions submitted to Senate September 2019
- Anticipated approval November 2019
- Review of courses begins December 2019

2020

- All new diversity courses to be reviewed under new competencies

Diversity Requirement at UVM

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

- Courses in this category have as a primary focus race and racism in the United States. A D1 course must promote an understanding of:
  - Race and racism in the U.S.;
  - The meaning and significance of power and privilege;

CATEGORY 2 (D2) THE DIVERSITY OF HUMAN EXPERIENCE

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

Existing Competencies

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

Existing Competencies

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

Existing Competencies

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

Existing Competencies

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

Revised Competencies: D1

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

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

Revised Competences: D2

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

Category	Competency	Level	Activities/Topics	Assessment
DLC#1: Awareness	Develop an awareness of the diversity of individuals, cultures, communities and/or processes	Introductory Intermediate Advanced		
DLC#2: Knowledge	Understand and contextualize foundational concepts, theories, histories, frameworks and/or methodologies regarding the diversity of the human experience	Introductory Intermediate Advanced		
DLC#3: Analysis	Analyze arguments, processes, and debates including multiple perspectives related to the diversity of the human experience	Introductory Intermediate Advanced		
DLC#4: Application	Demonstrate the ability to recognize identity-related power dynamics at the individual, group, and/or systems levels and/or address diversity-related problems.	Introductory Intermediate Advanced		

THE UNIVERSITY OF VERMONT
LIBRARIES

DECEMBER 2019

UVM'S SCIENCE DIRECT CONTRACT

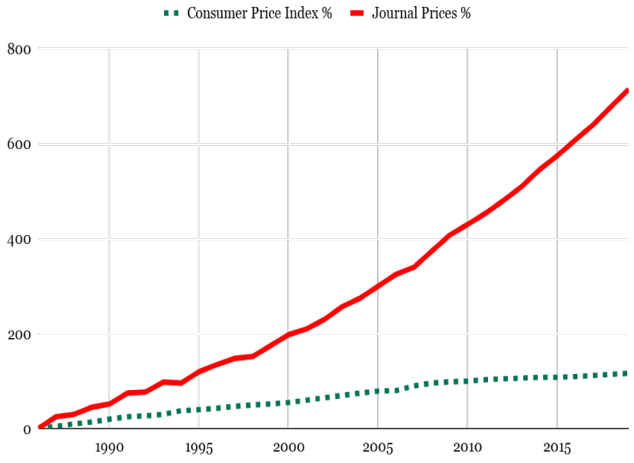
Frequently Asked Questions

Q: What is ScienceDirect?

A: ScienceDirect is a massive collection of academic journals, published and bundled by the Dutch conglomerate Elsevier.

Q: What does ScienceDirect cost?

A: Elsevier keeps its pricing policies secret; it does not reveal what it charges other institutions. Elsevier charges UVM $1.8 million per year.



JOURNAL AND CONSUMER PRICE INDEX INCREASES

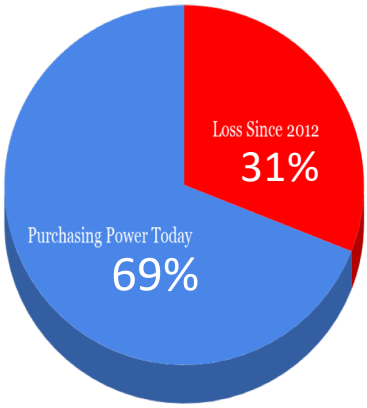
Q: Why are we considering walking away from ScienceDirect?

A: We cannot keep pace with prices for academic journals. Since 1986, the consumer price index has increased by roughly 150%. (See dotted line in graph to the left). During that same period, journal prices have increased roughly 700%. (See solid line in graph). In just the last six years these increases have reduced the libraries' purchasing power by 31%. (See pie chart on following page.).

Q: Have the Libraries decided to walk away from ScienceDirect?

A: No. After reviewing all our options, we do not see a financially viable way to renew our contract when it comes due in December 2020. But we won't make a final decision before in-depth consultation with faculty, including meetings with the Faculty Senate.

LOSS OF PURCHASING POWER



Q: Why the focus on ScienceDirect?

A: ScienceDirect is, by far, the most expensive of our "big-ticket" packages. This single product consumes 25% of our collections budget. Elsevier prohibits libraries with ScienceDirect contracts from ever reducing the amount they spend on Elsevier journals—in fact, it requires libraries to commit to price increases every year. Hence, our only way to remain with ScienceDirect is to cancel journals and books published by Elsevier's competitors.

Q: So can't we just cancel journals and books published by Elsevier's competitors?

A: We have already cut 778 journals published by Elsevier's competitors. We've also cut our book budget in half (from 13,758 books per year to 6,666). And we've eliminated eleven positions in the libraries. We're running out of non-Elsevier things to cut.

Q: If the UVM Libraries cancel their ScienceDirect subscription, may I still publish in Elsevier journals?

A: Yes. Cutting our subscription to ScienceDirect will have no effect on your ability to publish with whomever you wish.

Q: Have other institutions cancelled ScienceDirect?

A: Yes … most notably the entire University of California system. Berkeley and UCLA—institutions among the top public universities in the nation—decided they could live without ScienceDirect. Many institutions large and small, including twelve R1s, have walked away.

Q: Is there a way out of this relentless cycle of cuts?

A: Not unless we reform the current system of scholarly publishing. This system requires us to turn over copyright in our articles to publishers who then sell it back to us and our institutions for thousands of dollars per journal, despite the fact that we researchers do most of commercial publishers' work for them.

- We obtain the research grants.
- We conduct the research.
- We populate their editorial boards.
- We serve as their reviewers.
- And we edit their journals—usually without compensation.

Publishers, in effect, charge us (through subscription fees) to work for them. And because just a handful of commercial publishers now enjoy something like a monopoly in certain fields, they can and do raise prices with impunity. The result: We can no longer afford to buy back the research we give publishers as a gift. The situation is even worse for those outside the academy: Most of the world enjoys no access to our work—work that publishers lock behind paywalls.

Q: How can I help change the system?

A: In many ways.

- You can read about the crisis in academic publishing.
- You can sign a pledge not to publish with, referee for, or serve on editorial boards for Elsevier journals.

- You can publish your articles with reputable publishers that do not lock your research behind paywalls.
- You can urge editorial boards in your field to move their journals from commercial entities to new platforms (see here and here).
- You can upload preprints of your articles into UVM's ScholarWorks and into other, freely available, disciplinary repositories.
- You can support an effort to craft a Harvard-like distribution agreement for research produced by UVM.

Q: How can I obtain Elsevier Articles if we don't renew our subscription to ScienceDirect?

A: In multiple ways: through open repositories, article-sharing sites, and interlibrary loan. See appendix below for guidance.

Q: Can I still browse the content of Elsevier journals without ScienceDirect?

A: Yes. Elsevier offers a free browsing service. You can subscribe without charge to table-of contents updates (with abstracts) to as many Elsevier titles as you wish. See here for an example.

Q: How could the libraries use the savings?

A: *If* we were to leave Elsevier we could use the savings to

- balance our ledgers, i.e., climb out of our structural deficit and remain solvent.
- create a fund from which we can, if necessary, hire more interlibrary loan staff, thus ensuring we can process an anticipated increase in interlibrary loan requests.
- purchase articles on the spot whenever faculty tell us they need a copy immediately.
- expand new book purchases, aiming to approach earlier levels.

Q: How can UVM support fairer models of scholarly communication?

A: In several ways.

- Faculty have expressed concerns about the dearth of non-predatory publishing venues. We take these concerns seriously. We must promote new ventures—ventures committed to rigorous peer review and professional editing that do not place barriers between readers and publishers or between publishers and authors. Such ventures often take the form of new journals, new academic presses, or new publishing platforms. UVM can learn from other university libraries already undertaking this work.
- The Faculty Library Advisory Committee has urged the library to hire a staff member to help UVM faculty place their articles in open repositories (e.g., in UVM's ScholarWorks or in other, disciplinary repositories), thus ensuring unfettered access to their research. We should seriously consider such a hire.
- We're hearing strong support in some quarters of the UVM faculty for following the lead of Harvard and MIT in passing a campus-wide open-access policy. Such a policy would dramatically aid efforts to place articles authored by UVM faculty in open repositories.

APPENDIX

How to Obtain Elsevier Articles Without a Science Direct Subscription

1. Continue using ScienceDirect. All the Elsevier journals we've purchased before the cancellation (through 2020) will remain available through ScienceDirect.

2. Search Google Scholar. Some authors post copies of their articles on the web. Google Scholar usually finds them.

*3. Use Plug-ins***.** Install the following two buttons in your Chrome or Firefox web browser:

- Open Access Button: This extension automatically searches for free, legal copies of an article. When it fails, it will contact the article's author on your behalf.
- Unpaywall: This extension will point you to any freely available versions of an article.

*4. Search online repositories***.**

- Authors frequently deposit copies of their articles in disciplinary repositories. Google Scholar searches all of the following repositories (and many more): OSF Preprints (multiple preprint services), PubMed Central, arXiv, bioRxiv, RePEc, SSRN, Humanities CORE.

5. Request the article from its author. Many authors are happy to honor requests for their articles directly and via social networking sites like Academia.edu, ResearchGate, Mendeley, and HumanitiesCommons. You can also request copies via Twitter, using the hashtag #icanhazpdf, together with a link to the article.

6. Use Interlibrary Loan. The UVM Libraries boast an average turnaround time of 11.6 hours per article. When searching any UVM database (including those that index Elsevier journals), you can still click on the "Find it at UVM" button. Our computer system will automatically fill out an interlibrary loan request on your behalf; simply click "Submit" and a PDF of the article will be delivered to your email inbox.

7. What about SciHub? SciHub is a pirate site that provides free access to most articles from most Elsevier journals, plus millions of other articles from thousands of other journals. SciHub reports 400,000 article downloads per day. Because SciHub violates U.S. copyright law, the UVM libraries cannot endorse its use.

Proposal Concerning RLCs from the Joint Committee on Residential Learning Communities Presented to the Faculty Senate and Provost Prelock for discussion on December 16th 2019

Introduction: Resolution and Committee Charge
Following the passage of a Senate resolution on Residential Learning Communities in May 2019, a joint Senate/Administration committee was formed.

The Committee charge states:

> *We direct Senate and administrative bodies responsible for organizing the RLCs to return to the Faculty Senate in Fall 2019 with possible proposals to resolve these inequities before the class of 2024 enter the RLC system.*
>
> *The committee's charge focuses mostly on the academic courses attached to the RLCs, including:*
>
> - *an organizational structure for the model's continued oversight and governance including an assessment plan and academic accountability*
> - *a common set of learning outcomes for the academic courses*
> - *consideration of the general education requirements that are required for NECHE accreditation and how we might capitalize on an opportunity in the development of the curricular components of the LCS to satisfy some of the Gen Ed requirements*
> - *consideration of what is already being done in the First Year Experience (FYE) across colleges*
>
> *It also focuses on funding of the RLCs, including:*
>
> - *a financially viable model that supports the RLC goals with a full accounting of the model's cost*
> - *a model that is both sustainable and equitable*

Section 1: Guiding principles of the committee's proposal
In undertaking its work, the joint committee reached consensus on several guiding principles. These principles reflect both the committee's charge, and conclusions reached after reviewing information from a number of sources. These included information on the current structure of the RLCs, the available Residential Life data on the impact of the RLCs on the first-year experience, and review of both scholarly work on learning communities and work completed by previous UVM committees. The guiding principles are as follows:

- Residential Learning Communities are a "common good" and should be funded from a central resource pool. Individual colleges should neither be financially penalized nor benefit from revenue generated by their faculty teaching in the one-credit RLC's or WE.

- Residential Learning Communities must be a collaboration between faculty and academic administrators on one hand, and Residential Life staff and administrators on another. Therefore, mechanisms for coordination and oversight should be put in place to promote this collaboration.
- Offering students some choice in first-year experience is a form of equity. Evidence from Res Life shows that students do not universally choose a 3-credit experience over a 1-credit, nor do they all want the same themed experience.
- There should be consistent structural elements and a form of academic oversight for the RLCs and for WE. Unlike the HCOL course and LASP courses, these RLC course experiences are not college/school-specific and therefore not subject to oversight from college/school curricular committees. Therefore, we see a need for a body such as an RLC curriculum committee.
- Data collection and assessment of the academic components has been lacking and detailed information on the financial structure of the RLCs has not been made fully available, limiting evaluation of the RLC's efficiency and contribution to retention and student success. An intensive and well-structured curricular assessment and financial accounting of RLCs and the impact of their structure on the first-year experience is needed.

Section 2: Current structure of RLCs/HCOL/LASP

There are ten Residential Learning Communities, nine of which house first-year students. This is the first year with all first-time, first-year students in Residential Learning Communities. UVM has moved to this model quickly. 68% of students were in Residential Learning Communities in 2017/18 and 86% in 2018/2019. Each RLC is unique, some have been around longer than others, and they all have slightly different origin stories. They include the Honors' College, the Liberal Arts Scholars Program (LASP), and Journey to Independence. Admission to the Honors College and LASP is based on academic merit and admission to Journey to Independence is for juniors and seniors.

First-year students not accepted into the Honors College or LASP select their top three preferences from seven RLC's. The perspective of a student selecting from among these seven RLC's, and subsequently residing in one of them, is what the committee has tried to keep at the forefront of our minds as we figure out how to help craft the best possible experience for students and as we think about questions of quality, fairness, and equity.

1. Arts and Creativity (Arts and Sciences)
   Students have the opportunity to engage with students, staff, faculty and artists through weekly formal and informal connections, artist workshops, lectures, performances, exhibits and social gatherings.

2. Cultural Crossroads (Arts and Sciences)
   Cultural Crossroads is where you can learn through special guest lectures, interactive dialogue, field trips, and more—while connecting with students, faculty, and staff from all over the globe.

3. Innovation and Entrepreneurship (CALS/CESS)
   Innovation and Entrepreneurship is where you can (in the birthplace of Burton and Ben & Jerry's) develop the next big idea that could solve a global problem, launch a business, or design the future.

4. Leadership and Social Change (CESS)
   Learn to take a lead on issues that matter. Connect with Burlington community partners to find your passions, and enhance your strengths and talents. Learn to lead from anywhere, not just the top. Be a change-maker in a community that cares!

5. Outdoor Experience (Rubenstein)
   Outdoor Experience fosters a space for continual development of self, teamwork, and leadership. Residents who seek to become better students and an active part of their community—all while exploring the outdoors—will find a home here.

6. Sustainability (Rubenstein)
   Sustainability is a place where students can celebrate a connection to the natural world and seek to deepen and celebrate their sense of place—the built environments that we inhabit, and the natural landscape that surrounds us.

7. Wellness Environment (LCOM)
   Wellness Environment (WE) students are committed to keeping their living space a healthy place by focusing on healthy bodies and healthy brains. WE students study neuroscience and receive resources and incentives to live a healthy lifestyle.

Of these seven RLCs, six have a required one-credit course. The Wellness Environment has a required three-credit course. This is the second year where the six RLC's have one-credit courses. These courses have their roots in years of discussions about the first-year experience as well as what had already been happening in some of the existing learning communities. The approach to these courses has been refined and improved from year one to year two. Their current structure includes four common elements: a first-year read; a series of plenary lectures; the Growth Mindset for College Students Program; and Handshake (Career Center jobs and internships platform). Staffing of the academic component varies, but generally involves Faculty Associates, a Program Director, and Undergraduate Course Facilitators

A new element has been the appointment this past spring of Lisa Schnell as a Faculty Fellow for Learning Community Courses. Prof. Schnell has been working closely with faculty and staff in six of the seven RLC communities and with Residential Life staff to better coordinate the academic component of these experiences. The role supports the faculty and staff doing this work and provides some level of accountability and oversight for these courses.

The Wellness Environment is different from the six one-credit courses in several key ways:

- It is a three-credit course.

- The class is structured differently. It works on a lecture model and not the plenary/discussion model that the one-credit courses use.
- In addition to the SCH revenue and ResLife funding that are part of the funding model for the 1-credit courses, WE is also supported by external grant and gift funding.
- There is funded research tied to WE and the WE course.
- Residential Life staff are less involved in the organization and running of the WE course than they are with the 1-credit RLCs.

Section 3: Joint committee concerns

The joint committee considered many elements that contribute to inequities across the RLCs, as well as barriers to resolving these inequities. After reaching a fuller understanding of the current structure of the RLCs, the committee reached consensus on the following significant concerns:

- There are inequities in the structuring of faculty appointments, curricula, and funding models for RLCs that lead to inequities in student experiences.
- The current model for funding the 1-credit RLCs is not sustainable, as the SCH revenue from the 1-credit courses does not fully cover implementation costs for the courses.
- Consistent structural elements across RLCs, including common academic learning goals that help to create more equitable student outcomes across learning communities have been partially, but not completely implemented. All RLCs should be required to contain common structural elements that promote key outcomes such as developing a sense of belonging in an academic community, connecting academic and residential spheres of students' lives, and exploring academic and career trajectories.
- There is currently no academic oversight of the RLC courses as a group, although the Provost's Faculty Fellow for RLCs has provided a structure on which this could be built. This lack of oversight means that RLC courses may not have received review by fellow faculty through a course review process, and there is no established process for continued review and oversight of the academic components of the RLCs.
- Due to the rapid implementation and growth of RLCs, there has been no consistent and rigorous assessment of either the courses or their impact on the student experience, retention, and academic success.

Section 4: Recommendations of the joint committee

The committee has the following recommendations, comprising a proposal to extend the current model for one more year, with the expectation that rigorous assessment of the current model will allow the Provost's office to conduct a full evaluation of the contributions of the RLC model to student success. The points below also outline a proposal for a more equitable model for funding the RLC courses.

- Lack of previous assessment of the academic components of the RLCs does not allow for a full assessment of their quality or impact. The committee recommends an extension of the current system for one year to allow for data-gathering and analysis with the goal of offering an assessment of RLC impact, academic quality, and a recommendation of whether to continue the current model or move to a different model.
- As a key element of student success, first-year learning communities are a "common good" that should benefit all schools and colleges. To that end, the committee proposes that SCH revenue from the 1-credit courses and WE be set aside to create a "common good" funding pool that will cover reasonable costs of the RLC courses. This will mean that the tuition revenue from these courses will stay in the undergraduate pool.
- The committee also proposes the creation of a curriculum committee comprised of the faculty associates running the RLCs (including WE), run by a faculty RLC coordinator, with additional members ex officio members from the Faculty Senate, the Center for Teaching and Learning, and Residential Life. This committee will meet regularly to consider the development of the RLC model, discuss implementation of common course elements, and in the spring will review and approve RLC course syllabi.
- The committee recommends continuing an academic RLC coordinator position (currently occupied by a Provost's Faculty Fellow). This role provides much-needed coordination for academic components of the RLCs, as well as a point person who collaborates with Residential life on the implementation of the RLCs.
- A new committee appointed by the Provost should be charged with reviewing assessment data for the RLCs and recommending whether to continue the current model, move to a new model, or discontinue the RLCs. Appropriate review of the financial structure of all RLCs would also ensure that these recommendations address the inequities outlined in section 3 of this proposal.

Report submitted by the Joint Committee on Residential Learning Communities

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

Provost's Office administrative support – Catherine Symans

Report from the Joint Committee on RLCs

Chris Burns
Faculty Senate V. P.

J. Dickinson
Associate Provost

The University of Vermont

Guiding Principles of the Committee Report

- RLCs are a “common good” and should be funded from a central resource pool
- Offering students choice in first-year experiences is a form of equity
- There should be consistent structural elements and a form of academic oversight for the RLCs, including WE
- An intensive and well-structured curricular assessment and financial accounting of RLCs and the impact of their structure on the first-year experience is needed

Recommendations of the Committee

- Extend the current system for one year to allow for data-gathering and analysis
- SCH revenue from 1-credit courses and WE-should be set aside to create a "common good" funding pool that will cover reasonable costs of the RLC courses
- Create a curriculum committee for the RLCs
- Create an academic coordinator for RLCs
- A new committee appointed by the Provost should be charged with reviewing assessment data for the RLCs and recommending whether to continue the current model, move to a new model, or discontinue the RLCs

AY 2020-21 Plan from Provost Prelock

- The current system of 1-credit RLC courses plus 3-credit WE course will be continued for one year (AY 2020-21)
- The financial model for RLCs will change to a support center model for the 1-credit RLCs. SCH generated by both the 1-credit courses and the WE course will *follow the student to their home college*.
- The cost of the RLCs and the WE course will be borne centrally and will be allocated to the academic units.
- Academic coordination and curricular oversight will be strengthened
- OIR will conduct a rigorous assessment of data gathered this year regarding the impact of RLCs on student success and retention
- A data-driven decision regarding RLCs going forward will be made by the Provost by April 2020