



**Faculty Senate  
Minutes  
Monday, November 17, 2025  
4:00 – 5:30 PM, on Teams**

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The meeting was called to order by Faculty Senate President Abigail McGowan at 4:01 PM

**Senators in Attendance: 62**

**Absent: 18 Senators:** Agriculture, Landscape, and Environment (Tracy), Anesthesiology Rep1 (Hart), Biomedical & Health Sciences (Allen), CAC Chair (Everse), Community Development & Applied Economics (Kostell), Emergency Medicine Rep1 (Schlein), Engineering-Mechanical (Fiorentino), Mathematics & Statistics (Julianelle), Medicine Rep1 (Hagerty/Price), Neurological Sciences Rep2 (Barry), Pathology and Laboratory Medicine Rep1 (DeWitt), Philosophy (Moyer), Physics (White), Political Science (Anderson), Psychiatry Rep2 (Klemperer), Radiology Rep1 (vacant), Rehabilitation & Movement Sciences (Hawko), Rubenstein School of Environment and Natural Resources (Adair)

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**1. Faculty Senate President's Welcome Remarks** – Abigail McGowan made the following remarks:

- A. The December 15<sup>th</sup> Faculty Senate meeting will start at 3:00 PM on Teams.
- B. The university wide AI initiative is a Provost's task force and is on the agenda for discussion at this meeting. Future agendas will also discuss how the university is responding to the opportunities and challenges of AI.
- C. The steering committee for the Catamount Leap Project includes two Faculty Senate representatives: Guillermo Rodriguez (CAS) and Amalia Dolan (LIB). President McGowan invited them to provide an update on the process and their roles. Guillermo and Amalia serve on the Operational Excellence subcommittee, reviewing and assessing LEAP project submissions from academic units. Huron Consulting Group prepared the framework for evaluating proposals. Another subcommittee, the ERP Vendor Evaluation subcommittee, is reviewing possible replacements for the PeopleSoft software package.

**2. Reports from Senate Committees**

- A. **Student Affairs Committee (SAC)** – Jennifer Prue, Co-chair presented an overview of the committee's procedures and recent activities. The SAC includes representatives from each academic unit and the Student Government Association. Recent topics of discussion include cannabis use on campus, the



one-stop advising model, and student athlete absences. The presentation slides are attached to these minutes.

- B. **Curricular Affairs Committee (CAC)** – Colby Kervick, Co-chair, presented an overview of the CAC’s charge and work. The presentation slides are attached to these minutes. The CAC reviews new program proposals, curriculum revisions, and other curricular actions. They work closely with the Provost’s office and unit curriculum committees to ensure alignment with university policies. The CAC also participates in academic program reviews and provides input on curricular policy matters. The most up-to-date guidelines, timelines, and process documents are available on the Faculty Senate SharePoint page for [Curricular Resources](#). CAC co-chairs, Colby Kervick and Stephen Everse are available to consult on proposals.

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

- A. The minutes of the October 2025 Senate meeting
- B. Curricular Affairs
  - a) Credit for Prior Learning Framework for Graduate Courses
    - 1. Framework for CPL: Credit by Portfolio
    - 2. Framework for CPL: Credit by Credential

**Motion:** Abigail McGowan stated that the consent agenda came to the Senate moved and seconded by the Executive Council.

**Vote:** 55 approve, 0 oppose, 1 abstain. **The motion carried.**

- 4. **AI Taskforce: Overview and Guiding Principles** – Abigail McGowan introduced Interim Provost Linda Schadler and Susanmarie Harrington to discuss the university wide task force on AI. Linda Schadler reported that Kellie Campbell and Kirk Dombrowski are leading the UVM AI Team, and there are several working groups. A complete list is available on the website <https://www.uvm.edu/ai/uvm-ai-team>. Three working groups were highlighted: Workforce Development led by Bettyjo Bouchey, AI in Curriculum led by Priyantha Wijesinghe, and Faculty Development led by Susanmarie Harrington. Each department will have an AI fellow to implement AI modules or courses, and a Brightspace course will be created for faculty to share AI teaching practices.

Susanmarie Harrington presented an overview of the task force working group on AI, Pedagogy and Professional Development. The presentation slides are attached to these minutes and include a report of the progress to date, the working group members, the core ethical principles, educational modules underway, and the draft guiding principles on AI and pedagogy. The draft guiding principles emphasize a human-centered approach, ongoing education on AI, equity, responsibility, and integrity and transparency. The working group will submit its final report by February 15th, with the goal of releasing Brightspace modules in the spring semester and student modules in the fall. Feedback on the draft principles is welcome through <https://go.uvm.edu/guiding-ai-principles>, or email [smharrin@uvm.edu](mailto:smharrin@uvm.edu). Senators are encouraged to share this information with their departments.



5. **Report back on action item from October meeting.** Senators were asked to collect feedback from colleagues on the impact of the political climate on their work, focusing on broader implications beyond grant funding. President McGowan shared a Menti poll to collect the faculty feedback. The informal poll asked three questions. The poll results are attached to these minutes.

- 1) Colleagues in my dept/unit report that their research/creative work has changed under the new political climate (strongly disagree/agree)
- 2) If your colleagues are changing/are going to change their research, what has prompted that? (choose all that apply)
  - Loss of grants or grant opportunities
  - Fear of political backlash
  - New laws/regulations
  - Loss of access to data sources
  - Concerns about access to research populations or geographic places
  - Other
  - N/A
- 3) An example from faculty in my unit of something they are doing differently in their research/work in response to the new political climate?

Discussion included acknowledgement that faculty are experiencing anxieties about public and discoverable information, impacting their productivity and ability to work. Librarians are concerned about missing data sets and have been actively involved in data rescue projects. Two resources are available: a data rescue project portal for archived datasets and another for government information and reports: "Data Rescue Project Portal" (for data sets) at [portal.datarescueproject.org](https://portal.datarescueproject.org) AND "Tracking Government Information" (for non-data materials and reports) at [z.umn.edu/trackgovinfosite](https://z.umn.edu/trackgovinfosite). In addition, UVM's new Catamount Factbook, featuring 60 dashboards across 12 topics, is now available. It includes data from campus-wide surveys, such as the 2025 Campus Climate Survey <https://www.uvm.edu/oira/campus-wide-surveys-and-reports>

6. **(5:20) Reports that do not require a Senate vote:**

- a) Curricular Affairs Committee (CAC) Report – APR Economics Program
- b) Executive Council Report – Revision to Section 2 of the procedure documents governing the review of changes to administrative structure

7. **New Business** – none

Helen Read moved to adjourn at 5:11 PM. The meeting adjourned without objection.





# FS SAC

Fall 2026





# Procedural



Topics brought to the attention of the committee



Discussions range from: exploring topics, recommendations for policy changes, consideration of issues and vetting best “fit” with Senate committees



Decisions about course of action:

Ex: drafting language to address changes to policy

Ex: requesting attendee’s at future meetings to gather information



# To Date



Sept

Update on **Cannabis Use** on campus, ASK-how can faculty assist in ongoing efforts to remediate the impacts of use/over-use? QUESTION-why are we not treating this like a public health concern?



Oct

**One-Stop Advising Model**, ASK-two SAC members joined the task force.



Nov

Policies for **Absences**, Student Athletes, other students, QUESTIONS: do current policies need tweaking? Why are faculty not abiding by existing policies?



# Curricular Affairs Committee of the Faculty Senate 2025-26

CALS: Fortino Acosta, Thomas DeSisto

RSEN: Amy Seidl, Bindu Panikkar

CAS: Alicia Ebert, Sarah Alexander, Catalina Vizcarra, Sarah Osten

GSB: Amy Tomas, Michael Tomas

CEMS: Joan (Rosi) Rosebush, Jason Hibbeler

CNHS: Jeremy Sibold, Cynthia Frimpong

LCOM: Thomas Griffin, Leila Khorashadi, Stephen Everse, Adam Bloom

CESS: Colby Kervick, Tricia Brown

Libraries: Susan Swogger, Prudence Doherty

Co-Chairs: Colby Kervick and Stephen Everse/ Faculty Senate Coordinator: Laurie Eddy

SGA Representative: Leah Theroux



# CAC Responsibilities

- Review proposals to initiate, alter, deactivate, or terminate academic programs
- Work in conjunction with the Provost's Office to carry out the university-wide Academic Program Review (APR) process
- Review matters related to undergraduate and graduate educational policy

## Additional Roles

- Support and communicate with unit level curricular committees to foster collaboration between units and departments around curricular and educational policy issues.
- Collaborate/Participate with relevant Ad-hoc Committees of the Faculty Senate



# Types of Curricular Actions

- New Program Proposals
  - Undergraduate degree programs (majors, minors, co-majors)
  - Graduate degree programs (Masters or Doctoral)
  - Certificates
    - Undergraduate
    - Graduate (CGS)
    - Microcertificates (mCGS -- Graduate only)
- Substantial Revision to Existing Curriculum
- Name Changes: majors, degree programs, Departments
- Deactivation, Reactivation, or Termination of Programs
- New Subject Codes (course prefixes) or Changes to Subject Codes



# Academic Program Reviews

- **Two members of CAC participate in external review entrance and exit meetings.** Summarize findings from External Review and Self-study to present to the CAC. \*For Accredited programs-read the accreditation report and self-study and summarize findings to present to the CAC.
- **CAC Co-Chairs attend summary meetings 6 months after CAC report is approved** that includes Deans, Department Chairs, and Provost's Office representatives to discuss outcomes of the APR and identify goals/next steps.



# Recent Curricular Policy Work

- **New Credentials or Revisions to Credentials:** e.g. Co-Majors, Certificates of Graduate Study and mCGS
- **Curricular Policies or Frameworks:** e.g. Guidelines for Graduate Modality Changes, Framework for Credit for Prior Learning (Portfolio and Credential)



# Guiding Norms for CAC

- Use our CAC protocols/guidelines to inform the review
- Approach each proposal with an open mind
- Ask questions with the goal of seeking to understand/clarify
- Be engaged with our committee work: volunteer (distribute the load)
- Patience and Flexibility
- Be mindful of our Committee's purpose and role within work of the Faculty Senate in all discussions



Here is a screen shot of the Faculty Senate CAC curricular resources page:

**Faculty Senate** Home Documents Pages Curricular Resources Faculty Ombudsperson ...

A Immersive reader Share ↗

## Proposal Guidelines

Coversheet for Proposals

- [Coversheet for Proposal for a New Undergraduate Academic Program \(updated 06/25\)](#)
- [Coversheet for Proposal for a New Graduate Academic Program \(updated 06/25\)](#)

New Majors and Minors

- [Proposal for New Academic Program](#)
- [Proposal for a New Academic Minor](#)

Substantial Revisions

- [Substantial Revisions Guidelines and Forms \(updated 01/25\)](#)

Terminate, Deactivate, or Reactivate

<https://uvmoffice.sharepoint.com/sites/FacultySenate/SitePages/Curricular-Resources.aspx>



# Faculty Governance and Curricular Work

Faculty are engaged at multiple levels of review. For example:

- Faculty serve on unit curriculum committees and vote on curricular proposals submitted by their peers
- Faculty serve on Graduate Executive Council (GEC) and vote on curricular proposals
- All curricular proposals undergo a 15-day public comment period where all Faculty are invited to review proposals (posted to Sharepoint) and offer public comment. Those public comments and responses sought are reported to the CAC as part of our review process
- Faculty serve on the CAC of the Faculty Senate and are responsible for thorough review of all curricular proposals
- Curricular proposals approved by the CAC are brought to the Faculty Senate Executive Council. The Faculty Senate Member representatives on the Executive Council vote to bring curricular proposals forward to the Faculty Senate
- Faculty Senate votes on all curricular proposals.
- Curricular actions are typically placed on the consent agenda, but can be pulled off for full Faculty Senate discussion



**Critical Dates – AY 2025-2026**

NOTE: These dates represent a best-case scenario . Missing items (e.g. abstracts, support letters), concerns raised during the public comment period, etc. can delay things..

Circulated for Public Comment	CAC Meeting	Faculty Senate Meeting	Board of Trustees Meeting
April 16, 2025	May 1, 2025	May 16, 2025	October 17-18, 2025
August 19, 2025	September 4, 2025	September 22, 2025	
September 24, 2025	October 9, 2025	October 27, 2025	February 6-7, 2026
October 22, 2025	November 6, 2025	November 17, 2025	
November 19, 2025	December 4, 2025	December 15, 2025	
December 15, 2025	January 8, 2026	January 26, 2026	
January 21, 2026	February 5, 2026	February 23, 2026	May 15-16, 2026
February 18, 2026	March 5, 2026	March 23, 2026	
March 18, 2026	April 2, 2026	April 27, 2026	
April 15, 2026	April 30, 2026	May 14, 2026	October 16-17, 2026

GEC meeting dates:  
September 18, 2025  
October 16, 2025  
November 20, 2025  
December 11, 2025  
January 22, 2026  
February 19, 2026  
March 19, 2026  
April 16, 2026



# Tips to Keep in Mind

- **Start planning early** for curricular actions
- **Be mindful of CAC deadlines** (e.g. substantial revisions, subject codes, and name changes must be approved by Faculty Senate by January to appear in the subsequent year's catalog)
- **Know the deadlines of your unit curriculum committee and the GEC** (if graduate proposal)
- **Reach out early to Graduate College** for any planning related to initiating new curriculum or revising curriculum.
- Consult with CAC Co-Chairs Colby Kervick or Stephen Everse if you have questions about Curricular Proposals-**we are here to assist!**
- Always **download the latest version of the proposal templates** from the CAC Sharepoint site before starting your proposal!



# Provost's/AI Task Force Working Groups on AI, Pedagogy and Professional Development, March 2025 to present

## Complete

- Revised *Code of Academic Integrity* section on cheating to address AI [completed by others before we started]
- two-day August seminar on AI and pedagogy (in partnership with the Patrick Leahy Honors College)

## In Progress

- Guiding Principles on AI and Pedagogy [will come to Senate for endorsement in 2026]
- For students:
  - Brightspace AI ethics and literacy module
- For faculty:
  - Brightspace AI ethics and literacy ethics module
  - Brightspace pedagogical sharing site



# Who's Been Involved?

## **Provost's Working Group**

- Susanmarie Harrington (English) and Clayton Cafiero (Computer Science), co-chairs
- Deanna Garrett-Ostermiller, Ctr for Student Conduct
- Gary Atwood, UVM Libraries
- Mike Austin, ETS
- Stephen Everse, LCOM
- Ian Grimmer, History/PLHCOL

## **AI Task Force Working Group**

- Susanmarie Harrington (English), chair
- Paula Smith (Rehab & Movement Science)
- Juniper Lovato (Computer Science)
- Samuel Chevalier (Electrical & Biomedical Engineering)
- Regina Toolin (Education)
- Deepak Gupta (Neurological Science)
- Gary Atwood (UVM Libraries)
- Jed Murdoch (Rubenstein)
- Alec Adams (Grossman School of Business)
- Nicholas Aflitto (Rubenstein)
- Randall Harp (Philosophy)



# Brightspace:

## Ethical principles and AI literacy framework

[Table of Contents](#) > [For Students](#) > [AI Ethics](#) > Core ethical principles

### Core ethical principles ▾



Listen



▸ Use AI for good

▸ Respect and protect intellectual property

▸ Respect and protect privacy

▸ Respect and protect the environment

▸ Maintain academic integrity

▸ Commit to transparency and accountability

▸ Avoid bias and discrimination



# Educational modules underway

- The student module will be circulated to incoming first-year students prior to fall semester. It is a short, non-credit, general foundation
- The faculty modules will available as self-serve offerings and WID (and the CTL) will continue to develop pedagogical programming
- There will be Brightspace modules that provide education for instructors by the task force and modules that provide space for us to learn from and with each other



# (Draft) Guiding Principles on AI and Pedagogy

See full version: <https://go.uvm.edu/guiding-ai-principles>

## Human-centered approach

- Enhance, not replace, human creativity and learning

## Learning

- Offer ongoing education on AI's origins, ethical implications, and practices

## Equity

- Promote a culture in which AI use leads to just and fair outcomes, with attention to bias and limits

## Responsibility

- Encourage uses that benefit campus and community; don't use AI when harms outweigh benefits

## Integrity and Transparency

- Hold students, faculty, and staff to the same high standards, with rich conversations in context



# What's next?

- By February 15
  - Complete the Brightspace work
  - Bring principles back to you for further discussion and, we hope, eventual endorsement



Colleagues in my department/unit report that their research/creative work has changed under the new political climate

Colleagues in my dept/unit report that their research/creative work has changed under the new political climate

3.5

Strongly disagree

Strongly agree

5

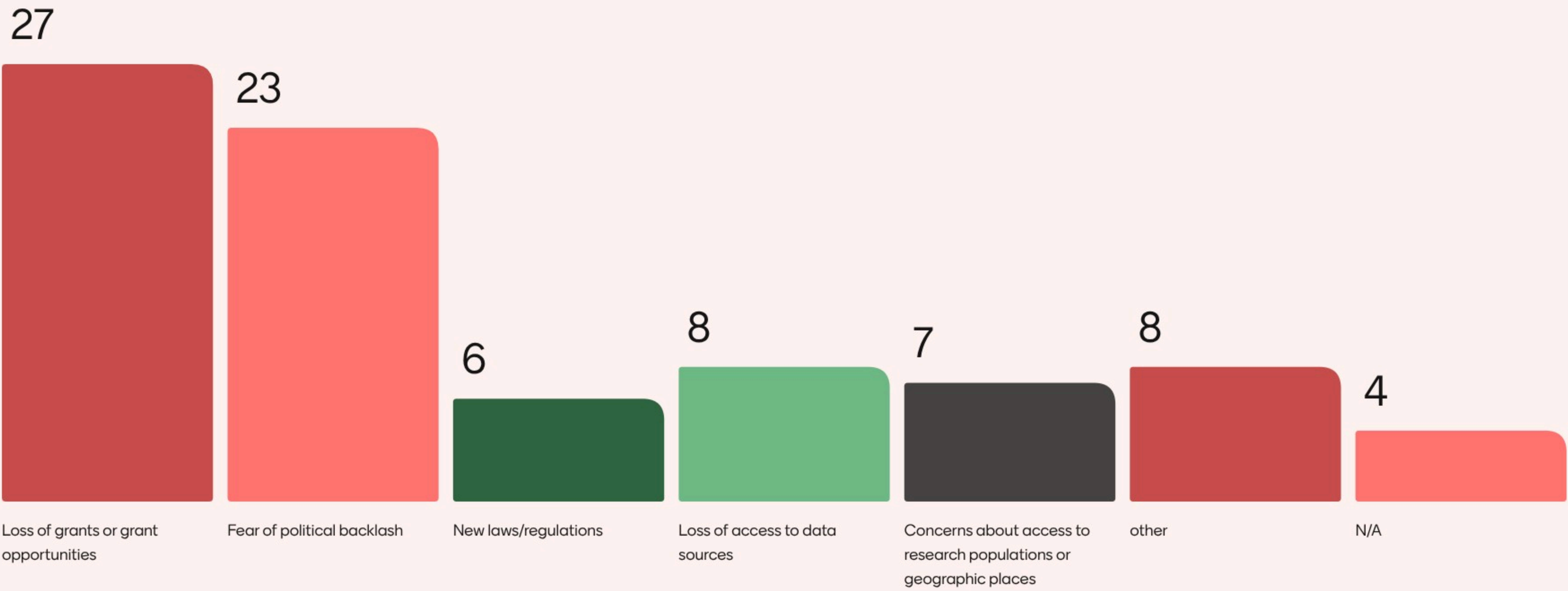


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If your colleagues are changing/are going to change their research, what has prompted that?





An example from faculty in my unit of something they are doing differently in their research/work in response to the new political climate?

Not recruiting international students

Due to reduced budgets, we are forced to cut back on complex assays and analyses to ensure we can meet basic operational needs. This directly limits our ability to perform state-of-the-art science.

avoided international work

Self-censoring

As the new director of CRVT, I'm prioritizing/fast-tracking a big project related to queer Vermont history on the assumption that it will only become more likely that I will be told I'm not allowed to

changing wording / language

Changed language in grant proposal to remove words that may result in automatically being rejected.

Leaving out wording that is contentious with the administrations



An example from faculty in my unit of something they are doing differently in their research/work in response to the new political climate?

shifted away from submitting proposals, towards primarily supporting current research and submitting older papers

No longer submitting for federal grants b/c expertise focuses on gender / ethnicity / marginalized groups

The need to eliminate any language related to DEI in grant proposals.

Not applying for things, trying to keep faces out of public spaces

Some research questions had to be abandoned because of cuts to USAID.

hesitant on pursuing funding on more fundamental scientific endeavors (NSF) and instead aiming more towards defense applications (various DoD, DARPA)

Faculty are changing their language, and looking for sources of funding outside the federal government.

Events like the recent government shutdowns introduced significant uncertainty among investigators, creating anxiety about whether submitted grant proposals would even be reviewed on schedule.



An example from faculty in my unit of something they are doing differently in their research/work in response to the new political climate?

Looking for different types of grants to support longer term research.

Avoiding research of interest due to lack of funding

Changing language in grant proposals.

Not working with foreign collaborators, and not hiring international students

Exploring other funding sources that are not federal grants

hesitant to submit many new proposals in exploratory areas, because of how uncertain future funds will be and the time that is invested in preparing these proposals

We continue to lose important, highly skilled technical support staff due to attrition and budget cuts.

Changing language used.



An example from faculty in my unit of something they are doing differently in their research/work in response to the new political climate?

Hired students of targeted identities on other funds than federal

My colleague who is not American was concerned that if they left the country to do research in their home country that they wouldn't be able to get back (at least without paying a huge sum of money).

I don't expect any major change in my research direction

Travel to essential national and international conferences has transitioned from a necessity for professional growth to an unaffordable luxury due to budget restraints

Grant applications and planning impacted.

Not posting research activity on social media

Removal of grant subawards with foreign collaborators changed long standing productive scientific endeavors.

Guest artists/collaborators who are afraid to travel



An example from faculty in my unit of something they are doing differently in their research/work in response to the new political climate?

A colleague of mine does not want to teach a class on a controversial topic that involves race for stress over students' comments in evaluations, and/or exposure in social media of their classes.

Concern about discoverable emails when it comes to communicating about work (gender affirming care research for a particular individual).

Trying to make up for a loss of \$1.5million with numerous smaller grants at amounts (\$50k) that barely add up to the loss

we're working to improve our understanding of how knowledge is being created and consumed around the world

changing language

hesitance to invest time in grant work that is unlikely to be funded in this climate

Federal funding agencies are funding fewer applications and are issuing awards with reduced budgets. This creates a competitive disadvantage for investigators at UVM to secure the necessary resource

Having to avoid DEI language is difficult when studying DEI



An example from faculty in my unit of something they are doing differently in their research/work in response to the new political climate?

1. Being instructed to not conduct or report data analyses that relate to health and mental health risk factors for high risk groups. 2. "I have had to adjust a bit on my [grant name] grant messaging"

NEH proposals (168k, 150k) No awards were made in this cycle and the program appears to be permanently shelved. NSF officer told faculty to avoid certain language off the record.

I feel that sticking to existing "core" research areas in my group has felt like a safer bet right now

Limited in PHD candidate pool-hesitant to bring in international students in this climate

Considering alternate sources of funding

being advised not to publish at this time. specifically "stay under the radar"

I brought this up at our last faculty mtg. TWas concern @ why these data are being collected and how it will be used. this has been an active topic for peer learning but did not want to quantify it.

Project website and having to take it down because of the DEI work that it involves.



An example from faculty in my unit of something they are doing differently in their research/work in response to the new political climate?

One reported to the effect of "same research, less specific titles" used for in-progress projects, presentations, or published works (e.g., avoiding politically-loaded terminology in titles).

Shifting target publications or seeking dissemination possibilities more amenable to topics/language

Waiting to publish work

grant opportunities are gone. trying to hold on to existing grants, and not lose those.

Loss of grant award funding that directly is impacting student funding at UVM and negatively impacting field partners

Not traveling to conferences due to fear/risk as international faculty

They are having to shift the language they use to reference the populations/methods/geographic areas they are experts in for grants

Losing community partners that focus on inclusive health (Pride Center, Bridges to Health)



An example from faculty in my unit of something they are doing differently in their research/work in response to the new political climate?

Trying to keep up with the changing landscape regarding foreign collaborations, DEI, and the review process. Frustration with the drop in NIH funding rates and lack of transparency and timely notifica

This uncertain environment contributes to a general decline in interest in science.

Government shutdown  
SLOWED grant review  
and funding

Faculty are worried that shifts in granting will result in shifts in the University's commitments to pressing research for systemically marginalized populations or topics that are seen as "political"

Science not valued  
under this administration

Noting intersection of teaching/research in myriad ways; including ways in which faculty & students may be negatively impacted by climate - and the increase demand as teachers/advisors.