University of Vermont | **Faculty Senate**

Faculty Senate
Minutes
Monday, December 15, 2025
3:00 – 4:30 PM, on Teams

The meeting was called to order by Faculty Senate President Abigail McGowan at 3:01 PM

Senators in Attendance: 62
Absent: 18 Senators: Agriculture, Landscape, and Environment (Tracy), Anesthesiology Rep1 (Hart), Anthropology (Kozelka), Emergency Medicine Rep1 (Schlein), Emergency Medicine Rep2 (Pellet), English (Gough), Mathematics & Statistics (Julianelle), Medicine Rep1 (Hagerty/Price), Microbiology & Molecular Genetics (Chant), Neurological Sciences Rep2 (Barry), Obstetrics, Gynecology & Reproductive Sciences (Kenny), Physics (White), Political Science (Anderson), Radiology Rep1 (vacant), Radiology Rep2 (Brennan), Rubenstein School of Environment and Natural Resources (Adair), School of the Arts Rep2 (Barnett), Sociology (Shaffer)

1. **Faculty Senate President's Welcome Remarks** – Abigail McGowan made the following remarks:
    1) Senators are asked to review AAUP FAQ's on academic freedom and suggest additional scenarios or questions for clarification.
    2) The Strategic Planning Committee invites feedback on the draft of the document via an online comment box before the holiday break.
    3) Provost Schadler announced a program offering summer salary and course release for one faculty member per department to lead discipline-specific integration of AI into curricula.

2. **Consent Agenda –** The following items were presented as a consent agenda:
    A. The minutes of the November 2025 Senate meeting
    B. Curricular Affairs
        1) New Minor in Urban, Rural and Community Planning (CAS)
        2) New Minor in Biodiversity and Global Change (CALS)
        3) New BS in Animal Studies (CALS)
        4) New Co-Major in Environmental Studies (CAS)
        5) New Co-Major in Economics (CAS)
        6) Name Change for MA in English (CAS)
        7) Substantial Revision to Japanese B.A. and Japanese Co-Major (CAS)

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.**

3. **Project LEAP Update** – Kellie Campbell, Chief Information Officer provided an update on Catamount LEAP, a multi-year digital transformation initiative to elevate student and employee experiences, streamline operations, and align with institutional goals. Attached slides outline the project scope, governance structure, and progress on two parallel activities: 1) Processes, systems, & policies review and improvement, and 2) Enterprise Resource Planning (ERP) Modernization.
   Two sub-committees support these efforts: the ERP Vendor Evaluation Sub-Committee and the Operational Excellence Sub-Committee. The ERP group is preparing a Request for Proposals (RFP), informed by vendor demonstrations for HR, student services, and finance services. UVM Controller Lindsey Donovan and Executive Director of Student Financial Services Marie Johnson are defining core requirements, with an RFP release anticipated on January 6, 2026.
   VP for Finance & Administration, Alicia Estey, outlined funding strategies for operational excellence projects. The committee will prioritize which initiatives need immediate funding versus those that can wait for the next or subsequent budget cycles, with some early readiness projects possibly funded off-cycle. Departments are also asked to include these requests in their annual budgets so they can be considered alongside other strategic priorities.
   Jennifer Greaves and Jacob Leopold provided an overview of the Operational Excellence Sub-Committee tasked with organizing, evaluating, and prioritizing over 100 LEAP project submissions to improve campus processes and efficiencies. Rather than evaluating individual proposals, the committee is reframing them as broader problem statements to address systemic issues, reduce administrative burden, and deliver institution-wide benefits. Key priorities include digitizing paper processes, streamlining approvals, improving internal communication, and enhancing data management. Approximately 30–40 enterprise-level projects will be prioritized, with recommendations due January 16, followed by an 8–12 week discovery phase and implementation planning in April. Timelines will vary, with some projects completed in months and others requiring extended effort. Several initiatives are interdependent with ERP modernization, necessitating a phased approach that balances short-term improvements with long-term readiness for cloud-based solutions targeted for 2027. Faculty input will remain central through advisory bodies and steering committee representatives, ensuring transparency and responsiveness throughout the process. Discussion confirmed that the current system roadmap includes importing grades from Brightspace into Banner. Kellie Campbell encouraged continued submission of ideas via the Catamount LEAP webpage. https://www.uvm.edu/finance/catamountleap She noted that replacing the HR and finance systems could take 18-24 months, with student systems following later, and full implementation projected by 2030. New systems are expected to remain in place for 10-20 years, with selection focused on

cloud-based vendors offering scalability and long-term partnership; currently, two major vendors are under consideration.

4. **AI Taskforce: AI in Curriculum Working Group** –Priyantha Wijesinghe presented an update on the AI in the Curriculum Task Force. Attached slides summarize the group's goals, committee role, progress, and ongoing work, along with two supporting documents: *AI in the Curriculum Guiding Principles* and *AI Outcomes Draft*. The working group seeks feedback on draft AI literacy competencies and learning outcomes. A faculty survey will assess AI-related activities and needs, and student focus groups will provide additional input. Planning will continue in spring 2026, including governance and resource allocation. **Discussion** addressed the plan for graduate students, AI literacy resources for faculty, and the recently announced Faculty Fellows program. While the primary focus is undergraduate AI integration, graduate programs will also be addressed through a framework informed by survey data and existing competencies developed by the Graduate College. Faculty representatives are working to identify graduate-level needs and connect with relevant committees. Provost Linda Schadler noted that the new AI Faculty Fellows program, which assigns at least one fellow per department, can support both undergraduate and graduate curriculum development, with colleges encouraged to provide additional resources. She highlighted that many graduate courses may already include AI content, so initial efforts prioritize undergraduate gaps. Pre-arrival AI literacy modules for incoming students are expected by mid-spring, and Brightspace will host literacy modules for faculty and students. Implementation will follow an iterative approach—starting with pilots and refining before formal adoption. Departments and colleges will manage fellow selection and coordination to ensure alignment across programs.

5. **(5:20) Reports that do not require a Senate vote**:
    a) Curricular Affairs Committee (CAC) Report – APR Religion Program

6. **University Attendance Policies** – Jennifer Prue and Scott Van Keuren, Co-Chairs of the Faculty Senate Student Affairs Committee (SAC), presented proposed revisions to the Attendance Policy. The changes address gaps affecting student athletes and clarify that "drop the lowest grade" is not an acceptable substitute for makeup work for D1 athletes on university-approved athletics travel. Labs are explicitly included under the athletics policy, and examples of excused absences verified by the Dean's office— such as National Guard service, jury duty, and immigration hearings—were added to the general policy. The goal is to ensure fair support for students while minimizing faculty burden by using equivalent graded work when original experiences cannot be replicated. Faculty are asked to review and provide feedback. **Discussion** – Faculty questioned whether existing mechanisms (grade disputes, appeals) already address most cases and raised concerns about unclear time limits for alternative assignments, workload for large courses, and overly detailed language creating grading conflicts. SAC members noted current policies do not consistently protect students, especially

athletes, and that appeals occur too late to prevent harm. Revisions aim to ensure reasonable assistance without removing faculty authority. Further review will occur before returning to the Senate in January.

7. **New Business**
    A. Tom Borchert, Chair of the Senate Faculty Affairs Committee (FAC) reported that the Faculty Affairs OPS group proposed adding optional language to course syllabi to clarify whether faculty permit students to record class sessions. This recommendation arose from concerns about unauthorized recordings and gaps in the current syllabus template, which only addresses recording for accessibility purposes. The suggested language, reviewed by legal counsel, is not mandatory but is shared for faculty consideration and feedback.

    "Classrooms are places for the exploration of ideas, sometimes controversial or uncomfortable. In order to protect that exploration and to foster an environment where everyone feels free to participate, recording of class sessions (audio or video) is not permitted without my prior permission. If permission is granted, recordings are for personal, educational use only and may not be shared or posted online. Students who need recordings as part of an approved accommodation should contact Student Accessibility Services (A170 Living/Learning, (802) 656-7753)."

Without objection, the meeting adjourned at 4:32 PM.

Twin Strides in a Leap Forward for UVM

The Catamount LEAP Program is a multi-year digital transformation initiative to elevate student and employee experiences, streamline operations, and align with institutional goals.

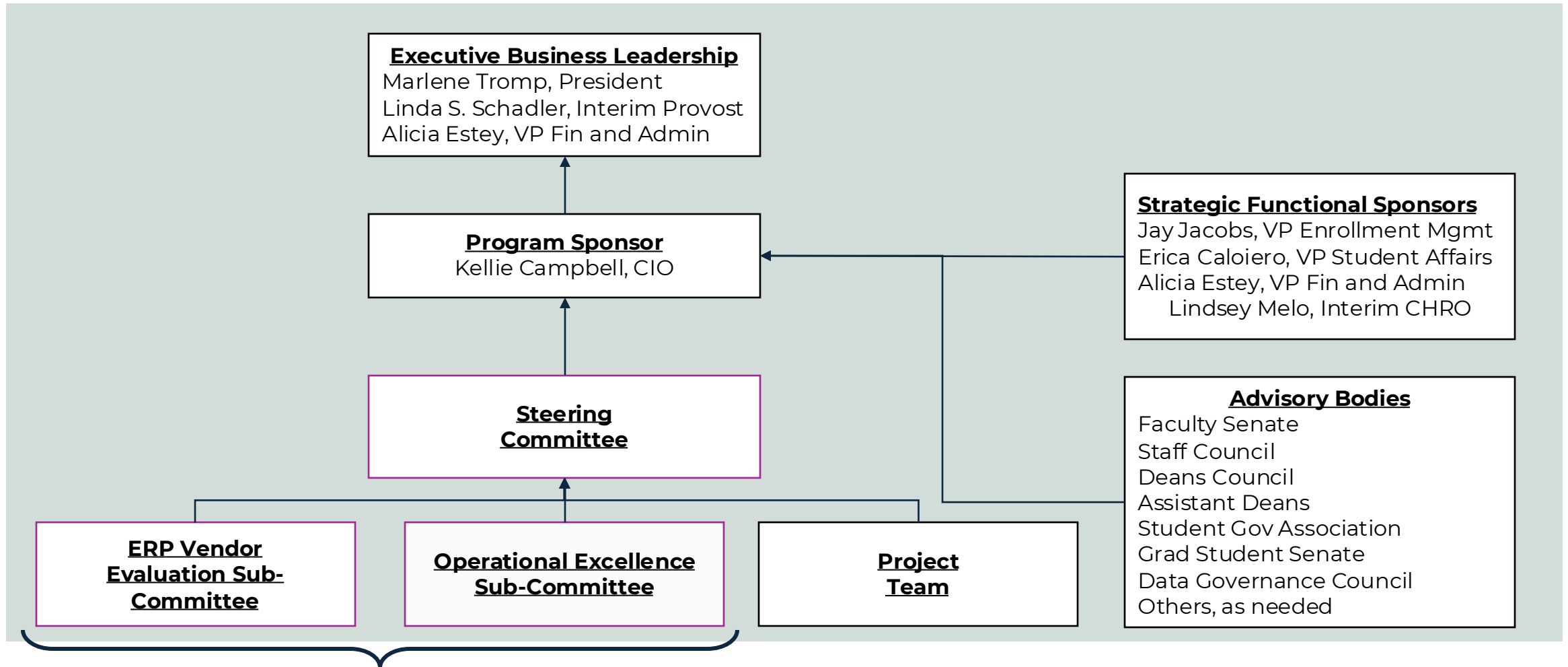## Processes, Systems, & Policies Review and Improvement

- Invest in **our people, processes, and technology**

- **Reduce duplication** and bureaucracy

- Build a modern, **digital-first experience** that is streamlined, integrated, and user-friendly

Enterprise Resource Planning (ERP) Modernization

- Enable **smarter decisions** through access to improved data

- Foster **innovation and agility**

- Strengthen security and sustainability to **reduce risk**

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Catamount LEAP Governance Structure

Executive Business Leadership
Marlene Tromp, President
Linda S. Schadler, Interim Provost
Alicia Estey, VP Fin and Admin

Program Sponsor
Kellie Campbell, CIO

Strategic Functional Sponsors
Jay Jacobs, VP Enrollment Mgmt
Erica Caloiero, VP Student Affairs
Alicia Estey, VP Fin and Admin
Lindsey Melo, Interim CHRO

Steering Committee

Advisory Bodies
Faculty Senate
Staff Council
Deans Council
Assistant Deans
Student Gov Association
Grad Student Senate
Data Governance Council
Others, as needed

ERP Vendor Evaluation Sub-Committee

Operational Excellence Sub-Committee

Project Team

Sub-Committee overview on following slide.

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Sub-Committee Overview

- The ERP Vendor Evaluation and Operational Excellence Sub-Committees have been established to support critical LEAP activities: ERP vendor selection and LEAP project selection and prioritization.

ERP Vendor Evaluation Sub-Committee	Operational Excellence Sub-Committee
Roles & Responsibilities	**Roles & Responsibilities**
• **Review ERP vendor details:** support requirements development and RFP evaluation • **Provide leadership with selection guidance:** synthesize inputs to inform the Steering Committee recommendation • **Be key change champions:** engage with the community to build enthusiasm and motivation for the change	• **Review and assess LEAP project submissions:** leverage LEAP project evaluation framework to inform recommendations • **Recommend project timing and prioritization:** organize submissions into categories based on evaluation criteria • **Provide guidance on resourcing:** offer advice on staffing strategy as part of project recommendations
Upcoming Activities	**Upcoming Activities**
• Review vendor demo feedback analysis • Review vendor evaluation framework • Review synthesized differentiating requirements list	• Finalize membership and convene initial meeting • Review LEAP project evaluation framework • Assess and prioritize LEAP project submissions using evaluation framework

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Operational Excellence Sub-Committee

- The Operational Excellence Sub-Committee will drive the work of organizing, evaluating, and prioritizing LEAP projects.

Est. Timing: Through LEAP Project Roadmap Development	Representation: Select Functional / Technical Representation

Review and Assess LEAP Project Submissions	• Assess each unit's proposed projects for clarity, feasibility, and alignment with Catamount LEAP's strategic goals and the university's strategic plan • Apply standardized criteria to ensure fairness and transparency in the review process
Recommend Project Timing and Prioritization	• Recommend high-impact projects for implementation, focusing on those that streamline operations, reduce complexity, and advance a digital-first mindset • Work closely with the University Project Management Office to support project planning and determine resource needs • Document recommendations and provide feedback to the full Steering Committee, Program Sponsors, and university leadership
Provide Guidance on Resourcing	• Offer advice on staffing strategy as part of project recommendations

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How Catamount LEAP Supports Faculty

Empowering Faculty Through Digital Transformation

Less Administrative Burden
Automated workload planning, evaluations, and approvals save time.

Faster, Transparent Processes
Digital signatures and streamlined workflows reduce delays.

Improved Access to Information
Centralized document management and communication tools.

Better Support for Teaching & Research
Simplified event scheduling and graduate student processes.

Professional Development Made Easy
Unified training and compliance tracking.

Data-Driven Decisions
Enhanced reporting for program assessment and planning.

Consistent, Collaborative Practices
Enterprise solutions reduce silos and duplication.

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AI in the Curriculum Committee

The Overarching Goal:

By Fall 2026, all students will achieve both baseline AI literacy and discipline-specific integration. The achievement should be measured by the number of students who participate in and pass an AI literacy module(s) or an AI course, as well as by discipline-determined competency demonstration or integration.
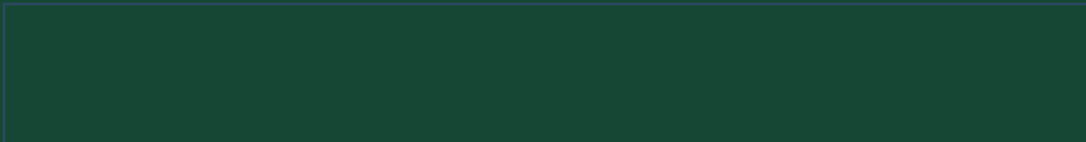
AI in the Curriculum Committee

Role of the Committee:

Ensure academic units have the information and guidance they need to meet this timeline. All efforts are carried out in alignment with established faculty governance processes and existing curricular approval structures.

Membership:
Amy Tomas (GSB)
Garth Garrison (LCOM)
Jennifer Karson (CAS)
Jennifer Laurent (CNHS)
Jen Pontius (RSENR)
Kimberly Vannest and Cris Mayo (CESS)
Priyantha Wijesinghe(CEMS)
Sarah Heiss (CALS)
Susanmarie Harrington (CTL/WID)

AI in the Curriculum Committee

Progress and Ongoing Work:

- Established shared Guiding Principles for AI integration across colleges
- Collected college-level updates on AI readiness and current activities
- Engaging with Faculty Senate, Curricular Affairs Committee, and Vice Provost for Academic Affairs on timelines and approval pathways
- Developed a university-wide survey to collect program and course-level info.
    - Survey preview link
- Partnering with CTL to host student focus groups for interested colleges
- Drafting AI literacy competencies and example learning outcomes
- Identifying resources, professional development needs, and collaborations

AI in the Curriculum Committee

AI Outcomes Draft – Seeking FS Feedback

Link to the outcome document
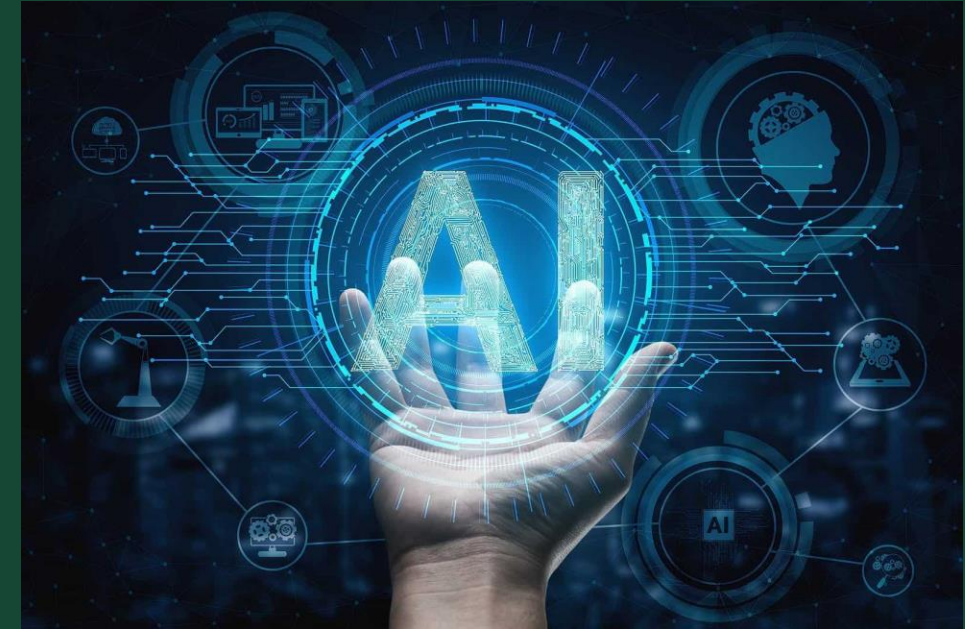
Approach:

Tier 1: Baseline AI literacy for all students

Tier 2: Disciplinary AI application (program-determined)

Tier 3: Advanced AI engagement where appropriate

Programs may select 3–5 outcomes total; not all tiers apply to all programs.

- **Is the scope and framing appropriate?**
- **Is the flexibility clear?**
- **What refinements or concerns should be addressed?**

AI in the Curriculum: Program Specific AI Integration Principles

Purpose: This document outlines guiding principles for integrating AI into college and school curricula, while giving each unit the flexibility to adapt the approach to its specific needs. The overarching goal of the AI in Curriculum Committee, charged by the provost, is that, by Fall 2026, all programs will have courses/modules to help students achieve both baseline AI literacy and discipline-specific integration. The achievement should be measured by the number of students who participate in and pass an AI literacy module(s) or an AI course, as well as by discipline-determined competency demonstration or integration. The role of this committee is to drive this initiative forward and ensure that academic units have the information they need to meet this timeline. All efforts are carried out in alignment with established faculty governance processes and existing curricular approval structures.

Guiding Principles:

- Respect for Shared Governance: all changes must align with existing curricular approval processes.
- Baseline AI Literacy for all students: functional, ethical, societal, and environmental dimensions.
- Disciplinary Integration: approaches and competency standards should reflect the needs of academic units, colleges, and relevant programming.
- Regarding disciplinary integration, pilot first, scale later: test approaches before embedding them into permanent catalog changes.
- Visibility and Advising: Communicate clearly to students, advisors, and constituents how AI is being integrated into programs and curricula through catalogue course descriptions, college/program websites, and academic advisor training so that all stakeholders across UVM are informed of ongoing actions and progress.

College-Level Integration:

Each college will determine the most appropriate curricular and instructional path(s) for programming. Colleges are encouraged to work together, particularly for first-year courses. There are several courses that most students take in the first year that could have an AI module. Options include, but are not limited to:

1. **Pre-arrival or First-Year AI literacy Module** embedded in a required first-year course/seminar. This should cover basic AI literacy skills such as,
    a. *Recognize AI's pervasiveness in daily life, from social media to voice assistants.*

b. *Understand core technical concepts like machine learning, providing insight into AI systems' functions, capabilities, and limitations.*
c. *Critically assess the accuracy, reliability, and potential biases of AI output.*
d. *Consider the ethical implications and potential risks of AI use in different settings.*
e. *Use AI tools effectively and interpret AI-generated content when appropriate*
f. *Demonstrate a clear understanding of the UVM AI academic policies, guidelines, and resources.*

[Items a – e are copied from the Generative AI in Teaching and Learning Brightspace course developed by the Provost's AI & Pedagogy Working Group; item f was added]

2. **College or Program Integration:** Mapping AI skills into existing required courses, or creating new offerings (special topics, credit-bearing AI courses).
3. **Capstone/Advanced Integration:** Discipline-specific applications tied to post-graduation expectations/industry practices and professional standards.
4. **Catamount Core:** Discussions on whether AI should be part of the Catamount Core Curriculum, the approval process, and timeline.

Example Process for Colleges and Programs:

College/School Team will:

1. Review Program Learning Outcomes within the AI Literacy Framework.
2. Identify Discipline-Specific AI Skills/Tools important for graduates.
3. Map Opportunities in the Curriculum (introductory → practice → mastery).
4. Anticipate Challenges and Supports Needed (resources, accreditation constraints, faculty readiness).
5. Develop Tasks and Deadlines – propose concrete next steps for their unit, aligned with catalog timelines.
6. Adopt pilot–evaluate–scale approach; avoid locking in permanent catalog changes before vetting.

Action Items for College Representatives:

- Bring this outline back to your college curriculum committees to share with the departments for discussion or as appropriate in November, and engage faculty in identifying where AI integration fits in your programs, and ask for proposals from each program in November.
- Propose specific, time-bound tasks and deliverables (e.g., pilot modules developed in 2026 spring semester with a goal of submitting curricular changes in the fall of 2026).
- Document decisions and report progress back to this committee in January

- If an existing AI module is available for units to adopt, they could move forward as a minor catalog change by the February 15 catalogue edit deadline. However, deeper curricular integration, such as new courses or substantial revisions to existing curricula, would likely follow a longer development and approval timeline aligned with the 2027 catalog deadlines.

Open Questions for Colleges:
[Given our planned timelines and the rapid evolution of AI, only a broad framework can be outlined at this stage. The goal is to identify flexible structures that can adapt as AI literacy and competency expectations continue to develop.]
- What AI literacy outcomes will your programs adopt?
- How will your college assess whether students are meeting them?
- What resources and support are most critical for your college to succeed?

Resources:

What additional resources can we gather/develop as a committee that we can share with programs?

- AI Innovation Fund. https://www.uvm.edu/it/news/announcing-ai-innovation-fund
- Funds for new faculty hires. *(college decisions)*
- Funds to support more access and accessible interfaces to the VACC for non-STEM disciplines (students and faculty). https://www.uvm.edu/vacc/cost-and-payment
- Faculty summer stipends for developing new courses. (*New AI Faculty Fellows program.)*
- Support for hiring TAs and GTAs for new AI courses and creating research internships for undergraduates that support faculty research. *(college decisions)*
- Additional administrative support for those internal faculty and administrators who are working on these immediate efforts, and possibly exceptions to the catalogue edits and Catamount Core approval deadlines related to AI integration.
- Support for team-taught courses that may have faculty from different colleges. In this instance, we would need support to work through the challenging logistics and financial arrangements that would come up if, for example, a faculty person from CALS or CEMS were to join the instructor team for a team-taught course in CAS.
- Stakeholder Input: Support efforts to gather feedback from students, alumni, and employer partners, surveying students on what they expect to learn from a required AI course, and asking alumni and employers what knowledge and skills they believe students should learn. *(CTL student focus groups, OIRA's support with survey development)*
- Support for interdisciplinary faculty projects and/or clusters that build relationships across the UVM community: symposia, conferences, workshops, year- or semester-long lecture series, etc. *(SoTL workshops; CTL and WID collaborations on this)*

Draft AI Learning Competencies

Purpose and Framing

These AI learning competencies provide a scaffolded framework for integrating Artificial Intelligence into the curriculum in a way that respects disciplinary differences, shared governance, and existing accreditation requirements.

- All programs are expected to address baseline AI literacy.

- Programs may select additional outcomes appropriate to their discipline, degree level, and workforce expectations.

- Programs are not expected to adopt all outcomes.

- Each program should identify 3–5 total AI learning outcomes, distributed across levels as appropriate.

This framework is informed by *Generative AI Competencies for Future-Proof Graduates* (Gimpel et al., 2024).

Tier 1: Baseline AI Literacy (Required for All Students)

Goal: Ensure all graduates can engage with AI systems effectively, ethically, and critically, regardless of discipline.

Learning Outcomes

Students will be able to:

1. Explain fundamental concepts of AI and generative AI, including common tools, capabilities, and limitations.

2. Identify appropriate and inappropriate uses of AI in academic, professional, and everyday contexts.

3. Use AI tools responsibly by providing clear inputs and interpreting outputs with attention to accuracy and context.

4. Critically evaluate AI outputs for reliability, bias, and relevance.

5. Demonstrate ethical and responsible AI use, including attention to privacy, academic integrity, and appropriate reliance.

Tier 2: Disciplinary AI Application

Goal**:** Enable students to apply AI meaningfully within their discipline, using domain judgment rather than automation.

Learning Outcomes

Students will be able to:

1. Describe how AI is currently used in their discipline, including common applications, benefits, and limitations.

2. Apply AI tools to discipline-specific tasks (e.g., analysis, design, modeling, synthesis) while maintaining professional standards.

3. Evaluate AI-supported outputs using disciplinary criteria, codes of ethics, or professional expectations.

4. Integrate human expertise with AI tools, demonstrating effective human–AI collaboration.

5. Communicate AI-informed work clearly, articulating assumptions, limitations, and validation strategies.

Tier 3: Advanced AI Engagement

Goal**:** Prepare students for advanced or leadership-level engagement with AI where appropriate to the discipline.

Learning Outcomes

Students will be able to (as appropriate):

1. Assess AI-enabled systems or workflows for effectiveness, risks, and tradeoffs within a disciplinary or organizational context.

2. Evaluate data quality, assumptions, and performance measures associated with AI-supported decisions.

3. Analyze ethical, legal, and governance considerations related to AI adoption or deployment in the field.

4. Collaborate across technical and non-technical roles, translating between disciplinary expertise and AI capabilities.

5. Propose improvements or innovations in the use of AI grounded in disciplinary knowledge and professional needs.