



FACULTY SENATE

Educational & Research Technologies Committee
Minutes
Microsoft Teams
October 13, 2021

Present: Thomas Borchert (Faculty Senate), Luben Dimov (RSENr), Steve Kostell (CALs), Marc Law (CAS), Helen Read (CEMS), Lyman Ross (LIB), Regina Toolin (CESS), Tim Tourville (CNHS), John Yin (CAS)

Absent: Hung Do (BSAD), Maddie Henson (SGA), Vacant (GSS), Bob Wildin (LCOM), Marie Wood (LCOM)

Guests: Mike Austin, Wendy Berenback, J. Dickinson, Alex Messinger

Co-Chair Helen Read called the meeting to order at 9:00 am via Microsoft Teams.

- 1. Minutes.** The minutes of September 2021 were approved as written.
- 2. LMS Update, Alex Messinger, Wendy Berenback.**

Dear UVM Community,

The LMS RFP Coordinating Committee and our colleagues have accomplished a great deal since the last update in May 2021. Over the summer, the committee synthesized information collected from faculty focus groups, campus surveys, and observations from the testing in “sandbox” course spaces provided by major LMS vendors (Canvas, Brightspace/Desire to Learn, and Blackboard Ultra). This feedback informed the writing of a comprehensive specifications list, the backbone of the Request for Proposals. Vendors were invited to submit proposals in August, with the due date of September 15th.

UVM received two proposals: Instructure (Canvas) and D2L (Brightspace). Blackboard was invited to respond but chose not to. The vendors will be conducting presentations (virtually via MS Teams):

D2L (Brightspace)

Student session: Oct 27, 1:00- 2:30 pm

Faculty sessions: Oct 29, 8:30 - 10:30 am; 2:15 - 4:15 pm (same session offered two times)

Instructure (Canvas)

Faculty sessions: Nov 3, 8:30 - 10:30 am; Nov 5, 2:15 - 4:15 pm (same session offered two times)

Student session: Nov 3, 1:00 -2:30 pm

Note: Staff are invited to attend any session of interest.

We recognize that there is a wide variety of stakeholders, so vendors will prepare multiple presentations addressing the specific needs that surfaced in feedback from constituency groups (i.e., faculty/academic staff, students, campus leadership, and noncredit). During each session, the vendor will be asked to respond to specific prompts that represent UVM's unique needs. Participants will also be able to ask their own questions towards the end of each session.

Vendor presentations will be recorded (accessible via UVM netid) to encourage as many people as possible to learn about the available options. You will be able to provide feedback (via a survey form) to let us know your impressions of each LMS.

Selecting an LMS vendor is a significant decision - the outcome will impact our community for years to come. The Coordinating Committee has received valuable feedback that shaped what was ultimately included in the RFP. We encourage the UVM community to stay engaged in the selection process by attending the vendor demonstration stations and providing feedback that will inform the University decision-making.

[Links to access these demonstrations will be listed on this web page](#), restricted by UVM netid and password, prior to the times listed above.

Simeon Ananou, Chief Information Officer
Jim Vigoreaux, Vice Provost for Faculty Affairs

LMS RFP Update

10/12/21

Wendy Verrei-Berenback

Alex Messinger



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Vendor Presentations

Format

- **LMS Overview (vendor chooses what to show)**
- **Responses to Use Cases (provided by UVM)**
- **Questions & Answers**

Constituencies

- **Faculty & Academic Staff**
- **Students**
- **Noncredit Stakeholders**
- **Leadership**
- **Technical Staff (all sessions)**



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Use Cases- Some Examples

As an instructor, I want to create self and peer assessments, so that groups or individual students can review, grade, and provide feedback on assessments submitted by each other or themselves.

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As an instructor, I want to be able to give tests in ways that thwart academic dishonesty.

As an instructor, I have invested a significant amount of time to create my courses and learn how to use Blackboard. I have limited time to move my Blackboard courses to your LMS. Please describe what services you can provide to minimize the disruption to my teaching.



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Other Use Cases Topics

- Building Courses/Creating Content
- Student Groups & Case Study Teaching
- Student Engagement Tools (Discussion)
- Tests
- Flexible Grading
- Submitting Assignments
- Keeping Track of Students
- Managing Multi-Section Courses



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Components of Decision-Making Process

- Feedback from demonstration attendees
- Vendor responses to the RFP
- Timeline
- Committee makes a recommendation to the CIO & Provost Office




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3. Catamount Core Curriculum, J. Dickinson.

Approved by
Faculty Senate vote
4/20/2020

Will apply to the
incoming class in
Fall 2023



CATAMOUNT CORE CURRICULUM

CATAMOUNT CORE is made up of 42 credits in courses distributed across three main areas: LIBERAL ARTS (21 credits); CORE SKILLS (9 credits); and COMMON GROUND VALUES (12 credits).

Students will be able to take courses that fulfill more than one category BUT they MUST still take at least 40 unique credits of courses that have been approved to fulfill CATAMOUNT CORE CURRICULUM requirements.

LIBERAL ARTS

21 CREDITS

AH1, AH2	ARTS AND HUMANITIES	6 credits
S1	SOCIAL SCIENCES	6 credits
N1, N2	NATURAL SCIENCES	6 credits
MA	PURE MATHEMATICS	3 credits

CORE SKILLS

9 CREDITS

QD	QUANTITATIVE AND DATA LITERACY	3 credits
WIL1	COMMUNICATION 1 Foundational Writing and Info Literacy	3 credits
WIL2	COMMUNICATION 2	3 credits from: Writing and Info Literacy Tier 2 or
OC	Oral Communication	

COMMON GROUND VALUES

12 CREDITS

D1	DIVERSITY 1	3-6 credits
D2	DIVERSITY 2	0-3 credits
SU	SUSTAINABILITY	3 credits
GC	GLOBAL CITIZENSHIP	3 credits

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Digital Literacy

American Library Association defines digital literacy as: “the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.”

<https://literacy.ala.org/digital-literacy/>

“Digital Literacy”

The ability to learn and to have facility with end-user applications commonly used for transactions with government and other entities, for education and research, and in the workplace.

This might also be more accurately described as “digital application literacy” or basic computing/applications skills

Quantitative and Data Literacy

“Since data analysis drives research in academic disciplines and decision-making in applied contexts, it is critical that students have experience manipulating and drawing conclusions from data sets. QD-designated courses demonstrate and apply quantitative approaches within a disciplinary context, ensuring that students are able to extract meaning from data-rich information and to apply appropriate analytical tools in assessing that meaning.”

Approval Criteria

To qualify to fulfill the Quantitative and Data Literacy requirement, a course must be at least 3 credits and:

Have a significant focus on data evaluation, analysis, manipulation, and presentation, with an emphasis on promoting critical thinking through the application of quantitative data analysis.

In addition, the course must include all three of the QD outcomes and assess these outcomes in at least one assignment.

QD Outcomes

At the completion of any course receiving the QD designation, students should be able to:

- Present data in a variety of ways, including analytical, graphical, and tabular.
- Interpret data, solve problems, and draw conclusions from data presented in a variety of ways, including analytical, graphical, and tabular, and communicate the thought processes involved.
- Evaluate data-rich information and determine whether the resulting conclusions make logical sense or support a given argument within the context provided.

Information Literacy in the Catamount Core

Foundational writing and information literacy

Writing and Information Literacy Tier 2

Oral Communication

Discussion: Infusing baseline skills

We need to consider both curricular and co-curricular locations and means to help our students develop:

- Financial literacy
- Applications literacy (“digital literacy”)
- Networking and career-building skills
- Leadership and collaboration skills

4. Student Response System, Wendy Berenback, Holy Buckland Parker.

REVIEW COMMITTEE:

Holly Buckland-Parker, CTL (co-chair)
Jen Garrett-Ostermiller, CTL (co-chair)
Bree Mathon, CEMS faculty
Julia Russell, ETS
Justin Schimmel, CTL
Sandy Wurthmann, CAS faculty

iClicker is the platform that was selected. There is a 3 year license for iClicker student app that goes until August 2024. There is also an option to terminate in July 2022 or July 2023. The iClicker app is free to all students and instructors.

TIMELINE:

What	When
iClicker app license purchased for campus	August 2021
Workshop on iClicker for faculty	August 2021
iClicker base stations updated in all GP rooms	August 2021
iClicker cloud updates loaded on all GP instructor computers	August/Sept. 2021
Formative assessment of user experience	Fall 2021
Review iClicker performance	December 2021
Workshops for faculty to prepare for Spring 2021	Nov, Dec. January

5. New Business / Old Business.

- a. Please e-mail Helen, Marie or the Faculty Senate Office with any agenda items.

The next meeting of the ERTC will take place on November 10th at 9:00am on Microsoft Teams.