Executive Council

May 6, 2019   4:00 – 5:30 pm
Waterman 427A

Minutes

Present: Professors Almstead, Chittenden, Eyler, Giangreco, Harrington, Paris, Ross, Stickle, Toolin

Absent: Professor Carney, Beckage, Burns, Prue

The meeting was called to order at 4:05 p.m. in Waterman 427A

I.   **Approval of April, 2019 Minutes**. President Paris moved to approve the minutes as written. The motion was seconded and carried.

II.   **Degree Corrections**. Laurie Eddy presented a degree correction from the College of Arts and Sciences for consideration.
      Motion: Cathy Paris moved to approve the degree corrections as presented.
      Vote: 8 Approve, 0 Oppose, 0 Abstain

III. **Chair's Remarks** – Cathy Paris opened a discussion around a resolution received from a group of Senators represented by Thomas Borchert with a motion on Residential Learning Communities. Tim Stickle will request that the signers revise the resolution to request the creation of an ad hoc committee. The ad hoc committee would be charged and appointed by the Faculty Senate President and Executive Council.

IV.   **Curricular Affairs Consent Agenda**. Laura Almstead presented two items for the CAC consent agenda: 1) a proposal to change the name of the Department of Music and Dance in the College of Arts and Sciences to the Department of Music, and 2) a proposal from the Department of Theatre in the College of Arts and Sciences to change the name of the Department of Theatre to the Department of Theatre and Dance. A report is attached to these minutes.
      Motion: Cathy Paris moved to place the CAC consent agenda on the May Senate agenda
      Vote: **7 approve**, 0 oppose, 0 abstain

V.   **FPPC Resolution on Proposed UVM Retirement Benefits Change**, Don Ross reported that the FPPC passed a resolution that the University of Vermont should retain both Fidelity and TIAA as record keepers for the UVM community. The resolution is attached to these minutes.
      Motion: Cathy Paris moved to place the FPPC Resolution on the May Senate agenda
      Vote: **7 approve**, 0 oppose, 0 abstain

VI.   **Agenda for P&P Meeting of Wednesday, May 8, 3:00 p.m.**
- Proposed topic: President Tom Sullivan's advice and reflections to the Faculty Senate Leadership
- Welcome to Interim Provost Prelock, and gratitudes for President Sullivan

VII.   **Draft Agenda for Faculty Senate Meeting of May 16***
- Minutes of the April 22 Senate meeting (2 min)
- Conferral of Degrees (10 min)
- Resolution in Memoriam (5 min)
- FS President's Remarks, Cathy Paris (5 min)
- UVM President's Remarks, Tom Sullivan *(pending)* (5 min)
- UVM Provost's Remarks, Patty Prelock *(pending)* (5 min)
- Curricular Affairs Committee Report, Laura Almstead (5 min)
- ~~Report on Course Evaluation Platform Project Outcome, Thomas Chittenden (5 min)~~
- FPPC Resolution, Don Ross (pending), (15 min)
- Faculty Roundtable Report and Discussion (25 min)
- UVM Board Chair's Remarks, David Daigle (20 min)
- New Business (5 min)
- Adjourn

     *Time allotted and the order of Senate agenda items may change

VIII.   **Discussion of Faculty Roundtable Results and Plan for Next Steps**. The data from the April Roundtable was distributed electronically to the Executive Council members. A hard-copy of a summary of the data combined into themes was provided. Members discussed how to move forward. The data will be provided to Senators with the May meeting materials. Senators will be broken into small groups (jigsaw approach) and assigned to shape one of the themes provided. This data will then be used to craft a letter to President Garimella.

IX.   **New Business**
- Executive Council members expressed gratitude to President Cathy Paris for her 3 ½ years of Senate leadership.

The meeting adjourned at 5:41 p.m.

The University of Vermont

April 23rd, 2019

Faculty Senate President Paris, the following candidate from the College of Arts & Sciences has completed all requirements for their degree.

I move that the Senate recommend this candidate to the Board of Trustees for the awarding of the appropriate degree and consider them as a January 2019 graduate. After review of their record, they have completed all necessary graduation requirements. The rationale has been included below for the student.

The College of Arts Sciences strongly sponsors this request.

Bachelor of Arts

Michael Julian Foster   Niskayuna, NY

A grade change was processed for the fall 2018 semester that finished his degree requirements. Our office was just recently made aware of the final grade processing on the system.

Motion to the Faculty Senate on Equitable Funding for Residential Learning Communities
May 2019

Preamble.
In the last several years, the University of Vermont has expanded the use of Residential Learning Communities (RLC) as a way of promoting student engagement in the intellectual projects of university life, as well as a tool for enhancing the retention of students. According to the Residential Life website, "Learning Communities are built around a common theme, faculty engagement, and easily accessible events coordinated by a dedicated program staff." They include a course in which students are required to register in order to be a part of the RLC. In six of the seven RLCs, this course is a one-credit course; in the Wellness Environment, there is a three-credit course, COMU 001 (Healthy Brains Healthy Bodies).

While students come from different socioeconomic backgrounds, and bring different skills and interests to their time at the University of Vermont, as a general principle, students should have equal access to the resources of the university. Therefore, programs that students are required to participate in should be organized and funded in an equitable manner.

The Faculty Senate under the authority of the Board of Trustees is empowered to "Review and Establish Policies with respect to…All curricular matters, including the establishment, dissolution and potential changes of degree programs" (1.1.b). It is also empowered to "Review, Recommend and participate in the formulation of policy with regard to the Allocation and utilization of the University's human, fiscal and physical resources" and the "Academic organization…of the general university and college academic structure" (1.2.b and 1.2.c) (https://www.uvm.edu/faculty_senate/faculty_senate_constitution_and_bylaws). Although residential life is not the same as the direct curricular program of the university, the two are closely related, and have an important effect on each other. This is particularly the case with the RLCs which are directed by University faculty, and have the clear goal of improving the academic success of students.

Proposed Resolution:
The proposal has several portions:

First, as a matter of policy, the body of the Faculty Senate resolves that all RLCs be funded on an equitable basis;

Second, that the work of courses linked to RLCs should be consistent across the RLCs (for example, they should have the same number of credits);

Third, that a system of oversight for RLCs be established which includes members of the faculty;

Fourth, 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.

Thomas Borchert (CAS) (on behalf of)

Eyal Amiel (CNHS)
Jacques Bailey (CAS)
Brian Beckage (CALS)
Pablo Bose (CAS)
Christopher Burns (Libraries)
Chris Callahan (CALS/Extension)
Susan Comerford (CESS)
Louis deRosset (CAS)
David Feurzeig (CAS)
Julie Roberts (CAS)
Tim Stickle (CAS)
Laura Webb (CAS)

To: The UVM Faculty Senate
From: Curricular Affairs Committee of the Faculty Senate, Laura Almstead, Chair
Date: May 2, 2019
Re: Approval of 1) a proposal to change the name of the Department of Music and Dance in the College of Arts and Sciences to the Department of Music, and 2) a proposal from the Department of Theatre in the College of Arts and Sciences to change the name of the Department of Theatre to the Department of Theatre and Dance

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At its meeting on May 2, 2019, the Curricular Affairs Committee approved the two actions recommended in the following memo.

The Curricular Affairs Committee approved proposals from the Department of Music and Dance and the Department of Theatre, both in the College of Arts and Sciences, to 1) change the name of the Department of Music and Dance to the Department of Music, and 2) change the name of the Department of Theatre to the Department of Theatre and Dance. The two proposals are related, but the name changes are separate actions that each require a Faculty Senate vote.

The fields of Dance and Theatre share similar production needs as well as pedagogical approaches. Since the inauguration of the Dance program in 2006, which currently includes a major and minor in Dance, the Department of Theatre has provided significant production support. Programming and shared resources have also become increasingly interrelated. In an effort to strengthen creative productivity and to streamline resources for faculty and students, a decision was made to move the Dance program and Dance faculty from the Department of Music and Dance to the Department of Theatre. Both Dance and Theatre faculty anticipate an artistic synergy in this merger leading to future opportunities in production and expanded experiential learning for students. This move will not change the existing major and minor in Dance or the existing major in Theatre, minor in Theatre, and minor in Musical Theatre. A letter from the Associate Chair of the Department of Music and Dance, Patricia Riley, indicated that the Music faculty unanimously support the proposal to move the Dance program from the Department of Music and Dance to the Department of Theatre. The Dance faculty also fully support the move. This movement of the Dance program and faculty from the Department of Music and Dance to the Department of Theatre is the rationale for the proposed name changes.

Both name change proposals were approved by the College of Arts and Sciences curriculum committee and faculty. Letters of support were also provided by:
- Bill Falls, Dean of the College of Arts and Sciences
- Paul Besaw, Dance Program Director and Chair of the Department of Music and Dance
- Gregory Ramos, Chair of the Department of Theatre

RETIREMENT SAVINGS PLAN ADMINISTRATOR SELECTION & FACULTY/STAFF CHOICE

May 6, 2019

For Consideration by the Financial & Physical Planning Committee of the Faculty Senate

WHEREAS reducing the number of record keepers to only one requires a substantial contingent of the UVM community to move their investments and creates switching burdens without perceivable benefits;

WHEREAS Fidelity and TIAA excel at complementary products within their respective categories; and

WHEREAS the existence of multiple record keepers gives UVM faculty and staff freedom to choose the record keeper most aligned with their individual saving strategies and retirement goals;

WHEREAS requiring individuals within the UVM community to move their retirement savings without choice to a single record keeper will generate distrust within the UVM community;

BE IT SO RESOLVED that the University of Vermont should retain both Fidelity and TIAA as record keepers for the UVM community.

Themes from the Faculty Senate Roundtable
Faculty Vision for UVM in 2029: Response to President Designate Garimella

Integration (Connection Across Colleges – Learning/teaching Communities for faculty)
- Improved integration (Majors and Collaboration) across disciplines, units (colleges) and levels (undergrad and grad). Stronger sense of unity across colleges
- Pull students into research. Vertical integration.
- stronger teaching communities, teach together within a community, high teaching quality, more time for research and teaching, broaden teaching community, share teaching responsibility, reduce teaching workload advising to increase space for excellence. Stronger learning communities. Replace major with a learning goal. May bring people together across communities. Learning communities for faculty across disciplines. Address complex problems. Something big like climate change. Longing for discussions with faculty from other disciplines.
- Support for international students and for faculty teaching across culture/language

Teacher-scholar model
- allocate time and effort to define what a teacher-scholar means for faculty at UVM. For action, we suggest reasonable faculty workloads that will allow us to actually be teacher-scholars. This should include a reduction in service loads and class size. Hire more tenure-track professors. If we want to stick to this teacher-scholar model we need to hire tenure track professors. Our departments are more than 50% lecturers. Maintain focus on TS model – it has worked well and should continue. It is good for undergrads and faculty. Articulate the TS model and make it achievable within a reasonable workload
- Continue to provide a world-class education for students and also provide good research support for faculty

Academics (integrity, rigor, Gen Ed)
- Difficult to enforce academic integrity standards and high bar and time for evaluating teaching when student evaluations disincentivizes faculty rigor
- Academic challenges are diminishing. Become a more rigorous university. Focus on Quality of Education at UVM
- student academic culture needs improvement
- 4 4-credit courses instead of 5 3-credit courses. More space for research.
- Functioning Gen Ed system. Gen Ed changes will come out of reaccreditation. We should capitalize on that. Possibly rebuild the whole system.
- "a prestige, boutique education"—our academic offerings are excellent. CAS has to take the lead as a central source of great, rounded prestige degrees.

What will Students need that UVM can provide? What are the qualities we wish for graduates?

- More connections for students. Students lose ability to see connections when there are less faculty. Build/maintain a student-centered focus (teaching, advising)
- More engagement, more problem solving. Less didactic. Students should have a chance to explore. Pull students into research. Vertical integration.
- Put excitement for students in year 1 rather than starting at the foundation.
- Look at what high school students are bringing and be ready to receive them and build on what they've already got. They're changing rapidly.
- Retain more students, and more international students. Support for international students and for faculty teaching across culture/language
- student academic culture needs improvement
- a proposal for curriculum development at UVM, expanding the principles of physical and mental wellness to include helping students gain the skills they will need for lifetime personal financial management, civic participation and advocacy, and other aspects of successful adult professional and personal life. The WE and business schools have made a good start that could be built upon over the next 5-10 years.

Budget (Budget priority, budget model, IBB, Science, fundraising)

- set the priority as seeing UVM solvent and caught up on deferred maintenance/infrastructure.
- A more balanced budget. Budget model that actually works. Suggest that we cut administrative costs and allocate more to the teaching budget. Administrative costs have risen a much greater rate than any other level. Shared budget across colleges. Increasing our student body population. Colleges have input into the admission process. Student credit hours are current metric for how financial decisions are made (resource allocation). Budget models that appear to (or actually do!) take money from one unit to give to another. Well-crafted budget model – that is not trendy – but focuses on our specific needs at UVM.
- IBB is seen as "running the show," rather than making thoughtful decisions to further common goals. IBB has exacerbated silo's. No central incentive for fiscal performance. IBB distributes fiscal responsibility away from central administration.
- Science requires a lot of money. Competitive packages to maintain science. Larner gift supports medical student education not basic science research. Maintain the university as a premier basic science research institute. Start-up packages. People are getting discouraged about recruiting young faculty b/c science depts are top heavy. Concerns about bringing in money for science research
- Encourage more alumni to give unrestricted gifts to our endowment. Institutional priorities should prioritize fundraising for academics

Governance
- Shared governance between faculty and administration.
- More collaboration between President and Faculty Senate in shared governance
- Effective co-governance (shared governance). Revisit the model that currently exists. How can faculty get access to the BOT. Related to a culture of mutual respect and trust across all levels at the university. Address the top-down culture at UVM. Refers to the Common Ground. Balance the individual needs of each college while being simultaneously symbiotic.

Vermont & UVM Niche
- high graduation rate from Vermont high schools vs low college/university attendance, wanted to create a long-range plan for the state (UVM + government/school systems) aimed at education that will help youth succeed and stabilize enrollment in VT colleges and universities.
- Affordability for all. Ensure that UG is accessible and affordable to VT students.
- Build culture of high support to attract Vermont high-flying students (e.g. help channel students toward prestigious awards like the Rhodes Scholarship)
- Increase outreach to High Schools in Vermont to change the current recommendations from school guidance counselors to go to other schools and discourage stem fields because they're "too hard"
- Low population of students in VT, limited job opportunities in VT. Increase on campus recruiting by employers in colleges (beyond business schools)
- Service learning and internships. We are in a state where service is reachable. We focus mostly on Chittenden County. What about reaching out to other parts of the state?
- What is our niche? Are we a research, liberal arts, ag, land-grant? Be good at what we are good at. Here we have access to a breadth of opportunities. Focus on a brand. Be goldilocks.
- Clarifying why people/students come here – is it VT identity? Is it "small research university"? "public Ivy"? or "academic excellence"? Clarifying implementation of "academic excellence" increase efforts to increase geographic recruitment & reach of UVM
- follow up on President Sullivan's presentation to the Legislature re: Vermont rural poverty. A partnership between UVM and the legislature (UVM expertise, legislative authority and scope) could create a long-term plan for the state, aimed at sustainable economic development and population stability.

Roundtable Data

Group 1 – Chris Burns
What is our vision for the University of Vermont in 2029?
- CESS - well-resourced and highly functional CAS. Place falling apartment with CAS at the heart. Departments losing faculty. Fix the place. Next few years will decide.
- A more integrated University. IBB has exacerbated silo's. Closer integration of curriculum. Functioning Gen Ed system.
- More interdisciplinary.
- Increase our national outreach.
- Stronger teaching communities.
- Greater diversity.
- Stronger learning communities. Replace major with a learning goal. May bring people together across communities.
- Learning communities for faculty across disciplines. Address complex problems. Something big like climate change. Longing for discussions with faculty from other disciplines.
- Learning communities. Teach together within a community. Hands-on learning. Minds-on learning.
- Universities will find a way to integrate across disciplines.
- More connections for students.
- High teaching quality.
- More engagement, more problem solving. Less didactic. Students should have a chance to explore.
- Put excitement for students in year 1 rather than starting at the foundation.
- Work really hard around white supremacy across the disciplines.
- Shared governance between faculty and administration. Acting with.

What are some specific things that would advance that vision?
- Major across colleges.
- Attract students from diverse parts of the country.
- 4 4-credit courses instead of 5 3-credit courses. More space for research.
- Need to be able to have technical staff in labs to allow more time for research and teaching.
- Allies in the trades to broaden teaching community. Share some teaching responsibility.
- System of workshops that would bring faculty together for four years.
- Gen ed changes will come out of reaccreditation. We should capitalize on that. Possibly rebuild the whole system.
- Possible departments we can connect to as faculty members. Focused series that would benefit multiple colleges.
- What we're going to do and do it well. Well resourced, but less comprehensive.
- Look at what high school students are bringing and be ready to receive them and build on what they've already got. They're changing rapidly.

- Teaching effectiveness.
- Learning program about teaching in CTL.
- Well-resourced Center for Teaching and Learning.
- Problems in life. Big questions - 2019.
- Something like BHS course on Lake Champlain. Interdisciplinary focus.
- One credit - work with faculty learning groups.
- Pull students into research. Vertical integration.
- Increasing national profile.

What are some barriers to realizing the vision?
- Can't major across colleges.
- UVM is not recognized outside the northeast.
- Interdisciplinary majors are lacking across the colleges.
- Rankings are dropping for sciences in CAS.
- Merging across colleges is not easy. Better linkages across disciplines.
- Policy promulgation has increased administrative overhead for faculty.
- Higher service burden for faculty.
- Distribution of effort is mythical.
- Can't be creative when teaching.
- False view that you have to choose between careerist majors and non-careerist majors.
- Students lose ability to see connections when there are less faculty.
- Mixed bag in terms of quality of instruction.

Group 2 – Michael Giangreco
What is our vision for the University of Vermont in 2029?
All comments are based on deferred judgment;
Survive. Become/remain the institution of choice in New England; Be sustainable (in lots of different meanings: students, staff, faculty; finance) -- having a breadth of options for learning; Educated to be leaders in a democratic republic; Build/maintain a student-centered focus (teaching, advising); Improved integration across units (colleges) and levels (undergrad and grad); Fiscal stability; Strong, well developed undergraduate liberal arts education. Grow the faculty. Strong faculty governance.

What are some specific things that would advance that vision?
Increased funds available (e.g., endowments, unrestricted, increased State funding commitment). Change the value system by which the resources are distributed; reduce competition among units; Decide on strategic priorities and fund to be global areas of excellence. Continue to build a community focus being a welcoming place; open-minded and striving to be more diverse. Strong, transparent leadership to set the goals and make hard decisions decided with the faculty. Offer more dual high school-UVM enrollment; satellites in other locations; more online options; being consortial; building collaborations across units; more opportunities for inter-departmental interaction;

What are some barriers to realizing the vision?
Money; demographics; declining student availability; changing tastes in higher education choices (career versus liberal arts); we can't be everything to everyone; geographic isolation; difficult to do cross-college dual majors; college/school structure may be interfering.

Group 3 – Susanmarie Harrington
What is our vision for the University of Vermont in 2029?
maintain the university as a premier basic science research institute. Start up packages. People are getting discouraged about recruiting young faculty b/c science depts are top heavy. Concerns about bringing in money for science research
• Science requires a lot of money. Competitive packages to maintain science. Larner gift supports medical student education not basic science research.
• Maintaining the focus on the teacher-scholar model. It has worked well and we want to see it continue. Good for undergraduates and good for faculty.
• Continue to provide a world-class education for students and also provide good research support for faculty. Other institutions seem to do this well (e.g. Dartmouth) so what progress can be made to make UVM in a Dartmouth-style position? (founded around the same time, both undergraduate-focused institutions, but Dartmouth has more support for faculty research)
- Encourage more alumni to give unrestricted gifts to our endowment
• Have a clear plan for funding the institution! Retain more students. Need to stop redividing the pot of money we have.
• Arts and Sciences need to be at the center of a UVM education.
• Less tension among the units in the university
• More international students
• Maintaining rigor
Reframe the question: what will students in the next 10 years need that UVM can offer?
• variety and breadth
• language and culture and intellectual traditions and research

What are some specific things that would advance that vision?
unrestricted funds
• "a prestige, boutique education"—our academic offerings are excellent. CAS has to take the lead as a central source of great, rounded prestige degrees.
• Support for international students and for faculty teaching across culture/language
• Build culture of high support to attract Vermont high-flying students (e.g. help channel students toward prestigious awards like the Rhodes Scholarship)

What are some barriers to realizing the vision?
Given the uncertainty in the current moment, seems a little odd to consider 10-year plan
• without a clear strategic plan it is hard to plan
• hard to compete with cheaper state tuition in neighboring states (esp when New York next year will eliminate tuition at state colleges)
• We have a lot of programs, many undersubscribed, with no clarity about how to keep them going. And b/c CAS hasn't been hiring, we are top-heavy (and holes in departments due to

retirements are having huge and unstrategic impacts). Gaps in hiring are going to have long-term impact.
• need to avoid creating a vocational focus at UVM—that is short-sighted. Avoid University of Tulsa model.
• Budget models that appear to (or actually do!) take money from one unit to give to another
• student academic culture needs improvement

Group 4 – Regina Toolin
What is our vision for the University of Vermont in 2029?
Encouraging the new president and provost to think about the problems with an eye toward resolving some of the problems that currently exist. i.e A more balanced budget.

Focus on the quality of education at UVM.

Do what we do what we say? Teacher-scholars - adjust workloads so we can be teacher-scholars. Reduce class size to make this is a reality.

Try not be everything – can't do it all. Find our niche and do it well.

Affordability – for all. Ensure that UG is accessible and affordable to VT s/s.

Service learning and internships. We are in a state where service is reachable. We focus mostly on Chittenden County. What about reaching out to other parts of the state?

Recommitment to a very strong liberal arts.

Well-crafted budget model – that is not trendy – but focuses on our specific needs at UVM.

Stronger sense of unity across all colleges. People feel isolated in their silos. Reach across to other colleges so that everything is mutually dependent. Symbiotic relationships. Stronger sense of unity across colleges.

We discussed many of the barriers that currently exist to actualize the teacher-scholar model at UVM. The group suggested that we allocate time and effort to define what a teacher-scholar means for faculty at UVM. For action, we suggest reasonable faculty workloads that will allow us to actually be teacher-scholars. This should include a reduction in service loads and class size. Hire more tenure-track professors. If we want to stick to this teacher-scholar model we need to hire tenure track professors. Our departments are more than 50% lecturers.

Have a vision of a president and provost that can make hard decisions.

My group is of a belief of a comprehensive university. We need to emphasize a comprehensive state university – not a focus on specialties.

What is our niche? Are we a research, liberal arts, ag, land-grant. Be good at what we are good at. Here we have access to a breadth of opportunities. Focus on a brand. Be goldilocks.

More partnerships between colleges – engineering and foreign languages, as an example.

Are we cutting close to the bone? What's happening to languages? Don't be so close to the bone so that we can't recover. Keep programs essential to a liberal arts degree.

What are some specific things that would advance that vision?
Articulating the teacher-scholar model and make it achievable within a reasonable workload.

Budget model that actually works. Suggest that we cut administrative costs and allocate more to the teaching budget. Administrative costs have risen a much greater rate than any other level. Shared budget across colleges. Increasing our student body population. Colleges have input into the admission process.

Balance the service requirements of faculty.

Use data to inform our decisions. Using recruitment as an example. For example, we spent a great deal on EAB software to solve this problem. Think strategically at what we need and how to fund our needs.

Effective co-governance (shared governance). Revisit the model that currently exists. How can faculty get access to the BOT. Related to a culture of mutual respect and trust across all levels at the university. Address the top-down culture at UVM. Refers to the Common Ground. Balance the individual needs of each college while being simultaneously symbiotic.

What are some barriers to realizing the vision?
Current budget model, faculty workload, particularly increasing service commitments.

No central incentive for fiscal performance. IBB distributes fiscal responsibility away from central administration.

Confusion about our niche and purpose as a comprehensive university.

Top-heavy in terms of number of administrators that currently exist here at UVM.

A weak shared governance model across all levels and units at UVM.

Group 5 – Evan Eyler

One Senator set the priority as seeing UVM solvent and caught up on deferred maintenance/infrastructure.

One member of the Executive Council wanted to follow up on President Sullivan's presentation to the Legislature re: Vermont rural poverty. A partnership between UVM and the legislature (UVM expertise, legislative authority and scope) could create a long-term plan for the state, aimed at sustainable economic development and population stability.

One Senator focused on the high graduation rate from Vermont high schools vs low college/university attendance, wanted to create a long-range plan for the state (UVM + government/school systems) aimed at education that will help youth succeed and stabilize enrollment in VT colleges and universities.

There was also a proposal for curriculum development at UVM, expanding the principles of physical and mental wellness to include helping students gain the skills they will need for lifetime personal financial management, civic participation and advocacy, and other aspects of successful adult professional and personal life. The WE and business schools have made a good start that could be built upon over the next 5-10 years.

Group 6 – Tim Stickle

What is our vision for the University of Vermont in 2029?
- Have developed and implemented a strategy to maintain enrollment and viability of UVM (and grow if possible)
- Increase academic rigor, increase accessibility and affordability for Vermont residents
- Programs that leverage the UVM brand and capitalize national reach
- Hiring tenure track faculty and diversifying faculty and student population

What are some specific things that would advance that vision?
- Increase outreach to High Schools in Vermont
- Clarifying why people/students come here – is it VT identity?
- Is it "small research university"? "public Ivy"? or "academic excellence"? Clarifying implementation of "academic excellence" increase efforts to increase geographic recruitment & reach of UVM
- Increase on campus recruiting by employers in colleges (beyond business schools)

What are some barriers to realizing the vision?
- Low population of students in VT, limited job opportunities in VT
- (# students, jobs) – recommendations from school guidance counselors to go to other schools and discourage stem fields because they're "too hard"
- Contradictory marketing
- Difficult to enforce academic integrity standards and high bar and time for evaluating teaching when student evaluations disincentivizes faculty rigor

Group 7 – Brian Beckage
What is our vision for the University of Vermont in 2029?
- Academic challenges are diminishing. Become a more rigorous university.
- A healthy work climate, more robust interdisciplinary, more Vermont centric
- To allow students to be more exploratory intellectually
- A university that backs up global education – prepare students for global environment
- A more collaborative environment; less fearful
- Institutional priorities should prioritize fundraising for academics
- More connected, less fearful
- More rigorous
- More flexibility in what you take - requirements
- Institutional priorities should prioritize fundraising for academics

What are some specific things that would advance that vision?
- Increase rigor, reverse trends
- Rethink education – add ancillary requirements
- Fear of students not doing well – few rigorous classes
- Reducing teaching workload advising to increase space for excellence
- Curricular reform – to engage students
- A more collaborative environment, with less fear, requires time

What are some barriers to realizing the vision?
- Increasing rigor – lose ?? students, don't gain more students
- IBB & money – incentivize – lack of rigor
- increase engagement
- Curricular reform – to engage students

Group 8 – Laura Almstead
What is our vision for the University of Vermont in 2029?
-Still being around
-People feeling that UVM is in a financially stable place
-A return to cohesive collaboration (i.e. reverse fragmentation that has occurred recently)
-Incentives for collaboration (currently there are real/perceived barriers collaboration)
-Less reliance on student tuition for income/financial stability
-Singular, unifying vision for UVM as a whole (i.e. not just individual visions for each unit)
-Identify, define, and build on strengths of UVM - embrace philosophy of liberal arts education for undergraduates (get out of a "specialized" culture)
-Advance graduate education thoughtfully (i.e. recognize some programs won't have them and are still valuable)
-Have stable visions so we're not shooting a moving target
-Gains in addressing equity and inclusion issues on campus
-Think about the qualities we want students to leave UVM with when they graduate

What are some specific things that would advance that vision?
-Continue the discussion of what we as the faculty see as a vision for UVM
-Conversation between faculty and President to define/shape vision; continue conversation once developed (continuous communication)
-Involve faculty heavily in monitory of vision and whether we're achieving goals
-More collaboration between President and Faculty Senate in shared governance
-Provide more support for faculty to increase rigor of graduate programs (e.g. reallocate workload to more research)
-Meaningful investment in the things we define as valuable (e.g. Gen Ed)
-Recognize/define and always keep in mind the education we seek to provide for UVM graduates

What are some barriers to realizing the vision?
-Student credit hours are current metric for how financial decisions are made (resource allocation)
-A lack of vision for what we want for the university as a whole
-IBB is seen as "running the show," rather than making thoughtful decisions to further common goals
-No monitoring of whether we're actually achieving our goals - and no really good metrics