



The University of Vermont
FACULTY SENATE

DRAFT

Minutes
Thursday, May 14, 2020
Online via Microsoft Teams 3:00 – 4:30 PM

Recording of this meeting is available on Microsoftstream:
<https://web.microsoftstream.com/video/6d834681-d842-4dbd-ab41-e342c29b60a9>

The meeting was called to order at 3:00 PM

Senators in Attendance: 74

Absent: Senators Kete (English, Rep1), Sidiropoulos (Pathology & Laboratory Medicine, Rep 2)

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- 1. Faculty Senate President's Welcome Remarks** – Thomas Chittenden made the following remarks:
 - General Education vote warned at the April Senate and conducted via Lime Survey has passed with 90% approve, 9% opposed, and 1% abstained.
 - Annual reports from the six Senate Standing committee have been posted on the Senate website.
 - Thank you to all Senators and committee members for their service to the Faculty Senate this year.
 - Thank you to President Garimella and Board of Trustees Chair Ron Lumbrá for participating in the meeting today.
 - 2. Consent Agenda** - The following items were voted as a consent agenda
 - Minutes of the 4/20/20 Faculty Senate Meeting

Curricular Affairs

 - New Place-Based Education Undergraduate Certificate (CESS, RSENR)
 - New PhD in Sustainable Development Policy, Economics and Governance (CALs)
 - Deactivate the French Master of Arts (CAS)
 - Name Change: MS in Mathematics to the MS in Mathematical Sciences (CEMS)
 - Report Out of items that do not require a Faculty Senate vote

Motion: To approve the consent agenda as presented.
Vote: 98% approve, 1% oppose, 1% abstain

3. Presentation of Candidates for Degrees

It was moved seconded and voted that the following numbers of graduates be recommended by the Senate to the President for the awarding of the appropriate degrees or certificates as authorized by the Board of Trustees. Individual names of the graduates are recorded with the minutes of this meeting in the permanent Senate records.

Agriculture and Life Sciences (289)

Arts and Sciences (778)

Education and Social Services (139)

Engineering and Mathematical Sciences (258)

Graduate College (393)

Grossman School of Business (155)

Honors College (136)

Larner College of Medicine (71)

Nursing and Health Sciences (109)

Rubenstein School of Environment and Natural Resources (161)

Motion: To accept the degrees as presented

Vote: 99% approve, 1% oppose, 0% abstain

Thomas Chittenden welcomed President Garimella, and Chair Lumbrá, and stated that the questions collected via webform were provided to President Garimella and Chair Lumbrá in advance. The floor will be open for additional questions after both the President and Chair have completed their remarks.

4. President Garimella's Remarks – President Garimella expressed thanks for the spirit shown by faculty, students, and staff during the transition to remote instruction. The President noted that nearly all of the questions submitted concerned Fall preparations for a safe return, and offered the following remarks:

- UVM is planning for a Fall return to campus. The plan must include realistic precautions based on circumstances in Vermont and elsewhere. Advanced preparation is needed to prevent, track, and overcome any potential outbreaks of COVID-19.
- We will be guided by our dedication to the safety and well-being of our community and our duty to meet the educational needs and interests of our students.
- The first phase of preparation was the creation of the UVM Strong Advisory Committee, which has recommended convening four working groups: Faculty and Academic Affairs (Bill Falls, Chair), Research and Graduate Education (Kirk Dombrowski, Chair), Student Experience (Annie Stevens, Chair), and Business and Institutional Continuity (Simeon Ananou and Claire Burlingham, Co-Chairs). These working groups will start their deliberations immediately. Membership will include faculty, students and staff. The working groups are considering strategies for multiple scenarios in order to have a strong framework of options that will enable us to meet emerging and evolving needs.

- Gary Derr, Vice President for Operations, and Public Safety, is chair of the UVM Strong Advisory Committee, and has been holding Teams meetings in each college to provide updates, answer questions, consult and gather information.

In addition to the pandemic response, President Garimella also addressed the bigger picture for the University. Last month, the UVM community was asked to review and comment on a draft of a new strategic imperatives statement. Nearly 1200 responses were submitted, and the new strategic imperatives statement will be presented to the Board of Trustees for approval. Student success continues to be the central focus. Expanding upon the university's research strengths for the benefit of the state of Vermont and beyond, will help us to better realize our land-grant mission. Despite the unusual and unanticipated challenges this past semester, the administration is still moving forward in efforts to enhance the strength and reputation of the university, and the contributions it makes to our state and our nation.

5. **UVM Board Chair Ron Lumbr**a –On behalf of the Board of Trustees (BOT), Chair Lumbr a acknowledged, and expressed appreciation for the adjustments and effort made by the faculty to quickly figure out how to continue the semester online. Chair Lumbr a addressed the crisis created by the pandemic and noted that the BOT's job is to have a long-term perspective to protect the institution but has to make decisions based on short term developments. He shared the following thinking from the Board's perspective:

- Pre-March, this was a big year, and highlights include:
 - Leadership transition to new president and provost
 - Announcement of a tuition freeze
 - Formation of a BOT sustainability workgroup to look at divestment
 - BOT listened and took action on issues brought to them by faculty and students, including issues of diversity and divestment
 - Strengthening of incoming classes
 - Improving alumni and donor relations with the UVM Foundation
 - Successful recruitment of talent
 - Moving up the ladder to an R1 status
- Post-March, we are in a serious crisis.
 - We have lost friends and family members.
 - Impact of economic losses, closures, layoffs and record unemployment.
 - Dealing with uncertainty and change is a personal human challenge. The BOT is trying to be agile, and use great judgement, but mistakes may be made when making decisions in a changing environment.
 - BOT signed a continuing resolution to allow more time for budget planning. There are too many variables, tuition revenue is uncertain, and the budget challenges are being exacerbated by the direct costs of COVID-19.
 - Endowment funds are legally held for specific purposes and are not accessible for general fund use.
 - Administrative costs are being looked at by the BOT. However, UVM's administrative costs are bottom decile relative to our peer group (UVM is 83rd out of 91 peer institutions). Many compliance costs are included in the

administrative costs. Senior administrators have volunteered to take pay cuts, and many are foregoing a month of salary.

- On the human side, the BOT is thankful for those helping lead the University through this troubled time. Chair Lumbra is worried about the stress, health and well-being of those working round the clock to try to manage the crisis.

President Garimella and Chair Lumbra addressed questions from the floor, including:

[Q] What is to stop UVM from asking donors if we can shift part of their donations to help out with this crisis? [A] Some of these conversations have happened, and there will be more where they are most appropriate. Going forward, we are asking for budget-relieving gifts (scholarships, faculty research, etc.) to add to our base.

[Q] Is there concern about out of state students coming from areas that are not or have not follow distancing as well? [A] Yes. We need to figure out how to best handle reducing density in the residence halls and in the city. UVM has been engaged with the Mayor of Burlington, and with regional institutions. A public health campaign is a big part of the work of the UVM Strong workgroups. By June 15 we will have more thoughts laid out about how we will do this, along with regular updates to the community.

[Q] What role do athletics play in the budget? [A] We pay a lot of attention to budget. Athletics have had a challenging time, as have other NCAA institutions, with Spring sports being cancelled. We have deferred on the Multi-Purpose Center.

[Q] Is there a way to share financial pain progressively so we don't hurt our lowest paid employees? [A] The issue we have is that 2/3 of our costs are salaries and benefits. Have to take a hard look. Have to look vertically (programs, functions, departments, tasks) it is tricky because fairness is in the eye of the beholder. Not an easy answer.

6. General Education Credit Hour Allocation - J. Dickinson, Associate Provost for Academic Affairs, introduced a motion that was endorsed by the Faculty Senate Executive Council in response to a concern that the Senate vote on the Catamount Core General Education Framework that concluded on May 4, 2020, was too broad. Although the Senate approved the guiding principles and three main curricular areas of Liberal Arts (21 credits), Core Skills (9 credits) and Common Ground Values (12 credits), the vote did not specifically name the individual requirements. This motion names the requirements, including total required credits in each requirement. The specific language/approval criteria for each requirement is not included in this motion. Once the general structure is approved, the General Education Task Force can work to create the specific approval criteria, description and outcomes for each of these listed requirements. In the Fall, the specific content will come back to the Faculty Senate for discussion and vote.

Motion: All undergraduate degree students will complete the following requirements: 6 credits in the Arts and Humanities category; 6 credits in Social Sciences; 6 credits in Natural Sciences; 3 credits in Mathematics; 3 credits in Quantitative and Data Literacy; 3 credits in Foundational Writing and Information Literacy; 3 additional credits from either Writing and Information Literacy 2 or Oral Communication and information literacy courses; 3 credits in Sustainability; 3 credits in Global Citizenship; 3 credits of D1 courses, and an additional 3 credits of either D1 or D2 courses.

Discussion: Bogac Ergene (History) thanked J. Dickinson, and the General Education Committee for their efforts, and for meeting with his colleagues to hear their concerns around potential redefinition and dropping of the global aspect of the Global Citizenship requirement. These concerns were brought to the chairs of the ad hoc committee for Global Citizenship requirement, but the chairs could not provide assurances that they would retain the character of the requirement as presented in the April 6th document. Senator Ergene stated that he and his colleagues are very supportive of the General Education process and objectives. Bogac Ergene and David Massell (History) proposed the following amendment to provide constructive guidelines for future discussions on how to define or redefine the global citizenship requirements.

Senator Ergene moved to amend the motion by adding:

Let the future description of the 3-credit requirement now called Global Citizenship be consistent in the April 6 document that was circulated with the Faculty Senate materials for the April 20, 2020 meeting in allowing the requirement to be fulfilled by taking “courses that address systems and problems that are global in scope” or “courses that develop skills necessary to participate effectively as a citizen in local communities and the world at large.”

The motion to amend was seconded. Discussion included acknowledgement that the Faculty Senate will vote on the final content of the individual requirements in the Fall. Although the original motion does not refer to the specific content of the individual requirements, the nature of the amendment is a granular look at only one specific component. The amendment is meant to serve a principled role in response to reports of drift in the Global Citizenship subcommittee, and that is to ensure that the ad hoc committees respect and adhere to the spirit of what the Senate has already voted and approved when making decisions about the specific content.

Vote on the motion to amend: 82% approve, 7% oppose, 11% abstain. The motion carried.

There was no further discussion and a vote was called on the amended motion.

Motion: All undergraduate degree students will complete the following requirements: 6 credits in the Arts and Humanities category; 6 credits in Social Sciences; 6 credits in Natural Sciences; 3 credits in Mathematics; 3 credits in Quantitative and Data Literacy; 3 credits in Foundational Writing and Information Literacy; 3 additional credits from either Writing and Information Literacy 2 or Oral Communication and information literacy courses; 3 credits in Sustainability; 3 credits in Global Citizenship; 3 credits of D1 courses, and an additional 3 credits of either D1 or D2 courses. Let the future description of the 3-credit requirement now called Global Citizenship be consistent in the April 6 document that was circulated with the Faculty Senate materials for the April 20, 2020 meeting in allowing the requirement to be fulfilled by taking “courses that address systems and problems that are global in scope” or “courses that develop skills necessary to participate effectively as a citizen in local communities and the world at large.”

Vote: 93% approve, 7% oppose, 0% abstain. The motion carried.

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7. Residential Learning Communities (RLC) Data – Results of the Assessment – Provost Prelock presented an overview of the results of the Learning Communities course assessment completed by the RLC Committee, Alex Yin and Jimmy Huynh in OIR. This data has informed decisions regarding the future of UVM's RLCs. The RLCs were built around a common theme, with faculty engagement and academic opportunities outside of the classroom. The RLC's developed course outcomes, such as sense of belonging, easing transition to college, stimulating academic interest in the RLC theme, connecting to campus resources, and gaining comfort approaching instructors. Although these outcomes are valuable and important, they are co-curricular outcomes not academic outcomes. The OIR report showed that the 1-credit courses may not have met academic objectives. Given the degree of financial uncertainty UVM is facing in the coming year, and the cost (human resources and financial) of the 1-credit course, the Provost has decided to discontinue the 1-credit academic component in the Fall 2021. Provost Prelock stated that a small working group with expertise in creating academic engagement in the first-year curriculum will be asked to bring forward a specific proposal for academic engagement involving existing courses and advising resources. The Provost will ask the committee to think about the following questions:

- What are the desired outcomes for academic integration within our RLCs?
- How might we achieve these outcomes without requiring 1-credit courses attached to the RLCs?
- What faculty connections are most valuable to students, and how do we achieve those?
- How best might we repurpose our resources to achieve the desired academic outcomes and promote a community experience that supports our institutional recruitment, retention and progression goals?

As reported at the December 2019 Senate meeting, the Provost has addressed concerns about the RLC financial model. For AY 2020-2021, the SCH generated by both the 1-credit RLC and 3-credit WE course will follow the student to their home college.

8. New Business – none at this time.

Adjourned 4:32 PM



The guiding principles and three main curricular areas of Liberal Arts (21 credits), Core Skills (9 credits) and Common Ground Values (12 credits) were approved by the Faculty Senate vote that concluded May 4th, 2020.

THE LIST OF NAMED REQUIREMENTS IN ITALICS, INCLUDING TOTAL REQUIRED CREDITS IN EACH REQUIREMENT, WILL BE VOTED ON MAY 14, 2020. THE MAY 14 VOTE WILL NOT INCLUDE SPECIFIC LANGUAGE/APPROVAL CRITERIA FOR EACH REQUIREMENT.



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

ARTS AND HUMANITIES
6 credits

SOCIAL SCIENCES
6 credits

NATURAL SCIENCES
6 credits

MATHEMATICS
3 credits

CORE SKILLS

9 CREDITS

QUANTITATIVE AND DATA LITERACY
3 credits

COMMUNICATION 1
Foundational Writing and Info Literacy
3 credits

COMMUNICATION 2
3 credits from:
Writing and Info Literacy Tier 2
or
Oral Communication

COMMON GROUND VALUES

12 CREDITS

DIVERSITY 1
3-6 credits
DIVERSITY 2
0-3 credits

SUSTAINABILITY
3 credits

GLOBAL CITIZENSHIP
3 credits

Learning Community Course Assessment

Patricia A. Prelock, Provost & Senior
Vice President

April 20, 2020

Thank you to Alex Yin and Jimmy
Huynh in OIR for completing the RLC
assessment



The University of Vermont

LC Course Evaluation Means

The following questions asked about the overall course:	Arts & Creativity	Cultural Crossroads	Innovation & Entrepreneurship	Leadership & Social Change	Outdoor Experience	Sustainability	Wellness Environment	All LCs
Helped Transition to College	2.9	3.2	2.4	3.3	3.4	3.5	3.2	3.2
Enhanced Sense of Belonging	2.9	3.2	2.8	3.3	3.4	3.5	3.2	3.2
Stimulated Academic Interest in LC theme	2.6	3.1	2.7	3.0	3.2	3.6	3.4	3.3
Helped Connect to Resources on campus	2.8	3.3	3.2	3.8	3.5	3.7	3.3	3.4
Stimulated Personal Interest in LC theme	2.6	3.3	2.8	3.2	3.4	3.8	3.7	3.5
Comfortable Approaching Instructor	4.1	4.3	3.3	4.7	4.5	4.4	3.6	3.9
AVERAGES for each LC	2.98	3.40	2.87	3.55	3.57	3.75	3.40	3.42

Going Forward

- As previously announced, the 1-credit LC courses will continue for the coming academic year
- After this year, the 1-credit LC courses will not continue
- A small working group with expertise in creating academic engagement in the first year curriculum will be asked to bring forward a specific proposal for academic engagement involving existing courses and advising resources

Purpose & Questions for Working Group to Consider

Academic Purpose of the LC Courses

To create intentional integration of an academic experience into the themed Residential Learning Communities that fosters academic engagement outside the classroom, enhances student connection within themes, and motivates thoughtful and purposeful RLC programming.

Discussion Questions

- What are the desired outcomes for academic integration within our RLCs?
- How might we achieve these outcomes without requiring 1-credit courses attached to the RLCs?
- What faculty connections are most valuable to students, and how do we achieve those?
- How best might we repurpose our resources to achieve the desired academic outcomes and promote a community experience that supports our institutional recruitment, retention and progression goals?