The University of Vermont
FACULTY SENATE

Minutes
Monday, October 23, 2023
4:00 – 5:30 PM, Ifshin Hall, Keller Room

The meeting was called to order by Faculty Senate President, Thomas Borchert at 4:02 PM

Senators in Attendance: 62
Absent: Senators: Vacant (Anesthesiology Rep2), Vacant (CDAE), Vacant (Counseling, Human Development & Family Science), Vacant (Education Rep2), Vacant (Emergency Medicine), Kenny (Obstetrics, Gynecology & Reproductive Sciences), Saia (Pediatrics Rep1), Gorres (Plant & Soil Science), Hall (Psychiatry Rep1), Dickerson (Psychiatry Rep2), Tsai (Radiology Rep1), Brennan (Radiology Rep2), Vacant (Chair RSCA), Adair (RSENR Rep1), Cockrell (Surgery Rep1), Pulcini (Surgery Rep2)

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1. **Faculty Senate President's Welcome Remarks** – Thomas Borchert announced that the meeting format would include voting by hand count for the consent agenda and degree conferrals, and a paper ballot for the Eclipse Day vote.

2. **Degree Conferrals**
   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.
   Degrees: Graduate College (41)
   Vote: **50 approved**, 0 opposed, 0 abstained. **The motion carried.**

3. **Consent Agenda** – The following items were presented as a consent agenda:
   A. Minutes of the September 2023 Faculty Senate Meeting
   B. Curricular Affairs Items
      a) Eight (8) new Micro-Certificates of Graduate Study that are related to the existing Certificates of Graduate Study in Epidemiology, Public Health, Global and Environmental Health, and Health Services Administration submitted by the Graduate Public Health Program of the Larner College of Medicine and the Graduate College

   Motion: President Borchert stated that the consent agenda came to the Senate moved and seconded by the Executive Council. No requests were made to pull items from the consent agenda.
   Vote: **51 approved**, 0 opposed, 0 abstained. **The motion carried.**

4. **Resolution: Eclipse Day -** Registrar, Veronika Carter read the following resolution:
   On April 8, 2024, Vermont will witness a full solar eclipse. This is a rare event in that it will not occur again in Vermont this century. An organizing committee headed by Ellen Brennan has proposed that April 8, 2024 be designated as an Alternative Instruction day, during which regularly-scheduled classes will not be held. Instead, faculty will be able to select from a range of opportunities for integrative learning and alternative instruction related to the solar eclipse. The organizing committee will work with campus partners to provide academic programming around the theme of the solar eclipse and will work with CTL to provide online resources to support these efforts. In recognition that losing an additional Monday of instruction may impact the learning experience of students in certain classes (e.g. clinical days, lab sections, seminar courses that only meet on Mondays) faculty will be able to register an "opt out" through an online form to hold their class as scheduled on April 8th.

   Resolution:

   Whereas on April 8, 2024, Vermont will experience its only full solar eclipse of this century and;
   Whereas this event offers a unique opportunity for integrative learning experiences across disciplines and campus units and;
   Whereas the eclipse falls on a Monday when classes are in session for the Spring semester and;
   Whereas scheduled classes may limit the opportunities for engagement with this integrative learning opportunity and;
   Whereas the SGA, GSS, senior leaders, faculty and faculty senate have discussed the educational impact of both holding and not holding traditionally scheduled classes on this day and support designating a day of Alternative Instruction;
   Whereas the Registrar has proposed that April 8, 2024 be listed on the Academic Calendar as a day of Alternative Instruction, when most traditionally scheduled classes will not be held.
   Therefore be it resolved that the Faculty Senate supports this designation with the understanding that the day will be dedicated to learning through events and activities associated with the eclipse. Those faculty who are unable to adjust their class and substitute it with an alternative instructional day without significant impact to students' educational experience will be able to opt out of Alternative Instruction by noting this in their syllabus and filling out an online form prior to February 1, 2024.

Thomas Borchert opened the floor for discussion. Topics included clarification that the opt out form is an administrative record, not an application. The Eclipse Day committee will put together a suite of events and experiences, which does not preclude faculty from developing their own alternative instruction plan.

Vote: 52 approved, 6 opposed, 1 abstained. **The motion carried.**

5. **Academic Success Goals – Fall 2023 Refresh -** Provost Patricia Prelock presented an overview of the 2023 refresh of the Academic Success Goals developed in 2020. The presentation slides are attached to these minutes, and the 2020 Academic Success Goals, framework, metrics and outcomes are available on the Provost's webpage https://www.uvm.edu/provost/academic-success-goals The revised draft included with the Senate meeting materials was the result of feedback gathered from consultations with leadership groups, including the Academic Planning Committee (made up of the Faculty Senate Executive Council, the Vice Provosts, and the Executive Director of OIR), the Student Government Association and the Graduate Student Senate. Provost Prelock described this as an iterative process with consultation continuing through November and additional revisions are expected. The presentation includes an example of the annual process of examining the metrics/outcomes to identify the baseline, identify movement toward the goal and adjustments needed. Discussion topics included interdisciplinary research, identifying primary/secondary actions and goals, mentoring for first-year and mid-career faculty, graduate programs hosting students from different programs, and IBB allocation across units.

6. **Libraries Reorganization Proposal** – Thomas Borchert stated that a Faculty Senate ad hoc review committee has been formed to conduct the review of the proposal to reorganize the UVM Libraries. The process includes collecting and considering feedback from UVM faculty, members of the library faculty, and the Dean of the Libraries, before making a recommendation to the Senate to either approve, recommend changes, or disapprove of the proposal. The recommendation will be advisory to the Provost and will not go to the Board of Trustees as the Libraries are not degree granting departments. Thomas Borchert introduced Dean Bryn Geffert to talk about the proposal. The presentation slides are attached to these minutes and include the strategic plan, staffing plan, and proposed organizational structure mapping the staffing plan to the strategic plan, and related goals. Discussion topics included the strategic plan as the driver of the proposed reorganization; concerns about the separation of the department of research and education, and access services and circulation staff reporting to an Assistant Dean; questions about the process for faculty feedback, and the recommendation of the consultant to forgo a vote by unit faculty and leave the third stage of the process as work of the leadership team; confirmation that there will be title and classification changes, but no faculty positions will move to staff positions; library models that support Health Sciences at comparable institutions; and journal prices, budgets and the challenge of accessing publications.

7. **New Business –** none at this time.

The meeting adjourned at 5:29 PM

Academic Success Goals
Fall 2023 Refresh

Patricia A. Prelock, Provost and Senior Vice President

The University of Vermont

Academic Success Goals

MENU OFFICE OF THE **PROVOST**

Academic Success Goals

The Academic Success Goals (ASG) are intended to support President Garimella's strategic areas of impact, and reflect priorities in Teaching and Learning, Knowledge Creation, and Engagement. They were developed during the spring 2020 semester, and are the result of ideas, suggestions, and feedback from the members of the Academic Leadership Council and the faculty and staff in their respective units. Progress against these goals will be measured by the Office of Institutional Research. The Academic Success Goals should guide the work of all members of our community – faculty, staff, and students – who participate in, support, and contribute to our academic mission.

- Academic Success Goals – May 2020 (PDF)
- Academic Success Goals Dashboard, Metrics, Outcomes – September 2, 2021
  - Dashboard (PDF)
  - Metrics/Outcomes (PDF)
  - External Counts (PDF)
  - Additional Research Data (PDF)
  - Glossary (PDF)

Fall 2023 Refresh Process: July - November

The University of Vermont

Consultations

JULY	Academic Leadership Council
AUG	Provost's Executive Team
SEPT	Academic Planning Committee
	Provost's Executive Team
	Academic Leadership Council (ALC)
	ALC-led College/School/Division Discussions
OCT	Faculty Senate Executive Council
	Faculty Senate
	Student Government Association Leadership
	Graduate Student Senate Leadership
NOV	Staff Council
	Academic and Student Success Leaders
	Academic Leadership Council

Metrics/Outcomes

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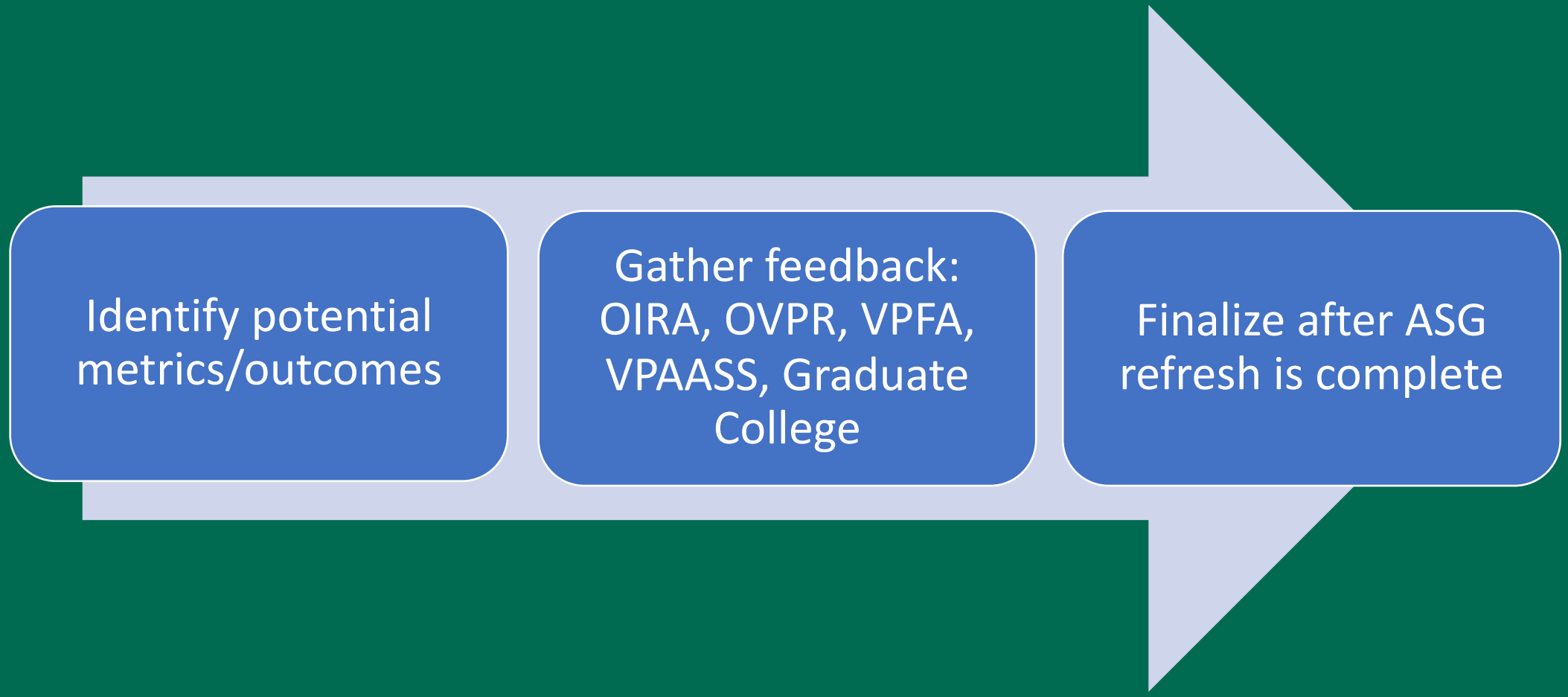
The University of Vermont

Fall 2023 Refresh Process: October - December



Metrics/Outcomes

Goal/Action Step/Primary Lead/Support/Timeline/Metrics/Baseline

Academic Success Goals Detailed Metrics/Outcomes - January 9, 2022

Goal	Action Step	Primary Lead	Support	Timeline	Progress to Date	ASG Detail Metric/Outcome
1.1: Develop a unified and impactful educational framework	A: Implement a revised, comprehensive system of General Education (Catamount Core) for undergraduates	Vice Provost for Academic Affairs and Student Success	Faculty Senate, General Education Committee, OIR (Assessment Purposes), SGA	AY 19-20: Develop Catamount Core Curriculum and pass it up to BOT AY 20-21: Senate approval of specific language for requirements; establish ad hoc version of Catamount Core Curriculum Committee; begin approving courses to fulfill requirements AY 21-22: Continue course approvals; units make catalogue changes Fall 22 OR Fall 23 - Incoming class must follow the new curriculum		Student satisfaction with the Catamount Core as measured by NSSE survey questions most closely related to the Catamount Core content and learning outcomes (10 questions); Baseline: Spring 2020 NSSE survey
						General Education assessment processes demonstrating the realization of the Catamount Core vision: breadth of the liberal arts, integration and application of diverse knowledge, and post-graduation success
						4-year graduation rates of first and second-year inter-college and external transfers equal to those of the general undergraduate population; Baseline: 2017 entering cohort
						The perceived gains on the 10 NSSE Outcomes (Baseline NSSE: 2020)
						Time to degree for external transfers; Baseline: 2020 entering cohort
	B: Ensure graduate students have access to a high quality graduate-level curriculum	Dean, Graduate College	Deans, Vice Provost for Academic Affairs and Student Success, Faculty Senate, GSS	Initial Planning by October 1		The number of 300-level course sections offered. Baseline (201920 AY)
						The number 200 eligible for graduate school. Baseline: 201920 AY
	C: Ensure that all students participate in multiple high-impact practices that enhance curricular priorities and support career exploration and skill building (e.g., research opportunities, integrated curriculum, study abroad, international travel, service learning, internships)	Vice Provost for Academic Affairs and Student Success	OIE, FOUR, CELO, Career Center, Faculty Senate, Residential Life, Student Life, Student Services Collaborative, Student Accessibility Services, Office of Engagement	AY 20-21 Develop outreach to deferred and LOA students on finding internships, choosing a major (undeclared); investigate promoting alternative paths to study abroad/international travel e.g. summer; senior semester abroad; provide virtual career services; develop plan to promote skill development, internships, service learning/CL courses more broadly across programs; analyze participation in		Increase in high-impact practice participation rates (e.g., study abroad, travel study, service-learning courses, internships, undergraduate research, RLCs) as measured by enrollment in high-impact courses/academic transcripts; Baseline: AY19-20 enrollments
						Increase in high-impact practice participation rates as measured by NSSE survey data; Baseline: Spring 2020 NSSE survey
	D: Ensure that all students have access to quality support services and an inclusive learning environment developed and implemented by faculty and staff	Vice Provost for Academic Affairs and Student Success	Student Services Collaborative, Student Accessibility Services, Veterans Services, SGA, GSS, Prism Center, Mosaic Center, Women's Center, Interfaith Center	AY 20-21: Organize with support partners to identify key areas for improvement in coordination or nature of support; identify "gaps" where student experience falls short; implement Navigate progress reports and referrals on a limited basis. AY 21-22: Target support gaps and implement "low hanging fruit" solutions		Increase in rates of adoption of inclusive classroom techniques (Universal Design for Learning/Culturally Responsive Teaching) as measured by faculty enrollment in HRDMA, CTL training sessions; Baseline: AY19-20 enrollments
						Increase in positive responses to effective teaching practices as measured by the NSSE survey (5 questions); Baseline: Spring 2020 NSSE Survey
1.2: Improve retention, progression and graduation rates	A: Implement strategies to support early learning success and community building (e.g., Residential Learning Communities, tutoring support, advising, mandatory study hall for first-years)	Retention and Progression Leadership Committee	Residential Life, Learning Communities Committee, Advising Group, CHIP, Student Services Colloborative	Restructuring 2020 -2021, Launch In 2021-2022, Assess and Adjust in 2022-2023		Increase in first and second-year retention/progression rates; Baseline for first-year: 2018 entering cohort; Baseline for second-year: 2019 entering cohort
						Increase in students' sense of belonging at UVM and awareness of academic, health, and well-being resources on campus as measured by the annual six-week survey; Baseline: Fall 2019 Survey
						4-year graduation rate; Baseline: 2015 cohort
						6-Year graduation rate; Baseline: 2013 Cohort
	B: Build a high-quality, effective, and accessible system of academic advising that empowers and enables both advisors and advisees at all student levels (Can be done in coordination with Goal 1.3 Action Step A)	Retention and Progression Leadership Committee	Student Services Collaborative, Faculty Senate, SGA, GSS, Deans, Career Center, Advising Group, CHIP, SFS	Exploratory Committee in Spring 2021; full effort in AY21-22		Increase in faculty contact with advisees as measured by advising notes and advising appointments documented in Navigate; Baseline: AY19-20 notes/appointments

https://www.uvm.edu/sites/default/files/Office-of-the-Provost/Academic_Success_Goals_Metrics_Outcomes_20230109.pdf

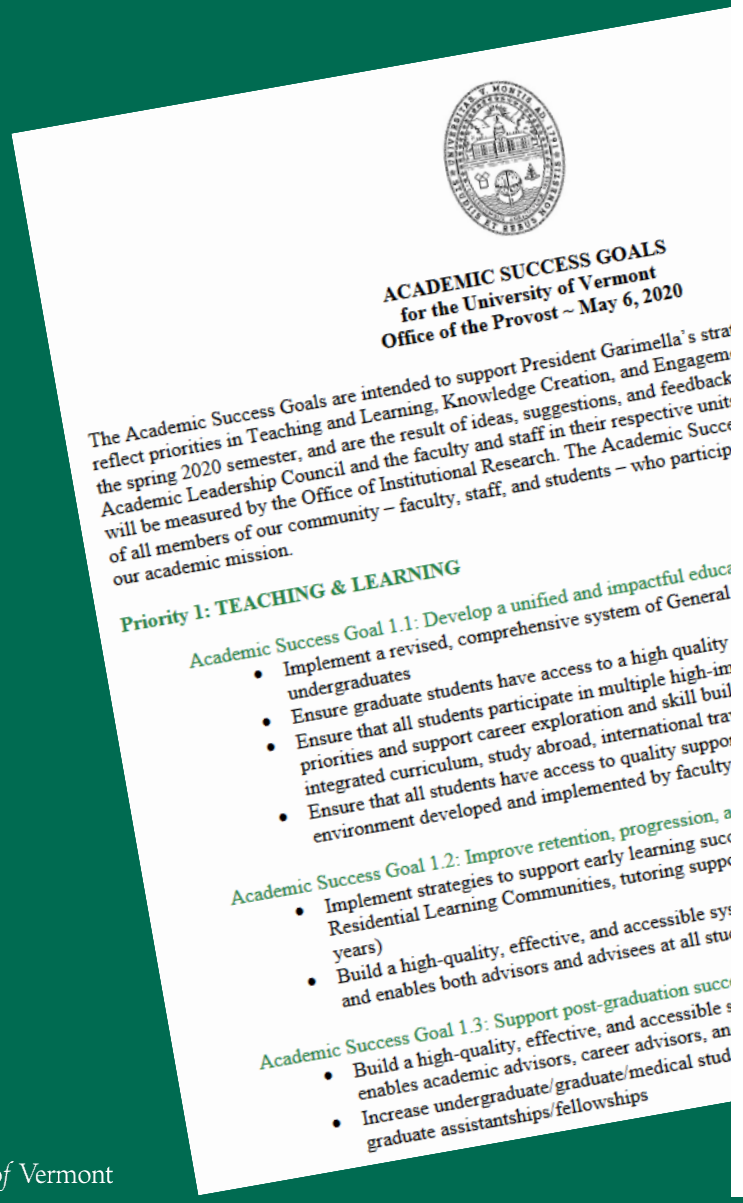
The University of Vermont

Metrics/Outcomes - Examples

DRAFT

GOAL:	**Academic Success Goal 1.1: Develop a unified and impactful framework for undergraduate education**
ACTION STEP:	1.1.A Continue implementation and launch assessment of Catamount Core
PRIMARY LEAD:	Vice Provost for Academic Affairs and Student Success
SUPPORT:	Office of Institutional Research and Assessment; Deans; CCC Committee
TIMELINE:	FY24 – FY26 for increasing offerings/seats; FY24 for assessment plan development/pilot
METRICS:	Catamount Core Course Offerings/available seats added; development of an assessment plan
BASELINE:	Fall 2023
ACTION STEP:	1.1.C Implement the Catamount Experience, including Catamount Global and Catamount Venture
PRIMARY LEAD:	Vice Provost for Academic Affairs and Student Success
SUPPORT:	Director of International Partnerships & Programs; OVPR/UVM Innovations
TIMELINE:	FY24 – FY26
METRICS	UVM GO, study abroad, travel study, anchor site participation; # of Anchor Sites; # of travel study course offerings; maker space use; ARC, pitch competition, UVM Connect participation
BASELINE:	Fall 2023

Discussion



ACADEMIC SUCCESS GOALS
for the University of Vermont
Office of the Provost ~ May 6, 2020

The Academic Success Goals are intended to support President Garimella's strat
reflect priorities in Teaching and Learning, Knowledge Creation, and Engagem
the spring 2020 semester, and are the result of ideas, suggestions, and feedback
Academic Leadership Council and the faculty and staff in their respective unit
will be measured by the Office of Institutional Research. The Academic Succe
of all members of our community – faculty, staff, and students – who particip
our academic mission.

Priority 1: TEACHING & LEARNING

Academic Success Goal 1.1: Develop a unified and impactful educa

- Implement a revised, comprehensive system of General
undergraduates
- Ensure graduate students have access to a high quality
- Ensure that all students participate in multiple high-im
priorities and support career exploration and skill buil
integrated curriculum, study abroad, international tra
- Ensure that all students have access to quality suppo
environment developed and implemented by faculty

Academic Success Goal 1.2: Improve retention, progression, a

- Implement strategies to support early learning succ
Residential Learning Communities, tutoring suppo
years)
- Build a high-quality, effective, and accessible sys
and enables both advisors and advisees at all stu

Academic Success Goal 1.3: Support post-graduation succ

- Build a high-quality, effective, and accessible s
enables academic advisors, career advisors, an
- Increase undergraduate/graduate/medical stud
graduate assistantships/fellowships

ACADEMIC SUCCESS GOALS
for the University of Vermont
Office of the Provost ~ Established May 6, 2020; Updated DATE, 2023

The Academic Success Goals are intended to support President Garimella's strategic areas of impact,[1] and reflect priorities in Teaching and Learning, Knowledge Creation, and Engagement. They were developed during the spring 2020 semester and were updated in fall 2023. They are the result of ideas, suggestions, and feedback from the members of the Academic Leadership Council, the faculty and staff in their respective units, the Faculty Senate, the Academic Planning Committee, and academic and student success leaders across campus. Progress against these goals will be measured by the Office of Institutional Research and Assessment. The Academic Success Goals should guide the work of all members of our community – faculty, staff, and students – who participate in, support, and contribute to our academic mission.

Priority 1: TEACHING & LEARNING

Changes:

- *Shifted Catamount Core focus from development to assessment*
- *Increased emphases on assessment, coordination, academic engagement, and integrative learning*
- *Revised outdated language/terms; revised language/provided examples to increase clarity*
- *Broadened many goals to apply to "students at all educational levels" rather than just undergraduates*
- *Added a separate goal for graduate education*
- *Added implementation of the Catamount Experience/Catamount Global/Catamount Venture in response to the Art and Science Group recommendations*

Academic Success Goal 1.1: Develop a unified and impactful framework for undergraduate education

A. Continue implementation and launch assessment of Catamount Core
B. Encourage and assess student participation in high impact practices that enhance curricular priorities, support integrative learning, and encourage career exploration and skill building (i.e., research opportunities, writing intensive courses, experiential learning, learning communities, problem-based learning)
C. Implement the Catamount Experience, including Catamount Global and Catamount Venture
D. Promote a culture of academic engagement and integrative learning

Academic Success Goal 1.2: Develop graduate programs with rigorous curricula, excellent experiential opportunities, and that enhance research and scholarship and prepare students for diverse careers

A. Continue the development of contemporary, competitive graduate-level curricula

UVM Libraries
Proposed Organization Structure

Primary Goal:

Mission Statement
We teach and nurture the craft of research, equitably connecting people to knowledge.

Strategic Priorities	Strategic Initiatives	Key Actions
Teaching & Learning The UVM Libraries will collaborate with our campus community to create intellectually engaged, critical-thinking, information-literate citizens. We will teach students to be savvy users, evaluators, and producers of information.	**Collections**	
	Maintain and expand physical and digital collections that support the range and depth of UVM's curriculum.	1 Seek increase in collections budget necessary to fill curricular collection gaps requiring immediate attention. **[Dean of Libraries, early 2021]** 2 Conduct a benchmark analysis of our instructional collections compared to peer and aspirant institutions with similar curricula, and initiate a regular program of ongoing collections evaluation. **[Director of Collection Development, late 2022 and ongoing]** 3 In support of the UVM curriculum, develop a long-term collections budget responsive to our benchmark analysis. **[Dean of Libraries, late 2022 and ongoing]**
	Services	
	Incorporate principles of diversity, equity, and inclusion during all student and faculty interactions, including one-on-one consultations and classroom teaching.	4 Schedule a series of workshops for faculty librarians and other UVM faculty on inclusive teaching and consultation practices. **[Director of I&IS, late 2022 and ongoing]** 5 Arrange yearly professional development and training on DEIA- and customer service-related issues for all Libraries employees. **[Co-chairs of Professional Development Committee, late 2022 and ongoing]**
	Collaborate within UVM Libraries and across campus to reimagine patron direct services, such as consultations, on-the-spot curricular support at both the Circulation and Reference Desks, and referrals to other student services, in response to evolving patron needs.	6 Draft a plan proposing services and appropriate spaces for a visible, approachable, convenient, and effective consultation center at Howe Library, incorporating input from other on-campus academic support units. **[Director of I&IS/Director of Access, Technology & Multimedia Services, 2024]** 7 Raise awareness and promote the University-wide use of specific services offered at all Libraries, such as reference and instruction support. **[Special Assistant for Outreach, 2023 and ongoing]**
	Partnerships	
	Strengthen partnerships with faculty on teaching and curriculum design.	8 Provide recommendations and specialized support to faculty as they adapt and develop course materials that satisfy new General Education requirements. **[Director of I&IS, ongoing]**

#1

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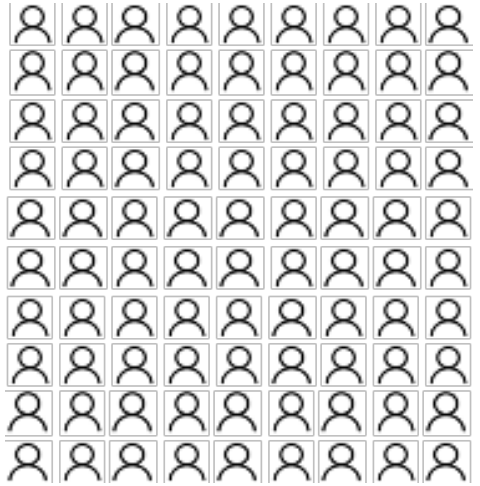
#2



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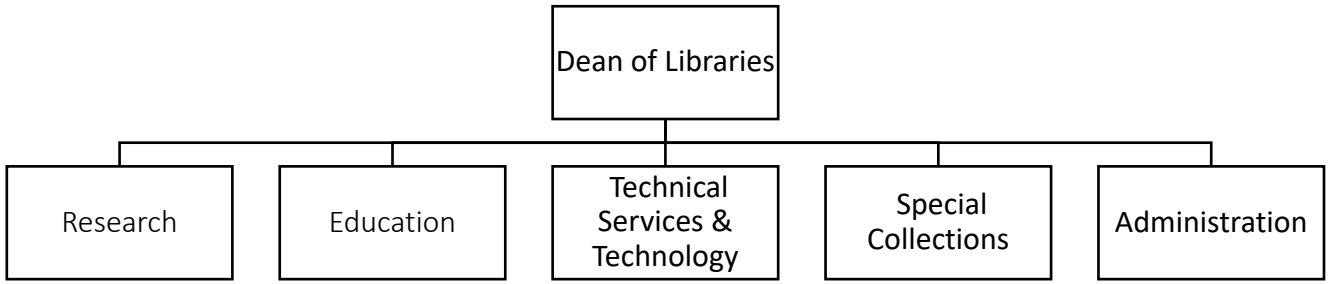
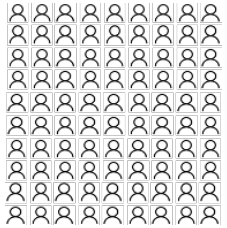


Work on Strategic Plan

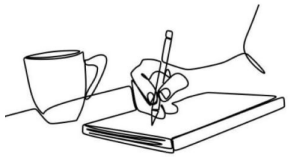
25 meetings



10 meetings

FLAC

2 meetings



Multiple reviews

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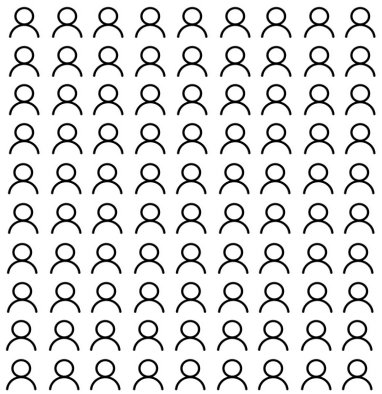
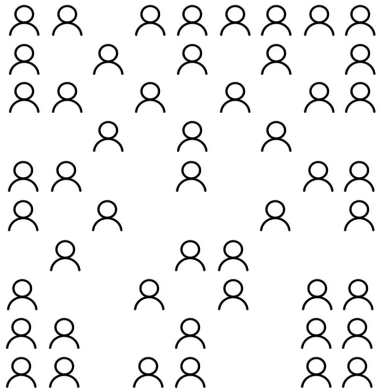
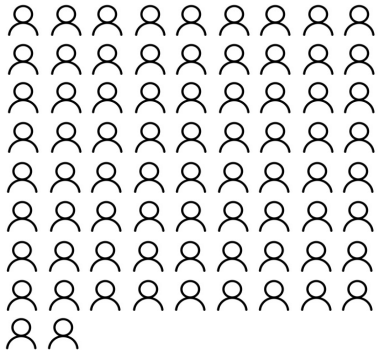
Staffing Levels



Two decades ago: 100 personnel



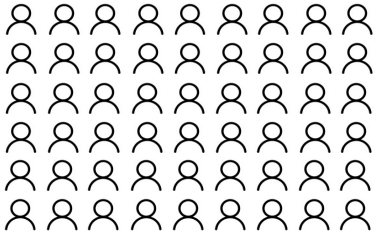
2022: approx. 60 personnel



Goal: 82 personnel

Work on Staffing Plan

19 meetings

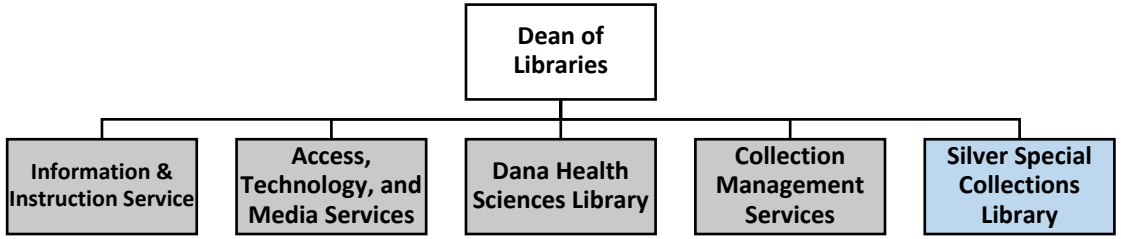


9 meetings

1:1

Multiple meetings

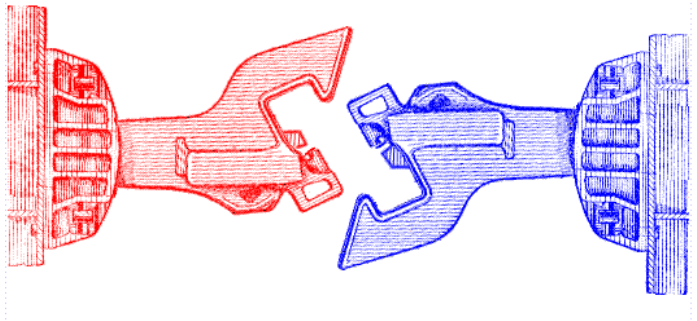
~20 new or revised positions



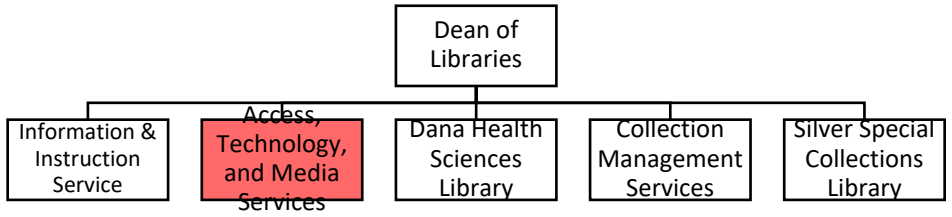
- Research data consultation (#1)
- Research data consultation (#2)
- GIS (#1)
- GIS (#2)
- Book editor
- Journals editor
- Scholarly communications consultant
- Digital scholarship and consultation
- Director of research
- Data visualization
- Community outreach
- Programing and communications
- Outreach and process

Related goals

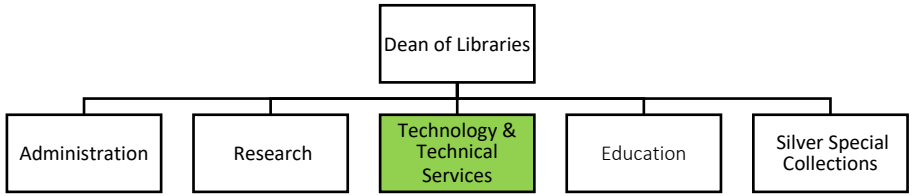
1. Decouple infelicitous pairing



Current

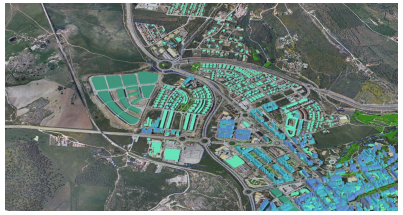


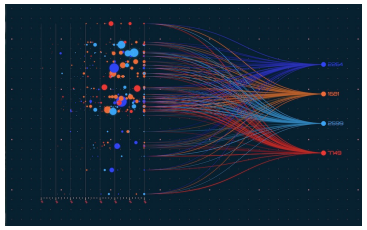
Proposed



2. Provide coordinated support for Research

$$r = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[n\Sigma x^2 - (\Sigma x)^2][n\Sigma y^2 - (\Sigma y)^2]}}$$





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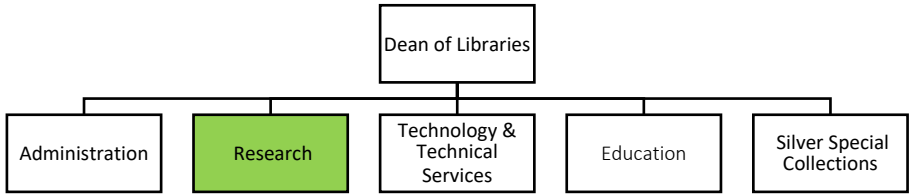
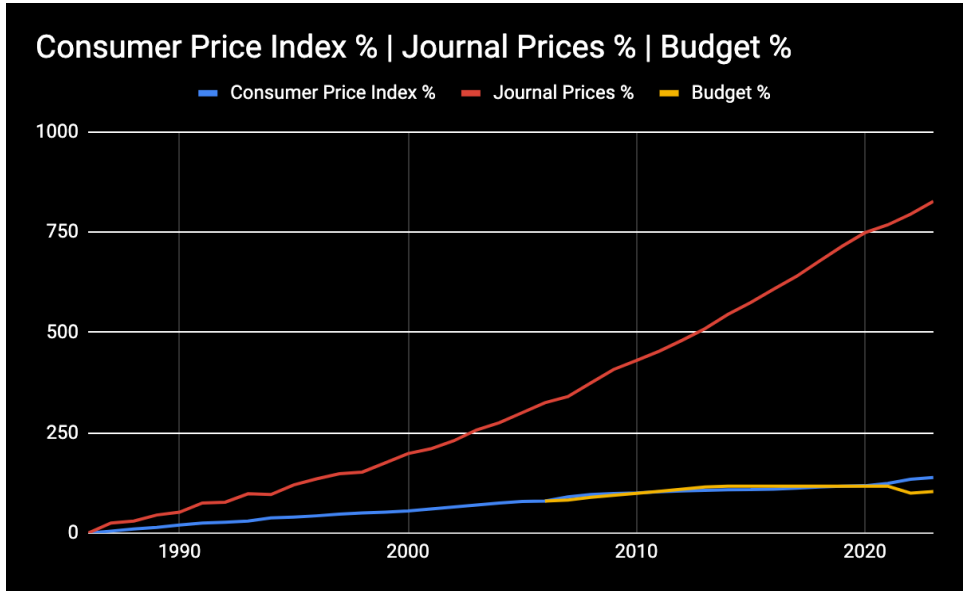
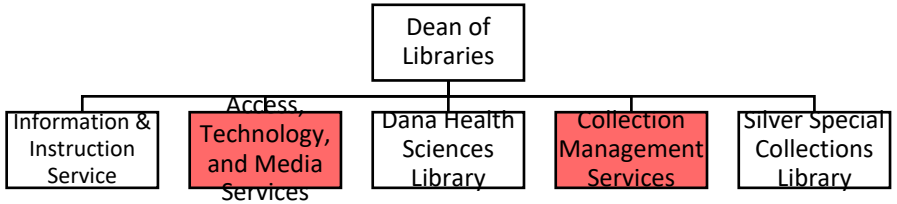


3. Approach borrowing as part of collections strategy

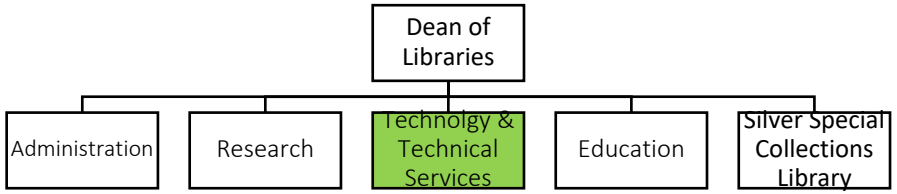


Purchasing → **Borrowing**

Current

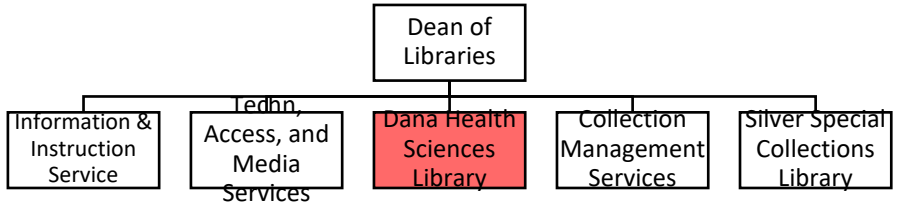


Proposed



4. Provide leadership and time for research

Current



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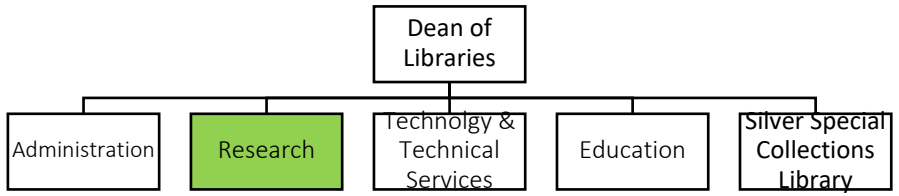

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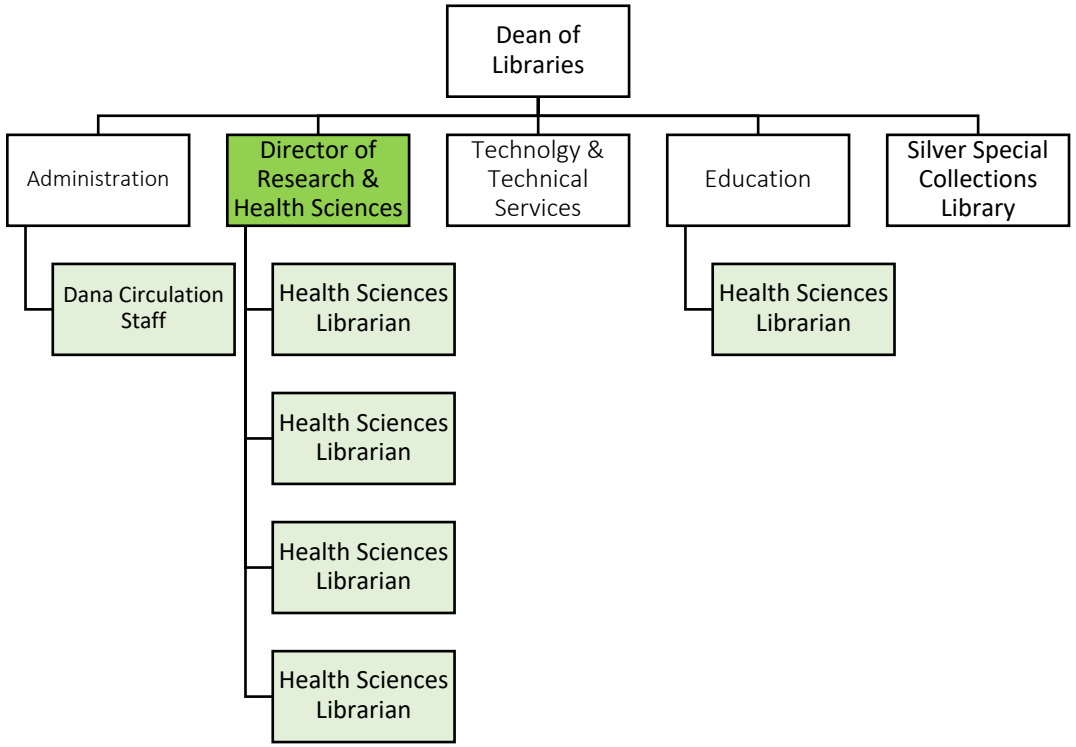
Associate Library Dean for Research and Health Sciences

Provide director of research time to focus on research



Disciplinarity → **Interdisciplinarity**

[redacted]

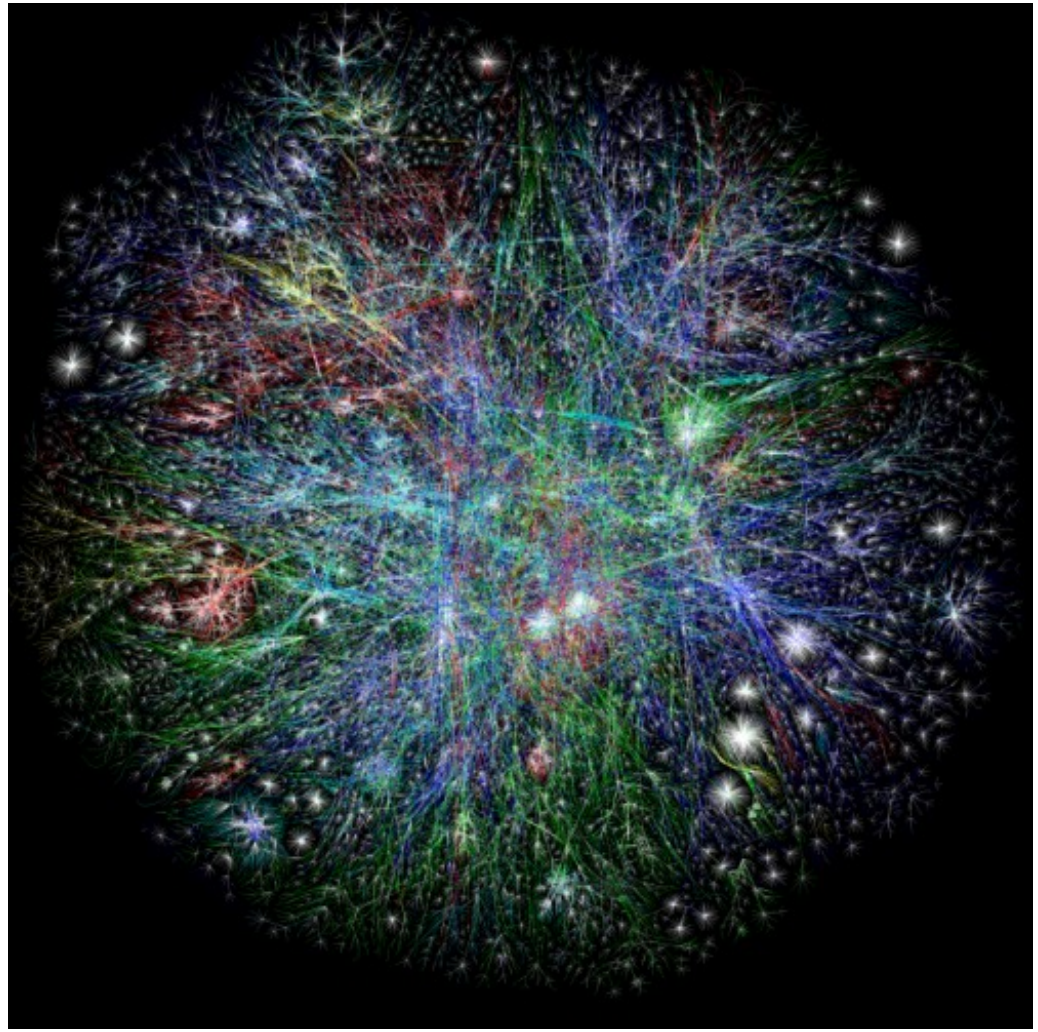
[redacted]

[Classics & Engineering]

Cellular biology ⇄ Cellular medicine

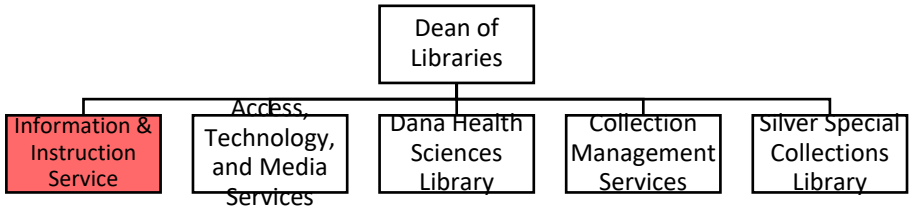
[Business & Philosophy]

Molecular biology ⇄ Molecular biology



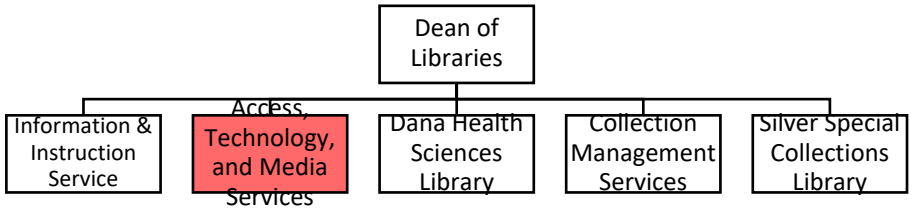
6. Common homes for (a) education and (b) research

Current

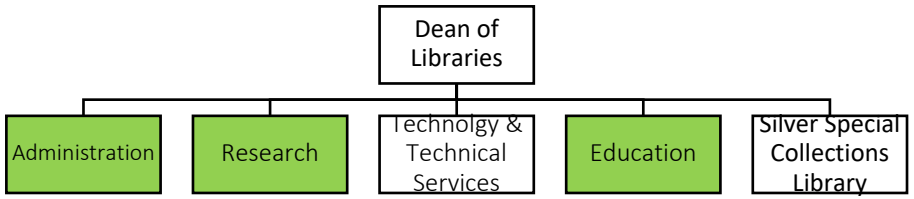


Common homes for (a) education and (b) research

Current



Proposed



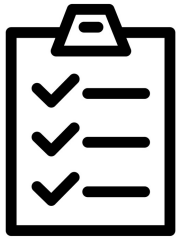
Health Sciences?

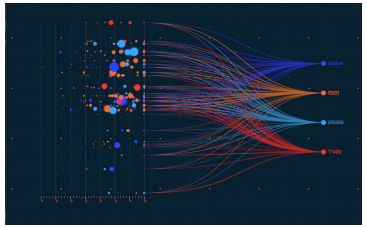
Comparisons

	Libraries' Budget	Medicine, Nursing, & Health Science Librarians	Medicine, Nursing, & Health Science Librarians	Students per Librarian
	$12M	5	1,978	396
	$42M	6	2,461	410
	$36M	3.5	2,198	732

Health Sciences

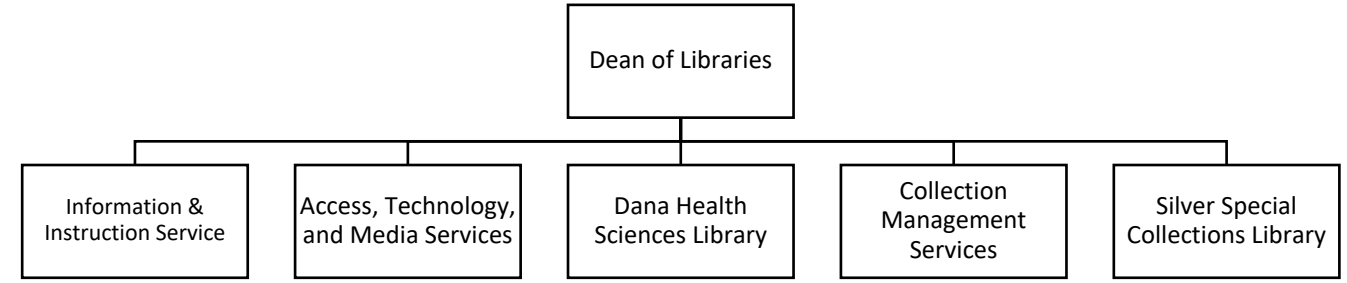
Health Sciences

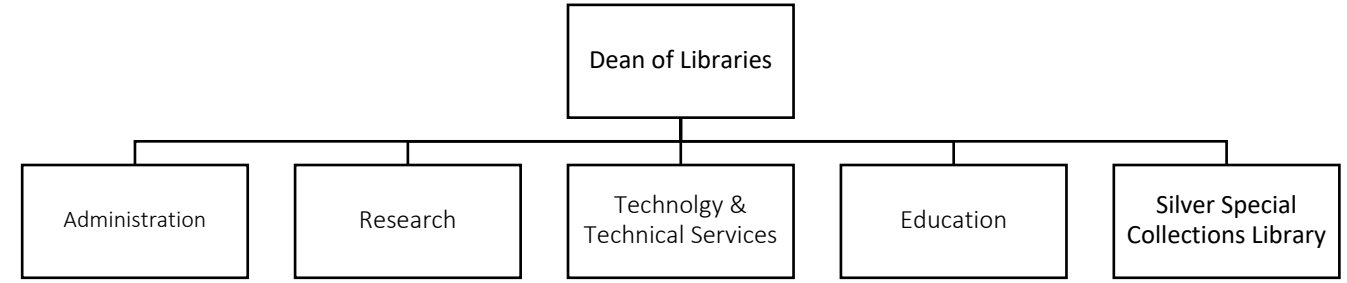




THE BILLINGS LIBRARY
DAVID W.
HOWE
MEMORIAL
LIBRARY
ROBERT LARNER, M.D.
COLLEGE OF MEDICINE

Thank you


Dean of Libraries
Information & Instruction Service
Access, Technology, and Media Services
Dana Health Sciences Library
Collection Management Services
Silver Special Collections Library


Dean of Libraries
Administration
Research
Technolgy & Technical Services
Education
Silver Special Collections Library