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)

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](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
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

Engage in consultations
Gather feedback
Circulate revised drafts
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

Academic Success Goals

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  - Dashboard (PDF)
  - Metrics/Outcomes (PDF)
  - External Counts (PDF)
  - Additional Research Data (PDF)
  - Glossary (PDF)
Fall 2023 Refresh Process: October - December

1. Identify potential metrics/outcomes
2. Gather feedback: OIRA, OVPR, VPFA, VPAASS, Graduate College
3. Finalize after ASG refresh is complete
## Metrics/Outcomes

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

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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action Step</th>
<th>Primary Lead</th>
<th>Support</th>
<th>Timeline</th>
<th>Metrics</th>
<th>Baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Implement a revised, comprehensive system of General Education (General Education Core) for all students</td>
<td>Faculty Senate, Center for Educational Development, Foundation, Office of Student Affairs</td>
<td>October 2022</td>
<td>Year-end 2023</td>
<td>Student satisfaction with the General Education Core as measured by NSE survey questions most closely related to the General Education Core</td>
<td>Increase from 2021 to 2023, goal is 80% satisfaction</td>
</tr>
<tr>
<td>B.</td>
<td>Ensure graduate students have access to a high-quality graduate level curriculum</td>
<td>Graduate College, School of Education, Graduate School of Education</td>
<td>Fall 2022</td>
<td>Fall 2023</td>
<td>Student satisfaction with the Graduate Program as measured by NSE survey questions most closely related to the Graduate Program</td>
<td>Increase from 2021 to 2023, goal is 85% satisfaction</td>
</tr>
<tr>
<td>C.</td>
<td>Increase the number of graduate students who complete degree requirements in the expected time frame</td>
<td>Graduate College, School of Education, Graduate School of Education</td>
<td>Fall 2022</td>
<td>Fall 2023</td>
<td>Graduation rates as measured by the National Survey of Graduates</td>
<td>Increase from 2021 to 2023, goal is 90% graduation rate</td>
</tr>
<tr>
<td>D.</td>
<td>Increase the number of undergraduate students who complete degree requirements in the expected time frame</td>
<td>School of Education, Graduate School of Education</td>
<td>Fall 2022</td>
<td>Fall 2023</td>
<td>Graduation rates as measured by the National Survey of Graduates</td>
<td>Increase from 2021 to 2023, goal is 95% graduation rate</td>
</tr>
</tbody>
</table>

**https://www.uvm.edu/sites/default/files/Office-of-the-Provost/Academic_Success_Goals_Metrics_Outcomes_20230109.pdf**
### Metrics/Outcomes - Examples

<table>
<thead>
<tr>
<th>GOAL:</th>
<th>Academic Success Goal 1.1: Develop a unified and impactful framework for undergraduate education</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTION STEP:</td>
<td>1.1.A Continue implementation and launch assessment of Catamount Core</td>
</tr>
<tr>
<td>PRIMARY LEAD:</td>
<td>Vice Provost for Academic Affairs and Student Success</td>
</tr>
<tr>
<td>SUPPORT:</td>
<td>Office of Institutional Research and Assessment; Deans; CCC Committee</td>
</tr>
<tr>
<td>TIMELINE:</td>
<td>FY24 – FY26 for increasing offerings/seats; FY24 for assessment plan development/pilot</td>
</tr>
<tr>
<td>METRICS:</td>
<td>Catamount Core Course Offerings/available seats added; development of an assessment plan</td>
</tr>
<tr>
<td>BASELINE:</td>
<td>Fall 2023</td>
</tr>
</tbody>
</table>

| 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

The Academic Success Goals are intended to support President Garinsella’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 were updated in fall 2023. These goals 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

- Shifted Catamount Core focus from development to assessment
- Increased emphasis 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

- Continue implementation and launch assessment of Catamount Core
- 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, problems-based learning)
- Implement the Catamount Experience, including Catamount Global and Catamount Venture
- 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

- 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

<table>
<thead>
<tr>
<th>Teaching &amp; Learning</th>
<th>Collections</th>
<th>Services</th>
<th>Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Maintain and expand physical and digital collections that support the range and depth of UVM’s curriculum.</td>
<td>Incorporate principles of diversity, equity, and inclusion during all student and faculty interactions, including one-on-one consultations and classroom teaching.</td>
<td>Strengthen partnerships with faculty on teaching and curriculum design.</td>
</tr>
<tr>
<td><strong>Key Actions</strong></td>
<td>1. Seek increase in collections budget necessary to fill curricular collection gaps requiring immediate attention. <a href="#">Dean of Libraries, early 2021</a>.</td>
<td>4. Schedule a series of workshops for faculty librarians and other UVM faculty on inclusive teaching and consultation practices. <a href="#">Director of I&amp;IS, late 2022 and ongoing</a>.</td>
<td>8. Provide recommendations and specialized support to faculty as they adapt and develop course materials that satisfy new General Education requirements. <a href="#">Director of I&amp;IS, ongoing</a>.</td>
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<td></td>
<td>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. <a href="#">Director of Collection Development, late 2022 and ongoing</a>.</td>
<td>5. Arrange yearly professional development and training on DEIA- and customer service-related issues for all Libraries employees. <a href="#">Co-chairs of Professional Development Committee, late 2022 and ongoing</a>.</td>
<td></td>
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<tr>
<td></td>
<td>3. In support of the UVM curriculum, develop a long-term collections budget responsive to our benchmark analysis. <a href="#">Dean of Libraries, late 2022 and ongoing</a>.</td>
<td>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. <a href="#">Director of I&amp;IS/Director of Access, Technology &amp; Multimedia Services, 2024</a>.</td>
<td></td>
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<tr>
<td></td>
<td>7. Raise awareness and promote the University-wide use of specific services offered at all libraries, such as reference and instruction support. <a href="#">Special Assistant for Outreach, 2023 and ongoing</a>.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

UVM Libraries Strategic Plan | Approved by Dean’s Council on December 21, 2021 | Page 1 of 8
Mission Statement
We teach and nurture the craft of research, equitably connecting people to knowledge.

Strategic Priorities

1. 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.

2. Collections
   - Maintain and expand physical and digital collections that support the range and depth of UVM’s curriculum.
   - Seek increase in collections budget necessary to fill curricular collection gaps requiring immediate attention.
   - 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.
   - In support of the UVM curriculum, develop a long-term collections budget responsive to our benchmark analysis.

3. Services
   - Incorporate principles of diversity, equity, and inclusion during all student and faculty interactions, including one-on-one consultations and classroom teaching.
   - Schedule a series of workshops for faculty librarians and other UVM faculty on inclusive teaching and consultation practices.
   - Arrange yearly professional development and training on DEIA- and customer-related issues for all Libraries employees.
   - 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.
   - 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.
   - Raise awareness and promote the University-wide use of specific services offered at all Libraries, such as reference and instruction support.

4. Partnerships
   - Strengthen partnerships with faculty on teaching and curriculum design.
   - Provide recommendations and specialized support to faculty as they adapt and develop course materials that satisfy new General Education requirements.

5. Research
   - Work with faculty and students to identify and develop new research projects, including interdisciplinary and transdisciplinary initiatives.

6. Education
   - Enhance and expand educational programs that support the development of critical thinking and information literacy skills.

7. Technical Services & Technology
   - Support the integration of technology and digital tools into teaching and learning.

8. Special Collections
   - Enhance the visibility and accessibility of special collections and archives.

9. Administration
   - Support the efficient and effective administration of the Libraries.

Dean of Libraries
Research
Education
Technical Services & Technology
Special Collections
Administration
# Work on Strategic Plan

**Mission Statement**

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

<table>
<thead>
<tr>
<th>Strategic Priorities</th>
<th>Strategic Initiatives</th>
<th>Key Actions</th>
</tr>
</thead>
</table>
| **Teaching & Learning** | 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 2022]
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] |
| **Collections** | **Key Actions** | **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 CEIA- and customer service-related issues for all Libraries employees. [Co-chairs of Professional Development Committee, late 2022 and ongoing]
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, 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.** | **Partnerships** |
| **FLAC** | 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] |

**UVM Libraries Strategic Plan | Approved by Dean’s Council on December 22, 2021 | Page 1 of 9**
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
• Programming and communications
• Outreach and process
Related goals
1. Decouple infelicitous pairing
2. Provide coordinated support for Research

- Research data consultation (#1)
- Research data consultation (#2)
- GIS
- Scholarly communications consultant
- Digital scholarship and consultation
- Director of research
- Data visualization
3. Approach borrowing as part of collections strategy
4. Provide leadership and time for research
Associate Library Dean for Research and Health Sciences
Provide director of research time to focus on research
Disciplinarity ➔ Interdisciplinarity
[Classics & Engineering]

Cellular biology ← → Cellular medicine

[Business & Philosophy]

Molecular biology ← → Molecular biology
6. Common homes for (a) education and (b) research
Common homes for (a) education and (b) research
Health Sciences?
## Comparisons

<table>
<thead>
<tr>
<th>Libraries' Budget</th>
<th>Medicine, Nursing, &amp; Health Science Librarians</th>
<th>Medicine, Nursing, &amp; Health Science Librarians</th>
<th>Students per Librarian</th>
</tr>
</thead>
<tbody>
<tr>
<td>$12M</td>
<td>5</td>
<td>1,978</td>
<td>396</td>
</tr>
<tr>
<td>$42M</td>
<td>6</td>
<td>2,461</td>
<td>410</td>
</tr>
<tr>
<td>$36M</td>
<td>3.5</td>
<td>2,198</td>
<td>732</td>
</tr>
</tbody>
</table>
Health Sciences
Health Sciences
Thank you