

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.