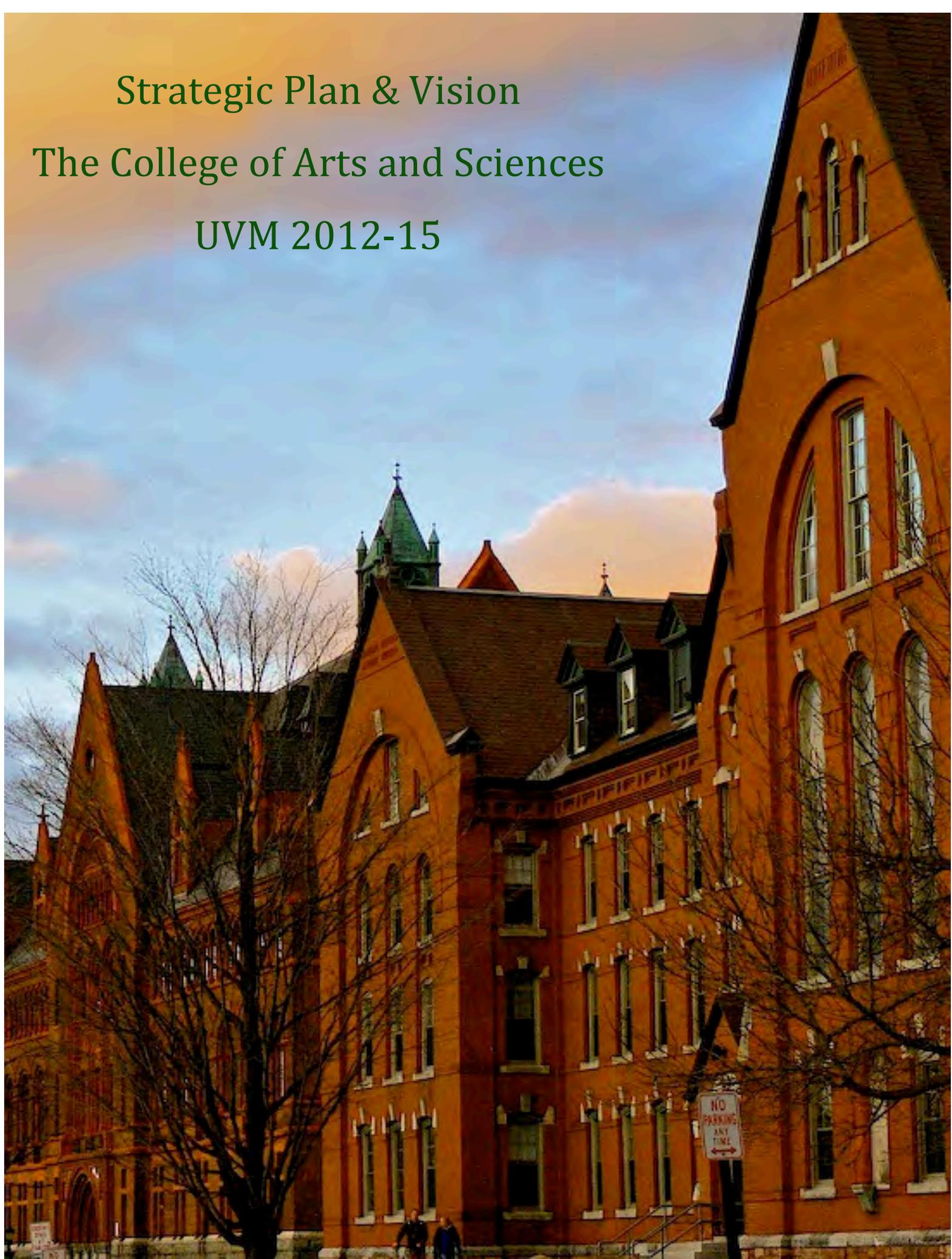
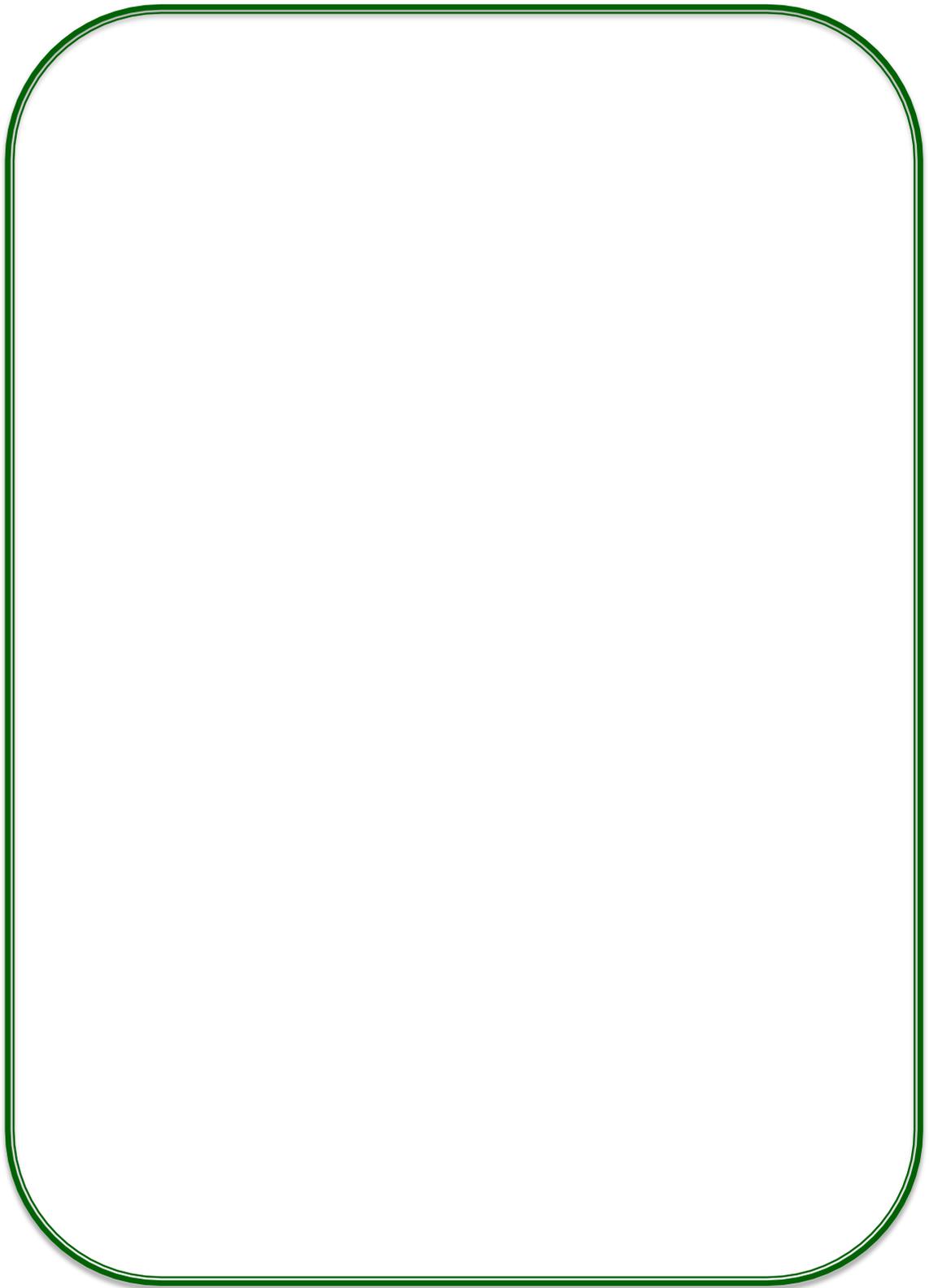


Strategic Plan & Vision

The College of Arts and Sciences

UVM 2012-15





The aspirations of the College of Arts & Sciences emerge from a long and distinguished tradition of dedicated teacher scholars accustomed to inspire students to learn, discover, create, and do. We reaffirm our commitment to the liberal arts in our quest to improve the human condition and preserve the natural world.

The strategic plan was crafted under the dedicated leadership of Professor of Psychology **Lynne Bond** and three faculty colleagues who chaired the subcommittees on *Climate and Diversity* (**Gregory Ramos**, Theatre), the *Student Experience* (**Meghan Cope**, Geography), and *Faculty Success* (**Judith Van Houten**, Biology). In addition, **Abigail McGowan** (History), was named **Director of Strategic Action Plans and Initiatives** and has spearheaded the implementation of the plan since September of 2014.

The creation and implementation of the strategic plan was and will continue to be a team effort. I am extremely grateful for all those who participated and will contribute in the future.

CAS has defined a clear path forward without losing sight of its origins.

Antonio Cepeda-Benito
Dean



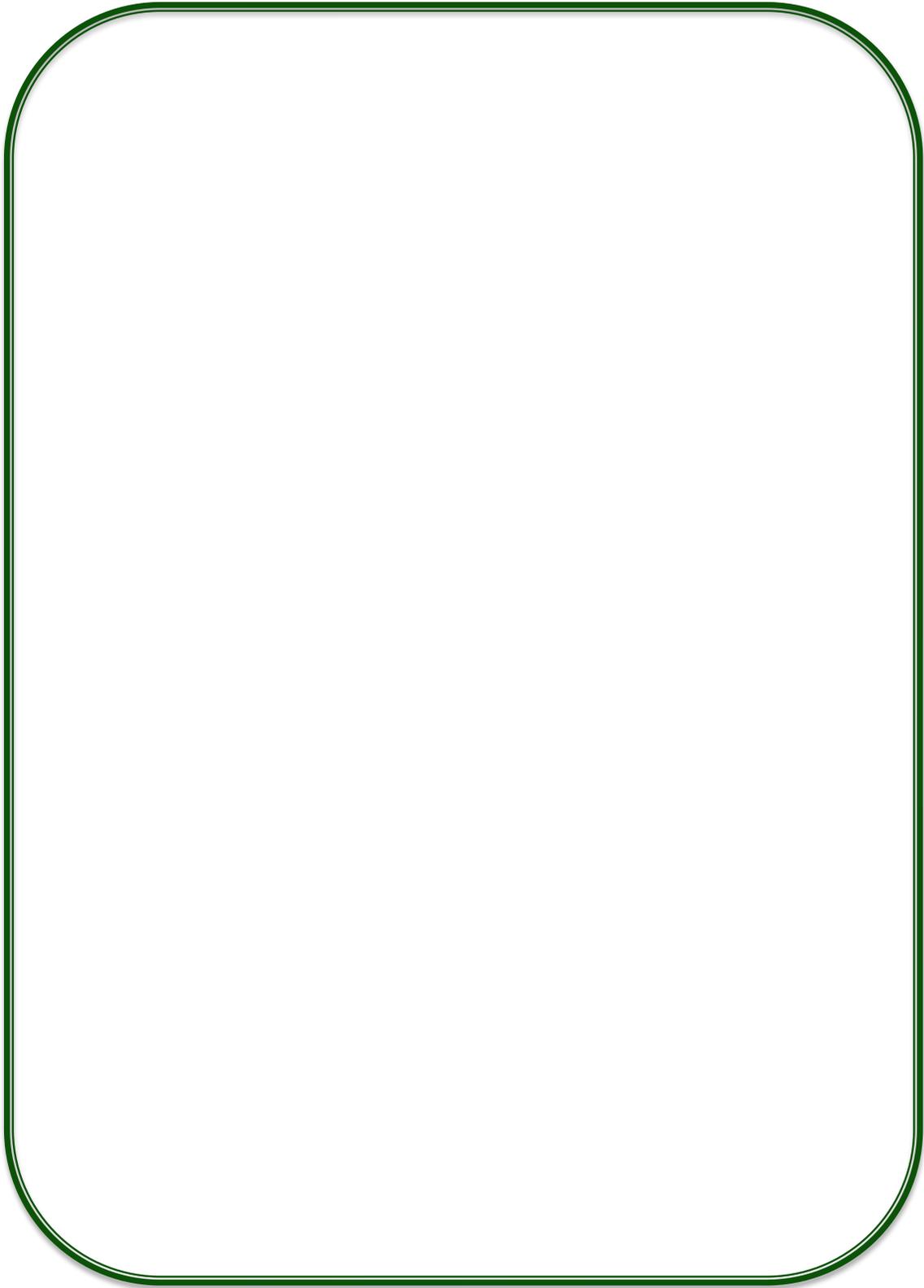


College of Arts & Sciences Mission

(Adopted by the college in 2012)

The College of Arts and Sciences at the University of Vermont values collaboration, welcomes difference, encourages debate, and stands for integrity, service, and academic excellence. We are dedicated to the rigorous pursuit, understanding, and dissemination of knowledge through the process of discovery, the creation of art, and the practice of teaching. We provide an engaging multidisciplinary experience that generates creativity, critical thought, effective communication, and a practiced commitment to serve the pressing needs of society and the natural world.





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The College of Arts and Sciences provides students with a sound liberal education through close interaction with nationally and internationally recognized scholars. CAS is home to 21 departments and 14 interdisciplinary programs that house about 5,000 students, 300 faculty and 100 staff. The College offers three undergraduate degrees (B.Mus., B.S. and B.A.), with 47 majors in the Fine Arts, Humanities, Natural Sciences, and Social Sciences. CAS offers doctoral and master's programs in Biology, Chemistry and Psychology; master's programs in English, Geology, German, Greek and Latin, Historic Preservation, History, and Physics; and intercollege doctoral programs in Cell and Molecular Biology, Materials Science, and Neuroscience. CAS houses three research centers: the Center for Holocaust Studies, the Center for Research on Vermont, and the Humanities Center. Starting in Academic Year 2016, the *UVM Lane Series*, whose mission is *to enrich the cultural life of the University of Vermont and the wider community*, will become part of CAS. In addition, CAS faculty lead, are affiliated with, or contribute to a wide range of interdisciplinary research initiatives, including the Behavioral Neuroscience and Health Initiative, the Complex Systems Center, the Food Systems Initiative, the Vermont Center on Behavior and Health, Vermont EPSCoR, and the Vermont Genetics Network, among others.

PROCESS

Following the adoption of a new Mission Statement for CAS and series of visioning exercises and conducted during the Academic Year 2012-13, Antonio Cepeda-Benito, Dean of the College of Arts and Sciences, appointed three subcommittees of CAS faculty, staff, and undergraduate students (see [members](#)) to address distinct but overlapping planning issues: (a) Climate and Diversity, (b) Student Experience, and (c) Faculty Success.

A Strategic Planning Blog was established and publicized to provide campus members with ongoing information regarding subcommittee work. <http://blog.uvm.edu/cas/>

Throughout the 2013-14 academic year the subcommittees each met biweekly to:

1. Define the scope of their committee work.
2. Create an [inventory](#) of campus policies and resources that address the subcommittee's domain, review relevant documents, published literature, and campus reports/data, and in some instances interview campus members.
3. Review relevant practices and policies at peer and aspirant institutions (including best practices).
4. Implement online surveys of CAS faculty and students (except the Climate and Diversity subcommittee, which already had extensive survey data available from the 2011 UVM Climate survey and other sources).
5. Draft and disseminate a preliminary list of recommended priorities, goals, and action strategies to the CAS community to solicit written feedback and discussion at various college-wide faculty meetings, including an open forum on February 27, 2014.
6. Prepare a document detailing each subcommittee's proposed Priorities, Goals, Action Strategies, and Metrics and potential revisions to the CAS Vision Statement.
7. Present and discuss the subcommittees' recommendation at the May 6, 2014 college faculty meeting.

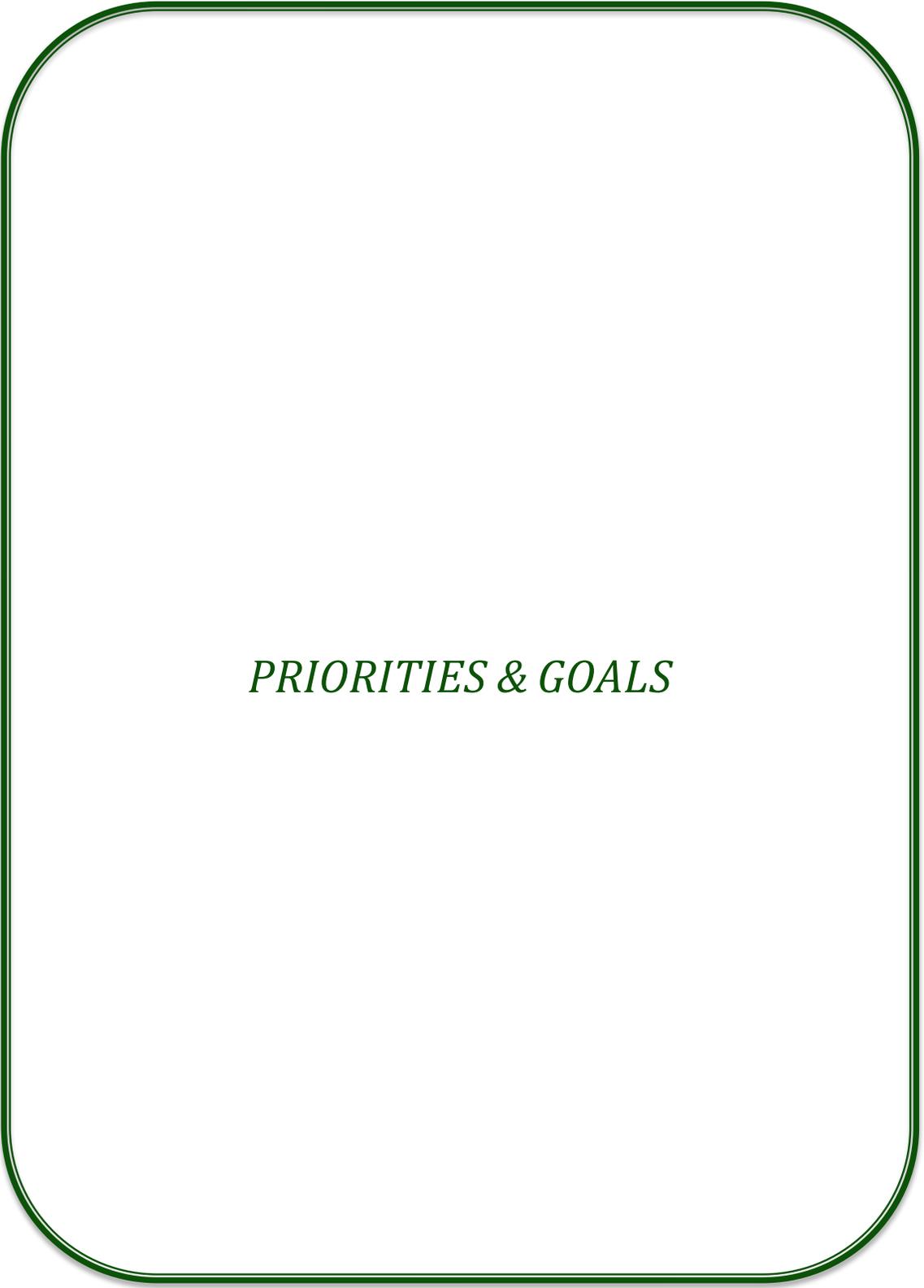


Tina Escaja,
Professor of Spanish
Department of
Romance Languages
and Linguistics

2015-2016 University Scholars



Ray Vega, Senior Lecturer
Jazz combos, Trumpet and Jazz History,
Department of Music and Dance



PRIORITIES & GOALS



Dr. Emily Bernard

Professor of English and Director of Critical Race and Ethnic Studies

Photograph by Shayne Lynn '93

CLIMATE AND DIVERSITY

Priority A: Ensure faculty, students, and staff members from underrepresented and marginalized populations are an integral part of the life and governance of the institution.

Goal: Make climate and diversity issues a living, acted-upon priority.

Priority B: Improve recruitment and retention of historically underrepresented and marginalized populations.

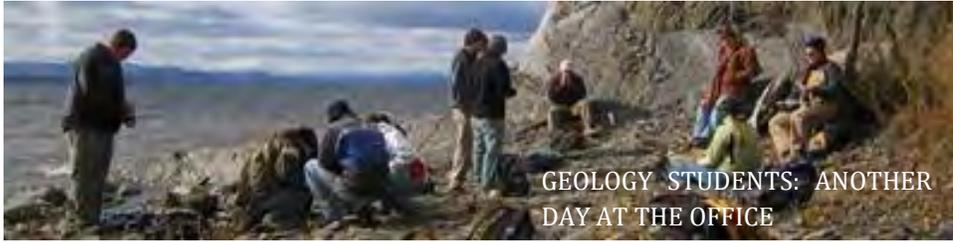
Goal: Change the demographics of the college by increasing the numbers of individuals from historically underrepresented and marginalized populations.

Priority C: Engage all students, faculty, staff, and community members in rich curricular and co-curricular experiences that enhance understanding and appreciation of people of diverse personal and group histories, identities, and perspectives.

Goal 1: Ensure that faculty and staff have high levels of cultural competency.

Goal 2: Ensure that the college is recognized nationally as an institution that values the intellectual pursuit and understanding of diversity.

CLIMATE AND DIVERSITY CONCLUSIONS: Training in cultural competency for faculty and staff is essential to progress, as is, in particular, training in cultural competency for all instructors who teach D1 and D2 courses. It is also important to conduct a thorough evaluation of the ways in which bias incidents are reported in CAS and to identify and implement best practices for reporting such incidences in ways that provide safe, unthreatening, confidential methods.



GEOLOGY STUDENTS: ANOTHER DAY AT THE OFFICE



Alexandria Hall, gifted poet and writer is UVM's first Beinecke Scholar



junior Nathan Gasek, his research is supported by the Beckman Scholar Program

STUDENT EXPERIENCE

Priority A: Ensure the curriculum is innovative, engaging, meaningful, and rigorous.

Goal 1: Enrich High-Impact Practice (HIP) offerings: First-Year Seminars and Experiences; Common Intellectual Experiences; Learning Communities; Writing-Intensive Courses; Undergraduate Research; Collaborative Assignments and Projects; Diversity and Global Learning; Service-Learning and Community-Based Learning; Academic Internships; Capstone Courses and Projects.

Goal 2: Identify and encourage experiential learning (much of which occurs through HIPs), such as undergraduate research, academic internships, performances and productions, service-learning courses, and travel/study experiences. Different forms and levels of experiential learning will suit the educational missions and resources of different departments and programs.

Goal 3: Create mechanisms to identify and meet diverse student needs at each stage of student UVM education: first year, sophomore, junior, senior; and explore extended/accelerated degree programs.

Goal 4: Identify and encourage innovative pedagogical practices and methods; encourage department-level conversations about providing discipline-specific, challenging educational experiences.

Priority B: Provide effective, rewarding advising and mentoring to all students.

Goal 1: Ensure that all students have access to advising resources (Informational Advising).

Goal 2: Provide effective, rewarding mentoring opportunities to all students.

STUDENT EXPERIENCE CONCLUSIONS: Student experience can benefit from CAS embracing the diversity of our departments and programs that, in turn, provides opportunities to address the varied interests and needs of our student body. Thus we should emphasize department- and program-centered review and decision-making with assistance and guidance from CAS and UVM. We recommend a new *Annual Department Activity Report* that identifies and tracks on-going efforts to offer High Impact Practices (HIPs), department-level pedagogical developments and new programs, inter-disciplinary connections, advising strategies, and faculty training. We must develop improved and up-dated department websites that better inform current and potential students, support student success, and encourage departments to reflect on their own curricular, teaching, and advising practices. CAS should also implement regular and systematic assessments to gather high-quality student and curricular data to inform policy- and decision-making.



Major Jackson

Richard Dennis Green and Gold Professor at the University of Vermont

Photo by Patrice O'Brien

FACULTY SUCCESS

Priority A: Help all faculty achieve and sustain national stature of their creative and scholarly programs as well as accomplished and engaging teaching and professional practice (as appropriate to their faculty appointment) by providing resources for the recruitment and retention of faculty, production of scholarship, and/or excellence in teaching.

Goal 1: Invest in funding for scholarship, teaching, and professional development.

Goal 2: Ensure all faculty have time to concentrate on and excel at scholarship, teaching, and professional development.

Goal 3: Maintain and deepen collegial academic communities of departments, the college, and the university.

Priority B: Mentor and evaluate faculty using guidelines and criteria that foster faculty success.

Goal 1: Recognize excellence through RPT and Annual Faculty Evaluation processes.

Goal 2: Ensure that faculty are mentored at all stages of their career development.

FACULTY EXPERIENCE CONCLUSIONS: The teacher-scholar model is the centerpiece of CAS and should be fostered. Faculty success requires greater time and funding to support faculty efforts to excel in scholarship, teaching, and professional practice. Teaching loads should be aligned with those of peer and aspirant institutions. CAS also must foster cross-disciplinary linkages and collegial communities at the department, college, and university levels. The department-specific, College-approved RPT guidelines and FEGs have been important to faculty success and should be used for both evaluation and mentoring at all stages of career development.



IMPLEMENTING THE PLAN



SELECTED OVERARCHING ACTIONS AND OUTCOMES

Establishing the Dean's External Board of Advisors. Initiated in 2014, the new Dean's External Board of Advisors has grown to a tremendous lineup of 18 generous and engaged alumni and friends. This Board created an internship scholarship fund, which already boasts a \$90 thousand pool (the largest of its nature at UVM). Members of the Board were also instrumental in raising \$215,000 to replace the seating and make other improvements to Royall Tyler Theatre.

Setting the Priorities for the College's \$64 million Capital Campaign Goal. The CAS campaign priorities are aligned with our strategic academic priorities. We will seek to enhance our endowed scholarships by \$15 million. To support our faculty research and creative endeavors, promote undergraduate access to research opportunities, and enhance the overall quality our graduate programs, we are seeking \$43 million to fund endowed chairs and professorships, graduate-students scholarships, and various research-based programs and awards.

A Renewed, Revitalized Humanities Center. The *new* vision for the Center is to become a national model for its impact in increasing awareness about the wide and deep contributions of the arts and humanities toward the betterment of the human condition, society, and the natural world. The Humanities Center will accomplish its vision by supporting the educational, discovery, and outreach missions of UVM through interdisciplinary collaborations within CAS and across all UVM colleges and schools. CAS has assumed the administrative costs of running the Center and has released the expendable income from one of our endowments to support the Center's programs.

Enhancing STEM Research and Education. Working with the College of Engineering and Mathematical Sciences, Office of Capital Planning and Management, Provost, President, and UVM Foundation, CAS contributed to design, program, and secure Board of Trustees' approval for a \$104 million renovation and new construction of more than 250 thousand square feet of state-of-the art classrooms and teaching and research laboratories. The CAS departments and programs impacted by the STEM Complex are Biology, Chemistry, and Physics.

Enriching the Curricula by Partnering with the Lane Series. Director of the Lane Series Natalie Neuert, and Dean Cepeda-Benito started planning for the transfer of the *Lane Series* to CAS back in the spring of 2014. The mission and purpose of the Lane Series fits perfectly within the mission of CAS, and most importantly, connecting the Lane Series to CAS will enable a number of important, mutually beneficial opportunities otherwise difficult to realize. Provost Rosowsky has enthusiastically endorsed the transfer, which will officially start at the beginning of FY 16.

*STRATEGIC ACTIONS AND OUTCOMES IN
SUPPORT OF THE PLAN AND VISION*

**PILLAR 1: CAS WILL BE A ROLE MODEL FOR THE
CREATION OF A WELCOMING AND SOCIALLY NURTURING
ENVIRONMENT THAT ACTIVELY PROMOTES A SINCERE
APPRECIATION OF DIVERSITY.**

Recruitment of Underrepresented Faculty

Of our most recent eight new tenure-track faculty hires, four represented various race and ethnic minority groups and five were women. Of the five women, four were hired in departments that continue to be male-dominated across senior tenure-track ranks: Biology, Chemistry, Philosophy, and Psychology. In addition, I secured approval to create the Andrew Harris Fellowship Program, which is intended to increase diversity in our tenure-track faculty ranks through a postdoctoral program designed to nurture and prepare talented scholars for promotion to a successful career in the professorate. We successfully hired one Andrew Harris Fellow to support Critical Race and Ethnic Studies.

Supporting Diversity in and outside the Classroom

In order to live up to our stated commitment to diversity, the college can and should do more. In association with the Center for Cultural Pluralism and the Center for Teaching and Learning, CAS has developed and has begun to implement a plan supported by a modest \$25,000/year programming budget and a dedicated faculty member who will coordinate retreats, workshops, and a lecture series. The primary initiatives include:

1. Improving the classroom climate for faculty and students regarding diversity issues in general, especially the diversity-related courses.
2. Promoting CAS faculty's overall understanding of the issues of diversity within curriculum and pedagogy, as well as supporting the specific needs of faculty of color.
3. Creating professional development opportunities for chairs and program directors.

*STRATEGIC ACTIONS AND
OUTCOMES IN SUPPORT OF THE
PLAN AND VISION*

PILLAR 2: CAS WILL ATTRACT AND RETAIN HIGHLY QUALIFIED AND MOTIVATED STUDENTS WHO WILL THRIVE AND SUCCEED WITH A BROAD, INNOVATIVE, CHALLENGING AND ENGAGING CURRICULUM, AND WITH FREQUENT ACCESS AND EXPOSURE TO EFFECTIVE ADVISING AND MENTORING.

Ensuring the Curriculum is Innovative, Engaging, Meaningful, and Rigorous

The Interdisciplinary Experiential Engagement program, instituted in 2013, has thus far fostered the development of eight new interdisciplinary courses that include participation from three colleges and thirteen departments.

Enhancing the First-Year Experience, The Keystone to Retention

TAP (Teacher-Advisor Program) is a writing-intensive program that combines an interactive course environment with careful, attentive, and nurturing academic advising. Over 90% of our incoming freshman class enrolls in a TAP seminar. These seminars were recently capped at 19 students and we are in the process of implementing a plan to continuously assess and perfect TAP. Our approach is to enhance the recognition and prestige of teaching TAP by creating a series of awards, incentives, and privileges unique to TAP instructors. In addition, TAP instructors will be encouraged to pursue additional professional development opportunities.

Improving Academic and Career Planning, Selected Initiatives

Since 2013 we have created five different courses aimed to help students explore and discover early on their passions and interests. These one-credit courses include assisting students to 1) select their major (*Major Decisions*), 2) get the most out of their college experience (*Designing Your College*), 3) prepare them to seek and find internships (*Career Pathways*), 4) increase creative confidence to proactively craft their post-undergraduate vocational experience (*Designing Your Life*), and 5) equip students to tackle “wicked” problems in the real world (*Design Thinking and the Art of Innovation*).

Enhancing CAS Value Proposition through Support of Internships

We recently created a new full-time position in the dean’s office, the *CAS Internship Coordinator*, to build, develop, and coordinate an internship program within the college. The Internship Coordinator will serve as CAS liaison with host organizations and employers, managing relationships with our future internship partners. The coordinator will also support faculty who supervise and teach internship courses, and collaborate with UVM Career Center and other constituencies to ensure coordination of efforts. The coordinator’s interactions with host organizations and faculty will largely be aimed to build capacity so that more students can opt to take meaningful internships. The Internship Coordinator will manage the new *CAS Internship Scholarship Fund*, which thus far has raised \$45 thousand to support students who take unpaid internships in the summer.

Susan Leggett '13



Anna Schmoker '16

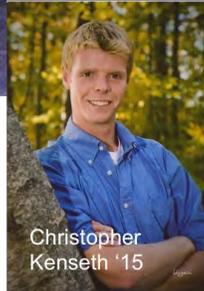


Kathleen Bashant '16

**BARRY M. GOLDWATER SCHOLARSHIP
AND EXCELLENCE IN EDUCATION PROGRAM**



Ben Rouleau '14



Christopher
Kenseth '15

Supporting Students in the Natural Sciences

The Science-Track Project: To reduce student failure, incoming students majoring in Biology, Biological Science, Neuroscience, Plant Biology, and Zoology are now “block-scheduled” into science courses according to their level of pre-college achievement. The goal is to tailor challenge to individual readiness (a combination of GPA, SAT scores, and other relevant variables):

Track 1: Those in the 4th readiness quartile are blocked into and allowed to take only BCOR 011 (*Exploring Biology*)

Track 2: Those in the 3rd readiness quartile are blocked into and allowed to take only BCOR 011 & MATH 019 (*Fundamental of Calculus I*)

Track 3: Those in the top two readiness quartiles are blocked into BCOR 011, MATH 019, & CHEM 031 (*General Chemistry I*).

A New Effort: The AS 095 “BioFIG” (Pilot) Project: In conjunction with the School of Business Administration and the College of Nursing and Health Sciences, the College of Arts and Sciences is embarking on a pilot for incoming first-year students, called FIG (First-Year Interest Group). FIGs are residentially based clusters of students who co-enroll in the same block of two to three courses. Grounded in the principles of persistent practice and peer collaboration, it includes weekly interactive sessions with a student leader as well as other support opportunities. The goal is to create community, develop effective study skills, and promote academic success

Providing Effective, Rewarding Advising and Mentoring to all Students

There is a **NEW** CAS advising plan and each department has updated and posted their **NEW** individual plans.

Enhancing Student Engagement and Student Retention

According to the National Survey of Student Engagement (NSSE), from 2011 to 2014, CAS students reported gains in such areas as exposure to effective teaching practices, active and collaborative learning, enriching educational experiences, reflective and integrative learning, and the quality and number of learning strategies. These findings are validated by correlated improvements in our retention rates, which increased from 83% for those who started in the fall 2011 to 85% for those who started in the fall 2012, and to nearly 86% for those who started in 2013. In addition, the two-year retention rate also increased from 75% to 76.5% for those who started in the fall 2012.

*STRATEGIC ACTIONS AND
OUTCOMES IN SUPPORT OF THE
PLAN AND VISION*

**PILLAR 3: CAS WILL FOSTER AN INTELLECTUAL
COMMUNITY OF ACCOUNTABLE AND COMMITTED
TEACHER-SCHOLARS THAT WILL ATTRACT AND
RETAIN FACULTY WHO EXCEL IN SCHOLARSHIP,
TEACHING, AND SERVICE.**

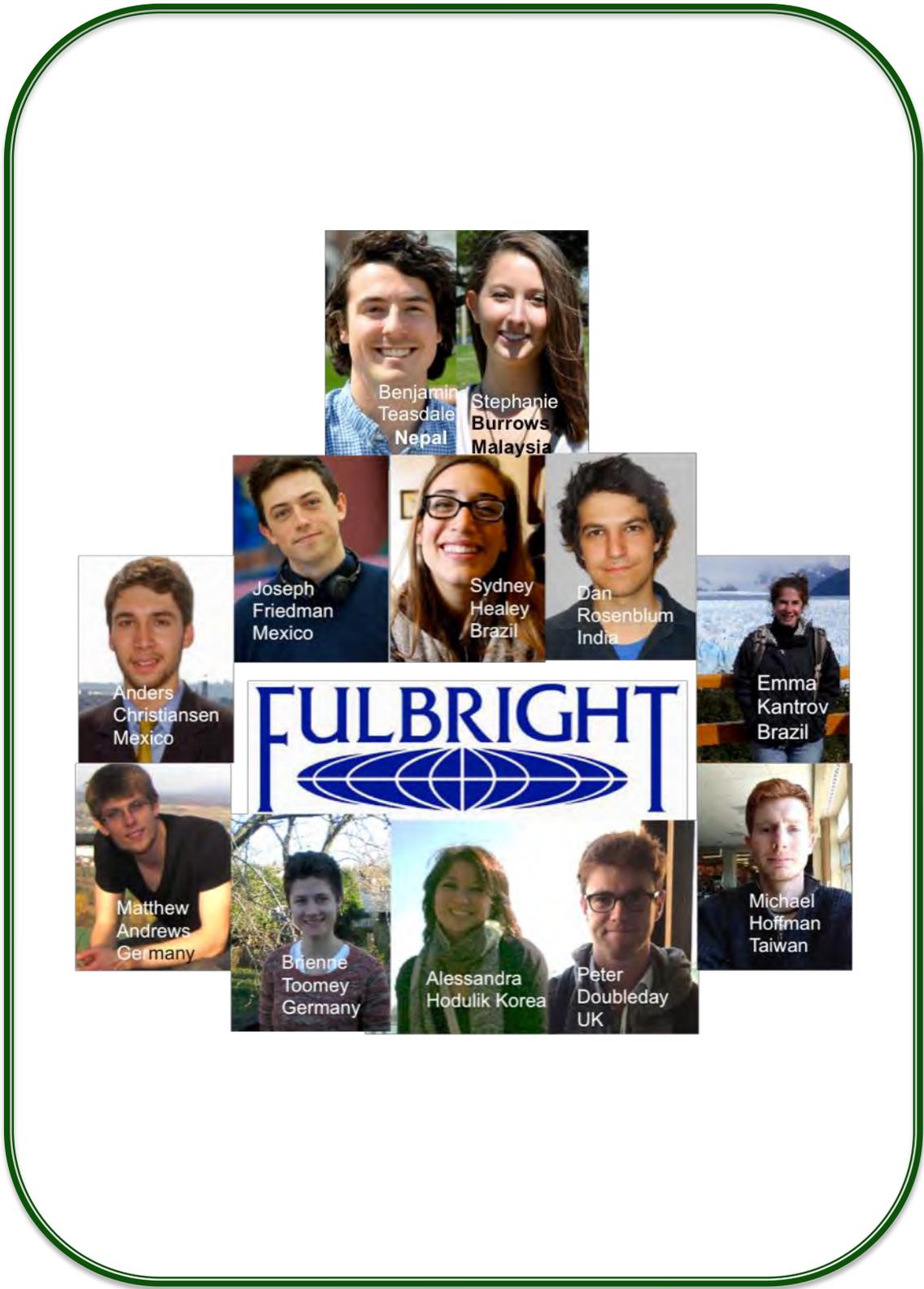
Supporting Faculty Recruitment, Retention, Success and Recognition

The CAS New Faculty UDL Training: The CAS New Faculty UDL (Universal Design for Learning) Training group was initiated in fall of 2013 with a cohort of eight tenure-track faculty beginning their first year of teaching. Faculty met for both workshops and informal mentoring/training sessions throughout the fall, and the spring semester for progress report/consultation meetings. A year after completing the initial training, the first cohort of participants indicated that the program had a long term effect on their approaches to teaching and engaging students, and that it has served to connect them to important resources and continue to improve their teaching and their ability to support all students in their classes.

Start Up Funds In the Humanities and the Arts: Prior to 2013, new tenure-track hires in the humanities or fine arts were not offered start up funds. Today, whereas assistant professors remain eligible and are encouraged to participate in the college competitive grant program, they can count on a modest start up package that allows them to initiate their research and artistic pursuits as soon as they set foot on campus.

Enhancing CAS Grant Program: Prior to September 2014, the College offered a broad menu of nine different competitive and first-come, first-served awards that shared a \$92,000 annual fund. Thirty-five percent, or \$32,000 was supported with the annual expendable income of an endowed gift, the Lattie F. Coor Endowment. Today the budget dedicated to support the CAS research and creative activities awards program is \$122 thousand. These moneys no longer include the Lattie Coor funds, which have been freed back to the Humanities Center. In addition, in AY14 CAS partnered with the College of Medicine, and in AY15 with the Vice President for Research Office, to create a competitive seed-grant programs involving interdisciplinary collaborations across colleges. In AY 14, we funded two research proposals at \$25,000 each. In AY15 we have committed \$50,000 to leverage access to \$200,000. To summarize, above and beyond the modest start ups allocated to the faculty in the Humanities and Fine Arts, the faculty from the College of Arts and Sciences now has access to a total of \$404,000 (\$122,000 + \$32,000 + \$50,000 + 200,000), or 420% more than previously available.

Recognizing Excellence through Robust Reappointment Promotion and Tenure (RPT) and Annual Faculty Evaluation (AFE) Processes: The college is currently engaged in developing new departmental RPT and AFE guidelines following a set of robust guiding rubrics created to promote greater uniformity in defining processes and performance expectation standards across the college.



Benjamin Teasdale Nepal
Stephanie Burrows Malaysia



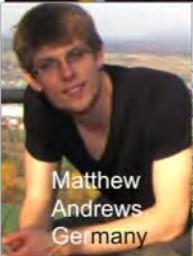
Joseph Friedman Mexico
Sydney Healey Brazil
Dan Rosenblum India



Anders Christiansen Mexico



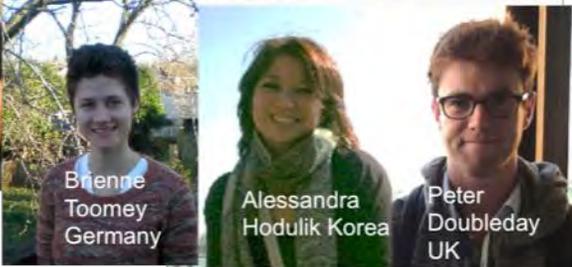
Emma Kantrov Brazil



Matthew Andrews Germany



Michael Hoffman Taiwan



Brienne Toomey Germany
Alessandra Hodulik Korea
Peter Doubleday UK

MEMBERS OF THE CAS STRATEGIC PLANNING SUBCOMMITTEES

Climate & Diversity Subcommittee:

Emily Bernard, Professor, Director, Critical Race and Ethnic Studies Program
Alison Brody, Professor, Biology
Angelica Crespo (fall 2013), CAS undergraduate student
Lisa Holmes, Associate Professor, Political Science
Lori Jean, Administrative Assistant, Philosophy
Khalil Lee, CAS undergraduate student
Gregory Ramos, Associate Professor, Theatre (subcommittee chair)
Stephanie Seguino, Professor, Economics
Luis Vivanco (fall 2013), Associate Professor, Anthropology

Student Experience Subcommittee:

Bryan Ballif, Associate Professor, Biology
Andrew Bowen, CAS undergraduate student (fall, 2013)
Meghan Cope, Professor, Geography (subcommittee chair)
Elizabeth (Libby) Dunbar, Academic and Student Services Advisor, CAS
William Falls, Professor, Psychology
Pamela Gardner, Director, Career Center
David Jenemann, Associate Professor, English, Director of Film & Television Studies
Patricia Julien, Associate Professor, Music
Emily Manetta, Associate Professor, Anthropology
Susan Munkres, Director, Community-University Partnerships & Service-Learning
Nicole Phelps, Associate Professor, History
Gavin Santacross, CAS undergraduate student

Faculty Success Subcommittee:

Anne Clark, Professor, Religion
Patricia Corcoran, Assistant Dean for Student Affairs, CAS
Connor Daley, CAS undergraduate student (fall, 2013)
Alice Fothergill, Associate Professor, Sociology (fall, 2013)
Cristina Mazzoni, Professor, Romance Languages
William McDowell, Professor, Art & Art History
Patrick Neal, Professor, Political Science
Giuseppe Petrucci, Associate Professor, Chemistry
Ross Thomson, Professor, Economics
Judith Van Houten, Professor, Biology (subcommittee chair)

GENERAL RESOURCES FOR ALL SUBCOMMITTEES

The following major documents/data files (among others) were provided to members of all strategic planning subcommittees for review and consideration in their deliberations:

- UVM 2006 CAS Strategic Plan
- UVM President Sullivan’s Strategic Plan: Enhancing Quality and Affordability, Strategic Action Plan, presented to the UVM Board of Trustees, Oct. 25, 2013
- UVM Academic Excellence Goals, Oct. 2013, Rosowsky
- UVM Dashboard Indicators 10-25-13
- UVM 2012 Alumni Survey data
- UVM 2012 Admitted Student data
- UVM Fall, 2013 student data re diversity demographics
- UVM CAS student to faculty ration data over 10 years (from CAS Dean’s office)
- AAC&U “Ensuring Quality & Taking High-Impact Practices to Scale” (Kuh & O’Donnell, 2013)
- Univ. Kansas, Bold Aspirations: The Strategic plan, 2012-2017 (sample metrics)
- “The Financially Sustainable University” Bain & Co/Denneen & Dretler, 2012
- Moody’s Investors Service, Special Comment 2012: More US Colleges Face Stagnating Enrollment and Tuition Revenue



Paul Bierman (Professor of Geology) & Students,
thinking, exploring, discovering . . .



The
UNIVERSITY
of **VERMONT**

COLLEGE OF ARTS & SCIENCES

Produced by the Office of the Dean, 2015