

**Reports Submitted to and Under Review by the
University Planning Council**

FINAL REPORT

**Diversity Goal Action Planning Group
Strategic Planning Process 2008 - 2013**

November 23, 2008

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Goal: Build a diverse and globally aware university community sustained by an inclusive, supportive, and just campus climate.

Objectives:

1. Implement plans and programs to recruit and retain a critical mass of faculty, staff, administrators, and students from diverse backgrounds.
2. Invest university resources and employ processes to build a transparent, collaborative infrastructure supportive of university members from diverse backgrounds.
3. Cultivate an inclusive and responsive university climate underscored with fairness and equity.
4. Increase diversity related knowledge, encourage interaction among diverse university members, and build understanding of differences through programs, services, and policies.

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Preamble

The United States of America is racially and ethnically diverse. The U.S. Census Bureau reports that currently 25-30% of the United States population self-identifies as belonging to an ethnic or traditionally under-represented group. By 2010 that number will increase to 32.7% and by 2050 to 47.5%. Additionally, there will be greater numbers of people who self-identify as gay, lesbian, bisexual or transgendered. We are intricately bound to a global community that transcends traditional definitions of borders and boundaries. Some might say, "It's a small world" others would say, "We are the world." Whatever witty phrase we conjure, we must recognize that the world is at our door and our children are ready to meet the world community. The need to incorporate identity, race, ethnicity, class, privilege, gender, age, international affiliation, sexual orientation, gender identity and expression, ability, appearance, and different ways of knowing represents a major challenge to the traditional academy.

As we near the end of the first decade of the 21st century fundamental shifts in the demographics of the United States will foster changes in the way we conduct the business of education. To be competitive, compassionate, and current, the institutional will of the University of Vermont must cast aside safe paradigms and self-protective procedures. To survive and thrive, we must provide a community that provokes intellectual curiosity and personal growth in the areas of social justice, equity, and inclusion.

A high quality university environment must include members with diverse perspectives and backgrounds who bring the academic community beyond the mainstream. We require a university community that is culturally oriented, efficient, and effective. How do we get there?

- We must develop and support our current students, staff, faculty and administration and move towards a seamless understanding of the other.
- We must retain the gains we have made, build upon our strengths, and avoid duplication of effort.
- We must strategically invest limited university resources in programs, services, and policies that are ethical, inclusive and transparent.
- We must co-create a multidisciplinary effort that engages students, supports a broad range of scholarship, enhances curriculum transformation and development, and provides opportunities for learning and engagement for all university community members.
- We must support our staff in their efforts to bolster the academic community's work.
- We must welcome "the other" today!

The institutional will of the University of Vermont must gestate and give birth to a self-sustaining multidisciplinary collaborative endeavor to meet critical needs that cross the traditional boundaries of the old academy.

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RANK ORDERED ACTION IDEAS

- I. Infrastructure Changes to Increase Capacity for Transformation: A Paradigm Shift for Social Justice, Equity and Inclusion.
- II. Strategic Hiring Process
- III. First Year Experience Class
- IV. Best Practices Models
- V. “Consider Us” Campaign
- VI. Name Change for “ALANA” and “Diversity”
- VII. Comprehensive Education and Leadership Development Program
- VIII. Reappointment, Promotion, and Tenure Shift in Focus
- IX. Change Via Leadership Policy
- X. Web Portal

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I. Infrastructure Changes to Increase Capacity for Transformation: A Paradigm Shift for Social Justice, Equity and Inclusion.

A paradigm shift must occur at the University of Vermont to a seamless, transparent, effective, and efficient infrastructure that supports and incorporates social justice, equity and inclusion in every aspect of University work. Rather than treat one symptom at a time, we should adopt a holistic approach.

Our current structure often marginalizes past and current best efforts and impedes our ability to facilitate, advance, and implement organizational change. The recommended infrastructure is predicated on the exertion of the institutional will that was enacted to establish the Honors College in record time. Institutional will, represented in the form of Presidential authorization, garnered our organizational energies into swift, determined effort that changed the University in meaningful ways.

At first blush, this new infrastructure appears to require new resources. In fact, existing resources strategically allocated and imbedded across the university will bolster efforts and change outcomes. It is suggested that the institutional will include executive level (e.g., vice presidential) commitment, attention and effort. The goal is to incorporate social justice, equity, and inclusion as a standard operating procedure for every aspect of University business.

Centralized commitment, authority, and responsibility coupled with local action should foster clearer lines of communication and reduce duplication of effort. In fact, a paradigm shift will save scarce resources. The new infrastructure will provide a centralized voice and focus of effort with regard to social justice, equity, and inclusion. It will create more authority and accountability and better focus efforts and budgets by targeting investment and improvement in strategically agreed upon areas.

A new infrastructure can be organized in several ways. We are recommending that a Vice-President for Social Justice, Equity, and Inclusion be formed through a re-organization of current executive level positions. The Vice President will

- have responsibility to effect change in practice, policy and climate;
- will coordinate efforts with other vice-presidents, the Senior Vice-President and Provost, and other administrative UVM units (e.g., Diversity, Equity, Affirmative Action and Equal Opportunity; Associate Provost for Multicultural Affairs and Academic Initiatives; Associate Provost for Planning and Assessment; Deans; Directors and Chairs); and
- work with faculty, partner institutions, pre-college populations, alumni, community and students.

We are suggesting a holistic integration of resources and multi-discipline communication and effort that will serve UVM's needs.

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A critical component of this model is the Institute for Social Justice, Equity, and Inclusion (see Figure 1). This self-sustaining Institute would be at the right hand of the Vice President for Social Justice, Equity, and Inclusion. The Institute will be a centralized and cross college initiative to address:

- student recruitment and retention,
- faculty, staff, and administration recruitment and retention,
- faculty, staff and administration development,
- international education initiatives,
- institutes, special programs and other efforts; and
- research, scholarship and curriculum development.

This structure exists at a number of aspirant institutions (e.g., University of Virginia). The Institute for Social Justice, Equity, and Inclusion would be staffed through existing personnel (e.g., faculty, staff, administration) and self-sustaining through extramural (e.g., grant) funds. Branches of the institute will simultaneously serve to inform and direct efforts within the structure.

In the re-organized structure we are recommending, please note the following areas:

1. Level of authority of the Vice President for Social Justice, Equity, and Inclusion,
2. Institute for Social Justice Equity and Inclusion placement,
3. Representation from all units serving as the lifeblood of the organization
 - a. Reporting line for academic units
 - b. Reporting line for non-academic units
4. All units have designated personnel with positional authority, accountability, and budget.

Criticality: Creating a true paradigm shift necessitates a transparent and effective organizational structure. The need for such is referred to in the Stowe Retreat Action Ideas and Matrix for Advancing UVM. Both outline the critical nature of this endeavor. Anything less than a full spectrum approach to social justice, equity, and inclusion will result in the inefficiency we currently experience.

A transformed organizational structure will provide better avenues for clear and comprehensive assessment, the cornerstone to informing effectiveness and feasibility of projects and programs. Failure to do this will interrupt UVM's goal of building a globally aware community sustained by an inclusive, supportive, and just campus climate.

Impact: UVM has sufficient, qualified and committed individuals devoted to social justice, equity, and inclusion who can implement this paradigm shift. We have the resources (e.g., human, budget, and otherwise) with regard to what we now call "diversity" to transform the paradigm to an efficient, effective and feasible one. The impact of programs or initiatives hinges upon a reorganization. Externally, the recognition of profound and transparent effort with regard to social justice, equity and inclusion can only help recruitment and retention efforts of faculty, staff, and students from under-represented groups and the University community as a whole.

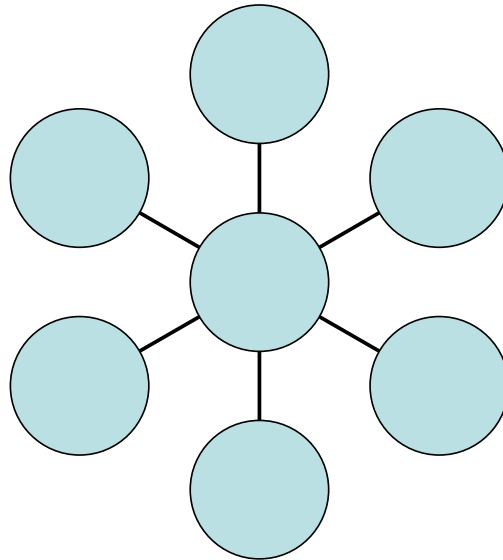
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Cost-effectiveness: We believe that many of the pieces are already in place. At this juncture there are no long-term new funds anticipated for this effort. The re-organization effort will admittedly require some short-term, one-time funds as positions are shifted and time is invested in the reorganization. It is recognized that oversight from the top will likely need investment. The Institute for Social Justice Equity and Inclusion will not require new funds.

Feasibility: This recommendation requires an examination of our current resources and long-term commitment. Feasibility is difficult to determine until we get a full sense of all the areas of effort campus-wide. The fact that many of the individuals and programs to be organized into this plan exist makes this endeavor quite feasible. This effort requires a creative look at redirecting current resources which may, in the long run, save money.

Suggested Matrices for Assessment: This action idea is one that sets the groundwork for high quality assessment through improved communication as well as reporting lines with authority, accountability, and budget. That said, many units already have strategic action plans with matrices and benchmarks regarding diversity.

FIGURE 1



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II. Strategic, Centralized Hiring Process

Strengthen efforts to recruit faculty, administrators, and staff from underrepresented groups by creating a centralized, strategic mechanism. Human Resources, using this mechanism, will coordinate efforts by undertaking the following:

- Expand networking opportunities (e.g., recruiting at conferences) and strengthen ties with institutions with missions serving students from diverse backgrounds (e.g., HBCUs, Tribal Colleges, etc.).
- Establish a “hiring fund” accessed by hiring officials to provide competitive hiring packages for candidates.
- Develop and implement institution-wide plans and programs to increase recruitment and retention of faculty, staff and students from underrepresented groups.
- Provide incentives and central funding for target-of-opportunity faculty hiring.
- Increase the potential of existing institutional and individual partnerships and create new partnerships.

Criticality: Recruiting and retaining faculty, administration, and staff from under-represented groups is essential to our future success. While some gains have been made, strategic and centralized coordination would broaden people’s awareness of best practices, create a more intentional and organized recruitment strategy, save resources from otherwise unsuccessful efforts, and build momentum in constructing present and future diverse pools.

Impact: A diverse student body, a central strategic goal and demographic necessity, will increase with an enlarged presence of faculty, administrators, and staff from underrepresented groups. The momentum gained through the presence of faculty, staff, and administrators from under-represented groups will increase the chances of hiring even more people from those groups.

Cost-effectiveness: Tried and true human resources practices for building a reputation and diverse hiring pools already exist. The expertise for achieving these already exists at UVM. Currently designated Department Human Resources Liaisons can construct and implement the strategic, centralized effort. The proposed “hiring fund” would require resources, but would be a wise investment. When used strategically rather than opportunistically, this approach will serve money otherwise wasted on failed attempts. The centralized system for coordinating recruitment and hiring would not replace current efforts but, rather, refocus them with more strategic and nationally proven approaches to recruiting members from underrepresented groups.

Feasibility: Feasible.

Suggested metrics: Percentage growth of diverse faculty, administrators, and staff by year (data currently collected by the Office of Institutional Studies).

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III. First Year Experience Class

Establish a First Year Experience (FYE) class that offers a common curriculum and pedagogy based on critical thinking, social justice and inclusivity, and student success.

- Students from under-represented groups report feeling over-exposed and unsafe in “diversity” courses as a result of resistant and uninformed attitudes expressed by classmates and/or the university community.
- FYE courses have proven track records for gains in critical thinking, social justice and inclusivity, student engagement, and student retention (references available upon request).
- Without a classroom opportunity where resources are presented and reinforced over time, first generation and low-income students often fail to access the University resources designed to help them succeed.
- Two existing successful models for this course already exist on campus: (1) The Community Development Curriculum used by Residential Life builds student satisfaction, engagement, and success, (2) The Intergroup Dialogue Course through Center for Student Ethics and Standards builds social justice and inclusivity.
- A multi-disciplinary approach to course content and delivery can counter the chilly climate otherwise present in a more rigidly constrained pedagogy.

Criticality: Failure to provide a common curriculum and pedagogy to students early in their academic careers continues to disadvantage under-represented students. Without a campus wide initiative, under-represented students will continue to bear the brunt of majority students’ difficulty engaging with mandated classes such as the six credit diversity requirement. With an FYE course, the classroom experience of majority students will improve as they become more prepared to fully engage in the 6-credit diversity requirement. An FYE course, conceived on the principles above, could set expectations, introduce students to the campus environment, set community standards, and, therefore, ease the negative experiences often encountered in diversity courses, particularly when taught by faculty from under-represented groups.

Impact: A focus on critical thinking early in students’ careers can increase student engagement in all areas of study, including UVM’s social justice and inclusivity curriculum as well as improve the retention rate.

Cost-effectiveness: An FYE course like this could improve student success, satisfaction, and retention.

Feasibility: Feasible. This course can be taught by existing faculty and staff as part of their current appointments.

Suggested metrics: Year FYE class was established; Number of schools/college participating in the FYE effort; Number of students taking the FYE course in the first year; Retention rates for students taking FYE courses versus retention rates for those who do not; Number of faculty teaching FYE courses.

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IV. Best Practices Models

Document and share institutional Best Practices Models about the recruitment of employees from under-represented groups and training and development regarding social justice, inclusion, and equity. Best Practices models could be developed from University units that have had notable success. For example, the Department of Residential Life and Rubenstein School have been extremely successful relative to staff training and faculty hiring, respectively. Comprehensive Best Practice Model materials (e.g., descriptive reports, “powerpoint” presentations) could be developed and shared among administrative and academic units to facilitate the spread of these successes institution-wide.

Criticality: The lessons learned from institution-specific successes within UVM’s culture and unique character are resources too valuable to lose or ignore. Documentation and sharing of this institutional learning is an effective and cost-efficient approach to change University recruitment, retention, and development practices. Internal consultants can network and share across units to change social justice, inclusion, and equity hiring and development practices.

Impact: Units with similar characteristics (e.g., Residential Life and Student Life, Rubenstein School and the College of Agriculture and Life Science, Community Development and Applied Economics) could be paired to share the Best Practices from the successful unit. This inter-unit sharing and communication can build ongoing networks and internal capacity.

Cost-effectiveness: Substantial expertise about the ways to achieve success regarding the recruitment, retention, and development of employees from underrepresented groups already exists. Rather than depending on external consultants unfamiliar with UVM culture and environment, internal consultants can share their Best Practices and expertise. Employees as internal consultants are more aware of the strategic times (e.g., slow cycles) when faculty and staff are most available for training and development. Training and development can organize the Best Practices effort and organize opportunities during “slow times” to provide training and development within the existing UVM infrastructure.

Feasibility: Highly feasible. The Best Practices materials, delivered by existing UVM training personnel, could be designed for dissemination in as few as two meetings. Additional personnel resources would not be required.

Suggested metrics: Track the number of inter-unit exchanges. Archive any materials associated with the Best Practices (forms, instructions, guidelines, etc.) by each unit on the Social Justice and Inclusion web portal (see below). Document and track the creation of these resources.

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V. “Consider Us” Campaign

Potential employees from under-represented groups are often unaware of the benefits of living and working in Vermont. Exacerbating this is that dominant culture Vermonters and UVM employees under-estimate the degree to which our community is attractive to members of underrepresented groups. A “Consider Us” Campaign could include

- widespread marketing,
- top 25 reasons to live and work in Vermont,
- messages targeted to specific populations of underrepresented groups,
- web resources,
- publication of hidden treasures,
- statistics on local communities of color,
- announcements of annual activities and events, and
- descriptions of potential areas for collaboration (e.g., colleges, non-profits, and area agencies).

Criticality: Marketing (or re-marketing) of UVM through a “Consider Us” Campaign should be taken into consideration when creating tools to promote our community. Tools can include, but not be limited to, websites, e-mail, personal connections, and printed materials. These tools can help UVM achieve targeted recruitment of underrepresented groups rather than the fractioned approach that currently occurs. The multifaceted approach can produce materials, or at least a template, that can then be used throughout the university.

Impact: The “Consider Us” Campaign can promote positive change regarding the potential to recruit underrepresented groups to campus. A widespread marketing effort is crucial to achieve a paradigm shift regarding equity, inclusion, and social justice. It has the potential to transform the way people think of UVM, both internally and externally.

Cost-effectiveness: The marketing resulting from the “Consider Us” Campaign could be achieved quickly and effectively with limited investment. Dissemination of the “Consider Us” Campaign content could financially mirror, augment, and reinforce current efforts and, therefore, not be cost prohibitive. In addition, the use of Internet-based modes of communication can decrease the cost of delivery.

Feasibility: Very feasible. Constructing the “Consider Us” Campaign could take time and effort but need not be a re-invention of the wheel. This project could be achieved as the result of a marketing class in the School of Business. A project like this could support the desired class outcomes while supporting a much needed University initiative.

Suggested metrics: Number of new employees assessed during New Employee Orientation who know of the “Consider Us” Campaign. Number of “hits” on a “Consider Us” website.

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VI. Name Change for “ALANA” and “Diversity”

Criticality: UVM’s climate for social justice, equity and inclusion will be enhanced with a shift in language from “diversity” (e.g., Six Credit University-Wide Diversity Requirement) and “ALANA” (e.g., the ALANA Student Center) to terms that better champion the University’s philosophy. “Diversity” is a euphemism for grouping unrelated peoples and issues together. As such, the term does not fully address the problems we are trying to address (e.g., privilege, racism, sexism, anti-Semitism, heterosexism, classism, dominance). We cannot manage a problem if we cannot name it. When we name something, the word draws our attention to it, which makes us more likely to notice its significance. Continued use of the term “diversity” blurs our vision and hampers efforts to create a climate of social justice, equity, and inclusion.

Similarly “ALANA” does not honor all members from under-represented groups to whom we want to pay particular attention. With a change in language, we have the opportunity to ensure that all students, faculty, administrators, and staff better understand the philosophy underlying the services, programs, advocacy, and policy concerning social justice, equity, and inclusion.

Impact: The shift in language will have immediate impact. If we are going to be part of a solution to a difficult legacy of marginalization, discrimination and exclusion, it is very important to understand the language we use, and claim ownership of the steps we must take to improve our community.

Cost-effectiveness: This change entails relatively minor costs associated with building signage, letterhead, etc. The process of exploring, vetting, and deciding more appropriate terms and language may take human and time resources, but this work is familiar to many and need not be time consuming or costly. New and updated terms suggested are “inclusion,” “social justice,” “equity,” and “cultural intelligence.”

Feasibility: Highly feasible. The campus is already doing the work reflected in the new language. The change is cosmetic yet more philosophically congruent with current University practice.

Suggested metrics: Target dates for change in title for campus offices, areas, programs, and services currently using the terms “diversity” and “ALANA.” Campus Climate Survey findings about the University community’s understanding of the re-named philosophy.

Stop Doing List:

- Six Credit Diversity Requirement changed to Six Credit Social Justice, Equity and Inclusion Requirement.
- Rename the ALANA Student Center.
- Rename ALANA Studies to a Discipline appropriate title (e.g., Ethnic Studies).

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VII. Comprehensive Leadership Development and Education Program

The Leadership Advancement Program and Comprehensive Educational Effort represent a two-pronged effort to enhance the leadership capacity of the University. The goals of this program are to increase the success of faculty, students, administrators, and staff from under-represented groups and build UVM as a more inclusive and equitable institution.

Leadership Advancement Program:

- Develop formal structures and processes to advance people of color, women, LGBTQA, and differently-abled people into the central administration and executive leadership (e.g. vice presidents, deans).
- Develop mentoring opportunities for underrepresented employees with the goal of career advancement.

Comprehensive Educational Effort:

- Establish mandatory supervisor training based on clear University expectations, goals, and values regarding social justice, equity, and inclusion.

Criticality: An institution's core values are visibly expressed in its structure and the occupants of that structure. When there is no or limited representation of underrepresented groups in executive leadership or strategically placed administrators, the "lived" values, in contrast to the "espoused" values, are painfully clear. Because current University leadership is predominantly white males, we lack the full range of valuable perspectives that will effectively guide the institution in the upcoming years. In the absence of a diversely-representative administration, even the most well-intentioned will fail to provide the leadership required in a pluralistic world. The resources and perspectives needed to achieve those goals are simply not present.

UVM has never seriously undertaken leadership development, career advancement, and training in a systematic or inclusive manner. Resources for training, education, and leadership development are available through the Diversity and Equity Unit, the Office of the Vice Provost of Multicultural Affairs, Training and Development, Center for Teaching and Learning, and Center for Cultural Pluralism. They lack a coordinated and centralized point of access to make them readily accessible to all UVM employees. Career advancement opportunities offered outside these "diversity" areas (e.g., Harvard Institute for Educational Management program) appear exclusive, arbitrary, and prejudicially distributed.

Impact: Visibly representative leadership supports the institutional values of equity and inclusion in symbolic and practical ways. The presence of senior leadership from the full range of groups enhances decision-making and creative problem solving. Students are directly effected when they interact with administrators and staff who represent a diversity of perspectives and/or are culturally competent. The more consistently UVM's supervisors, managers, and directors manifest these values in the workplace, the more success UVM will have advancing the goals of equity, inclusivity, and social justice.

Cost-effectiveness: Creating central organization for all diversity resources and leadership advancement opportunities will increase the impact and success of UVM's efforts in recruitment,

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retention, and advancement of a wide variety of institutional members. The resources expended on current efforts are not yielding the results desired.

Feasibility: Feasible. For staff, most education and development efforts involve informal learning and mentoring. An area (e.g., Human Resources, Training and Development) must be identified to institute a centralized, comprehensive effort. With this change, education and development will be more effective; leadership advancement processes will be more transparent and equitable; supervisory skills will improve; and institutional cultural intelligence will increase.

Suggested metrics: Develop standards to judge progress about the retention and advancement of faculty, administrators, and staff from under-represented groups. For example, number of administrators from under-represented groups; number of internal searches resulting in the advancement of people from under-represented groups; number of people involved in leadership advancement mentoring activities; and decrease in the number of affirmative action waivers requested.

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XIII. Reappointment, Promotion, and Tenure (RPT) Shift in Focus

The parameters for teaching, research, and service criteria for faculty from underrepresented groups must be re-focused.

- Redefine and refocus *service* for faculty from under-represented groups by decreasing the emphasis on departmental and college level service and increasing that of affinity group commitments (e.g., President's Commissions, ALANA Coalition). This realignment *must* result in uncompromised impact on RPT.
- Use *service* as an opportunity for faculty from under-represented groups (e.g., those without regular opportunities to interact with colleagues with their backgrounds; African Americans in predominantly white departments; women in predominantly male departments) to interact with other underrepresented colleagues.

Increase potential for success to tenure for faculty from underrepresented groups by strengthening the University Faculty Mentoring Program.

- Pair, where appropriate, under-represented faculty with mentors with experience in social justice, inclusion and equity.
- Expand the mentoring program to include social networking opportunities to promote community among new faculty from under-represented groups.

Increase RPT success of faculty from underrepresented groups through collection and better utilization of data.

- Strengthen current exit interviewing process to enhance data collected from departing faculty from underrepresented groups.
- Routinely analyze and interpret exit interview data to identify ways to improve the University climate for faculty from underrepresented faculty.
- Repeat the 1994 Institutional Studies performed recruitment and retention study on an semi-annual basis to track progress in the recruitment, retention, and success to tenure of faculty from underrepresented groups.

Criticality: UVM's current recruitment efforts of faculty from under-represented groups will not be successful without expanded retention efforts. This enhancement includes assessment efforts (quantitative and qualitative) to monitor progress and effectiveness.

Impact: Retention has a direct impact on recruitment success because it provides a diverse community in which faculty from underrepresented groups can live and work. We will not have the desired success recruiting a diverse student body unless we increase the numbers of faculty from underrepresented groups.

Cost-effectiveness: Initial expense would be minimal particularly if the coordination is included in the proposed new infrastructure and Vice President for Social Justice, Equity, and Inclusivity.

Feasibility: Feasible.

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Suggested Metrics: Periodic retention studies of faculty from underrepresented groups. Exit interview data. Evaluation of faculty mentoring program effectiveness aggregated by results of faculty from underrepresented groups.

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IX. Change via Leadership Policy

The purpose of this action idea is to increase the presence of University members from under-represented groups into the decision-making venues of the institution. Several relatively easy actions can be immediately instituted:

1. Invite University members from under-represented groups to leadership retreats and other policy-making committees.
2. Establish an annual Presidential State-of-Social Justice address to focus institutional attention on current initiatives.
3. Maintain leadership statements (e.g., President and Provosts webpage) on social justice, equity, and inclusivity in prominent locations with links to the UVM Diversity page and associated Presidential Commissions.

Criticality: The presence of under-represented groups at leadership retreats, on major decision-making committees, and within decision-making venues is negligible because UVM has failed to hire a full representation of peoples in upper administrative positions. When membership decisions are made according to the bureaucratic hierarchy, participation by University members from under-represented groups is insufficient. The current absence of people from under-represented groups in these decision-making venues is a significant loss. UVM needs their presence, input, and perspectives to promote success in a pluralistic world. Without their presence and leadership, change at the institution is difficult or impossible. Changing the manner in which participation in decision-making venues and leadership meetings is determined can increase inclusiveness, enhance participative decision-making, and spark creativity that meets the evolving needs of the institution.

Impact: Consistent leadership messages about equity, social justice, and inclusion establishes an operational environment and climate supportive of change in practice and attitudes. When the President and Provost include, through invitation and example, University members from under-represented groups, they clearly signal core institutional values and the importance of these community members to institutional success. Messages from the president and provost have a strong impact. Therefore, the effect of this effort is high compared to the effort expended.

Cost-effectiveness: This is a low, no, or cost-neutral recommendation. For example, leaders from under-represented groups can be invited to meetings and retreats while keeping the total number of people attending these leadership retreats unchanged. Another option could be to run the retreats and meetings in a more cost efficient way (e.g., different location) so people from under-represented groups can be included.

Feasibility: Extremely feasible. Broadening of participation in the President's Leadership Retreat could be implemented this January. Inclusion in decision-making venues could commence immediately. The expression of leadership messages could start immediately.

Suggested metrics: Track the number/consistency of messages about social justice, inclusion, and equity and level of messenger (e.g., President, Provost, Deans, etc.). Tally the attendance of people from underrepresented groups in leadership meetings and record over time.

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X. Social Justice and Inclusivity Web Portal

Expand the functionality of the existing UVM Diversity Page (www.uvm.edu/~diversit/) to a web portal format to enable faculty, students, staff, and administrators to access resources related to social justice, inclusivity, and equity. All members of the UVM community can be empowered regarding these issues by having access to the most up-to-date and efficacious knowledge. This empowerment through knowledge can be a first step for a wide range of community members to engage in positive change for our campus climate. The Social Justice and Inclusivity Web Portal could be linked to MYUVM web portal to increase accessibility and resourcefulness. The Web Portal could better engage faculty, encourage the involvement of less visible community members, and make links to current University resources including the Center for Teaching and Learning.

Content on this Web Portal could include social justice courses, course development resources, curriculum requirements and guidelines, UVM and Burlington events, multicultural tools, links to non-UVM resources (e.g., <http://www.edchange.org/> and <http://www.diversityweb.org/>), discussions, streaming video, web-based materials, and media focused on social justice, equity, and inclusion.

Criticality: Efficient connection to existing resources is essential in today's fast changing and information burgeoning world. The UVM community needs assistance in finding and using existing and developing resources. Insufficient resources puts the educational offerings at UVM at a competitive disadvantage.

Impact: When faculty, staff, students, and administrators use these existing resources, they are better able to perform their jobs, learn, and promote the University's common values across the entire university.

Cost-effectiveness: Feasible. In the current educational environment, web-based information distribution and access is the most effective way to disseminate a wide-range of resources to large audiences. This opportunity did not exist 20 years ago. This function could be included the library's function as part of their mission of resource distribution and collection

Feasibility: Very feasible. Using existing Center for Teaching and Learning and graduate student (e.g., HESA) resources, this portal and its resources could easily be developed. Funding could be provided via existing mechanisms and reordering of priorities and initiatives with less opportunities for success.

Suggested metrics: The use of the web portal is easily tracked through web "hits" and page access data. The impact of the use, while impossible to measure specifically, could be included in overall "diversity/inclusivity" metrics reflecting change at the institution.

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Ideas Not in the Top 10

Objective 1: Implement plans and programs to recruit and retain a critical mass of faculty, staff, administrators, and students from diverse backgrounds.

- Partner With Feeder Institutions For Faculty.
- Clear Up the Current Disarray About International Education.
- Develop institutional intervention strategies for recruiting and retaining diverse faculty.
- Reinstitute the Henderson or other post-doctoral fellowship program.
- Re-vamp our current mentoring system for new faculty

Objective Number 3: Cultivate an inclusive and responsive university climate underscored with fairness and equity.

- Create a Diversity Requirement Faculty Group.
- Increase Community Interaction.
- Encourage university contracts with a diverse group of socially responsible vendors.
- Represent diversity in campus art and architecture.
- Implement a Diversity Assessment Plan a regular schedule of administering climate studies and developing ways to respond to the climate study findings.
- Create more evidence based responses to the diversity changes being proposed.
- Top-down accountability.

Objective Number 4: Increase diversity related knowledge, encourage interaction among diverse university members, and build understanding of differences through programs, services, and policies.

- Competency-based approach for multicultural in all curriculum.
- Interdisciplinary Efforts.
- Increasing Student and Faculty Collaboration on Diversity Research.
- Increase support of ALANA U.S. Ethnic Studies Program and Women and Gender Studies Program. Support creation of Queer Studies program/department.
- Create and include diversity initiatives where needed in operational budgets, not only those funded by special initiatives.

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UPC Academic Programs Action Ideas

Final Report
November 20, 2008

**(I) Beyond the Classroom: Undergraduate Research, Internships,
Service Learning and Study Abroad Opportunities**

Action Idea. Create opportunities for undergraduates to participate in research at UVM, engage in a service-learning experience, do an internship at an independent organization, or participate in a significant and scholarly study-abroad experience. While it is recognized that undergraduate research opportunities typically increase as the student progresses toward graduation, efforts must be made to increase and enhance the spectrum of first and second year possibilities.. An increased array of summer internships, some available between first and second year, should be sought.

Note:Very little of the support for this action will likely come from external grants, necessitating some continuous general fund support. Government, foundation or donor support support should be sought.

A longer term goal is to have an umbrella *beyond-the-classroom* scholarly-based graduation requirement that is satisfied by one of the activities described.

Rationale. (1) Hands-on learning is generally recognized as very effective. The *beyond the classroom* activities proposed are envisioned to show the relevance of classroom material, help create connections among various aspects of the material, provide a concrete setting for underlying concepts, and increase interest, focus and participation in the classroom. Some disciplines will support original research, while others may not but will nevertheless be able to offer a research environment suitable to the level of the students and will be able to offer learning situations similar to original research.

(2) As these undergraduate opportunities become institution-wide and reasonably available, they will make excellent recruiting and retention assets. For incoming high schools students, such an opportunity fairly early in their college career would be very appealing. As a retention tool, the engagement presented by these opportunities will considerably increase the satisfaction of their UVM program. Retention would correspondingly increase.

(3) The long-term expansion of undergraduate research capabilities and internship or service learning opportunities will enhance the value of the UVM degree. This value-added component will improve the public and employer perception of our degrees, benefiting all graduates and the institution as a whole. To our mutual benefit, relations and interactions between UVM and local/regional businesses will increase.

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(4) All of these experiences, especially study abroad and service learning, expose students to environments well beyond that at UVM and perhaps beyond any they have yet experienced, an invaluable component to a UVM education.

Metrics. (1) The number of undergraduates engaged in research, service learning, study abroad, or internships. (2) The number of publications that include undergraduates as an author. (3) The level of participation in undergraduate conferences. (4) The number of undergraduate theses presented to meet graduation requirements. (5) Collect and tabulate student experiences from these activities as reported in a required essay or exit interviews.

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(II) Establish Outcomes and Assessments

Action Idea. On a departmental and college or school level, establish program outcomes and objectives. Each outcome should have an associated assessment instrument to decide on the degree of accomplishment in meeting learning outcomes, with an announced timetable to consider modifications in the program to increase achieving those outcomes. All departments and units must establish this loop of outcomes, assessment, and modification.

A longer term goal is to have all academic programs on campus assessed in rigorous, regular and consistent ways for the purpose of maintaining high standards and allowing informed decisions on strategic planning.

Integral components of this action include:

1. The University should appoint an “*assessment guru*” who would guide programs or units in establishing outcomes and associated assessment tools. This is a university-wide position, perhaps in the Provost’s office.
2. As units gain experience with this process, the process itself will be extended to the university as a whole, leading to the establishment of university outcomes with assessment and modification processes. The goal is for a minimal number of university outcomes with corresponding assessments applied uniformly.
3. UVM should establish internal accreditation for all programs that do not have external accreditation. The internal accreditation would be part of the Academic Program Review. Failure to obtain accreditation – “out of compliance” – would have a prescribed timetable for adjustment. Resources to the program could be either decreased or increased, as appropriate, to remedy any continued non compliance. All aspects of programs must be examined in the internal accreditation process: courses, degrees, faculty, space, labs, alumni carrier choices, etc.

Rationale. Assessment is now a cornerstone of the university accreditation process. Federal funding agencies are increasingly expecting an assessment process related to grants awarded to universities. Many programs on campus already undergo accreditation reviews by external boards or agencies – these reviews include an evaluation of the program’s outcomes and objectives *and the institutional support for that program*. The “internal accreditation” process must be as thorough and comprehensive as these external reviews. In particular, each must contain an assessment of outcomes, objectives and institutional support (space, faculty numbers and workloads, resources, etc.), so that the administration and the faculty may plan for future development, strategic planning, and reallocation using an informed basis. Prospective students and parents are interested in the value-added aspect of a college education at UVM. National agencies that rank universities use assessment tools in their analyses.

Metrics. This entire action idea is about measurement of student achievement. However, the extent to which programs undergo adjustments and modifications to further their success toward stated outcomes should be compiled, analyzed and published. A report should be generated each May listing the number of programs

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with specific outcomes established along with assessment processes and planned modifications when appropriate.

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(III) Interdisciplinary Issues

Action Idea. Introduce, expand and reward interdisciplinary activity by:

1. Through the library, set up university “think tanks” for posting requests for help with research ideas, requesting assistance from other disciplines for ongoing research, listing unsolved problems, requests for proposal contributions, etc.
2. Set up web-based repositories for both discipline-related and interdisciplinary work. These repositories would be a place to list faculty areas of expertise, post ideas and results. These repositories would be maintained through the library.
3. Provide more focus and direction for engagement with students for both the Marsh Professor-At-Large and Burack programs. Two suggested avenues are:
 - a. Invite these scholars to present two lectures to first- or second-year students in large classes (about 150) on a Monday-Wednesday or Tuesday-Thursday schedule with a campus-wide talk on the intervening evening.
 - b. On a rotating basis (two or three per year), select three loosely related programs which would decide on a single visiting (Burack) speaker who would be of interest to faculty and students in each program. This would be a smaller but more frequent version of the Aiken series.

Quick Win: Establish an annual university-wide interdisciplinary poster day and team award.

Rationale. The departmental structure of the University emphasized scholarship in the disciplines represented by those departments. Interdisciplinary research is hampered by lack of information about what others are doing, by a lack of contact between faculty, and by parochial viewpoints in some departments about the acceptability of research outside the mainstream. On the other hand, many societal problems are multi-faceted, requiring expertise from more than one discipline. Similarly faculty want students to connect the knowledge obtained in one setting to that in another and yet there is too little campus activity addressing that goal.

Metrics. The action ideas in this category are mostly events such as inviting scholars to UVM, and streamlining and focusing the Burack and Marsh series, or the creation of web sites such as the think-tanks and repositories. These are easily measured. Evidence of achievement of the overall goal of increasing interdisciplinary activity would include increases in (1) funding in research with co-investigators from many parts of campus, (2) journal publications with multi-disciplinary authors, (3) student projects with two or more faculty advisors from different departments, (4) new courses that span disciplines, and (5) the number of students involved in the activities in item 3b.

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(IV) Program and Curriculum Development Processes

Action Idea. Curricular development must be improved as follows.

1. Provide more transparency and accountability about how curricular decisions are made by
 - a. Clarification of the role of deans, faculty and students in the process of introducing new majors or minors.
 - b. Require evidence of student demand or institutional need when proposing new programs. Proposals for new programs must address their relationship to the University strategic plan. Proposed new programs must undergo a preliminary “internal accreditation” review *before* they are approved (see (II)).
 - c. New proposals must contain a brief summary of the program. This will be posted on the Senate web site as soon as the proposal is sent to Curricular Affairs.
 - d. Through a systematic process, perhaps linked to APR, gradually increase the level of academic challenge, rigor and expectations in all programs (see also (II)).
2. Improve collaboration with nearby institutions to offer additional courses, minors, majors. Consider creating a **Three Colleges** synergism with St. Michael’s College, Champlain College and UVM similar to the Five Colleges model in Massachusetts, so that students might eventually seamlessly take approved courses for UVM credit at these institutions (and vice versa).

Rationale. (1a) While the faculty have dominion over the curriculum, it is not clear who is responsible for creating new programs and phasing out current programs. (1b) When creating new programs, long-term goals (strategic plan) and local (student) demand must be balanced. (1c) Faculty, often including the Faculty Senate, are not aware of proposed new programs until they are presented as approved at a Senate meeting. The suggested change provides for much earlier notification and hence the opportunity for broader input. Item (1d) addresses the first criterion by which students choose a university: academic quality. To remain competitive UVM must continuously, deliberately and thoughtfully improve its academic offerings.

Item (2) will provide extended opportunities to UVM students such as journalism courses or English as a Second Language. It will strengthen the overall educational profile of Vermont. Particularly in times of economic stress, by working together with our sister institutions in the area, we may diversify our academic offerings by utilizing the strengths of other colleges, while making the Burlington higher education climate significantly more attractive to prospective students.

Metrics. The primary issue for item 1 is involvement by the university community in the decision-making processes of and refinements to new programs. At a minimum,

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the web site set up to inform the faculty of these needs a “hits” counter. Item (2) is measured by the amount of inter-college course sharing that takes place.

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(V) Recruitment and Retention

Action Idea. Recruitment of excellent students each year and the ability to offer an educational experience that keeps them at UVM is critical. The following steps should be undertaken to further these goals:

1. Invest in undergraduate research, service learning, internships, and study abroad. (See (I) above.)
2. Bring world-class scholars to campus specifically for interacting with first- and second-year students as part of their academic program experience, not just as an “option.” (See (III) above.)
3. Develop on-campus advertising and announcement protocols that *really* reach students such as:
 - a. A single web site for academic support help; with an A-Z directory;
 - b. The use of Blackboard in conjunction with course web pages;
 - c. Central one-stop help stations around campus;
 - d. Common web location for all courses with course syllabi where possible;
 - e. The Lynx;
 - f. Big screens in the Davis Center;
 - g. Flyers in the Davis Center;
 - h. Notices near email login sites;
 - i. Event announcements on the UVM portal system
 - j. UVM Facebook.
4. Recruit and retain international students in cooperation with St. Michael's College to provide ESL support.
5. Hold a Scholars Day separate from Admitted Student Visitation Days for high ACE score high school students
6. Increase graduate student stipends.
7. Make concerted efforts to reduce, wherever possible, costly course requirements such as new text books for every course. (Academic programs and faculty should plan strategically to use the same book for multiple courses, use course notes, web-based or library-based materials, recycle texts or other required components, etc.)

Rationale. The recent “branding” of UVM by an outside consulting firm showed that academic quality is the top consideration for students when choosing where to go to college. Items 1 and 2 will advance the academic quality of UVM.

In spite of many notices, students are still often unaware of help opportunities. The ideas in item (3) will address this and enable students to take better advantage of tutoring and mentoring opportunities. Item (6) involves maintaining a competitive platform for attracting talented graduating students.

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Metrics. The annual yield of admitted students and their overall quality should increase. The retention rate should move into the mid-90 percent. The number and quality of graduate students should increase.

Goal 4: Scholarship: Focus and strengthen research, scholarship, and the creative arts, and develop outstanding graduate programs that support the creation and sharing of knowledge.

Action Item Committee Ranking in Order of Importance:

- Priority 1: Objective 4G
- Priority 2: Objective 2C
- Priority 3: Objective 2D
- Priority 4: Objective 1A
- Priority 5: Objective 3F
- Priority 6: Objective 2E
- Priority 7: Objective 1B
- Priority 8: Objective 5I
- Priority 9: Objective 5H
- Priority 10: Objective 6K
- Priority 11: Objective 6J

Goal 4: Scholarship: Focus and strengthen research, scholarship, and the creative arts, and develop outstanding graduate programs that support the creation and sharing of knowledge.

Objective 1. Continue to make focused investments in infrastructure and technology that support research, scholarship, and the creative arts.

Action Item A: Create a University office to manage the operation of all core research facilities and to implement a strategic investment plan for enhancement of core research facilities (Priority 4).

Rationale:

Shared core facilities have become a mainstay in academic and industrial settings and are now critical to the research institutes they serve. Such core facilities are integral in providing investigators access to comprehensive research support systems including state-of-the-art facilities, technologies, and dedicated expertise. To ensure and maintain our position as a premier small research university, the need for coordination of strategic investments in technology infrastructure, assessment, acquisition, and access to new technologies (locally or regionally), including standard methods of budget and fee structure development, must funnel through a centralized person or office. The foremost important elements for all core facilities are the quality of the data generated, how they are delivered and supported, and the ability to meet the changing demands of the user community.

This office would be responsible for all core facilities planning, including financial oversight (operating and capital); space planning and advocacy; administrative support (developing MOU's); cataloging, publication and communication; participation in and review of institutional strategies and goals for research; brokering access to regional resources; development of sustainable business plans; avoidance of hardware duplication; and participation in technology assessment. This office would develop and implement a central depository for business plans, billing and utilization data, core facility budgets, and outcomes, including grants and publications.

Metrics and Monitoring:

First, an institution-wide overview of existing facilities would be required. This would include reviewing the impact of the existing facilities on research competitiveness, and deciding which facilities to sustain on campus. This new office would evaluate the effectiveness of cores through monitoring of specific financial and technical parameters. Core directors would develop five-year business plans and budget analysis tracking (deficit, surplus), costs comparisons of similar services from cores or companies in region, and surveys of user's satisfaction of core service would be undertaken annually. Technical metrics would include internal and external benchmarking of techniques or services provided in each core similar to Clinical Laboratory Improvement Act (CLIA) or Good Manufacturing Practices (GMP) certified labs.

Goal 4: Scholarship: Focus and strengthen research, scholarship, and the creative arts, and develop outstanding graduate programs that support the creation and sharing of knowledge.

Objective 1. Continue to make focused investments in infrastructure and technology that support research, scholarship, and the creative arts.

Action Item B: Build a New Research Inhalational Facility at UVM (Priority 7).

Rationale:

UVM has a venerable and ongoing research program on the effects of inhalational exposure to environmental toxins, pollutants and allergens. For the past twenty years, a state-of-the-art inhalational facility for studying the effects of agents such as asbestos, allergens, nitrous oxide, and acroline has been operating in the Votey engineering building under the direction of Dr. David Hemenway. However, Dr. Hemenway's recent retirement and the aging equipment and physical plant in the Votey facility, together with the fact that it occupies prime engineering real estate that is destined for other uses, means that we are in urgent need of a new exposure facility. Currently, there are a number of funded research projects, mostly through the NIH, for which an exposure facility is critical. These projects bring in several million dollars annually. Furthermore, research on inhalational exposure is an area of research excellence that UVM should be aggressively pursuing in view of its image as a "green" university and because it bridges health and the environment, the two major foci identified in the UVM vision statement. Finally, an exposure facility would constitute a very important part of the research environment necessary for the future of the Vermont Cancer Center. These considerations make it an extremely high priority that a new inhalational exposure facility be built at UVM. A new facility will most likely be situated at the Ungulate Research Facility on Spear Street so new space would not be necessary. Several experts in the field at other universities have been contacted for their advice, and Dr. Edward Postlewaigte, Director of the School of Environmental Health at the University of Alabama, recently visited UVM for the express purpose of advising on the matter.

The key steps in developing a new facility are:

- 1) Hire an engineer/manager to oversee the day-to-day operations of the new facility. This will most likely be a staff person who is trained in the engineering aspects of running an exposure facility, with expertise in air handling systems, generation of aerosols and particulates, and biosafety,
- 2) Develop, with the involvement of the engineer/manager, a set of plans for the new facility that will meet the current needs of funded UVM researchers, and also be expandable for future developments,
- 3) Involve the architects and contractors necessary for construction of the facility.

Metrics by which the success of the new facility can be measured include:

- 1) extramural grant dollars awarded,
- 2) publications,
- 3) national and international collaborations,
- 4) demonstrable additions to UVM's notoriety as a major center for environmental exposure research.

Goal 4: Scholarship: Focus and strengthen research, scholarship, and the creative arts, and develop outstanding graduate programs that support the creation and sharing of knowledge.

Objective 2. Align university policies and practices to increase support for and reduce barriers to productivity and excellence in research, scholarship and the creative arts.

Action Item C: Hire a number of college- or department-located grants staff to remove the current burden of grants administration from faculty members, effectively allowing them to focus on the *scholarly* activity of their grants (Priority 2).

Rationale:

Many faculty members who are currently successful at obtaining large national grants report that they need significant help with respect to grant management. They have worked hard to obtain grant dollars for the university, but are currently facing considerable difficulty in managing these grants on their own. Local (College/Department) support varies widely across the University in its availability and effectiveness. There are multiple ways that this issue could be addressed and the responsibilities of such grants staff would likely vary across departments/programs. The committee was particularly interested in hiring department grants staff/research administrators that would help faculty to (1) *manage* successful grants, including tracking budget expenditures, preparing final reports, preparing proposals (especially for electronic submission), preparing budgets for submissions, etc., and (2) *interface* with staff in the Office of Sponsored Programs (OSP), Grant and Contract Administrative Services, and other relevant central administrative offices regarding proposal preparation, financial management, continuing review and other relevant issues. Accordingly, these individuals should be *exceptionally* well-trained in accounting and grants management. The exact number of these recommended positions should be based on demonstrated college and departmental need across university.

Process Metric:

Set up timetable for (1) identifying where such staff members should be located, (2) when they will be hired, and (3) recruitment and hiring them. Communicate to faculty well in advance that these positions will be available, so that they can effectively plan use of these staff positions into their grant activity. Set up process for identifying and monitoring responsibilities of these staff members, and how they will interface with OSP/Grant and Contract Administrative Services, and other administrative offices.

Goal 4: Scholarship: Focus and strengthen research, scholarship, and the creative arts, and develop outstanding graduate programs that support the creation and sharing of knowledge.

Objective 2. Align university policies and practices to increase support for and reduce barriers to productivity and excellence in research, scholarship and the creative arts.

Action Item D: Utilize a variety of mechanisms to reduce teaching loads for tenured and tenure-line faculty to allow additional time for research and scholarship (Priority 3).

Rationale:

Potential reduction and/or redistribution of teaching responsibilities should allow for individualization and flexibility to build on the strengths and interests of faculty as well as departmental needs. For example, someone's mutually agreed upon workload might include teaching fewer courses while documenting a greater effort toward research, scholarship, or creative arts. Someone else's mutually agreed upon workload might include teaching additional courses with a smaller emphasis on research, scholarship, or creative arts.

This action is important because it begins to address one of the most commonly cited barriers to productivity and excellence in research, scholarship and the creative arts --- **time**. More available time provides the opportunity for faculty members to pursue grants or other external funding, conduct research, engage in other scholarship, or in creative arts. Potential changes in teaching loads should also take into account student advising, practicum, graduate committees, or other duties associated with some teaching loads or program requirements (e.g., licensure or certification programs).

Potential Metrics:

Pre-post measures such as: (a) number of grants/contracts submitted, (b) number of grants/contracts awarded, (c) amount of external funding received from all sources (e.g., grants, contracts, cooperative agreements, fee for service), (d) number of publications in refereed sources, (e) circulation numbers of published work (refereed or not), (f) citation rates of published works (e.g., *Web of Science*), (g) impact factors of journals where works are published (e.g., *Journal Citation Reports*), (h) impact of work in the field (e.g., document via web sources places where the work is being utilized by other researchers, practitioners, policymakers, etc.).

Goal 4: Scholarship: Focus and strengthen research, scholarship, and the creative arts, and develop outstanding graduate programs that support the creation and sharing of knowledge.

Objective 2. Align university policies and practices to increase support for and reduce barriers to productivity and excellence in research, scholarship and the creative arts.

Action Item E: Competitive funding of release time for scholarly activities (Priority 6).

Rationale:

One of the most consistently cited barriers to faculty participating in scholarly activity and research is the lack of time. One approach to obviate this problem is to create a fund so that individual faculty members can buy release time from their other activities, especially teaching. Funding should be competitive based on review of applications that demonstrate the ability and commitment of a given faculty member to their particular scholarly goals. The release time would span a minimum of one and a maximum of three semesters. In the case of multiple semester awards, brief progress reports would be required prior to the initiation of the second or third periods. A final progress report will also be required.

Metrics:

Process – The process metrics would simply constitute a record of the numbers of awards given, the name of the faculty member, their department and college, and the duration and amount of their award.

Outcome Metrics – The outcome metrics would be based on a report of what was achieved during their release time and more importantly the eventual product in terms of scholarly output, manuscripts, creative activities, extramural funding received, national recognition or awards, etc.

Goal 4: Scholarship: Focus and strengthen research, scholarship, and the creative arts, and develop outstanding graduate programs that support the creation and sharing of knowledge.

Objective 3. Meet the special needs of graduate students for financial support, professional development, support services, mentoring and intellectual community.

Action Item F: Tuition for all graduate students will be set at the in-state rate (Priority 5).

Rationale:

High tuition costs for out-of-state students combined with limited funding for graduate students and relatively high cost of living in Burlington means that UVM loses out on many qualified applicants to our graduate program: we lose both in terms of numbers who enroll and in terms of the quality of students.

Metrics:

a) Process: we should be able to assess in two ways

(i) increase in number of applicants who choose to enroll upon acceptance

(ii) increase in quality (measured by normal application factors) among those who choose to enroll

* we might even see an increase in total applications

b) Outcome: long term, a general improvement in the health of graduate programs especially in those that rely on graduate students as research assistants; increased in scholarly productivity among faculty who depend on research assistants

Goal 4: Scholarship: Focus and strengthen research, scholarship, and the creative arts, and develop outstanding graduate programs that support the creation and sharing of knowledge.

Objective 4. Create and implement a UVM Research Strategic Plan that provides a roadmap and a process to measure success and allocate resources to mutually enhance research foci and graduate education.

Action Item G: All departmental chairs at UVM must detail an annual plan and budget describing their approaches to foster and grow research, scholarship and creative arts. Subsequent years will include an analysis of previous year's progress towards shared goals. Progress will be rewarded; lack of progress will lead to forfeiture of resources (Priority 1).

Rationale:

Each department will articulate their own Research Strategic Plan which will be consistent with the overall UVM Research Strategic Plan. The plan will make focused investments in infrastructure and technology that support research, scholarship, and the creative arts. Resources will be allocated more efficiently and together, will constitute a centralized database of the resources needed department by department. This will provide UVM with the information to assess future improvements while allowing departments to evolve and differentiate as appropriate.

The plan should include:

- A. Introduction (mission of the department)
- B. Statistical data (students, faculty, rank, etc)
- C. Resources the department will need the following year with the appropriate rationale (faculty, equipment, space, etc)
- D. Enhancement in the performance of the department when the plan is operationalized.

Metrics:

- A. Student and faculty satisfaction surveys;
- B. Budget analysis tracking;
- C. Department should provide report of how the additional resources were used and if they improved the performance of the department.

Goal 4: Scholarship: Focus and strengthen research, scholarship, and the creative arts, and develop outstanding graduate programs that support the creation and sharing of knowledge.

Objective 5. Foster applications of discovery, innovation, and invention to improve the well-being of Vermont, the region, and the world.

Action Item H: Create a university-industry affiliates program whereby members of the industry sector may become affiliated with specific departments, schools, programs and/or divisions in order for these academic units to develop relationships with industry partners whose interests closely align with their own. Program features might include scientific exchanges, student internships, participation of industry partners in faculty research presentations, and partner options to license University inventions (Priority 9).

Rationale:

University-industry affiliates programs exist at many higher education institutions and have demonstrated benefit. They provide a vehicle to accelerate and streamline interactions among industry scientists, university faculty, and students. Industry partners have access to faculty research through department research presentations and lectures; have access to top students for recruiting purposes; may benefit from student internship programs at their sites; and provide a vehicle for early stage technology transfer. In turn, these partnerships provide participating academic units with unrestricted research funding; generate sponsored agreements and licenses; and provide a laboratory for research faculty and students.

Metrics:

Process: Metrics would include documenting that following:
Identification of specific unit/positions to implement and coordinate the program,
Effective guidelines, fee structure, and agreement templates developed,
Quality marketing/promotional materials developed,
Number of academic unit leaders committed to pursuing this option and,
Number of affiliate partnerships developed.

Outcome: Metrics would include the quantity and quality of the following that result from affiliation:
Scientific exchanges,
Sponsored agreements,
Student internships,
Student recruitments and,
IP licenses

Goal 4: Scholarship: Focus and strengthen research, scholarship, and the creative arts, and develop outstanding graduate programs that support the creation and sharing of knowledge.

Objective 5. Foster applications of discovery, innovation, and invention to improve the well-being of Vermont, the region, and the world.

Action Item I: Graduate Course in Small Business Development (Priority 8).

Rationale:

Taking a novel idea for a product from proof-of-concept through to the point where they can form the basis for a small business (i.e. entrepreneurship) is a complicated process involving the creative process, knowledge of the regulatory environment, market analysis, and the development of a business plan. In many ways, the people at UVM most suited to taking on such a challenge are students. Students have the necessary energy and enthusiasm. Students are also at a point in their lives where risks tend to seem worth taking. Students are also often very excited by the notion that they might be able to create something that can make money and generate jobs. The problem is successful creation of a small business requires both the ability to have an initial idea related to some (usually technical) area, together with an understanding of the business world. This is not a skill set often found in a single individual (cf. the situation with multidisciplinary research and the faculty). However, with the right combination of students from appropriate disciplines, the necessary skills could be brought to bear on the development of small businesses aimed at improving well being through discovery, invention and innovation.

This proposal is to create a senior or graduate level cross-campus course at UVM in which students of business and financial studies combine forces with students in engineering, medicine, science, etc. to create business plans for startup companies based around a novel idea. Such a course will promote teamwork among students with complementary backgrounds, while substantially expanding the knowledge base of all involved. The first semester of the course will involve relevant coursework with the development of ideas for a product, service or company. During the second semester students will develop a business plan that includes planning the tasks necessary to incorporate a company, obtain financing, and run the operation for a year. Student performance could be assessed by a panel of experts both from UVM and from the Vermont business community. Those projects deemed worthy could even be given initial support for realization within the VCET incubator on the Trinity Campus of UVM.

Metrics for the success of the course include:

- 1) numbers of students enrolled,
- 2) involvement in and accolades from the business community,
- 3) number of business plans developed
- 4) number of successful startup companies
- 5) career opportunities resulting from course and student exposure in the business community
- 6) demand from the business community for students from the course

Goal 4: Scholarship: Focus and strengthen research, scholarship, and the creative arts, and develop outstanding graduate programs that support the creation and sharing of knowledge.

Objective 6. Earn external recognition that UVM numbers among premier small research universities.

Action Item J: Create outstanding Graduate College marketing materials including those for the Biosciences Consortium. Allow the Dean of the Graduate College or designee to oversee and stylize the marketing materials that are produced by each program, creating strong UVM brand identification (Priority 11).

Rationale:

Graduate College marketing materials are currently created by each individual program. Some programs do this better than others. This action item will ensure that resources for marketing and design can be shared, and branding can be strong. It will also increase graduate college enrollment with strong PhD candidates in areas where research money exists.

Metrics:

External recognition is less tangible, but certainly increased applications and research money is measurable. Measure the increase in applications for graduate programs under the Biosciences Consortium and measure extramural research funds coming in to UVM to see if objectives are met.

Goal 4: Scholarship: Focus and strengthen research, scholarship, and the creative arts, and develop outstanding graduate programs that support the creation and sharing of knowledge.

6. Earn external recognition that UVM numbers among premier small research universities.

Action Item K: Increase the public relations profile of the scholarly activities of UVM faculty members (Priority 10).

Rationale:

Clearly it is necessary for faculty to report to chairs, chairs to deans and deans to the Provost concerning their research, scholarship and creative activities on an annual basis. This information will inform and guide PR activities. In addition, however, it is important that noteworthy successes are reported in a more timely fashion. For example, those publishing manuscripts in high impact journals should inform PR officials to make sure that UVM receives appropriate coverage in the media celebrating and advertising such important publications. A consistent approach to this reporting will over time enhance the reputation of UVM as a research and scholarly institution.

Metrics:

Process – The process metrics would be simply to tally the number of times that the work of the faculty are reported in both local and national media. Any sequelae of such reports such as interviews or subsequent articles.

Outcome Metrics – Doubtless there are metrics in the public relations world that can be measured or at least used to infer whether the reputation of the institution is improving. We defer to such experts for the identification of the appropriate metrics.

**Reports Submitted to and Under Review by the
University Planning Council**

DATE: 21 November 2008
TO: Dale Jaffe
FROM: Student Experience Community
RE: Committee Report

Student Experience Committee Report:
Student Experience Working Group

Membership:

Chair Sherwood Smith

Faculty

Joel Goldberg, Associate Professor, Chemistry, CAS

Jeanene Light, Associate Professor, Library

Sherwood Smith, Lecturer, Integrated Professional Studies, CESS

Staff

Amy Corwin, Student Services Professional, International Education Services

Eileen Hanerfeld, Administrative Coordinator, Faculty Senate

Ellen McShane, Director, Academic Support Programs

David Nestor, Associate VP and Dean of Students

Tamara Plummer, Office of Student Life

John Sama, Director, Living/Learning Center

Carrie Williams-Howe (Service Learning)

Beth Walsh, President, Staff Council

Students

Matthew Van Jura, GSS appointee

Abstract:

Members of the Student Experience Committee represented faculty, graduate student and staff at the University of Vermont. The committee's charge was to define key actions related to each objective. There were three two hour meetings during the month of November 2008. Committee developed three major areas for the UPC to focus on in the future:

- I Five Overarching Values,*
- II Four Long Term Priorities and*
- III Six Quick Fixes with small costs.*

The committee defined four overarching principles that are a critical foundation to the overall process of "providing a distinctive university experience that prepares students for success as accountable leaders in the 21st century. (UVM Strategic Plan 2009-2013: Sustaining the Advance. p 4)":

- 1. Provide a holistic approach to wellness (Emotional, Physical, Psychological & Spiritual)*
- 2. Address issues of social justice & diversity,*
- 3. Utilize of universal design to create the most inclusive climate ,*
- 4. Maintain collaboration, integration and coordination across all levels of UVM,*

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All items have been prioritized in list form. The committee acknowledges that our list of long term issues contains only 4 items but we thought these incorporated sufficient other areas to effectively address our charge, especially in combination with the four overarching values to be addressed.

Each item presented as a long term priority is linked to the related objectives presented in the Strategic Plan 2009-2013. The overall list of objectives is given below.

Objectives list under each of the four items are arranged by priority.

STUDENT EXPERIENCE OBJECTIVES ONE THROUGH FIVE

Ensure that the foundations of a contemporary liberal education – critical thinking, high-level speaking and writing ability, research skills, and problem solving – permeate the academic experiences of all UVM students.

Infuse a broad understanding of and personal responsibility for health and wellness, environmental stewardship, and sustainability throughout the academic and co-curricular experiences of all UVM students.

Develop in students the knowledge and skills to be leaders addressed through an emphasis on problem-based and experiential learning and by providing well organized opportunities for service learning and mentored research.

Enhance a global perspective, transnational knowledge, and international experience among UVM students, faculty, and staff. Give every first- and senior-year undergraduate the opportunity to take courses and engage in co-curricular activities that facilitate successful transitions into and out of college life.

Make the best practices and models of academic advising and mentoring available to every student

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I.

FIVE OVERARCHING PRINCIPLES:

A.- Provide a holistic approach to wellness (emotional, physical, psychological and spiritual)

B –Addressing social justice & diversity issues,

C - Use of the universal design model to address equity of curriculum,

D- Foster the Campus values collaboration, integration and coordination

ASSOCIATED STUDENT EXPERIENCE OBJECTIVES:

Ensure that the foundations of a contemporary liberal education – critical thinking, high-level speaking and writing ability, research skills, and problem solving – permeate the academic experiences of all UVM students.

Infuse a broad understanding of and personal responsibility for health and wellness, environmental stewardship, and sustainability throughout the academic and co-curricular experiences of all UVM students.

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Make the best practices and models of academic advising and mentoring available to every student

EXAMPLES:

1. Change PE format to a more holistic and flexible curriculum by reorganizing PE to be boarder and address both areas such as wellness and service learning in both the first and senior years student experiences

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II. Rank Ordered List of Four Long Term Priorities for Student Experience

	ITEMS
1	First Year Experiences
2	Student Advising
3	Senior Capstone
4	Middle Years Engaged: seamless & progress format across sophomore & junior years

Note:

Within each of the items list above the committee thought it was imperative to address the four overarching principles listed here:

Provide a holistic approach to wellness (Emotional, Physical, Psychological & Spiritual)

Address issues of social justice & diversity

Utilize of universal design to create the most inclusive climate

Maintain collaboration, integration and coordination across all levels of UVM (Alumni, Faculty, Local Communities and Student).

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II. Expanded Review of Four Long Term Priorities

ITEM #1	ACTIONS	OUTCOMES	METRICS
First Year Experiences	-Coordination of planning, communication and actions for campus overall -Standard set for overall FYE across units -Have support system for faculty, staff and students working in collaboration for the FYE <ul style="list-style-type: none"> • Note: see FYE report 	-Student satisfaction improves -UVM values are articulated to students at all introductory events -Student can demonstrate their understanding of UVM's mission, values and goals	-HHSE survey shows higher levels of -Satisfaction on relevant questions Increase in retention

ASSOCIATED STUDENT EXPERIENCE OBJECTIVES:

Infuse a broad understanding of and personal responsibility for health and wellness, environmental stewardship, and sustainability throughout the academic and co-curricular experiences of all UVM students.

Ensure that the foundations of a contemporary liberal education – critical thinking, high-level speaking and writing ability, research skills, and problem solving – permeate the academic experiences of all UVM students.

Develop in students the knowledge and skills to be leaders addressed through an emphasis on problem-based and experiential learning and by providing well organized opportunities for service learning and mentored research.

Enhance a global perspective, transnational knowledge, and international experience among UVM students, faculty, and staff. Give every first- and senior-year undergraduate the opportunity to take courses and engage in co-curricular activities that facilitate successful transitions into and out of college life.

Make the best practices and models of academic advising and mentoring available to every

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Examples:

Better use of common reading by repeat text over several years with the intention of creating a shared experience across years

Better use of common reading beyond the first week by connecting with courses, year long films, speakers, workshops and service opportunities involving faculty and staff

Framework for FYE and Capstone could be programs offered not only as courses and the coordination of existing resources (campus and community programs, speakers and workshops) are available with no or little additional cost

Review Champlain's model of civic engagement using a structure with choices of portfolios, small group experiences, residence hall interest houses,

Develop leader pitur skill development opportunities as learning experience rather than adding additional courses encourage taking existing course requirement and working to enhance course work/curriculum to address FYE

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ITEM #2	ACTIONS	OUTCOMES	METRICS
Student Advising	-Coordination services -Standard data base of resources -Support -Central Office: Creation of a central location/office for information and consultation (Where to go in one step rather than have multiple referrals)	-Student centered “safety net” so that no student “falls through the cracks” in the system, especially “New citizens, non-traditional or transfers students Students impression reflect a high quality of service -One stop to find out indtas or in the Exists for students	-Progress to degree variation decreases Addressing gaps shows fewer students falling through the gaps -Satisfaction measures of advising, services and accessibility of information show improvement -Basic knowledge of key student resources is known across UVM (faculty, student and students)

ASSOCIATED STUDENT EXPERIENCE OBJECTIVES:

Provide the best practices and models of academic advising and mentoring available to every faculty and student

Or student

Ensure that the foundations of a contemporary liberal education – critical thinking, high-level speaking and writing ability, research skills, and problem solving – permeate the academic experiences of all UVM students.

Infuse a broad understanding of and personal responsibility for health and wellness, environmental stewardship, and sustainability throughout the academic and co-curricular experiences of all UVM students.

Develop in students the knowledge and skills to be leaders addressed through an emphasis on problem-based and experiential learning and by providing well organized opportunities for service learning and mentored research.

Enhance a global perspective, transnational knowledge, and international experience among UVM students, faculty, and staff. Give every first- and senior-year undergraduate the opportunity to take courses and engage in co-curricular activities that facilitate successful transitions into and out of college life.

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Examples:

Centralize training for advising and place within collaboration with CTL and other appropriate office, perhaps using the new director slot to begin the work

Faculty offered professional development which addresses issues of identity development, learning styles, multiculturalism, mental health, and career advance linked course selection

Create a new staff position for coordination / website development/ assessment and training for advising (syllabus advising) The use of peer & group advising would cut cost

Create a complete list of what available to student for faculty advisors as a resource, especially as related to those things outside their department or college as a cross unit guide.

Provide advising to transfer and undeclared majors to meet special needs of these populations

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ITEM #3	ACTIONS	OUTCOMES	METRICS
Senior Capstone	<ul style="list-style-type: none"> -Coordination - Standard - Support <p>Position liberal education outcomes within a framework applicable across units/programs</p> <p>General experience found in all academic programs</p> <p>Create “Capstone” Year document similar to the First Year Experience</p>	<ul style="list-style-type: none"> -Students, faculty and staff demonstrate an ability understand, identify and communicate skills acquired at UVM -Successful transitions - Develop life skills Career development -Existing resources clearly labeled and easily located for students -Career Service as resources both understood across community and engaged -Expand idea of types of classes possible to meet objectives (example: Coffee Shop class) 	<ul style="list-style-type: none"> -Increased alumni relationships noted -Students can create a statement of desired learning from UVM -Students’ Co-curricular resume (SGA) clearly documents example of how 5 objectives of the UPC have been addressed

ASSOCIATE: STUDENT EXPERIENCE OBJECTIVES:

Develop in students the knowledge and skills to be leaders addressed through an emphasis on problem-based and experiential learning and by providing well organized opportunities for service learning and mentored research to have student dic.

Infuse a broad understanding of and personal responsibility for health and wellness, environmental stewardship, and sustainability throughout the academic and co-curricular experiences of all UVM students.

Enhance a global perspective, transnational knowledge, and international experience among UVM students, faculty, and staff. Give every first- and senior-year undergraduate the opportunity to take courses and engage in co-curricular activities that facilitate successful transitions into and out of college life.

Make the best practices and models of academic advising and mentoring available to every student.

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Examples:

Syllabus examples for faculty to enhance the ease of their course creation process

Framework for FYE and Capstone could be programs offered not only as courses but could involve action research and experiential and/or service learning through the coordination of existing program resources on-campus and in the community

Develop leader skill development opportunities as practical learning experience rather than adding additional courses encourage taking existing course requirement and working to enhance course work/curriculum to address

Create an elective senior year course to help with the transition from college, especially to help seniors think through the transition process. As an elective for those who need it and to increase student understanding value of their UVM experiences to career aspirations.

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ITEM #4	ACTIONS	OUTCOMES	METRICS
<p>Middle Year Students Eng: seamless & progress format across sophomore & junior years</p>	<p>Internal Study of existing course progression philosophies and coherence</p> <p>Leadership, Research, Service Learning opportunities and Our Common Ground Principles present at progressively higher levels of complexity over time in programs and courses</p> <p>Faculty and staff engaging with mid level student can articulate appropriate level opportunities for challenge and support</p>	<p>Student can articulate relationship of FYE through their academic career</p> <p>Elements of FYE are present in 2nd, 3rd & 4th year co-curriculum planning and academic curriculum</p>	<p>- Clear ongoing services</p> <p>- time related steps linked to 5 objectives exist beyond first and last year</p> <p>Student satisfaction by major has small range of difference across units</p>

ASSOCIATED STUDENT EXPERIENCE OBJECTIVES

Ensure that the foundations of a contemporary liberal education – critical thinking, high-level speaking and writing ability, research skills, and problem solving – permeate the academic experiences of all UVM students.

Develop in students the knowledge and skills to be leaders addressed through an emphasis on problem-based and experiential learning and by providing well organized opportunities for service learning and mentored research.

Make the best practices and models of academic advising and mentoring available to every student

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Examples:

Syllabus template of concepts and themes for supporting faculty to enhance their courses seamless and progressive connections for the entire four years from First Year Experience to Capstone.

Use of service learning with faculty supported courses, note that CUPS & CTL engaged in the making of this happen already

Residential Learning Communities could be part of this effort using existing programs

Reward system for faculty to recognize service (Club advising, mentoring and community engagement) more widely. It could be similar to the Instructional Incentive Grant and support by an endowment.

Model / template for giving a structure format so that learning is being documented by the student. This will rise awareness and understanding of learning experiences or service activities across students university years. HESA practicum could be a model for undergraduate documentation

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III. Seven Short Term Quick Fixes with Low Costs

1	Share the First Year Experience (FYE) Report with the University community
2	Use the existing Student Government Association LYNX system to share and collect information
3	Development of a website for all 1 st year students, plus faculty and staff to quickly know what resources are available to support the student experience. It could provide a complete list of what is available to student, especially first years
4	
5	Give some of these tasks to the new CTL director
6	CDCI universal design grant is linked to central administration's student development and defining of the specific experience based learning goals for students
	Use Career Services skill matrix to coordinate efforts as time and money saving factor which requires only bringing people together and setting up a system to share information (BLOG, List Serve, ...)

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General Examples:

Capitalize on best practices already in use by TAP, IHP, RSENR, Academic Advising Office

Create a central office for advising with a specialized referral person, for example as student Ombudsperson. This could be a doctoral or master's position list the Peace Corps Recruiter.

Student Experience could be add to CTL to provide a clear sources of support doing this change in curriculum and pedagogy

Use TRIO model for supporting both refugee and international students, for example training students to supports to English Language Learners (ELL) who are UVM students or staff

Non-academic side is critical to have the ability to meeting the UPC objectives for student experience

Note on funding: Ten years of service for loan forgiveness via Reauthorization Act of Higher Education act could be connected to UPC student experience objectives for experiential learning, service learning and personal responsibility/stewardship

Centralize services location in generalist form as in TRIO to give academic support

Fin

Submitted by Sherwood Smith

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Institutional Efficacy Working Group

Report to the University Planning Council

December 10, 2008

Members

Stephanie Kaza, Chair, Director, Environmental Program and Professor, Rubenstein School

Judith Aiken, Associate Professor, Education

Patrick Brown, Director, Student Life

Barbara Johnson, Associate Vice-President, Human Resources

Kim Martin-Anderson, Director, Center for Student Ethics and Standards

Sara Solnick, Associate Professor, Economics; Vice-President United Academics

Erica Spiegel, Manager, Solid Waste department

Beverley Wemple, Interim Chair and Associate Professor, Geography

Keith Williams, Registrar

Introduction

In our three frank and productive meetings, our group generated six action ideas that we feel could make a tremendous difference in the UVM's institutional effectiveness and efficiency. Each idea addresses the stated objectives for this goal and addresses multiple units and stakeholders on campus. We have suggested first steps for implementing each of these six ideas which we believe could make a significant difference in clarity, participation, and morale across the campus community as we head into austere times.

We urge the UPC to respect the contributions generated by these fruitful conversations, to acknowledge these ideas and the working group members who developed them, and to adopt and invest in these ideas. This planning process holds the potential to mark the beginning of a new spirit of participatory and transparent decision-making at UVM.

We further urge the UPC to be firm in assessing UVM strengths and priorities and guide the community in making difficult decisions. We must be clear about which activities we will invest in and which we must discontinue in order to support our priorities because they are not generating sufficient value. In the same vein, we ask UVM leadership to model restraint in launching new initiatives without adequate rationale and vetting. We believe UVM should assess its leadership strengths in academic, operations, and student life programs and build on these strengths in relation to the appropriate peer institutions.

We believe that it is possible to take bold first steps in manifesting the Strategic Action Plan, and that these steps can be made apparent to the whole community, with the dual goals of establishing a culture of transparency and recruiting widespread campus participation. We encourage the UPC to choose carefully those action ideas that will hold leaders accountable at all levels of the institution for UVM's ongoing success, even under financial challenges. We need to know how all programs can assess whether they are meeting the mission and goals as outlined in the Strategic Plan and by what rationales they are making programming choices.

On the following page we show how our proposed action ideas address the seven objectives outlined for the Strategic Action goal of institutional efficacy. Descriptions and rationales for the six ideas follow next, complete with suggested action steps and indicator metrics by which to Reports

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measure success. In some cases, work on the ideas is already underway at UVM, and strong commitment from the highest levels will enable the project to achieve its full potential.

Addressing the Objectives

Institutional Efficacy: As an institution, model the highest standard of ethical conduct, accountability and best practice, public service, and strong commitment to lifelong learning.

Objectives

1. Ensure through internal controls, training programs, and regular monitoring and assessment an organizational culture of adherence to the highest standards of best practice and accountability in all university operations and undertakings.
2. Develop a capacity for institutional self-examination and purposefulness that produces the highest levels of effectiveness in university programs, services, and policies.
3. Re-engineer administrative systems and support operations aligned with an ethic of service and accountability to students, faculty, and staff.
4. Build a culture of participatory and transparent decision-making throughout the institution.
5. Improve and sustain the university's role as a valued leader and partner in social and economic development in Vermont, the region, and the world.
6. Expand faculty and staff development programs that provide the intellectual and personal tools for professional success throughout the career.
7. Provide compensation for faculty and staff that is determined by performance, market competitiveness, equity (including attention to basic needs), and recognition of the role of collective bargaining for unionized employees.

Proposed Action Ideas	#1	#2	#3	#4	#5	#6	#7
<i>Information/Transparency</i>							
(1) Data transparency	x	x	x	x			x
(2) Workforce Analysis	x	x	x	x	x	x	x
<i>Best Practices</i>							
(3) Sustainability frame	x	x	x		x	x	
(4) Campus award system	x	x	x			x	
<i>Budget and Finance</i>							
(5) Peoplesoft accountability	x	x	x	x			
(6) Supervision expectations	x	x	x	x		x	

Please note: #7 is the least well represented by our action ideas because we recognize that the UVM faculty union has been very successful in addressing these issues on our campus, at least for faculty. We feel the Workforce Analysis would best address these concerns for staff.

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#1 Data transparency

Jon Carson, the field director of Obama's Presidential campaign is quoted in this week's New Yorker, *"We had the best data operation of any campaign. You can have the most inspirational candidate, you can have the best organizing philosophy in the world, but if you can't organize your data to take advantage of it and get lists in front of the canvassers and take these volunteers and use it in a smart way and figure out who it is we're going to talk to-- I mean, the rest of it is all pointless."*

Description

There should be a culture of information created at UVM. There needs to be a greater attempt to broadly share the data that drives decision-making at the university, including but not limited to, budgets, enrollments, admissions, financial aid, diversity, student course evaluations, budget formulas (for undergraduate units, grad college, CE and COM) and teaching loads (not a complete list by any means). Decision makers should have access to information from Peoplesoft and Banner systems. This should be a stated priority in the strategic plan.

Rationale

The setting of concrete goals tied to specific measures is at the heart of building a culture of transparency and accountability. There is a need for more immediate feedback of likely budgetary impacts to inform decision-making. Agreeing about which measures matter, and holding those responsible for meeting those goals, is a fundamental often overlooked in higher education. This proposal would support the following goals set for this committee:

- Ensure through internal controls, training programs, and regular monitoring and assessment an organizational culture of adherence to the highest standards of best practice and accountability in all university operations and undertakings.
- Develop a capacity for institutional self-examination and purposefulness that produces the highest levels of effectiveness in university programs, services, and policies.
- Re-engineer administrative systems and support operations aligned with an ethic of service and accountability to students, faculty, and staff.
- Build a culture of participatory and transparent decision-making throughout the institution.

First Steps

1. The move in this direction has already begun. The recent memo from the president on the financial crisis and the provost's presentation to the faculty senate on student to faculty ratios are two excellent examples of presenting data as part of the sharing of the decision making process.
2. A Task Force should be established to identify the data that matters most to the strategic goals. There should be agreement that these indicators are meaningful and that they will be used to track progress. It needs to be clear that those responsible will be held accountable for reaching these goals as measured.
3. A reporting tool should be identified that can function for both ad hoc reporting and for in-depth queries. The tool should work with both Banner and Peoplesoft. The reporting tool should be integrated with the new my UVM business portal. The new portal should be used to publish and distribute reports. Standing reports should be created that feed data dashboards for current information.

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Metrics and indicators of success

Goals and timelines should be set per the resources allocated to the project. In the first year of the project, the initial contents of the data dashboards should be decided and implemented. We recommend that these include faculty to student ratio by academic department, college, and university and cost for instruction by academic department, college, and university,

#2 Work Force Analysis

Description

Using existing reports and drawing from data elements in the Banner and Peoplesoft ERP systems, we recommend creating a demographic profile of all segments of the University of Vermont work force. Based on this content Human Resources would develop a set of relational measures to assess the comparative distribution of human resources supporting the educational enterprise as well as the capacity of the work force to deliver work products. Such measures should include assessment of skill levels and associated employee development needs, work design appropriate to required outcomes, and both intrinsic and extrinsic rewards or other factors compelling individuals to engage in achieving organizational objectives.

Rationale

More than three quarters of UVM institutional resources are committed to the cost of compensation, benefits and related expenses of faculty, staff and a sizable contingent work force. While the University documents various characteristics of its work force in required annual reports, insufficient strategic analysis is undertaken on a routine basis to guide decisions related to this resource area of personnel which represents the highest total operating cost.

It is widely accepted that an organization's people represent a key strategic asset. In addition, there is credible evidence that management practices, such as variable work structures and schedules, performance-based pay, strategic employee development, including mentoring and succession planning, and standardized work force design are correlated with enhanced financial and organizational performance. Measurable elements within each of these human resource management activities can contribute to analyzing the role of the work force in achieving strategic outcomes. Management strategies based on such assessment can then provide a reliable framework for predicting, understanding and influencing those outcomes.

Failure to base human resource investments on a standardized framework of work force analysis, comparing Division to Division across the institution, results in inefficient management of UVM's most costly resource, including:

- Failure to account for a well-entrenched (non-student) contingent work force that performs work roughly equivalent to 200 "extra" FTE positions annually
- Employee development funds not accounted for, nor linked to desired strategic outcomes
- Inability to identify and articulate consistent market-based compensation targets for all job categories
- Inconsistent application of scarce performance-based pay elements, which creates compensation practices inconsistent with stated institutional values
- Inability to compare pay practices and staffing levels across units
- Inability to anticipate and manage critical staff retention and replacement issues

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Universities rely heavily on the skilled “knowledge worker” segment of the state, regional, and national work forces. Widely published research points to the shrinking availability of this segment, coincident with the significant demographic “event” of Baby Boomers reaching retirement age. The population demographics of the state of Vermont become more significant in light of this national shortage of replacement employees. UVM cannot afford to continue to treat its human resource expenditures less strategically than its other operational resources. This understanding prompted the recent restructuring of UVM’s Human Resource Services Group to include four professional positions dedicated to work force research and analysis, who are collaborating with other University professional staff in the offices of Institutional Studies and Budget and Resource Management.

Action Steps

1. Design work force analyses suitable to decision-support requirements of the University Strategic Plan, utilizing professional expertise within the Office of Institutional Studies, faculty with relevant scholarly interests, and Human Resource Services professional staff.
2. Engage the necessary technical resources to draw data elements from Banner and Peoplesoft systems to create reports.
3. Perform analyses on a schedule that supports strategic planning and strategic financial planning efforts of the University.

Measures/Indicators of Success

- Annual comparative compensation analyses relating divisional performance to institutional and external benchmarks
- Annual comparative staffing analysis of application of FTEs to strategic outcomes
- Annual comparative analysis of skill-based indicators for faculty and staff to determine employee development status and requirements linked to strategic outcomes
- Comprehensive comparative analyses of recruitment and retention for UVM faculty and staff

#3 Sustainability as guiding framework

Description

At present there is an observable gap between UVM’s marketing messages as a green campus and inconsistent practices. Students arrive here with a great appetite for living sustainability, eager to participate in a transformative green culture; they sense the global call for more careful use and conservation of natural and economic resources. UVM needs to develop leading programs that “walk the walk” and make it obvious that sustainability is a top priority. This is not only an environmental stewardship issue, it is a student retention issue. In the past the solution to many of our budget issues has been to “grow” the campus for economies of scale. Under current financial pressures, there is a great need for UVM to focus on its strengths in stewardship and trim weaknesses that we can no longer sustain, whether in administration, operations support, or academic programs.

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UVM's educational purpose would be strengthened by aligning with this global call for sustainability at all levels. The action proposed in this idea is twofold: (a) to develop indicators and reporting procedures for *financial/economic* sustainability for UVM, (b) to develop indicators and reporting procedures for *environmental* sustainability for UVM. Part (a) is primarily covered by audits, bookkeeping safeguards, PeopleSoft mechanisms, and board of trustees mandates, but it could be strengthened by clarifying the framework of goals underlying our budget and accounting procedures. Part (b) is currently under the responsibility of the Office of Sustainability and could be developed by using various campus rating systems as well as the archives of initiatives in higher education from AASHE and National Wildlife Federation's Campus Ecology program.

Rationale

This action idea would encourage "adherence to high standards of best practice and accountability" and aim for "highest levels of effectiveness." If resource allocation is clearly tied to strategic goals, it will make clear to all members of the university community what UVM is focusing on and where to place our efforts. This should reduce energy lost to unproductive initiatives and help staff and faculty orient their efforts toward central university goals, shifting the paradigm away from decentralized approaches.

Given UVM's current emphasis on environmental sustainability, we could strengthen this goal by reinforcing it with a goal of financial sustainability. This would help develop our shared university-wide capacity for "institutional self-examination and purposefulness." If we also committed to sustainability as an equity issue, we would have a strong philosophical and practical foundation for moving forward in 2009 that ties in well with our diversity objectives.

Action Steps

This framework would strengthen and build on the many action steps UVM has already taken toward environmental sustainability for which we have received high marks on various campus greening report cards. These include: LEED building initiatives and policy approval, ecological footprint assessment, carbon emissions analysis, solid waste landfill diversion, energy efficiency measures, recycled paper purchasing, and more. UVM has also taken firm steps forward in financial accountability with the implementation of new budget and reporting policies and a change in budget administrative philosophy.

Some possible ***next steps*** in implementing this action idea proposal:

1. Complete the carbon analysis for task force review and carbon reduction planning.
2. Consolidate existing sustainability indicators and determine which new measures would assist in developing cost-reduction behaviors.
3. Initiate student, staff, and faculty training and development sessions for campus and curriculum greening contributions.
4. Refine the green office certification program and launch a pilot program.
5. Develop conceptual guidelines linking financial and environmental sustainability as core guidelines for planning and strategic decision alignment.
6. Commit to accelerating UVM's leadership as a green campus to retain and attract students and maintain our market edge in a highly competitive arena.

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Indicators

1. Resource allocation – Each college and administrative unit develops unit-level goals for sustainability and then provides an annual report on how they have shifted resources to address these strategic goals and objectives, measurable in dollars.
2. The Sourcebook is reconfigured to match the strategic goals and to include measures of environmental accountability.
3. Staff, faculty, and administrative performance appraisals include reporting on individual contributions to stewardship of UVM's resources, both financial and environmental.
4. Training sessions for supervisors include institutional goals in sustainability.
5. Budget rescissions and reallocations are explained each year in a letter from the Provost or President and a campus open forum is held to answer questions.
6. Campus environmental sustainability -- Key target areas are documented and submitted for review and potential approval within the proposed AASHE campus rating system.
7. Campus ecological footprint is measured and meets benchmarks in key target areas: solid waste, energy use, water use, transportation miles, carbon emissions. Individual units report resource use where it can be tracked, e.g. reams of paper used.

#4 Campus-wide award system of recognition, awards and incentives

Description

The goal of Institutional Efficacy includes several objectives that articulate the need to identify and adhere to best practices, develop an ethic of service, and engage in self-examination that will lead to high levels of performance. Although the process of self-examination has the potential to identify *poor* practices that should be addressed or eliminated, we argue that meeting these objectives will also require that we identify and profile existing strengths at UVM so that they might be used as models. Many of these strengths stem from the individual or collective contributions of UVM's human resources and the systems and programs they have created. There are scattered efforts at UVM to recognize these contributions. A search of UVM's web site revealed awards in many areas that appear to have the purpose of highlighting outstanding achievement and contributions (i.e. the Kroepsch-Maurice teaching awards, staff awards in the College of Arts and Sciences, Faculty and Student leadership awards made by the LGBTQA community, various awards given out by the office of Police Services, a Women's award program co-sponsored by The Women's Center, Women's & Gender Studies and the President's Commission on the Status of Women, etc.). There is, however, no central portal for to identify and disseminate information about these forms of recognition, no coordinated effort on the part of the University administration to use these awards to model best practices, and arguably no ability to recognize outstanding programs or systems created by groups of individuals. We propose the development of a University-wide awards program that would highlight outstanding contributions of individuals, outstanding programs, and outstanding systems *as a means of identifying best practices and modeling excellence* across all sectors of the institution.

Rationale

This action idea addresses several objectives of goal five. It stems from a commitment to self-examine with the purpose of identifying and highlighting performance across all sectors of the institution. It enables the development of “feedback loops” and has the potential to develop “an organizational culture of adherence to the highest standards of best practice.” By identifying,

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recognizing and honoring these outstanding achievements, the idea has the potential to identify models that can be used to “re-engineer ... systems and support operations aligned with an ethic of service and accountability.” This action item also has the potential to boost morale across the institution and provide a “tool” for “professional success (of UVM affiliates) throughout (their) careers.”

Action Steps

1. Survey existing awards programs at peer, aspirant and other institutions (consider Chancellor’s award employed in the SUNY system as a model)
2. Survey existing awards programs within UVM; identify those awards that have institutional impact beyond the areas of individual units and important contributions not currently recognized by existing awards.
3. Identify an appropriate suite of awards, criteria, and award package (e.g. monetary awards, high profile recognition, work release time to develop training or focus activities accessible by others in the institution).
4. Create a central information portal to advertise, solicit nominations, and profile and archive recipients.
5. Create time table for award nomination, review, selection, and delivery with review panels comprised of a broad cross-section of the UVM community.
6. Hold a university-wide high profile event to deliver awards honoring both recipients and nominees.
7. Identify appropriate national awards for which UVM affiliates could be nominated and develop strategies for promoting national recognition of excellence at UVM through these venues.

Indicators or metrics for measuring success

By creating a centralized system of awards, advertised and profiled through a central information portal, we can build a record of recognizing high achievement. Success at measuring attainment of the various objectives outlined above can be measured by (1) the number of nominees for each award, (2) the number of individuals, units and practices identified by awards given, (3) the financial value associated with award commitments (monetary stipends, release time, parking waivers, etc.) and (4) the growth in these metrics over time.

#5 PeopleSoft: Improving Transparency and Morale

Description

When PeopleSoft was purchased in 2004, the cost was stated as \$26 million.¹ In October 2004, Vice President Gower claimed “PeopleSoft solutions will ... save us an estimated \$6.3 million a year.”² Initially, the implementation was expected to be complete by 2006. However, as of late 2008, many promised elements of the system are not yet available. Extra costs of \$10.7 million were expected to be paid to Huron Consulting Group through August 2008, and these costs are expected to continue into 2009. Most of the twenty Huron staff who work on campus are paid between \$190 to \$350 per hour.³

¹ Tim Johnson, “Consultant Costs Mount at UVM,” Burlington Free Press, June 5, 2008

² http://findarticles.com/p/articles/mi_m0EIN/is_/ai_n6242106

³ Tim Johnson, *ibid.*

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The difficult transition and the well-publicized expenses have generated distrust, cynicism and resentment on campus. Faculty and staff are painfully aware of the complaints and the costs. The Free Press reports that according to President Fogel, “UVM has no issue with the need for Huron’s work.”⁴ Such a statement implies that everything has gone as well as it could have, which is hard to reconcile with delay, the problems and the high unbudgeted expenses.

In order to work effectively on objectives for the future, the administration must first identify the flaws in the implementation of this past initiative and forthrightly take responsibility for them. We must emphasize that any attempts to involve the campus in improving PeopleSoft are unlikely to succeed without open and full acknowledgement of past problems by those responsible.

Rationale

This effort is aimed at several objectives. It would be a critical instance of “re-engineer[ing] administrative systems and support operations aligned with an ethic of service and accountability.” It would also demonstrate “a capacity for institutional self-examination” and assist in “build[ing] a culture of participatory and transparent decision-making.”

First steps

1. Present a full accounting of the history and status of PeopleSoft at UVM and take responsibility for the mistakes that have brought us to this point. It is important to reveal whether the costs were greatly underestimated from the start (and if so, by whom), whether the product would have been purchased if the true costs had been known, what went wrong in the implementation, how much of the system has been implemented, and when other capabilities will be available. Only then can the administration credibly state that improvements from this point forward will be done in a transparent manner that builds on input from end-users. According to President Fogel’s statement to the Board of Trustees, John Evans was charged with determining the status of the PeopleSoft implementation.⁵ The status of his inquiry should be shared fully, as should the results when they are available.

2. Ideally, a broad sample of employees would be sampled to discover their attitudes about PeopleSoft, what works for them and what doesn’t work. This survey could be repeated to check whether attitudes had improved and to continue to gather ideas on potential improvements.

3. The administration should release plans for corrections, including a timetable, and follow up with regular progress reports. PeopleSoft can be made more user-friendly, so that it takes less time and causes less frustration. However, end users are often not aware of how systems can be improved. They simply learn to live with the difficulties. Suggestions from end-users must be actively solicited. The benefits of PeopleSoft should be publicized— where it working and where it is saving money or permitting useful data analysis.

4. Ongoing communication with the campus community is absolutely vital. We believe efforts are underway to improve PeopleSoft, but these efforts must be widely known and enjoy broad participation or they cannot be effective. For example, an online Forum “for PeopleSoft users

⁴ Tim Johnson, *ibid.*

⁵ President’s Report to the BOT, May 16, 2008

http://www.uvm.edu/~president/?Page=speech_articles_interviews/reporttoboardmay_08.html

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on campus to ask questions and share their experiences... created as a response to end-user requests⁶ was established in April 2008, yet there appear to be no messages posted. People may not know about the forum or they are not inspired to contribute to it or both. Either case signals that the campus community is not engaged in the effort to make PeopleSoft work for UVM.

Metrics or indicators of success

Success for this action would mean:

- People are satisfied with the process by which information is gathered and priorities are set.
- People are aware of the current status of the project and the timetable for improvements.
- A mechanism for feedback is established and widely known. People know where to direct their complaints and praise.
- Ideas are contributed by many people across the university (including ideas that aren't adopted).
- Specific cost savings that the project has yielded are documented and publicized.
- The number of faculty and staff using the system has increased and is at expected levels.
- People feel PeopleSoft works smoothly.
- People are willing to and have learned new things in order to gain additional benefits.
- People perceive value added from PeopleSoft. They can identify new capabilities made possible by PeopleSoft, which make their work lives easier and better. For example, reimbursement checks are now disbursed far more quickly.

#6 Upgrade Supervision Expectations at all levels

Description

Recently, the office of Human Resources at UVM has undergone major reorganization to become the Human Resource Services Group (HRS) that resulted in a new service model. Outlined in the new plan are a new set of principles based on partnership, collaboration, strategic thinking, and business process improvement. Inherent in this new plan are efforts to expand "leadership development" at UVM. Part of this effort has the potential to influence the overall improvement of effective supervision for deans, department chairs, directors, and staff supervisors, as well as the creation for a "culture of effective supervision" at UVM. Current models and processes for administrator, faculty, and staff supervision and appraisal have been implemented variously across units and colleges, or sometimes not at all. Reported incidence of bullying noted in a 2007 United Academics survey indicated that over 50% of survey participants (represented by 68% full time bargaining unit members) experienced incidence of bullying from supervisors. In addition, in an era of accountability, fiscal responsibility, union contracts, and uncertainty, administrators and supervisors are challenged to achieve new levels of efficiency and performance effectiveness, while maintaining critical peer, faculty, and staff relationships in what is sometimes a conflictive and challenging institutional environment.

⁶ <https://sharepoint.uvm.edu/sites/PSForum/default.aspx>

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Faced with the growing complexity of legal matters, integration of technology related to HR functions, pressures toward higher levels of accountability, and changing demographics of employees at the university-- we are poised to “re-engineer our systems of supervision and support operations” that are better aligned with the highest standards of performance and ethical conduct, with a commitment to lifelong learning.

Rationale and Objectives

In support of the institution’s efforts to “model the highest standard of ethical conduct, accountability and best practice, public service and strong commitment to lifelong learning,” we offer this action idea:

To work collaboratively with Human Resource Services to create and support a University vision, supervisory standards, performance excellence, and professional development programs for first-line and senior supervisors (deans, department chairs, directors, and staff supervisors) based on the following criteria:

- effective policies related to supervision and performance appraisal, consistent with department/college/university goals and projected outcomes;
- opportunities for supervisors to engage in professional development related to requisite job skills through seminars, coaching and mentoring;
- communication and feedback systems and channels that are transparent and applied consistently and fairly;
- structures to monitor and assess effectiveness of supervisory performance and functions through formative and summative processes;
- supervisory systems aligned with policy regulations, collective bargaining/UA contract, compensation models, and incentives; and
- supervisory processes that foster high levels of cultural competence, conflict management, and supervisory skills development related to appreciating and supporting a diverse workforce.

We believe this goal will support our institution’s goal for efficacy and objectives related to our capacity for high levels of effectiveness in programs and for services and policies and will help expand faculty and staff development programs that provide intellectual and personal tools for professional success throughout one’s career.

Action Steps

1. Draw upon existing data and available information about the current state of supervisory practices and/or needs (i.e. dean/chair/director input, surveys, retention data, current training efforts, current mentoring program established protocols, etc.)
2. Utilize the information to inform standards, policies, and expectations for professional development for supervisory positions for deans, department chairs, directors, and staff supervisors in particular and communicate these during initial appointments and annual reviews
3. Analyze and adjust standards, policies, and expectations in relationship to UVM’s strategic goals, resource capabilities, and current plans as indicated by Human Resource Services (HRS).

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4. Identify potential campus-wide faculty and staff resources to support professional development/supervisory training, including applications of advanced technologies.
5. Establish agreed upon metrics of quality supervisory practices/standards/expectations that are aligned with institutional priorities, human needs, and goals for diversity.
6. Develop and implement year-long supervisory training seminars for deans, department chairs, directors, and staff supervisors, as well as programs for aspiring supervisors. Provide opportunities for supervisors to “go back to the well” as needed.
7. Define “institutional responsibility for oversight” that encourages ongoing and consistent progress toward goals.
8. Consider ways to expand the ongoing collection and dissemination of research related to best practices associated with supervision and performance appraisal to inform institutional practices.
9. Develop a set of metrics to assess success of the program (i.e. development of program, policy changes, number of senior-level participants, participant surveys, supervisor skill performance, job satisfaction indicators, reduced incidence of reports by faculty and staff related to bullying or negative encounters with supervisors, levels of institutional acceptance indicators, climate surveys).