

~ WELCOME ~

COLLEGE OF AGRICULTURE AND LIFE SCIENCES

ADVISING AND TEACHING WORKSHOP

AUGUST 26, 2018

INTRODUCTIONS

CALS Student Services Team

Kate Finley Woodruff, Associate Dean, Student Services and Academic Programs

Whitney Northrop, Enrollment Management Professional

Rachel Leslie, Communications Manager



CALS DEAN'S OFFICE STUDENT SERVICES TEAM

WE ARE HERE TO SUPPORT YOU!

COURSE SCHEDULING
ROOM SCHEDULING
CATALOG AND BANNER EDITS
ACADEMIC INFORMATION SESSIONS
ADMITTED STUDENT DAYS
ORIENTATIONS
TRANSFER ORIENTATION
SUMMER PROGRAMMING

STUDENTS IN CRISIS
LEAVE OF ABSENCE
COURSE EVALUATIONS
GRADUATION
COMMUNICATIONS
SPECIAL EVENTS
INTERNATIONAL PROGRAMS
CALS COMMITTEES
PROGRAM DEVELOPMENT

AGENDA

- Welcome and update on CALS students
- Importance of the Student Story
- Facilitating and Navigating Sensitive Conversations in the Classroom
- Student Services Updates
 - Highlights of Advising Survey
 - Degree Works
 - CHEM,BIO and MATH restrictions
 - Change in Student Record Checks
 - Incomplete
 - Medical Withdrawal Policy
 - EAB Advising Software
 - Advising handbook
 - Refresher on protocol of students of concern
 - Learning Communities update
 - Expectations and boundaries of teaching and advising/FERPA

OVERVIEW OF OUR CALS STUDENTS

- Currently about 1450 undergraduate students and 143 graduate students. Incoming class 276 and 67 transfers.
- UVM last year represented 48 international students and 174 multicultural students
- Graduated over 350 students in May
 - 15% were walkers (still needing to complete up to 6 credits)
- Last year more students participated in the DUR program than any year in the last 10 years
- Students completed over 48,000 hours of internship and community practicums
- 25-30% of students going to grad school within six months of graduation, highest at UVM
- SAT score of incoming class was up 32 points, three times the university average

Learning Communities update: 83 % of ALL 2018 incoming first year students are in programmed housing. Includes a one credit or three credit class

THE POWER OF STORIES

Who are we talking to?

- Prospective students
- Prospective parents and families
- Alumni and donors
- Current students
- Current parents
- Guidance and college counselors
- News media
- Government and policy makers
- Peers
- Community members

Communications Goals



Attract and retain high-quality, diverse students through compelling stories that illustrate the impact of a CALS education



Equip CALS faculty, staff and students with resources and tools to promote a clear and consistent brand



Develop and implement a data-driven marketing strategy to adapt resources and tactics based on enrollment and retention priorities

Where do prospective students get information?

MOST INFLUENTIAL INFORMATION RESOURCES (Scale of 1-5, with 5 being the most influential)



Ruffalo Noel Levitz & Omni Update. (2018). 2018 E-expectations report. Cedar Rapids, Iowa: Ruffalo Noel Levitz. Available at www.RuffaloNL.com/Expectations

Show vs. Tell

passionate
citizenship

intellectual creative
prepared
scientific real-world
doers active thinkers
community approachable

hands-on
global open-minded

experiential
scholarly genuine impactful
empowered

leaders service
dynamic









What makes a compelling story?

- ✓ **Timely** – what's new? why now?
- ✓ **Significance/Impact** – who is affected? why does it matter?
- ✓ **Proximity** – is it relatable?
- ✓ **Human interest** – emotional appeal?
- ✓ **Authenticity** – does it reflect the UVM CALS brand?
- ✓ **Visuals** – what images will help tell this story?

Opportunities

- Successes of current students and faculty (awards, grants, publications, jobs)
- Interesting internships, especially beyond VT
- Student research in your labs
- New and engaging courses or academic programming (curriculum, study abroad)
- Examples of diversity – of individual or experience
- Alumni making impact, especially beyond VT

How the story unfolds



1. Identify

- Alumni update
- Publication accepted
- New experiential learning course / opportunity
- Student research
- Award



2. Alert

"Hi Rachel - check this out..."
1-2 sentences (who, what, when?)

2-3 weeks



3. Explore

- Investigate
- Evaluate
- Report

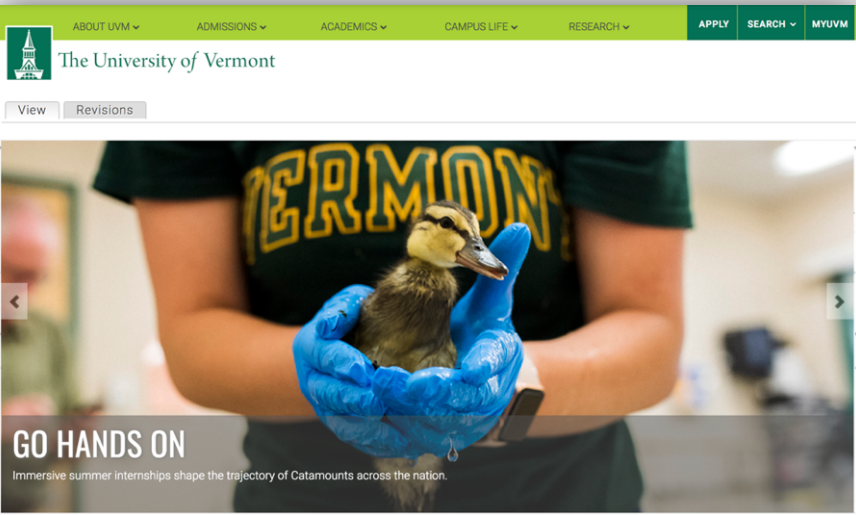
4. Announce, Amplify

- Cross-promote
- Social media
- News media



5. Impact

- Engagement
- Action



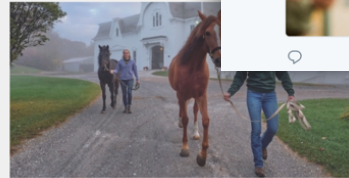
COLLEGE OF AGRICULTURE AND LIFE SCIENCES IN THE NEWS



Career or Summer Job? UVM Students Don't Have to Choose



Learning the business of craft brewing



A Breed Apart

MORE NEWS >>



Have a story idea?
Drop me a quick line!
rachel.leslie@uvm.edu

Facilitating and Navigating Sensitive Conversations in the Classroom

CHRIS KOLIBA
PROFESSOR AND DIRECTOR
MPA PROGRAM
COMMUNITY DEVELOPMENT & APPLIED ECONOMICS

Local

College students support free speech — unless it offends them



What College Students Really Think About Free Speech

“What you see is a generation that’s struggling with really deep questions about how to be a pluralistic society and a pluralistic campus and how to be an open society and an open campus,” said Sam Gill, vice president of communities and learning at the John S. and James L. Knight Foundation, which led the effort with Gallup, the polling company.”

By [Niraj Chokshi](#)

•March 12, 2018

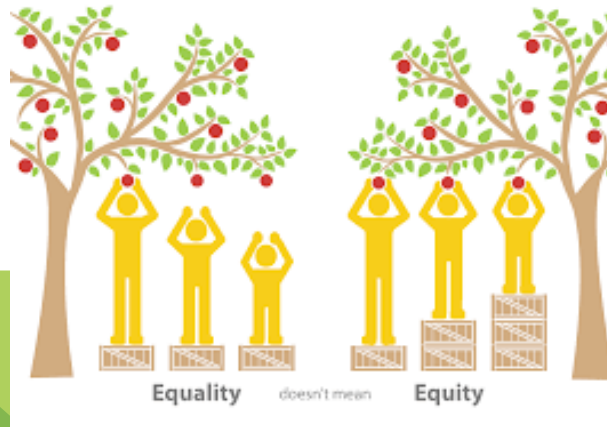
The New York Times

“In many organizations diversity dynamics such as ethnocentricity, stereotyping, and cultural differences interact with a highly imbalanced power structure (on a culture group basis) to produce work outcomes disadvantages for members of out-groups.” (Cox 2002, P.16)



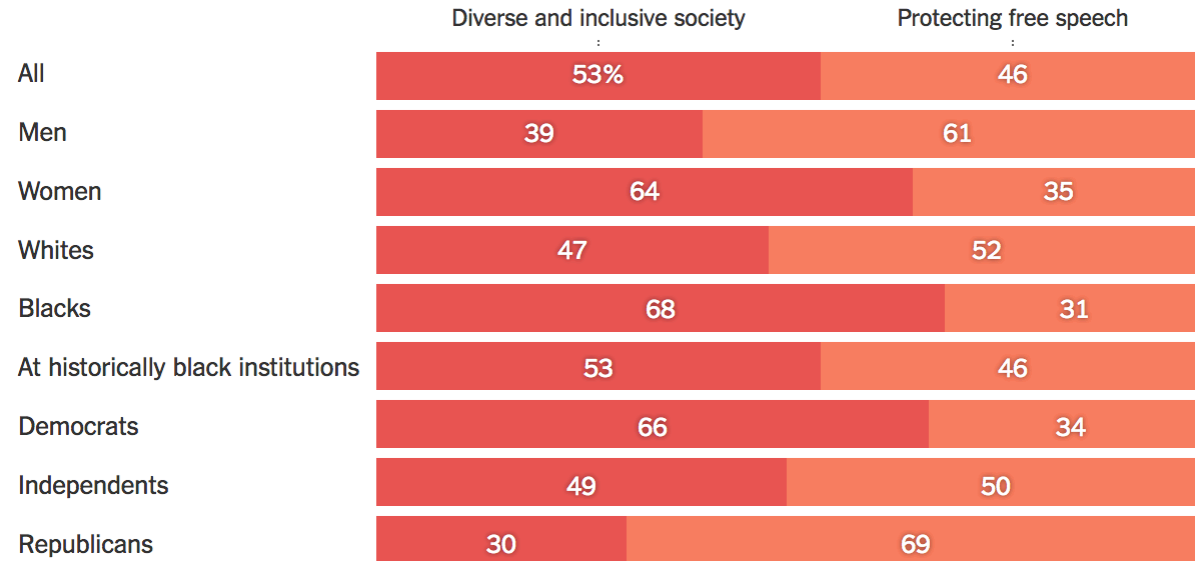
Social equity and fairness

- Discrimination:
 - Intended: Oppression, segregation, bigotry, etc.
 - Masked: Glass ceiling; hiring patterns
 - Hidden / unintended: favoritism, institutional racism



Inclusivity is more important than speech, majority of students say

When forced to choose, a small majority of college students say inclusivity is more important than free speech, though they widely believe in the importance of both to democracy.



<https://www.knightfoundation.org/reports/free-expression-on-campus-what-college-students-think-about-first-amendment-issues>



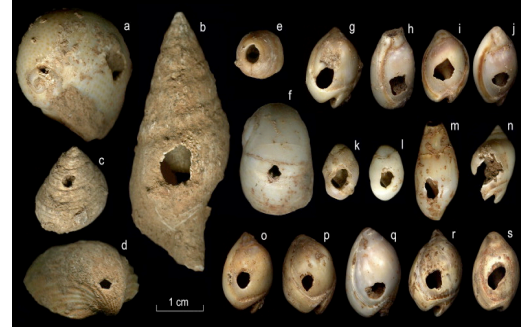
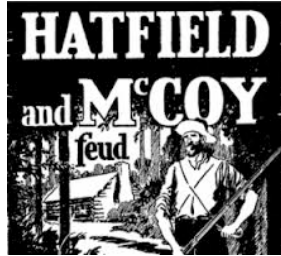
TOPICS ARTICLES REPORTS PRESS SPEECHES

FREE EXPRESSION ON CAMPUS: WHAT COLLEGE STUDENTS THINK ABOUT FIRST AMENDMENT ISSUES

PUBLICATION DATE MARCH 12, 2018

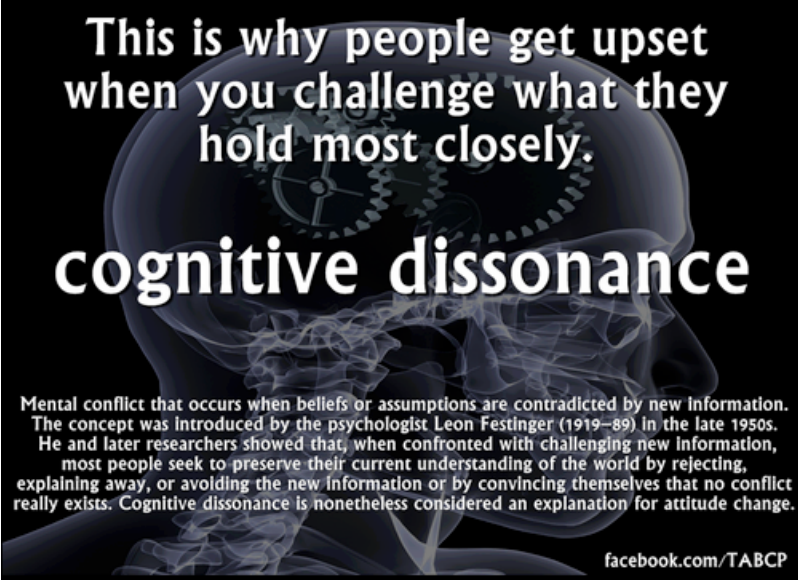
WHY IS DIVERSITY CHALLENGING?

**Tribal
identities**



Kinship

We tend to identify with those most like us.



This is why people get upset
when you challenge what they
hold most closely.

cognitive dissonance

Mental conflict that occurs when beliefs or assumptions are contradicted by new information. The concept was introduced by the psychologist Leon Festinger (1919–89) in the late 1950s. He and later researchers showed that, when confronted with challenging new information, most people seek to preserve their current understanding of the world by rejecting, explaining away, or avoiding the new information or by convincing themselves that no conflict really exists. Cognitive dissonance is nonetheless considered an explanation for attitude change.

facebook.com/TABCP

Why is talking across
differences so difficult?

COGNITIVE DISSONANCE

"Sometimes people hold a core belief that is very strong.

When they are presented with evidence that works against that belief, the new evidence cannot be accepted.

It creates a feeling that is extremely uncomfortable, called cognitive dissonance.

And because it is so important to protect the core belief, they will rationalize, ignore and even deny anything that doesn't fit in with that core belief."

www.wakeuppriz.net

- Franz Fanon

Homogenous groups tend to be more cohesive. (Cox 2002, P.37)

Higher cohesive groups tend to have higher morale and better communications.

Cohesiveness and homogeneity are not synonymous!!! (Cox 2002, P.38)

We can (and should) create cohesive, but heterogenous groups...

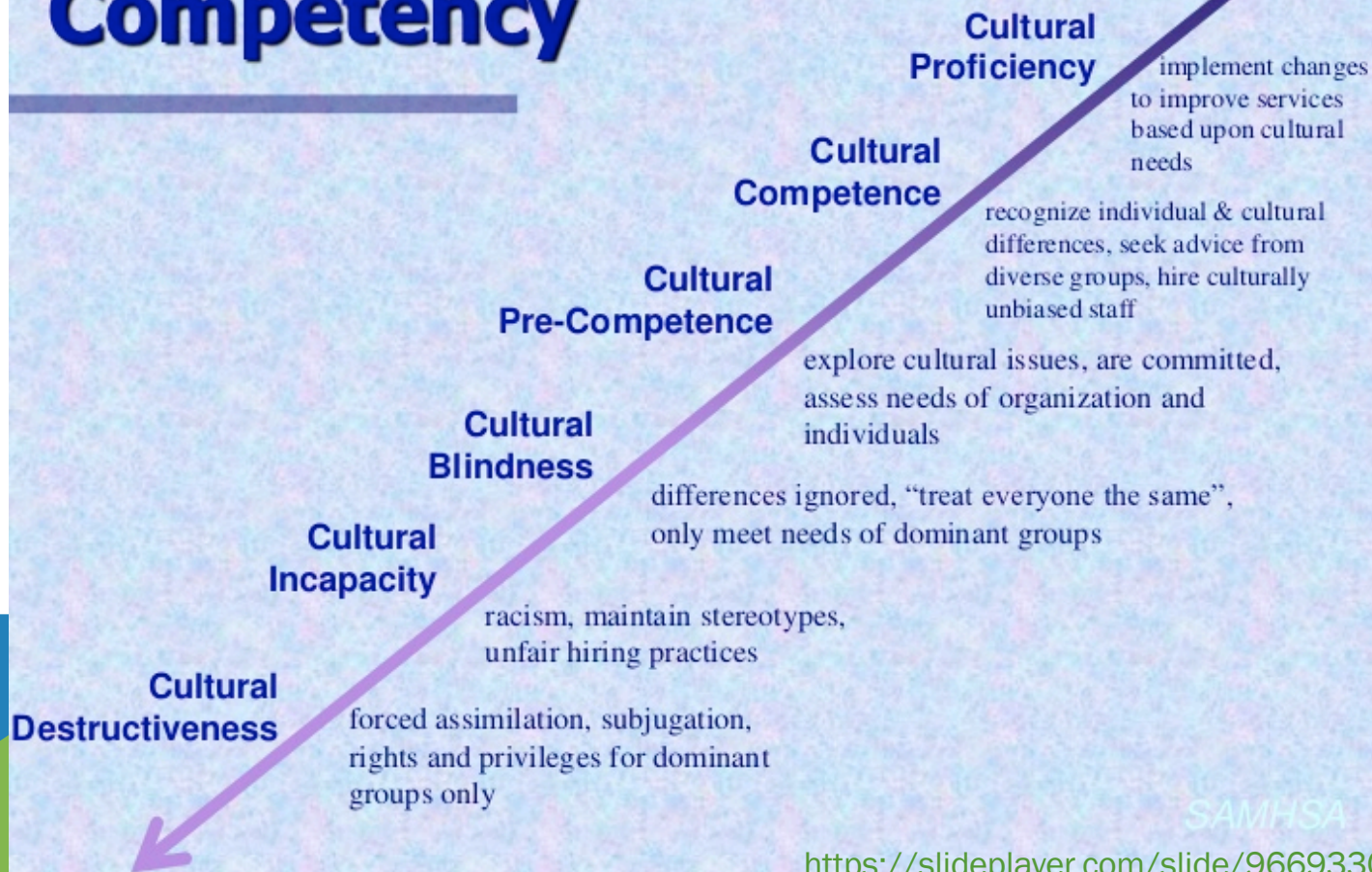
A decorative graphic at the bottom of the slide consisting of several overlapping triangles in shades of blue and green.

Heterogenous Groups tend to be better problem solvers...

Introducing different perspectives truly enlarges the set of all different ways of solving a problem compared to if one fixes a perspective and only allows heuristics to vary. P.3

We find that diversity in either perspectives or heuristics proves sufficient for a collection of agents to locate optimal solutions to a difficult problem. We want to point out here that these findings apply equally well to a collection of agents over a long period of time working on the same problem. P.4

Continuum of Cultural Competency



SAMHSA

DISCUSSING DIFFICULT OR CONTROVERSIAL TOPICS

<http://www.crlt.umich.edu/publinks/generalguidelines>

home | about crlt | contact | log in

search

CRLT Center for Research on Learning and Teaching

UNIVERSITY OF MICHIGAN

Consultations ▾ Programs & Services ▾ Resources & Publications ▾ Grants & Awards ▾ CRLT-Engin CRLT Players

CRLT Blog

 CRLT Resources on Active Learning

 Inclusive Teaching @ CRLT

Home < Guidelines for Discussing Difficult or Controversial Topics

Guidelines for Discussing Difficult or Controversial Topics

The following guidelines can help instructors facilitate classroom discussion around controversial issues. Whatever the context, it is helpful to structure such discussions in a way that defines boundaries for the process and provides some degree of closure within the classroom. Such discussions are an especially important time to explicitly discuss expectations for respecting a range of perspectives and experiences in the room.

Spontaneous Discussions: Dealing with the Unexpected

It is wise to be prepared to respond to the possibility that a student will raise a controversial issue in class unexpectedly. Immediate response is called for, if only to decide what to do next:

- Acknowledge the student who raised the issue while noting that students may vary in their responses.
- Decide whether you are ready and willing to engage with the topic right away.
- Quickly assess whether the class would like to spend time sharing views about the topic.

If students want to have a dialogue, and you want to wait on it, schedule a discussion for a later class and suggest ways that students could prepare.

Click here for further resources for making the most of 'hot moments' that emerge in your classroom when you do not anticipate them.

Planned Discussions on Controversial Topics

Planning a discussion on a controversial topic or issue benefits from consideration of the following topics, each of which is addressed below:

- Identifying a clear purpose
- Establishing ground rules
- Providing a common basis for understanding
- Creating a framework for the discussion that maintains focus and flow
- Including everyone
- Being an active facilitator
- Summarizing discussion and gathering student feedback
- Handling issues that involve the instructor's identity
- University resources

Identifying a clear purpose

Starting a discussion with clearly articulated objectives can help shape the nature of the discussion and link it to other course goals.

Examples of general objectives include:

- Connecting the topic with course material, including fundamental concepts and strategies for analysis and thoughtful reflection
- Increasing awareness about the topic by providing information that is not generally addressed in informal discussions
- Promoting critical thinking by helping students to understand the complexity of the issues
- Enhancing skills for dialogue that students can take into other venues
- Relating classroom discussion to the roles that students have as citizens within the university community and larger society

Establishing ground rules or guidelines

In class, instructors can either work with students to generate ground rules or discussion guidelines, or they can present a set of guidelines and then work with students to accept or modify them. Referring back to these community agreements can be very helpful if discussion becomes tense. Some suggestions include the following:

- Listen respectfully, without interrupting.
- Listen actively and with an ear to understanding others' views. (Don't just think about what you are going to say while someone else is talking.)
- Criticize ideas, not individuals.
- Commit to learning, not debating. Comment in order to share information, not to persuade.
- Avoid blame, speculation, and inflammatory language.
- Allow everyone the chance to speak.
- Avoid assumptions about any member of the class or generalizations about social groups. Do not ask individuals to speak for their (perceived) social group.

It is important that students agree on the ground rules before discussion begins. [See this page](#) for some further examples.

Facilitating Reflection

A Manual for Leaders and Educators

► Table of Contents

- I. Understanding Reflection
- II. Facilitating Reflection
 - Attitude
 - Communication
 - Group Dynamics
 - Trouble-Shooting
- III. Getting Started
- IV. The Reflection Circle
- V. Activities
 - Reflection Starters
 - Role Plays
 - Quotes
 - Group Exercises
- VI. Additional Forms of Reflection
- VII. Acknowledgements

About Reflection

"Reflection" is a vital component of service-learning. This manual was designed for educators and leaders of service groups who have an interest and a commitment to provide reflection opportunities for students and community partners alike. College professors, K-12 teachers, community organization leaders, and leaders of service organizations have all found, "Facilitating Reflection: A Manual for Leaders and Educators," a useful supplement to their work.

This manual was written during the summer of 1995. The primary author, Julie Reed, was interning at the **Georgetown University Volunteer and Public Service Center** at the time. I had asked her to pull together a compendium of reflection activities that would be useful for educators and leaders of service groups. None of the ideas represented in this manual are original. We borrowed examples from a variety of sources, which you will find in the "**Acknowledgements**" section at the end of the manual.

Special thanks go out to Sharon Morgenthaler, and the Georgetown University Office of Volunteer and Public Service, for their permission to finally post this manual on the Internet. Any comments about the manual should be sent to: **Christopher.Koliba@uvm.edu**



A CALS-wide workshop/professional development opportunity around harnessing diversity in our classrooms and research agendas.

- Let Kate or myself know of your interest in participating and/or planning

SHAMELESS PLUG #2: STEER STUDENTS OUR WAY, WE OFFER AN ACCELERATED MPA DEGREE!



The University of Vermont

APPLY

SEARCH ▾

MYUVM

COLLEGE OF **AGRICULTURE AND LIFE SCIENCES**

MENU

COMMUNITY DEVELOPMENT AND APPLIED ECONOMICS

Master of Public Administration



The Master of Public Administration Program at the University of Vermont joins vigorous study of the foundations of public administration with the practice of public administration in the real world.



GRE WAIVER FOR QUALIFIED
PROFESSIONALS!

Update from CALS Student Services


Refresher on Student care and self care.

TITLE IX REFRESHER:

(SOMETIMES REFERENCED AS “MANDATORY REPORTERS”)

Who is a Responsible Employee?

Responsible Employees include, but are not limited to, members of UVM Police Services and contract security personnel; a supervisor, manager or higher level employee; a chair, director or dean of an academic unit; full and part-time faculty members; personnel with oversight responsibilities for students or student employees; advisors to recognized student organizations; coaches and coaching staff.



WHAT NEEDS TO BE REPORTED AS PART OF TITLE IX?

SEXUAL ASSAULT
SEXUAL EXPLOITATION
SEXUAL HARASSMENT
RELATIONSHIP VIOLENCE
GENDER-BASED STALKING



CALS STUDENT SERVICES WILL WORK WITH YOU

- Let us know if you are concerned about a student or you are unsure how to proceed
- We will work together to file reports
- Steps to the process of reporting:
 - Title IX
 - CSA Form (Campus safety form for all crimes)
 - Call 911 if you the situation is urgent and you don't feel safe
 - CARE report

CAMPUS AND COMMUNITY RESOURCES

Confidential Campus Resources:

| | |
|--|----------|
| Campus Victim's Advocate, UVM Women's Center | 656-7892 |
| Counseling & Psychiatry Services (CAPS) | 656-3340 |
| Student Health Services | 656-3350 |
| Cooperative Campus Ministry | 656-3882 |

Non-Confidential Campus Resources:

| | |
|--|----------|
| Affirmative Action and Equal Opportunity (AA/EO) | 656-3368 |
| Dean of Students Office | 656-3380 |
| UVM Police Services | 656-3473 |

Confidential Community Resources (24 hrs):

| | |
|---|----------|
| H.O.P.E. Works | 863-1236 |
| Steps to End Domestic Violence | 658-1996 |
| Safe Space (part of the Pride Center of VT) | 863-0003 |

CARE FORM



The University of Vermont

MENU

DEAN OF STUDENTS OFFICE

CARE Form

View published

Revision state: **PUBLISHED**

Most recent revision: **Yes**



The Dean of Students Office's number one priority is to support a healthy and safe community. Occasionally, members of our community find themselves or others in need of additional help and support. If you are concerned about a UVM community member or are concerned about a specific event, contact the Dean of Students Office (802-656-3380). Or, if you would like to remain anonymous, you can report your concerns using the Concerning And /or Risky Event (CARE) form:

SUBMIT A CARE FORM



SUBMIT A CARE FORM

REPORT A BIAS INCIDENT

STUDENTS OF CONCERN RESOURCES

FIRST 2 WEEKS OF CLASSES

LET'S TALK

**drop in on one on one conversations
with a CAPS counselor.**

**MONDAY-FRIDAY
12:00-2:00PM**

free and confidential drop ins
up to 30 minutes (FIRST COME FIRST SERVED)

Available at both CAPS locations:

**Jacobs House, 146 South Williams
Wright Hall 113, Redstone Campus**

uvm.edu/health



THE UNIVERSITY OF VERMONT
**COUNSELING AND
PSYCHIATRY SERVICES**

WHAT WOULD YOU DO?

1. Student comes to you and discloses their partner is abusive. It's an evening class and CALS Student Services are closed.
2. A student explains their grandmother is sick and they must go home for the week and will not be in class for an exam.
3. A student explains that they are feeling very anxious and are struggling in class.
4. You are in class, and feel a student is verbally combative and become disruptive.
5. A parent calls your office directly wanting to discuss their son or daughters grade or coursework.
6. It is exam week and a student comes to you concerned about their mental health and asks for an extension or incomplete. You have not received any documentation from Student Accessibility Services.

POLICY CHANGES DIRECTLY IMPACTING STUDENTS

■ Medical Withdrawal Policy

- Students who take a full medical withdrawal will now be required to go through a re-entry process that requires (1) a letter from the student, (2) a letter from their doctor or primary care provider, and (3) review by a medical re-entry committee (made up of CHWB and DOS staff)
- Students wishing to re-enter from a medical withdrawal should contact Whitney as soon as possible to begin the process
- This is an interim policy effective Fall 2018; the policy will be posted in full online shortly

■ Expectations and boundaries of teaching and advising/FERPA

■ Scholarship appeal process

- As of Fall 2017, there is no formal appeal process for the loss of student's scholarships
- Students will regain their scholarships once the GPA standard has been met again
- There is still a formal appeal process for loss of financial aid; students should contact Whitney to fill out their SAP academic appeal form

STUDENT ILLNESS

- The CALS Student Services Team cannot verify a student is sick.
- The UVM Health Center does not issue notes to students. IF the student goes to the Health Center, has a fever, is contagious, or seriously ill, with the permission of the student, they will contact the Dean's Office. We will communicate with you.
- Clearly state what your absentee policy is in the syllabus.

Update from CALS Student Services

EAB Advising Software

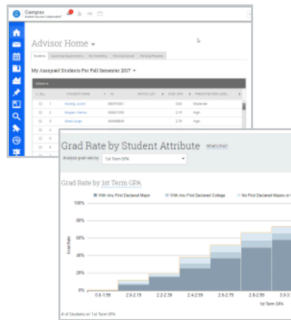
CAMPUS

(coming soon)

CAMPUS AND GUIDE PLATFORM OVERVIEW

EAB Campus

Student Support Services,
Academic Leaders,
Administration



Tools in Campus facilitate the work and collaboration of advisors and support providers behind-the-scenes of the student experience.

Campus

- Advanced Search
- Referrals and case management
- Appointment reports and shared notes
- Early alerts
- Intervention campaigns
- Front desk management

Desktop and App driven **appointment scheduling.**

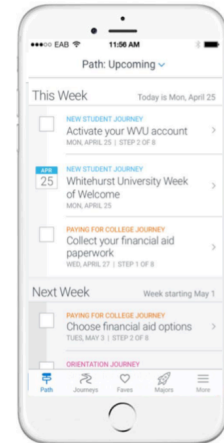
Connect Network links students to their support team

Guide

- Personalized student path
- Intake survey
- Quick polls
- Push Notifications
- Student calendar
- Holds Center
- Major Explorer
- Campus Resources

EAB Guide

Students



Guide empowers students to take ownership of their journey through customized mobile interventions and ability to reach out for support.



79% OF FTFYS DOWNLOADED THE GUIDE APP AT JUNE ORIENTATION.



STUDENTS ARE USING GUIDE TO:

View course schedules - Explore majors & careers

Access campus resources - Tell us about their interests

Student Profile

Advising Summary Reports & Notes

Advisor-initiated Appointment Campaigns

Messaging Sub-sets of Students (Text & Email)

Advanced Searches & Watch Lists



Implementation phased approach

GUIDE (Mobile)

First-Time, First-Year, June Orientation

Transfer Students, Summer Orientation

Returning students, Fall 2018

CAMPUS (Web)

FALL 2018

4 Student Services Teams:

- CEMS – Engineering
- CNHS
- GSB
- Honors College

SPRING 2019

Remaining student services teams

Additional support offices (i.e. International Ed)

Faculty departments from each college/school



CALS Pilot Project

Community Development and Applied Economics Department

- A handful of faculty will be trained in October/November and then begin to use the web-facing application Spring 2019
- Fully online Fall 2019



Update from CALS Student Services

- Degree Works reminders
 - Exception form is online
 - Exceptions for University Requirements: student must go through the committee chair for an exception and then Whitney can process
- Incomplete policy
 - Importance of setting a deadline



•CHEM, BIO and MATH courses: when credit is not given twice

- Example: CHEM 031. General Chemistry 1. 0 or 4 Credits.
 - May not be taken for credit concurrently with, or following receipt of, credit for, CHEM 023, CHEM 025 or CHEM 035.*
- Example: MATH 019. QR: Fundamentals of Calculus I. 3 Credits.
 - Credit not given for more than one of the courses MATH 019, MATH 021 unless followed by MATH 022.*
- Example: BIOL 001. Principles of Biology. 0 or 4 Credits.
 - Credit not given for both BIOL 001 and BCOR 011.*
- Always refer to catalogue for these rules and restrictions**
- If credit is not given twice, a course will be listed in the “Insufficient” section of a student’s audit**

CHANGE IN SENIOR RECORD CHECK FORM

- New look to the form and the walk form
- The procedures for the SRCs will remain the same
- When reviewing SRC with student, it is a good time to submit exceptions
- SRCs for December 2018 and May 2019 will be sent to departments in early September
- Walk forms will be available online and with department coordinators for late adds

SENIOR RECORDS CHECK COLLEGE OF AGRICULTURE AND LIFE SCIENCES

For questions contact Whitney.Northrop@uvm.edu

To Academic Advisor & Student: Complete this check in preparation for graduation. It is the responsibility of the STUDENT to make an appointment with their academic advisor to review and insure all academic requirements have been completed and their Degree Audit is correct. Advisors please return Senior Checks to the DEAN'S OFFICE, 106 Morrill Hall, attention: Whitney Northrop.

Due Dates: May Commencement- March 1st December Graduation- December 1st

To be completed by the Dean's Office:

Date Prepared: August 15th, 2018

Student has earned 133 credits by the end of JUL 18 toward the 120 required credits

Student needs to complete 0 additional hours for graduation

Student's current grade point average is 2.01 (2.00 is minimum for graduation)

D1/D2 Requirements: ☒ Sustainability Requirement: ☒

FWIL (ENGS 001) Requirement: ☒ IT: ☒ Speech: ☒

Anticipated graduation date: December 2018

To be completed by the student's academic advisor:

List a more realistic date for graduation if other than anticipated date above

Indicate if Walker: ☐ (See reverse side for walk permission form)

IMPORTANT: List ONLY REQUIRED courses and credit hours the student must complete during senior year for both major and minor below.

| Fall | Spring | Summer |
|------|--------|--------|
| | | |
| | | |
| | | |

COMMENTS:

Student: *
Student ID: _____
Major: BICM,
Minor: GBCD,
Advisor: Mintz, Keith *

Your signature below indicates that you have reviewed your total number of credits as well as an analysis and understanding of ALL REQUIREMENTS to be completed for graduation.

Please have student print their full name as it should be printed on their degree.

First Name _____ Middle Name _____ Last _____

Student signature _____ Date _____

Advisor signature _____ Date _____

WALK POLICY & FORM: Fill out form below only if student is within 6 credits of completing ALL requirements by the time of May Commencement.

Student's Permanent Address: _____

Hometown: _____

To be completed by the student:

I have reviewed my academic record with my advisor and understand that I must complete six or less credits to be eligible to receive my diploma. I also understand that my diploma will be mailed to my permanent address and that I will receive a blank diploma jacket at May commencement.

Student Signature _____ Date _____

To be completed by the advisor:

I have received the student's academic record and verify that the student needs no more than 6 credits to complete ALL of their requirements for the Bachelor of Science degree from CALS.

List the courses needed to finish requirements:

| | | |
|-----------------|-------|---------|
| Course & Number | Title | Credits |
|-----------------|-------|---------|

| | | |
|-----------------|-------|---------|
| Course & Number | Title | Credits |
|-----------------|-------|---------|

| | | |
|-----------------|-------|---------|
| Course & Number | Title | Credits |
|-----------------|-------|---------|

Advisor Signature _____ Date _____

TEACHING: EXPANDED COURSE DESCRIPTIONS

GENERAL EDUCATION REQUIREMENT

SUSTAINABILITY

click for more info!

GENERAL EDUCATION REQUIREMENT

WRITING + INFORMATION LITERACY

click for more info!

As part of the new contract:

Effective with courses offered in the Fall of 2018, and in order to allow students to make more informed choices on course selection, all faculty members are **required** to develop and post Expanded Section Descriptions (“ESD”) for courses that they will be teaching. As an alternative to providing the ESD, a faculty member may substitute his or her syllabus for the course or a link to a substantially similar syllabus for that course from a prior academic semester, which must include any required textbooks or other materials to be ordered by students.

16.21

In order to allow students to make more informed choices on courses before the Add-Drop period, all faculty members will be required to make syllabi available to students for courses no later than the first day of classes. This provision shall also apply for courses taught for supplemental compensation.

My Classes

Registration Override

- After the add/drop period please add students through your class roster located in the Faculty Dashboard.



Watch a quick help video about this topic.

myACCESS

- View accommodations requested in your course.
- Enter Expanded Section Description
- Resources and Support Services
- Request Changes to Your Class (location, time, size)
- Final Exam Schedule (Fall 2017)

REVIEW FROM 2017

CALS CORE CURRICULUM: ACADEMIC REQUIREMENTS

- English 001 requirement (only substitute is AP Expository writing, a transfer equivalent college course, or TAP course taken)
- Sustainability requirement
- Diversity 1 and Diversity 2 requirement
- Quantitative Reasoning (math, statistics)
- TWO Natural Sciences
- TWO Social Sciences (all CDAE courses and COMU 001 count here)
- TWO Humanities
- 120 credits (must include all major requirements)
- CALS Foundations (001 and 002)

ACADEMIC REQUIREMENTS: CURRICULUM

- GPA requirements
- Full-time (12-18 credits) vs. part-time
- Withdrawal vs. medical withdrawal
- Credits and impact on financial aid

Process for review of these requirements is addressed in the CALS Curriculum Committee

TEACHING: TIPS FOR THE CLASSROOM

Syllabus – contract for your course

- Do not change it unless there are extenuating circumstances.
- State your grading system (i.e.: what the grade is based on) very clearly and post it as part of the syllabus.
- Encourage transparency in grading, e.g. rubrics.
- Grade calculations must state if grading down and why.
- Set clear goals.
- State definite assignment due dates and consequences for not meeting the deadlines.
- Classroom management policies (cell phone, computer, food, etc.)
- Clearly state final exam dates are not flexible
- If academic integrity concern comes up, contact the Center for Student Conduct.

TEACHING: TIPS FOR THE CLASSROOM

- We recommend that if you teach a first year course, you have quizzes early in the first four weeks to give students a benchmark with which to judge their progress.
- We recommend that all first year classes have an Academic Alert System to notify students who are performing unsatisfactorily in class. Students should be encouraged to discuss warnings with the professor of the class and with their advisor.

TEACHING: ACADEMIC ALERT

EXAMPLES OF WHEN ACADEMIC ALERTS COULD BE USED:

- When a student has not been attending class regularly or has had several absences
- When a student consistently arrives late for class or leaves early
- When a student has not turned in assignments, or assignments have been turned in late
- When a student receives poor grades on assignments, quizzes or exams
- When a student does not prepare for class or participate in class discussions
- When a student's classroom behavior is inappropriate or disruptive
- The Academic Alert letter may also be used at mid-term to warn a student that if academic performance does not improve, s/he will likely earn a poor grade or be in danger of failing. To be most effective, Academic Alert letters should be sent as soon as a problem or concern is detected. Faculty are strongly encouraged to discuss with students their use of Academic Alerts in support of students' success.

TEACHING: ACADEMIC ALERT

[RETURN TO MENU](#) [SITE MAP](#) [HELP](#) [EXIT](#)

Faculty Detail Schedule

Intro Cont Public Affairs - 11485 - PA 206 - A

Available for Registration:

College:

Department:

Part of Term:

Course Levels:

Campus:

Syllabus:

Rosters:

Oct 01, 2015 - Feb 01, 2016

College of Agric & Life Sci

Cmty Dev & Apld Econ

1

Continuing Education, Certificate, Graduate, Medical Student, Student, Undergraduate

Main Campus

[Add](#)

[Classlist](#)

Enrollment Counts

| | Maximum | Actual | Remaining |
|--------------------|---------|--------|-----------|
| Enrollment: | 75 | 78 | -3 |
| Cross List: | 0 | 0 | 0 |

| Level | Major | Degree | Class | Credits | Reg Status | Reg Date | XLst CRN | Enrollment Change | Academic Alert | Email |
|-------|-------|--------|--------|---------|---------------------------|--------------|-------------|----------------------|------------------------|-----------------------|
| UG | PCOM | BS | Senior | 3.000 | You are registered! (Web) | Nov 17, 2015 | | Graded | Update | Email |
| UG | PCOM | BS | Senior | 3.000 | You are registered! (Web) | Dec 04, 2015 | | Graded | Update | Email |
| UG | PCOM | BS | Junior | 3.000 | You are registered! (Web) | Nov 18, 2015 | | Graded | Update | Email |
| UG | PCOM | BS | Junior | 3.000 | You are registered! (Web) | Nov 16, 2015 | | Graded | Update | Email |
| UG | PCOM | BS | Junior | 3.000 | You are registered! (Web) | Nov 18, 2015 | | Graded | Update | Email |

TEACHING: RULE ABOUT EXAMS IN FINAL WEEK

UVM Catalogue states:

“No course may conduct more than one in class exam or test during the last two weeks of the semester (week prior to finals week and the week of finals).”

“No student shall be required to take four or more final exams in one 36-hour period.”

TEACHING: SUBMITTING FINAL GRADES

- Final grades must be turned in within 72 hours after your final exam. If you don't get them submitted, it affects graduating seniors, studies committee results, class standing, and university honors. This is a huge deal (this could result in a lawsuit), so please meet the deadline! AF will be assigned if you do not make the deadline.
- Grades not submitted automatically are entered as **AF**, and triggers notification in the Dean's Office.

COURSE EVALUATIONS

Course Evaluations and Advising Evaluations now available online

- The course/instructor evaluation is no longer a paper process. It is online and can be accessed via smartphones and computers. This will be opened for all course use three weeks before the end of classes. It will remain open through the last day of classes. Each semester you will receive an e-mail from the dean's office with instructions prior to the last week of classes.

ADDITIONAL INFORMATION AS TIME ALLOWS

TIPS FOR TEACHING AND ADVISING AN OVERVIEW



ADVISING

TIPS FOR SUCCESS

Managing the needs of Advisees:

- Post/list office hours or your availability for meeting.
- Pro-active communication may alleviate duplicative emails
 - ~ “Welcome back. Here are resources for....”.
 - ~ “We will be meeting in October. Look for the doodle poll meeting dates...”
 - ~ “Classes for the spring will be release on (this date), here is the link to...”
- Reply to advisee e-mails within 48 hours (recommended).

ADVISING

TIPS FOR SUCCESS

- **Have a plan for increasing students' responsibilities in advising process**

“After reviewing your CATS report/Degreeworks, come prepared for your advising session with the following:”

~ 5-7 classes you would like to take next semester that do not have time conflicts

~ Thoughts on study abroad, internships, research

~ Any issues/problems you wish to suggest and your ideas for a solution

- **develop a 4 year plan, keeping in mind internship and study abroad plans.**

http://www.uvm.edu/~career/?Page=CALS_4year.html&SM=4yearplansubmenu.html

ADVISING

TIPS FOR SUCCESS

- **Learning Co-op/Tutoring Center-** <http://www.uvm.edu/learnco>

(Located above the Marche in the Living/Learning Center)

~ Subject area tutoring is a part of a student's comprehensive student fee. UVM undergraduate students can meet one-on-one with a tutor once per week for each course.

~ Supplemental study sessions that is a group-based, peer-run study system by subject area. **Especially important for challenging math/science courses!**

- **Undergraduate Writing Center (Located in the Bailey-Howe Library)**
- **Student Accessibility Services (SAS) (new name for ACCESS)**
 - ~faculty open house Friday 8/26 between 1:00-3:00pm, Living/Learning A170

STUDENT SUPPORT SERVICES

CALS Dean's Office- Student Services Team, 106 Morrill

SAS: <http://www.uvm.edu/access/>

Writing Center: <http://www.uvm.edu/wid/writingcenter/>

Learning Co-op: <http://www.uvm.edu/learnco/>

Supplemental study sessions:

<http://www.uvm.edu/learnco/?Page=schedule/sischedule.html>

Career Services: <http://www.uvm.edu/~career/>

Student Health Clinic: <http://www.uvm.edu/~CHWB/health/>

Wellness, health problems, and others: work with Whitney Northrop

CAPS (counseling services) <http://www.uvm.edu/~chwb/psych/>

Career and Experience Hub (Davis Center):

https://www.uvm.edu/~davis/?Page=re_thehub.php&SM=menu_errands.html

ADVISING: TIPS

- Post/list office hours or your availability for meeting.
- Reply to advisee e-mails within 48 hours (recommended).
- Document, document, and document what you have discussed with the students.
- Show the student what a 4 year program would probably look like, keeping in mind internship and study abroad plans.
- Follow your natural instinct if you feel that the student has issues that need Dean's Office assistance (Rose).
- Create a webpage for your advisees. (example: <https://www.uvm.edu/~dneher/>)
- Have a plan for increasing students' responsibilities in advising process.
- Encourage students to use University resources and Career Services.
- Supplemental study sessions. Have your students take advantage of them, especially with the more demanding science courses.

ADVISING

TIPS FOR SUCCESS

- **Encourage students to use University resources and Career Services.**
- **Follow your natural instinct if you feel that the student has issues that need Dean's Office assistance (Whitney).**
 - ~ *When to call and/or refer students to Whitney?*
- **Document, document, and document what you have discussed with the students.**

ADVISING

TIPS FOR SUCCESS

Process for Study Abroad:

- **Contact the UVM Office of International Education: <https://www.uvm.edu/oie>**
- **Students should begin process at least 15 months before planning to study abroad**
- **Courses will be pre-approved by Advisor, especially where exceptions are granted.**
- **Plan for courses to be taken abroad (humanities?). Plan for required once a year course offerings**
- **Students must have a minimum 2.5 GPA to study abroad**

ADVISING NCAA ATHLETES

- Progress toward graduation is monitored
- Advising is done within Athletics as well
- Be aware of practice schedule conflicts
- Student progress reports should be given to you to complete mid-semester

ACADEMIC ADVISING: DOCUMENTATION

- **Document, document, and document what you have discussed with the students.**
- **ELECTRONIC SHARED DRIVE**

Electronic student files can be accessed via the shared drive on your UVM computer

- **ADVISING NOTES IN DEGREEWORKS (remember, they students have access)**

If you have trouble accessing the shared drive, please contact David.Deutl@uvm.edu and he can help configure your computer.

Utilizing electronic files is not mandatory, however you may find it useful to go paperless.

ADVISING LINKS

Electronic advising files—shared drive

Advising Handbook: https://www.uvm.edu/cals/forms_resources_and_policies/procedures

Student Portals in MyUVM:

<https://www.uvm.edu/~rgweb/?Page=myuvm/student/student.html>

Senior Record Check—The CALS Dean's Office is still requiring Senior Record Checks. The departments will receive these.

Declaration of Major Form, Declaration of Minor (only depts. requiring approval) within CALS Form: https://www.uvm.edu/cals/forms_resources_and_policies/procedures

- Follow up with Whitney—students need to be proactive

ACADEMIC ADVISING: DOUBLE DIPPING

The College of Agriculture and Life Sciences allows students to double count a course toward requirements TWICE, *unless stated otherwise in the catalog.*

(some additional restrictions may apply)



ADVISING INTERNATIONAL STUDENTS

RESOURCES FOR FACULTY ADVISING INTERNATIONAL STUDENTS

Resources for faculty advising international students

- Innovations in Faculty Support for International Students:

<http://globaled.us/internationalization/faculty-support-for-international-students.asp>

- NACADA: Advising Chinese Students:

<http://www.nacada.ksu.edu/Resources/NACADA-Companion-Resources/Advising-International-Chinese-Students.aspx>

- Drexel University Faculty Handbook on Advising and Teaching International and ELL Students:

<https://drexel.edu/~media/Files/dcae/Faculty%20Handboook%20v%203.ashx>

- Communication Tips:

<https://www.missouristate.edu/advising/international/160440.htm>

- Summary of Best Practices for Retention:

http://www.nafsa.org/_/file/_/mr_best_practices.pdf

Universal Design for Learning:

<http://www.uvm.edu/ctl/?Page=resources-teaching/udi/index.php>

If you have specific questions, please contact the Global Gateway Program:

Hollie Kennison, Hollie.Kennison@uvm.edu, 802-656-2980

Margaret Coan, Margaret.Coan@uvm.edu, 802-656-3815

Example: International, USPP
(US Pathway Program), GGP
(Global Gateway Program)

ADVISING: HELP WITH CAREER DEVELOPMENT TIPS FOR SUCCESS

- **Request for a letter of recommendation and references**

(ask for resume, sample of work from a class, description of the job, deadline, contact person, specific strengths to address, who will be contacting you)

- **Sources for an internship/job:** handshake, Career Hub, Linkedin groups, CALS social media, VBSR.org, goodfoodjobs.com, Monster.com, etc.

- **Career Center:** Help with resume, cover letters, job searching, etc.

- **Offer networking suggestions**

- **Keep in touch!** (track student success, future referrals, etc.)

TEACHING: DISRUPTIONS IN THE CLASSROOM

Addressing classroom disruptions

- https://www.uvm.edu/cals/forms_resources_and_policies/procedures Inform your expected behaviors for class on the syllabus, for example:
 - Ground rules for discussions
 - Questions about exams
 - How to communicate with you and/or your TAs
 - Appropriate language, words, emails, classroom etiquette
- Age of electronics—cell phones, computers, etc. in the classroom
 - Put UVM Police number (802-656-3473; 802-656-FIRE) in your cell phone
 - Register with UVM Police for CAT alerts <http://www.uvm.edu/police/>

FACULTY OPPORTUNITIES

Center for Teaching and Learning: <http://ctl.uvm.edu/>

- The Center for Teaching & Learning (CTL) explores, promotes, and supports excellence in teaching, with diverse technologies, at UVM.
- Courses on topics such as syllabus development Blackboard, iClicker, powerpoints, designing accessible course materials, hybrid and online courses, faculty development, and much more!

<http://www.uvm.edu/ctl/>

“Doctor is in”- drop in sessions at the library, Rm 303 no appt. needed

ACADEMIC TEACHING AND ADVISING

Questions and comments?

What additional information can we provide you to support excellence in teaching and advising?

We are here to support you! Have a wonderful semester!

