

University of Aberdeen and the University of Vermont Leadership Exchange Program

May 23-25, 2023



Alumni House, Silver Pavilion, University of Vermont
61 Summit St, Burlington, VT 05401



The University of Vermont



UVM's Land Acknowledgment Statement

The campus of the University of Vermont sits within a place of gathering and exchange, shaped by water and stewarded by ongoing generations of Indigenous peoples, in particular the Western Abenaki.

Acknowledging the relations between water, land, and people is in harmony with the mission of the university. Acknowledging the serious and significant impacts of our histories on Indigenous peoples and their homelands is a part of the university's ongoing work of teaching, research, and engagement and an essential reminder of our past and our interconnected futures for the many of us gathered on this land.

UVM respects the Indigenous knowledge interwoven in this place and commits to uplifting the Indigenous peoples and cultures present on this land and within our community.



UVM Foundations for Student Success

May 25, 2023

J. Dickinson

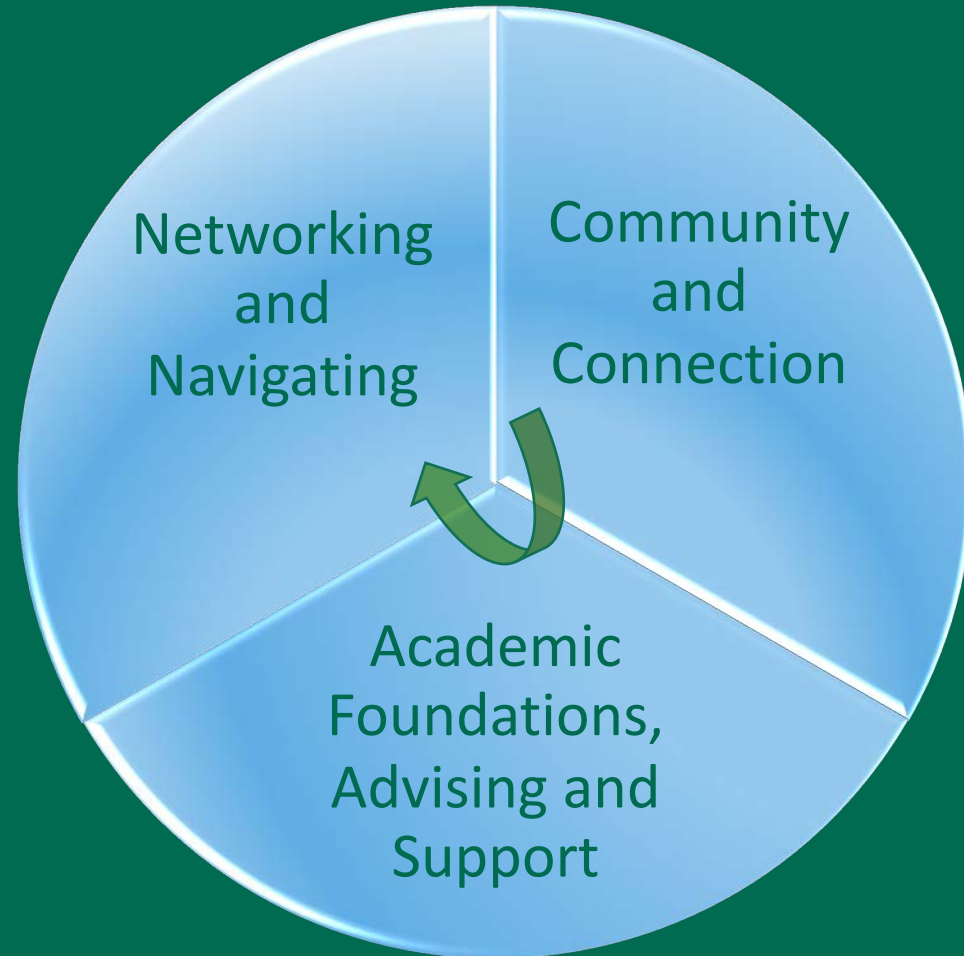
Vice Provost for Academic Affairs and Student Success

Associate Professor, Anthropology



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What are the foundations for UVM student success?



UVM GO: Community and Connection

Provide first-year students with introductory experiences that support integrative learning and inspire students to explore what it means to be a global citizen. Advance students' understanding of their social positioning, build intercultural competency, and encourage continued participation in diverse global educational opportunities.



Academic Foundations: Catamount Core

Why this curriculum?

- Created through a broad, collaborative process centering faculty voices
- Reflects community values for foundational skills and knowledge
- Prioritizes a common base curriculum, making it easier for students to transfer between UVM colleges/schools





CATAMOUNT CORE CURRICULUM

CATAMOUNT CORE is made up of 42 credits in courses distributed across three main areas:

- Liberal Arts (21 credits)
- Core Skills (9 credits)
- Common Ground Values (12 credits)

Students will be able to take courses that fulfill more than one category, but they must still take at least 40 unique credits of courses that have been approved to fulfill CATAMOUNT CORE CURRICULUM requirements.

LIBERAL ARTS

21 CREDITS

AH ARTS & HUMANITIES
6 CREDITS FROM ANY OF THE FOLLOWING

- AH1: Arts
- AH2: Literature
- AH3: Humanities

S1 SOCIAL SCIENCES
6 CREDITS

N NATURAL SCIENCES
6 CREDITS FROM ANY OF THE FOLLOWING

- N1: Natural Science (no Lab)
- N2: Natural Science (w/Lab)

MA MATHEMATICS
3 CREDITS

CORE SKILLS

9 CREDITS

QD QUANTITATIVE & DATA LITERACY
3 CREDITS

WIL1 WRITING & INFORMATION LITERACY 1
3 CREDITS

WIL2/OC WRITING & INFORMATION LITERACY 2
3 CREDITS

- WIL2: Writing & Information Literacy Tier 2
- or -
- OC: Oral Communication

COMMON GROUND VALUES

12 CREDITS

D DIVERSITY
6 CREDITS (INCLUDING AT LEAST 3 D1 CREDITS)

- D1: Race and Racism in the US
- D2: Diversity of Human Experience

SU SUSTAINABILITY
3 CREDITS

GC GLOBAL CITIZENSHIP
3 CREDITS

- GC1: Global Systems & Problems
- or -
- GC2: Developing Global Citizens

Priorities for Student Support

- Supporting all students
- Ensuring student connections to advisors and support services
- Creating common approaches and skills sets across professional advisors, Dean's offices, and academic support staff
- Identifying and revising policies that create barriers to student success



Network and Navigate

What makes an institution welcoming and supportive?

- Introduce students to networks within UVM, the local community, and beyond from their first year forward
- Foster supportive connections with faculty, staff and fellow students
- Help students navigate systems and structures
- Create opportunities for alumni engagement
- Encourage travel study, study abroad, and internship experiences



Career Exploration & Preparation

How do we prepare students for a successful future?

- Encourage integrative learning
- Increase student participation in internships and experiential learning
- Infuse opportunities for career exploration and preparation throughout the student experience
- Foster global citizenship skills

THE PATH TO
CAREER
SUCCESS



Healthy, Engaged, Successful

Understanding UVM's ambition and plan for providing a distinctive and attractive student experience

May 25, 2023

Erica Caloiero, Vice Provost for Student Affairs

Student Affairs

The UVM campus experience ecosystem

- Health and wellbeing
- Student housing
- Food
- Clubs/orgs, student government, civic engagement, fraternities & sororities, etc.
- Off-campus community and student relations
- Student Conduct (academic integrity and behavioral concerns)
- ...and many partnerships and collaborations

Three areas of priority in our work:

- Healthy choices & decisions
- Integrative learning
- Mission through business

With many evident options, ideas & needs, how to we prioritize?

Mission Through Business

- Demonstrate commitment to social justice through the search and hire process, the budgeting process, professional development, etc.
- Inclusive excellence action plan
- Divisional strategic plan that echoes the IE plan

What values advance our portion of the enterprise? What disparities can we identify and eliminate?



Integrative Learning

Student housing: learn where you live

- Residential curriculum built around themes
 - **Arts and Creativity, Sustainability, Global Connections, Wellness, etc.**
- Community Learning Model - a framework for shared understanding
- Faculty involvement; Honors College
- Events and activities coordinated by Res Life staff

Where can we most usefully engineer overlap across domains of learning and experience?





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Personal development

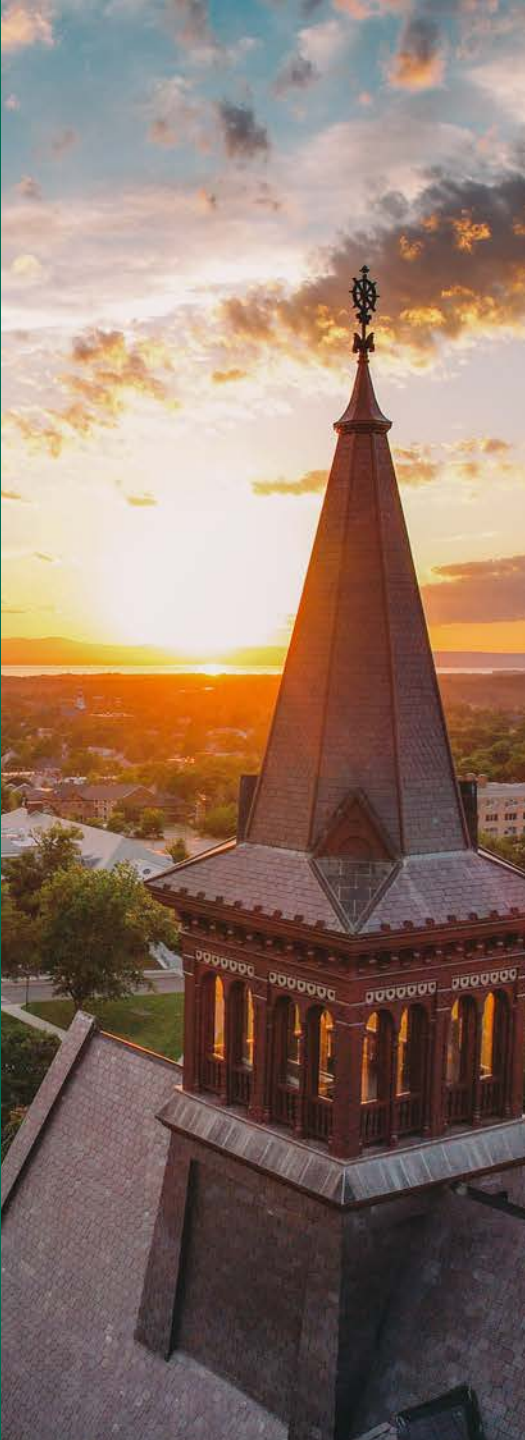
Sense of belonging

Engagement/involvement across areas of experience

emplate

Accumulate skills; translate into leadership disposition; build career readiness and desire to be accountable leaders in a global community

How can we better balance structure and open-endedness in our work with students?



Engaging Parents & Families

Pre-arrival & transition

- Menu of informational webinars delivered at moments that matter

Communication

- Monthly newsletter with campus updates and relevant advice to support students

Ongoing conversation

- Catamount Family Advisory Council

What does accountability look like?



Authentic & Relevant Communications

- Timely, targeted, relevant, and developmentally appropriate with students *as well as* their families.
- Editorial calendar and communications strategy
- The Catamount Family Experience. Thoughtful and timely suite of messages, shared resources, and webinars
- Collaboration with New Student Orientation on summer programs and August Orientation

What does accountability look like?

Questions?



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University of Aberdeen Student Experience and Student Success

Prof. Ruth Taylor
Vice-Principle Education

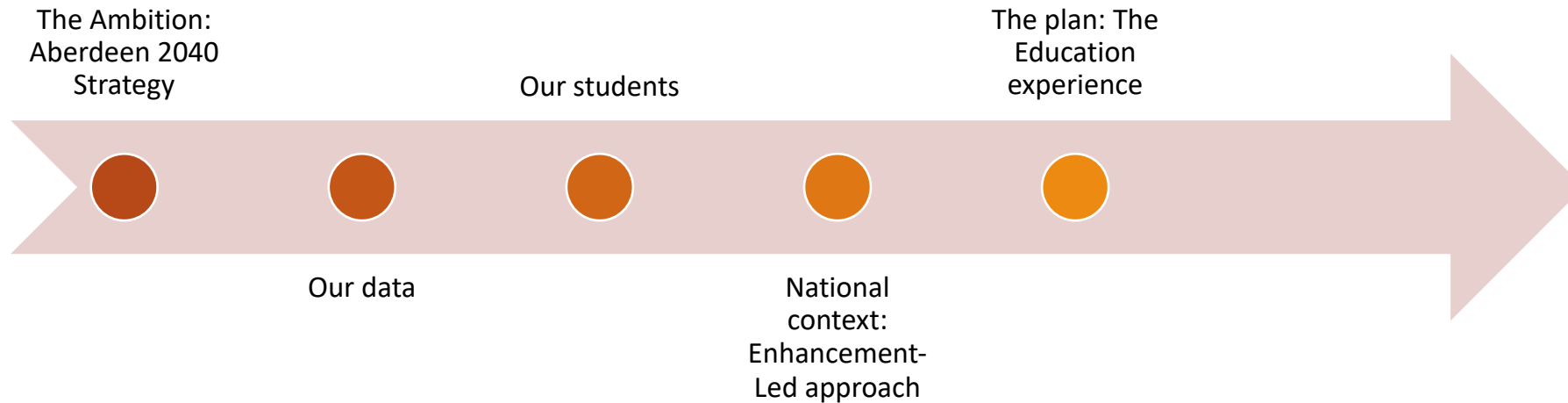


The University of Vermont



Introduction to the session

Understanding Aberdeen's ambition and plan for providing a distinctive and attractive student experience and foundations for student success



The Ambition: Aberdeen 2040



Aberdeen 2040

open to all and dedicated to the
pursuit of truth in the service of others



Aberdeen 2040 Education Commitments

C1: wellbeing, health, potential

C2: widening access, modes of
delivery, success

C6: learning culture

C7: interdisciplinary, challenge-led
learning

C11: international education

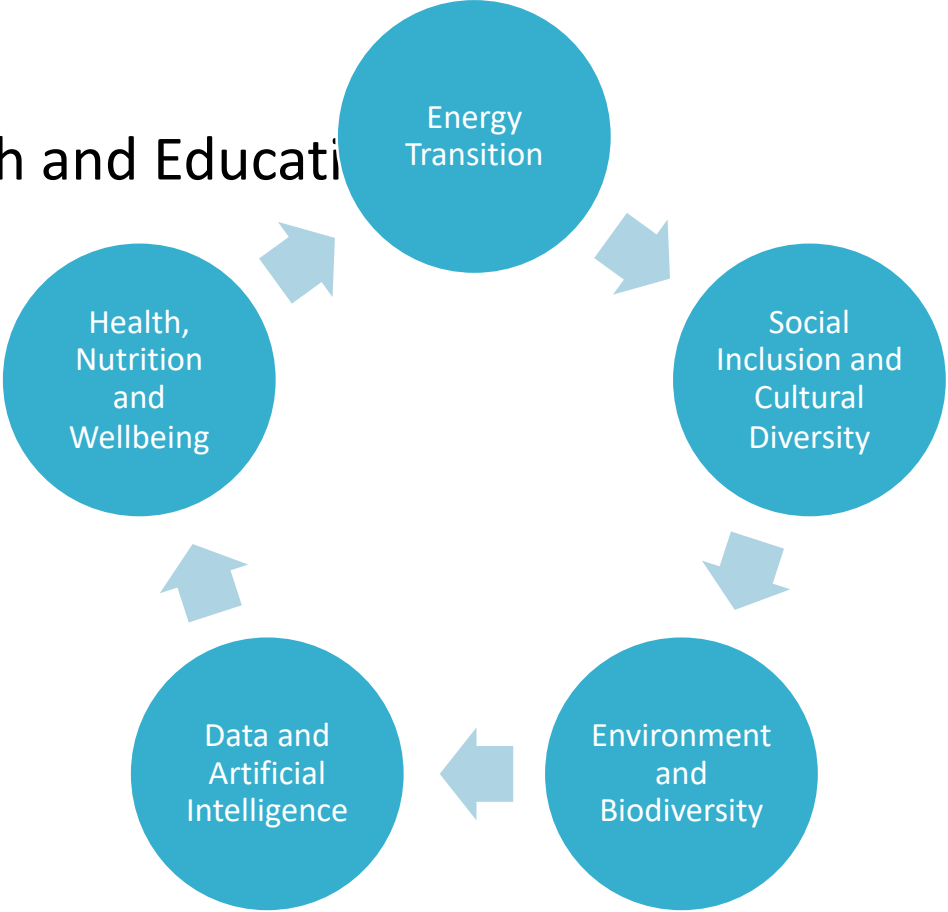
C12: global employment:
curriculum and teaching

C14: international experience

C17: leaders in protecting the
environment



Our interdisciplinary challenges for our Research and Education





Our Strategic Themes



Aberdeen 2040 and Education

*Our Education aims to be among the **very best in the world**, enabling our students to grow as **independent learners**, to achieve their **full potential** and **succeed** whatever their personal and social background, their mode of delivery and location, and to be equipped for **global employment**.*

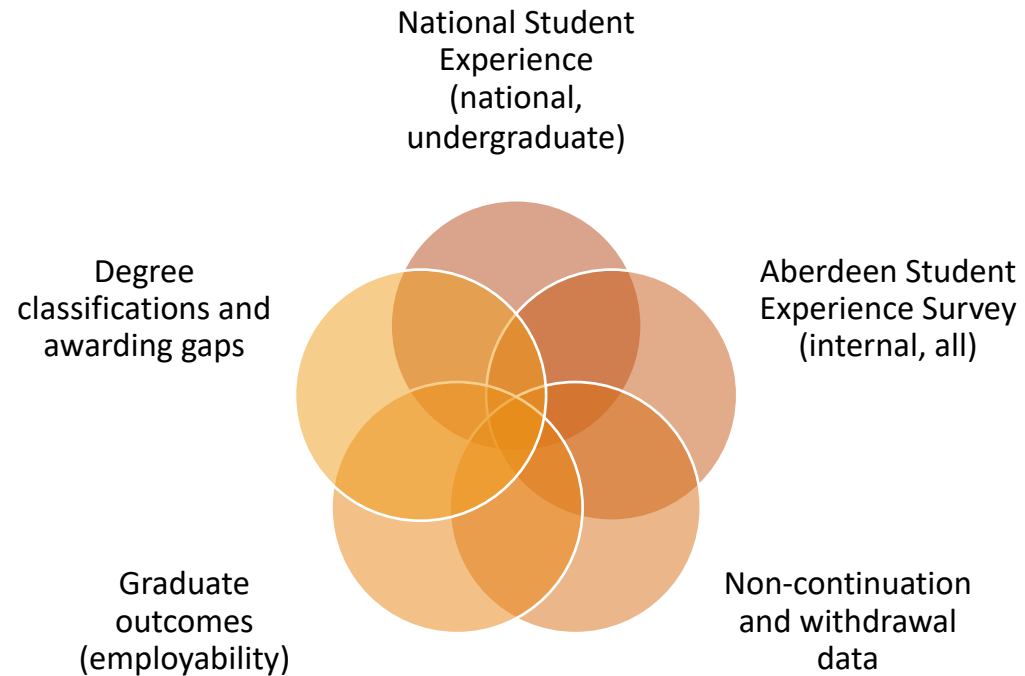
*Our Curriculum is **challenge-led, distinctive**, has **breadth and flexibility** with the **interdisciplinary challenges** embedded. Our Curriculum is **inclusive, international**, and enables our students to be **leaders in protecting the environment**.*

*Our Environment aims to be **diverse, caring, supportive, challenging, innovative, and developmental**.*

Our Data: An evidence-driven approach to enhancement



Internal and external measures (examples)



Our focus for improvement

- Student satisfaction: institutional theme on assessment and feedback
- Non-continuation: action plan focused on key areas
- Graduate outcomes (highly skilled employment): overall institutional plan, including scaling up of placements
- Degree classifications: action plan to address the degree awarding gap for Black Asian Minority Ethnic students

Our Teaching Excellence



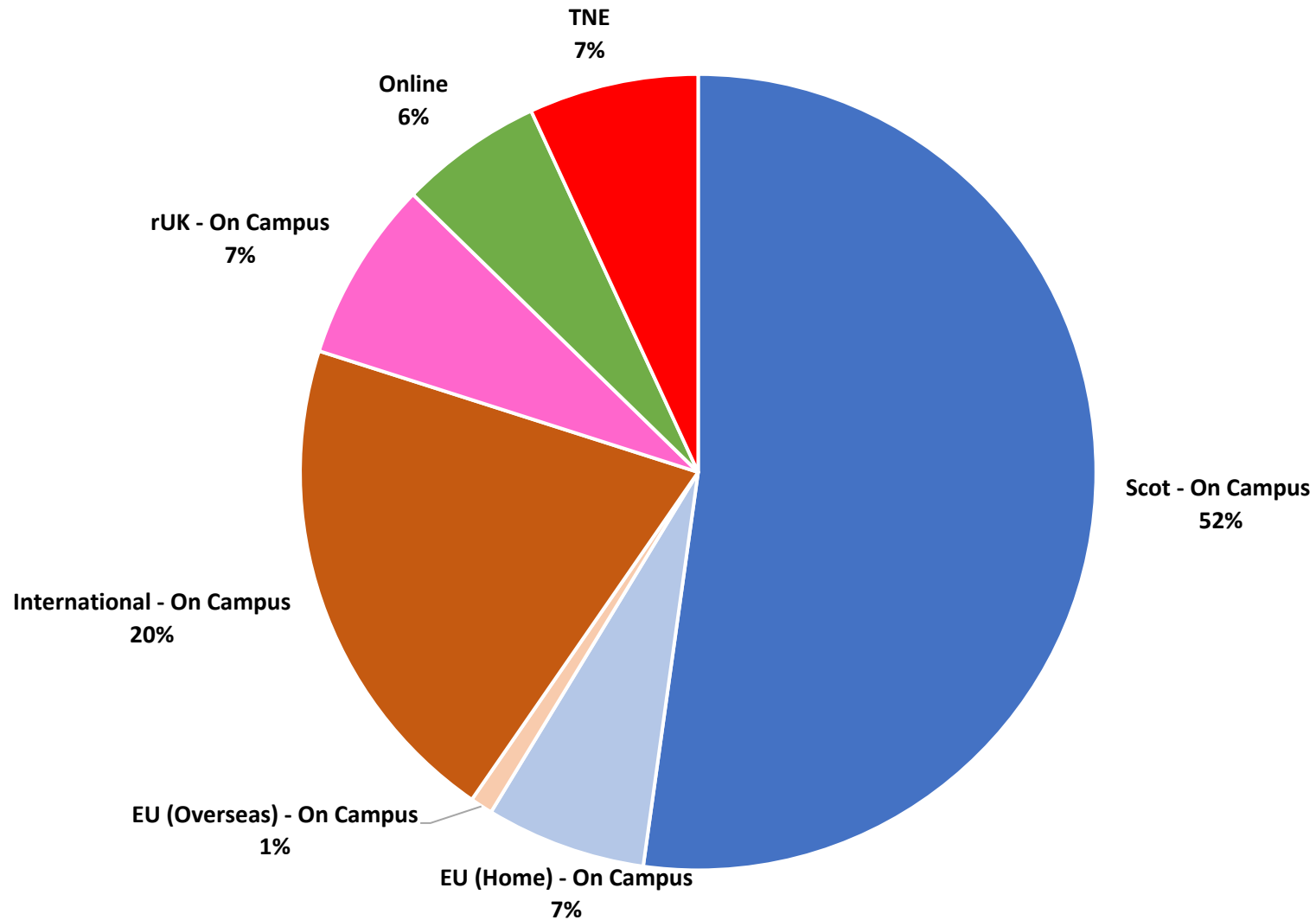
- 4th in the UK for overall student satisfaction (National Student Survey (NSS) 2022)
- 9th in the UK for student experience (The Times and Sunday Times Good University Guide 2023)
- 13th in the UK and highest rising top 20 University (Guardian University Guide 2023)
- 3rd in the UK for course satisfaction (Guardian University Guide 2023)

Our students



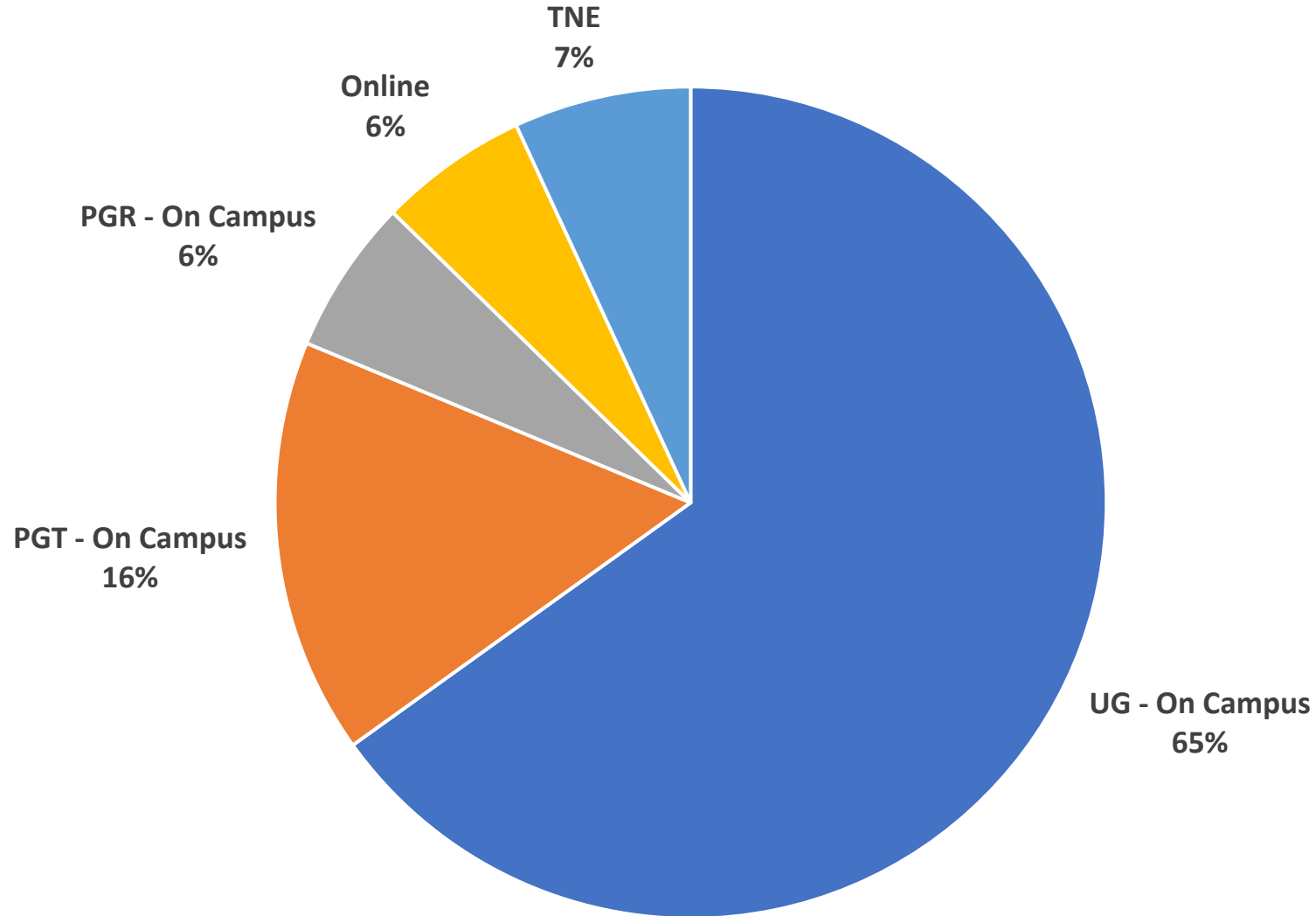
Geography of our student population

2022/23 (End of Year Projection)



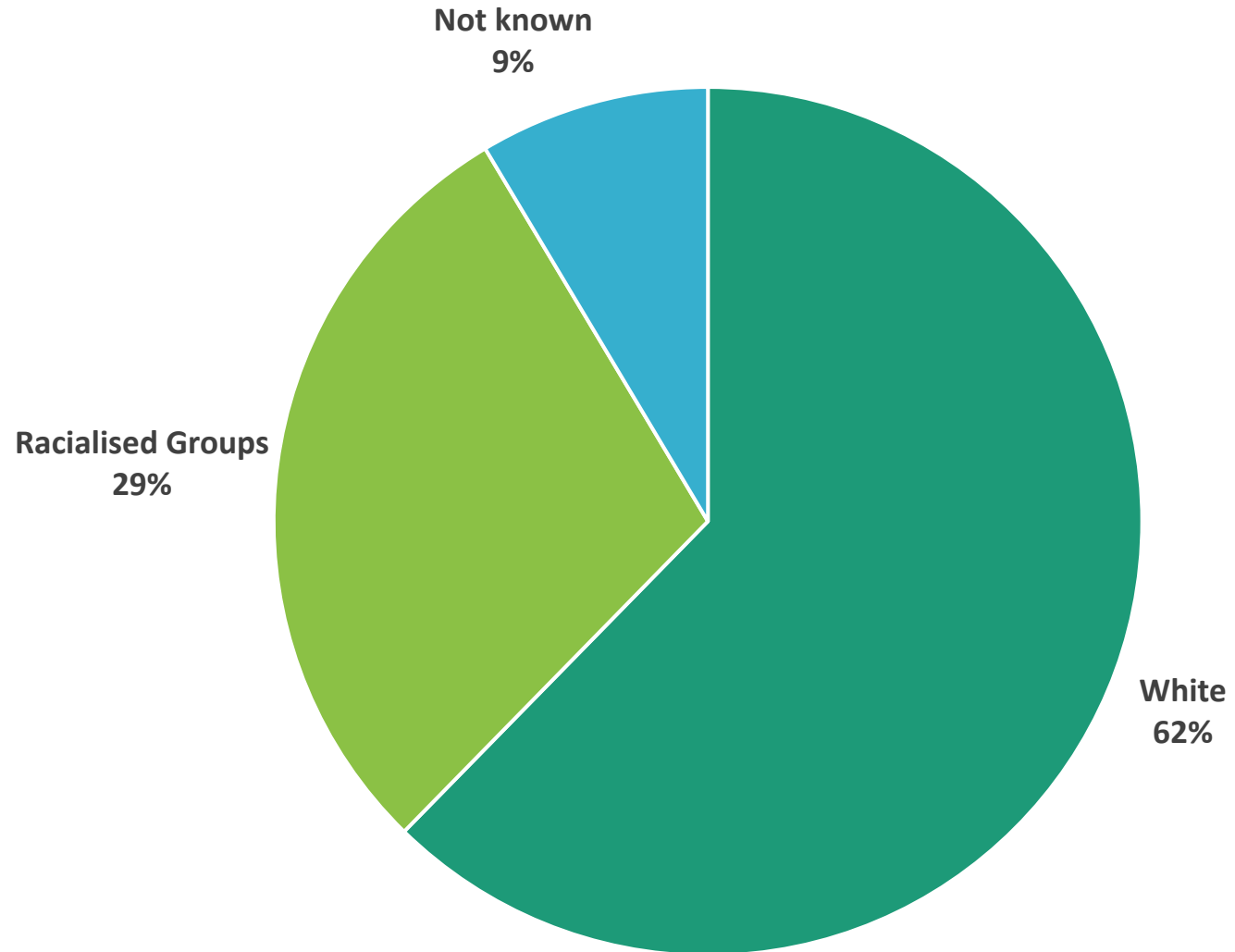
Students by level of study

2022/23 (End of Year Projection)

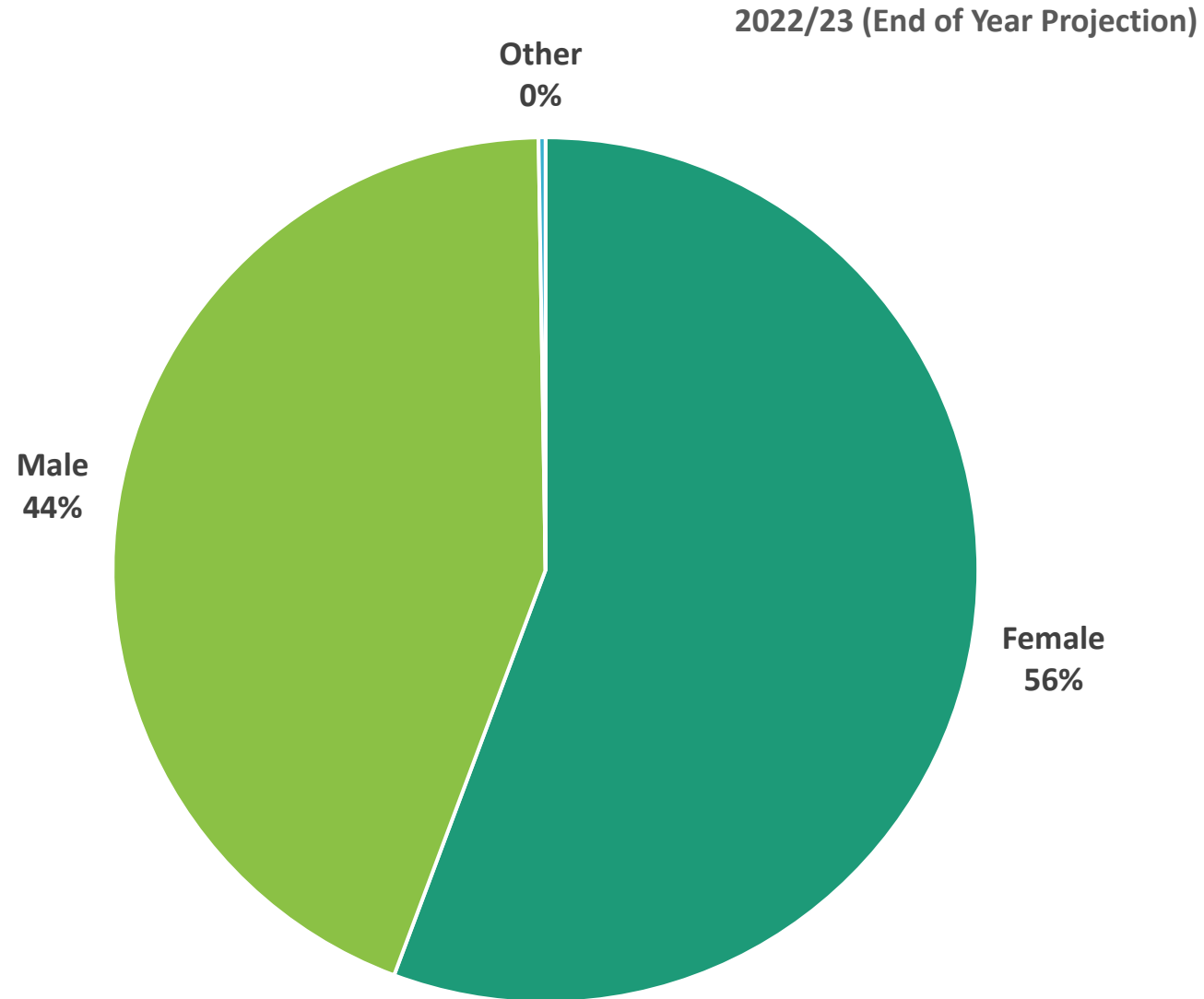


Students by ethnicity

2022/23 (End of Year Projection)

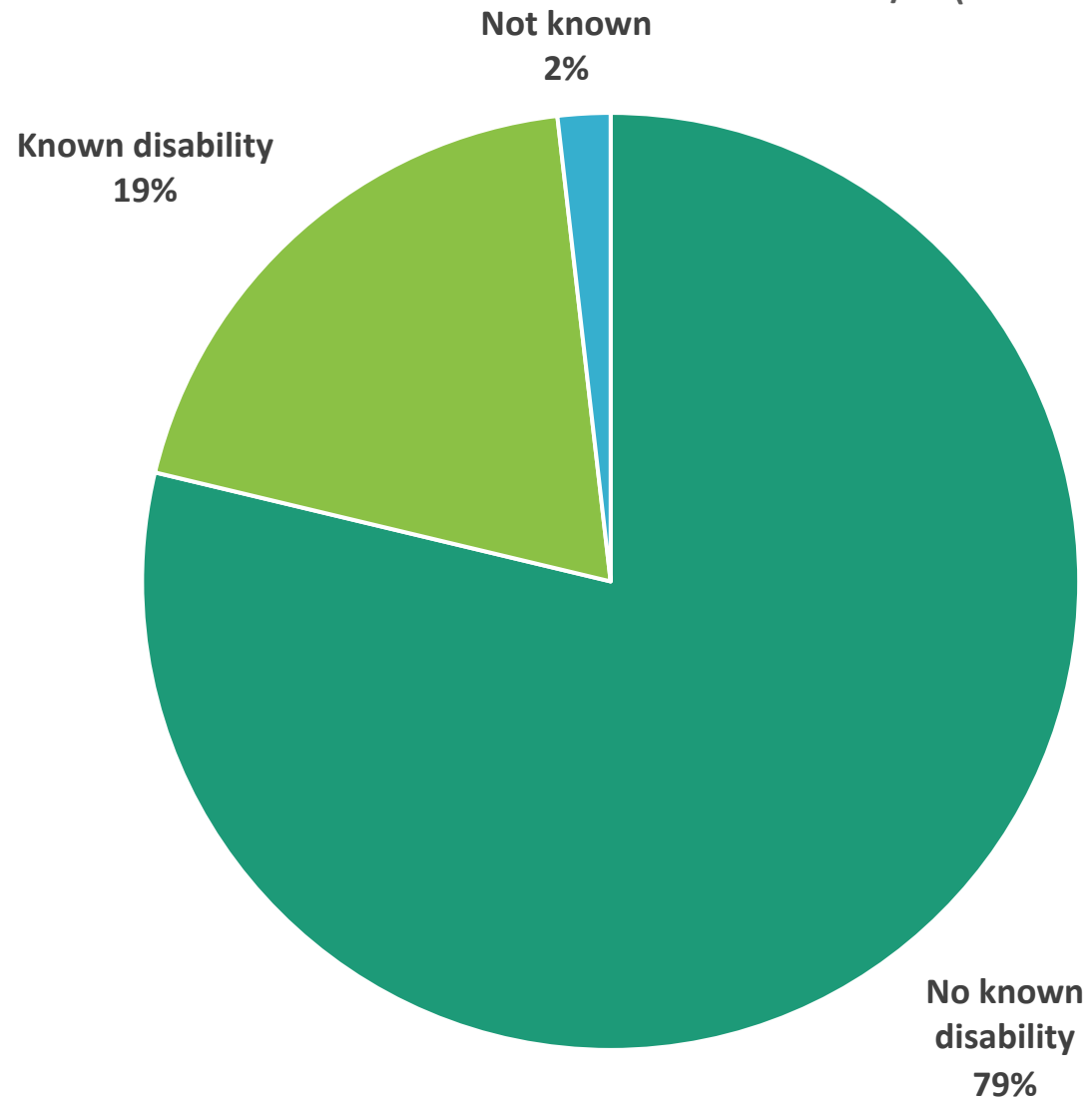


Students by gender



Students by disability

2022/23 (End of Year Projection)



National context for Higher Education in Scotland: Enhancement-Led approach



Enhancement-Led Approach

- Quality Assurance Agency
Scotland: Scottish Quality
Enhancement Arrangements
 - Enhancement-led approach
 - Developed in the context of a major Scottish Funding Council review which will lead to the development of tertiary quality arrangements
- Quality Enhancement and Standards Review (QESR) of the University of Aberdeen, February 2023
 - Confident in monitoring, reviewing and enhancing its provision
 - Good practice

Good practice from QESR process

Effective implementation of University strategies

- Strategic planning; ownership; action planning

Engagement with the Enhancement Themes

- Resilient Learning Communities; decolonising the curriculum; good practice

An inclusive approach to blended education

- Evaluation; Principles for Delivery of Education; support and resources

Student partnership

- Student Partnership Agreement; student interns; policy and practice development

The Plan: The Education experience

[Principles for
Education](#)

Current and future focus: Aberdeen 2040 Education Strategy



A2040 Graduate Attributes and Skills: foundations for Aberdeen 2040 Curriculum



Placements and work-related learning



Sustainability



Interdisciplinary learning



Decolonising the curriculum



Enhancement of the international student experience

The Plan: The wider student experience

Employability

University Student Support

- *To be equipped for **global employment***
- *Our Environment aims to be **diverse, caring, supportive, challenging, innovative, and developmental.***

Employability

Strategy

- Aberdeen 2040 Graduate Attributes and Skills (curriculum and beyond the curriculum)
- Scaling up placement offer

Careers and Employability Service

- Explore
- Develop
- Connect

Schools

- Employability Champions
- Stakeholder Advisory Boards
- Placements
- Courses (modules)

Through our inclusive, responsive and professionally-accredited service, we provide opportunities to:

EXPLORE options, enabling individuals to make informed choices about their future through accessible, approachable and effective careers education, information and guidance.

- Specialist guidance appointments
 - CV/application feedback
 - Virtual adviser service
 - Practice interviews
 - School embedded services
-

DEVELOP employability skills, confidence and experience through innovative curricular, co-curricular and work-related activities in collaboration with university colleagues and employers.

- Pathway to Success Skills Award
 - Career mentoring programme
 - ABDN Connect Experience programme
 - ABDN Grad Challenge programme
 - bp Student Tutoring Programme
-

CONNECT our University community with regional, national and global employers and organisations, to build effective partnerships and create diverse opportunities.

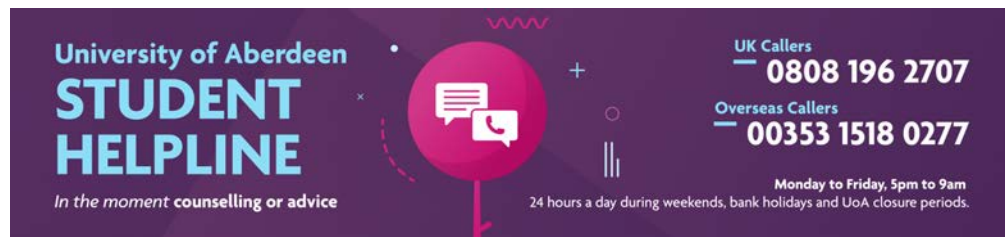
- North of Scotland Careers Fair
- Annual Law Fair
- Internships | Placements | Part time work
- >7000 vacancies on CareerConnect
- Networking career events calendar

University Student Support

Support Services




- Student Support duty advice and appointment service on weekdays between 9am and 5pm.
- Student Helpline available 24/7, integrated with University support services, and open to ALL students regardless of their location, offering in-the-moment counselling in over 35 languages.
- Daily drop-ins with Disability Advisers and visa advisers to discuss immediate support needs.
- Counselling service with average wait-time of 1-2 working days for appointment.
- Multi-Faith Chaplaincy Centre offering a safe sanctuary on campus, and regular wellbeing cafes and events.
- Student Resident Assistants providing support in Halls of Residence during the evenings and overnight.



University Student Support

Working in Partnership

- Pastoral Support through Personal Tutors and School support teams
- Peer Mentoring – Students 4 Students (S4S)
- Working with our Student Union - Student Partnership Agreements
- Proactive working groups to tackle and address student issues



TALK TO US...
Get in touch by email at
hardship@abdn.ac.uk
Or visit our web page for information



Student Support Services

External Connections



Working closely with sector colleagues, Government agencies, and charities, in addressing and tackling key issues affecting students



Our University: supporting wellbeing

Our Commitment to *care for the wellbeing, health and safety of our diverse community, supporting and developing our people to achieve their full potential* is vital. We take action in many ways including:

- Antiracism Strategy
- Gender-based Violence and Sexual Harassment Policy
- Silver Employer Award in Stonewall's Workplace Equality Index
- Shining Lights scholarships



BREAK: 10.30-10.45am



DAY 3: Student Experience and Student Success (Breakout Groups, 10.45-11.45 am)

1. What is the demographic composition of undergraduate and graduate students at UVM and Aberdeen?
2. How does the demographic composition impact the students experience at UVM and Aberdeen?
3. What is particularly distinctive about the student experience at UVM and at Aberdeen?
4. What are the enablers (and potential constraints) of student success at UVM and at Aberdeen?
5. What, if anything, do UVM and Aberdeen need to do differently to further enhance a distinctive student experience and improve student success?

**Followed by report backs and plenary discussion (what can we learn from each other?)*



Day 3: Faculty and Administrative Staff Experience and Success (Breakout Groups, 11.45-12.30 pm)

1. What is the demographic composition of faculty and administrative staff at UVM and Aberdeen?
2. How does the demographic composition impact the faculty and administrative staff experience at UVM and Aberdeen?
3. What is particularly distinctive about the faculty and administrative staff experience at UVM and at Aberdeen?
4. What are the enablers (and potential constraints) of faculty and administrative staff success at UVM and at Aberdeen?
5. What, if anything, do UVM and Aberdeen need to do differently to further enhance a distinctive faculty and administrative staff experience and improve the academic-administrative interface?

**Followed by report backs and plenary discussion (what can we learn from each other?)*

Lunch (12.30-1.30pm)



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Day 3: Learning from UVM/Aberdeen – Reflection and Sense Making

***(Breakout into separate UVM and Aberdeen groups for this session)**

**UVM and Aberdeen groups to reflect and make sense of the exchanges that have taken place.*

1. What seems to be the core strengths/areas of distinctiveness of UVM/Aberdeen?
2. How might UVM/Aberdeen build on the core strengths/areas of distinctiveness?
3. What might we change or improve as a result of this exchange?
4. What might we do differently as leaders?

Closing Comments and Reflections (3.15-3.30 pm)

- Patricia Prelock, Provost & Senior Vice President, UVM
- Debbie Dyker, Director of People, University of Aberdeen