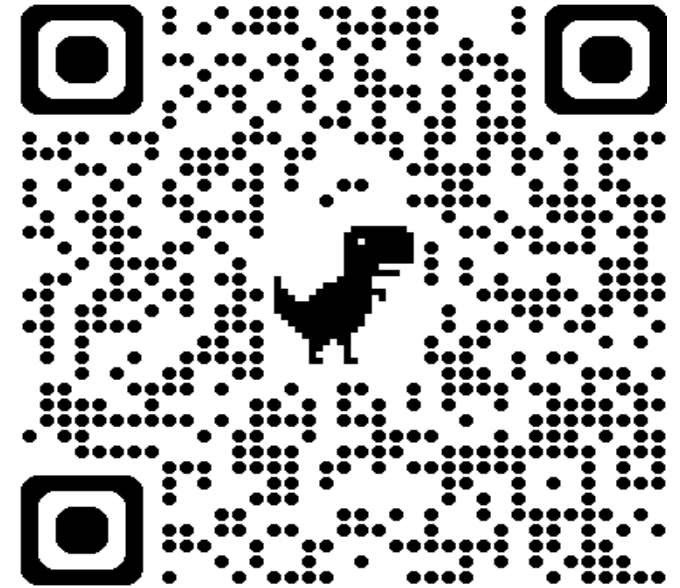


# The First-Year Faculty Experience of Belonging at UVM

## Presenters:

- **Lisa Holmes, PhD.,** *Associate Professor of Political Science and Provost's Fellow for Faculty Affairs*, Department of Political Science, College of Arts and Sciences.
- **Jinny Huh, PhD.,** *Associate Professor of English and Provost's Fellow for Inclusive Excellence*, Department of English, College of Arts and Sciences.
- **Jane E. Okech, PhD.,** *Professor of Counselor Education & Supervision (CESS); Vice Provost for Faculty Affairs*, Division of Faculty Affairs (DOFA).
- **Sherwood Smith, EdD.,** *Lecturer in CESS, Senior Executive Director for Inclusive Excellence and Faculty Engagement, & Director for the Center for Cultural Pluralism*, Division of Diversity Equity & Inclusion.



# UVM's Land Acknowledgement 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.

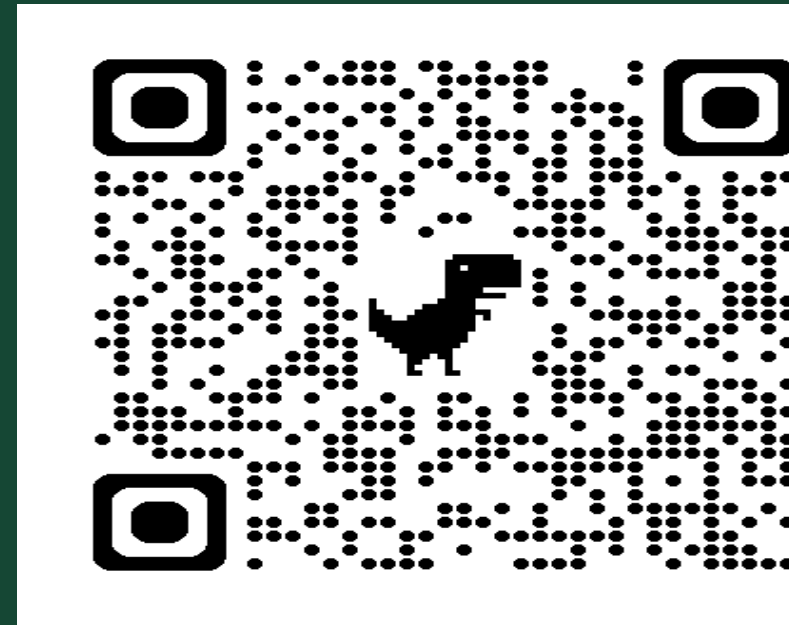
UVM respects the Indigenous knowledge interwoven in this place and commits to uplifting the Indigenous peoples and cultures present on this land and within our community.”



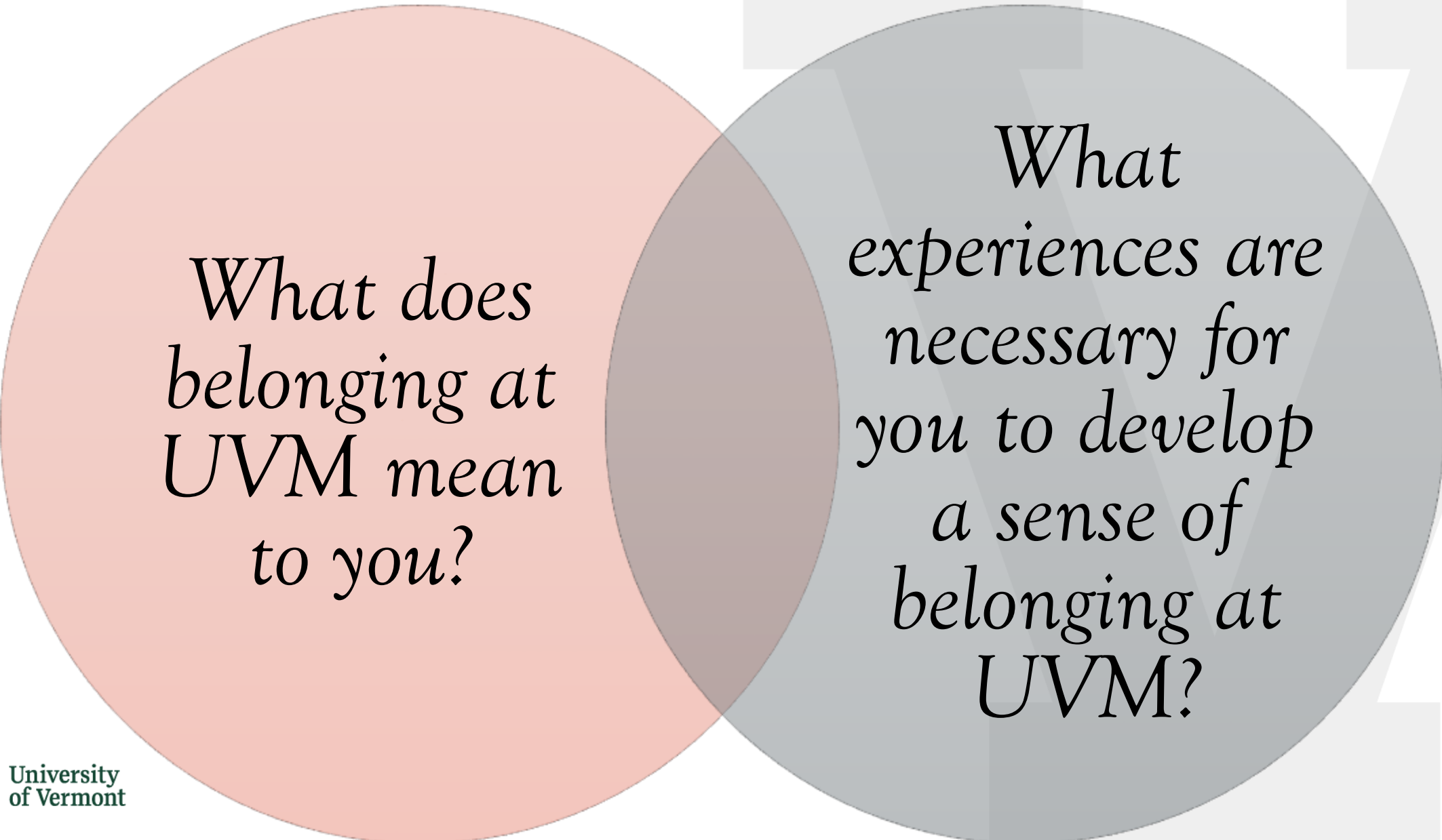
# SECTION 1: GET TO KNOW UVM AS A FACULTY MEMBER

## Presenters:

- Jane E. Okech, *Professor of Counselor Education & Supervision, Department of Counseling Human Development and Family Science, College of Education & Social Services; Vice Provost for Faculty Affairs, Division of Faculty Affairs (DOFA).*
- Lisa Holmes, *Associate Professor of Political Science and Provost's Fellow for Faculty Affairs, Department of Political Science, College of Arts and Sciences.*



# Getting Started # 1



*What does  
belonging at  
UVM mean  
to you?*

*What  
experiences are  
necessary for  
you to develop  
a sense of  
belonging at  
UVM?*

# Know UVM'S Our Common Ground.

## Our Common Ground:

Respect, Integrity,  
Openness, Innovation,  
Justice, & Responsibility

Its critical to think about  
how UVM's aspirational  
values connect to your  
work and UVM's culture

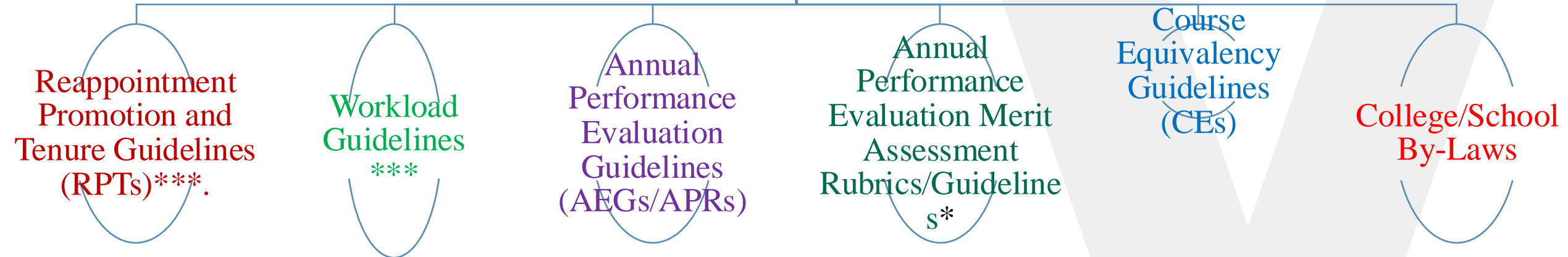
You will hear references  
to Our Common Ground  
Often

Speakers will assume  
you know it, value it,  
and are committed to  
upholding it

You will be expected to  
reference it in all kinds  
of proposals, programs,  
& reports

# Know the Expectations for your Role and Responsibilities.

**Each Academic unit has the following guidelines:**



# Know Your Workload Assignments & Percentages

Review your Unit  
Workload Guidelines  
and your own  
workload agreement  
per academic year.

**Teaching:** Peer/Student Course Evaluations Including, Inclusive excellence criteria where appropriate (Range from 40-100%)

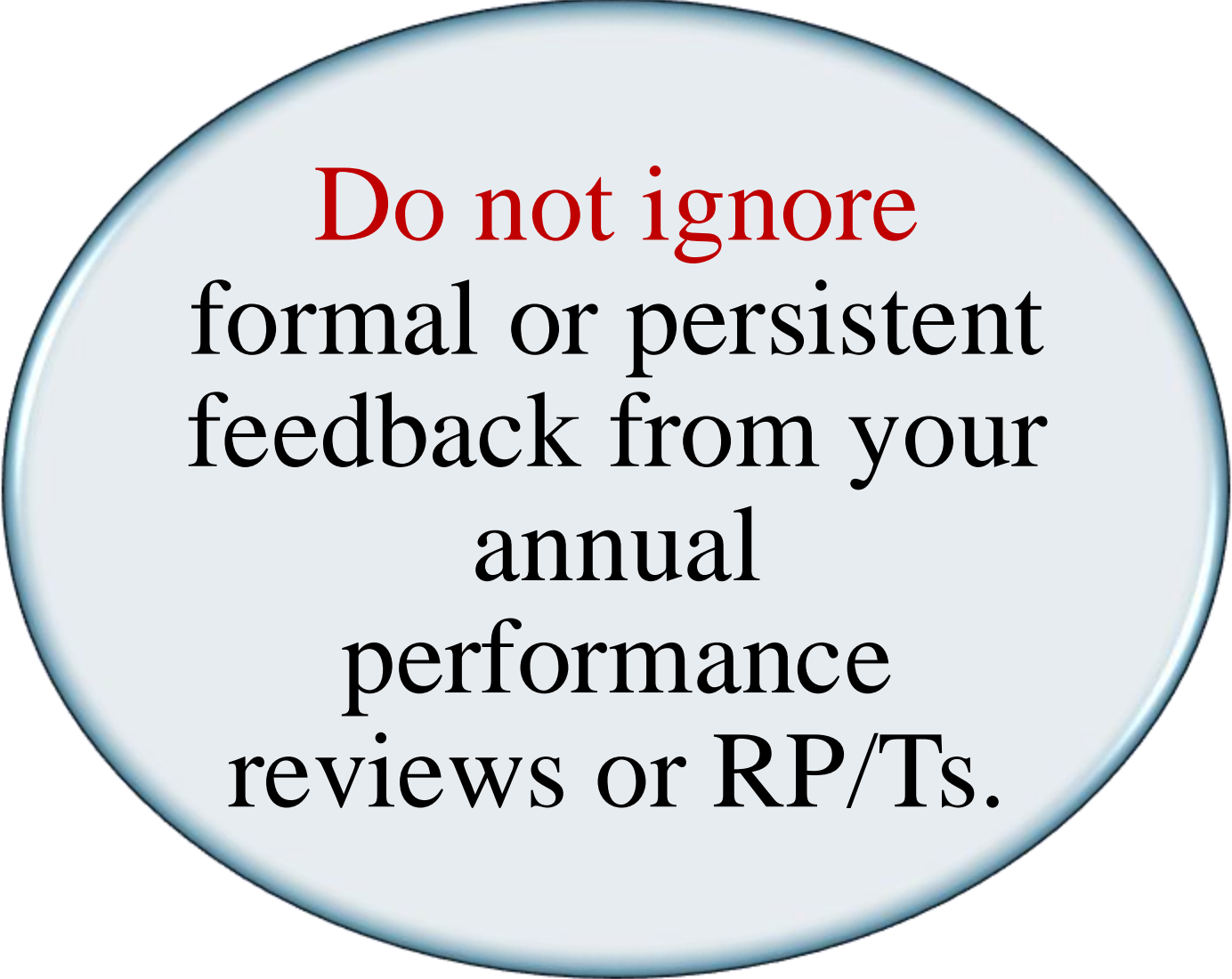
**Service:** Indications of Service at Department/ College /University/ Professional Level; Inclusive excellence criteria where appropriate (Range from 5-20%)

**Research/Scholarship:** Reviews include indications of impact & responsiveness to feedback on your scholarship, including clarity of Publication status/record, Quality/Quantity (Range from 5-100%)

**Internal/External Grants:** Reviews include assessment activity and success.

**Student advising/ Mentorship:** Reviews include the use of inclusive excellence criteria where appropriate and evidence of growth, development, and responsiveness to feedback. (Range from 10-20%)

**Clinical/Extention/Library Work:** Reviews usually conducted by clinical/extention supervisors see CNHS/LCOM/CALS/LIB Guidelines



**Do not ignore**  
formal or persistent  
feedback from your  
annual  
performance  
reviews or RP/Ts.



# Know UVM Systems that Impact your Work

MY UVM: An individualized webpage that gathers together information and links to information for Students, Faculty, and Staff at UVM.

BrightSpace: University-supported Learning Management System

Navigate 360: Undergraduate Advising Portal and communication system

Banner: Portal for grade Submission; class enrollment review; advisee assignments

UVM Click System: Submit grant applications and IRB protocols, IACUC Protocols, IBC Registrations, COI Disclosures, Proposal Submissions, Awards and Agreements.

UVM Institutional Policies: Source for official, approved, and most recent versions of University Policies, University Operating Procedures (UOPs), and University Guidelines.

UVM Software: Source of approved UVM software/ free access for active faculty



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*What role can your  
colleagues play in  
you developing a  
sense of belonging  
at UVM?*

# Know How Your Colleagues

Your Program/Department/ College Colleagues

Your Department Chair/Equivalent in Stand Alone Schools (GSB; RSENr)

Your Unit Support Staff (PDFs, RPT support, Grant Submissions, etc.)

Your Unit Leaders: Dean, Associate Deans, Staff and their intersection with your role

Your University Leaders: President, Provost; Vice Provosts, and Vice Presidents and their impact on your faculty role and responsibilities

*Be intentional about this relationship*

*Be intentional about these relationships*

•

*What role can your  
students play in  
you developing a  
sense of belonging  
at UVM?*

# Know How Your Students

## Keep Office Hours as per your Unit's Policies

- *Be accessible/ reachable and responsive*

## Know Your Students & Let Them Know You

- *Their aspirations, identities (cultural & socioeconomic context), goals, and needs*

## There are resources to support your students:

- *Such as the Center for Academic Success, ACCESS, CAPS, ETS, Identity centers, Graduate and UG Writing Centers, Tutoring centers, Student Accessibility Services, Student-Athlete Academic Support, the Office of Fellowships, Opportunities & Undergraduate Resources, etc.*

## Resources to address concerns about your students:

- *e.g., Your Chair, [Code of Student Conduct](#), etc.*

# Know Resources to Support Your Success

Professional Development  
Funds

*Consult your CBA; Chair;  
Support Staff etc.*

Teaching

*CFMP, CTL, CELO, ETS,  
WID, etc.*

Advising

*Student Services Offices in your  
Unit /CFMP*

Research/Scholarship

*Participate in the CFMP/OVPR  
joint programming*

Service

*Participate in the CFMP; Talk to  
your Chair, Mentors, etc.*

Rights/ Protections

*UVM Policies; CBA etc.*

Wellness Support

[Employee Wellness](#)

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# Discussion/Questions

DOFA @UVM.EDU

Dr. Jinny Huh  
Dr. Sherwood Smith

September 20, 2024



Picture: Sunset with clouds  
behind Echo Center with Lake  
Champlain in the background



# “Faculty Experiences: Introduction to Inclusion and Belonging”

**Presenters: Jinny Huh & Sherwood  
Smith**

**September 20, 2024**

# Land Recognition Statement

UVM is located on the waters and lands which have long served as a site of meeting and exchange among Indigenous peoples for thousands of years and is home to the Western Abenaki People. UVM seeks to honor, recognize, and respect these peoples, especially the Abenaki, as the traditional and enduring stewards of the waters and land. With these intentions, we will begin today by acknowledging that the institution of the University of Vermont and many in our UVM community are guests on this land. The institution's role as a guest is to respect the waters, lands, and Indigenous knowledge interwoven within them, and uplift the Indigenous peoples and cultures present on this land and within our community. While the land acknowledgment is an essential starting point, there is much work ahead as we come to terms with the legacies and trauma of Indigenous dispossession.

# **Faculty Experience of Belonging at UVM:**

## **The Faculty Experience of Belonging at UVM:**

\* Objective of this session is to support new faculty in understanding and negotiating their multiple identities and their intersections with their faculty role,.

- a. Contextualizing faculty's experience of UVM's
- b. Exploring strategies on bridging experiences of difference and similarity (domestic & international)
- c. Finding and establishing their voice,
- d. Generating options for further resources.

# SUGGESTIONS FOR SESSION NORMS

- Listening actively
- Seek clarity over agreement
- Work to make it so everyone contributing
- Staying in difficult dialogues
- Respect for privacy of the person
- Accept a lack of closure
- Platinum Rule
- Move at the speed of trust

# AGENDA

- Welcome/ Introduction/ Group Agreements
- Reviewing History & Our Common Ground
- Identity Stories: Making Meanings of Faculty Identities
- Perspectives on Responses
- Questions & Feedback
- Resources

Equity: measure of results, not of intentions

Equity  
≠  
Equality

# Some UVM Historical Points by Sherwood

- Founded 1791 as 5<sup>th</sup> college in New England
- The initials UVM stand for the Latin words *Universitas Viridis Montis*, or University of the Green Mountains.
- Began as a private university, UVM attained quasi-public status with the passage of the Morrill Land-Grant College Act in 1862 and the addition of the State Agricultural College. [Land taken from Indigenous People.]
- In 1871, UVM defied custom and admitted two women into Phi Beta Kappa, in 1877, it initiated the first African-American into the society.
- Eugenic: Vermont approved its sterilization law on March 31, 1931 and was the 29<sup>th</sup> state to pass such a law (Gallagher, pp. 185-186).
- By 1897, the event had been formalized and dubbed “Kulled Koon’s Kake Walk.” Kake Walk did not end until 1969
- Additions: Anti-Semitism, Anti-Communist [McCarthyism], .....

# Some UVM Historical Points by Sherwood

- \* “Waterman Takeover” students who occupied Waterman in 1988 and 1991
- Today, the university blends the traditions of both a private and public university, drawing 6.2% (as of 2019) of its total operating budget from the state of Vermont.
- Professor emeritus William Haviland, who set about in documenting the archeological past of the area in his 1981 book, Original Vermonters
- 2006 the first campus-wide requirements were adopted beginning with the diversity (D1 = race and racism in the US and D2 = diversity of the human experience) requirements, followed by the adoption of foundational writing and information literacy (2011), sustainability (2013)
- Student group ‘No Names For Justice” protest Fall 2018 leads to UVM Library name change and formal name change policy - University of Vermont Board of Trustees [October 27th, 2018], voted to remove the name of Guy W. Bailey, UVM’s 13th president, from the main university library. The official name for the building, previously Guy W. Bailey/David W. Howe Memorial Library, will now be David W. Howe Memorial Library.
- Statement Regarding UVM and Eugenics by E. Thomas Sullivan, President June 21, 2019
- Catamount Core Curriculum was approved in April 2020 and quantitative reasoning (2018) requirements.
- Oct 28, 2022 — On Saturday, October 29, 2022, the University of *Vermont’s* Board of Trustees approved a resolution adopting an official *land acknowledgment* statement.
- Additional *Issues*: ALANA name changes, Anti-Semitism, Anti-Communist [McCarthyism], Eugenic .....



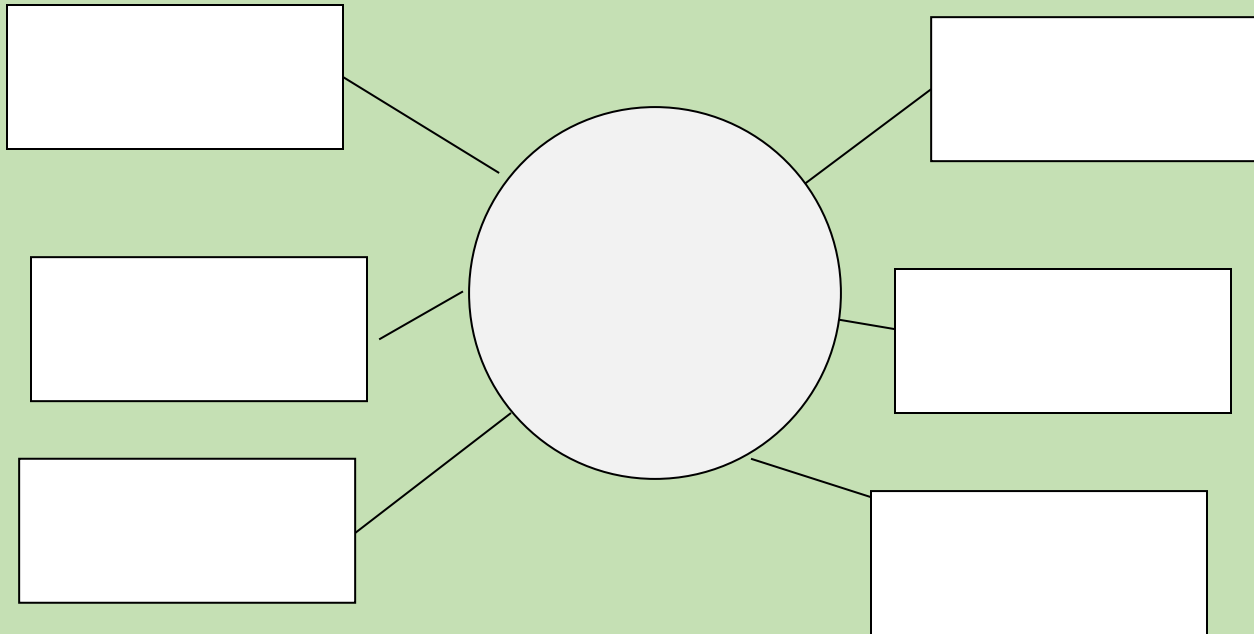
# Some UVM Historical Points by Sherwood

- [UVM Commencement Includes Land Acknowledgement:](#) May 21, 2023 — “Acknowledging the relations between water, *land*, and people is in harmony with the mission of the university
- CESS: The UVM First Nations’ Scholarship is a donor established scholarship to support UVM undergraduate students who demonstrate interest in impacting communities of Indigenous peoples. This interest could be focused on pursuing work as a future educator, social service leader, health practitioner, or any type of work which centers on the well-being of Indigenous students, families, and communities.
- September 2024 CESS hired Isaac Shoulderblade as the First Nations Student and Community Empowerment Coordinator.
- CAS host a **Panel Highlights UVM Collaborations with Abenaki – April 17, 2024** university’s longstanding education and research partnerships with Vermont Abenaki and other indigenous peoples was shared with attendees.
- RSENR: Leadership Inspired by the Wisdom of Nature Challenging Systems of Domination and Oppression - Participating in Creating Conditions for All Life to Thrive

## EXERCISE:

Use this drawing. Write your name in the circle and then consider elements of your social identity: (left shared “**What I value most**” & right shared “**What others see first**”).

You will discuss the process and not be expected to share the content.



# DISCUSSION & QUESTIONS:

- In pairs discuss how it was to do the exercise. You do not have to share your answers, rather talk about the process.
- Where are there points of commonality?
- Where are there points of differences?

# Cultural Analogy of a Tree

## •MORPHOLOGICAL = Branches

•Skin Color, Hair texture, Bone structure, Eye Shape, Lip Shape, Body Hair, Behavior, Language/dialect, Sports, Food, Music Clothing & others (car examples: age, class, gender, race,...)

## •STRUCTURAL = Trunk

- Legal system
- Government policies, School system
- Forms, documents, book & Media in general
- Norms & values (overt)

## •MYTHICAL – SOURCE OF MEANING = Roots

- Beliefs & spirituality
- Sanity, wellness & sexuality
- values (norms)

# Stories of the Experience:

- Jinny's

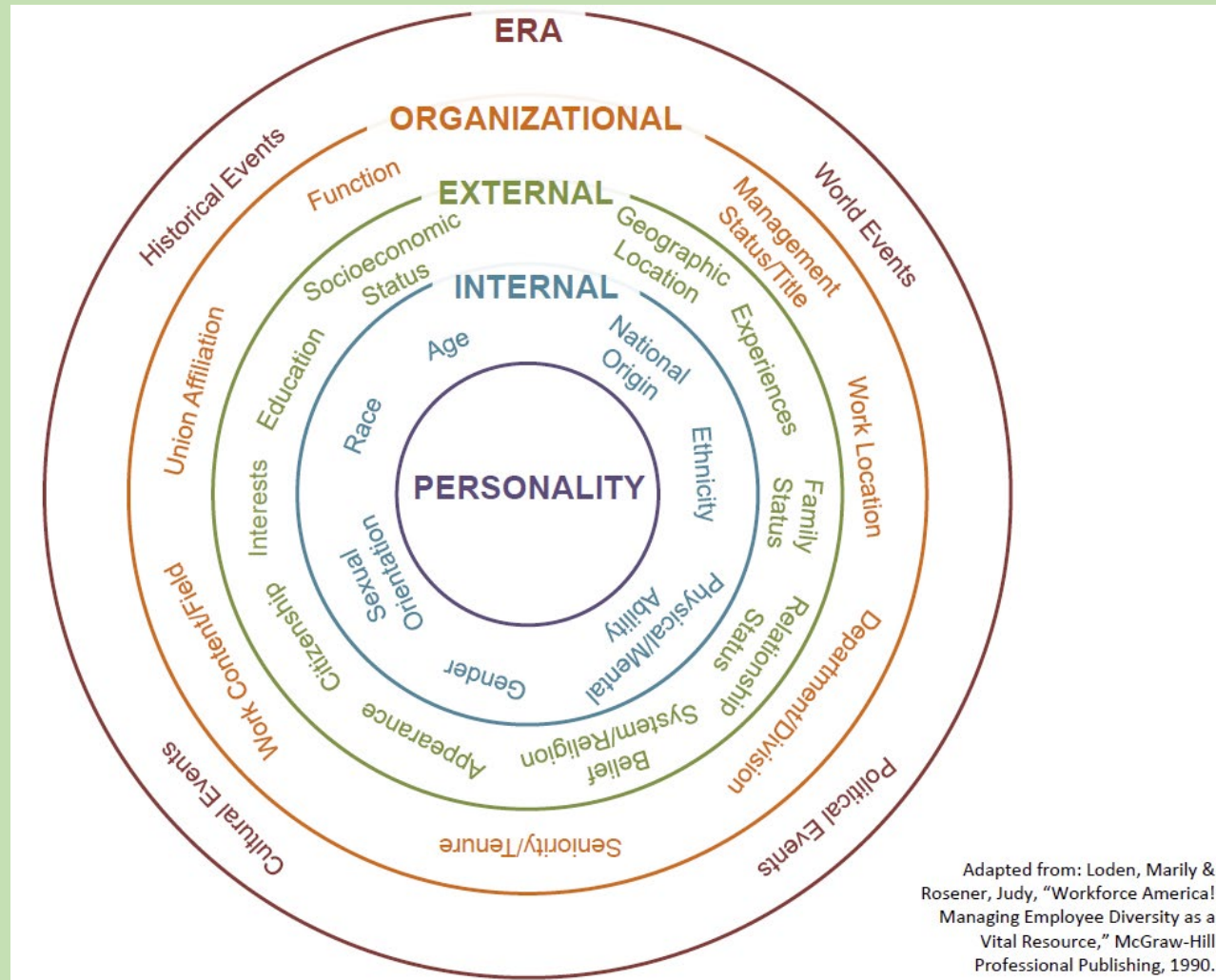
- Sherwood's

# DISCUSSION & QUESTIONS:

# KEY CULTURAL CONCEPTS: Person or Group

- Culture can impact levels of conflict, cooperation, and community
- Cultures have rules and are systems
- Culture is learned, transmitted and impacts behavior
- Culture changes understanding and values
- Dominant culture has power to define “Normal”

# Identity Wheel Diagram





# ASSESSMENT YOUR GOALS

Cervero, R. (1989) Becoming more effective in everyday practice.

Awareness

Knowledge & Information Retention

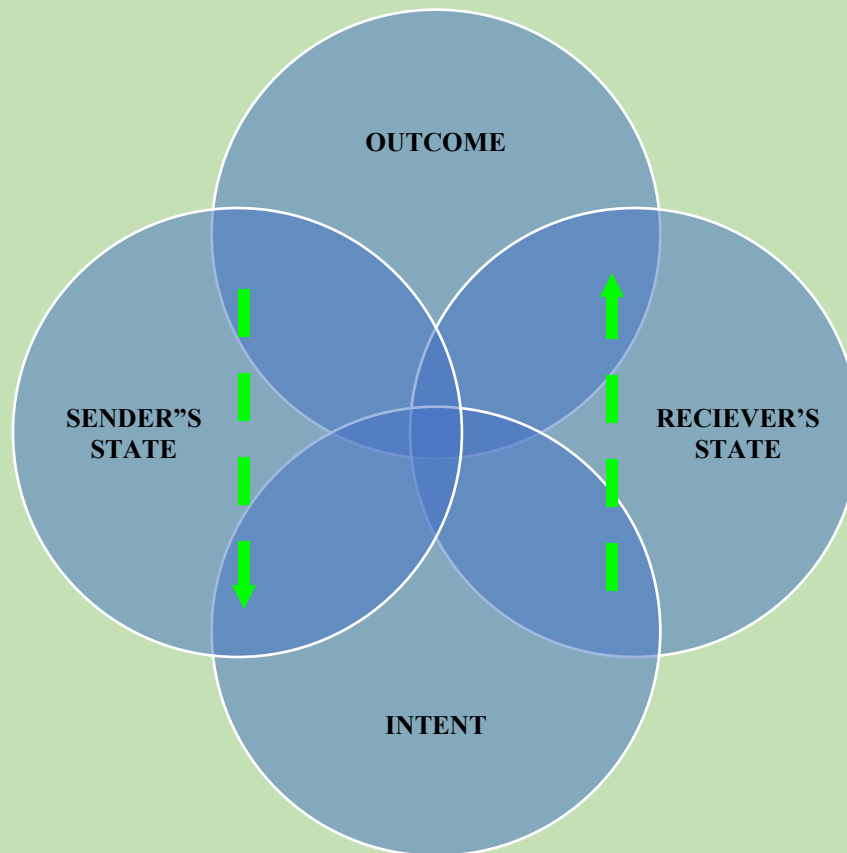
Behavior Change or Skill Use

Attitudes or Responses

Transmission of Concepts or Skills

Paradigm Shift Paradigm Shift

# Intent vs. Outcome



# RESPONDING

- We aspire to be a community that values:
- **RESPECT.** We respect each other. We listen to each other, encourage each other and care about each other. We are strengthened by our diverse perspectives.
- **INTEGRITY.** We value fairness, straightforward conduct, adherence to the facts, and sincerity. We acknowledge when things have not turned out the way we had hoped. As stewards of the University of Vermont, we are honest and ethical in all responsibilities entrusted to us.
- **INNOVATION.** We want to be at the forefront of change and believe that the best way to lead is to learn from our successes and mistakes and continue to grow. We are forward-looking and break new ground in addressing important community and societal needs.
- **OPENNESS.** We encourage the open exchange of information and ideas from all quarters of the community. We believe that through collaboration and participation, each of us has an important role in determining the direction and well-being of our community.
- **JUSTICE.** As a just community, we unite against all forms of injustice, including, but not limited to, racism. We reject bigotry, oppression, degradation, and harassment, and we challenge injustice toward any member of our community.
- **RESPONSIBILITY.** We are personally and collectively responsible for our words and deeds. We stand together to uphold our common ground.

# SAMPLE ACTION SHEETS

## •Personal

- Attend a new cultures event
- Attend a conflict mediation workshop
- Have a discussion with friends
- Attend a film or lecture
- Read a book

## •Professional

- Investigate research on specific population
- Attend a conflict mediation workshop
- Survey attitudes and beliefs of students on cultural issues
- Invite a speaker

# Some Important Practices

- Six important elements that contribute to your belonging and success might be:
- (1) Define it's own and *organizational culture*,
- (2) *Value and understand cultural differences*,
- (3) Do continual *self-evaluation*,
- (4) Adapt actively to deliver services that reflect an understanding of diversity between and within cultures
- (5).
- Further, it is critical that these behaviors are institutionalizes in the organizational system of accountability and rewards if they are to be part of the institutions attitudes, structures, policies, and procedures.

# RESOURCES

- Adams, M., Bell, L.A. & Griffin, P. (Eds.) (2000). *Teaching for diversity and social justice: A source book*. New York: Routledge.
- Caplan, P. (1993). *Lifting a ton of feathers: A woman's guide to surviving in the academic world*. Toronto: University of Toronto Press.
- Ching, D. (2012). *Asian Americans and Pacific Islanders in higher education: Research and perspectives on identity, leadership, and success*. Washington, DC: NASPA-Student Affairs Administrators in Higher Education.
- Hartlep, N., Strayhorn, T. & Bonner II, F. (2024). *Belonging in higher education: perspectives and lessons from diverse faculty*. New York: Taylor & Francis
- Epstein, D., & Flynn, S. (2003). *Silenced sexualities in schools and universities*. Stoke on Trent, UK: Trentham Books.
- Stockdill, B. (2012). *Transforming the ivory tower: Challenging racism, sexism, and homophobia in the academy*. University of Hawai'i Press
- Stone, D., & Patton, B. (1999). *Difficult conversations: How to discuss what matters most*. New York, N.Y.: Viking.
- Toomey, S., & Chung, L. (2012). *Understanding intercultural communication* (2nd ed.). New York: Oxford University Press.

# DISCUSSION & QUESTIONS:

# FEEDBACK

One word for how you are feeling  
about the session is \_\_\_\_\_



# CLOSING

**“In the end, we will remember not the words of our enemies, but the silence of our friends.”**

**Martin Luther King Jr.**

**•We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented.”**

***Elie Weisel, Acceptance Speech, Nobel Peace Prize, Oslo, 1986***

# Possible Areas for Growth

- Creating relationships that challenge you
- Clearly defining processes and understanding existing ones
- Expansion of personal experiences/trainings
- Documentation of and consequences for bias and affirming behaviors (Self & Others)
- Support for marginalized identities = voicing your convictions and validating their stories