RSENR Alumni Survey Overview
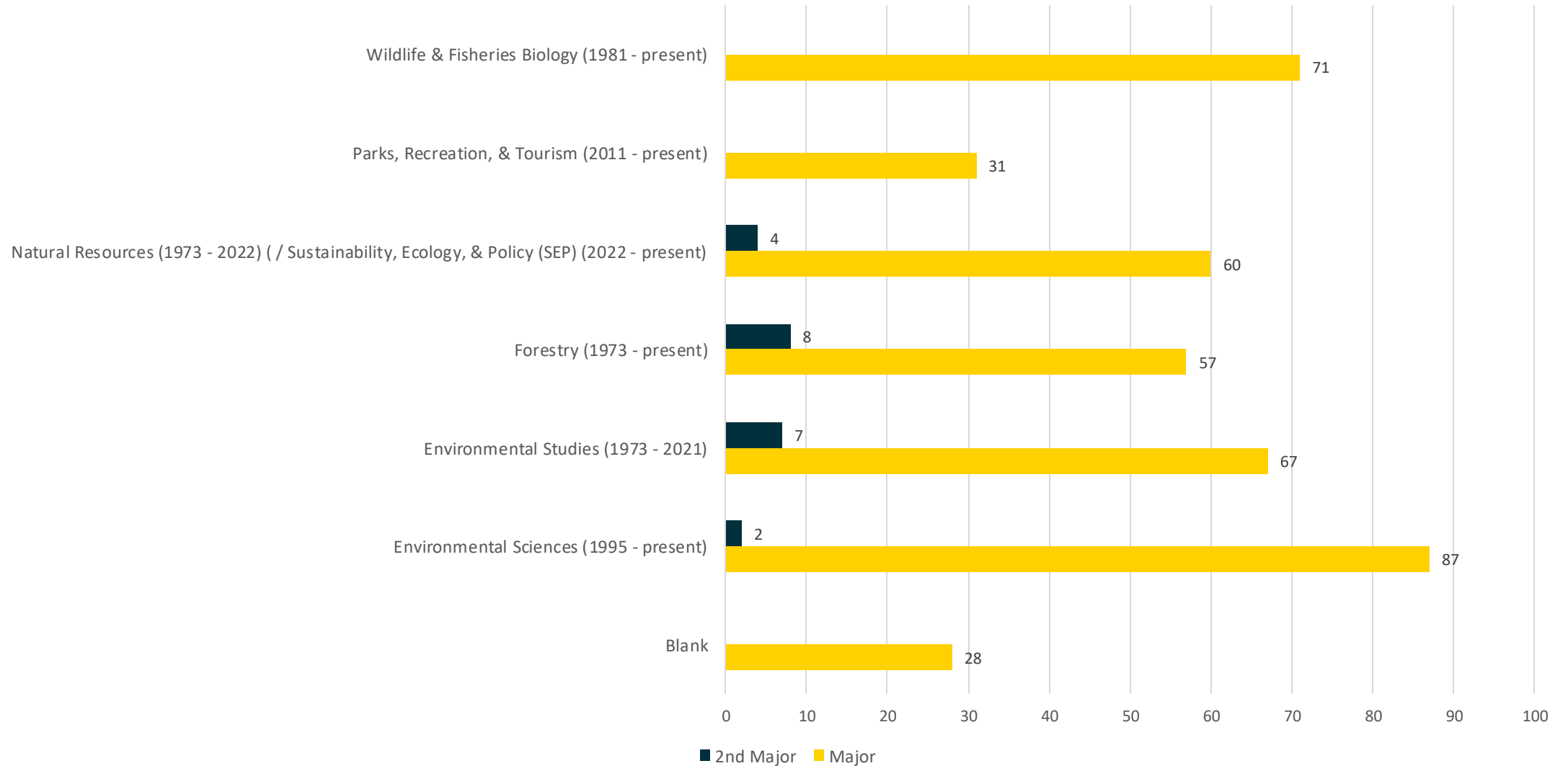
2024

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Survey Overview

- Launched 8/1/24, closed 8/31/24

- Distributed via email 425 respondents

- At the time of the survey RSENR had 6271 living alums, 3072 with active email addresses in our system.

  - Data represents 6.8% of RSENR living alums
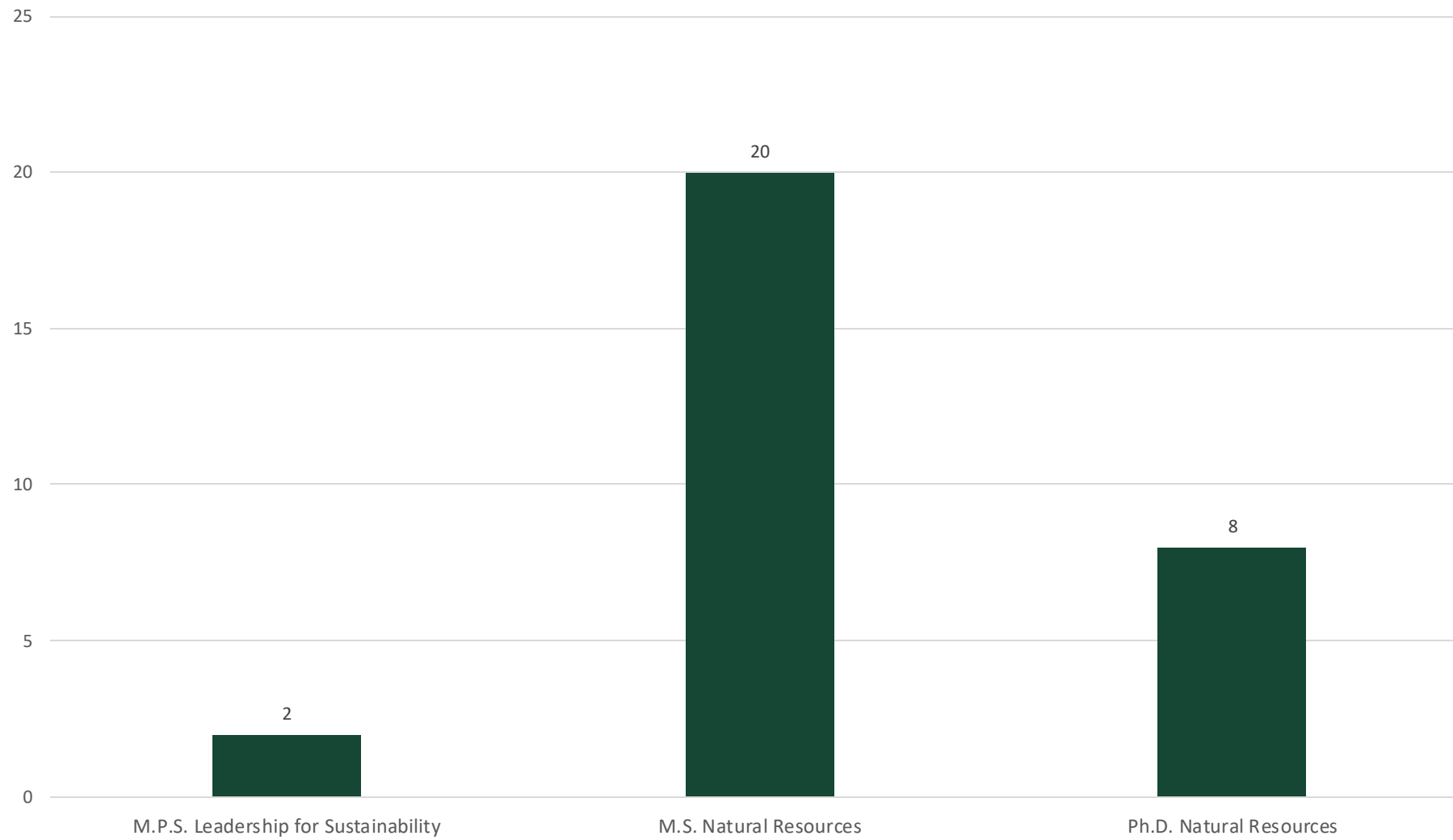
  - Response rate: 13.8% of emailed alums
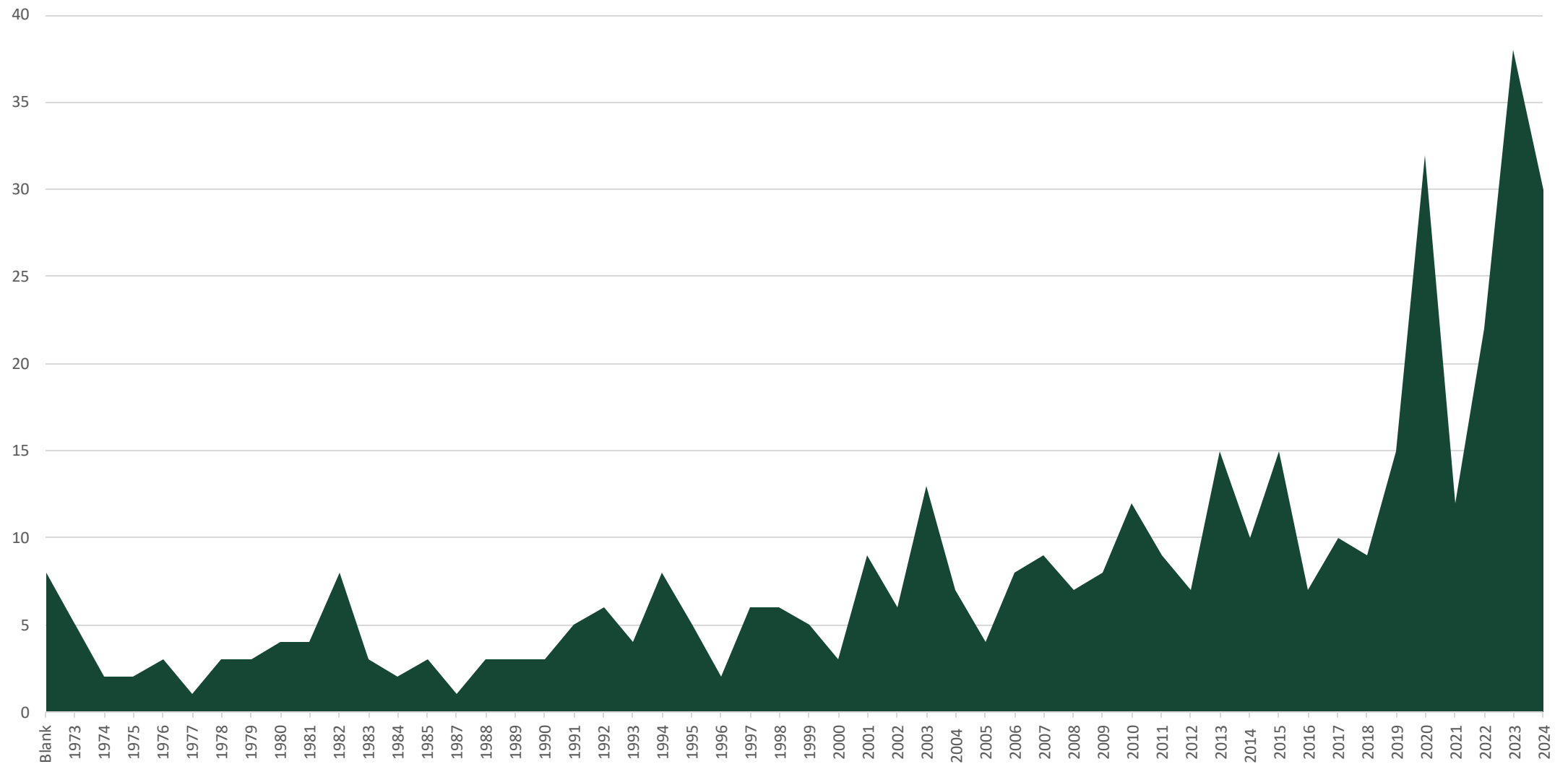
Who responded?

Overview of the 425 respondents

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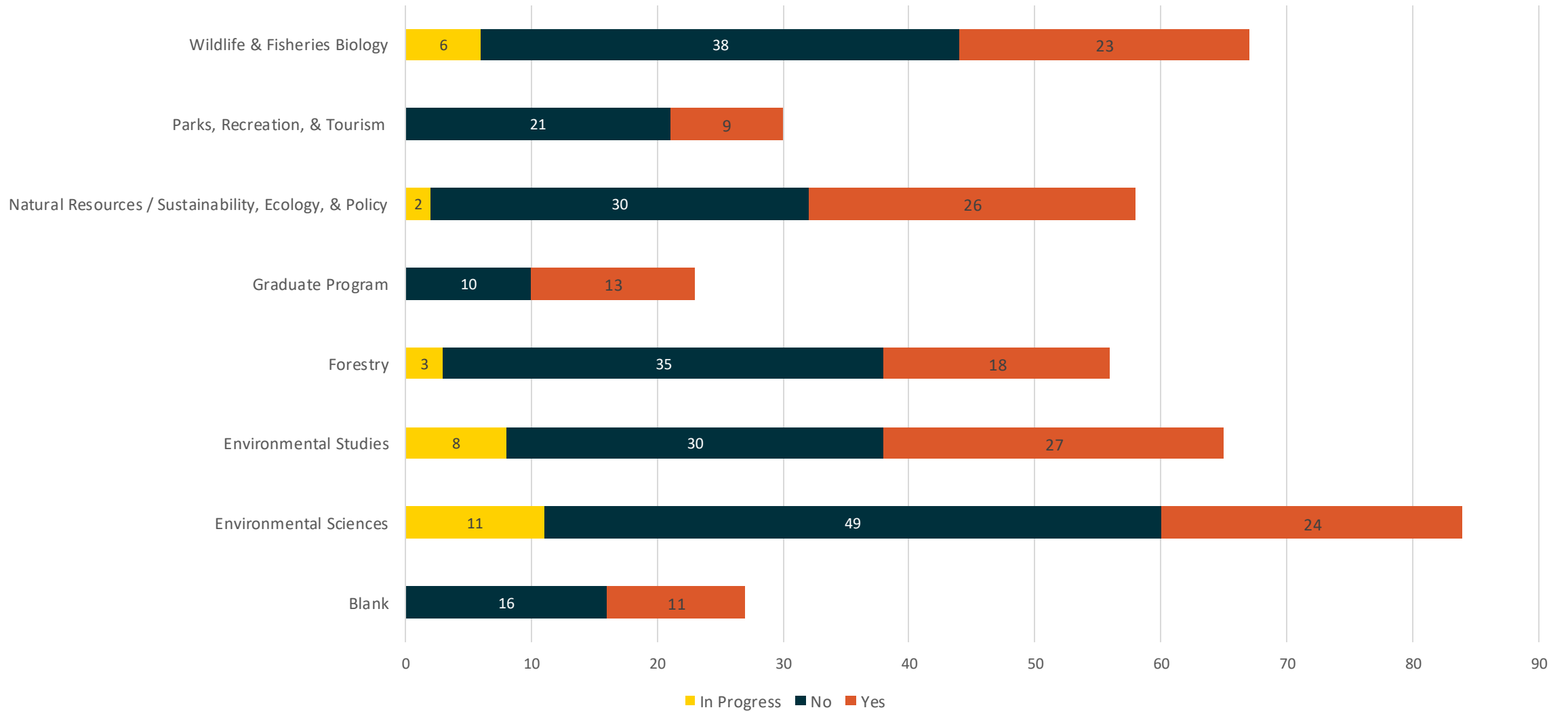Respondents by Undergraduate Program

Graduation Year

Every graduation year except 1986 represented!

Additional Degrees by Program Completed

Program	In Progress	No	Yes
Wildlife & Fisheries Biology	6	38	23
Parks, Recreation, & Tourism		21	9
Natural Resources / Sustainability, Ecology, & Policy	2	30	26
Graduate Program		10	13
Forestry	3	35	18
Environmental Studies	8	30	27
Environmental Sciences	11	49	24
Blank		16	11

Legend: In Progress, No, Yes

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Curriculum

"The place-based focused of courses in the Rubenstein School really solidified my love for and connection to the state of Vermont. Regular lecture-style courses in the College of Arts and Sciences were just not working for me, and I realized I needed a more experiential approach to learning. The size of the Rubenstein School allowed me to create long lasting friendships and learn in a community rather than in a silo."

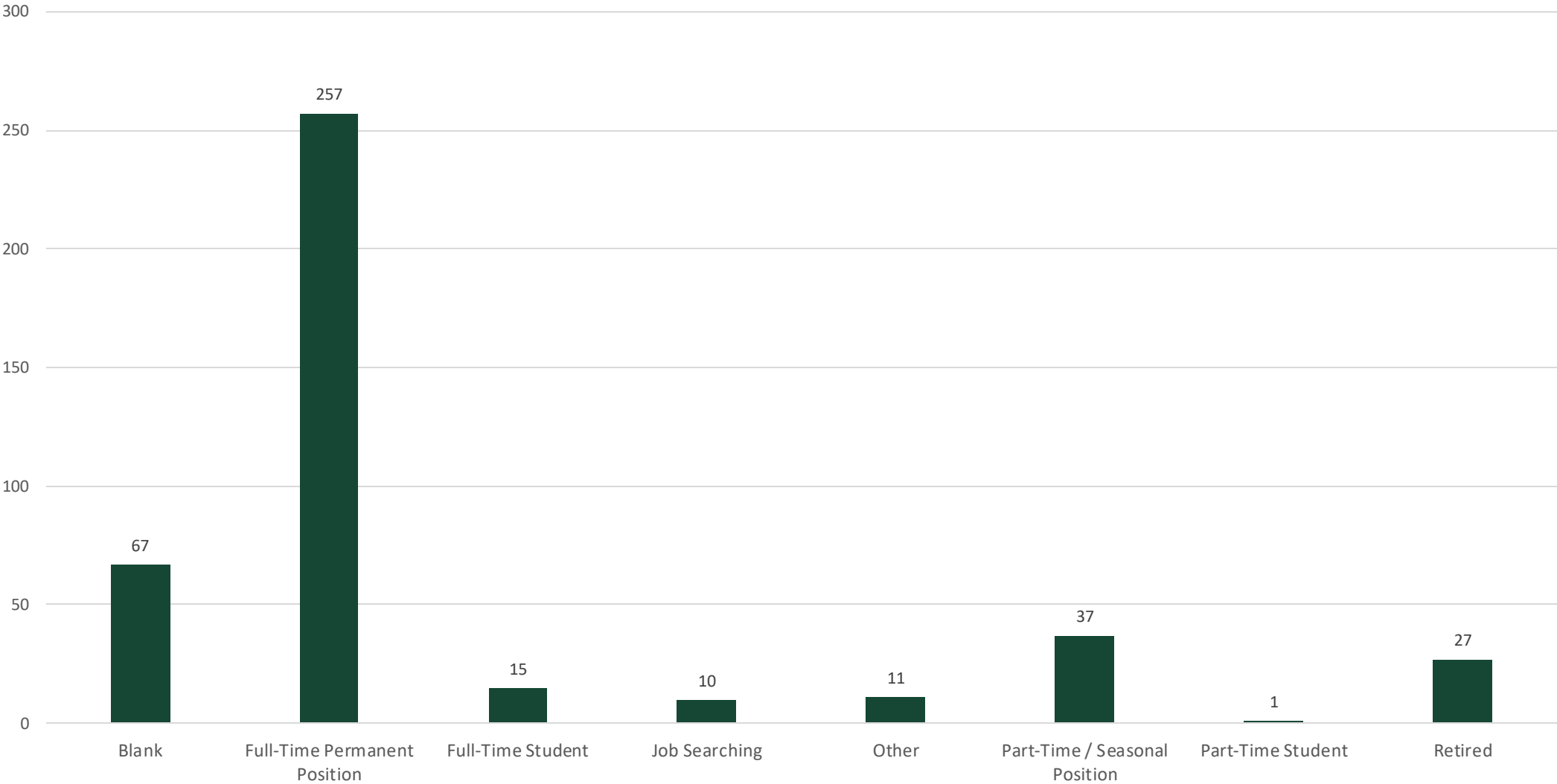- Environmental Studies Alum, 2013

"The interdisciplinary nature of a lot of the coursework gave me skills that ended up being desirable to employers and helped me in ways I didn't expect in my work."
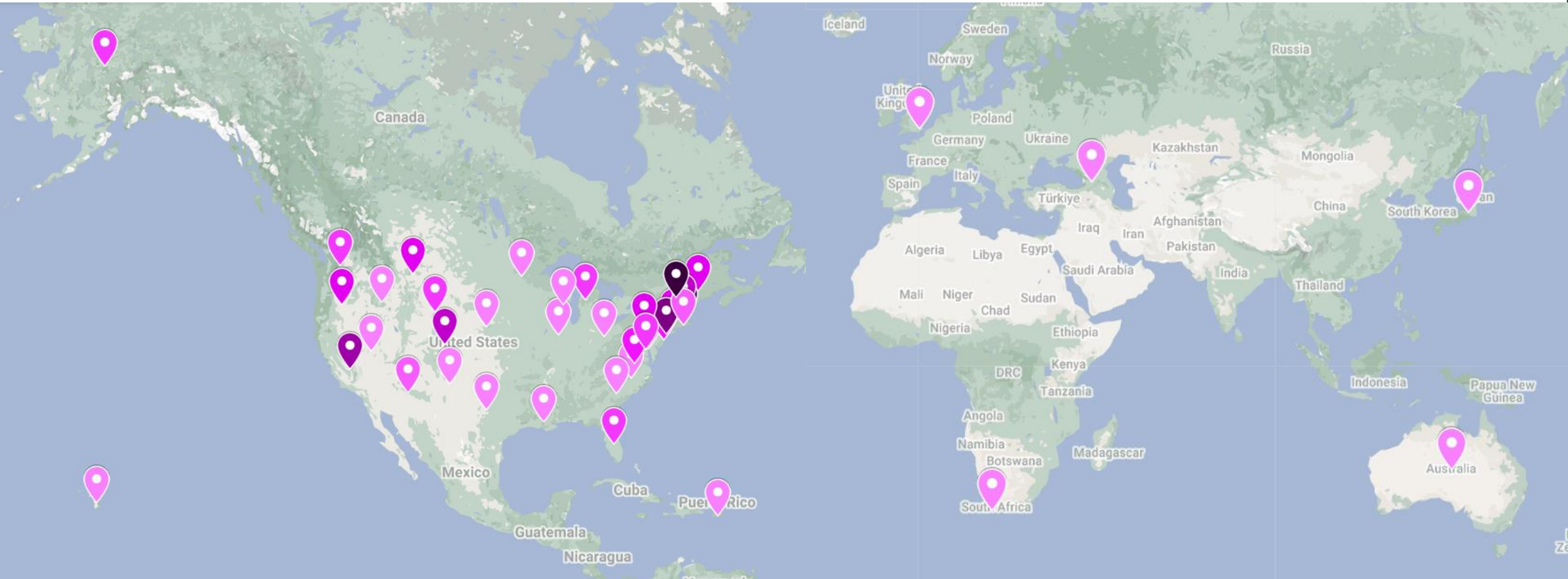
- Environmental Sciences Alum, 2023

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Where do they work?

Career overview

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Primary Employment Status

Category	Count
Blank	67
Full-Time Permanent Position	257
Full-Time Student	15
Job Searching	10
Other	11
Part-Time / Seasonal Position	37
Part-Time Student	1
Retired	27

Where Respondents Work

67% of respondents represented here

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Employment Sectors
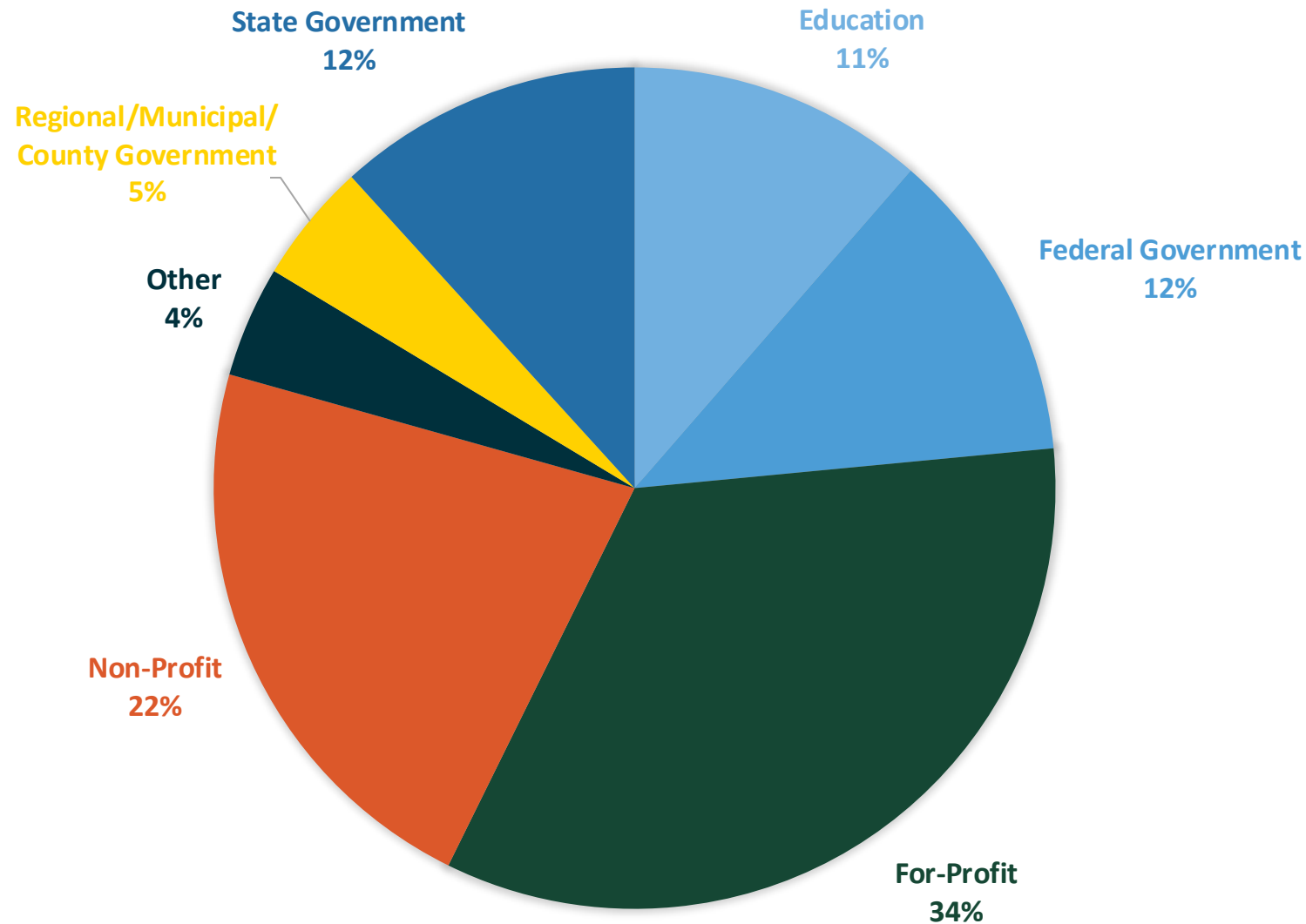
"Other" Economic Sectors
A mix of non-profit, for-profit and government
Academic/University
Consultant
Consultant
Health care
Legal
Maritime
Regulated utility - Energy policy work
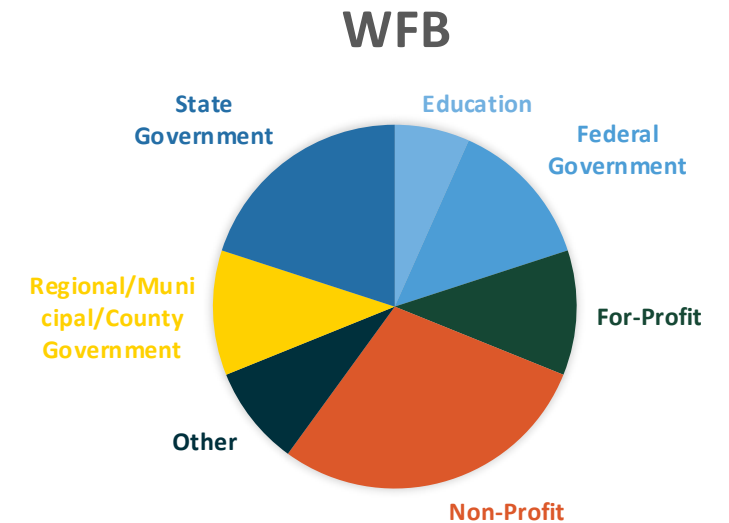Residential services
Tourism & Recreation
Tribal
UHNW Family Office
Utility
Water utility

State Government 12%
Education 11%
Regional/Municipal/County Government 5%
Federal Government 12%
Other 4%
Non-Profit 22%
For-Profit 34%

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66% of respondents represented here, 144 respondents left this question blank.

Employment Sector by Program Completed
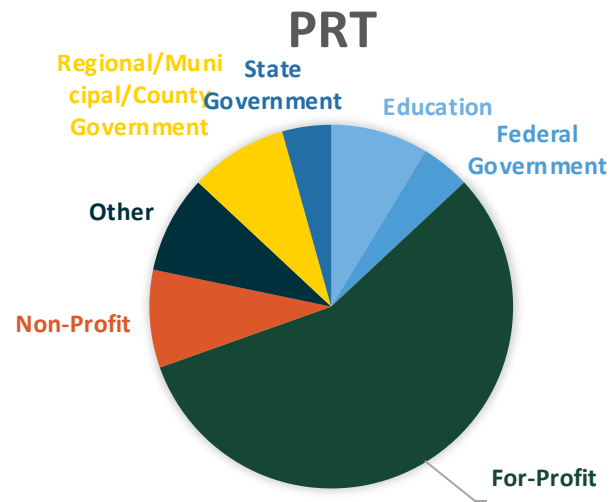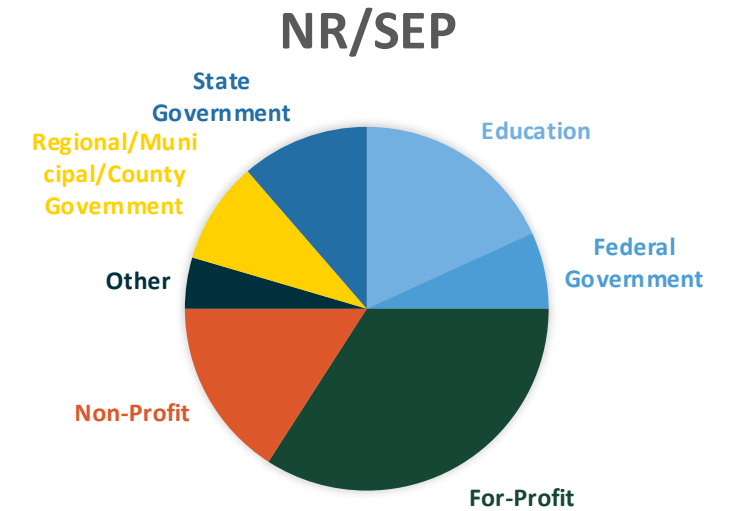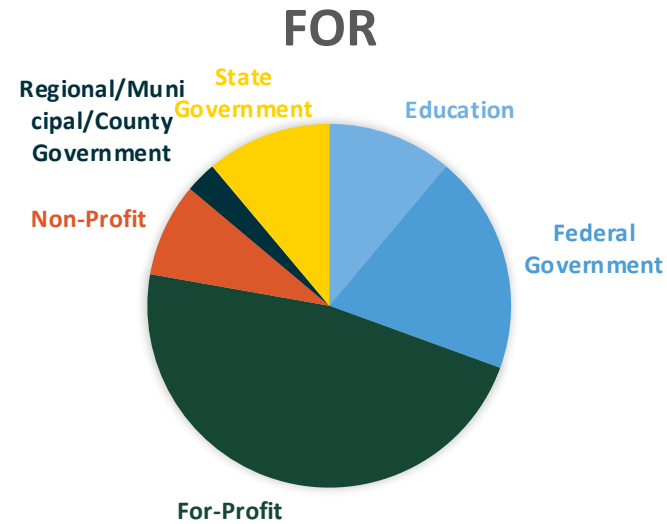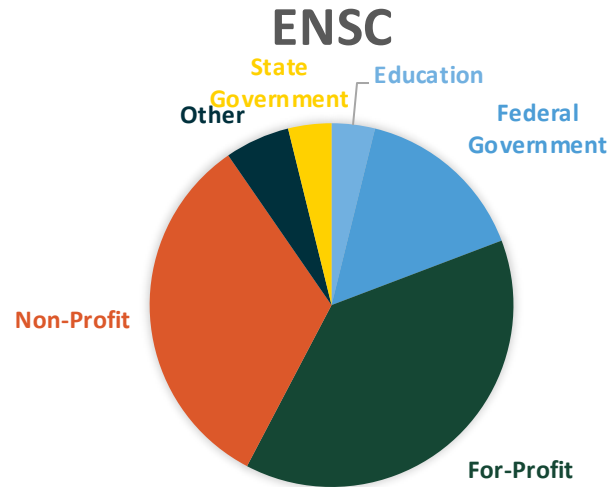
Blank responses not shown. Numbers by program are not statistically significant.

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Impact in the Workforce

A selection of job titles and current alumni positions are listed on the major career information sheets used for Admitted Student Visit events, career exploration with current students, and for reference on the RSENR career development webpage

- Career information sheets can be found under "Career Resources by Major"

ENVIRONMENTAL SCIENCES

Our graduates work as...

- Environmental Scientists, Consultants, Engineers, etc.
- Sustainability Coordinators
- Energy Consultants
- Natural Resource Managers
- Ecologists
- Conservation Biologists
- Environmental Health Officers
- Research Scientists
- Project Managers
- GIS Analysts
- Environmental Program Supervisors

Our graduates work in...

- University & Government Research Laboratories
- Federal, State, & Local Government Agencies
- Environmental Consulting Firms
- Renewable Energy Companies
- Environmental Advocacy Organizations
- Corporate Sustainability Departments
- Environmental Law Firms
- Environmental Education & Communication
- Public Health Organizations
- Land Management & Conservation Organizations
- Environmental Monitoring Laboratories

CURRICULUM & CAREER COMPETENCIES

- Environmental Impact Assessment & Risk Analysis
- Ecological Restoration
- Data Analysis & Communication
- Environmental Communication
- Geospatial Technologies, Environmental Modeling & Mapping
- Fieldwork, Sampling & Laboratory Techniques
- Systems Thinking & Sustainability Frameworks
- Ecological Design & Sustainability Planning
- Environmental Problem Solving & Decision Support

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Career

"We had Professors who actually had real world experience in the areas they taught which translated into a much easier transition into my career."

- Recreation Management Alum, 1977

"The integrative nature of the program has been invaluable in a career in conservation biology where the problems being addressed are multi-disciplinary."

- Environmental Sciences Alum, 2001

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Impact

Extracurriculars and RSENR Impact

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New and Ongoing Engagement

- Alumni expressed a lot of interest in engaging with RSENR!

  - ■ Contact with students (e.g. informational interviews)

  - ■ Receive email communications (e.g. RSENR eNewsletter)

  - ■ Participate in Career Panels

  - ■ Alumni meetups

  - ■ Rubenstein/University Events (e.g. UVM Weekend)

  - ■ Offer jobs/internships

  - ■ Present workshops for students

  - ■ Receive career support from Rubenstein

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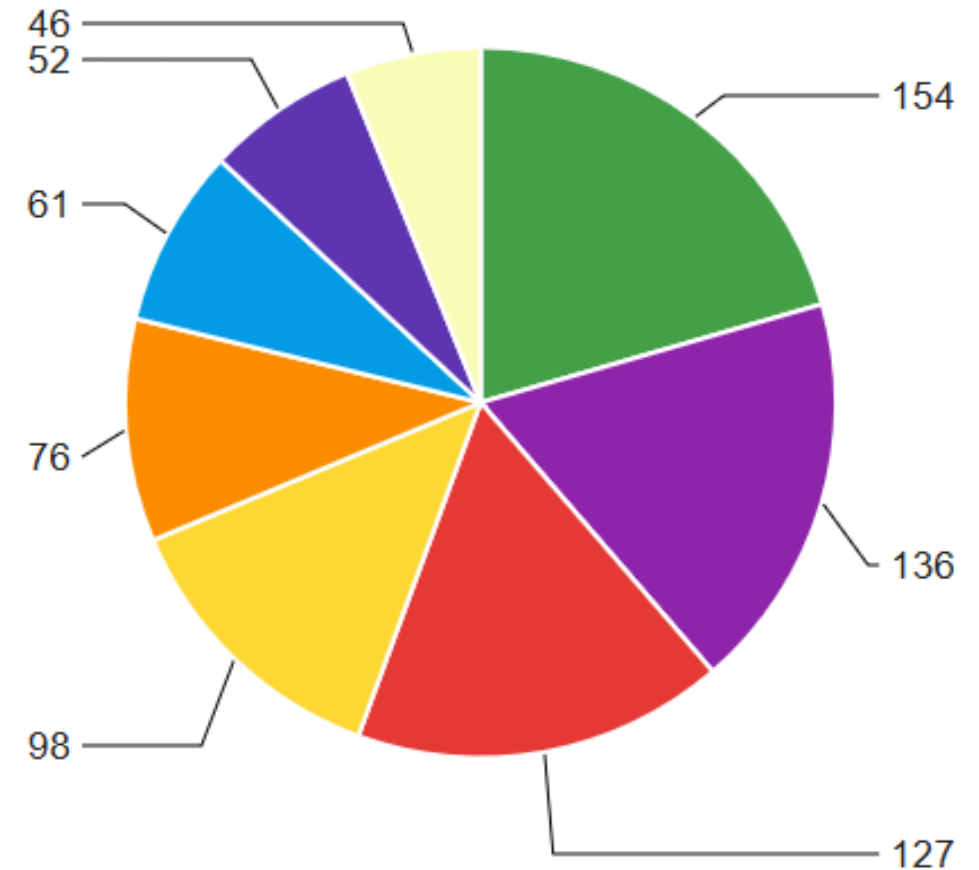
New and Ongoing Engagement

- Ways we're already using the data:
  - Career panel of 6 first-time alumni participants!
  - Alumni engagement with UVM Career Center Food, Environment, & Sustainability (FES) Interest Group signature event
  - Planning collaboration with Student Advisory Board for major-specific alumni career panels
  - Matching students with internship/research/job opportunities

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RSENR Impact

- Extent to which our alums feel that their RSENR education helped them develop the following competencies:

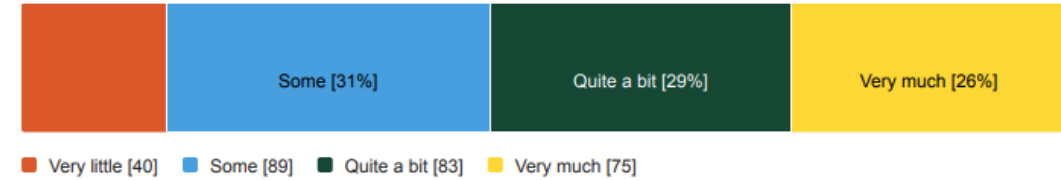**Communication:** to employ effective speaking, writing, listening, and digital communication techniques.

Some [23%] | Quite a bit [45%] | Very much [29%]

■ Very little [9] ■ Some [66] ■ Quite a bit [131] ■ Very much [84]

Teamwork: to contribute to collaborative efforts, facilitate contributions of others, and address conflict directly and constructively.

Some [20%] | Quite a bit [42%] | Very much [35%]

■ Very little [10] ■ Some [56] ■ Quite a bit [121] ■ Very much [100]
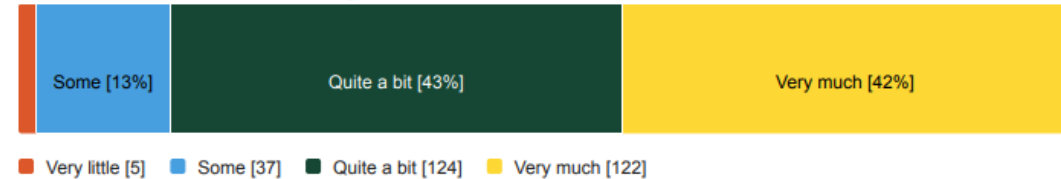
Working Across Difference: to critically examine dimensions of difference and apply a nuanced understanding of power and privilege through effective communication.

Some [31%] | Quite a bit [29%] | Very much [26%]

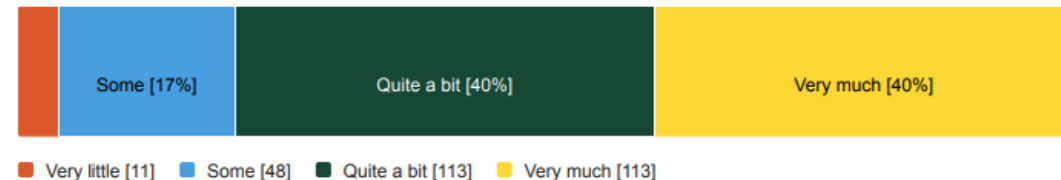■ Very little [40] ■ Some [89] ■ Quite a bit [83] ■ Very much [75]

Problem Solving: to design, evaluate, and employ appropriate frameworks in order to effect change and generate collaborative solutions to complex problems.

Some [17%] | Quite a bit [45%] | Very much [35%]

■ Very little [11] ■ Some [48] ■ Quite a bit [128] ■ Very much [100]

Inquiry & Analysis: to apply critical thinking skills and employ qualitative and quantitative methodologies in order to formulate questions and evaluate core knowledge areas.


Some [13%] | Quite a bit [43%] | Very much [42%]

■ Very little [5] ■ Some [37] ■ Quite a bit [124] ■ Very much [122]

Integrative Learning: to synthesize and transfer learning to complex situations across disciplinary boundaries through the application of critical reflection skills.

Some [17%] | Quite a bit [40%] | Very much [40%]

■ Very little [11] ■ Some [48] ■ Quite a bit [113] ■ Very much [113]
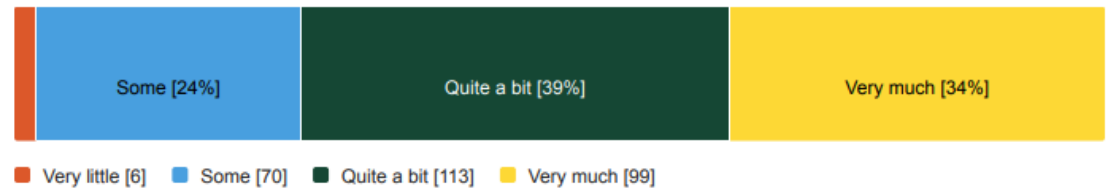
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RSENR Impact

- Extent to which our alums feel that their RSENR education helped them develop the following knowledge areas:

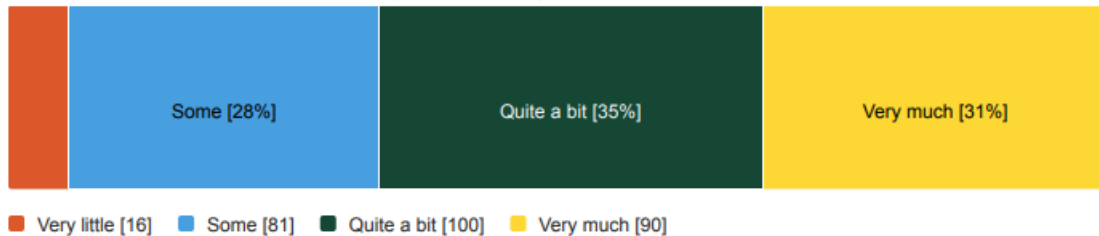Ecological Processes & Systems: to identify and describe basic ecological processes and systems.

Quite a bit [30%] | Very much [60%]

■ Very little [11]   ■ Some [20]   ■ Quite a bit [85]   ■ Very much [172]
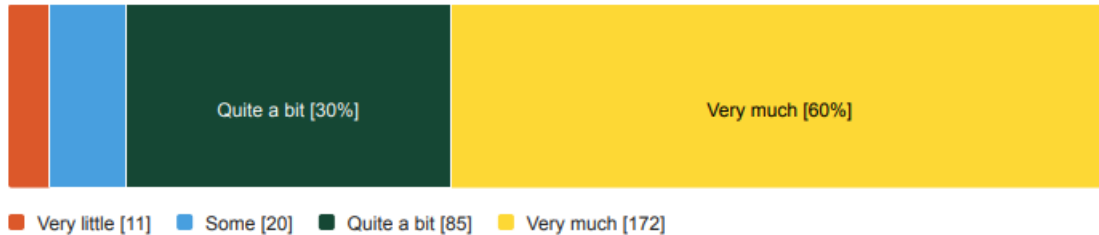
Planning & Management: to describe effective strategies in ecological planning, management, stewardship, and conservation of natural resources.

Some [24%] | Quite a bit [39%] | Very much [34%]

■ Very little [6]   ■ Some [70]   ■ Quite a bit [113]   ■ Very much [99]

Social Processes & Systems: to identify, interpret, and analyze cultural, economic, historical, and political dynamics of environmental issues.

Some [28%] | Quite a bit [35%] | Very much [31%]

■ Very little [16]   ■ Some [81]   ■ Quite a bit [100]   ■ Very much [90]

Sustainability: to discuss social, economic, and ecological principles of sustainability.

Some [18%] | Quite a bit [36%] | Very much [38%]

■ Very little [23]   ■ Some [52]   ■ Quite a bit [103]   ■ Very much [110]

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Community

"The community of the Rubenstein School made is very easy to connect with my professors and classmates and overall contributed to an amazing learning environment."

- Parks, Recreation, and Tourism Alum, 2020

"Inclusivity of people from many different backgrounds and orientations as well as professors being very kind as well as professional. UVM felt like a home away from home where everyone had great care for the school and the environment."

- Wildlife Fisheries Biology Alum, 2023

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Learn more about RSENR alumni initiatives: www.uvm.edu/rsenr/alumni-and-friends