Chairs and Associate Deans Leadership Workshop I
Academic Year 2025-2026

Wednesday, August 20, 2025
Waterman 427

8:00 AM Continental Breakfast

8:30-8:35 AM Welcome and Announcements
Jane Okech, Vice Provost for Faculty Affairs, Division of Faculty Affairs

8:35-9:15 AM UVM's AY 2025-2026 Strategic Goals and Ambition:
The Role of Chairs and Associate Deans in Supporting this Vision
Linda Schadler, Interim Provost and Senior Vice President, Office of the Provost

9:15-9:45 AM Catamount Data: New Developments
Jason Garvey, Director, Office of Institutional Research and Assessment

9:45-9:50 AM Break

9:50-10:20 AM Onboarding Part-time Faculty:
How Chairs and Associate Deans Can Support Their Success
Susanmarie Harrington, Director, Writing in the Disciplines

10:20-10:50 AM New Programs and Enhancements in the Comprehensive Faculty Mentoring Program
Jane Okech, Vice Provost for Faculty Affairs, Division of Faculty Affairs
Office of the Vice Provost for Faculty Affairs Reports

10:50-11:00 AM Break

11:00-11:45 AM Immigration Processes for Foreign National Employees:
What Chairs and Associate Deans Should Know
Emma Huse, International Scholar and Employee Program Manager, and
Emma Swift, Director, Office of International Education

11:45 AM-12:15 PM Factors to Consider When Planning and Evaluating Sabbatical Proposals and RPT Dossiers
Carolyn Bonifield, Former Chair, Faculty Senate Professional Standards Committee
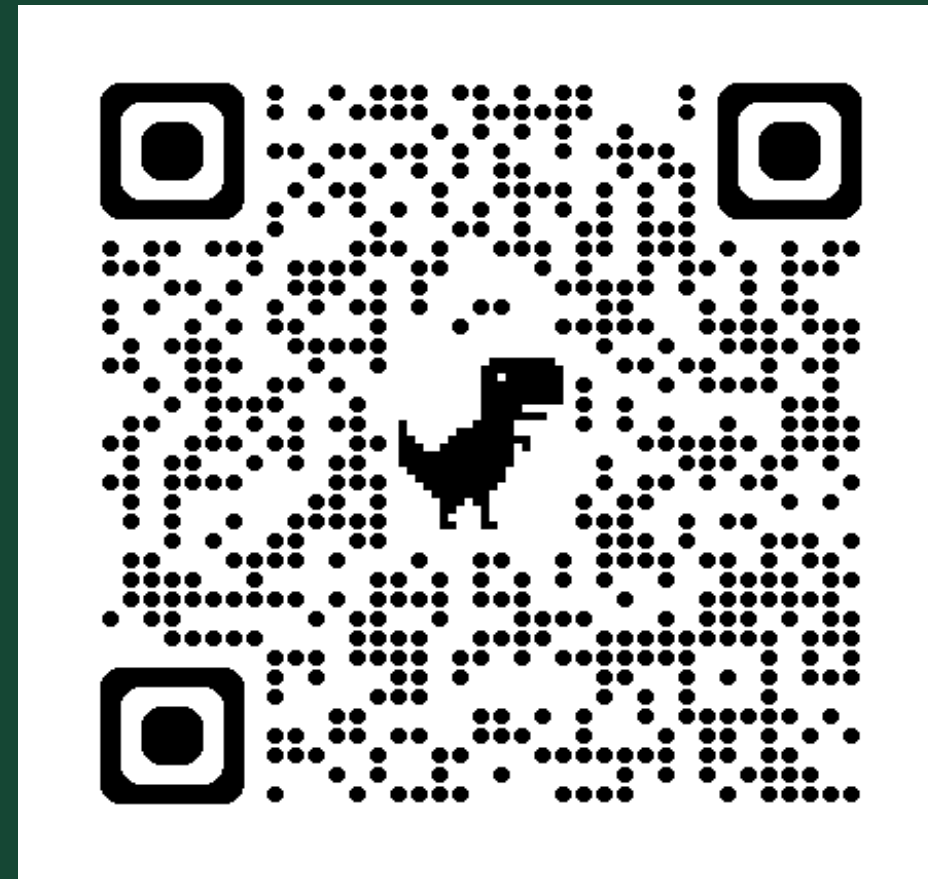*Associate Professor, Grossman School of Business*

12:15-1:00 PM Guidelines and Effective Strategies for Supporting Faculty Dealing with Disruptive Students
Andrew Zehner, Associate General Counsel, Office of the General Counsel, and
Heather Pena, Assistant Dean of Students, Vice Provost and Dean of Students Office

1:00 PM Adjourn

Empowering Campus Partners and Amplifying our Impact through Data

Jay Garvey (he/him)

Executive Director, Office of Institutional Research and Assessment

Friedman-Hipps Green and Gold Professor of Education

University of Vermont

Overview

About OIRA

Catamount data

Data governance

Assessment

OIRA initiatives

Partner with us

Questions and conversation

University of Vermont

About OIRA

Our mission is to empower campus partners through institutional research and assessment to amplify our impact at the University of Vermont and beyond.

Trust, justice, collaboration, impact

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Catamount Data

New refresh coming in fall 2025!

Admission

Enrollment

Retention/ Graduation

Faculty and Staff

Campus-Wide Surveys

General Reports

Business Intelligence

Finances

Research

University of Vermont

Data Governance

Vision: To establish a robust data governance framework that ensures high-quality, secure, and compliant data management, supporting the university's strategic goals.

Mission: To implement and maintain data governance policies, standards, and processes that promote data stewardship, optimize resource utilization, and enhance data-driven decision-making.

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Assessment

Annual Assessment Reporting

Catamount Core Curriculum

Assessment Council

Campus-Wide Surveys

University of Vermont

Initiatives

Lived Identity Project

NSF ADVANCE Catalyst

Retention/Graduation Statistical Modeling Consultation

Partner with Us

OIRA is your central resource for data on campus. We are here to help answer your questions, from a specific course's impact on student success to faculty retention.

The request form can be used to ask for data, analysis, survey creation, and consulting. If you would like our help with a project but are unsure how to answer the form questions, you are welcome to use the consulting option to connect with us for guidance.

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Questions and Conversation

Jay Garvey (he/him)

Executive Director, Office of Institutional Research and Assessment

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University of Vermont

Professional Development and Part-time Faculty

The Center for Teaching & Learning
The Writing in the Disciplines Program

Susanmarie Harrington, Director

All Instructors Are Welcome!

Please Tell New Part-time Faculty About Us

WID and the CTL: Very different programs!

Writing in the Disciplines

Focuses on **writing**, so our workshops center on *writing assignment design,* the *role of writing in disciplinary learning*, and *ways instructors support students as writers.*

Supports **faculty as writers** with writing groups and retreats

Currently leading most AI-and-pedagogy programming

Center for Teaching and Learning

Focuses on **teaching,** broadly

Leads on **educational technology**

Offers workshops on *all dimensions of teaching*, *Brightspace,* and the *scholarship of teaching and learning*

Offers open hours for personal consultations

Offers several self-paced Brightspace courses

WID and CTL: Good partners

We share a commitment to

- supporting all instructors (who in turn can support all students)

- offering self-serve resources

- creating and nurturing a campus-wide teaching community

- creating space, time, and relationships supporting growth over time

- Visiting your meetings if you'd like workshops or presentations

events.uvm.edu/dofa

CTL Programming   (ctl@uvm.edu)

Educational Technology Guidance: We help instructors align technology with their goals while emphasizing a focus on learning, not tools.

Scholarship of Teaching and Learning (SoTL): We support classroom-based inquiry and reflection on teaching

Workshops and consultations addressing: Assignment Design, Pedagogical Issues, Syllabus Review, Teaching Observations, Formative Student Feedback, Debriefing Student Course Evaluations

One-on-one consultations: remote or in-person

Fall book group: *The Norton Guide to Equity-Minded Pedagogy*

WID Programming   (wid@uvm.edu)

Workshops, groups, and consultations addressing:

- Writing Assignment Design and Course Design

- Feedback, Grading, and Responding

- Coaching Peer Review

- Teaching in an age of AI

- Fall read: *More than Words: How to Think About Writing in the Age of AI*

- Mentoring and teaching graduate student writers

- Faculty writing over time

Professional Development and Part-Time Faculty

Three units within DOFA have distinct functions. **Part time faculty are welcome at all events! Please spread the word.**

Writing in the Disciplines	Center for Teaching and Learning	Office of Community-Engaged Learning
Focuses on **writing**, so workshops center on *writing assignment design,* the *role of writing in disciplinary learning*, and *ways instructors support students as writers.* Supports **faculty as writers** with writing groups and retreats. Currently leading most **AI-and-pedagogy** programming	Focuses on **teaching,** broadly Leads on **educational technology** Offers **programming** on *all dimensions of teaching, Brightspace,* and the *scholarship of teaching and learning* Offers **open hours** for personal consultations Offers several **self-paced Brightspace courses**	Focuses on **community-engaged teaching, including service learning**. Offers supports for all aspects of this pedagogy, including *design, partnership development, and implementation*. Offers **personalized consultations in all stages**, including developing ideas for courses. Offers workshops, and resource guides. Offers a **Faculty Fellows program**, serving an interdisciplinary cohort of faculty developing courses together.

We share a commitment to

- supporting all instructors (who in turn can support all students)
- offering self-serve resources
- creating and nurturing a campus-wide teaching community
- creating space, time, and relationships supporting growth over time
- Visiting your meetings if you'd like workshops or presentations

Programming and Services

See the new DOFA events calendar: events.uvm.edu/dofa

Center for Teaching & Learning   CTL@uvm.edu

- **Educational Technology Guidance**: We help instructors align technology with their goals while emphasizing a focus on learning, not tools.
- **Scholarship of Teaching and Learning** (SoTL): We support classroom-based inquiry and reflection on teaching
- **Workshops and consultations addressing:** Assignment Design, Pedagogical Issues, Syllabus Review, Teaching Observations, Formative Student Feedback, Debriefing Student Course Evaluations
- **One-on-one consultations:** remote or in-person
- **Fall book group:** *The Norton Guide to Equity-Minded Pedagogy*

Writing in the Disciplines   WID@uvm.edu

Workshops, groups, and consultations addressing:

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- Fall read: *More than Words: How to Think About Writing in the Age of AI*
- Mentoring and teaching graduate student writers
- Faculty writing over time

Office for Community Engaged Learning   CELO@uvm.edu

Part-time faculty often have community connections but are unaware of campus resources. CELO is here to help! Offering departmental and individual consultations.

Comprehensive Faculty Mentoring Program: Program Additions and Strategic Enhancements
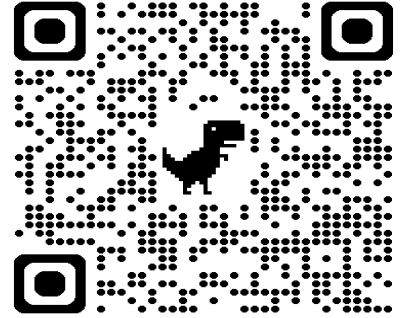
August 20, 2025

Jane Okech, Ph.D.
Vice Provost for Faculty Affairs

University of Vermont

Target: First Year Faculty & Post Doctoral Fellows

- *First-Year Faculty Experience of**:
    1. Belonging at UVM
    2. Teaching at UVM
    3. Research & Scholarship at UVM (with OVPR)
    4. FYF Experience of Grant Writing at UVM (with OVPR)
    5. FFE of Addressing Student Concerns at UVM (With OGC & Center for Student Conduct)***
    6. FYF Experience of Preparing for your First Reappointment Process (Blue Sheets)***

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Target: Associate Professor Faculty Level

- *****Mid-Career Faculty Experience**:
    1. The Journey Beyond Tenure: Conversations on staying on Track for Promotion to Full Professor
    2. What's next? Bringing Intentions to your Career *(with Academic Impressions)*
    3. No Gold at the end of the Rainbow: Dealing with Mid-Carrer Burnout
    4. Preparing your Green-sheets for Promotion to Full Professor *******

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Demystifying the RPT Process at UVM: 3/4

Target: All Faculty

Programs:

1. Preparing your Blue-Sheets for First Reappointment
2. Preparing your Green Sheets for Second Reappointment
3. Preparing your Green Sheets for Promotion to Associate Professor & Tenure *(with the Faculty Senate's PSC)*
4. Preparing your Green-sheets for Promotion to Full Professor *(with the Faculty Senate's PSC)*
5. Addressing NTT Concerns in the RPT Process *(expectations to have attended #1& 2 where appropriate)*
6. Addressing Concerns of Historically Under-represented Faculty in the RPT Process *(expectations to have attended #1-5 where appropriate)*

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Academic Leadership Programs 4/5

- **Emerging Academic Leaders PILOT Program-Fall 2025** *(Submit nominations by 8/25)****

1. *Introduction to the Academic Leadership Experience at UVM*, Memorial Lounge, 12.00-1.30pm, 9/5/25

2. *Understanding Your Leadership Through the Five Paths*, TEAMS, 12.00-1.30pm, 9/26/25

3. *Understanding Academic Administrative Roles and Responsibilities at UVM*, TEAMS, 12.00-1.30pm, 10/31/25

4. *The Myths and Realities of Faculty Leadership*, TEAMS, 12.00-1.30PM, 11/2/25

5. *Charting the Path to Leadership at UVM—Envisioning the Future,* Memorial Lounge, 12.00-1.30PM, 12/5/25

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Academic Leadership Programs 5/5

- **Academic Leadership Experience Program (Chairs/ADs)**
  - Chairs & Associate Deans Annual Retreat (*Next Year will include a working Lunch)
  - Strategies for Navigating Conflict (with Academic Impressions, on 9/24)
  - The CBA: One Year Later (with LER, on 10/29)
  - Strategies for effective Faculty Performance Review: A focus on APR, Workload Planning & Documentation (with LER on 12/3*Offered Annually)
  - The Art and Science of Giving Feedback (with Academic Impressions on 1/14/26)
- **SPECIAL PROGRAM**
  - Academic Leadership Symposium for Deans, Associate Deans & Chairs: The Five Oaths to Leadership & leading Change on January 15, 9.00-3.00pm (with Academic Impressions)

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ACTION: Plans to Improve CFMP Series Attendance

1. Distribute Information cards during NFO & Faculty Resource Fair .

2. Follow-up with an email to all new faculty & post-doc Fellows on 9/1

3. Email the units' Associate Deans for Faculty Affairs or equivalent and include all the workshop series links on 9/1& 1/5.

4. During and after each workshop session, we will email all participants the materials/slides used during the session, including the survey link and information about upcoming workshop sessions.

5. Send emails to non-attendees to encourage them to attend upcoming workshop sessions.

6. Send workshop series reminders to all faculty and ADs on 1/5

7. Continue sending announcements about the workshop sessions in _Inside UVM_.

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Immigration Processes for Foreign National Employees

What Chairs and Associate Deans Should Know

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Our Services

- **Visa and Immigration Advising** for international employees and visitors and hiring/hosting units

- **Filing of petitions** for immigration benefits with federal agencies

- **Orientation** of new international employees and visitors upon arrival

- **Community building and support**

Our Community: Approximately **150** international scholars and employees from **44** countries per year on nonimmigrant visas, including:
- Faculty
- Staff
- Post-docs
- Visiting Scholars and Scientists
- Visiting Graduate and Undergraduate Students

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Ways We Can Assist in Searches

- Reviewing job posting drafts

- Advising on sponsorship options for specific candidates

- Meeting with finalists pre-acceptance

- Advising on visa/immigration process timelines for individual cases

Best Practices

- Get in touch with OIE early (via your unit's HR team) for visa sponsorship needs

- Don't make written or verbal promises about sponsorship in job offers without OIE review

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Work Visas for Academic Positions

H-1B

- Most faculty positions (all tenured/tenure track)
- Some post-docs transitioning from other visa statuses

J-1

- Most post-docs
- Some temporary faculty
- New social media vetting process at US consulates

TN

- Canadians and Mexicans
- Faculty and post-docs
- Simplified process BUT must still go through OIE

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Permanent Residency Sponsorship for Faculty

- Tenure track faculty are eligible for permanent residency sponsorship upon hire

- Non-tenure track wait time for permanent residency sponsorship is 2 years
  - UNLESS you know earlier that a non-tenure track position will continue indefinitely

- Permanent residency cases may take multiple years from initiation to receipt of a green card

Ways academic leaders assist in permanent residency processing:

- Signing letters drafted by UVM's external immigration counsel

- Assisting sponsored faculty in obtaining expert recommendation letters

- Participating in a test of the labor market directed by external counsel

  - Reviewing any applicants and determining whether UVM faculty member is more qualified for position

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Non-Employee Visitors: When Are Visas Needed?

- Coming in a tourist/visa waiver program status only appropriate when:
  - ❑ Brief visit with no payment (honorarium OK in specific circumstances)
  - ❑ No academic appointment
  - ❑ Not doing research here that provides a benefit to UVM

- Inviting someone for a visit of multiple months where UVM will benefit from research or collaboration?
  - Most likely should not be using visitor visa
  - Visitor will benefit from having formal appointment and visa sponsorship

- **International Visiting Scholars/Scientists** and **Visiting Graduate Students** MUST work with OIE (or Fulbright) to get a J-1 visa

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Our Asks

- **Support** your foreign national applicants and employees by connecting them back to OIE

- **Engage us** on ways we can better support the international community

- **Do not make promises** about immigration sponsorship without consulting OIE

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Chairs and Associate Deans Leadership Workshop
August 20, 2025

Factors to Consider When Planning and Evaluating Sabbatical Proposals and RPT Dossiers

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Sabbatical applications and RPT submissions

- 2024-2025 academic term: 65 sabbatical applications and 133 RPT submissions (not including off-cycle and expedited)
  - Numbers vary from year-to-year
  - The PSC reviews sabbatical applications during the fall semester
  - The PSC reviews RPT dossiers during the spring semester

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Sabbatical Issues

1) Completeness of Submissions
- Double-check applications for completeness and accuracy.
  - Cover page, URL links, missing bookmarks, missing letters, missing votes, missing signatures, word count limits
- FSC and Dean letters – need to include dates
- Letters of invitation
- IRB approval – plan/date for submission
- Limit discipline-specific language and acronyms.

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Sabbatical Issues

2) Specificity of Activities Beyond Standard Workload
- Include specific activities with projected timelines.
  - Work completed, proposed activities (e.g., archival research, literature review, data collection, chapter outlines) and the timeline
- State how sabbatical plan extends beyond standard workload.
  - How does the sabbatical provide the opportunity to engage in activities that their workload would not otherwise allow?

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Sabbatical Issues

3) Relationship between Funding Cycles and Sabbatical Submissions

- State whether the work is dependent on external funding for sabbatical-related activities (e.g., travel).
- Not unusual for faculty members seeking external funding to not know status of potential funding when completing sabbatical application
- Plan A vs. Plan B

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Sabbatical Issues

- 4) Mentoring
  - Guidance and feedback when preparing sabbatical applications are important.
  - Issues with sabbatical applications can often be avoided with earlier feedback, such as from the Chair.
  - Given the September deadline for sabbatical submissions, sabbatical planning should be underway during the previous spring semester.

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Reappointment, Promotion, Tenure (RPT) Issues

1) Overall Organization

- Order of materials, bookmarking of dossiers (e.g., all supporting materials after basic dossier entries; external reviewer CVS positioned after all external letters rather than after each letter; check all links to ensure they work)

- Do not include scanned documents.

- Once assembled, candidate's dossiers should be combined into one pdf with bookmarks, rather than separate pdf files.

- Adhere to word limits – make strongest case in a concise manner

- Limit excessive discipline-specific language and acronyms.

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Reappointment, Promotion, Tenure (RPT) Issues

2) Common Definitions

- PSC encourages development of university-wide definitions for recording RPT voting (i.e., Yes, No, Absent, Recuse, Abstain). Common inconsistency with respect to the difference between 'Abstain' and 'Recuse.'

- At all voting levels (i.e., department, FSC, PSC): critical to provide rationale for votes recorded as No, Abstain, or Recuse.

  - Particularly true for 'No' votes

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Reappointment, Promotion, Tenure (RPT) Issues

3) Workload Distribution by Chair
- Provide specific workload distribution
- Include information on number of courses taught with the estimates of workload percentages
  - How courses are counted varies (e.g., in some units, 40% of teaching equals five courses, and in others, it equals four courses).

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Reappointment, Promotion, Tenure (RPT) Issues

4) External Letters
- Arm's length external letters for tenure and promotion
  - Both faculty members and their Chairs share responsibility.
- Credibility of external letters is enhanced when letters are from reviewers who:
  - are at a university at least comparable to UVM or other relevant organization
  - have attained the same rank or a higher rank as the promotion being sought
  - have submitted a CV that reflects a substantial body of work that establishes them as an appropriate reviewer
  - have no real or perceived bias related to the applicant

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Reappointment, Promotion, Tenure (RPT) Issues

5) Nature of Contributions to Scholarship
- Helpful to know approximate nature and percentage of applicant's contribution to co-authored scholarship
- Colleges/Schools, Departments, and Chairs are encouraged to continue to clarify expectations for scholarship, depending on the percentage of workload allocated to scholarship and the pathway (e.g., the volume and type of acceptable scholarship might differ for a Clinical or Extension faculty member compared to a Research or Tenure track faculty member).

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Reappointment, Promotion, Tenure (RPT) Issues

6) Tenure Review for Incoming Administrators with Faculty Appointments
- Expedited review is intended to be conducted pre-hire, when an individual has been identified as a finalist.
  - The review should be completed before a final decision is made to hire an individual – highly ranked candidates should be given advance notice that if they are selected as a finalist, they will need to undergo this process if they are seeking tenure with their appointment.
  - Concurrent tenure (only) review and voting by the proposed home department, corresponding college/school FSC, and the Faculty Senate PSC
  - Process does not follow the full 'green sheets' paperwork – instead, relies on: a) a memo written by the search Chair summarizing eligibility for an expedited review and credentials/qualifications for tenure, b) a candidate's CV, c) evidence of teaching effectiveness, and d) reference letters or Chair summary of information from referees pertaining to suitability for tenured position

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Managing Classroom Disruption:

Legal & Policy Framework

Chairs and Associate Deans Leadership Workshop

August 20, 2025

Presented By:

Andrew Zehner, Associate General Counsel

Heather Pena, Assistant Dean of Students

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Case Study: McBrearty v. Kappeler

Take Three Minutes to Read the Summary.

What are the facts of the case?

What is the legal issue?

What is McBrearty's argument? What is Dr. Kappeler's?

What did the court decide?

What does this case teach us about classroom disruptions?

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Legal Issues in Classroom Management

Reasonable Accommodations
- *Based on Disability*
- *Religious Exercise*

Due Process

Free Expression / Academic Freedom

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Student Accommodations

- Title III of Americans with Disabilities Act and Sec. 504 of the Rehabilitation Act require universities to make reasonable accommodations for a student with a disability who is otherwise qualified in order to permit the student equal access to programs and services.

- The First Amendment and the Equal Rights Act of 1964 require that individuals be able to practice the religion of their choosing and not face discrimination. Reasonable accommodations ensure compliance.

- Accommodations cannot:
  - Pose an undue hardship on the University
  - Pose a threat to the safety of others
  - Fundamentally alter academic standards

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Processing Accommodation Requests

- At UVM, Student Accessibility Services is the only office that can determine eligibility for and parameters of reasonable accommodations based on disability.

- Faculty must refer students to SAS and should not accommodate on an ad hoc basis.

- Faculty are encouraged to consult the Interfaith Calendar when planning key course deadlines to avoid major religious observances.

- It is not our job to question sincerely held religious beliefs when asked for accommodation.

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Due Process

Two Essential Requirements:

(1) Notice:
- Of Expected Behaviors or Required Performance
- Of Allegations
- Of Potential Consequences

(2) Opportunity to Be Heard:
- Procedures
- Meaningful Time – generally "pre-deprivation"
- Impartial Decision-Maker

**Adequacy is Most Often Defined By Context & Policy

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What process is due?

- In the Classroom, almost none:
  - No constitutional property or liberty right implicated
  - Include important behavioral expectations in syllabus
  - Develop a progression that includes a clear warning

- University discipline requires more formal procedures
  - Prior to permanent removal from class or separation from UVM, there must be a meaningful opportunity for the student to respond
  - Student Conduct Procedures prescribe the amount of process
  - Few exceptions enable action prior to process (imminent threat of safety)

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Free Expression

"Congress shall make no law . . . abridging the freedom of speech"

- **UVM must:**
  - uphold and defend the right to free expression, including the freedom to express dissent, within the context of the law and personal responsibility.
  - not suppress expression because the ideas put forth are thought by some, or even by most members of the University community to be offensive, repugnant, or hurtful
  - enforce rules that restrict and sanction those who seek to disrupt the expression of others or otherwise engage in unprotected speech

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Location, Location, Location

- Public (Open) Forum
    - Examples: public parks, sidewalks
    - Strongest First Amendment Protection
    - UVM cannot discriminate based on speaker's viewpoint
    - UVM can restrict time, place and manner of speech, but must leave open ample alternatives for expression

- Designated Public Forum
    - Not traditionally public forums, but affirmative decision has been made by property owner to allow for free expression. Take on the protection of Public (open) forums.
    - Examples: Andrew Harris Commons, Davis Center Meeting Rooms
    - Once open, cannot close the forum to a particular viewpoint

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What about the classroom?

- Classrooms are not public forums.
  - Expression is limited by the instructor's directions and learning objectives, but still may not engage in viewpoint discrimination.
  - Instructor has authority to limit irrelevant and unreasonable disruption
    - Focus on impact of expression/behavior. Is it severe, pervasive, or objectively unreasonable.
    - Avoid focusing on content of expression/behavior, EXCEPT to focus on germaneness to course learning objective

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Managing Behavioral Concerns in the Classroom

Faculty response – address behavior in a timely manner. Document appropriately (email follow-up to student, Care Form?). Consult and seek support as needed.

Escalate issue to **Student Services** staff – reinforce behavioral expectations. Document appropriately. Consult and seek support as needed.

Escalate issue to **Academic Dean** – reinforce behavioral expectations and consequences if not met. Consider appropriate actions/interventions to support the student's success and the classroom environment.

Escalate to **VPDOS** – in consultation with all parties involved, coordinate a larger response/intervention plan. Determine if/when CSC should be involved.

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Suggested Progression for Faculty

- **Re-direct -** "We are well off course for today, let's bring it back to the original question . . ." "We are a little far afield, let's move on to . . ."

- **Reiterate (Warn) –** "Ok, Trent, that is enough on that issue for today. You are interrupting in a way that is not acceptable. Please stop or I must ask you to leave for today."

- **Remove –** "You are being disruptive. Please leave so we may continue our discussion." (Schedule office hour appointment to discuss re-entry and set clear expectation)

- **Recess –** "I have asked you to stop and then to leave. You continue to persist. We will pick it up here next time. Class is dismissed for today." (Schedule office hour appointment to discuss with the student)

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CARE Team Membership

- Dean of Students Office

- CARE Team Outreach Coordinators

- CAPS

- University Housing and Dining Services (UHDS)

- UVM Police Services

- Student Conduct

- Title IX

- Student Health Services (SHS)

- Student Accessibility Services (SAS)

- Academic Units (CAS, Graduate School, LCOM)

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CARE Reports F23/S24 : F24/S25

Monthly CARE Case Counts for Academic Years 2023–24 and 2024–25
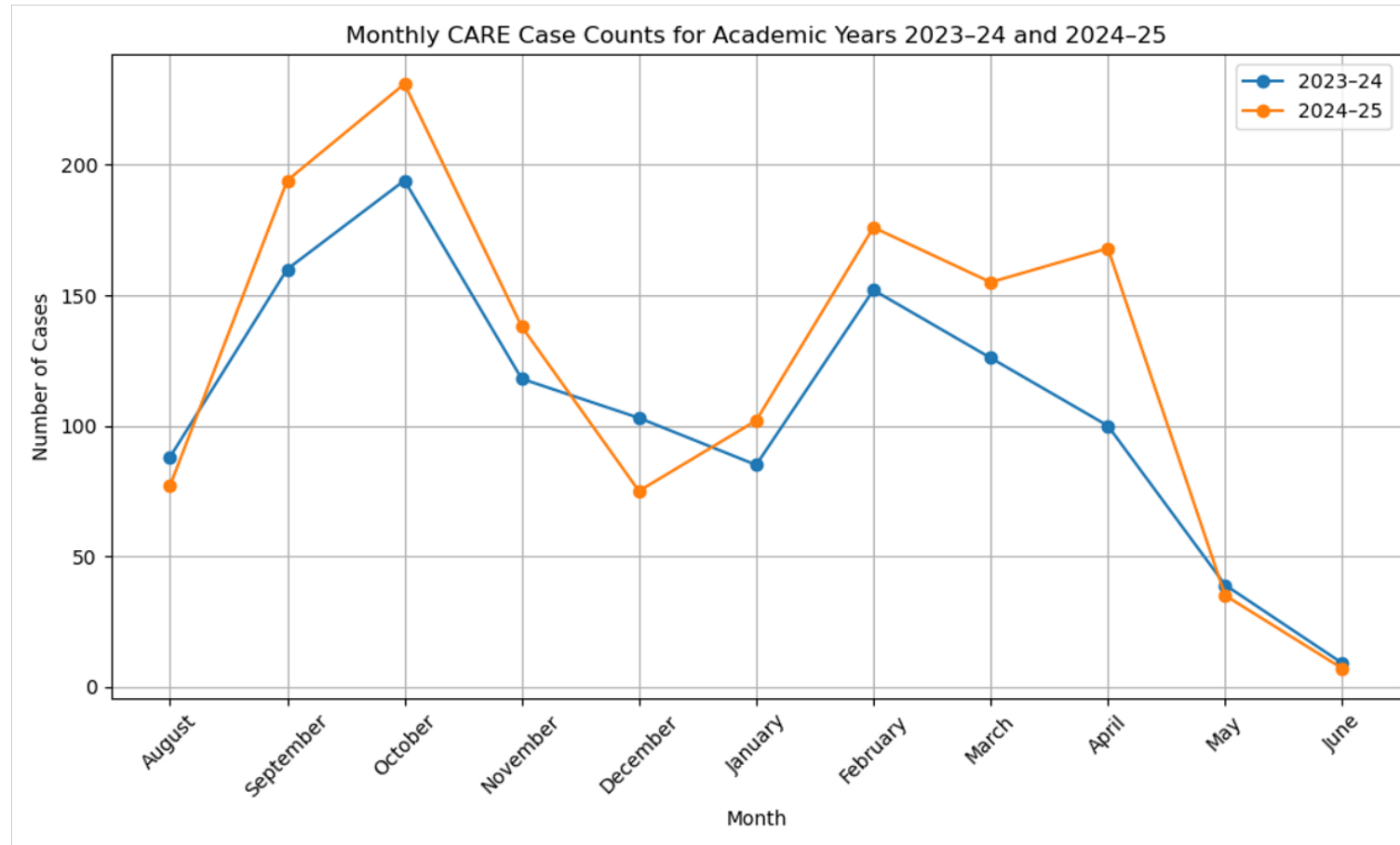
F23/S24: 1190
F24/SU25: 1401

Identifying Students of Concern

Academic

Indicators

- Change in classroom performance

- Poor focus or attention that is unusual

- Social isolation, odd behavior, and/or poor boundaries

- Disruptive or unusual participation in class

Emotional / Behavioral

Indicators

- Emotions are extreme for the situation

- Social withdrawal, isolation, loneliness,

- Irritability, anger, hostility

- Difficulty connecting with others

- Paranoid / delusional speech or actions

- Mention of suicidal ideation

Physical

Indicators

- Noticeable changes in energy level

- Signs of self-harm

- Dramatic weight loss or gain

- Marked change in hygiene or appearance

- Frequently appears hungover or intoxicated

- Confused, rapid speech, thoughts, or actions

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Responding in the moment might sound like...

Questions

May sound like....

How are you feeling?

What's coming up for you?

What does that feel like?

How long have you been feeling like this?

Have you felt like this before?

What has helped before?

Responses

May sound like....
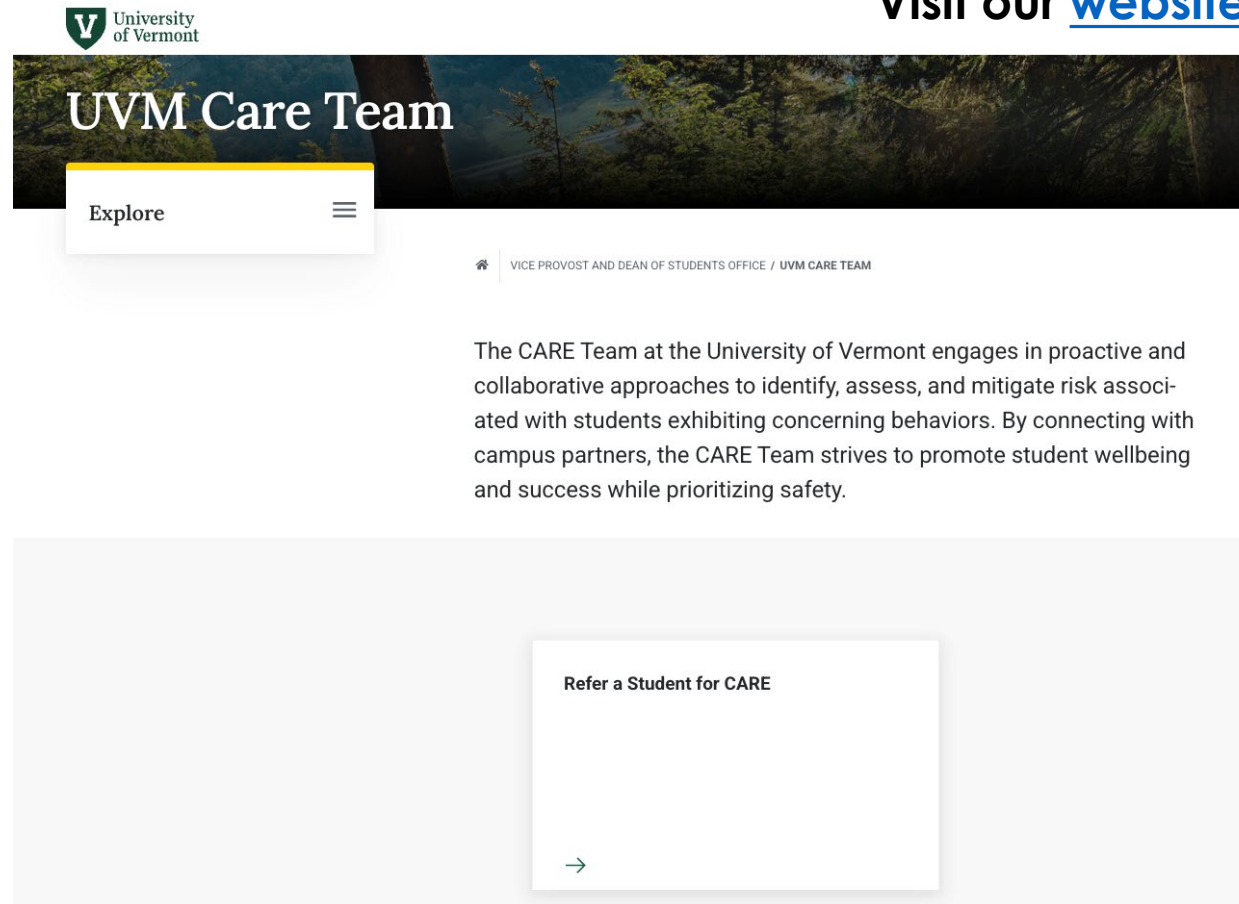
That sounds hard.

That's understandable

How can I support you?

I may not have the answers but I'm here to listen

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Refer a Student of Concern to the CARE Team

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The CARE Form

UVM Care Team

Explore ☰

⌂ | VICE PROVOST AND DEAN OF STUDENTS OFFICE / UVM CARE TEAM

The CARE Team at the University of Vermont engages in proactive and collaborative approaches to identify, assess, and mitigate risk associated with students exhibiting concerning behaviors. By connecting with campus partners, the CARE Team strives to promote student wellbeing and success while prioritizing safety.

Refer a Student for CARE

→

When Submitting a CARE Form

Please DO the following:

- CARE form should only be for UVM students.

- Inform your Student Services Director/Dept Chait

- Be clear and concise, give relevant information

- Tell us what you (or other staff) did to support the person or address the concern.

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CAPS: Lets Talk! (HOT off the press!)

Jacobs House: Monday – Friday @ 1:00pm – 4:00pm

Intercultural Centers:

- WAGE – Tuesdays @ 2:00pm – 4:00pm

- MOSAIC – Wednesdays @ 2:00pm – 4:00pm

- PRISM – Thursdays @ 2:00pm – 4:00pm

**CAPS will begin seeing students every other week instead of cap on semester visits.

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Mental Health Urgent Care

Mental Health Urgent Care (MHUC) fulfills a critical need and provides a bridge between emergency and primary care, much like traditional physical health urgent care. It is for people who need mental health services, support and treatment but do not require a trip to the emergency department. Care is provided in a trauma-informed, suicide-safe environment.

No appointment is needed. Walk-in care is available.

https://www.uvmhealth.org/medcenter/location/mental-health-urgent-care

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Key Takeaways

- We are "the State"

- Exceptions to protected speech are narrow:
  - *disruption of academic environment*
  - *true threats*
  - *inciting imminent lawless action*
  - *"fighting words"*
  - *harassment*
  - *defamation*
  - *obscenity*

- We have a duty of "viewpoint neutrality" but can insist on civility

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