Frequently Asked Questions from New CEMS Faculty

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Introductory Comments

In addition to this information, please check with your Department Chair about Department specific information.

List of staff who may be able to help you answer other questions in their responsibility area:
For a full list of CEMS Administrative Contacts by Department / Function see: https://www.uvm.edu/cems/cems-administrative-contacts

> *Loren Dow, Emma Squire, Michael Rose, Ann Chiarenzelli, Mary Lawman, Jill Duprey – Undergraduate student support (add/drop, withdrawals, non-academic advising, first-year advising)*
> *https://www.uvm.edu/cems/cems-student-services*
> *Jacob Leopold – Director of Operations; Recruiting and hiring, workload changes, RPT questions, contract questions.*
> *Jamie Catalan and Patrick Charron – Laboratory Engineer and Teaching Lab Coordination, Lab Safety*
> *Monika Ursiny, Emily Cummings – Business operations; Large purchases and consulting charges, complex activities management (start up, income/expense activities).*
> *Courtney Giles - Associate Dean for Academic Affairs*
> *Priyantha Wijesinghe – Director of Curricular Enrichment and Assessment*
> *Gretchen Schissel – Curricular and Undergraduate Program Specialist*
> *Jeff Marshall – Associate Dean for Research and Graduate Education*
> *Jane Kimble – Graduate student recruitment and support, graduate student offices, graduate student offer letters.*

Research/Teaching: Given the notion of a Teacher-Scholar model, how do we reconcile the zero-sum game of doing lots of great research vs. lots of great teaching?

> *Both teaching and research are highly valued. There is a lot of funding available for education research as well as scientific/engineering research and both kinds of grants are valuable and can lead to publications. Faculty will not be promoted without strong teaching skills as well as research productivity. This balance is different for each faculty member, but with an initially reduced teaching load for junior faculty, the expectation is that significant time is spent developing both pedagogical and research skills.*

> *In addition, we all need to be good University citizens. Time spent on advising, outreach, admitted student days, professional societies, and college/university committees are all important. During your time as an assistant professor or beginning lecturer, we will work to ensure your service commitments are manageable, and that they support your ability to develop professionally and contribute to your Department and the College.*

> *All faculty are expected to follow and foster UVM's Our Common Ground values and make a commitment to fostering an environment that is inclusive.*

GENERAL:

How does workload get assigned every year?

> *This is a conversation that will take place with your department chair every spring. Sometime in February or March you should prepare your desired workload using the CEMS online workload form (https://workload.uvm.edu/) to initiate this conversation. Workloads beyond your probationary period are set based on productivity in the various areas of faculty performance (teaching, research, advising, and service).*

What is the process/timeline for reviewing the department chair? Where is the appointment timeline publicly noted?

Chairs are reviewed at 3 years and at 5 years, recurrently. The appointment timeline is not made public.

I disagree with a policy or a decision that the administration has made. How can I voice my opinion and make a positive difference?

Depending on the level of administration which made the opinion, the avenues for voicing complaints vary. College level decisions can be addressed through the Department Chair, Dean, and Faculty Council. Academic/Curricular/Program decisions can be addressed to the Faculty Senate. Administration concerns can be addressed to the cognizant office in charge of the policy/procedure, but should be first discussed with your department chair and dean.

In general, a face to face meeting is better than an email as email can often be misinterpreted.

What are the policies for taking vacation days for faculty?

Faculty do not have any vacation days. Absences from campus should be coordinated with your department chair. Any absence greater than two weeks from campus requires provost approval. Time between the fall and spring semester is time when faculty are still on contract and thus is not vacation time (except for the time designated as 'Winter Closing' by the University in late December). To be successful you will need to work in the summers, perhaps even if you do not have funding, but that time should primarily be spent on research. Absences while courses are in session should not result in simply canceling classes unless it is an emergency. A plan should be developed for class coverage for known absences in advance (e.g. another faculty to teach, guest lecture, GTA solving example problems, exam).

What if I am sick or there is an emergency? How do I cover my classes?

If you get the flu or some other acute illness, please try to find someone to cover your class. If you cannot, please let your students know and try get the information to the students some other way. If you will be sick for a week or two, work with your department chair to find a solution. A change in modality form may be required.

For more serious conditions, faculty in their first year have 22 days of medical leave. After their first year they have 6 months of medical leave to be used as needed. Any absences from campus should be coordinated with your department chair and the Dean's Office.
For longer qualifying events (significant medical conditions, new parenthood) tenure-track faculty may take up to six (6) months of medical leave or in the case of birth/adoption one semester of paid leave.

Is there on-campus childcare that the faculty can take advantage of? Either permanently or for emergencies?

No. There are a few on-campus childcare options, many of which have waitlists. There is no emergency childcare provided by the University. If you have children or are expecting, it is recommended that you get on as many waitlists in the area as possible, as soon as possible.

What is the parental leave policy for faculty?

Faculty in the tenure-track ranks have one semester of paid parental leave. Non-tenure track with greater than four (4) years of full-time service also have one semester of paid leave.

What is the parental leave policy for graduate students funded on GTA/GRA?

There are no parental leave policies/allowances for graduate students. That said, students should discuss this with their advisors and Chairs.

Research:

Can we have specific expectations for our tenure requirements?

Each Department has RPT guidelines that provide a lot of information on what is expected for tenure. Please ask your Department for a copy of those expectations.

In general, however, it is expected that all TT faculty are submitting several grants a year to federal sources or other foundations. It is not uncommon for a proposal to need 2-3 rounds of submission before being successful. Talk to the program manager after you get your reviews (if the grant wasn't funded) and don't be shy about resubmitting.

Are there university resources that can provide me feedback on the technical and/or written parts of my proposals?

Yes – For new faculty and for large center-based grants, there is support from the Office of the Vice President of Research, Research Development team. https://www.uvm.edu/ovpr/resdev
Erin McConnell is the grant writer assigned to CEMS. To request support for grant writing: https://www.uvm.edu/ovpr/resdev/grant-writing-support

Other OVPR support is here: https://www.uvm.edu/ovpr/investigator-resources.
In addition, Department Chairs, senior faculty, and fellow faculty are often willing to review your proposals (given enough time) and provide feedback.

You should consider contacting the appropriate program manager at NSF or NIH to let them know you are willing to serve on proposal review panels. This is an excellent way to understand how to write strong proposals. Additionally, the American Society for Engineering Education provides short courses on preparing NSF educational research grants https://learning.asee.org/courses/proposal-essentials/, which you can use professional development funds to attend.

How can I connect with other UVM faculty who might be interested in collaborating with me? I barely know what the faculty in other departments/colleges (especially colleges) are doing.

Your Department Chair can help you set up meetings. Attending other Departments' seminars or searching faculty websites can also help. The Associate Dean for Research can work with you to perform keyword searches across the university using Academic Analytics, which can help for preliminary identification of potential collaborators.

How are graduate and undergraduate students typically funded at UVM? What scholarships and funding sources are available?

Graduate students are typically funded as teaching assistants or research assistants. Teaching assistants (GTA) are assigned to support specific courses, but you can make a request to your Department Chair and/or Graduate Program Director to get support for your graduate advisees as TAs. Research assistants (GRA) are typically supported from external grants. For strong students who are US citizens you might suggest that they apply for an NSF graduate fellowship https://www.nsfgrfp.org/or a an NDSGE fellowship https://ndseg.asee.org/. Student can also apply locally to the Vermont Space Grant for a one-year NASA Graduate Fellowship (https://www.uvm.edu/spacegrant).

Undergraduates can be supported by the colleges' research experience for undergraduates (REU) program (https://www.uvm.edu/cems/cems_research_experience_undergraduates), from the FOUR office at UVM (https://www.uvm.edu/four), from the Barrett Scholar Program (https://www.uvm.edu/cems/richard_barrett_scholarships), or from Vermont Space Grant (https://www.uvm.edu/spacegrant). Undergraduates are also commonly supported by external faculty grants.

Once an NSF grant is obtained, investigators can apply for supplemental funds from their program manager to support summer undergraduate research students. (https://www.nsf.gov/pubs/2013/nsf13542/nsf13542.htm*)*

How can faculty pay GRAs and GTAs more than the College minimum salary?

Salaries for Graduate Research Assistant (GRAs) must be at or above the College minimum salary for the student's degree objective (M.S., Ph.D.). Faculty are free to pay GRAs at higher rates, but in all cases the GRA stipend rate should be reflected in the student's salary letter. Salaries for Graduate Teaching Assistants (GTAs) are set equal to the College minimum salary for the student's degree objective. Faculty wanting to pay GTAs at a higher rate are encouraged to supplement the GTA salary with summer GRA salaries at the higher rate or for extended hours (up to 40 hours/week).

How can I submit a proposal internally for approval? How long before a proposal submission deadline do I need to have it ready?

Please see this page on proposal timing and submission policies. https://www.uvm.edu/spa/spa-20

How do I find out about new funding opportunities and solicitations?

There is a newsletter that comes out for the Office of the Vice President for Research. Faculty should also follow announcement on federal agency websites, which are updated regularly with funding opportunities.

I want to aim high in my research and go for a large grant, but I don't know how to manage a large project with many Co-PIs. What resources do we have at UVM to help out?

The Research Development Office in OVPR (https://www.uvm.edu/ovpr/research-development) is available to help with writing/editing large proposals and can advise on project management. Faculty can also talk with the Associate Dean for Research and other CEMS faculty who have managed large projects. However, it is generally not advisable to try to develop large, multiple-PI projects before your individual research program is well established.

How can I get a mentor and what if my mentor is always busy?

We have a mentoring program in CEMS that involves annual meetings with the Dean, the Associate Dean of Research, and your Chair (off cycle from annual evaluation). We also run a variety of workshops.

How to follow-up on a submitted grant?

Typically, you just need to be patient. Eventually for federal grants you will get the reviews. If you have questions after you have received the reviews, it is appropriate to call the program manager to discuss them. This would not be to change the program manager's mind, but only to make sure you understand the comments well enough to address them when you resubmit the proposal. Typically, you would email the program manager to set up a phone call, rather than making a cold call. This way, they have a chance to refresh their memory on your proposal discussion and think of any advice they may have for you. Don't get discouraged if a proposal is rejected. Consider the relevant review comments and resubmit to the same or different agency.

How can I contact the program director of the funding agency? What kind of questions should I ask/not ask?

The best way to have a conversation with a program manager is to put together about 5 slides that describe your research area and interests. You can send them an email with those slides and ask for a conversation to see if your work fits with their program. Alternatively, if you want to propose a specific project, you can submit a short (2-3 page) white paper on your proposed project to the program manager prior to your conversation.

As a tenure track assistant professor, I am working 60-80 hours a week and I feel that I am going to burn out. How do I approach this?

You must continue to balance your work and personal life. Time management skills, and ways to improve efficiency are good topics to discuss with your mentor or Department Chair.

It is important to set long term goals for your teaching and research and work backwards to establish intermediate, and short term tasks that bring you closer. When faced with many new opportunities, make sure that anything you say 'yes' to, aligns with these goals.

As we tell our students, it is important to practice growth mindset. Do not give up after a setback or rejection. Find a silver lining or lesson in every situation.

Set aside specific times of the day for writing, lecture preparation, email, student meetings, etc. Make sure that you are truly focused when you are working.

Have a to-do list with short term and long term to-do items. One strategy is to try to do one thing every evening that is hard to get done during the day (even if it is small – read a paper, write a letter, edit a paper, etc.); this helps keep moving things along.

When do I need to decide to let go of an underachieving grad student?

There are a wide range of possible reasons why a student may be underachieving. Often substandard academic performance has little to do with a student's ability, but rather physical/mental health factors, personal/family circumstances, adjustment to a new culture, etc. Work with the student, the Graduate Programs Coordinator, and perhaps Graduate College personnel to determine the factors that may be contributing to the performance issues. Offer support and resources and give the student the time and opportunity to make appropriate adjustments. Ultimately, any decision to remove funding should be made in consultation with your Department Chair/Graduate Program Director and communicated in writing to the student. The CEMS Graduate Programs Coordinator should also be notified ahead of time so necessary supports can be arranged for the student.

Setting goals each year, checking on their attainment on a regular basis, and a review at the year-end may be a helpful way of formalizing expectations for your graduate students.

Teaching:

Where can I find the CEMS standard syllabus?

CEMS does have a highly recommended syllabus. The CEMS standard syllabus is based on the University syllabus and includes additional recommendations for CEMS instructors. You can find the CEMS syllabus here under the list of documents and examples at that same link.

Where can I find example syllabi from my program?

CEMS maintains a syllabi repository for all courses in the college, which is accessible to CEMS faculty and staff. You will be asked to upload your syllabi to this site on an annual basis. Reach out to CEMSSOC@uvm.edu to request access.

How can I improve my teaching?

There are many ways to improve your teaching. It's important to test strategies that you are comfortable with and that make sense for your course and your students:

- *Ask students for feedback on aspects of your classes or labs. For example, how is the pacing? Are your lectures and activities clear? Consider using different types of formative assessment (low-stakes*

quizzes, class polls, minute-papers, muddiest point activities) to gauge whether you are getting the material across.

- *Visit the classrooms of highly-regarded instructors. Your chair will request that more experienced faculty sit in on one or more of your classes and give you feedback.*
- *Be VERY organized. Consider providing a syllabus that lists every reading assignment, homework, due date, exam, etc. for the entirety of the semester. You can always make adjustments based on your progress through the material and needs of the students.*
- *Use Brightspace (or the current Learning Management System) and organize it well, so it is easy for students to find information.*
- *Set clear expectations. When possible, provide grading rubrics or other explanations to articulate how student work will be assessed.*
- *Be kind to the students. Set rules and expectations in your syllabus, but let them know you are available for assistance and/or discussions. Consider a policy that allows them to get an extension (once a semester or perhaps two) if they speak to you ahead of time. Be consistent with policies and grading across all students in the course.*
- *Provide opportunities for student choice. Giving students choices on types of assignments to complete, project or assignment topics, for example, has been shown to promote engagement, motivation, and self- efficacy of students.*
- *Return graded work in a timely manner. Provide constructive feedback and hold students responsible to review the feedback and reflect the improvement in subsequent work.*
- *Treat students with compassion and respect while maintaining boundaries necessary to uphold the learning goals of the course.*
- *Be at your office hours. If you have to cancel them, email your course and advising rosters to let them know.*
- *Be thoughtful before changing grades after an exam. Consider asking students to give the exam back with a description of the perceived error (meta-cognitive reflection). This allows you make the changes (if appropriate in the quiet of your office without the peer pressure of a crowd of students around.)*
- *Make your teaching ACTIVE and ENGAGING. Ask students questions, use clickers or class polls, incorporate projects, have students solve problems in class, provide opportunities for reflection, group work, student choice, etc.*
- *Make your classes a place where students feel like they belong, where they can freely ask questions, participate, and even make mistakes. This [Inclusive Excellence Resources](#) site is available to CEMS faculty and includes inclusive teaching guides, research articles, and resources from past events.*
- *Attend a meeting or conference in an educational society appropriate for your discipline, e.g., American Society of Engineering Education, American Association of Physics Teachers, Grace Hopper (CS)*
- *Attend a workshop or short-course on curriculum design or pedagogy using departmental professional development funds. The Deans Office also regularly sends new faculty to attend National Effective Teaching Institute (NETI) workshops each year. Please reach out to Courtney.Giles@uvm.edu if you are interested in this opportunity*
- *Utilize [UVM's Center for Teaching & Learning](#) – they offer workshops on best practices in instructional methodology, utilizing technology, pedagogical innovation, etc.*
- *The CEMS Teaching Activity Hub (TEACH) also offers several workshops on teaching and learning each semester and hosts annual pedagogy and assessment workshops. Faculty are encouraged to check the [TEACH webpage](#) for resources and to [join the CEMS TEACH MS Team](#) to ask questions, connect with other CEMS instructors, and get up-to-date information on upcoming opportunities and events..*
- *Consider developing a Scholarship of Teaching and Learning (SoTL) project to study specific curricular or instructional interventions in your courses. Faculty often engage in SoTL to systematically assess*

how specific teaching approaches affect student outcomes. Faculty are welcome to join ongoing SoTL Working Group meetings, facilitated by the CTL, each semester.

What are some of the teaching methods that work for my course and my students (every course is different I assume)?

See the answer to #1. You have to develop your own style and what works best for your subject and your personality. Don't assume the way you were taught is the best method.
It is important to review student feedback and make adjustments where necessary.

What if I have disruptive students in my class?

The University's Dean of Students Office has a [helpful guide](#) for addressing disruptive behavior in the classroom. Please also submit [a CARE form](#) for any students that are repeatedly disruptive or struggling in other ways. Please also notify and consult CEMS Student Services about any incidents or ongoing behavior concerns.

What if some students are being disrespectful? Who do I talk to?

Generally a direct, private conversation with the student should be your first option. Please also notify and consult CEMS Student Services or the Student Services arm of the student's home college.

How can I request a grader?

If you feel you need a grader for your course, please talk to your Department Chair.

What do I do if a student misses many lectures and wants to make up for old work?

It is imperative that you articulate your expectations in the syllabus and in your early communications to the students. As long as you are consistent and make appropriate accommodations (university-sponsored absences, religious observances, . . .), students understand their responsibilities. Thus you decide how you want this handled.

If there is no good excuse, then do not allow them to make it up. If they had a personal situation, try to find a solution. Everything from using 2 of their 3 exams for the total exam grade, or something similar with homework assignments to sitting down with them to catch them up and allowing them to do a lab on their own are appropriate. It depends on what you can handle and what is appropriate for the class.

"Incompletes" can be offered so that students have time to make up work. However, be sure you set a timely deadline. When exploring an Incomplete with a student, coordinate with CEMS Student Services for accompanying paperwork.

What do I do if I suspect a student is cheating on take-home assignments or exams?

Always be very clear about the parameters of all assignments. Articulate when collaboration and/or use of outside materials are appropriate – or even encouraged – and when students are expected to work alone and/or without accessing outside resources.

Putting your expectations and the Code of Academic Integrity at the top of exams is good practice.

Per UVM's [Code of Academic Integrity](#), all suspected deliberate violations of academic integrity (plagiarism, fabrication, collusion, or cheating) must be reported to the Center for Student Conduct within two weeks of discovery. The Code outlines an educational process that is designed to ensure that all parties are treated fairly and respectfully, and that sanctions for academic integrity violations are consistent across the University.

Students are especially vulnerable to academic integrity violations on take-home assignments/exams. Therefore, these might not be ideal assessment tools – especially in introductory courses. If you use them, consider asking students to sign a statement on relevant assignments that they have "neither given nor received help on this assignment."

What do I do if I see a student is cheating on an in-class exam?

First, familiarize yourself with the UVM [Code of Academic Integrity](#) and the [Code of Student Conduct](#). Use proactive measures to discourage this kind of behavior. For example:

- *Alternate different versions of a test so that neighbors have different problems/questions or request a classroom that has sufficient room for students to spread out.*
- *Avoid recycling problem sets and exam questions. Create unique questions each term. Avoid assigning problem sets that have a published solution manual.*
- *Personalize assessments, e.g., homework assignments or projects in which students choose a topic of interest to them. This ensures unique responses and also promotes student engagement with the material because it is more relevant to their own experience.*
- *Check websites like Chegg and Course Hero regularly to see if problems for your course are posted there. Sometimes students use these sites to ask for help but do not realize that this may be prohibited by the UVM Academic Integrity Policy and Code of Student Conduct.*

Be very clear with the class about your expectations concerning academic integrity and consequences for academic dishonesty. Dedicate a section on this in your syllabus, including how you define cheating, when it is and is not OK to work with other students on assignments, and the steps you will take if you perceive cheating. Spend time at the beginning of the semester discussing this with the class.

If you perceive cheating you can either discuss the incident with the student(s) directly or report the incident to the [Center for Student Conduct](#) (CSC) by submitting the appropriate form. The CSC will serve as a neutral party to help assess the situation and talk through possible paths forward. Ultimately, you determine the penalty, which may range from a failed assignment to an administrative F (XF) for the term. Often, students struggle to understand what constitutes cheating and it is therefore more beneficial in the long run to address any academic integrity concerns than to ignore them.

What do I do if a student misses an important midterm or final exam?

If the student has a valid reason for missing the exam – such as illness, an emergency, or even a legitimate misunderstanding – you should accommodate the student in the manner that is most consistent with your course expectations and is fair to all parties. Consult CEMS Student Services or the student's Student Services Office with any questions or concerns. Adding a syllabi statement about the make-up assignment policy is good practice.

If this occurs at the end of a semester, assigning an "Incomplete" may be an appropriate action to give the student time to make up the work. When exploring an Incomplete with a student, coordinate with CEMS Student Services for accompanying paperwork.

What do I do if many students are requesting 1-1 appointments outside of class and office hours and I do not have time to meet?

IF you have a TA, they might offer additional contact hours. Otherwise, this may be difficult to accommodate. Give consideration to the message that is being conveyed; possibly that the material needs to be explored more in depth in class or that external resources (articles, solved problem examples, videos , . . .) might be needed as a supplement to the lectures.

If many students are requesting 1-1 appointments, you may need to run an evening session for all of them, but please do not just turn them away. Work with your Chair if additional resources are needed.

What do I do if I suspect a student is having a mental health crisis?

Consider a conversation with the student. Be supportive and express your concern about the situation. [Refer a Student for CARE](#) through the Dean of Students Office and/or contact CEMS Student Services or the Student Services arm of the student's home college.

I don't have a grader or teaching assistant for my course and I am very busy with teaching, research, and service. What are some strategies for making my teaching scalable?

Grading is a critical way to understand what your class is learning.   Doing some of it is very important. There are also tools that help speed up grading (Gradescope is one example). You can also just post homework solutions and not make that part of the grade. If they don't learn the material, it will show up in exams.

You could also replace grading of homework with quizzes for assessment. They are quick to make and grade and quickly highlight challenges the class is having with the material. If you choose this route, consider lowering the stakes for students by setting quizzes to multiple attempts. Research shows that the 'testing effect' leads to deeper learning when practiced regularly. This can all be done in Blackboard with automatic grading, which will lighten the grading burden for you.

Do letter grades have meanings? Can I give everybody A+'s? What about F's? Are there allowances for each? Are there standard methods for "curving" the grades?

Letter grades correspond to the level of student performance (ranging from "excellent" to "failure") and to numeric GPA points. Please refer to the University's [grading table](#) on the Registrar's Office website. Methods for "curving" vary widely. Consider consulting your colleagues about approaches that have worked well for them. Note that instructors have the ability to determine how a percentage or numeric grade corresponds with a letter grade. For instance, some instructors opt not to give +/- grades and thus consider any score between 90-100 to be an "A". Cutoffs for letter grades are up to individual instructors. That said, you should outline your grading scale in your course syllabus. Otherwise you may open yourself up to a lot of questions and discontent from students, and possibly even a grade appeal.

The average grade is typically around a B or B-. Ideally, the average grade for your class should be somewhere around a B (3.0) with an approximate distribution of 10% A, 45% B, 35% C, 10% D and F.

Please note that every course is different. It is not uncommon for project based courses to be bias towards A/B. Upper level courses tend to have higher overall grades than lower level courses. You may also find that the distribution of grades is bimodal. You need not fit a bell curve exactly.

What do non-letter grades mean? What is S/U?

S / U refer to Satisfactory / Unsatisfactory - Please refer to the University's [grading table](#) on the Registrar's Office website. These are often needed for graduate research credits. While a student is working on thesis research, usually a grade of "SP" (satisfactory progress) is assigned, unless the progress was unsatisfactory requiring "U". When the research is concluded with a successful thesis, the final grade of "S" (satisfactory) is assigned.

What is an incomplete?

The University's Incomplete policy – as approved by Faculty Senate – is as follows:
INC: This grade may be assigned when course work is not completed for reasons beyond the student's control. Incompletes require the approval of the student's Dean*. The incomplete course requirement will be satisfied at the earliest possible date, but not longer than the beginning of the corresponding semester of the next academic year. In cases of laboratory assignments, the student must complete all work the first time that the laboratory experience is offered again. Instructors will fill out an electronic incomplete grade

exception request to the student's Dean* and include the reason for the incomplete as well as the completion date agreed to by the student and instructor. It is the student's responsibility to learn from the student's Dean* whether the request has been approved, the expected date of completion, and, from the instructor, the nature of all outstanding requirements. Incompletes may be approved for the following reasons: medical, personal tragedy or academic.
*For the purposes of this policy, the student's 'Dean' is typically the Office of Student Services in the student's home college.

Incompletes should not be assigned when a student has stopped attending and has not been in touch with you about the circumstances. Incompletes should also not be assigned when a student's circumstances are well within the student's control. You should consult with CEMS Student Services about the reason for the Incomplete, and to discuss whether the Incomplete will be approved. You should also refer the student to CEMS Student Services.

Before the Incomplete, you should discuss a deadline and default grade with the student and CEMS Student Services, which can provide accompanying paperwork outlining the work remaining, the deadline, etc. You will then enter said deadline and default grade when grading the student in myUVM. The deadline should be the earliest possible date, but no later than the beginning of the corresponding semester of the next academic year. The default grade is the grade the student will earn if the student does not satisfy the course requirements. The Incomplete will automatically revert to the default grade if you do not enter a grade change request by the deadline.

Graduate students working toward a MSc with research thesis or a PhD register in your own department 391 and 491 to complete their research credit requirement. Once the number of required research credits is achieved, students register to GRAD90x for the number of credits necessary to retain their student status with UVM. In all courses, the grades are S/SP/U/UP/I. For work in progress, the grades are SP (Satisfactory in Progress) or UP. In the semester the defense happens, the grade is S or U.

I feel that I need to make my course easy so that I can get good evaluations to meet tenure requirements. I feel that this is detrimental to student learning. How do I reconcile these?

Evaluations track both the rating of the quality of instruction and intellectual challenge (not necessarily "difficulty" or just "busy work") of the course. Instructors should aim for the highest quality rating and a 'challenge' rating appropriate for the course. Contrary to what one might expect, students generally do not give an instructor who makes a course excessively easy high marks. Our data shows that the more rigorous the course that is well-taught by an organized instructor, the more highly ranked the course and instructors. Student needs and your professional judgement should guide you in developing the appropriate intellectual depth for the course.

What are the UVM policies for taking animals to work/class?

https://www.uvm.edu/policies/service-and-emotional-support-animals

Are grading expectations different between graduate classes and undergraduate classes? Are work/efforts expectations officially different between grad and undergrad courses?

At the undergraduate level, grades between A+ and D- are considered "passing", though there may be additional restrictions at the program or degree level, or to move on to a subsequent course. At the graduate level, any grade below "B" is cause for concern and anything below a C- is considered a failure (there are no D's in the graduate scale). Students may be academically dismissed for two or more grades below "B". Consult with the Graduate Programs Coordinator and/or the Graduate College for more specific guidance.

Undergraduate students may enroll in 5xxx (introductory graduate courses) freely and must be graded using the same criteria as for the graduate students in the course. Undergraduate students seeking enrollment in 6xxx or greater graduate courses must receive permission from the instructor. Graduate students may take up to 6 cr (MS) or 9cr (PhD) of 3-4xxx undergraduate coursework toward their graduate degree with approval of the Graduate College.

You may find that some of the undergraduates out perform the graduate students. Consider inviting them to apply for our Advanced Masters Program.

What do the different course numbers mean?

UVM recently changed from a 3-digit course numbering system to 4-digit. A description of the different 4-digit course levels, prerequisite requirements, and standard course numbers can be found here: https://www.uvm.edu/registrar/course-renumbering If you ever need to translate a course from 3- to 4-digit (i.e., if you are reviewing curriculum from years prior to Fall 2023, you can do so here: https://aisweb1.uvm.edu/pls/owa_prod/hwwkwcrt.P_Select_Crse
While the first digit definitions are set by the University, each program in CEMS has a different internal numbering scheme for the second, third, and fourth digits. Check with your department chair on what this is for your program.

How do I change the room that my class is assigned to?

You can do this by submitting a "Room Change Request" form in myUVM/Schedule of Courses Tools. This form will go to your department chair for approval. Acceptable reasons for changing rooms include a need for different classroom technology, capacity (room is too small), ADA needs, and pedagogical needs (e.g., space is not conducive to group work or active learning). It helps to know which room you'd like to move to. You can look up all rooms at UVM in the EMS Portal.

How do I officially change the description of my course, pre-/co-requisites, other course details or request a new course be created?

This typically starts by having a conversation with your department chair. Changes to individual courses need to be considered in the context of the entire curriculum and may need to be evaluated by the curricular sub-committee for your program and gaining approval of the department faculty before submitting a formal request for the change. Changes that have been verbally approved by your chair can be proposed in UVM's Course Action Form system, which all faculty have access to. Proposed changes or new courses submitted by faculty will be routed to the appropriate department chair. Once approved by the chair, the CAF is directed to the College Curriculum Committee and then the Dean for approval.

Advising:

For general questions on undergraduate advising:

Please see the faculty advising handbook, found at https://www.uvm.edu/cems/faculty-advising-handbook, information, and helpful links. Also feel free to consult regularly with CEMS Student Services https://www.uvm.edu/cems/cems-student-services, located in Perkins Hall, room 101.
You can also reach out via email at cems.student.services@uvm.edu.

How often should I meet with my advisees?

In general, advisors should meet with their advisees at least once per semester, to help prepare the student for course registration for the upcoming semester. However, advisors should make themselves available to meet with their advisees as needed by the student; importantly, advising is not just about which classes to take next. Advisors should be prepared to speak with advisees about their career and

professional goals, encourage participation in experiential learning opportunities, and talk with qualified students about the Accelerated Masters Program.

What sort of questions might I ask my advisees, when I meet with them?
- How is your semester going?
- What class(es) are you enjoying the most and why?
- What clubs/organizations/activities are you involved in on campus?
- What are your goals for your time here at UVM and/or after you graduate?
- What are some of the skills you got from your (research experience, semester abroad, internship, summer job, etc.)?

How often do I meet with my SEED mentees?
At least once a week for 30 minutes.

How often do I meet with my undergraduate thesis advisees?
You should meet with them AT LEAST weekly.   This is the same for graduate students.

Service:

Are there requirements in terms of how much service is enough?
We all become professors to help students and our communities. Thus, it is important that you do enough service to be good University and Professional citizens (about 10% of your time).

Is all service valued the same? (e.g., department, college, university, professional community)?
It is important to do service in each of these areas, but as an assistant professor, department and professional service is the most important.

Does volunteer work count as service?
Volunteer service unrelated to your career is not considered in the evaluation process.

Does going off to high schools or other colleges for the purpose of recruitment count as service?
Yes.

Does giving invited lectures or presenting at technical meetings count as service?
No – that is part of your scholarly work.

My chair is asking me to serve on multiple committees but I am doing significant service already to my professional community in terms of serving on conference committees and reviewing papers. Should I decline?
You should talk your total service commitment through with your Chair.

If I am asked to serve on a committee can I decline or am I mandated to serve?
You should talk your total service commitment through with your Chair.

Does serving on thesis committees count as service?
No – that is part of your scholarly work.