



University of Vermont

COMPREHENSIVE FACULTY MENTORING PROGRAM (CFMP) SUMMARY REPORT

ACADEMIC YEAR 2025-2026

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INTRODUCTION

The [Comprehensive Faculty Mentoring Program \(CFMP\)](#) at UVM, led by the Vice Provost for Faculty Affairs (VPFA), Jane Okech, supports faculty through onboarding, professional development, and rank progression to enhance success and retention. It features six core programs for faculty at all ranks and positions. The CFMP is a collaborative initiative involving the Office of the Vice Provost for Faculty Affairs and contributing partners from the academic units, the Office of the Vice President for Research (OVPR), the Division of Intercultural Excellence, HR Partners, and the Faculty Senate's Professional Standards Committee (PSC). The program also includes collaboration with external partners that offer faculty development support, including [NCFDD](#) and [Academic Impressions](#). In addition, the program hosts specialized events that address the needs and interests of specific faculty groups, such as the [1st Generation Faculty Experience](#) and the [Inkwell Academic Writing Retreat](#). While the VPFA coordinates group mentoring for all faculty, individual academic units provide personalized mentoring opportunities for faculty members tailored to their unique professional practices and expectations. Below is a list of the programs:

1. [New Faculty Orientation \(NFO\)](#)
2. [First-Year Faculty Experience \(FYFE\) Program](#)
3. [Mid-Career Faculty Experience \(MCFE\) Program](#)
4. [Demystifying the RPT Process Program at UVM](#)
5. [The Kroepsch-Maurice Emerging Academic Leadership Program](#)
6. The [Academic Leadership Experience \(ALE\) Program](#) for Chairs and Associate Deans.

Assessment Procedures and Evaluation of the Programs

Program assessment and data-informed improvement are central to the Comprehensive Faculty Mentoring Program. The Office of the Vice Provost for Faculty Affairs (OVPPA) collaborates with the Office of Institutional Research and Assessment (OIRA) to obtain demographic data on program participants. Qualtrics surveys are used to collect anonymous participant feedback during and after each workshop, followed by email communications and multiple reminders to encourage completion. To monitor changes, better understand faculty needs, and identify trends over time, the CFMP workshop series and the Academic Leadership Experience workshop series include a consistent set of survey questions. For the new Kroepsch-Maurice Emerging Academic Leadership Program, a one-time survey was distributed to participants after the series concluded. Surveys for specialized annual faculty development events include questions tailored to the focus and format of each event. The list below includes the questions used for the CFMP workshop series and the Academic Leadership Experience workshop series.

1. What ethnicity best describes you? (select all that apply)
 - a. American Indian or Alaska native
 - b. Asian
 - c. Black or African American
 - d. Hispanic
 - e. Native Hawaiian or Other Pacific Islander
 - f. Two or More Races

- g. White
- h. International
- i. Other

2. How would you describe your gender? _____

3. How helpful was this workshop to you?

- a. Very helpful
- b. Helpful
- c. Somewhat helpful
- d. Not so helpful
- e. Not at all helpful

4. How satisfied were you with the content of the agenda for this workshop?

- a. Very satisfied
- b. Satisfied
- c. Neither satisfied nor dissatisfied
- d. Dissatisfied
- e. Very dissatisfied

5. Did this workshop meet your overall expectations? ____ Yes or ____ No

6. Please share any additional comments, thoughts, suggestions for future workshop sessions. _____

Programs' Participants Demographic Information

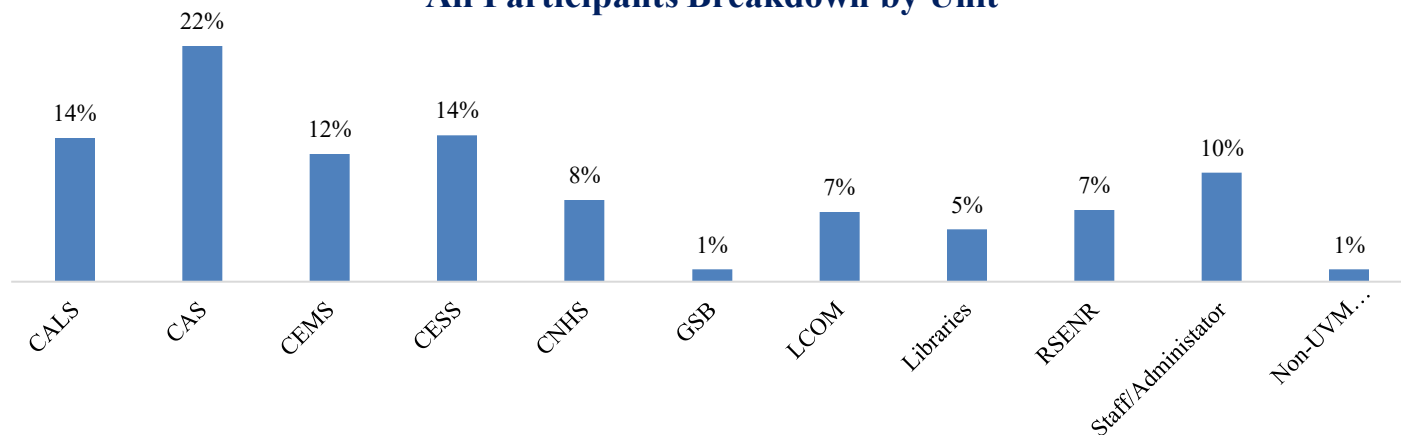
The Comprehensive Faculty Mentoring Program and the Academic Leadership Experience Program workshop series were piloted in AY2022-2023 and fully implemented in AY2023-2024. Since the pilot year, participation has more than doubled, increasing from 393 total attendees in AY2022-2023 to 857 attendees in AY2025-2026.

The attendance data presented in this section reflect the total number of attendees per session. The exception is the Kroepsch-Maurice Emerging Academic Leadership Program, which uses a cohort-based model with required attendance; participants in that program were counted once, regardless of the number of sessions attended. In addition to administering these programs, OVPFA continued to offer specialized annual faculty development events in AY2025-2026, including the *Inkwell Academic Writing Retreat* in August 2025, the *First-Generation Faculty Experience* in November 2025, and the *Leadership Symposium* in January 2026.

These programs and specialized annual faculty development events were attended by 857 participants. Of the 857 total participants, 586 (68%) identified as female and 271 (32%) as male. 219 (26%) self-identified as POC, 82 (10%) as International, 544 (63%) as White, and 12 (1%) chose not to disclose their race/ethnicity.

Participants Breakdown by Units: Of the 857 total participants, 116 (14%) were from CALS, 190 (22%) from CAS, 103 (12%) from CEMS, 118 (14%) from CESS, 66 (8%) from CNHS, 10 (1%) from GSB, 56 (7%) from LCOM, 42 (5%) from Libraries, 58 (7%) from RSEN, and 88 (10%) were UVM Staff/Administrator, and 10 (1%) from outside UVM. For visualization purposes, see the pie charts in page 4.

All Participants Breakdown by Unit



Program Series AY2025-2026	Breakdown by Race/Ethnicity								All		
	Person of Color		International		Unknown		White				
	#	%	#	%	#	%	#	%	#	Female	Male
FYFE	51	28.0%	39	21.4%	3	1.6%	89	48.9%	182	130	52
MCFE	11	27.5%	0	0.0%	1	2.5%	28	70.0%	40	29	11
DRPT	36	27.1%	23	17.3%	2	1.5%	72	54.1%	133	97	36
ALE	54	30.5%	0	0.0%	0	0.0%	123	69.5%	177	109	68
KMEAL	2	15.4%	1	7.7%	1	7.7%	9	69.2%	13	9	4
1st Generation Fac. Workshop	7	46.7%	0	0.0%	0	0.0%	8	53.3%	15	11	4
Inkwell Academic Writing Retreat	10	48%	0	0%	0	0%	11	52%	21	17	4
Leadership Symposium	7	21.2%	0	0.0%	0	0.0%	26	78.8%	33	21	12
NFO	13	21.1%	10	16.4%	2	3.3%	36	59.0%	61	38	23
Campus Wide Faculty Event	28	15.8%	9	5.1%	3	1.7%	142	77.4%	182	125	57
TOTAL	219	25.5%	82	9.6%	12	1.4%	544	63.5%	857	586	271

Data Year	AY2022-2023	AY2023-2024		AY2024-2025		AY2025-2026	
Units	Pilot Year	N	%	N	%	N	%
CALS	A total of 393 participated in the CFMP workshop series during its pilot year in AY2022-2023	82	13%	90	14%	116	14%
CAS		139	22%	195	30%	190	22%
CEMS		70	11%	85	13%	103	12%
CESS		115	18%	60	9%	118	14%
CNHS		61	9%	66	10%	66	8%
GSB		14	2%	10	2%	10	1%
LCOM		30	5%	31	5%	56	7%
Libraries		26	4%	22	3%	42	5%
RSENR		27	4%	18	3%	58	7%
Staff/Administrator		65	10%	80	12%	88	10%
Non-UVM Participants		17	3%	2	1%	10	1%
Participation Total	393	646	100%	659	100%	857	100%

** A new series (5 sessions) of Kroepsch-Maurice Emerging Academic Leadership Program was introduced this year with a total of 13 participants*

Programs' Survey Evaluations

Program evaluation feedback was collected via Qualtrics after each workshop session. All evaluations were reviewed and analyzed. Overall, feedback for each session's content, organization, and presenters was positive with few suggestions for future workshop topics. Summaries of the positive feedback, suggestions for improvement and responses to feedback are below. Feedback summaries are provided below for each workshop series.

Executive Summary of Feedback

Across all programs, participant feedback was consistently positive. Respondents described the sessions as helpful, informative, practical, clear, and supportive. Participants especially valued opportunities to learn from knowledgeable facilitators, access practical guidance, review examples and tools, and engage with peers around shared academic leadership, faculty development, wellness, and review-process challenges. Several programs showed particularly strong satisfaction indicators, including respondents reporting that workshops met expectations and rating the agenda content and overall usefulness highly.

The feedback also suggests that participants respond positively to programs grounded in UVM faculty experiences and institutional processes. They responded favorably to sessions that translated policy, resources, and expectations into usable next steps. Programs were strongest when they provided concrete examples, practical tools, peer learning, and direct access to facilitators who could clarify complex topics such as RPT, wellness resources, grant expectations, leadership challenges, workload concerns, and difficult conversations. This feedback is particularly valuable when working with external facilitators, who may sometimes rely on hypothetical scenarios rather than UVM-specific examples and context, which participants appear to prefer.

Summary of Opportunities for Improvement

The most consistent opportunity for improvement is to make sessions more applied, interactive, and tailored to participants' roles and career stages. Feedback points to a need for more concise sessions, earlier timing where appropriate, clearer role-specific pathways, and additional practical resources such as checklists, examples, breakouts, and concrete guidance for faculty and academic leaders navigating RPT or grant expectations.

Participants also requested more time for discussions and practice-based learning. Suggested enhancements include more role-play scenarios, deeper discussion of sensitive feedback conversations, conflict management, workload concerns, CBA-related edge cases, and structural issues affecting faculty experience, including bias, racism, and workload inequities in review and promotion processes.

This feedback is helpful; however, many of the requested topics are already addressed in existing sessions, suggesting a need for broader and more targeted communication about available programming. In response, the VPFA will expand efforts to publicize these programs and help faculty identify the sessions most relevant to their needs.

Summary of Action Plans for AY 2026–2027

- **Responding to participant feedback:** To respond more directly to participant feedback, the DRPT session on promotion has been divided into two sessions: one focused on promotion and tenure, and one focused on promotion to full professor.
- **Strengthening leadership development:** The Emerging Academic Leaders Program has been implemented, expanded from five to six sessions, and adjusted so that in-person sessions are extended by 30 minutes to allow more time for discussion, reflection, and participant exchange.
- **Enhancing New Faculty Orientation:** Beginning in Fall 2026, New Faculty Orientation (NFO) will be offered as a hybrid program that includes a one-day, six-hour, in-person session supported by an accompanying Brightspace course.
- **Increasing program visibility:** The CFMP communication plan will remain in place. Information cards will be distributed during NFO and the Annual Faculty Event and shared with academic units. New faculty, Henderson-Harris Fellows, and academic leaders will also receive direct calendar invitations to relevant programs.
- **Sustaining post-workshop follow-up:** After each workshop, participants will continue to receive session materials, slides, survey links, and information about upcoming sessions. Non-attendees will receive follow-up messages encouraging participation in future sessions.
- **Maintaining ongoing program communication:** Workshop series reminders will be sent to all faculty and to Associate Deans for Faculty Affairs or those in equivalent roles, and session announcements will continue to appear in *Inside UVM*.
- **Clarifying unit-level mentoring responsibilities:** Academic units will continue to be reminded that profession-specific mentoring is best provided by units and faculty who share similar professional backgrounds and disciplinary expectations. University-level group mentoring complements, but does not replace, the need for unit-level mentoring and support.

FIRST-YEAR FACULTY EXPERIENCE WORKSHOP SERIES

The [First-Year Faculty Experience \(FYFE\) Program](#) is specially designed to help new faculty members understand their roles and responsibilities and the faculty evaluation and progression processes at UVM. The program comprises 6 sessions over the academic year and is tailored for **first-year faculty, Henderson-Harris Fellows, and post-doctoral fellows**. Using an equity-centered approach, each session considers the diverse experiences of faculty members and provides access to timely information and resources to bridge any gaps in knowledge that may hinder faculty success.

Core Focus: The First-Year Faculty Experience Workshop Series focuses on familiarizing new faculty with UVM's culture, roles, responsibilities, and available resources. It helps participants understand performance review and rank progression processes, and provides support for teaching, research, advising, service, grant writing, adjustment and belonging at UVM.

Dates	Time	Session	Title	# of Attendees	Moderator/Presenters/Panelists
Sept. 19, 2025	12pm-1:30pm	Session 1 Waterman 338 (Memorial Lounge)	The First-Year Faculty Experience of Belonging at UVM	29	Presenters: Sherwood Smith, EdD., Lecturer of Human Development and Family Science at the Department of Counseling, Human Development and Family Science, CESS; and Senior Executive Director of Intercultural Excellence and Faculty Engagement, Division of Intercultural Excellence Host/Co-Presenter: Jane Okech, PhD., Professor of Counselor Education and Supervision, CESS; and Vice Provost for Faculty Affairs (VPFA)
Oct. 17, 2025	12pm-1:30pm	Session 2 MS Teams	The First-Year Faculty Experience of Teaching at UVM	35	Panelists: a) Nicole Breslend, Senior Lecturer, Psychological Science, College of Arts and Sciences b) Holly Buckland Parker, Educational Developer, Graduate Teaching Program Coordinator UVM Center for Teaching and Learning c) Akshay Mutha, Associate Professor, Grossman School of Business d) Kaitlin Northey, Associate Professor of Early Childhood Education, College of Education and Social Services Moderator: Lisa M. Holmes, Associate Professor, Department of Political Science, College of Arts and Sciences (CAS); Kroepsch-Maurice Provost's Fellow for Faculty Affairs
Nov. 14, 2025	12pm-1:30pm	Session 3 MS Teams	The First-Year Faculty Experience of Research and Scholarship at UVM	33	Presenters: a) Scott Lewins, Grant Proposal Developer - CALS, Office of the Vice President for Research (OVPR) b) Jessica "Jessi" Waite, Grant Proposal Developer - RSEN, Office of the Vice President for Research (OVPR) Host: Lisa Holmes, Associate Professor, Department of Political Science, College of Arts and Sciences; Kroepsch-Maurice Provost's Fellow for Faculty Affairs
Dec. 12, 2025	12pm-1:30pm	Session 4 MS Teams	The First-Year Faculty Experience of Grant Writing at UVM	26	Presenters: a) Brady Liss, Grant Proposal Developer - CAS, Office of the Vice President for Research (OVPR) b) Scott Lewins, Grant Proposal Developer - CALS, Office of the Vice President for Research (OVPR)

					Host: Lisa M. Holmes , Associate Professor, Department of Political Science, College of Arts and Sciences (CAS); Kroepsch-Maurice Provost's Fellow for Faculty Affairs
Jan. 23, 2026	12pm-1:30pm	Session 5 MS Teams	The First-Year Faculty Experience of Addressing Student Concerns at UVM	26	Panelists: a) Deanna Garrett-Ostermiller , Assistant Director for Academic Integrity, Center for Student Conduct b) Jennifer Papillo , Associate General Counsel, Office of the General Counsel c) Heather Pena, Assistant Dean of Students Moderator: Lisa M. Holmes , Associate Professor, Department of Political Science, College of Arts and Sciences (CAS); Kroepsch-Maurice Provost's Fellow for Faculty Affairs
Feb. 27, 2026	12pm-1:30pm	Session 6 MS Teams	The First-Year Faculty Experience of Preparing for the 1st Reappointment Review Process at UVM (in conjunction with the DRPT Process I - All Faculty: Preparation for 1st Reappointment workshop)	33	Presenters: a) Nicole Conroy , Associate Professor of Human Development and Family Science, CESS b) Lisa M. Holmes , Associate Professor, Department of Political Science, CAS; Kroepsch-Maurice Provost's Fellow for Faculty Affairs c) Jane E. Okech , Professor of Counselor Education & Supervision, CESS; Vice Provost for Faculty Affairs

Total Attendance: AY2025-2026 = 182 (*Attendees dependent on number of new faculty hired*)

Program Evaluation: Participants' Demographic Information: A total of 182 faculty participated in the FYFE workshop series this AY2025-2026, which is a 26% increase from AY2024-2025's total of 145. Of the 182 participants, 130 (71%) identified as female and 52 (29%) as male. 51 (28%) self-identified as POC, 39 (21%) as International, 3 (2%) as Unknown, and 89 (49%) as White.

FYFE Feedback Summary: Participant feedback was overwhelmingly positive. All respondents indicated that the workshops met expectations, and most rated the sessions as helpful or very helpful and reported being satisfied or very satisfied with the agenda content. Comments described the series as thoughtful, informative, clear, visually helpful, and supportive, especially when sessions provided practical guidance and access to knowledgeable facilitators. The clearest opportunities for improvement are to make sessions more concise, schedule them earlier when possible, and tailor them more directly to participants' roles. Participants also requested practical checklists, breakout discussions, and clearer pathways for lecturers, tenure-track faculty, and faculty navigating RPT and grant expectations. Several comments also point to the need to address structural bias and workload realities and to reduce overlap with orientation or online resources.

MID-CAREER FACULTY EXPERIENCE WORKSHOP SERIES

The [Mid-Career Faculty Experience \(MCFE\) Program](#) is designed for faculty members who have recently received tenure and promotion to **Associate Professors and more experienced Associate Professors**. The Program includes 4 sessions scheduled over the academic year.

Core Focus: The program focuses on equipping faculty with strategies for maintaining professional growth and advancing in rank. It offers practical guidance on securing research funding and highlights available support from UVM Research Development. Additionally, it provides resources for faculty to sustain or rejuvenate their research and scholarly activities.

Dates	Time	Session	Title	# of Attendees	Panelist
Oct. 1, 2025	12-1:15pm	Session 1 MS Teams	The Journey Beyond Tenure: Conversations on Staying on Track for Promotion to Full Professor	18	Panelists: a) Carol Adair , Professor, Director of the Aiken Forestry Sciences Laboratory, Fellow at the Gund Institute for Environment, RSEN b) Paula Deming , Lisa Steele Professor in Nursing and Health Sciences, Department of Biomedical and Health Sciences, Associate Dean for Faculty Affairs and Development, CNHS c) Jason Garvey , Friedman-Hipps Green and Gold Professor of Education, College of Education and Social Services; Executive Director, OIRA d) Stephanie Hurley , Professor, Department of Agriculture, Landscape and Environment, Gund Institute for Environment Faculty Fellow, Associate Dean for Faculty Affairs, CALS e) Hyon Joo Yoo , Professor, Department of English, CAS Moderator: Jane Okech, PhD. , Professor of Counselor Education and Supervision, CESS; and Vice Provost for Faculty Affairs (VPFA)
Nov. 12, 2025	12-1:15pm	Session 2 MS Teams	What's Next? Bringing Intention to Your Career <i>(Offered in collaboration with Academic Impressions)</i>	10	Presenter: a) Corinne Nicolas , Head of Practice, Faculty Success, Academic Impressions Host: Lisa Holmes , Associate Professor, Department of Political Science, CAS; Kroepsch-Maurice Provost's Fellow for Faculty Affairs
Dec. 4, 2025	12-1:15pm	Session 3 MS Teams	No Gold at the End of the Rainbow: Dealing with Mid-Career Burnout	12	Co-Presenter: a) Cara Hancy , Employee Wellness Manager, Osher Center for Integrative Health at UVM Co-Presenter and Moderator: Lisa Holmes , Associate Professor, Department of Political Science, CAS; Kroepsch-Maurice Provost's Fellow for Faculty Affairs
Apr. 29, 2026	12-1:15 pm	Session 4 MS Teams (Cancelled)	The Mid-Career Faculty Experience of Preparation for Promotion to Full Professor - All Faculty" (in conjunction with the "Demystifying the RPT Process at UVM" Workshop 5)	(Cancelled) * Conflicting UVM Town Hall Meeting Scheduled at the same time.	Host: a) Jane Okech , Professor of Counselor Education and Supervision, CESS; Vice Provost for Faculty Affairs

Total Attendance: AY2025-2026 = 40 (a 43% decrease from AY2024-2025)

Program Evaluation: Participants' Demographic Information: All participants in the Mid-Career Faculty Experience (MCFE) Program hold the rank of Tenured Associate Professors. A total of 40 faculty participated in the workshop series this AY2025-2026, which is a 43% decrease from AY2024-2025. Of the 40 participants, 29 (72.5%) identified as female and 11 (27.5%) as male. 11 (27.5%) self-identified as POC, 28 (70%) as White, and 1 (2.5%) chose not to disclose their race/ethnicity.

MCFE Feedback Summary: Participant feedback was overwhelmingly positive; however, the available feedback should be interpreted with some caution, as this group had the lowest response rate to feedback requests. Respondents especially appreciated learning about available wellness resources and noted that they had not realized the extent of support available to them.

DEMYSTIFYING REAPPOINTMENT, PROMOTION AND TENURE (RPT) PROCESS AT UVM

The [Demystifying the RPT Process Program](#) is designed to support **all faculty** by providing equity-centered workshops. This approach considers the diverse experiences of faculty members and provides access to timely information and resources to bridge any gaps in knowledge that may hinder faculty success. The program consists of 6 sessions scheduled over the academic year, offering strategies for preparing Blue and Green Sheets, including associated documentation, and strategies for healthy and productive peer relationships in the academy.

Core Focus: The program aims to the steps and timelines involved in the Reappointment, Promotion, and Tenure (RPT) process at UVM. It highlights critical areas such as teaching, advising, research, scholarship, and service, as well as the specific university and departmental criteria used for evaluation. Participants are introduced to the various university structures, committees, and roles that oversee dossier reviews, including the intersection with the Collective Bargaining Agreement and best practices for RPT dossier preparation.

Dates	Time	Session	Title	# of Attendees	Presenters/Moderators
Feb. 27, 2026	12-1:30pm	Session 1 MS Teams	Demystifying the RPT Process at UVM Workshop I - All Faculty: Preparation for 1st Reappointment (in conjunction with FYFE session 6)	33	Presenters: a) Nicole Conroy , Associate Professor, Human Development and Family Science, CESS b) Lisa Holmes , Associate Professor, Department of Political Science, CAS; Kroepsch-Maurice Provost's Fellow for Faculty Affairs c) Jane Okech , Professor of Counselor Education and Supervision, CESS; Vice Provost for Faculty Affairs
Mar. 18, 2026	12-1:15pm	Session 2 MS Teams	Demystifying the RPT Process II - All Faculty: Preparation for 2nd Reappointment	20	Presenters: a) Nicole Conroy , Associate Professor of Human Development and Family Science, CESS b) Lisa Holmes , Associate Professor, Department of Political Science, CAS; Kroepsch-Maurice Provost's Fellow for Faculty Affairs
Mar. 27, 2026	12-1:15 pm	Session 3 MS Teams	Demystifying the RPT Process III - Focus on the	40	Presenters: a) Nicole Conroy , Associate Professor of Human Development and Family Science, CESS

			Experience of Non-Tenure Track (NTT) Faculty		b) Lisa Holmes , Associate Professor, Department of Political Science, CAS; Kroepsch-Maurice Provost's Fellow for Faculty Affairs
Apr. 1, 2026	12-1:15pm	Session 4 MS Teams	Demystifying the RPT Process at UVM Workshop IV - All Faculty: Preparation for Tenure and Promotion to Associate Professor (Follow-up of DRPT I-III)	18	Presenters: a) Lisa Holmes , Associate Professor, Department of Political Science, CAS; Kroepsch-Maurice Provost's Fellow for Faculty Affairs b) Jane Okech , Professor of Counselor Education and Supervision; Vice Provost for Faculty Affairs
Apr. 29, 2026	12-1:15pm	Session 5 MS Teams (Cancelled)	Demystifying the RPT Process at UVM Workshop V - All Faculty: Preparation for Promotion to Full Professor" (in conjunction with the "Mid-career Faculty Experience" Workshop 4)	Cancelled Conflicting UVM Town Hall Meeting Scheduled at the same time.	Presenter: Jane Okech , Professor of Counselor Education and Supervision, CESS; Vice Provost for Faculty Affairs
May 1, 2026	12-1:15pm	Session 6 MS Teams	Demystifying the RPT Process at UVM Workshop VI - Focus on discussing how to recognize, avoid and address bias in the RPT Process" (Follow-up of DRPT I-V)	22	Panelists: a) Ana "Mindy" Morales , Associate Professor & Associate Dean of Faculty Development, RSEN b) Abigail McGowan , Professor, Department of History, CAS c) Cynthia Reyes , Professor of Education; Associate Dean for Faculty Affairs, CESS d) Thomas Macias , Professor of Sociology; Associate Dean of Faculty Affairs, CAS Host: Jane Okech , Professor of Counselor Education and Supervision; Vice Provost for Faculty Affairs

Total Attendance: AY2025-2026 = 133 (an 18.8% increase from AY2024-2025)

Program Evaluation: Participants' Demographic Information: A total of 133 participated in the Demystifying the RPT Process program workshop series this AY2025-2026, which is an 18.8% increase from AY2024-2025. Of the 133 total participants, 97 (73%) identified as female and 36 (27%) as male. 36 (27%) self-identified as POC, 23 (17%) as International, 72 (54%) as White, and 2 (2%) chose not to disclose their race/ethnicity.

DRPT Feedback Summary: Overall feedback was strongly positive: 94% rated the workshops helpful or very helpful, 100% were satisfied or very satisfied with the agenda content, and all respondents said the workshops met expectations. The strongest signal is that participants value practical, well-facilitated RPT guidance, especially examples of actual materials and topic-specific support. The main improvement opportunity is more time for Q&A and conversation, with one important equity-focused comment asking the program to address structural workload realities and racism in RPT processes.

KROEPSCH-MAURICE EMERGING ACADEMIC LEADERSHIP PROGRAM WORKSHOP SERIES

The Kroepsch-Maurice Emerging Academic Leadership Program was introduced in AY2025-2026. This annual, cohort-based initiative (5 sessions) is designed for faculty members interested in pursuing program- and department and college -level leadership roles at UVM. The program provides guidance and a collaborative learning environment in which prospective faculty leaders can develop, exchange, and apply effective leadership and administrative practices.

Dates	Time	Session	Title	# of Attendees	Panelist
Sept. 5, 2025	12-1:30pm	Session 1 In person	Introduction to Academic Leadership Experience at UVM	13	Host/Presenter: Jane Okech , Professor of Counselor Education and Supervision, CESS; Vice Provost for Faculty Affairs
Sept. 26, 2025	12-1:30pm	Session 2 MS Teams	Understanding Your Leadership Through the Five Paths (<i>in collaboration with Academic Impressions</i>)	13	Presenters: a) Corinne Nicholas , Head of Practice, Faculty Success, Academic Impressions b) Sarah Seigle Peatman , Director of Partner Development, Academic Impressions Host: Jane Okech , Professor of Counselor Education & Supervision, CESS; Vice Provost for Faculty Affairs
Oct. 31, 2025	12-1:30pm	Session 3 MS Teams	Understanding Administrative Roles and Responsibilities at UVM	13	Host/Presenter: Jane Okech , Professor of Counselor Education & Supervision; Vice Provost for Faculty Affairs
Nov. 21, 2025	12-1:30pm	Session 4 MS Teams	The Myths and Realities of Faculty Leadership (<i>in collaboration with Academic Impressions</i>)	13	Presenter: Corinne Nicholas , Head of Practice, Faculty Success, Academic Impressions Host: Jane Okech , Professor of Counselor Education & Supervision; Vice Provost for Faculty Affairs
Dec. 5, 2025	12-1:30pm	Session 5 In person	Charting Your Path to Leadership at UVM - Envisioning the Future	13	Host/Presenter: Jane Okech , Professor of Counselor Education & Supervision, CESS; Vice Provost for Faculty Affairs

Total Attendance: AY2025-2026 = 13 (*pilot year*)

Program Evaluation: Participants' Demographic Information: A total of 13 participated in the [Kroepsch-Maurice Emerging Academic Leadership Program](#) workshop series this AY2025-2026 (pilot year). Of the 13 total participants, 9 (69%) identified as female and 4 (31%) as male. 2 (15%) self-identified as POC, 1 (8%) as International, 9 (69%) as White, and 1 (8%) chose not to disclose their race/ethnicity.

KMEAL Feedback Summary: Participants viewed the pilot as a valuable introduction to academic leadership at UVM, especially for understanding institutional structures, policies, leadership styles, and possible career paths. The clearest design signal is to preserve the strong content while creating more room for in-person dialogue, small-group learning, and applied practice. The principal talent risk is structural: rank, tenure/appointment status, credentials, job security, and limited formal pathways may prevent capable faculty from translating interest into leadership roles. A next iteration

should pair the curriculum with mentoring, cohort follow-up, clearer opportunity pathways, and explicit attention to NTT and other underrepresented faculty experiences.

RESPONSE TO FEEDBACK: In response to feedback from the pilot year, the AY 2026–2027 program will incorporate several refinements to deepen engagement, strengthen the participant experience, and continue supporting faculty leadership development in a collaborative and responsive way.

1. **Session Design and Engagement:** All in-person sessions in AY 2026–2027 will be extended by 30 minutes. Feedback from the pilot year indicated that these sessions generated substantial dialogue, but the original schedule did not allow enough time for discussion, reflection, and exchange among participants.
2. **Leadership Pathways and NTT Faculty:** Early feedback from the pilot year was shared with the Academic Leadership Council (ALC), which engaged in a productive conversation about leadership opportunities for non-tenure-track (NTT) faculty. This discussion highlighted the importance of making leadership pathways more visible and inclusive across appointment types.
3. **Ongoing Mentoring and Future Planning:** Given current resource constraints, leadership mentoring will remain primarily group-based. Future programming will explore additional mentoring structures to better support emerging leaders and faculty whose pathways to leadership may be less clearly defined.

ACADEMIC LEADERSHIP EXPERIENCE PROGRAM

The [Academic Leadership Experience Program](#) is a workshop series designed to help **Chairs and Associate Deans** strengthen their academic leadership and administrative practice through peer exchange, shared strategies, and engagement with institutional priorities. The program includes five sessions and is anchored by an annual August retreat focused on the University’s strategic initiatives and their implications for on academic leadership roles and responsibilities.

Core Focus: The workshops focus on practical strategies for managing the RPT process, addressing leadership challenges, and supporting faculty development at UVM. Topics include conflict management, annual performance reviews, faculty mentoring, and professional development, faculty workload planning, sabbatical proposal review, and approaches for supporting faculty who are working with disruptive students.

Dates	Time	Session	Title	# of Attendees	Panelist
Aug 20, 2025	8am-1pm	Session 1 In person - Annual Retreat	<i>1st of the Academic Year</i> (Agenda) - Welcome & Announcements - UVM’s AY 2025-2026 Strategic Goals & Ambition: The Role of Chairs & Associate Deans in Supporting this Vision - Catamount Data: New Developments	40	Presenters: a) Linda Schadler , Interim Provost and Senior Vice President b) Jay Garvey , Executive Director, Office of Institutional Research and Assessment (OIRA); Friedman-Hipps Green and Gold Professor of Education, CESS c) Susanmarie Harrington , Director, Writing in the Disciplines (WID); Professor of English, CAS

			- Onboarding Part-Time Faculty: How Chairs & Associate Deans Can Support Their Success - New Programs & Enhancements in the Comprehensive Faculty Mentoring Program - Immigration Processes for Foreign National Employees: What Chairs & Associate Deans Should Know - Factors to Consider When Planning & Evaluating Sabbatical Proposals and RPT Dossiers - Guidelines & Effective Strategies for Supporting Faculty Dealing with Disruptive Students		d) Carolyn Bonifield, Chair, Professional Standards Committee (PSC); Associate Professor, GSB e) Emma Huse, International Scholar and Employee Program Manager, Office of International Education (OIE) f) Emma Swift, Director, Office of International Education (OIE) g) Andrew Zehner, Associate General Counsel, OGC h) Heather Pena, Assistant Dean of Students Host/Presenter: Jane Okech, Professor of Counselor Education and Supervision, CESS; Vice Provost for Faculty Affairs
Sept. 24, 2025	12-1:15pm	Session 2 MS Teams	Strategies for Navigating Conflict (Offered in collaboration with Academic Impressions)	35	Presenters: a) Gilpatrick Hornsby, Associate Vice Provost, Faculty Success, James Madison University; Academic Impressions b) Rabia Khan Harvey, Senior Learning and Development Manager, Academic Leadership, Academic Impressions Host: Jane Okech, Professor of Counselor Education & Supervision, CESS; Vice Provost for Faculty Affairs
Oct. 9, 2025	12-1:15pm	Session 3 MS Teams	The CBA, One Year Later	36	Presenters: a) Megan Boucher, Director of HR Partners, Human Resources b) Jane Okech, Professor of Counselor Education & Supervision; Vice Provost for Faculty Affairs
Dec. 3, 2025	12-1:15pm	Session 4 MS Teams	Strategies for Effective Faculty Performance Review: A Focus on Annual Performance Review, Workload Planning and Documentation	30	Presenters: a) Megan Boucher, Director of HR Partners, Human Resources b) Jane Okech, Professor of Counselor Education & Supervision; Vice Provost for Faculty Affairs
Jan. 14, 2026	12-1:15pm	Session 5 MS Teams	The Arts and Science of Giving Feedback (Offered in collaboration with Academic Impressions)	36	Presenters: a) Gilpatrick Hornsby, Associate Vice Provost, Faculty Success, James Madison University; Academic Impressions - Sarah Seigle Peatman, Director of Partner Development, Academic Impressions Host: Jane Okech, Professor of Counselor Education & Supervision, CESS; Vice Provost for Faculty Affairs

Total Attendance: AY2025-2026 = 177 (an 18% increase from AY2024-2025)

Program Evaluation: Participants' Demographic Information: The Academic Leadership Experience (ALE) Program had five workshop sessions in AY2025-2026. A total of 177 participated in the workshop series, which is an 18% increase from AY2024-2025. Of the 177 participants, 109 (62%) identified as female and 68 (38%) as male. 54 (30.5%) self-identified as POC, and 123 (69.5%) as White.

ALE Feedback Summary: Participant feedback was strongly positive overall. Participants consistently valued practical tools, clear facilitation, and opportunities to compare approaches with peer academic leaders. Rather than suggesting changes to the core program, the feedback points to opportunities to make sessions more applied through role-play scenarios for sensitive feedback conversations, deeper discussion of conflict, workload, and CBA-related edge cases, and more interaction. For retreats, participants noted logistical considerations, including food, refreshment breaks, longer breaks, and a possible earlier end time. Participation comments also suggest opportunities to broaden participation among Chairs and potentially Assistant Deans.

ANNUAL EVENTS

In AY2025-2026, there were three Annual Events held for faculty as part of the Comprehensive Faculty Mentoring Program. They are the *Inkwell Academic Writing Retreat* held on August 7th & 8th, 2025, *First-Generation Faculty Experience: All Faculty Rank* held on November 7th, 2025, and the *Leadership Symposium* for Chairs, Associate Deans and Deans titled *The Five Paths to Leadership and Leading Change* held on January 15, 2026.

Programs' Evaluation: Participants' Demographic Information: A total of 69 participants attended these sessions. Of the 69 participants, 49 (71%) identified as female and 20 (29%) as male. 24 (35%) self-identified as POC and 45 (65%) as White.

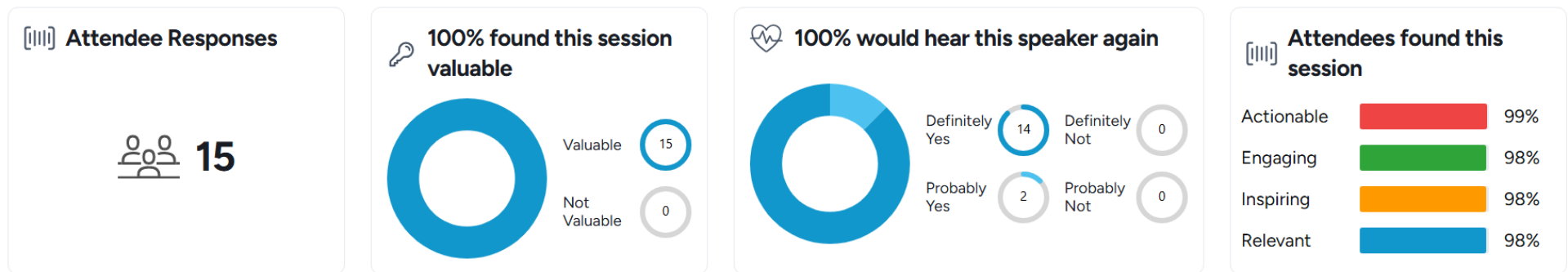
ANNUAL EVENTS	Breakdown by Race/Ethnicity								All		
	Person of Color		International		Unknown		White				
	#	%	#	%	#	%	#	%	#	Sex	
										Female	Male
Inkwell Academic Writing Retreat (2 full-days, August 7 th and 8 th , 2025) – Limited to only 25 registrants	10	48%	0	0%	0	0%	11	52%	21	17	4
The First-Generation Faculty Experience: All Faculty Rank Session (Nov. 7, 2025, from 12 -1:30pm)	7	47%	0	0%	0	0%	8	53%	15	11	4
Leadership Symposium for Chairs, Associate Deans, & Deans: The Five Paths to Leadership and Leading Change (Jan. 15, 2026, from 9am-3pm)	7	21%	0	0%	0	0%	26	79%	33	21	12

The Inkwell Academic Writing Retreat – (Held on August 7th and 8th, 2025) – Limited to only 25 Registrants

Workshop Description: This retreat helps UVM faculty develop writing practices that support focus, productivity, and sustained motivation. Participants are supported to learn to clarify what needs to be accomplished in each writing session, set goals that boost their focus and productivity, and cultivate intrinsic motivation to support a regular writing practice. See the [following link](#) for more details.

Facilitator: [Michelle Boyd, PhD](#)

Program Evaluation: Feedback was overwhelmingly positive. Participants described the retreat as practical, affirming, inclusive, and directly useful for building stronger academic writing habits. Michelle Boyd was repeatedly praised for calm, grounded facilitation that reduced overwhelm and made writing goals feel realistic. The clearest opportunity is to continue and expand Inkwell programming while improving venue comfort and considering follow-up writing spaces or targeted workshops.



Summary: Michelle Boyd's Workshop Transforms Academic Writing: "The Most Meaningful and Actionable" Experience

Michelle Boyd delivered an incredibly impactful workshop that left me feeling "more encouraged and motivated to write." Her approach "breaks down the intimidation factors" of academic writing while providing a "strong framework for navigating everyday writing." Michelle's coaching was "invaluable" - she's "flexible, approachable and genuine—a delightful human who leads by example."

Presentation Outcomes Achieved:

- Setting small, achievable goals makes large writing projects manageable
- Understanding your personal writing process is key to overcoming barriers

The First-Generation Faculty Experience: All Faculty Rank - (Held on November 7, 2025)

Workshop Description: The session focused on the retention and success of first-generation faculty (i.e., first-generation students who went on to join the professoriate). Panelists—all of whom were first-generation faculty (FGF)—explored strategies for successfully navigating reappointment, promotion, and tenure (RPT) at UVM. Through guided reflection and open dialogue, panelists and FGF attendees also explored ways of engaging with and challenging traditional academic norms and expectations, including how their unique perspectives and experiences enriched their teaching, scholarship, and service. Administrators and campus leaders in attendance deepened their understanding of the FGF experience and ways to support FGF success and belonging. While the session centered on exploring the unique experiences and perspectives of first-generation faculty, all UVM faculty—regardless of their first-gen status—who were interested in learning about and engaging with the subject matter were warmly welcome to attend.

Panelists: [Seungmi Cho](#), Assistant Professor, Department of Political Science, CESS; [Lisa Holmes](#), Associate Professor, Department of Political Science, CAS; Kroepsch-Maurice Provost's Fellow for Faculty Affairs; and [Laura May-Collado](#) Associate Professor, Department of Biology, CAS; **Moderator:** [Nicole E. Conroy](#), Associate Professor of Human Development and Family Science, Department of Counseling, Human Development and Family Science, CESS

Program Evaluation: The feedback received from the First-Generation Faculty Experience Workshop is highly favorable. The respondents rated the workshop very helpful, very satisfied with the agenda/content, and confirmed that the session met expectations. The written comment emphasizes that the panelists' vulnerability and candid discussion helped create belonging and validation, while also inspiring the attendees to better support the first-generation community. For future sessions, the strongest request is to preserve authentic panel storytelling and pair it with practical strategies participants can apply afterward.

Leadership Symposium for Chairs, Associate Deans, & Deans - The Five Paths to Leadership and Leading Change (Held on Jan. 15, 2026)

Workshop Description: The Five Paths to Leadership is a self-assessment designed to help leaders understand their own natural leadership styles under normal circumstances and under stress. It uses an easy-to-understand the behavioral model that underscores the fact that leadership is inherently situational: though we all have ways of thinking, communicating, and collaborating that are easier and more comfortable for us, we must build the self-awareness and presence of mind needed to make a conscious choice about how to show up in different situations, depending on what is required from us in that moment.

Facilitators:

[Gilpatrick Hornsby](#), Associate Vice Provost, Faculty Success, James Madison University; Academic Impressions; [Sarah Seigle Peatman](#), Director of Partner Development, Academic Impressions; **Host:** [Jane E. Okech](#), Professor of Counselor Education and Supervision, CESS; VPFA.

Feedback Summary: Participants viewed the workshop very positively. The strongest value came from reflecting on individual leadership styles, understanding how different “paths” shape communication, and connecting with other academic leaders. The main improvement opportunity is to make the experience more scalable for full teams or departments and consider tightening the content to reduce repetition.

2025 NEW FACULTY ORIENTATION - August 18-19, 2025

The mandatory two-day orientation for new faculty members was attended by 61 faculty. Participants were introduced to the University's senior leadership, received information about Human Resource Services, enrolled in employee benefit programs, and learned about key academic policies and procedures at UVM. The orientation [agenda](#) provides a comprehensive overview of topics covered.

Program Evaluation: Participants' Demographic Information: A total of 61 faculty members participated in the New Faculty Orientation held on August 18-19, 2025. Of the 61 participants, 38 (62%) identified as female and 23 (38%) as male. 13 (21%) self-identified as POC, 10 (16%) as International, 36 (59%) as White, and 2 (3%) chose not to disclose their race/ethnicity.

August 18-19, 2025	Breakdown by Race/Ethnicity								All		
	Person of Color		International		Unknown		White				
	#	%	#	%	#	%	#	%	#	Sex	
Program										Female	Male
New Faculty Orientation	13	21%	10	16%	2	3%	36	59%	61	38	23

NFO Feedback Summary: Feedback on New Faculty Orientation (NFO) was broadly positive. Participants valued the opportunity to meet colleagues, hear from campus leaders, and learn about valuable resources. The most consistent area for improvement was the program structure. Many participants noted that two full days as too long, particularly during the week when faculty were preparing courses, getting technology set up, and completing onboarding tasks. The strongest recommendation is to shorten or distribute the program sessions, move transactional compliance/HR content online or before arrival, and reserve in-person time for high-value networking, interactive sessions, and role-relevant content.

RESPONSE TO FEEDBACK: In response to feedback from this cohort and previous years, I collaborated with 40 campus offices during the academic year to redesign the New Faculty Orientation (NFO) as a hybrid program.

- **Program redesign:** NFO will shift to a hybrid format effective AY26/27
- **In-person component:** The revised model will include a one-day, six-hour in-person session.
- **Online component:** The in-person session will be accompanied by a Brightspace course.
- **Completion timeline:** Participants will have three months to complete the online components, with a December 1 deadline.
- **Ongoing assessment:** Feedback and implementation outcomes will be included in next year's report.

2025 ANNUAL CAMPUS-WIDE FACULTY EVENT - August 18, 2025

The Campus Wide Faculty Event (CWFE) is held every year in August to welcome faculty back at UVM. The AY2025-2026 event was held at the Davis Center and attended by 182 faculty members. Participants heard from university leaders and President Marlene Tromp, who delivered the keynote address, “Faculty Responsibility in an Era of Higher Education Transformation.” Click [here](#) to view the agenda/materials.

Program Evaluation: Participants’ Demographic Information: A total of 182 faculty participated in the 9th Campus-Wide Faculty Event (CWFE) held on August 18, 2025. Of the 182 participants, 125 (70%) identified as female and 57 (30%) as male. 28 (16%) self-identified as POC, 142 (77%) as White, 9 (5%) as International, and 3 (2%) chose not to disclose their race/ethnicity.

August 18, 2025	Breakdown by Race/Ethnicity								All		
	Person of Color		International		Unknown		White				
	#	%	#	%	#	%	#	%	#	Sex	
9 th Campus Wide Faculty Event (8:30-10:45am)										Female	Male
	28	16%	9	5%	3	2%	142	77%	182	125	57

Feedback Summary: Overall feedback was strongly positive: every respondent said the event met expectations, and comments repeatedly described the keynote as inspiring, hopeful, and a strong introduction to President Tromp. The most actionable improvement themes were to streamline early announcements, strengthen accessibility practices during presentations, and add practical follow-up resources such as shared slides, roundtables, and department-specific connections. While roundtables and follow-up departmental connections would be valuable, they fall outside the scope of this event. There may be an opportunity in the future to develop a faculty-centered program day focused on faculty roles and responsibilities, with unit-based breakout sessions to support more targeted discussion.

FACULTY MENTORING AFFILIATE PROGRAM

National Center for Faculty Development & Diversity (NCFDD)

UVM is an institutional member of the National Center for Faculty Development & Diversity (NCFDD), which is a nationally recognized independent organization dedicated to supporting faculty, particularly under-represented faculty, post-docs, and graduate students in making successful transitions throughout their careers. NCFDD provides online career development, training, and mentoring resources. See the [NCFDD Webpage](#) for more details. Program Evaluation details are posted on the next page.

2025 ENGAGEMENT SUMMARY



The University of Vermont

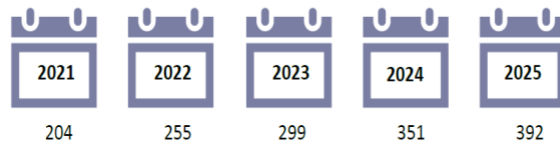
Year Joined: 2020

NCFDD is committed to offering faculty development solutions that help institutions foster a culture where faculty thrive. Through its partnership with the NCFDD, The University of Vermont provides its academic community with access to a broad range of virtual programs and resources designed to equip academics at all career stages with the skills they need to succeed. This report highlights key insights into engagement with the NCFDD in 2025.

MEMBERSHIP

Membership Growth

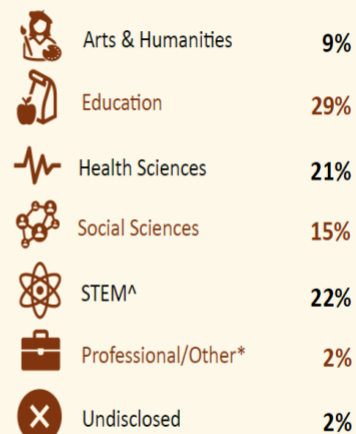
Total Sub-Accounts: **392**



Membership by Academic Rank



Membership by Academic Discipline



[^]STEM includes Ag/Vet/Environmental Sciences, Engineering, Math/Computer Science/Technology, and Physical Sciences

^{*}Professional/Other includes Architecture, Business, Law, and Other

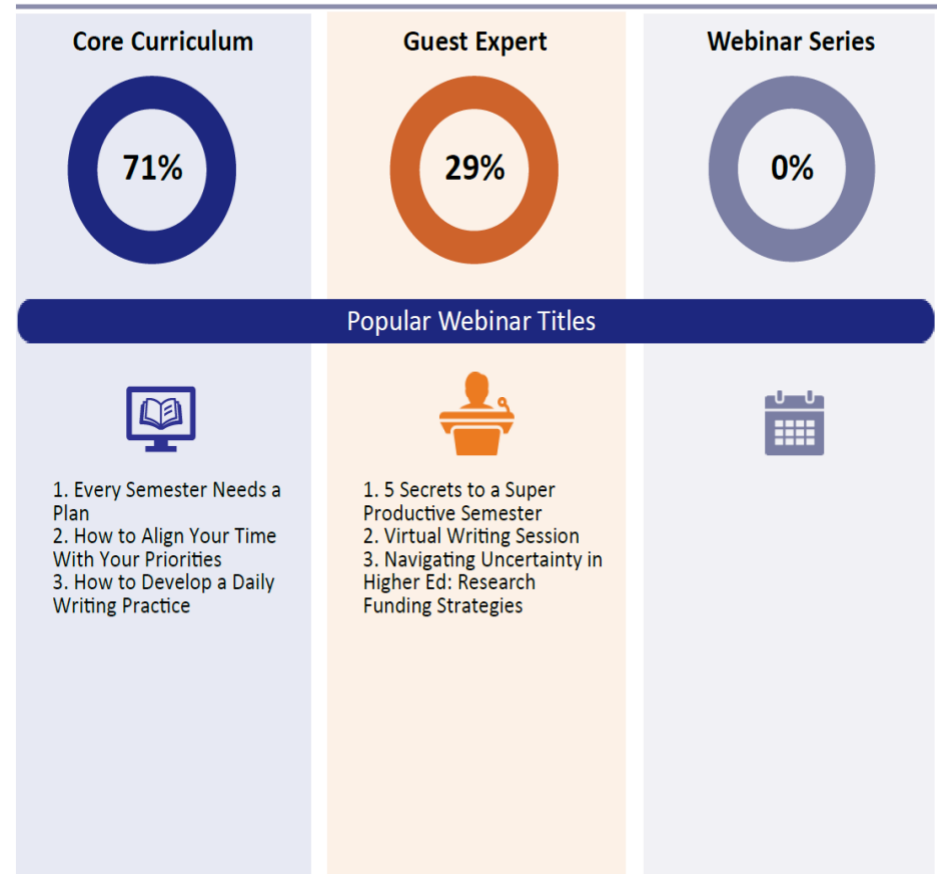
2025 ENGAGEMENT SUMMARY



The University of Vermont

Faculty and graduate student members utilize the NCFDD's extensive webinar library of [Core Curriculum, Guest Expert, and Webinar Series](#) for professional development and support. Webinar registrations by type, as well as the most popular webinar titles, are detailed below.

WEBINAR ENGAGEMENT



MONDAY MOTIVATOR

Monday Motivator is a weekly email subscription focused on presenting NCFDD's Core Curriculum in bite-sized portions with actionable tips on boosting productivity.

- Subscriptions in 2025: **218**

2025 ENGAGEMENT SUMMARY



The University of Vermont

NCFDD Partners have access to a range of programs and resources to support faculty success through mentoring, skill-building, and professional development. The information below reflects participation in these offerings for 2025 and over the past five years.

PROGRAM ENGAGEMENT

14-Day Writing Challenge

The [14-Day Writing Challenge](#) offers a focused space for academics to nurture consistent habits, foster accountability, and make meaningful progress—all within a manageable two-week window.



20,508
Minutes
Written in
2025



7.4
Average
Check-ins



52
Registrations
in 2025



229
Registrations
in 2021-
2025

Faculty Success Program and FSP Alumni Program

The [Faculty Success Program](#) (FSP) provides coaching and peer support to help faculty boost research and writing productivity, improve work-life balance, and achieve personal growth. Upon completing FSP, participants gain access to the FSP Alumni Program, which reinforces the core principles of the original program and supports continued skill development and long-term success. Engagement from your institution is shown below.

FSP Registrations – The University of Vermont

Faculty Success Program 2025:	1		FSP Alumni Program 2025:	3
Faculty Success Program 2021-2025	15		FSP Alumni Program 2021-2025:	40

FSP Survey Metrics Since 2017 – The University of Vermont



FSP Population Demographics – All NCFDD Partners

Participants in the FSP represent a wide variety of academics from many institutions. The section below provides a breakdown by rank and discipline of the FSP population for all NCFDD institutional partners from 2017 through 2025.

NCFDD partners comprise 11.7k participants from 260+ institutions.

FSP Participation by Academic Rank

76% Assistant Professor	Associate Professor	17%
	Full Professor	2%
	Other Ranks	5%

FSP Participation by Discipline

 STEM	46%
 NONSTEM	54%

2025 ENGAGEMENT SUMMARY



The University of Vermont

Faculty have diverse needs across career stages and roles. NCFDD offers a variety of proven programs and courses, ranging from broad institutional solutions to targeted individual support. These are designed to foster productivity, retention, and professional growth. Programs offer extended, cohort-based engagement, while courses provide shorter, structured opportunities for focused learning.

OTHER PROGRAMS & COURSES

Programs

[Department Chair Success Program](#)

The Department Chair Success Program (CSP) is an immersive 10-week program designed to support department chairs, equipping them with the necessary skills to navigate the challenges of the job.

[Post-Tenure Pathfinders](#)

The Post-Tenure Pathfinders Program is a 12-week virtual program designed to provide recently tenured faculty and mid-career academics with the space to reflect, explore possibilities, and build the support network necessary to move confidently into the next chapter of their careers.

Courses

[Rethinking Your Research Funding](#)

This four-week virtual course is designed to help faculty shift their mindset around research funding and explore sustainable, alternative strategies beyond large federal grants. Through guided content, live coaching, and a supportive peer community, participants learn how to identify diverse funding sources, reframe their research for new audiences, and build actionable plans that align with their institutional goals and academic mission.

[Teaching Toolkit in the Age of AI](#)

This four-week online course helps faculty make clear, sustainable choices about teaching, assessment, feedback, and workload in today's higher education environment. It is designed for instructors who are cautious about AI, actively using it, or still deciding how it fits their teaching. Rather than focusing on specific tools, the course emphasizes sound teaching judgment and adaptable practices that work across disciplines and institutional contexts.

RESOURCES AND CONTACT INFORMATION

WANT TO LEARN HOW TO MAXIMIZE YOUR MEMBERSHIP? CONTACT A STRATEGIST.

Institutional Partnerships and Renewals

institutions@ncfdd.org

MORE QUESTIONS? PLEASE REACH OUT TO US.

Programs and Courses

programs@ncfdd.org

Workshops

workshops@ncfdd.org

Membership Resources and User Account Queries

membership@ncfdd.org

For any other questions, call us at 313-347-8485 or [contact us](#).