Academic and Student Support Leadership Meeting

November 9, 2021
Today’s Agenda

Welcome - President Garimella

Framing Remarks - Provost Prelock

Catamount Data and Dashboards - Alex Yin, Executive Director of Institutional Research

Admitted Student Yield Efforts - Jay Jacobs, Vice Provost for Enrollment Management

Learning Communities - J. Dickinson, Vice Provost for Academic Affairs and Student Success and Erica Caloiero, Interim Vice Provost for Student Affairs

Diversity, Equity, and Inclusion Update - Amer Ahmed, Vice Provost for Diversity, Equity, and Inclusion

Supporting Faculty Retention and Success - Jim Vigoreaux, Vice Provost for Faculty Affairs

Open Q&A
Welcome

President Garimella
Framing Remarks

Provost Prelock
Catamount Data

Alex Yin, Executive Director, Office of Institutional Research
Familiarizing yourself with available data

- Chairs and program directors typically seek data in order to conduct periodic program reviews, prepare reports for external accreditors, and to justify staffing proposals.
- This type of data can also be used to evaluate curricular design, curricular flow, and form the basis for direct and indirect assessment.
- Many program-level metrics at UVM are made available through dashboards via the Office for Institutional Research (OIR).
- The goal is to encourage frequent and proactive use of this data alongside annual assessment work as a comprehensive review, not only for APR or accreditation.
Institutional Research and Assessment at UVM

Learning Outcomes

Recruitment Retention Graduation

Post-Graduation Outcomes
Catamount Data is the central place to find official data and analysis about the University of Vermont. It provides quick access to summary information relating to students, degrees awarded, faculty & staff, and more.

**Faculty and Staff Information**
Catamount Data provides faculty and staff information including data on headcount, base pay, department, occupation and diversity trends.

**Completions and Degrees Awarded**
Catamount Data also includes information about the number of degrees awarded to students each year including a program by program breakdown.

**STUDENT ENROLLMENT & SUCCESS**
Catamount Data provides student-focused data including student enrollments, completions, and retention/graduation rates.

https://www.uvm.edu/oir/catamount-data
Impact of Professional Advising on CNHS First-Year Retention Rates

CNHS professional advising begins with the 2007 Cohort.

Note the retention rate’s steady increase and stability after professional advising is instituted.
Impact of Professional Advising on First-Year CAS Biology Majors

Pre-Professional Advising 2018 Cohort

Professional Advising 2019 Cohort

Professional advising helps students find their academic fit sooner

Source: https://oir.w3.uvm.edu/catdat/restricted/uvm-oir-student-flow-career.html
Academic Unit Participation in Admitted Student Yield Efforts

Jay Jacobs, Vice Provost for Enrollment Management
Deciding Factors for Admitted Students

• Location and size

• Healthy bodies, healthy minds

• Perceived prestige/academic rigor – “Will I be challenged?”

• Career preparation and professional development – “Will I have opportunities to succeed?”

• International and global experiences – “Will I have the chance to engage with those who are different from me?”
Key Messages During Yield Season

• Top notch faculty
• State of the art facilities
• Individualized and personal student experiences
• Outcomes via graduation rates and career placements
• Students and alumni can talk about the “fun” social times they have had, but always bring it back to the academic experience and how that set up post-graduation success
Messaging Strategies

• Utilize your faculty, current students and recent successful alumni to showcase academic rigor and career outcomes

• Share specific stories on what has happened to people in your college/school (students, faculty, and alumni)

• Utilize and lean into the value proposition worksheets your teams worked on with DEM and Strategic Communications this past summer

• Be authentic and tell stories

• Be personal and provide high quality and individualized customer service
## Yield Events for Spring 2022

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
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<tbody>
<tr>
<td>February 18 &amp; 25 March 25 April 8, 15, 18, &amp; 22</td>
<td>Accepted Student Visit</td>
<td>On-campus, in person Academic Session in AM (2-3 hours) Academic &amp; Student Life Fair in the PM (2 hours)</td>
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<td>March 30</td>
<td>Virtual Accepted Student Visit</td>
<td>Virtual Academic Overview (60 min)</td>
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<tr>
<td>April 8 (tentative)</td>
<td>Passport to UVM</td>
<td>On-campus, in person, specific to international admits Mock Classes and/or Advisor meetings</td>
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Bridging Academic and Residential Experiences: UVM Learning Communities

J. Dickinson, Vice Provost for Academic Affairs and Student Success; Erica Caloiero, Interim Vice Provost for Student Affairs
Integrative Learning Goals for LCs

For First Years and Sophomores, Learning Communities should:

• Build community around an academic theme
• Enhance faculty connections with students
• Create overlap between students’ academic and social lives
New Model for Learning Communities: Linked 3-credit Courses

• Implementation Planning Team has Res Life, CFAS, SSC, AD, FS, and PO reps
• This year is a “transition year” with no 1-credit courses, and no linked courses
• Starting in Fall 2022, all students will be block scheduled into a 3-credit course
  • 3-4 courses linked to each LC
  • Most will be regular offerings
  • Faculty teaching these courses can apply for course enhancement funds
  • There is a plan for students with highly structured first semester schedules
What is new?

• 3-credit courses for all learning communities
  • Within a few years: each will have at least one Gen Ed designation or fulfill a degree requirement

• Learning Community Program Directors are planning faculty engagements to fit with their semester-long Community Learning Model curriculum

• More focus on thematic engagement through regular academic offerings and broader types of faculty engagement
Your role:

• Identify excellent faculty who would like to be more involved with the Learning Communities? Let J. know!

• Ask Associate Deans to communicate with J. regarding questions about summer registration/advising

• Share your great ideas for larger-scale academic engagements in the Learning Communities!
Four-month Progress Report

✓ Restructured DEI. Now comprised of the Office of the Vice Provost for DEI and Identity Centers. Office of the Vice Provost is a consultative resource to advance and support strategic DEI planning and implementation throughout UVM. This includes offering expertise and capacity-building through professional development in DEI-related competencies and skills.

✓ Convened University Diversity Council (UDC) with representatives from each unit to lead the development and implementation of DEI Strategic Initiatives in each unit.

✓ Walked UDC and Senior Leaders through the Univ. of Michigan DEI Strategic Planning Toolkit thereby instilling a shared responsibility on DEI across UVM’s culture.

✓ Working with OIR to develop a data-driven DEI Strategic Planning process.
The Path Forward

• Gathering information to inform the DEI Strategic Planning process in complement to UVMs overall institutional and unit strategies.

• Developing a UVM ‘Cultural Resource Guide’ for all prospective and current faculty, staff, and students by January 2022. UVMMC will also use the guide and possibly UVMHN.

• Positioning Allen House as a site of informal and formal retention for Faculty/Staff of Color and other affinity groups.
Supporting Faculty Retention and Success

Jim Vigoreaux, Vice Provost for Faculty Affairs
RESOURCES FOR FACULTY SUCCESS
https://www.uvm.edu/provost/facultyaffairs
New Criteria for Faculty Evaluation

GREEN SHEET FORM
(Reappointment, Promotion, Tenure)

PROPOSED ACTION:

Name (pronoun):       Date:       
Current Rank:       Date attained:       
College/School/Division:       Department:       

TO BE COMPLETED BY THE FACULTY MEMBER
ASSIGNED UVM RESPONSIBILITIES

Candidate’s Summary of Accomplishments

Summarize accomplishments in each area as well as any other accomplishments deemed important to assessing academic performance. In accordance with Article 14.5.e of the CBA, provide evidence of consideration of and/or incorporation of diversity and inclusiveness in the classroom, advising, and/or mentoring. The focus is on accomplishments not evaluation (≤ 500 words).

a. Summary Statement of Responsibilities

Provide a summary statement of Advising responsibilities related to general student guidance (e.g., career plans, course planning). Provide evidence of consideration of and/or incorporation of diversity and inclusiveness in advising, including serving as an advisor to student clubs or organizations that promote diversity and inclusion on campus. Include numbers of students but not a detailed list (≤ 250 words).
Faculty Workloads and Rewards Project

*Conditions that support equitable workloads*

- **Transparency**: Departments have widely visible information about faculty work activities available for department members to see.
- **Clarity**: Departments have clearly identified and well-understood benchmarks for faculty work activities.
- **Credit**: Departments recognize and reward faculty members who are expending more effort in certain areas.
- **Norms**: Departments have a commitment to ensuring faculty workload is fair and have put systems in place that reinforce these norms.
- **Context**: Departments acknowledge that different faculty members have different strengths, interests, and demands that shape their workloads and offer workload flexibility to recognize this context.
- **Accountability**: Departments have mechanisms in place to ensure that faculty members fulfill their work obligations and receive credit for their labor.

[https://www.acenet.edu/Documents/Equity-Minded-Faculty-Workloads.pdf](https://www.acenet.edu/Documents/Equity-Minded-Faculty-Workloads.pdf)
RESOURCES FOR FACULTY SUCCESS
https://www.uvm.edu/provost/facultyaffairs

Professional Advancement of UVM Faculty

At UVM, faculty professional advancement is a collective responsibility of multiple centers that coordinate to offer wide ranging programs and support systems for teaching, research and scholarship, leadership, professional and personal efficacy, and much more.

For questions and more information, contact the Office of the Vice Provost for Faculty Affairs.

- Academic Leadership Series
- Career Planning
- Center for Teaching and Learning (CTL)
- Community Engaged Learning (CEL)
- Faculty Development Series
  - Faculty Mentoring Program
  - George Washington Henderson Fellowship Program
  - George Washington Henderson New Faculty Program
  - National Center for Faculty Development & Diversity (nCfDD)
- New Faculty Orientation
- New to the Faculty Brown Bag Series
- New Chair and Academic Administrative Orientations and Workshops
- Provost’s Faculty Fellows Program
- Provost’s Future Faculty Program
  - Reappointment, Promotion, and Tenure (RPT) Review Tips
  - Research, Scholarship, and Creative Arts (RSCA) Support
RESOURCES FOR FACULTY SUCCESS
https://www.uvm.edu/provost/facultyaffairs

Provost’s Exploring Faculty Careers at UVM Program

PROGRAM DESCRIPTION:
The Provost’s Exploring Faculty Careers at UVM Program is a campus-wide faculty recruitment initiative promoted by the Office of the Provost. The program is designed to advance the Academic Success Goals for the University of Vermont by building institutional capacity through the recruitment of faculty that embody and contribute to the diversity of our campus. This program is designed to bring promising future faculty prospects to UVM for a mock interview and orientation visit. During their stay, program candidates will have an opportunity to meet faculty with similar scholarly/research interests, present their work and receive feedback, establish mentoring relationships, visit a class, learn about UVM, and observe and experience the life of a UVM faculty member.

To be eligible, the program candidate must: (i) identify as a member of a group under-represented at UVM or in the discipline of the host academic unit; (ii) demonstrate interest in pursuing an academic career (post-doctoral or faculty level) within the next two years; (iii) demonstrate commitment to advancing diversity and inclusion in higher education; (iv) demonstrate potential to fill current or anticipated vacancies in the unit.
Let’s Do This Together!