

Chairs and Associate Deans Workshop  
May 23, 2017  
8:00 AM - 12:00 PM  
427 Waterman  
Final Agenda

8:00 - 8:30 AM	Continental breakfast
8:30 - 8:45 AM	Welcome and Introduction (David Rosowsky and Jim Vigoreaux)
8:45 - 8:55 AM	Announcements and Initiatives for AY 17-18
8:55 - 9:20 AM	Sabbatical Forms (Jim Vigoreaux)
9:20 - 10:00 AM	RPT Process (Jim Vigoreaux)
10:00 - 10:10 AM	Break
10:10 - 11: 10 AM	Assessment in NEASC Accreditation (Brian Reed and Jennifer Dickinson)
11:10 - 11:40 AM	Data Empowerment (Alex Yin)
11:40 - 11:50 AM	Q&A
11:50 - 12:00 PM	Closing Remarks
4:30 - 6:00 PM	Social (informal - TBD)

**University of Vermont**  
**APPLICATION FOR SABBATICAL LEAVE**

*Faculty members who wish to apply for a sabbatical leave should consult the governing document relevant to the faculty member's appointment (i.e., Part Four, Section B of the College of Medicine Handbook or Article 22 of the Agreement for represented faculty). Also please review the sabbatical guidelines at: <http://www.uvm.edu/~facrsrscs/?Page=Sabbaticalpage.html> and any specific criteria developed by your department, school, or college.*

NAME OF APPLICANT  ACADEMIC RANK   
DEPARTMENT  COLLEGE/SCHOOL   
DATE OF YOUR INITIAL APPOINTMENT AT UVM   
YOUR TERM OF APPOINTMENT: Academic Year  Ten-Month  Twelve-Month   
CURRENTLY TENURED: Yes  No  If *no*, please indicate expiration date of your current appointment

\*\*\*\*\*

**Part A: Sabbatical Leave Information**

- 1) Indicate the type of sabbatical leave you are applying for:
- Full Sabbatical (after six years, full appointment year at 77.3% of salary)
  - Full Sabbatical (after six years, half year \* at 100% salary)
  - Half Sabbatical (after three years, half year\* at 77.3% of salary)

*\*A "half-year" for nine-month appointee is one semester, for ten-month appointees is 5 months and for twelve-month appointees is 6 months.*

- 2) Indicate the time period for which you are applying for sabbatical leave:
- Nine-Month Appointees: Fall  Spring  Academic Year   
Ten-Month or Twelve-Month Appointees (note dates): From  To

**Salary/Funding Information**

- 3) Are you a principal investigator or co-investigator on a grant or contract to the University ("sponsored project") that you anticipate will be active during your sabbatical leave?
- Yes  No

If *yes*, please list the project(s) and briefly describe your plans (150-words max).

If *yes*, please discuss your plans with the Dean's Office Business Manager and also note the following:

- Faculty with sponsored projects **MUST** discuss plans with Sponsored Project Administration to determine if any sponsor prior approvals are required. Approval may be required for reduction in effort, time away from the project, plans for managing project activity while away from campus, and salary supplementation.
- In the event your sabbatical leave is later deferred, you **MUST** notify Sponsored Project Administration so that any needed sponsor prior approvals are updated as required.

Business Officer's name and signature \_\_\_\_\_ Date \_\_\_\_\_

4) Have you applied for, or are you intending to apply for, other award funding (scholarship, fellowship, etc.) for your sabbatical?

Yes  No

If yes, please identify source(s):

Will the funds:

- a. supplement your 77.3% sabbatical salary?      Yes  No  N/A
- b. replace part of your sabbatical salary?      Yes  No  N/A

5) Do you expect to hold any other compensated employment, by UVM or outside of UVM, during your sabbatical leave? *(Note: Provost's Office written approval is required in advance for any compensated duties. If you have applied for funding which will require a teaching commitment, please report here as well.)*

Yes  No  If yes, please explain:

**Previous Leaves**

6) Please list your previous leaves (state dates and types, including sabbaticals):

7) Please indicate if you will be providing an update of accomplishments of your most recent prior sabbatical leave not reported in the last sabbatical report.

Yes  No  If yes, please include as attachment to this application.

**Part B: Statement of Plan for Sabbatical Leave**  
A sabbatical proposal of high quality shall meet the criteria defined in CBA Article 22.1, including any criteria developed by your department, school or college. For COM, see Part four, Article B.3 of the COM Faculty Handbook.

Please respond to all questions below. Attach additional page if needed.

**1. Overview**

1a) Have you discussed the plans for this sabbatical leave with your supervisor (Chair, Associate Dean, or Dean)?

Yes  No  (Optional) Provide brief description (150 word-max).

1b) Provide a general overview which places your plan in perspective with the development of the field (300-word max.).

## 2. Description of Work

Specific description of work which you plan to undertake, including purpose and activities. Describe work that has been completed on project to date (1000-word max.).

## 3. Time to completion

For anticipated outcomes (publications, etc.), indicate projected time to completion (300-word max.).

## 4. Outside funding

Efforts to secure outside funding (identify sources) to be used during the sabbatical leave. If leave is dependent upon award of outside funding, so indicate including course of action to be taken should funding not be secured (500 word max.). If no funding is being sought, write "N/A" in the space below. *(Note: If funding source requires teaching or other compensated duty, please describe in response to question 5 in Part A above.)*

## 5. Outside facilities

If leave is dependent upon utilization of facilities of another institution, so indicate and attach copy of letter of invitation or authorization. If no facilities at another institution are required, write "N/A" in the space below (100-word max.).

## 6. Value of leave

Estimate of the value of the leave to your own goals and those of your department and the University. Address any specific criteria developed by your department, school, or college (500-word max.).

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**ATTACHMENTS TO APPLICATION**

The following should be attached to this application before submission to the department chair and dean.

- Copy of current curriculum vitae or professional resume
  - Copy of most recent prior sabbatical leave application and subsequent sabbatical report
  - Update to last sabbatical report (if applicable – see question 7 of Part A) (750 word-max)
  - Copy of invitation(s) or authorization(s) as requested in question 5 of Part B
- 

**If my application is approved, I agree to the following conditions for leave under the Sabbatical Leave Program:**

- 1) To not accept any type of compensated UVM or non-UVM employment during the period of my sabbatical leave without prior written approval by the Provost's Office;
- 2) To not accept payment from a sponsored agreement in lieu of salary (as distinct from monies designated strictly for expenses) or other supplemental salary during the period of my leave without prior written approval by the Provost's Office;
- 3) To identify any other sources of support funding received (e.g., scholarship, non-teaching fellowship) for the period of my sabbatical (if received after the original proposal is submitted, please send the updated information to Dean/Provost);
- 4) To submit a written report of the activities undertaken and accomplished during the period of leave to my department chair or program director and dean, within sixty (60) days of completion of the leave;
- 5) In the event that my appointment at The University of Vermont is terminated by notice of non-reappointment, to relinquish my approved sabbatical leave if the approved leave falls within my terminal year;
- 6) To return to The University of Vermont for one full academic year following the sabbatical leave;
- 7) Should I fail to return to The University of Vermont for one full academic year following the sabbatical leave, to repay all salary and benefits received from the University during the period of my sabbatical leave.

Signature of Applicant \_\_\_\_\_ Date of Application \_\_\_\_\_

	RECOMMENDATIONS for (Name of Applicant) _____
DEPARTMENT CHAIR	DEPARTMENT CHAIR (print) _____ Recommends <input type="checkbox"/> Does Not Recommend <input type="checkbox"/>  Will a replacement be necessary? _____ Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, state how the replacement will be funded within resources available to the college/school.  Evaluation of Proposal. Please describe conversations with the applicant regarding development of this proposal including, as applicable, discussion on the outcomes of previous sabbatical activities (attach additional sheet if necessary):          Signature of Department Chair _____ Date _____
DEAN	DEAN _____ Recommends <input type="checkbox"/> Does Not Recommend <input type="checkbox"/> COLLEGE/SCHOOL STANDARDS COMMITTEE _____ Recommends <input type="checkbox"/> Does Not Recommend <input type="checkbox"/> If chair indicated that a replacement is necessary, does dean support statement regarding funding? Yes <input type="checkbox"/> No <input type="checkbox"/> Please provide an estimate of the expenses associated with this proposal. If applicable, include revenue not realized. (A sabbatical application will not be rejected for budgetary or other financial reason). Comments on Proposed Plan (attach additional sheet if necessary):     Signature of Dean _____ Date _____
PROFESSIONAL STANDARDS COMMITTEE	PROFESSIONAL STANDARDS COMMITTEE _____ Recommends <input type="checkbox"/> Does Not Recommend <input type="checkbox"/> Comments (attach additional sheet if necessary):     Signature of Committee Chair _____ Date _____
PROVOST	PROVOST _____ Recommends <input type="checkbox"/> Does Not Recommend <input type="checkbox"/>  Signature of Provost or Designee _____ Date _____

# Sabbatical Leave Report

(For UVM faculty other than Larner College of Medicine)

Name:	College/School:
Rank:	Department:
Sabbatical Leave Dates:	

[CBA Article 22.1.i states: All faculty awarded a sabbatical leave shall submit to their Chairperson and Dean a written report detailing sabbatical activities and accomplishments and indicating how the original objectives of the sabbatical were met during the leave. This report shall be submitted within sixty (60) days of completion of the leave. For a faculty member on nine- or ten-month appointment whose sabbatical ends when his/her appointment year ends shall submit his/her sabbatical report within sixty (60) days from the starting date of the next appointment years, i.e., sixty (60) days after September 1<sup>st</sup> for a nine-month faculty member.]

**Due date** (nine- and ten-month faculty):

- Sabbatical completed at end of Spring semester - Report due to Chair and Dean by October 31
- Sabbatical completed at end of Fall semester - Report due to Chair and Dean by March 15

**\*\*\*Remember: Faculty members are responsible for submitting the report to their Chair and Dean by the due date shown.**

[CBA Article 22.1.i states: In the event of a late sabbatical report, the faculty member’s accumulation of years towards a future sabbatical shall begin with the semester following the date when the report is submitted. Such reports will be considered as part of the record for subsequent sabbatical consideration.]

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- 1) Please record all funding received while on sabbatical, including grants, honoraria, and compensation from other institutions.

UVM sabbatical salary (check boxes)	100% <input type="checkbox"/> 77.3% <input type="checkbox"/>	1-semester <input type="checkbox"/> AY <input type="checkbox"/>
Other funding (indicate source):	\$	Number of months:
Other funding (indicate source):	\$	Number of months:
Other funding (indicate source):	\$	Number of months:
Other funding (indicate source):	\$	Number of months:

- 2) Please summarize your sabbatical accomplishments and how these align with the outcomes proposed in your sabbatical application (see CBA 22.1.i, above). Clearly distinguish between activities that were completed during the sabbatical period and activities that are continuing beyond the sabbatical period. For the latter, provide an estimated completion date. Please briefly explain any changes between original plan and outcomes. (750 words max.).

\*\*\*\*\*






**PROPOSED ACTION:**

Name:

Date:

Current Rank:

Date attained:

College/School/Division:

Department:

Proposed Action:

 2<sup>nd</sup> ReappointmentRepresented  Full Time Promotion and TenureNon-Represented  Part Time Tenure Only Promotion Only \*Currently Tenured: yes  no

\* **Note:** "Promotion Only" actions for Non-Tenure Track faculty outside of the College of Medicine must be submitted on this Green Sheet Form plus the Supplement for Non-Tenure Track Reappointment Action form that is downloadable at this link:

<http://www.uvm.edu/~facsrcs/?Page=RPT.html&SM=submenu2.html>

Effective date of proposed action:

**TO BE COMPLETED BY THE CHAIR / DIRECTOR  
EXPECTATIONS OF THE CANDIDATE**

**In Schools without Chairs or Directors, review shall be carried out by the Dean.**

It is the responsibility of the Chair / Director to oversee the objective assembly of all pertinent, candidate-approved supportive materials such as teaching evaluations, and to ensure the inclusion of peer review documents (teaching, outside evaluators, secondary appointment reviews, etc.).

The entire dossier, EXCLUDING evaluative comments by the Chair / Director, is to be made available to Department faculty for their review and comment, as per the appropriate RPT Guidelines and Evaluations Criteria and Procedures.

**1. OVERALL EXPECTATIONS**

Provide a summary of expectations of the discipline in general and, within them, the Academic Unit, as reflected in College / School and Department Standards and Guidelines in the areas of: 1) teaching / mentoring / advising or, as appropriate, librarians' educational mission / extension faculty's educational accomplishments; 2) scholarship / research / creative activities; and / or 3) service, as pertains to the faculty track of the candidate (tenure / non-tenure). Indicate the Full-time / Part-time nature (percent effort) of the candidate and the breakdown of effort in each of the three areas (e.g., 40:40:20, 20:60:20, 60:20:20). Include a summary of written expectations at the time of initial appointment and as discussed at subsequent annual reviews ( $\leq$  750 words).

Most helpful responses to the Overall Expectations section included the departmental boilerplate language to establish the base expectations, followed by either confirmation that the applicant's workload distribution substantively matched that boilerplate language or whether it significantly varied from it. If it varied, how so?

**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. The focus is on accomplishments not evaluation (≤ 500 words).

**2. TEACHING / LIBRARIANS' EDUCATIONAL MISSION / EXTENSION EDUCATIONAL ACCOMPLISHMENTS**

Describe any accomplishments included in the approved RPT Guidelines and Evaluative Criteria and Procedures of the Academic Unit. Teaching must be evaluated regularly and the full results of those evaluations presented systematically for consideration in all reappointment, promotion and tenure decisions in cases where teaching is an assigned responsibility. It is the responsibility of the Chair / Director to oversee the objective assembly of all pertinent, candidate-approved supportive materials; and to provide a summary of the results of all student evaluations of teaching. Contact College / School for examples of summary formats.

**a. Summary Statement of Responsibilities (≤ 1000 words)**

**b. Courses**

Outline as a table or chart by semester / appropriate academic term: courses taught and their curricular purpose, credit hours, course responsibilities, faculty time commitment, size and type of classes. For team-taught courses, specify division of responsibilities and class commitments.

**c. Mentoring**

Provide a summary statement of responsibilities related to student mentoring (e.g., undergraduate research, undergraduate and graduate thesis advising and committees, postdoctoral students, interns / residents, visiting fellows / Scientists, High School students and / or educators). Include, as appropriate, student name, degree earned, discipline, time period of supervision (≤ 500 words).

**d. Curriculum / Course Development**

Describe contributions to Curricular / Course Development and their use at UVM and elsewhere, such as the development of new techniques of instruction and instructional materials, contributions to textbooks / manuals and other like course materials (≤ 500 words).

**e. Other Measures of Performance (≤ 250 words)**

Describe any accomplishments that are not included above.

**f. Teaching Honors and Awards**

Provide a list and describe the nature and importance of honors and awards received.

**g. Additional Accomplishments**

Describe any other contributions related to the teaching responsibilities, not included above, that should be considered (≤ 500 words).

**3. ACADEMIC ADVISING**

Academic Advising must be evaluated regularly and the full results of those evaluations presented for consideration in all reappointment, promotion and tenure decisions when Advising is an assigned responsibility. It is the responsibility of the Chair to organize a succinct summary of accomplishments.

**a. Summary Statement of Responsibilities**

Provide a summary statement of Advising responsibilities related to general student guidance (e.g., career plans, course planning). Include numbers of students but not a detailed list (≤ 250 words).

**b. Additional Accomplishments**

Describe any other accomplishments that relate to the approved faculty RPT Guidelines for the Academic Unit that are not covered above (≤ 250 words).

**4. SCHOLARSHIP / RESEARCH / CREATIVE ACTIVITIES**

The purpose of this section is to describe the record of scholarship, such as published research, recognized artistic works, engineering designs and other creative contributions in the formats expected of the discipline.

Performance in Scholarship / Research / Creative Activities must be evaluated regularly and a full analysis presented for consideration in all reappointment, promotion and tenure decisions.

### **a. Summary Statement**

Provide an introductory statement of interests in the area of scholarship / research / creative work (≤ 500 words).

### **b. Contributions**

Though the focus of the current Green Sheet review is the accomplishments made since appointment or last review, the successful case must also be built upon evidence of sustained excellent performance. For the categories listed below, as appropriate for the discipline, describe in chronologic order, numbered beginning with the most recent, all significant contributions, including full pagination. When appropriate, indicate contributions since last Green Sheet review under a heading(s) so-labeled. Include for Each Category as appropriate: Published; Accepted and In Press; Under Review; Submitted but Under Revision; Submitted but not Accepted. **In the case of multi-authored, original contributions, provide a brief description (1-2 sentences) of the role / contribution of the candidate. In the case of books, describe purpose / content and distribution / extent of use. Other contributions appropriate to the discipline also should be described.**

#### **i. Peer Reviewed Contributions**

List all works reviewed prior to publication by peers / editorial boards in the field, such as journal articles in refereed journals, juried presentations, books, etc. **Indicate up to five of the most important contributions with a double asterisk and briefly explain why these choices have been made.** Include a description of the stature of journals and other scholarly venues and how this is known (e.g., impact factors, percentage of submitted work that is accepted, together with an explanation of the interpretation of these measures).

#### **ii. Non-Peer-Reviewed (e.g., books, book reviews, brief reports, other contributions deemed appropriate)**

#### **iii. Grants / Contracts**

Provide agency, award period, amount, **role, and a 1-2 sentence description.** Indicate those that are peer-reviewed with an asterisk, also describing the peer review process. For each category list: Previous, Current, Pending, Submitted. Include priority score when appropriate and available.

**The information presented in this section needs to be consistent with the information in the cv**

### **1. Scholarship**

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**2. Education / Training Grants**

**3. Service (e.g., Contracts, Trials)**

**4. Teaching / Advising / Mentoring**

**c. Creative Scholarship in Teaching / Education**

Describe any contributions to Curricular / Course Development, such as the development of new techniques of instruction and instructional materials, explaining why these should be construed as creative scholarship ( $\leq 250$  words).

**d. Other Measures of Performance Related to Scholarship / Research / Creative Activities**

Describe any accomplishments that are included in the appropriate standards but are not included above ( $\leq 250$  words).

**e. Honors and Awards: Research / Scholarship / Creative Activities**

Provide a list and describe the nature and importance of honors and awards received.

**f. Additional Accomplishments**

Describe any other academic contributions related to academic appointment and related to Scholarship / Research / Creative activities that should be considered and that are not included above ( $\leq 500$  words).

**5. SERVICE**

**a. Provide a concise summary of service responsibilities ( $\leq 500$  words).**

**b. Provide in chronological order for each activity: assignment, dates, specific roles / responsibilities.**

## TIPS FOR CHAIRS

### **i. University**

Describe Committee appointments, administrative positions, work groups, etc., in the following order: Department, College, University. Indicate time commitment and administrative responsibilities, such as Chair.

### **ii. Professional Discipline-Related**

Describe under the topics: Professional societies; Editorial Boards; Reviews for journals, Grant review; Clinical Service, State, National, alumni/ae surveys, Other. For all cases, indicate time commitment and administrative responsibilities.

### **iii. Union**

### **iv. Community**

List committee appointments, administrative positions, work groups related to the academic appointment / discipline. Indicate administrative responsibilities such as Chair.

### **v. Other measures of performance as described in the faculty RPT Guidelines for the Academic Unit related to service that are not covered above.**

Describe accomplishments that pertain to specific expectations outlined in the Guidelines.

### **vi. Honors and Awards**

Provide a list and describe the nature and importance of honors and awards received.

### **vii. Additional Accomplishments**

Describe any other contributions related to academic appointment, not included above, that should be considered (e.g., Technology Transfer, Private sector) ( $\leq$  500 words).

**TO BE COMPLETED BY THE CHAIR / DIRECTOR****In Schools without Chairs or Directors, review shall be carried out by the Dean.**

It is the responsibility of the Chair / Director to oversee the objective assembly of all pertinent, candidate-approved supportive materials such as teaching evaluations, and to ensure the inclusion of peer review documents (teaching, outside evaluators, secondary appointment reviews, etc.). It is the responsibility of the Chair / Director to solicit evaluative comments from any Department in which the candidate holds a secondary appointment.

**6. SECONDARY APPOINTMENTS**

The Chair shall solicit performance assessment input from the Chair of any Department, Center or other Academic Unit in which the faculty member holds a secondary appointment.

Summarize Evaluative Comments received (≤ 500 words).

**7. ARM'S LENGTH EVALUATION OF SCHOLARSHIP / RESEARCH / CREATIVE ACTIVITY**

In cases where promotion and / or tenure is proposed, the Department must solicit from outside the University arm's-length evaluation of the quality and significance of the candidate's creative work when that has been an assigned responsibility. The selection of external referees is the joint responsibility of the candidate and the Department Chair. Such input must come from people whose ability to provide an objective evaluation of the academic performance and reputation of the candidate is not put into question due to a family relationship; by prior associations with the candidate, such as involvement in the candidate's education; having served together on the faculty at another institution; having been a co-author or co-investigator or collaborator in publications, patents or other scholarly contributions; having financial partnerships or relationships; or being close personal or family friends. In cases where the candidate requests to see these assessments, all information identifying the individual source must be redacted.

**a. Describe the method used to select outside reviewers (≤ 500 words).** Create a pdf of letters used to request external evaluation and the materials provided to include CV, pertinent standards and guidelines, expectations of the candidate, other demonstrations of creativity, all to be posted at the secure Department repository created for this specific Green Sheet review. **Reviewers must be explicitly requested to provide information on any association they have or have had with the candidate.** Outside reviewers should be requested not to make comparisons with their own institution.

**The common standards that the PSC values seeing, and that are typically found in most dossiers include: (a) external evaluators should be at "arm's length" (stated by the reviewer in the letter), (b) letters should be on institutional letterhead that is visible to the PSC, (c) the evaluator should already be at the rank as high or higher than the promotion being sought (e.g., all external letters for full professor bids should come from full professors), and (d) the CV of the evaluator should be included.**

b. Describe in a sentence or two the credentials of each reviewer without revealing identity or institution. Refer to them as reviewer A, B, ..., and provide a list with identifying information in confidential supporting documentation.

**DEPARTMENT REVIEW**

**FACULTY MEMBER**

In accordance with applicable provisions found in Part Three of the Faculty Handbook appropriate to the College / School or as according to the Agreement Between the University of Vermont and United Academics (AAUP/AFT), the entire dossier, EXCLUDING evaluative comments by the Chair / Director, is to be made available to Department faculty for their review and comment. The voting eligibility of faculty is in accordance with the Agreement and relevant Academic Unit Guidelines. Department review of non-represented faculty must be in accordance with College / School policy.

Describe the process followed and outcome of Department faculty review of the record and the nature of the advice received. Include an assessment of both positive and negative comments / votes received (≤ 500 words).

This section is to report on the deliberative process immediately preceding the faculty vote.

Number of Votes: YES: \_\_\_\_\_ NO: \_\_\_\_\_ ABSTAIN: \_\_\_\_\_

Distinguish recusals from abstentions

**CHAIR'S EVALUATION**

The Chair must provide a narrative evaluation of the candidate's performance, measured against the appropriate standards and expectations of the candidate. The Chair must also report a faithful summary of any advice received from the faculty regarding the dossier, including the faculty vote.

This section can include faculty advice received outside the deliberative process immediately preceding the faculty vote.

**8. EVALUATION FROM PRIOR GREEN SHEET REVIEW**

Provide a concise summary of past Green Sheet evaluative comments and votes, clearly indicating the review level (e.g., second reappointment - tenure track) and source (e.g., College Committee, Dean, Professional Standards, Provost). Include any response by the candidate to those earlier reviews that was made at the time (≤ 250 words). [For the most recent RPT review: attach a copy of the statements from FSC and Dean, and from PSC and Provost if such exist.]

In cases where a faculty member is being put forward for early promotion to Associate Professor with tenure, the PSC requests that the dossier, including the letters from the Chair and Dean assist the PSC in understanding the rationale for the early promotion.

**EVALUATION OF PERFORMANCE**



**9. TEACHING / LIBRARIANS' EDUCATIONAL MISSION / EXTENSION EDUCATIONAL ACCOMPLISHMENTS (≤ 1000 words)**

**10. ADVISING (≤ 750 words)**

**11. SCHOLARSHIP / RESEARCH / CREATIVE ACTIVITIES (≤ 750 words)**

**12. SERVICE (≤ 750 words)**

**13. JOINT APPOINTMENTS (≤ 500 words)**

**14. OTHER ACCOMPLISHMENTS (≤ 500 words)**

**15. SUMMARY STATEMENT OF PERFORMANCE (≤ 500 words)**

The purpose of this summary is to provide a concise summary of the recommendation, one that provides a sense of the supporting evidence.

RECOMMENDS

DOES NOT RECOMMEND

TIPS FOR CHAIRS

\_\_\_\_\_  
Chair (please print)

\_\_\_\_\_  
Chair Signature / Date

I have been informed of the above recommendation:

\_\_\_\_\_  
Faculty Member (please print)

\_\_\_\_\_  
Signature of Faculty Member / Date

**SUBSEQUENT REVIEW**

FACULTY MEMBER \_\_\_\_\_

**College / School Faculty Standards Committee**

Provide an evaluative summary of the evidence leading to the recommendation ( $\leq 500$  words). Include evaluative assessment of both positive and negative elements in the record. Include vote where relevant.

Number of Votes:      YES: \_\_\_\_\_      NO: \_\_\_\_\_      ABSTAIN: \_\_\_\_\_

RECOMMENDS

DOES NOT RECOMMEND

\_\_\_\_\_  
Signature of College / School Faculty  
Standards Committee Chair / Date

Statement attached

**Dean / Director**

Provide an evaluative summary of the evidence leading to the recommendation ( $\leq 500$  words). Include evaluative assessment of both positive and negative elements in the record. Include vote where relevant.

RECOMMENDS

DOES NOT RECOMMEND

\_\_\_\_\_  
Signature of Dean / Director / Date

Statement attached

**Professional Standards Committee**

Provide an evaluative summary of the evidence leading to the recommendation ( $\leq 500$  words). Include evaluative assessment of both positive and negative elements in the record. Include vote where relevant.

Number of Votes:      YES: \_\_\_\_\_      NO: \_\_\_\_\_      ABSTAIN: \_\_\_\_\_

RECOMMENDS

DOES NOT RECOMMEND

\_\_\_\_\_  
Signature of PSC Chair / Date

Statement attached

**Provost**

RECOMMENDS

DOES NOT RECOMMEND

\_\_\_\_\_  
Signature of Provost or Designee / Date

Statement attached



## **UVM Assessment Initiative: The Role of the Chair**

**Brian Reed**  
Associate Provost for Teaching and Learning

**J. Dickinson**  
Provost's Faculty Fellow for Assessment

### Goals for this Session

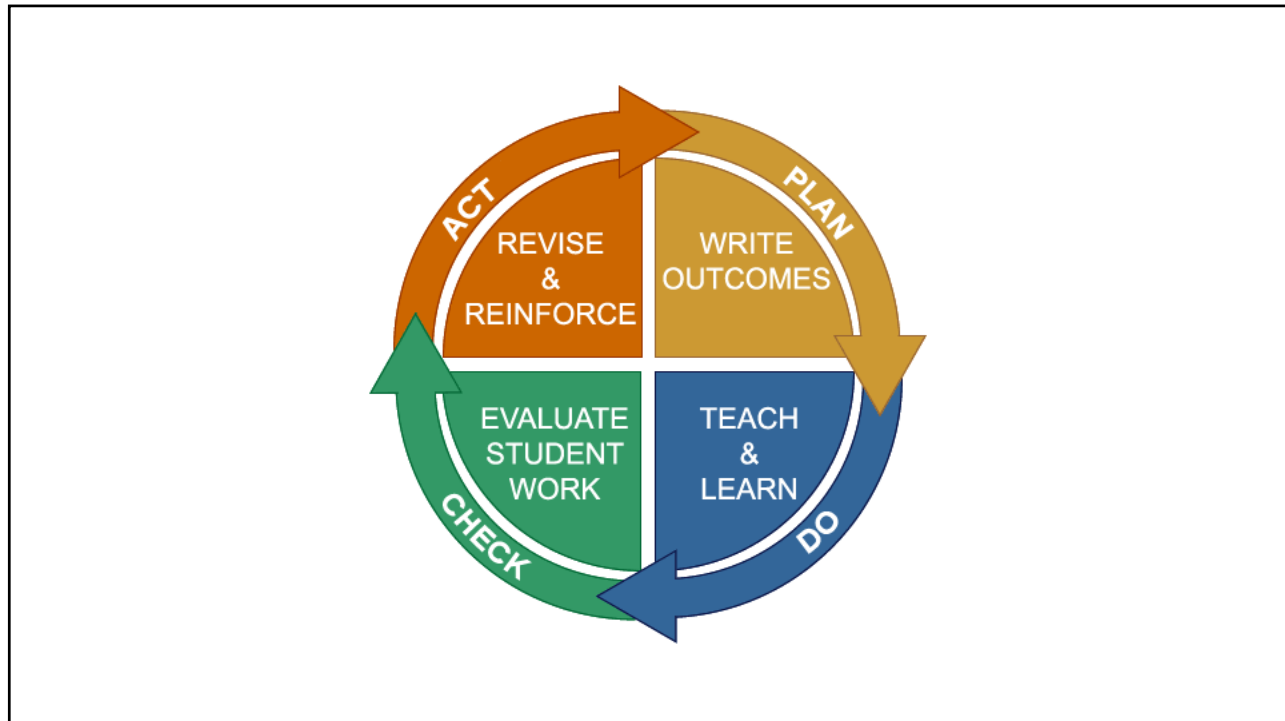
- To have you leave with a clear understanding of the role of department chairs in the assessment of learning outcomes
- To explain the ongoing assessment project and its relationship to UVM's decennial accreditation review by NEASC (site visit March 2019)
- To provide you with ideas and best practices for helping your academic programs develop robust, sustainable assessment plans
- To make you aware of helpful resources and support services

## What is assessment?

- Assessment of student learning outcomes involves gathering useful information on students' performance and using it to inform curricular and pedagogical revision
- Assessment should be a collaborative effort in which program faculty take the lead on identifying key learning outcomes for students finishing their programs, looking at student performance on those outcomes, and implementing efforts to improve student outcomes

## Goals of assessment

- Clear identification/description of program characteristics and expectations for student achievement
- Systematic collection of different kinds of (helpful) data to evaluate student progress towards/achievement of those expectations
- Use of analyzed data to inform curricular revision
- Repeat



## Creating a Culture of Assessment

- **Foster sustainable assessment plans that meet the needs of individual programs**
- **Provide training and support for “helpful assessment” that contributes to student learning outcomes and program quality, not just “checks the boxes”**

## Four-Year Plan

**2015-16** Establish baseline and launch support pilots

**2016-17** Gen Ed assessment planning; strengthen program assessment

**2017-18** Gather/update data sets; bring in co-curricular units;  
draft NEASC self-study (assessment)

**2018-19** Prepare for NEASC visit; plan for continuing  
assessment into the future

## Assessment Initiative Timeline of Goals

2016 – E-series forms (baseline)

2017 – Assessment plans (initial)

2018 + Cyclical assessment processes

By May 2018 we should have:

- 1) Up-to-date E1B forms from all externally accredited programs
- 2) Up-to-date E1A forms from all non-externally accredited programs
- 3) Assessment plan forms outlining cyclical assessment of learning outcomes for ALL non-externally accredited degree programs (graduate and undergraduate).



## Assessment Plan Form

This form is for non-externally accredited programs!



## But my program is externally accredited...

- As you progress through regular reaccreditation processes, be sure to update the E1B form on the Sharepoint site
- Your Unit Assessment Coordinator can provide support or help connect you with on-campus supports
- You are welcome to attend any of the workshops offered in the Assessment Series, including Intro to Curriculum Mapping and Direct Assessment Techniques

## What is the "Assessment Plan Form"?

The Assessment Plan template is a form with embedded instructions that walks you (the program) through the components of a basic assessment plan, including outlining a **cycle of assessment**.

The **assessment cycle** should include some assessment of all of the program's student learning outcomes over the course of between 3 and 5 years. You can vary types of assessment activity from year to year, and/or focus on 1-2 outcomes per year, covering all of them over the course of your assessment cycle.

## Purposes of the form:

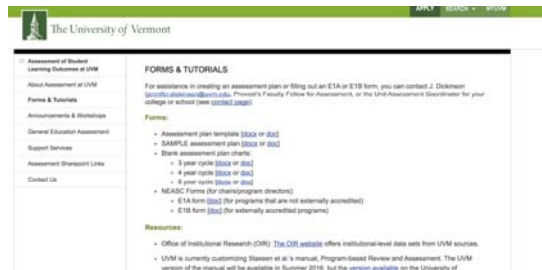
- Provide a concise and consistent format for outlining each program's assessment plans
- "Store" basic assessment information and goals in a place (Sharepoint Assessment site) that is accessible to assessment administrators, school/college assessment coordinators, program assessment coordinators

## Parts of the form

- List program or programs covered
- Who is the "point person" for assessment of these programs?
- List your program outcomes
- What components have you chosen for your assessment plan?
  - e.g. regular major survey; annual assessment meeting; collection and evaluation of samples of student work...
- Communication (with dept., with students, with alums, with administration)
- Representation of your cycle in chart form

## Where can I find the form?

- [www.uvm.edu/assessment](http://www.uvm.edu/assessment)
- Click on “Forms, Tutorials and Resources”
- The form template, a sample assessment plan, and charts for 3, 4, and 5 year assessment cycles are all available on this page (along with blank E1A and E1B forms)



## Where do I put it?

- Assessment Sharepoint Site (accessible through [www.uvm.edu/assessment](http://www.uvm.edu/assessment); click on “Sharepoint Sites”
  - If you are a new chair, please contact me to get added to this Sharepoint site
- Currently: In the Sharepoint site, put it in the folder labeled “Completed Assessment Plan Forms for non-externally accredited programs” – or send it to me and I can upload it for you
- In the Fall: Over the summer, folders will be created for each degree program and your E1A will be moved into that folder. Completed assessment plans will also be put into these separate program folders

## Questions? You can:

- Meet with the assessment coordinator for your school/college
- Request a meeting with me (available all year except July)
- Request assistance with indirect assessment
  - Alex Yin, Director of OIR
  - Hope Greenberg (CTL) offers assistance with developing surveys of majors
- Attend a workshop – these will be offered several times starting in August
  - Introduction to the Assessment Plan Form
  - Creating an assessment cycle
  - Curriculum mapping for program assessment
  - Introduction to Direct Assessment techniques

## Leadership for Assessment: The role of the Chair

## Steps in Program Assessment Planning

1. Develop program-level outcomes with input/drafts by faculty
2. Map curriculum to identify places where students learn, practice and demonstrate their mastery of the outcomes, and gaps might occur
3. Gather additional information about student progress within this curriculum through both direct and indirect assessments, e.g.:
  - Surveys of majors and/or alums
  - Faculty summaries of students' performance on expected skills
  - Rating of samples of student work against a rubric based on an outcome
  - Other indicators (retention of skills from prerequisite courses; identifying predictors of students success, etc.)
4. Use this initial information to develop a plan for assessment of student progress towards/achievement of learning outcomes
5. Move through the assessment cycle, making sure to regularly review information and "feed it back" into planning and assessment

## Understanding the Chair's role

- Useful assessment should be a collaborative effort that reflects a SHARED VISION for what students will know and be able to do when they complete your program
- As Chair, your primary responsibility is to foster the development of this shared vision, and promote/enable the work of assessment
- If you take on all the work yourself, it will not be a shared vision and assessment activities will be onerous (for everyone) and unlikely to succeed beyond an initial cycle

## Recommendations:

- Create time for assessment discussions. Depending on your department, this might involve:
  - Appointing a task force or committee, or tasking an existing committee, OR
  - Setting aside time for a departmental meeting or retreat to discuss assessment OR
  - Setting an assessment agenda and distributing the work across multiple meetings and venues
- Emphasize assessment as part of “curricular hygiene”
  - A healthy program is always engaged in evaluating student progress
  - A healthy program has faculty who negotiate a shared vision of student success within their program and strive to achieve that vision

## Few programs start at zero

Even if they do not have clearly stated/updated outcomes, most programs have been gathering and, to some degree, reviewing some data on student success in their program all along:

- Faculty impressions/frustrations
- Student satisfaction/dissatisfaction/pain points
- Grades or other course-level assessments that indicate student skill levels
- Anecdotal evidence about student success after graduation

## Where to start?

- Consider beginning with an alignment exercise
  - Ask faculty: What do we want our graduating students to know and to be able to do based on completing OUR program?
  - Then ask: In general, do are our graduates meeting those goals?
  - Then ask: In general, do the courses and other experiences students have in our program help students reach our goals?
- Another helpful exercise is to gather faculty teaching capstone-level experiences at the end of the semester/year and facilitate a conversation about general student strengths and weaknesses in achieving your program-level goals

Step by step

## 1. Review Program-level Outcomes

- Although programs may have recently drafted or revised their outcomes, they often need to look at them with fresh eyes in the next step of the assessment process
- Make sure that there are no “loose ends” or outcomes that your program is still grappling with
- Your outcomes should be easily available to students and prospective students on your website, and should be part of their experience in the program

## 2. Curriculum mapping

A curriculum map or matrix is a tool to link elements of a program (usually required courses and experiences) to learning outcomes.

The goal of curriculum mapping is to identify how graduation-level mastery of the outcomes is scaffolded across the program curriculum, as well as where students' progress is assessed and feedback given



## Why map a program's curriculum?

- Create a shared understanding of the program
- Check for “drift” in course goals - the role of courses in the curriculum may have changed over time
- Do a gap analysis to see where overlaps in emphasis, or gaps in coverage, may slow student progress
- Ensure that students are receiving sufficient feedback on key skills and knowledge as they develop the level of mastery expected
- Identify points in the curriculum where existing assessments can provide insights into student progress

TIP: Curriculum Mapping slides and handouts are on the assessment website! This workshop will be offered in August, or I can cover the material in a meeting with you

## 3. Gather initial data on student progress

- Use indirect assessments as well as “low-level” direct assessments to get a sense of the “lay of the land”

For example:

- Surveys
- Focus groups
- OIR data/analysis
- Data departments already have on employment/grad school acceptances etc.
- Syllabus audits/reviews
- Review of typical assignments
- “Gut check” faculty short reports and meetings to discuss overall strengths and weaknesses of student work at the end of a semester

TIP: This is a really important step to build confidence and understanding of assessment, as well as establish priorities

#### 4. Use this information to plan assessment components

- Identify “most pressing” needs or clear program priorities
- Gauge which outcomes or sub-outcomes are “low hanging assessment fruit”
- Can multiple outcomes/sub-outcomes be assessed together? Or do single outcomes need to be assessed piece by piece?

TIP: Help faculty understand the value of the assessments they do/are doing

#### Step 5: Planning for assessment

- How will assessment work be distributed across faculty?
- What is the best way for results of these assessments to be communicated to the department, students, and other interested parties (e.g. alums, other programs, the University)?
- Where will assessment data and records of decision-making processes live?
- How will decisions about next steps be made, and who will be responsible for implementing them?
- Workshops on planning your assessment cycle will be offered starting in August!

## A few final points:

- This is not a “once and you’re done” exercise; however, the largest amount of sustained effort is required as you are “ramping up” into an established assessment cycle
- While it is tempting to do it yourself (to avoid burdening others, or simply to avoid conflict), this is a place where you need to provide leadership for a process of reflection and collaborative decision-making for long-term success
- Help and support are available!! Check out the assessment website, email me, or contact your assessment coordinator

Questions?

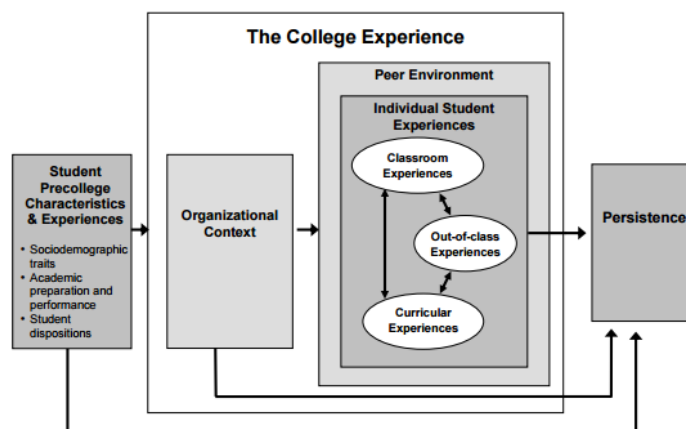
## What is institutional research?

Research leading to improved understanding, planning, and operating of institutions of postsecondary education.

- Association of Institutional Research

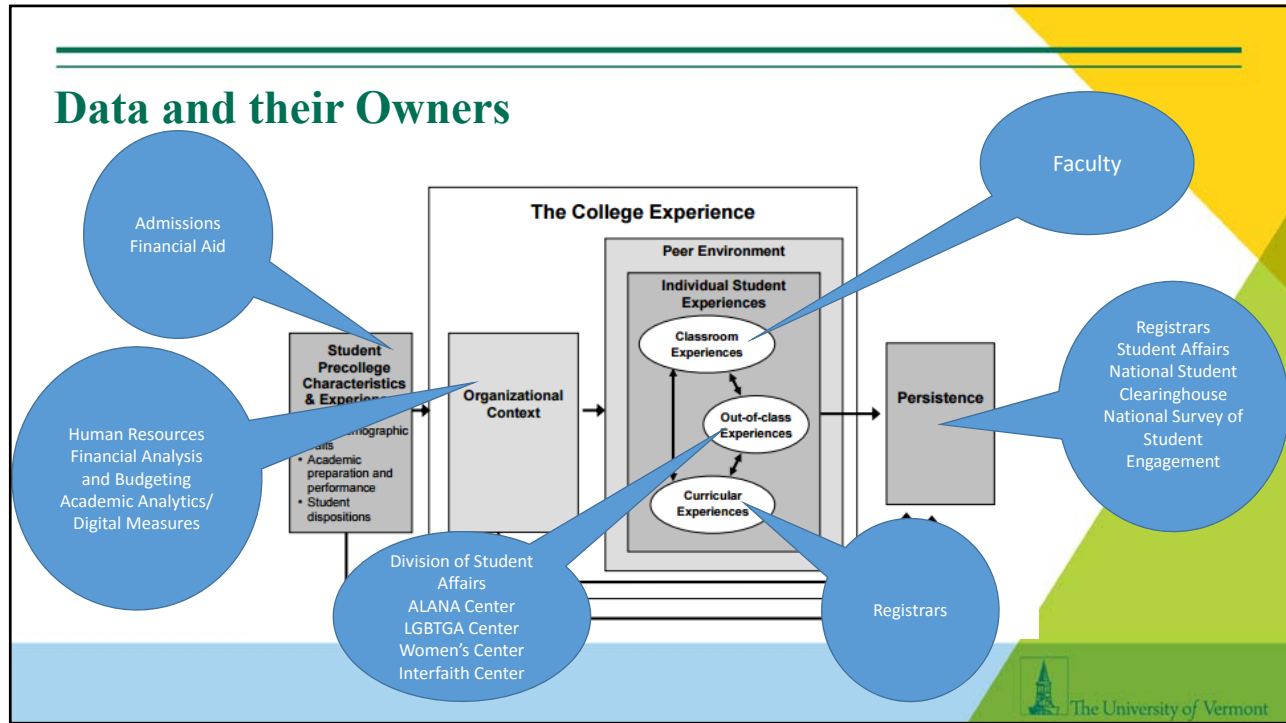


## A Comprehensive Model of Influences on Student Learning and Persistence



Terenzini, P.T., & Reason, R.D. (2005, November). *Parsing the first-year of college: Rethinking the effects on students*. Paper presented at the Annual Conference of the Association for the Study of Higher Education, Philadelphia, PA.





## UVM Office of Institutional Research

Alexander Yin  
Director of Institutional Research

Nguyen Bach  
Administrative Analyst/Planner Sr.

Larry Granillo  
Administrative Analyst/Planner Sr.

Megan Nyce  
Administrative Analyst/Planner

<http://www.uvm.edu/~oir/>  
Alexander.Yin@UVM.edu