~ WELCOME ~

COLLEGE OF AGRICULTURE AND LIFE SCIENCES

ADVISING AND TEACHING WORKSHOP

AUGUST 26, 2018
INTRODUCTIONS

CALS Student Services Team

Kate Finley Woodruff, Associate Dean, Student Services and Academic Programs

Whitney Northrop, Enrollment Management Professional

Rachel Leslie, Communications Manager
CALS DEAN’S OFFICE STUDENT SERVICES TEAM
WE ARE HERE TO SUPPORT YOU!

COURSE SCHEDULING
ROOM SCHEDULING
CATALOG AND BANNER EDITS
ACADEMIC INFORMATION SESSIONS
ADMITTED STUDENT DAYS
ORIENTATIONS
TRANSFER ORIENTATION
SUMMER PROGRAMMING

STUDENTS IN CRISIS
LEAVE OF ABSENCE
COURSE EVALUATIONS
GRADUATION
COMMUNICATIONS
SPECIAL EVENTS
INTERNATIONAL PROGRAMS
CALS COMMITTEES
PROGRAM DEVELOPMENT
AGENDA

- Welcome and update on CALS students
- Importance of the Student Story
- Facilitating and Navigating Sensitive Conversations in the Classroom
- Student Services Updates
  - Highlights of Advising Survey
  - Degree Works
  - CHEM,BIO and MATH restrictions
  - Change in Student Record Checks
  - Incomplete
  - Medical Withdrawal Policy
  - EAB Advising Software
  - Advising handbook
- Refresher on protocol of students of concern
- Learning Communities update
- Expectations and boundaries of teaching and advising/FERPA
OVERVIEW OF OUR CALS STUDENTS

• Currently about 1450 undergraduate students and 143 graduate students. Incoming class 276 and 67 transfers.

• UVM last year represented 48 internationals students and 174 multicultural students

• Graduated over 350 students in May
  • 15% were walkers (still needing to complete up to 6 credits)
    ▪ Last year more students participated in the DUR program than any year in the last 10 years
    ▪ Students completed over 48,000 hours of internship and community practicums
    ▪ 25-30% of students going to grad school within six months of graduation, highest at UVM
    ▪ SAT score of incoming class was up 32 points, three times the university average

Learning Communities update: 83 % of ALL 2018 incoming first year students are in programmed housing. Includes a one credit or three credit class
THE POWER OF STORIES
Who are we talking to?

- Prospective students
- Prospective parents and families
- Alumni and donors
- Current students
- Current parents
- Guidance and college counselors
- News media
- Government and policy makers
- Peers
- Community members
Communications Goals

1. Attract and retain high-quality, diverse students through compelling stories that illustrate the impact of a CALS education.

2. Equip CALS faculty, staff and students with resources and tools to promote a clear and consistent brand.

3. Develop and implement a data-driven marketing strategy to adapt resources and tactics based on enrollment and retention priorities.
Where do prospective students get information?

<table>
<thead>
<tr>
<th>Information Resources</th>
<th>Seniors</th>
<th>Juniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website for School</td>
<td>4.02</td>
<td>4.16</td>
</tr>
<tr>
<td>Calculator Results</td>
<td>4.05</td>
<td>3.9</td>
</tr>
<tr>
<td>Email from a School</td>
<td>3.73</td>
<td>3.73</td>
</tr>
<tr>
<td>Printed Brochures About the School</td>
<td>3.27</td>
<td>3.49</td>
</tr>
<tr>
<td>Phone Calls from Admissions Counselors</td>
<td>3.14</td>
<td>3.49</td>
</tr>
<tr>
<td>College Planning Website Entries for Specific Schools</td>
<td>2.99</td>
<td>3.46</td>
</tr>
<tr>
<td>Texts from Admissions Counselors</td>
<td>3.03</td>
<td>3.37</td>
</tr>
<tr>
<td>Videos</td>
<td>3.31</td>
<td>3.33</td>
</tr>
<tr>
<td>Virtual Reality (VR) Videos</td>
<td>2.57</td>
<td>2.73</td>
</tr>
<tr>
<td>Virtual Tours</td>
<td>2.95</td>
<td>3.03</td>
</tr>
<tr>
<td>Magazine Rankings</td>
<td>2.93</td>
<td>3.02</td>
</tr>
<tr>
<td>Social Media Posts</td>
<td>2.8</td>
<td>2.87</td>
</tr>
</tbody>
</table>

(Scale of 1-5, with 5 being the most influential)

Show vs. Tell
Passionate citizenship

Real-world hands-on experiential scholarly leaders

Creative prepared doers active thinkers

Intellectual scientific community approachable global open-minded

Genuine impactful empowered service dynamic
What makes a compelling story?

- Timely – what’s new? why now?
- **Significance/Impact** – who is affected? why does it matter?
- Proximity – is it relatable?
- **Human interest** – emotional appeal?
- **Authenticity** – does it reflect the UVM CALS brand?
- **Visuals** – what images will help tell this story?
Opportunities

• Successes of current students and faculty (awards, grants, publications, jobs)
• Interesting internships, especially beyond VT
• Student research in your labs
• New and engaging courses or academic programming (curriculum, study abroad)
• Examples of diversity – of individual or experience
• Alumni making impact, especially beyond VT
How the story unfolds

1. Identify
   - Alumni update
   - Publication accepted
   - New experiential learning course / opportunity
   - Student research
   - Award

2. Alert
   "Hi Rachel - check this out…"
   1-2 sentences (who, what, when?)

3. Explore
   - Investigate
   - Evaluate
   - Report

4. Announce, Amplify
   - Cross-promote
   - Social media
   - News media

5. Impact
   - Engagement
   - Action
Have a story idea?

Drop me a quick line!

rachel.leslie@uvm.edu
Facilitating and Navigating Sensitive Conversations in the Classroom

CHRIS KOLIBA
PROFESSOR AND DIRECTOR
MPA PROGRAM
COMMUNITY DEVELOPMENT & APPLIED ECONOMICS
Local

College students support free speech — unless it offends them
“What you see is a generation that’s struggling with really deep questions about how to be a pluralistic society and a pluralistic campus and how to be an open society and an open campus,” said Sam Gill, vice president of communities and learning at the John S. and James L. Knight Foundation, which led the effort with Gallup, the polling company.”
“In many organizations diversity dynamics such as ethnocentricity, stereotyping, and cultural differences interact with a highly imbalanced power structure (on a culture group basis) to produce work outcomes disadvantages for members of out-groups.” (Cox 2002, P.16)
Social equity and fairness

- Discrimination:
  - Intended: Oppression, segregation, bigotry, etc.
  - Masked: Glass ceiling; hiring patterns
  - Hidden / unintended: favoritism, institutional racism
Inclusivity is more important than speech, majority of students say

When forced to choose, a small majority of college students say inclusivity is more important than free speech, though they widely believe in the importance of both to democracy.

![Chart showing percentages of students who believe inclusivity and free speech are important.](https://www.knightfoundation.org/reports/free-expression-on-campus-what-college-students-think-about-first-amendment-issues)
WHY IS DIVERSITY CHALLENGING?

Tribal identities

Kinship

We tend to identify with those most like us.
Why is talking across differences so difficult?
Homogenous groups tend to be more cohesive. (Cox 2002, P.37)
Higher cohesive groups tend to have higher morale and better communications.
Cohesiveness and homogeneity are not synonymous!!! (Cox 2002, P.38)

We can (and should) create cohesive, but heterogenous groups...
Heterogenous Groups tend to be better problem solvers...

Introducing different perspectives truly enlarges the set of all different ways of solving a problem compared to if one fixes a perspective and only allows heuristics to vary. P.3

We find that diversity in either perspectives or heuristics proves sufficient for a collection of agents to locate optimal solutions to a difficult problem. We want to point out here that these findings apply equally well to a collection of agents over a long period of time working on the same problem. P.4
Continuum of Cultural Competency

Cultural Pre-Competence
- Recognize individual & cultural differences, seek advice from diverse groups, hire culturally unbiased staff

Cultural Competence
- Explore cultural issues, are committed, assess needs of organization and individuals

Cultural Blindness
- Differences ignored, “treat everyone the same”, only meet needs of dominant groups

Cultural Incapacity
- Racism, maintain stereotypes, unfair hiring practices

Cultural Destructiveness
- Forced assimilation, subjugation, rights and privileges for dominant groups only

Implement changes to improve services based upon cultural needs

SAMHSA
DISCUSSING DIFFICULT OR CONTROVERSIAL TOPICS

http://www.crlt.umich.edu/publinks/generalguidelines
Spontaneous Discussions: Dealing with the Unexpected

It is wise to be prepared to respond to the possibility that a student will raise a controversial issue in class unexpectedly. Immediate response is called for, if only to decide what to do next:

- Acknowledge the student who raised the issue while noting that students may vary in their responses.
- Decide whether you are ready and willing to engage with the topic right away.
- Quickly assess whether the class would like to spend time sharing views about the topic.

If students want to have a dialogue, and you want to wait on it, schedule a discussion for a later class and suggest ways that students could prepare.

Click here for further resources for making the most of 'hot moments' that emerge in your classroom when you do not anticipate them.
Planned Discussions on Controversial Topics

Planning a discussion on a controversial topic or issue benefits from consideration of the following topics, each of which is addressed below:

- Identifying a clear purpose
- Establishing ground rules
- Providing a common basis for understanding
- Creating a framework for the discussion that maintains focus and flow
- Including everyone
- Being an active facilitator
- Summarizing discussion and gathering student feedback
- Handling issues that involve the instructor’s identity
- University resources

Identifying a clear purpose

Starting a discussion with clearly articulated objectives can help shape the nature of the discussion and link it to other course goals.

Examples of general objectives include:

- Connecting the topic with course material, including fundamental concepts and strategies for analysis and thoughtful reflection
- Increasing awareness about the topic by providing information that is not generally addressed in informal discussions
- Promoting critical thinking by helping students to understand the complexity of the issues
- Enhancing skills for dialogue that students can take into other venues
- Relating classroom discussion to the roles that students have as citizens within the university community and larger society
Establishing ground rules or guidelines

In class, instructors can either work with students to generate ground rules or discussion guidelines, or they can present a set of guidelines and then work with students to accept or modify them. Referring back to these community agreements can be very helpful if discussion becomes tense. Some suggestions include the following:

- Listen respectfully, without interrupting.
- Listen actively and with an ear to understanding others’ views. (Don’t just think about what you are going to say while someone else is talking.)
- Criticize ideas, not individuals.
- Commit to learning, not debating. Comment in order to share information, not to persuade.
- Avoid blame, speculation, and inflammatory language.
- Allow everyone the chance to speak.
- Avoid assumptions about any member of the class or generalizations about social groups. Do not ask individuals to speak for their (perceived) social group.

It is important that students agree on the ground rules before discussion begins. See this page for some further examples.
Facilitating Reflection

A Manual for Leaders and Educators

Table of Contents

I. Understanding Reflection
II. Facilitating Reflection
   • Attitude
   • Communication
   • Group Dynamics
   • Trouble-Shooting
III. Getting Started
IV. The Reflection Circle
V. Activities
   • Reflection Starters
   • Role Plays
   • Quotes
   • Group Exercises
VI. Additional Forms of Reflection
VII. Acknowledgements

About Reflection

"Reflection" is a vital component of service-learning. This manual was designed for educators and leaders of service groups who have an interest and a commitment to provide reflection opportunities for students and community partners alike. College professors, K-12 teachers, community organization leaders, and leaders of service organizations have all found, "Facilitating Reflection: A Manual for Leaders and Educators," a useful supplement to their work.

This manual was written during the summer of 1995. The primary author, Julie Reed, was interning at the Georgetown University Volunteer and Public Service Center at the time. I had asked her to pull together a compendium of reflection activities that would be useful for educators and leaders of service groups. None of the ideas represented in this manual are original. We borrowed examples from a variety of sources, which you will find in the "Acknowledgements" section at the end of the manual.

Special thanks go out to Sharon Mongenthaler, and the Georgetown University Office of Volunteer and Public Service, for their permission to finally post this manual on the Internet. Any comments about the manual should be sent to: Christopher.Koliba@uvm.edu
A CALS-wide workshop/professional development opportunity around harnessing diversity in our classrooms and research agendas.

- Let Kate or myself know of your interest in participating and/or planning
SHAMELESS PLUG #2: STEER STUDENTS OUR WAY, WE OFFER AN ACCELERATED MPA DEGREE!

The Master of Public Administration Program at the University of Vermont joins rigorous study of the foundations of public administration with the practice of public administration in the real world.
Update from CALS Student Services

Refresher on Student care and self care.
Who is a Responsible Employee?

Responsible Employees include, but are not limited to, members of UVM Police Services and contract security personnel; a supervisor, manager or higher level employee; a chair, director or dean of an academic unit; full and part-time faculty members; personnel with oversight responsibilities for students or student employees; advisors to recognized student organizations; coaches and coaching staff.
WHAT NEEDS TO BE REPORTED AS PART OF TITLE IX?

SEXUAL ASSAULT
SEXUAL EXPLOITATION
SEXUAL HARASSMENT
RELATIONSHIP VIOLENCE
GENDER-BASED STALKING
CALS STUDENT SERVICES WILL WORK WITH YOU

• Let us know if you are concerned about a student or you are unsure how to proceed

• We will work together to file reports

• Steps to the process of reporting:
  • Title IX
  • CSA Form (Campus safety form for all crimes)
  • Call 911 if you the situation is urgent and you don’t feel safe
  • CARE report
# CAMPUS AND COMMUNITY RESOURCES

## Confidential Campus Resources:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Victim’s Advocate, UVM Women’s Center</td>
<td>656-7892</td>
</tr>
<tr>
<td>Counseling &amp; Psychiatry Services (CAPS)</td>
<td>656-3340</td>
</tr>
<tr>
<td>Student Health Services</td>
<td>656-3350</td>
</tr>
<tr>
<td>Cooperative Campus Ministry</td>
<td>656-3882</td>
</tr>
</tbody>
</table>

## Non-Confidential Campus Resources:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative Action and Equal Opportunity (AA/EO)</td>
<td>656-3368</td>
</tr>
<tr>
<td>Dean of Students Office</td>
<td>656-3380</td>
</tr>
<tr>
<td>UVM Police Services</td>
<td>656-3473</td>
</tr>
</tbody>
</table>

## Confidential Community Resources (24 hrs):

<table>
<thead>
<tr>
<th>Resource</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>H.O.P.E. Works</td>
<td>863-1236</td>
</tr>
<tr>
<td>Steps to End Domestic Violence</td>
<td>658-1996</td>
</tr>
<tr>
<td>Safe Space (part of the Pride Center of VT)</td>
<td>863-0003</td>
</tr>
</tbody>
</table>
The Dean of Students Office's number one priority is to support a healthy and safe community. Occasionally, members of our community find themselves or others in need of additional help and support. If you are concerned about a UVM community member or are concerned about a specific event, contact the Dean of Students Office (802-656-3380). Or, if you would like to remain anonymous, you can report your concerns using the Concerning And/or Risky Event (CARE) form:

SUBMIT A CARE FORM

REPORT A BIAS INCIDENT

STUDENTS OF CONCERN RESOURCES
FIRST 2 WEEKS OF CLASSES

LET’S TALK

don’t miss one on one conversations
with a CAPS counselor.

MONDAY–FRIDAY
12:00–2:00PM

free and confidential drop ins
up to 30 minutes (FIRST COME FIRST SERVED)

Available at both CAPS locations:
Jacobs House, 146 South Williams
Wright Hall 113, Redstone Campus

uvm.edu/health
WHAT WOULD YOU DO?

1. Student comes to you and discloses their partner is abusive. It’s an evening class and CALS Student Services are closed.

2. A student explains their grandmother is sick and they must go home for the week and will not be in class for an exam.

3. A student explains that they are feeling very anxious and are struggling in class.

4. You are in class, and feel a student is verbally combative and become disruptive.

5. A parent calls your office directly wanting to discuss their son or daughter’s grade or coursework.

6. It is exam week and a student comes to you concerned about their mental health and asks for an extension or incomplete. You have not received any documentation from Student Accessibility Services.
POLICY CHANGES DIRECTLY IMPACTING STUDENTS

- **Medical Withdrawal Policy**
  - Students who take a full medical withdrawal will now be required to go through a re-entry process that requires (1) a letter from the student, (2) a letter from their doctor or primary care provider, and (3) review by a medical re-entry committee (made up of CHWB and DOS staff)
  - Students wishing to re-enter from a medical withdrawal should contact Whitney as soon as possible to begin the process
  - This is an interim policy effective Fall 2018; the policy will be posted in full online shortly

- **Expectations and boundaries of teaching and advising/FERPA**

- **Scholarship appeal process**
  - As of Fall 2017, there is no formal appeal process for the loss of student's scholarships
  - Students will regain their scholarships once the GPA standard has been met again
  - There is still a formal appeal process for loss of financial aid; students should contact Whitney to fill out their SAP academic appeal form
STUDENT ILLNESS

• The CALS Student Services Team cannot verify a student is sick.
• The UVM Health Center does not issue notes to students. IF the student goes to the Health Center, has a fever, is contagious, or seriously ill, with the permission of the student, they will contact the Dean’s Office. We will communicate with you.
• Clearly state what your absentee policy is in the syllabus.
Update from CALS Student Services

EAB Advising Software

CAMPUS

(coming soon)
CAMPUS AND GUIDE PLATFORM OVERVIEW

EAB Campus
Student Support Services, Academic Leaders, Administration

Campus
- Advanced Search
- Referrals and case management
- Appointment reports and shared notes
- Early alerts
- Intervention campaigns
- Front desk management

Guide
- Personalized student path
- Intake survey
- Quick polls
- Push Notifications
- Student calendar
- Holds Center
- Major Explorer
- Campus Resources

Connect Network
links students to their support team

Tools in Campus facilitate the work and collaboration of advisors and support providers behind-the-scenes of the student experience.

Guide empowers students to take ownership of their journey through customized mobile interventions and ability to reach out for support.
79% OF FTFYS DOWNLOADED THE GUIDE APP AT JUNE ORIENTATION.

STUDENTS ARE USING GUIDE TO:
View course schedules - Explore majors & careers
Access campus resources - Tell us about their interests
SSC-Campus – Phase I Functionality

Student Profile
Advising Summary Reports & Notes
Advisor-initiated Appointment Campaigns
Messaging Sub-sets of Students (Text & Email)
Advanced Searches & Watch Lists
Implementation phased approach

**GUIDE (Mobile)**
- First-Time, First-Year, June Orientation
- Transfer Students, Summer Orientation
- Returning students, Fall 2018

**CAMPUS (Web)**

**FALL 2018**
- 4 Student Services Teams:
  - CEMS – Engineering
  - CNHS
  - GSB
  - Honors College

**SPRING 2019**
- Remaining student services teams
- Additional support offices (i.e. International Ed)
- Faculty departments from each college/school
Community Development and Applied Economics Department

- A handful of faculty will be trained in October/November and then begin to use the web-facing application Spring 2019
- Fully online Fall 2019
Update from CALS Student Services

• Degree Works reminders
  • Exception form is online
  • Exceptions for University Requirements: student must go through the committee chair for an exception and then Whitney can process

• Incomplete policy
  • Importance of setting a deadline
• CHEM, BIO and MATH courses: when credit is not given twice

• Example: CHEM 031. General Chemistry 1. 0 or 4 Credits.
  • May not be taken for credit concurrently with, or following receipt of, credit for, CHEM 023, CHEM 025 or CHEM 035.

• Example: MATH 019. QR: Fundamentals of Calculus I. 3 Credits.
  • Credit not given for more than one of the courses MATH 019, MATH 021 unless followed by MATH 022.

• Example: BIOL 001. Principles of Biology. 0 or 4 Credits.
  • Credit not given for both BIOL 001 and BCOR 011.

• Always refer to catalogue for these rules and restrictions

• If credit is not given twice, a course will be listed in the “Insufficient” section of a student’s audit
CHANGE IN SENIOR RECORD CHECK FORM

- New look to the form and the walk form
- The procedures for the SRCs will remain the same
- When reviewing SRC with student, it is a good time to submit exceptions
- SRCs for December 2018 and May 2019 will be sent to departments in early September
- Walk forms will be available online and with department coordinators for late adds
As part of the new contract:

Effective with courses offered in the Fall of 2018, and in order to allow students to make more informed choices on course selection, all faculty members are required to develop and post Expanded Section Descriptions (“ESD”) for courses that they will be teaching. As an alternative to providing the ESD, a faculty member may substitute his or her syllabus for the course or a link to a substantially similar syllabus for that course from a prior academic semester, which must include any required textbooks or other materials to be ordered by students.

16.21
In order to allow students to make more informed choices on courses before the Add-Drop period, all faculty members will be required to make syllabi available to students for courses no later than the first day of classes. This provision shall also apply for courses taught for supplemental compensation.
CALS CORE CURRICULUM: ACADEMIC REQUIREMENTS

- English 001 requirement (only substitute is AP Expository writing, a transfer equivalent college course, or TAP course taken)
- Sustainability requirement
- Diversity 1 and Diversity 2 requirement
- Quantitative Reasoning (math, statistics)
- TWO Natural Sciences
- TWO Social Sciences (all CDAE courses and COMU 001 count here)
- TWO Humanities
- 120 credits (must include all major requirements)
- CALS Foundations (001 and 002)
ACADEMIC REQUIREMENTS: CURRICULUM

- GPA requirements
- Full-time (12-18 credits) vs. part-time
- Withdrawal vs. medical withdrawal
- Credits and impact on financial aid

Process for review of these requirements is addressed in the CALS Curriculum Committee
Syllabus – contract for your course

- Do not change it unless there are extenuating circumstances.
- State your grading system (i.e.: what the grade is based on) very clearly and post it as part of the syllabus.
- Encourage transparency in grading, e.g. rubrics.
- Grade calculations must state if grading down and why.
- Set clear goals.
- State definite assignment due dates and consequences for not meeting the deadlines.
- Classroom management policies (cell phone, computer, food, etc.)
- Clearly state final exam dates are not flexible
- If academic integrity concern comes up, contact the Center for Student Conduct.
TEACHING: TIPS FOR THE CLASSROOM

• We recommend that if you teach a first year course, you have quizzes early in the first four weeks to give students a benchmark with which to judge their progress.

• We recommend that all first year classes have an Academic Alert System to notify students who are performing unsatisfactorily in class. Students should be encouraged to discuss warnings with the professor of the class and with their advisor.
EXAMPLES OF WHEN ACADEMIC ALERTS COULD BE USED:

• When a student has not been attending class regularly or has had several absences
• When a student consistently arrives late for class or leaves early
• When a student has not turned in assignments, or assignments have been turned in late
• When a student receives poor grades on assignments, quizzes or exams
• When a student does not prepare for class or participate in class discussions
• When a student’s classroom behavior is inappropriate or disruptive
• The Academic Alert letter may also be used at mid-term to warn a student that if academic performance does not improve, s/he will likely earn a poor grade or be in danger of failing. To be most effective, Academic Alert letters should be sent as soon as a problem or concern is detected. Faculty are strongly encouraged to discuss with students their use of Academic Alerts in support of students’ success.
### Faculty Detail Schedule

**Intro Cont Public Affairs - 11485 - PA 206 - A**

- **Available for Registration:**
  - College: College of Agric & Life Sci
  - Department: Cmty Dev & Apil Econ
  - Part of Term: 1
  - Course Levels: Continuing Education, Certificate, Graduate, Medical Student, Student, Undergraduate
  - Campus: Main Campus
  - Syllabus: Add
  - Rosters: Classlist

#### Enrollment Counts

<table>
<thead>
<tr>
<th>Maximum</th>
<th>Actual</th>
<th>Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment: 75</td>
<td>78</td>
<td>-3</td>
</tr>
<tr>
<td>Cross List: 0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Major</th>
<th>Degree</th>
<th>Class</th>
<th>Credits</th>
<th>Reg Status</th>
<th>Reg Date</th>
<th>XLst CRN</th>
<th>Enrollment Change</th>
<th>Academic Alert</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG</td>
<td>PCOM</td>
<td>BS</td>
<td>Senior</td>
<td>3.000</td>
<td>You are registered! (Web)</td>
<td>Nov 17, 2015</td>
<td>Graded</td>
<td>Update</td>
<td>Email</td>
<td></td>
</tr>
<tr>
<td>UG</td>
<td>PCOM</td>
<td>BS</td>
<td>Senior</td>
<td>3.000</td>
<td>You are registered! (Web)</td>
<td>Dec 04, 2015</td>
<td>Graded</td>
<td>Update</td>
<td>Email</td>
<td></td>
</tr>
<tr>
<td>UG</td>
<td>PCOM</td>
<td>BS</td>
<td>Junior</td>
<td>3.000</td>
<td>You are registered! (Web)</td>
<td>Nov 18, 2015</td>
<td>Graded</td>
<td>Update</td>
<td>Email</td>
<td></td>
</tr>
<tr>
<td>UG</td>
<td>PCOM</td>
<td>BS</td>
<td>Junior</td>
<td>3.000</td>
<td>You are registered! (Web)</td>
<td>Nov 16, 2015</td>
<td>Graded</td>
<td>Update</td>
<td>Email</td>
<td></td>
</tr>
<tr>
<td>UG</td>
<td>PCOM</td>
<td>BS</td>
<td>Junior</td>
<td>3.000</td>
<td>You are registered! (Web)</td>
<td>Nov 18, 2015</td>
<td>Graded</td>
<td>Update</td>
<td>Email</td>
<td></td>
</tr>
</tbody>
</table>
TEACHING: RULE ABOUT EXAMS IN FINAL WEEK

UVM Catalogue states:

“No course may conduct more than one in class exam or test during the last two weeks of the semester (week prior to finals week and the week of finals).”

“No student shall be required to take four or more final exams in one 36-hour period.”
TEACHING: SUBMITTING FINAL GRADES

- Final grades must be turned in within 72 hours after your final exam. If you don’t get them submitted, it affects graduating seniors, studies committee results, class standing, and university honors. This is a huge deal (this could result in a lawsuit), so please meet the deadline! AF will be assigned if you do not make the deadline.

- Grades not submitted automatically are entered as AF, and triggers notification in the Dean’s Office.
Course Evaluations and Advising Evaluations now available online

- The course/instructor evaluation is no longer a paper process. It is online and can be accessed via smartphones and computers. This will be opened for all course use three weeks before the end of classes. It will remain open through the last day of classes. Each semester you will receive an e-mail from the dean’s office with instructions prior to the last week of classes.
ADDITIONAL INFORMATION AS TIME ALLOWS
TIPS FOR TEACHING AND ADVISING
AN OVERVIEW
ADVISING
TIPS FOR SUCCESS

Managing the needs of Advisees:

• Post/list office hours or your availability for meeting.
• Pro-active communication may alleviate duplicative emails
  ~ “Welcome back. Here are resources for….”
  ~ “We will be meeting in October. Look for the doodle poll meeting dates…”
  ~ “Classes for the spring will be release on (this date), here is the link to…”
• Reply to advisee e-mails within 48 hours (recommended).
ADVISING
TIPS FOR SUCCESS

• Have a plan for increasing students’ responsibilities in advising process

  “After reviewing your CATS report/Degreeworks, come prepared for your advising session with the following:”

  ~ 5-7 classes you would like to take next semester that do not have time conflicts
  ~ Thoughts on study abroad, internships, research
  ~ Any issues/problems you wish to suggest and your ideas for a solution

• develop a 4 year plan, keeping in mind internship and study abroad plans.

http://www.uvm.edu/~career/?Page=CALS_4year.html&SM=4yearplansubmenu.html
ADVISING
TIPS FOR SUCCESS

• Learning Co-op/Tutoring Center- [http://www.uvm.edu/learnco](http://www.uvm.edu/learnco)
  (Located above the Marche in the Living/Learning Center)

  ~ Subject area tutoring is a part of a student’s comprehensive student fee. UVM undergraduate students can meet one-on-one with a tutor once per week for each course.

  ~ Supplemental study sessions that is a group-based, peer-run study system by subject area. **Especially important for challenging math/science courses!**

• Undergraduate Writing Center (Located in the Bailey-Howe Library)

• Student Accessibility Services (SAS) (new name for ACCESS)
  • ~faculty open house Friday 8/26 between 1:00-3:00pm, Living/Learning A170
STUDENT SUPPORT SERVICES

CALS Dean’s Office- Student Services Team, 106 Morrill
SAS: http://www.uvm.edu/access/
Writing Center: http://www.uvm.edu/wid/writingcenter/
Learning Co-op: http://www.uvm.edu/learnco/
Supplemental study sessions:
  http://www.uvm.edu/learnco/?Page=schedule/sischedule.html
Career Services: http://www.uvm.edu/~career/
Student Health Clinic: http://www.uvm.edu/~CHWB/health/
Wellness, health problems, and others: work with Whitney Northrop
CAPS (counseling services) http://www.uvm.edu/~chwb/psych/
Career and Experience Hub (Davis Center):
  https://www.uvm.edu/~davis/?Page=re_thehub.php&SM=menu_errands.html
ADVISING: TIPS

• Post/list office hours or your availability for meeting.
• Reply to advisee e-mails within 48 hours (recommended).
• Document, document, and document what you have discussed with the students.
• Show the student what a 4 year program would probably look like, keeping in mind internship and study abroad plans.
• Follow your natural instinct if you feel that the student has issues that need Dean’s Office assistance (Rose).
• Create a webpage for your advisees. (example: https://www.uvm.edu/~dneher/)
• Have a plan for increasing students’ responsibilities in advising process.
• Encourage students to use University resources and Career Services.
• Supplemental study sessions. Have your students take advantage of them, especially with the more demanding science courses.
ADVISING
TIPS FOR SUCCESS

• Encourage students to use University resources and Career Services.

• Follow your natural instinct if you feel that the student has issues that need Dean’s Office assistance (Whitney).
  
  ~ When to call and/or refer students to Whitney?

• Document, document, and document what you have discussed with the students.
Process for Study Abroad:

• Contact the UVM Office of International Education: [https://www.uvm.edu/oie](https://www.uvm.edu/oie)

• Students should begin process at least 15 months before planning to study abroad

• Courses will be pre-approved by Advisor, especially where exceptions are granted.

• Plan for courses to be taken abroad (humanities?). Plan for required once a year course offerings

• Students must have a minimum 2.5 GPA to study abroad
ADVISING NCAA ATHLETES

• Progress toward graduation is monitored
• Advising is done within Athletics as well
• Be aware of practice schedule conflicts
• Student progress reports should be given to you to complete mid-semester
ACADEMIC ADVISING: DOCUMENTATION

• Document, document, and document what you have discussed with the students.

• ELECTRONIC SHARED DRIVE

  Electronic student files can be accessed via the shared drive on your UVM computer

• ADVISING NOTES IN DEGREEWORKS (remember, they students have access)

If you have trouble accessing the shared drive, please contact David.Deutl@uvm.edu and he can help configure your computer.

Utilizing electronic files is not mandatory, however you may find it useful to go paperless.
ADVISING LINKS

Electronic advising files—shared drive

Advising Handbook: https://www.uvm.edu/cals/forms_resources_and_policies/procedures

Student Portals in MyUVM: https://www.uvm.edu/~rgweb/?Page=myuvm/student/student.html

Senior Record Check—The CALS Dean’s Office is still requiring Senior Record Checks. The departments will receive these.

Declaration of Major Form, Declaration of Minor (only depts. requiring approval) within CALS Form: https://www.uvm.edu/cals/forms_resources_and_policies/procedures

- Follow up with Whitney—students need to be proactive
ACADEMIC ADVISING: DOUBLE DIPPING

The College of Agriculture and Life Sciences allows students to double count a course toward requirements TWICE, *unless stated otherwise in the catalog.*

(some additional restrictions may apply)
ADVISING INTERNATIONAL STUDENTS
RESOURCES FOR FACULTY ADVISING INTERNATIONAL STUDENTS

Resources for faculty advising international students

- Innovations in Faculty Support for International Students:
  http://globaled.us/internationalization/faculty-support-for-international-students.asp
- NACADA: Advising Chinese Students:
- Drexel University Faculty Handbook on Advising and Teaching International and ELL Students:
  https://drexel.edu/~media/Files/dcae/Faculty%20Handboook%20v%203.ashx
- Communication Tips:
  https://www.missouristate.edu/advising/international/160440.htm
- Summary of Best Practices for Retention:
  http://www.nafsa.org/__file__/__mr_best_practices.pdf
- Universal Design for Learning:
  http://www.uvm.edu/ctl/?Page=resources-teaching/udl/index.php

If you have specific questions, please contact the Global Gateway Program:
  Hollee Kennison, Hollee.Kennison@uvm.edu, 802-656-2980
  Margaret Coan, Margaret.Coan@uvm.edu, 802-656-3815

Example: International, USPP (US Pathway Program), GGP (Global Gateway Program)
ADVISING:
HELP WITH CAREER DEVELOPMENT
TIPS FOR SUCCESS

• Request for a letter of recommendation and references
  (ask for resume, sample of work from a class, description of the job, deadline, contact person, specific strengths to address, who will be contacting you)

• Sources for an internship/job: handshake, Career Hub, Linkedin groups, CALS social media, VBSR.org, goodfoodjobs.com, Monster.com, etc.

• Career Center: Help with resume, cover letters, job searching, etc.

• Offer networking suggestions

• Keep in touch! (track student success, future referrals, etc.)
Addressing classroom disruptions

- [https://www.uvm.edu/cals/forms_resources_and_policies/procedures](https://www.uvm.edu/cals/forms_resources_and_policies/procedures) Inform your expected behaviors for class on the syllabus, for example:
  - Ground rules for discussions
  - Questions about exams
  - How to communicate with you and/or your TAs
  - Appropriate language, words, emails, classroom etiquette

- Age of electronics—cell phones, computers, etc. in the classroom
  - Put UVM Police number (802-656-3473; 802-656-FIRE) in your cell phone
  - Register with UVM Police for CAT alerts [http://www.uvm.edu/police/](http://www.uvm.edu/police/)
FACULTY OPPORTUNITIES

Center for Teaching and Learning: [http://ctl.uvm.edu/](http://ctl.uvm.edu/)

- The Center for Teaching & Learning (CTL) explores, promotes, and supports excellence in teaching, with diverse technologies, at UVM.
- Courses on topics such as syllabus development, Blackboard, iClicker, powerpoints, designing accessible course materials, hybrid and online courses, faculty development, and much more!

[http://www.uvm.edu/ctl/](http://www.uvm.edu/ctl/)

“Doctor is in”- drop in sessions at the library, Rm 303 no appt. needed
ACADEMIC TEACHING AND ADVISING

Questions and comments?
What additional information can we provide you to support excellence in teaching and advising?

We are here to support you! Have a wonderful semester!