October 2018

TO: UVM College of Nursing and Health Sciences Faculty and Staff
FROM: Patricia Prelock, Dean

“Forward Together”

INTRODUCTION

This is the second publication that I am sharing with you this academic year. I hope this will help facilitate further discussion at our October 15 meeting. A big thank you, first, to all staff, faculty and students who participated in Parents’ and Reunion Weekend Oct. 5-6-7. It is always a special event with numerous hours put in by our staff to make it special for families, students and alumni.

In this publication I am happy to share what exciting educational events have occurred or are occurring, our student success results, the CNHS research featured in the 2018 edition of UVM Inquiry, our diversity initiatives, and some important news about budget returns as incentives for program reinvestment. I will also provide a summary of the Mentoring Survey results that many of you completed in September. Thank you for your engagement in this effort.

I hope you will find this information to be useful in our ongoing discussions and celebrations of the achievements of our faculty, staff, and students.

EDUCATIONAL EXPANSION AND INNOVATION

Interprofessional education. We continue to tear down professional silos and barriers as we learn to work together. We had 330 students and almost 40 faculty members participate in our IPE Orientation Day on Friday, September 7. Students from CNHS, the Larner College of Medicine, The Albany College of Pharmacy and Health Sciences, the College of Agriculture and Life Sciences and the College of Education and Social Services participate. Interprofessional teams of students were able to share their pathway to their profession as well as learn about other professions from faculty, families and other students. This experience provoked important feedback as one student described, “Hearing from the individual professionals was very eye opening and educational. I was able to ...think about how I will interact with others in their roles in the future.” Students appreciated the stories of patients and their families who were affected by a stroke. Students are also being invited to volunteer as IPE groups for a number of community events over the academic year. The IPE Student Group that obtains the highest amount of volunteer hours will be selected for the Deans’ Award for Interprofessional Service at the end of the spring semester.
This semester Dr. Jason Garbarino launched a CHNS undergraduate service learning course in Gerontology that had previously been limited to nursing students. By opening this course up to all CNHS students, opportunities were created to appreciate the interprofessional teamwork necessary when providing optimal care for elders. This course involves interviews of elders living in senior housing sites and assisted living facilities in our community; as well as guest lectures representing many different professions.

On the graduate level, students from nursing, medicine, physical therapy, pharmacy, communication sciences & disorders, nutrition, and social work will have an opportunity to work together and discuss palliative care for a patient with ALS and his partner. Students will also participate in the “virtual case” of Mrs. Kim in an online discussion format. In these activities, students practice how to effectively function as an interprofessional team.

We are very fortunate to have a committed group of students who formed a Student Interprofessional Education Leadership Committee (SIELC). Their first event was held October 3 and featured a moving family panel discussing children’s mental health. A big thanks to Shira Habermehl, CSD student, and Bear Berenback, PharmD candidate, for their efforts to get students excited and involved.

CNHS-sponsored professional development. Hope you had a chance to attend Associate Dean Jeremy Sibold’s brown bag lunch on syllabus development. If you missed it, I am sure he would be willing to give you some of his tips!

New programs. The Undergraduate Certificate for Integrative Health and Wellness Coaching and a partner certificate through Continuing and Distance Education was approved at the CNHS Curriculum Planning Committee and it is off to Curricular Affairs at Faculty Senate. A big thank you to Karen Westervelt and Cara Feldman-Hunt for their work on this certificate and to a generous donor who supported the development of the certificate and the training necessary for faculty to achieve the skill set they need to be certified integrative health and wellness coaches.

Expanded Course Descriptions (ESDs). A reminder to all faculty to complete your expanded course section descriptions for Spring 2019. The deadline is October 29th. ESDs should be posted via the faculty portal, where there is an instructional video that demonstrates the procedure.

STUDENT SUCCESS

I am hearing consistent reports that our current first-year class is extraordinary. They are tuned into what they need to do, how they need to access information, and the way in which they engage. I can speak first-hand about their engagement as I was privileged to speak to our entire first year class in NH 50 and marveled at their ability to make connections at an interprofessional level and the experiences they are bringing to their disciplines.

Excellence by the numbers. I am pleased to report that our first-year retention rates were the highest on campus. This is a result of the collective work of our amazing professional advising team in the Office of Student Services, and our wonderful faculty advisors. Thank you for your work that has made CNHS a consistent institutional leader in retention. But that is not all! We had the highest 4-year graduation rates and the highest diversity numbers for the first-year class. Here
are the numbers and the UVM averages for the relevant admissions/enrollment, retention, graduation and diversity data.

<table>
<thead>
<tr>
<th>2018 FTFY Enrollment Summary/Retention &amp; Graduation Rates</th>
<th>CNHS Performance</th>
<th>UVM Performance Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total enrolled</td>
<td>234 (target was 220)</td>
<td>2531</td>
</tr>
<tr>
<td>Admissions rate</td>
<td>50.2 (lowest on campus)</td>
<td>67.6</td>
</tr>
<tr>
<td>Yield rate</td>
<td>23.5 (2nd highest on campus)</td>
<td>17.6</td>
</tr>
<tr>
<td>SAT</td>
<td>1244</td>
<td>1265</td>
</tr>
<tr>
<td>GPA</td>
<td>3.8 (highest on campus)</td>
<td>3.6</td>
</tr>
<tr>
<td>% Vermonters</td>
<td>22.7 (3rd highest on campus)</td>
<td>22.2</td>
</tr>
<tr>
<td>% Students of Color</td>
<td>15% (highest on campus)</td>
<td>12%</td>
</tr>
<tr>
<td>Retention rate for 2017 cohort</td>
<td>91.6% (highest on campus)</td>
<td>86.6%</td>
</tr>
<tr>
<td>4-year graduation rate for cohort 2014-18</td>
<td>78.9% (highest on campus)</td>
<td>63.6%</td>
</tr>
</tbody>
</table>

Thank you to our entire OSS team for their diligence and care in supporting a high-quality experience for our students. A thank you as well to our leadership across departments and programs including our Chairs, Vice Chairs, and Program Directors. And to our faculty, your connection to our students makes a difference—I appreciate your commitment to their learning.

Some advising suggestions. Here are some ideas for faculty to consider as you become more intentional in the advising you do. You might ask, *What should I do if my advisee gets an academic alert?*

While it can be tempting to demonstrate support by quickly emailing students to say, “*Let me know what I can do to help,*” that may not accomplish much. Many students are not likely to know what help they need. Additionally, the student may be feeling embarrassed or ashamed -- even questioning whether they should continue with the class. As an advisor, you are uniquely positioned to remind the student that:

- everyone struggles academically at some point;
- quick action is important, so they need a plan; and
- planning starts by meeting with you.

So, your email might read more along the lines of, “*I’ve been there – everyone struggles academically at some point. I’m writing first and foremost to remind you that there is no shame in struggling. And, what I would like to do is help you take quick action, so we should meet ASAP. Are you free tomorrow at all?*”

It’s likely that your advisee is perfectly capable of learning the material, and that other factors – usually personal – are interfering. In your meeting with a student, it may be helpful to ask some broad questions about what’s going on in their life, so that the action plan you help the student create includes both academic and personal life steps. And, don’t forget to pull in an advisor from OSS if it becomes clear that your advisee needs more case management than what you can offer at a given time of the semester.
INCLUSIVE EXCELLENCE ACTIVITIES

CNHS Engagement with Persons of Color: The first CNHS Students of Color listening session is scheduled for Oct. 16, from 6:00 – 7:30 pm. I hope to get the students’ perspective on developing a diversity fellows program for students interested in supporting and enhancing our strategic diversity initiatives.

Committee for Inclusive Excellence (CIE) AY 17-18 Achievements:

FINDINGS: No specific language addressing these concepts was found in the following: United Academics Contract and criteria for annual review, reappointment, promotion, tenure; CNHS criteria for annual review and RPT; Department Faculty Handbooks; Student Evaluations of Courses and Clinical; and Student Evaluation of Advising.

ACTIONS:
- Input given to United Academics new contract negotiations and CNHS RPT Committee to revise documents and criteria to include inclusivity, diversity, inter-professionalism.
- Our college voted to alter the RPT documentation in Spring 2018 with the suggested changes from the Committee on Inclusive Excellence.
- Nursing has updated their Mission, Philosophy, and Program Outcomes to include inclusivity, diversity, and inter-professionalism.

American Disabilities Act (ADA) Physical Environment Assessment of Rowell and Pomeroy Buildings completed. Ten Doctor of Physical Therapy (DPT) students (Shannon Mahoney, Kelsey Doe, Nathan Kowalczk, Sarah Williams, Corey O’Connor, Claire Register, Julie Greenebaum, Sydney Swindell, Jocelyn Harte, and Amanda Pomeroy) performed a physical assessment in both buildings with Barbara Tschoep’s and Nancy Gell’s supervision. DPT students created a modified assessment documented created to be used as a potential model across campus.

FINDINGS: On June 13th a final report outlined recommendations for immediate and long-term modifications to both the Pomeroy and Rowell buildings to ensure accessibility.

ACTION:
- Collaborations with the Center for Disability and Community Inclusion (CDCI) and 405 Coordinator, Amber Fulcher, are now established.

College wide Universal Design for Learning (UDL). A curriculum review of UDL principles in curriculum assessment was completed.

FINDINGS: No courses formally incorporate UDL. Faculty would like training on this topic.

ACTION: Workshops on UDL will be offered in the 2018-2019 academic year as part of our
professional development training in collaboration with Center for Teaching & Learning (CTL)

Development of the CIE website. Posted Inclusive Excellence Plan Initiatives for years 1 & 3. See https://www.uvm.edu/cnhscommittee-inclusive-excellence

Established an Equity, Diversity, & Inclusion (EDI) collaboration partnership with UVM, CNHS, Larner College of Medicine, UVM Medical Center. Partners meet quarterly, created a SharePoint site to share information, and hope to formalize collaboration and shared programming among the partners.

D1 & D2 Course Inventory of the college offerings was completed.

FINDINGS: A majority of CNHS students are taking D1 & D2 courses outside of the college. There is one D1 course offered by an affiliated faculty member. CNHS offers several D2 courses for undergraduate and graduate level students:

- Athletic Training (AT) & Exercise Sciences (EXSC): RMS 188 (D2): Organization Leadership
- Nursing & Health Sciences (NH): NH 202 (D2) Social Justice and Health
- Communication Sciences & Disorders (CSD): CSD 274 (D2) Culture of Disability
- CSD 287 (D2): Mindfulness & Helping Skills
- Health (HLTH): HLTH 060 (D2) LGBTQ Health Disparities
- HLTH 103 (D2) Introduction to Global Health
- HLTH 104 (D2): Cultural Health Care
- HLTH 106 (D2) Bali: Consciousness Culture and Community
- HLTH 145 (D2) Women’s Health & Spirituality
- HLTH 155 (D1) Health Care Disparities
- HLTH 211: D2 Sustainable Development in Public Health

CIE Items in progress for Academic Year 2018-2019:

Professional Development Series: (check out https://www.uvm.edu/cnhs/diversity-college/)

- LGBTQIA + best practices - September 26, 12-1 p.m.
- The impact of our words - October 8, 10-12 a.m.
- Interrupting bias - October 8, 1-3 p.m.
  - Option A: Training with Sherwood Smith
  - Option B: Discussion with Pablo Bose
- Introduction to Universal Design for Learning (UDL) - October 18, 12-1 p.m.
- Health disparities research round-up - November 28, 12-1 p.m.
- Privilege & Accountability for Aspiring Allies Workshop Series - January 7, 9, 14 & 16, 8:30-10:30 a.m.
- Between the World and Me Book Discussion - January 11, 12-1 p.m.

Environmental Assessment Transition Report currently under development with strategic priorities for physical changes of Pomeroy and Rowell; including costs for labor and materials. Report includes recommendations from the CNHS ADA Environmental Assessment
completed in AY 17-18 in collaboration with 405 Coordinator, Amber Fulcher, and members of the Center on Disability & Community Inclusion (CDCI).

**Continued effort of comprehensive document review:** Reviewing university, CNHS, and CNHS departmental policies and documents for language of inclusivity, diversity, and inter-professionalism in order to make recommendations.

**RESEARCH EXCELLENCE**

Congratulations are due to Shelley Velleman (Chair, CSD) and Jen Hurley (Professor in the College of Education and Social Services) for their recent grant award of $1.25M over five years to implement their Interprofessional Education (IPE) Project. This project will ensure the interdisciplinary preparation of master’s level candidates across the disciplines of Speech Language Pathology (SLP) and Early Intervention/Early Childhood Special Education (EI/ECSE) leading to endorsement. Faculty and candidates across two different graduate programs will collaborate in shared coursework, group assignments, coordinated clinical opportunities, and structured joint experiences in order to prepare 17 SLPs and 17 EI/ECSE for a total of 34 professionals to serve children with disabilities and their families. The IPE Project will help to alleviate SLP and EI/ECSE shortages and increase the availability and quality of services for children with disabilities.

The *UVM INQUIRY 2018*, which highlights research, scholarship, and the arts at the University of Vermont, featured two of our CNHS faculty. You can find a story about Sambit Mohapatra’s (Assistant Professor in Rehabilitation & Movement Science) research on the long-term effects of concussions or mild Traumatic Brain Injury on veterans and college athletes (see page 9 in the INQUIRY). *Cell Metabolism* reported a surprising new discovery by Eyal Amiel that uncovers some secrets of the immune response (check out page 21 in the INQUIRY).

**SERVICE TO THE COMMUNITY**

The first year DPT class of 2021 is participating in the FunFitness screens for Special Olympics’ athletes. The entire class is participating in this activity that will also be part of PT National Day of Service. Students have already been oriented to the event and will be completing the instruction from the APTA on FunFitness screens for the athletes.

More than 130 first year students in NH 50 signed up to learn more about getting involved with Special Olympics and we hope to send a group to the upcoming games at CVU.

**BUDGET UPDATES**

In order to recognize the outstanding work that our departments and faculty have accomplished this past year, I am pleased to report that the college will be able to issue incentives for growth based on FY18 results. Further, I intend on distributing incentives based on FY17 growth results as well. As you may remember, I had postponed issuing those due to an AY 17-18 anticipated (and fortunately, unrealized) tuition shortfall. Chairs and eligible PI’s for F & A will be provided the
MENTORING SURVEY RESULTS

Thank you to those who responded to the Dean’s office survey assessing faculty perspectives on mentoring. Our response rate was 63%, with both tenure track (44%) and non-tenure track (56%) faculty responding. Questions provided opportunities for assistant professors to share their mentorship experiences at the university and department/program level. About 25% of junior faculty were assigned mentors at the department/program level and 20% were assigned mentors at the university level. Overall, faculty who were assigned a mentor were satisfied with their mentorship experience citing the value of having someone who was welcoming, kind, and helpful in assimilating to the university and departmental climate. Mentorship was most often provided for teaching (28%), followed by research (24%) and career (24%) as well as personal (11%) and other support (13%) around the tenure process, time management, and making connections with colleagues across campus. The top 3 areas of mentorship that junior faculty would find most useful include understanding the tenure process, grant development including budgets and navigating SPA, and course design, blackboard, syllabus design.

When faculty were asked if they would be willing to serve as a mentor, 39% responded yes. Faculty were willing to mentor at the University level (17%), the Department/Program level for research (17%), and the Department/Program level for teaching (42%). Other areas (25%) in which faculty were willing to mentor included work/life balance, relationship building, clinical mentorship, student for teaching practicum, and in informal capacities. More than 89% of those who have mentored others were satisfied with their experience although many agreed it would be helpful to have training in areas such as best practices in mentorship (e.g., definition, boundaries, setting expectations, how to structure effective mentoring sessions, checklist of expectations, giving feedback, etc.); research strategy support (e.g., review & revisions for publications, selecting journals, grantsmanship, running a lab); and, pedagogy, course organization & how to give feedback to students as a novice teacher.

More than 76% of the faculty responding felt it was important to have a mentorship program at the university level for new faculty and 100% felt a mentorship program at the departmental level was important. Faculty also felt a college level mentorship program (79%) with specific mentors or panel of mentors available to them was important. Importantly, nearly 90% of our faculty were willing to serve as a mentor as part of their service assignment and 96% were willing to attend training on best practices in mentorship.

Thank you to all who took to their time to reflect on this important topic. I have shared your perspectives with the Provost’s office. The CNHS Leadership Team will be talking about next steps for mentorship in the college and departments and will be reaching out to faculty to share some ideas for consideration.

Webpage: www.uvm.edu/cnhs

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