Chairs and Associate Deans Leadership Workshop I
Academic Year 2024-2025

Wednesday, August 21, 2024
Waterman 427

8:00 AM Continental Breakfast

8:30-8:35 AM Welcome, Introductions, & Announcements
Jane Okech, Vice Provost for Faculty Affairs, Division of Faculty Affairs

8:35-9:00 AM UVM's AY 2024-2025 Strategic Goals & Ambition:
The Role of Chairs & Associate Deans in Supporting this Vision
Patricia Prelock, Provost & Senior Vice President, Office of the Provost

9:00-9:30 AM An Overview of the Comprehensive Faculty Mentoring Program: Lessons Learned
Jane Okech, Vice Provost for Faculty Affairs, Division of Faculty Affairs

9:30-9:35 AM Break

9:35-10:20 AM Tracking Your Metrics with Catamount Data
Richard Cohen, Assessment Coordinator, Office of Institutional Research & Assessment

10:20-10:50 AM Factors to Consider When Planning & Evaluating Sabbatical Proposals & RPT Dossiers
Carolyn Bonifield, Chair, Faculty Senate Professional Standards Committee
Associate Professor, Grossman School of Business

10:50-11:00 AM Break

11:00-11:45 AM UVM's Internationalization Initiatives: The Role of Chairs & Associate Deans in Supporting Faculty Innovations
Jamie McGowan, Executive Director, International Partnerships & Programs, Office of the President

11:45 AM-12:30 PM Guidelines & Effective Strategies for Supporting Faculty Dealing with Disruptive Students
Jennifer Papillo, Associate General Counsel, Office of the General Counsel

12:30-1:00 PM UVM's Conflict of Interest & Privacy Programs
Tessa Lucey, Director of Compliance Services & Chief Privacy Officer, Office of Compliance & Privacy Services

1:00 PM Adjourn

Chairs & Associate Deans Leadership Workshop 1: Annual Retreat

August 21, 2024

Waterman 427

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Welcome, Introductions, & Announcements

- 1. Introduction of participants
- 2. Overview of Sessions for AY2024/2025:
  - **10/9/24**: Creating Effective and Inclusive Meetings *(In collaboration with Academic Impressions)*
  - **11/13/24**: Strategies for Effective Faculty Performance Review: A Focus on Annual Performance Reviews
  - **1/8 or 9/25**: A Leadership Symposium***/NEW CBA SESSION
  - **1/19/25**: How Deans/Chairs can combat faculty burnout and support faculty wellbeing *(In collaboration with EAB)*
  - **3/5/25**: Strategies for effectively managing Department/Unit RPT process and documentation.

An Overview of the Comprehensive Faculty Mentoring Program: Lessons Learned

OVERVIEW

- First-Year Faculty Experience.
- Mid-Career Faculty Experience.
- Demystifying RPT Experience at UVM
- External Collaboration on Faculty Mentoring
  - NCFDD
  - North-Star: NEHEB
- Annual Events
  - Inkwell Writing Retreat (2023; 2025)
  - Faculty Mentoring Symposium (1/2024)
  - ***Introducing a session for First Gen Faculty to be held during First Generation College Celebration Day on 11/8

***Academic Leadership Series

***Proposed Emerging Leadership Prog

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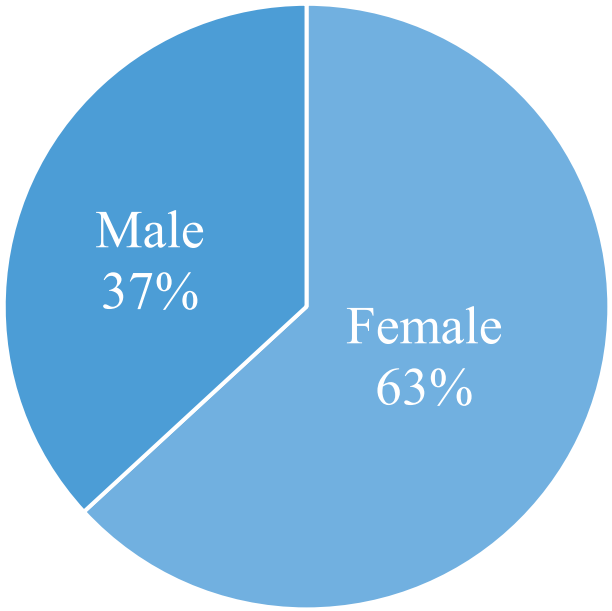
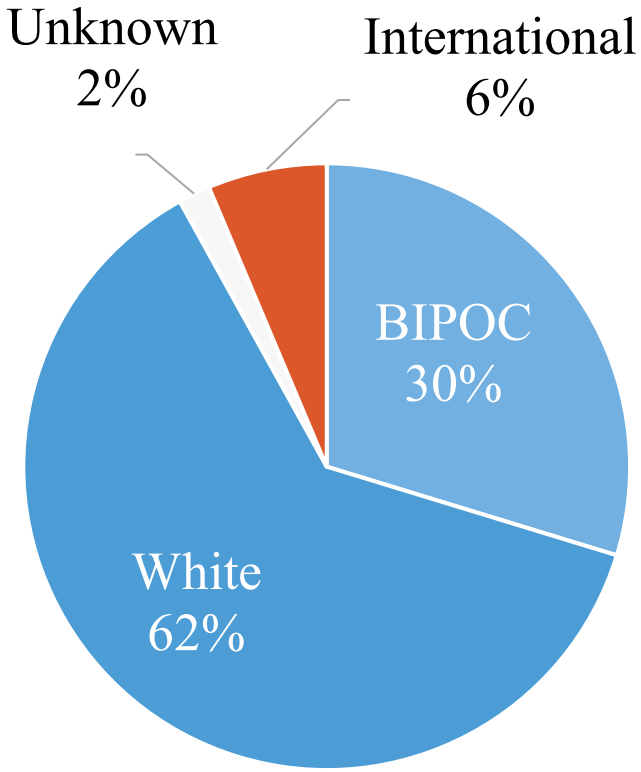
2023/2024AY: 646 Participants in the CFMP

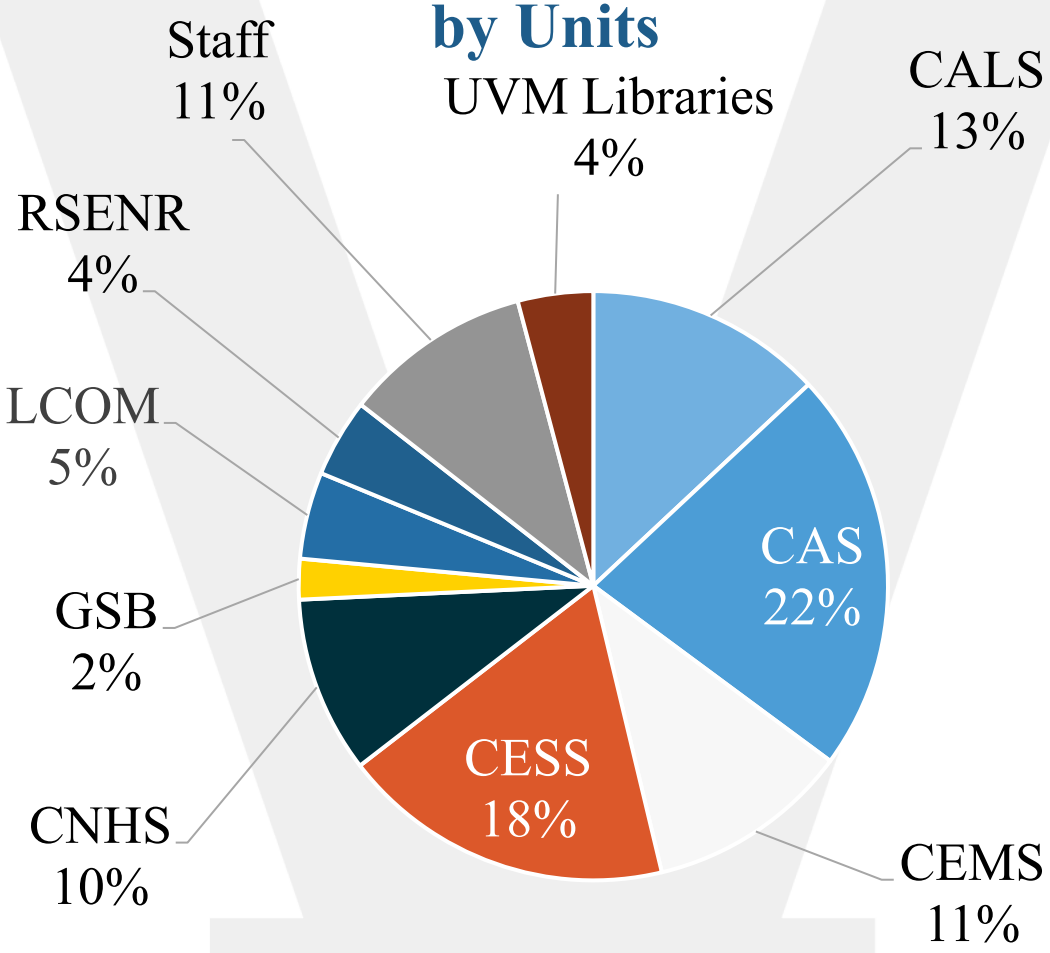
Gender of Programs' Participants



Race/Ethnicity of Programs' Participants



UVM Participants Breakdown by Units



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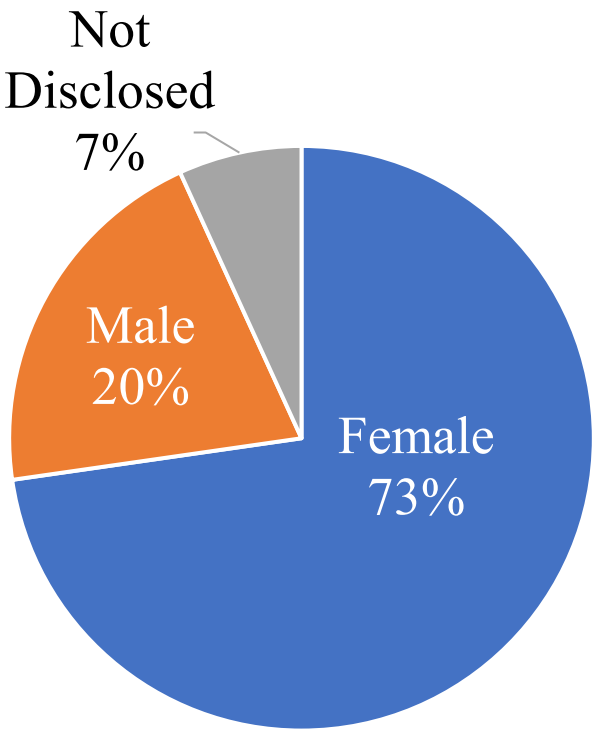
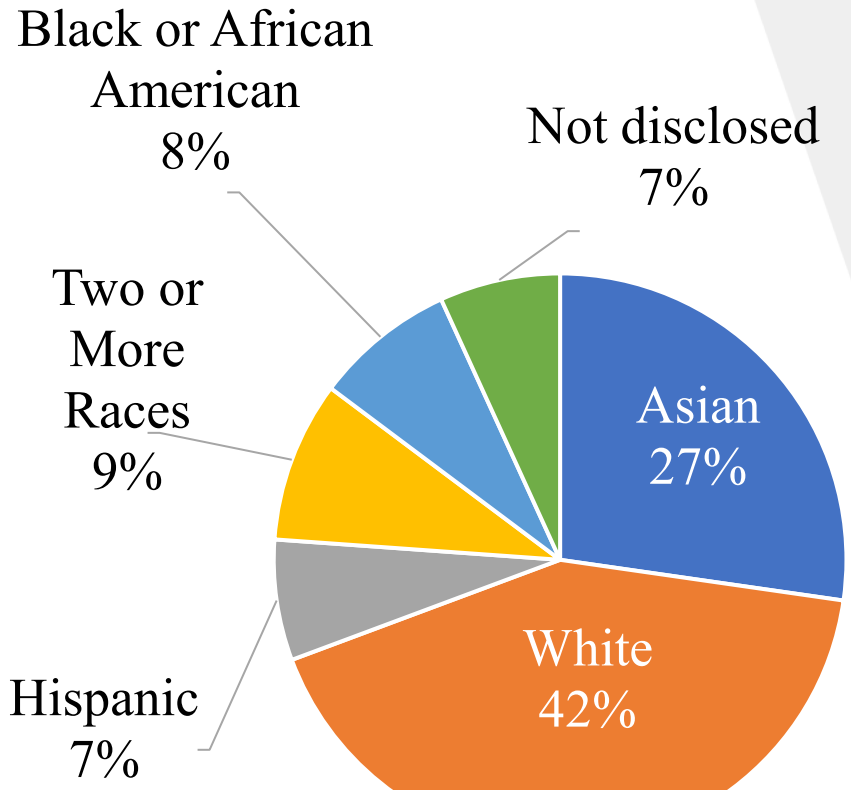
2023/2024AY Summary Evaluations - of CFMP

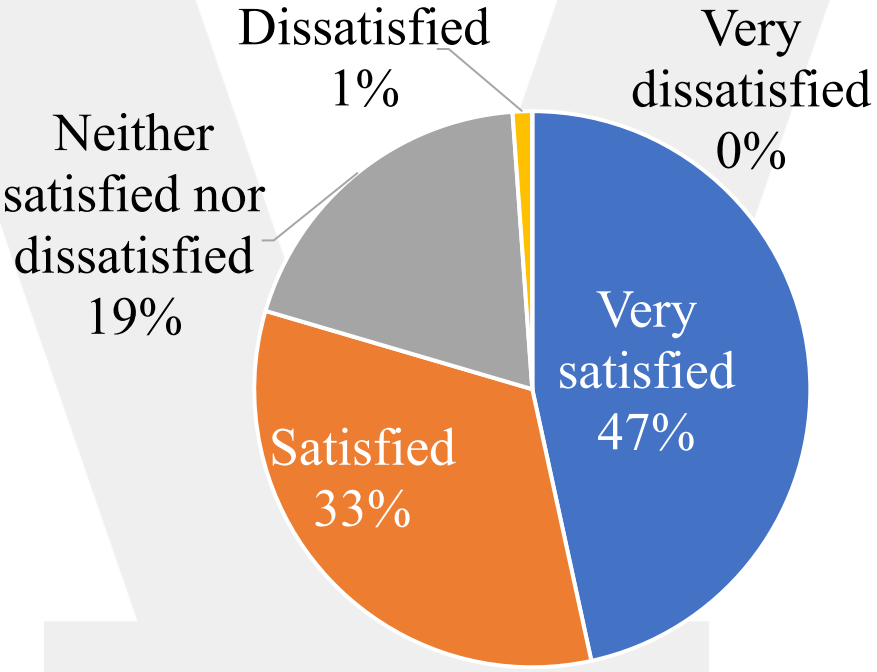
Gender of CFMP Survey Respondents



Race/Ethnicity of Survey Respondents



How satisfied were you with the incorporation of DEI principles in the discussion/presentations in these workshops?



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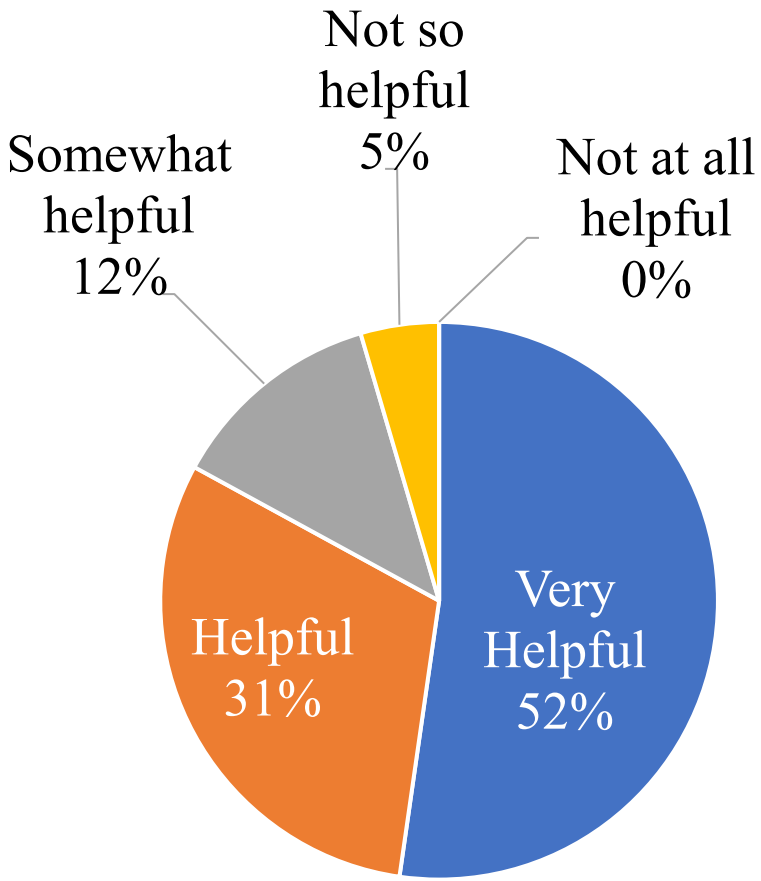
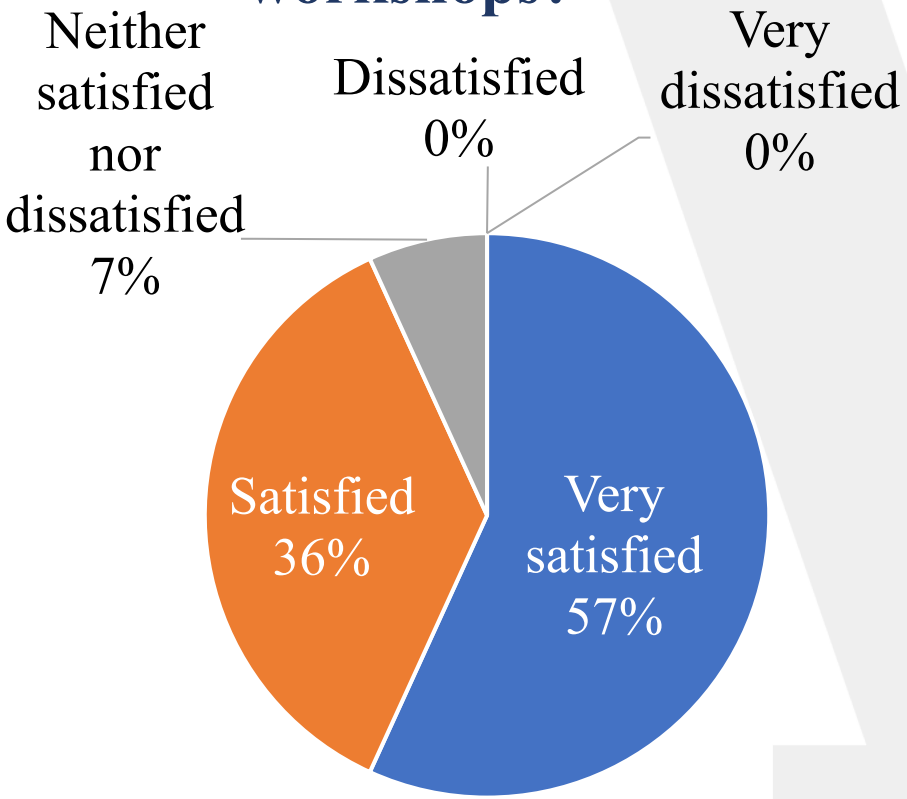
2023/2024AY Summary Evaluations - of CFMP

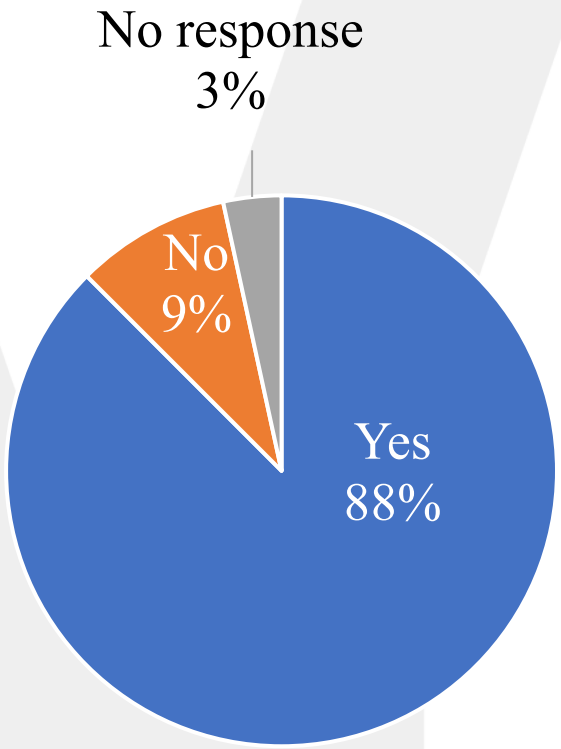
How helpful were the workshops to you?



How satisfied were you with the content of the agenda for these workshops?



Did these workshops meet your overall expectations?



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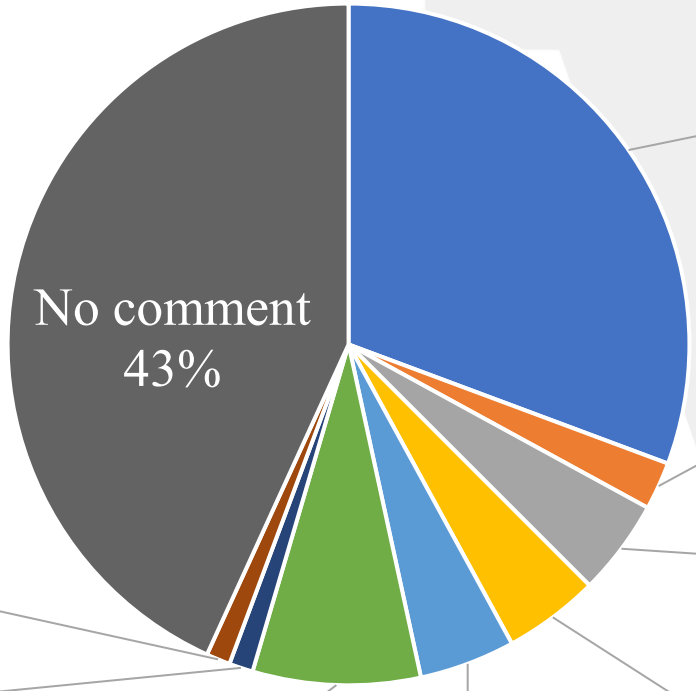
2023/2024AY Summary Evaluations - of CFMP

Comments/Suggestions for Future Workshops



Appreciation note about the topics, structure, format & presenters/ facilitator(s)
31%

More support & resources
2%

Combination of online and in-person sessions plus social gatherings
4%

Presenters from different units
5%

Workshop sessions for clinical and NTT faculty
5%

More information about RPT process
8%

Specific information on UVM R1 expectations
1%

Strategies & framing in writing grant proposals
1%

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2023/2024AY-NCFDD UVM Data

DEMOGRAPHIC INFO

317 UVM Participants

1. Race/Ethnicity: 66% White; 26% Faculty of Color and 8% Undisclosed. Total of 317participants
2. Gender: 70% Women; 22% Men; 3% Non-Binary; 5% undisclosed
3. Title: 63% Faculty & Staff; 37 % Graduate Students and Postdoc
4. 14 - Day Writing Challenge: 62 UVM Participants

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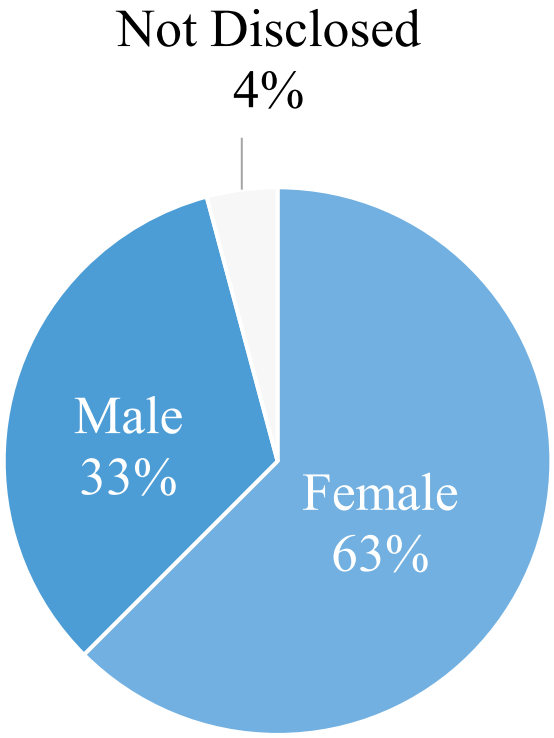
MOST POPULAR PROGRAMS

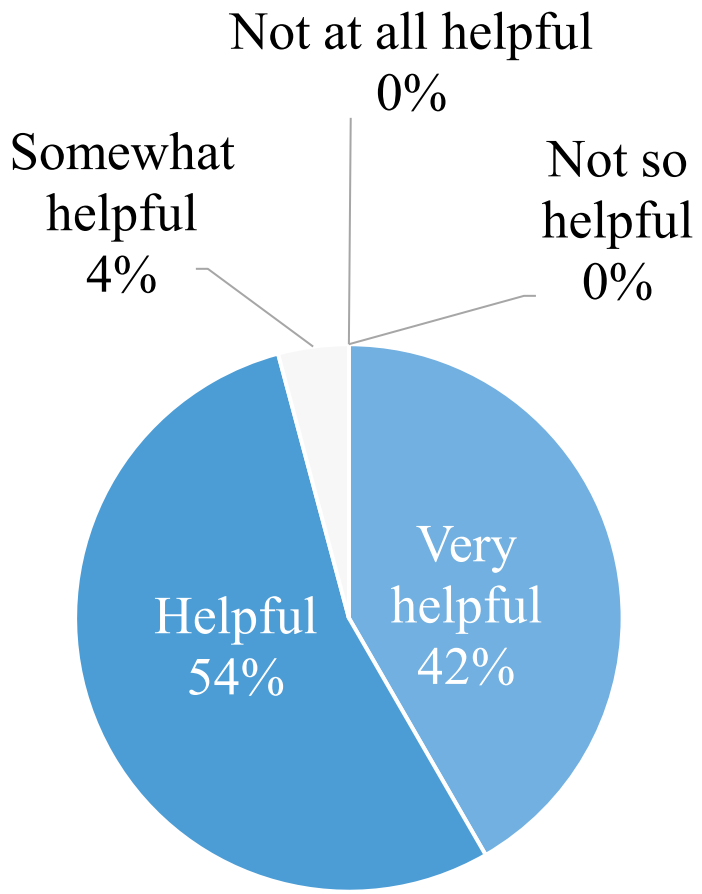
1. Every semester needs a plan
2. How to align your time with your priorities
3. How to develop a daily writing practice
4. 5 secrets to a Super Productive Semester
5. 5 tips to avoiding the summer slump
6. Maximizing your sabbatical: An integrated approach to purposeful planning, reflection, and re-entry

Leadership Series

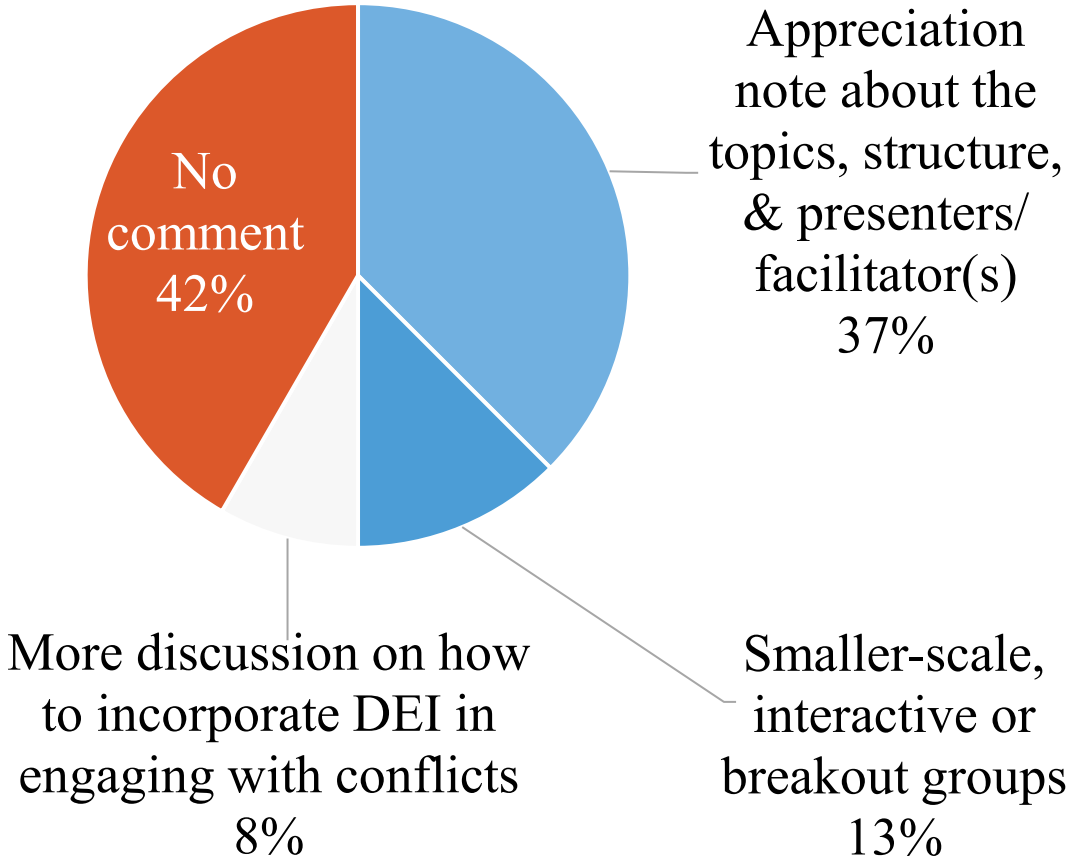
Gender of Survey Respondents



How helpful these workshops to you?



Comments/Suggestions for Future Workshop Sessions



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ACTION: Plans to Improve Leadership Series Attendance

1. Send Comprehensive Faculty Mentoring Program (CFMP) information card and weblink to Chairs/ADs the week of July 1, September 1st & January 5th.

2. During and after each workshop session, we will email all participants the materials/slides used during the session, including the survey link, and information about upcoming workshop sessions.

3. Send emails to non-attendees to encourage them to attend upcoming workshop sessions.

4. Continue sending announcements about the workshop sessions in Inside UVM.

5. Include External Vendors in sessions and more interactive sessions; conflict management session every year***

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ACTION: Plans to Improve CFMP Series Attendance

1. Distribute Information cards during NFO & Faculty Resource Fair .
2. Follow-up with an email to all new faculty, including Henderson-Harris Fellows , on September 1st
3. Email the units' Associate Deans for Faculty Affairs or equivalent and include all the workshop series links on September 1st & January 5th.
4. During and after each workshop session, we will email all participants the materials/slides used during the session, including the survey link and information about upcoming workshop sessions.
5. Send emails to non-attendees to encourage them to attend upcoming workshop sessions.
6. Send workshop series reminders to all faculty and ADs on January 5th
7. Continue sending announcements about the workshop sessions in *Inside UVM*.

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Tracking Your Metrics with Catamount Data

Richard Cohen, Ph.D.
Assessment Coordinator
Chairs & Associate Deans Leadership Workshop
8/21/24

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Outline

- Understanding the Difference Between Dashboards
- Dashboard Basics
- Selected Dashboards & Data Contained in Each
- Suggested Metrics to Use

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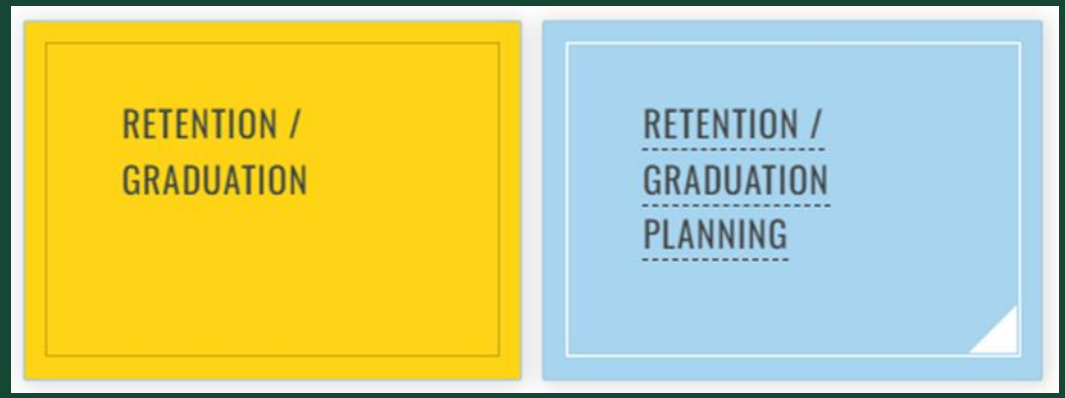
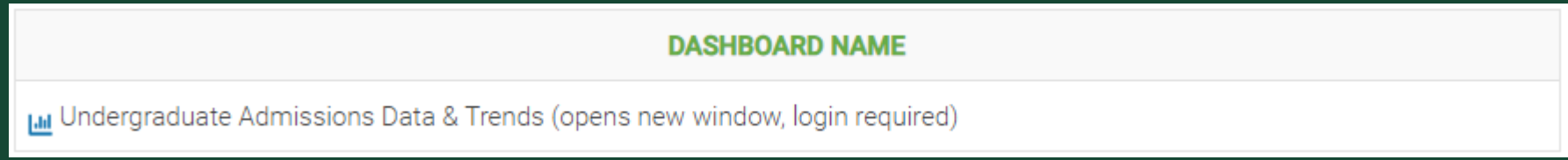
Understanding the Difference Between Dashboards

- https://www.uvm.edu/oir/catamount-data
- Look for "Planning" or "opens new window, login required"





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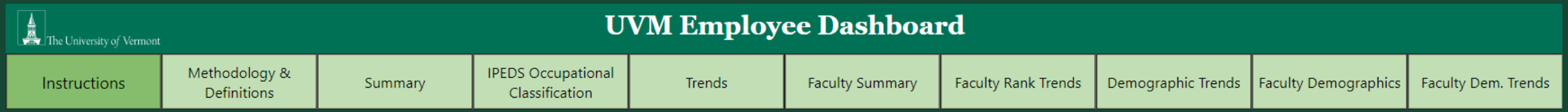
Dashboard Basics

- Most dashboards have clickable tabs where you can find:
  - instructions on how to use the dashboard;
  - methodology & definitions that help explain the displayed data;
  - different data/visualizations unique to that dashboard.



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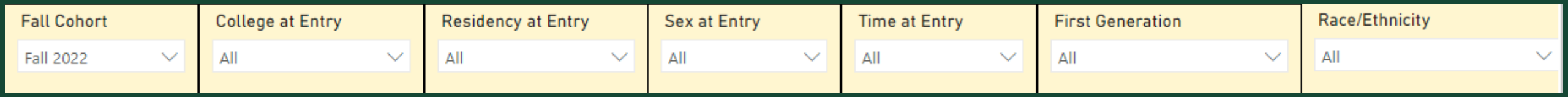
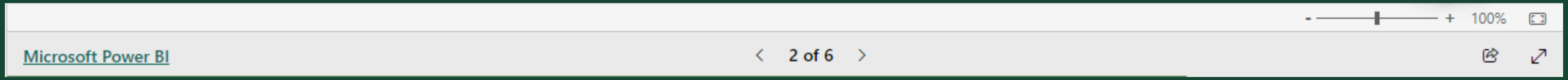
Dashboard Basics

Filters at Top of Dashboards





Controls Below Dashboards

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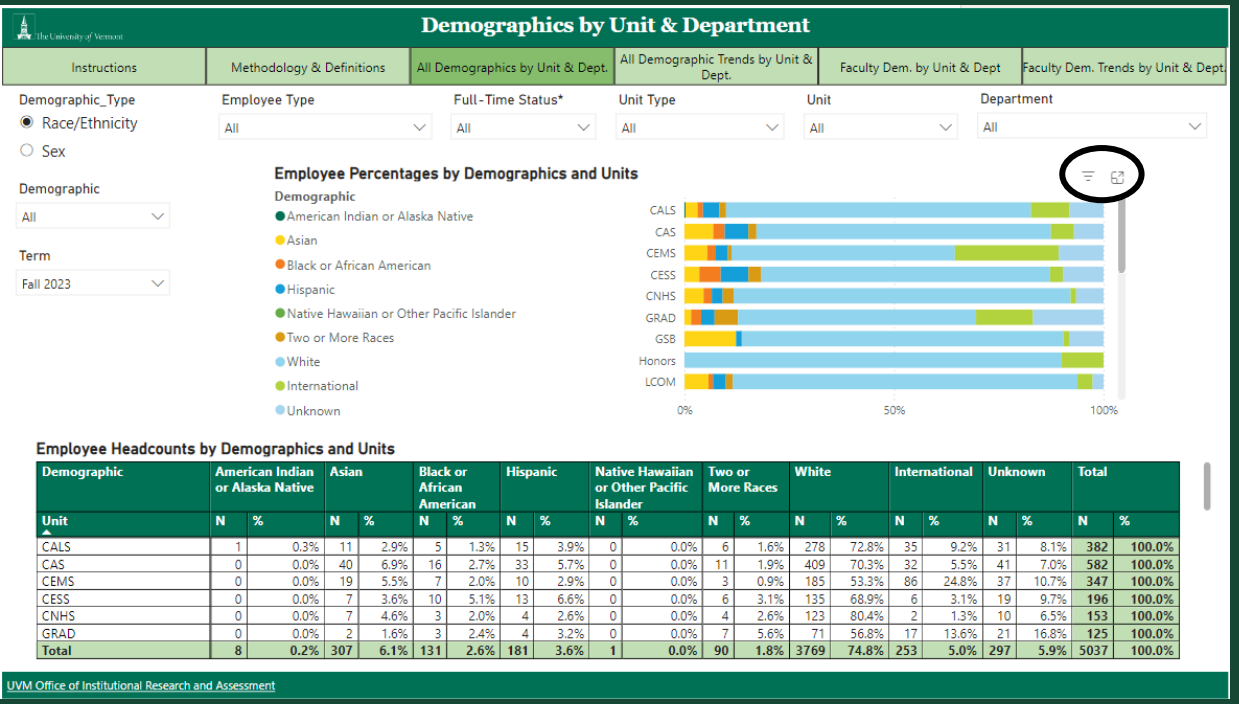
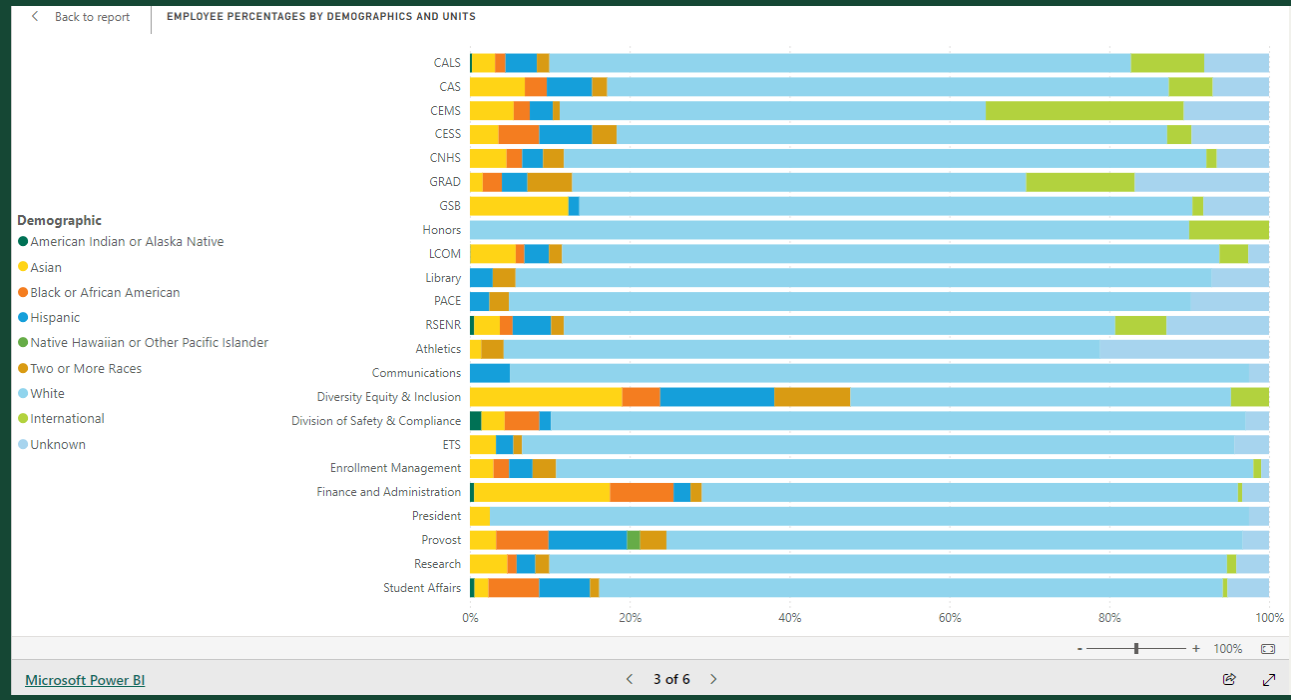
Dashboard Basics: Zooming In on Visualizations



Demographic	American Indian or Alaska Native		Asian		Black or African American		Hispanic		Native Hawaiian or Other Pacific Islander		Two or More Races		White		International		Unknown		Total	
Unit	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CALS	1	0.3%	11	2.9%	5	1.3%	15	3.9%	0	0.0%	6	1.6%	278	72.8%	35	9.2%	31	8.1%	382	100.0%
CAS	0	0.0%	40	6.9%	16	2.7%	33	5.7%	0	0.0%	11	1.9%	409	70.3%	32	5.5%	41	7.0%	582	100.0%
CEMS	0	0.0%	19	5.5%	7	2.0%	10	2.9%	0	0.0%	3	0.9%	185	53.3%	86	24.8%	37	10.7%	347	100.0%
CESS	0	0.0%	7	3.6%	10	5.1%	13	6.6%	0	0.0%	6	3.1%	135	68.9%	6	3.1%	19	9.7%	196	100.0%
CNHS	0	0.0%	7	4.6%	3	2.0%	4	2.6%	0	0.0%	4	2.6%	123	80.4%	2	1.3%	10	6.5%	153	100.0%
GRAD	0	0.0%	2	1.6%	3	2.4%	4	3.2%	0	0.0%	7	5.6%	71	56.8%	17	13.6%	21	16.8%	125	100.0%
Total	8	0.2%	307	6.1%	131	2.6%	181	3.6%	1	0.0%	90	1.8%	3769	74.8%	253	5.0%	297	5.9%	5037	100.0%



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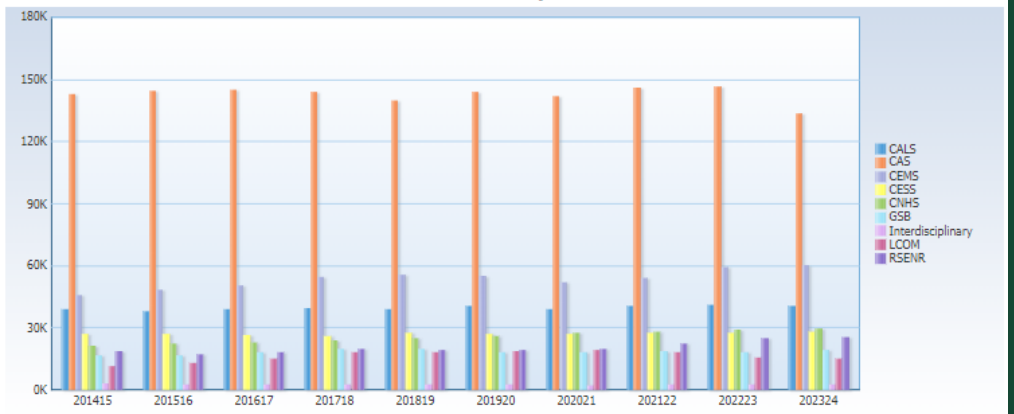
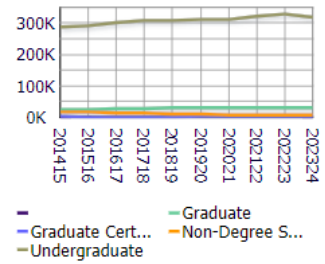
Dashboard Basics:
Clicking Changes the Visualization

Student Credit Hours - Unit & Department Analysis

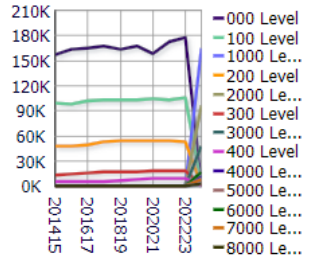
Student Credit Hours by Unit Over Time



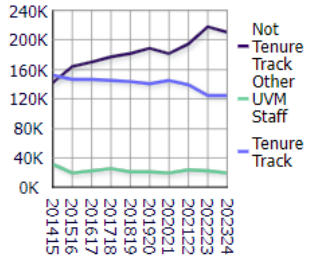
SCH by Student Level Over Time



SCH by Course Level Over Time



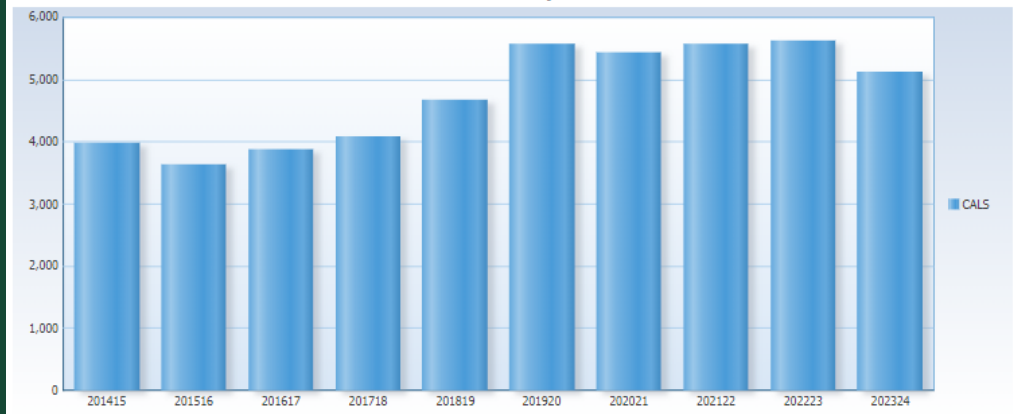
SCH by Tenure Track Status Over Time



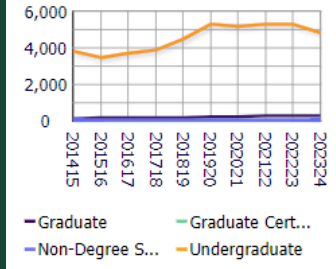
		201415	201516	201617	201718	201819	201920	202021
		Student Credit Hours	Student Credit Hours	Student Credit Hours	Student Credit Hours	Student Credit Hours	Student Credit Hours	Student Credit Hours
Total		324,905.0	328,448.0	337,466.2	347,412.2	345,752.3	351,012.2	345,792.6
⊞ CALS	Unit Total	38,947.3	37,898.3	38,913.4	39,493.5	39,011.5	40,465.0	38,902.2
⊞ CAS	Unit Total	142,571.1	144,122.0	144,981.0	143,760.7	139,546.6	143,896.4	141,426.3
⊞ CEMS	Unit Total	45,872.3	48,068.5	50,099.7	54,274.0	55,444.2	54,872.1	52,140.3
⊞ CESS	Unit Total	27,001.2	26,802.0	26,476.2	26,009.8	27,412.8	27,010.8	27,018.5
⊞ CNHS	Unit Total	21,224.5	22,259.0	22,848.5	23,745.1	24,878.9	26,096.7	27,273.5
⊞ GSB	Unit Total	16,400.0	16,454.0	18,098.0	19,581.0	19,677.0	18,267.0	18,355.0
⊞ Interdisciplinary	Unit Total	2,915.6	2,635.5	2,493.5	2,365.2	2,433.5	2,393.4	2,020.0
⊞ LCOM	Unit Total	11,378.0	13,020.2	15,224.1	18,285.1	18,176.4	18,843.5	19,042.5
⊞ RSENR	Unit Total	18,595.0	17,188.4	18,331.8	19,898.0	19,171.2	19,167.2	19,614.3

Student Credit Hours - Unit & Department Analysis

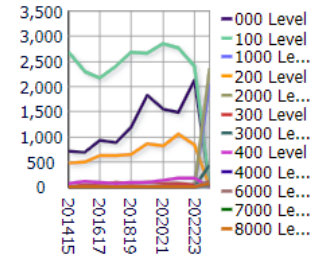
Student Credit Hours by Unit Over Time



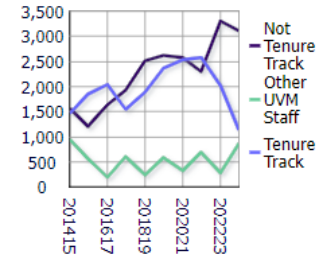
SCH by Student Level Over Time



SCH by Course Level Over Time



SCH by Tenure Track Status Over Time



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Dashboard Basics:
Expanding Rows for More Information

Employee Type	CALS	CAS	CEMS	CESS	CNHS	GRAD	GSB	Honors	LCOM	Library	PACE	RSENR
⊞ Faculty	113	336	120	113	114		52		959	20		56

Employee Type	SOC Classification	CALS	CAS	CEMS	CESS	CNHS	GRAD	GSB	Honors	LCOM
⊟ Faculty	Instructional Faculty	94	330	110	111	114		52		889
	Research Faculty	10	6	10	2					70
	Extension Faculty	9								
	Library Faculty									
	Total	**113**	**336**	**120**	**113**	**114**		**52**		**959**

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Selected Dashboards & Available Data

Admissions

- Available Data:
  - First-Year
  - Transfer
- Filters:
  - College
  - Program
  - Sex
  - Residency/Region
  - Country/Area
  - Race/Ethnicity
- Updated after Fall add/drop

Class Size Analysis

- Available Data:
  - Average Class Size
  - Total Student Enrollment
  - Number of Sections
- Updated after add/drop each Fall/Spring

Employee Planning Information

- Demographic data includes race/ethnicity, sex
- Available Data:
  - All Demographics by Unit & Dept.
  - All Demographics Trends by Unit & Dept.
  - Faculty Demographics by Unit & Dept.
  - Faculty Demographics Trends by Unit & Dept.
- Updated after November census

Selected Dashboards & Available Data

Historic Course Information

- Courses by Subject. Filters Included are:
  - Term (Fall 2000 – Present)
  - Course Number Course/Section Title Instructor
  - Subject
  - College
  - Day of Week
  - Enrolled Actual
  - Seats
  - Crosslist Code

Program-Level & Minors Enrollment

- Available data:
  - Enrollment by Program & Term
  - Enrollment Trends by Degree Type
  - Enrollment Trends by Class Level
- Filters (vary by screen)
  - Term/Years
  - Student Level
  - Degree Level
  - College
  - Student Type
  - Major
  - Sex
- Updated after add/drop each Fall/Spring

Retention and Graduation by Student Demographics

- Available data:
  - 1 and 2-year Retention
  - 4 and 6-year graduation
  - Retention and Graduation by Cohort
- Filters:
  - Cohort
  - College at Entry
  - Residency at Entry
  - Sex at Entry
  - Full/Part-time status at Entry
  - First Generation Yes/No
  - Race/Ethnicity
- Updated after Fall add/drop

Selected Dashboards & Available Data

Retention and Graduation by Adjusted Cohorts

- Available data:
  - 3rd to 4th Year Retention
  - 4, 5, & 6-year Graduation
- Filters:
  - Cohort
  - Sex
  - Race/Ethnicity
  - Residency
  - College
- Updated after Fall add/drop

Student Credit Hours

- Unit & Department Analysis
- Course Level Analysis
- Instructor Interdisciplinary Matrix
  - Where each college's instructors are teaching courses
  - Lots and lots of filters
- Student Curriculum Matrix
  - Where each college's students are taking courses
  - Lots and lots of filters
- Updated after add/drop each Fall/Spring

Student Flow

- A sometimes complicated but very useful dashboard that shows counts of students leaving/entering your program and ultimate outcome.
- Available filters:
  - Cohort term, college/department/ major at enrollment
- Available Visualizations:
  - Academic career, Semester-to-Semester, Fall Term-to-Fall Term
- Updated after Fall add/drop

Suggested Metrics to Use

- Measures of “High Quality Students”
  - “Older” measures (ex: high school rank, standardized test scores) are harder to use than have they have been previously
  - Suggestion: track “yield rate” using Admissions dashboard.

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Suggested Metrics to Use

- Measures of Retention and Graduation Rates
  - Recommend using ***Adjusted* Cohorts**
- Measuring Internal Demand of a Program
  - Recommend using one of the **Student Flow** dashboards

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Suggested Metrics to Use

- Measures of Post-Graduation Success
  - Career Outcomes Survey: Joint effort of OIRA and Career Center
  - Resources for your own **Alumni studies** and **surveys**
    - Don’t hesitate to reach out to me as well.

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Suggested Metrics to Use

- Measuring the Size of Your Program Over Time
  - **Program Enrollment**
  - **Degrees Awarded**

Suggested Metrics to Use

- Calculating Student/Faculty and/or Student Credit Hours per Faculty FTE
    - Use Student Credit Hours & Matrix Dashboards (see **this slide** for links)

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Suggested Metrics to Use

- Demonstrating Faculty Productivity & Research Output
  - OIRA has a subscription to **Academic Analytics**
    - Contact me if you're interested in potentially using this site.

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Chairs and Associate Deans Leadership Workshop August 21, 2024

Factors to Consider When Planning and Evaluating Sabbatical Proposals and RPT Dossiers

University of Vermont

Sabbatical applications and RPT submissions

- 2023-2024 academic term: 57 sabbatical applications and 88 RPT submissions (not including off-cycle and expedited)
    - Numbers vary from year-to-year
    - The PSC reviews sabbatical applications during the fall semester
    - The PSC reviews RPT dossiers during the spring semester

Sabbatical Issues

1) Completeness of Submissions
    - Double-check applications for completeness and accuracy.
        - Cover page, URL links, missing bookmarks, missing letters, missing votes, missing signatures, word count limits
    - FSC and Dean letters – need to include dates
    - Letters of invitation
    - IRB approval – plan/date for submission
    - Limit discipline-specific language and acronyms.

Sabbatical Issues

2) Specificity of Activities Beyond Standard Workload

- Include specific activities with projected timelines.
  - Work completed, proposed activities (e.g., archival research, literature review, data collection, chapter outlines) and the timeline
- State how sabbatical plan extends beyond standard workload.
  - How does the sabbatical provide the opportunity to engage in activities that their workload would not otherwise allow?

Sabbatical Issues

3) Relationship between Funding Cycles and Sabbatical Submissions

- State whether the work is dependent on external funding for sabbatical-related activities (e.g., travel).
- Not unusual for faculty members seeking external funding to not know status of potential funding when completing sabbatical application
- Plan A vs. Plan B

Sabbatical Issues

4) Mentoring

- Guidance and feedback when preparing sabbatical applications are important.
- Issues with sabbatical applications can often be avoided with earlier feedback, such as from the Chair.
- Given the September deadline for sabbatical submissions, sabbatical planning should be underway during the previous spring semester.

Reappointment, Promotion, Tenure (RPT) Issues

1) Overall Organization

- Order of materials, bookmarking of dossiers (e.g., all supporting materials after basic dossier entries; external reviewer CVS positioned after all external letters rather than after each letter; check all links to ensure they work)
- Do not include scanned documents.
- Once assembled, candidate's dossiers should be combined into one pdf with bookmarks, rather than separate pdf files.
- Adhere to word limits – make strongest case in a concise manner
- Limit excessive discipline-specific language and acronyms.

Reappointment, Promotion, Tenure (RPT) Issues

2) Common Definitions

- PSC encourages development of university-wide definitions for recording RPT voting (i.e., Yes, No, Absent, Recuse, Abstain). Common inconsistency with respect to the difference between ‘Abstain’ and ‘Recuse.’
- At all voting levels (i.e., department, FSC, PSC): critical to provide rationale for votes recorded as No, Abstain, or Recuse.
  - Particularly true for ‘No’ votes

Reappointment, Promotion, Tenure (RPT) Issues

3) Workload Distribution by Chair
    - Provide specific workload distribution
    - Include information on number of courses taught with the estimates of workload percentages
        - How courses are counted varies (e.g., in some units, 40% of teaching equals five courses, and in others, it equals four courses).

Reappointment, Promotion, Tenure (RPT) Issues

4) External Letters
   - Arm's length external letters for tenure and promotion
     - Both faculty members and their Chairs share responsibility.
   - Credibility of external letters is enhanced when letters are from reviewers who:
     - are at a university at least comparable to UVM (R1, R2) or other relevant organization
     - have attained the same rank or a higher rank as the promotion being sought
     - have submitted a CV that reflects a substantial body of work that establishes them as an appropriate reviewer
     - have no real or perceived bias related to the applicant

Reappointment, Promotion, Tenure (RPT) Issues

5) Nature of Contributions to Scholarship

- Helpful to know approximate nature and percentage of applicant's contribution to co-authored scholarship
- Colleges/Schools, Departments, and Chairs are encouraged to continue to clarify expectations for scholarship, depending on the percentage of workload allocated to scholarship and the pathway (e.g., the volume and type of acceptable scholarship might differ for a Clinical or Extension faculty member compared to a Research or Tenure track faculty member).

Reappointment, Promotion, Tenure (RPT) Issues

6) Tenure Review for Incoming Administrators with Faculty Appointments

- Expedited review is intended to be conducted pre-hire, when an individual has been identified as a finalist.
  - The review should be completed before a final decision is made to hire an individual – highly ranked candidates should be given advance notice that if they are selected as a finalist, they will need to undergo this process if they are seeking tenure with their appointment.
  - Concurrent tenure (only) review and voting by the proposed home department, corresponding college/school FSC, and the Faculty Senate PSC
  - Process does not follow the full 'green sheets' paperwork – instead, relies on: a) a memo written by the search Chair summarizing eligibility for an expedited review and credentials/qualifications for tenure, b) a candidate's CV, c) evidence of teaching effectiveness, and d) reference letters or Chair summary of information from referees pertaining to suitability for tenured position

University of Vermont

A World of Opportunities

International Partnerships and Programs

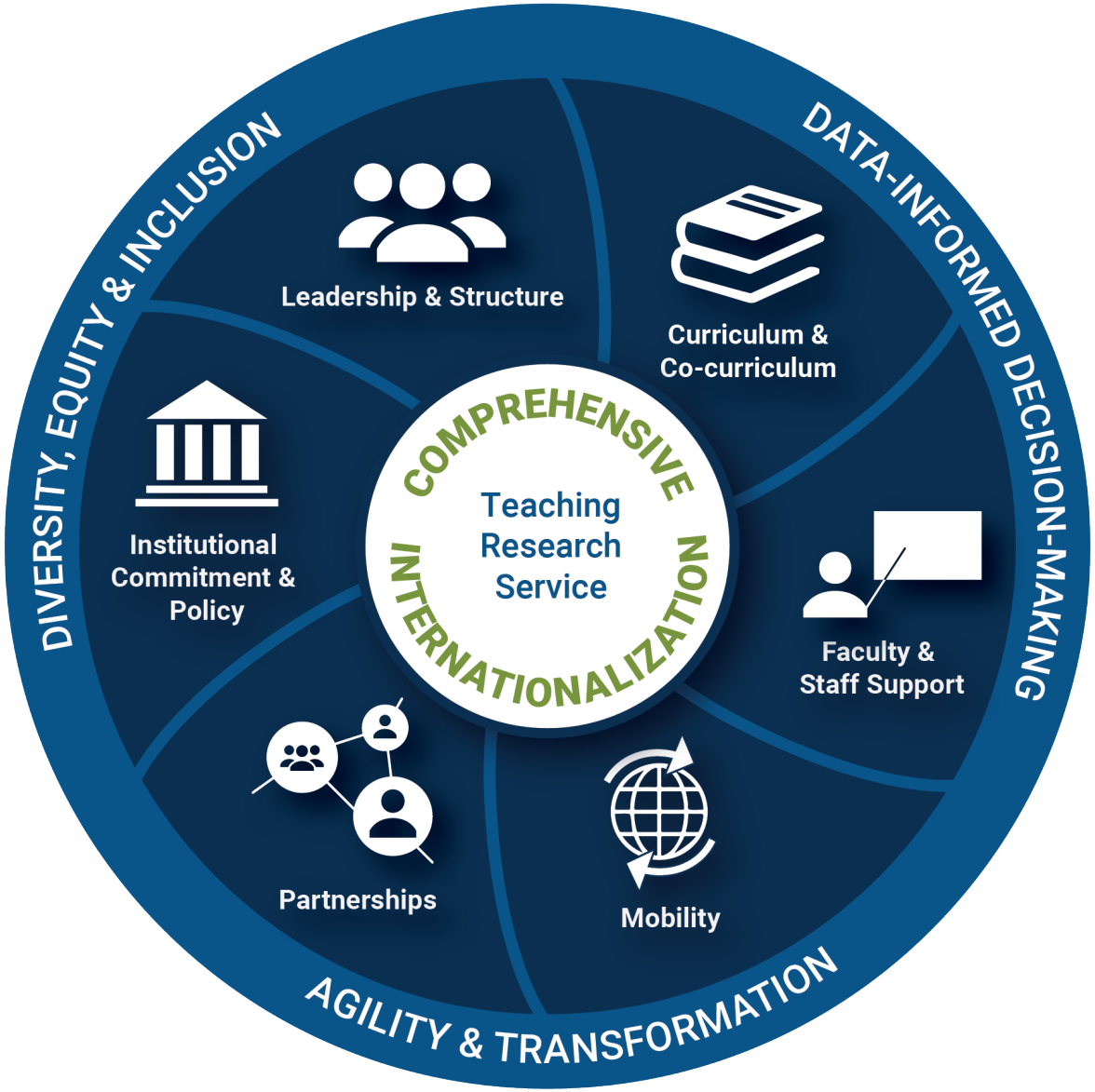
- Who we are & What we do
- Comprehensive Internationalization
- Internationalization Goals
- By the Numbers – UVM Mobility
- How Faculty, Chairs, and Associate Deans Can Help

International Partnerships and Programs

- Comprehensive internationalization strategy
- International partnership initiatives
- Office of International Education

  Study Abroad
  Travel Study
  International students – immigration processing and advising, programming
  International scholars – immigration processing
  International Travel Advisory Group – and independent student travel

ACE Model for Comprehensive Internationalization



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International Goals

International Partnerships

International Academic & Mobility Programs

Funding International Student Recruitment & IZN priorities

Global Operations

International Partnerships –

Foster research and academic collaborations

Concomitant Goals

- Audit of active international partnerships
- Streamline international partnership process
- Explore tools for managing the partnerships process
- Provide support to signature, strategic partnerships

Priority Outcomes

- Increase the number of international students
- Increase the number of articulation programs
- Increase research and teaching collaborations
- Increase funding for global research

What might international partnerships entail…

- Short-term research training programs
- Pathway programs to graduate programs
- Dual and Joint Degree programs
- Research programs and grant writing
- Faculty and staff exchanges
- And more…

Global Academic & Mobility Programs –

Supporting “UVM In…” Programs and Catamount Global / Catamount Core

Concomitant Goals

- Develop resources and materials that support curricular integration of study abroad, creating pathways to students’ Global Citizenship
- Expand the number of “UVM Programs” sites and provide support for expansion

Priority Outcomes

- Expand the number of UVM program sites
- Enroll the maximum number of students
- Enhance/sustain high program quality

University of Vermont

Fundraising for International Goals

Collaborating with donors, foundations, and funding agencies

Concomitant Goals

- Build out network of alums from internationally engaged students
- Scholarships for international students
- Explore establishing a funded global citizenship program for under-represented students

Priority Outcomes

- Funds raised for programs
- Demographics and disciplines of students in global citizenship program

Global Operations

Creating an infrastructure that supports International Engagement

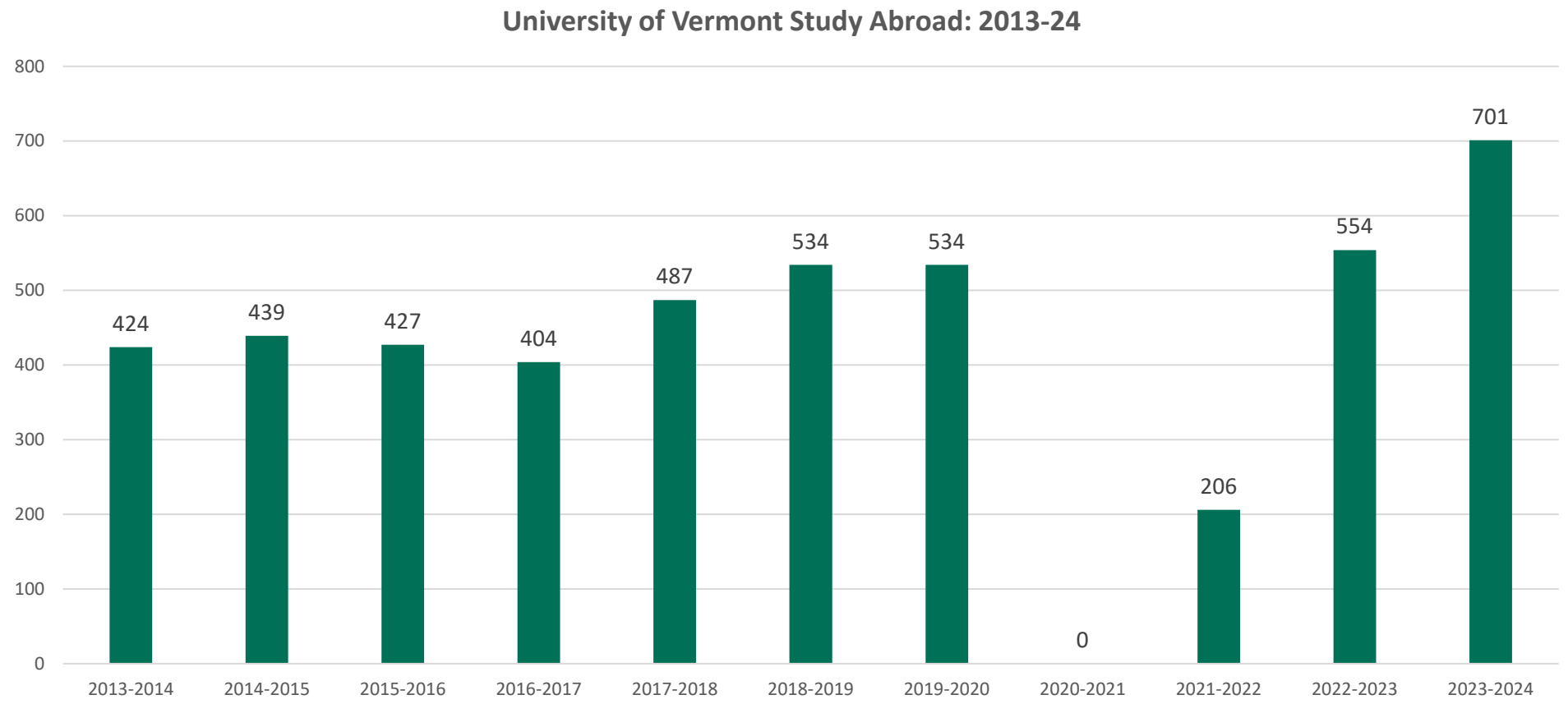
Concomitant Goals

- Benchmark other institutions, solve sticky problems, revise UVM's approach
- Streamline processes, policies, and systems
- *Aggregate information into a Global Operations Portal*

Priority Outcomes

- Less staff and faculty time spent chasing down answers
- Less funds spent on hiring external counsel
- Fewer complaints from faculty, staff and students

By the Numbers – Study Abroad



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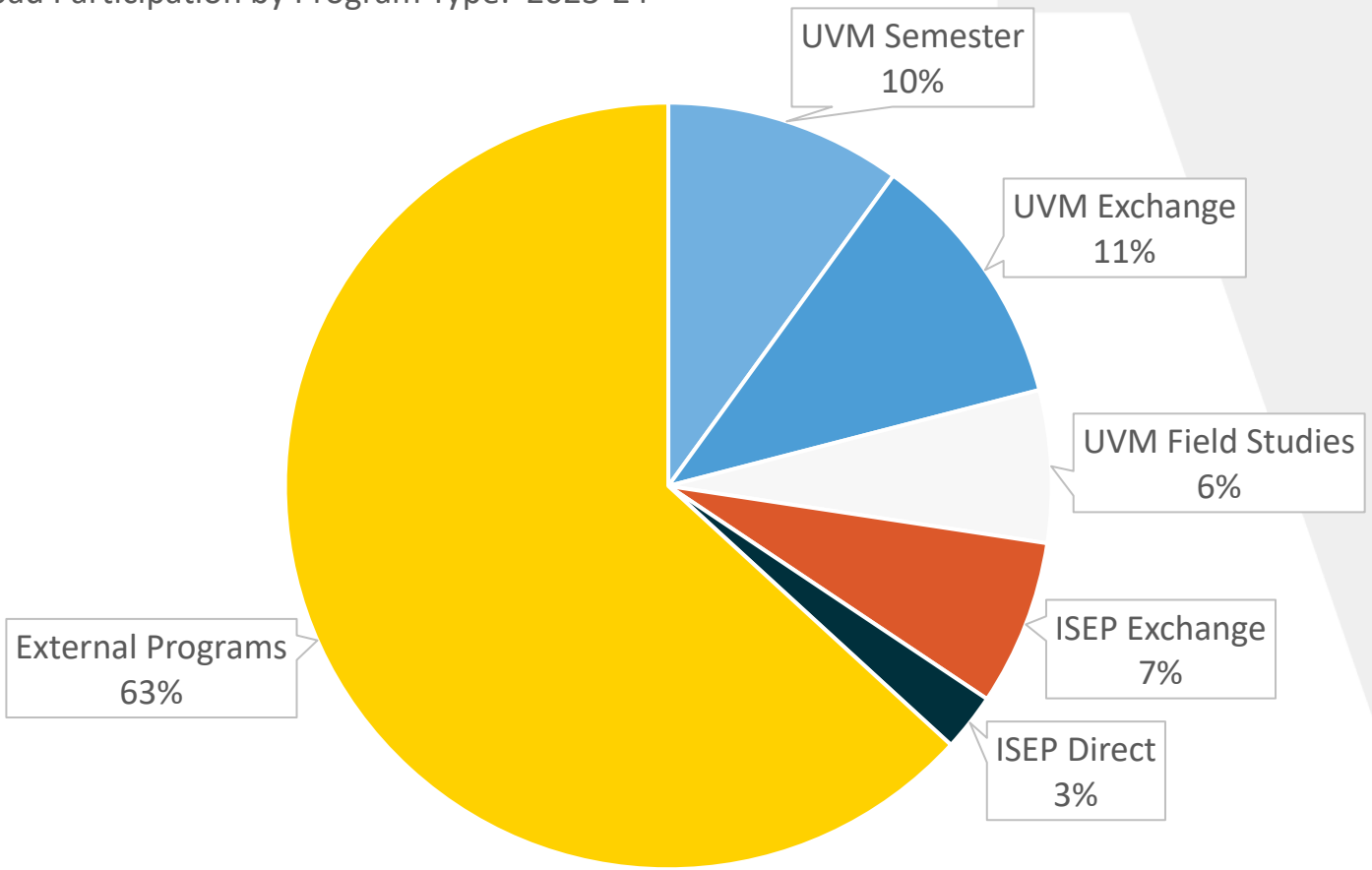
By the Numbers - Study Abroad

Study Abroad Participation by Program Type: 2023-24



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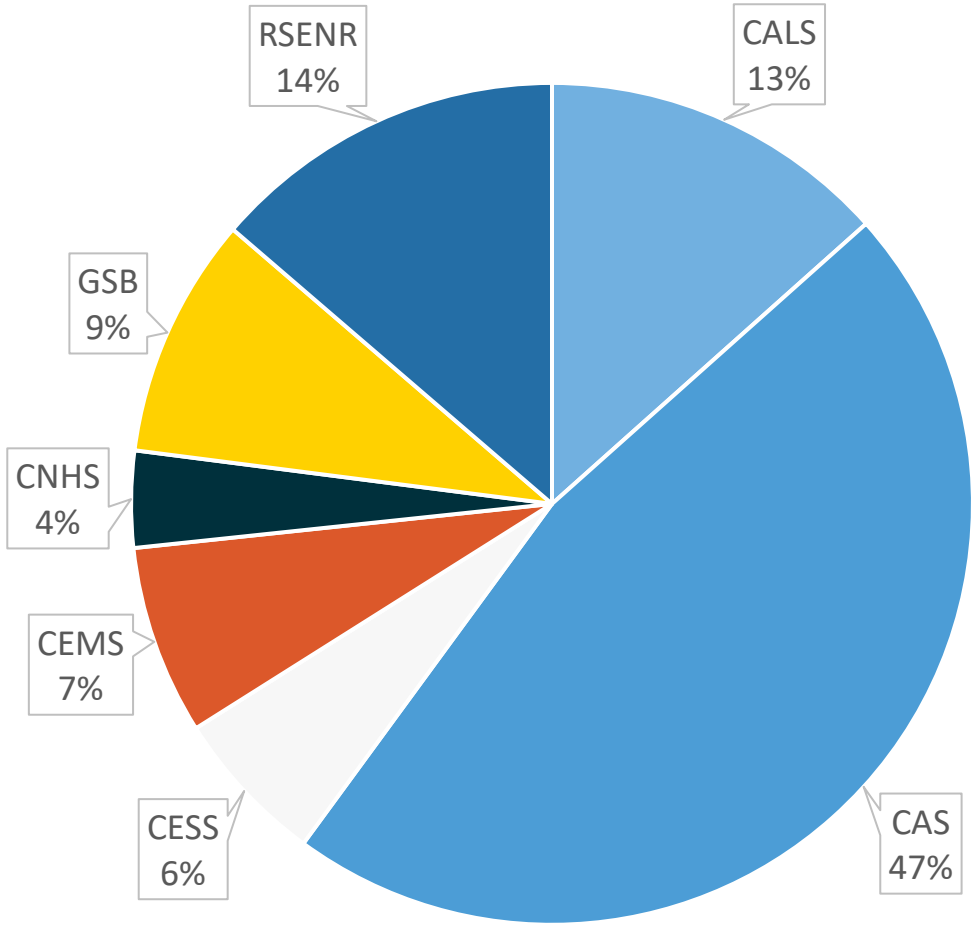
By the Numbers – Study Abroad

Student Participation by Academic College: 2023-24



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By the Numbers – Study Abroad

DEMOGRAPHICS

- In-state: 104, Out of state: 597
- First generation: 12
- Male students: 175 Female students: 526

TOP DESTINATIONS

Country	Totals
Italy	124
Spain	109
New Zealand	69
United Kingdom	56
Costa Rica	50
France	40
Ireland	29
Australia	27
Germany	21
Chile	16

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By the Numbers – Study Abroad

UVM Program in Ireland

UVM Program in New Zealand

UVM Program in South Korea (Spring 2025)

UVM Program in South Africa (targeting Fall 2025)

UVM Program in Barbados (targeting Fall 2025)

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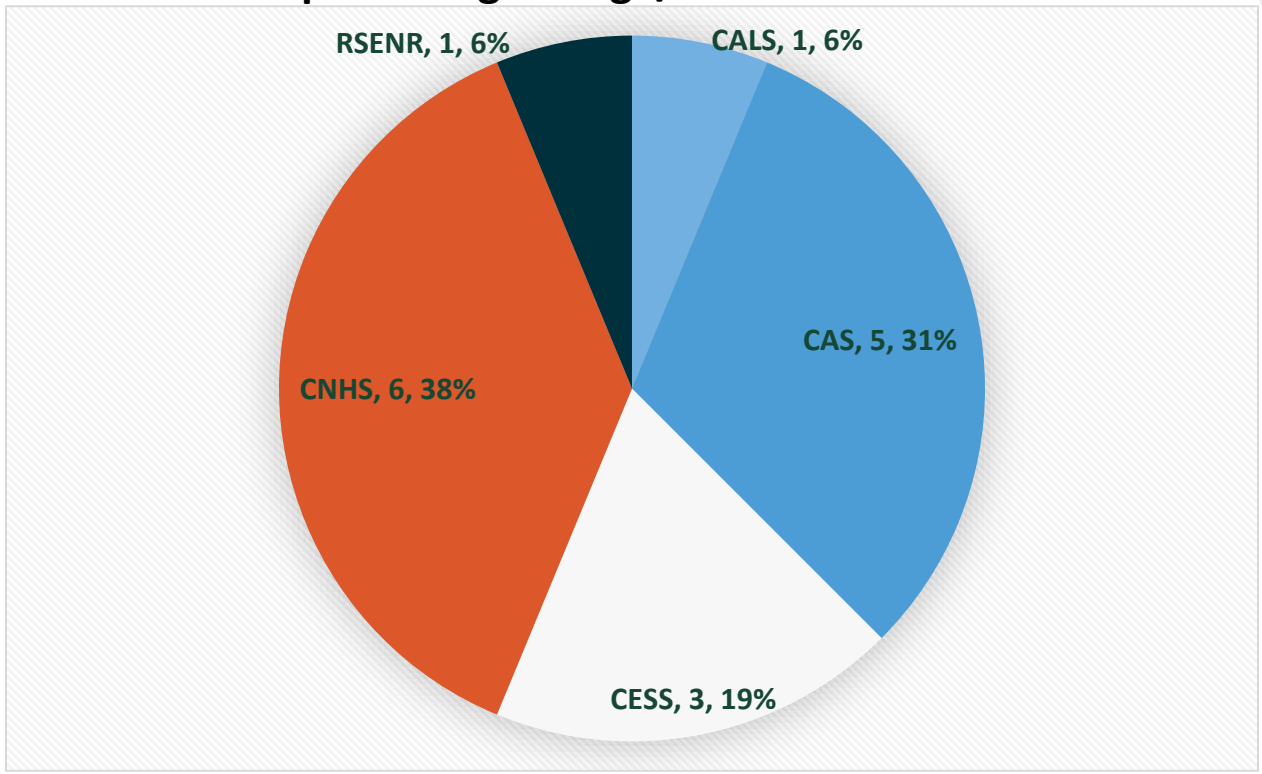
By the Numbers – Travel Study

Total Student Participation in 2023-24: 177

Sponsoring College/School 2023-24



Destinations in 2023-24

Brazil
St. Lucia
Ecuador
Belize
Costa Rica
Italy
Puerto Rico
Ireland
Greece
England
France
Finland
Italy
Netherlands
Ecuador
Belize

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By the Numbers – International Students

Total International Students:

446 from 77 countries

- Enrolled students: 362
- Post-Completion OPT: 44
- STEM OPT: 40

Degree Level of Enrolled Students:

- Undergraduate: 103
- Graduate: 217
- Exchange: 42

Top Countries of Origin:

- Canada
- China
- India
- Iran
- Nigeria

Top Fields of Study:

- Engineering
- Biology
- Business
- Computer Sciences
- Physical Sciences

Total International Scholars:

143

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UVM Students Come From 77 Countries Around The World

Afghanistan
Argentina
Australia
Azerbaijan
Bangladesh
Botswana
Brazil
Cameroon
Canada
Chile
China
Colombia
Croatia
Czech Republic
Democratic Republic of Congo
Denmark
Ecuador
Egypt
Finland
France
Germany
Ghana
Gibraltar
Greece
Guatemala
Guyana
Hong Kong
Hungary
India
Indonesia
Iran
Ireland
Israel
Italy
Jamaica
Japan
Jordan
Kazakhstan
Kenya
Kuwait
Latvia
Lebanon
Mexico
Mongolia
Myanmar
Nepal
Netherlands
New Zealand
Nigeria
Norway
Pakistan
Palestine
Peru
Philippines
Portugal
Russia
Rwanda
Saint Kitts and Nevis
Saint Vincent & Grenadines
Serbia
Slovak Republic
South Africa
South Korea
Spain
Sri Lanka
Sudan
Sweden
Switzerland
Taiwan
Tanzania
Turkey
Uganda
United Kingdom
United States
Venezuela
Viet Nam
Zimbabwe

Programming for International Community

Orientation

Advising

Community service programs

Waffle breakfasts

Cultural Kitchen events

Thanksgiving program

Buddy program

Community host program

And more …

Independent Student Travelers

171 registrations in 2023-24

30 countries

Reviews by International Travel Advisory Group

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How can faculty, chairs and associate deans help?

- Travel Study programs
- OIE for approved study abroad programs - https://goabroad.uvm.edu/
- International students - welcome and engage
- Independent student travel https://www.uvm.edu/oie/independent
- Internal funding opportunity for international research or graduate pipeline development
- Partnership development with international institutions
- International grant opportunities – NSF, NIH, Fulbright, and others

Managing Classroom Disruption:

Legal & Policy Framework

Chairs and Associate Deans Leadership Workshop
August 21, 2024

Presented By:
Jennifer Papillo, Associate General Counsel

University of Vermont

Legal Issues in Classroom Management

Reasonable Accommodations

- *Based on Disability*
- *Religious Exercise*

Due Process

Free Expression / Academic Freedom

Student Accommodations

- Title III of Americans with Disabilities Act and Sec. 504 of the Rehabilitation Act require universities to make reasonable accommodations for a student with a disability who is otherwise qualified in order to permit the student equal access to programs and services.
- The First Amendment and the Equal Rights Act of 1964 require that individuals be able to practice the religion of their choosing and not face discrimination. Reasonable accommodations ensure compliance.
- Accommodations cannot:
  - Pose an undue hardship on the University
  - Pose a threat to the safety of others
  - Fundamentally alter academic standards

Processing Accommodation Requests

- At UVM, Student Accessibility Services is the only office that can determine eligibility for and parameters of reasonable accommodations based on disability.
- Faculty must refer students to SAS and should not accommodate on an ad hoc basis.
- Faculty are encouraged to consult the Interfaith Calendar when planning key course deadlines to avoid major religious observances.
- It is not our job to question sincerely held religious beliefs when asked for accommodation.

Due Process

Two Essential Requirements:

(1) Notice:
- Of Expected Behaviors or Required Performance
- Of Allegations
- Of Potential Consequences

(2) Opportunity to Be Heard:
- Procedures
- Meaningful Time – generally "pre-deprivation"
- Impartial Decision-Maker

**Adequacy is Most Often Defined By Context & Policy

What process is due?

- In the Classroom, almost none:
  - No constitutional property or liberty right implicated
  - Include important behavioral expectations in syllabus
  - Develop a progression that includes a clear warning

- University discipline requires more formal procedures
  - Prior to permanent removal from class or separation from UVM, there must be a meaningful opportunity for the student to respond
  - Student Conduct Procedures prescribe the amount of process
  - Few exceptions enable action prior to process (imminent threat of safety)

Free Expression

"Congress shall make no law . . . abridging the freedom of speech"

- **UVM must:**
  - uphold and defend the right to free expression, including the freedom to express dissent, within the context of the law and personal responsibility.
  - not suppress expression because the ideas put forth are thought by some, or even by most members of the University community to be offensive, repugnant, or hurtful
  - enforce rules that restrict and sanction those who seek to disrupt the expression of others or otherwise engage in unprotected speech

Location, Location, Location

- Public (Open) Forum
  - Examples: public parks, sidewalks
  - Strongest First Amendment Protection
  - UVM cannot discriminate based on speaker's viewpoint
  - UVM can restrict time, place and manner of speech, but must leave open ample alternatives for expression

- Designated Public Forum
  - Not traditionally public forums, but affirmative decision has been made by property owner to allow for free expression. Take on the protection of Public (open) forums.
  - Examples: Andrew Harris Commons, Davis Center Meeting Rooms
  - Once open, cannot close the forum to a particular viewpoint

What about the classroom?

- Classrooms are not public forums.
  - Expression is limited by the instructor's directions and learning objectives, but still may not engage in viewpoint discrimination.
  - Instructor has authority to limit irrelevant and unreasonable disruption
    - Focus on impact of expression/behavior. Is it severe, pervasive, or objectively unreasonable.
    - Avoid focusing on content of expression/behavior, EXCEPT to focus on germaneness to course learning objective

Managing Behavioral Concerns in the Classroom

Faculty response – address behavior in a timely manner. Document appropriately (email follow-up to student, Care Form?). Consult and seek support as needed.

Escalate issue to **Student Services** staff – reinforce behavioral expectations. Document appropriately. Consult and seek support as needed.

Escalate issue to **Academic Dean** – reinforce behavioral expectations and consequences if not met. Consider appropriate actions/interventions to support the student's success and the classroom environment.

Escalate to **VPDOS** – in consultation with all parties involved, coordinate a larger response/intervention plan. Determine if/when CSC should be involved.

Suggested Progression for Faculty

- **Re-direct -** "We are well off course for today, let's bring it back to the original question . . ." "We are a little far afield, let's move on to . . ."

- **Reiterate (Warn) –** "Ok, Trent, that is enough on that issue for today. You are interrupting in a way that is not acceptable. Please stop or I must ask you to leave for today."

- **Remove –** "You are being disruptive. Please leave so we may continue our discussion." (Schedule office hour appointment to discuss re-entry and set clear expectation)

- **Recess –** "I have asked you to stop and then to leave. You continue to persist. We will pick it up here next time. Class is dismissed for today." (Schedule office hour appointment to discuss with the student)

Role of the Care Team

Consult	Consult with one another (and campus resources) about appropriate strategies for assisting students of concern and supporting the UVM community.
Plan	Agree upon a plan of action so that various university personnel are taking a consistent approach to assisting a student. **Focus is health and safety of student and community.**
Respond	Identify a “point person(s)” who will coordinate the assistance that a particular student of concern receives.
Communicate	Determine who needs to have information about particular students of concern so that the optimal balance between offering assistance and maintaining privacy of a student is achieved.
Recommend	Make strategic recommendations based on campus-wide and national mental health and behavioral trends and best institutional practices.

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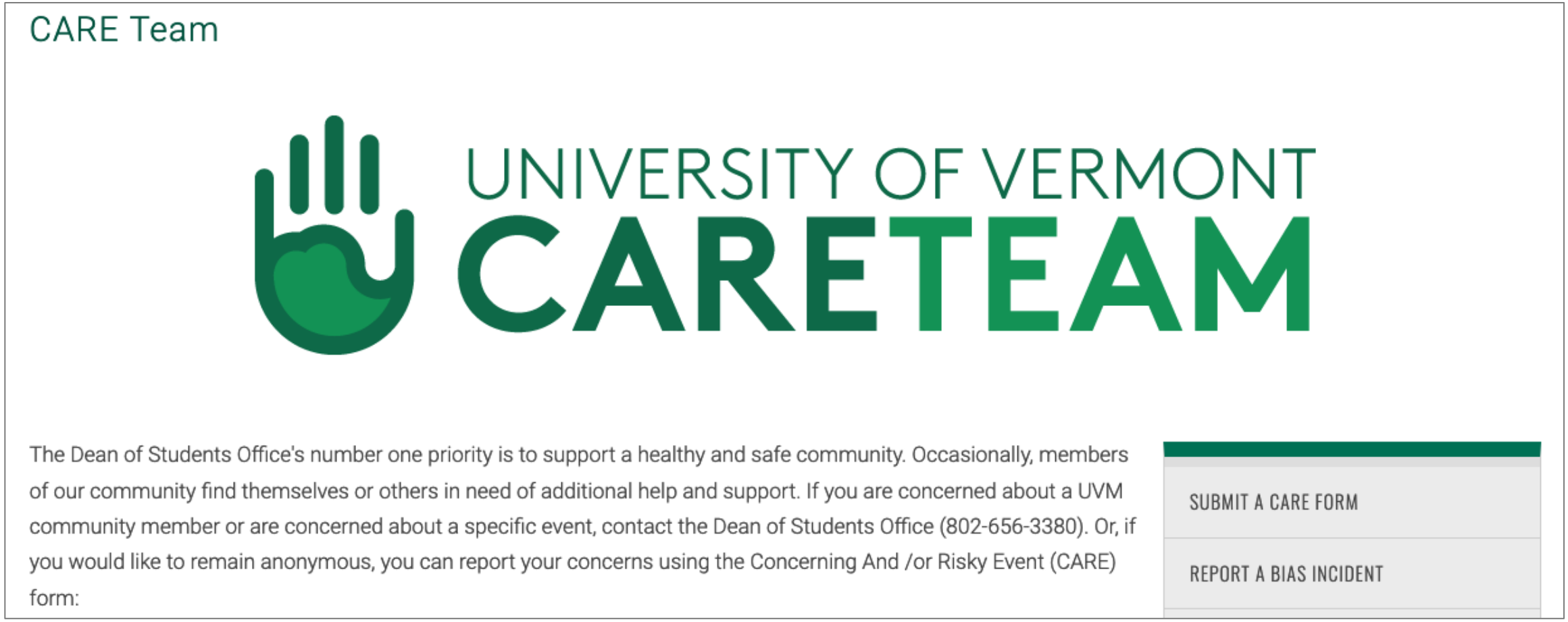
Care Team Members

Assistant Dean of Students for Retention (Convener) – Vacant
CARE Outreach Coordinators – Lindsay Furlong-O'Hara and Erica Victoria
Academics – Sarah Helmer and Katie Tyler; Rachel Norris
Student Accessibility Services – Sharon Mone
Counseling & Psychiatry Services (CAPS) – Zac Key
Student Health Services (Primary Healthcare) – Dr. Sharon Glezen
Student Health Services (Behavioral Health) – Jan Shamberger
Residential Life – Payne Hiraldo
Police Services – Tim Bilodeau and Jim Phelps
Center for Student Conduct (CSC) – Kim Martin
Office of Equal Opportunity – Jenny Grace

The Care Form



Lifecycle of a Care Form

Initial Review – First by Student Affairs, Care Team Outreach Coordinators.

Sharing of Information – if warranted reports are shared with appropriate office (e.g. UVM Police, Title IX, SAS, Res Life, Academic Unit, etc)

Response/Intervention – outreach to the student

Review – determine if intervention was effective and if ongoing case management is needed

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Myth Busting

Students can disrupt class without consequence

Students cannot be removed from a class session by faculty when disruption occurs

Academic Deans have no authority over what happens in the classroom

CSC and the Dean of Students can permanently remove a student from class upon request

Every mental health concern = safety concern to the community

Faculty (the person reporting the concern) will get detailed information about any intervention/threat assessment, etc.

There is no support for faculty facing difficult classroom situations.

Key Takeaways

- We are "the State"

- Exceptions to protected speech are narrow:
  - *disruption of academic environment*
  - *true threats*
  - *inciting imminent lawless action*
  - *"fighting words"*
  - *harassment*
  - *defamation*
  - *obscenity*

- We have a duty of "viewpoint neutrality" but can insist on civility

University of Vermont

UVM's Conflict of Interest & Privacy Programs

Date: August 21, 2024

Presented to: Chairs & Associate Deans

Presented by: Tessa Lucey, Director of Compliance Services & Chief Privacy Officer, Division of Safety & Compliance

University of Vermont

Mission

“The Office of Compliance and Privacy Services supports the visions, goals and aims of the University of Vermont through working in partnership with University and Academic leadership to exercise due diligence to prevent and detect criminal conduct; and otherwise promote an organizational culture that ***encourages ethical conduct*** and a ***commitment to compliance with the law***. The Office oversees UVM’s compliance and ethics program which is designed, implemented, and enforced so that the program is generally ***effective in preventing and detecting criminal conduct***.

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Office of Compliance & Privacy Services (OCPS)

Compliance & Ethics Program

Our office works closely with the University community to promote an institutional culture of compliance and thus prevent and effectively address violations of law, regulations, and University policy and protocols.

Institutional Policies

Our office works with leaders from across campus and disciplines to develop institutional policies, procedures and guidelines. Our office also houses a searchable and accessible website that houses all institution-level polices, procedures, and guidelines.

Enterprise Risk Management

The purpose of UVM's ERM program is to enhance our ability to achieve our mission, vision and strategic objectives by fostering an institution-wide culture of risk and opportunity awareness and thus providing a process to identify and address material risks and opportunities.

University of Vermont

Office of Compliance & Privacy Services (OCPS)

Public Records & Records Retention

As a public institution, UVM is required to comply with the Vermont Public Records Act. Our office oversees UVM's response to requests received under this Act.

Conflicts of Interest & Commitment

Our office oversees UVM's COI/COC disclosure program. This program reflects the ever-increasing complexity of our society, our various relations with each other and with outside institutions, and the heightened national and governmental sensitivity to such matters.

Privacy

Our office serves as a partner and a resource to the campus community and supports all areas of the University in their efforts to properly safeguard all data that we have been entrusted with.

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Conflicts of Interest, Commitment and Nepotism

Who needs to disclose?
How and when do they disclose?
What do disclosers need to disclose?
What are reviewers looking for?
What happens if...?

Who needs to disclose?

University of Vermont

How and When?

RESEARCHERS

UVMClick

Those involved in Sponsored Research must disclose using UVMClick at the following times:

- At least annually
- As their circumstances change
- During the proposal process
- Using UVMClick is A MUST!

EXEMPT STAFF

UVMClick

Exempt staff must disclose using UVMClick at the following times:

- At least annually
- As their circumstances change
- Using UVMClick is A MUST!

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How and When?

NON-EXEMPT STAFF

Other

Non-exempt staff must disclose directly, most often via email, at the following times:

- Prior to starting the activity or entering into the relationship
- As conflicts arise
- As their circumstances change
- UVMClick is not an option

FACULTY

UVMClick, Annual Workload Form, Other

Faculty must disclose on their annual workload forms and/or via another mechanism established by the department at the following times:

- At least annually
- Prior to starting the activity or entering into the relationship
- As their circumstances change
- UVMClick is available but optional*

There is a communication plan for if/when this changes.

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What do disclosers need to disclose?

RELATIONSHIPS

ACTIVITIES

INTERESTS

THAT ARE RELATED TO INSTITUTIONAL RESPONSIBILITIES

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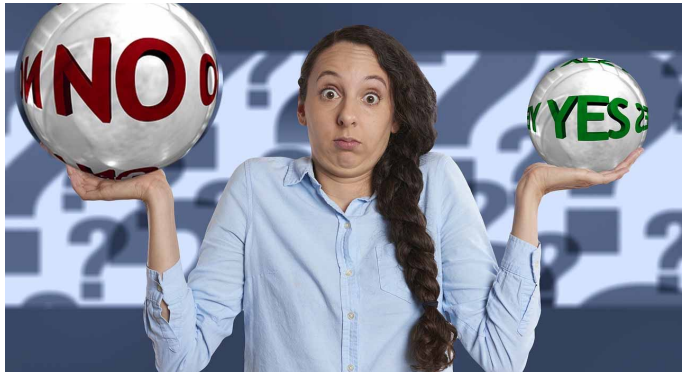
What are reviewers looking for?



All "NO" Responses?

You won't see these. If all the questions have "no" responses, they go straight through to a "No Review Required" status.

"Yes" Responses?

A certification with at least one "yes" response requires review. But, if there is no job nexus, you can just acknowledge it and move it through without doing anything further.

"Yes" Responses with a Job Nexus

If the "yes" response corresponds to an activity or a relationship that is related to the employee's job, a management plan, commensurate with the risk, is required.

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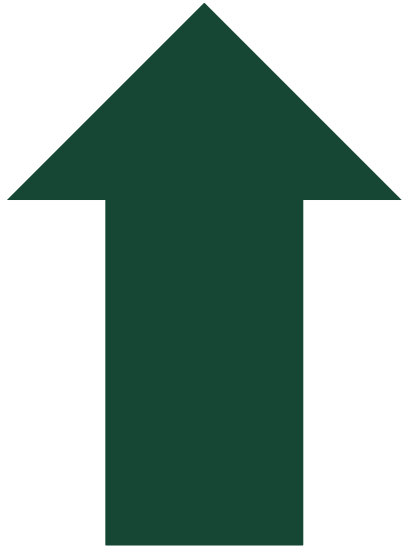
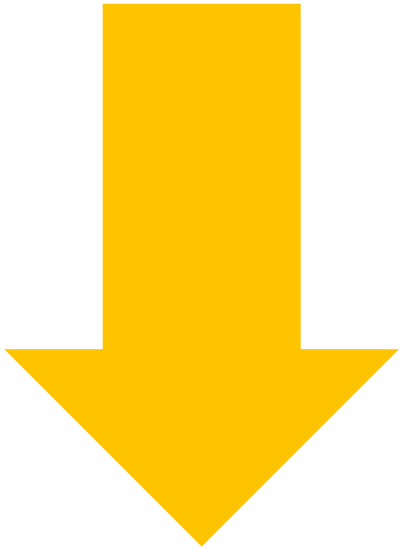
Risk Levels



Written Management Plans

The higher the risk, the more detailed the management plan.



Emails

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Low Risk:

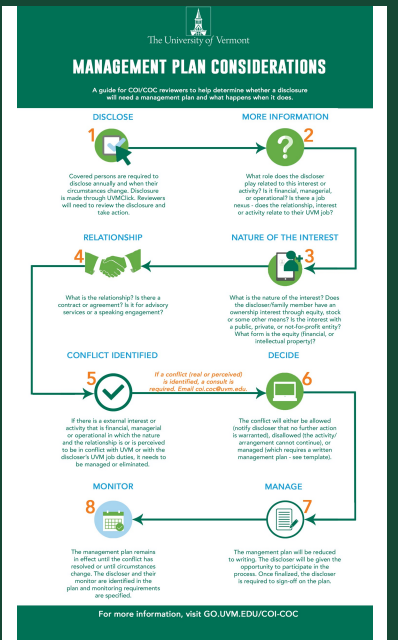
Template Emails available for common disclosures such as:

- Owning, being employed by, or performing Board service that does not appear to impact their UVM duties.
- Family member employed by UVM.
- Consulting that does not appear that it conflicts with their UVM duties.
- Hiring UVM students to conduct non-UVM, personal work.
- Receiving gifts from a someone with a relationship with UVM.
- Having an affiliation with another university.
- Assigning a book that faculty authored/co-authored, or otherwise receives remuneration, to students.

As The Risk Increases:
Written Management Plans

If the disclosure is (1) related to their UVM job, and/or (2) could impact their ability to fulfill the requirements of their job, it needs to be managed.

- **Relationship:**
  - *Self or Family vs. Independent Third Party*
- **Dollar Amount:**
  - *Rule of thumb is $5,000 but some conflicts could have $0 dollar value.*
- **Amount of Time:**
  - *Number of hours required to perform the outside activity makes it questionable as to whether they can perform their UVM job.*
- Help is available – contact coi.coc@uvm.edu.
- Most conflicts can be managed. In rare situations, the activity or interest could be prohibited. Very rare.



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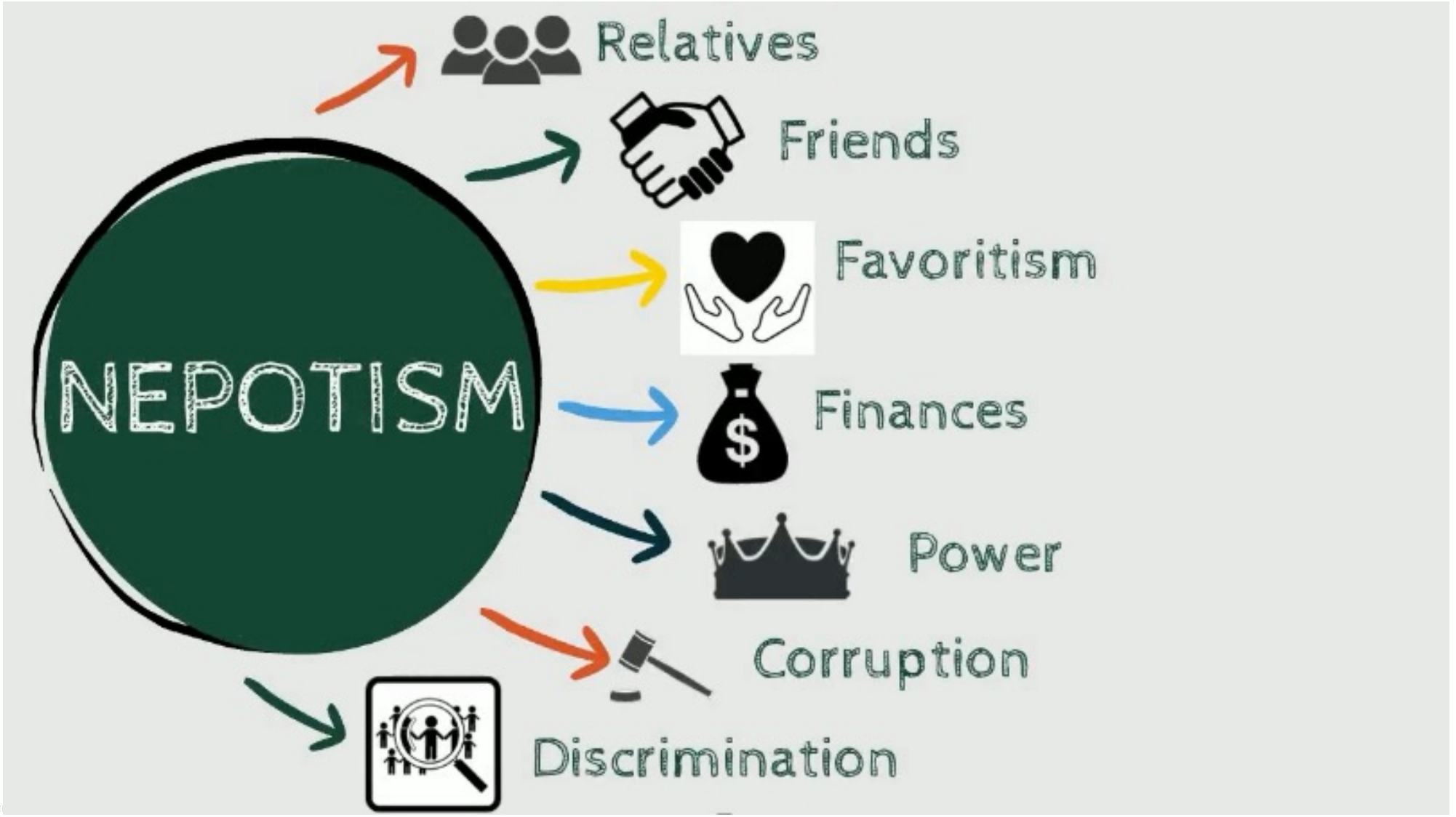
What about nepotism?



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What about nepotism?

Promoting family members?

Without any regard for performance

Hiring family?

Without any regard for qualifications

Treating family members

More favorably than non-family

Family Member:

- Spouse, domestic partner, romantic partner
- Child, parent, grandparent, sibling, grandchild, aunt or uncle, niece or nephew, whether by blood, adoption, marriage, or domestic partnership
- Household member or the household member's spouse or domestic partner, or romantic partner

At UVM, it's prohibited

Employees cannot directly supervise or make employment decisions for family members

Can change over time.

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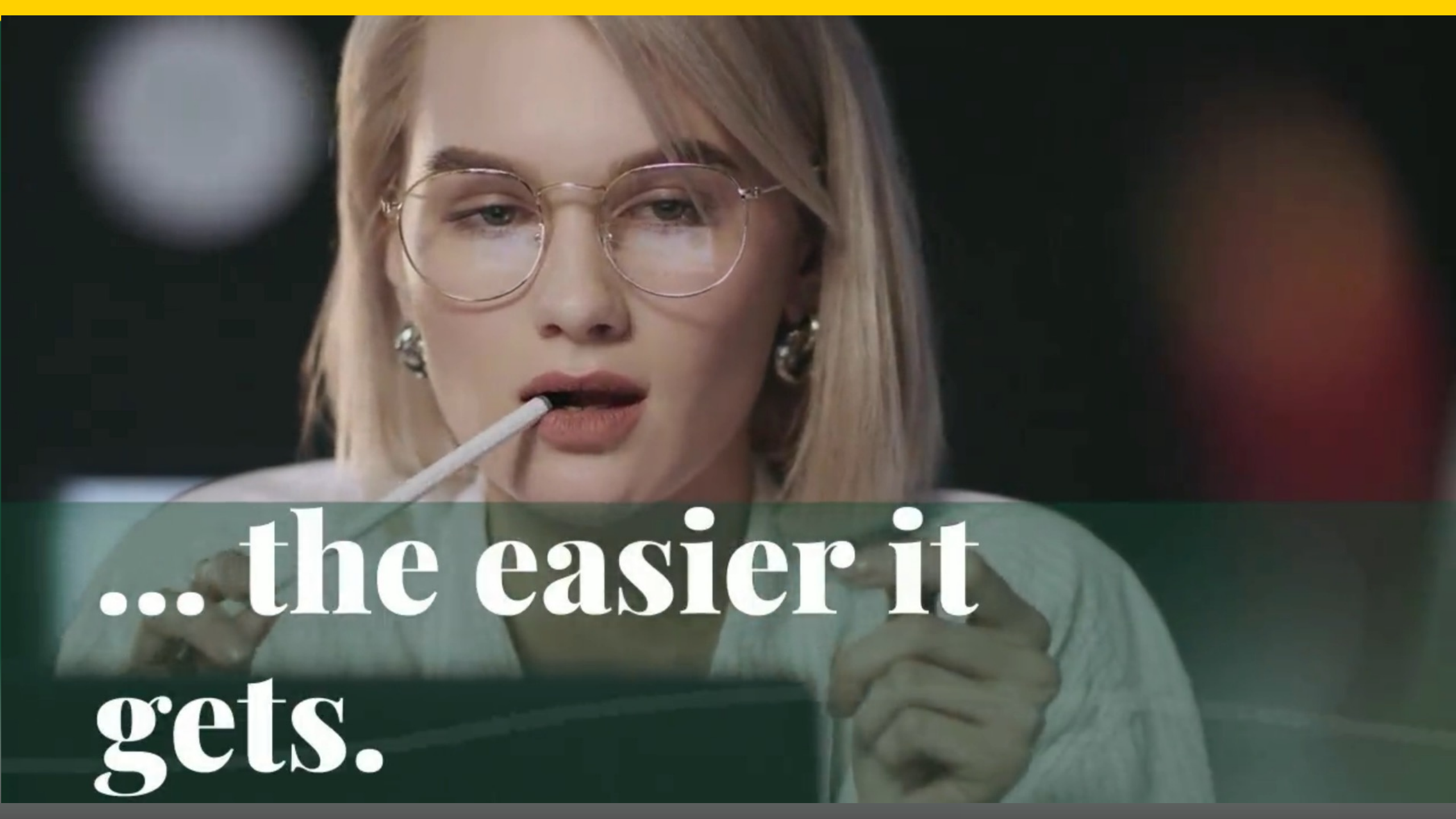
The more
you do...


... the easier it
gets.

HELP IS AVAILABLE
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PRIVACY PROGRAM

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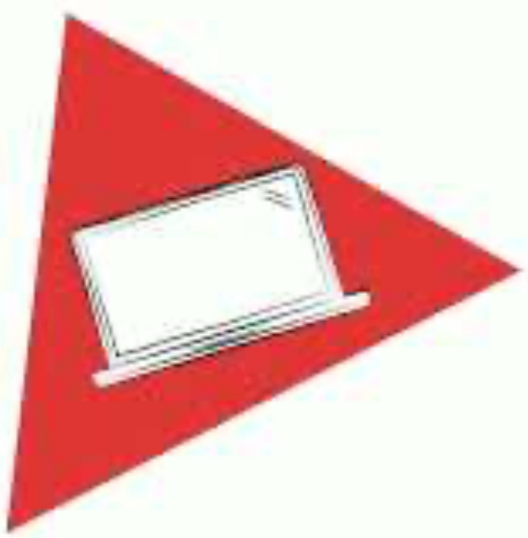
N.P.P.D. DEFINED



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It's More Than "Just" FERPA

Gram-Leach-Bliley Act (GLBA)

Health Insurance Portability and Accountability Act (HIPAA)

State Privacy Laws – INCREASING!

International Privacy Laws

- General Data Protection Regulations (GDPR) – EEA
- Personal Information Protection Law (PIPL) – China
- Personal Information Protection and Electronic Documents Act (PIPEDA) – Canada
- Brazil, Japan, South Korea, New Zealand, Switzerland, Argentina… on and on and on

It's More Than "Just" FERPA

Federal Government and Research Data

- SPM-33
- Controlled Unclassified Information (CUI)
- Export Controls – includes export of data & technology
- Foreign Influence

IF IT'S PERSONALLY IDENTIFIABLE/SENSITIVE...

... SOMETHING IS REGULATING IT.

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EXAMPLES

- *Posting job applicant information to an "internal website" that wasn't, in fact, internal.*
- *Requiring students to use a non-UVM sanctioned free scheduling software.*
- *Email sent to a public group with the wrong attachment.*
- *Cutting and pasting individually identifiable information into a chatbot such as ChatGPT or Gemini or Copilot or LaMDA or…*

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Questions?