STANDARD IV: PROGRAMS AND INSTRUCTION

Introduction

The greater part of this account of academic programs and instruction at The University of Vermont consists of reports that have been developed and submitted by the deans of eleven major academic units: eight colleges and schools involved in undergraduate education, a College of Medicine that provides professional education in the health sciences, a Graduate College that oversees graduate degree programs across the university, and a Division of Continuing Education that extends campus educational programs to learners beyond the campus community:

College of Agriculture and Life Sciences
School of Allied Health Sciences
College of Arts and Sciences
School of Business Administration
College of Education and Social Services
College of Engineering and Mathematics
School of Natural Resources
School of Nursing
Graduate College
College of Medicine
Division of Continuing Education

This organization of the report on programs and instruction reflects the considerable authority that has been delegated to the colleges and schools and to the departments, programs, and faculties within those schools and colleges. Despite this considerable decentralization of authority and responsibility, the academic programs and the support of those academic programs is facilitated and integrated through the Office of the Provost. Structurally, the Provost of the University is the chief academic officer not only for the academic divisions, colleges, and schools, but also for a number of academic support services, including:

Libraries and Media Services
Computing and Information Technology
International Educational Services
Living/Learning Center
Center for Excellence in Teaching and Learning
Women's Center
Fleming Museum
George Bishop Lecture Series
Office of Sponsored Programs
Animal Care Management
Radiation Safety
Institutional Studies
The Office of the Provost annually revises and distributes to members of the faculty at The University of Vermont a document titled *Academic Policies and Procedures*. This document is organized in three parts: Academic Policies and Procedures; University Policies; and General Information.

This document is a compendium of policies and procedures that either provides the text of a policy or procedures, or refers the reader to the full text of a policy or procedure in another published document of the University (*The University Officers’ Handbook, The University of Vermont Catalogue* for the current year, and the student handbook *The Cat’s Tale*). Among the topics covered in *Academic Policies and Procedures*, one finds university-wide policies, protocols, and procedures for the academic calendar, academic honesty policy, alcohol and drug policy, class meeting expectations, class lists, course change process, course requirements, field trips, final examinations, grade reporting, media inquiries, office hours, religious holidays, room assignments, section changes, study abroad, nondiscrimination, sexual harassment, freedom of expression and dissent, officer and employee indemnification, accommodations for students with disabilities, access to personnel files, and the review of proposals to initiate, alter, or terminate academic programs and organizational units. *Academic Policies and Procedures* provides a perspective of the mechanisms for integrating programs and instruction across the University.

This narrative on Programs and Instruction begins with the ways in which The University of Vermont strives to develop and maintain an integrated network of academic programs and instruction. The balance of the narrative consists of reports from the ten colleges and schools on their efforts with regard to education and instruction, research and school, and admission and retention. The narrative also includes a report from the Division of Continuing Education on the way in which it has embraced new technologies in the past decade to extend learning to a wider community of students and learners, founded on the academic programs and instruction of the ten colleges and schools.

The narrative is, then, primarily a description and appraisal of the ways in which UVM meets the 11 standards of accreditation set by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges. Much of the projection for Programs and Instruction will be found within the five Areas of Emphasis examined in the second part of this report.

**The University’s Commitments to Programs and Instruction**

The primary focus of The University of Vermont has been and will continue to be the education of its students, including undergraduates, graduate students, medical students, and non-traditional students. The 1988 Statement of Mission expressed a commitment to “excellence in instruction” and to the integration “of the principles of liberal education to enhance the personal, professional, and intellectual growth of its students.” The 1998 statement of mission and purposes continues to express that level of commitment. From an overall institutional perspective, the degree of freedom accorded each academic unit often leads to disparate means but remarkably similar educational ends consistent with the University’s vision and mission. The Academic Council, Provost’s Council, and Faculty

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Senate are forums that provide academic oversight to ensure that each student’s experience satisfies and preferably exceeds the institutional standard.

Undergraduate degree education at UVM occurs within eight colleges and schools, each offering a curriculum that couples a substantial and coherent introduction to broad areas of knowledge with intensive study in at least one disciplinary or interdisciplinary area of knowledge. Each college or school has a statement of mission or educational philosophy on which its undergraduate degree curriculum is based.

The University’s primary focus has historically been and is presently on the education of its students. This remains true even as UVM has evolved from a private liberal arts college to a Carnegie II research university and land-grant institution with major obligations for service and outreach. The ability to retain a primary focus on undergraduate education, and on the close student–faculty relationships we believe critical to that objective, has been a major differentiator for the institution, made possible both because of modest size, and more importantly, the strong desire of the administration and faculty to research and teach in this manner. Maintaining this approach in a research university is something of a challenge, which UVM has resolved by encouraging faculty and students to engage in research jointly (rather than have students uninvolved or simply assisting faculty). This has led to undergraduate as well as graduate student co-authorship of major research papers in refereed journals and conference presentations.

The academic programs of the colleges and schools are consistent with the University’s mission. Additions and changes in programs are generally initiated within the colleges and schools. Each such unit having an internal process for review and approval. Proposals for new programs and changes in existing programs then pass from a college or school to the Academic Affairs Committee of the Faculty Senate, which conducts a review to assure that what a particular college or school proposes to do is consistent with the expectations of the university. The Academic Affairs Committee makes a recommendation for action by the Faculty Senate. From the Faculty Senate, the proposal then passes through the stages of action by the Provost, the President, and the Board of Trustees.

Degree objectives and requirements are clearly stated and published in the Undergraduate and Graduate Catalogues, in collateral documents from respective colleges and schools, and in materials published and posted by individual departments. During the past decade, many of these documents have become accessible not only in printed form but also through the University’s web site (http://www.uvm.edu).

For several years in the past decade, academic planning has been inextricably linked with the budgeting process. Shortfalls in financial resources have required cuts in expenditures throughout the university. Administrative services and nonacademic programs have been a major target for reductions, but academic programs have also had to accept the loss of faculty and staff positions, as well as reductions in operating expenses. Some of these reductions occurred over a four-year period, but annual budget reviews were used to determine the extent to which additions and changes in programs could be made through reallocation of resources. With the most recent change in President and Provost, the planning process has
been substantially modified to measure performance outcomes and to assess the satisfaction of objectives for the academic unit and for the university. Financial and other resources are now allocated on the basis of satisfaction of objectives. This is a critical step toward achieving institutional goals and objectives in a constrained financial environment, and also has the ancillary benefit of better focusing the entire planning and evaluation function. Further consideration of this issue will be found in Part II of this report, with examination of six Areas of Emphasis.

The University develops, approves, administers, and periodically reviews its degree programs through existing administrative mechanisms involving departments and programs, colleges and schools, the Faculty Senate, and the Office of the Provost. Development or change in an academic program may begin within a department. Forwarded by the department chair, a proposal will be examined by a curriculum committee or other committee of a college or school, acted on by the faculty of that college and school, and then forwarded by the dean of the college or school. Thereafter, review and approval occurs through the Academic Affairs Committee of the Faculty Senate, the Faculty Senate itself, the Provost, the President, and the Board of Trustees. Degree programs involving two or more colleges and schools undergo review within the colleges and schools and at the university level. The administration and review of approved programs occurs through the various entities identified above. The Graduate College has a mechanism for periodic review of graduate programs in the other colleges and schools.

When programs are eliminated or requirements are changed, students are able to complete their studies with a minimum of disruption. Essentially, students entering any UVM program are “grandfathered” if and when changes are instituted. This applies even to non-degree, “community education” students in The Division of Continuing Education (DCE) enrolled in certificate programs. When, for example, DCE canceled a certificate program in photography, all enrolled students were guaranteed the coursework to complete their certificate. The program in Physical Therapy within the School of Allied Health Sciences, responding to its professional association’s commitment to making a master’s degree the primary degree for physical therapy, has initiated a new Master of Science degree in Physical Therapy and is phasing out its Bachelor of Science degree in that field. Although no new students are being admitted to the bachelor’s program, the bachelor’s degree in physical therapy will continue to be offered by The University of Vermont until those students earlier admitted to the bachelor’s program have successfully completed the requirements for the degree.

The University believes programs and courses provide opportunities for reflection and analysis in several ways. Academic departments regularly solicit student evaluations of courses to provide a basis for assessing the quality of instruction and for providing each faculty member teaching a course with feedback that may contribute to changes in the course. Each college and school also has a board of advisors, generally composed of alumni and friends of that academic unit. A Board of Advisors meets at least yearly with the dean, key faculty, and student representatives, presenting intelligence on changes and trends in the field, and helping the unit gauge continued pertinence and applicability of programs and courses. Finally, specific accreditation and governing bodies provide input on changes in the
field, make recommendations on programmatic/curricular modifications, and in certain cases certify the program. Currently, there are 19 academic programs at UVM that hold such accreditations by professional associations. (A listing of those academic programs and their accrediting organizations may be found in the section on Accreditations in the Introduction to The University of Vermont Catalogue 1998-1999.) The reflection and analysis undergone as a result of all these processes and the overall critical examination processes of administrators and faculty members lead, we believe, to prudent and considered programmatic changes. The Division of Continuing Education offers courses and programs consistent with the University’s educational objectives both on-campus and, increasingly, off-campus through live instruction, conferences and institutes, and distance learning via satellite-generated in-class instruction, satellite teleconferences, videotape instruction, CD-ROM, and Internet-based instruction. Ensuring its multiplicity of programs is consistent with UVM’s educational objectives is accomplished by a number of means. The Dean of The Division of Continuing Education has membership on the Provost’s Council and Academic Council, and new programs are typically vetted in these forums as well as through the Board of Trustees when major programmatic or operational issues are involved. Secondarily, credit courses offered through the Division fall under the purview of individual departments and colleges or schools and utilize their faculty or faculty-approved surrogates; thus the department and college or school provides an additional level of compliance, quality, and consistency assurance. In programs generated within DCE, such as certain conferences and institutes, UVM faculty are typically involved and thus the departmental and college or school oversight mechanism is again applicable. Additionally, a majority of DCE curriculum developers qualify as having faculty status in their areas of expertise. Their connection with a specific faculty, as well as with DCE, helps ensure consistency with broad UVM objectives.

Generally, the University retains direct control of all academic resources. In 1996, The University of Vermont began to offer a joint program with the Vermont Law School (VLS) that allows qualified students to register for classes in both institutions and occasionally cross-registers a class that may be taught by either UVM or VLS faculty. In this instance, control is mutual. A 1998 articulation agreement with the Community College of Vermont (CCV), will allow qualified CCV students to enroll at in the College of Arts and Sciences at UVM. The terms of the agreement are specific as to a student’s course of instruction and grade point average (GPA), and thus allows UVM to retain direct control of the quality of a student matriculating at UVM. No religious, civic, governmental, professional, or other outside body controls all or any portion of the University’s academic resources.

Conferences, workshops, and institutes are consistent with UVM objectives either through the mechanisms of the Division of Continuing Education or through the standard academic processes for those sponsored by a particular department, program, college, or school.

At The University of Vermont, controls are exercised both centrally and within individual colleges and schools. Course content and delivery control lies within unit autonomy, subject to institutional governance provisions. Selection and approval of faculty is again a joint function, with departments and colleges or schools selecting and approving a faculty member subject to final approval by the Board of Trustees. Admissions is performed on a college or school basis and prospective students generally apply to a specific college or school rather
than to the University itself. Registration and retention are centralized functions under the
direction of the Vice President of Student Affairs. Evaluation of prior learning (for transfer
students) is executed both centrally (by the Transfer Affairs Office in the Registrar’s Office)
and the appropriate college or school and department. Evaluation of student progress is done
departmentally subject to guidelines and requirements of the college or school.

**Undergraduate Education**

Each college or school has specific requirements for undergraduate degree programs. These
are reviewed below. All, however, require a substantial and coherent introduction to broad
areas of human knowledge and in-depth study of at least one disciplinary or inter-disciplinary
area as manifest in an academic major. This entails both a general education requirement,
which we believe is substantive and coherent, and a major/concentration requirement.
General education requirements regardless of college or school balance arts and humanities,
sciences and mathematics, and the social sciences. All undergraduate students complete a
minimum of 40 credit hours in general education courses.

The faculty of departments and programs advise students to ensure that expectations for the
major are met. The deans’ offices of the colleges and schools certify that the requirements
for general education and a major have been met for each degree candidate. Mechanisms
also exist for students to complete double majors and one or two minor concentrations. This
past decade has seen the introduction of cross-college minors at UVM, whereby a student in
one college or school may complete the requirements of a minor offered by another college
or school.

All graduates of The University of Vermont demonstrate competence in basic areas of
knowledge and understanding. There is emphasis on oral and written communication in
English. For several years, the Department of English in the College of Arts Sciences has
sponsored workshops for University faculty on “Writing across the Curriculum,” and the
College of Arts and Sciences is initiating a pilot program on increasing the emphasis on
writing skills for all students. The curricula of various academic departments are offered to
increase the ability to reason scientifically and quantitatively, to engage in critical analysis
and logical thinking ability, to acquire the capability for continued learning and the
understanding this will be necessary for most professional careers and personal enrichment,
and to gain a knowledge and understanding of major scientific, historical, and social
phenomena. A basic knowledge and appreciation of the aesthetic dimension and the ethical
dimension may be acquired not only through course work in academic departments of the
arts and humanities, but in the resources and programs offered by the Fleming Museum, the
George Bishop Lane Series, the Royall Tyler Theatre, and other campus venues for the arts,
the humanities, and public issues. The Office of the Provost seeks to integrate institutional
efforts in these areas through a Coordinator of Arts.

Requirements for major concentrations and minor concentrations try to assure that each
student acquires an in-depth understanding of one area of knowledge or practice and its inter-
relatedness with other areas. In addition, UVM graduates also gain — through curricular
means, the organization of colleges and schools, a student life emphasis on participation in
environmental and recreational activities, and the setting of the University itself — an appreciation of the inter-relatedness of humankind and the natural environment. Since 1988, the University has also sought to increase student knowledge and understanding of human diversity through courses focused on racial and ethnic relations. Each undergraduate college and school now has a requirement that a student take at least one such course. Moreover, UVM has introduced through its College of Arts and Sciences academic programs in Women’s Studies and in ALANA Studies (African, Latino, Asian, and Native-American Studies). UVM also has a rich set of offerings in environmental sciences across several of the colleges and schools.

Since 1994, the Office of the Provost has had an Executive Officer for Cultural Pluralism and Racial Equality, and, during the 1998-99 academic year, the Provost will appoint a Vice Provost for Undergraduate Education.

Graduate Degree Programs

Similarly to undergraduate programs, graduate degree programs are developed and administered by individual colleges and schools and are discussed in detail below in the reports of the ten colleges and schools of the University.

Scholarship and Research

All full-time tenure-track faculty, except Extension faculty, are expected to pursue scholarship and research and are in part evaluated on their success in so doing. In addition, and given the primacy of teaching at this institution, all faculty, including those with major research agendas and success, are expected to teach, advise, and work with students both inside and outside the classroom or laboratory. Scholarship and research expectations vary by college or school and department, and college or school support for research is robust within overall institutional philosophy and practice. Generally, such support is manifested in reduced teaching loads for major research projects, excused leave for relevant professional conferences and meetings, and various kinds of assistance from students or staff. The reports of the colleges and schools provide instances of such unit support.

At the university level, the Office of the Provost coordinates a number of services to encourage and facilitate scholarship and research. The Office of Sponsored Programs assists faculty in applying for and securing grants and awards. The Institutional Review Board for research involving human subjects, the Office of Animal Care Management for research involving non-human subjects, and the Office of Radiation Safety assure that risks in research are minimized. The recognition of four faculty annually as University Scholars expresses a regard for scholarship and research that makes a significant contribution to knowledge. The Office of Technology Transfer develops ways in which the outcomes of research may be developed and applied in contexts external to the University. UVM faculty engage in collaborative research efforts with faculty of other Vermont institutions of higher education through the Vermont EPScoR program (Vermont Experimental Program to Stimulate Competitive Research), supported by the National Science Foundation (NSF) from its founding in 1986 and more broadly supported within Vermont itself since 1992. The report
of the College of Arts and Sciences provides, under the topic of Introduction, information on the SUGR/FAME program (Stimulate Undergraduate and Graduate Research with Faculty Mentoring). The reports of the colleges and schools also recognize UVM’s participation in the HELIX program (Hughes Endeavor for Life Science Excellence).

One major development in research at UVM occurred as the consequence of merging two departments of microbiology (one in the College of Agriculture and Life Sciences, and the other in the College of Medicine) into a single Department of Microbiology and Molecular Genetics. A major contributing factor to that change was the University’s effort to fund, construct, and open the Robert T. Stafford Building as a state-of-the-art facility for advanced research in life sciences.

During the 1998-99 academic year, the Provost has appointed a Vice Provost for Research who will be responsible for improving UVM’s commitment to research and scholarship.

**Instruction**

As part of its focus on teaching and a renewed commitment to an unparalleled student experience, the quality of instruction is of paramount importance to the institution. Committed and effective teaching is considered the norm and outstanding efforts are recognized departmentally, within colleges and schools, and institutionally. The reports of the colleges and schools provide evidence of the efforts specific to each of them. Additionally, the quality of teaching is enhanced through programs of University Training and Development, a unit of the Division of Continuing Education. Faculty development courses and programs are generally available without cost for this purpose. At the university-wide level, the Office of the Provost sponsors a competitive program of Instructional Incentive Grants that provide financial resources for faculty to upgrade the quality of their courses and create new courses. Since 1987, the Office of the Provost has annually recognized some four to six faculty as outstanding teachers through the Kroepsch-Maurice Award. Faculty, students, and recent alumni throughout the University nominate faculty for this award, for which recipients receive $1,000 stipend to enhance their teaching and scholarship. In 1998, the recipients were in the fields of biology, economics, higher education, historic preservation, sociology, and continuing education. In 1998, the University also established the Center for Teaching and Learning in order to further upgrade the quality of instruction. During the current academic year, the Provost appointed a Vice Provost for Learning and Information Technology.

Until this past decade, the University tried to ensure that students received academic advising by requiring that students enrolled for courses only when enrollment forms bore the signature of a faculty advisor. In Fall 1995, UVM availed itself of electronic technologies that made it possible for students to enroll for courses by telephone and by computer. This innovation, however, removed the element of an advisor’s authorization for enrollment, although the signatures of advisors are still required for changes in the status of an enrollment. As a consequence of this technological change in course enrollment, the colleges and schools have introduced a number of innovations to strengthen the quality of advising
and student use of such advising. The colleges and schools provide examples of such innovations in advising within the unit reports that follow.

**Admissions and Retention**

The University believes its admissions and retention efforts are orderly and ensure equality of educational opportunity. Processes are in place to assure only students capable of doing the work are admitted. Presently, four years of English, three years of mathematics (including Algebra I, Geometry, and Algebra II), three years of social science, two years of natural or physical science, and two years of the same foreign language are required of all entering students regardless of college or school.

For more than a decade, The University of Vermont has recruited highly qualified students from Vermont secondary schools to be Vermont Scholars at UVM. Since the 1988 accreditation, UVM has experienced with other colleges and universities several years of decline in the numbers of high school graduates applying for admission to higher education, and this has lowered the proportion of particularly well qualified students admitted to the University. In an effort to make UVM more attractive to highly motivated and highly talented students, the admissions office and the eight undergraduate colleges and schools have initiated new programs to attract more such students. The reports of the colleges and schools provide examples of such initiatives.

For students meeting all entry requirements but with perceived weaknesses in certain subject areas, academic advisers in the undergraduate colleges and schools attempt to direct them to preparatory and/or introductory classes.

Students with perceived deficiencies may enroll as non-degree students through the Division of Continuing Education or may be directed toward the Guaranteed Admissions Program (GAP) administered through DCE. In this program, students with promise and potential who do not meet specific entry requirements are given special and intensive advising and support, and they must complete 18 credits with a GPA of 3.0 or better to qualify for guaranteed admission to the University.

In 1998, The University of Vermont and the Community College of Vermont have entered into an agreement by which students who successfully complete certain courses of study at the Community College may be admitted to the College of Arts and Sciences at UVM.

The University of Vermont does not have an open admissions policy. Undergraduate transfer credit safeguards are adequate and have historically been rigorously applied. Transfer credit for graduate study is limited, typically to 9 credits for the master's level and 24 credits for the doctorate. Student credit is awarded only on the basis of stated criteria. There is demonstrable academic content for all credit awarded. Credit for experiential and/or non-collegiate learning is not presently available. And the university specifies and publishes requirements for continuation, termination, and re-admission. Details on these issues are generally discussed below or available in filed supporting materials.
The past decade has also been a time for initiatives by the colleges and schools to improve the yield and retention rates of students who have been admitted. Again, the reports of colleges and schools provide examples of such innovations.

**Appraisal and Projection**

During the past decade, there has been considerable change in academic leadership at The University of Vermont. UVM has had five changes in Presidents or Interim Presidents. The position of Vice President for Academic Affairs has been replaced by the position of Provost, and there have been eleven changes in those designated as chief academic officer. Furthermore, none of the present deans held the position of dean at UVM at the time of the 1988 accreditation.

In spite of this administrative turmoil, shortfalls in financial resources, and a period of years when cuts were being made throughout the university, UVM has striven to meet the challenges of this past decade and has achieved a considerable measure of success in doing so. In part, these advances and improvements have been possible because units at the level of college, school, department, and program have developed innovations and adaptations in order to be able to do more with less.

The report of the 1988 CIHE/NEASC visiting team, filed by President F. Sheldon Hackney of the University of Pennsylvania as chair of that team, expressed general satisfaction with the academic programs of The University of Vermont. That report, however, identified “a vague feeling of neglect among humanists on the faculty,” and “the same unease with respect to the perception regarding certain Masters programs” (p. 4). The report later commented on “some fragility in the humanities and social sciences” and observed that some “MA and MS degree programs . . . appear to be step-children and need some nurturing attention from the University” (p. 12). What that visiting team perceived may have been the consequence of an imbalance in the location of Ph.D. programs at UVM. There is a program for the Ed.D. associated with the College of Education and Social Services, while Ph.D. programs tend to be concentrated among the physical and biological sciences and their related professional fields. Except for a doctoral program in the behavioral science of psychology, there is no doctoral program in any of the arts, the humanities, or the social sciences. Faculty in the arts, humanities, and social sciences have distinguished records in research and scholarship, sometimes within departments that do not have a graduate program even as the master’s level. What the 1988 visiting team may have identified is a measure of discontent among faculty who feel that their achievements have not been as highly regarded as departments and programs that have been supported by considerable levels of external support by government, corporations, and foundations. UVM has sought to address this problem during the past decade, but more needs to be done.

The 1988 report of the visiting team also identified “a great deal of opportunity in continuing education to increase access for under-served populations” (p. 13). The report of the Division of Continuing Education and reports of the colleges and schools reveal the extent to which UVM has been active in this area during the past decade.

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Again, the 1988 visiting team observed that “ways need to be found to think about and encourage an intellectual environment in which faculty and students can come together to explore ideas that transcend the confines of individual departments and programs” (p. 13). The reports of the colleges and schools identify a number of initiatives to create such an intellectual environment through interdisciplinary and cross-disciplinary programs. Note particularly the first-year programs and the John Dewey Honors Programs discussed in the report from the College of Arts and Sciences.

Finally, the 1988 visiting team report commented that UVM “is not as diversified with respect to people as it would like to be.” That assessment would seem to be appropriate to UVM in 1998 as well. Academic programs at UVM have tried to address this issue, most notably by a requirement in each undergraduate college and school that every student take at least one course on race and ethnic relations in the United States, by development of a Women’s Studies Program, and by development of a program in ALANA studies. Additional efforts are needed in achieving greater diversity among faculty, among students, and among staff.

During the preparation of this Self-Study Report, The University of Vermont gained a new President and a new Provost. This Self-Study with Areas of Emphasis represents a part of a larger and continuing effort at planning for the development of additional resources and the development of improved programs and services. The Areas of Emphasis presented in the second part of this Self-Study Report constitute some current thinking about where UVM is now and the directions in which UVM should move in the future. Even after this Report is completed and distributed, the campus will continue its examination of these Areas of Emphasis, and even after the accreditation process has been completed by the action of CIHE/NEASC, campus consultation on academic planning will continue.
STANDARD 4: COLLEGE OF AGRICULTURE AND LIFE SCIENCES

The College of Agriculture and Life Sciences (CALS) seeks to advance knowledge in the life sciences and about rural communities to improve the quality of life of Vermonters and others. Emphasis in our teaching, research, extension, and public service activities is placed on making discoveries and developing new applications for the benefit of agriculture, food production, the environment, and rural communities. The College is committed to providing educated professionals and knowledge to help solve pressing societal problems and to ensure a sustainable, healthy, and vital Vermont and larger universe.

Undergraduate and graduate instruction is delivered by six departmental units. These departments offer Bachelor of Science degrees in 15 programmatic areas, including four interdepartmental programs. In addition, the College offers the graduate degrees Master of Science, Master of Arts in Teaching, Master of Extension Education, and Doctor of Philosophy. Undergraduate minors are offered to students in thirteen areas of expertise. The College is a professional academic unit providing students with the necessary skills and knowledge to enter any of the professional areas encompassed by the academic departments. When the curricula of the College are combined with the rich array of courses available throughout the University, the result is an academic experience that melds a liberal education with strong professional preparation. Students are expected to combine professional expertise with attainment of critical skills encompassing critical analysis, written and oral communication, and scientific and quantitative reasoning. To promote attainment of these skills, a core curriculum is under development by College faculty. Programs are rigorously evaluated by the College and University for relevance, student satisfaction, advising effectiveness, and outcomes assessment.

Significant Changes Since 1988

In 1988, there were nine departments in the College of Agriculture and Life Sciences (CALS). As a result of strategic planning, program consolidation and greater focus was realized. At present, there are six academic departments in CALS: Animal Science; Botany and Agricultural Biochemistry; Community Development and Applied Economics (CDAE); Microbiology and Molecular Genetics (joint with the College of Medicine); Nutrition and Food Science; and Plant and Soil Science. These academic departments offer 16 majors and 15 minors. The majors are further divided into 14 concentrations. Interdisciplinary programs are offered in Environmental Science, Environmental Studies, and Biological Science. In the Fall of 1988, 810 majors were enrolled in CALS. For Fall 1998, we have 842 enrolled students. During the period 1988 to present, enrollments have fluctuated from a low of 724 students to a high of 879 students, which represents 9.1 - 11.7 percent of overall UVM undergraduate student enrollment.

In 1988, student/general fund faculty FTE ratios were 16.3:1; today, these ratios are 26.5:1, twice the university average of 14:1. Graduate education continues to be an important activity in CALS, with stable enrollments of approximately 82 graduate students per year in CALS and an additional 20 graduate students per year enrolled in Microbiology and Molecular Genetics. Graduate degrees (M.S. and Ph.D.) are offered in all Department in
CALS with the exception of CDAE, which offers only the M.S. degree. Many departments offer, or plan to offer, accelerated M.S. degrees. A collaborative program with Tufts University School of Veterinary Medicine offers outstanding students the option to enroll in a highly competitive seven-year B.S./D.V.M. program. Centers of Excellence in CALS consist of the Northeast Dairy Foods Research Center (in cooperation with Cornell University); the Center for Rural Studies; and the Center for Sustainable Agriculture. We have also established a Center for Food Science which is operated in conjunction with the Vermont Technology Council and the New England Culinary Institute. Facilities, which undergird our research and teaching efforts include the Morgan Horse Farm, located in Weybridge; the Spear Street Farm, located adjacent to campus in South Burlington, which houses student-run dairy and equine herds; the Blasburg Horticulture Farm, also located in South Burlington; and the Proctor Maple Research Center in Underhill.

The majority of teaching and extension faculty within the College hold research appointments in the Vermont Agricultural Experiment Station (VT-AES). In 1988, resources were distributed to faculty through Department Chairpersons. Today, and for the last five years, all Hatch funds are awarded on a competitive, peer reviewed basis. In FY87, extramural funding received by the College totaled $1,538,098. Today, the College receives approximately $3.9M per year, in addition to the almost $5M generated by the MMG faculty.

Mission of the College of Agriculture and Life Sciences

The mission of the College of Agriculture and Life Sciences is to advance knowledge in the life sciences and about rural communities to help solve important societal problems and to ensure a sustainable, vital Vermont and globe. Emphasis in teaching, research, extension, and public service activities is placed on educating leaders, making discoveries, and developing new applications for the benefit of agriculture, food production, human nutrition, the environment, and rural communities.

Philosophy of Undergraduate Education

The College of Agriculture and Life Sciences provides educational excellence to students through a focus on the life sciences, the environment, and economic and community development. It is the goal of the College to prepare students for careers in private industry, government, academia and service. Agribusiness is the nation’s largest employment sector and graduates from CALS enjoy numerous career opportunities and function as dynamic leaders within the agrifood industry. We educate and train caring, committed graduates who value the working landscape, show care and concern for the environment, and who are committed to providing an ever increasing global population with sufficient food and shelter.

The College considers undergraduate education its primary mission and offers the Bachelor of Science degree with 15 majors in six academic departments. The majors are further divided into 25 options or concentrations. While the majority of majors offered are departmentally-based, the College offers interdisciplinary majors in Biological Sciences, Environmental Sciences, Environmental Studies, and Family and Consumer Sciences.
Education. Many students receive pre-professional education through Biological Sciences prior to enrollment in veterinary, medical, or graduate school. A seven-year B.S./D.V.M. degree program is offered jointly by UVM and Tufts School of Veterinary Medicine to exceptionally qualified students. An accelerated M.S. degree program is also offered to students majoring in Animal Science, and other accelerated M.S. degree programs are under development.

The College faculty strive for excellence in undergraduate education as evidenced by a sustained and enviable record of University teaching award winners (please see CALS file and appendices). The College emphasizes the importance of each individual student and promotes significant student-faculty interaction. Students are provided a firm foundation in the social and life sciences in order to excel and meet the challenges in future professional careers. Faculty and peer advisors provide a broad range of support to help students develop high-quality academic programs that meet their individual needs.

Opportunities abound for off-campus experiences such as internships, independent study and study abroad. Graduates of the College are successfully meeting the requirements to pursue advanced education. Career choices are broad, but focus primarily in agribusiness, dietetics, international and rural development, agriculture, veterinary and human medicine, biotechnology, nutrition, research and teaching, horticulture, and botany.

The College takes special pride in its commitment to the individual student, laboratory and field instruction, experiential education, and excellent advising. We believe that advising is important to a student's success, and each undergraduate is provided with individualized attention from an assigned advisor. Academic advisors provide a broad range of support, helping students develop high-quality academic programs as well as guidance in career choices. Each first-year student is also introduced to the campus and campus life through a one-credit course called Beginnings.

**Degree Programs**

All students complete a major and may elect to complete a minor. Details are available in *The University of Vermont Catalogue*.

**General Education**

The College requires that all students complete a core of 32-34 credits, which provides some knowledge and experience in the life sciences, social sciences, and humanities and fine arts. Students choose elective courses from across the University to fulfill program requirements in their majors. The core consists of completion of the following:

1. Communication skills
   
   A. One course in written communication
   
   B. One course in oral communication
2. Analytical skills
   
   A. One course in mathematics or statistics
   B. One course in computer applications

3. Two courses in biological/physical sciences

4. Two courses in the social sciences

5. Two courses in humanities and fine arts

In addition to the courses above, all first-year students are expected to enroll in “Beginnings” and “Race and Culture,” both of which are one-credit courses.

Options for Students

The College encourages independent study by honoring students who excel in creative and innovative study. Honors projects may result from an undergraduate research project, field experience, or part of an advanced undergraduate course. Students chosen for Honors by an elected College Honors Committee are recognized on College Honors Day each spring. Some undergraduate honors projects have been published in nationally and internationally recognized scientific journals, or produced in manuals, videotapes, or other media incorporated into classes in the College.

Internships are an increasingly important part of an undergraduate student’s resume. In CALS, undergraduate students have enjoyed internship experiences ranging from the Smithsonian Institute to the San Diego Zoo, in hospitals and on horse farms, from Ben and Jerry’s Inc. to the Vermont Department of Housing. Students have worked in wildlife research, energy conservation, apple research biotechnology, and organic farming. The College also promotes significant opportunities for international education. Faculty from the Botany Department lead a biennial field trip to Costa Rica, where students immerse themselves in the study of tropical plants. Faculty from the Department of Community Development and Applied Economics developed a faculty-led semester abroad program in international development at the Belize College of Agriculture, which is offered to students throughout the University.

Interdisciplinary Opportunities

The opportunity to conduct interdisciplinary work is offered through a number of programs in the College of Agriculture and Life Sciences. The College offers undergraduate degrees in four interdisciplinary programs: Biological Sciences, Environmental Science, Environmental Studies, and Family and Consumer Sciences Education. Students may also elect to complete a minor offered through the College or through the cross-college minor program. The Self-Designed major is available in order for students to create a unique academic major under the guidance of two faculty advisors.
Oversight of the Curriculum

The faculty of the College of Agriculture and Life Sciences takes pride in being responsible for the development of a sound and relevant curriculum offered to students in CALS. All new and revised courses, and all majors, minors, and degree programs must undergo review and approval by a departmental and/or program curriculum committee, an elected College Curriculum Committee, and finally, must be voted on and approved by the College faculty as a whole to be implemented. All new degree programs are subject to approval by the Academic Affairs Committee of the Faculty Senate, the Provost, the President, and the Board of Trustees. Departments conduct an ongoing evaluation of the effectiveness of instruction and advising.

Instruction

The traditions and origins of CALS are those of a land grant college, whereby our linked tripartite functions in teaching, research, and public service are integrally connected and underpin all of activities, thereby creating a dynamic learning environment for our students. Students in the College of Agriculture and Life Sciences learn in a wide variety of instructional modes ranging from traditional lecture formats to small seminars, independent study, and via information technology. CALS has enjoyed a long history of association with the land grant model of higher education, which — when followed with sensitivity to the community’s present and future needs — serves as a proven learning organization model. Through our activities in the Vermont Agricultural Experiment Station, we conduct research to create new knowledge in four thematic areas which include the life sciences, sustainable agriculture, community development and applied economics, and nutrition and food sciences. The public service expectations which accompany activity in the Agricultural Experiment Station result in extensive faculty contact with constituents throughout the State of Vermont, leading to dynamic opportunities for student learning through undergraduate research and internships. This regular contact with community members engaged in Vermont agriculture, agribusiness and related businesses, conservation, and various other aspects of community development enables the timely identification of researchable problems and, importantly, helps guide the development of our curriculum. Active student involvement in undergraduate and graduate research, as well as internships and field experiences, creates a dynamic learning environment that transcends the classroom and enriches the educational experience of our students. Further, our external partnerships directly promote technology transfer between University scientists and users of research information in the private sector and government. The Center for Sustainable Agriculture, the Northeast Dairy Foods Research Center, the Center for Rural Studies, and the developing Center for Food Science — the latter representing private/public partnerships stimulated by the Vermont Technology Council — provide vehicles for integrating teaching, research, and extension/public service expertise.

Experiential learning during which students work closely with faculty, staff, and other professionals is an important emphasis within the College. The College is continually experimenting, learning, and transferring knowledge to others about active, collaborative learning. We believe that students need to practice the theory and skills taught in the
classroom. For instance, in the Department of Community Development and Applied Economics, approximately 15-20 students per year participate in service learning through the Consumer Assistance Program, a branch of the Vermont Attorney General’s office located in Morrill Hall. Place-specific problem solving overseas is a major component of the International Development concentration. Students in Environmental Science work with a very effective internship coordinator in the School of Natural Resources to secure useful experiential education. In Botany and Agricultural Biochemistry, experiential education is provided through intensive field courses such as field botany, aquatic plants of Lake Champlain, or a field experience in Costa Rica. In the Department of Animal Science, experiential education has earned faculty national recognition through the creative development and implementation of programs such as CREAM (Cooperative for Real Education in Agricultural Management) and EQUUS (a hands-on equine management program), offered at the South Burlington farms directly adjacent to campus.

Almost twenty years ago, CALS faculty recognized the importance of considering the special needs of the first year student. Following attendance of College administrators at national and international first-year student seminar programs, the College offered a seminar program for first-year students, which over the years grew into the present course entitled “Beginnings.” This course is taken by all first-year students in CALS, and instructional assistance is provided by a core of well-prepared and committed upperclass student peers. “Beginnings” includes an overview of student resources at UVM and achieves important practical goals such as orienting students to the library system, having students establish and utilize e-mail accounts, and having students become actively involved with a student club or volunteer organization. This course significantly assists student adaptation to UVM and academic pursuits. It is also a likely contributor to student retention at UVM.

High quality teaching is supported and enhanced through systematic student evaluation of every course offered each semester, through peer evaluation of teaching effectiveness, of regular examination of course syllabi in annual evaluations and in promotion and tenure reviews, and through external peer review by accrediting agencies (American Dietetics Association) or the Cooperative State Research, Education, and Extension Service which provides assistance in voluntary five-year reviews.

Advising

Quality advising is an important aspect of an excellent educational experience. The CALS Student Advisory Board-developed definition of academic advising, which was accepted by the CALS faculty, is as follows: “An academic advisor should be available and approachable and demonstrate a personal interest in each student as an individual. S/he should be an advocate for the student in academic matters, provide encouragement and be willing to help students solve problems (both academic and personal), clarify their educational goals, and help the student develop a plan to meet them. A good advisor is informed about campus resources and trends in the discipline which helps him/her provide knowledgeable advice and/or referrals. An advisor, while being sensitive to the student’s ideas, provides alternative suggestions, ideas and opinions, but recognizes that students have the responsibility for
making the final decision. Finally, an advisor should encourage students to investigate career opportunities and/or provide advice on other post-baccalaureate options.”

The College utilizes a faculty-developed individual faculty member advising evaluation instrument, which is used to measure advising effectiveness as part of the annual faculty evaluation process.

Appraisal

The College demonstrates a dynamic and scholarly environment and remains as an attractive and competitive college for enrolled students. The quality of the faculty continues to be strengthened through recruitment of outstanding scholarly talent. Challenges which remain include the urgent need for renovation of the Hills Building (cited as a need in the 1988 report) and adjustment in the CALS base budget, which does not reflect present student enrollment. The quality of the applicant pool is strong, especially in the Departments of Animal Science, Nutritional Science, Biological Science, Environmental Science, Microbiology and Molecular Genetics, and Botany/Agricultural Biochemistry. Graduates of these Departments are strongly competitive in admission to highly selective Ph.D., D.V.M., and M.D. programs. Continued focus is needed to define the role of the small business concentration within the CDAE Department and to clarify its relationship to the School of Business; to determine the fate of the Biochemical Science major; and to increase enrollment in the Plant and Soil Science Department by implementation of an integrated Plant Biology curriculum in conjunction with the Botany Department. A joint review of the Botany Department and the Plant and Soil Science Department will be conducted in 1999 by the USDA Cooperative State Research, Extension, and Education Service, which will provide the opportunity to examine in depth the integrated Plant Biology program within CALS.

Projection

Opportunities exist for the College to attract increased numbers of undergraduate students through envisioned programs in ecologically-based landscape design, food studies, and integrated plant biology efforts. However, the current base budget is not sustainable and is appropriate for support of only approximately 710 students. Increased base resources are needed to realize the growth potential, which CALS and the UVM Office of Institutional Studies have projected to be in the range of 915 – 1000 majors.
STANDARD 4: SCHOOL OF ALLIED HEALTH SCIENCES

Upon entry, students in the School of Allied Health Sciences (SAHS) have chosen a specific major and its associated course of professional study. They are at once confronted with the need to complete a highly prescriptive curriculum, while gaining as broad an education as time and curricular constraints allow. Since 1993, enrollments have stabilized at approximately 340 students, recovering from a low of 290 in the fall of 1990. Currently, with a single exception (Nuclear Medicine Technology), enrollment in each program is at the maximum limit imposed by our clinical education resources.

Each program promotes education in both liberal arts and the general sciences, at least to the extent of one-quarter of the entire academic experience. The remaining portion represents the specific professional curriculum. Total credit hours required for graduation range from 71 credit hours in the associate degree program to 127 credit hours in the baccalaureate programs.

Philosophy

As professionals working in the health care industry, Allied Health graduates accept many challenges, including a rapidly expanding scientific knowledge base, a work environment that is technologically more sophisticated, increased pressure to integrate job skills with those of other health care disciplines, significantly altered health care delivery systems, a variety of new employment settings, and an exploding diversity of health care consumers. To cope with these changes, Allied Health students must develop the personal maturity to assume responsibility for self-education at a high achievement level.

Degree Programs

The SAHS offers degrees at the Associate, Bachelors, and Masters levels. All students major in one of the professional degrees offered:

- Associate in Science: Dental Hygiene
- Bachelor of Science: Biomedical Technology, Medical Laboratory Science, Physical Therapy, Nuclear Medicine Technology and Radiation Therapy
- Master of Science: Biomedical Technology and Physical Therapy

With the exception of the Biomedical Technology Program, which has no external accreditation body, each of these programs is regularly reviewed by an external, specialized accreditation commission. At the present time, all of these programs have "Approved" status.

Appraisal and Projection

Strengths and Challenges

The greatest strength of the School is the ability of the educational programs to adapt to the needs of the health care work place. In response to the dynamic changes occurring in the
U.S. health care delivery system, the School of Allied Health Sciences has made several significant curricular transformations since 1988.

Major changes in Allied Health have been propelled by newer and more complex technologies, increasing demands for professional autonomy, changes in state licensure regulations, and the need to offer students a more well-rounded education, along with expanded opportunities for clinical instruction and hands-on laboratory research experience. They include:

- In 1992 an advanced master’s program in Physical Therapy was approved.
- In 1995 the Biomedical Technology Department initiated a Cross-College Minor in Molecular Diagnostics, open to students across campus with the requisite science background.
- In 1996, two associate degree programs, Radiation Therapy and Nuclear Medicine Technology, made the transition to the baccalaureate level.
- In 1996 an Accelerated Masters Program in Biomedical Technologies was approved.
- In the fall of 1997, a new baccalaureate program in Biomedical Technology was approved and now offers students the opportunity to integrate clinical laboratory science, molecular diagnostics and research experience.
- In August of 1998, Physical Therapy received approval for transition from an entry-level baccalaureate program to an entry-level graduate program (M.P.T.) by the year 2000.

Perhaps the greatest challenge for the School is maintaining a clear vision of the future for health care delivery and the associated impact that its changing environment will place on our programs and our graduates. Of significant concern is sustaining and, where opportunity exists, enhancing clinical education experiences. The contemporary pressures to increase efficiencies in health care delivery settings has reduced the number of available sites, reduced the time and space available for attention to student needs, and reduced resources that can be directly and indirectly assigned to educating future health care practitioners. While not limited to physical therapy, this challenge has the largest potential impact in that discipline. Another challenge of consequence is maintaining the appropriate degree of specialist-generalist attributes for programs in the biomedical technologies. In the future, specialized programs may be under-enrolled because prospective students are not aware of or do not understand the field (e.g., nuclear medicine technology), and because the graduates may not be attractive to employers who seek multi-skilled practitioners. Given the frenetic rate of change in the health care industry, a student entering a field in high demand might have difficulty finding employment by graduation.

**Curricular Oversight**

Continuous curricular evaluation is the responsibility of the program faculties. Course sequencing, integration of liberal arts and basic sciences, coordination and expectations of clinical education and internship experiences, additions of new modes of health care delivery, standards of achievement, and modalities of instruction are included in these responsibilities. The current use of various forms of outcomes assessment has resulted in a variety of changes in our curriculums. For example, physical therapy graduates voiced a need for more
practical, direct involvement with treatment techniques. This resulted in a new course, Neuromuscular Treatment Skills, which expands both theoretical and practical experience with exposure to primary musculoskeletal conditions. In the case of graduates in the medical laboratory science curriculum who indicated a desire to secure more advanced laboratory research skills, their collective feedback resulted in the development of the biomedical technology major, a program combining clinical laboratory science with intensive laboratory research experience.

**Instruction**

General: Liberal Arts and Basic Sciences:

It is a significant asset for the School that the liberal arts and basic science content areas are provided by highly qualified faculty from the College of Arts and Sciences and the College of Medicine. The SAHS Faculty enjoys open communication with these units, and the students are enriched by the opportunity to study with students from a cross section of the University. While some of these classes are larger than typical SAHS classes, access to instruction, supplemental instruction, facilities, and computer-based learning environments are very helpful. Exposure to these non-major teaching experiences fosters a steady stream of students who pursue advanced degrees beyond the initial professional program, approximately 18-20 percent school-wide.

Professional:

A wide variety of instructional modalities are in current use, ranging from problem-based learning, to small group discussions, to laboratory and clinical mentoring, to medium-sized lecture presentations. Regular and frequent access to practicing professionals is a positive augmentation to the courses, especially in the clinical sciences. Students experience clinical practice in a variety of settings. The Dental Hygiene Department operates an on-campus clinic where students receive virtually 100 percent of their clinical education. Students in the Biomedical Technologies receive their clinical education largely in the hospital environment, here in Burlington at Fletcher Allen Health Care or at selected sites in the region. Physical Therapy students are assigned to a variety of clinical practice sites in community-based outpatient clinics, hospitals, and sports medicine centers throughout the region and elsewhere in the U.S. All Allied Health students regularly evaluate course relevance and quality in the professional curricula. The net result of these highly integrated curricula is a success rate on licensure and certification examinations that ranges from 95 to 100 percent among our programs. Direct entry by the new graduates into their chosen fields is 98 percent.

**Advising**

The SAHS enjoys the advantage of relatively limited numbers of students, and those students are seeking the appropriate education to enter the field of their respective faculty; i.e., the School faculty is continuously engaged in the development of new professional colleagues. Frequent interaction between faculty and students in the classroom, in the laboratory, and in the clinical setting promotes continuous opportunities for intense academic and professional
advising. As a result, institutional surveys seeking to measure the quality of advising among the various schools and colleges in the University frequently cast the SAHS in a very positive light.
STANDARD 4: COLLEGE OF ARTS AND SCIENCES

Philosophy

The central purpose of the College of Arts and Sciences is to provide students with a sound liberal education, acquainting them with their intellectual, cultural, and aesthetic heritage, and providing them the critical thinking skills necessary to cope with the complex problems of modern society. The College prepares students for entry into rewarding careers in a variety of fields and for advanced study. The College implements these goals through a curriculum of general and distributive requirements, majors, minors, and elective courses. In addition to serving its own students, courses in the College of Arts and Sciences fulfill general education requirements in all of the other undergraduate units at The University of Vermont.1

Significant Changes Since 1988

There have been a number of significant changes in the College of Arts and Sciences since the 1988 accreditation report. While listed here for the reader’s convenience, the context for those changes will be found in the rest of this document. A general requirement that all students in the College of Arts and Sciences complete one course dealing with race and ethnicity in the contemporary United States has been added. The distributive requirements for the Bachelor of Arts have been modified. Students must now complete course work in six of seven distributive areas rather than in all seven. The John Dewey Honors Program was created to offer enriched opportunities for academically talented students. The Teacher-Advisor Program, also added since 1988, puts first-year students in small seminars with a faculty member who serves as their advisor during their first year. These are content courses, which emphasize oral and written communications skills. Advising issues have been further addressed by an Early Warning Letter system and by the addition of a supplementary advising program in our Division of Student Services. New programs include the Women’s Studies Program, offering both a major and a minor, and the ALANA Studies Program (African, Latino/a, Asian and Native American), offering a minor. In addition to the Women’s Studies major, a new degree program has been added in Environmental Sciences. A number of minors have been added, including those in Women’s Studies, ALANA Studies, and Italian Studies. Centers for the Humanities and for Holocaust Studies have also been created. The Masters in Public Administration was moved from the School of Business Administration to the College of Arts and Sciences. Two departments have changed names to better reflect their missions: the Department of Communication Science and Disorders became the Department of Communication Science, and the Department of Zoology became the Department of Biology. Finally a program providing research opportunities for students in the sciences, the Hughes Endeavor for Life Science Excellence (HELiX), was created.

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1Since General Education requirements are unit-specific, only those for Arts and Sciences students will be described here.
Degree Programs

The College of Arts and Sciences offers Bachelor of Arts degrees in 37 fields, the Bachelor of Science in seven and the Bachelor of Music in two. All students complete a major and B.A. candidates also complete an approved minor. Minors are offered in all the same fields as majors, in a number of additional fields within the college, and in College-approved programs in other units of the University. Degrees offered are listed in The University of Vermont Catalogue.

General Education

The distributive requirements assure that students have some knowledge and experience of the major areas of the liberal arts. Students complete requirements in six of seven areas: natural sciences, mathematics, social sciences, humanities, literature, foreign language and fine arts. Two general requirements mandate that students take one course dealing with non-European cultures and one course dealing with race and ethnicity in the contemporary United States. Addition of a requirement similar to the latter was recommended in the 1988 report of the CIHE/NEAS&C Evaluation Team (10). Our first year programs, subject to rigorous statistical evaluation, have reinvigorated emphasis on oral and written communication, and it is our plan in the next five years to cooperate with the University as a whole in building writing into the curriculum in a more comprehensive way.

The previous accreditation report noted that the College of Arts and Sciences had just completed a major curriculum reform and that during the coming five years it would “come to understand and provide for an optimum staffing arrangement in the foreign languages and those departments disproportionately affected by the new requirement for a minor.” Efforts to address these issues were made, but these efforts were significantly impeded by University financial difficulties in the early 1990s. While the needs for the required minors were met, those for foreign language instruction were not. The College faculty was asked to approve a curricular revision, which moved from requiring students to do work in all seven distributive areas (listed above) to allowing them to complete six of the seven areas. This measure was approved and it is that curriculum which is now in effect.

Requirements for the Bachelor of Arts and Bachelor of Music:

General Requirements

1. Non-European Cultures: One course, which deals with non-European cultural traditions.
2. Race Relations and Ethnic Diversity in the United States: One course which addresses centrally the question of race relations and ethnic diversity in the U.S.

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2In addition, there is a University-wide physical education requirement of 2 credits bringing the total needed for graduation to 122.
Distribution Requirements

Six of the seven categories must be completed. No more than two courses from the same department may be used to satisfy the distributive requirement. Courses that satisfy major and minor requirements may also be used to satisfy this requirement.

1. **Foreign Language**: One course at the fourth semester level or above.
2. **Mathematics**: One course numbered 13, 14, 17 or above or Statistics 51 or above.
3. **Fine Arts**: One course in Studio Art or Art history, Music, Theatre, or Film.
4. **Literature**: One course selected from a list of approved offerings in Classics, English, French, German, General Literature, Greek, Italian, Latin, Russian, and Spanish.
5. **Humanities**: Two courses selected from a list of approved offerings in ALANA Studies, Art History, Classics, Greek, History, Latin, Philosophy, Political Science, and Religion.
6. **Social Sciences**: Two courses selected from a list of approved offerings in Anthropology, Communication Sciences, Economics, Geography, Area and international Studies, Political Science, Psychology, Sociology, Vermont Studies, and Women’s Studies.
7. **Natural Sciences**: Two courses, one of which must include laboratory experience, from among the offerings in Biology, Botany, Chemistry, Geology, Physics.

Requirements For The Bachelor Of Science Degree

A student must complete the General Requirement Race Relations and Ethnicity in the United States listed above. A student must complete the Distributive Requirement for the Bachelor of Science degree by completing six courses selected from at least two of the following areas: Foreign Language, Fine Arts, Literature, Humanities, and Social Sciences.

Hours in General Education

The number of hours students complete in General Education requirements vary according to the options they choose and according to the level of their high school preparation in mathematics and foreign languages. A very well prepared student might take as few as 28 hours in General Education, while one less prepared would take as many as 38. In all cases however, the specified General Education requirements are supplemented by electives. A number of regulations are in place to ensure that students receive a sound general education, do in-depth work in a major, and have sufficient free electives to explore the offerings of the College and University. Students completing a B.A. may accumulate no more than 45 hours in their major field, and those completing a B.S. may accumulate no more than 50 hours in their major. This means that all students have at their disposal quite a considerable fund of elective hours. These hours are used to explore widely in the Arts and Sciences and beyond.
Options for Academically Talented Students

Academically talented students have the option of graduating with College Honors through the completion of an honors thesis. A number of departments in the College also offer the option of graduating with departmental honors.

Our most significant innovation in this area is the institution of the John Dewey Honors Program, created in the 1994-95 academic year, which graduated its first class in May 1998. The John Dewey Honors Program is a three-year, 15- to 18-credit program that brings together academically committed students who seek an especially challenging and creative undergraduate experience. John Dewey Scholars take a required sophomore-level course in “Knowledge and Theory,” which examines the construction of knowledge across the arts and sciences disciplines. Students also take a required upper-level seminar offering in-depth study of a special topic. In their junior year students complete honors work as specified by the department of their major, and all John Dewey Scholars complete a College Honors thesis. The program also offers numerous co-curricular activities, including no-credit mini-seminars on topics of interest.

First-Year Student Experience

One of the most significant innovations to take place in the College of Arts and Sciences in the past ten years is the introduction of the Teacher-Advisor Program (TAP) for first-year students. Created in 1996, TAP combines interactive courses with careful academic advising. Students in TAP enroll in a small-group seminar led by a faculty member who also serves as the student’s advisor for the first year. The courses, whose topics and content are determined by the faculty member’s areas of expertise, all place emphasis on oral and written communication skills and offer opportunities for collaborative learning. In its first three years the program has grown from a few offerings to sufficient capacity to accommodate virtually the entire entering class.

The TAP program has been carefully assessed since its inception (reports on file). Students in TAP have higher grade point averages and higher rates of retention into the second year than non-TAP students. The one area in which TAP has not been completely successful is with entering first-year students with declared majors in the sciences who were dissatisfied with the advising portion of the program. We plan to address this problem by creating more TAP offerings in the sciences so these students can receive advising from science faculty members.

Interdisciplinary Opportunities

The College of Arts and Sciences offers students a number of different kinds of opportunities to do interdisciplinary work. The College offers undergraduate degrees in four

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3All Honors thesis proposals must be approved not only by the student’s advisor and department but also by the Committee on Honors and Individual Studies. All honors candidates must undergo an oral examination.
interdisciplinary programs: Environmental Sciences, Environmental Studies, Area and International Studies and Women’s Studies.4 Students may pursue a minor in several other interdisciplinary fields including African, Latino, Asian and Native American (ALANA) Studies, Gerontology, African Studies, Italian Studies, and Middle Eastern Studies. Finally, highly motivated students may design their own interdisciplinary major under the Individual Design option.

These offerings mark progress in the interdisciplinary area since the previous accreditation report. The major programs in Women’s Studies and Environmental Sciences and the minor programs in ALANA studies5 and Italian Studies have been added since that report, as have majors and minors in Asian Studies. Other new interdisciplinary opportunities opened with the creation of the Humanities Center in 1994 and the Center for Holocaust Studies in 1998.6

While the previous accreditation report suggested that a special committee might have to be created to approve and assure quality of interdisciplinary programs, that has not proved to be necessary. The regular college and university approval mechanisms have shown themselves to be adequate for the approval process, and regular College processes have been sufficient for quality assurance.

The cross-college minor program allows students to take an interdisciplinary approach to their education by completing a minor in another unit of the university such as the School of Business or the School of Natural Resources. Currently Arts and Science students may pursue minors in Recreation Management, Wildlife Biology, Applied Design, Dairy Foods, Small Business, Consumer and Advertising, Consumer Economics, Microbiology and Molecular Genetics, Nutritional Science, Plant and Soil Science, Accounting, Business Administration, Computer Science, and Molecular Diagnostics.

Finally, although matters related to graduate programs are discussed in the Graduate College section of this report, it is important to note that the College now sponsors an interdisciplinary Graduate Humanities Seminar every semester for masters candidates in the humanities programs. The offerings have been very successful, and have involved faculty from a number of different departments. Students have profited from the variety of material offered and from the broadening of perspective which the interdisciplinary approach has afforded.

4The Women’s Studies Program was created in 1991 and offered a minor. In 1996 the major in Women’s Studies was approved.

5The ALANA Studies Program and its minor were approved in 1996.

6As described in the University’s Officers’ Handbook: “A center is an administrative unit coordinating, research, instruction, or service activities which focus upon an interdisciplinary subject or specialized field of study. A center does not grant degrees, and it generally does not develop formal course offerings except in cooperation with the academic units which constitute its participants.” The full text is found in section 159.1.
The institution of such a course was suggested in the report of the CIHE/NEAS&C Evaluation Team in 1988 (12).  

Oversight of Curriculum

Departments and programs in the College bear the first responsibility for creating programs of study that are meaningful, are logically sequenced, and allow students to do in-depth work in their chosen field. All new and revised courses, and all majors, minors, and degree programs are reviewed and approved by an elected college curriculum committee, and must be voted on by the College faculty as a whole to be implemented. All new degree programs must be approved by the Academic Affairs Committee of the Faculty Senate, the Provost, the President, and the Board of Trustees. Departments conduct an on-going evaluation of courses and of the effectiveness of instruction.

The College of Arts and Sciences, as the University as a whole, has only begun to come to grips with the need for more thoughtful and systematic assessment of its programs and their outcomes or students. Since the Teacher-Advisor Program is relatively new (created in 1996), we have built regular assessment into it from the beginning using both qualitative and quantitative measures. We plan to follow the cohort of students whom we initially assessed in 1997 through to graduation, and to supplement this assessment with one of the progress and academic success of first-year students admitted in all following years. These assessment efforts are models for the kind of systematic assessment we know we must do in the future. In addition, we have been working with an assessment consultant engaged by the University in the 1997-98 academic year, and have forwarded to the Provost a proposal for a pilot assessment project which we would undertake in the company of another unit, and which would be run out of the Provost’s Office.

Instruction

Students in the College of Arts and Sciences learn in a wide variety of formats ranging from traditional lectures, to small interactive seminars to individual research projects and internships. In addition to the opportunities for individual research which College Honors provides, many students undertake individual projects with faculty members under the “Readings and Research” rubric. For the natural sciences, the Hughes Endeavor for Life Science Excellence (HELiX) program matches students with faculty researchers. Many departments also offer internships, and the College has an internship policy, which insures that internships are turned into opportunities for learning and reflection for students. The University offers financial support for undergraduate research through the SUGR/FAME program (Stimulate Undergraduate and Graduate Research with Faculty Mentoring). The

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7Beyond the curricular changes mentioned in this section, two Arts and Sciences departments changed their names to better reflect their missions. The Department of Communication Science Disorders became the Department of Communication Sciences in 1994, and the Department of Zoology became the Department of Biology in 1994. Finally, one graduate program, the Master’s in Public Administration changed administrative homes from the School of Business Administration to the College of Arts and Sciences in 1994.

8This program was introduced in 1989 with a grant from the Howard Hughes Medical Institute.
College offers additional funding to support undergraduate research, and, through an endowment, provides a limited number of fellowships each year which support undergraduates who are attending and/or giving papers at professional meetings in the company of their faculty mentors.

Quality of teaching is supported and enhanced in a number of ways. Teaching in all courses is assessed through student evaluation every semester. These evaluations, along with examination of syllabi, peer reviews, and assessment of teaching innovations are used in annual evaluations and in all reappointment, promotion, and tenure actions. Typically, the quality of teaching accounts for 40 percent of the faculty member's performance evaluation. This on-going monitoring is not enough however to ensure excellent instruction. For this reason, the College of Arts and Sciences Dean's Fund supports not only faculty research but also the acquisition of teaching materials and funding for faculty development which will directly enhance teaching. About half of the $48,000 annual Dean's Fund is used to support teaching materials, improvements, or innovations.

Infrastructure for teaching is an ongoing challenge faced by the College and the University. Classrooms in the newly renovated Old Mill complex have state of the art data projection possibilities in all rooms. The complex contains two computerized classrooms, and a lecture hall equipped with sophisticated equipment for the teaching of art, art history, and film. Natural Science departments all maintain complexes of laboratories which are used for both research and teaching, and a number of departments in other areas have special teaching/learning facilities, including the lab in Geography, the electronic music laboratory, and the specialized facilities of the departments of Art, Music, and Theatre. The College also maintains a language laboratory for the support of foreign language instruction.

One concern noted in the 1988 Visit Report was the need to encourage student-faculty relationships, with the suggestion that in renovating campus facilities attention should be paid to creating spaces, such as departmental lounges, which would encourage faculty and students to come together informally (15). When the Old Mill/Lafayette complex was renovated in 1993-96, this suggestion was incorporated, and lounges were added to the office areas in the Old Mill.

**Advising**

Advising has been an increasing concern of the College since the advent of touch-tome registration which signaled the effective end of a "policing-by-signature" advising system. To improve both advising and instruction for first-year students, the College began, in 1996 the Teacher-Advisor Program (TAP), in which Arts and Sciences first-year students take a small interactive seminar in a subject of their choosing, and their instructor is their advisor for the first year or until they choose a major. This program has been carefully assessed and is successful both as a component of students' general education, since the courses cover content with an emphasis on oral and written communication, and as an advising tool (on file). Currently about half our entering class chooses TAP. Entering students not in TAP are advised in their major departments if they have chosen a major, while undecided students are advised by specially selected faculty. Upperclass students are advised within their major...
departments. Advising is considered an important part of faculty’s teaching responsibilities, and faculty’s advising efforts must be assessed as part of the process for reappointment, promotion, and tenure.

In addition to faculty advising, the College of Arts and Sciences maintains a student services division which offers students drop-in advising, help in planning programs, help and referrals for personal issues, and graduation checks. The CHIEFS (Counsel, Help, and Information from Experienced Faculty for Students) program, in which emeriti faculty serve as volunteer advisors, has also been very successful, especially in meeting the needs of students in academic difficulty or those who need to spend extended time speaking with a faculty member.

In order to help students in academic difficulty, especially in the earlier part of their careers, the College has instituted an Early Warning Letter system in which students in courses numbered below the senior level receive a mid-semester letter if their work in any course falls below the C level. Copies of the letters are sent to the students’ advisors and to the student services portion of the Dean’s office. These letters have proved instrumental in helping students make more effective use of their advisors.

**Faculty**

The College has a dedicated faculty of teacher/scholars who are strongly committed to undergraduate education. The Teacher-Advisor Program described above is an excellent example of the way in which faculty who are active scholars use their research to infuse their teaching of first-year students with intellectual excitement and challenge.

There are however, important challenges, which the faculty faces. The first is the shortage of faculty in the College and the increasing reliance on adjunct and visiting faculty to meet enrollment demands in the liberal arts. This trend, if continued, risks seriously undercutting the quality of the program offered to undergraduate students. This is a matter of particular concern, because the shortage of faculty was noted as an issue in the report of the CIHE/NEAS&C Evaluation Team at the time of the previous accreditation review (15).

The 1988 the evaluation team report notes on two occasions the sense of fragility in the humanities and the social sciences, where programs are under-resourced, and where masters programs are perceived as under threat (4, 12). These threats remain; a number of programs in the humanities and social sciences are understaffed; and the departments are generally resourced short of their needs.

On a more positive side, in the past three years the College has succeeded in adding needed diversity to its faculty, hiring six minority men, four minority women, ten white women and 13 white men. Increasing the diversity of the UVM community was another issue which the 1988 evaluation team report addressed (6). While diversity is an area where we continue to need to do much work, we have made strides in diversifying the faculty and the curriculum as well, as noted above.
The 1988 evaluation team report also noted that there was some confusion about tenure standards (10). While this remains an issue at some levels, as it always does at a complex university, since the time of that report all departments in the College of Arts and Sciences have created written guidelines for reappointment, promotion, and tenure. These guidelines, which evolve in collaboration with the Dean’s Office, provide both junior faculty and internal review committees with written standards appropriate to the field as guides in judging performance.

Appraisal and Projection

During the past ten years the College of Arts and Sciences faced significant challenges in providing improved advising for students, offering an enriched academic experience for talented students and increasing interdisciplinary opportunities. We addressed the advising issue, through the creation of the Teacher Advisor Program, the CHIEFS program, and the Early Warning Letter program. The John Dewey Honors Program provides opportunities for academically talented students. Interdisciplinary offerings were enriched by new majors in Environmental Sciences and Women’s Studies, and minors in ALANA studies and Italian Studies, as well as by the creation of the Centers for the Humanities and for Holocaust Studies. The distributive requirements for the Bachelor of Arts degree were modified, requiring students to complete work in six of seven areas rather than in all seven, in response to budgetary pressures. A requirement that all Arts and Sciences students complete a course dealing with race and ethnicity in the contemporary United States was also added. Students in Arts and Sciences also gained the opportunity to complete approved minors in other units of the University through the cross-college minor program.

The College has been successful in reallocating faculty effort to the Teacher-Advisor Program. It faces continued challenges in offering high quality instruction across the board however because budgetary pressures have caused the College to lose approximately 22 faculty lines during the past five years. Other challenges which face us are those posed by the advance of technology and the maintenance and improvement of infrastructure. Our most significant success in this area is the renovation of the Old Mill/Lafayette complex, but much remains to be done.

Despite our concerns about decreased staffing, we continue our efforts to improve instruction, and during the current academic year are beginning pilot efforts in the areas of science instruction and writing-across-the-curriculum. Our success in reallocating faculty effort, and redirecting priorities convinces us that we can make progress in both these areas even in the face of fiscal limitations.

Assessment has been built into our first-year initiatives since the beginning, and will be built into the science and writing initiatives. Three departments are currently developing pilot protocols for student out-comes assessment. In the years to come, we must extend assessment to all of our endeavors. To the end of maximizing our use of resources, the College has just developed an Enrollment Management Plan and is moving toward a more data-driven plan for position management. Using what we have learned from our successful implementation of the Teacher-Advisor Program and the John Dewey Honors Program, we
are now beginning initiatives to improve science instruction and writing instruction. Thus, while the College faces significant challenges in the areas of staffing, infrastructure, and technology, its future prospects are bright.
STANDARD 4: SCHOOL OF BUSINESS ADMINISTRATION

Background

The School of Business Administration offers a Bachelor of Science in Business Administration degree. Our program is accredited by AACSB — The International Association for Management Education — and meets the standards established by that organization. The curriculum addresses the outcomes and goals described in our statement of Mission and Objectives.

Mission Statement and Objectives

The Mission of the School of Business Administration of The University of Vermont is to educate Vermont, national, and international students for careers in management, to conduct research that extends knowledge and contributes to the effectiveness of teaching and learning, to forge productive links with business and not-for-profit organizations, and to develop faculty capabilities to interpret and respond to significant changes in management education, research, and practice. In its education, research, and service programs, the School is committed to our special responsibility to serve the citizens of Vermont.

The School contributes to the mission of the University through the pursuit of seven objectives:

1. To become nationally known for excellence in undergraduate education that integrates forward-looking professional studies with rigorous studies in the liberal arts and sciences by graduating bachelor’s candidates who:

   • know how to think critically, learn independently, and search for and integrate new information;
   • understand what managers do, how businesses operate, and how markets behave;
   • understand how knowledge is created;
   • use knowledge, creative abilities, and analytical skills to frame and solve management problems;
   • have strong communication skills;
   • use information technologies to improve individual and organizational performance;
   • have a sense of history, familiarity with the great world literature, and an understanding of global economic, political, and technological developments;
   • appreciate the diversity of cultures, values, and ideas.

2. To offer a high quality MBA degree that serves in-career, part-time students and their employers in the Vermont region, as well as select full-time students. To graduate MBA candidates who are able to build on previous educational and professional experiences in developing knowledge to address significant management issues of the whole organization as well as its functional parts.

3. To provide students with an environment that fosters intellectual and professional development through academic and career advising.
4. To recruit, retain, reward, and reinforce the continuing scholarly and professional
development of a faculty that achieves high standards of quality, innovation, and productivity
in teaching, research and service.

5. To engage in research and publication that enhances the scholarly reputation of the
University and enriches the School’s educational programs.

6. To conduct public service programs that increase the intellectual capital and leadership
capabilities of Vermont’s and the nation’s business, public sector, and not-for-profit
organizations.

7. To develop and strengthen cooperative relationships and programs with other colleges,
schools, and departments at The University of Vermont that capitalize on institutional
strengths and resources to advance the mission of the University.

Our students are required to have approximately 50 percent of their program in general education
non-business courses, which are broadly distributed. Students are required to have a minimum of
48 of their 120 credit hours within the School of Business. The requirements are designed to
have a breadth of knowledge across the disciplines of business along with a deeper knowledge,
_i.e._, concentration, in one specific field. Our concentration options include: Accounting, Human
Resource Management, Management Information Systems, Marketing, Production and
Operations, Finance, International Management, or Management and the Environment. In
accounting, students may elect the professional accounting program, which prepares students to
enter the profession of accounting and sit for the CPA examination in the State of Vermont.

Our general education requirements are:

I. Specific requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
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<tbody>
<tr>
<td>Economics</td>
<td>Micro and macro economics</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Two semesters of Calculus and two semesters of statistics</td>
</tr>
<tr>
<td>English</td>
<td>Composition, one course in general literature, an additional</td>
</tr>
<tr>
<td></td>
<td>course in either writing or literature.</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Introduction to either Psychology or Sociology, American History</td>
</tr>
<tr>
<td></td>
<td>or American Political Systems</td>
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<tr>
<td>Natural Sciences</td>
<td>Two courses, one of which must include laboratory experience</td>
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<td></td>
<td>from among the offerings in Biology, Botany, Chemistry, Geology, Physics.</td>
</tr>
</tbody>
</table>

II. Broadly defined requirements. One course from each of the following areas:

Area A: foreign language, speech, linguistics, etymology, American sign language or a
4th course in English
Area B: social science, fine arts, or philosophy
Area C: an additional natural science or a course in computer science, mathematics,
statistics, nutritional science, plant & soil science, natural resources, animal science,
environmental studies, forestry or engineering.

III. Complete at least 3 additional courses outside of the School of Business Administration

IV. Race Relations and Ethnic Diversity in the United States must be covered by one of these courses or an additional course.

**Interdisciplinary Programs**

The Engineering Management Program is offered jointly between the School of Business Administration and the College of Engineering and Mathematics. Students in this program are advised within the School of Business Administration but earn their degree from the College of Engineering and Mathematics. The curriculum is designed by faculty from both academic units and includes substantial course work in both units.

**Instruction**

As our program requires students to study across different fields in business, they are exposed to a wide variety of faculty with a broad array of perspectives. Curriculum is reviewed by our undergraduate Studies/Curriculum committee and through an advisory committee on the curriculum composed of members of the business community represented by our Board of Advisors, faculty, and students. Instruction is assessed by student evaluation, alumni feedback, and peer review.

Methods of instruction include: lecture, discussion, case studies, team projects, application of theories to organizations within the community, technology use, and seminars. Each student is exposed to a wide variety of methodologies appropriate to the goals of the course. Students with special interests beyond the courses offered are encouraged to pursue independent study under the supervision of a faculty member.

Innovation is encouraged and actively pursued by our faculty, especially in regard to the use of technology, teamwork, and experiential learning. Funds have been raised externally to support our teaching mission by enhancing the micro labs and peripherals necessary to provide students with the most current business applications. We serve as a beta-site for Microsoft, which aids us in our teaching and research efforts. In their assessment, “The University of Vermont School of Business Administration has long been a leader in their use of technologies for curriculum and communications. Nobody in New England higher education does a better job at using Microsoft technology than UVM.”

**Advising**

Advising is currently under review within the School, and extensive student and faculty surveys are being administered. The results will be analyzed to better understand what aspects of the advising process are working and how to improve those that are not working. It is anticipated that changes will be instituted as a result of these efforts. The study is being done by a team of MBA students as a part of a course on Achieving Organizational Excellence under the direction
of visiting Professor Dr. Selwyn Becker. A steering committee of faculty and staff are an integral part of the design and analysis. The results will be presented to the faculty as a whole to determine next steps for improvement and hopefully to design a process for continuous improvement.

Currently all students are assigned a faculty advisor based on their field of concentration, if one has been selected. Students without concentrations are distributed among business faculty for advisement. Faculty advisors are provided with information on curriculum, policies, and resources available to assist them in their advising role. They are also provided with advising handbooks and are supported by our student services staff. Student services staff creates and distributes advising handbooks, newsletters, and other supplemental information to students and advisors. They also provide back-up to faculty advisors so students have ready access to information. For students in academic difficulty, a new program has been instituted: PASSage (Program to Advance Study Strategies). Students are instructed in time management, study skills, identifying strengths and weaknesses, and determining where to get the support they need. In addition, there is substantial follow-up with these students to help ensure they follow through on their plans for success.

When students switch fields of concentration, they have the option of staying with their current advisor or switching to an advisor in their new field of concentration. They may also switch advisors at any time and for any reason.

**Appraisal**

During the 1991-92 academic year, The School of Business Administration was reviewed by The American Assembly of Collegiate Schools of Business (now known as AASCB — The International Association for Management Education). The visitation team concluded that the School was in full compliance with the Standards for Accreditation and the School was accordingly reaccredited. Nevertheless, the team made a number of recommendations which it believed would further strengthen the School. These recommendations, and the School’s responses, follow:

A. The School should carefully monitor course developments in the Department of Agriculture and Resource Economics to ensure conformity with the 25/50 per cent rule is maintained.

> Progress in this area has been slow, but the University has now made a commitment to eliminate duplication, and progress is being made.

B. Replacement faculty need to be aggressively recruited to ensure breadth of coverage. Vermont’s faculty is relatively small, and it is important that each position be filled with a person who can actively contribute to the programs of the School.

> Because of budget cuts, the School has lost 15 percent of its tenure track faculty. This remains a concern.
C. Resources should be developed to market the undergraduate and MBA program to potential students.

_During the first part of the 1990s, enrollment in business programs fell dramatically. In response, the School crafted and executed an enrollment management plan. At the undergraduate level, this included development of brochures, PSAT and SAT mailings, follow-up mailings, and active faculty involvement in the recruiting process. At the MBA level, this included development of a brochure and visits by the MBA Director to local companies. These efforts have resulted in substantial growth in both the undergraduate and MBA programs._

D. Attention should continue to be focused on the placement function. Resources might be developed for a more fully developed human resource tracking system that could match employer needs with student skills and abilities. The development of an MBA resume book might help the full-time MBA students.

_ Job placement at UVM is centralized. The Career Services Center has worked with the School to enhance service to our students. A professional career counselor now has an office in the School. We experimented with an MBA resume book, but found that because of the small number of full-time MBA students enrolled in our program, it was not particularly useful._

E. It appears that progress is being made in developing a rationalization for the final comprehensive experience in the MBA program. We encourage this process. On the other hand, it appears that the institution should continue to study this requirement as applied to the MBA program and focus it better.

_The Graduate College has agreed that the role of a comprehensive examination in a professional program is different from traditional academic programs and has agreed to allow the School to use its capstone course to satisfy the comprehensive examination requirement._

F. Relationships with the Graduate College should be examined to ensure the Graduate College understands and appreciates the differences in graduate professional education. Foreign graduate students often have “different” undergraduate experiences. If international students are to be recruited aggressively, the Graduate College has to deal with their backgrounds in a flexible manner.

_The Director of the MBA program has played an active role on the Graduate College Executive Committee, serving as its Chair. He has made substantial progress in educating the Graduate College about the differences between professional and academic programs._

G. Interdisciplinary programs with Arts and Sciences, Engineering, and Health Sciences should be expanded to take full advantage of the strengths of the University and the needs of the region.

_Standard IV: School of Business Administration_
The School has added a concentration in Management and the Environment, taking advantage of strengths in the School of Natural Resources. We have also enhanced the engineering management program, which we offer jointly with the College of Engineering and Mathematics. Business faculty teach in the Public Administration program, offering such courses as Health Care Policy and Statistics. The School now offers minors in Business, Accounting, and Business and the Environment.

H. The School should continually review its periodicals holdings in the library to gain the most effectiveness for the meager budget.

The School continues to work with the Library to ensure that our budget is used most effectively.

I. The School should actively pursue development activities with the new Vice President for Development. Faculty should be involved in this process.

The School now has a Major Gifts officer who is housed in the School and works closely with the Dean to identify and cultivate prospects.

J. The School should continue to project offerings of MBA electives at least two years in advance in order to facilitate the planning of course selection by graduate students.

Because of our small size, it is very difficult to project offerings more than a year in advance.

K. Action should be taken to strengthen the access of undergraduate students to Arts and Sciences courses, especially in economics and modern languages.

The barriers to our students have been removed. They can now register for any economics or foreign language course for which they have the prerequisites.

L. Study should be given to providing more flexibility for the acceptance of transfer credits from other institutions, especially foreign institutions, and for allowing students to do foreign study or to develop programs that are not part of the normal sequence.

This has been done. Students can, and do, study at a large number of foreign institutions. Credit hours transfer back routinely.

M. A relatively large percentage of faculty are tenured or will soon be tenured. Many of these faculty have ten or more years left their career. With this in mind, the priority areas that the School has identified for University fund raising should be aggressively pursued. These priorities include funds necessary to support faculty research in the summer. Resources should also be developed to support sabbatical research to maintain currency.

This is being done.
N. Alternative internship projects should be found for the full-time MBA students. A consulting
group could be formed that would challenge the full-time MBA students and give them
access to the business community. President Salmon indicated that he might be interested in
using some full-time MBA students in University consulting projects. This idea should be
pursued.

*The School currently offers numerous experiential courses for both undergraduate
and MBA students. Interaction with the business community is considerable. Students have worked in teams to develop strategic plans for local businesses. They have served as consultants, evaluating and designing information systems and conducting consumer satisfaction surveys and marketing research studies for area businesses, not for profit organizations, and public agencies.*

While the above demonstrates how the School has responded to the suggestions made by the
AACSB visitation team, it does not provide a complete picture of how the School has changed in
the past decade. The following is intended to provide some of the missing pieces.

In 1996, the School developed a new Mission and Objectives statement, which, among other
things, specifies what we expect our graduates to acquire in their undergraduate studies (see our
Mission and Objectives statement above).

In the past decade the School of Business has become better integrated into the business
community. In addition to the student projects described above, we interact with the business
community in a variety of ways. For example, our Family Business Initiative provides seminars
for family businesses in Vermont. Our new entrepreneurship program utilizes “clinical faculty”
to help deliver what is largely an experiential program. We now have an executive-in-residence
to help mentor students, and executives speak in classes regularly.

The School has also become better integrated into the rest of the University. In addition to the
interdisciplinary programs cited above, we now offer courses designed specifically for students
in other colleges and schools. Additionally, our own students must now satisfy a diversity
requirement as part of their distribution requirements.

The curriculum in our MBA program has been revised and it is now possible for students with an
undergraduate degree from an AACSB-accredited institution to meet all requirements for the
MBA degree in one calendar year. Students who minor in business at UVM can also
accomplish this.

The School has made great strides in integrating the use of technology throughout the
curriculum. The School maintains its own computer network, which has facilitated
communication among faculty, staff, and students. Students are able to get and submit
assignments through e-mail. As a beta site for Microsoft, the School continuously tests and
implements the latest software. We use technology in innovative ways to improve our
performance. We have experimented with on-line teaching evaluations. Faculty members
submit their annual activity reports on-line, making it easier to monitor overall performance.
Since our last accreditation, the School has obtained a second endowed chair. This is a visiting chair in the area of quality management and is currently filled by Selwyn Becker from the Graduate School of Business at the University of Chicago.

The future for business education seems brighter than it did a few years ago. The demand for MBAs and those with an undergraduate major in business administration continues to be strong. Undergraduate enrollments in business have been rebuilt. There has been a movement to break down the silos and better integrate the teaching of the functional areas of business. This trend is likely to continue. The trend toward a greater emphasis on teamwork in business has resulted in a greater use of teams in business school courses. This trend is also likely to continue. Technology will continue to play a crucial role in the way we deliver our programs, as businesses require ever-increasing levels of technological sophistication on the part of their employees. Within the context of our size and resources, we believe The School of Business Administration is well-positioned to capitalize on these trends and provide meaningful undergraduate and graduate business education into the next century.