THE UNIVERSITY OF VERMONT

Institutional Self-Study Report

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Institutional Characteristics

Date: **1/15/2019**

1. Corporate name of institution: **University of Vermont and State Agricultural College**

2. Date institution was chartered or authorized: **1791**

3. Date institution enrolled first students in degree programs: **1801**

4. Date institution awarded first degrees: **1804**

5. Type of control:

Public	Private
☒ State	☐ Independent, not-for-profit
☐ City	☐ Religious Group
☐ Other	(Name of Church) _____
(Specify) _____	☐ Proprietary
	☐ Other: (Specify) _____

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant?

The following link is the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements:

https://legislature.vermont.gov/statutes/fullchapter/16APPENDIX/001

7. Level of postsecondary offering (check all that apply)

☐	Less than one year of work	☒	First professional degree
☐	At least one but less than two years	☒	Master's and/or work beyond the first professional degree
☐	Diploma or certificate programs of at least two but less than four years	☒	Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
☐	Associate degree granting program Of at least two year	☒	A doctor of philosophy or equivalent degree
☒	Four- or five-year baccalaureate Degree granting program	☒	Other doctoral programs: Medical Doctorate. Doctorate in Physical Therapy, Doctorate in Nursing
		☐	Other (Specify)

8. Type of undergraduate programs (check all that apply)

☐ Occupational training at the crafts/clerical level (certificate or diploma)

☒ Liberal arts and general

☐ Occupational training at the technical or semi-professional level (degree)

☒ Teacher preparatory

☐ Two-year programs designed for full transfer to a baccalaureate degree

☒ Professional

☐ Other_____

9. The calendar system at the institution is:

☒ Semester   ☐ Quarter   ☐ Trimester   ☐ Other _____

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

a) Undergraduate: **15 credit hours**

b) Graduate: **12 credit hours**

c) Professional **Not on credit hour system**

a. Student population:

a) Degree-seeking students:

	Undergraduate	Graduate*	Total**
Full-time student headcount	10,262	1,507	11,941
Part-time student headcount	350	538	1,454
FTE	10,379	1,686	12,426

* Graduate includes, Master's, Ph.D., Clinical Doctorate, and Medical Doctorate students

** Total includes undergraduate, graduate, certificate students, continuing education, and special students

b) Number of students (headcount) in non-credit, short-term courses: _____

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited since	Last Reviewed	Next Review
Dietetics	Accreditation Council for Education and Dietetics of the Academy of Nutrition and Dietetics	2004	2013	2020
Public Administration	Network of Schools of Public Policy, Affairs, and Administration	2012	Being reviewed	2026
Chemistry	American Chemical Society		2015	2020
Clinical Psychology	American Psychological Association	1973	2017	2027
Business Administration	The Association to Advance Collegiate Schools of Business	1986	5/2017	2021
Social Work	Council on Social Work Education	1977	2/2011	9/2019
Educator Preparation	Council for the Accreditation of Educator Preparation; Vermont Standards Board for Professional Educators	1954	10/2017	12/2024
Clinical Mental Health Counseling	Council for Accreditation of Counseling and Related Educational Programs	1999	6/2014	10/2020
School Counseling	Council for Accreditation of Counseling and Related Educational Programs	1982	6/2014	20/2020
Civil Engineering	Commission of the Accreditation Board for Engineering and Technology	10/1936	Fall 2015	Fall 2021
Electrical Engineering	Commission of the Accreditation Board for Engineering and Technology	10/1936	Fall 2015	Fall 2021
Environmental Engineering	Commission of the Accreditation Board for Engineering and Technology	10/2004	Fall 2015	Fall 2021
Mechanical Engineering	Commission of the Accreditation Board for Engineering and Technology	10/1936	Fall 2015	Fall 2021
Liaison Committee on Medical Education, American Medical Association	American Medical Association & Association of American Medical Colleges	On or prior to 1942*	4/2013	4/2021
Athletic Training Education Program	Commission on Accreditation of Athletic Training Education	10/1994	3/2018	2027-2028
Radiation Therapy	Joint Review Committee on Education in Radiologic Technology	2011	2014	2019
Medical Laboratory Science	National Accrediting Agency for Clinical Laboratory Science	1966	2015	2022
Nuclear Medicine Technology	Joint Review Committee on Education Programs in nuclear Medicine Technology	1970	2018	2021 (program will end
Nursing	Commission on Collegiate Nursing Education	UG: 1956	2010	2019-2020
		MS: 1989	2010	2019-2020
		DNP: 2018	2019	2020
Physical Therapy	Commission on Accreditation in Physical Therapy Education	8/1973	4/2017	2027
Speech-Language Pathology	Council for Academic Accreditation	1976	2012	2019-2020
Forestry Program	Society of America Foresters	01/2018	2017	12/2022

* The program was accredited prior to the founding of the LCME in 1942
13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year. Add more rows as needed.

	Full degree	50%-99%	FTE
A. In-state Locations			
None			
B. Out-of-state Locations			
Western Connecticut Network (pending approval)	No	Yes	0

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as "any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program." **Do not include study abroad locations**.

Name of program(s)	Location	Headcount
None		

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	FTE
Spch-Lng Path Asst	Continuing Education Certificate	50 – 99%	13.0
Cptr Sftwr:Web Dev	Continuing Education Certificate	50 – 99%	0.0
Pre-Actuarial	Continuing Education Certificate	50 – 99%	0.3
Health Care Mgt & Policy	Certificate of Graduate Studies	50 – 99%	0.3
MPS in Leadership for Sustainability	Master's	50 – 99%	4.7
Ldrshp for Sustainability	Master's	50 – 99%	3.3
Alternate Track - VT RN	Bachelor's	50 – 99%	4.7
Agroecology	Certificate of Graduate Studies	50 – 99%	0.0
Speech Lang Path	Continuing Education Certificate	100%	0.0
Public Health	Certificate of Graduate Studies	100%	5.0
Global & Environ Publ Hlth	Certificate of Graduate Studies	100%	0.0
Public Health	Master's	100%	43.3
Health Science	Bachelor's	100%	0.0
Epidemiology	Certificate of Graduate Studies	100%	0.7
Sustainable Enterprise	Certificate of Graduate Studies	100%	0.0

16.   Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
None				

17.   List by name and title the chief administrative officers of the institution. (Use the table on the following page.)

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	David Daigle	Chair Board of Trustees	2016
President/CEO	Thomas Sullivan	President	2012
Executive Vice President			
Chief Academic Officer	David Rosowsky	Provost and Senior Vice President	2013
Deans of Schools and Colleges	William Falls	Dean – College of Arts and Sciences	2016
	Cynthia Forehand	Dean – Graduate College	2014
	Nancy Mathews	Dean – Rubenstein School of Environment and Natural Resources	2014
	Patricia Prelock	Dean – College of Nursing and Health Sciences	2009
	Richard Page	Dean – Larner College of Medicine	2018
	Linda Schadler	Dean – College of Engineering and Mathematical Sciences	2018
	David Jenemann	Dean – Honors College	2019
	Sanjay Sharma	Dean – Grossman School of Business Administration	2011
	Scott Thomas	Dean – College of Education and Social Services	2016
	Thomas Vogelmann	Dean – College of Agriculture and Life Sciences	2009
Chief Financial Officer	Richard Cate	Vice President for Finance	2009
Chief Student Services Officer	Annie Stevens	Vice Provost for Student Affairs	2005
Planning	Alberto Citarella	University Budget Director	2012
	Robert Vaughan	Director of Capital Planning and Management	2005
Institutional Research	Alexander Yin	Director of Institutional Research	2016
Assessment	Brian Reed	Associate Provost for Teaching and Learning	2009
	J. Dickinson	Provost's Faculty Fellow for Assessment	2016

Function or Office	Name	Exact Title	Year of Appointment
Development	Shane Jacobson	President & CEO, UVM Foundation	2017
Library	Mara Saule	Dean - Libraries	1999
Chief Information Officer	Simeon Ananou	Chief Information Officer	2018
Continuing Education	Cynthia Belliveau	Dean – Continuing and Distance Education	2010
Grants/Research	Richard Galbraith	Vice President for Research	2014
Admissions	Stacey Kostell	Vice President for Enrollment Management	2014
	Ryan Hargraves	Director of Admissions	2017
Registrar	Veronika Carter	University Registrar	2017
Financial Aid	Marie Johnson	Director – Student Financial Services	2009
Public Relations	Enrique Corredera	Executive Director – News and Public Affairs	2005
Alumni Association	Shane Jacobson	President & CEO, UVM Foundation	2017
Other	Kerry Castano	Assistant Provost	2009
	Gary Derr	Vice President for Executive Operations	2005
	Thomas Gustafson	Vice President for University Relations & Administration	2013
	William Harrison	Chief Internal Auditor	2010
	Wanda Heading-Grant	Vice President for Human Resources, Diversity and Multicultural Affairs	2010
	Sharon Reich Paulsen	Vice President for Legal Affairs & General Counsel & Senior Advisor to the President	2017
	Jeffrey Schulman	Director of Athletics	2016
	Jim Vigoreaux	Associate Provost for Faculty Affairs	2015

18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:

    a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;

    b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;

    c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;

    d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

The University of Vermont

Administration: January 7th 2019

David Daigle, *Chair*
Board of Trustees

William Harrison, *Chief Internal Auditor* (Direct report also to the Chair of the Board Audit Committee)

Tessa Lucey, *Director Compliance Services and Chief Privacy Officer*

Governance & Advisory Bodies:
- *University Council*
- *Faculty Senate*
- *Staff Council*
- *Student Government Assoc'n*
- *Graduate Student Senate*

President's Commission *for Inclusive Excellence*

Thomas Sullivan *President*

David Rosowsky *Provost and Senior Vice President*

Kerry Castano, *Ast. Provost and Chief of Staff*

Sharon Reich Paulsen
VP for Legal Affairs & General Counsel & Senior Advisor to the President

- **John Collins** *Deputy General Counsel*
- **Jennifer Papillo** *Associate General Counsel*
- **Meghan Siket** *Associate General Counsel*

Simeon Ananou *Chief Information Officer*
- **Julia Russell** *Asc. Chief Information Officer*

Thomas Gustafson
VP for University Relations & Administration

- **Wendy Koenig**, *Director of State and Federal Relations*
- **Joe Speidel**, *Director of Community Relations*
- **Enrique Corredera**, *Exec. Dir for News and Public Affairs*
- **Amanda Waite**, *Director Creative Communications*
- **Salvatore Chiarelli**, *Director Physical Plant*
- **Gerald Coleman**, *Director Custodial Services*
- **Robert B. Vaughan**, *Director Capital Planning & Managem't*
- **Kristin Winer**, *Director Retail Operations*
  - **Shane Desautels**, *Operations Manager, Print & Mail Center*
  - **Jay Menninger**, *Director UVM Bookstore*
- **Al Turgeon**, *Chief Risk Officer & Public Safety Officer*
  - **Lianne Tuomey**, *Chief Police Services*
  - **Mary Dewey**, *Director Risk Management & Safety*
  - **James Barr**, *Director Transportation & Parking Svc*
  - **Mark McKenna**, *Director CATcard Service Center*
  - **Zachary Borst**, *Emergency Manager*

Richard Cate
VP for Finance & Treasurer

- **Brian Melman**, *Director Admin Business Service Ctr*
- **Alberto Citarella**, *University Budget Director*
- **Claire Burlingham**, *University Controller*
- **Emily Stebbins-Wheelock** *Dir Of Operational Excellence*

Stacey Kostell
VP for Enrollment Management

- **Ryan Hargraves**, *Director of Admissions*
- **Kim Howard**, *Director International Education Svcs*
- **Jeremy Pitaniello**, *Military Studies*
- **Veronika Carter**, *University Registrar*
- **Marie Johnson**, *Director Student Financial Services*
- **Gayle Nunley** *Director Global Educ. Initiatives and Director of the GGP*
- **Jim Vigoreaux** *Associate Provost for Faculty Affairs*
- **Brian Reed** *Associate Provost for Teaching and Learning*
- **Alexander Yin**, *Director Institutional Research*
- **Janie L. Cohen**, *Director Fleming Museum*

Mara Saule
Dean of University Libraries & Learning Resources

- **Jennifer Dickinson**, *Director Ctr for Teaching & Learning*
- **Thomas Vogelmann** *Dean, College of Agriculture & Life Sciences*
  - *Agricultural Experiment Stat'n*
  - **Chuck Ross** *Director Extension*
- **William Falls** *Dean, College of Arts & Sciences*
- **Sanjay Sharma**, *Dean The Grossman School of Business*
- **Cynthia Belliveau** *Dean, Continuing & Distance Education*
- **Scott Thomas** *Dean, College of Education & Social Services*
- **Linda Schadler** *Dean, College of Engineering & Math. Sciences*
- **Nancy Mathews**, *Dean The Rubenstein School of Environm't & Natur'l Resources*
- **Cynthia Forehand** *Dean Graduate College*
- **Richard L. Page** *Dean, Larner College of Medicine*
- **Patricia Prelock** *Dean, College of Nursing & Health Sciences*
- **David Jenemann** *Dean, Honors College*

Annie Stevens
Vice Provost for Student Affairs

- **David A. Nestor** *Dean of Students*
- **Joseph Russell**, *Ast. Dean for Student Retention*
- **Kim Martin**, *Director Center for Student Conduct*
- **Gail M. Shampnois**, *Director Student & Commun. Relat.*
- **Rafael Rodriguez**, *Director Residential Life*
- **Kate Strotmeyer**, *Communications & Marketing Director*
- **Jilliene Johnson**, *Director, Diversity, Engagement & Prof. Dev.*
- **Harry Chen**, *Executive Dir. for the Ctr of Health & Wellbeing & Public Health Officer*
  - **Michelle Paavola**, *Medical Director. for Student Health Services*
- **Dennis DePaul** *Associate Dean for Student Affairs*
  - **Daphne Wells**, *Director Student Life & Davis Center*
  - **Melissa Zelazny**, *Director UVM Dining*
  - **Pamela K. Gardner**, *Director Career Center*
  - **Dani Comey**, *Director Center for Academic Success*

Richard Galbraith
VP for Research

- **Dan Harvey** *Director of Operations*
- **Brian Prindle**, *Executive Director Research Administration*
- **Corine Farewell**, *Director Technol'gy Commercialization*
- **Ruth M. Blauwiekel** *University Veterinarian*
- **Mike Lane**, Interim *Director IMF / TSP*
- *Directors University Research Centers*

Gary L. Derr
VP for Executive Operations

- **Kelly O'Malley**, *Coordinator of Presidential Events*
- **Corinne Thompson**, *Coord. of Board Relations*
- **Susan Davidson**, *Presidential Communicat. & Events Coord.*
- **Allen Josey**, *Director University Events Services*
- **Jeffrey Schulman** *Director of Athletics*
  - **Joe Gervais**, *Asc Athletic Dir Compliance & Sport Admin.*
  - **Cathy Rahill**, *Asc Athletic Dr Stdnt Athlete Dev. & Acad Aff*
  - **Krista Balogh**, *Asc. Ath. Dir. Communic. & External Relat.*
  - **Gregg Bates**, *Asc Athletic Dir for Campus Recreation*
  - **Ed Hockenbury**, *Asc Ath Dir for Internal Operations*

Wanda Heading-Grant
VP for Human Resources, Diversity & Multicultural Affairs

- **Sherwood Smith**, *Sr. Exec. Director for Engagement and Professional Development*
- **Kate Jerman**, *Director, LGBTQA Center*
- **Beverly Colston**, *Director, Mosaic Center for Students of Color*
- **Melissa Murray**, *Director, Women's Center*
- **Laura Engelken**, *Interfaith Coordinator*
- **Joel Shapiro**, *Director, Professional Development and Training*
- **Jes Kraus**, *Associate Chief Human Resources Officer*
- **Paul Yoon** *Senior Advisor for Diversity, Assessment and Research*

James Keller, *Chair The UVM Foundation Board*

Shane Jacobson *President and CEO of the UVM Foundation*

Key
- Reports to *President*
- Reports to *Provost & Sr VP*
- *The UVM Foundation*

OIR

Table of Actions

"The items the Commission asks to be given special emphasis within the self-study prepared for the comprehensive evaluation are matters related to our standards on *Planning and Evaluation* [2016 Std.2]*, The Academic Program* [2016 Std.4]*, Physical and Technological Resources* [2016 Std.7] and *Financial Resources* [2016 Std.7].*"

Date of CIHE Letter	Detailed Actions, Items of Special Attention, or Concerns	2011 CIHE Standards cited in letter (current equivalent given in parentheses)	Self-Study Page Chapter, page #
May 1, 2014	Update on implementation of the strategic plan, with emphasis on initiatives related to general education and transdisciplinary research	2.4 (2.5)	Standard 2 (*passim*) Standard 4, pages 25-30 Standard 6, pages 50, 52
May 1, 2014	Focus on implementation of assessment initiatives, including those related to academic program review, the Collegiate Learning Assessment (CLA), and the Critical Thinking Assessment Test (CTAT)	4.48; 4.49; 4.52 (8.3;8.8; 8.10)	Standard 4, pages 20-24; 26-30; 38 Standard 8 (*passim*)
May 1, 2014	Report on development and implementation of a campus master plan that includes a plan to address deferred maintenance	8.4 (7.21)	Standard 7, pages 67-72
May 1, 2014	Update on the University's new budget model and achieving goals for the diversification of revenue and the comprehensive campaign	9.3; 9.7 (7.6; 7.12)	Standard 2 *(passim)* Standard 7, pages 60-67

Relevant quotes from the CIHE response to the 2014 fifth-year interim report:

"The Self-Study prepared in advance of the Spring 2019 comprehensive evaluation will enable the institution to provide evidence of its implementation of its strategic and academic plans, as specified in our standard on *Planning and Evaluation:*

> The institution has a demonstrable record of success in implementing the results of its planning (2.4)."

1. We anticipate being apprised, in Spring 2019, of UVM's progress in implementing its assessment initiatives, as guided by our standard on *The Academic Program:*

> The institution implements and provides support for systematic and broad-based assessment of what and how students are learning through their academic program and experiences outside the classroom. Assessment is based on clear statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. Assessment provides useful information that helps the institution to

improve the experiences provided for students, as well as to assure that the level of student achievement is appropriate for the degree awarded (4.48).

The institution's approach to understanding student learning focuses on the course, program, and institutional level. Evidence is considered at the appropriate level of focus, with the results being a demonstrable factor in improving the learning opportunities and results for students (4.49).

The institution's system of periodic review of academic programs includes a focus on understanding what and how students learn as a result of the program (4.52).

2. We look forward to learning, in Spring 2019, of the University's success in undertaking "physical resource planning linked to academic and student services, support functions, and financial planning" and in planning "the specified resolution of deferred maintenance needs" (8.4).

3. The Spring 2019 comprehensive evaluation will afford University of Vermont an opportunity to report on its success in implementing its IBB model and achieving its goals for the diversification of revenue. Our standard on *Financial Resources* provides guidance here:

The institution's multi-year financial planning is realistic and reflects the capacity of the institution to depend on identified sources of revenue and ensure the advancement of educational quality and services for students (9.3).

The institution ensures the integrity of its finances through prudent financial management and organization, a well-organized budget process, appropriate internal control mechanisms, risk assessment, and timely financial reporting to internal and external constituency groups, providing a basis for sound financial decision-making (9.7).

Introduction: The Self-Study Process

The University of Vermont's 2019 NECHE decennial reaccreditation and Self-Study process has been guided throughout by the principles of engagement, communication, transparency, and honest institutional self-reflection. The process began early in the Spring semester of 2017 with the identification of a core executive committee charged with leading institution-wide engagement in the self-assessment of UVM's accomplishments and goals, as framed by the NECHE Standards for Accreditation, and with writing the Self-Study report. President Thomas Sullivan asked Dr. Brian Reed, Associate Provost for Teaching and Learning, and Dean Mara Saule, Dean of University Libraries, to co-chair the Self-Study process. Also identified as members of the Core Committee were Dr. Gary Derr, Vice President for Executive Operations; Dr. Jennifer Dickinson, Provost's Faculty Fellow for Assessment and Director of the Center for Teaching and Learning; and Dr. Alexander Yin, Director of Institutional Research; and, as support staff, Jordan Ostrander, President's Office. Each Core Committee member served as liaison to one or more of the standards committees, each Standard Committee co-chaired by UVM faculty and staff. Dr. Dickinson served as lead author for the final Self-Study, knitting together the work of the standards committees to create a coherent narrative.

Co-chairs and membership of the standards committees reflected the range of functions, positions, identities, and perspectives embodied across university entities. In order to generate a thorough and accurate Self-Study report, UVM charged eight standards committees (with Standard 1 and Standard 3 in the charge of one committee). The standards committees gathered information and drafted "expanded bullet points" that outlined a narrative comprised of description, appraisal, and projection for each of the nine standards. After the standards committees completed the bulk of their work at the end of the Spring 2018 semester, Core Committee liaisons compiled "expanded bullets" information, worked with Standards Committee co-chairs to fill in missing information, and cross-referenced with Data First form information in preparation for generating the final report.

Engagement of the entire university community was a priority from the launch of the Self-Study process. President Sullivan, in his August 2017 charge to standards committee co-chairs and committee members, emphasized that "the Self-Study is an opportunity to tell UVM's story—supported by evidence, illuminated by examples, and guided throughout by alignment to our mission, vision, and strategy." He continued, "I urge you to engage the UVM community in your Self-Study work. This is a team effort, not only within and across standards committees but across the university. It is important that the UVM community is engaged in telling our story, in reflecting our collective institutional narrative." Provost David Rosowsky has echoed these sentiments in his semi-annual "Across the Green" updates to the university community, and both president and provost have kept the Board of Trustees and its committees apprised of the Self-Study process.

Standard Committees Co-Chairs

Standard 1 and Standard 3
Cathy Paris, President, Faculty Senate & Senior Lecture Plant Biology, College of Agriculture and Life Sciences
Sharon Reich Paulsen, Chief of Staff to the President and Senior Counsel

Standard 2
Scott Thomas, Dean, College of Education and Social Services & Professor of Higher Education
Alberto Citarella, University Budget Director

Standard 4
Bill Falls, Dean, College of Arts and Sciences & Professor of Psychological Science
Cynthia Forehand, Dean, Graduate College & Professor of Medicine, Larner College of Medicine

Standard 5
Annie Stevens, Vice Provost for Student Affairs
Abigail McGowan, Associate Dean & Associate Professor of History, College of Arts and Sciences

Standard 6
Jim Vigoreaux, Associate Provost for Faculty Affairs, Professor of Biology, College of Arts and Sciences
Kelley Di Dio, Associate Dean & Professor of Art History, College of Arts and Sciences

Standard 7
Polly Parsons, Professor of Medicine and Chair, Larner College of Medicine
Al Turgeon, Chief Risk Officer

Standard 8
Laura Hill, Senior Lecturer of Plant Biology, College of Agriculture and Life Sciences
Eileen Cichoskikelly, Associate Professor of Family Medicine, Larner College of Medicine

Standard 9
Amanda Waite, Director of Creative Communication
Tessa Lucey, Director of Compliance

In order to facilitate broad engagement and data gathering, the Core Committee and standards committees provided a variety of venues for input to the Self-Study. From Fall 2017 through Fall 2018, discussion of Standards' topical areas were held with existing leadership and governance groups at their regular meetings, including the Faculty Senate, Student Government Association, Graduate Student Senate, Staff Council, Council of Deans, and other related groups. New faculty were engaged in the Self-Study process during their orientation in the fall of 2017 and 2018. Breakout discussions geared to the standards were held at the president/provost's semi-annual leadership retreats. Two special campus-wide open forums offered faculty, staff, and students the opportunity to offer feedback on the emerging focal themes of each Standard Committee; campus community members who could not attend a forum had the opportunity to provide feedback on the same items via an online survey developed by the Office of Institutional Research. In addition, several individual standards committees held special focus groups and/or conducted focused campus surveys.

Not only did the Core Committee and standards committees engage the university community through campus gatherings, but outreach to all constituents—on campus and at a distance—was accomplished through a variety of virtual, online means. In addition to providing information about the reaccreditation process at UVM and as part of NECHE, the UVM NECHE accreditation website invited open comments and observations, in addition to a more formal online survey. Periodic emails and online newsletters from the Office of the President highlighted reaccreditation milestones and opportunities for input as part of regular communications. A public announcement about the accreditation process was placed on the University website, and in the state's two major newspaper, the *Burlington Free Press* and the *Rutland Herald.*

Whether in person or online, the guiding questions posed to inform the Self-Study are summarized by the following: "How do we know that UVM is offering high quality academic programs aligned with our university's mission and purposes? Do our academic support systems, organizational structure, and administrative infrastructure facilitate academic success and fulfillment of our institutional mission? How do we evaluate our effectiveness and use these assessments to inform institutional growth and change?" While some of the comments expressed were focused on specific issues or organizational conditions, most input received provided observations about UVM's larger academic culture and student success. The Self-Study process has been important, not only for ensuring UVM's institutional reaccreditation, but also for the insights gained as a university community—insights about what UVM does well and what UVM must still seek to improve. The real value will be in what UVM learns, the future directions that result, and processes by which we accomplish both.

University of Vermont Overview

Background and Context

Chartered in 1791, the University of Vermont was the fifth New England college established after Harvard, Yale, Dartmouth, and Brown. Ira Allen, brother of Revolutionary War hero Ethan Allen and a central figure in Vermont's early history, led the drive to charter a state university and locate it in Burlington. He is credited with founding the university. The university is popularly called UVM, a derivation from its Latin name, *Universitas Viridis Montis*, the University of the Green Mountains.

Vermont became a republic in 1777, 14 years before it joined the Union as the first new addition after the original 13 states. Throughout Vermont's history, its independence of spirit has fostered political and social movements from abolition to civil unions. The state's civic tradition continues today in its political and community life and finds its own echo in the life of the university. The new university's original charter explicitly declared support for freedom of religion—making it the nation's first institution of higher learning to take such a public stance. This tradition of openness continued in 1871, when the university defied custom and admitted two women as students. Four years later, the school's Phi Beta Kappa chapter became the first honor society in the nation to admit women; two years after that, in 1877, the society became the nation's first to admit African American students.

In 1864, following the lead of Vermont U.S. Senator Justin Smith Morrill, whose legislation established Morrill land-grant universities across the country, Vermont established a land-grant college, the State Agricultural College, and provided the first significant, direct public support. In 1865, the college merged with the older university to form the University of Vermont and State Agricultural College. By the end of the 19th century, the state added support for the medical school to its contributions. In 1955, the legislature reorganized the university as an "instrumentality" of the state, changing the university from a private land-grant to a public land-grant university. It added three state-appointed seats to the university Board of Trustees and created the first annual general state appropriation in the university's history. The 1955 reorganization also mandated that the university provide reduced in-state undergraduate tuition in exchange for state support. From the beginning, the University of Vermont has been both public and private in its financing, its governance, and its missions.

While UVM, Vermont's land-grant and only comprehensive university, was founded as a private institution in 1791, it has always been an essential civic force in Vermont. UVM operates as a separate corporate entity from the state of Vermont, serving as an instrumentality of the state. The university owns its own land and buildings, manages its own capital and operating budget, sets its own tuition and fees, and employs its own faculty and staff. UVM's governance is an explicit blend of public and private, with a 25-person Board of Trustees balanced between private and public, state-appointed members. The president reports to the Board of Trustees and is a member of the board by right of office. E. Thomas Sullivan, a nationally recognized legal scholar and authority on antitrust law, constitutional law, and complex litigation, became the 26th president of the University of Vermont in July 2012.

UVM derives much of its distinctive character from Vermont's unique culture and intense sense of place. Reflecting the natural environment that Vermont occupies and nurtures, the UVM campus sits atop Burlington's highest ridgeline overlooking Lake Champlain, between the Green Mountains to the east and the high peaks of the Adirondacks to the west. Surrounded by Burlington, a thriving, livable, historical city perennially voted one of America's most appealing places to live, UVM boasts a classic New England residential campus that is both well designed and beautifully restored. Complementing the historical buildings on campus is an array of new, state-of-the-art academic facilities and residence halls.

UVM's mission and vision statements reflect the university's guiding values of student success, academic focus, research excellence, and public service.

> Vision: To be among the nation's premier small research universities, preeminent in our comprehensive commitment to liberal education, environment, health, and public service.

> Mission: To create, evaluate, share, and apply knowledge and to prepare students to be accountable leaders who will bring to their work dedication to the global community, a grasp of complexity, effective problem-solving and communication skills, and an enduring commitment to learning and ethical conduct.

Today, UVM is a top-100 research university large enough to offer a wide range of academic programs and areas of research excellence, yet small enough to enable close faculty-student mentorship and faculty collaborations across disciplines. The UVM student community totals 13,395 students, including 10,612 undergraduate, 1,579 graduate, 466 medical, 22 post-baccalaureate certificate, and 716 non-degree students. Approximately one-quarter to one-third of UVM undergraduates are Vermonters; out-of-state students come from 48 U.S. states and over 70 countries. UVM offers more than 100 undergraduate majors, 53 master's programs, 21 post-baccalaureate and master's certificate programs, and 25 doctoral degrees including a medical degree. The university strives to offer the academic breadth and quality of a large institution, while retaining the student-focused experience available at smaller institutions.

Strategic Plan

In 2013, the Board of Trustees approved President Tom Sullivan's Strategic Action Plan. In academic year 2013–2014, Provost David Rosowsky articulated a set of academic excellence goals in support of the Strategic Action Plan. The intent of the Academic Excellence Goals was to galvanize the University of Vermont community around a common set of well-defined objectives, and to establish a commitment of all members of the university to achieving exemplary standards of academic excellence—the highest ideal of any great university. In defining the eight academic goals, careful consideration was given to the university's land-grant mission and its role as Vermont's flagship public research university; the university's commitment to the principles and content of a liberal education; and its over 225-year history as a distinctive and important institution of higher learning. Both the Strategic Action Plan and Academic Excellence Goals provide a framework for confronting the challenges faced by higher education today, with the aim of ensuring relevancy, sustainability, and a vibrant future for the institution.

Academic Structure

The University of Vermont's academic units include the following: the College of Agriculture and Life Sciences; College of Arts and Sciences; College of Education and Social Services; College of Engineering and Mathematical Sciences; Larner College of Medicine; College of Nursing and Health Sciences; the Rubenstein School of Environment and Natural Resources; the Grossman School of Business; the Honors College; the Graduate College; the University of Vermont Extension; the Vermont Agricultural Experiment Station; the Division of Continuing and Distance Education; and the UVM Libraries. UVM is the nation's smallest land-grant institution with a medical school; the location of the Larner College of Medicine on the same campus as the undergraduate and graduate colleges fosters a unique relationship characterized by collaborations in both research and academic offerings.

A critical feature of UVM's academic profile and future potential is the strength of the College of Medicine and of its partnership and shared mission with the UVM Medical Center, a full-service, tertiary care, vertically integrated health care delivery system that serves as a regional referral center—providing advanced care to approximately one million people in Vermont and northern New York. The Larner

College of Medicine, the nation's seventh oldest medical school, is home to some of the newest, most innovative efforts in education, research, and the clinical enterprise. The clinical faculty of the College of Medicine delivers outstanding patient care to the state and region through the University of Vermont Health Network Medical Group (UVMHNMG/the Medical Group), UVM's partner in the University of Vermont Medical Center, and across the University of Vermont Health Network.

Curriculum and General Education

The university has decentralized undergraduate degree programs, which places responsibility for curricular standards in the hands of the faculty of the schools and colleges; the current Assessment Initiative therefore focuses on the development of program-level assessment plans. Curricular development has occurred within the colleges and schools, resulting in an unusually wide array of undergraduate majors in the liberal arts and pre-professional programs, and a set of graduate degrees dominated by the STEM disciplines (science, technology, engineering, and mathematics). Prompted by a change to incentive-based budgeting, colleges and schools have put forward an array of innovative new majors, undergraduate certificates, and master's degrees as part of campus-wide efforts to attract and retain students.

Since UVM's 2009 reaccreditation, the development of a new General Education Program has been a focus of curricular development and assessment efforts. These efforts begin from a belief that General Education is the foundation of a transformative educational experience that prepares students to become accountable leaders who bring to their work dedication to the global community, a grasp of complexity, effective problem-solving and communication skills, and an enduring commitment to learning and ethical conduct. UVM currently has four General Education requirements: Diversity, Foundational Writing and Information Literacy, Quantitative Reasoning, and Sustainability. In the course of the 2018–2019 academic year, several different groups are collaborating on a proposal to expand and restructure General Education so that it embodies the faculty's aspirations for all of our students.

Research

UVM is classified as a Carnegie 2 higher intensity research university. In academic year 2018, UVM received $136 million in extramural funding, of which $100 million were specifically for research. While a major locus of this research activity was the Larner College of Medicine, research activity in all colleges—especially in Engineering and Mathematical Sciences, Agriculture and Life Sciences, and the Rubenstein School for the Environment and Natural Resources—has been on a steady increase. The university's biomedical research centers and institutes focus on cardiovascular disease, cancer, neuroscience, lung biology, and addiction treatment and prevention and are nationally recognized. The research programs and world-class experts in environmental issues such as acid rain, forest management, land stewardship, lake studies, and groundwater contamination have recently been integrated through the establishment of the university-wide Gund Institute for Environment. Specialized laboratories in every school and college, four research farms, nine university-managed natural areas, a waterfront lake-research center, a biohazard level 3 facility, a supercomputer cluster, and an aquatic research vessel are among UVM's research facilities.

Through efforts of the Office of the Vice Provost for Research, the portfolio of intellectual property is expanding, with rising numbers of patents and licenses underpinning a re-energized focus on how UVM interacts with the surrounding community and strives to harness the work of the faculty for societal benefit. UVM also has myriad interactions with and provides support for not-for-profit entities that mentor startup companies to generate jobs. This augmentation of the Vermont economy is a part of our efforts to take the land-grant mission bequeathed to us by Vermont's own Justin Smith Morrill into the 21st century.

Faculty and Staff

The university currently has 1,192 full-time faculty and 385 part-time faculty. About 89 percent of full-time faculty, and 98 percent of tenure-track faculty, hold the PhD or the highest degree in their field. University expectations for faculty are defined not only by maintaining currency in a field of scholarship and depth of engagement in scholarly pursuits including research, scholarship, and creative activity, but also by the expectation that this scholarship informs teaching and the mentoring of students. This ideal of the teacher-scholar model is a hallmark of the University of Vermont, and the many facets of UVM faculty distinction reflect the university's strong commitment to this model. The expectation of excellence in both research and teaching provides the foundation for the university mission and vision, which demand strong research activity and currency in established and emerging fields of inquiry. This is coupled with modeling our aspirations for our graduates to be lifelong learners and informed, involved, ethical citizens contributing to a global community.

The university is also committed to diversity in its faculty hiring, as well as the development and retention of diverse faculty. Currently, women faculty occupy slightly less than one-third of all tenure-track appointments, on par with the university's peer institutions. A focus on recruiting more candidates of color in faculty searches has resulted in an increase to 14 percent of faculty of color in tenure-track positions, and 11 percent of all faculty, although this rate remains below that of peer institutions. While progress has been made on recruiting faculty of color, retention remains a challenge.

The faculty has an important role in university governance, primarily through the Faculty Senate. Authority in matters related to the academic mission is vested in the faculty by the Board of Trustees. This authority is exercised in the Faculty Senate by elected senators with voting privileges and by committees authorized to act on their behalf. The Faculty Senate president and vice-president meet monthly with the president and provost, as does the full Executive Council. UVM faculty also established a chapter of United Academics (AAUP/AFT) full- and part-time faculty unions in the early 2000s. Faculty from the Larner College of Medicine and the Military Studies Program are not part of these collective bargaining units.

In addition to faculty, approximately 2,414 full-time and 195 part-time staff are employed at UVM. Although the majority of staff are not unionized, there are two small collective bargaining units that represent staff: United Electrical Workers represent service and maintenance workers, and Teamsters represent staff in Police Services. UVM staff perform virtually all non-academic functions at the institution. The major exception is University Dining Services, which is outsourced to the Sodexo Corporation.

Students

Students are attracted to the opportunities provided by the breadth and depth of academic programs UVM offers; the tight-knit community that enables interdisciplinary learning, mentorship by faculty, and lasting friendships; the living laboratory of Vermont's lakes and mountains; and the vibrant culture of Burlington and its status as a top tech hub and creator of innovative businesses. This academic ecosystem provides students with countless opportunities for hands-on learning and recreation, both on campus and off.

The university has strategically improved the academic quality of its incoming classes, with the last four first-year classes each breaking records for highest average SAT scores, which have risen from 1174 to 1265 over a 10-year period, and an 11 percent selectivity increase. UVM students are experiencing success competing for national awards such as the Fulbright, Udall, and Goldwater, with more than 100 student winners and finalists in the past six years. The UVM Honors College was established in 2004 to

offer an intensely focused, academically challenging environment for some of the university's most outstanding undergraduate students.

Attention has also been paid to diversifying the student body broadly and increasing the international population, the number of students from outside New England, and the number of students from lower socioeconomic backgrounds. In 2017, the university launched the Catamount Commitment scholarship program, which covers tuition and fees for Pell-eligible Vermonters. The response has been exceptional: more than 300 students have been admitted to the program. In Fall 2018, 22.5 percent of the first-time first-year (FTFY) enrolled Vermont resident students were first-generation, and 30 percent were Pell eligible. Students of color comprise 12 percent of the undergraduate population. While this is a considerable achievement within the context of the state of Vermont, with its limited racial diversity and a 98 percent white population, retaining diverse students as well as increasing campus diversity remains a priority. Five diversity and equity centers provide services, support, and programs for students, including the Center for Cultural Pluralism, the Interfaith Center, PRISM Center, the Mosaic Center for Students of Color, and the Women's Center.

Consistent with the Strategic Action Plan, the number of graduate students—while a small proportion of the overall population—has also grown over the last ten years. Graduate student enrollment increased by 10 percent, paced by a 26 percent increase in doctoral enrollment from 2008 to 2018. Graduate students constitute an integral part of both the teaching and research activities at UVM, supporting undergraduate instruction, most especially in the STEM laboratories but also in the teaching of discussion sections and labs across the university. In the research arena, graduate students, as they are trained in their research discipline, provide critical personnel to faculty who seek to be productive researchers. The Graduate College partners with programs across the university to strategically increase graduate enrollment. One successful strategy has been the creation of accelerated master's programs that create a pathway for undergraduate students to continue their UVM education. To attract a broader range of students, colleges and schools have also implemented several new low-residency, online, and professional master's degree programs, and created new PhD programs in unique areas such as Food Systems and Complex Systems and Data Science.

UVM is a residential campus, with first- and second-year students required to live in the residence halls. The housing system offers a variety of living situations. In the Fall 2018 semester, the university significantly expanded the Residential Learning Communities Program as part of its first-year-student experience. The programs include the following: Arts and Creativity, Cultural Crossroads, Innovation and Entrepreneurship, Outdoor Experience, Leadership, Sustainability, and the Wellness Environment. The latter is a university program that has enjoyed significant national attention for its innovative, neuroscience-based approach to promoting healthy behaviors. Currently, 82 percent of first-year students and 84 percent of all on-campus students live in residential learning communities. The university's goal is to have 100 percent of all on-campus students living in a residential learning community by Fall 2019.

Enrollment Trends

The University of Vermont's enrollment demographics set it apart from other state flagship research universities: UVM's non-resident enrollment is typically 77 percent for matriculating FTFY students and 69 percent overall, higher than any other public school in the country. In contrast to many other states, Vermont does not have a mandated proportion of in-state residents. Although about 6,300 Vermonters

graduate from secondary schools annually, with only 50 percent going on to college, UVM must compete with 15 other baccalaureate-granting institutions within the state (and a much higher number regionally) for top high school graduates that meet our admissions standards.

In addition to recruiting students from within the state, in order to reach enrollment targets UVM must also recruit a large percentage of applicants from outside the state. The proportion of in-state students is higher among transfer and graduate student applicants and enrollees, and active recruitment of these populations within the state demonstrates that Vermonters remain an enrollment priority for the University.

During the most recent five-year period, selectivity and yield have increased nearly 10 and 5 percent, respectively, and the overall profile of the class has improved as well; the 80-point increase in the undergraduate SAT average is among the class-quality indicators. These improvements have been accomplished by, among other things, adding more than 200 non-residents to the incoming FTFY class over this time span. UVM is aware of shifting demographics and continues to put strategies in place to increase our position in the market and grow in areas outside of New England. As an example, the Office of Admissions recently created two new positions: regional counselors hired to strategically recruit students from the New Jersey/Pennsylvania area and the West Coast. International recruitment has also become a focus, boosted by the creation of the Global Gateways Program, which provides international students with the opportunity to develop their English-language skills while taking introductory level UVM coursework. As a result of these efforts, international enrollment has increased from 1 percent to 6 percent of undergraduates in the past ten years.

As has been the case for many years, Vermont State financial support of its flagship institution is among the lowest in the country. In part due to this weak financial support, UVM has evolved into a tuition-driven institution with substantial financial aid; developing strategies to grow net tuition revenue and use financial aid strategically are constant institutional focuses. UVM is committed to financial access and affordability, with an overall discount rate of about 32 percent for undergraduate students and a bit higher for first-time first-year students. UVM has developed and maintained several partnership programs in high schools in key markets where the institution meets full financial need to allow limited-income families to afford a UVM education. The university's work with Strive for College, the Coalition for Access, Affordability and Success, and other community-based organizations are examples of work done in line with the emphasis on access.

Campus Master Plan and Facilities

The university today encompasses more than five million square feet of space, much of which is located in historic buildings. UVM has an exceptionally beautiful campus that has benefited significantly from the financial results of the University's growth strategy of recent years. UVM has invested approximately $275 million in campus facilities since 2012. Guided by an evolving Campus Master Plan, the university has added or renovated 21 buildings. Seven new buildings or spaces, including Discovery Hall, Innovation Hall, Silver Pavilion, Central Campus Residence Hall, UVM Rescue Building, Virtue Field, and Ifshin Hall have been built, and 13 buildings, including Votey Hall, Alumni House, Billings Library, Howe Library, Cohen Hall for the Integrative Creative Arts, Miller Research Facility, and Royall Tyler Hall have been renovated.

Several projects are currently in the planning phase, including a new Multi-Purpose Center (comprised of athletic and events facilities interconnected with wellness and fitness programs for the entire campus), a Medical Research Facility (a joint facility for the College of Arts and Sciences and the Larner College of Medicine), and the renovation of several buildings, including Southwick Hall (home to the Department of Music and Dance) and Torrey Hall (home to the Pringle Herbarium Collection). In light of limited

support from the state of Vermont, deferred maintenance on the extensive university-owned and -maintained properties remains a financial challenge. However, an increase in funds dedicated to deferred maintenance has resulted in an overall reduction in these costs.

Finances

The University's financial rating are Aa3 (Moody's) and A+ (S&P), indicating that its financial condition is "stable." Consistent with the university's goal of affordability and financial access, the university has had record low tuition increases over the past few years, made possible by modest budget cuts and growth in enrollment.

The university's FY 2019 budget totals $683 million. The total general fund budget, which excludes auxiliaries and sponsored research, is $370 million for the same period. The university has cash reserves and a line of credit to sustain it in uncertain times. Its debt is comprised of fixed-rate bonds, thereby avoiding the uncertainty associated with variable rate debt. The current debt service ratio is 5.25 percent.

As of July 31, 2018, the market value of the university's pooled endowment totaled $540 million—a 66 percent increase in ten years. (In July 2008, the university's pooled endowment totaled $325 million.) It provides a $19 million revenue stream that supports academic programs, scholarship aid, and faculty. The annual state appropriation to the university is $42 million, approximately 3 percent of the university's operating budget.

The university's current comprehensive fundraising effort, named Move Mountains: The Campaign for the University of Vermont, launched its public phase in October 2015 and will conclude in June 2019. The university announced in July 2018 that it had exceeded its $500 million comprehensive campaign goal one year ahead of schedule. To date, the Move Mountains campaign has raised $81 million for scholarship (272 new scholarships), $64 million for endowed professorships (increase from 52 to 117), $91 million for facilities, and $309 million for academic and co-curricular programs. Leading this ambitious campaign is the UVM Foundation, which was created in 2012. The organization is a separately incorporated 501(c)3, governed by a 26-member board of directors, and employs more than 75 development and alumni relations professionals.

Although the state of Vermont has served the university well by not significantly reducing its general appropriation, as has occurred in many other states, state funding is not likely to grow in the foreseeable future. The state appropriation currently represents just 11 percent of UVM's general fund revenue and six percent of the total operating budget. The leadership of the university is currently engaged in a strategic budgeting process, with the goal of identifying initiatives that would have a material impact on either increasing revenue or decreasing expenses. A new incentive-based budget model has been implemented, with the first round of evaluation of this implementation, and refinement of the model now underway.

Progress Since the NEASC 2014 Fifth-Year Interim Report

In 2014, the NEASC Fifth-Year Interim Report fully addressed issues noted in the 2009 Comprehensive Evaluation in the areas of strategic planning, general education, assessment, targeted investments and balancing the operating budget, and technology infrastructure—as well as providing an update on implementation of distance education programming, as specified in the 2012 Distance Education Approval. As recommendations specified in response to UVM's 2014 Interim Report, the 2019 Self-Study reflects further progress made on implementation of its strategic plan (Standard 2), assessment initiatives (Standard 8), campus master plan (Standard 7), and its new budget model (Standard 2). The university looks forward to the commission's recommendations for the future, after the 2019 reaccreditation process.

DATA FIRST FORMS
GENERAL INFORMATION

Institution Name: University of Vermont

OPE ID: **?** 369600

	Annual Audit	
?	Certified:	Qualified
Financial Results for Year Ending: **?** 06/30	Yes/No	Unqualified
Most Recent Year **?** FY 2018 (Fall 2017)	Yes	Unqualified
1 Year Prior FY 2017 (Fall 2016)	Yes	Unqualified
2 Years Prior FY 2016 (Fall 2015)	Yes	Unqualified

Fiscal Year Ends on: 06/30   (month/day)

Budget / Plans
     Current Year   FY 2019
     Next Year   FY 2018

Contact Person: **?** Megan Nyce
     Title: Administrative Analyst
     Telephone No: 802-656-1165
     E-mail address   Megan.Nyce@uvm.edu

Standard 1: Mission and Purpose

"Education is not preparation for life. Education is life itself." — John Dewey, educator, philosopher, UVM Class of 1879

Overview

The University of Vermont's mission statement sets forth the ideals that guide the institution, and that are realized through the President's Strategic Action Plan and in its vision statement. The dual emphasis on excellence in research and education reflects the university's commitment to achieving a balance that offers students the best qualities of a smaller college experience and the power of a research-intensive institution, one of many reasons it continues to be included in lists of "public Ivy" universities. Through the President's Strategic Action Plan and the Move Mountains Campaign, the University of Vermont has moved closer to achieving this ideal balance.

Description

The mission statement is framed by the production, evaluation and sharing of knowledge, that is, by research and scholarship. The university's vision statement brings this emphasis into greater focus, foregrounding not only excellence in research, but also a commitment to liberal education. As befits the alma mater of education pioneer John Dewey, the mission also foregrounds the university's role in fostering a lifelong commitment to learning, ethical conduct, and leadership in its students. President Sullivan has further recognized engagement—with faculty, with local and global communities, with opportunities for research and active learning—as an enduring feature of a UVM "public Ivy" education.

> **Mission**
> To create, evaluate, share, and apply knowledge and to prepare students to be accountable leaders who will bring to their work dedication to the global community, a grasp of complexity, effective problem-solving and communication skills, and an enduring commitment to learning and ethical conduct.
>
> **Vision**
> To be among the nation's premier small research universities, preeminent in our comprehensive commitment to liberal education, environment, health, and public service.

This balance is also visible in the contemporary translation of the university's motto, *Studiis et Rebus Honestis*, "Integrity in Theoretical and Practical Pursuits." The mission statement carries forward this original motto into the present and future of UVM as the state's public flagship and only land grant university. Morrill Hall, named after Justin Smith Morrill, Vermont senator and author of the acts that established the land grant system, still houses UVM's College of Agriculture and Life Sciences. In 2017, this college became the administrative home of UVM Extension, which for over 100 years has been the unit primarily responsible for the fulfilment of the university's land grant mission. The mission's strong emphasis on public service, lifelong learning, and the application of knowledge is evident in both its degree programs and its non-degree offerings through Extension and Continuing and Distance Education.

The mission, vision, and institutional goals appear on the Office of the President website and in the Board Policy Manual, and the mission and Our Common Ground statements are included as part of the overview of the University in the university catalogue. While the mission, vision, and strategic goals guide university planning and activities, Our Common Ground offers a statement of community ideals in the daily conduct of university business (see Standard 9).

The president's [four-point strategic action plan](#) sets forth specific steps that enhance the institution's capacity to fulfill its mission, live by community ideals, and promote its vision of dedication to world-class research and liberal education. The elements of the strategic action plan are:

- Promoting affordability, financial access, and academic support
- Promoting academic excellence and cultivating talent
- Identifying necessary investments to ensure a bright future
- Instilling an institutional commitment to efficiency and effectiveness

Each component of the strategic action plan invites the UVM community to consider questions that are at the core of institutional identity: How can we increase access for all students? How can we foster quality and promote academic excellence? How do we balance good financial stewardship with institutional growth and vitality? And how can we improve the institution itself, to better serve in the fulfillment of the mission?

Appraisal

The mission statement, which was last revised and approved by the Faculty Senate and Board of Trustees in 2008, continues to serve as the guiding star for the university's administrative units and key institutional processes, and ensures that the research, educational, and public service purposes of the institution remain the core of its activities. The ideals embraced by the mission statement permeate the institution's activities, and are also reflected in the university's vision, and in the Our Common Ground values statement. In establishing four key avenues for improving the University of Vermont, the [President's Strategic Action Plan](#) (covered more extensively in Standard 2) draws on all of these sources as facets of what UVM is, and aspires to be, as an institution of higher learning.

The University of Vermont's vision statement is clearly reflected in UVM's well-deserved reputation as an "environmental university," boasting not only the [Gund Institute for the Environment](#) and the innovative curriculum of the [Rubenstein School of Environment and Natural Resources](#), but also an undergraduate [Sustainability General Education Requirement](#), cross-college programs in Environmental Sciences and Environmental Studies, the [GreenHouse](#) residential learning community, the [Sustainability Faculty Fellows Program](#), and an [AASHE STARS Gold certification](#) (placing it among the top 12 percent of rated institutions). Health-related fields are also a hallmark of the university, embodied not only in the Larner College of Medicine and the College of Nursing and Health Sciences, but also in thriving programs such as the fully online [Master of Public Health](#) degree, new majors in [Biomedical Engineering](#), [Health Sciences,](#) and [Health and Society](#), and the extremely successful [Wellness Environment](#) residential community. Commitment to public service both through UVM Extension and through [service learning](#), [community-based research](#), and a [strong culture of volunteerism](#) are also closely tied to UVM's fulfilment of its mission.

The President's Strategic Action Plan has informed UVM priorities and planning processes in a wide range of areas, touching all aspects of the institution. Results stemming from the priorities outlined in the action plan can be seen in dedication of significant resources to student financial aid (see Standard 5), development of a far-reaching enrollment management plan (Standard 2, Standard 5, Standard 8), emphasis on increasing retention and four-year graduation rates (Standard 5, Standard 8), creation of new residential learning communities (Standard 4, Standard 5), establishment of the Career Center (Standard 5), development of distance-learning courses and programs (Standard 4), investment in new academic and residential infrastructure (Standard 7), implementation of the incentive-based budget model (Standard 2,

Standard 7), initiation of a major—and very successful—capital campaign (Standard 7), creation of the Alumni House (Standard 3), and developing plans for a new campus athletic center (Standard 7).

The importance of shared community ideals, as articulated in Our Common Ground, has also been reflected in many areas of university practice. From the creation of the Our Common Ground Staff Award, to the establishment of the President's Commission for Inclusive Excellence, which coordinates and directs activities to further diversity and inclusion on the UVM campus, Our Common Ground ideals have been foregrounded in a number of ways in recent years. In 2017, the Faculty Senate formally adopted a resolution affirming the values articulated in Our Common Ground, underscoring the importance of these guiding principles in all areas of campus life.

The framework laid out by these key documents and plans connects campus units at all levels through the provost's Academic Excellence Goals, unit-level mission statements, and strategic plans throughout the institution. Along with the vision, Strategic Action Plan, and Our Common Ground statement, the mission also informs the work of all campus units, and is reflected in unit-level mission and vision statements, including, for example University Libraries, the Larner College of Medicine, the Grossman School of Business, and the Rubenstein School of Environment and Natural Resources. At the program level, processes for the proposal and review of academic programs (see Standard 4, Standard 8) require explicit discussion of how the program aligns with and contributes to the fulfillment of university's mission. The Move Mountains campaign, which exceeded its $500,000,000 goal nearly a year ahead of schedule, supports key strategic goals of increasing access, cultivating talent, and promoting fiscal responsibility and long-term viability of the institution.

While the mission permeates the administration of the university, it is less frequently invoked in the day-to-day workings of the institution than other key statements, such as the vision and Our Common Ground. In forums held as part of preparation for the UVM Self-Study, faculty, staff, and students initially expressed little familiarity with the specifics of the mission statement, but more familiarity with the vision statement and Our Common Ground ideals. However, after reading the mission statement, most participants confirmed that they saw a strong alignment of the mission statement and the university's purposes, goals, and practices. Targeted efforts to increase familiarity with the mission statement in all areas of the university, particularly among faculty and students, will increase the salience of the mission statement in the day-to-day life of the university.

Projection

- In FY 2020, the University's Creative Communications Office will design a campaign to raise the profile of the university mission as written. The goal of this campaign will be to increase awareness of how the mission permeates institutional activities at all levels.

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website location	Date Approved by the Governing Board
Institutional Mission Statement	? https://www.uvm.edu/president/?Page=mission.html	? 5/17/03

Mission Statement published	Website location	Print Publication
? Jul-11	? http://www.uvm.edu/president/?Page=strategicplan.html	http://www.uvm.edu/president/Strategic%20Action%20Plan%2010.07.13.pdf

Related statements	Website location	Print Publication
? Vision Statement	? https://www.uvm.edu/president/?Page=mission.html	See document room 'Mission Vision Resolution.docx'
Goal Statement	https://www.uvm.edu/president/?Page=mission.html	

Please enter any explanatory notes in the box below

The UVM mission, vision, and goal statements were approved by the Board of Trustees. The current vision and mission were endorsed by the UVM Board of Trustees on May 17, 2003. It also endorsed five broad goals for the University. Both the vision and the mission have not changed since May 2003.

On October 26, 2013, the Board of Trustees approved the current strategic action plan that contain four new goals for the University that are still in place.

The vision, mission and strategic plan and goals are in the University Manual that is on line and can be downloaded as a pdf (see Part 100, section 101 page 9).

Standard 2: Planning and Evaluation

"Arriving at one goal is the starting point to another." – John Dewey

Planning

Description

The [President's Strategic Action Plan](#) carries forward UVM's mission and vision, balancing key areas of innovation and expansion with fiscal responsibility and an emphasis on optimizing university resources. The action plan, and its academic expression, the [Provost's Academic Excellence Goals](#), motivate and organize decision-making and planning processes throughout the university. The plan itself emerged through collaborative engagement that emphasized key strategic areas in the University's planning process, including the academic program, diversity, research, revenue enhancement, and institutional efficiency. In this way, the current Strategic Action Plan, like the plan that immediately preceded it, [Strategic Plan 2009–2013: Sustaining the Advance](#), resulted from systematic and inclusive deliberation and planning.

Sustaining the Advance, the strategic plan that guided the university from 2009 to 2013, was generated through a process managed by the University Planning Council, which convened groups including faculty, staff, students, and administrators to review action ideas that emerged from earlier senior leadership meetings. These groups were tasked with modifying, updating, or rejecting these action ideas. The resultant plan emphasized increasing global and domestic diversity on campus, increasing academic standards and expanding graduate programs, and preparing students to be ethical leaders in a globalizing world, reflecting and reaffirming the university mission and vision. As the 2009–2013 plan was nearing completion, the university president launched a new strategic planning process.

During the 2012 academic year, the UVM Strategic Initiatives Project (SIP), inclusive in its design and outcomes and explicitly grounded in the university's mission, engaged the UVM community. The SIP process involved vice-presidents, deans, faculty, staff, and student leaders in committee deliberation processes that focused on five strategic areas: diversity and internationalization; student success and satisfaction/general education; research; net revenue enhancement; and cost structure/productivity enhancement. A full description of the process as well an example progress report provided to the Board of Trustees on SIP can be found on pages 102–196 of the [book of materials prepared for the May 2012 Board of Trustees meeting](#).

Upon his arrival at UVM in July of 2012, President Tom Sullivan met with diverse constituents within and outside the UVM community to better understand the outcomes of the Strategic Initiatives Project and the foundational insights offered from this collective work. These insights included a reaffirmation of the university's commitment to increasing diversity and attracting more international students, the need to move general education planning forward more decisively, a focus on steps to achieve the university vision of UVM as a "premier small research university," and impetus to create a more flexible and efficient financial framework. President Sullivan's Strategic Action Plan, the discussion of which began formally at the October 2012 Board of Trustees meeting, drew on core elements of the SIP process and also provided a broader framework for the strategic priorities of the university. The new UVM Strategic Action Plan, approved by the Board of Trustees on October 26, 2013, framed four priorities:

1. Promoting affordability, financial access, and academic support;
2. Promoting academic excellence and cultivating talent;
3. Identifying necessary investments to ensure a bright future; and

4. Instilling an institutional commitment to efficiency and effectiveness

The full version of the [Strategic Action Plan](#) is available on the Office of the President website.

From this starting point, the Strategic Action Plan was given more definition through a series of initiatives that have been undertaken at the university level. These include implementation of:

1. The [Academic Excellence Goals,](#) which outline distinct areas of academic improvement and extension of university programs, and which also served as implementation goals for the design of the initial incentive-based budget (IBB 1.0);
2. An [incentive-based budget,](#) which provides the university community and units with the [budgetary framework](#) within which they need to operate in order to achieve those goals;
3. Implementation of a Strategic Financial Plan in 2018.

Each of these initiatives has been further developed through extensive consultation with the appropriate level of constituents at the university.

Appraisal

[The Academic Excellence Goals](#) were developed by the provost and deans as a means of bringing more structure to the priority of *Promoting a culture of advancing academic excellence and cultivating talent* in the President's Strategic Action Plan. These goals have been implicitly incorporated into the university's incentive-based budget, and, where appropriate, administrative and academic units have created plans to meet explicit goals. Throughout these planning and implementation processes, the Office of Institutional Research serves as the hub for data generation, analysis, and sharing. For example, the goal of increasing UVM's four-year retention and graduation rate has required considerable data-gathering and analysis, resulting in a separate [retention plan](#) with broad engagement across units. Similarly, increasing domestic and international diversity are central not only to the Strategic Action Plan and the Academic Excellence Goals, but also to UVM core values. In response, the university has recently developed a [Framework for Inclusive Excellence 2016–2021](#) built on four pillars: academics, community, environment, and operations. Each major unit within the university generated an Inclusive Excellence plan with [specific goals and action steps](#); links to these plans are listed in Data First form 2.1. These plans are currently in initial stages of implementation, with units preparing to evaluate their progress and share insights at the institutional level.

The most transformational component of the President's Strategic Action Plan was the implementation of the incentive-based budget (IBB), a direct implementation of the fourth principle of the plan, to "instill an institutional commitment to efficiency and effectiveness," and the result of a year's worth of discussion and planning work. The IBB conceptualization and development process was a university-wide endeavor between 2014 and 2015. While strategic planning often breaks down in the operational (implementation) stage, the implementation of IBB enabled local strategic planning discussions to occur against the backdrop of financial realities. The widespread participation and inclusion has earned general acceptance for the IBB model and successful implementation in a relatively short period of time. Built into the IBB implementation timeline was a scheduled summary evaluation, comment period, and recalibration process dubbed "IBB 2.0," discussed below in Evaluation.

Colleges and schools, provided with clear guidance from the president—through the Strategic Action Plan—from the provost—through the Academic Excellence Goals—and now through the financial framework in which they can sustainably operate, have been able to develop and align their own unit-level strategic plans, listed in Data First form 2.1. Each dean provides the provost with an annual update of how her or his college or school is working toward the Academic Excellence Goals within the financial

framework of the budget. However, senior leaders can also make use of IBB components to guide the direction of the university in line with the Strategic Action Plan and the Academic Excellence Goals. At the central level, the provost maintains both [subvention](#) and a Strategic Investment Fund to respond to emergent opportunities and promote the objectives in the campus Strategic Academic Plan. Subvention is crucial to ensuring alignment to the Provost's Academic Excellence Goals, as subvention adjustments are made based upon a unit's ability to make progress towards these goals. A recent strategic investment in the revitalization of the College of Arts and Sciences from the Provost's Strategic Investment Fund is an example of how these centrally held funds provide flexibility within the budget model to address emergent needs that may otherwise impede achievement of the university's academic priorities and goals.

The 2018 Strategic Financial Plan (more fully described in Standard 7: Financial Resources; see also Document Room: 170511_UVM_Final Report.pptx) clearly articulates steps to ensure that the university has the necessary financial resources to carry forward the Strategic Action Plan and related initiatives. In particular, the plan supports necessary facilities development and operational investments, the third component of the Strategic Action Plan. This financial plan is informed by the individual budget plans of the colleges/schools and administrative units, and is revisited and then articulated to the Board of Trustees on an annual basis.

Since its approval in 2013, the President's Strategic Action Plan has served as the framework and reference point for planning at all levels of the institution, in both academic and administrative units. The Strategic Action Plan's emphasis on balancing achievement of the academic vision with building and maintaining a strong but nimble financial foundation is evident throughout university, college/school, and administrative unit planning and evaluation processes.

Evaluation

Description

The Strategic Action Plan has incorporated evaluation of both plans and processes since its inception. The incentive-based budget, Academic Excellence Goals, Inclusive Excellence Goals, and administrative and academic unit strategic plans, as concrete articulations of the action plan, are comprised of components that are each regularly evaluated using established metrics. This evaluation process in turn informs next steps in revising and executing elements of the Strategic Action Plan. This is most visible in the implementation of Administrative Unit Review, the revision of the Academic Program Review process, the evaluation of progress on the Provost's Academic Excellence Goals, and the ongoing IBB 2.0 evaluation process.

Implementation of the [Administrative Unit Review](#), which is directly linked to the fourth goal of the Strategic Action Plan, ensures that individual administrative units adhere to "an institutional commitment to efficiency and effectiveness." Each year, a group of five administrative units are evaluated by a team of four or five internal constituents. The evaluation process is all-inclusive, bringing in external consultants, third-party benchmarks, and surveys/interviews with campus constituents. The AUR process was modeled on UVM's Academic Program Review procedures, which were substantially updated in 2009. Both of these processes emphasize benchmarking and external review, not only as a component of assuring quality, but also to open up opportunities to identify areas of exemplary achievement or potential for further growth and innovation to serve as the basis of unit strategic planning. A more detailed discussion of Academic Program Review for both accredited and non-accredited programs, as well as the Assessment Initiative as a means for evaluation of educational effectiveness, are covered in Standard 8.

Appraisal

This reaccreditation review cycle catches UVM at a midpoint in the planning, implementation, and evaluation cycle: IBB 2.0. In the summer of 2017, the IBB Steering Committee evaluated the model as initially implemented (IBB 1.0). The insights from this evaluation, along with broad input from campus constituencies, formed the foundation for a targeted revision process, conducted throughout 2018. By June 2018, the University had received feedback from the deans, implemented two university-wide surveys, received feedback from the provost, CFO, and university budget director, received reports from the Educational Stewardship Committee, and conducted multiple focus groups. Through this work, the IBB Steering Committee identified three areas of focus on specific algorithms within the model, as well as on selected administrative details that are not addressed within the algorithms, such as the role of the Educational Stewardship Committee in IBB (see Standard 4).

The three algorithms addressed by the IBB 2.0 Steering Committee were: undergraduate net tuition; facilities; and support center funding pools. Undergraduate net tuition work focused on different college-by-college weightings of student credit hours, as well as the revenue split between the student's academic home and the college/school where the course is taught. The committee recommended removing the weightings, which are poorly understood and widely seen as affecting some colleges disproportionately, and replacing them with targeted subventions to help manage high instructional costs in select units. Facilities work investigated whether the current methodology can or should be revised to account for space weighting by functional use, remediation obligations, and utility costs; the committee concluded that the current system should be left in place. And finally, the steering committee reviewed the headcount "tax" used to calculate responsibility center support and implemented some changes to this model, reducing perceived disincentives to hiring some categories of faculty. For each of these focus areas, the IBB Steering Committee utilized both qualitative feedback and institutional data on budgets, revenues, and enrollments to inform evaluation and revision of the model. Details of the IBB 2.0 Steering Committee's work can be found in the Provost's communications to campus on IBB 2.0.

The budget mechanism ensures that the allocation of resourcing is both consistent and realistic with planning priorities for the individual college/school. Enrollment Management provides multiyear projections for majors and enrollment based upon external and internal factors, which in turn allows units to provide multiyear financial plans. Embedded within the budget model (see budget workbooks in the Document Room) are unit-level contingency reserve funds to be used in the event of unanticipated events that impact budgets. In addition, the Educational Stewardship Committee developed parameters to track potential effects of IBB on certain instructional indicators. With the analysis now comprising several semesters in a row, no negative trends attributable to IBB-related practices have emerged in the data. Details of this report can be found here.

In Fall of 2018, Provost David Rosowsky reviewed progress on specific Academic Excellence Goals, which both support and realize the academic priorities in the President's Strategic Action Plan. The goals of the review were to assess and report progress on the goals, to evaluate and modify strategies in areas where there has been insufficient progress towards achieving the goals, and to identify new growth areas that might be added to the Academic Excellence Goals. The report noted excellent progress in the areas of fostering interdisciplinarity in teaching, research and scholarship (as evidenced by an increase in new interdisciplinary programs, proposals, and university-wide research endeavors), and in expanding hybrid and online learning (the number of students enrolled in online and hybrid courses increased by 300 percent), and good progress on research/funding metrics (evidenced by increase in the number of large grants and development of new internal programs to support innovative research) (see Standard 6 for details). For several goals, indicators pointed towards some progress, including increasing graduate enrollments and improving four-year graduation rates and retention (see Standard 8 for details). In the areas of increasing domestic diversity (as indicated by enrollments) and improving advising (as indicated

by NSSE survey results), progress was limited. This evaluation process confirmed the importance and continued relevance of the eight Academic Excellence Goals, with specific recommendations related to the EAB Student Success Collaborative software implementation, the *Navigate* app and targeting improvement in university and unit-level career-readiness programs.

In 2016 a new director for the Office of Institutional Research prioritized the organization, use, and dissemination of data within the university. The development of the Catamount Data Center, which debuted in 2017, dramatically expanded the university's capacity to make key data on student enrollment, retention, and progression rates available both for internal use in evaluating key initiatives, as well as to the public. Through the Catamount Data Center interface, UVM publicly displays the student success rates including retention, transfer, and graduation rates; average undergraduate indebtedness at graduation, and employment rates on its Office of Institutional Research website. Rate of progression data can be found on the Office of Institutional Research's Catamount Data Center. Enrollment Management monitors retention and progression to graduation rates for several specifically recruited populations, including Catamount Commitment (first-time first-year, Pell-eligible Vermonters), Urban Partnership, and international students. Post-graduation outcomes are also shared with all respondents of the UVM Career Outcomes survey, conducted six months past a student's graduation date, as are licensure passage rates for specific individual departments (see e.g., Nursing, Physical Therapy, Counseling, and Education). The institution makes student default and repayment rates publicly available in College Navigator.

The results of the President's Strategic Action Plan, the Provost's Academic Excellence Goals, and the Strategic Financial Plan are regularly presented to the Board of Trustees and meetings at the university as evidenced above. In addition, the university maintains a collection of resources and reports, available to the campus community, from which it draws the data necessary to evaluate progress in these initiatives. Some examples include:

- Catamount Data Center for student/faculty data
- IBB resources
- Educational Stewardship Committee reports

Data for these presentations and the assessments of progress within the Strategic Action Plan are provided by the Office of Institutional Research and the Financial Analysis and Budgeting office:

- http://www.uvm.edu/~ofabweb/?Page=Publications/Publications.html
- https://www.uvm.edu/~ofabweb/Budget_Building_Materials/IBB/
- http://www.uvm.edu/~oir/

Current planning and evaluation processes at the university encourage alignment of initiatives at all levels with the overarching university Strategic Action Plan. With roots in long-term university goals, the Strategic Action Plan encourages expansion of research strengths, promotes access to a UVM education for a diverse student population, and fosters efficiency and fiscal responsibility to create a strong foundation for the fulfillment of the university's academic mission and vision.

Projections

- Beginning in AY 2018–2019, the president and provost will conduct a process to assess progress on the Strategic Action Plan and Academic Excellence Goals, evaluate event horizons, and adjust goals accordingly.

- At the conclusion of the first round of Administrative Unit Reviews in FY 2019, the Vice President for Executive Operations will coordinate an evaluation of AUR effectiveness across types of units and complete a subsequent revision of the process to increase the effectiveness of AUR.

- Each college/school and business unit will complete implementation of their strategic action plan within the Framework for Inclusive Excellence. The outcomes of these plans will be assessed annually to identify the organizational and systemic actions needed to maintain or enhance effective practices and address emerging or identified concerns.

Standard 2: Planning and Evaluation

PLANNING	Year approved by governing board	Effective Dates	Website location
Strategic Plans [?]	[?]	[?]	
Immediately prior Strategic Plan			Historic Board Resolutions: http://www.uvm.edu/trustees/?Page=resolutions/resolutions.html
Current Strategic Plan	10/26/2013		http://www.uvm.edu/president/?Page=strategicplan.html
Next Strategic Plan			

	Year completed	Effective Dates	Website location
Other institution-wide plans*			
Master plan			
Academic plan			
Financial plan			See addendum documents folder-PowerPoint presentation from Financial Analysis & Budgeting Office 'FAB UVM_Final Report from Alberto.pptx'
Technology plan	N/A	N/A	N/A
Enrollment plan	2016	2016-2020	http://www.uvm.edu/dem/strategic_goals_and_current_initiatives
Development plan	2015	2015-2020	http://www.uvmfoundation.org/s/1690/images/gid2/editor_documents/foundation/document_library/the_strategic_plan_of_the_university_of_vermont_foundation.pdf?gid=2&pgid=447&sessionid=4669705b-0c76-4edb-a704-e9ece6e9e3ee&cc=1
Plans for major units (e.g., departments, library)*			
[?] Agriculture and Life Sciences			
Arts and Sciences			http://www.uvm.edu/cas/enews/documents/CAS%20STRATEGIC%20PLAN-%202012-15%20%28ENEWS%29.pdf
Grossman Business			https://www.uvm.edu/business/strategic_plan
Education and Social Services			https://www.uvm.edu/sites/default/files/media/CESS_Strategic_Plan.pdf
Engineering and Mathematical Sciences			https://www.uvm.edu/sites/default/files/media/strategic_plan_text_2017_v3_layout.pdf
Rubenstein Environment and Natural Resources			https://www.uvm.edu/sites/default/files/RSENR-StrActPlan-6Jan14-1_0.pdf
Nursing and Health Sciences			https://www.uvm.edu/sites/default/files/media/CNHS_Strategic_Plan_2016-2020_-_updated_8-15-2017.pdf
Honors College			https://www.uvm.edu/sites/default/files/HonCollegeStrategicPriorities.pdf
Libraries			https://library.uvm.edu/sites/default/files/documents/Libraries_2016-2020_Strategic_Plan_6_21_16.pdf
Strategic Communications			Hard copy provided
Division of Student Affairs			In process

Standard 2: Planning and Evaluation

Inclusive Excellence Plans (by Units)

Agriculture and Life Sciences			https://www.uvm.edu/sites/default/files/media/CALS_Action_Plan.pdf
Arts and Sciences			https://www.uvm.edu/sites/default/files/media/act_plan_draft_92817.pdf
Education and Social Services			https://www.uvm.edu/sites/default/files/College-of-Education-and-Social-Services/CESS_Action_Plan_Framework_for_Inclusive_Excellence_Dec_2017.pdf
Engineering and Mathematical Sciences			https://www.uvm.edu/sites/default/files/media/CEMS_Action_Plans_to_PROVOST.pdf
Rubenstein Environment and Natural Resources			https://www.uvm.edu/sites/default/files/Rubenstein-School-of-Environment-and-Natural-Resources/RSENRInclusiveActionPlan2017.pdf
Nursing and Health Sciences			https://www.uvm.edu/sites/default/files/media/inclusiveframework.pdf

EVALUATION

	Website location	
Academic program review		
Program review system (colleges and departments). System last updated:	? Updated Spring 2017. https://www.uvm.edu/provost/A%20Guide%20to%20Academic%20Program%20Review%20for%20Accredited%20Programs%202017.pdf	
Program review schedule (e.g., every 5 years)	Every 8 Years. https://www.uvm.edu/provost/?Page=academicprogramreview.html	
Sample program review reports (name of unit or program)*		
	? See document room.	

System to review other functions and units

Program review schedule (every X years or website location of schedule)	http://uvm.edu/president/AUR/?Page=schedule.html	
Sample program review reports (name of unit or program)*		
General Info about Administrative Unit Reviews	http://www.uvm.edu/president/AUR/	

Other significant institutional studies (Name and web location)*

	Website location	**Date**
Delaware Study Benchmarks	https://www.uvm.edu/~oir/?Page=delaware.html&SM=submenu_spec_studies.html	Updated every year
NSSE	See additional addendum documents for overview presentation	UVM participates every 3 years, last study was in 2017.
Catamount Data Center	https://www.uvm.edu/~oir/?Page=data_center.html	Updated every term

*Insert additional rows, as appropriate.

Please enter any explanatory notes in the box below

Standard 3: Organization and Governance

"The material of thinking is not thoughts, but actions, facts, events, and the relations of things."
John Dewey

Overview

In 1865, a legislatively enacted charter united UVM and the State Agricultural College as a "corporate body" to be known as University of Vermont and State Agricultural College. The new entity was defined as an "instrumentality of the state for providing higher education, with all the rights and powers incident to corporations." With the enactment of this charter, UVM, one of the nation's first private higher education institutions, became one of its first public, land-grant universities. The organization and governance of the university have evolved over time to meet the changing needs of the institution, but remain consistent with both its land-grant mission and its dedication to the pursuit, dissemination, and application of knowledge. As a public university, its processes and procedures emphasize transparency, public representation, and public access to the operations of the Board of Trustees and the university.

Description

UVM Board of Trustees

The Board of Trustees has full legal responsibility and authority for the University of Vermont, including management and control of the property and affairs of the university. The board sets and approves policies, budgets, and strategic planning, and also appoints the university president. The board has overarching responsibility for specific institutional policies, listed in the Board Policy Manual. As stewards of these institutional policies, the board consults with university officials, governance groups, and others before finalizing policy decisions.

The Board Policy Manual, instituted in 2006, provides trustees with important information about the university, including its mission, identity, goals, and structure. The policy manual assembles in one place information about university identity (e.g., motto, mission, vision) as well as governance documents such as the university bylaws and institutional policies, the board strategic plan, board bylaws, and orientation materials for new trustees. Posted publicly on the Board of Trustees website, the policy manual provides transparency for the university's governance system and ensures that both new and seasoned trustees have access to a reference guide for proper board operations.

All board policies and procedures and university policies and procedures are on a cyclical review schedule—either a one-, three-, or five-year cycle; this cycle is reflected at the bottom of each published policy in the history of the approval of the document. Among the regularly reviewed and updated board policies is the Resolution Regarding Delegation and Retention of Board Authority, which has been reviewed and revised 17 times since its adoption in 2004. New policies and procedures developed either by the board or the university are added to the board manual if appropriate. University policy and procedures are maintained by the Office of Audit and Compliance.

The Board of Trustees consists of 25 members: nine legislative, nine self-perpetuating, three gubernatorial, and two student members; the governor of the State of Vermont and the president of the University of Vermont serve as ex-officio members during their terms of office. Each member serves a six-year term, with the exception of the student members, who serve two-year terms. All terms begin on March 1. In odd-numbered years, three members are elected by the Vermont General Assembly for six-year terms, and the nine trustees so chosen constitute the board of the Vermont Agricultural College as established in 1865. In even-numbered years, three members are elected to six-year terms by a self-

perpetuating board of nine trustees who constitute the board of the University of Vermont founded in 1791. The board has developed a complex matrix of desired experience/background of members, used to identify and recruit new members to the self-perpetuating board. Three trustees are appointed by the governor of Vermont, one during each odd-numbered year. Each year, one of two students who serve as trustees is selected by the Associate Directors for the Appointment of the University of Vermont and State Agricultural College Student Trustees, Inc., for a two-year term.

Committee assignments are determined by the chair of the board and are approved annually. Each committee has faculty, student, staff, and alumni/ae representatives who are selected by their constituent groups, ensuring that all of these constituencies can receive information about board activities, as well as participate in board discussions. The representatives participate fully in the activities of the committee, but do not vote. Each standing committee is staffed by a university liaison who works closely with the committee chair on setting agendas and makes arrangements for minutes to be recorded.

The standing committees include the Audit Committee; the Committee on Board Governance; the Budget, Finance, and Investment Committee; the Educational Policy and Institutional Resources Committee; and the Executive Committee. The charge of each committee is briefly summarized below.

Audit Committee. The Audit Committee is responsible for overseeing the quality and integrity of the university's financial statements, including the selection of, and effective interaction with, the independent auditor. The committee promotes the development and monitors the effectiveness of institutional systems of risk management, internal controls, accounting procedures, and compliance with laws and regulations. The Audit Committee has full authority over the internal audit function, including the appointment, evaluation, and termination of the chief internal auditor.

Committee on Board Governance. The Governance Committee serves as the nominating committee of the board for candidates for board and university officer appointments. The committee also provides input on board governance issues, including, for example, periodic reviews of the university bylaws; recommendations regarding new trustees' orientation and training; and recommendations regarding development programs for continuing trustees.

Budget, Finance, and Investment Committee. The Budget, Finance, and Investment Committee has responsibility for overseeing the development of strategic, long-range institutional financial plans and related plan objectives. The committee oversees the formation and approval of annual budgets and the creation, implementation, and periodic review and revision of financial, treasury, investment, and debt management policies, and reviews and makes recommendations to the board regarding student tuition and fees. When necessary or advisable for its work, the committee may retain investment managers and financial advisors.

Educational Policy and Institutional Resources Committee. The Educational Policy and Institutional Resources Committee oversees the development and status of strategic, long-range university programmatic and resource use plans and related plan objectives, as well as matters relating to educational policies and programs. Its broad responsibility for educational policy includes student enrollment; the quality of student and campus life; academic programs; research, scholarship, instructional, and service activities; faculty affairs; strategic planning relating to diversity and promotion of the achievement of diversity goals across a broad spectrum of university programs and activities; and matters relating to the procurement, use, quality, condition, and disposition of the university's buildings and other facilities, and its assets, infrastructure, technologies, and other institutional resources. The committee also monitors the alignment of University of Vermont Foundation fundraising goals and objectives to institutional strategic priorities.

Executive Committee. In addition to its authority to take action on matters which cannot or should not be deferred to the board's next scheduled meeting, the Executive Committee oversees the work of committees of the board, the university's planning process, and the board's responsibility to support the president and assess his or her performance. During the intervals between board meetings, the Executive Committee acts with all the powers of the Board of Trustees in management of the property and affairs of the university.

Appraisal

The organization and structure of the Board of Trustees ensures broad oversight and effective management of the institution's affairs. Board membership ensures that the interests of both Vermont residents (through legislative representatives) and constituencies within the university, including faculty, staff, students, and alumni, are represented in board deliberations and decisions. Board documents and decisions are publicly disclosed, and board meetings are regularly scheduled, publicly announced, held in a central location on campus, and largely open to faculty, staff, students, and members of the public who wish to attend. Additionally, time is reserved at the beginning of each regularly scheduled full board meeting for public comment on issues germane to the board.

The board structure and bylaws ensure that board policies are regularly reviewed and allow for the development of new policies in response to institutional needs. An excellent example of board responsiveness to emerging institutional needs is the development in 2018 of a Renaming Advisory Committee, which established a process by which anyone can submit a renaming request. The process foregrounds institutional values of integrity, openness, and justice, and uses the university mission as the basis for evaluating renaming requests. The new process created a pathway for a proposal that the name of Guy Bailey, UVM's thirteenth president, be removed from the Bailey-Howe Library on the grounds that his support for the eugenics movement was fundamentally inconsistent with the university mission. The Board of Trustees approved the name change in Fall 2018.

The Board of Trustees conducts an annual orientation process for new members during the spring following their appointment. This is coordinated by the Office of Board Relations and involves a variety of university senior officials. It includes an introduction to the university and an overview of board operations and procedures. Board members are provided a subscription to the *Chronicle of Higher Education* and are enrolled as members of the Association of Governing Boards. Periodically throughout the year, the members will be sent articles of interest related to higher education. At each board meeting, there is time allotted in the Committee of the Whole for an academic presentation. This is an in-depth presentation about a particular topic, often a new or strategic university initiative. This has been a means to provide members a greater understanding of various areas of the university.

The board annually hosts a two-day retreat designed for board development and strategic planning. This is typically held in early September at an off-site location in Vermont. At the Fall 2017 retreat the board had an extensive discussion about the makeup of the board. This resulted in the appointment of a Board Governance Work Group to explore possible changes to the membership of the board; this work is ongoing. The board also conducts regular assessments of board committees through an online survey. This provides feedback to the committee chair as well as informs future agenda topics.

The Board of Trustees takes seriously its oversight role and works collaboratively with the president. Members of the board bring with them a wide range of experiences and expertise. All are active, attentive, and come to meetings well prepared. The board runs efficiently, with much substantive work done initially through committee and then taken to the full board. The board maintains its role at a policy level and oversight level, leaving daily management and operational decisions to university leadership. The organizational chart and contact information for the board are easily locatable on the university website.

Internal Governance

Description

University Leadership

The president, provost, vice presidents, associate provosts, deans, and chairs/program directors comprise institutional leadership from the university to the college/school and departmental/program level. The primary responsibilities and procedures for appointment and review of these leadership positions, as well as procedures related to the structure and organization of university units (including colleges, schools, departments, programs, centers, and institutes), are outlined in the University and University Officers' Manual, which is publicly available and updated regularly, most recently in 2016.

Leadership of the university includes the president, provost and senior vice president, vice presidents, associate provosts, deans, department chairs, and program directors. The university's organizational chart is available on the Office of Institutional Research website, and is updated as needed to ensure accurate representation of the institution's organization and structure.

The University of Vermont president plays an important role in the state, as UVM is Vermont's only research university and land-grant institution. As the chief executive officer of the university, the president reports to the Board of Trustees and serves as an ex officio voting member of the board and its Executive Committee. The president's role is to build and cultivate financial support for the university and its programs; create and support a climate of openness, understanding, and mutual respect; inspire and engage the citizens of the university; build an entrepreneurial spirit that includes administration, faculty, and staff; and fulfill the promise of its vision. The president promotes UVM's teacher-scholar model, creating the conditions for cultivating talent and setting high expectations for both scholarly endeavor and teaching success in faculty hiring and promotion. The president is expected to lead a fiscally innovative and strategic administration, maximizing both revenue and productivity, striving to develop a sustainable financial model for UVM while putting every available resource to work for the good of the academic program. Hiring and review processes for the president are clearly outlined in the University Manual, and specify the structure and responsibilities of the Presidential Search Committee, which includes faculty, staff, and student representatives.

The provost reports to the president, and serves as senior vice president, chief academic officer, and chief budget officer of the university, working closely with the deans, the vice presidents, and other members of the president's cabinet. As the academic leader of the campus, the provost has direct responsibility for the academic colleges and schools, the Larner College of Medicine, UVM Extension, Continuing Education, student life and services, enrollment management functions, the university library, the university museum, and numerous offices, centers, and programs. As the chief budget officer, the provost has responsibility for administering, periodically reviewing, and adjusting the university's incentive-based budgeting model, aligning resource allocation with strategic initiatives. The provost is responsible for enhancing the university's intellectual climate, strengthening instruction and scholarship, advancing diversity, creating an outstanding student experience, promoting student access to success, and identifying investments and efficiencies to ensure a sustainable future.

The university currently has seven vice president roles. The responsibilities of each VP are outlined below:

Vice President for Executive Operations. The vice president for executive operations is responsible for the day-to-day operational functions of the executive offices, including executive recruitment and related human resource matters, budget and financial management, Board of Trustees operations, ceremonial events including commencement and convocation, correspondence review and management, and scheduling prioritizations. The vice president directs the Administrative Unit Review process, Burack Distinguished Lecture Series, the Marsh Professor at Large Program, and supports the various awards presented to faculty and staff that are managed in the Office of the President. The vice president also supervises University Events Services, which includes Davis Center operations and conference and events services.

Vice President for Finance and Treasurer. The vice president for finance and treasurer is the chief financial officer of the University of Vermont and is responsible for ensuring the financial stability and integrity of the institution. The vice president for finance advises the president, provost, and Board of Trustees on all aspects of strategic financial matters and oversees the Division of Finance, which supports the university's goals for academic excellence by ensuring the fiscal integrity of the university through stewardship of resources and providing reliable financial information, responsive services, and objective advice to the University of Vermont community. The vice president also serves as university treasurer, an appointment that is made by the Board of Trustees per the university bylaws. As treasurer, the vice president for finance is responsible for the preservation of the university's assets, the receipt and investment of funds, and the management of cash and securities.

Vice President for Human Resources, Diversity and Multicultural Affairs. The vice president for human resources, diversity and multicultural affairs is responsible for providing vision, leadership, coordination, and strategic planning for human resources, diversity, and inclusive excellence throughout the university. The vice president for human resources, diversity, and multicultural affairs oversees benefits, employment, compensation, leadership and organizational development, and employee relations with the goal of increasing the efficiency, effectiveness, and value of the university's human resources systems, processes, and practices. This vice president also advises senior leadership on policies, programs, practices, and resources necessary to achieve excellence in multiculturalism and diversity, and works to develop professional development opportunities that support faculty and staff in their development in the areas of career learning, compliance, and cultural competency. In supporting the president's goals for the Commission for Inclusive Excellence, the vice president for human resources, diversity and multicultural affairs provides integrated leadership and administrative oversight of the division of Diversity, Engagement and Professional Development, including the Abenaki Outreach Program, the Affirmative Action and Equal Opportunity Office, the Center for Cultural Pluralism, the ALANA Student Center, the LGBTQA Center, and the Women's Center.

Vice President for Legal Affairs and General Counsel, and Senior Advisor to the President. The vice president and general counsel serves as the university's chief legal officer, overseeing the university's legal affairs and directing the Office of the General Counsel. The vice president and general counsel provides legal advice and counsel to the Board of Trustees, the president, officers and senior leaders, and other persons responsible for the management of academic and administrative units. This includes advice regarding transactional matters, dispute resolution, legal and regulatory questions related to or arising out of university activities, and policy formulation. The vice president and general counsel also serves as assistant secretary to the Board of Trustees. As senior advisor to the president and as a member of the president's senior leadership team, the vice president for legal affairs also provides advice regarding strategic priorities and their implementation, reputational issues, and crisis management situations.

Vice President for Research. The vice president for research oversees the research program of the university. This responsibility extends across all academic units. The vice president supports research, scholarship, and the creative arts through provision of internal funding opportunities and publication of and assistance with external funding opportunities. The vice president provides resources for investigators and oversees all aspects of research administration, including sponsored project administration, Research Protections Office, research integrity, Office of Animal Care Management, and the Office of Technology Commercialization. The vice president also is charged with promoting innovation and entrepreneurship.

Vice President for University Relations and Administration. The university relations portion of this position is responsible for developing communications, public relations, and media strategies for the institution and its leadership. The vice president is often the primary media contact and spokesperson for the university, and is charged as well with interacting with governmental, business, alumni, neighbors, parents, and other outside constituencies on matters of mutual concern. The administration portion of the position is responsible for overseeing facilities, capital planning and management, enterprise risk management, and police services. The vice president also plays a key role in crisis management situations when they arise, as well as communicating with numerous key constituencies in the public and private sectors.

Vice President for Enrollment Management. The vice president for enrollment management is responsible for developing enrollment strategy and implementing and assessing strategic and operational programs to recruit, admit, retain, and graduate undergraduate students consistent with UVM's traditions, values, mission, vision, and evolving strategic goals. The vice president works to develop and cultivate a collaborative university-wide environment to coordinate and synchronize enrollment management from first contact through retention and persistence to graduation. The vice president leads the Division of Enrollment Management comprised of Undergraduate Admissions, the Office of the Registrar, Student Financial Services, the Office of International Education Services, Military Studies (ROTC), and Student Veteran Services.

Within the Office of the Provost, three positions oversee facets of academic leadership within the institution. These are the Vice Provost for Student Affairs, the Associate Provost for Faculty Affairs, and the Associate Provost for Teaching and Learning (to be retitled Associate Provost for Academic Affairs in FY 2019).

Vice Provost for Student Affairs. The vice provost is the senior student affairs officer for the university and has primary responsibility for the leadership, management, strategic direction, policy development, and administrative oversight of the Division of Student Affairs. The vice provost is responsible for providing leadership to ensure the effective coordination and integration of a wide spectrum of student affairs programs and services in order to achieve student development and learning outcomes that result in an experience that supports students in being healthy, successful, and engaged.

Associate Provost for Faculty Affairs. The associate provost for faculty affairs has responsibility for all matters related to recruitment, development, evaluation, promotion, retention, recognition, and elevation of all UVM faculty.

Associate Provost for Teaching and Learning (Academic Affairs). The associate provost for teaching and learning (academic affairs) is responsible for university processes related to the portfolio of academic programs, including assessment of student learning outcomes, curricular quality, degree programs, and creative efforts to enrich the undergraduate academic experience. In 2019, this role will be renamed Associate Provost for Academic Affairs, to better reflect this range of responsibilities.

Deans

The deans of the undergraduate colleges and schools, the Graduate College, the Larner College of Medicine, Libraries, and Distance and Continuing Education are each responsible to the provost for the effective leadership and administration of the unit under their supervision. A dean, in consultation and cooperation with the college and school faculty curriculum and standards (or equivalent) committees, directs and coordinates the establishment and oversight of academic standards and educational objectives and the curricula to attain them. The dean gives attention to the programs of study and research, their purposes and content, the effectiveness of instruction, the admission and counseling of students, the recruitment and supervision of the faculty of the college or school, and the development and maintenance of resources and support services for the carrying out of the mission of the college, school, or unit. Academic deans also direct curricular advising of students and their enrollment, supervise their academic status and standing, and certify degree candidates to the Faculty Senate. The dean presides over faculty meetings of the college or school in accordance with applicable college or school bylaws. In consultation with department chairpersons and/or program directors and the appropriate faculty committee, the dean makes recommendations to the provost for faculty appointments and changes in faculty status. The dean prepares a budget for approval by the provost and administers the approved budget. The dean is responsible for the mentoring and oversight of department chairs and program directors.

The department chairperson (or chair) is the administrator responsible for management and coordination of the work of an academic department. The chair consults with faculty regarding the development and implementation of guidelines for faculty assignments and the standards for decisions about changes in faculty status; oversees courses of instruction and research within the department, as well as the assessment of the effectiveness of departmental instruction and student advising; and follows department guidelines on preparing recommendations to the dean on the appointment of new faculty and reappointment and promotion of continuing faculty. The chair fosters research, scholarship, and professional development by department faculty, assisting in appropriate administration of the research and by mentoring faculty and conducting annual performance reviews of faculty. The chair prepares and manages the departmental budget and is responsible for knowing appropriate institutional policies and collective bargaining agreement requirements in order to effectively carry out administrative responsibilities.

Appraisal

Senior leadership of the university is strong both on an individual level and as a group. The President's Senior Leadership Team meets at least monthly to discuss issues and important decisions facing leadership, as well as to share information. The leadership team includes the vice presidents, the enterprise risk management director, the auditor, the vice provost for student affairs, a representative of the deans, the CIO, and the senior public health office for the university. Others are invited to participate as is appropriate and helpful. In addition to the President's Senior Leadership Team, the provost regularly convenes the Provost's Academic Leadership Council to discuss and resolve issues of import to the academic mission of the university. The Council of Deans also convenes on a regular basis. Each of these leadership groups creates opportunities and promotes open exchange of ideas and discussion of problems, opportunities, and challenges. The discussions that result help to guide decision-making in important ways. Deans meet regularly with their chairs and program directors, as well as in college/school faculty

meetings, enabling communication between levels of the institution and engagement and input from the faculty level up through senior leadership.

Procedures for the appointment and periodic review of all levels of leadership, from the president to department chairs, are outlined in the University Manual, ensuring appropriate oversight and evaluation. Built into these procedures are mechanisms for faculty, staff, and student input, including confidential communication to the supervisor or supervisory body conducting the performance evaluation and review.

Faculty Governance and Other Advisory Bodies

The administration and the Faculty Senate of the University of Vermont share responsibility for the effective management of the academic affairs of the university. Authority in matters related to the academic mission is vested in the faculty by the Board of Trustees. This authority is exercised in the Faculty Senate by elected senators with voting privileges and by committees authorized to act on their behalf. Meetings of the Faculty Senate are presided over by a president and vice president and follow a town-meeting format at which all university faculty members have a voice. The [constitution and bylaws of the Faculty Senate](), last revised in 2001, but amended several times in the intervening years, outline policies and procedures related to the body's authority, structure, and policies. A new review and revision of the constitution and bylaws is anticipated in AY 2018–2019.

The activities of the Faculty Senate are overseen by an executive council, comprising the chairs of the Senate standing committees, four at-large members elected from among the senators, and the Senate president and vice president. The Faculty Senate president and vice-president meet monthly with the president and provost, as does the full executive council. In addition, members of the executive council serve as faculty representatives to relevant Board of Trustees committees.

University faculty members eligible for membership in the Faculty Senate ("eligible faculty") are those holding a primary appointment as an Officer of Instruction, Officer of Research, Officer of Extension, or Officer of the Libraries at the rank of Professor, Associate Professor, Assistant Professor, Instructor, or Lecturer, with a full-time equivalent of at least 0.10. The Senate includes 70 elected senators, one representing each department or comparable unit (two for units with more than 25 faculty). The $\pm$ 78 members of the Senate standing committees are non-voting members of the Senate, as are the Senate president and vice president. Student representatives from both the Student Government Association and Graduate Student Senate are welcome to serve as non-voting advisory members on all Senate standing committees to ensure that student views and voices are considered in the work of these committees.

While this body can issue recommendations and participate in the formulation of university policy in many areas, it has primary authority to create policy, vested in the body by the Board of Trustees, for a range of areas directly related to the academic program and academic quality. These areas include academic freedom, including rights and responsibilities of faculty; all curricular matters, including establishment, dissolution, and substantial changes of degree programs; admissions standards and prerequisites; requirements for regular certificates and degrees; regulations regarding attendance, examinations, grading, scholastic standing, and honors; teaching quality; professional standards; and criteria for positions accorded academic rank. Matters can be referred to the Faculty Senate for consideration by the Board of Trustees, university administration, faculty of a school or college, the libraries, or other members of the university community.

The six standing committees of the Faculty Senate and their principal domains are:

Curricular Affairs Committee, responsible for the review and approval of academic programs and policy.

Education and Research Technologies Committee, responsible for the development and implementation of educational and research technologies and the review of related policies and procedures.
Financial and Physical Planning Committee, responsible for matters relating to planning and use of the institution's financial and physical resources.
Professional Standards Committee, responsible for faculty reappointment, promotion, and tenure activities and sabbatical leaves.
Research, Scholarship and Creative Arts Committee, responsible for research, scholarly work, and the creative arts at the university. The committee serves as a liaison between the Faculty Senate and the administration in support of research and the creative arts and advancing knowledge and communication.
Student Affairs Committee, responsible for issues related to student affairs, effects on the educational process, and the academic climate of the university.

Other governance bodies on campus, including the [Staff Council], the [Student Government Association] and the [Graduate Student Senate], serve in advisory capacities and act as the voice of their constituents in communications with senior leaders, including the president and provost.

Appraisal

The Faculty Senate exercises its responsibility for the effective management of the curriculum principally through the activities of the Curricular Affairs Committee, which reviews and approves all proposals for new academic programs. It shares with the provost's office responsibility for the review of existing programs through the Academic Program Review process. The Senate also oversees other aspects of university academic affairs through the Professional Standards Committee, which considers every action related to faculty reappointment, promotion, and tenure. The entire Senate votes to approve new academic programs and on all substantive decisions related to academic policy. The remaining four Senate standing committees are responsible for areas where the Senate's role is defined as reviewing, recommending, and helping to formulate policy. The membership of the Senate has expressed a desire to work towards a greater role in making recommendations that impact the formulation of policies, rather than serving primarily as a conduit to receive and disseminate information on policy decisions. The Executive Council has established the task of improving engagement in the Senate, perhaps through a process of defining a clearer means for the Senate to exercise its advisory capacities.

Results of a survey conducted by the Standard 3 subcommittee during the Self-Study process demonstrate areas of strength and potential for clarification on the roles of the Faculty Senate, Staff Council, SGA, and GSS within the university. In the case of student groups, it was noted that due to natural turnover, the effectiveness of governance processes was dependent on the group of students involved in the SGA or GSS in a given year. Staff Council, while recognizing the body's advisory role, expressed constituents' desire to have stronger input with regards to policy decisions that directly affect staff. At the same time, each of these bodies pointed to evidence that they have served effectively in their advisory role, communicating key positions and information from their constituencies to senior leaders, and impacting policy decisions.

Projection

- The leadership of the Faculty Senate, the Staff Council, the Student Government Association, and the Graduate Student Senate will undertake a reflective exercise on the respective roles and responsibilities of these advisory bodies in the university's system of shared governance, and will draft recommendations for the president and provost regarding optimal effectiveness and efficiency of shared governance.

Standard 3: Organization and Governance
(Board and Internal Governance)

Please attach to this form:
1) A copy of the institution's organization chart(s).
2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the
legal authority of the institution to award degrees in accordance with applicable requirements.

If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the sponsoring entity	The State of Vermont
Website location of documentation of relationship	http://www.uvm.edu/urel/state_relations

Governing Board

	Website location
By-laws	http://www.uvm.edu/trustees/policymanual/II%202%20University%20Bylaws.pdf
Board members' names and affiliations	https://www.uvm.edu/trustees/?Page=members/allmembers.html

Board committees *	Website location or document name for meeting minutes
Board of Trustees	Main Website: https://www.uvm.edu/trustees/ Meeting Minutes: https://www.uvm.edu/trustees/?Page=board_mtgs/meetings/all_mtgs.html Committees: http://www.uvm.edu/trustees/?Page=Committees.html&SM=submenu1.html

Major institutional faculty committees or governance groups*	Website location or document name for meeting minutes
The University of Vermont Faculty Senate	Main Website: https://www.uvm.edu/faculty_senate Meeting Minutes: https://www.uvm.edu/faculty_senate/2018-2019-faculty-senate-meetings-and-materials Committees: https://www.uvm.edu/faculty_senate/committees

Major institutional student committees or governance	Website location or document name for meeting minutes
Student Government Association	Meeting Minutes: http://www.uvm.edu/~uvmsga/?Page=thisweek.php&SM=menu_governance.html Committees: http://www.uvm.edu/~uvmsga/?Page=exec.html&SM=menu_committees.html
Graduate Student Senate	Meeting Minutes: https://www.uvm.edu/~gss/?Page=minutes.html Committees: https://www.uvm.edu/~gss/?Page=members.html

Other major institutional committees or governance groups*	Website location or document name for meeting minutes
Staff Council	Main Website: http://www.uvm.edu/staffcouncil/ Meeting Minutes: http://www.uvm.edu/staffcouncil/?Page=calendarsandmeetings.html&SM=meetingmenu.html Committees: http://www.uvm.edu/staffcouncil/?Page=representativesandcommittees.html&SM=representativesandcommitteesmenu.html

*Insert additional rows as appropriate.

Please enter any explanatory notes in the box below

Standard 3: Organization and Governance
(Locations and Modalities)

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment* 3 years prior (FY2016)	Enrollment* 2 years prior (FY2017)	Enrollment* 1 year prior (FY 2 018)	Enrollment* Current year (FY 2 019)
Main campus	Burlington, VT/USA	11/25/1904	12,815	13,105	13,340	13,395
Other principal campuses	N/A	N/A	N/A	N/A	N/A	N/A
Branch campuses (US)	N/A	N/A	N/A	N/A	N/A	N/A
Other instructional locations (US)	N/A	N/A	N/A	N/A	N/A	N/A
Branch campuses (overseas)	N/A	N/A	N/A	N/A	N/A	N/A
Other instructional locations (overseas)	N/A	N/A	N/A	N/A	N/A	N/A

Educational modalities

	Number of programs	Date First Initiated	Enrollment* 3 years prior (FY2016)	Enrollment* 2 years prior (FY2017)	Enrollment* 1 year prior (FY 2018)	Enrollment* Current year (FY 2019)
Distance Learning Programs						
Programs 50-99% on-line	8 Programs: CE Certif - Spch-Lng Path Asst, CE Certif-Cptr Sftwr:Web Dev, CE Certif - Pre-Actuarial, CGS-Health Care Mgt & Policy, MPS in Leadership for Sustainability, MS:Ldrshp for Sustainability, BS in Alternate Track - VT RN, CGS - Agroecology	Summer 2013 is the earliest that any of these programs were initiated as online.	48	56	60	38
Programs 100% on-line	7 Programs: CE Certif - Speech Lang Path, CGS-Public Health, CGS-Global & Environ Publ Hlth, MPH in Public Health, BS in Health Science , CGS - Epidemiology, CGS - Sustainable Enterprise	Summer 2013 is the earliest that any of these programs were initiated as online.	54	122	171	152
Correspondence Education	N/A	N/A	N/A	N/A	N/A	N/A
Low-Residency Programs	N/A	N/A	N/A	N/A	N/A	N/A
Competency-based Programs	N/A	N/A	N/A	N/A	N/A	N/A
Dual Enrollment Programs	1	2009	277	352	412	338
Contractual Arrangements involving the award of credit	N/A	N/A	N/A	N/A	N/A	N/A

*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

Dual Enrollment Programs are joint high school and college programs.
Historical enrollment information can be found here, on the Catamount Data Center: https://www.uvm.edu/~oir/catdat/enrollment_completion.html

There are plans to implement a new location in CT for UVM Medical students pending NECHE approval.

UVM offers 14 programs total that are online in some capacity. Note that the Health Science BS program (HSCI) is phasing out its online program and has seen an increase in the on-campus program. The data about online programs above does not include Health Science enrollments in fall 2018 because of the switch in modalities.

Standard 4: The Academic Program

"The most important attitude that can be learned is the desire to go on learning." – John Dewey

Overview

UVM's ongoing commitment to academic excellence in a premier small research university, as outlined in the mission and vision and in the eight Academic Excellence Goals established by Provost Rosowsky, guides development, innovation, and growth in our academic programs. The Academic Excellence Goals, established in 2014, provide targets in undergraduate and graduate enrollment, time-to-degree, and innovation and success in new and established research areas. The goals are framed by UVM's mission as a land-grant university, our role as Vermont's flagship public research university, and our commitment to liberal education. In order to ensure UVM's continued relevancy, vibrancy, and sustainability, they also take into account the challenges currently facing higher education institutions regionally and nationally. Progress on the Academic Excellence Goals is reviewed regularly with the Board of Trustees and all campus constituencies, including the academic leadership, the Faculty Senate, the Student Government Association, and faculty, staff, and students at large (see Standard 2; Standard 3).

The heart of the University of Vermont's academic life lies in its seven undergraduate-degree-granting colleges and schools, Honors College, Graduate College, and College of Medicine. The undergraduate-degree-granting colleges include the College of Agriculture and Life Sciences, the College of Arts and Sciences, the Grossman School of Business, the College of Education and Social Services, the College of Engineering and Mathematical Sciences, the College of Nursing and Health Sciences, and the Rubenstein School of Environment and Natural Resources. The Graduate College grants graduate degrees in collaboration with these colleges and schools as well as with the Larner College of Medicine, while the Doctor of Medicine degree is granted separately by the Larner College of Medicine. The Honors College serves students from each of the undergraduate colleges/schools, but does not separately grant degrees. The Division of Continuing and Distance Education partners with the undergraduate units, the Graduate College, and the Larner College of Medicine to offer credit and non-credit bearing courses, certificates, and degrees. In Fall 2012, UVM submitted a substantive change request to initiate fully online credit-bearing degrees and certificates for students at a distance. The request was approved, and we now offer six online certificates of graduate study, one online undergraduate certificate, two online master's degrees, and one online undergraduate degree completion program. In addition, UVM Extension offers non-credit educational experiences across the state, consistent with our mission as a land-grant institution.

In recent years the Office of the Provost has undertaken a number of initiatives in support of the Academic Excellence Goals. Most recently, the provost authorized a project to select and purchase advising and retention software. UVM chose the Educational Advisory Board's Student Success Collaborative and began staged implementation of this tool across campus in Summer 2018. The software will improve data-sharing across units with the goal of advancing our progress towards retention and four-year graduation-rate targets (see Standard 5 for more discussion of this software; see Standard 8 for more on retention rates). Other academic excellence initiatives include grants to faculty in support of innovative pedagogy (Engaged Practices Innovation [EPI] Grants); the creation, in collaboration with the Faculty Senate, of a new curricular entity, Undergraduate Certificates, that incorporate an experiential learning component; and a host of faculty development programs, including ones focused on designing online and hybrid courses, and on the scholarship of teaching and learning (see also fuller discussions of advising and career services initiatives in "Student Services and Co-Curricular Experiences," Standard 5; and of faculty development programs in "Teaching and Learning," Standard 6).

Assuring Academic Quality

Description

Shared governance processes ensure that responsibility for academic quality is distributed broadly throughout the institution. Proposals to initiate, alter, or terminate an academic program are developed according to [curricular policies of the Faculty Senate](#). The proposals are vetted at the department and college/school levels (including the Graduate College, in the case of a graduate program), and then by the Curricular Affairs Committee of the Faculty Senate. This process is designed to ensure that the curriculum of new or revised programs will provide students with a coherent body of knowledge and skills consistent with the university's mission and vision, offer a rich learning environment, and lead to the attainment of a specified set of learning outcomes. New programs proposals must also demonstrate program viability by offering evidence of demand for the program. All proposals require the approval of a dean, who thereby takes on the responsibility of assuring that sufficient funds will be available to support program design and quality. The dean of the Graduate College provides an additional layer of approval for graduate programs to ensure that the program has outlined realistic resource requirements for a new or revised graduate program.

When proposing significant revision or termination of a program, plans for students to complete their degrees according to the requirements in place when they entered the university are made. The full Faculty Senate is apprised of all recommendations and votes on proposals to initiate, alter, or terminate an academic program. Recommendations of the Faculty Senate are forwarded to the provost and president for approval prior to final consideration by the Board of Trustees. These multiple levels of approval and well-defined policies and processes within them ensure that academic programs meet and have the resources to sustain high academic standards, are appropriate for the intended degree level, and fit within the mission of the university.

The schools/colleges and their departments also have mechanisms for ongoing quality assurance via curriculum committees and course evaluation processes. At the program level, all programs are required to have identified learning outcomes, and have submitted or will submit program assessment plans in compliance with the university's recently begun Assessment Initiative. All academic programs also undergo university-level [Academic Program Review](#) on an eight-year cycle. In December, 2018, the Curricular Affairs Committee of the Faculty Senate approved revisions to the APR standards and the format for new program proposals to clarify and strengthen the requirements related to programmatic assessment of student learning outcomes. Both the Assessment Initiative and APR are discussed fully in Standard 8. The university actively promotes the teacher-scholar model, and teaching quality is considered in annual performance reviews for all instructional faculty. The university promotes excellence in pedagogy through a number of faculty development events and programs, considered more fully in "Teaching and Learning," in Standard 6.

In 2012, the university submitted a substantive change form to NECHE requesting blanket approval to offer fully online and hybrid distance education degree programs. As part of assuring the quality of these distance education programs, the dean of Continuing and Distance Education established the Distance Education Advisory Board, a group that includes the CIO, the associate provost for teaching and learning, the director of the Center for Teaching and Learning (which administers the university's learning-management system), and other key personnel directly involved with distance education. The Distance Education Advisory Board is responsible for identifying infrastructure and technology needs for distance education programs and serves as a forum for sharing information and developing strategies to advance online and hybrid programs at UVM, supporting the Strategic Action Plan goal of increasing access.

The university transitioned from a traditional incremental budgeting system to an incentive-based budgeting (IBB) system in FY 2015, with one goal of the transition being to promote innovation and excellence in academic programs. Under IBB, the academic units are responsible for balancing their own revenues and expenses. Revenues are derived primarily from tuition via the currency of student credit hours taught and headcounts in majors. As noted below, the transition to IBB has been associated with an increase in new academic programs that aim to attract students and generate new revenue while providing students with unique opportunities that draw on UVM strengths in faculty expertise. This increase in new programs has produced both excitement and concerns that growth motivated by IBB could have adverse effects on the educational mission, such as increased course section sizes, the loss of valuable but expensive teaching/learning models, and "curricular creep" (the tendency for colleges to start introducing new courses or programs outside of their own realm, potentially encroaching on the academic "turf" of another unit in order to capture student credit hours). To control for such phenomena, the university established the Educational Stewardship Committee (ESC), a joint committee of the Office of the Provost and the Faculty Senate. The purpose of the ESC is to ensure campus-wide stewardship and coordination of the university's educational mission.

Appraisal

As evidenced by the policies and procedures, data snapshots, and reports referenced in the description and provided in the Document Room, UVM ensures the quality of its academic programs through shared governance infrastructures and processes for managing program proposals, revisions and terminations, monitoring data related to protecting its educational mission, and a robust system of academic program review. A review of the E1A and E1B forms and the submitted assessment plans makes clear that our professional programs have the most sophisticated assessment systems, tailored to the requirements of their individual accrediting bodies. Our non-professional programs have generally lagged behind in having identified programmatic learning outcomes and developing sustainable, closed-loop assessment plans. Our Assessment Initiative, now in its third year, is slowly rectifying this situation. The associate provost for teaching and learning and the provost's faculty fellow for assessment lead the initiative; however, the latter position is temporary, with plans still in development to sustain the University Assessment system on a permanent basis. The Assessment Initiative is discussed more fully under Standard 8 of this Self-Study, including a description of progress on the development and implementation of program-level assessment plans, and projections for institutionalizing the Assessment system.

The formation of the Educational Stewardship Committee (ESC) has been a significant addition to the university's system for assuring academic quality. The ESC works in three different areas: monitoring data streams for adverse effects of IBB on the educational mission; fielding concerns from the campus regarding the effects of IBB on students' academic experience; and generating ideas to support the university's mission within the parameters of the new, decentralized budget model. Firstly, in collaboration with the Office of Institutional Research, the ESC tracks curriculum and course enrollment data for trends that may reflect adverse effects relative to best practices and tenets. The data can be viewed at the university level or filtered by academic unit, course level, and so forth. The ESC's Data Summary Report of 2017–2018, with associated interactive data displays, noted that some modest trends have emerged over the past three years. For example, there have been overall increases in both undergraduate and graduate student credit hours in most of the colleges and schools, with an overall 7.6 percent increase in student credit hours across the university. There has also been an increase medium-sized (20–50 student) course sections, although in some cases, as in the College of Engineering and Mathematical Sciences, where the trend was most pronounced, this increase accompanied a commensurate decrease in larger course sections; in other colleges, overall class size increased slightly. There was also a marked increase in courses fulfilling the diversity and sustainability General Education requirements across the university. This trend is particularly visible for diversity courses; in 2012–2013, 75 percent of these courses were taught in the College of Arts and Sciences, while the most recent data

show that CAS now offers only 60 percent of these courses, with other college and schools making up the difference. Overall, these trends do not demonstrate any definite adverse effects caused by IBB; they do show that colleges and schools are actively seeking student credit hours by putting courses in place, such as those that fulfill General Education requirements, and by offering new programs, and in particular graduate programs, to attract student credit hours. The ESC encourages academic units to use the interactive data base and integrated filters to inform strategic decision-making, and will continue to monitor these trends.

Secondly, the ESC fields concerns and questions from the campus community; the committee has investigated several issues that were brought to its attention and also considers these instances as it evaluates the effects of IBB implementation on UVM's educational mission. For example, a concern was brought to the committee regarding reduced frequency of teaching laboratories in the Microbiology and Molecular Genetics course MMG 201. As described in the [ESC's report of March 15, 2018](#), the investigation revealed the cause was a long-standing budget idiosyncrasy that was not related to IBB; however, the committee process also facilitated a solution for the continued funding of this important course. The same report covers undergraduate courses offered by the Larner College of Medicine, which have drawn attention due to the significant (61 percent) increase in student credit hours generated by the College since IBB was introduced. Of this increase, 85 percent of the student credit hours are at the undergraduate level, generally a new area of instruction for LCOM. The ESC met with leadership from the Larner College of Medicine, who provided the ESC with an overview of the course approval process in the College, and demonstrated that this process met expectations for rigorous evaluation and approval of proposed undergraduate courses at the university. In addition to these curricular monitoring functions, the ESC also generates ideas and takes actions to support the educational mission and students' experience. For example, in consultation with the academic units, the ESC developed new [operating policies for course listings and course monitoring](#). These help to ensure accurate, current course listings, including special-topics courses, and prevent content overlap between existing courses and proposed new courses, serving as an additional failsafe against "curricular creep." Most recently, based on insights gained from the current Self-Study process, the ESC charged a [Subcommittee on General Education and Unit Requirements](#) to develop a proposal for a more coherent General Education Program.

The Educational Stewardship Committee has been vigilant and responsive in carrying out its charge to safeguard and promote the university's educational mission in general, and in the specific context of incentive-based budgeting. The ESC has been instrumental in collecting and analyzing data sets that show trends in areas of concern, such as section size, related to IBB. As noted above, the ESC has also effectively investigated and mediated some issues that were brought to its attention. However, its role as a "curricular ombuds-committee" may be compromised by a general lack of awareness of this new committee and, because it is an advisory body, lack of faith in its ability to effect changes in problematic behaviors on the school or college level. It will be important for the ESC to continue to track trends, disseminate its reports, and encourage units to utilize these data effectively. To ensure optimal functioning of the committee, there should be an unbiased review of the ESC's practices and performance, as well as recommendations for its role, scope, and authority.

Throughout the IBB development process, campus constituencies expressed the concern that the budget model would inhibit the development of new cross-college interdisciplinary courses and programs, and be detrimental to existing ones. However, the data indicate that interdisciplinary activity has not decreased since the advent of IBB. Over the past three years the number of course sections co-taught by instructors from different units increased from 48 to 55 (15 percent). In addition, eight new interdisciplinary academic programs were approved, and none were terminated.

The university recognizes that technology and technological support are essential to modern education. The CIO, with Enterprise Technology Services, the Center for Teaching and Learning, and the

Educational and Research Technologies Committee of the Faculty Senate, collaborate to ensure that academic technology meets the needs of both online and distance students and faculty. In addition, the Distance Education Advisory Board evaluates, monitors, and supports planning related to the academic technology needs of students enrolled in online courses and programs. The Distance Education Advisory Board is chaired by the dean of Continuing and Distance Education, with membership that includes the CIO, the associate provosts, the dean of the Graduate College, the director of the Center for Teaching and Learning, CDE staff, and faculty teaching distance education courses.

All students are able to monitor progress toward their degree using DegreeWorks software, which recently replaced an outdated and difficult-to-use product. The locally hosted Blackboard Learn learning-management system is connected to our Banner Student Information System, so that course spaces are automatically generated for every course, and enrollments are automatically updated. Faculty make their Blackboard course space available to students in approximately 70 percent of courses in any given semester—more than doubling since 2009, when that percentage was only 32 percent. Customized "MyUVM" portals provide students with easy digital access to multiple aspects of their university experience, from registration and billing, to Blackboard, to obtaining transcripts and even ski passes. Students in hybrid and fully online programs access UVM's distance learning certificates and degrees through the same IT infrastructure as residential students, and academic oversight and quality assurance (i.e., APR, assessment planning) are the same for distance programs as for residential programs.

Undergraduate Degree Programs

Description

Consistent with its mission and the centrality of liberal education to its academic goals, UVM's undergraduate programs are aimed at providing a well-rounded college education that prepares graduates with the knowledge, communication, and problem-solving skills to be lifelong learners who can meet societal needs today and in the future. UVM offers a wide range of BA and BS degree programs across the fine arts, humanities, and mathematical, natural, and social sciences, as well as professional programs including business, engineering, education, dietetics, and nursing. The university currently offers 121 baccalaureate degree programs (see Data First form 4.3), 96 academic minors, and four undergraduate certificate programs. One undergraduate degree completion program (the RN to BS degree) is offered online. A number of the programs are interdisciplinary in nature, spanning two or more departments and/or colleges. These include flexible, cross-disciplinary degree programs, minors, and certificate programs that are collaboratively overseen by the participating departments.

As is evident from the enrollment statistics represented on the chart below, the College of Arts and Sciences is the heart of liberal arts education at UVM, and as such plays a key role in the education of all undergraduate students, as can be seen in part from the table of core requirements across the colleges included at the end of this standard. Data First form 4.5 demonstrates that in recent years CAS has offered approximately 45 percent of undergraduate student credit hours; however, as noted above, while CAS SCHs have leveled off at around 134,000 in recent years, SCHs in other colleges have grown significantly. For example, the College of Nursing and Health Sciences increased from approximately 13,000 to 18,000 credit hours, an increase of 38 percent between AY 14–15 and AY 17–18; during that same period CAS

experienced only a 2 percent increase. Consistent with the national trend, enrollments in some liberal arts majors have gradually declined over the past decade as students and their parents have gravitated to professionally oriented programs they think will lead directly to a job post-graduation (see Data First form 4.3). In Spring 2018, the College of Arts and Sciences participated in a Core Curriculum Assessment Block Grant program sponsored by the Office of the Provost (see Standard 8), and has been exploring innovative curricular and research initiatives that will help students who choose the College of Arts and Sciences better understand the value of a liberal arts education and the competencies they will develop in their major and other required coursework.

Undergraduate Student Credit Hours by Unit over Time
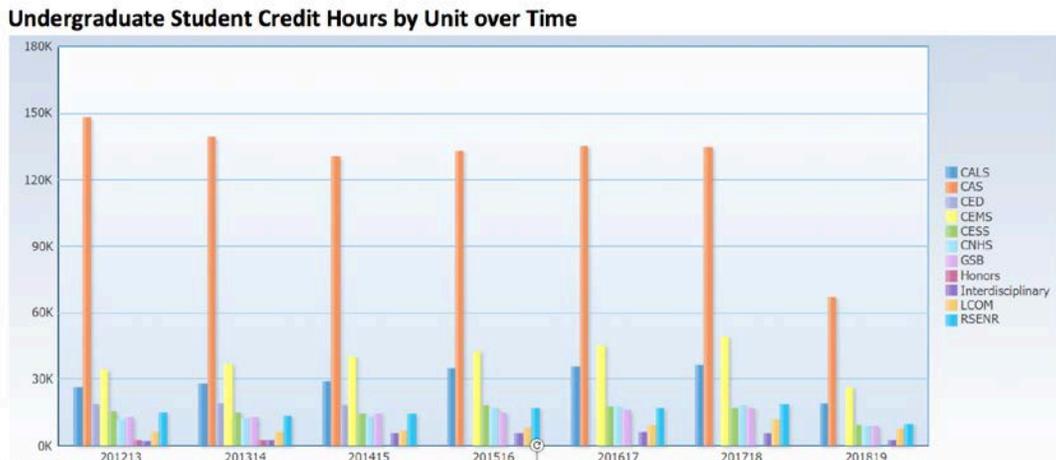
An ethos of "engagement" permeates the undergraduate experience at UVM. This is a fitting legacy for one of the institution's most esteemed graduates, John Dewey (class of 1879). As a Carnegie Higher Research Activity university of moderate size, UVM provides undergraduate students many opportunities to engage in research with faculty. Correspondingly, the teacher-scholar model, a hallmark of UVM's undergraduate programs, promotes ongoing faculty engagement with scholarship, and encourages faculty to bring students into their research (see "Faculty and Academic Staff," Standard 6). One measure of the emphasis given to undergraduate research is the percentage of seniors who report involvement in research with a faculty mentor: 40 percent based on the most recent (2017) NSSE results. Their work culminates in an annual student research conference sponsored by the Office of Fellowships, Opportunities and Undergraduate Research.

UVM is also a Carnegie-classified Community-Engaged Institution with hundreds of partnerships in Burlington, the State of Vermont, and around the world. The university offers more than 100 service-learning courses per year, coordinated through the Office of Community-University Partnerships in Service Learning. On the most recent NSSE, 40.5 percent of seniors report having taken a service-learning course at UVM. Over the past five years we have also worked to increase student participation in internships while deepening the quality and accessibility of those internship experiences. As described in a May 2018 report on internships to the Board of Trustees, much progress has been made. The 2017 National Survey of Student Engagement indicated that 67 percent of UVM seniors reported engaging in an internship or field experience, compared to 53 percent of seniors at other high research institutions. A meta-indicator for engagement and service is the fact that UVM consistently ranks among the top universities nationally (currently 7th for medium-sized schools) for graduates who enter the Peace Corps. UVM students do not simply receive knowledge, they discover new knowledge; they learn through experience; and they serve the global community.

This dedication to the global community is not only outlined in the mission; to encourage study abroad, the university offers nearly 600 study abroad options in more than 70 countries, including options that allow students to use their in-state tuition and financial aid towards study abroad. However, currently only

27 percent of our undergraduates study abroad. UVM has joined Generation Study Abroad, and has set the goal of increasing the percentage of all of our students participating in study abroad by 40 percent by the end of 2020. While some of this increase will occur in short-term experiences, UVM is also committed to increasing the percentage of undergraduates who study abroad for a semester or more by 20 percent, and the overall percentage of underrepresented student populations studying abroad.

UVM's unique interdisciplinary programs reflect the faculty's understanding that academic disciplines sometimes create artificial boundaries to the multifaceted study of focus areas. Our interdisciplinary programs provide students with rich knowledge and understanding across and at the interfaces of academic disciplines. Two popular cross-college undergraduate programs that demonstrate this are Environmental Studies (ENVS) and Environmental Sciences (ENSC). ENVS and ENSC are long-standing interdisciplinary undergraduate programs that reflect one of the university's signature strengths. These programs are shared across the Rubenstein School of Environment and Natural Resources, the College of Agriculture and Life Sciences, the College of Arts and Sciences, and in the case of ENVS, the College of Education and Social Services. ENVS and ENSC both offer BA and BS degrees that overlap parts of their curricula, providing broad perspective, while also allowing students to concentrate in areas of interest. The Food Systems constellation of programs is a more recent interdisciplinary initiative that taps into UVM's unique strengths, including UVM Extension. One of the strongest interdisciplinary areas at UVM is in Neuroscience. The undergraduate Neuroscience BS and minor span the departments of Biology, Psychological Science, Communication Science and Disorders, and Neurological Sciences, involving nearly 100 faculty across the colleges of Arts and Sciences, Medicine, and Nursing and Health Sciences. The Neuroscience Graduate Program is a cross-college interdisciplinary doctoral program that involves more than 50 faculty and four colleges, including the Larner College of Medicine.

UVM is home to a number of highly ranked programs including the Sustainable Innovation MBA (rated #1 Green MBA by *Princeton Review* (11/2/2017); the undergraduate Business Program (rated one of the best by *Bloomberg Business* (2016); and various other nationally ranked programs as listed by *U.S. News and World Report*. The presence of the nationally ranked Larner College of Medicine on campus offers unique opportunities not available at many universities our size, enriching the undergraduate programs in the health sciences and biological and bioengineering sciences.

About 900 undergraduate students, drawn from all of the undergraduate schools and colleges, are enrolled in the Honors College each year. The Honors College curriculum emphasizes a strong foundation in liberal arts, writing, critical thought, and research skills, culminating in a required research-based senior thesis. Challenging first-year courses are followed by sophomore-level seminars on interdisciplinary topics offered by faculty throughout the university. In the junior and senior year, the focus shifts to planning, researching, and writing the required honors thesis within the students' major discipline.

Within the context of university-level approval and regular review of academic programs, the schools and colleges set and publish their own requirements for graduation that meet or exceed university minimum requirements. All units require a major, some require a minor, and each has a set of core requirements that rounds out the university-level General Education requirements. All undergraduates must complete four university-level General Education requirements as described below. All baccalaureate degree programs require a minimum of 120 credits (see Data First form 4.3), and many of the professional programs require a higher number of credits for degree completion. All undergraduate degree programs allow students some flexibility for free electives, although the professional programs are generally more constrained than our non-professional programs.

UVM also offers several dual-degree programs in collaboration with other institutions. Two of these span to the graduate level. One is a 2 + 3 Baccalaureate/Juris Doctor Program in collaboration with Vermont Law School; the other is a 3 + 4 Baccalaureate/Doctor of Pharmacy Program in collaboration with Albany

College of Pharmacy and Health Sciences. These programs offer qualified students in certain undergraduate majors an accelerated route for achieving both degrees. The first graduate of the UVM-VLS 2 + 3 program was recently featured in a news release. At the undergraduate level only, we have a dual-degree program with Saint Michael's College (SMC) through which qualified SMC students can earn a BA or BS degree from SMC and a BS degree in engineering from UVM. Students normally complete this program in five years. UVM's 30 accelerated master's degree programs offer qualified undergraduates early admission to graduate studies at UVM with up to six concurrent credits double-counted toward the bachelor's and master's degrees. These programs are described more fully in the section on Graduate Education.

To enrich undergraduates' first-year experience and support their academic success, we have renewed our focus on learning communities. UVM has had residential learning communities for some time, and until recently, they were a housing option for first and second-year students. However, their capacity was equivalent to about 29 percent of a typical first-year class, lower than our peer institutions. In conducting regular assessments of residential learning communities, we found strong evidence that participation in a residential learning community (RLC) helps students feel at home at UVM, and that students in an RLC have improved retention over students who chose other housing options. In response to these data, UVM revamped the Residential Learning Communities Program and created better integration between the co-curricular and curricular components of RLCs. Beginning in AY 2018–2019 most first-year students will be housed in residential learning communities that are designed to bring students together around a common interest and foster connections among the students and the larger university. The residential learning communities will create opportunities for academic engagement outside the classroom, intentional integration of academics, enhanced student connection within themes, and thoughtful programming. We expect the new Residential Learning Community model to contribute to students' engagement, success, and retention.

Appraisal

UVM has a healthy, varied and responsive portfolio of undergraduate degree programs that provide students with both breadth and depth in their education embedded in a host of high-impact pedagogies. Interdisciplinary programs, dual-degree programs, and accelerated master's degree programs provide many unique opportunities for undergraduates. The university also updates and changes its academic offerings on an ongoing basis to meet student demand and contemporary needs. The list of academic program changes indicates that since our last decennial review in 2009, UVM has initiated 9 new majors, 3 new major concentrations, 17 new minors, 4 undergraduate certificates, 7 PhD programs, 13 master's programs, 10 certificate of graduate study programs, 4 General Education requirements, revised 1 major, and eliminated 14 academic programs.

As illustrated in the table below, 41 new graduate and undergraduate academic programs were reviewed and approved from FY 2015 to FY 2018, an average of 10.25 per year. By contrast, an average of only 3.8 programs per year were approved between from FY 2010 through FY 2014. At the undergraduate level, the greatest growth was in academic minors. One of the objectives of incentive-based budgeting is to incentivize creative academic programs that will attract students. Data in form 4.3 demonstrate growing student interest in unique, interdisciplinary degrees that build on UVM's strengths. For example, the Food Systems major, an interdisciplinary degree that is unique nationally, was added in Fall 2016 and enrolled 13 majors; two years later, there are 66 majors. Similarly, the interdisciplinary undergraduate degree in Biomedical Engineering launched in 2016 with 37 majors; two years later, there are 124 students enrolled in the program, and the Data Science BS degree has grown from an initial 8 students to 40 in the same period. While the numbers are smaller at the graduate level, they demonstrate similar trends. For example, the MS in Complex Systems and Data Science has doubled in size each year, going from 1 to 18 enrolled students since its launch in 2015, prompting the development of a new PhD to begin in Fall 2019, while

the new UVM-specific PhD programs in Food Systems and in Human Functioning and Rehabilitation Science quickly reached their enrollment targets (see Data First form 4.4).

New Majors, Minors and Graduate Programs 2015-2018					
Undergraduate Major	FY 2015	FY 2016	FY 2017	FY 2018	TOTAL
Undergraduate Minor	1	4	0	1	6
Undergraduate Certificate	2	6	2	4	14
Graduate - PhD	1	0	2	1	4
Graduate – Master's	2	1	0	6	9
Certificate of Graduate Studies	0	1	1	2	4
TOTAL	7	12	6	16	41

While some new hires have been made to establish these programs, other interdisciplinary programs rely on reconfiguring of workloads and teaching schedules for faculty located within other disciplines. Workload capacity limits will cause the creation of new programs to become self-limiting unless the academic units terminate existing programs and/or hire more full-time and/or part-time faculty. Academic oversight, as described above, ensures that termination of programs will be evaluated and scrutinized at all levels and will be motivated primarily by the need to maintain academic quality and rigor in these programs.

The prestige and challenge of the Honors College curriculum has been successful in attracting and retaining high-achieving students. Despite, or perhaps due to, the rigor of the Honors College core curriculum, the persistence rate to graduation with Honors Scholar status is about 55 percent, better than the national rate of 48 percent reported by the National Collegiate Honors Council. However, the Honors College estimates that about 7.8 percent of students pursuing Honors Scholar status leave the program because they find it difficult to meet the requirements and still fit in everything they need or want to do (e.g., structured majors, double majors, dual degrees, study abroad, or early graduation). The Honors College's assessment plan, now in its second year, includes assessment of the core curriculum to determine which elements contribute most centrally to student achievement and retention.

UVM's vision statement includes a "comprehensive commitment to liberal education," and the institution as a whole must take action to ensure the continuing health of the College of Arts and Sciences. Declining enrollments in College of Arts and Sciences' majors have produced challenges not only for the college, but for the university as a whole. As the College of Arts and Sciences implements new programs and evaluates its core requirements, support for innovative programming and collaboration across the university should emphasize the value of critical thinking and other transferrable skills that students develop through their UVM liberal arts education.

Although UVM undergraduate students are heavily engaged in experiential, active learning—something we are proud of—we have never formulated goals or expectations along these lines. Doing so would be beneficial for our students, and it would help to make more visible this distinctive aspect of UVM undergraduate education. In Spring 2019, the university will launch a pilot program to track and encourage student participation in high-impact practices as defined by Kuh[1] and the Association of American Colleges and Universities. The pilot will be conducted by the Rubenstein School of Environment and Natural Resources, taking advantage of the new Student Success Collaborative system, with the expectation of developing similar initiatives in all of the undergraduate colleges in coming years.

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[1] *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*, by George D. Kuh (AAC&U, 2008).

General Education

Description

In the ten years since our last decennial review, UVM has planned, approved, and implemented a university-wide system of General Education. Prior to 2012, the core and distribution requirements of each school and college constituted "liberal education" for undergraduates, but as the 2009 decennial review noted, there was considerable variation across these curricula, creating confusion and complicating student transfers between UVM colleges or schools. In May 2011, after extensive research and discussion, the Faculty Senate endorsed in concept six proposed learning outcomes for all graduates. The implementation plan called for the individual area requirements to be launched serially over time to ensure thorough vetting of each proposal and the inclusion of clear learning outcomes and assessment plans, as well as adequate capacity in courses certified to meet the various requirements. It is important to note that, while faculty governance determined the shape and nature of the General Education requirements, two of these requirements, Diversity and Sustainability, were developed as a faculty response to student interest and demand. Continued student engagement with faculty and the administration over the nature of these requirements is evident in student participation in focus groups as part of General Education assessment (see Standard 8), and most recently in the No Names for Justice activism, which opened productive dialogue about the nature and goals of the Diversity General Education requirement.

The General Education system now consists of four requirements that reflect the faculty's aspirations for all graduates. The requirements are Writing and Information Literacy; Diversity; Sustainability; and Quantitative Reasoning. Curricular oversight of General Education rests with the Faculty Senate, with support from the Office of the Provost and the Office of Institutional Research. Each of the General Education requirements is overseen by a curricular review committee under the authority of the Faculty Senate and with representation from each of the academic units. These committees review and certify proposed courses as meeting the designated requirement. Certified courses are distinguished in the Schedule of Courses by a code that is added to the course title (D1, D2 for Diversity courses, SU for Sustainability, QR for Quantitative Reasoning, and FWIL for Foundational Writing and Information Literacy). The assessment structure varies across the General Education requirements. Due to the volume of new Diversity and Sustainability courses, the curriculum review committees for these requirements cannot also undertake assessment. For these two requirements, separate assessment committees provide their findings and make recommendations to the curricular review committees. For Foundational Writing and Information Literacy, the program director manages assessment across the limited number of courses that fulfill the requirement. The Quantitative Reasoning Curriculum Review Committee will be coordinating assessment of QR outcomes for this recently launched requirement beginning in Spring 2019.

The integration of information literacy with writing in the FWIL requirement is an innovative approach in which library faculty, who offer over 500 information literacy sessions a year (see Data First form 4.5), play a key role. We have expanded the approach into academic majors in seventeen academic departments through our Writing and Information Literacy in the Disciplines (WILD) project, sponsored by a grant from the Davis Educational Foundation. Through this project, departments mapped their goals for student development of writing and information literacy across their curriculum to ensure appropriately scaffolded and rigorously assessed outcomes. This work has garnered national attention and a number of peer reviewed publications and presentations, and laid the groundwork for the development of the four Foundational Writing and Information Literacy outcomes. As outlined more fully in Standard 8, FWIL has the most established and robust assessment structure of the four General Education requirements, utilizing both direct and indirect assessment to gauge student progress towards the FWIL

outcomes, and utilizing this information to inform faculty development and recommendations for best practices.

The university-wide General Education requirements currently constitute 15 credit hours, many fewer than the 40 credits required in NECHE Standard 4.18. As summarized in the attached table of requirements by college/school (see end of Standard 4), the balance of undergraduate students' general education still resides in the core and distribution requirements of the academic units; the sum of university General Education and each unit's requirements approximates 40 or more credits. As the table makes clear, there is variation in subject coverage and terminology across the units' core requirements, and no established set of clearly defined outcomes for these requirements currently defined only at the college/school level. As a result, General Education is not as coherent or consistent as it should be, with no unified assessment plan. This realization inspired the Educational Stewardship Committee to establish a [Subcommittee on General Education and Unit Requirements](), charged to do groundwork that can lead to a proposal for a re-envisioned system of General Education at UVM that fulfills NECHE's requirement of 40 credits of general education for all bachelor's degree programs. The subcommittee and the full Educational Stewardship Committee have strong representation from key Faculty Senate leaders, reflecting the collaborative effort needed for this initiative to succeed.

UVM's General Education requirements were established at different times and through different pathways, and as a result the models for the four requirements are heterogeneous. Until recently, their curricular review committees functioned independently, with different policies, procedures, and practices. This mode of operation has been inefficient and confusing to students and faculty alike. Furthermore, there has been no responsible body to provide vision and direction for General Education at UVM. In AY 2017–2018 the Office of the Provost and the Faculty Senate jointly established the [General Education Coordinating Committee]() (GECC), first on an ad hoc basis, and then as a standing subcommittee of the Faculty Senate's Curricular Affairs Committee. The General Education committees now report directly to the GECC, the purpose of which is to provide a governance body for the university-wide General Education requirements, coordinating activities, policies, and processes and providing clarity, consistency, and efficiency regarding the requirements. As noted above, the Educational Stewardship Subcommittee on General Education and Unit Requirements has taken on the task of developing a proposal for a re-envisioned system of General Education at UVM, and has consulted with the GECC in this process.

We continue to implement robust assessment to ensure graduates are competent in the General Education knowledge and skills areas. Foundational Writing and Information Literacy has the most established assessment plan. The outcomes for Foundational Writing and Information Literacy are: 1) rhetorical discernment, 2) information literacy, 3) critical reading, and 4) substantive revision. Each of these outcomes is defined on the [FWIL web pages]() of the General Education website. In AY 2016–2017, FWIL's assessment focus was on information literacy. The methods included student focus groups, faculty interviews, and measures of student performance as rated by faculty. The faculty rating exercise marked UVM's first large–scale direct assessment of a General Education requirement. [The results]() indicated that overall, students were achieving the desired outcomes, and post hoc analyses provided insights on specific areas for faculty development, change, and improvement. In AY 2017–2018, FWIL's assessment focus was on the critical reading outcome**.** The remaining General Education requirements are in various stages of implementing their assessment plans. Notably, the General Education Diversity Assessment Committee (GEDAC) undertook a major [direct assessment](), modeled after the FWIL assessment, in Spring 2018. Funding for direct assessments such as faculty rating days has come from the Office of the Provost on an ad hoc basis, as discussed in Standard 8. The GEDAC report made clear the General Education Diversity competencies should be reduced from the current 14 to a more manageable number and stated as assessable learning outcomes. This will reduce confusion among both faculty and

students and allow more effective assessment of the outcomes, as well as clearer recommendations for developing course-level and university-level assessments of student achievement of the outcomes.

Appraisal

The establishment of university-level General Education is a notable accomplishment given UVM's history of decentralization and previous unsuccessful attempts to develop consensus on a practical and implementable General Education plan. UVM's General Education Program represents not only a good-faith response to our last 10-year re-accreditation review, but also, and more importantly, it means we are thinking more holistically, across units and academic disciplines. The advent of General Education has also helped to make clear the unique, distinctive aspects of a UVM education (such as a commitment to sustainability). We have made excellent strides in assessing the General Education outcomes using both direct and indirect methods, and in developing conduits for assessment findings to inform faculty development and curricular change (see Standard 8).

While each of the four General Education requirements reflects the expertise of a core of faculty, only one of the requirements (FWIL) has a director with workload, administrative support, and a budget dedicated to training, faculty development, and assessment. The other requirements, most notably Diversity, rely on small groups of dedicated faculty who manage both the course approval and assessment processes within their service workload. Requests for funds to conduct assessments are made on an ad hoc basis. As a result, the process of evaluating and making changes in General Education requirements is slow-moving and suffers from turnover in faculty rotating on and off the curricular review and assessment committees. The creation of a new Provost's Faculty Fellow for Diversity and Inclusion position represents a step in the right direction, providing leadership and resources dedicated to intensive training needed to implement recommendations for improving instruction and outcomes in Diversity courses. Among other responsibilities, the faculty fellow has launched and will continue to lead a university-wide Diversity Fellows Program.

We are now at a crossroad with General Education. The Self-Study process has helped us understand where we are and what is needed for a more cohesive, comprehensive system of General Education. First and foremost is a stronger common vision of our aspirations for all UVM graduates. On the operational level, this vision will need to be translated into a more comprehensive set of General Education requirements, incorporating common elements now located within college and school core curricula. This expanded set of General Education outcomes will need to be incorporated into a more effective and efficient organizational and administrative model of implementation and assessment. This could be some version of a distributed model, a centralized model, or a reconfigured hybrid with a balance of university-level and unit-level requirements aligned with identified common outcomes. There will certainly be challenges, including gaining buy-in from faculty and the academic units, constraints in certain highly structured curricula, and the limits of resources that can be brought to bear. For example, the introduction of any new university-level requirements would require significant workload shifts or additional resources to manage administrative load in the Faculty Senate Office and/or the Provost's Office. In addition, it will be difficult to continue direct assessments of university-level General Education outcomes without a regular budget to support coordination and administrative support for faculty rating days. Nonetheless, those most closely involved with the implementation of the current General Education Program have a deep understanding of the strengths and limitations of our current system, and are motivated and excited to bring our General Education Program to the next level.

The Major or Concentration

Description

UVM undergraduates pursue not only a broad liberal education, but also focus deeply in a chosen area, one of the 125 majors offered by the undergraduate schools and colleges (see Data First form 4.3). In addition to unit-specific distribution or core requirements and the four General Education requirements, all colleges/schools require in-depth study in at least one disciplinary or interdisciplinary major, many of which contain a choice of concentration areas. Home departments and the corresponding school or college are responsible for the design and maintenance of programs in accordance with the curricular policies of the Faculty Senate. Majors, major concentrations, minors, and undergraduate certificate programs must encompass a coherent body of knowledge, with a curriculum comprised of credited coursework of increasing complexity and challenge (often culminating in an integrative capstone project), and designed to promote student achievement of identified learning outcomes. Incentive-based budgeting metrics provide financial rewards to colleges for increasing the number of student credit hours taken in their courses; as outlined above, this has encouraged the creation of new majors and minors that address emerging areas of student interest. The new majors in Public Communication and Health and Society, and the minor in Writing are good examples.

Some degree programs require the completion of a minor in addition to a major. Minors across the university are open to students from any unit, unless they are majoring in a specified, heavily overlapping field. Minors may be used to complement the major or to pursue a secondary area of academic interest. For example, the interdisciplinary minor in Geospatial Technologies appeals to students in diverse areas such as Anthropology and Natural Resources; and the recently approved Emergency Medical Services minor enhances a number of health sciences and education majors. In Fall 2017, 5.7 percent of our undergraduate students were pursuing a double major. UVM also now offers several undergraduate certificate programs, which are designed with an experiential learning component, offering a different experience from most minors.

Some of our pre-professional programs, such as Nursing and Secondary Education, have supervised practica or clinical rotations embedded in their curricula. These are essential in order for students to develop competency through field experience. These programs have established polices and formal agreements with their outplacement sites, which have been vetted with the university's legal counsel. They maintain effective relationships with identified clinical instructors or preceptors. Students' progress in their externship is monitored on a regular basis and there are protocols for helping to resolve students' performance and other problems when they arise.

In order to ensure that coursework in academic programs clearly reflects a progression of increasing complexity and challenge, entry-level, intermediate-level, and upper-level courses are identified by numbering convention: 001–099, 100–199, and 200–299 respectively. Intermediate and upper-level courses must build on previous coursework at the introductory level (for 100-level courses) and intermediate level (for 200-level courses), and carry prerequisites to ensure enrolled students have adequate background knowledge and skills. The registration system automatically checks student transcripts for these prerequisites. The academic departments, through their curriculum committees, review and revise their offerings on an ongoing basis to improve and keep them current. Major revisions of a program (40 percent or more change in contents) require a formal proposal and review by the home college and the Curricular Affairs Committee of the Faculty Senate. The requirements for each program are published in the online catalogue. Detailed descriptions of program goals, learning outcomes, pedagogies, methods of inquiry, etc. are posted on each program's website. Programs are held accountable to the curricular guidelines in Faculty Senate review and approval of proposals to initiate or alter a program as well as in the periodic Academic Program Reviews.

Academic advising is critical in helping students navigate their curricular requirements as well as their choices. Advisors help students make wise choices in course selection and sequence, and apprise students of opportunities and connections with the campus community. Understanding this, we have taken steps to strengthen undergraduate advising. In response to a report from the Student Affairs Committee of the Faculty Senate, Provost Rosowsky charged each of the deans to submit a comprehensive advising plan for their respective units. Those plans were critiqued and revised, and they are now posted on the Office of the Provost website. A follow-up summary report in 2017 listed remaining obstacles and the deans' recommendations for continued improvements. Chief among the recommendations was an integrated software system to track and coordinate student advising. We have since purchased and are in the process of implementing such a platform. In addition, we have established a centrally located Advising Center, as part of the Center for Academic Success. The Advising Center is supported in part by the Student Government Association and employs trained student peer advisors. The Advising Center promotes the Vision for Academic Advising at UVM, from the Student Affairs Committee report of 2014. The Outstanding Faculty Advisor Award was established in Spring 2018, and this has helped draw attention to and celebrate excellent performance in academic advising. Provost Rosowsky appointed for a two-year term a faculty fellow for advising and first-year experience, who helped to implement the Advising Center and all of its programs.

Appraisal

UVM offers a substantial choice of academic majors as well as minors, and a small selection of the recently introduced undergraduate certificates. These programs allow students to gain depth of knowledge and skills in one or more areas. Mechanisms are in place to ensure these programs meet the university's standards and policies. The university has taken a number of steps to improve academic advising and students' experience moving through their academic programs. We will need to assess the impact of those initiatives to see if they are associated with improved retention, persistence, and student satisfaction.

By virtue of the General Education FWIL requirement and the Writing and Information Literacy in the Disciplines project, writing and information literacy is a growing strength for all of UVM's academic majors. Giving undergraduate students basic writing and information literacy skills, and then analyzing where they experience challenges within their major, allows faculty to scaffold additional teaching and learning experiences into curricula. As degree programs develop and implement their own assessment plans, they can build on the prior work in WILD, General Education, and programs with active assessment programs to create more deliberately designed and scaffolded educational experiences, and to better understand how to improve student achievement of their program-level outcomes as well as more broadly defined institutional goals of retention and success for all of our graduates.

Graduate Degree Programs

Description

The university currently has 53 master's programs, 26 doctoral programs, and 13 certificates of graduate study (see Data First form 4.4). Since the 2009 NECHE report, UVM has initiated nine certificates of graduate study, 10 master's programs, and seven doctoral programs, while eliminating two programs (one master's and one certificate of graduate study), and has seen an overall growth in both graduate enrollments and overall graduate credit hours (master's, doctoral, and certificate programs; see forms 4.4 and 4.5). The Graduate College recently established a target of 30 percent growth in graduate enrollments over the 2015 level of 1385 students; by fall 2020, we expect to achieve that goal of 1800 graduate student enrollments, with most of the growth at the master's level.

The Graduate College is actively engaged in facilitating interdisciplinary academic collaboration and, by extension, research collaborations. Seven graduate programs are cross-college interdisciplinary programs governed by faculty with a director reporting directly to the Graduate College; two are collaborative cross-college programs administered by one college with significant faculty outside the college, and four are cross-departmental programs within a single college. The university has an accelerated master's program (AMP) option for 30 of its master's programs. The AMP option is an early entrance point to a master's program whereby a student can earn six credits of graduate-level coursework that will double count toward both the bachelor's and master's degrees. An additional three credits may be taken while still an undergraduate that cannot be counted toward the bachelor's degree, but will count towards the graduate program when matriculated as a full-time graduate student. The 6–9 credits taken while still an undergraduate are essentially a scholarship for graduate school, thus allowing both an accelerated time to degree and reduced cost for the master's. A motivated student can complete a thesis-based master's in just 12 months following conferral of their bachelor's degree. The popularity and success of these programs demonstrates their appeal to students, many of whom value the programmatic continuity and cost savings offered by accelerated master's programs. Pre-professional master's programs such as Accountancy and Counseling have shown significant increases (47 percent and 70 percent, respectively) in enrollments since 2015, while other programs with lower overall enrollments, such as Animal Sciences and Computer Science, have also seen dramatic increases (see Data First form 4.4). The number of programs offering an accelerated master's has nearly doubled in the past several years, and the number of students completing accelerated master's degrees at UVM has tripled since 2014.

Graduate programs are designed by the faculty in collaboration with the Graduate College. This process allows experts in the discipline(s) to formulate a rigorous academic structure of the appropriate depth and breadth and to design the research opportunities that match the strength of the faculty and the expectations of the discipline(s). The Graduate College ensures adherence to specific standard requirements, considers the intellectual underpinnings of the proposed programs of study, and works with the faculty and appropriate dean to identify resources for the new and ongoing programs. A parallel process for governance exists for the curriculum for the MD degree. This four-year curriculum has three levels: Foundations, Clerkship, and Advanced Integration. Curricular governance includes a committee of course directors and affiliated personnel at each level and an overarching Medical Curriculum Committee that develops policy and approves curriculum changes and policies initiated by the level committees. Significant change to and/or addition or elimination of graduate or medical programs are relayed to the Faculty Senate for review. New or eliminated programs move on to the president, provost, and Board of Trustees for final approval.

The Graduate Executive Council also approves individual courses for the graduate curriculum, and all graduate courses are listed in the graduate catalogue. Courses numbered 300 to 399 are generally limited to graduate students unless permission to enroll is given by the appropriate instructor, department, or program. Courses numbered 400 or above are limited to candidates for doctoral degrees. Undergraduate 200-level courses are eligible for graduate credit if requested and justified by the offering unit. To obtain graduate credit, the graduate student generally is expected to meet higher qualitative and/or quantitative expectations than the undergraduate student in the same course. Common examples are: assessments for graduate students include a higher level of critical thinking; graduate students take a leadership role in group activities within the course; and graduate students have more rigorous expectations for assigned papers. A robust process exists to ensure undergraduate students in AMP programs who want to take a 200-level course for graduate credit are identified as such by the faculty teaching the course. A similar process exists for non-degree students who plan to transfer 200-level coursework to a future graduate degree.

Appraisal

The Graduate College has academic jurisdiction over all matters pertaining to and related to graduate degree programs, with the exception of the Doctor of Medicine degree. University faculty apply to become members of the Graduate College faculty and are admitted if approved by the Graduate Executive Committee (GEC). The GEC consists of elected representatives from the Graduate College faculty in each academic unit, with three additional members appointed as needed for balance. Qualifications for Graduate College faculty are described in the [Constitution of the Graduate College](); candidates must hold the highest academic degree commonly attained and show evidence of competent and sustained scholarship and/or research. The [Graduate Catalogue]() includes the list of Graduate College Faculty; those admitted to the Graduate College Faculty in between catalogue publication years are listed as [new Graduate College Facult](y) on the [Graduate College website]().

The [Graduate College website]() lists all programs and resources to support admission and progression through the graduate degree. The [Graduate Catalogue]() provides publicly available descriptions of all graduate programs, policies, and degree requirements. Program descriptions include a detailed program overview and identify graduate faculty and courses and state specific degree requirements. All graduate programs have identified learning outcomes, and have submitted or will submit program assessment plans in compliance with the university's Assessment Initiative, which is described in detail under Standard 8. Most programs have their learning outcomes identified on their program websites, but a few have them listed in the more durable record of the catalogue. A clear and well-established process of program development and review ensures that there are appropriate justifications for all graduate programs and that the expectations for graduate programs exceed those for undergraduate programs. All programs are reviewed on an eight-year cycle through the [Academic Program Review]() process conducted through the Faculty Senate's Curricular Affairs Committee in partnership with the Office of the Provost.

Longitudinal review at the individual course level is less robust. There is no specified process for reviewing courses after they are initially approved. Because a significant number of 200-level courses are included in most graduate programs, the GEC has initiated review of the 200-level courses that are approved for graduate credit to ensure that the current offerings have maintained a differential expectation for graduate and undergraduate courses. An initial review of all 200-level courses approved for graduate credit indicated that many courses did not list the intermediate-level prerequisites that are required by the course level. These courses were identified to deans and faculty and many have now been updated in the catalogue to include the prerequisites. This work will be finished by the next catalogue publication date. As part of that review process, it was noted that some courses, in fact, were graduate student only and these will be changed to the 300-level. The next step in the process is a review of the syllabi for all 200-level courses approved for graduate credit to ensure that differential standards for graduate and undergraduate students are published. The initial focus will be on the courses that are in programs with accelerated master's options, to ensure those students are truly participating in graduate-level education for the credits they take that will count towards the graduate degree.

Graduate admissions is managed technically by the Graduate College, with individual programs reviewing the applicants and making a recommendation to the Graduate College for or against admission. Admissions criteria for all programs include bachelor's degree, statement of purpose, letters of recommendation from professional and/or educational referees, and an acceptable TOEFL or IELTS score for applicants whose first language is not English. The admissions process is customizable by program; some programs require additional items such as a resume, a writing sample, GRE or GMAT scores, or educational or professional experience. The Graduate College [Annual Repor](t) indicates the overall admission rate was 51 percent for the 2017–2018 academic year with 46 percent of admitted students accepting the offer of admission. Doctoral programs are more selective than master's programs, with admissions rates of 36 percent for doctoral and 60 percent for master's applicants and yield of 41percent

of admitted students for doctoral level and 48 percent for master's level. Overall, these data, along with undergraduate GPAs and GRE scores, indicate that students accepted into graduate programs meet admissions criteria and are qualified for advanced academic study.

All graduate programs require substantial immersion in relevant subject matter. Programs are clearly defined in terms of their research orientation v. professional orientation. Research-oriented programs include courses in relevant research methodologies and require a thesis or dissertation. Programs that are professional, performance, or practice-oriented programs are distinguished from programs with a research orientation by the analytical and professional skills needed to demonstrate mastery of professional competencies. Programs including a hierarchy of degrees (e.g., master's and doctoral degrees, EdD and PhD) indicate differences between degree requirements and expectations on individual websites. The small number of programs encompassing both research activities and professional practice (e.g., PhD in Clinical Psychology, EdD in Education) include program objectives that address the multiple aims of the program. Additionally, program requirements delineate what students need to do to demonstrate skills in research as well as professional practice. When graduate programs have parallel undergraduate programs, anecdotal evidence indicates a variety of activities occur that connect undergraduate and graduate programs, including mentoring by graduate students of undergraduates and seminars including undergraduate and graduate students.

Graduate programs are overseen by an academic director and/or Committee on Graduate Studies who meet periodically with Graduate College staff, as well as with the dean of the Graduate College. The Graduate College website lists degree requirements and a common set of expectations and policies for all graduate programs, including a GPA of 3.0. Individual programs are responsible for determining how those expectations are met and post those on their individual websites. For example, programs must include comprehensive exams and capstone experiences (e.g., theses, dissertations). Programs have processes in place for reviewing comprehensive exams, theses, dissertations, etc. and for determining whether or not students have met expectations. A number of professional programs are accredited by national organizations, indicating that the programs prepare students whose outcomes align with standards and expectations as defined by the profession. A survey of 2017 graduates six months post-graduation indicates 93 percent of graduates are employed (79 percent) or seeking further education (14 percent).

The Graduate College information provided in the description and appraisal above indicates a well-developed website and catalogue describing strong graduate programs supported by Graduate College polices and processes. Graduate College support has expanded substantially since the last NECHE review. That expansion was facilitated by UVM's decision in 2014 to separate the Dean of the Graduate College position from what had been a combined position with the Vice President for Research. Though research is tightly linked to graduate education, graduate education is much broader and the nature of the combined position meant little time was devoted to the curricular and student development aspects of graduate education. The first goal for the new dean was to transition the student information systems component of the admissions process from a manual to an electronic approach and to provide electronic communication with applicants and programs for all aspects of the admissions process. This change allowed simplification of the process for all and significantly decreased the time required for admissions processing. These changes mean UVM is more competitive for top applicants who previously often made

their decision to attend another school before they heard they were admitted to UVM. A second priority was to codify and publish the policies and processes that did exist and develop new ones where needed.

When Provost Rosowsky developed the [Academic Excellence Goals](#) in support of President Sullivan's [Strategic Action Plan](#), specific emphasis was placed on growth of the graduate population in Academic Excellence Goal 8 to "increase enrollments in graduate and professional programs." The Graduate College responded to this directive with a specific goal to increase the number of graduate students by 30 percent over five years. Meeting this goal will support a growing intellectual vibrancy at UVM with a mix of graduate and undergraduate students more closely aligned with peer research universities. The approach to meeting this goal is a combination of enhancing recruitment, developing new programs, and ensuring the vitality of existing programs. In Fall 2015, graduate enrollment was 1385 students and had grown to 1552 by Fall 2018, a 12 percent increase resulting from both new programs and increased enrollment in existing programs. Development of new programs has been facilitated by the new incentive-based budget, as 100 percent of graduate tuition is returned to the academic units. This change has allowed a funding stream for graduate curriculum that did not exist previously. Graduate curriculum development is also fostered by the cost side of IBB, which charges the graduate student credit hour FTE at 20 percent of undergraduate FTE. Based on the success of new graduate programs, UVM will continue the strategic growth of graduate programs, particularly master's degree programs and accelerated master's degree programs.

A major focus of enhancing recruitment and ensuring vitality of current and new programs has been to increase the co-curricular student support for graduate students. A [Graduate Writing Center](#) was established in 2015 to support graduate students with one-on-one consultations and dissertation and thesis initiation and completion camps. One-on-one consultations are available in an online or face-to-face format. An added plus is that the Writing Center trains graduate students as writing consultants, providing a mechanism of both financial and educational support for graduate students. Some of the consultants receive specific training to support our English-language learners. The Graduate College also partners with the [Center for Teaching and Learning](#) to provide teaching workshops and a mechanism for graduate students to earn formal recognition through a [Graduate Teaching Program](#). Most recently, two staff in the Graduate College have begun to receive training and work with the Dean of Students Office to better support graduate students in crisis. In collaboration with the Center for Teaching and Learning and a variety of other offices on campus, the Graduate College developed a university-wide day-long training for incoming graduate students supported by Graduate Teaching Assistantships that debuted in August 2018. In addition to teaching strategies across diverse classrooms, the training included recognizing and working with students in distress and required reporter training.

Integrity in the Award of Academic Credit

Description

Integrity in the awarding of academic credit at UVM is maintained by institutional policies and practices, which are regularly reviewed by the associate provost for teaching and learning. In the event that policies or practices need updating, they are brought to the Curricular Affairs Committee of the Faculty Senate, where updates are discussed and voted on before being presented to the Faculty Senate. Degrees offered, degree requirements, and courses are described in the catalogue. Faculty who develop and teach courses are responsible for the content in the courses.

Approval to initiate, alter, delete, reactivate, or receive certification for meeting a General Education requirement begins at the local level and is reviewed/approved through a sequence of program, department, college, and, when appropriate, General Education oversight bodies. This is done by means of online [course action forms](#). The forms are then posted to all academic units for review and comment.

Any concerns raised are resolved among the academic units or, if necessary, are adjudicated by the Curricular Affairs Committee of the Faculty Senate. These processes ensure cohesive and non-overlapping curricula across units.

After a course has been approved there is ongoing oversight by the responsible faculty and program director or department chair. Course evaluations include, but are not limited to, surveys of the enrolled students. In March 2011 the Faculty Senate adopted a formal definition of a credit hour that is consistent with U.S. Department of Education policy. Our online course action forms require the sponsoring unit to certify that each new, modified, or reactivated course meets the credit-hour definition for the assigned credit hours. The policy was revised in January 2013 to include applicability to both traditional and online courses.

General Education courses are subject to the same ongoing program/department review processes as other courses, however, the General Education Diversity courses have not undergone periodic review at the university level, as originally planned, to ensure they remain aligned with D1 or D2 student learning outcomes. Implementing such a review is important because the Diversity learning outcomes have changed over time. Such a process is also important because course instructors can change over time, with different approaches and emphases. Periodic review would help ensure the focus and relevance of the Diversity courses. The problem is the current curricular review committees have found it difficult to undertake periodic review of established courses in addition to continuing review and approval of new courses.

UVM employs technological and pedagogical means to authenticate online student identity and to verify that the student registered for a course section is the same student who completes the course and receives credit. All online students access online courses by entering a unique individual login through their UVM network ID and password. UVM is also exploring instituting two-factor authentication in the near future. (See the university's Computer, Communication, and Network Technology Acceptable Use Policy.)

UVM also addresses academic honesty in online courses through student academic honesty policies and through required faculty development courses. UVM's policy on student academic integrity is a required element of the online course syllabus. Students enrolled in online courses are not required to formally acknowledge UVM's academic integrity policy with definitions or agree to adhere to the policy.
All faculty teaching fully online courses are strongly encouraged to first complete "Teaching Effectively Online," a course offered by the Center for Teaching and Learning. The course content includes course design strategies that discourage cheating and misrepresentation, such as requiring that students introduce themselves on the discussion board; using multiple assessment strategies in a course; and not relying solely on tests and exams. Other strategies include regular, "lower stakes" writing assignments and more formal written assignments with multiple drafts, so that faculty can get a sense of each student's "voice."

If faculty are using tests and exams as part of the assessment strategy, they are advised on learning management system settings that can be used to decrease the likelihood of cheating (i.e., random question pools, time restrictions). UVM recently completed a 2.5 semester pilot of a lockdown browser for Blackboard-based tests, which prevents students from accessing other applications or navigating to other sites during testing; the application also has the capability to record student activity and allow faculty to visually confirm student identity for online tests administered through Blackboard. The chief information officer will decide whether to pursue this technology. In addition to these online-specific strategies, the Writing in the Disciplines Program offers professional development for all faculty on teaching writing that cultivates a culture of responsibility and integrity to reduce plagiarism. Through assignment design consultations and information literacy sessions, which number more than 500 a year (see Data First form 4.5), library faculty assist in the development of skills that support students and reduce incidence of deliberate and accidental plagiarism.

Student privacy is protected in the student information system (Ellucian/Banner), as well as through the Privacy Policy and Privacy Procedures documents, as discussed more fully in Standard 9. UVM's transfer of credit policies for undergraduate and graduate credit recognize accredited institutions of higher education, and credit is accepted as appropriate within the limits set for number of credits that must be taken at UVM; 30 of the last 45 credits of a degree must be completed at UVM. As noted above, UVM has several dual-degree programs at both graduate and undergraduate levels. We also have articulation agreements between the Community College of Vermont (CCV) and the College of Arts and Sciences; CCV and the College of Education and Social Services; CCV and the Department of Communication Sciences and Disorders; CCV and the Rubenstein School of Environment and Natural Resources; Castleton State University, Vermont Technical College (VTC), and Greenfield Community College with UVM's Department of Nursing; and between VTC and the College of Engineering and Mathematical Sciences. There is also a 2+2 articulation agreement between VTC and UVM's Farms Program. Credit may also be awarded for college classes taken at the high school level, by examination, or for College-Level Examination credit (CLEP), Academic Learning Integrated with Volunteer Experience (ALIVE), and credit for military service. Each of these instances of credit outside a UVM course is governed by faculty policy.

Appraisal

Overall, UVM has strong, reasonable, and up-to-date policies and procedures in place to ensure integrity in the awarding of academic credit. A recent example of policy review and updating was the identification of inconsistencies between current expectations for data-gathering and assessment, as outlined in the Academic Program Review guidelines for departments, and the lack of a required assessment plan to be submitted with a proposal for a new academic degree program. A subcommittee of the Curricular Affairs Committee edited these guidelines to reflect increasing emphasis on program assessment, better preparing program proposers to gather the data necessary to demonstrate program effectiveness during Academic Program Review. New policies are also developed to guide departments towards best practices. For example, although we now have a sophisticated online system for handling course actions, including deletions, academic units seldom deactivate or delete old listings. Consequently, the catalogue listings contain some courses that have not been offered for years and are unavailable. This can be confusing and frustrating for students, and it is inconsistent with Standard 9.22. Under a new procedure, put into place for Spring 2019, the Office of the Registrar will identify outdated listings and notify departments that these courses should be deactivated or deleted, creating greater alignment between the course catalogue and program offerings.

Projections

- The associate provost for academic affairs will work with the academic units and the Faculty Senate to develop targets for undergraduate participation in high-impact practices as defined by the Association of American Colleges and Universities.

- The Educational Stewardship Committee Subcommittee on General Education and Unit Requirements will develop a proposal for a re-envisioned system of General Education by the end of AY 2018–2019. The proposal will be informed by campus-wide conversations aimed at creating a unified and coherent vision of General Education across all current and future requirements. The proposal will be forwarded to the Curricular Affairs Committee, then to the Faculty Senate and the Office of the Provost for review and approval.

- In AY 2018–2019, the Diversity Faculty Fellows Program will develop a proposal to reduce the General Education Diversity competencies from 14 to a more practical number, restated as

assessable student learning outcomes. The proposal will be submitted to the Diversity Curriculum Review Committee for consideration, and ultimately to the Faculty Senate's review and approval processes.

- The Diversity Curriculum Review Committee, with support from the associate provost for academic affairs, will implement periodic review of General Education Diversity courses beginning AY 2019–2020 to ensure they remain aligned with revised D1 or D2 student learning outcomes.

- The Office of the Provost will establish a task force with membership from faculty, the Student Affairs Committee of the Faculty Senate, the Student Government Association, and the Center for Academic Success to assess the impact of recent advising and student support initiatives on retention, persistence, student satisfaction, and career preparedness.

- Beginning in Spring 2019, all programs and departments will complete a review of their 200-level courses that have been approved for graduate credit to ensure the expectations for graduate students are appropriate and reflect a higher level of academic engagement than for undergraduate students enrolled in the course, and are clearly described in the course syllabus.

General Education + Unit Distribution Requirements*
(Credits per category and total credits)

	CALS	CAS		CEMS	CESS	CNHS	GSB	RSENR
		B.A.	B.S.					
Gen Ed: Diversity	6	6	6	6	6	6	6	6
Gen Ed: Writing and Info Literacy	3	3	3	3	3	3	3	3
Gen Ed: Sustainability	3	3	3	3	3	3	3	3
Gen Ed: Quantitative Reasoning	3	3	3	3	3	3	3	3
Additional Quant Reason	3		3	15	0-3		15	3-4
Additional Info Literacy	3						3	
Physical & Life Sciences	6	7	8	6	3-9	3-12	3	4
Social Sciences	6	6	6	X	3-15	3-6	9	6
Humanities & Fine Arts	6			X	3-9	3-9	6-7	3
Humanities (CAS)		6	6 (option 1)†			3-6		
Literature & Fine Arts (CAS)			6 (option 2)†					
Literature (CAS)		3						
Fine Arts (CAS)		3						
Foreign Language (CAS)		6	6 (option 3)†		0-3			
Non-European Cultures (CAS)‡		3	3		0-3			
Oral Communication	3			0-6	0-3	0-6	3	2-3
Critical & Creative Thinking	X			12	X	3	3	X
Scientific Reasoning	X			6	X	6		3
Core Values	X			X	X			3
Citizenship & Social Responsibility	X			X	X		6	4
Health & Wellness				X	X			
Personal Growth	X			X	X			1
Conc. Areas for Ed. majors (CESS)					30-50€			
TOTAL CREDITS	42	49	47	54-60	45-74**	36-63	63-64	44-46

*Per survey of the associate deans and the UVM catalogue; Ranges of credit hours reflect differences in distribution requirements across a college's majors.

X Targeted competency, but no specific course/credit requirement

† For the CAS BS degree, students complete one of three options: Literature and Fine Arts; Foreign Language; Humanities

‡ CAS students' Non-European Cultures course may overlap with the D2 Diversity requirement

€Education majors take required coursework in liberal arts concentration areas appropriate to their teaching specialty.

** Additional information for CESS majors: Social Work students complete 45 credits of general education, and Human Development and Family Studies students complete 51 credits. The number of general education credits for Education majors varies by concentration (30–50), with the total ranging from 45–74.

Standard 4: The Academic Program
(Summary - Degree-Seeking Enrollment and Degrees)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Graduate Certificate Students	Total Degree-Seeking
Main Campus FT	N/A	10,262	513	151	9	466	350	0	11,751
Main Campus PT	N/A	336	297	51	40	0	50	4	778
Distance education FT	N/A	0	18	0	0	0	0	0	18
Distance education PT	N/A	14	100	0	0	0	0	18	132
Unduplicated Headcount Total	N/A	10,612	928	202	49	466	400	22	12,679
Total FTE	N/A	10,378.7	663.3	168.0	22.3	466.0	366.7	7.3	12,072
Enter FTE definition:	1/3 of Part Time Students + All Full Time Students								
Degrees Awarded, Most Recent Year	N/A	2,404	387	50	7	112	59	0	3,019
Certificates Awarded, Most Recent Year	N/A	0	0	0	0	0	0	17	17

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

The enrollment numbers are from Fall 2018 and the degree information refers to degrees earned in 2017-18.

UVM offers 14 programs total that are online in some capacity. Note that the Health Science BS program (HSCI) is phasing out it's online program and has seen an increase in the on-campus program. The data about online programs above does not include Health Science enrollments in Fall 2018 because of the switch in modalities.

14 Programs: CE Certif - Spch-Lng Path Asst, CE Certif-Cptr Sftwr:Web Dev, CE Certif - Pre-Actuarial, CGS-Health Care Mgt & Policy, MPS in Leadership for Sustainability, NR:Ldrshp for Sustainability, BS in Alternate Track - VT RN, CGS - Agroecology, CE Certif - Speech Lang Path, CGS-Public Health, CGS-Global & Environ Publ Hlth, MPH in Public Health, BS in Health Science , CGS - Epidemiology, CGS - Sustainable Enterprise

The overall data can be found in the enrollment section of the catamount data center (https://www.uvm.edu/~oir/catdat/enrollment_completion.html), but be aware of the following additional categorizations:
The graduate level students are broken down into masters students, Clinical doctorates (those working towards a DPT or DNP), professional doctorates (EDD), Medical (Larner College of Med Only), graduate-level certificate students, and PhD students.

Full Time & Part time determinations: for undergrad students FT it's 12 or more credit hours, for grad students & grad certificate students it's 9 or more credit hours, and med students are entirely full time.

Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Continuing Education	Special Students (SS)	Total Non-degree-Seeking (ND)	Total degree-seeking (from previous page)	Grand total
Main Campus FT	41	131	172	11,751	11,923
Main Campus PT	487	17	504	778	1,282
Distance education FT	0	0	0	18	18
Distance education PT	40	0	40	132	172
Unduplicated Headcount Total	568	148	716	12,679	13,395
Total FTE	216.7	136.7	353.3	12,072.3	12,425.67
Enter FTE definition:	1/3 of Part Time Students + All Full Time Students				

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

The enrollment data is from Fall 2018. Non-matriculated students include the continuing education students as well as non-degree students and special students (global gateway and visiting students).

UVM offers 14 programs total that are online in some capacity. Note that the Health Science BS program (HSCI) is phasing out it's online program and has seen an increase in the on-campus program. The data about online programs above does not include Health Science enrollments in Fall 2018 because of the switch in modalities.

14 Programs: CE Certif - Spch-Lng Path Asst, CE Certif-Cptr Sftwr:Web Dev, CE Certif - Pre-Actuarial, CGS-Health Care Mgt & Policy, MPS in Leadership for Sustainability, NR:Ldrshp for Sustainability, BS in Alternate Track - VT RN, CGS - Agroecology, CE Certif - Speech Lang Path, CGS-Public Health, CGS-Global & Environ Publ Hlth, MPH in Public Health, BS in Health Science , CGS - Epidemiology, CGS - Sustainable Enterprise

The overall data can be found in the enrollment section of the catamount data center (https://www.uvm.edu/~oir/catdat/enrollment_completion.html), but be aware of the following additional categorizations:

The special students section is 'nondegree' in the data center. This group includes visiting students and global gateway students.
Full Time & Part time determinations: for continuing education and special students, FT is 12 or more credit hours.

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

?	For Fall Term, as of Census Date		Number of credits*	3 Years Prior (Fall 2015)	2 Years Prior (Fall 2016)	1 Year Prior (Fall 2017)	Current Year (Fall 2 018)	Next Year Forward (goal) (Fall 2019)
Baccalaureate								
?	AHST-Art History	BA	120	34	38	38	38	
	ANTH-Anthropology	BA	120	111	124	116	105	
	ARTE-Art Education	BSAE	122	29	27	31	30	
	ASCI-Animal Science	BS	127	288	282	291	308	
	AT-Athletic Training Education	BS	122	73	68	67	43	
	BICM-Biochemistry	BS	120	128	142	133	127	
	BIOC-Biochemical Science	BS	120	1	0	0	0	
	BIOL-Biology	BA	120	326	314	362	360	
	BIOL-Biology	BS	120	0	5	0	1	
	BIOM-Biomedical Engineering	BSBME	131-134	0	37	92	124	
	BISC-Biological Science	BS	120	232	236	233	253	
	BSAD-Business Administration	BSBA	120	927	924	892	876	
	CE-Civil Engineering	BSCE	128	140	149	131	127	
	CEN-Community Entrepreneurship	BS	120	86	104	113	103	
	CHEM-Chemistry	BA	120	37	30	34	34	
	CHEM-Chemistry	BS	120	32	38	42	46	
	CHIN-Chinese	BA	120	20	11	14	11	
	CID-Community & International Dev	BS	120	79	89	91	93	
	CLAS-Classical Civilization	BA	120	13	14	12	13	
	CMSI-Communication Sciences	BA	120	0	0	0	1	
	CS-Computer Science	BA	120	88	90	95	83	
	CS-Computer Science	BS	120	0	7	0	0	
	CS-Computer Science	BSCS	120	165	205	228	253	
	CSD-Comm Sciences & Disorders	BS	120	107	92	94	77	
	CSIS-Compter Sci & Info Systems	BS	120	47	52	59	52	
	DNFS-Dietetics,Nutrition&Food Sci	BS	120	153	155	122	109	
	DS-Data Science	BS	120	0	8	24	40	
	ECAG-Ecological Agriculture	BS	120	47	34	36	32	
	ECON-Economics	BA	120	215	208	209	191	
	ECON-Economics	BS	120	0	4	23	37	
	ECP-Early Childhood Preschool	BS	120	71	69	59	33	
	ECP-Early Childhood Preschool	BSED	120	0	0	15	37	
	ECSP-Early Childhood Special Education	BS	121	51	41	23	8	
	ECSP-Early Childhood Special Education	BSED	123	0	0	4	4	
	EDML-Middle Level Education	BSED	124	29	25	22	22	
	EE-Electrical Engineering	BSEE	129	95	101	107	102	

?		Number of credits*	3 Years Prior (Fall 2015)	2 Years Prior (Fall 2016)	1 Year Prior (Fall 2017)	Current Year (Fall 2 018)	Next Year Forward (goal) (Fall 2019)
For Fall Term, as of Census Date							
EENV-Environmental Engineering	BSEV	128	105	115	128	133	
ELK6-Elementary Educ K-6	BSED	120	161	167	179	179	
EMGT-Engineering Management	BSEM	123	20	16	15	18	
EMS-Exercise and Movement Sciences	BS	122	161	162	157	119	
ENGL-English	BA	120	275	290	266	277	
ENGR-Engineering	BAE	123-126	0	1	0	0	
ENGR-Engineering	BSE	123-126	102	69	59	62	
ENSC-Environmental Sciences	BS	120	283	346	381	424	
ENVS-Environmental Studies	BA	120	182	171	172	161	
ENVS-Environmental Studies	BS	120	238	243	256	248	
EXSC-Exercise Science	BS	122-126	0	0	0	51	
FOR-Forestry	BS	124	46	46	58	58	
FREN-French	BA	120	17	14	8	11	
FS-Food Systems	BS	120	0	13	49	66	
FTS-Film and Television Studies	BA	120	58	65	60	82	
GEOG-Geography	BA	120	43	43	53	45	
GEOL-Geology	BA	120	19	4	6	7	
GEOL-Geology	BS	120	27	25	22	20	
GERM-German	BA	120	6	5	7	4	
GRK-Greek	BA	120	4	3	2	-	
GRSA-GRS: Asian Studies	BA	120	9	6	4	7	
GRSC-GRS: Canadian Studies	BA	120	1	0	0	0	
GRSE-GRS: European Studies	BA	120	0	0	2	3	
GRSG-Global Studies	BA	120	127	128	114	94	
GRSK-GRS: Latin Amer & Carib Stdies	BA	120	2	2	2	1	
GRSR-GRS: Russia/E European Studies	BA	120	2	1	0	1	
GSWS-Gndr, Sexuality, & Wms Stdies	BA	120	15	11	11	12	
HDFS-Human Dev & Family Studies	BS	120	56	69	79	64	
HSCI-Health Sciences	BS	120	0	1	30	103	
HSOC-Health & Society	BA	120	0	0	0	23	
HST-History	BA	120	158	171	150	142	
ID-Individually Designed	BA	120	2	0	1	6	
ID-Individually Designed	BSED	120	11	7	9	17	
ITST-Italian Studies	BA	120	3	2	2	1	
JAPN-Japanese	BA	120	26	10	15	21	
LAT-Latin	BA	120	10	9	8	5	
LING-Linguistics	BA	120	40	46	48	48	

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

?		Number of credits*	3 Years Prior (Fall 2015)	2 Years Prior (Fall 2016)	1 Year Prior (Fall 2017)	Current Year (Fall 2 018)	Next Year Forward (goal) (Fall 2019)
For Fall Term, as of Census Date							
MATH-Mathematics	BA	120	59	46	44	46	
MATH-Mathematics	BSM	120	73	0	0	0	
MATH-Mathematics	BSMSC	120	0	75	78	80	
ME-Mechanical Engineering	BSBME	125-128	0	2	0	0	
ME-Mechanical Engineering	BSME	125-127	373	355	353	350	
MGEN-Molecular Genetics	BS	120	46	55	58	60	
MICR-Microbiology	BS	120	74	79	67	67	
MLS-Medical Laboratory Sciences	BS	121	96	88	85	82	
MRS-Medical Radiation Sciences	BS	121	33	54	49	36	
MUS-Music	BA	120	21	35	52	78	
MUS-Music	BMUS	120	0	0	0	1	
MUSE-Music Education	BSMS	120	18	16	14	12	
NAT-Alternate Track -VT RN	BS	121	37	30	20	14	
NEUR-Neuroscience	BS	120	226	245	293	306	
NFS-Nutrition & Food Sciences	BS	120	126	117	84	77	
NMT-Nuclear Medicine Technology	BS	121	15	2	0	0	
NR-Natural Resources	BS	120	59	67	69	61	
PBIO-Plant Biology	BA	120	11	13	17	8	
PBIO-Plant Biology	BS	120	20	17	27	31	
PCOM-Public Communication	BS	120	244	245	229	200	
PE-Physical Education K-12	BSED	120	14	14	12	12	
PHIL-Philosophy	BA	120	35	46	45	61	
PHYS-Physics	BA	120	15	22	18	19	
PHYS-Physics	BS	120	28	24	29	26	
POLS-Political Science	BA	120	295	297	353	341	
PRNU-Professional Nursing	BS	127	369	410	410	411	
PRT-Parks, Recreation and Tourism	BS	120	56	65	56	54	
PSYC-Psychology	BA	120	170	82	9	1	
PSYC-Psychology	BS	120	86	47	3	1	
PSYS-Psychological Science	BA	120	197	291	375	375	
PSYS-Psychological Science	BS	120	58	96	146	144	
RADT-Radiation Therapy	BS	124	19	0	0	0	
REL-Religion	BA	120	21	19	13	10	
RUSS-Russian	BA	120	20	16	14	15	
SART-Studio Art	BA	120	93	92	90	109	
SE-Secondary Educ	BSED	120	7	6	9	9	
SEE-Secondary Educ English	BSED	120	48	43	40	42	

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

For Fall Term, as of Census Date		Number of credits*	3 Years Prior (Fall 2015)	2 Years Prior (Fall 2016)	1 Year Prior (Fall 2017)	Current Year (Fall 2 018)	Next Year Forward (goal) (Fall 2019)
SEL-Secondary Educ Language	BSED	120	7	8	7	11	
SELF-Self-Designed	BS	120	3	3	2	5	
SEM-Secondary Educ Math	BSED	120	29	26	21	24	
SES-Secondary Educ Science	BSED	120	4	9	10	11	
SESS-Secondary Educ Soc Sci	BSED	120	33	32	39	42	
SLH-Sustainable Landscape Hort	BS	120	30	25	17	18	
SOC-Sociology	BA	120	96	93	92	91	
SPAN-Spanish	BA	120	23	15	12	14	
STAT-Statistics	BSM	120	18	0	0	0	
STAT-Statistics	BSMSC	120	0	27	28	44	
SWSS-Social Work	BS	120	100	102	105	116	
THE-Theatre	BA	120	24	22	28	38	
WFB-Wildlife & Fisheries Biology	BS	120	104	117	120	119	
WGST-Women's and Gender Studies	BA	120	2	0	0	-	
ZOOL-Zoology	BA	120	33	32	30	29	
ZOOL-Zoology	BS	120	28	26	22	25	
Undecided-0	Undetermined	N/A-Temporary Major	34	38	31	32	
Undecided-0	BA	N/A-Temporary Major	520	518	520	466	
Undecided-0	BS	N/A-Temporary Major	98	73	101	101	
Undecided-0	BSED	N/A-Temporary Major	0	6	2	1	
Total Undergraduate Students			10,081	10,267	10,513	10,612	10,542

Continuing Education (Non-Degree)

Continuing Education (Non-Degree)	Not Applicable	Not Applicable	705	730	676	568	575
	Total		705	730	676	568	575

Special Student (Non-Degree, Not Continuing Eduction. This includes visiting students, affiliated students, and the Global Gateway Program)

Special Student (Non-Degree, Not Continuing Eduction.)	Not Applicable	Not Applicable	187	162	150	148	150
	Total		187	162	150	148	150

Total Undergraduate-Level Students (including Continuing Education and Special Students)			**10,973**	**11,159**	**11,339**	**11,328**	**11,267**

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

?	Number of credits*	3 Years Prior (Fall 2015)	2 Years Prior (Fall 2016)	1 Year Prior (Fall 2017)	Current Year (Fall 2 018)	Next Year Forward (goal) (Fall 2019)

For Fall Term, as of Census Date

Please enter any explanatory notes in the box below

Program level enrollment data can be found on the Catamount Data Center here: https://www.uvm.edu/~oir/catdat/restricted/program_level.html. Note that access to this particular dashboard is restricted to faculty and staff. It does not differentiate between continuing education students and special students. The Catamount Data Center can be found here: https://www.uvm.edu/~oir/?Page=data_center.html.

Standard 4: The Academic Program
(Headcount by GRADUATE Major)

		Number of credits*	3 Years Prior (Fall 2015)	2 Years Prior (Fall 2016)	1 Year Prior (Fall 2017)	Current Year (Fall 2 018)	Next Year Forward (goal) (Fall 2019)
Master's (add more rows as needed)							
? ACCT-Accounting	MACC	30	23	29	34	25	30
ASCI-Animal Science	MS	30	4	8	8	9	9
BICM-Biochemistry	MS	30	0	2	1	0	0
BIOL-Biology	MS	30	1	2	4	3	3
	MST	30	0	0	0	0	0
BIOM-Biomedical Engineering	MSBME	30	0	0	0	1	5
BIOS-Biostatistics	MS	30	12	11	5	4	6
BOT-Botany	MS	30	4	0	0	0	0
BSAD-Business Administration	MBA	45	16	24	31	41	41
CDAE-Cmty Dev & Apld Econ	MS	36	16	16	14	16	16
CEE-Civil & Environmental Engr	MS	30	14	4	8	9	13
CHEM-Chemistry	MS	30	4	1	2	2	2
CI-Curriculum & Instruction	MAT	31	16	26	17	19	19
	MED	30	14	10	8	13	13
CMB-Cell & Molec Biology	MS	30	0	0	1	0	0
CNSL-Counseling	MS	48	40	52	68	66	66
CS-Computer Science	MS	30	9	11	12	15	17
CSD-Comm Sciences & Disorders	MS	48	25	26	31	36	39
CSDS-Complex Systems & Data Science	MS	30	1	4	9	18	30
CTS-Clinical & Translational Sci	MS	31	1	2	2	2	2
DIET-Dietetics	MSD	30	12	10	12	10	12
EE-Electrical Engineering	MS	30	15	11	11	12	15
EL-Educational Leadership	MED	30	20	19	17	16	17
Engineering Management	MS	30	0	0	0	0	0
ENGL-English	MA	30	19	17	18	20	20
FREN-French	MA	30	1	0	0	0	2
FS-Food Systems	MS	31	14	8	10	10	10
GEOL-Geology	MS	30	14	14	15	10	10
GERM-German	MA	30	0	0	0	0	0
GL-Greek & Latin	MA	30	3	3	4	5	5
	MAT	30	2	1	0	0	1
HESA-Prg Higher Ed & Stu Af Adm	MED	40	34	31	32	31	32
HP-Historic Preservation	MS	36	11	12	11	12	12
HST-History	MA	30	15	10	13	22	22
INTR-Interdisciplinary	MED	36	34	33	36	41	41
LFS-Leadership for Sustainability	MPS	30	0	0	0	14	20
MATH-Mathematics	MS	30	14	15	13	15	15
MATH-Mathematics	MST	36	39	68	66	49	55
MATS-Materials Science	MS	30	3	4	2	1	3
ME-Mechanical Engineering	MS	24-30	13	18	17	18	20

Standard 4: The Academic Program
(Headcount by GRADUATE Major)

		Number of credits*	3 Years Prior (Fall 2015)	2 Years Prior (Fall 2016)	1 Year Prior (Fall 2017)	Current Year (Fall 2 018)	Next Year Forward (goal) (Fall 2019)
MLSC-Medical Laboratory Science	MS	30 or 67 (2 tracks)	0	4	11	10	10
MMG-Micro & Molec Genetics	MS	30	1	0	0	0	0
MPA-Public Administration	MPA	36	27	20	23	27	30
MSCI-Medical Science	MSMS	30	5	19	33	35	35
NEUR-Neuroscience	MS	30	0	0	2	0	0
NFS-Nutrition & Food Sciences	MS	30	3	4	5	6	6
NR-Natural Resources	MS	30	47	54	59	37	37
NURS-Nursing	MS	30	43	23	4	3	3
PATH-Pathology	MS	30	0	3	2	2	2
PBIO-Plant Biology	MS	30	8	12	10	9	9
PH-Public Health	MPH	42	36	64	75	96	100
PHRM-Pharmacology	MS	30	10	11	13	18	18
Physical Activity & Wellness Science	MS	30	0	0	0	0	0
PHYS-Physics	MS	30	2	2	2	3	6
Professional Studies	MPS	21	0	0	0	0	0
PSS-Plant & Soil Science	MS	30	8	15	13	11	13
PSYC-Psychology	MA	30	0	0	1	0	1
SPED-Special Education	MED	30	37	33	30	38	45
STAT-Statistics	MS	30	7	7	9	5	10
SWSS-Social Work	MSW	60	68	68	62	63	68
Total			**765**	**841**	**886**	**928**	**1,016**

Doctorate (add more rows as needed)

[?] ASFS-Anml Sci & Food & Nutr Science	PHD	75	13	9	6	5	5
BE-Bioengineering	PHD	75	10	4	1	5	5
BICM-Biochemistry	PHD	75	3	2	1	1	1
BIOL-Biology	PHD	75	31	28	27	20	20
BOT-Botany	PHD	75	1	0	0	0	0
CEE-Civil & Environmental Engr	PHD	75	17	16	19	17	20
CHEM-Chemistry	PHD	75	45	44	36	39	39
CMB-Cell & Molec Biology	PHD	75	24	17	10	4	2
CMBS-Cellular, Molecular&Biomed Sci	PHD	75	28	44	48	50	52
CS-Computer Science	PHD	75	6	7	11	11	12
Complex Systems & Data Science	PHD	75	0	0	0	0	0
CSDS-Comunication Sciences & Disorders	PHD	75	0	0	0	11	15
CTS-Clinical & Translational Sci	PHD	75	1	7	7	6	4
EE-Electrical Engineering	PHD	65	10	11	18	18	22
ELPS-Ed Ldshp & Policy Studies	EDD	59	56	59	53	49	52
	PHD	75	15	13	13	17	17

Standard 4: The Academic Program
(Headcount by GRADUATE Major)

For Fall Term, as of Census Date

		Number of credits*	3 Years Prior (Fall 2015)	2 Years Prior (Fall 2016)	1 Year Prior (Fall 2017)	Current Year (Fall 2 018)	Next Year Forward (goal) (Fall 2019)
FS-Food Systems	PHD	75	1	4	4	6	8
HFRS-Human Fuctioning and Rehabilitation Science	PHD	76	0	0	3	4	5
MASC-Mathematical Sciences	PHD	75	8	10	10	10	10
MATS-Materials Science	PHD	75	11	13	14	17	19
ME-Mechanical Engineering	PHD	75	13	13	11	11	14
MMG-Micro & Molec Genetics	PHD	75	5	2	1	0	0
NEUR-Neuroscience	PHD	75	22	24	24	22	24
NR-Natural Resources	PHD	75	50	50	54	54	54
NURS-Nursing	DNP	75	43	64	82	88	88
PBIO-Plant Biology	PHD	75	9	9	12	13	13
PHRM-Pharmacology	PHD	75	2	0	0	0	0
PSLB-Physiology & Biophysics	PHD	75	3	2	1	0	0
PSS-Plant & Soil Science	PHD	75	15	13	14	14	15
PSYC-Psychology	PHD	75	51	50	41	45	47
PT-Physical Therapy	DPT	102	102	106	110	114	114
Total			**595**	**621**	**631**	**651**	**677**

First Professional: Larner College of Medicine

MED-Medical	MD	166	457	461	459	466	466
Total			**457**	**461**	**459**	**466**	**466**

Graduate Certificate Programs

5YR-Education Fifth Yr Cert	FYR	42	2	0	1	0	0
CGS1-CGS - Ecological Economics	CGS1	15	1	0	0	0	2
CGS2-CGS - Interdisc Stdy Disblties	CGS2	18	0	2	0	2	3
CGS5-CGS - Complex Systems	CGS5	15	0	3	2	2	8
CGS8-CGS-Public Health	CGS8	18	18	15	15	15	15
CGS9-CGS-Environmental Public Hlth	CGS9	18	1	1	1	0	3
CGSA-Agroecology	CGSA	15	0	0	3	2	3
CGSB-Health Care Mgt & Policy	CGSB	18	0	0	2	1	3
CGS - Clinical & Translational Sciences	CGS	19	0	0	0	0	0
CGS - Complex Systems	CGS	15	0	0	0	0	0
CGS - Epidemiology	CGS	18	0	0	0	0	0
CGS - Greek & Latin languages	CGS	15	0	0	0	0	0
CGS - Interdisciplinary Study of Disabilities	CGS	15	0	0	0	0	0
NURS-Nursing	PMNC	34.5-41	3	2	1	0	0
Total			25	23	25	22	37

Total Graduate, First Professional, & Certificate			**1,842**	**1,946**	**2,001**	**2,067**	**2,196**

Standard 4: The Academic Program
(Headcount by GRADUATE Major)

? For Fall Term, as of Census Date
?

Please enter any explanatory notes in the box below

Number of credits*	3 Years Prior (Fall 2015)	2 Years Prior (Fall 2016)	1 Year Prior (Fall 2017)	Current Year (Fall 2 018)	Next Year Forward (goal) (Fall 2019)

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Standard 4: The Academic Program
(Credit Hours Generated and Information Literacy)

Credit Hours Generated By Department or Comparable Academic Unit

?		3 Years Prior (FY 2 015)	2 Years Prior (FY2016)	1 Year Prior (FY 2017)	Current Year (FY 2018)	Next Year Forward (goal) (FY 2019)
? Undergraduate (add more rows as needed)						
CALS	Animal Science	3,562	3,342	3,599	3,966	
	CALS Dean's Office	2,769	3,113	2,929	2,898	
	Com Dev & Applied Economics	8,534	12,487	12,890	13,116	
	Environmental Studies CALS	141	323	614	234	
	Nutrition & Food Sciences	5,716	6,913	6,646	6,017	
	Plant & Soil Science	2,540	3,326	3,256	3,655	
	Plant Biology	5,856	5,417	6,022	6,547	
	Unit Total	29,117	34,921	35,956	36,433	
CAS	Anthropology	4,335	4,823	5,300	5,710	
	Art & Art History	6,253	6,403	6,693	6,770	
	Asian Languages & Literatures	2,107	2,131	2,156	1,834	
	Biology	7,848	7,974	7,862	8,237	
	CAS Dean's Office	4,762	4,672	5,377	5,749	
	Chemistry	12,380	13,269	13,956	14,243	
	Classics	1,990	1,750	1,718	1,718	
	Economics	7,704	7,739	7,480	7,828	
	English	16,204	16,069	15,643	15,597	
	Geography	3,220	3,253	3,343	3,281	
	Geology	3,366	3,158	3,147	3,081	
	German & Russian	1,725	1,695	1,595	1,757	
	History	7,437	6,904	7,030	6,646	
	Music & Dance	4,727	4,893	5,046	5,228	
	Philosophy	3,201	3,620	3,562	3,250	
	Physics	5,279	5,269	5,399	5,694	
	Political Science	6,192	7,451	7,790	6,817	
	Psychology	10,084	11,042	11,200	10,856	
	Religion	2,889	2,658	2,603	2,326	
	Romance Languages&Linguistics	9,894	9,693	9,364	9,363	
	Sociology	6,735	6,537	6,254	5,964	
	Theatre	1,876	1,702	2,294	2,369	
	Unit Total	130,208	132,704	134,812	134,318	
CED	Continuing & Distance Educ	18,389	0	0	0	
	Unit Total	18,389	0	0	0	

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Revised April 2016

Standard 4: The Academic Program
(Credit Hours Generated and Information Literacy)

Credit Hours Generated By Department or Comparable Academic Unit

? ?		3 Years Prior (FY 2 015)	2 Years Prior (FY2016)	1 Year Prior (FY 2017)	Current Year (FY 2018)	Next Year Forward (goal) (FY 2019)
CEMS	CEMS Dean's Office	9	20	67	62	
	Civil & Env Engineering	0	0	3,825	4,367	
	Computer Science	5,899	6,878	8,155	9,113	
	Elec & Biomed Engineering	0	0	2,711	3,376	
	Mathematics & Statistics	22,192	23,370	23,368	25,123	
	Mechanical Engineering	0	0	5,268	5,371	
	School of Engineering	12,301	12,377	1,615	1,937	
	Unit Total	40,401	42,645	45,009	49,349	
CESS	Education	8,465	12,037	11,632	11,135	
	Leadership and Development S	3,711	3,830	3,802	4,013	
	Social Work	2,281	2,238	2,223	2,240	
	Unit Total	14,457	18,105	17,657	17,388	
CNHS	Biomedical and Health Sciences	1,990	2,017	2,042	2,629	
	CNHS Dean's Office	990	4,191	4,300	4,168	
	Communication Sciences	1,135	1,745	1,427	1,513	
	Nursing	5,400	6,004	6,424	6,717	
	Rehab & Movement Sci	3,568	3,250	3,432	3,017	
	Unit Total	13,083	17,207	17,625	18,044	
GG	Global Gateways	0	0	0	0	
	Unit Total	0	0	0	0	
GSB	Sch of Business Administration	14,538	15,032	16,130	17,119	
	Unit Total	14,538	15,032	16,130	17,119	
Graduate	Graduate College	0	0	0	0	
	Unit Total	0	0	0	0	
Honors	Honors College	0	0	0	0	
	Unit Total	0	0	0	0	
Interdisciplinary	Bioengineering	0	0	1	0	
	Cell & Molecular Biology	3	0	0	4	
	Ctr Clinical & translational S	3	0	15	2	
	Food Systems	0	0	165	293	
	Graduate College	0	0	0	0	
	Honors College	2,646	2,724	3,122	2,803	
	Materials Science	0	0	0	0	
	Military Studies	241	260	267	300	
	Neurology	766	729	935	1,014	
	Neuroscience	0	0	0	0	
	Physical Education Activities	1,974	1,889	1,666	1,521	
	Transportation Research Ctr	3	0	0	0	
	Unit Total	5,636	5,602	6,171	5,937	

Revised April 2016

Standard 4: The Academic Program
(Credit Hours Generated and Information Literacy)

Credit Hours Generated By Department or Comparable Academic Unit

? ?		3 Years Prior (FY 2 015)	2 Years Prior (FY2016)	1 Year Prior (FY 2017)	Current Year (FY 2018)	Next Year Forward (goal) (FY 2019)
LCOM	Anatomy/Neurobiology	2,999	3,645	2,782	2,673	
	Biochemistry	932	982	951	1,160	
	COM Dean's Office	0	54	2,172	4,386	
	COM Microbio & Molec Genetics	2,043	2,221	2,297	2,375	
	Molecular Physlgy & Biophysic	10	21	36	23	
	Molecular Physlgy & Biophysics	0	0	0	0	
	Neurology	0	0	0	0	
	Obstetrics Gynecology&Reprod	0	0	0	51	
	Pathology	114	117	111	111	
	Pharmacology	547	930	880	958	
	Surgery	192	233	270	267	
	Unit Total	6837	8203	9499	12004	
RSENR	Environmental Studies RSENR	4,363	5,929	5,758	5,598	
	RSENR Dean's Ofc	10,261	11,357	11,615	12,866	
	Unit Total	14,624	17,286	17,373	18,464	
University Total-Undergradute Level		**287,289**	**291,704**	**300,231**	**309,055**	

Graduate (add more rows as needed)

CALS	Animal Science	122	154	109	120	
	CALS Dean's Office	0	0	0	0	
	Com Dev & Applied Economics	404	649	572	475	
	Environmental Studies CALS	4	0	0	0	
	Nutrition & Food Sciences	172	135	113	186	
	Plant & Soil Science	274	231	316	329	
	Plant Biology	170	288	175	183	
	Unit Total	1,146	1,457	1,285	1,293	

4.5

Credit Hours Generated By Department or Comparable Academic Unit

? ?		3 Years Prior (FY 2 015)	2 Years Prior (FY2016)	1 Year Prior (FY 2017)	Current Year (FY 2018)	Next Year Forward (goal) (FY 2019)
CAS	Anthropology	2	3	0	0	
	Art & Art History	0	3	0	9	
	Asian Languages & Literatures	0	0	1	0	
	Biology	391	479	422	369	
	CAS Dean's Office	3	0	0	5	
	Chemistry	660	568	550	440	
	Classics	87	71	69	66	
	Economics	6	3	0	6	
	English	226	244	232	260	
	Geography	9	12	24	9	
	Geology	149	165	156	194	
	German & Russian	25	7	6	3	
	History	452	339	361	348	
	Music & Dance	1	4	3	0	
	Philosophy	0	6	0	0	
	Physics	106	102	136	91	
	Political Science	0	0	0	0	
	Psychology	735	716	670	515	
	Religion	3	0	3	0	
	Romance Languages&Linguistics	12	2	4	3	
	Sociology	0	0	3	6	
	Theatre	0	3	3	0	
	Unit Total	2,867	2,727	2,643	2,324	
CED	Continuing & Distance Educ	1,727	0	0	0	
	Unit Total	1,727	0	0	0	
CEMS	CEMS Dean's Office	63	66	90	189	
	Civil & Env Engineering	0	0	197	230	
	Computer Science	258	207	294	494	
	Elec & Biomed Engineering	0	0	243	363	
	Mathematics & Statistics	768	1,171	1,288	1,217	
	Mechanical Engineering	0	0	453	317	
	School of Engineering	861	1,077	0	10	
	Unit Total	1,950	2,521	2,565	2,820	
CESS	Education	1,033	857	1,285	994	
	Leadership and Development S	2,036	2,541	2,789	3,135	
	Social Work	1,865	1,680	1,696	1,537	
	Unit Total	4,934	5,078	5,770	5,666	

Credit Hours Generated By Department or Comparable Academic Unit

? ?		3 Years Prior (FY 2 015)	2 Years Prior (FY2016)	1 Year Prior (FY 2017)	Current Year (FY 2018)	Next Year Forward (goal) (FY 2019)
CNHS	Biomedical and Health Sciences	0	6	64	216	
	CNHS Dean's Office	3	14	29	30	
	Communication Sciences	539	553	582	750	
	Nursing	1,390	1,329	1,403	1,718	
	Rehab & Movement Sci	1,918	2,556	2,704	2,951	
	Unit Total	3,850	4,458	4,782	5,665	
GG	Global Gateways	0	0	0	0	
	Unit Total	0	0	0	0	
GSB	Sch of Business Administration	1,502	1,116	1,557	1,958	
	Unit Total	1,502	1,116	1,557	1,958	
Graduate	Graduate College	0	0	0	0	
	Unit Total	0	0	0	0	
Honors	Honors College	0	0	0	0	
	Unit Total	0	0	0	0	
Interdisciplinary	Bioengineering	93	110	30	3	
	Cell & Molecular Biology	444	300	400	433	
	Ctr Clinical & translational S	77	55	123	116	
	Food Systems	155	183	152	137	
	Graduate College	2,111	1,862	2,203	2,310	
	Honors College	0	0	0	0	
	Materials Science	74	96	92	121	
	Military Studies	3	0	0	0	
	Neurology	306	305	342	354	
	Neuroscience	0	0	0	0	
	Physical Education Activities	3	5	2	3	
	Transportation Research Ctr	12	0	0	0	
	Unit Total	3,278	2,916	3,344	3,477	
LCOM	Anatomy/Neurobiology	0	11	0	0	
	Biochemistry	196	154	323	365	
	COM Dean's Office	72	574	968	1,054	
	COM Microbio & Molec Genetics	142	73	195	155	
	Molecular Physlgy & Biophysic	78	197	363	363	
	Molecular Physlgy & Biophysics	0	0	0	0	
	Neurology	0	0	0	0	
	Obstetrics Gynecology&Reprod	0	0	0	12	
	Pathology	6	0	54	42	
	Pharmacology	33	122	93	189	
	Surgery	36	0	0	12	
	Unit Total	563	1,131	1,996	2,192	

Standard 4: The Academic Program
(Credit Hours Generated and Information Literacy)

Credit Hours Generated By Department or Comparable Academic Unit

? ?		3 Years Prior (FY 2 015)	2 Years Prior (FY2016)	1 Year Prior (FY 2017)	Current Year (FY 2018)	Next Year Forward (goal) (FY 2019)
RSENR	Environmental Studies RSENR	6	6	0	3	
	RSENR Dean's Ofc	798	1,107	1,169	1,258	
	Unit Total	804	1,113	1,169	1,261	
University Total-Gradute Level		**22,620**	**22,516**	**25,110**	**26,656**	

Information Literacy Sessions

Main campus					
Sessions embedded in a class	496	447	394		
Free-standing sessions	79	120	119		
Branch/other locations					
Sessions embedded in a class	N/A	N/A	N/A		
Free-standing sessions	N/A	N/A	N/A		
Online sessions	N/A	N/A	N/A		

URL of Information Literacy Reports: https://www.uvm.edu/fwil/?Page=report.html&SM=submenu_office.html

Please enter any explanatory notes in the box below

The credit hours methodology is as follows:
 *SCH are credited to the unit/college associated with the course subject/discipline (e.g., all CS courses go to CEMS no matter who the instructor is or what college is
   associated with the course in Banner)
 *This includes all units and all departments.

The Information Literacy Sessions are defined the following ways: Embedded in a class means Library Instruction Sessions and Free-standing means Workshops.
Information Literacy is part of the University's General Education Requirements. Further information can be found here: https://www.uvm.edu/generaleducation/foundational-writing-and-information-literacy

The Info Lit. Requirement can be fulfilled in these different ways:
 *Students in the College of Arts and Sciences are encouraged to take a TAP (Teacher Advisor Program) seminar in the fall or spring.
 *Students in the Honors College are registered for HCOL85, The Pursuit of Knowledge, in the fall, and an additional HCOL86 seminar in the spring. Taken together, the
   sequence practices and reinforces the 4 FWIL learning goals.
 *All other FTFY students register for ENGS 1, Written Expression, in either the fall or the spring.
 *Students who are transferring to UVM from another institution have their credits audited by Transfer Affairs for equivalents to UVM's FWIL requirement.

Revised April 2016

Standard 5: Students

"The self is not something ready-made, but something in continuous formation through choice of action."
– John Dewey

Overview

The UVM student community totals 13,395 students, including 10,612 undergraduate, 1,579 graduate, 466 medical, 22 graduate certificate programs, and 568 non-degree students. Approximately one-third of UVM undergraduates are Vermonters; out-of-state students come from 48 US states, and our 517 international students from over 70 countries. The vast majority of UVM degree students are in traditional, face-to-face programs, with approximately 150 students in a fully online or hybrid degree program. Additionally, 568 non-degree students are enrolled through Continuing and Distance Education, including students pursuing graduate certificates (see Data First forms 5.2; 5.4).

Student growth and development are at the core of UVM's mission, and nowhere is this more evident than in efforts to enhance admissions and enrollment planning, advising supports, and opportunities for student engagement on campus. Implementation of the Strategic Action Plan forwards goals of increased access and diversity of the student body, as well as enrollment management strategies that align with fiscal responsibility and management of financial resources in light of limited state appropriations. A focus on improved communication across units highlights efforts to establish clearly stated student outcomes, coordinate student support efforts and data-sharing practices, and develop assessment processes that will allow groups to use information more effectively towards achieving the goal of students who are healthy, engaged, and successful.

Admissions

Description

The President's Strategic Action Plan and the Provost's Academic Excellence Goals set expectations for the university to increase the four year graduation rate from 67 percent to 70 percent, improve retention rates from 86 percent to 90 percent, and boost international student enrollment (with a goal of 7–10 percent international students overall). An additional overall increase in graduate enrollment by 30 percent between 2015 and 2020 will add 400 more graduate students, with international graduate student enrollment set to grow from 10 percent of the graduate student population in 2015, to 15 percent. UVM has implemented a holistic review process as a means of efficiently managing admissions and enrollment, increasing the academic profile and diversity for first-time first-year students. This holistic process selects students with strong potential for academic success who will contribute to our community.

UVM has a range of targeted programs to help recruit ethnically and internationally diverse students as well as low-income students. These include programs such as Joining the Circle, offering admitted students from underrepresented populations a chance to talk to a professor in their major and meet with students at a Mosaic Center luncheon. The Urban Partnership Program, an expansion of earlier initiatives focused only on New York City, brings students from partner urban high schools to visit UVM throughout their four years in high school, as well as opportunities to receive scholarships towards their UVM education.

To meet goals for recruiting international students, the university has developed the Global Gateway Program and stepped up recruiting of international students. Through a close partnership with Study Group and direct involvement of UVM faculty and staff, the institution ensures that academic and co-

curricular options are accurately represented to potential students. Once at UVM, international students receive advising, logistical, and other support through the Global Gateway Program and the Office of International Education. The Career Center also provides specialized support to international students to help them prepare for the job market, no matter what their post-graduation goals are.

As a land-grant institution, the university is also committed to serving the citizens of the State of Vermont. The state ranks near the bottom of the list for state higher education appropriations, making the university a tuition-driven, high-aid institution. UVM's reliance on tuition dollars means that its tuition is among the highest in the country for state universities. In part for this reason, UVM has an unusual profile for a land-grant institution; only about one-third is comprised of in-state students (see chart below). The recently launched Catamount Commitment Scholarship program helps fulfill the Strategic Action Plan goal of increasing Vermonters' access to a UVM education by reducing financial barriers that can prevent highly-qualified, Pell-eligible Vermonters from attending and completing a UVM education. For many students, both in-state and out-of-state, the high cost of tuition can pose barriers, putting academic pressure to maintain minimum GPAs to retain a scholarship, or time pressures on those who need to hold multiple jobs.

In-State vs. Out-of-State Applicants, Admitted Students, and Enrolled Students
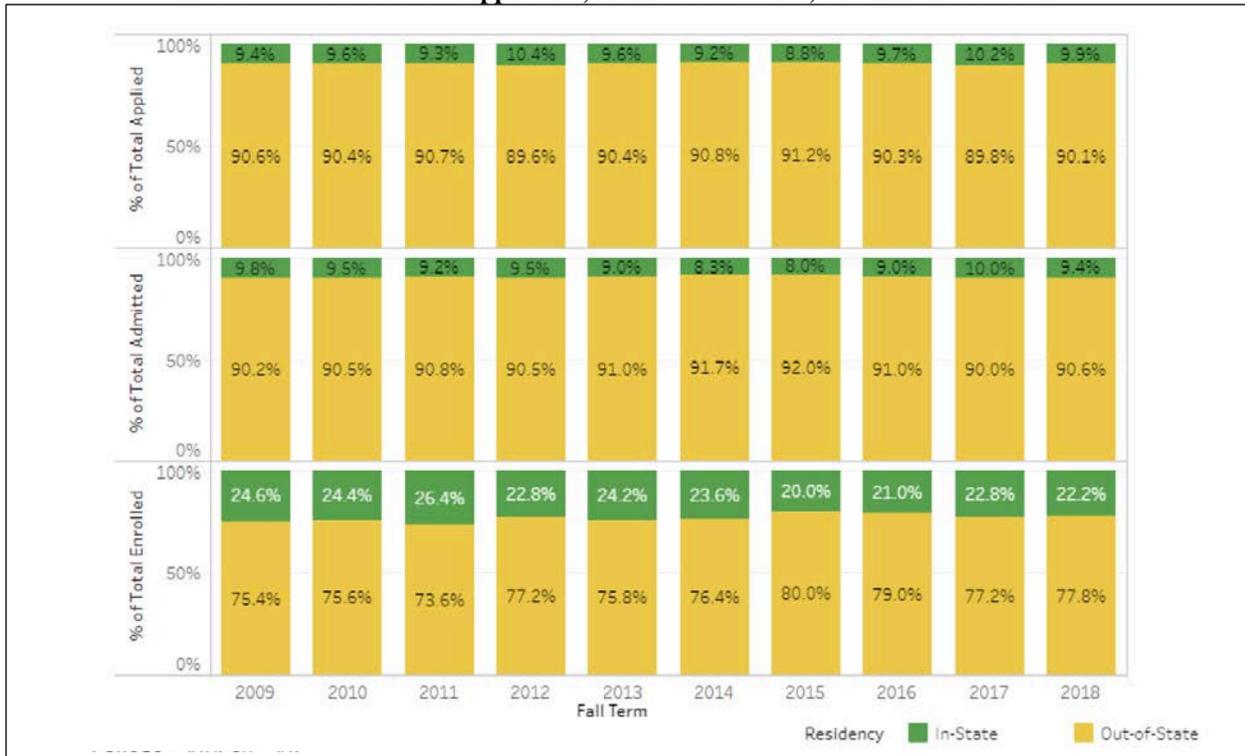
While recruiting and retaining these specific populations are central components of UVM strategic goals, clearly defined admissions review procedures and retention policies available on the Office of Admissions website and in university publications promote integrity and transparency in the admissions process for all applicants. As members of the National Association of College Admissions Counseling, UVM Admissions follows all recommended policies and procedures under the Standards of Recommend Good Practice in recruitment and admissions.

Appraisal

One of the clearest areas of success in admissions and enrollment has been the achievement of an increasingly diverse campus. In 2012, when the Strategic Action Plan was launched, UVM had 1 percent international student enrollment, with a goal of reaching 5–7 percent enrollment. Through effective recruitment of international students, and the development of the Global Gateway Program, UVM has met this goal and increased international student enrollment to 6.5 percent. This increase is most visible in the undergraduate population, where the number of international students enrolled in UVM degree programs quintupled (from around 110 to around 580) between 2010 and 2017. The Office of International Education (OIE) carefully monitors international student satisfaction through annual surveys and regular check-ins by advising staff, who consistently meet with approximately 94 percent of all international students annually. Surveys indicate very high satisfaction rates with services and supports from OIE, with 98 percent of international students indicating that OIE is helpful with visa support (an increase of 6 percent over 2014), and 92 percent indicating that OIE is helpful with personal needs (an increase of 4 percent). Ninety-four percent of international students are pleased overall with their UVM experience. Based on student data, OIE also made changes such as offering additional support to international students who are put on academic trial, and increasing interactions to create mutually beneficial connections between domestic and international students.

The success of efforts to diversify the student body in terms of income and ethnicity can be measured through admissions data on applications and enrollment, as well as retention and success for students from recruited groups. Enrollment trends for students of color have shown a slight increase since 2010, with students now making up 11 percent of the student population instead of 10 percent. While admission of students of color increased substantially during this same period, as demonstrated in Data First form 5.4, the undergraduate enrollment yield remained steady. Despite these gains, the university student body remains predominantly white and economically privileged. Important supports for international students, students of color, first generation college students, and LGBTQ+ students are essential to maintaining the levels of admission, retention, and success of these populations.

In recent years, UVM has become more selective in admissions, resulting in a steady increase in SAT scores of admitted students. The percentage of accepted students has decreased from 78 percent to 67 percent in the past six years, demonstrating greater selectivity, while the percentage of accepted students choosing UVM has risen (see Data First form 5.1). As UVM becomes more selective in its admissions, we continue to gauge whether selectivity translates into readiness for the UVM academic experience, using various metrics including longitudinal first-year assessment, retention data, and student-engagement surveys. These measures offer a quantitative and qualitative snapshot of readiness at various points throughout students' UVM career. An analysis of retention factors, incorporating both qualitative and quantitative measures, reveal that retention of in-state first-year students is already at 91.5 percent, while retention of out-of-state students is at 85 percent, a differential that has significant impact due to the high proportion of out-of-state students. The high cost of UVM for out-of-state students also has a measurable impact; while retention of Pell-eligible in-state students is at the 90 percent target retention rate, this drops to 81.5 percent for out-of-state Pell-eligible students. These data also demonstrate that high-achieving

students represent a large percentage of student who leave, indicating that a retention strategy that emphasizes unique, academically rigorous opportunities at UVM is a fruitful one to pursue.

As the population continues to shift in the United States and in particular in New England, the population UVM serves will change. It is imperative that UVM attracts a more diverse student population, and remains affordable for middle- and low-income families in order to serve Vermont as well as maintain the out-of-state and international enrollments that are essential to its financial viability.

Student Services

Description

The university offers multiple mechanisms to support our students in their academic success, regardless of their degree level or the modality of instruction. Academic units have faculty advisors and student services staff that track the progress of each student, and specialized advisors in Continuing and Distance Education and the Office of International Education that provide services to students in online programs and to international students. When working in tandem, these advising groups offer systematic communications regarding educational support and opportunities for high-impact learning experiences to ensure good progress towards graduation. UVM-wide academic support services, including the new Advising Center, the Tutoring Center, and the Career Center, are robust and have seen an increase in student engagement. Both individual units offering online programs, and the Division of Continuing and Distance Education, are continually seeking ways to ensure that services available to online students are also accessible to Distance Education students. The University of Vermont provides health and wellness services ranging from physical and mental health assistance to student accessibility services for all of its locations, with outreach and education programming related to physical and mental health conducted by a number of Student Affairs units. Students from specifically recruited populations and identity groups (international students, students of color, LGBTQ+ students, veteran students, student athletes) each have additional supports tailored to meet their specific needs.

One highly successful example of supports for specifically recruited populations is Racial Aikido. This program consists of an annual retreat facilitated by UVM staff of color for self-identifying students of color. Racial Aikido seeks to prepare students of color with the knowledge and skills to recognize the construct of race and racism within the US context, explore their own racial and ethnic identity/ies, respond to acts of racism, debunk vicious stereotypes in order to maintain a positive self-image, and heal from the impact of racism. Participants complete pre- and post-retreat surveys to measure their learning, and these consistently demonstrate the value and effectiveness of the program.

The University of Vermont utilizes the Free Application for Federal Student Aid and admissions application materials to award institutional and federal student aid. Awards are provided to students through a secure online portal in a clear and transparent manner. All communications, through portal and website, provide students with access to information to demystify the financial aid process and to ensure that they have relevant information to make informed choices about financing their UVM education. Up-to-date information on costs, debt, and repayment are readily available on the Office of Institutional Research website.

Students and families are provided with the opportunity to meet individually with counseling staff to further assist them in understanding our awards and options for managing their educational expenses in the most cost-effective manner. UVM's very low three-year cohort default rate (see Data First form 5.3) offers evidence that graduates in all degree programs have made appropriate financial decisions in financing their UVM education.

Students are informed of available services through regular outreach beginning in the recruitment phase and extending through graduation. Resources and information are readily available on the UVM website and are also housed at accessible points on campus within administrative, academic, and residence life buildings. Policies on student rights and responsibilities, alcohol and other drug use, academic integrity, hazing, sexual harassment and misconduct, student records, and others can all be found on the Dean of Students' page and on UVM's policy page.

The Division of Student Affairs ensure that their staff members are qualified in the hiring process, and that, once hired, all staff members are trained on the values of the institution and receive an overview of divisional operations. The Division of Student Affairs holds annual budget hearings to identify current finances, staff needs, and hiring opportunities. All administrative units in the university regularly undergo Administrative Unit Reviews by external evaluators in which personnel, facilities, technology, and funding needs for the unit are demonstrated. The Division of Student Affairs also regularly assesses services provided through various program-level assessments and utilizes these data to improve the student experience.

Appraisal

A number of recent initiatives have focused on providing stronger student advising and support in the areas of career planning and academic advising. These include the establishment of a centrally located Advising Center, the development of the Four-Year Plan for Career Success, the development of formal advising plans in each undergraduate school and college, and the creation of the Career and Experience HUB. While UVM offers a broad array of supports for student success, including many academic supports, the institution also remains committed to its central goals for its students to be healthy, engaged, and successful. Supports that focus on wellness, health, and activity are accessible to all students. The Tutoring Center provides free tutoring to enrolled students, with great success: students who used tutoring services had a four-year graduation rate 3.9 percent higher than those who did not.

To ensure that UVM is meeting or exceeding standards with regards to Student Affairs, the institution participates actively in the NASPA Consortium Benchmark studies. Students rely on and speak highly of the student services staff across the university, as well as Student Accessibility Services, the TRIO Program for first generation college students, the Advising Center, the identity centers, and the Career Center. This praise for staff reflects the extensive opportunities for staff and faculty development offered through Human Resources, Diversity and Multicultural Affairs, Blackboard Jungle, faculty development units (see Standard 6), and other venues. There is a strong sense of collaboration across units and offices around supporting students, as evidenced by the work of the CARE team, the Student Services Collaborative, and other bodies. However, seamless handoffs from one office to another are a continuing challenge, and Student Affairs has identified the need for even better strategies to coordinate across units as a priority. In focus-group interviews conducted for the Self-Study, students indicated perceived differences in capacity among these support services. Some also felt that students are not always aware of or connected to the supports that are available to them. Improvement in these areas of data-sharing and coordination across multiple units will be a key indicator of success during the evaluation of the EAB Student Success Collaborative software implementation, *Navigate*.

UVM invests in assessing the needs of students through regular local and national surveys such as NSSE and Project CEO (Co-curricular Experience Outcomes) (see Document Room: Project CEO 2017) and other data collection related to student issues (see also Standard 8). Project CEO) was facilitated at UVM in 2015, 2016, and 2017. The data have been used in Student Life and the Career Center to further conversations regarding learning in co-curricular settings, and to frame the development of co-curricular learning outcomes throughout the Division of Student Affairs.

At UVM, as at many undergraduate institutions, student alcohol use is an area of concern, and in response President Sullivan created the President's Committee on Alcohol and Other Drugs. The work of this committee produced concrete recommendations, and through effective interventions UVM has reduced high-risk drinking by 33 percent over the past six years. A program called Brief Alcohol Screening and Intervention of College Students (BASICS) offers a preventive intervention for college students designed to help students make better alcohol-use decisions based on a clear understanding of the genuine risks associated with problem drinking, enhance motivation to change, and develop skills to moderate drinking. UVM's progress in this area has been recognized by national awards: the Prevention Excellence Award by EVERFI, the educational technology company behind AlcoholEdu, for this comprehensive, systemic, evidence-based initiative that is rendering such significant results, and awards from NASPA–Student Affairs Administrators in Higher Education and from the Association of Fraternity/Sorority Advisors acknowledge UVM's diligent prevention efforts with fraternity and sorority chapters on campus.

Student health is a priority that is integrated across opportunities such as the Wellness Environment residential community, University Dining Services, and other programs, with UVM's newly appointed senior public health officer also serving as the director of the Center for Health and Wellbeing. Although we have a stronger Counseling and Psychiatry Services (CAPS) department than most schools, students are frustrated in the accessibility of services in CAPS, where wait times can be long. Students advocate for more funding and staff available in that office, but also for the ability to obtain counseling services remotely. The misalignment between demand for, and availability of, these services presents a significant wellness challenge for the institution. Administratively, CAPS is part of the larger Center for Health and Wellbeing, which is nationally accredited. However, reaccreditation reports have continued to note that the facility is difficult for students to find; a more visible location with psychiatric and physical wellness services co-located has been recommended for providing optimum integrated healthcare.

Co-Curricular Experiences

Description

With an involvement rate of 88 percent, significantly higher than the national rate of 76 percent, UVM students are indeed engaged. UVM prides itself in offering a robust set of co-curricular opportunities that reflect our commitment to supporting the education and development of the whole student, including a portfolio of athletic, cultural, artistic, spiritual, wellness, governing, and co-educational opportunities for students. Students are provided opportunities to participate in as well as lead these activities, aligning them with the university mission to train students for ethical leadership and real-life problem-solving. UVM offers Division 1 varsity athletics for 18 varsity sport programs, along with hosting club sports (sponsored by the Student Government Association) and intramural opportunities. Student-athletes at UVM are expected to meet the same academic expectations and standards as their non-varsity peers. UVM provides supports to enable student-athletes to choose majors according to their interest, rather than their compatibility with the demands of participation in Division 1 sports.

The university defines co-curriculum as those programs, activities, and learning experiences that serve to complement what students are learning in their formal academic course work. Although participation in co-curricular activities often results in significant learning, students do not generally receive academic credit or grades for their involvement. For-credit internships and residential learning communities are two areas where the curricular and co-curricular meet and are jointly developed through academic and Student Life partners. UVM's nine residential learning communities are each built around a common theme, require participation in a credit-bearing course, and are designed for intentional integration of academics, enhanced student connection within themes, and a strong sense of community. These experiences blend features of curricular (credit-bearing) and co-curricular (residential) experiences. The majority of co-curricular experiences exist within the Division of Student Affairs, whose mission states "UVM students will be healthy, engaged and successful." The diverse departments of Student Affairs each have a part to play in ensuring that students are building skills from orientation to post-graduation career attainment. Co-curricular learning also occurs in a variety of settings and program areas housed outside of the Division of Student Affairs, including Athletics, the Office of Sustainability, ROTC, the MOSAIC Center for Students of Color, and others.

Appraisal

UVM students are broadly and deeply engaged with activities outside the classroom, outpacing the national average for students involvement (see Document Room: Involvement), reflecting the accessibility and diversity of co-curricular activities (there's something for everyone), opportunities for internships and research, and the potential for student initiative and leadership. Analysis of Project CEO data shows that participation in this broad range of co-curricular activities helps build skills that complement the academic program, and that employers are seeking. The Division of Student Affairs has implemented a divisional learning outcome framework that will help the campus better understand the type and quality of co-curricular learning experiences being provided to students. This framework will also guide assessment activities, which will in turn inform the improvement of existing experiences as well as the development of new opportunities for students to meet identified needs.

The Division of Student Affairs has a strong commitment to identifying learning outcomes for student co-curricular experiences, and to effectively assess and utilize assessment data to improve programs. One example of effective use of data to improve student outcomes is the new residential learning community plan. UVM has documented several benefits for students in residential learning communities, such as higher satisfaction with their decision to attend UVM, stronger sense of belonging, and improved retention. As part of its overall enrollment and retention strategy, the institution is committed to having 100 percent of on-campus students living in a residential learning community by Fall 2019. In 2018, the University made significant progress towards this goal, with 82 percent of first time first year students, and 83% of all on-campus undergraduate students living in a residential learning community (see Document Room: Spring 18 Housing Summit Updated). These learning communities are staffed by both faculty and Residential Life staff and integrate residential community experiences with a credit-bearing course. Building on the successful learning community models of the Wellness Environment, GreenHouse, and the John Dewey House, these residential experiences were developed over the 2017–2018 academic year and launched in Fall 2018. Evaluation of these communities will ensure a consistent

learning experience by linking to the Department of Residential Life's learning outcomes. Data on co-curricular assessment is also discussed in Standard 8.

A long-term campus goal has been to improve facilities for events, sports, and activities that would bring together the campus and larger Vermont community. A new Multi-Purpose Event Center, approved at the October 2018 Board of Trustees meeting and outlined further in Standard 7: Physical Resources, will greatly change the landscape of recreational and club sport activities. Increased space will afford large increases in programming opportunities both within and beyond UVM, housing the largest indoor arena in the state.

Projections:

- Following implementation, the Division of Enrollment Management, the Division of Student Affairs, and Student Service representatives from the colleges and schools will evaluate the EAB Student Success Collaborative software (*Navigate* app) in terms of how well it fosters collaboration, coordination, and cooperation across support services in different parts of campus. The goal of improving this coordination is to avoid duplication of effort, share information, and to support students along their full path from entry through to graduation.

- The Division of Student Affairs, in collaboration with the Center for Health and Wellbeing leadership team, will undertake a needs analysis and peer institutional comparison for Counseling and Psychiatry Services and develop recommendations for managing expectations and capacity for this essential service.

- The new residential learning communities will house 90 percent of the incoming first year class in AY 2019–2020. After this year, a task force including faculty and staff will assess identified learning outcomes, effects on first-year retention, and the balance of curricular and co-curricular experiences across the RLCs.

(Admissions, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

	?				
Credit Seeking Students Only - Including Continuing Education					
	3 Years Prior	**2 Years Prior**	**1 Year Prior**	**Current Year**	**Goal (specify year)**
	(FY 2016)	**(FY 2017)**	**(FY 2018)**	**(FY 2019)**	**(FY 2020)**
Freshmen - Undergraduate ?					
Completed Applications ?	25,275	22,476	21,991	21,263	21,000
Applications Accepted ?	17,907	15,495	14,777	14,365	14,000
Applicants Enrolled ?	2,400	2,496	2,642	2,531	2,500
% Accepted of Applied	70.8%	68.9%	67.2%	67.6%	67.0%
% Enrolled of Accepted	13.4%	16.1%	17.9%	17.6%	17.8%
Percent Change Year over Year					
Completed Applications	Not Applicable	-11.1%	-2.2%	-3.3%	-1.2%
Applications Accepted	Not Applicable	-13.5%	-4.6%	-2.8%	-2.5%
Applicants Enrolled	Not Applicable	4.0%	5.8%	-4.2%	-1.2%
Average of statistical indicator of aptitude of enrollees: (define below) ?					
Mean Combined SAT Math & SAT Verbal Sc	1198.3	1206.8	1259.1	1264.9	1270
Mean SAT Math Score	597.7	602.3	622.6	627.1	630
Mean SAT Verbal Score	600.6	604.6	636.5	637.9	640
Mean ACT Composite Score	27.1	27.3	27.8	28.1	28.2
Transfers - Undergraduate ?					
Completed Applications	1,874	1,796	1,621	1,614	1,600
Applications Accepted	1,370	1,232	1,154	1,192	1,200
Applications Enrolled	545	463	446	447	450
% Accepted of Applied	73.1%	68.6%	71.2%	73.9%	75.0%
% Enrolled of Accepted	39.8%	37.6%	38.6%	37.5%	37.5%
Master's Degree ?					
Completed Applications	1,396	1,590	1,654	1,578	1,600
Applications Accepted	767	917	999	976	980
Applications Enrolled	336	440	483	454	475
% Accepted of Applied	54.9%	57.7%	60.4%	61.9%	61.3%
% Enrolled of Accepted	43.8%	48.0%	48.3%	46.5%	48.5%
First Professional Degree ?					
Completed Applications	6,054	5,975	5,857	5,629	5,650
Applications Accepted	244	298	261	258	260
Applications Enrolled	112	117	115	119	125
% Accepted of Applied	4.0%	5.0%	4.5%	4.6%	4.6%
% Enrolled of Accepted	45.9%	39.3%	44.1%	46.1%	48.1%
Doctoral Degree ?					
Completed Applications	1,203	1,180	1,032	1,082	1,100
Applications Accepted	391	391	369	458	460
Applications Enrolled	163	157	151	158	160
% Accepted of Applied	32.5%	33.1%	35.8%	42.3%	41.8%
% Enrolled of Accepted	41.7%	40.2%	40.9%	34.5%	34.8%

Please enter any explanatory notes in the box below

Note that SAT readjusted their test in 2016, leading to a higher median score nationally, which will affect how the FY18 & FY19 numbers look in comparison to the FY17 numbers.

The FTFY cohort numbers can be found on the Catamount Data Center under the Undergraduate Admission Tab. The Catamount Data Center can be found here: https://www.uvm.edu/~oir/?Page=data_center.html.

Standard 5: Students

(Enrollment, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

	?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2 016)	2 Years Prior (FY 2 017)	1 Year Prior (FY 2 018)	Current Year (FY 2 019)	Goal (specify year) (FY 2020)
UNDERGRADUATE STUDENTS	?					
First Year	Full-Time Headcount	2,611	2,616	2,755	2,614	
	Part-Time Headcount	24	24	39	31	
	Total Headcount	2,635	2,640	2,794	2,645	2,675
	Total FTE	2,619	2,624	2,768	2,624	
Second Year	Full-Time Headcount	2,570	2,638	2,648	2,774	
	Part-Time Headcount	33	37	30	41	
	Total Headcount	2,603	2,675	2,678	2,815	2,825
	Total FTE	2,581	2,650	2,658	2,788	
Third Year	Full-Time Headcount	2,314	2,332	2,438	2,363	
	Part-Time Headcount	60	63	49	53	
	Total Headcount	2,374	2,395	2,487	2,416	2,475
	Total FTE	2,334	2,353	2,454	2,381	
Fourth Year	Full-Time Headcount	2,032	2,144	2,159	2,307	
	Part-Time Headcount	154	123	130	140	
	Total Headcount	2,186	2,267	2,289	2,447	2,500
	Total FTE	2,083	2,185	2,202	2,354	
Super Senior (More than 120 credits)	Full-Time Headcount	191	210	198	204	
	Part-Time Headcount	92	80	67	85	
	Total Headcount	283	290	265	289	275
	Total FTE	222	237	220	232	
Total Undergraduate Students						
	Full-Time Headcount	9,718	9,940	10,198	10,262	10,542
	Part-Time Headcount	363	327	315	350	
	Total Headcount	10,081	10,267	10,513	10,612	10,750
	Total FTE	9,839	10,049	10,303	10,379	
% Change FTE Undergraduate		Not Applicable	2.1%	2.5%	0.7%	
GRADUATE STUDENTS (Includes Master's, Ph.D.,	?					
Clinical Doctorate, and Professional Doctorate Students)						
	Full-Time Headcount	840	953	1,016	1,041	
	Part-Time Headcount	520	509	501	538	
	Total Headcount	1,360	1,462	1,517	1,579	1,600
	Total FTE	1,013	1,123	1,183	1,220	
% Change FTE Graduate		Not Applicable	10.8%	5.4%	3.2%	
MEDICAL STUDENTS (M.D. Only)						
	Full-Time Headcount	457	461	459	466	
	Total Headcount	457	461	459	466	475
	Total FTE	457	461	459	466	
% Change FTE Graduate		Not Applicable	0.9%	-0.4%	1.5%	

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit-Seeking Students Only - Including Continuing Education

	3 Years Prior (FY 2 016)	2 Years Prior (FY 2 017)	1 Year Prior (FY 2 018)	Current Year (FY 2 019)	Goal (specify year) (FY 2020)
CERTIFICATE STUDENTS					
Full-Time Headcount	2	1	1	0	
Part-Time Headcount	23	22	24	22	
Total Headcount	25	23	25	22	25
Total FTE	10	8	9	7	
% Change FTE Graduate	Not Applicable	-13.8%	8.0%	-18.5%	
CONTINUING EDUCATION STUDENTS (Non-Degree)					
Full-Time Headcount	104	97	61	41	
Part-Time Headcount	601	633	615	527	
Total Headcount	705	730	676	568	575
Total FTE	304	308	266	217	
% Change FTE Graduate	Not Applicable	1.2%	-13.6%	-18.5%	
SPECIAL STUDENTS (Non-Degree, Not Continuing Eduction. This includes visiting students, affiliated students, and the Global Gateway Program)					
Full-Time Headcount	169	146	136	131	
Part-Time Headcount	18	16	14	17	
Total Headcount	187	162	150	148	150
Total FTE	175	151	141	137	
% Change FTE Graduate	Not Applicable	-13.5%	-7.0%	-2.8%	
GRAND TOTAL					
Grand Total Headcount	12,815	13,105	13,340	13,395	13,575
Grand Total FTE	11,798	12,100	12,361	12,426	
% Change Grand Total FTE	Not Applicable	2.6%	2.2%	0.5%	

Please enter any explanatory notes in the box below

Total headcounts can be found on the Catamount Data Center under the enrollment tab: http://www.uvm.edu/~oir/catdat/enrollment_completion.html

FTE was calculated as all of the full-time students and 1/3 of the part-time students.

Full Time Determination:
   >= 9 credits for Graduate & Certificate students
   >= 12 credits for Undergraduate, Continuing Education, & Special Students.
   All Medical Students are Full-Time.

Standard 5: Students

(Financial Aid, Debt, Developmental Courses)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

? Where does the institution describe the students it seeks to serve?

http://www.uvm.edu/studentfinancialservices/types_aid_and_how_apply, http://www.uvm.edu/studentfinancialservices/scholarships, http://www.uvm.edu/studentfinancialservices/scholarship_resources_outside_uvm

	(FY 2012)	**(FY 2013)**	**(FY 2014)**	**(FY 2015)**	**(FY 2016)**
? **Three-year Cohort Default Rate**	3.7%	2.9%	3.2%	1.9%	

	Scorecard Reporting Year 2011-12	**Reporting Year 2012-13**	**Scorecard Reporting Year 2013-14**	**Scorecard Reporting Year 2014-15**	**Scorecard Reporting Year 2015-16**
? **Three-year Loan repayment rate** **(from College Scorecard)**	87.7%	85.4%	85.0%	84.9%	83.2%

	3 Years Prior	**2 Years Prior**	**1 Year Prior**	**Most Recently Completed Year**	**Current Year**	**Goal (specify year)**
	(FY 2015)	**(FY 2016)**	**(FY 2017)**	**(FY 2018)**	**(FY 2019)**	**(FY 2020)**
? **Student Financial Aid**						
Total Federal Aid	$95,894	$92,475	$94,808	$97,703		
Grants	$10,415	$9,701	$9,281	$10,453		
Loans	$83,576	$80,902	$83,632	$85,055		
Work Study	$1,903	$1,872	$1,895	$2,195		
Total State Aid	$5,191	$5,255	$5,377	$5,474		
Total Institutional Aid	$109,316	$116,647	$115,770	$129,800		
Grants	$104,014	$112,099	$113,196	$127,034		
Loans	$5,302	$4,548	$2,574	$2,766		
Total Private Aid	$17,931	$20,533	$27,035	$28,858		
Grants	$4,195	$3,908	$7,507	$8,448		
Loans	$13,736	$16,625	$19,528	$20,410		
Student Debt						
Percent of students graduating with debt (include all students who graduated in this calculation)						
Undergraduates	61%	56%	58%	55%		
Graduates	41%	43%	42%	43%		
First professional students	81%	81%	77%	83%		
For students with debt:						
Average amount of debt for students leaving the institution with a degree						
Undergraduates	$27,091	$28,901	$32,238	$30,914		
Graduates	$44,118	$49,888	$51,996	$56,557		
First professional students	$184,176 (N=102)	$184,140 (N=85)	$199,117 (N=89)	$194,685 (N=93)		
Average amount of debt for students leaving the institution without a degree						
Undergraduates	$16,297	$18,710	$18,968	$15,634		
Graduate Students	$34,952	$25,344	$37,466	$26,025		
First professional students	$99,347 (N=6)	$282,842 (N=2)	$124,811 (N=5)	$140,343 (N=3)		

(Financial Aid, Debt, Developmental Courses)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)

English as a Second/Other Language	1.2%	1.8%	1.1%	0.0%		
English (reading, writing, communication skills)	N/A	N/A	N/A	N/A		
Math	0%	N/A	N/A	N/A		
Other	N/A	N/A	N/A	N/A		

Please enter any explanatory notes in the box below

Undergraduate, graduate, and medical students included in these numbers. With the exception of the federal aid, "grants" refers to grants and scholarships. It does not include tuition remission. All financial aid numbers, with the exception of the repayment rate, were obtained from Student Financial Services.

The developmental courses offered by UVM are the 'ESOL'-English as a second language courses and Math 001 (offered in 2014 and prior), although Math 001 was not taken by any first year students in recent years.

Standard 5: Students
(Student Diversity)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled
? Category of Students (e.g., male/female); add more rows as needed			
Total Admissions Info, no filter	21,263	14,365	2,531
Male	8,411	5,236	950
Female	12,852	9,129	1,581
American Indian or Alaska Native	16	7	0
Asian	666	486	74
Black/African American	423	161	32
Hispanic	1,423	891	107
Native Hawaiian or Other Pacific Islander	16	10	0
International	611	338	26
Two or More Races	731	530	83
Unknown Race	423	260	30
White	16,954	11,682	2,179
New American Students	21	12	10
Partnership Students	119	94	30
Graduate Admissions information	**Completed Applications**	**Applicants Accepted**	**Applicants Enrolled**
? Category of Students (e.g., male/female); add more rows as needed			
Total Admissions Info, no filter	2,660	1,434	612
Male	983	536	230
Female	1,677	898	382
American Indian or Alaska Native	6	6	.
Asian	98	53	20
Black/Afican American	73	31	16
Hispanic	35	24	16
Native Hawaiian or Other Pacific Islander	0	0	0
International	387	160	45
Two or More Races	18	13	8
Unknown Race	328	213	54
White	1,715	934	453

Standard 5: Students
(Student Diversity)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (FY 2019)
? Category of Students (e.g., male/female); add more rows as needed					
Male	4,199	178	4,377	4,258.3	
Female	6,063	172	6,235	6,120.3	
American Indian or Alaska Native	5	0	5	5.0	
Asian	284	7	291	286.3	
Black/Afican American	120	9	129	123.0	
Hispanic	390	10	400	393.3	
Native Hawaiian or Other Pacific Islander	1	0	1	1.0	
International	491	26	517	499.7	
Two or More Races	315	20	335	321.7	
Unknown Race	246	11	257	249.7	
White	8,410	267	8,677	8,499.0	
Catamount Commitment Students	401	6	407	403.0	
New American Students	10	0	10	10.0	
Partnership Students	30	0	30	30.0	
Graduate Enrollment information	**Full-time Students**	**Part-time Students**	**Total Headcount**	**FTE**	**Headcount Goal (FY 2019)**
? Category of Students (e.g., male/female); add more rows as needed					
Male	431	169	600	487.3	
Female	610	369	979	733.0	
American Indian	0	0	0	0.0	
Asian	24	12	36	28.0	
Black/African American	16	13	29	20.3	
Hispanic	53	19	72	59.3	
Native Hawaiian	0	0	0	0.0	
International	129	9	138	132.0	
Two or More Races	25	12	37	29.0	
Unknown Race	69	36	105	81.0	
White	725	436	1,161	870.3	

Standard 5: Students
(Student Diversity)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

Please enter any explanatory notes in the box below

The undergraduate application numbers are from Fall 2018 and the graduate application numbers are from applications for the year 2018-19 and do not include certificate students. The Admissions information is just those students who completed applications (admitted, and accepted depending on which column is looked at) in 2018. The enrollment sections of this standard include everyone who was enrolled in fall 2018 regardless of the year they matriculated. The FTE numbers are calculated from all of the full-time students and 1/3 of the part time students. 'Full time' for undergrads is defined as taking 12 or more credit hours and 'full time' for grad students is 9 or more credit hours.

Catamount Commitment Students: Under the Catamount Commitment, admitted students starting in the fall 2017 semester or later, who are eligible for the Federal Pell Grant will receive Federal, state and institutional grants and scholarships to cover their tuition and comprehensive fees, as well as a waiver for the University acceptance fee. Note that we won't have the admissions information that this form is asking for on Catamount Commitment students because it's an award they receive after they've been admitted.

New American Students: New Americans who attend high school in the state of Vermont.

Partnership Students: Partnership schools are in the Bronx, NY / Philadelphia, PA / Chicago, IL / New York, NY – UVM conducts workshops on high school curriculum for preparation for college, finding a good match for college, applying to college, and financial aid options.

Standard 6: Teaching, Learning, and Scholarship

"If we teach today's students as we taught yesterday's, we rob them of tomorrow." – John Dewey

Overview

University expectations for faculty are defined not only by maintaining currency in a field of scholarship and depth of engagement in scholarly pursuits—including research, scholarship, and creative activity—but also by the expectation that this scholarship inform teaching and mentoring of students. This ideal of the teacher-scholar model is a hallmark of the university, and the many facets of UVM faculty distinction reflect the University's strong commitment to this model. The expectation of excellence in both research and teaching provides the foundation for the university mission and vision, which demands strong research activity and currency in established and emerging fields of inquiry, and models our aspirations for our graduates to be lifelong learners and informed, involved, ethical citizens contributing to a global community.

This commitment to the teacher-scholar model is evident in resources and support available for faculty in research, scholarship, and the creative arts, as well as for implementing best practices and exploring innovation in teaching. The promotion of the teacher-scholar model is one of most important ways in which research and education work in tandem to enable the fulfilment of the institutional mission.

Faculty and Academic Staff

Description

The University of Vermont faculty is comprised of officers of instruction (tenure-track faculty; lecturers, instructors), officers of research (research faculty), officers of extension (extension faculty), and officers of libraries (library faculty), together amounting to 1,321 full-time faculty and 364 part-time faculty. Tenure-track faculty are expected to possess the terminal degree in their field, as demonstrated in Data First form 6.2, which shows that 99 percent of tenure-track faculty hold a PhD or terminal master's degree in their field, and over 38 percent of lecturers hold a PhD or terminal master's degree in their field. Commitment to maintaining a faculty comprised largely of full-time, tenure-track faculty is evidenced by patterns, in which full-time tenure-track and research faculty continue to outnumber full-time lecturers 5:1, while the low level of faculty departures and average length of employment of 12.4 years points to strong retention of faculty.

Two collective-bargaining agreements (one for full-time and one for part-time faculty) outline categories of faculty as well as schedules and procedures for the appointment, reappointment, evaluation, and promotion of faculty outside of the Larner College of Medicine (LCOM). Procedures for LCOM faculty are outlined in a separate Faculty Handbook. All new faculty, including non-teaching faculty, participate in a mandatory two-day orientation. Faculty appointment letters specify expectations for research and scholarship, teaching, advising, and service. Annual workload forms, prepared in accordance with specifications in the collective-bargaining agreement, renew these expectations and/or modify them due to developing needs and conditions. A strong commitment to active scholarship is reinforced by these unit-defined workload policies; retention, promotion, and tenure guidelines; and scholarly productivity-impact metrics. Emphasis on the teacher-scholar model is apparent in workload agreements that balance teaching and advising, and scholarship and service for tenure-track faculty with teaching appointments. While lecturers are evaluated primarily on their teaching, the Senior Lecturer and Lecturer awards, recently inaugurated by the president, highlight university faculty at the rank of senior lecturer or lecturer who exemplify the teacher-scholar model through their active scholarship, mentoring, and teaching.

While the vast majority of the teaching at UVM is done by faculty, graduate teaching assistants (GTAs) do teach sections of some math classes, STEM labs, and sections of English 001 (Written Expression); overall a GTA is the instructor of record for only 2% of UVM classes. In these cases, GTAs are trained and supervised by faculty within the offering department. Graduate Teaching Assistants from all programs can also apply to the Graduate Teaching Program, offered collaboratively by the Center for Teaching and Learning, the Writing in the Disciplines Program, and the Graduate College. In 2016, the Graduate College conducted a needs analysis regarding GTA training and as a result expanded the training offered to all GTAs. As of 2018, an August teaching orientation and training will be offered annually to all graduate teaching assistants; over 90 percent of GTAs took the training in August 2018. Training for undergraduate teaching assistants is available by faculty request to the Center for Teaching and Learning; many departments now offer credit for undergraduate teaching assistantships. Sample syllabi for two credit-bearing courses offering pedagogical instruction for undergraduate teaching assistants are available in the archive of UVM syllabi included in the Document Room

Through the Office of the Provost, the university also provides mentoring and professional development opportunities for faculty in support of their career goals and aspirations; academic staff can find a range of opportunities through the Professional Development and Training office. A new program, UVM Communicates, offers training for faculty on how to speak engagingly about their research to a range of audiences. Support for grant-getting is available through the Sponsored Project Administration office. Support for grant-getting is available through the Office of the Vice President for Research. In FY 2018, UVM faculty and academic staff received $136,000,000 in extramural research funding. The Office of the Vice President for Research consolidates research support under the umbrella of a single office, providing assistance to faculty in understanding research protections, grant-getting and grants administration, and patenting new technologies. In 2014, Provost Rosowsky launched an initiative to establish scholarly productivity and impact metrics throughout the institution as an integral component for developing measures of institutional success in research and scholarship. This university-wide process enabled the identification of common metrics that were cited as key measures of productivity for faculty across the schools and colleges.

As a medium-sized, Carnegie-classified Higher Research Activity institution that also includes a college of medicine, the university has identified and developed focus areas for research and teaching in health and the environment that help guide strategic investments and inspire innovation and interdisciplinary collaborations. For example, UVM's interdisciplinary Gund Institute for the Environment supports the research agendas, networking, and engaged teaching and learning of faculty in Environmental Studies, Environmental Sciences, and related fields. Gund faculty fellows showcase the range of research interests that comprise UVM's strength in research and teaching on environmental topics.

Other recent examples of such collaborations include faculty research work and graduate and undergraduate programs in Neuroscience, Food Systems, and Complex Systems and Data Science. While these focus areas are important, incentive-based budgeting (IBB) also allows flexibility at the unit level to develop and support specific areas of research strength within and across each of its schools and colleges. An emphasis on recruiting and retaining leading researchers, scholars, and creative artists to support our strategic foci is augmented by new hires and continuing faculty in both the liberal arts and unique areas of interdisciplinary excellence. This balance allows the institution to draw on disciplinary strengths as the foundation for transdisciplinary and translational research and scholarship. The UVM Humanities Center promotes scholarly and creative activities that advance and make evident the value of the humanities.

An atmosphere of open inquiry and free exchange of ideas is integral to UVM's commitment to active research, and protection of academic freedom has a long history at the institution. A statement on academic freedom was first formally adopted by the Faculty Senate and affirmed by the Board of Trustees in 1954. This statement was revised and reaffirmed in 2008. This formal statement is further bolstered by

faculty and student activism and open dialogue on campus, and is openly promoted through events such as the annual faculty-wide conference and themed follow-up events. The 2017 conference focused on speech and expression on campus, with a keynote from President Sullivan addressing free speech issues in the campus environment and emphasized the important role public institutions must play supporting First Amendment rights.

Appraisal

UVM attracts and retains highly qualified faculty, with a 61 percent overall eventual tenure rate for faculty entering on the tenure track (see Document Room: Office of Institutional Research Faculty Tenure Attainment Report). The university regularly compares its faculty salaries to data from other public higher-research-activity peer institutions participating in the Oklahoma State University (OSU) Faculty Salary Survey. In 2016–2017, the most recent year for which comparable data are available, the university's faculty salaries were 104 percent of comparator OSU institutions.

2016–2017 OSU Survey: Average Non-Medical Tenured, Tenure-Track, and Not-on-Tenure-Track Faculty Salaries

	UVM	Public Higher Research Activity
All Faculty	$90,252	$86,519
Professors	$123,619	$114,406
Associate Professors	$92,838	$85,482
Assistant Professors	$78,424	$74,090
Other Faculty	$60,031	$53,462

Note: Salaries based on earnings for an academic year (i.e. 1.0 FTE) from 41 public research higher-research-activity doctoral-degree-granting institutions and Baylor University

The information table below provides a comparison of total compensation, including benefits, with other public doctoral universities participating in the most recent annual American Association of University Professors (AAUP) survey. The comparison shows that while average salaries may be slightly lower in some categories, total compensation is higher than average in all categories except full professors.

2016–2017 AAUP: Average Non-Medical Tenured, Tenure-Track, and Not-on-Tenure-Track Faculty Salaries and Compensation

	UVM		Public Doctoral	
	Salary	Total Compensation incl. benefits	Salary	Total Compensation incl. benefits
All Faculty	$89,300	$118,900	$92,222	$120,665
Professors	$122,500	$157,800	$124,485	$160,200
Associate Professors	$92,500	$123,900	$90,619	$119,395
Assistant Professors	$78,900	$106,300	$79,126	$104,371
Lecturer	$59,400	$82,300	$60,175	$81,430
No Rank	$74,800	$103,300	$79,605	$94,075

Note: Salaries and compensation are based on nine-month contracts. Public doctoral institutions includes information from 173 institutions. Source: https://www.aaup.org/file/FCS_2016-17.pdf

A new position of Faculty Recruitment Coordinator, with responsibility to ensure consistency with university priorities and compliance with Affirmative Action and Equal Opportunity guidelines and other relevant policies, will be hired in AY 2018–2019. The position will also identify appropriate ad placements and recruiting pipelines, and market the university brand to prospective forums and candidates, ensuring that UVM is able to recruit and hire our top choices for faculty positions.

Faculty are directly involved in the hiring of tenure-track faculty and lecturers; procedures for advertising, recruiting, reviewing and making hiring recommendations for candidates are clearly outlined. Once tenure-track faculty arrive at UVM, in general they are successful. The overall tenure rate at UVM is 61 percent, somewhat higher than an aggregated published comparator list, although the lower tenure rate of faculty of color (53%, in contrast to 64% for white faculty) points to a need to improve retention and tenure success of faculty of color (see Document Room: Tenure Attainment Rate). A recent internal analysis of faculty retention rates also shows UVM time in rank at associate professor averaging approximately 10 years, longer than the average of about seven years in the one recent published study of time-in-rank (see Document Room: Time in Rank for Tenured Associate Professors). However, this average encompasses a wide range of time-in-rank across colleges and schools, ranging from fewer than six years to more than 13 years. Colleges and schools can now use this analysis to focus their professional development efforts, if necessary, to encourage faculty to progress to full professor in a shorter time frame.

A number of constituencies, including administrators, faculty, and students, have identified faculty diversity as an area for improvement. In 2016 the Office of the Provost and the Division of Human Resources, Diversity, and Multicultural Affairs introduced changes to the system for faculty hires, with the intention of increasing the diversity of applicant and interviewee pools in tenure-track faculty searches. The introduction of IBB has added more flexibility to staffing planning within schools and colleges, allowing deans to allocate more hiring resources to new initiatives or to expand successful programs.

In general, the system for establishing and modifying annual faculty workloads is open, transparent, and effective, with clear departmental guidelines (Faculty Evaluation Guidelines) for annual performance reviews. Processes for evaluating faculty for reappointment, promotion, and tenure are designed from the program level up, to reflect disciplinary expectations and metrics. The process for resolving grievances is well structured, clearly defined, open, transparent, and effective. However, despite the centrality of the teacher-scholar model to UVM's self-image and presentation, tenure-track faculty and administrators have noted that data currently gathered to reflect teaching quality and commitment to service within the retention, promotion, and tenure (RPT) process is not as robust as the evidence available for the quality of research, scholarship, and creative activity. This provides a disincentive for faculty to engage in important institutional service or to invest time and energy in intensive faculty development opportunities.

In an increasingly competitive grant environment, supports provided by the Office of the Vice President for Research have become even more important to research activity on campus. Small grants for Faculty Activity Networks encourage interdisciplinary conversations that can lead to larger research collaborations. The Office has also introduced seed grants for pilot research, as well as grants supporting scholarship, and these were praised as important research supports by both faculty and administrators in open forums held in Spring 2018. Following an administrative review of Sponsored Program Administration (SPA), this unit has been reorganized, salaries of key employees increased to a competitive level to reduce turnover and fill unfilled positions, and structural changes implemented to increase efficiency and effectiveness of SPA support of faculty for extramural funding. The working group report's recommendations resulted in a revised position description for an Executive Director of

Research Administration and a subsequent, successful search to fill this position. The new director is overseeing the installation of a new $3 million electronic research administration system.

The [Faculty Senate Committee on Research, Scholarship and the Creative Arts](#) monitors, reviews, and makes recommendations regarding resources for research, providing a means for faculty to raise issues related to research that may not otherwise be evident at the institutional level. The [Office of the Vice President of Research](#), the [Humanities Center](#), and [individual](#) [units](#) (examples in links) within the university respond to funding needs for faculty research, and for faculty-led student research. Allocation of research resources, particularly in the arts and humanities, has increased since the previous review period. The College of Arts and Sciences and the Office of the Vice President for Research have created a new grant, the [Faculty Development Grant for the Arts](#), which launched in AY 2017–2018. The Humanities Center has become an important source of support for faculty doing innovative research, scholarship, and pedagogical work in the arts and humanities, as reflected in the very positive Administrative Unit Review Report from AY 2017–2018, which also includes some recommendations for restructuring and improving campus outreach to faculty and students (see Document Room). The Office of the Provost has also collaborated with faculty development offices to promote the scholarship of teaching and learning (SoTL) and the scholarship of engagement, with a new [SoTL initiative](#) in the Center for Teaching and Learning, and support for community-engaged research through [Engaged Practices Innovation grants](#) and faculty development in the [Community-University Partnerships and Service Learning](#) office.

[Our Common Ground](#), which outlines shared principles for ethical conduct by all members of the university community, are integrated into workplaces throughout the university, appearing in administrative and departmental offices, carved into granite blocks next to one of the main entrances to campus, and linked as a resource on the menu of all newly created Blackboard course spaces. While the ubiquity of the Our Common Ground statement is closely aligned with the university mission statement to promote an "enduring commitment to ethical conduct" in our students, as outlined in Standard 1, the mission is not as prominent in the everyday life of the institution as the Our Common Ground ideals.

Processes for the proposal and approval of new courses and programs (see Standard 4) as well as the Academic Program Review process (see Standard 4; Standard 8) guide the development and assessment of academic programs in light of disciplinary, academic, and professional standards. Through the Assessment Initiative, program faculty can receive training and consultations on best practices for designing and implementing a program-level assessment cycle.

Teaching and Learning

Description

UVM faculty across categories fulfill important roles as researchers, clinicians, extension educators, and librarians, but teaching, and the teacher-scholar model, are at the heart of university activity and pursuit of the institution's vision and mission. Curriculum at the university "belongs to the faculty," meaning that at levels of the degree program, the unit, and institutional governance, faculty are the primary authorities on the shape, development, and implementation of curricular change, as well as the arbiters of teaching effectiveness. Processes of departmental, college/school, and Faculty Senate curriculum committees ensure that faculty are responsible for course and curriculum quality. The initiation and termination of programs, Academic Program Review, and the development and monitoring of the General Education Program are instances where faculty control of the curriculum intersects with larger governance processes and administrative responsibility.

Teaching quality of individual faculty is monitored at the department and college/school level through diverse means, including course evaluations, peer observations, and review of teaching materials. Teaching is evaluated annually, and in accordance with unit Faculty Evaluation Guidelines, may include elements such as review of teaching materials, participation in trainings and faculty development opportunities, evidence of new course development, substantial course revision, curriculum design, pedagogical innovation, and supervision of independent studies, graduate students, and undergraduate/graduate theses. In addition to the annual evaluation process, retention, promotion, and tenure guidelines at the unit level outline expectations for teaching quality and the means to be utilized in evaluating teaching quality for all levels of RPT action. In some schools and colleges, RPT guidelines are uniform across the unit. In other colleges and schools, each department maintains its own guidelines, which are approved by the dean and the provost. Both annual review and RPT processes include mechanisms for feedback to faculty on areas of excellence or need for improvement.

At the curricular level, programs have identified learning outcomes and have begun, or are in the planning stages for, cyclical assessment of these learning outcomes within programs (see Standard 8). For externally accredited programs, these outcomes are designed to meet accreditation standards for the specific pre-professional program. For non-externally accredited programs, processes of Academic Program Review integrated with ongoing cyclical outcomes-based assessment, provide opportunities for both internal and external evaluation of curriculum and teaching effectiveness, ensuring that they meet generally accepted standards within the discipline while fostering conversations about curricular goals and approaches to teaching challenges. Faculty from all programs have access to assessment training and support offered by the provost's faculty fellow for assessment and the Center for Teaching and Learning (see Standard 8).

Faculty development at the university is organized on a distributed model, with several offices and programs offering faculty development opportunities, often in collaboration with one another. The Center for Teaching and Learning, the Writing in the Disciplines Program, the Community-University Partnerships and Service Learning office (CUPS), the Center for Cultural Pluralism, and the Office of the Provost support faculty engagement with best practices for teaching, using instructional technology and exploring new pedagogies. Larner College of Medicine faculty have access to a dedicated Teaching Academy, which provides faculty development opportunities for best practices in medical education and supports teacher-scholars and scholarship of teaching and learning research among Larner College of Medicine faculty. Graduate students receive training within their program as well as through required training offered by the Graduate College. Graduate students are also eligible to apply for the Graduate Teaching Program, a two-year program offered jointly by the Center for Teaching and Learning and the Writing in the Disciplines Program (see Standard 4). In addition, the Office of the Provost utilizes the provost's faculty fellow role to respond to shorter-term strategic needs in areas related to institution-wide goals. Initiated in 2016, the program has sponsored three provost's faculty fellows: one for assessment (2016–2019); one for the first-year experience (2016–2018); and one for diversity (2018–2020, with possibility for renewal).

The extent to which faculty are responsible for providing general advising, rather than mentoring within the major discipline, varies across academic units. To help ease faculty advising workloads and focus their attention on mentoring, rather than more straightforward advising questions, many units employ professional advisors. In addition, a new Advising Center, located in the Center for Academic Success, complements the unit-based advising conducted by professional advisors and tenure-track faculty.

Appraisal

The teaching accomplishments of UVM faculty, including university-wide and college-level teaching awards, are showcased in a number of venues. Among these are the Kidder Award, the Kroepsch-Maurice

[Award for Excellence in Teaching](#), and the [UVM Outstanding Faculty Advising Award](#). Individual units and the departments they house participate regularly in curricular review both internally and as institutional processes of APR and program assessment planning. Illustrative examples of faculty using information from Academic Program Review and assessment planning processes to review, enhance, and improve curriculum are outlined in Standard 8. Three recent initiatives also encourage faculty to engage in the scholarship of teaching and learning (SoTL), focusing some of their research time on researching the impact of specific teaching practices in their classrooms. The Larner College of Medicine Teaching Academy specifically encourages, promotes, and supports SoTL work in medical education. The CUPS office encourages SoTL work on service-learning courses. Finally, a recent collaboration between the Office of the Provost, the College of Arts and Sciences, and the Center for Teaching and Learning provides training and support for faculty new to SoTL research.

The focus of teaching evaluation processes at the department level, and their importance in annual and retention, promotion, and tenure reviews, ensures that teaching quality is monitored by disciplinary experts and plays a central role in the overall evaluation of faculty performance. However, this approach results in variation across units in the instruments utilized for teaching evaluation, such as course evaluation forms and expectations for frequency, process, and content of peer observation and evaluation of teaching. A number of attempts to create a more unified system for course evaluations and peer teaching observations, and to move all course evaluations to an online system, have met with limited success. Factors that have slowed progress in this area include faculty concerns about maintaining program-specific evaluation instruments and response rates, and to a lesser extent costs and staffing associated with moving from a distributed model, in which department or college/school administrative assistants handle course evaluations, to a centralized model. In 2014, an RFP for an online course evaluation vendor concluded with the choice of ConnectEDU; however, the company filed for bankruptcy before a contract was signed. Most recently, the Student Affairs Committee of the Faculty Senate, in cooperation with the Education and Research Technology Committee, [successfully forwarded a resolution regarding moving course evaluations online](#). After input from the Office of the Provost, this proposal is moving forward.

In 2017, administrators from three colleges and schools (Engineering, Education, and the Rubenstein School for Environment and Natural Resources) worked with the Office of the Provost to pilot a panel-style peer teaching observation and mentoring model, with the goals of pooling expertise across units, providing more confidential feedback, and reducing the amount of time required by individual observations. While the five participating faculty generally evaluated the pilot positively, the group concluded that the model was significantly more resource intensive than individual observations, and these units have returned to their previous mentoring and evaluation models. While the model utilized for this pilot, intended to provide confidential feedback to junior faculty independent of RPT or annual merit evaluations, was not a good fit for available resources, the pilot did highlight benefits of expert peer evaluation and feedback. More recently, individual units such as the College of Nursing and Health Sciences, have moved forward with putting college-wide guidelines for peer evaluation of teaching into place.

Faculty across the university embrace the teacher-scholar model and are dedicated to teaching and mentoring students. This is evidenced by the number of faculty who involve undergraduate students, in particular, in their research (see Standard 4), as well as the number of faculty participating in faculty development programming. A faculty development survey conducted in Fall 2018 indicates that 72 percent of faculty have attended at least one event in the past year, with associate professors showing the highest level of engagement with faculty development programming. The survey also demonstrated that gaining pedagogical strategies to apply in the classroom, learning new tools and instructional technologies, and finding solutions to teaching challenges were top reasons for participating in faculty development.

Why do you attend faculty development programs?

Reason	Percentage
To gain ideas I can apply in the classroom	81.93%
To learn how to use new tools and/or technologies	66.87%
To find solutions to teaching challenges	63.86%
To talk about teaching with faculty colleagues	50.60%
To meet with colleagues outside of my discipline	31.93%
To enhance my merit/annual evaluation	13.25%
Other	3.01%
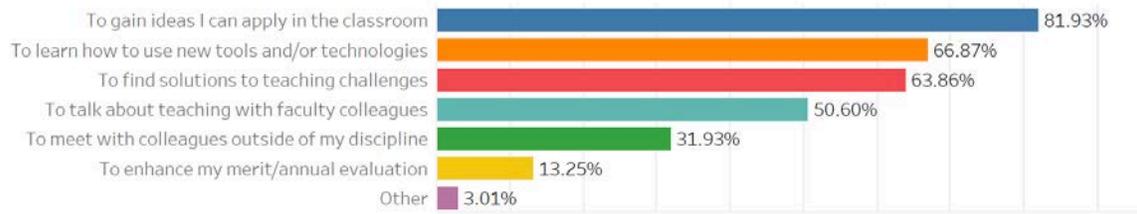
Source: Institutional Faculty Development Needs Assessment Survey, Fall 2018

However, as evident in the chart below, faculty also cited a lack of time as their number one reason for not participating in faculty development opportunities, as well as the incompatibility of scheduled events with their own availability. A significant percentage of faculty also indicated that there were no institutional incentives for participation. These responses point towards the need for a coordinated, institutional-level response that encourages more faculty to participate in the types of programming they find most valuable. This might include setting aside faculty-development days within the academic calendar, and reinforcing expectations to show evidence of and results of participation at annual reviews and in RPT materials.

What keeps you from participating in faculty development events?

Reason	Percentage
I don't have the time.	60.43%
The programming that interests me is offered at a time when I can't attend.	39.57%
There are no institutional incentives to participate.	24.06%
The existing programs don't interest me.	22.46%
Nothing keeps me from participating.	12.83%
I prefer to attend programs that are disciplinary-specific.	9.63%
I don't know what programs are available.	9.09%
Other	7.49%
I prefer to have programs offered in my department.	6.95%
I prefer individual consultations.	5.88%
I prefer online resources to workshops.	5.88%
Program attendance is not supported by my department.	5.88%

Source: Institutional Faculty Development Needs Assessment Survey, Fall 2018

Pedagogical innovation is supported through faculty development and incentivized as part of annual evaluation and RPT actions at the department/program and school/college level. The Office of the Provost is currently working with units to more effectively include language about the importance of professional development into their RPT and annual Faculty Evaluation Guidelines. The university promotes excellence in pedagogy through its Center for Teaching and Learning and several offices including Community-University Partnerships and Service Learning, the Writing Centers, the Writing in the Disciplines Program, and the Center for Cultural Pluralism. These offices provide faculty with resources and a wide array of workshops, panels, open consultations, and faculty fellow programs. In addition to their regular ongoing functions, the offices participate in coordinated, theme-based university-wide faculty-development events. Within General Education, the Foundational Writing and Information Literacy Program collaborates with the College of Arts and Sciences and the Honors College, the two locations of all of the pathways for students to fulfill this requirement, to offer both short-term and intensive trainings for faculty. These resources, programs, and events help our faculty structure their courses, hone their teaching skills, and develop support networks among their peers.

Support for innovative teaching incorporating high-impact practices is evident in the Engaged Practices Innovation grant program sponsored by the Office of the Provost. This program, begun in 2015, has supported the development of deeply engaging undergraduate courses across the university. Faculty-development offices also strive to provide programming that supports faculty, particularly in areas of strategic importance, and that promotes high-impact practices such as student research and service learning. A key example of promoting high- impact practices, the CUPS office provides training and support to faculty in developing service-learning projects, working with community partners, and meeting the requirements for a course to be designated "SL" (Service Learning) in the student registration system. In 2009, the Faculty Senate approved the use of the SL designator to mark approved service learning courses in the student registration system, making service learning opportunities more visible to students as they build their schedules. UVM's data on Service Learning and community-based Research from the 2014 NSSE High Impact Practices Module demonstrate success in promoting these opportunities, with 61 percent of seniors reporting that all or some of their courses involved service learning, 16 percent more than seniors at NSSE comparator-group institutions. A recent review of transcript data confirms that 45 percent of the class of 2018 took a *designated* SL course, one that not only incorporates community work or service but also meets a higher standard for incorporating academic reflection and underscoring effective collaboration with community partners. These courses had a positive impact on the community as well, with 89 percent of community partners reporting that the projects met or exceeded their expectations. In 2017, a record 104 service-learning-designated courses were offered, enrolling a number of students equivalent to 20 percent of all UVM undergraduates. Service learning, in addition to being a high-impact practice, directly aligns with UVM's mission, promoting the teacher-scholar approach along with a dedication to the larger community, and developing critical thinking, problem-solving, and communication skills.

The Writing in the Disciplines Program, which collaborates closely with the Writing Center, responds not only to writing as a teaching priority among faculty, but also to institutional strategic priorities. Writing in the Disciplines (WID) works closely with Library faculty on carrying forward the Writing and Information Literacy in the Disciplines Program, funded by the Davis Educational Foundation in 2014 (see Standard 8), and collaborates with General Education partners in a range of ways, including working with individual faculty on incorporating writing activities that support General Education outcomes in specific courses. The popular four-day intensive WID Institute is offered annually and receives high ratings from participants. The institute's success stems from the significant concrete outcomes of the four-day retreat, with faculty completely redesigning their writing assignments for a specific course. Recently, WID offered a series on developing scientific writing that drew STEM faculty (into faculty-development opportunities in a new way, an extension of support already offered by WID and the Writing Center for developing writing within large STEM courses such as the Biology major core. Another collaboration with the Writing Center, a special series focusing on supporting English-language learners as writers, offered both workshops open to all faculty and a specialized training for faculty in the Grossman School of Business. Writing in the Disciplines has also created opportunities for faculty writing groups and retreats through making its space available and assisting interested faculty in forming groups to support each other's writing.

The Center for Cultural Pluralism (CCP) has a multifaceted mission that includes faculty and staff development, student-focused programming, and events open to the whole campus. Within its faculty development mission, CCP brings well-known scholars to campus for trainings, and is an important partner in recent initiatives in collaboration with Center for Teaching and Learning and the Office of the Provost. In 2017–2018, these collaborations included surveying faculty on their training needs for teaching sensitive topics and diversity issues in the classroom, coordinating a return visit and workshop by scholar Karen Suyemoto based on surveyed faculty's needs, and offering over 120 spots in faculty/staff book groups to discuss Ta-Nehisi Coates' *Between the World and Me*, the 2018–2019 First-Year Read. Each March for the past eleven years, the Office of the Vice President for Human Resources,

Diversity and Multicultural Affairs at UVM has offered a full day plus of symposium panels and workshops that are designed to support UVM faculty, staff, and all others seeking to develop skills, knowledge, and a deeper understanding of diversity that supports excellence in teaching, service, and research. The symposium sessions are dedicated to creating "open spaces" where all members of our community can participate in authentic dialogue, valued reflection, and expanded learning to promote inclusive excellence for all.

The largest faculty development unit on campus is the Center for Teaching and Learning (CTL). The center is responsible for both supporting instructional technology use, including the locally hosted installation of Blackboard Learn, and offering programming, consultations, and teaching observations to promote best practices in higher education teaching. The Center for Teaching and Learning directly supports strategic priorities and initiatives through both its services and its trainings and programming. Examples discussed more fully below include collaborations to support education about sustainability and the environment (Sustainability faculty fellows), efforts to improve access for all students (training and programming based on Universal Design for Learning theory, the Hybrid Course Initiative, Teaching Effectively Online Program), and promotion of the teacher-scholar model through development of a Scholarship of Teaching and Learning Program in AY 2017–2018.

Since 2009, the Sustainability Faculty Fellows Program has striven to create a community of faculty who are committed to integrating interdisciplinary approaches to sustainability into the UVM curriculum. The program, coordinated by CTL in collaboration with on-campus and off-campus partners, offers a two-day institute and follow-up programming. Program fellows remain involved through cross-cohort lunches, workshops, and other programming. Faculty who had completed the program formed the core of the faculty General Education Committee that proposed and helped implement the Sustainability General Education requirement, which began with the first-year class entering in Fall 2015, as well as the Sustainability General Education Assessment Committee launched that same academic year.

Through its trainings, consultations and instructional design support, CTL especially contributes to the university's strategic goal of improving access for all students through supporting hybrid and online education and through programming that promotes the application of Universal Design for Learning principles to teaching. These include the Designing for Learning Program, a unique cohort-based training that helps faculty redesign their courses to reduce barriers to student engagement and learning.

Teaching Effectively Online (TEO), a training program for faculty designing online courses, emphasizes best practices for online instruction and is offered as a fully online, four-week course three times a year; TEO is a collaboration between CTL and Continuing and Distance Education. The Hybrid Course Initiative was proposed by the Center for Teaching and Learning as a pathway to improving student access in response to the fifth of the Academic Excellence Goals first put forward by Provost Rosowsky in 2013 (see also Standard 2), "Expand programmatic offerings to include distance and hybrid modes of instructional delivery." The Technology Innovation Fund provided resources to incentivize and support intensive cohort-based trainings and the purchase of technology and other supports to enable teaching in hybrid platforms (defined at UVM as 25–75 percent instructional time in the online environment). Through the initiative, more than 75 faculty received training and course design support for best practices; the impact of the developed courses is easily seen in that, by the end of the initiative in December 2017, over 7,000 students had enrolled in a hybrid course developed through the initiative. Several programs, most notably the Doctor of Physical Therapy and Special Education, invested significantly in hybrid course delivery specifically to address access concerns among students in their programs. Examples of innovative and successful course designs from the program are profiled in the Hybrid Course Archive, which also includes information on course assessment. In AY 2016–2017, over 80 percent of students in hybrid courses surveyed at the end of the semester noted that they would consider taking another hybrid

course, indicating that students are becoming familiar with the hybrid instructional mode and feel confident in the quality of design and instruction for these courses.

While many faculty take advantage of training and development opportunities on campus, all faculty-development units provide email contact information for key staff and offer individual consultations via email, video conference, or phone. Some programming, such as the Teaching Effectively Online Program (100 percent online) and the Hybrid course initiative (one-day onsite training followed by individual consultations and remote or in-person cohort meetings) is offered in formats that are broadly accessible to part-time faculty and remote faculty. The Center for Teaching and Learning also offers instructional technology and teaching consultation support in person, via telephone, and via an online conferencing platform during its regular open hours, extending the availability of these services to all faculty regardless of location or teaching modality.

There are highly effective and diverse faculty-development programs for teaching support across disciplines, in alignment with [institutional priorities](). The Office of the Provost recognizes that funding and support of these diverse initiatives, which assist faculty in achieving excellence in their roles as teachers as well as scholars, will continue to be essential to the university's core academic mission. However, these units also vary in their structure, the extent to which faculty development is their primary mission, their funding and facilities, and the administrative unit to which they belong or report. The Office of the Provost has begun the process of collecting information about faculty-development opportunities and offices in a single web location, a "one stop shop" for faculty development. Campus-wide faculty development surveys were conducted in both Fall 2013 and Fall 2018.

Projections

- The associate provost for academic affairs will convene a task force including faculty, department chairs, and faculty-development personnel to establish guidelines and resources for evaluation of teaching, including recommended instruments and guidelines to encourage increased use of robust peer evaluation of teaching alongside student course evaluations.

- The associate provosts will oversee a review of the current organization of faculty development at the institution and make recommendations for increasing faculty awareness of, and participation in, trainings and professional development opportunities, as well as for encouraging the design of new programs that directly respond to emerging issues and faculty needs.

- The associate provost for faculty affairs, in collaboration with deans, will take steps to ensure that advising is more consistently and more comprehensively evaluated as part of the annual evaluation and RPT processes.

Standard 6: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)

	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)
? Number of Faculty by category				
Non-Medical-Tenured/Tenure Track	456	452	444	445
Non-Medical-Non-Tenure Track Instructional Faculty	340	333	366	369
Medical School Faculty, Tenured/Tenure Track	128	127	122	119
Medical School Faculty, Non-Tenure Track Instructional Faculty	516	570	602	644
Research Faculty	116	118	108	115
Extension Faculty	21	17	14	14
Library Faculty	30	29	29	28
All Faculty, Full-Time Subtotal	1,242	1,310	1,321	1,320
All Faculty, Part-Time Subtotal	365	336	364	414
Total	**1,607**	**1,646**	**1,685**	**1,734**

Percentage of Courses taught by full-time faculty

	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)
	73.7%	74.5%	72.3%	71.4%

? Number of Faculty by rank, if applicable

	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)
Professor	365	359	366	373
Associate	445	435	421	419
Assistant	451	512	521	546
Instructor	46	36	29	38
Senior Lecturer/Lecturer	285	274	307	306
No rank	15	30	41	52
Total	**1,607**	**1,646**	**1,685**	**1,734**

? Number of Academic Staff by category

	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)
Library Technicians	15	14	13	12
Student Services	307	321	318	324
Total	**322**	**335**	**331**	**336**

Please enter any explanatory notes in the box below

The faculty counts by rank can be found using this Catamount Data Center Dashboard: http://www.uvm.edu/~oir/catdat/faculty.html.
Faculty by category can be found the same way but the faculty track and unit filters will have to be used.

General Faculty definition by UVM Faculty Senate Eligibility: University faculty members eligible for membership in the Faculty Senate ("eligible faculty") are those holding a primary appointment as an Officer of Instruction, Officer of Research, Officer of Extension, or Officer of the Libraries at the rank of Professor, Associate Professor, Assistant Professor, Instructor, or Lecturer, with a full-time equivalent of at least 0.10.

Section 2: The data for the percentage of courses taught by full-time faculty were calculated by the combined percent of courses taught by tenured/tenure track and not tenure track, full-time faculty.

Section 3: Some research, extension, and library faculty at UVM have associated faculty ranks.

Section 4: Library Technicians are those individuals whose job code aligns with the IPEDS Library Technician Standard Occupational Code. Staff members with the IPEDS SOC code of 'Student and Academic Affairs and Other Education Services' were broken down into the following groupings based upon UVM's HR professional families: Academic Services, Admin, Enrollment Management, Outreach, Student Life, and Student Services. Persons in the admin category are excluded from the student services count here for academic staff.

Standard 6: Teaching, Learning, and Scholarship
(Highest Degrees, Fall Term)

	3 Years Prior (FY 2015)	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)
Highest Degree Earned: Doctorate (Academic & Professional)					
Faculty by category					
Non-Medical-Tenured/Tenure Track	450	437	431	421	423
Non-Medical-Non-Tenure Track Instructional Faculty	88	98	107	115	133
Medical School Faculty, Tenured/Tenure Track	128	125	124	119	116
Medical School Faculty, Non-Tenure Track Instructional Faculty	461	487	536	572	610
Research Faculty	105	94	99	93	96
Extension Faculty	15	14	10	8	7
Library Faculty	1	1	1	1	1
Total	**1,248**	**1,256**	**1,308**	**1,329**	**1,386**
Faculty by rank, if applicable					
Professor	351	348	341	352	357
Associate	405	409	397	381	376
Assistant	402	399	455	464	494
Instructor	17	14	8	2	6
Lecturer	72	83	83	93	108
No rank	1	3	24	37	45
Total	**1,248**	**1,256**	**1,308**	**1,329**	**1,386**
Academic Staff by category					
Library Technicians	0	0	0	0	0
Student Services	8	7	6	7	7
Total	**8**	**7**	**6**	**7**	**7**

Standard 6: Teaching, Learning, and Scholarship
(Highest Degrees, Fall Term)

	3 Years Prior (FY 2015)	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)
Highest Degree Earned: Terminal Master's Degree					
Faculty by category					
Non-Medical-Tenured/Tenure Track	17	15	17	17	18
Non-Medical-Non-Tenure Track Instructional Faculty	13	13	15	17	15
Medical School Faculty, Tenured/Tenure Track	0	0	0	0	0
Medical School Faculty, Non-Tenure Track Instructional Faculty	0	0	0	0	0
Research Faculty	0	0	0	0	0
Extension Faculty	0	0	0	0	0
Library Faculty	5	6	6	6	6
Total	**35**	**34**	**38**	**40**	**39**
Faculty by rank, if applicable					
Professor	7	5	6	6	8
Associate	11	12	11	11	10
Assistant	4	4	6	6	6
Instructor	0	0	0	0	0
Lecturer	13	13	15	17	15
No rank	0	0	0	0	0
Total	**35**	**34**	**38**	**40**	**39**
Academic Staff by category					
Library Technicians	0	0	0	0	0
Student Services	3	3	3	2	2
Total	**3**	**3**	**3**	**2**	**2**

Standard 6: Teaching, Learning, and Scholarship
(Highest Degrees, Fall Term)

	3 Years Prior (FY 2015)	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)
Highest Degree Earned: Non-Terminal Master's Degree					
Faculty by category					
Non-Medical-Tenured/Tenure Track	2	2	2	2	2
Non-Medical-Non-Tenure Track Instructional Faculty	131	137	144	153	169
Medical School Faculty, Tenured/Tenure Track	2	2	2	2	2
Medical School Faculty, Non-Tenure Track Instructional Faculty	13	15	19	19	25
Research Faculty	21	18	13	8	9
Extension Faculty	9	6	6	5	6
Library Faculty	20	22	21	21	19
Total	**198**	**202**	**207**	**210**	**232**
Faculty by rank, if applicable					
Professor	6	8	8	7	6
Associate	23	21	23	26	31
Assistant	31	31	33	32	27
Instructor	30	29	23	22	28
Lecturer	100	109	118	122	134
No rank	8	4	2	1	6
Total	**198**	**202**	**207**	**210**	**232**
Academic Staff by category					
Library Technicians	1	1	1	1	1
Student Services	48	54	56	50	49
Total	**49**	**55**	**57**	**51**	**50**

Standard 6: Teaching, Learning, and Scholarship
(Highest Degrees, Fall Term)

	3 Years Prior (FY 2015)	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)
Highest Degree Earned: Bachelor's Degree					
Faculty by category					
Non-Medical-Tenured/Tenure Track	1	1	1	1	2
Non-Medical-Non-Tenure Track Instructional Faculty	20	24	19	23	31
Medical School Faculty, Tenured/Tenure Track	1	1	1	1	1
Medical School Faculty, Non-Tenure Track Instructional Faculty	5	4	9	9	9
Research Faculty	2	1	2	0	0
Extension Faculty	0	0	0	0	0
Library Faculty	0	0	0	0	0
Total	**29**	**31**	**32**	**34**	**43**
Faculty by rank, if applicable					
Professor	1	1	1	1	1
Associate	1	2	2	2	1
Assistant	7	4	8	7	9
Instructor	0	0	1	1	2
Lecturer	17	23	18	22	29
No rank	3	1	2	1	1
Total	**29**	**31**	**32**	**34**	**43**
Academic Staff by category					
Library Technicians	8	7	7	6	7
Student Services	46	40	39	40	40
Total	**54**	**47**	**46**	**46**	**47**

	3 Years Prior (FY 2015)	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)
Highest Degree Earned: Associate's Degree					
Faculty by category					
Non-Medical-Tenured/Tenure Track	0	0	0	0	0
Non-Medical-Non-Tenure Track Instructional Faculty	0	0	0	0	0
Medical School Faculty, Tenured/Tenure Track	0	0	0	0	0
Medical School Faculty, Non-Tenure Track Instructional Faculty	0	0	0	0	0
Research Faculty	0	0	0	0	0
Extension Faculty	0	0	0	0	0
Library Faculty	0	0	0	0	0
Total	**0**	**0**	**0**	**0**	**0**
Faculty by rank, if applicable					
Professor	0	0	0	0	0
Associate	0	0	0	0	0
Assistant	0	0	0	0	0
Instructor	0	0	0	0	0
Lecturer	0	0	0	0	0
No rank	0	0	0	0	0
Total	**0**	**0**	**0**	**0**	**0**
Academic Staff by category					
Library Technicians	0	0	0	0	0
Student Services	6	6	5	4	4
Total	**6**	**6**	**5**	**4**	**4**

Standard 6: Teaching, Learning, and Scholarship
(Highest Degrees, Fall Term)

	3 Years Prior (FY 2015)	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)
Highest Degree Earned: Less than High School Degree OR Unclassified/Unknown					
Faculty by category					
Non-Medical-Tenured/Tenure Track	0	1	1	3	0
Non-Medical-Non-Tenure Track Instructional Faculty	48	68	48	58	21
Medical School Faculty, Tenured/Tenure Track	1	0	0	0	0
Medical School Faculty, Non-Tenure Track Instructional Faculty	5	10	6	2	0
Research Faculty	1	3	4	7	10
Extension Faculty	0	1	1	1	1
Library Faculty	0	1	1	1	2
Total	**55**	**84**	**61**	**72**	**34**
Faculty by rank, if applicable					
Professor	1	3	3	0	1
Associate	1	1	2	1	1
Assistant	4	13	10	12	10
Instructor	1	3	4	4	2
Lecturer	42	57	40	53	20
No rank	6	7	2	2	0
Total	**55**	**84**	**61**	**72**	**34**
Academic Staff by category					
Library Technicians	5	7	6	6	4
Student Services	183	197	212	215	222
Total	**188**	**204**	**218**	**221**	**226**

Standard 6: Teaching, Learning, and Scholarship
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

	4 Years Prior (FY 2015)		3 Years Prior (FY 2016)		2 Years Prior (FY 2017)		1 Year Prior (FY 2018)		Current Year (FY 2019)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT

? Number of Faculty Appointed by Tenure Track & Rank*

By Faculty Track

	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Non-Medical-Tenured/Tenure Track	28	0	13	0	25	0	14	0	20	1
Non-Medical-Non-Tenure Track Instructional Faculty	7	50	19	72	19	42	14	63	17	37
Medical School Faculty, Tenured/Tenure Track	2	0	2	0	4	0	0	0	2	0
Medical School Faculty, Non-Tenure Track Instructional Faculty	27	10	43	16	69	13	65	11	69	18
Research Faculty	3	4	1	2	3	4	6	1	7	1
Extension Faculty	2	0	1	0	0	0	0	0	0	0
Library Faculty	0	0	4	1	1	0	1	0	0	1
Total	**69**	**64**	**83**	**91**	**121**	**59**	**100**	**75**	**115**	**58**

By Faculty Rank

	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Professor	7	2	4	1	3	3	1	3	5	2
Associate	8	3	7	3	7	2	5	1	5	2
Assistant	48	8	52	13	81	9	72	7	81	11
Instructor	1	3	3	4	3	4	5	2	2	11
Lecturer	5	41	13	68	13	37	9	57	15	31
No rank	0	7	4	2	14	4	8	5	7	1
Total	**69**	**64**	**83**	**91**	**121**	**59**	**100**	**75**	**115**	**58**

? Number of Current Faculty by Tenure Track/Status & Rank

By Faculty Track

	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Instructors-Non Medical School										
Non-Medical-Tenured	364	5	359	7	347	6	354	4	342	19
Non-Medical-Tenure Track, Not Tenured	101	0	89	1	99	0	86	0	84	0
Non-Medical-Not Tenure Track	145	155	162	178	185	148	189	177	190	179
Instructors-Medical School										
Medical School-Tenured	109	5	102	9	99	8	93	13	89	13
Medical School-Tenure Track, Not Tenured	18	0	17	0	20	0	16	0	17	0
Medical School-Not Tenure Track	361	123	377	139	426	144	457	145	470	174
Other Faculty										
Research Faculty	100	29	88	28	90	28	90	18	93	22
Extension Faculty	24	0	21	0	17	0	10	4	10	4
Library Faculty	24	2	27	3	27	2	26	3	25	3
Total	**1,246**	**319**	**1,242**	**365**	**1,310**	**336**	**1,321**	**364**	**1,320**	**414**

By Faculty Rank (This applies to tenure and non-tenure position)

	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Professor	336	30	333	32	323	36	320	46	314	59
Associate	400	41	395	50	383	52	377	44	358	61
Assistant	353	95	344	107	410	102	419	102	433	113
Instructor	35	13	31	15	19	17	20	9	19	19
Lecturer	122	122	135	150	152	122	153	154	152	154
No rank	0	18	4	11	23	7	32	9	44	8
Total	**1,246**	**319**	**1,242**	**365**	**1,310**	**336**	**1,321**	**364**	**1,320**	**414**

Standard 6: Teaching, Learning, and Scholarship
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

	4 Years Prior (FY 2015)		3 Years Prior (FY 2016)		2 Years Prior (FY 2017)		1 Year Prior (FY 2018)		Current Year (FY 2019)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty Departing**										
By Faculty Track										
Non-Medical-Tenured/Tenure Track	15	0	10	3	11	1	8	0	N/A	N/A
Non-Medical-Non-Tenure Track Instructional Faculty	6	53	5	66	12	34	8	35	N/A	N/A
Medical School Faculty, Tenured/Tenure Track	3	0	3	0	1	0	1	0	N/A	N/A
Medical School Faculty, Non-Tenure Track Instructional Faculty	26	4	16	10	23	15	23	15	N/A	N/A
Research Faculty	4	9	4	4	8	9	8	1	N/A	N/A
Extension Faculty	1	0	2	0	2	0	1	0	N/A	N/A
Library Faculty	1	0	1	1	1	0	1	0	N/A	N/A
Total	**56**	**66**	**41**	**84**	**58**	**59**	**50**	**51**		
By Faculty Rank										
Professor	7	3	10	5	10	4	3	5	N/A	N/A
Associate	9	1	9	1	7	8	8	2	N/A	N/A
Assistant	32	6	15	10	28	10	25	11	N/A	N/A
Instructor	3	5	2	3	3	8	0	0	N/A	N/A
Lecturer	5	42	4	57	9	25	8	30	N/A	N/A
No rank	0	9	1	8	1	4	6	3	N/A	N/A
Total	**56**	**66**	**41**	**84**	**58**	**59**	**50**	**51**		
Number of Faculty Retiring***										
By Faculty Track										
Non-Medical-Tenured/Tenure Track	11	1	9	0	9	2	12	2	N/A	N/A
Non-Medical-Non-Tenure Track Instructional Faculty	1	0	1	1	1	1	4	1	N/A	N/A
Medical School Faculty, Tenured/Tenure Track	2	0	2	1	2	1	1	1	N/A	N/A
Medical School Faculty, Non-Tenure Track Instructional Faculty	1	3	3	2	1	6	9	4	N/A	N/A
Research Faculty	0	0	3	0	0	1	3	0	N/A	N/A
Extension Faculty	3	0	0	0	1	0	0	0	N/A	N/A
Library Faculty	0	0	0	0	0	0	0	0	N/A	N/A
Total	**18**	**4**	**18**	**4**	**14**	**11**	**29**	**8**		
By Faculty Rank										
Professor	13	3	11	2	6	2	15	5	N/A	N/A
Associate	4	1	4	2	7	8	7	2	N/A	N/A
Assistant	1	0	1	0	0	1	3	0	N/A	N/A
Instructor	0	0	2	0	0	0	0	0	N/A	N/A
Lecturer	0	0	0	0	1	0	4	1	N/A	N/A
No rank	0	0	0	0	0	0	0	0	N/A	N/A
Total	**18**	**4**	**18**	**4**	**14**	**11**	**29**	**8**		

Standard 6: Teaching, Learning, and Scholarship
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

		4 Years Prior (FY 2015)		3 Years Prior (FY 2016)		2 Years Prior (FY 2017)		1 Year Prior (FY 2018)		Current Year (FY 2019)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Fall Teaching Load, in credit hours											
Professor	Maximum	788.00	462.00	769.0	193.0	1535.0	198.0	2678.5	261.0	1,983.5	470.0
	Median	126.00	42.94	114.3	61.0	117.0	44.5	95.5	11.9	119.7	77.0
Associate	Maximum	858.00	456.00	955.0	228.0	870.0	165.0	870.0	63.5	855.0	147.0
	Median	144.00	71.25	141.5	58.5	131.8	12.0	132.0	24.0	137.0	33.8
Assistant	Maximum	546.00	210.00	1408.0	192.0	1553.0	234.0	805.6	523.5	886.0	514.5
	Median	111.00	109.30	111.0	100.5	113.0	81.5	126.0	2.6	117.0	48.0
Instructor	Maximum	126.00	521.50	249.0	259.5	252.0	227.8	352.0	78.0	266.0	120.0
	Median	95.00	40.03	237.0	44.3	217.0	75.0	249.0	70.0	194.0	48.0
No rank	Maximum		215.00	.	216.0	.	6.6	.	4.1		130.0
	Median		35.75	.	19.8	.	4.5	.	4.1		130.0
Lecturer	Maximum	1663.90	744.00	2068.8	936.0	1876.1	771.0	1936.0	932.0	1,440.2	697.0
	Median	336.00	75.00	324.0	64.1	289.5	94.0	298.0	88.5	299.1	109.5
Other UVM Staff	Maximum	788.00		828.0		695.3		689.0		641.0	
	Median	42.00		34.5		37.0		36.3		46.4	

Explanation of teaching load if not measured in credit hours

"Other UVM Staff" are UVM staff listed as course instructors who do not have a faculty assignment

Additional Notes

At UVM, Instructional & Research faculty hold rank as well as some Library and Extension faculty.

*Note that for the faculty pipeline-pathway information, faculty that are considered 'new' are people who were not in previous faculty lists. It is possible, then, for new faculty to be counted as 'new' even if they had worked for UVM before, but in a different capacity; i.e. as a post-doc.

**Note that the number of Faculty Departing refers to whether or not the faculty are still here the following year (excluding those that retired), meaning that there is a lag for this data; we won't know who left us in FY18 until November 2018.

***Note that the number of Faculty Retiring refers to whether or not the faculty retire the following year, meaning that there is a lag for this data; we won't know who left us in FY18 until November 2018.

Standard 6: Teaching, Learning, and Scholarship
(Number of Faculty by Department or Comparable Unit, Fall Term)

	3 Years Prior (FY 2016)		2 Years Prior (FY 2017)		1 Year Prior (FY 2018)		Current Year (FY 2019)	
	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Department (or comparable academic unit); insert additional rows as needed								
Anesthesiology	41	0	46	2	46	3	27	25
Animal and Veterinary Sciences	10	2	10	3	10	3	10	4
Anthropology	11	0	10	0	10	1	10	0
Art & Art History	19	6	17	5	17	9	16	4
Asian Languages & Literatures	9	0	9	0	7	1	7	0
Biochemistry	19	1	20	0	19	0	18	1
Biology	20	4	22	3	22	2	18	3
Biomedical and Health Sci	8	10	7	8	8	13	9	12
CESS Dean's Office	0	0	0	0	0	0	0	1
Chemistry	14	3	14	1	14	1	16	2
Civil & Env Engineering	0	0	0	1	15	0	16	2
Classics	7	0	6	1	6	1	5	1
Com Dev & Applied Economics	19	9	18	10	18	17	18	17
COM Microbio & Molec Genetics	15	0	13	0	13	1	15	1
COM Ofc of Clin Transltn Sci	2	0	0	1	0	0	0	0
Communication Sciences	8	8	9	9	8	9	10	6
Computer Science	10	0	10	2	11	2	16	4
Dana Medical Library	6	1	6	1	5	2	5	3
Economics	12	1	13	1	13	1	13	1
Education	39	23	40	20	34	22	38	22
Elec & Biomed Engineering	0	0	2	0	9	4	12	2
English	44	0	45	2	45	4	44	1
Ext - Programming & Fac Sup	15	0	14	0	8	4	11	4
Family Medicine	24	21	28	19	26	22	27	23
General Engineering	0	0	0	1	0	0	0	0
Geography	7	2	7	3	8	2	8	1
Geology	9	1	10	0	10	0	10	0
German & Russian	5	4	5	3	5	4	5	3
Grossman School of Business	31	4	30	4	31	4	33	8
History	26	1	25	2	24	0	22	1
Howe-Access & Tech Svcs	2	0	2	0	2	0	2	0
Howe-Collectn Mgmt Svcs	4	0	5	0	5	0	4	0
Howe-Info & Instruction	9	2	9	1	9	1	9	0
Howe-Special Collectns	5	0	4	0	4	0	4	0
LCOMEO	0	0	0	0	0	0	0	8
Leadership and Development Sci	17	7	21	1	23	4	22	4
Learning and Info Tech	1	0	1	0	1	0	1	0
Mathematics & Statistics	34	6	38	4	38	3	37	4
Mechanical Engineering	0	0	1	0	13	0	13	2
Med-Cardiology	20	3	23	3	25	3	25	3
Med-Dermatology	3	5	3	5	5	5	5	5
Med-Endocrinology	7	0	6	1	8	1	7	2
Med-Gastroenterology	7	0	8	0	8	0	5	0
Med-Gen Internal Med	14	35	23	31	26	32	28	30
Med-Geriatrics	0	0	0	0	0	1	0	1
Med-Hematology Oncology	14	2	16	2	16	1	16	1
Medicine	0	3	1	8	0	1	1	0
Med-Immunobiology	7	1	6	1	5	1	6	1
Med-Infectious Disease	9	1	10	1	12	1	11	1
Med-Nephrology	7	1	9	1	10	1	9	3
Med-Pulmonary	22	1	22	1	19	2	20	1
Med-Rheumatology	3	2	3	2	4	0	5	0
Med-Vascular Biology	2	0	2	0	2	0	2	0
Molecular Physlgy & Biophysics	11	2	12	2	9	4	9	3

Standard 6: Teaching, Learning, and Scholarship
(Number of Faculty by Department or Comparable Unit, Fall Term)

	3 Years Prior (FY 2016)		2 Years Prior (FY 2017)		1 Year Prior (FY 2018)		Current Year (FY 2019)	
	FT	PT	FT	PT	FT	PT	FT	PT
Music & Dance	13	11	15	6	12	10	14	7
Neurological Sciences	34	9	35	8	37	7	42	7
Nursing	18	19	23	18	24	16	27	16
Nutrition & Food Sciences	12	4	12	4	11	4	10	3
ObGyn-General	4	2	6	1	4	3	7	3
ObGyn-Gynecologic Oncology	4	1	4	1	3	2	4	1
ObGyn-Maternal Fetal	1	4	2	4	2	4	2	4
ObGyn-Reprod Endocrn&Infertil	2	0	3	0	3	0	3	1
Obstetrics Gynecology&Reprod	1	3	1	3	2	3	0	4
Orthopaedics & Rehabilitation	22	4	25	6	25	6	24	5
PathLabMed - Anatomic	17	5	16	5	18	5	21	5
PathLabMed - Clinical	9	2	11	2	12	2	12	2
PathLabMed - General	1	1	0	1	0	1	0	1
Pathology&Laboratory Medicine	14	1	14	0	15	1	15	1
Pediatrics	28	11	28	13	27	11	28	13
Peds-Cardiology	3	0	1	2	2	2	2	2
Peds-Endocrinology	2	0	2	0	2	0	2	0
Peds-Gastroenterology	5	0	5	0	5	0	4	1
Peds-Genetics	1	0	1	0	1	0	1	0
Peds-Hematology Oncology	3	0	3	0	4	0	4	0
Peds-Infectious Disease	1	0	1	0	1	0	1	0
Peds-Neonatology	5	0	5	0	6	1	6	2
Peds-Nephrology	2	0	2	0	2	0	2	0
Peds-Pulmonary	2	0	2	0	4	0	4	0
Pharmacology	14	1	16	3	17	2	15	2
Philosophy	10	2	12	0	12	0	11	1
Physics	12	4	13	2	12	0	13	0
Plant & Soil Science	9	9	9	6	10	5	10	5
Plant Biology	14	4	14	5	16	1	15	4
Political Science	17	1	18	0	19	1	19	0
Psychiatry	32	9	36	11	43	14	51	13
Psychological Science	22	5	22	7	21	9	23	4
Radiation-Oncology	4	4	4	4	5	3	5	3
Radiology	27	3	32	3	34	4	32	3
Rehab & Movement Sci	19	8	20	9	23	8	21	11
Religion	8	0	8	0	7	0	7	0
Romance Languages&Linguistics	29	2	28	4	27	3	21	8
Rubenstein Sch Env & Nat Res	42	31	41	14	38	16	36	22
School of Engineering	33	3	35	3	0	1	0	0
Social Work	10	3	8	5	8	8	7	8
Sociology	15	1	15	0	13	0	12	0
Surg-Emergency Med	10	12	10	10	14	8	22	7
Surgery	8	0	7	1	8	0	8	0
Surg-General	9	1	10	1	10	1	10	0
Surg-Neurosurgery	4	1	6	0	5	0	6	0
Surg-Oncology	7	0	6	0	7	0	7	0
Surg-Ophthalmology	7	2	6	2	9	3	12	3
Surg-Otolaryngology	7	3	7	3	6	4	8	3
Surg-Pediatric	2	0	2	0	2	0	2	0
Surg-Plastic	2	0	4	0	3	0	4	0
Surg-Thoracic Cardiovascular	4	0	5	0	4	0	4	0
Surg-Transplant	2	0	2	0	2	0	2	0
Surg-Trauma	6	1	7	1	7	1	8	1
Surg-Urology	12	0	15	0	16	0	15	0
Surg-Vascular	5	0	5	0	5	0	5	0

Standard 6: Teaching, Learning, and Scholarship
(Number of Faculty by Department or Comparable Unit, Fall Term)

	3 Years Prior (FY 2016)		2 Years Prior (FY 2017)		1 Year Prior (FY 2018)		Current Year (FY 2019)	
	FT	PT	FT	PT	FT	PT	FT	PT
Theatre	8	6	9	2	10	1	9	2
Total	**1,242**	**365**	**1,310**	**336**	**1,321**	**364**	**1,335**	**399**

Please enter any explanatory notes in the box below

Standard 6: Teaching, Learning, and Scholarship
(Faculty and Academic Staff Diversity)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (FY20)
? Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Male	771	156	927	930
Female	564	243	807	810
Non-Resident Alien	29	1	30	35
Hispanic	48	12	60	60
American Indian	1	1	2	5
Asian	89	7	96	100
Black	19	1	20	25
Pacific Islander	1	0	1	2
White	1,114	354	1,468	1,453
Two or More Races	15	4	19	25
Unknown	19	19	38	35
Academic Staff	**Full-time**	**Part-time**	**Total Headcount**	**Headcount Goal (FY20)**
? Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
Male	75	2	77	85
Female	220	27	247	245
Non-Resident Alien	3	0	3	5
Hispanic	18	1	19	20
American Indian	1	0	1	5
Asian	8	0	8	10
Black	13	1	14	15
Pacific Islander	0	0	0	1
White	230	27	257	254
Two or More Races	8	0	8	10
Unknown	14	0	14	10

Please enter any explanatory notes in the box below

This data is from FY19. The Faculty counts include library, research, & extension faculty. The category of academic staff includes staff members with the IPEDS SOC code of 'Student and Academic Affairs and Other Education Services' who fit into the following UVM HR professional families: Academic Services, Enrollment Management, Outreach, Student Life, and Student Services.

The faculty information by race/ethnicity and sex can be found on the Catamount Data Center, here: http://www.uvm.edu/~oir/catdat/faculty_staff_diversity.html

Standard 7: Institutional Resources

"Only diversity makes change and progress." – John Dewey

Human Resources

Description

UVM has a total of 4,186 employees, including 1,192 full-time instructional staff and 385 part-time instructional staff, as well as 2,414 full-time and 195 part-time staff in other categories. Overall, there has been only a slight increase in staff over the past three years. Most of this increase comes from the categories of instructional staff and business and finance staff, reflecting institutional strategic priorities (see Data First form 7.1). The number of senior administrative officials (officers of administration) has decreased in the last seven years from 47 to 41.

Approximately 31 percent of the university's employees are covered by one of four collective bargaining agreements with the Teamsters, United Academics (full- and part-time faculty), and United Electrical, Radio, and Machine Workers. These agreements define terms and conditions of employment, including grievance procedures. Employees also receive offer or appointment letters when they begin employment at the university, which include specific information about the terms and conditions of their employment. Non-represented staff are covered by a Staff Handbook, which the university will comprehensively review and update in FY 2019. The Larner College of Medicine (LCOM) utilizes its own handbook for non-represented faculty, which was most recently updated in February of 2016. Currently, 42% of all faculty (which includes instructional, research, extension, and library faculty) are represented by the United Academics.

A Grievance and Peer Advisor Policy for all non-represented staff provides for a specially trained group of peer advisors to assist these staff with grievances or other concerns. The university supports a Staff Council, which assists and advocates for non-represented staff on issues of concern related to their employment. Standard 3 covers additional information on the governance role of Staff Council.

The director of compliance services reviews and updates all of the university's policies and operating procedures regularly, including those concerning staff, and oversees the development and review process for new policies and policy updates. All collective bargaining agreements, handbooks, policies, and operating procedures governing terms and conditions of employment are readily available on the university's website. Appointment letter templates are available on the Office of the Provost's website (for faculty appointments) and Human Resource Services' website (for staff offers) to ensure that the terms and language in offers of employment across the university are clear and consistent.

Appraisal

The university has also conducted pay-equity studies for faculty and staff in 2013 and 2016, respectively, to specifically assess whether there was statistical evidence of a gap in salary associated with gender or minority status. Both studies concluded that there were no systemic inequities in faculty or staff pay. More detailed information regarding nationally comparative data on faculty salaries and total compensation are covered more fully in Standard 6.

In addition to maintaining competitive salaries, the university provides a generous benefits package to all of its benefits-eligible faculty and staff. Benefits include comprehensive medical and dental insurance, sick leave, paid vacation and holidays, a 403(b) plan with a 10 percent employer contribution for participating employees, and group long-term disability and life insurance options. In part due to this total

compensation package, the university successfully retains faculty and staff. According to the Office of Institutional Research, the average length of employment for a full-time faculty member (including tenured/tenure-track, non-tenure-track instructional faculty, research, library, and extension faculty) is 12.4 years. The average length of employment for a full-time staff member is 10.8 years.

The university recently implemented an exit survey/interview process for faculty and staff who voluntarily terminate their employment. The process is intended to provide employees with the opportunity to provide feedback on culture and job satisfaction, gain insight into areas where there are opportunities for improvement, and identify areas that are functioning well to promote job satisfaction. The information collected during exit interviews will allow the University of Vermont a unique perspective on organizational performance and opportunities to enhance retention. This information will be compiled annually and provided to the vice president for human resources, diversity, and multicultural affairs. She, in turn, will review the information with appropriate senior leaders, with the objective of identifying and addressing any patterns or problem areas that may impact retention.

To ensure regular evaluation of staff, the university implemented a new electronic personnel performance management system in 2016. In conjunction with instituting a merit component to salary increases for non-represented staff, implementation of this new system resulted in a 92 percent completion rate of performance evaluations for staff, compared with approximately 40 percent prior to its implementation. Faculty have annual evaluations proscribed by the collective bargaining agreements for represented faculty, and by the Larner College of Medicine Handbook for LCOM faculty. Tenure-track faculty are reviewed regularly as part of retention, promotion, and tenure procedures. Non-tenure-track faculty are reviewed regularly for reappointment.

The university provides strong support for faculty and staff professional development to meet the changing needs of today's students. These include an array of faculty-development offerings, including the highly successful Blackboard Jungle annual symposium, which offers a range of professional-development opportunities for both faculty and staff. Professional Development and Training offers classes open to all staff and faculty in areas ranging from management skills to Microsoft Office applications, budget software training, and personal effectiveness. Trainings in a range of areas also devote special attention to diversity, equity, and inclusion issues in the workplace. While these trainings reflect UVM's commitment to Our Common Ground (see Standard 1), this commitment also permeates the institution, as is visible in social justice statements for facilities like the Davis Center, which houses many student identity centers and has a diverse and astute staff. UVM's extensive faculty-development offerings, available to staff as appropriate to their duties, are discussed further in Standard 6.

Guided by the Our Common Ground Values, experienced and dedicated staff in all areas of the university help to forward the university's mission, whether they work directly with students and faculty or provide support for university operations. The key role that staff play in the life of the university is embodied in the President's Our Common Ground staff award, inaugurated in 2014. The award is presented annually to University of Vermont staff members who have made extraordinary contributions and had a significant impact on the university, demonstrating the values expressed in Our Common Ground.
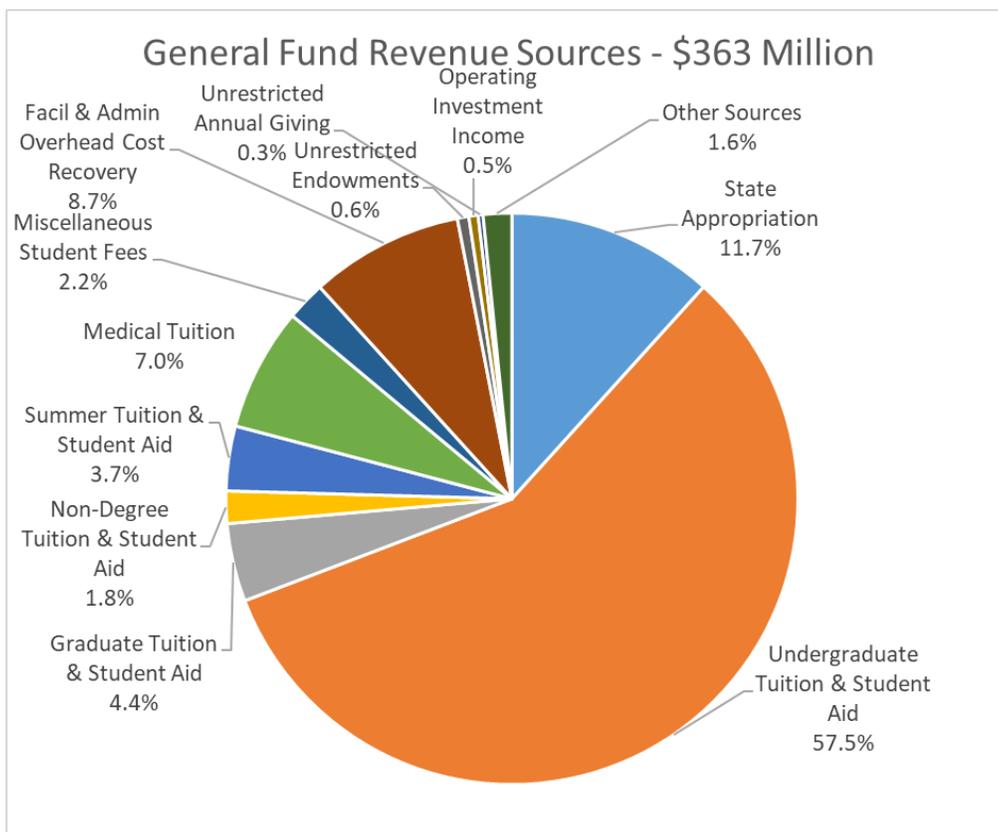
Financial Resources

Description

The University of Vermont has an array of financial resources that are dedicated to the goals of its Strategic Action Plan. Information about these resources is available in the annual financial statements and the cash flow projections. The $185 million in cash investments and the $50 million that the university has invested in its endowment (as of February 2018) represent resources that either back future

obligations or are available to respond to fiscal volatility in uncertain times. Cash on hand to support ongoing operations varies with the tuition cycle from $200 million to $40 million. Additionally, the Board of Trustees sought to ensure ongoing liquidity by including in the Cash Management and Liquidity Policy a provision that requires that the university keep available a minimum of $30 million in unrestricted, unencumbered cash. The combined value of the university and UVM Foundation's endowment is $520 million, the vast majority of which comprises assets of the university. It provides a $19 million revenue stream that supports academic programs, scholarship aid, and faculty. Move Mountains, the UVM Foundation's current comprehensive campaign, met its $500 million goal in July 2018, and fundraising will continue until the scheduled end of the campaign in June 2019.

UVM is unusually tuition-driven, higher-aid for a state institution; 75 percent of general fund revenues are from tuition, while the state appropriation is about 11.7 percent (3 percent of the operating budget) and cost recovery is 8.7 percent. Remaining revenue sources represent only modest proportions of total revenue.

General Fund Revenue Sources - $363 Million

- Facil & Admin Overhead Cost Recovery 8.7%
- Unrestricted Annual Giving 0.3%
- Unrestricted Endowments 0.6%
- Operating Investment Income 0.5%
- Other Sources 1.6%
- State Appropriation 11.7%
- Miscellaneous Student Fees 2.2%
- Medical Tuition 7.0%
- Summer Tuition & Student Aid 3.7%
- Non-Degree Tuition & Student Aid 1.8%
- Graduate Tuition & Student Aid 4.4%
- Undergraduate Tuition & Student Aid 57.5%

The Board of Trustees' Resolution Regarding Delegation and Retention of Rights prescribes the board's oversight over financial resources at the university, and the Board of Trustees, through its Budget, Finance, and Investment Committee (BFI), annually reviews multiyear projections resulting from the strategic financial planning model. The university has a strict Procurement Policy that sets limits on contract and purchasing approval authority, and Board of Trustees approval is required for purchases over $1 million. After extensive review by the BFI, the Board of Trustees has approval authority over the general operating budget, although as per the charter, no State approval is required. Further, the vice president for enrollment management annually reviews the financial aid procedures and policies with the BFI as it undertakes its detailed review of the proposed annual budget. The proposed approach to

awarding aid is a result of the Division of Enrollment Management staff working with consultants from Noel Levitz.

The Board of Trustees also provides ongoing oversight of ethical behavior and appropriate financial management through its Audit Committee, to whom the university's chief internal auditor reports. The chief internal auditor and his team conduct regular audits of policy compliance and ethical behavior, and employees have access to an Ethics and Compliance Reporting site through which they can register any concerns. University policies, including the Code of Conduct and Ethical Standards Policy, clearly articulate how employees of the university are to behave in this regard. University leadership must further attest annually regarding any conflicts of interest. The university also has an array of policies and operating procedures related to matters regarding finance and risk management activities (see Standard 9).

The Audit Committee, which employs the external auditors, meets with the auditors on an ongoing basis, reviews the annual audits, and forwards the financial audit to the Board of Trustees for final approval. The external auditors annually provide an opinion regarding compliance with Generally Accepted Accounting Principles as part of the financial audit, and they conduct other audits required according to federal uniform guidance and the NCAA.

The Board of Trustees Investment Subcommittee (ISC) is responsible for all decisions related to the university's pooled endowment, which includes all of the endowment resources of the University of Vermont Foundation. The subcommittee reports to the Budget, Finance, and Investment Committee four times per year. The ISC employs a major investment advising firm to support investment decision-making, and the university controller's staff provides the necessary administrative support. The ISC's investment decisions are guided by the Statement of Investment Policies and Objectives. Other oversight activities include:

- Annual review of the debt policy and financial ratios by the BFI.
- Review of Moody's benchmarks comparison by the vice president for finance.
- Review of the bi-monthly cash flow statement by the university controller and the vice president for finance.
- Controller's annual reviews of and conversations with bankers.
- Annual review of net assets by the BFI.
- Annual requirement to report to the BFI on fund balances.
- The oversight of the Bond Work Group regarding the issuance of debt.
- Reports of the chief risk officer to the Audit Committee and the full Board of Trustees regarding the state of the university as it relates to enterprise risk management.

The vice president for finance, university budget director, and university controller use a strategic financial planning model to monitor the university's financial performance on an ongoing basis. The model is informed by all available budgetary and financial data, enabling the vice president for finance to advise the president and the Board of Trustees regarding key decisions about the annual budget and any proposed investments and/or debt obligations.

The university employs a multiyear strategic financial planning tool that enables ongoing oversight of the institution's finances and the development of long-term budget plans. This tool was first introduced in 2017 and is proving quite valuable in explaining both the university's current financial condition and longer term projections, thereby aiding decision-making related to matters such as setting tuition increases and making investments in facilites and deferred maintenance expenditures. A new Axiom budget planning system with improved budget reporting capabilities was also introduced in 2017, significantly enhancing the ability of budget managers and unit leaders across the campus to plan, monitor, and invest their units' resources. This functionality provides essential support for the implementation of incentive-

based budgeting (IBB), a responsibility center management model, which has decentralized the budget process at the university. Net tuition revenue now flows to the units, so deans and faculty are incentivized to create new programs, invest in expanding successful endeavors, and seek out opportunities for improved efficiencies. As a result, the new budget model has increased engagement and transparency and incentivized innovation and revenue generation.

All of the university's resources are dedicated to the support of its education, research, and service missions. This fact is quantified in the Annual Financial Report, budget reports, and IPEDs data submissions. As chief academic officer and chief budget officer, the provost oversees the connection of resource allocations to the educational mission. He leads a team called the Budget Group, which includes the vice president for finance, the university budget director, the assistant provost, and leaders from other parts of the university. This group meets to review various aspects of budgetary policy and decision-making so as to inform budget decisions ultimately made by the provost and president. Since the implementation of IBB, the development of academic-unit budgets has been the purview of the deans, in consultation with their faculty. However, some key decisions—such as enrollment targets, selectivity, and tuition rate increases—remain the province of the president, informed by recommendations from the Budget Group and the vice president for enrollment management. Affordability and educational quality for students are at the forefront of any financial decision, but each decision is also informed by a financial analysis to determine the short- and long-term impact on the annual budget and the overall financial condition of the institution.

The university budget director and the vice president for finance review the condition of the budget on an ongoing basis, units receive monthly budget reports, and the vice president reviews quarterly budget-to-actual reports with the president, provost, and Board of Trustees. When conditions warrant, a modest operating contingency is used to address unanticipated needs. If it is determined that such needs will reoccur on an ongoing basis, the provost determines how they will be addressed in subsequent budgets. One such need is deferred maintenance, as the university has an extensive inventory of facilities and infrastructure. Over recent years, with strong support from the Board of Trustees, the amount allocated to this purpose has increased 83 percent, from $6 million in 2015 to $11 million in 2018. While significant, this increase does not yet meet the $20 million annual need; the goal is to continue to incrementally increase funding for this purpose over the next decade as funds are available. The Campus Master Plan has been used as a guide to help set priorities for deferred maintenance funding, which has resulted in major improvements to many historic buildings, such as the Billings Library, Williams Hall, and Torrey Hall.

The University of Vermont Foundation was created in 2011 to enhance the university's fundraising efforts. The UVM Foundation works with the president, provost, deans, and faculty to maintain contacts with thousands of alumni and to promote giving. The foundation endowment funds scholarship aid, program support, faculty chairs, and professorships. The foundation's capital campaign is dedicated to increasing support in all of these areas, as well as securing gifts to support capital projects. Donor intent guides the use of all gifts and is ensured via memoranda of understanding between the university and the foundation by means of the University Gifts Policy.

Appraisal

The University of Vermont is unique amongst its public flagship peers, especially as it relates to the percentage of enrolled students from outside the state, which stands at approximately 78 percent for UVM and 15 percent for peers. Further, it receives the lowest per capita appropriation of any flagship university in the nation and receives very little state support for capital projects. While its endowment and total financial resources and investments are much larger than its AA3 public peers, they are only about one-half that of its private peers (Moody's Fiscal Year 2016 Medians). A direct consequence of the lack of

state support for capital projects, UVM's outstanding debt ($556 million) is about twice that of the Moody's median for all public universities ($273 million).

The university does have adequate liquidity, which has grown significantly in the past decade, as indicated in the chart below.

Growth in Cash, Equivalents, & Operating Investments
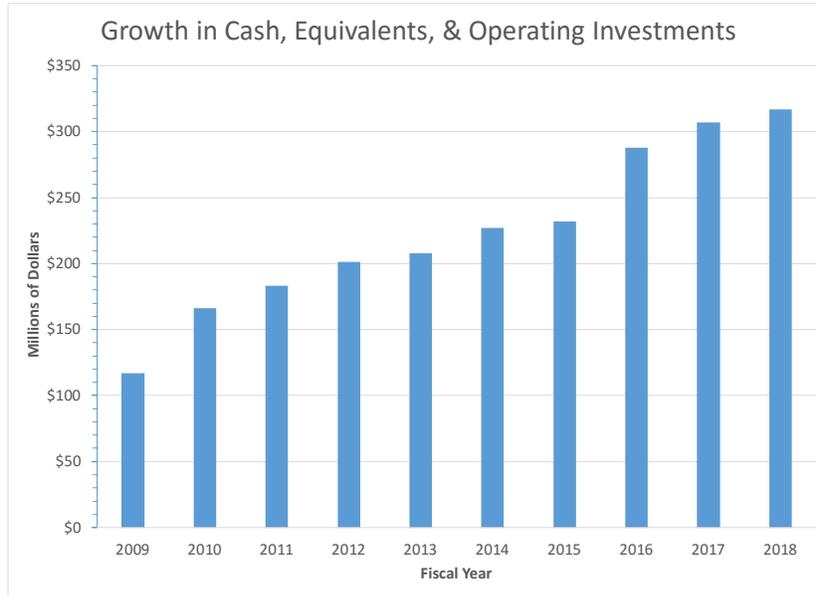
As noted above, given the very low state appropriation, the university has a heavy reliance on net tuition as its primary revenue source, especially residential undergraduate tuition, which is 57 percent ($208 million) of total general fund revenue. Out-of-state undergraduate students pay $40,176 in tuition, more than twice the $15,936 that in-state students pay. This heavy reliance on out-of-state tuition has been an issue of concern for some time and has motivated university efforts to further diversify both its revenue portfolio and the source of its students. One example of these diversification efforts is the creation of the Global Gateway Program (GGP) several years ago. The GGP has helped to diversify the student body and maintain out-of-state revenue in an era of a slowly declining supply of domestic out-of-state high school graduates.

Gross Undergraduate Tuition Revenue
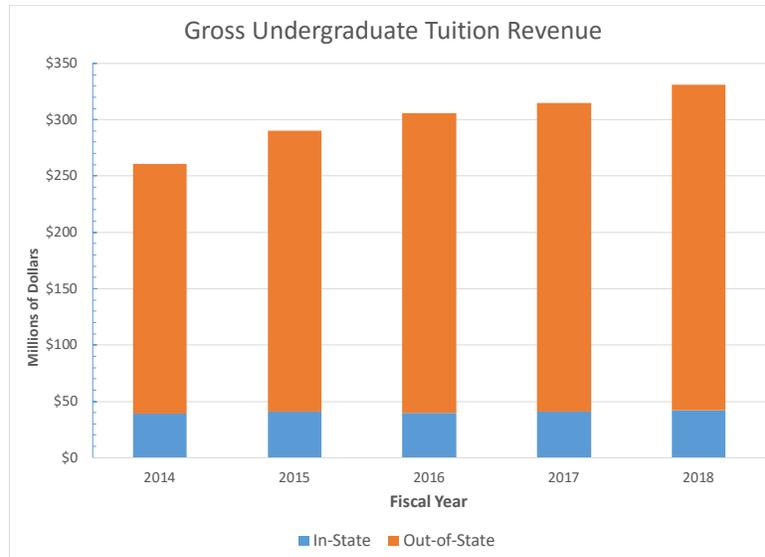
In sum, the University of Vermont is in a relatively strong financial position, but it must work to maintain this position by continuing to develop its reputation and market profile, while further diversifying its revenue streams. Recruitment and retention of highly qualified students is also an essential component of this strategy, requiring continued fundraising and investments to support the innovative, high quality educational programs. As a public institution with limited state support, the University of Vermont has had to be flexible and resourceful in improving its financial condition over the past decade, and it must continue to do so in coming years.

Over the past decade, the university has significantly enhanced its ability to plan, monitor, and implement its budget. The tools are now in place to accomplish these tasks well. The leadership of the university has taken a realistic approach to the budget process, avoiding budget deficits as a result. With the implementation of IBB, revenues grew faster than planned, thereby helping the university to meet budget targets.

The university is using the strategic financial plan model to provide the best projections possible in uncertain times. These help to inform decision-making as the leadership weighs the sometimes contrasting goals of affordability and resource availability. The university's enterprise risk management system also helps to guide the use of resources and the setting of priorities reflected on the risk management heat map.

The university has an active and engaged Board of Trustees that exercises oversight in many ways, guided by clearly defined written policies that are publicly available on the university's website. Through communications from the administration and the work of its various committees, the board is very much aware how the university is performing financially, and of its role in accountability. The university has put in place an array of tools to guide and enhance accountability, and any violation of policies and procedures on the part of individuals is dealt with quickly and appropriately. Auditors cited no deficiencies or material weaknesses in recent annual financial audits, a key indicator of the university's commitment to excellence in accountability.

The vice president for finance has a small but highly skilled team that is well qualified to provide sound management of university financial resources. The organization chart of the Division of Finance and the resumes of the key leaders illustrate this fact. There are also many skilled people working in the dean's

offices to manage the finances of the schools and colleges, a staffing strength that enables effective financial management within an incentive-based budget model.

Libraries

Description

The University Libraries consist of Howe Memorial Library, Dana Medical Library, Billings Library (which houses the Silver Special Collections Library), and three remote-storage facilities. The Center for Teaching and Learning (faculty development and instructional technology support) and Media Services (classroom technology and media support) also fall within the purview of University Libraries.

The UVM Libraries Strategic Plan 2016–2020 supports the university's commitment to excellence in instruction, innovation in research and scholarship, and dedication in public service. In particular, the Libraries take a lead in implementing the university's Information Literacy component of General Education Requirements. The 2016 Impact Report highlights the role of the UVM Libraries in teaching, learning and research. To further support the university's research mission, in 2013 the Libraries launched ScholarWorks @ UVM, an institutional repository that brings together the university's research under one umbrella.

The Libraries' collection contains over 1,068,000 physical items, including books, serials, and media, and over 460,000 digital items, which includes streaming media, serials, e-books, and databases that support student learning and faculty and student research, and fulfill the diverse information needs of the university community. The Silver Special Collections and University Archives houses Vermont research materials, rare books, and the records of the university and its students. The Center for Digital Initiatives is a repository for digital collections based on our unique collections and those of collaborating libraries around the state.

The Dana Medical Library supports the teaching, learning, and research information needs of the Larner College of Medicine and the College of Nursing and Health Sciences. The library also provides for the information needs of University of Vermont Medical Center employees through the University of Vermont/UVMMC affiliation agreement.

Appraisal

The University Libraries engages with library users on an ongoing basis to gain feedback to inform services and resources. The Libraries administers the LibQual+ survey at regular intervals to students and faculty to assess whether library services are meeting users' expectations. In 2013, for the first time, the averages for all users combined included no instances where the perceived level of service failed to meet users' minimum expectations.

The Dana Medical Library administers a survey to its library users every three years, most recently in 2016. In response to survey feedback, the library expanded quiet-study seating for students.

In order to make the most efficient use of limited funds, the Libraries developed metrics, including usage statistics, content and scope of the resource, and input from librarians for resource evaluation and improved communication and collaboration within departments in the Libraries. The Libraries has also solicited faculty input to assist in decision-making in deaccessioning projects and serials cancellations.

Physical Resources

Description

The university's physical resources currently include 4,315 acres of land that directly support the academic mission of the institution. This land is located throughout the State of Vermont in 19 cities and towns. Since the 2009 Self-Study, the university has reduced its landholdings by approximately 47 acres, a result of a combination of several acquisitions and sales; despite the small reduction in landholdings, the net result of these transactions was an increase of approximately 131 acres to the natural area acreage.

The number of university-owned and leased facilities stands at 303 with an overall assignable square footage of 3,581,400. While the total facility count and square footage across the state appears largely unchanged from a decade ago, the main campus square footage has increased by approximately 10 percent over the last ten years, reflecting the university's recent investments in research and educational facilities.

The university provides student housing primarily for its undergraduate population in 41 buildings, with slightly over 5,631 beds managed by the university. In addition, there are another 662 beds in apartment-style housing owned and managed by private developers both on and off university-owned land that are available for university upper-class and graduate students.

The Campus Master Plan (CMP) provides a clear policy framework to guide the ongoing activities of campus planning and future decisions. It ensures that projects are planned comprehensively within the context of UVM's mission. On May 20th, 2006, the Board of Trustees voted to approve the current version of the Campus Master Plan, which incorporated inputs from within the university as well as outside consultants and constituents. The Campus Master Plan is intended to be used as a "living document" that changes with our dynamic, evolving institution. The plan provides a flexible framework that can accommodate changes in attitudes about campus environments, new technologies, and revised institutional requirements. This plan directly addresses the growth of the campus through 2015, and looks forward to growth in the decades beyond.

In 2008 the supplemental Site Planning and Design Review Process was approved. This document defined the structure and format of committees assigned to review new projects, utilizing the parameters of principles, premises and design goals and strategies defined in the 2006 CMP, to assess and evaluate new projects. In this manner, the CMP gains an ability to move beyond its original scope of 10 years, from 2006–2016. Until a new master planning process, anticipated in 2020, is initiated, the institution will continue with the existing system of evaluating new projects with approved planning and design principles, premises, and goals.

While building on the existing plan, the future CMP update will incorporate new plans, some of which are currently being actively updated, in areas connected to the Campus Master Plan, including but not limited to: UVM's Active Transportation Plan (complete); UVM Housing Master Plan, (in progress); Central Quad CMP Planning Principles (complete); Overall UVM Campus Watershed Plan (ongoing); UVM sustainability and climate action plans, initiatives, and parameters, including STARS and other

standardized campus measurements of environmental impact (ongoing); UVM overall historic preservation planning (future initiative); UVM Parking and Transportation Master Plan (in progress); UVM master utility planning, including clean energy initiatives (ongoing).

The university has, for more than a decade, contracted with a campus asset management firm to track the state of our facilities and the degree to which we care for them in comparison to our peer group and national standards. However, budget constraints have prevented the university from acting on this information by allocating enough funding to stem the growth in the deferred maintenance backlog, leaving a current deficiency of $374 million. We have been allocating the approximately $1.4 million in capital funding the university receives from the state, $3 million from Residential Life funding, and about $3 million from other general fund sources to address deferred maintenance (total of $7.4 million). For FY 2017, we added $1.25 million to the deferred maintenance budget. We also were able to make a modest reduction of $8 million of the backlog by demolishing the Chittenden-Buckham-Willis residential complex. The scheduled demolition of the Cook Physical Science Building has reduced the backlog by another $20 million. Despite these gains from removing older buildings, a consultant estimates that the university should be dedicating an amount closer to $20+ million per year to both stem growth in the backlog and make progress in reducing it, acknowledging the estimated target of our funding model reaching $18 million.

There are 105 general purpose classrooms centrally scheduled by the Office of the Registrar (regular classes) and by University Event Services (other uses). Classrooms are informally reviewed annually, and priority renovations and furniture purchases are made when funds are available. The 2005 standards covering furniture and physical space (including paint, carpet, lighting, etc.) are maintained and updated as necessary. Media and technology equipment is maintained and updated by UVM Classroom Technology Services on a rolling basis. The student technology fee is largely designated to replace and improve technology and media in general purpose classrooms. Annual funds for maintenance, however, have not been available on a regular basis, and so a backlog of deferred maintenance has accrued in some classrooms. Beginning in fiscal year 2019, annual funds have again been made available, and a significant amount of work will be accomplished during the summers of 2018 and 2019.

Over the last 17 years, the university has successfully completed capital projects which are valued at over $656 million, with 98 of those projects ranging in value from $500 thousand to $95 million. Those investments have included a wide range of functional improvements in residential and student life, academic classroom and research facilities, and centralized utility infrastructure, while also contributing to UVM's reputation as an institution committed to environmental design. These projects include the $55 million James M. Jeffords Hall, completed in 2010, which houses the programs in the departments of Plant Biology and Plant and Soil Science of the College of Agriculture and Life Sciences.

Jeffords Hall exemplifies UVM's commitment to green building, and has received a Gold level of certification in Leadership in Energy and Environmental Design (LEED) established by the US Green Building Council. In accordance with the University of Vermont's Environmental Design in New and Renovated Buildings Policy, which defines UVM's commitment to a high level of environmental sustainability in all new buildings and in major renovations to existing buildings, the Department of Facilities Design and Construction collaborates within the project team to achieve, at a minimum, a score equivalent to LEED Silver. The goal of this policy is to bring new and renovated university buildings to the forefront of environmentally sustainable design, construction, and operation, thereby supporting positive impacts on natural resources and enhancing occupant health and productivity.

Now underway, the University of Vermont's largest-ever capital project at $104 million will bring a state-of-the-art STEM (science, technology, engineering, and mathematics) complex of laboratories, classrooms, and research facilities to campus and prepare our students for careers in rewarding, high-growth fields. Its three interconnected buildings include a selectively renovated Votey Hall (construction complete), a new teaching and research laboratory building (Discovery Building; construction complete); and a new building for classrooms, team-based learning spaces, and offices (Innovation Building; to be opened summer 2019).

Since the 2006 installation of the university's central chilled water plant, there have been several new and renovated buildings added to the central chilled water system. As a result, and to meet the growing cooling expectations throughout the campus, the university has developed a strategic plan to meet these demands with an expansion of the central chilled water plant.

Among the current priority on-campus capital projects on the horizon are a new Multipurpose Center ($95 million) and a Larner College of Medicine/Psychological Sciences research facility ($90 million). The University of Vermont has identified the on-campus Multipurpose Center as its highest priority facilities need in the capital plan for the institution. The Patrick/Forbush/Gutterson Complex, constructed in 1961, 1980, 1990, and 1999, will receive an upgrade and expansion to UVM's athletic facilities to better accommodate health, fitness, wellness, academics, athletics, events, and related programs. The scope of work will include an expansion and upgrade of fitness, recreation, wellness, and intramural facilities as well as the creation of academic support spaces, classrooms, and upgraded venues for hockey and basketball, including practice facility availability, improved locker rooms, training, and meeting spaces and offices.

An additional new project will affect spaces currently occupied by the Larner College of Medicine (Given Building), and the Department of Psychological Science (Dewey Hall). A new project aims to construct approximately 70,000 gross square feet (42,000 net assignable square feet) of new laboratory research space adjacent to the Health Science Research Facility and move an equivalent amount of space from the Given Building into the new structure. Following this relocation to the new facility, the renovation of the Given Building will include those functions remaining from the Larner College of Medicine and the relocation of the faculty and staff in the Department of Psychological Science.

Appraisal

The university has taken a proactive approach in building a campus for the 21st century, assessing its space, facilities, and infrastructure needs by conducting extensive planning studies that result in understanding the steps and projects needed to achieve its vision and evolving needs. Furthermore, the university has developed and adopted strong planning processes that include extensive collaborative and public processes to ensure that the key stakeholders have opportunity for input before major long-range decisions are made. The university considers the local, regional, and state planning agencies and adjacent residential neighbors as key stakeholders in its land-use decisions. By these public and collaborative

processes, the university has built trust in the community and is consistently successful in obtaining timely permit approvals through the complex regulatory land-use processes.

Space allocation and related construction and renovation decisions are shared by the president, provost, and vice president for university relations and administration, as well as the Board of Trustees, depending upon the scope of the project. Individual deans and division heads have some discretion within their jurisdiction to reallocate space. A database-driven building/room inventory, maintained according to the National Center for Education Statistics Facilities Inventory and Classification Manual, is under the management of the Campus Planning Services department and is verified annually. Space policies and allocation guidelines have been developed and utilized to assess space, conduct feasibility studies, and plan for new space.

Standardization of processes has been a successful integration of associated capital project tasks over the past five years. Request for proposals, design phase review and budget reconciliation, professional agreements, architects checklist of services, and development of design standards are all areas of progress by our project management unit that have positively impacted our ability to be more efficient in the execution of the required capital project processes. UVM's internal process for evaluating and prioritizing capital projects gained approval from the Board of Trustees, originally presented to the Committee of the Whole on May 16, 2014. The process was developed to identify both major and minor capital projects and how they are generated. Criteria are then applied to the projects prior to presenting them to the board for approval and oversight.

The university's Campus Master Plan (CMP) includes development of an illustrative master plan, and was adopted by the Board of Trustees in May 2006. It makes a commitment to a land-use pattern that provides a flexible framework to preserve what is good on campus, to improve on what could be better, and to provide a structure to integrate the needs of diverse programs for the future. The CMP identifies unique architectural districts that define basic facilities and landscaping design guidelines for capital project review and approval and, most importantly, ensures that all projects, including day-to-day decisions and capital projects, comply with the overarching planning principles and design guidelines. In addition, an internal site planning and design review process has been developed. The CMP was developed through an extensive internal and external community process that identified the strengths and weaknesses of the campus. Concurrently, the university conducted an in-depth analysis of existing conditions, defined proposed frameworks for planning based on existing conditions, identified architectural and landscaping district guidelines, and developed an illustrative description of the vision for physical changes proposed through 2015 and beyond. The university has established a Campus Master Planning Advisory Committee (CMPC), comprised of broad representation across the campus, charged with stewardship of the CMP. The CMPC reviews all projects, capital or otherwise, that impact the land use of the campus to assess project compliance with the CMP planning principles and premises for physical development.

With the successful completion of capital projects currently under construction, the university will have completed over $700 million of major renovation and construction in the past 17 years. Two new initiatives to improve athletic facilities and research facilities in the Larner College of Medicine and the Department of Psychological Sciences will push that total to approximately $900 million. Site improvements have also created a much-improved network of sidewalks in the academic core, with the replacement of old asphalt walkways with newer, longer life cycle concrete walks. The president's initiative to increase campus trees and landscaping amenities, such as benches and public sculptures, has substantially enhanced the pedestrian environment.

Deferred maintenance planning has moved forward since the administration established principles to guide funding proposals to address deferred maintenance. Deferred maintenance funding should stem the

growth of the university's deferred maintenance backlog; build permanent capacity for funding routine facilities and infrastructure needs; and be affordable and not increase the university's debt burden ratio beyond the current cap of 5.75 percent.

With the senior leadership and Board of Trustees' emphasis on increasing the general fund allocation to address the deferred maintenance issues in our campus facilities, the university will be positioned to finally reduce the backlog that has built up for the last three decades. Our action plan will incrementally increase funding for facilities and infrastructure improvements by $1.5 million per year for the first three years and by $2 million per year for the subsequent years. It also calls for some modest short-term borrowing in the first few years to make a consequential increase in our investment in facilities while these base budget increases are accruing. At the end of five years, the university would be providing base funding for facilities needs at a rate of $18 million per year, which brings us much closer to the funding level recommended by our external consultant.

Progress in reducing the deferred maintenance backlog and completion of our capital projects already in construction and design will position UVM to be more competitive over the next 20 years. The additional focus of improving facilities related to safety, diversity, and accessibility will highlight the university's priorities in the 21st century.

Information Technology Resources

Description

UVM's information technology (IT) organizational structure is fairly decentralized. Enterprise Technology Services (ETS) is the primary central IT unit and is comprised of 70 IT staff, including a new chief information officer, appointed in July 2018. Outside ETS, 100 staff across the university have information-technology-related job titles. The academic units are served by technology staff of varying sizes, with most colleges and schools having two to four IT staff members. The Larner College of Medicine, the College of Arts and Sciences, and University Libraries have more IT staff to accommodate their size and specific information technology support needs.

Technology planning at UVM has incorporated both central and distributed IT needs and has generally followed a five-year cycle. UVM's most recent comprehensive information technology strategic plan was generated in 2005 and updated in 2008, and included both academic and administrative technology priorities. The academic technology plan was updated again in 2012. Current planning efforts are centered on the development and creation of an IT governance committee that will provide a cohesive vision to promote excellence in research, education, and administration through best practice technology use.

Funding for central information technology systems and services has been provided through a variety of standard university funding sources: base budget funds, one-time allocations for particular purposes (such as equipment replacement), bonding, grants, income-expense (charge-back) services (most notably for telecommunications), and a student technology fee (part of the student comprehensive fee). The student technology fee (at $77/year/student garnering approximately $800,000 per year) provides an ongoing resource for classroom media and other technology replacements and innovations and also funds continued expansion of wireless access, support for the Blackboard learning-management system (which serves students in both on-campus and online courses and programs), programming for Banner Student Information System enhancements, and other academic technology projects directly related to student success.

High-speed fiber optical cable provides up to 80 gigabits/second of bandwidth at the core of UVM's network, supporting the constantly expanding usage of the network for research and educational

functions. UVM offers pervasive wifi in all residence halls and in approximately 95 percent of the academic buildings on campus.

IT support for research is highlighted by the data center's hosting of the Vermont Advanced Computing Core (VACC). A recent recipient of an almost $900,000 Major Research Instrumentation grant from the National Science Foundation, the VACC offers high-performance computing similar in design and capability to national high-performance computing centers.

Appraisal

Since 2013, the effectiveness and efficiency of information technology at the University of Vermont has been reviewed several times. The last review, in 2017, occurred as part of the university's Administrative Unit Review process. Key common themes across reviews have been the lack of an information technology governance structure and understaffing in both central and distributed units.

While faculty in particular valued the responsiveness, flexibility, and expertise of the IT staff who supported them, they agreed that support levels were uneven by unit and that not all could get the level of help they desired. Central IT echoed the belief that staffing levels were not adequate, both centrally and in the units, to provide the support clients expected. Distributed IT staff noted the challenges posed by individually purchased software solutions and the expectations for support that could not be met with the staff they had.

Telecommunications and Network Services wires buildings for service as they are built or renovated, using funds provided by project capital budgets. Enterprise Technology Services does not have funds of its own for updating the university's cable plant, so can only provide necessary networking upgrades in buildings where renovation work is underway. This model presents a particular challenge as we consider moving to advanced unified communications systems, which require modern networking capabilities.

The Telecommunications and Network Services department is an income/expense or cost-recovery unit. Their primary sources of income are a telephone port rate charged to departments, a network access rate charged to Residential Life, and fees for moves, adds, and changes to existing services. Most departments see the charge as a charge for phone service and many have begun to cut this item from their budgets. An examination of the funding model is slated to be part of the next version of the university's incentive-based budgeting model.

The deferred maintenance budget provides funding for the primary data center, but does not include funding for maintenance of the equipment used by the Vermont Advanced Computing Core. The VACC has a small base budget that covers modest maintenance and software licenses but does not cover equipment replacement. New equipment is funded by faculty start-up funds, available grant dollars, or one-time funding from the university (Office of the Vice President for Research, Office of the Vice President for Finance, or Office of the Provost funds). While the VACC and ETS make judicious use of these one-time equipment-replacement funds, this approach makes it difficult to do medium- and long-term planning and reduces the opportunity for the university to take advantage of aggregate purchasing opportunities.

Like all organizations, UVM faces a growing number of security attacks on its IT infrastructure. We are fortunate to have an Information Security Office dedicated to security and to have a full-time information security officer. The Information Security Office responds to security threats, monitors for breaches, and develops policies, procedures, and practices designed to safeguard UVM's sensitive data. The office is challenged by the fact that security threats are continually growing, both in sophistication and number.

Projections for Financial Resources

- The university will continue to use all of its available tools to plan, monitor, and implement the budget, especially the incentive-based budgeting process, strategic financial planning model, and Axiom budget planning system. At the conclusion of the campus engagement process, the revised incentive-based budget model will be put forward by the IBB 2.0 Steering Committee, approved by the president and provost by the end of calendar year 2018, and implemented by the Financial Analysis and Budgeting Office starting in FY 2020.

- The chief risk officer will undertake refinement of the university's enterprise risk management process. The goal of this refinement will be to clarify how identified risks and/or opportunities should be incorporated into Enterprise Risk Management's annual risk assessment process.

Projection for Libraries

- In collaboration with the vice president for research and the chief information officer, the UVM Libraries, through initiatives coordinated by the data and science librarian, will undertake strategic planning for providing support to university researchers in the following areas: creating data management plans; managing and presenting research data; and preparing for an analysis of overall university data management needs.

Projection for Physical Resources

- Campus Planning and Management will revisit and update the Campus Master Plan to incorporate forecasted building projects as well as the updated deferred maintenance plan.

Projection for Technological Resources:

- Under the leadership of the chief information officer, an IT strategic plan will be developed during FY 2019, including the articulation of an IT governance process.

Standard 7: Institutional Resources
(Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form:
https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior (FY 2016)			2 Years Prior (FY 2017)			1 Year Prior (FY 2018)			Current Year (FY 2019)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	1,106	306	1,412	1,176	306	1,482	1,195	339	1,534	1,192	385	1,577
Research Staff	158	33	191	150	32	182	154	24	178	146	28	174
Public Service Staff	21	0	21	17	0	17	10	4	14	10	4	14
Archivists, Curators, Museum staff	5	0	5	5	0	5	5	0	5	5	0	5
Librarians	27	3	30	27	2	29	26	3	29	25	3	28
Library Technicians	14	1	15	13	1	14	13	0	13	11	1	12
Student and Academic Affairs	285	36	321	300	36	336	305	27	332	309	29	338
Management Occupations	97	4	101	106	1	107	108	3	111	95	13	108
Business and Financial Operations	228	12	240	228	13	241	264	10	274	277	14	291
Computer, Engineering and Science	387	35	422	390	36	426	394	35	429	407	30	437
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	124	7	131	126	6	132	139	11	150	154	11	165
Healthcare Practitioners and Technical	35	1	36	37	1	38	37	2	39	38	3	41
Service Occupations	266	1	267	260	1	261	270	1	271	269	0	269
Sales and Related Occupations	9	0	9	9	0	9	9	0	9	9	0	9
Office and Administrative Support	545	60	605	541	64	605	526	60	586	523	58	581
Natural Resources, Construction, Maintenance	116	1	117	118	0	118	113	0	113	117	0	117
Production, Transportation, Material Moving	16	1	17	16	1	17	17	1	18	19	1	20
Total	3,439	501	3,940	3,519	500	4,019	3,585	520	4,105	3,606	580	4,186
UVM Subcategory (counted in the Management category above): Officers of Administration	43	0	43	44	0	44	39	2	41	40	1	41

Please enter any explanatory notes in the box below

This information is what we report to IPEDS. The rows (categories) of staff type are the Standard Occupational Codes provided by the federal government. Medical and non-medical school staff are combined for this report.

This data can be found (split by unit) here: http://www.uvm.edu/~oir/catdat/faculty_staff.html

For the purpose of IPEDS categories, all Officers of Administration are counted in the 'Management' category. For further clarification, I've included UVM's Officers of Administration subcategory below the totals.

Standard 7: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

Fiscal Year ends - month & day: (06/30)	4 Years Prior (FY 2014)	3 Years Prior (FY 2015)	2 Years Prior (FY 2016)	1 Year Prior (FY 2017)	Most Recent Year (FY 2018)	Percent Change 2 yrs-1 yr prior	Percent Change 1 yr-most recent
ASSETS (in 000s)							
? Cash and Short Term Investments	$217,166	$223,089	$268,961	$308,468	$317,392	14.7%	2.9%
? Cash held by State Treasurer						-	-
? Deposits held by State Treasurer						-	-
? Accounts Receivable, Net	$40,014	$52,033	$47,448	$42,521	$43,953	-10.4%	3.4%
? Contributions Receivable, Net						-	-
? Inventory and Prepaid Expenses	$10,684	$12,027	$12,600	$11,293	$11,963	-10.4%	5.9%
? Long-Term Investments	$406,131	$421,596	$408,936	$453,323	$490,792	10.9%	8.3%
? Loans to Students	$26,668	$24,345	$34,125	$33,132	$36,991	-2.9%	11.6%
? Funds held under bond agreement	$14,174	$11,198	$102,187	$29,674	$8,077	-71.0%	-72.8%
? Property, plants, and equipment, net	$525,111	$519,190	$574,798	$641,940	$672,951	11.7%	4.8%
? Other Assets	$4,306	$4,321	$3,929	$6,158	$17,832	56.7%	189.6%
Total Assets	**$1,244,254**	**$1,267,799**	**$1,452,984**	**$1,526,509**	**$1,599,951**	5.1%	4.8%
LIABILITIES (in 000s)							
? Accounts payable and accrued liabilities	$55,525	$527,927	$665,340	$664,634	$653,410	-0.1%	-1.7%
? Deferred revenue & refundable advances	$11,344	$12,850	$18,867	$18,930	$21,104	0.3%	11.5%
? Due to state						-	-
? Due to affiliates						-	-
? Annuity and life income obligations						-	-
? Amounts held on behalf of others	$27,599	$29,868	$39,190	$55,384	$80,971	41.3%	46.2%
? Long-term investments						-	-
? Refundable government advances						-	-
? Other long-term liabilities	$626,799	$169,697	$211,368	$234,694	$494,401	11.0%	110.7%

Standard 7: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

Fiscal Year ends - month & day: (06/30)	4 Years Prior (FY 2014)	3 Years Prior (FY 2015)	2 Years Prior (FY 2016)	1 Year Prior (FY 2017)	Most Recent Year (FY 2018)	Percent Change 2 yrs-1 yr prior	1 yr-most recent
Total Liabilities	**$721,267**	**$740,342**	**$934,765**	**$973,642**	**$1,249,886**	4.2%	28.4%
NET ASSETS (in 000s)							
Unrestricted net assets							
Institutional	**$34,527**	**$22,766**	**$27,176**	**$12,165**	**($224,939)**	-55.2%	-1949.1%
[?] Foundation	**$0**	**$0**	**$0**	**$0**	**$0**	-	-
Total	**$34,527**	**$22,766**	**$27,176**	**$12,165**	**($224,939)**	-55.2%	-1949.1%
Temporarily restricted net assets							
Institutional	**$320,404**	**$321,975**	**$299,276**	**$329,870**	**$342,741**	10.2%	3.9%
[?] Foundation		**$0**	**$0**	**$0**	**$0**	-	-
Total	**$320,404**	**$321,975**	**$299,276**	**$329,870**	**$342,741**	10.2%	3.9%
Permanently restricted net assets							
Institutional	**$101,079**	**$109,056**	**$111,533**	**$115,035**	**$115,918**	3.1%	0.8%
Foundation		**$0**	**$0**	**$0**	**$0**		
Total	**$101,079**	**$109,056**	**$111,533**	**$115,035**	**$115,918**	3.1%	0.8%
Net Investment in Capital Assets							
Institutional	**$66,977**	**$73,660**	**$80,234**	**$95,797**	**$116,345**	19.4%	21.4%
Foundation		**$0**	**$0**		**$0**		
Total	**$66,977**	**$73,660**	**$80,234**	**$95,797**	**$116,345**	19.4%	21.4%
Total Net Assets	**$522,987**	**$527,457**	**$518,219**	**$552,867**	**$350,065**	6.7%	-36.7%
TOTAL LIABILITIES and NET ASSETS	**$1,244,254**	**$1,267,799**	**$1,452,984**	**$1,526,509**	**$1,599,951**	5.1%	4.8%

Please enter any explanatory notes in the box below

Note that some of the fields were not available/reported in a way that makes sense to include. UVM reports financial data under GASB (Governmental Accounting Standards Board, and this asks for a FASB format.

Standard 7: Institutional Resources
(Statement of Revenues and Expenses)

	Fiscal Year ends - month& day: (06/30)	5 Years Prior (FY 2014)	4 Years Prior (FY 2015)	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	Most Recently Completed Year (FY 2018)
	OPERATING REVENUES (in 000s)					
?	Tuition and fees	$344,171.00	$361,410.00	$382,191	$405,242	$427,998
?	Room and board	$55,536.00	$59,153.00	$59,744	$60,907	$66,722
?	Less: Financial aid	-$89,450.00	-$91,851.00	-$97,475	-$105,477	-$120,657
	Net student fees	$310,257.00	$328,712.00	$344,460	$360,672	$374,063
?	Government grants and contracts	$119,211.00	$119,236.00	$118,753	$112,642	$117,728
?	Private gifts, grants and contracts	$52,052.00	$51,404.00	$54,930	$60,567	$62,813
?	Other auxiliary enterprises	$40,232.00	$41,294.00	$44,627	$49,852	$43,611
	Endowment income used in operations	N/A	N/A	N/A	N/A	N/A
?	Other revenue (specify): Sales & Services of Educational Activities	$6,643.00	$6,683.00	$7,494	$8,369	$7,706
	Other revenue (specify): Student Loan Interest and Other Operating Revenues	$16,900.00	$17,076.00	$19,082	$21,498	$19,620
	Net assets released from restrictions	N/A	N/A	N/A	N/A	N/A
	Total Operating Revenues	**$545,295.00**	**$564,405.00**	**$589,346**	**$613,600**	**$625,541**
	OPERATING EXPENSES (in 000s)					
?	Instruction	$164,792.00	$166,462.00	$174,452	$180,260	$178,714
?	Research	$79,830.00	$84,605.00	$86,104	$85,901	$89,819
?	Public Service	$57,773.00	$56,302.00	$61,125	$64,754	$63,147
?	Academic Support	$58,034.00	$58,951.00	$61,786	$64,213	$62,378
?	Student Services	$36,878.00	$40,133.00	$44,702	$46,276	$45,628
?	Institutional Support	$44,142.00	$40,546.00	$36,927	$40,544	$43,678
	Fundraising and alumni relations	N/A	N/A	N/A	N/A	N/A
?	Operation, maintenance of plant (if not allocated)	$46,653.00	$45,957.00	$46,906	$51,072	$53,179
?	Scholarships and fellowships (cash refunded by public institution)	$15,816.00	$16,405.00	$16,002	$17,198	$16,799
?	Auxiliary enterprises	$75,249.00	$75,452.00	$79,515	$81,053	$83,661
?	Depreciation (if not allocated)	$26,545.00	$26,596.00	$26,422	$29,931	$31,356
?	Other expenses (specify):					
	Total operating expenditures	**$605,712.00**	**$611,409.00**	**$633,941**	**$661,202**	**$668,359**
	Change in net assets from operations	**-$60,417.00**	**-$47,004.00**	**-$44,595**	**-$47,602**	**-$42,818**

Standard 7: Institutional Resources
(Statement of Revenues and Expenses)

	Fiscal Year ends - month& day: (06/30)	5 Years Prior (FY 2014)	4 Years Prior (FY 2015)	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	Most Recently Completed Year (FY 2018)
	NON OPERATING REVENUES (in 000s)					
?	State appropriations (net)	$43,287.00	$43,012.00	**$43,016**	**$42,894**	**$43,010**
?	Investment return	$60,579.00	$4,680.00	**-$6,862**	**$51,618**	**$33,202**
?	Interest expense (public institutions)	-$21,369.00	-$20,544.00	**-$17,163**	**-$16,741**	**-$17,290**
	Gifts, bequests and contributions not used in operations	$4,001.00	$424.00	**$511**	**$503**	**$5,375**
?	Other (specify): Federal Pell Grants	$8,198.00	$8,015.00	**$7,186**	**$6,874**	**$7,844**
	Other (specify): Gain on Disposal of Capital Assets	$0.00	$408.00	**$9,742**	**$4,754**	**-$2,609**
	Other (specify): Net other non-operating expense	-$385.00	-$365.00	**-$378**	**-$380**	**-$6,018**
	Other (specify): Intergovernmental transfers	-$13,229.00	-$13,055.00	**-$13,492**	**-$13,704**	**-$13,644**
	Other (specify): Transfers from Institution to component units	-$10,833.00	-$9,655.00	**-$9,008**	**-$14,711**	**-$7,334**
	Other (specify): Transfers to Institution from component units	$15,485.00	$19,874.00	**$18,579**	**$17,289**	**$26,145**
	Net non-operating revenues	**$85,734.00**	**$32,794.00**	**$32,131**	**$78,396**	**$68,681**
	Income before other revenues, expenses, gains, or losses	**$25,317.00**	**-$14,210.00**	**-$12,464**	**$30,794**	**$25,863**
?	Capital appropriations (public institutions)	$1,421.00	$1,562.00	**$1,580**	**$2,344**	**$1,704**
?	Other (specify): Gifts for endowment purposes	$683.00	$352.00	**$1,646**	**$1,510**	**$91**
	TOTAL INCREASE/DECREASE IN NET ASSETS	**$27,421.00**	**-$12,296.00**	**-$9,238**	**$34,648**	**$27,658**

Please enter any explanatory notes in the box below

Note that some of the fields were not available/reported in a way that makes sense to include. UVM reports financial data under GASB (Governmental Accounting Standards Board, and this asks for a FASB format.

In FY18 there was a restatement of FY17 net position due to a change in accounting principle due to GASB 75. This resulted in a one-time adjustment of ($230,343).

Standard 7: Institutional Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (/)	5 Years Prior (FY 2014)	4 Years Prior (FY 2015)	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	Most Recently Completed Year (FY 2018)
Long-term Debt					
Beginning balance	$467,714,000	$459,710,000	$452,320,000	$574,815,000	$567,381,000
Additions	$0	$75,093,000	$196,462,000	$80,120,000	$67,728,000
Reductions	($8,004,000)	($82,483,000)	($73,967,000)	($87,554,000)	($78,553,000)
Ending balance	**$459,710,000**	**$452,320,000**	**$574,815,000**	**$567,381,000**	**$556,556,000**
Interest paid during fiscal year	$21,369,000	$20,544,000	$17,163,000	$16,741	$17,290,000
Current Portion	$7,962,000	$8,306,000	$10,089,000	$10,778	$11,165,000
Bond Rating	Aa3	Aa3	Aa3	Aa3	Aa3
Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	1859.1%	1956.3%	2162.6%	2229.7%	2198.4%
Debt to Net Assets Ratio Long-tem Debt / Total Net Assets	87.9%	85.8%	110.9%	102.6%	159.0%
Debt to Assets Ratio Long-term Debt / Total Assets	36.9%	35.7%	39.6%	37.2%	34.8%

(Note: a red "?" marker appears to the left of the "Reductions" row.)

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met.   If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the instituiton). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.

Debt obligations are generally callable by the University and bear interest at fixed rates ranging from 3.00% to 6.43%. The debt obligations mature at various dates through 2046.

In compliance with the University's various bond indentures, at June 30, 2017 the University has deposits with trustees of $21,677 ($93,447 in 2016) for debt service reserves, sinking funds, and other requirements. Deposits with trustees are invested in obligations of the U.S. Government as required by the University's bond indentures.

Standard 7: Institutional Resources
(Statement of Debt)

For the Fiscal Year

Ending June 30	Principal Due	Interest Due	Total Due
2018	$9,635	$24,493	$34,128
2019	12,335	24,016	36,351
2020	12,895	23,430	36,325
2021	13,335	22,810	36,145
2022	12,445	22,200	34,645
2023-2027	72,255	101,006	173,261
2028-2032	93,195	81,140	174,335
2033-2037	114,915	58,348	173,263
2038-2042	132,355	29,896	162,251
2043-2046	65,740	4,806	70,546
TOTAL	**$539,105**	**$392,145**	**$931,250**

Line(s) of Credit: List the institutions line(s) of credit and their uses.

The University also has an irrevocable standby letter of credit up to $135,000.

Future borrowing plans (please describe)

No plans for additional borrowing at this time, except for $14 million for deferred maintenance in FY19.

Please enter any explanatory notes in the box below

The bond rating is Aa3, there are no bond covenants and all of the debt is long-term, fixed rate.

Standard 7: Institutional Resources
(Supplemental Data)

FISCAL YEAR ENDS month & day (06/30)	5 Years Prior (FY 2014)	4 Years Prior (FY 2015)	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	Most Recently Completed Year (FY 2018)
NET ASSETS					
Net assets beginning of year	$495,566,000	$539,753,000	$527,457,000	$518,219,000	$552,750,000
Total increase/decrease in net assets	$27,421,000	($12,296,000)	($9,238,000)	$34,648,000	$27,658,000
Net assets end of year	**$522,987,000**	**$527,457,000**	**$518,219,000**	**$552,867,000**	**$350,065,000**
FINANCIAL AID					
Source of funds					
Unrestricted institutional	$86,830,000	$89,290,000	$94,456,000	$103,786,000	$119,195,000
Federal, state and private grants	**$10,133,000**	**$9,625,000**	**$9,482,000**	**$8,794,000**	**$9,302,000**
Restricted funds	**$8,304,000**	**$9,342,000**	**$9,539,000**	**$10,095,000**	**$8,959,000**
Total	**$105,267,000**	**$108,257,000**	**$113,477,000**	**$122,675,000**	**$137,456,000**
% Discount of tuition and fees	30.6%	30.0%	29.7%	30.3%	27.8%
? % Unrestricted discount	25.2%	24.7%	24.7%	25.6%	24.1%
Net Tuition Revenue per FTE	$22,150.00	$23,100.00	$24,250.00	$24,720.00	$24,520.00
? **FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE**	N/A	N/A	NA	N/A	N/A

Please indicate your institution's endowment spending policy:

The University's investment policies are governed and authorized by the University Board of Trustees. The Board of Trustees Investment Subcommittee has established a formal policy for investment of the endowment and other long term funds with an objective to provide a stable and consistent level of ongoing support for the University's programs through a reasoned spending policy that is also consistent with preserving and enhancing the real purchasing power of the fund over time. The primary long-term investment goal is to attain a real total return that exceeds the amount being distributed for spending and administration, currently set at 4.75% of the previous 13 quarters' average market value. Other important investment objectives are to achieve annualized returns in excess of the strategic policy portfolio blended benchmark, measured over a full market cycle; and to outperform the median return of a pool of endowment funds with broadly similar investment objectives and policies.

Please enter any explanatory notes in the box below

Note: The Federal Financial Responsibility Composite Score doesn't apply to public institutions.
In FY18 there was a restatement of FY17 net position due to a change in accounting principle due to GASB 75. This resulted in a one-time adjustment of ($230,343,000).
Also, there was a net position adjustment due to GASB 81 of ($117,000).

Standard 7: Institutional Resources
(Liquidity)

FISCAL YEAR ENDS month & day (6/30)	4 Years Prior (FY 2014)	3 Years Prior (FY 2015)	2 Years Prior (FY 2016)	1 Year Prior (FY 2017)	Most Recent Year (FY 2018)
CASH FLOW					
Cash and Cash Equivalents beginning of year	$101,012,000	$113,226,000	$94,461,000	$131,389,000	$162,910,000
Cash Flow from Operating Activities	($19,300,000)	($1,444,000)	$30,111,000	$21,206,000	$3,597,000
Cash Flow from Investing Activities	$12,203,000	($16,993,000)	($2,004,000)	$2,832,000	($14,898,000)
Cash Flow from Financing Activities	$19,311,000	($328,000)	$8,821,000	$7,483,000	$7,754,000
Cash and Cash Equivalents end of year	**$113,226,000**	**$94,461,000**	**$131,389,000**	**$162,910,000**	**$159,363,000**
LIQUIDITY RATIOS					
Current Assets	$267,864,000	$287,149,000	$299,791,000	$327,154,000	$332,061,000
Current Liabilities	$102,430,000	$108,675,000	$139,270,000	$158,452,000	$183,025,000
Current Ratio	2.62	2.64	2.15	2.06	1.81
Days Cash on Hand [Cash and Cash Equivalents / (Operating Expenses + Depreciation and other noncash expenses)]/ 365	71.36	58.96	78.94	94.19	91.31

Please enter any explanatory notes in the box below that may impact the institution's cash flow.

Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations?   If so, please describe and indicate when approvals (if required) were obtained from the state's authority.

Please enter any explanatory notes in the box below.

Standard 7: Institutional Resources
(Information Resources)

	5 Years Prior	4 Years Prior	3 Years Prior	2 Years Prior	Most Recently Completed Year
	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)
Total Expenditures					
Materials	$7,960,431	$7,622,078	$7,274,223	$7,342,690	$7,440,652
Salaries & wages (permanent staff)	$4,836,252	$4,516,871	$4,850,821	$4,883,890	$4,845,221
Salaries & wages (student employees)	$158,307	$136,169	$140,184	$151,019	$181,275
Other operating expenses	$619,699	$851,574	$850,435	$1,398,577	$555,480
Expenditures/FTE student					
Materials	$701	$663	$654	$583	$594
Salaries & wages (permanent staff)	$426	$393	$436	$388	$387
Salaries & wages (student employees)	$14	$12	$13	$12	$14
Other operating expenses	$55	$74	$77	$111	$44
Collections					
Percent available physically	93%	89%	75%	71%	74%
Percent available electronically	7%	11%	25%	29%	26%
Number of digital repositories	1	1	1	1	
Personnel (FTE)					
Librarians - main campus	32	27	32	31	31
Librarians - branch /other locations	0	0	0	0	0
Other library personnel - main campus	66	57	57	55	53
Other library personnel - branch/other locations	0	0	0	0	0
Availability/attendance					
[?] Hours of operation/week main campus	107	107	107	107	107
Hours of operation/week branch/other locations	0	0	0	0	0

[?] **Consortia/Partnerships**

NorthEast Research Libraries (NERL)

URL of most recent library annual report: N/A

Please enter any explanatory notes in the box below

FY18 Fringe Expense for the libraries was $2,123,331. Collections: available physically: 1,286,431 and available electronically: 446,352. Total collections = 1,732,783. FTE =12,534.93.

See Form 4.5 for data about Information Literacy

Standard 7: Institutional Resources
(Technological Resources)

	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	Most Recently Completed Year (FY 2018)	Current Year (FY 2019)	? Next Year Forward (goal) (FY 2020)
? Course management system	Blackboard Learn				
Number of classes using the system	3,830	4,226	4,342		
Bandwidth					
On-campus network	10M-20G	10M-20G	10M-40G	10M-40G	10M-40G
Off-campus access					
? commodity internet (Mbps)	4.5G	4.5G	7.5G	7.5G	15G
? high-performance networks (Mbps)	20G	20G	20G	20G	30G
? Wireless protocol(s)	802.11g,n,a,ac	802.11g,n,a,ac	802.11g,n,a,ac	802.11g,n,a,ac	802.11g,n,a,ac

Typical classroom technology

Main campus	Complete upgrades include advanced LCD projectors with high resolution, digital connectivity (via HDMI), high brightness, and increase aspect ratio. A new interactive LCD touch panel replaces the pushbutton user interface, and a programmable, matrix, scaling switcher replaces the single signal switcher. The new system design also takes advantage of new communication methods via data (IP) protocols, which allow for device communication over data transmission and complete system management via remote access. These installations mark a major shift away from traditional analog AV system design to networked AV over digital IP signal.
Branch/other locations	In the Larner College of Medicine, the Medical Education Pavilion provides 15 small group rooms, a medium classroom, a large classroom, and a pathology specimen and teaching lab. The public part of the Pavilion has wireless connectivity while all the teaching spaces have 1 gigabit connectivity to each port. The rooms are equipped with Polycom videoconferencing infrastructure. Some rooms have SmartBoard technology and Polycom® CX5000 HD cameras. Each room contains a fixed public computer, a large screen or SmartBoard Monitor, fixed or voice-activated videoconferencing cameras and table-mounted dataports.

Software systems and versions

Students	Banner 8 (Banner 9 upgrade in progress)
Finances	Peoplesoft FSCM 9.2
Human Resources	Peoplesoft HCM 9.2
Advancement	UVM Foundation is a separate legal entity; advancement software not supported by UVM staff
Library	Ex Libris Voyager
Website Management	Drupal content management system
Portfolio Management	No enterprise license, only individual licenses
Interactive Video Conferencing	
Digital Object Management	

Website locations of technology policies/plans

Integrity and security of data	http://www.uvm.edu/policies/cit/infosecurity.pdf
Privacy of individuals	http://www.uvm.edu/policies/general_html/privacy.pdf
Appropriate use	http://www.uvm.edu/policies/cit/compuse.pdf
Disaster and recovery plan	
Technology replacement	

Please enter any explanatory notes in the box below

*Courses = Credit bearing courses only. Total number of courses spaces in Bb in a given semester. One course space may contain multiple CRNs (i.e., cross-listed courses may only have one Bb course space; multiple lab sections may only have one Bb course space)
Banner is being upgraded to version 9 in FY 2018

Campus location	Serviceable Buildings	Assignable Square Feet (000)
Main campus	228	3,310,403
Satellite Site: Fort	8	53,401
Satellite Site: Jericho	9	6,392
Satellite Site: Underhill	9	11,171
Satelleite Site: Weybridge	14	44,891
Satellite Site: Other	30	133,139
Off Campus	SEE SATELLITE	SEE SATELLITE
Other U.S. locations	5	22,003
International locations	0	N/A

	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)	Next Year Forward (goal) (FY 2020)
Revenue ($000)					
Capital appropriations (public institutions)	$0	$0	$3,900,000	$420,000	$1,400,000
Operating budget	$4,278,900	$2,487,000	$48,764,012	$8,975,000	$2,800,000
Gifts and grants	$976,000	$10,000,000	$6,589,000	$23,500,000	$6,000,000
Debt	$0	$0	$101,800,000	$0	$29,200,000
Total	$5,254,900	$12,487,000	$161,053,012	$32,895,000	$39,400,000
Expenditures ($000)					
New Construction	$1,154,900	$10,000,000	$127,425,000	$11,525,000	$38,000,000
Renovations, maintenance	$4,100,000	$0	$30,100,000	$21,370,000	
Equipment/Technology		$2,487,000	$3,528,012		
Total	$5,254,900	$12,487,000	$161,053,012	$32,895,000	$38,000,000

Assignable square feet (000)	Main campus	Off-campus	Total
Classroom	156,046	2,322	158,368
Laboratory	415,023	45,773	460,796
Office	750,582	48,717	799,299
Study	158,738	16,424	175,162
Special	363,397	40,053	403,450
General	320,829	7,819	328,648
Support	378,786	55,923	434,709
Residential	716,029	44,352	760,381
Healthcare	31,122	1,088	32,210
Other	19,851	8,526	28,377

Major new buildings, past 10 years (add rows as needed)

					Revenue Sources			
Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year	Capital appropriat	Operating budget	Gifts and grants	Debt
Ifshin Hall	Business - Acad/Rsch	15,600.0	$11,525,000	2019		525,000	11,000,000	
UVM Rescue Facility	Admin	2,662.0	$1,625,000	2018		1,500,000	125,000	
Discovery Hall	STEM - Acad/Rsch	61,702.0	$57,000,000	2018	500,000	11,346,000	3,464,000	41,690,000
Central Campus Res Hall	Residential	124,200.0	$68,800,000	2018		17,000,000		51,800,000
Alumni House & Pavilion	UVM Foundation-Admin	14,504.0	$10,000,000	2017			10,000,000	
CFC Bleacher Storage Facility	Admin	17,046.0	$1,154,900	2016		1,154,900		
James M. Jeffords Hall	CALS - Acad/Rsch	53,036.0	$48,275,400	2010		5,629,600	945,800	41,700,000
The Courtyard at Given	COM - Acad/Rsch	21,096.0	$10,818,000	2009		68,000		10,750,000

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year				
Innovation Hall	STEM - Acad/Rsch	38,424.0	$38,000,000	2020		2,800,000	6,000,000	29,200,000

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing $XXX or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year				
Billings Library	Academic	17,291.0	$10,420,000	2019	420,000	2,500,000	7,500,000	
Cohen Hall	Academic	14,259.0	$6,950,000	2019		1,950,000	5,000,000	
Converse Hall	Residential	24,231.0	$4,000,000	2019		4,000,000		
Bailey Howe Addition	Academic	1,353.0	$2,000,000	2018		2,000,000		
Central Heat Plant/Chiller Plant Expansion	Admin	Non-Assign 10425	$11,800,000	2018		7,600,000	1,000,000	3,200,000
Larner Learning Commons	Acad/Rsch	21,503.0	$2,000,000	2018			2,000,000	
Slade Hall	Residential	5,662.0	$2,400,000	2018		2,400,000		
Votey Hall	Acad/Rsch	48,576.0	$11,900,000	2018	3,400,000	3,390,000		5,110,000
Miller Research Complex	CALS - Acad/Rsch	19,670.0	$4,100,000	2016		3,124,000	976,000	
Stafford Research Lab Renovation	Acad/Rsch	4,991.0	$2,800,000	2014		2,800,000		
Mason/Simpson/Hamilton - Phase 2	Residential	43,780.0	$4,000,000	2013		4,000,000		
Aiken	Acad/Rsch	24,252.0	$11,957,000	2011			3,957,000	8,000,000
Clinical Simulation Laboratory	Acad/Rsch	1,400.0	$2,300,000	2011		2,288,588	11,412	
Given 2 Research Upgrades	Acad/Rsch	9,790.0	$2,500,000	2011		2,500,000		
Mason/Simpson/Hamilton - Phase 1	Residential	43,780.0	$4,000,000	2011		4,000,000		
Simpson Dining	Residential	13,586.0	$7,056,400	2010		7,056,400		
Carpenter Auditorium Renovation	Academic	3,241.0	$729,300	2009		392,200		337,100
Harris/Millis Residential Complex - Phase 2	Residential	6,847.0	$4,000,000	2009		1,500,000		2,500,000
McAuley Hall	Residential	30,040.0	$3,558,500	2009	2,000,000	1,558,300		

Breakdown of Owned and Leased Buildings

SITE	OWNED BLDGS	OWNED ASF	LEASED BLDGS	LEASED ASF	TOAL BLDG COU	TOTAL ASF
Main campus (inc. UVMMC & South Campus)	222	3301917	6	8486	228.00	3310403
Satellite Site: Fort	8	53401	0	0	8.00	53401
Satellite Site: Jericho	9	6392	0	0	9.00	6392
Satellite Site: Underhill	9	11171	0	0	9.00	11171
Satelleite Site: Weybridge	14	44891	0	0	14.00	44891
Satellite Site: Other	3	42984	27	90155	30.00	133139
Other U.S. locations	0	0	5	22003	5.00	22003
International locations	0	0	0	0	0.00	0
TOTAL	265	3460756	38	120644	303.00	3581400

Please enter any explanatory notes in the box below

For building counts and ASF, FY 2017 data shown; includes owned and leased facilities.   For the bottom section lists: (Major New Buildings, New Buildings - planned, and Major Renovations) the year shown is the fiscal year of project completion. For the purpose of this report, project completion year was then used as the basis to determine fiscal year of the various Revenue Sources in the top section, although in fact, funding comes in across *multiple* fiscal years for projects. This means that although the resulting revenue figures square with the overall total project cost, they do not with the *actual* year of receipt.

FY 2018 information will not be finalized until January 2019. Includes owned and leased locations. No renovations planned for the next five years.

Standard 8: Educational Effectiveness

"The belief that all genuine education comes about through experience does not mean that all experiences are genuinely or equally educative." – John Dewey

Overview

Since the five-year interim report, UVM has taken significant steps in forwarding a culture of assessment that prioritizes regular, meaningful, and sustainable assessment of educational effectiveness. This progress is most visible in four distinct areas of evaluating educational effectiveness: assessment of General Education and program-level student learning outcomes; implementation of a revised Academic Program Review process; assessment of co-curricular learning outcomes; and increased availability of institutional research data to support both of these assessment processes as well as broader strategic goals. In all of these areas, recent developments of infrastructure and regularized pathways for sharing and analyzing data are in themselves outcomes of the process, reflecting a renewed commitment to evidence-based evaluation and improvement of curricular and co-curricular initiatives by institutional and academic leadership at the department, college/school, and university levels.

Description

Assessment of Student Learning Outcomes

In 2015, UVM began planning for an [Assessment Initiative](#), which launched in January 2016. At the time of the initiative's launch, there was a great deal of variation in assessment planning and implementation across academic units. In units with many externally accredited programs, assessment was overall more robust, with faculty trained in how to choose and gather data to assess student progress towards well-defined learning outcomes. In other units, some programs had identified learning outcomes, but no assessment plans, while others had program outcomes that were outdated or difficult to assess with available resources. The Assessment Initiative was designed to establish assessment infrastructure and organization, and to provide training and support to programs and General Education assessment committees as they updated their learning outcomes; identified sustainable, direct, and indirect assessment methods; and drafted a cyclical assessment plan for gathering and using outcomes assessment data to improve curriculum and student experiences. A new, temporary position of Provost's Faculty Fellow for Assessment was created to work with the associate provost for academic affairs on this initiative.

The first goal of the initiative was to establish the infrastructure for assessing student achievement of General Education and program-level learning outcomes throughout the university. This infrastructure, as well as reporting and archiving processes, have been developed for the Assessment Initiative, marking the accomplishment of this initial goal. Within this infrastructure, however, both General Education assessment committees and academic degree programs vary considerably in how far they have progressed towards drafting and implementing sustainable assessment plans for their outcomes. This ongoing work is reflected in both the E1A forms and in the completed assessment plans (access available to the visiting team through the Assessment SharePoint site). These show the range of progress across individual non-accredited programs in implementing assessment plans, and highlight the challenge of developing a culture of assessment, establishing ongoing assessment supports, and setting expectations for the integration of insights gained through assessment into curricular planning. The structure of the Assessment Initiative is summarized in the attached diagram (see end of Standard 8), with General Education assessment and program-level assessment organized somewhat differently.

For each General Education requirement, a specific Curriculum Committee is responsible for implementing the requirement, approving courses, and responding to student queries. As of Spring 2016,

a separate assessment committee for each requirement is responsible for planning and executing assessment of student achievement of the requirement learning outcomes. The assessment committees also provide analyses of these data to the Office of the Provost, to the requirement curriculum committees (Foundational Writing and Quantitative Reasoning curriculum and assessment committees are concurrent), and to the General Education Coordinating Committee, newly created in Spring 2018. The chairs of the General Education assessment committees meet each semester with the faculty fellow for assessment and the associate provost for teaching and learning, and also participate in the year-end assessment retreat with the Unit Assessment coordinators.

Unit assessment coordinators are appointed by the dean of each college or school to organize information about programs in their unit, connect programs with training or resources, conduct needs analysis on the local level, and communicate with the faculty fellow for assessment and the Office of the Provost. Unit Assessment coordinators are responsible for tracking E1A and E1B forms and programs' progress on filing and implementing a plan for cyclical assessment. The Unit Assessment coordinators meet as a group each semester with the faculty fellow for assessment and the associate provost for teaching and learning, and also participate in the year-end assessment retreat, where coordinators receive updates on training and available data sets and discuss recent progress, goals for the upcoming academic year, and unmet support needs. Compiled unit and general education assessment committee reports from each of these retreats (2016, 2017, and 2018 are available in the Document Room).

On the program level, externally accredited programs are required to keep their E1B form current on the Assessment SharePoint 2016 site and meet the specific requirements of their accreditors with regards to assessment. As discussed below, externally accredited programs also undergo a modified Academic Program Review process designed to ensure that, in addition to meeting accreditors' needs, programs are also meeting expectations for all UVM programs. These include articulating and assessing clear, verifiable program-level learning outcomes and relating program objectives to the university and college/school missions. UVM's most successful fully online degree program, the Master's of Public Health, has established a sufficient track record to apply for external accreditation from the Council on Education for Public Health.

Non-accredited programs are required to fill out and file updated E1A forms and an [assessment plan](#) on the Assessment SharePoint site. Within each non-accredited program, a point person must be identified on the assessment plan, and this person is responsible for coordinating assessment work in accordance with the planned assessment cycle, submitting updates and reports on assessment activity to the Unit Assessment coordinator, and requesting trainings or support needed to fulfill the departmental assessment plan. Distance learning programs, including fully online and hybrid programs, must meet the same requirements for assessment and Academic Program Review as fully residential programs.. This new process requires that programs understand how to create and implement cyclical assessment of student progress towards their identified learning outcomes, and the development of support structures for this work is a significant outcome of the Assessment Initiative thus far.

Developing training and support structure was a key reason for launching the Assessment Initiative. Currently, trainings on assessment planning, curriculum mapping, direct assessment, and assessing graduate programs are available. Unit Assessment coordinators provide guidance to individual programs, track completion of assessment materials, and provide initial feedback on assessment plans. The provost's faculty fellow provides consultations and trainings, responds to queries from programs and Unit Assessment coordinators, and works with Center for Teaching and Learning staff to develop specific trainings and other supports. These include assistance with developing and deploying surveys of program majors and minors within LimeSurvey, and running the Student-led Focus Group Initiative. Developed in 2016, the Student-led Focus Group Initiative offers programs, units, and General Education committees focus group support related to assessment. The goals of this program are to ensure that student voices are

incorporated into processes of assessment; provide qualitative, indirect data on programs, core curricula and General Education requirements; and help programs use qualitative data to inform drafting of further assessments and/or analysis of quantitative or other mixed-methods data.

Academic Program Review

In 2012, the university put into place a revised and updated Academic Program Review process that reflected feedback from programs, comparison to processes at other institutions, and increased emphasis on learning outcomes assessment. The new process emphasizes formative over summative evaluation, more intensive use of institutional data, and benchmarking to national program standards with the expansion of the outside reviewer team to three members. The APR process, which occurs on an eight-year cycle, is described on the Office of the Provost website, which also provides guidelines for programs undertaking the self-study. Within these materials, the purposes of Academic Program Review are presented in terms of assessment of program quality and currency, as well as alignment with the university mission and strategic goals. Furthermore, the APR process serves as an opportunity for departments and programs to engage in strategic planning informed by data gathered through the self-study process, program assessment, and institutional research. The self-study process concludes with a Memorandum of Record that outlines next steps to be undertaken by the program, and a two-year follow-up report that reviews the program's progress. While APR occurs on a nominal eight-year cycle, APRs for externally accredited programs are scheduled to occur as soon as possible after program reaccreditation; in these cases the self-study for external accreditation fulfills most of the APR requirements, with separate guidelines, updated in 2017, clarifying specific areas related to UVM criteria and mission that must be addressed by externally accredited programs in their APR self-study.

The Academic Review Process is managed jointly by the Office of the Provost and the Curricular Affairs Committee of the Faculty Senate, ensuring a balanced, program-centered approach to evaluation. Responsibility for administration of the APR process moved from the Faculty Senate to the Office of the Provost in 2012. The move of APR administration to the provost improved efficiency and record-keeping, but also increased the demands on Office of the Provost staff.

Feedback from programs, external evaluators, and administrators is regularly incorporated through minor adjustments to the process and clarification of guidelines for programs and evaluators. Most recently, members of the Curricular Affairs Committee have noted that current guidelines do not sufficiently integrate higher expectations for ongoing outcomes assessment under the Assessment Initiative. In Fall 2018, a cooperative subcommittee of the Curricular Affairs Committee and the Office of the Provost presented revised APR guidelines that require fuller incorporation of assessment data and materials into program self-studies, and also instruct external evaluators to comment on assessment expectations for similar programs at other institutions. The alignment of program-level outcomes assessment and APR will ensure that assessment data are consistently gathered and used for ongoing curricular revision as well as incorporated into program review.

The APR process includes a self-study report by the program under review, an external team review with site visit, a final report on the review process from the Curricular Affairs Committee of the Faculty Senate, a Memorandum of Record, and a two-year follow-up. Except in the case of the two schools that do not have departments, reviews are done at the department level and include the department's majors, minors, and graduate programs. Each APR culminates in a Memorandum of Record which documents the key findings, identified opportunities, and directions for the future. Each of our professional programs is fully accredited by an appropriate professional accrediting body and undergoes reaccreditation review with site visits by those bodies. Such external accreditation reviews generally serve the purposes of APR. Professional programs must address only APR standards that are not covered in their external accreditation review.

The current round of academic program reviews was begun in Fall 2013, and as of December 2018, approximately three-quarters of UVM's academic programs had undergone review. A broad representative sample of APR folios from across the academic disciplines is available in the electronic Document Room.

Assessment of Co-curricular Learning Outcomes

In recent years, the Division of Student Affairs has invested in assessment and planning, adopting a results-based accountability framework for evaluating outcomes of its services, programming, and initiatives. Results-based accountability complements other ongoing efforts to assess Student Affairs programming effectiveness through student surveys and program evaluations. The institution also gathers information regarding co-curricular student learning through participating in two leading national surveys: Project CEO (Co-curricular Experience Outcomes) and the National Survey of Student Engagement (NSSE). NSSE results allow the university to monitor students' engagement in high-impact practices (some of which would be considered co-curricular learning experiences). Project CEO was facilitated at UVM in 2015, 2016, and 2017. The data has been used in the Department of Student Life and the Career Center to further conversations regarding learning in co-curricular settings, and to frame the development of co-curricular learning outcomes throughout the Division of Student Affairs.

Institutional Research Data

In 2010, the Office of Institutional Studies was renamed the Office of Institutional Research, reflecting the university's commitment to measuring its effectiveness by making benchmarks, metrics, and relative comparisons (also expressed in Strategic Action Plan goal 4f) more transparent to stakeholders of the university. As noted in Standard 2: Evaluation, since 2016 this work has focused on transforming static reports into dynamic visualization tools that make information such as enrollment, retention/graduation rates, admissions information, diversity, and faculty/staff headcounts more accessible through a tool called the Catamount Data Center.

Through this new Data Center, the University of Vermont has increasingly made public many data sets that demonstrate student success. The Office of Institutional Research is working to improve these data sets to address modes of instruction and to better reflect specifically recruited populations. While the sharing of the NSSE and CEO data sets with the campus community has been a priority for the Office of Institutional Research and the Division of Student Affairs, these campus partners are also exploring additional avenues for sharing this information both internally and externally. Increased centralization of certain bodies of information, such as licensure passage rates, would also help with institutional analyses.

The Office of Institutional Research has also become more service-oriented in meeting the data needs at the university. In 2017–2018 the office completed 265 ad-hoc requests versus 111 requests in 2016–2017 when requests were first tracked, which includes working with stakeholders at the university, college/school, and unit/department level. Concurrently, OIR also worked to enhance the institution's analytical reports to better enable the use of institutional data to measure and improve student outcomes. (See *Time in Rank Report for Tenure Associate Professors*, *Tenure Attainment Rates: Assistant to Associate Professor Rank Report*, *Examining the One-Year Retention Rate at The University of Vermont*, *Delaware Study of Instructional Costs and Productivity Summary*, *President's Vermont State Data Book* in Document Room). For example, *The Examining the One-Year Retention Rate at The University of Vermont* report found that if we retained all students who earned a 3.00 or above in their first fall semester, the retention rate would be 91 percent to 93 percent as opposed to 86 percent to 87 percent. Acting on these data, our institution has made a concerted effort to better engage with our higher-achieving students by recognizing them and connecting them to high-impact practices (e.g.,

undergraduate research, study-abroad, Honors College). The data from this report will inform how we interact with students through our new advising software.

Moving forward, the office will continue to develop data visualization tools but the dissemination plan will focus on teaching end-users to use information for data-informed and strategic decisions, as opposed to only using data for reporting/accountability reasons. During the start of the 2018–2019 academic year, the Office for Institutional Research, in collaboration with the Office of the Provost, the associate vice provost of faculty, and the vice president for finance, will be releasing data visualization tools around student credit hours. Presentations and trainings to deans, associate deans, department chairs, and administrative business managers will be in the context of retention/graduation and incentive-based budgeting. The office will continue to offer consultative services to help units use these tools effectively for planning. The goal is to move the university culture from being reactive to proactive through the use of data.

Appraisal

Assessment of Student Learning Outcomes

As at most institutions, robust, cyclical assessment of learning outcomes is most fully developed in externally accredited programs. As noted in the E1B forms, these programs have all demonstrated that students are meeting learning outcomes or standards specified by their accrediting bodies and are using the results of assessment to inform teaching practice and curriculum. However, outside of these pre-professional programs, few degree programs were actively conducting robust outcomes assessment and using those data to inform curricular changes prior to the launch of the Assessment Initiative. The Assessment Initiative was designed to fill the gaps in both knowledge and support services that constituted barriers for programs interested in conducting assessment, as well as to provide a university-wide model (the assessment plan and assessment cycle) to guide programs in creating the key components of a sustainable cycle of assessment for program-level learning outcomes.

One of the first goals of the Assessment Initiative was to confirm that all UVM courses of study have stated program-level learning outcomes. Through collecting updated E-series forms from the public launch of the assessment initiative in January 2016, Unit Assessment coordinators and the faculty fellow for assessment were able to ensure that all programs, including PhD programs, had assessable learning outcomes in place. These outcomes vary according to discipline, degree type, and degree level, but all reflect and align with the UVM mission, for example by emphasizing research skills, application of knowledge, communication and problem-solving skills, commitment to service, ethical conduct, and an intellectual appreciation for complexity. Outreach to departments through the Assessment Initiative has focused on individual consultations with chairs and assessment coordinators, as well as targeted workshops and programming around drafting clear and assessable program-level outcomes, offered annually at the January assessment trainings and on demand to departments and programs.

In addition to filling out E-series forms, all programs have or are in the process of developing sustainable assessment plans for non-accredited programs, with more than 60% of programs filing a plan as of January 2019. The faculty fellow for assessment has provided support to programs through annual assessment trainings (with resources made available on the assessment website) as well as individual consultations and the Program Assessment Leaders initiative. The positive results of these efforts are visible in E1A forms and filed assessment plans (a subset of which are available in the Document Room) for programs across the University at both the undergraduate and graduate level. Standouts in this regard include Computer Science, English, Environmental Sciences, Geography, Mathematics and Statistics, Materials Science, Music, Philosophy, Plant Biology, Psychological Science, and Theater.

However, E1A forms also reveal that graduate program assessment planning lags behind that of undergraduate programs. Working with the graduate college executive committee and the dean of the graduate college, the faculty fellow for assessment identified the following barriers to graduate assessment planning at UVM: the small size of graduate cohorts at the PhD level; creating processes for capturing and tracking assessments of student progress that occur in thesis committee conversations; creating mechanisms for faculty to analyze and use data sets to identify curricular challenges and solutions to those challenges. In 2018 and 2019, January assessment trainings offered training specifically for graduate program coordinators, providing guidance and models for these programs, with the result that more graduate programs have progressed to creating and filing sustainable assessment plans.

In the Academic Program Review process, departments are required to show their learning objectives and their relation to the mission of the university. The APR process requires programs to speak to the learning experiences provided to students across all modalities, levels, and ranges. The complete and updated E-series forms indicate web locations where program specifics, including educational outcomes for degree programs, can be found. Each academic department is expected to display their student outcomes on their degree pages (such as this example from Communication Science Disorders, which outlines what students will learn in the programs, opportunities for clinical experience, and career pathways for graduates). Some departments are also taking the initiative to list student learning outcomes on their departmental webpages. For example, the Environmental Sciences Program outcomes are clear, concise, and well-illustrated, including statements such as "Apply a range of scientific methodologies and disciplinary perspectives through scientific inquiry, modeling and real-world experience in addressing pressing environmental issues," and "Design solutions to real world problems in collaboration with community partners." The Department of Theatre, which participated in the program assessment leaders training initiative in 2018, has updated its core learning outcomes to clearly communicate program values and goals, including "Utilize creativity and imagination in artistic, professional, and social problem solving," and "Apply critical analysis to text, image, and the human body." In some cases, website redesigns related to the university-wide move to the Drupal content-management system described in Standard 9 have temporarily displaced outcomes on program websites. A new outcomes section is being developed as part of the Drupal template buildout, and once fully deployed, will create a consistent, accessible location for outcomes on all program websites across uvm.edu.

At the college/school level, several examples stand out as providing models for integrating assessment practices into curricular renewal. The Rubenstein School of Environment and Natural Resources in particular has used feedback from current and former students as well as data from direct assessment to provide a more meaningful student experience. In 2014, the college started a series of focus groups with their students that led to a student and faculty committee that was charged with revitalizing the Core Curriculum. Curriculum mapping, listening sessions, and student focus groups led to a change in practice, where faculty are now rotated through the curriculum to enhance their understanding of the college's core offerings. The college also built a curriculum map with their students to take a look at the outcomes of their core curriculum and then aligned them the Association of American Colleges and Universities' LEAP learning domains. Faculty in the college are working on signature assignments that map to the

competencies, and every year two or three courses check to see the completion percentage of the outcome. Success stories of the Rubenstein students are also posted publicly.

The College of Nursing and Health Sciences currently reports to seven different programmatic accreditors, all of which require tracking of licensure passage rates and career outcomes information. For programs ranging from the undergraduate Nursing to the Doctor of Nursing Practice Program, recent licensure passage rates approach 100 percent across the college, indicating exemplary preparation of students in these pre-professional fields (see Data First form 8.3). The outcomes collected by the college are posted publicly on its website. This information was most recently used to add a basic kinesiology class as a result of student exit interviews and a one-year-out survey. The college also hosts a Fall alumni event where their feedback is regularly considered. In the Grossman School of Business, career outcomes data and salaries of recently hired UVM grads are used to help recent graduates with salary negotiations.

With the Rubenstein School for Environment and Natural Resources, the Master's of Professional Studies in Leadership for Sustainability, launched in 2015, provides an excellent example of an online graduate program that has used assessment data, including student feedback, to ensure the program's success. First launched in 2015 as a track within the school's research MS, the low-residency hybrid program combines online coursework with a series of face-to-face intensive training sessions in three different locations. Central to the program are opportunities to work closely with professional leaders, who serve as mentors, as well as benefiting from close advising throughout the master's project proposal and execution process. Based on feedback from students, gathered and analyzed each year, the Rubenstein school transformed the MS track into an MPS, offered enhanced training for students on how to make the best use of their online interactions with leaders in the field, and revised the advising structure to ensure that students received support at key junctures within the MPS program. These changes have not only enhanced the program and student outcomes, but have helped boost the reputation of the Leadership for Sustainability program, which is stable at the target enrollment of 16–18 students per year.

As the Assessment Initiative moved towards supporting non-externally-accredited programs in the assessment planning process, resources, trainings, materials, and consultation opportunities were also rolled out. Additional trainings, such as a workshop on conducting a direct assessment, information on assessing graduate programs, and best practices for drafting web text highlighting program outcomes, were added and offered in 2017–2018. Additional supports offered in collaboration with the Center for Teaching and Learning include assistance with creating surveys of alumni, majors, or graduating seniors, and the Student-led Focus Group Initiative. Center for Teaching and Learning staff provide support for specific programs to create assessment surveys in LimeSurvey, the university's site-licensed survey software package. This service was underutilized in part due to the small number of existing surveys of majors or a standardized exit survey inventory that departments could deploy themselves. While the Office of Institutional Research is able to provide some survey support for assessment, this support is limited and not available to departments on an ongoing basis. CTL staff are developing this inventory of exit survey options to help departments gather indirect assessment information.

General Education outcomes assessment has also been an essential component of the Assessment Initiative. All of the General Education requirements (see Standard 4: General Education) are structured as bundles of specific, verifiable outcomes. Prior to 2016, most of these outcomes were assessed only at the time of course approval, where syllabi and course materials were checked for alignment with key outcomes for each requirement by a requirement curriculum committee. In the case of Sustainability and Diversity, these committees lacked the personnel to also conduct robust assessment, and so separate General Education assessment committees were created in Spring 2016. For Foundational Writing and Information Literacy, and Quantitative Reasoning, the structure of the requirements and staffing of the curricular committees is such that these committees can undertake both curricular review and assessment of student learning in approved courses. In addition to student-led focus groups, these committees have

been using faculty and student surveys and direct assessment of student work to assess learning outcomes in these courses. In the case of Foundational Writing and Information Literacy, these assessments have not only pointed to positive learning outcomes, but also to new training opportunities for faculty teaching Foundational Writing courses, offered by the Foundational Writing and Information Literacy director and UVM Libraries faculty. Campus events in Spring 2018 focused around the Diversity requirement coincided with a year-long process of conducting a direct assessment of the D1 (Race and Racism in the US) requirement. Through this process, productive conversations about the structure of the requirement and the goals of the requirement were started. These conversations must be fostered on a campus-wide level in order to increase understanding, clarity, and commitment to the Diversity curriculum on campus.

The Student-led Focus Group Initiative was launched in Spring 2016 after a UVM team attended an intensive training, "Students Engaging Students to Improve Learning: Using Student-Led Focus Groups to Gather and Make Sense of Assessment Evidence," sponsored by the Center of Inquiry and the Higher Education Data Sharing Consortium. The team used this time to plan an immediate pilot of a student-led focus group project at UVM, intended to provide focus group data and analysis to colleges/schools, General Education assessment committees, and academic programs. The initiative trains students to develop moderator guides, conduct focus group interviews with fellow students, transcribe interviews, code and analyze data, and produce an advisory report. As of Fall 2018, students conducted 20 projects with a total of 63 group interviews. Response from clients has been highly positive. For some clients, such as the College of Arts and Sciences, the reports help increase understanding of student perceptions and alter practice. In this case, with information that students were confused about differences between high school and college advising, the college began encouraging faculty advisors in first-year "Teacher/Advisor Program" courses to be more explicit about their role as academic advisors and help students locate additional support in other areas. The Sustainability General Education assessment committee utilized information from two semesters of focus groups to identify a key area for further faculty development, namely the social justice outcome of the Sustainability requirement. For the Rubenstein School and the Diversity General Education assessment committee, focus groups provided information that helped in the design of indirect (Rubenstein survey of students Fall 2018) and direct (Diversity assessment committee rating day to student achievement of the awareness outcome) assessments. The Student-led Focus Group Initiative, run out of the Center for Teaching and Learning, plays an important role in the Assessment Initiative as a means of providing different constituencies with reliable qualitative data that helps bring student voices into processes of curriculum design and assessment.

Student Focus Group Initiative – Project Clients and Total Number of Interview Groups

Spring 2016: 7 groups	Fall 2016: 6 groups	Spring 2017: 14 groups	Fall 2017: 18 groups	Spring 2018: 10 groups	Fall 2018 8 groups	Spring 2019: 17 Groups
College of Arts and Sciences (Teacher Advisor Program) Rubenstein School Core Curriculum Geography Department Seniors FWIL English 001 sections for International Students	Foundational Writing and Information Literacy: Information Literacy Outcome	Plant Biology Department Majors Advising Center Peer Advisor program Diversity Gen Ed Assessment Committee (D1 requirement) Sustainability Gen Ed Assessment Committee (SU)	Rubenstein School (NR1 and NR2 core courses) Sustainability Gen Ed Assessment Committee (SU)	Honors College: HCOL 85 FWIL: Critical Reading Outcome Asian Language and Literatures: Japanese and Chinese majors	Bio Fab Lab TAP (first year course; NSF grant) FWIL: Rhetorical Discernment outcome College of Arts and Sciences (Competencies)	Bio Fab Lab TAP Service Learning (CUPS) Romance Languages Majors College of Nursing and Health Sciences students Honors College Core

Assessment planning at UVM has been intentionally designed for flexibility, recognizing both best practices for program-level assessment and the diverse needs of individual programs. In particular, the Office of the Provost has emphasized sustainability in assessment planning, with programs encouraged to choose an assessment cycle and methods that can be managed within available workload while still rendering valuable information about student learning outcomes. While one department may be able to rely on a nationally validated exam to test seniors' content knowledge and rates of admission to graduate programs, others may find it more helpful to use direct assessment of written work or oral presentations, data on progression through the program, and alumni surveys. This approach prioritizes the gathering of useful data on questions that departments most want to find answers to, thereby creating a positive feedback loop: departments are invested in the results of assessment; assessment prompts helpful conversations and leads to evidence-based curricular decisions; faculty are more engaged in learning the results of future assessments.

Only a small percentage of UVM's degree programs are externally accredited, meaning a large percentage of faculty were not familiar with outcomes assessment. While trainings were made available, often only the department chair attended, and other faculty did not fully understand the assessment planning process. Three related projects, funded with a grant from the Davis Educational Foundation, have contributed to broader faculty understanding and involvement in assessment. The Writing and Information Literacy in the Disciplines (WILD) project, modeled on a successful program at the University of Minnesota, provided training and support for drafting outcomes related to writing in the major, and curricular mapping and assessment of student writing in a set of 12 departments. To help encourage more faculty to become involved in assessment processes, the Office of the Provost was able to repurpose some unused funds from this program to support two pilot projects. The first offered block grants to schools and colleges with few externally accredited programs (Arts and Sciences, Agriculture and Life Sciences, the Rubenstein School for Environment and Natural Resources, and the Honors College) to support assessment planning for core curricula. The second project invited 12 degree programs and the Global Gateway Program to put together small teams of faculty program assessment leaders (PALs), plan their assessment cycle, and conduct a direct assessment of one learning outcome. While some of the participating departments, such as Geography, Psychology, and Anthropology, had participated to some degree in the WILD program, others, such as Mathematics and Theater, were new to assessment planning. Both the block grants and the PALs program produced excellent results, however the PALs program proved to be the best format for achieving the overarching goal of establishing a culture of assessment at UVM. With multiple participants from each department, PALs encouraged dialogue and communication both among the PALs and with the larger department, and broadened understanding of assessment planning and direct assessment techniques. Most importantly, PALs were able to articulate the value of ongoing program assessment as part of a cycle of curricular planning and improvement that is oriented towards program-defined student learning outcomes. With the success of this pilot, the Assessment Initiative has recruited five additional programs from several different colleges to participate in AY 2018–2019.

While the Assessment Initiative has been moving forward slowly, real progress is already visible in initiative outcomes. As of January 2019, 79 non-externally-accredited programs now have assessment plans in place and filed with the faculty fellow for assessment. Positive feedback from programs on their assessment process has been powerful, with curricular changes emerging from the assessment planning and implementation process. For example, several programs, such as Statistics (College of Engineering and Mathematical Sciences), Film and Television Studies (College of Arts and Sciences), and Plant Biology (College of Agriculture and Life Sciences) identified the need to create integrative capstone experiences that would offer the opportunity to assess outcomes the program deemed important. Cross-college programs such as Integrated Biological Sciences, Biochemistry and Environmental Sciences began clarifying expectations and outcomes for distinct degrees offered by different colleges. Graduate programs such as Materials Science, Natural Resources, and Experimental Psychology have created

processes for capturing, analyzing data at milestone points in their curricula, and using these to improve their programs. These examples point towards a shift from a reactive response to student feedback to a proactive process of planning, assessment, and adjustment of the curriculum based not only on course evaluations or other student feedback, but also on direct assessment of student work, curricular mapping, and the development of a shared understanding of key outcomes for students completing the program.

Academic Program Review

The Academic Program Review process is resource intensive, and the Office of the Provost and the Faculty Senate have taken steps to ensure that sufficient resources are available. Academic oversight of APRs is carried out by internal review subcommittees of the Faculty Senate's Curricular Affairs Committee. In order to undertake the workload of APR and its other ongoing business, the Curricular Affairs Committee has 24 faculty representatives, twice that of the other Faculty Senate standing committees. The administrative and logistical management of APR, including documentation management and organization and coordination of external team visits, requires at least 0.75 FTE staff support in the Office of the Provost, per report of the associate provost for teaching and learning. Staff support for General Education assessment, program assessment, and APR remains an issue to be resolved as the Office of the Provost further formalizes Assessment Initiative processes and structures for the university.

As evidenced in the Memoranda of Record for the completed APRs (see APR Files), the APR process is effective in identifying programs' strengths, challenges, and opportunities. The evidence and ideas generated in APRs has informed decisions and actions to improve the programs. This is apparent in the summary memos for the programs that have completed the two-year follow-up. Academic Program Review has led to new, positive directions such as the creation of a five-year strategic plan and a BS program in Economics; an array of new upper-level courses in Plant Biology; a mentoring program for junior faculty in the Department of Animal Science; new production facilities and donor support for Film and Television Studies; and efforts to improve gender balance in Philosophy courses and curricula. The two-year follow-up memos also note areas that need additional attention or different approaches. As can be seen in the external reviewers' reports, the communications with program faculty, and the memoranda of record, APR has received universal praise as a focused, constructive, non-punitive process.

Although APR standards 5a and 5b set expectations for the assessment of student learning outcomes, a review of the completed APRs, and in particular external evaluator reports, indicate these standards have not always been enforced rigorously. This is due in part to the fact that the current APR system was designed and implemented prior to the university's Assessment Initiative, which is now holding programs accountable for having a robust, cyclical plan for the assessment of learning outcomes. In Fall 2018, the faculty fellow for assessment and the associate provost for teaching and learning worked with the Curricular Affairs Committee of the Faculty Senate to clarify instructions to departments regarding expectations for the assessment materials to be included in the APR self-study. In addition, copies of assessment planning templates will be included in instructions for the proposal of new programs to assist proposers in developing more robust descriptions of assessment within these programs.

In the past, APR for externally accredited programs, such as Business, was not as smooth as it could have been due to lack of clarity about what was needed. Corrective steps have been taken, including the creation of A Guide to Academic Program Review for Accredited Programs. Although the APR system functions well, the administering of it is labor intensive. This is because of the complexities of planning, coordination, and communications for multiple reviews in different stages going on concurrently at any given time, not to mention a constant diet of emergent situations that must be navigated and which could not be anticipated. The procedures and tracking mechanisms we have developed for managing the APR system are manual, and we have refined them over the past five years. Some of these procedures and

communications must remain manual but it seems that others might be automated, and this could create greater staff workload capacity in support of other important initiatives in the Office of the Provost.

Assessment of Co-curricular Learning Outcomes

Programs, services, and approaches to learning across the institution vary depending on the unit's mission as well as divisional expectations and assessment mechanisms. All offer experiences and support for students engaged in educational, cultural, and social endeavors. To offer a consistent co-curricular learning outcome framework, the Division of Student Affairs has adopted the Council for the Advancement of Standards as their divisional student learning outcomes and articulates their relationship to the other important career outcomes and academic goals. As part of increased efforts to "close the loop" and communicate changes prompted by student feedback through surveys and other avenues, a new website feature, "You Said, We Acted", highlights direct outcomes of survey results gathered in a range of settings, from the peer advising now available through the Advising Center, to expanded vegetarian dining options and Discovery Kitchen cooking lessons, to creating more welcoming and hassle-free medical care interactions.

The institution provides a wide array of co-curricular learning experiences to its students. It also has evidence of student engagement in these experiences, with approximately 83 percent of undergraduates involved in co-curricular activities (Project CEO 2017). However, greater effort toward documenting these learning experiences and their intended outcomes in a consistent format across the institution will make the experiences easier for students to access and for administrators to measure.

Among the student populations that the institution tracks carefully are the student-athlete, and the success of UVM supports for athletes is worth noting. UVM student-athletes have graduation rates at or above UVM's overall graduation statistics, and in recent semesters, overall GPA of student-athletes has continued to rise, hitting a recent high of 3.28 in January 2018. Seventy-one percent of all Catamount student-athletes were named to the America East Academic Honor Roll for the 2017–2018 winter/spring season, by posting at least a 3.0 GPA in the classroom.

The departments within the Division of Student Affairs are generating learning outcomes that align with established learning domains. These departmental learning outcomes will be made available on each department's webpages by the end of the 2018–2019 academic year. The Division of Student Affairs made meaningful progress during the 2017–2018 academic year in implementing a learning outcomes framework for its learning experiences. The division has adopted a learning outcome framework from the Council for the Advancement of Standards in Higher Education.

Use of Institutional Data

As a tuition-driven institution, effective use of institutional data on enrollment and retention are essential to the fulfillment of Strategic Action Plan goals. Since 2010, the number of in-state and out-of-state applications to UVM has remained steady, but out-of-state enrollments have climbed while in-state enrollments decreased sharply; nevertheless, while in-state students represent 10 percent of applications and 10 percent of admitted students, they make up 22 percent of first year enrollments.

	Residency	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Number Applied	In-State	2,104	2,133	2,073	2,264	2,143	2,219	2,219	2,180	2,243	2,110
	Out-of-State	20,261	20,184	20,269	19,544	20,238	22,014	23,056	20,296	19,748	19,153
Number Admitted	In-State	1,558	1,494	1,550	1,581	1,567	1,484	1,424	1,391	1,480	1,348
	Out-of-State	14,298	14,258	15,291	15,135	15,790	16,313	16,483	14,104	13,297	13,017
Number Enrolled	In-State	644	602	640	541	603	546	480	524	602	561
	Out-of-State	1,975	1,870	1,783	1,831	1,892	1,764	1,920	1,972	2,040	1,970

With a first-year retention rate of near 87 percent and a 64 percent four-year graduation rate, UVM performs above national standards, but falls below performance of competitor institutions:

| SCHOOL	US NEWS RANK (2018)	Avg. First-Year Retention Rate
Boston College	32	95%
College of William & Mary	32	96%
Boston University	37	93%
George Washington University	56	92%
University of Connecticut	56	93%
Syracuse University	61	92%
Univ of Massachusetts - Amherst	75	90%
Binghamton University - SUNY	87	91%
Stony Brook - SUNY	97	90%
University of Vermont	97	86%

These rates have remained steady, indicating moderate success of current practices, but have not moved appreciably towards meeting Strategic Action Plan goals of 90 percent first-year retention. The development of a new integrated Student Retention Action Plan highlights the range of offices and divisions with responsibility for working towards retention and graduation-rate goals. The Division of Enrollment Management manages this retention plan and fosters broad institutional communication, collaboration, and effective use of diverse data sets related to student recruitment and retention, emphasizing the need for attention to all aspects of a student's time at UVM, from the first contact with a prospective student through to graduation.

Cohort-building models, which include academic and co-curricular forms of engagement, are being put in place to support the retention of our specially recruited populations, particularly Catamount Commitment Pell-eligible Vermonters and Urban Partnership students. Based on first-year-retention data that show higher retention for students enrolled in residential learning communities, the Division of Student Life, the Office of the Provost, the Division of Enrollment Management, and the Office of Institutional Research are collaborating to examine our First-Year Experience. With the goal of reaching 90 percent

first-to-second-year retention, UVM is implementing a robust residential design that includes learning community participation for all on-campus students.

The Division of Enrollment Management is working closely with the Office of Institutional Research to develop and move the institution towards enrollment, retention, and progression goals outlined in the Academic Excellence Goals. Office of Institutional Research data indicate steady progress towards increasing domestic and global diversity of UVM's graduate and undergraduate populations, with domestic diversity increasing from 10 percent to 12 percent since 2010, and international student enrollment climbing from 2 percent to 6 percent, approaching the institutional target of 7 percent.
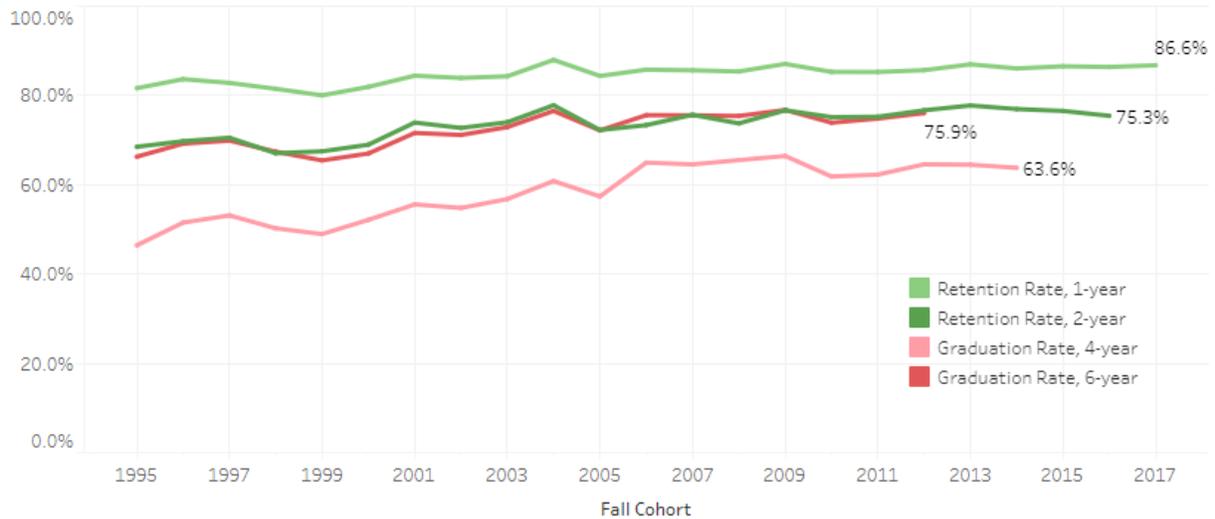
Student Diversity – Year over Year Trends
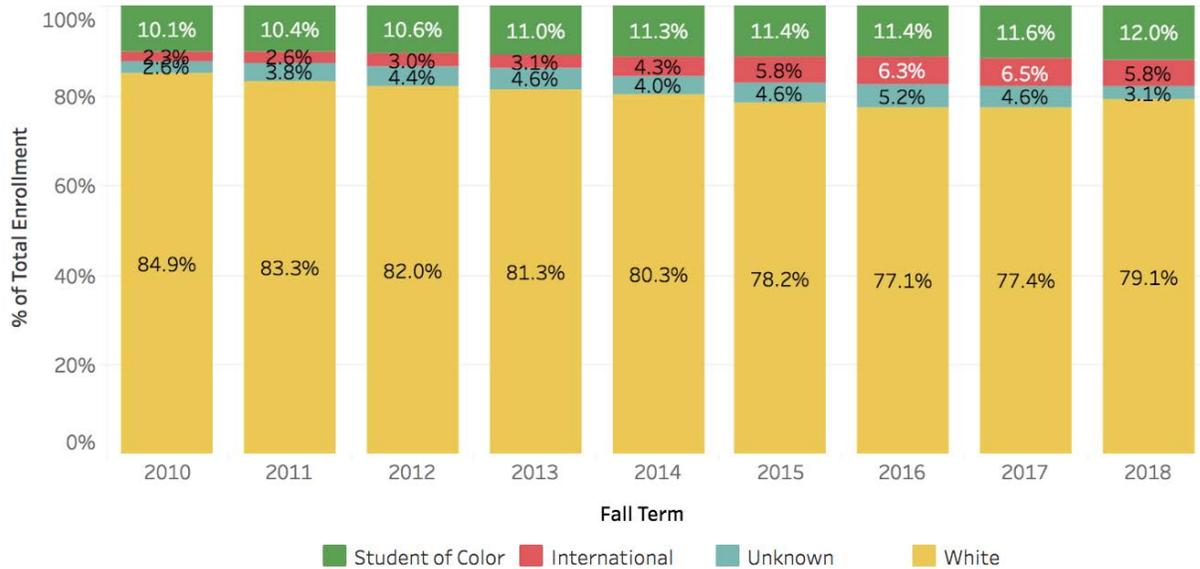
As visible in the chart below, UVM has struggled to improve undergraduate retention rates to meet the Strategic Action Plan goal of 90 percent.

Retention and Graduation Trends

Source: Catamount Data Center – Undergraduate Retention & Graduation Rates

Deans' reports on college and school retention plans emphasized shared obstacles to improving retention rates. These included the lack of a centralized electronic advising system, lack of access to student data and predictive analytics, need for better advising and more consistent use of academic alerts, and financial factors for students with little capacity to offer increased financial assistance. The launch of the EAB Student Success Collaborative advising and retention platform at new student orientation in June 2018 is designed to ameliorate many of these identified obstacles; on the student side, this launch has been very successful, with approximately 80 percent of students having downloaded the mobile EAB application, allowing them to review their course schedule and other information remotely immediately following orientation. With a gradual rollout in units across campus, the EAB tool is expected to enhance faculty advising; provide timely, multi-modal two-way communication with students; and provide predictive analytics to identify students who may be a retention risk. The software will also allow tracking of communications with students and their interactions with different offices across campus, allowing more effective coordination of support. This unified system will also improve communication between colleges/schools and support services. The success of the tool, its deployment, and its adoption will need to be evaluated and adjustments made to ensure that this investment is being utilized effectively, and to assess its impact on retention.

While university goals focus on overall retention rates, information regarding barriers to increased retention, as well as examples of successful retention efforts at the unit level, are necessarily areas of focus. The Rubenstein School of Environment and Natural Resources has seen a significant increase in first-year retention, from 82 percent in 2014 to 91.5 percent in 2017, an increase that coincided with an extensive Core Revitalization process and enhanced attention to assessment of student learning outcomes, both of which directly engaged students and critically evaluated the student academic experience with the goal of clarifying core curriculum outcomes, and creating a more intentional student experience rich in high -impact practices. Among the pre-professional schools and colleges, the College of Nursing and Health Sciences has consistently maintained a retention rate of 91.5 percent as well as very high licensure pass rates across college programs. Increasing first-year retention in the university's largest college, the College of Arts and Sciences, is essential to the improvement of university retention rates overall; recent initiatives within the college have focused on engaging students and faculty in defining and communicating the strengths and value of the CAS core curriculum.

The institution has also made recent commitments to enhance and promote retention-related efforts across the academic colleges/schools. These commitments will also increase the breadth of student success data collected at UVM, as well as its sharing and use across the institution. UVM's overall retention rate (between 86 percent and 87 percent in the past several years) and six-year graduation rate (77 percent) are among the highest for comparable public institutions (see Data First form 8.1), although the university's Strategic Action Plan focuses on increasing the four-year graduation rate as a better barometer of the success of retention initiatives. Multiple ongoing retention efforts, including centralized reentry for students wishing to return to the university, help to maintain the 65 percent four-year graduation rate and in doing so keep loan default rates low. Nonetheless, the President's Strategic Action Plan focused attention on two specific improvement targets: raising the first-year student retention from 85 percent to 90 percent and the four-year graduation rate from 65 percent to 70 percent. A recent analysis by the Office of Institutional Research concluded that, rather than losing less successful students, UVM's greatest gains would be found by increasing retention among students with a 3.0 or higher GPA. In 2018 the Division of Enrollment Management launched a new Student Retention Action Plan designed to meet retention goals with an eye towards these new data. The plan outlines the need for partners across the university to engage in interlocking efforts to improve retention numbers by fostering student success and creating academic challenge for our highest-achieving students.

The university publicly displays information about recent graduates' further education, civic participation, religious formation and others on its Office of Institutional Research website. This information is collected through the Career Outcomes survey that is used to gather post-graduation activity of recent graduates up to six months past their graduation date. While this survey has questions that are custom to UVM, most of the questions replicate components of NACE's First Destination Survey. Overall, UVM boasts excellent student employment outcomes, with 93 percent of Class of 2017 either employed or continuing their education in graduate school. Furthermore, 90 percent of respondents report that they are employed in a field related or closely related to their career goals, and 94 percent are satisfied or very satisfied with their position. The Honors College in particular boasts a remarkable 99 percent of students employed or continuing their education six months after graduation, while most of the degree-granting schools and colleges have rates well over 90 percent. Mean starting salaries are in the $40,000 range, and this post-graduation employment success is also reflected in the institution's relatively low default rates, with most defaults representing students who disenroll and do not complete a degree. The university shares this information with academic leaders at regular events called the "data reveal." In addition to these efforts, each college at the university creates an outcomes sheet that outlines the successes of their recent graduates for current and prospective students and displays this as part of their college or school website.

The university facilitates the Beginning College Survey of Student Engagement (BCSSE) once every three years to first-year students at orientation. The results of this survey help inform campus administrators about experiences students have before they enter the institution and what resources these students are expecting and/or need from the institution. Using the same cycle of the BCSSE survey, the institution also facilitates the NSSE survey. The results of this survey are widely disseminated across the institution, as these data help paint a picture of how students are engaged on campus and are being used as the basis for faculty development programming as well as student engagement efforts. A goal for the Office of Institutional Research and the Office of the Provost is to improve the utility of NSSE survey results for use in both academic and co-curricular assessment processes though improved presentation and dissemination to a broad range of institutional constituencies.

In addition to the BCSSE, the Division of Student Affairs, in partnership with the Division of Enrollment Management facilitates a survey to all first-time first-year students, transfer students, and sophomores every year, six weeks into the semester, with the goal of gaining understanding about the student experience and to identify opportunities for the institution to improve any services provided. Finally, UVM's enrollment management team obtains information from students who elect to take any type of voluntary leave from UVM and from those who choose to transfer. Data gained in this process is used to better inform how the institution provides services to similar students in the future. It also highlights trends in terms of student experiences and their reasons for departure.

While there is a large institutional investment in collecting and disseminating career outcomes data for undergraduate courses, the university only recently has incorporated the Graduate College and Larner College of Medicine into its analysis. The institution is also working to better disseminate and encourage the use of NSSE, BCSSE, and First Six-Week survey data. The university will need to develop more robust tracking and utilization of data from current and former students to further identify opportunities for improvement. As tracking of information from undergraduate alumni improves, the university must also put processes in place to better track graduate-degree alumni.

Over the past five years, UVM has dramatically improved the collection, dissemination and use of data to inform decision-making at all levels and in all areas of the institution. Institutional priorities for the near future include establishing a permanent structure for supporting the assessment of student learning outcomes, and promoting greater integration of data across units and programs, improving UVM's ability to evaluate and respond to evidence of educational effectiveness.

Projections

- The Office of the Provost will formalize planning and support for the assessment of learning outcomes in the academic programs and General Education. To promote a culture of assessment, the associate provost for academic affairs will facilitate collaboration between academic assessment, assessment within Student Affairs, and the Office of Institutional Research to evaluate educational effectiveness at the institutional level.

- The associate provost for academic affairs, working in collaboration with the Curricular Affairs Committee, will revise the Academic Program Review standards, processes, and guidelines to better incorporate ongoing program-level assessment. At the end of the current eight-year APR cycle in AY 2020–2021, a joint Faculty Senate and Office of the Provost committee will conduct an assessment of APR processes and outcomes, and recommend further refinements to APR procedures.

- The Office of Institutional Research will continue to develop data visualization tools (such as *Inquiry*, which is published annually) that enable more effective sharing of information across the university, and will also implement a focused dissemination plan to help end-users utilize information for data-informed and strategic decisions.

University System to Promote and Support the Assessment of Learning
v09/18/18

Faculty Senate - Gen Ed Coordinating Committee

Decisions for Actions to be Taken

Recommendations
Actions re: Gen Ed curricula
Faculty development & training
Prioritize & choose foci

Provost

Gen Ed Curriculum Review Committees of the Faculty Senate
DCRC (Diversity)
SCRC (Sustainability)
FWIL (Writing & Info. Lit.)
QRCRC (Quantitative Reasoning)

UNIVERSITY ASSESSMENT COMMITTEE
Provost's Faculty Fellow for Assessment
Associate Provost for Academic Affairs
Director of Institutional Research
Curricular Affairs Committee Chair (Faculty Senate)
Faculty Senate President
Gen Ed Assessment Committee Chairs (4)
One Assessment Coordinator from each academic unit (9)

Institutional Data
Academic Program Review
Ntl Survey Student Engagement
Faculty Survey " "
Retention Data
Survey of Recent Graduates

Associate Provost for Academic Affairs

Gen Ed Assessment Committees
Diversity
Sustainability
Writing & Info. Lit.
Quantitative Reasoning

Gen Ed Direct & Indirect Measures of Student Work

Provost's Faculty Fellow for Assessment
Coordinates processes
Provides guidance, assistance to faculty, programs, deans, Gen Ed Assessment Committees
Oversees faculty development & training

Academic Dean

Program/Dept. Curriculum Committee

Informs curricular revision and Academic Program Review (APR)

Discipline Direct & Indirect Measures of Student Work

GCOL | CNHS | CEMS | CALS | CAS
HCOL | LCOM | GSB | CESS | RSENR

Legend – School/College Abbreviations

CAS	College of Arts & Sciences
CALS	College of Agriculture & Life Sciences
CESS	College of Education & Social Services
CEMS	College of Engineering & Mathematical Sciences
CNHS	College of Nursing & Health Sciences
GCOL	Graduate College
GSB	Grossman School of Business
HCOL	Honors College
LCOM	Larner College of Medicine
RSENR	Rubenstein School of Environment & Natural Resources

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Standard 8: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)

Student Success Measures/ Prior Performance and Goals	IPEDS Submission 4 Years Prior (FY 2014)	IPEDS Submission 3 Years Prior (FY 2015)	IPEDS Submission 2 Years Prior (FY 2016)	IPEDS Submission 1 Year Prior (FY 2017)	Current IPEDS Submission Year (FY 2018)
IPEDS Retention Data					
Associate degree students	N/A	N/A	N/A	N/A	
Bachelors degree students	87%	86%	87%	86%	
? IPEDS Graduation Data (150% of time)					
Associate degree students	N/A	N/A	N/A	N/A	
Bachelors degree students	76%	77%	74%	75%	
? IPEDS Outcomes Measures Data					
First-time, full time students					
Awarded a degree within six years	N/A	76%	76%	77%	
Awarded a degree within eight years	N/A	77%	76%	77%	
Not awarded within eight years but still enrolled	N/A	>0% and <1%	0%	0%	
First-time, full time students: Pell-Grant Recipients					
Awarded a degree within six years	N/A	N/A	N/A	73%	
Awarded a degree within eight years	N/A	N/A	N/A	74%	
Not awarded within eight years but still enrolled	N/A	N/A	N/A	0%	
First-time, full time students: Non-Pell-Grant Recipients					
Awarded a degree within six years	N/A	N/A	N/A	77%	
Awarded a degree within eight years	N/A	N/A	N/A	78%	
Not awarded within eight years but still enrolled	N/A	N/A	N/A	0%	
First-time, part-time students					
Awarded a degree within six years	N/A	17%	21%	40%	
Awarded a degree within eight years	N/A	17%	21%	40%	
Not awarded within eight years but still enrolled	N/A	0%	0%	0%	
First-time, part-time students: Pell-Grant Recipients					
Awarded a degree within six years	N/A	N/A	N/A	0%	
Awarded a degree within eight years	N/A	N/A	N/A	0%	
Not awarded within eight years but still enrolled	N/A	N/A	N/A	0%	
First-time, part-time students: Non-Pell-Grant Recipients					
Awarded a degree within six years	N/A	N/A	N/A	57%	
Awarded a degree within eight years	N/A	N/A	N/A	57%	
Not awarded within eight years but still enrolled	N/A	N/A	N/A	0%	
Non-first-time, full-time students					
Awarded a degree within six years	N/A	77%	77%	78%	
Awarded a degree within eight years	N/A	77%	77%	79%	
Not awarded within eight years but still enrolled	N/A	>0% and <1%	0%	0%	
Non-first-time, full time students: Pell-Grant Recipients					
Awarded a degree within six years	N/A	N/A	N/A	78%	
Awarded a degree within eight years	N/A	N/A	N/A	79%	
Not awarded within eight years but still enrolled	N/A	N/A	N/A	0%	
Non-first-time, full time students: Non-Pell-Grant Recipients					
Awarded a degree within six years	N/A	N/A	N/A	77%	
Awarded a degree within eight years	N/A	N/A	N/A	79%	
Not awarded within eight years but still enrolled	N/A	N/A	N/A	0%	
Non-first-time, part-time students					
Awarded a degree within six years	N/A	65%	70%	71%	
Awarded a degree within eight years	N/A	65%	77%	76%	
Not awarded within eight years but still enrolled	N/A	0%	0%	0%	
Non-first-time, part-time students: Pell-Grant Recipients					
Awarded a degree within six years	N/A	N/A	N/A	90%	
Awarded a degree within eight years	N/A	N/A	N/A	90%	
Not awarded within eight years but still enrolled	N/A	N/A	N/A	0%	
Non-first-time, part-time students: Non-Pell-Grant Recipients					
Awarded a degree within six years	N/A	N/A	N/A	63%	
Awarded a degree within eight years	N/A	N/A	N/A	71%	
Not awarded within eight years but still enrolled	N/A	N/A	N/A	0%	

Standard 8: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)

Student Success Measures/ Prior Performance and Goals	IPEDS Submission 4 Years Prior (FY 2014)	IPEDS Submission 3 Years Prior (FY 2015)	IPEDS Submission 2 Years Prior (FY 2016)	IPEDS Submission 1 Year Prior (FY 2017)	Current IPEDS Submission Year (FY 2018)
? Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)	**Cohort Fall 2013**	**Cohort Fall 2014**	**Cohort Fall 2015**	**Cohort Fall 2016**	**Cohort Fall 2017**
1 In-State One Year Undergraduate Retention Rate	92%	89%	90%	90%	92%
2 Out of State One Year Undergraduate Retention Rate	85%	85%	85%	85%	85%
3 Female One Year Undergraduate Retention Rate	87%	87%	88%	87%	86%
4 Male One Year Undergraduate Retention Rate	86%	85%	84%	85%	87%
? Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)	**Cohort Fall 2008**	**Cohort Fall 2009**	**Cohort Fall 2010**	**Cohort Fall 2011**	**Cohort Fall 2012**
1 In-State Residency Six Year Undergraduate Graduation Rates	81%	81%	81%	83%	79%
2 Out of State Residency Six Year Undergraduate Graduation Rates	73%	75%	72%	72%	75%
3 Female Six Year Undergraduate Graduation Rates	75%	78%	75%	77%	79%
4 Male Six Year Undergraduate Graduation Rates	75%	75%	72%	72%	72%

Definition and Methodology Explanations

1 The 'Other Undergraduate Retention/Persistence Rates' were calculated with both full and part time students.

2 The 'Other Undergraduate Graduation Rates' were calculated with both full and part time students.

3 Other notes: IPEDS Outcome Measures Survey was introduced in FY 2015 (that's why the data doesn't exist in FY 2014), and was changed in 2017-18. It added Pell-Grant Recipient and Non-Pell Grant Recipient categories to each of the existing categories in FY17, bringing the count of the categories from 4 to 8.

4 The retention and grad rates by residency and sex can be found on the Catamount Data Center here: https://www.uvm.edu/~oir/catdat/retention_graduation.html
There is a separate tab at the top for retention and grad, but there is a combined tab: R5-Retention and Grad that has everything by cohort year.
The other retention and graduation information on this form was part of the IPEDS Fall Enrollment Survey and the IPEDS Graduation Rates survey.

IPEDS data collection has a one year lag.

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

?	Category of Student/Outcome Measure	Bachelor Cohort Entering			
		7 years ago: 2011 Cohort	6 years ago: 2012 Cohort	5 years ago: 2013 Cohort	4 years ago: 2014 Cohort
?	**First-time, Full-time Students**				
	Degree from original institution	75%	76%	65%	64%
	Not graduated, still enrolled at original institution	1%	1%	15%	16%
	Degree from a different institution	3%	11%	8%	5%
	Transferred to a different institution	5%	7%	6%	11%
	Not graduated, never transferred, no longer enrolled	15%	4%	6%	4%
?	**First-time, Part-time Students**				
	Degree from original institution	18%	39%	8%	17%
	Not graduated, still enrolled at original institution	0%	6%	25%	33%
	Degree from a different institution	0%	17%	8%	13%
	Transferred to a different institution	36%	28%	33%	17%
	Not graduated, never transferred, no longer enrolled	45%	11%	25%	21%
?	**Non-first-time, Full-time Students**				
	Degree from original institution	79%	78%	70%	71%
	Not graduated, still enrolled at original institution	2%	2%	6%	12%
	Degree from a different institution	2%	6%	3%	3%
	Transferred to a different institution	3%	6%	6%	7%
	Not graduated, never transferred, no longer enrolled	15%	8%	16%	7%
?	**Non-first-time, Part-time Students**				
	Degree from original institution	52%	55%	53%	37%
	Not graduated, still enrolled at original institution	5%	9%	13%	23%
	Degree from a different institution	5%	12%	0%	3%
	Transferred to a different institution	0%	3%	13%	26%
	Not graduated, never transferred, no longer enrolled	38%	21%	22%	11%

Measures of Student Achievement and Success/Institutional Performance and Goals

	4 Years Prior (FY 2015)	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Next Year Forward (goal) (FY 2019)

Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)

Employed	79%	75%	79%	70%	
Continuing Education	16%	18%	14%	20%	

Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)

Participating in a volunteer or service pro	5.1% (n=35)	2.7% (n=20)	4.2% (n=32)	1.4% (n=22)	
Serving in the US Military	0.7% (n=5)	0.5% (n=4)	0.7% (n=5)	0.7% (n=11)	

Definition and Methodology Explanations

Note that the Career Outcomes Survey has a one year lag, so the most recent information available is for the Class of 2018. The numbers from this survey, reflected above, pertain to Undergraduates only.

The measures of student achievement and success are from a career outcomes survey. The Class of 2015 had a 30% response rate (N=680). The Class of 2016 had a 32% response rate (N=741). The survey is distributed 6 months post graduation. The Class of 2017 had a 32% response rate-(N=755). The Class of 2018 had a 66% knowledge rate (N=1567).

The full Career Outcomes report and methodology can be found here:
https://www.uvm.edu/~oir/?Page=career_outcomes.html&SM=submenu_ret_grad_deg.html

Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)

	3-Years Prior (FY 2015)		2 Years Prior (FY 2016)		1 Year Prior (FY 2017)	

? National Licensure Passage Rates

Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1 RN NCLEX	82	70	76	70	85	84
CAATE Board of Certification (BOC)-Athletic Training Program	20	20	19	19	12	11
ASCP Board of Certification (BOC) Medical Laboratory Scientist	21	19	20	17	18	17
RN NCLEX- DEPN (accelerated year to DNP)	12	12	18	18	17	17
GRADUATE MS Certification FNP	12	12	9	9	2	2
GRADUATE MS Certification AGNP	9	9	10	10	0	0
GRADUATE DNP Certification AGNP	N/A	N/A	N/A	N/A	6	6
GRADUATE DNP Certification FNP	N/A	N/A	N/A	N/A	6	6
GRADUATE MS- CNL	2	1	0	0	0	0
MLS ASCP First Time Pass Rates	14	11	9	8	17	14
NMT - JRCNMT First Time Pass Rates	3	3	7	6	6	6
CSD Praxis Rates	10	10	13	13	13	13
American Registry of Radiologic Technologists-Radiation Therapy	7	7	9	9	8	8

? Additional (Non-Licensure) Examination Passage Rates

Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
Praxis II-Art Education	24	19	27	21		
Praxis II-Music Education	18	15	16	12		
Praxis II-Physical Education	28	21	17	14		
Praxis II-Elementary Education (All subtests included)	1,013	806	979	781		
Praxis II-Middle Level Education (All subtests included)	77	67	93	76		
Praxis II-Secondary Education English	47	41	38	35		
Praxis II-Secondary Education Math	46	28	39	18		
Praxis II-Secondary Education Language	16	9	23	14		
Praxis II-Secondary Education Social Studies	36	27	45	37		
Praxis II-Secondary Education Science	70	61	93	81		

? Job Placement Rates

Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
All Undergraduates-Survey Sample Results-Class of 2017*	N/A	680	535	741	558	755	596

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable) | N/A

Please enter any explanatory notes in the box below

UVM does not have short-term vocational training programs for which students are eligible for Federal Financial Aid, so that section has been deleted from this form. (It asked for completion rates and placement rates for those programs).

*Note that these numbers are for all undergraduates who graduate and are from the Career Outcomes Survey, which uses a sample of our students. The number of graduates in this context is the number of graduates who took the Career Outcomes Survey Post Graduation. Note that 'employed' includes working full time, working part-time, participating in a volunteer or service program, and/or serving in the US military. The methodology and additional information for the career surveys can be found here:
https://www.uvm.edu/~oir/?Page=career_outcomes.html&SM=submenu_ret_grad_deg.html
These programs are not subject to "gainful employment" requirements.

Note about Education Programs: Everyone needs to pass the Praxis Core to graduate from the education programs but it should be noted that PRAXIS is not a licensure exam. These are similar to GRE subject tests. Counselors and Social workers do have licensure exams while they are at UVM so this is not tracked.

Standard 8: Educational Effectiveness
(Graduate Programs, Distance Education, Off-Campus Locations)

Student Success Measures/ Prior Performance and Goals	5 Years Prior	4 Years Prior	3 Years Prior	2 Years Prior	Most Recent Year
? Master's Programs (Add definitions/methodology in #1 below)	**Cohort 2013**	**Cohort 2014**	**Cohort 2015**	**Cohort 2016**	**Cohort 2017**
Retention rates first-to-second year	79%	74%	76%	66%	68%
	Cohort 2011	**Cohort 2012**	**Cohort 2013**	**Cohort 2014**	**Cohort 2015**
Graduation rates @ 150% time	73%	73%	75%	79%	74%
Average time to degree	2	2	2	2	2
? Doctoral Programs (Add definitions/methodology in #1 below)	**Cohort 2013**	**Cohort 2014**	**Cohort 2015**	**Cohort 2016**	**Cohort 2017**
Retention rates first-to-second year	96%	90%	91%	89%	94%
	Cohort 2007	**Cohort 2008**	**Cohort 2009**	**Cohort 2010**	**Cohort 2011**
Graduation rates @ 150% time	68%	65%	74%	64%	71%
Average time to degree	5	5	5	5	4
? First Professional Programs (Add definitions/methodology in #3 below)	**Cohort 2013**	**Cohort 2014**	**Cohort 2015**	**Cohort 2016**	**Cohort 2017**
Retention rates first-to-second year	99%	100%	98%	99%	99%
	Cohort 2007	**Cohort 2008**	**Cohort 2009**	**Cohort 2010**	**Cohort 2011**
Graduation rates @ 150% time	97%	99%	93%	96%	98%
Average time to degree	4	4	4	4	4
Distance Education (Add definitions/methodology in #4 below)	**Cohort 2013**	**Cohort 2014**	**Cohort 2015**	**Cohort 2016**	**Cohort 2017**
Course completion rates	91%	98%	100%	98%	94%
Retention rates (Not including certificate programs because they're only one year.)	N/A	78%	95%	86%	82%
	Cohort 2007	**Cohort 2008**	**Cohort 2009**	**Cohort 2010**	**Cohort 2011**
Graduation rates @ 150% time*	N/A	N/A	N/A	N/A	N/A

Definition and Methodology Explanations

The Grad rates @ 150% time for Master's students were 3 year grad rates, based on calendar year cohorts. (FY16 = cohort 2013, etc.)
The Grad rates @ 150% time for doctoral students were 7 year grad rates, based on calendar year cohorts. (FY16 = cohort 2009, etc.)
Grad rates @ 150% for medical students were 6-year grad rates. (FY16 = fall 2010 cohort)

Retention rates are placed under the fiscal year in which the students started. The retention rates include summer students who continue either the next summer or the next fall (duplicates removed). We know, however, that that rate may be brought down by business students who matriculate in the summer session but only have a one year program. The medical students are not included in the doctoral program numbers. Calendar Year 2016 cohort for master's students declined because of a large increase in summer enrollers.

Distance education for Graduate Students includes the Certificate of Graduate Study-Health Care Mgt & Policy, Certificate of Graduate Study-Public Health, Certificate of Graduate Study - Epidemiology, MPH in Public Health, MPS in Leadership for Sustainability, and MS in Natural Resources-Leadership for Sustainability Track programs. Course Completion rates are calculated for all cohort students. A course is counted as completed if the student finished with a grade of D or better.

The retention rates for distance education doesn't include certificate of graduate study students because those programs are typically only a year long.

*Note: We don't have graduation rates @150% time yet because the first distance education cohort started in 2014, meaning that 6 years has not lapsed yet.

Standard 9: Integrity, Transparency, and Public Disclosure

"Of all affairs, communication is the most wonderful." –John Dewey

Overview

The university's mission, vision, and strategic plan reflect its status as a public, land-grant institution dedicated to research, education, and contributions to the larger community. In accordance with Vermont law, the university draws its authority to operate within the state and to grant degrees from its charter, documented on the website of the Vermont General Assembly. Internally, its governing structure, including responsibilities of the Faculty Senate, administration, and Board of Trustees, ensure that the university's activities are compatible with its mission, and that it operates within expectations for transparency and public disclosure appropriate to a public land-grant university (see also Standard 3).

Integrity

Description

Four important statements guide the university in its commitment to integrity: the mission statement, the Our Common Ground values statement, the President's First Amendment Statement, and the President's Ethics Statement, which draws on the university motto itself, *Studiis et Rebus Honestis*, "Integrity in Theoretical and Practical Pursuits." The President's Ethics Statement is explicitly linked to policies that promote integrity in conduct and interactions between members of the UVM community.

These aspirational statements are posted and referenced in multiple locations across uvm.edu, and are in place across physical locations on campus, from the Office of the President website to the university catalogue, to granite benches outside the Davis Center displaying the Common Ground values. In this way, the institution foregrounds integrity in all areas of its activities, and operationalizes these values across the university via policies, appropriate staffing of key offices, and a variety of procedures and trainings.

As outlined in Standard 3, bylaws for the Board of Trustees govern its structure and actions, affirming expectations that the board will abide by the law and act with integrity. In 2009, the Board of Trustees approved the creation of a compliance program in part to (i) reduce the risk of violations, (ii) mitigate identified violations, (iii) maintain public trust, and (iv) provide a framework for all members of the UVM community to encourage and support ethical behavior in all university-related activities.

The University of Vermont's Office of Audit and Compliance Services maintains an extensive institutional policy website. In general, the university's policies are reviewed on a three-year cycle, unless otherwise specified in the individual policy. By establishing specific requirements for all members of the University community, policies connect the university's mission to individual conduct, institutionalize impartial expectations, and support compliance with laws and regulations.

In 2017, the university updated its Code of Conduct and Ethical Standards to foreground the importance of ethical behavior; this document now serves as the foundation for the University Compliance Program. Other policies and procedures relating to responsibility, ethics, and integrity include, but are not limited to, Conflict of Interest and Conflict of Commitment; Financial Conflict of Interest in Sponsored Research; Sexual Harassment and Misconduct; Misconduct in Research and Other Scholarly Activities; and the Discrimination and Harassment Policy.

All staff and faculty have the ability to report suspected wrongdoing confidentially. In October 2016, the university created the Whistleblower Policy: Reporting, Protections and Non-Retaliation. This policy emphasizes the university's expectations and procedures for reporting suspected violations, which include an anonymous hotline, the Ethics and Compliance Reporting and HelpLine. It also affirms the university's commitment to protect reporters from retaliation.

Other important policies and procedures ensure the privacy and security of protected information and articulate the rights of faculty, staff, and students to their personal information. These include, among others, policies on the protection of personal data, video surveillance, and information security procedures. The Dean of Student's Office also maintains a web page dedicated to confidentiality and FERPA.

Vermont state statute further requires all US citizens in faculty positions at publicly funded universities to subscribe to an oath to support the US Constitution, the Vermont Constitution, and all state and federal laws. All faculty at the university who are US citizens subscribe to this oath when they sign their faculty appointment letters.

All of these policies and the Our Common Ground values statement help ensure that the university treats students, faculty, and staff fairly. As noted in Standard 6, the university's statement on academic freedom, reaffirmed in 2009, encodes the institution's commitment to freedom of speech and its obligation to "provide an atmosphere in which intellectual growth may take place." Collective bargaining agreements and other documents outlining faculty and represented staff rights are summarized in Standards 6 and 7; Human Resources Services also has a process for non-represented staff to report and address grievances. Faculty and staff may also seek redress if they feel they have been treated unfairly through an onsite consultant provided by the Employee Assistance Program.

In compliance with Federal Program Integrity Rule, the University of Vermont clearly articulates pathways for individuals who wish to submit complaints. UVM expects that any student complaint will be filed in accordance with procedures currently in place before resolution is sought from a state agency or the university's accreditation body. UVM has also created detailed yet understandable procedures for addressing disciplinary actions involving employees. Human Resource Services outlines its recommendations for supervisors in following a progressive discipline model and offers support and guidance to managers as they navigate the process.

Guarding against discrimination in all forms is of critical importance to the University of Vermont. The university's Equal Opportunity statements outline how this commitment is extended to prospective and current community members. UVM's Office of Affirmative Action and Equal Opportunity works to ensure compliance with state and federal laws and university policies related to discrimination. Twice per year, the Office of Admissions holds training for staff on Equal Opportunity and Affirmative Action as it relates to application review.

The university follows all legal requirements for making available the annual security report. At the intersection of safety, privacy, and academic integrity, a number of policies outline expectations for appropriate activities on campus, including campus speakers; facilities and grounds use; solicitation; protection of minors, use of university research facilities and equipment by external users; and filming on campus.

UVM is fully compliant with all NECHE Commission standards, policies, requirements of affiliation, and requests. All reports have been submitted in a timely manner in compliance with NECHE requirements. Any anticipated changes were, and continue to be, communicated to NECHE prior to moving forward, most recently as UVM prepared to submit a substantive change form related to a new

campus location for the training of Larner College of Medicine students, to be submitted to NECHE in early 2019.

Appraisal

The university has excelled in fully integrating its Our Common Ground values into the culture and identity of the institution. From the creation of the [Our Common Ground Staff Award](#) to the inclusion of these values on every course page on Blackboard, UVM has embraced values such as integrity and justice in visible ways. Perhaps the most significant is the central role of the Our Common Ground values statement in the experience of incoming first-year students, who reflect on their meaning and pledge to uphold these values as part of a twilight induction ceremony held their first weekend on campus.

Similarly, the university has made great strides towards fostering a culture of compliance. At every encounter with new employees, new faculty, or new leadership, the Office of Compliance Services provides training on the Code of Conduct and Ethical Standards. Additionally, the director of compliance presents regularly on the topic at staff, department, leadership, and other committee meetings. The outcomes of this work are evident in results from the Office of Compliance Services' annual Culture of Compliance Survey for faculty, staff, and student employees. Between 2015 and 2017, the percentage of respondents that agree UVM fosters a culture of compliance rose from 76 percent to 81 percent.

Expectations for students to act responsibly, ethically and with integrity are clearly communicated through a variety of venues such as June Orientation; Opening Weekend programming; and the *Know the Code* pamphlet; and through advising sessions; emailed policy notices in the fall, spring, and summer terms; and tabling events in the Davis Center. The Center for Student Conduct also works to educate faculty about the Code of Academic Integrity and has created an efficient method for faculty to report all suspected deliberate violations (plagiarism, fabrication, collusion, or cheating), via [a web referral form](#).

A number of resources and initiatives are in place and underway on campus in order to further fair treatment for all and to foster an inclusive university community. These include resources such as the [Bias Response Program](#); identity centers such as the Mosaic Center for Students of Color, the Women's Center, and the LGBTQA Center; and Student Accessibility Services, which provides exam accommodations to students with documented disabilities. Additionally, the [President's Commission for Inclusive Excellence](#) has worked to create a [framework for inclusive excellence at the University of Vermont](#), a process that engaged the UVM community broadly to outline steps for building a more diverse, inclusive, and multiculturally competent campus.

The university has been recognized for its work in this area, including for its [Preferred Name Policy](#), a national model for how to better serve students who do not identify with the name or gender they were assigned at birth. In 2018, UVM was named a [Top LGBTQ-Friendly School](#). In 2014, 2015, and 2016, UVM was a recipient of the [Higher Education Excellence in Diversity award](#) by *INSIGHT Into Diversity* magazine. The same publication has also [named UVM's Student Affairs Division a leading diversity workplace](#) for four years in a row.

In Spring 2018, a student group organized to present a set of concerns regarding campus climate and educational offerings around diversity, demonstrating that university efforts to meet the promise of Our Common Ground must be extensive and tireless. [A university website was established to communicate the students' concerns and the university's ongoing response](#).

Transparency

Description

The University of Vermont maintains a robust website containing information required by a variety of audiences and for a variety of purposes. The academic colleges, schools, and departments maintain distinct individual websites that expand on the published catalogue with more detailed information about educational offerings and expectations.

The UVM catalogue, available online—where it can also be downloaded in a printable PDF format—is updated and published annually to provide students and prospects at every level with the requirements for their degree program, as well as other relevant information on policies and procedures that are critical to their academic success at UVM. In addition to course descriptions and a complete outline of degree requirements, the catalogue also includes detailed information about costs and financial aid, and details important student processes such as course registration, housing, and more.

Important details related to academic calendars, transcripts, and enrollment policies are maintained on the website by the Office of the Registrar. The Office of the Registrar website also includes links to the UVM catalogue and to many important university policies that are directly related to students and with which they should be familiar. The catalogue also lists this information, as well as information about grading policies and the grade-appeal process. Student Financial Services maintains a website dedicated to providing detailed information for students regarding the costs of attendance at UVM and access to financial aid resources. Every effort is made to provide accurate and complete information to benefit students and to guide them in their related decision-making.

In its thorough web presence, UVM Admissions provides detailed information about how to apply, what materials are required for a complete application, UVM's entrance requirements, and our holistic approach to application review. The same information can be found in UVM's catalogue. Admissions, in partnership with University Creative Communications Services, also creates multiple publications for prospective students and school counselors. These publications characterize the school, share student experiences, outline educational offerings, and detail UVM's admissions profile. The implementation of Slate, a software system that tracks all interactions with students, counselors, and families, has allowed for greater oversight of all messages shared with these audiences.

The Center for Student Conduct maintains a website, which includes information about its programs and processes for student discipline. Additionally, from this website the public can link to a variety of policies outlining the process and procedures for addressing student behavior, as well as appeal procedures.

UVM makes its annual financial reports available on the University Financial Services website. For those seeking university documents and records not available online, the university has a Records and Documents Request Policy, in conformance with the Vermont Public Records Act.

Regular review is in place for all print and digital communications to ensure information is up to date and accurate, in consultation with the catalogue, Board of Trustees consent agendas, the Office of Institutional Research, and responsible officials around campus. Most print pieces are on a yearly run, with thorough review during each update. Multiple times each year, University Creative Communications Services updates a quick reference Facts and Figures sheet and shares it with those in the position of communicating about the university in order to ensure more accurate distribution of information university-wide. Any statements and promises made by the university with regards to program excellence, learning outcomes, and success in placement come from verifiable processes such as the Career Outcomes survey performed by the Division of Student Affairs and the Academic Program Review process administered by the Office of the Provost.

Appraisal

The university has engaged in a multiyear process to improve its marketing and communications via more cohesive branding, better storytelling, and increased support from a newly formed Creative Communications Services department. The work began with intensive interviews with broad campus and audience representation in order to distill a university identity as a fresh starting point for a new communications strategy. In the past two years, the university has redesigned nearly all of its marketing materials, provided regular and extensive education to those in communications roles, and has been steadily rolling out tools that help communicators ensure their work is accurate, up to date, and appropriately tells the UVM narrative.

A key tactic for communicating about the university to prospective audiences includes direct sharing from current students. This extends from the AdvoCat program—our Office of Admissions tour guides who are trained to be honest and authentic—to our social media strategy, which involves turning over access to our accounts to current students. In this way, we ensure that what we wish to communicate about the university is rooted in real students' experiences.

Concurrently, the university has been improving its web presence, converting from a homegrown publishing system to the Drupal content management system. This change means that web editors require far less technical expertise, removing one of the barriers to more frequent web edits and improving the problem of outdated information on uvm.edu. This transition to Drupal also provides the opportunity for a more cohesive web experience for site visitors; the web team, part of Creative Communications Services, can provide templates for critical pages such as departmental and degree-program sites. The transition to Drupal will offer web visitors such as prospective and current students more nimble navigation, with clearer and more consistent organization of key points of information.

The transition has also created the opportunity for the web team to conduct thorough site reviews as university webmasters bring their pages into the new system. Each site must go through a site-launch checklist, which promotes accurate information, adherence to university standards, and attention to legal requirements in the area of web accessibility.

Like most universities, UVM is faced with challenges in the area of web accessibility and has entered into a resolution agreement with the Office of Civil Rights. Before the complaint was filed, a web accessibility task force had already been convened and had completed several months of work to improve web accessibility at the university. A plan for compliance with accessibility requirements will be implemented during AY 2018–2019.

Public Disclosure

Description

The university catalogue is updated annually to reflect the current status of UVM's educational offerings, including the obligations and responsibilities of students and the institution. It reflects the university's mission; its status as a public university; its accreditation status; admissions policies and procedures; financial information, including tuition and fees; information for transfer students; articulation agreements; procedures for student appeals and complaints; withdrawal information; a list of academic programs and courses currently offered; and specific degree requirements. Much of this information is also available through relevant locations on the university website, including the UVM Policy website, Student Financial Services, Office of Admissions, and Office of the Registrar. The Office of Audit and Compliance Services provides a consumer disclosure site as required under the Higher Education Opportunity Act. Student Financial Services provides valuable tools such as a net price calculator to help inform students about out-of-pocket costs for a UVM education.

An "About UVM" section in the main navigation of the homepage also provides information that further characterizes the school and describes its campus and surroundings. Beyond the website, the university uses a variety of social media channels to share information and interact with its audiences. A directory of active accounts is available on the website. Additionally, the university's website includes information about the President's Strategic Action Plan, detailing UVM's commitment to access, academic excellence, and effectiveness. Similarly, the Office of the Provost describes the Academic Excellence Goals for the university.

Along with its role of maintaining the official faculty and staff headcount from year to year and publishing the list of faculty and staff base pay, as per agreements with the State of Vermont, the Office of Institutional Research publishes the UVM organization chart of senior leadership. The chart is updated regularly, as positions are filled or other changes warrant. The Office of Institutional Research also publishes and makes available data pertaining to retention and graduation rates, data from the National Survey of Student Engagement, and post-graduation success data. Passage rates for licensure examinations are published by the departments.

Alumni volunteers who may be representing the university at college fairs and other venues are given a yearly training and are provided with an instructional manual with updated facts and talking points about UVM. Occasionally, the university contracts with organizations to help represent the institution to prospective students and other audiences. In these cases, the university works closely with the organization to ensure clarity and accuracy of information being represented. In the case of Study Group, the university's partner in recruiting international students, the university conducts thorough reviews of web and printed materials as they are developed.

Appraisal

The university successfully discloses pertinent information to interested parties and continues to identify areas for improvement and works to implement these changes. As described in Standard 8, the new Catamount Data Center created by the Office of Institutional Research empower users, including the public, to research facts and characteristics about the University of Vermont over the past 20 years. This tool replaces a multitude of static reports and PDFs previously spread across different web locations, allowing faculty, staff, students, and the public to access institutional data more easily.

While degree requirement information can be found in the catalogue, the presentation of degree requirements is not consistent across all academic units and webpages. This situation will improve as

academic units come into the new content management system and new templates and tools are rolled out to campus webmasters. This issue is related to progress with Drupal migration; while a significant number of websites have already migrated to the new Drupal environment—including Admissions, the Registrar, Student Financial Services, and many academic units—a number of sites are in process or yet to transition.

Although each college has catalogue update procedures in place, "catalogue clean-up" of out-of-date courses represents a significant challenge for the institution. The Office of the Registrar, along with the Office of the Provost, deans' offices, the Curricular Affairs Committee, and the Educational Stewardship Committee, are collaborating to establish a process to identify out-of-date courses and ensure that these are removed from the catalogue when they no longer meet the standard as currently offered—that is, if they have not been offered within the past two years and are not scheduled to be offered during the upcoming year.

Projections

- The web team will continue to work with high-priority units to launch their new sites within the Drupal environment. By the end of FY 2021, they will accomplish at least 75 percent migration to Drupal.

- A new process for maintaining the currency of the university catalogue so that it accurately reflects current offerings will be developed and implemented across AY 2018–2019 and AY 2019–2020, through collaboration between the Office of the Provost, the Office of the Registrar, deans' offices, the Curricular Affairs Committee of the Faculty Senate, and the Educational Stewardship Committee.

Standard 9: Integrity, Transparency, and Public Disclosure
(Integrity)

? Policies	Last Updated ?	Website location where policy is posted	Responsible Office or Committee
Academic honesty	05/10/2017	https://www.uvm.edu/policies/student/acadintegrity.pdf	Vice Provost for Student Affairs
Intellectual property rights	05/09/2013	www.uvm.edu/policies/general_html/intellectualproperty.pdf	Vice President for Research
Conflict of interest	09/15/14	http://www.uvm.edu/policies/general_html/conflictinterest.pdf	President
Financial conflict of interest in research	01/22/2013	www.uvm.edu/policies/grants/researchcoi.pdf	Vice President for Research
Privacy rights	08/17/2012	www.uvm.edu/policies/general_html/privacy.pdf	Chief Privacy Officer
Fairness for students	02/03/18	http://www.uvm.edu/policies/general_html/affirm.pdf	Vice President for Human Resources, Diversity and Multicultural Affairs
Fairness for faculty	02/03/19	http://www.uvm.edu/policies/general_html/affirm.pdf	Vice President for Human Resources, Diversity and Multicultural Affairs
Fairness for staff	02/03/20	http://www.uvm.edu/policies/general_html/affirm.pdf	Vice President for Human Resources, Diversity and Multicultural Affairs
Academic freedom	02/07/2009	https://www.uvm.edu/~facrsrcs/University%20Manual.pdf	Faculty Senate
Research	02/17/2017	www.uvm.edu/irb/Research%20and%20Policies%20and%20Procedures%20Manuals/researchmanual.htm	Research Protections Office
Title IX	08/26/2016	http://www.uvm.edu/policies/general_html/sexharass.pdf	Vice President for Human Resources, Diversity and Multicultural Affairs
Other; specify			
Code of Conduct and Ethical Standards	02/04/2017	www.uvm.edu/policies/general_html/businessconduct.pdf	President
Misconduct in Research and Other Scholarly Activities	09/07/2010	www.uvm.edu/policies/grants/researchmisconduct.pdf	Vice President for Research
Campus Speaker	02/04/2004	http://www.uvm.edu/policies/general_html/campus_speaker.pdf	Vice President for University Relations and Administration
Facilities and Grounds Use	10/12/2011	http://www.uvm.edu/policies/facil/facsched.pdf	Vice President for University Relations and Administration
Protecting Minors	03/01/2017	http://www.uvm.edu/policies/general_html/protectminors.pdf	Vice President for University Relations and Administration
Use of University Research Facilities and Equipment by External Users	05/04/2006	http://www.uvm.edu/policies/grants/researchfacil.pdf	Vice President for Research
Filming on Campus	06/18/2014	https://www.uvm.edu/policies/general_html/filming_on_campus.pdf	Vice President for University Relations & Administration
Alcohol, Cannabis and Other Drug Use -Students	01/30/2018	http://www.uvm.edu/policies/student/drugandalco.pdf	Vice Provost for Student Affairs
Hazing	05/20/2017	http://www.uvm.edu/policies/student/hazing.pdf	Vice Provost for Student Affairs
Data Breach Notification	08/23/2016	http://www.uvm.edu/policies/general_html/databreach.pdf	Chief Privacy Officer
Computer, Communication, and Network Technology Acceptable Use	04/12/2010	http://www.uvm.edu/policies/cit/compuse.pdf	Dean of University Libraries and Chief Information Officer
Solicitation	01/22/2015	http://www.uvm.edu/policies/general_html/solicitation.pdf	Vice President for University Relations and Administration

Non-discrimination policies

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Recruitment and admissions	02/04/2017	www.uvm.edu/policies/student/equaledu.pdf	Vice President for Human Resources, Diversity and Multicultural Affairs
Employment	02/04/2017	www.uvm.edu/policies/student/equaledu.pdf	Vice President for Human Resources, Diversity and Multicultural Affairs
Evaluation		www.uvm.edu/hrs/?Page=info/relations/paprocess.html&SM=info/infomenu.html	
Disciplinary action	10/10/2016	www.uvm.edu/policies/general_html/whistleblower.pdf	President
Advancement	02/03/18	http://www.uvm.edu/policies/general_html/affirm.pdf	Vice President for Human Resources, Diversity and Multicultural Affairs
Other; specify			
Disability Certification, Accommodation and Support-Students	08/18/2015	www.uvm.edu/policies/student/disability.pdf	Vice Provost for Student Affairs
Discrimination and Harassment	10/10/2016	www.uvm.edu/policies/student/studentharas.pdf	Vice President for Human Resources, Diversity and Multicultural Affairs
Equal Opportunity in Educational Programs and Activities and Non-Harassment		www.uvm.edu/policies/student/equaledu.pdf	Vice President for Human Resources, Diversity and Multicultural Affairs

Standard 9: Integrity, Transparency, and Public Disclosure
(Integrity)

Resolution of grievances

Students	08/26/2016	www.uvm.edu/policies/student/studentcode.pdf	Vice Provost for Student Affairs
Faculty	06/09/2016	http://www.uvm.edu/policies/hr/complaint.pdf	Vice President for Human Resources, Diversity and Multicultural Affairs
Staff	06/09/2016	www.uvm.edu/policies/hr/complaint.pdf	Vice President for Human Resources, Diversity and Multicultural Affairs

? Other	Last Updated	Website location or Publication	Responsible Office or Committee
FERPA Rights Disclosure	05/05/2016	www.uvm.edu/policies/student/ferpa.pdf	Provost and Senior Vice President
Our Common Ground		http://www.uvm.edu/president/?Page=miscellaneous/commonground.html	President
President's Ethics Statement		http://www.uvm.edu/president/?Page=ethics_statement.html	President
Vision, Mission & Goals		https://www.uvm.edu/president/?Page=mission.html	President
University Charter		https://legislature.vermont.gov/statutes/fullchapter/16APPENDIX/001	Vermont Legislature
Board of Trustees Bylaws	3/16/2015	http://www.uvm.edu/trustees/policymanual/II%202%20University%20Bylaws.pdf	Board of Trustees
Office of Audit and Compliance Services		https://www.uvm.edu/compliance/compliance_services	
Academic Freedom Statement	2/7/2009	http://www.uvm.edu/trustees/policymanual/VIII%202A%20Academic%20Freedom%20and%20Responsibility.pdf	Board of Trustees
Office of Affirmative Action and Equal Opportunity		https://www.uvm.edu/aaeo	
Housing and Meal Plan Contract	2018	https://reslife.uvm.edu/files/2018-2019_reslife_contract.pdf	
Student Organization MisconductInvestigation and Resolution	10/10/2017	http://www.uvm.edu/policies/general_html/studentorg.pdf	Vice Provost for Student Affairs
Information Security Procedures	1/11/2013	http://www.uvm.edu/policies/cit/infosecurityprocedures.pdf	Dean of University Libraries and Chief Information Officer
Video Surveillance	5/8/2017	http://www.uvm.edu/policies/general_html/video_surveillance.pdf	Vice President for University Relations & Administration
Privacy Procedures for Protected Personal Data	8/17/2012	http://www.uvm.edu/policies/general_html/privacyprocedures.pdf	Chief Compliance and Privacy Officer

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure
(Transparency)

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	https://www.uvm.edu/contact_uvm
Notice of availability of publications and of audited financial statement or fair summary	http://www.uvm.edu/~cntrllrs/?Page=fras/fin_statements.html&SM=frasmenu.html
Processes for admissions	https://www.uvm.edu/admissions
Processes for employment	http://www.uvm.edu/hrs/?Page=employment/find_a_job.php
Processes for grading	https://www.uvm.edu/registrar
Processes for assessment	http://www.uvm.edu/assessment/?Page=about/about.html
Processes for student discipline	http://www.uvm.edu/sconduct/?Page=parentfaq.html
Processes for consideration of complaints and appeals	http://www.uvm.edu/sconduct/?Page=SanctioningProcedures.html&SM=menu-student.html

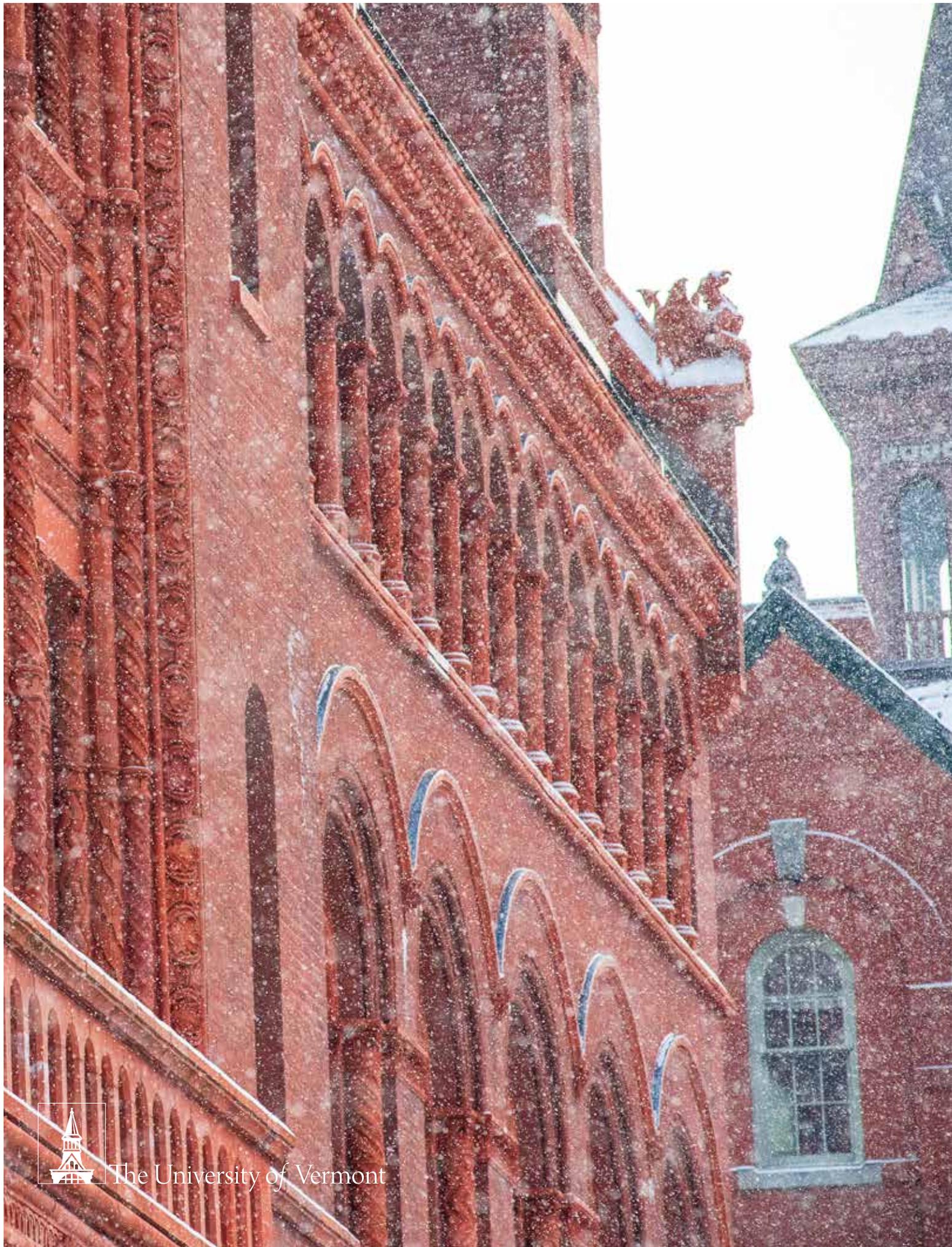| List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.	
Statement/Promise	**Website location and/or publication where valid documentation can be found**

Date of last review of:	
Print publications	Annual review cycle
Digital publications	Ongoing updates as needed

Please enter any explanatory notes in the box below

UVM is not a for-profit university and does not have promise statements on our websites.

Standard 9: Integrity, Transparency, and Public Disclosure
(Public Disclosure)

Information	Website location
Institutional catalog	http://catalogue.uvm.edu/undergraduate/cataloguearchives/
Obligations and responsibilities of students and the institution	http://catalogue.uvm.edu/undergraduate/academicinfo/rightsandresponsibilities/
Information on admission and attendance	https://www.uvm.edu/~oir/?Page=Census_Enroll_Repts.html&SM=submenu_adm_enroll.html
Institutional mission and objectives	https://www.uvm.edu/president/?Page=mission.html
Expected educational outcomes	https://www.uvm.edu/~oir/?Page=career_outcomes.html&SM=submenu_ret_grad_deg.html
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://www.uvm.edu/history_and_traditions
Requirements, procedures and policies re: admissions	http://www.uvm.edu/admissions/undergraduate/first_year_applicants, http://www.uvm.edu/graduate/application_instructions, http://www.uvm.edu/admissions/undergraduate/transfer_applicants
Requirements, procedures and policies re: transfer credit	http://www.uvm.edu/~rgweb/?Page=transferringcredit/t_UVM.html&SM=t_menu.html
A list of institutions with which the institution has an articulation agreement	http://catalogue.uvm.edu/undergraduate/admissioninfo/articulationagreements/, https://www.uvm.edu/academics/catalogue2012-13/?Page=allpolicies.php&SM=policymenu.html&policy=Articulation%20Agreements
Student fees, charges and refund policies	https://www.uvm.edu/studentfinancialservices/undergraduate_tuition_and_fees, http://www.uvm.edu/studentfinancialservices/net_price_calculator, http://catalogue.uvm.edu/graduate/admissionfinancial/tuitionfees/, https://www.uvm.edu/studentfinancialservices/tuition_refunds
Rules and regulations for student conduct	http://www.uvm.edu/policies/student/studentcode.pdf, https://www.uvm.edu/sconduct/
Procedures for student appeals and complaints	https://www.uvm.edu/sconduct/?Page=preparing_appeal.html&SM=menu-student.html, https://www.uvm.edu/sconduct/?Page=preparing_academic.html&SM=menu-student.html, https://www.uvm.edu/sconduct/?Page=preparing_conduct.html&SM=menu-student.html
Other information re: attending or withdrawing from the institution	https://www.uvm.edu/~rgweb/?Page=policiesandprocedures/p_withdrawal.html&SM=p_menu.html
Academic programs	https://www.uvm.edu/academics/majors_minors_and_graduate_programs
Courses currently offered	https://www.uvm.edu/academics/courses/
Other available educational opportunities	https://www.uvm.edu/four, https://www.uvm.edu/oie, http://www.uvm.edu/~career/
Other academic policies and procedures	https://www.uvm.edu/academics/catalogue2013-14/?Page=allpolicies.php&SM=policymenu.html&category=academic_policies, https://www.uvm.edu/~rgweb/?Page=policiesandprocedures/p_policymain.html&SM=p_menu.html, http://www.uvm.edu/cas/academic_policies_and_information
Requirements for degrees and other forms of academic recognition	http://catalogue.uvm.edu/undergraduate/academicinfo/degreerequirements/
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	http://catalogue.uvm.edu/undergraduate/faculty/fulltime/
Names and positions of administrative officers	https://www.uvm.edu/~oir/org.html
Names, principal affiliations of governing board members	https://www.uvm.edu/trustees/?Page=members/allmembers.html
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	N/A
Programs, courses, services, and personnel not available in any given academic year.	N/A
Size and characteristics of the student body	http://www.uvm.edu/~oir/?Page=data_center_student.html
Description of the campus setting	https://www.uvm.edu/uvm_facts
Availability of academic and other support services	https://www.uvm.edu/academicsuccess
Range of co-curricular and non-academic opportunities available to students	http://www.uvm.edu/sga/?Page=clubs.php&SM=menu_clubs.html, http://www.uvm.edu/~slife/?Page=service.html&SM=service_menu.html, http://uvmbored.com/, http://www.uvm.edu/studentlife/
Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://library.uvm.edu/ , http://www.uvm.edu/map
Institutional goals for students' education	http://www.uvm.edu/provost/ACADEMIC%20EXCELLENCE%20GOALS%20FOR%20THE%20UNIVERSITY%20OF%20VERMONT.pdf
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	http://www.uvm.edu/~oir/
Total cost of education and net price, including availability of financial aid and typical length of study	https://www.uvm.edu/studentfinancialservices/undergraduate_tuition_and_fees, https://www.uvm.edu/studentfinancialservices/net_price_calculator, https://www.uvm.edu/studentfinancialservices/
Previous Years' data on the average borrowing amount of undergrads and the % of students taking out loans	Common Data Set, Section H5: https://www.uvm.edu/~oir/?Page=common_data.html
Statement about accreditation	http://www.uvm.edu/~accredit/