The
UNIVERSITY
of VERMONT

FIFTH-YEAR INTERIM REPORT
NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

January 15, 2014

Thomas Sullivan
President

January 14, 2014

Dr. Barbara Brittingham, President
Commission on Institutions of Higher Education
New England Association of Schools and Colleges
3 Burlington Woods #100
Burlington MA 01803

Dear Dr. Brittingham:

On behalf of the University of Vermont, I am pleased to submit the Fifth-Year Interim Report to the New England Association of Schools and Colleges. The entire academic community has come together in the development of our report, and of course all of the academic programs reported therein, and our University continues to embrace the important concepts of assessment, continual improvement, and accreditation.

I am proud of the efforts of the academic and administrative leadership that both led the preparation of this important report and coordinated the many individuals and offices that contributed. I am also proud of the lessons that continue to be learned, the self-reflection that occurred throughout this process, the insights that we gain as a university academic community – about what we have done well *and* what we must still seek to improve. Indeed, this has been a learning process for all of us, one that will continue in the years ahead as we continually assess and evolve our academic programs.

In October, 2012, the University submitted a substantive change request to NEASC/CIHE to establish academic programming offered through distance education. The request was approved for all of the programs described in the request, but we were not given blanket approval for other new programs. We were asked to continue working on several key areas and provide an update in this 5th year report. UVM has successfully implemented online programming and significant progress has been made on each of the areas for development identified by NEASC in the limited approval of initiation of distance degrees by UVM issued in January 2013. We ask that NEASC extend its limited approval to full approval for UVM to deliver distance and online education. In the event that blanket approval is not extended, we ask that the MEd in Curriculum and Instruction described in the Update on Distance Education Implementation section be approved. We would also ask for approval for our College of Nursing and Health Sciences faculty to expand their distance programming from the MS-CSD and RN to BS to include their Masters in Clinical Nurse Leadership and the Doctorate of Nursing Practice.

As the University moves forward advancing our vision, we do so remaining true to our core mission and values.

Sincerely,

Tom Sullivan

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The University of Vermont

INTRODUCTION

This Fifth-Year Interim Report provides a snapshot of how the University of Vermont is functioning at this point in time, framed by a retrospective on the past five years and a prospective on the coming five years. The report represents the collective efforts of many faculty, staff and administrators to document, synthesize, analyze and reflect on what we do, how well we do it, and where we need to go. The preparation of the report began in January 2013 and continued over the next twelve months. The organizational structure for the effort was as follows:

Steering Committee:
> *Brian Reed*, Associate Provost*
> *John Ryan*, Director of Institutional Research*
> *Gary Derr*, Vice President for Executive Operations*   *Section Editor

Contributing Faculty and Staff:
> Cynthia Belliveau, Dean, Continuing and Distance Education
> Nancy Bercaw, Assistant to the Dean of Libraries
> Melody Burkins, Director of Research and Strategic Initiatives
> Kerry Castano, Assistant Provost
> Richard Cate, Vice President for Finance and Treasurer
> Antonio Cepeda-Benito, Dean, College of Arts and Sciences
> Alberto Citarella, Budget Director
> John Evans, Interim Vice President for Research
> Cynthia Forehand*, Interim Dean, Graduate College
> Thomas Gustafson, Vice President, University Relations and Administration
> Susanmarie Harrington, Professor, co-chair, Gen Ed Committee on Writing & Info Literacy
> Christopher Lucier, Vice President for Enrollment Management
> Nick Negrete, Student Life Professional Senior
> Gayle Nunley, Associate Provost for Faculty Affairs and Internationalization
> Catherine Paris, Senior Lecturer and Chair, Curricular Affairs Committee of Faculty Senate
> Patricia Prelock, Dean, College of Nursing and Health Sciences
> Jennifer Prue, Senior Lecturer and Chair, Student Affairs Committee of the Faculty Senate
> Saiyid Abu Rizvi, Dean, Honors College
> Julie Roberts, Professor and President of the Faculty Senate
> David Rosowsky, Provost and Senior Vice President
> Julia Russell, Classified Executive, Business Procurement Re-engineering Team
> Mara Saule*, Dean of Libraries and Learning Resources and Chief Information Officer
> Lucy Singer, Senior Associate Counsel
> Annie Stevens, Vice Provost for Student Affairs
> Thomas Sullivan, President
> Catherine Symans, Assistant to the Associate Provost for Curricular Affairs
> Jeffrey Wakefield, Assistant Director of University Communications
> Dean Williams, Director of Information Security

INSTITUTIONAL OVERVIEW

Founded in 1791, the University of Vermont is one of the oldest New England universities and combines its role as the land-grant institution of Vermont with its academic heritage as a private liberal arts university. The only comprehensive university in the state, UVM enrolls 13,000 students, including more than 10,000 undergraduates and close to 1500 graduate students, and combines faculty-student relationships typically found in a liberal arts college with the scholarship and resources of a major research institution. It is home to seven undergraduate schools and colleges, an honors college, graduate college, medical school, and divisions of extension and continuing education. The University has attracted an increasingly distinguished faculty, and has steadily built its research enterprise, growing sponsored research from $65M in 1999 to $129M in 2012. The University campus sits in the heart of Burlington, Vermont's largest city, with 60,000 people in town and 125,000 more in the greater urban area. The University is popularly called UVM, a derivation of its Latin name, *Universitas Viridis Montis*, the University of the Green Mountains.

The University's vision and mission statements emphasize its unique characteristics, provide guiding principles and frame its ambitions.

> 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.

From the beginning, UVM has been both public and private in its financing, its governance, and its missions. The institution has retained an independence of spirit, fostered by the state's history of political and social movements, ranging from abolition to civil unions. This contrarian and civic tradition continues today in the state's political and community life and finds its own echo in the life of the University. UVM derives some of its distinctive character from Vermont's unique culture and sense of place, which instinctively encourages critical, independent thought, and consciously promotes civic engagement.

UVM embraces both a strong teaching mission and a dedication to advancing fields of knowledge through research. We have many excellent educational programs, and much has been done to enrich undergraduate education during the past decade, but we are still the only New England land-grant university without a general education program. In recent years we have made progress on that front as well, culminating in the adoption of a plan for general education based on desired outcomes for all graduates, and by the recent approval of a first-year course requirement for the first general education component, Writing and Information Literacy. The current grant proposal to the Davis Educational Foundation is to help us integrate writing and information literacy into the second, third and fourth years of students' undergraduate careers.

UVM is classified as a high activity research university by the Carnegie Foundation for the Advancement of Teaching and is the nation's smallest land grant institution with a medical school. It offers an unusually rich complement of academic programs, including more than 100 undergraduate majors, 48 master's programs, 14 graduate certificate programs, and 22 doctoral degrees. The University's academic units include: the Colleges of Agriculture and Life Sciences, Arts and Sciences, Education and Social Services, Engineering and Mathematical Sciences, Medicine, and Nursing and Health Sciences; The Rubenstein School of Environment and Natural Resources; the School of Business Administration; the Honors College; the Graduate College; the University of Vermont Extension; the Vermont Agricultural Experiment Station; the Division of Continu-

ing Education; and the UVM Libraries. UVM has an exceptional academic health science center in affiliation with Fletcher Allen Health Care, a Burlington-based system that provides care to approximately one million people in Vermont and northern New York.

UVM's research enterprise encompasses doctoral programs, advanced research facilities, and major programs in research and public service supported by grants and contracts. During fiscal year 2013, UVM was awarded $106 million in sponsored funds, nearly 74 percent for research activities, and approximately 61 percent of the research funding was from NSF, DOE, NIH, and other federal agencies.

Faculty constitutes the heart of the University and UVM faculty is deeply committed to excellence in both scholarly research and teaching. UVM has a full-time faculty of 1,200 and a part-time faculty of 284. In recent years, UVM has brought a heightened intentionality to diversity in its faculty recruitment and today, 11 percent of tenure-track faculty is African-American, Latino, Asian, or Native American (ALANA), and women faculty occupy nearly one-third of all tenure-track appointments.

Faculty plays an important role in university governance, primarily through the Faculty Senate. In the early 2000s, UVM faculty established a chapter of United Academics (AAUP/AFT) full- and part-time faculty unions. Faculty from the College of Medicine and the program in military science are not part of these collective bargaining units.

Approximately one-third of our undergraduates are Vermonters, with the balance comprising students from 48 states and 54 countries. ALANA enrollment at close to 10 percent of undergraduates represents a 7 percent increase since 2000 - a considerable achievement within the context of the state of Vermont, with its limited racial diversity. Still, UVM's relatively small size enables it to provide an educational experience on a human scale, and the University ranks #9 in *U.S. News & World Report* for most classes under 20 students.

Inextricably linked to the fortunes of the state, the University is essential to Vermont's economic growth, educational quality, and its cultural, historic, and environmental preservation. It is also a separate corporate entity from the state, with its governance an explicit blend of public and private. Its 25-member Board of Trustees includes nine elected by the self-perpetuating, private Board, nine selected by the state legislature, three appointed by the Governor, and two students. UVM's President and the Governor serve as *ex officio* members.

E. Thomas Sullivan became the 26th president of the University of Vermont in July 2012. President Sullivan, a nationally recognized authority on antitrust law and complex litigation, joined UVM from the University of Minnesota, where he was Senior Vice President for Academic Affairs and Provost. In August 2013, David Rosowsky joined UVM as the new provost. Previously the Dean of Engineering at Rensselaer Polytechnic Institute, Provost Rosowsky is UVM's chief academic officer and chief budget officer.

RESPONSES TO IDENTIFIED AREAS

1. Implementing a Strategic Plan

Prior to the 2009 Self Study, the 2003-2008 Strategic Plan was in place. In 2009, the "Strategic Plan 2009-2013: Sustaining the Advance was approved by the Faculty Senate and The Board of Trustees. At the same time the Vision and Mission of the University of Vermont were reaffirmed.

In July 2012 following President Thomas Sullivan's arrival, he introduced his "Strategic Action Plan". A broad overview of the plan was included in his Installation Address delivered on Oct. 5, 2012. He presented

the Plan to the Board of Trustees in November 2012 and the Plan was formally adopted by the Board of Trustees in October 2013. The Plan includes four strategic goals:

- "Access to Success": Promoting Affordability, Financial Access, and Academic Support
- Promoting a culture of advancing academic excellence and cultivating talent
- Identifying necessary investments to ensure a bright future
- Instilling an institutional commitment to efficiency and effectiveness that optimizes the use of facilities, technology, assets, and shared services

In addition to the four goals, the plan includes specific action items for each goal. The Plan has been widely disseminated and is used in all campus planning efforts. In October 2013, the Provost outlined eight academic excellence goals to animate the Strategic Action Plan and to facilitate discussion, engagement and initiatives around academic excellence.

In addition, to the Strategic Action Plan, In February 2013, the University completed the UVM Housing Master Plan. The plan is based on four assumptions:

1. UVM's goal is to house 60% of our undergraduate student population in University-affiliated housing. The Housing Master Plan is based on 10,000 undergraduate students.
2. Provide housing (1:1) for any increase enrollment of undergraduate students beyond the number enrolled in Fall 2009.
3. Continue to uphold the requirement that all first- and second-year students live on campus.
4. Provide housing for all transfer students who desire to live on-campus; provide housing for Guaranteed Admissions Program (GAP) students and provide appropriate housing for "Pathway" international students.

The plan is based on a series of findings that were drawn from extensive campus interviews and data collection. In addition, the plan also includes a series of recommendations to enhance and expand housing at the University. The plan is now being vetted and reviewed by UVM officials.

2. **Developing a System of General Education**

For the first time in its history, the University of Vermont is on the threshold of establishing an undergraduate general education program, the product of several years of research, groundwork, and engaged discussion on desired outcomes for all graduates. The plan was endorsed in principle by the Faculty Senate in May 2011, an historic event (see General Education Proposed Outcomes). The framework for General Education consists of six desired outcomes for all graduates: 1) Communication and Information Literacy, 2) Quantitative Reasoning, 3) Cultures, Diversity and Global Perspectives, 4) Sustainability, 5) Art, Aesthetics and Design, and 6) Integration and Application of Knowledge

The first phase of implementation focused on one outcome only, Writing and Information Literacy. This was for two reasons: 1) A campus survey revealed nearly universal sentiment that something should be done to strengthen students' skills in this area; and 2) it was felt the best course of action would be to focus on one outcome, do it well (including robust assessment) and in doing so, establish a process for refining the other five General Education components.

With support from the Provost's Office, a faculty committee successfully piloted a first-year foundational writing and information literacy program, which demonstrated positive outcomes in surveys of participating students and faculty, and improvement in students' writing samples evaluated by independent reviewers (see: Findings and Initial Recommendations from the First Year Writing and Information Literacy Pilot and Assessment). The strength of this work led to the adoption by the Faculty Senate in April 2013 of a foundation-

al writing and information literacy requirement for all students entering as of Fall 2014. To make this possible, the University is supporting a First-Year Writing Program and related large scale retooling of selected writing intensive first-year courses and the addition of nineteen new sections of foundational writing courses.

The second phase of the plan for Writing and Information Literacy is the Writing and Information Literacy in the Disciplines program (WILD). WILD, which is modeled after the *Writing-Enriched Curriculum (WEC)* program at the University of Minnesota, will promote writing and information literacy skills within students' academic discipline during years 2-4 of their undergraduate education.

In November 2013 we were awarded a $292,000 grant from the Davis Educational Foundation to help support a three-year ramp-up of WILD across the majority of our departments that offer undergraduate degree programs. Once that is accomplished, we will be able to sustain the WILD program without external support, with collaboration among the libraries, the WID (Writing in the Disciplines) program, the Provost's Office, and the Office of Institutional Research. More information on the grant can be found here.

The accomplishments to date on the Writing and Information Literacy outcome are already serving as a model for the other five General Education outcomes. Grass roots committees under the auspices of the Faculty Senate are working on proposals for achieving the Sustainability and the Cultures, Diversity and Global Awareness outcomes. Both committees have a goal to bring well-crafted, well-vetted proposals to the full Faculty Senate by the end of Academic Year 2013-2014. Following the model for the Foundational and Information Literacy process, we anticipate using existing courses and curricula, modified as necessary, to achieve student-learning outcomes. In short, we have made remarkable progress on establishing a system of general education at UVM.

3. The Voluntary System of Accountability and Assessment of Student Learning Outcomes

UVM was directly involved with the initial planning and development of the Voluntary System of Accountability (VSA), and has participated in and completed all components of the VSA and the College Portrait initiative - including the assessment of student learning outcomes - since its inception and as it has evolved over time. We have also provided the required annual dues and staff time to assemble, verify, and report the required information and data elements for the College Portrait.

We have taken a unique approach to the assessment of students' critical thinking by implementing both the Collegiate Learning Assessment (CLA) and another commercially available assessment tool, the Critical Thinking Assessment Test (CTAT) in parallel in order to assess the relative strengths and weaknesses of the tools. We expect the results of this institutional research will contribute to the national dialogue about the assessment of critical thinking. Our findings and our experience to date in the university-level assessment of critical thinking is described in detail in the *Reflective Essay on Assessment, Retention and Student Success*.

Beyond University-level assessment of students' critical thinking abilities, UVM is engaged in an array of assessment activities. One example is the first-year writing pilot project to assess the impact of first-year writing courses. The outcomes of this project (see Revising First-Year Writing) guided the development of UVM's first General Education requirement, *Writing and Information Literacy*. In Fall 2012, after an initial baseline analysis of writing (largely based on over 25 additional writing-related items collected via the NSSE Writing Consortium), faculty members teaching three different courses that incorporate intensive first-year writing collaborated on designing and conducting assessment (See: First Year Writing Group). Faculty collected student feedback and self-assessment forms at the beginning and end of the courses. They also conducted authentic, direct assessment of student writing using rubrics and guidelines developed by the first-year writing faculty group. Writing is one of six general education learning outcomes that the University faculty approved in Academic Year 2011. Data were collected, summarized, and shared among the first-year

writing assessment project faculty prior to Spring 2013. The faculty reviewed the results and discussed next steps. As a result, the University faculty approved a University-wide writing requirement for all UVM undergraduate students. Going forward, updates and findings will continue to be shared with the Associate Provost for Curricular Affairs and the Provost, the Faculty Senate General Education Committee, and the Board of Trustees, among other University academic leaders. (More information about the University of Vermont's general education initiative can be found at (General Education at UVM). The result of this experience, the integration of assessment into curricular development and innovation with faculty leadership, has created a strong model for the next general education outcome areas, two of which are in progress.

Otherwise, student outcomes are regularly assessed at the course and program levels, and the ultimate metric for how well we prepare students is the success of our alumni, which we assess through surveys (see Survey of Recent Graduates). Furthermore, during the past two years the Office of Institutional Research has developed predictive models to help guide strategic support services for students and thereby enhance the students' academic success.

Thus, assessment data are being used at all levels to inform pedagogy and curricular revision, and to guide decision-making with regard to curricula, faculty development, expectations for students and academic support services. The use of good information and evidence to inform discussion and planning is integral to committee work and strategic initiatives across the University. The Office of Institutional Research (OIR) is actively engaged in these assessment initiatives to ensure that data are used wisely and effectively. UVM's efforts in assessment are described in detail in the Reflective Essay on Assessment, Retention and Success.

4. Identification of Areas of Strength for Targeted Investment

The University has identified three major areas of strength for strategic investment: the Transdisciplinary Research Initiative, Envisioning Environment, and the Humanities Center.

Transdisciplinary Research Initiative

In 2009, the University of Vermont embarked upon an unprecedented University-wide effort to strategically advance its national role as a premier small research university. Dubbed the Transdisciplinary Research Initiative (TRI) this unique plan was designed to help map the University's existing and emerging capabilities; to identify those research, teaching, and public service areas that held the strongest potential for distinction; and to use the findings to guide us in pursuit of our goal of becoming a recognized center for learning and discovery. The TRI process began by calling on working groups of distinguished faculty to develop competitive proposals in eight potential areas of "transdisciplinary excellence" initially identified by the UVM Deans. Proposal criteria included the ability of a program to showcase highest-quality transdisciplinary scholarship at UVM, have a focus in which UVM had the potential to become nationally and internationally competitive for excellent faculty, significant funding, and diverse students, as well as connect to and align with the economic development goals of Vermont and the nation.

Throughout Academic Year 2009-2010, UVM publicly discussed and vetted the eight proposals developed by the faculty working groups. Internal and external reviews of the proposals included public "town hall" events open to the entire university community, Faculty Senate discussions in both Executive Committee as well as full Senate meetings, continued consultation by the Provost with the Council of Deans, and the hosting of an external review panel of distinguished university presidents and provosts to formally discuss and comment upon the UVM TRI process and final proposals. In Spring 2010, after the process concluded and both internal and external reviews were received, UVM formally chose three Initiatives for long-term investment: Food Systems, Complex Systems, and Neuroscience, Behavior & Health.

Among the long-term goals of the TRI Initiatives is the expectation they will generate external funding to support the majority of their research activities. UVM recognized the necessity, however, of providing each Initiative with annual funding for basic administrative needs. Beginning in Fiscal Year 2012, base budgets of approximately $53,000 annually for each Initiative were established by the Office of the Provost to support staffing, operations, and programming. Each Initiative was also allotted $10,000 annually from discretionary funds to provide grant proposal writing support and shared a rotating, annual $40,000 endowment fund for a scholar-in-residence to enrich Initiative activities. Each Initiative was also allocated one new tenure-track faculty line (a "TRI-Initiative Driven Hire") for the express purpose of meeting a pressing area of research need as identified by the Initiative's Steering Committee. The salary and fringe benefit expense for each of these lines is approximately $130,000 annually, and the total start-up expense for all three lines was budgeted at $600,000. By Fiscal Year 2013, the Initiatives had developed to the point that UVM needed to recognize Initiative leadership with formalized TRI Director appointments and appropriate compensation (approximately $80,000 for all three, annually). Several Deans provided more than $670,000 in one-time resources to support internal seed grant programs for the Initiatives. From Fiscal Year 2010 to Fiscal Year 2016, the cumulative total of base and one-time resources UVM has allocated to the Initiatives is $4,153,000. (For more, see the Provost and Vice President for Research's TRI Report to the Board of Trustees, Oct. 2013).

In addition to the investments noted above, the Office of the Provost and Office of the Vice President for Research have maintained a central, publicly accessible website for the TRI providing both a landing page to guide outside interests as well as a common repository for University documents and a record of decision-making. The Office of the Provost has also invested significant time developing procedures for TRI faculty recruitment, both the "TRI-Initiative Driven Hires" as well as "TRI-Initiative Related Hires," recruiting over 50 tenure-track "TRI-Related" faculty since Fiscal Year 2011 through national position announcements expressly highlighting UVM's transdisciplinary efforts. Since the founding of TRI, the Office of the Vice President for Research has actively encouraged, facilitated, and supported entrepreneurial efforts by TRI leaders to secure competitive funding outside of traditional federal grants. This includes the Office of the Vice President for Research facilitating discussions with State economic interests and industry contacts, encouraging strategic external appointments to TRI Steering Committees, and recently joining efforts with the UVM Foundation to develop relationships with philanthropic UVM alumni around high-impact TRI activities.

During Academic Year 2009-2010, the first of the initiative, TRI achievements were measured by the successful, campus-wide identification and formal launch of the three areas of TRI focus: Complex Systems; Food Systems; and Neuroscience, Behavior & Health. During Academic Year 2010-2011, UVM began the process of building the administrative infrastructure necessary to support the three Initiatives. Simultaneously, the faculty members associated with these three areas established new communication networks, identified opportunities for collaboration, and further identified particular areas of strategic focus. Academic Year 2011-2012 can be characterized as the year in which TRI Steering Committees took full ownership of their charge by hosting innovative outreach events (including a TEDxUVM event); actively inviting distinguished colleagues from around the world to the University; launching new curriculum ideas in both undergraduate and graduate education; and developing highly competitive grant submissions sent to both federal agencies and leading foundations. The TRI leadership also developed distinctive "voices" for individualized websites, active social media campaigns (e.g. Facebook and Twitter), community engagement events, and research list serves. Initiatives also continued to actively engage UVM's community in their scholarship, from students to senior administrators, with campus speakers, presentations to the University Board and across disciplines.

Envisioning Environment

A critical element of the vision that drives the University of Vermont is a call to preeminence in our commitment to the environment. Indeed, the University of Vermont has significant breadth in environmental re-

search, teaching, and outreach. Work in the environment spans the entire University and includes, but is by no means limited to, environmental engineering, environmental science (chemistry, biology, physics, geology), environmental health, environmental economics, environmental education, environmental policy, environmental studies, environmentally inspired creative works and sustainability in business. The University is proud of our accomplishments and contributions in these areas. At the same time, there is a growing interest that we have the potential to achieve far greater excellence, visibility, and impact in the study of the environment. Beginning Fall 2012 semester, the University took the opportunity to engage in creative and bold thinking about how we can capture and build a national and international reputation through a clear intellectual vision, better coordination, and building on our existing strengths.

Working in partnership, the Offices of the President, Provost and the Faculty Senate developed an [Envisioning Environment at UVM](#) work group. This cross-college faculty group was charged with conducting an inventory of the strengths of environmental education and research at UVM; identifying our comparative advantage in this realm; evaluating our current organizational structure related to environmental education and research; assessing "best practices" nationally and internationally; and developing several alternative models for how we might organize, support and maximize this work at the University of Vermont.

The twelve-member group began its work in October, 2012 and issued its final report in February, 2013 (see: [Envisioning Environment Final Report](#)). The work group engaged in a highly consultative and participatory process, including seven open forums on the following topics: environmentally-engaged undergraduate education, environmentally-engaged graduate education, environmentally-engaged outreach programs, environmentally-engaged research centers, research and academic support for environmentally-engaged programs, a forum for students, and a campus-wide "big ideas" session.

The Envisioning Environment work group's report was content rich and included a number of innovative ideas. Particularly compelling among them was a plan for a roadmap/personnel website, the suggestion for an Academy of the Environment, and the creation of fifth-year terminal Masters degree programs.

In the Fall 2013, the Provost working with the deans, and in particular, the deans of the College of Agriculture and Life Sciences, the College of Arts and Sciences, College of Engineering and Mathematical Sciences, and the Rubenstein School of Environment and Natural Resources identified a set of strategic, achievable goals. Chief among them was the review of our current array of environmental portals, pathways and programs for undergraduate students to clarify their various roles, relationships, areas of focus, and strength. Central to this review will be an assessment that ensures their rigor and quality.

In January 2014, the Provost charged the deans named above with developing a detailed plan around three specific action steps: 1) Evaluation of the potential of a common first-year course for all incoming student with interests in environmentally-themed majors, 2) Creation of a web-based portal for environmental programs and activities (including research, advising, seminars, internship opportunities, etc.) across the University, and 3) Creation of the University of Vermont Institute for the Environment, a university-wide institute reporting directly to the Office of the Provost. Each of the action steps are to occur within calendar year 2014. (Note: A search is currently underway for the permanent Dean of the Rubenstein School of Environment and Natural Resources. An appointment is anticipated in March 2014.)

Humanities Center

Established in 1994, [The Humanities Center](#) was created to promote cross-disciplinary work in the humanities through three possible foci: faculty development and research; curricular offerings; and community outreach. The Center has been largely been funded by the *Lattie F. Coor Endowment*. Responsibility for the administration of the Center and the Coor Endowment resides with the Dean of the College of Arts & Sci-

ences. The programming and foci of the Center has gone through a few iterations since its inception. Most recently, in 2009, the Dean decided to dedicate resources from the *Lattie F. Coor Endowment* to provide research and professional development resources to faculty in the arts and humanities. In addition, the administration of the Center was absorbed into the College's central administrative staff.

Over the last two years, faculty and administrators engaged in a number of conversations aimed to reassess the mission and purpose of the Center, the extent to which the Center was adequately resourced, and who should be responsible and accountable for managing the Center. Most notably, the Provost charged a committee of faculty and administrators to offer recommendations about the future of the Center. The group provided a report that was shared and discussed with the College faculty in November 2012. Based on the recommendations of the Provost's Committee, as well as direct input from faculty in response to the report, the Provost agreed to create a $53,000 budget effective fiscal year 2013 to supplement the Coor Endowment and support the Humanities Center. In addition, space was allocated to locate the Center, and placed the responsibility of administering the Center's Resources and the direction of the Center under the Dean of College of Arts and Sciences. Finally, the Provost and Dean agreed to share a commitment to engagement around the connective role of the humanities across disciplinary and collegiate boundaries.

Currently, the Dean of College of Arts and Sciences is in the process of recruiting a new Director for the Center. The Director will be responsible for furthering the original mission of the Center and "to expand the concerns and influence of the humanities throughout the university." The director of the Center will have the Coor Endowment to support initiatives to revamp existing curricula or create new programs in the arts and humanities that emphasize integrative and interdisciplinary approaches to curriculum delivery, particularly approaches that incorporate curricular or co-curricular service learning and internship opportunities.

5. Achieving a Balanced Operating Budget

In order to address a general fund operating budget deficit that was identified at the end of fiscal year 2008, the Vice President for Finance and Administration and the budget team conducted a three-month detailed analysis that resulted in a three-year plan for returning to structural balance. After reviewing the multi-year proposal, the fiscal year 2009 budget was amended by the Board of Trustees providing for the use of reserves and implementation of expenditure constraints to balance the budget. Fortunately, through the implementation of the spending constraints, there was a positive fund balance by the end of fiscal year 2010, the second year of the plan. The chart below illustrates the outcome of these efforts over the past several years.
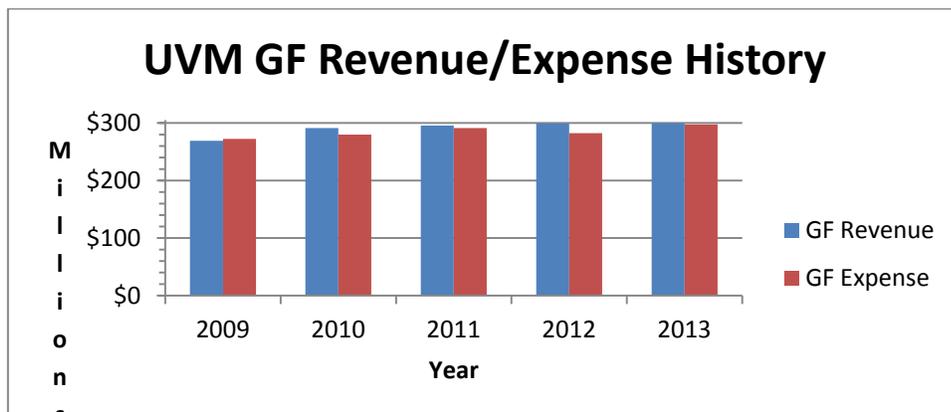
The development of new revenue sources has become a priority for the University. The University is currently working to enhance and diversify its revenue stream in an environment where the number of graduating

high school seniors in the region is declining. Enrollment management and financial aid strategies have enabled the University to achieve its net tuition revenue targets over the past five years. However, it is a challenge to achieve the competing goals of maintaining financial access for students while keeping undergraduate enrollment essentially constant and generating adequate net tuition. Thus, two key initiatives are underway to provide resources for additional enhancements in academic quality to further diversify the student body and generate additional revenue.

The University has partnered with Study Group to create a Global Gateway program which will bring students from around the world to UVM to improve their English skills and learn how to excel in the American higher education model. A significant percentage of these students are expected to matriculate at UVM after they successfully complete the Gateway program. The enrollment of these international students will help to offset the effects of the declining pool of domestic students. Secondly, there is an effort underway to expand online program and course offerings so as to provide access to non-traditional students and generate additional revenue. One additional initiative that is in the early planning stages also is designed to expand access, improve quality and increase net revenues. The Provost, with support from the Vice President for Finance and the University Budget Director, is leading an effort to transition UVM to an Incentive-Based Budgeting system. This change is described in more detail later in this report.

The administration and the Board of Trustees are focused on meeting any fiscal challenge through means that preserve and enhance academic quality while ensuring long-term financial stability.

6. Technology Infrastructure and Support

In its 2009 letter, the Commission specified that the University address information security and privacy staffing and procedures in the 2014 interim report. The visiting team report noted that, "The assignment of a new line devoted to information security would be an acknowledgement of the many online threats and the importance of protecting the privacy of University constituents, safeguarding the vital business information, and fulfilling legal obligations." (p. 30)

Since 2009, the University has significantly increased information security efforts, from organizational structure and governance, to dedicated staffing, to technical measures, to education, to online security "tips" and alerts. Enterprise Technology Services, in collaboration with Compliance and Privacy Services and IT personnel institution-wide, has focused especially on protection of high-risk information such as education records, human subjects research data, and personal information.

Information Security Office

The University's Information Security Office (ISO) was created in 2011, with a dedicated Information Security Officer position created and filled in fiscal year 2011. The ISO is organizationally a department within of Enterprise Technology Services, and reports through the Chief Information Officer to the Provost. Currently, the ISO has four staff: the Information Security Officer, an Information Security Engineer, an Account Services Specialist, and a Technology Support Specialist.

In order to facilitate information security coordination across the University, the Information Security Team was first formed in 2009, and is now comprised of members of the central Information Security Office, Compliance and Privacy Services (part of Audit Services), as well as representatives from the major distributed information technology departments (such as the College of Medicine).

The mission and roles of the Information Security Office and ISO are described on the ETS Information Security website.

In addition to guidance offered via University policies (see below), the ISO also plays a significant role in the review of contracts for outside IT services. Many third-party organizations and software providers propose license or contract terms that could expose the University to security or other risks. The ISO staff, as well as others in central IT/ETS, participate in the contract review process in order to safeguard the University's investments from potential security or privacy breaches. As demand for outside software grows, this effort has increased greatly.

External Assessments

Independent assessments have confirmed the security of key institutional information systems. An audit of the Banner student information system was conducted in 2011, and a vulnerability assessment and penetration test examined the PeopleSoft human resources and finance systems in 2013. While the assessments led to recommendations for improvements in controls or security, any vulnerabilities found were of low or moderate concern, and are, or have been, addressed by the University. In addition, some departments that manage highly sensitive information (such as the Center for Health and Wellbeing and the College of Medicine) have engaged independent firms to help them assess their security.

Information Security and Privacy Policies and Procedures

Various aspects of information security and privacy are addressed in a wide range of University policies and procedures, each of which has been broadly vetted by the University community and approved by the President's Office. Policies and procedures are widely distributed upon approval, and easily located on the University's Policy website. There are currently eleven separate policies that address information security and privacy issues.

Information Technology Support and Charge-back Structure

The Commission's 2009 letter also requested that the University address a concern that "approximately 100 chargeback categories may have privileged detail over assuring the University's 'efficient ability to plan, administer, and evaluate its program and services.' (7.11)". We believe the Commission's concern stems from two possible distributed financial models at UVM: specifically, the chargeback system in place in 2009 for telecommunications and long-distance telephone service; and, more generally, the expenses distributed units incur to buy hardware and storage in order to run their own, separate information systems.

In fiscal year 2010, Enterprise Technology Services' telecommunications unit moved from a charge-back model for long-distance calls to charging departments a flat rate per phone for long-distance service. The telecommunications unit is the only income-expense (chargeback) unit remaining within ETS, and its accounts have been significantly streamlined. In addition, since 2009, ETS has invested in central server and storage infrastructure to meet distributed unit needs more efficiently, using virtualization technology to support efficient sharing of common infrastructure. Several UVM schools and colleges have migrated their independent systems to central systems.

Currently, the University is moving toward an Incentive-Based Budgeting model, which will result in further examination of IT financial practices and realign distributed and central support as well as financial models.

UPDATE: IMPLEMENTATION OF DISTANCE EDUCATION PROGRAMMING

In October, 2012, UVM submitted a substantive change request to NEASC/CIHE to establish academic programming offered through distance education. The request reflected two years of institutional planning at strategic and operational levels to guide its development of certificate and degree programs for which 50% or

more of the program is offered through technologically mediated instruction to students at a distance. At that time, the focus was on graduate programs and one program had been piloted, one was ready to deliver and several others were in late planning stages. The request was approved for all of the programs described in the request, but we were asked to continue our developmental phase and were not given blanket approval for other new programs. Key issues we were asked to work on included policy review, assessing student learning in online programs and providing practicum and clinical placements for students enrolled in online programs. In addition, UVM's previous 10-year accreditation by NEASC indicated a need for UVM to resolve "issues of technology infrastructure and support including information security". These issues impact distance education and were addressed in the previous section of this report.

We successfully launched our online Certificate of Graduate Study in Public Health (CPH), which currently has more than 25 matriculated students and one graduate. The CPH served as an excellent framework to troubleshoot implementation and work through issues identified by NEASC as core to developing our expertise in distance education. The faculty are engaged and the students in the program are generally pleased with it. Student evaluation of the 5 core courses is shown in the table. One course, Biostatistics I, has been less successful than the others. From a teaching perspective, it is more challenging to teach biostatistics (and epidemiology) online, as compared to some of the more reading and discussion-focused courses, and instructors are gaining experience with this and methods that work best for quantitative courses. The faculty are using the student feedback to develop best practices for these courses.

Course Title	Number of Responses	My overall rating of this course is:	The instructor presents content effectively	The course assignments contributed to my learning
Public Health & Health Policy	39	67% Excellent 33% Satisfactory	95% Agree 5% disagree	100% Agree
Epidemiology I	27	44% Excellent 48% Satisfactory 7% Poor	74% Agree 19% Disagree 7% NA	81% Agree 11% Disagree 8% NA
Biostatistics I: App Rsch in Public Health	6	67% Satisfactory 33% Poor	16% Agree 16% Disagree 67% N/A	83% Agree 17% Disagree
Environmental Public Health	8	100% Excellent	100% Agree	100% Agree
Pol Org & Financing of Hlth Care	4	50% Excellent 50% Satisfactory	75% Agree 25% Disagree	100% Agree

Importantly, the student who has graduated and several of those students nearing completion are actively awaiting our online Masters in Public Health (MPH), which is currently in review by the Faculty Senate (and was approved by NEASC already). We appreciate the wise counsel that allowed us to use a fully implemented program to identify strengths and areas of improvement. The program is running smoothly with essentially no technical difficulties. The major issue that evolved with the program was advising. We began with too many advisors and the path for getting students to the right person for the requested information (technical issues, course sequencing, academic or career issues, graduate college requirements) was circuitous with students sometimes getting incomplete information when the person who answered did not have the expertise to do so. We have worked out a robust advising system now that includes cross-training of different types of advisors and a system for identifying the right contact and being sure the student is directed appropriately.

In addition to using the launch of the CPH as a mechanism to assess and improve quality in our distance programming, we have continued to work on three specific areas identified by NEASC in its January 23, 2013 letter of limited approval for distance programming.

1. **Reviewing and revising academic and institutional policies**

To ensure UVM's policies and procedures for distance education are "clear and consistent with its mission and support institutional effectiveness" (Standard 3.1), we have systematically reviewed all relevant policies and procedures. Faculty and staff members from campus-wide academic and support units provided review and revision of policies to ensure relevance for distance education. All institutional policies have been reviewd and 3 are indentified for significant updates and 10 for minor (words of inclusiveness) changes. Additionally, we reviewed all of UVM's academic policies and have identified 13 for significant changes and 10 for housekeeping (words of inclusiveness) changes. Most of these changes have been reviewed and academic policy revisions are expected to take effect beginning in the Fall 2014 with the Academic Year 2015 Catalogue. Institutional policies are approved on a rolling basis. The Registrar and the Division of Continuing and Distance Education (CDE), as a newly organized institutional entity, require a collection of Distance Education definitions, practices, and policies in support of students and faculty. Identified and outlined for institutional review in 2013, these policies are expected to take effect in Spring 2014. They will be posted on the CDE website and in the DE student portal, and on Registrar and Student Financial Services websites. We have identified the mechanism for central oversight to ensure compliance with state standards.

Our biggest current concern from a policy standpoint is with our State Legislature's Addendum to the State Charter that requires an in-astate student not be charged more than 40% of the tuition an out of state student pays. This policy dates from the 1950s and is antiquated by the global environment that is distance education. We are working to get a change in the rule that would limit it to residential undergraduate education, allowing graduate programs and distance programs to have more flexible tuition plans to capture students who see more financially attractive options elsewhere. The medical students are already exempt from this rule as it was long ago recognized they were a different population than undergraduates. The viability of distance programming depends on being able to price programs in line with market values. We have reviewed this issue with the Board of Trustees, who are in agreement, and the conversation with the Legislature is proceeding.

At a somewhat different policy level, UVM is responding to an increased interest among its faculty in developing online and hybrid courses. In concert with development of graduate certificate and degree programs for the distance student, the conversation expanded to undergraduate possibilities. In Summer 2013, the Provost redefined the Division of Continuing Education to be a Division of Continuing and Distance Education (CDE) that will manage central delivery of distance programs at all levels – undergraduate, graduate and professional (non-credit). He also charged a Distance Education Strategic Planning Group to craft a specific strategic plan that is more inclusive than our original graduate level focus. Their report lays out the Mission for distance education at UVM and goals for achieving it. The operational structure will be centralized by administration through CDE to ensure consistency in quality, branding, marketing, student access and student services, technical support, and financial management. Curriculum development, academic quality assurance, faculty selection, instruction and assessment remain the responsibility of the academic units and their faculty. All programs will be vetted and approved (or not) through the same faculty governance process as residential programs.

2. **Assessing student learning in online programs**

Assessing student learning in online programs requires verification of student identity. UVM's approach to this issue is addressed in Standard 4 of the Standards Narrative in this report. The focus of the current section

is specifically on assessing student learning and the faculty training to do so. Course syllabi are required to refer to and make clear the need for adherence to UVM's policy on student academic integrity.

All faculty teaching fully online courses are required to first complete "Teaching Effectively Online," a course offered by the Center for Teaching and Learning. The program covers best practices in online instruction, including design, content presentation, evaluation, and communication; applying individual teaching styles to an online environment; and, management and use of Blackboard, the platform used for online instruction. The training includes six hours of face-to-face workshop training, four weeks of online instruction and coursework (approximately five to seven hours per week), three hours in a face-to-face workshop during the third week of the class, and an optional two and half hour workshop at the end of the fourth week.

Specific to assessment, the faculty learns to design courses using multiple assessment strategies and multiple time points for student assessment. Course design includes measurable objectives with assessments of student learning outcomes linked to the objectives and appropriate skill level. There is an expectation that the level of intellectual engagement of the faculty and assessment of student critical thinking increases with the level of course. The types of assessment vary with the level of a course and range from formative and summative quizzes and exams to interactive asynchronous discussions where students must respond and develop a thread. In some cases, synchronous discussion with face time is used, though this has not been a common mechanism in our courses. Faculty are encouraged to supplement regular exams with writing assignments of different levels including "lower stakes" assignments and more formal written assignments with multiple drafts, so that faculty can get a sense of the student "voice." Writing assignments and written exams are graded using pre-developed rubrics. In some programs, students develop portfolios of learning goals and achievement. Faculty use the learning management system to help minimize opportunities for cheating on exams (e.g. using random question pools and time restrictions), and exams may also be proctored. UVM has focused on graduate programs where the assessments have been writing or discussion board formats. As we develop lower level programs, the use of proctored exams will become more prevalent and we will need to develop a robust mechanism for proctoring capability. Clinical experiences are included in some professional programs and assessment of online learning is complemented by face to face assessment of clinical skills development by clinical supervisors. Project–based master programs will also include mentoring and performance assessment.

At the program level, assessment of student learning online is also measured by how the student progresses in his or her education or career. In professional programs, licensure or certification is a proxy for their learning. Where external assessment is not present, alumni surveys will determine whether students progress to a higher level in their education or find employment commensurate with their training. When a program is offered on campus and online, direct comparisons of student outcomes in both formats will be determined. To date we have completion data for one program, the MS in Communication Sciences and Disorders. The cohort (n= 11) of students that completed the online curriculum had a 100% pass rate for the Praxis exam, identical to the cohort in the face to face curriculum.

3. **Providing clinical placements**

Clinical placements or project/practicum experience is a component of several of UVM's current or planned online degree programs. Developing these opportunities for students at distant sites presents issues related to identifying training sites as well as on-site supervisors – and with managing quality assurance through UVM faculty. Currently, clinical placements exist in two of our existing online programs: the MS in Communication Sciences and Disorders (MS-CSD) and the RN to BS completion program.

Clinical placements in online programs are new to UVM, but clinical placements at distant sites are critical to most of our health professions (e.g., Medicine, Nursing, and Physical Therapy) and robust structures are already in place for developing and managing them. The online programs build upon existing procedures for identifying and vetting supervisory faculty and maintaining local control of quality assurance. Additional issues of student advising and assessment also have similarities with clinical placements at distant sites for our residential programs. Specific discussion of our success with these experiences for UVM's online programs follows.

There are multiple quality controls for clinical placements. Signed agreements are developed with all external clinical sites. A designated DE coordinator is responsible for monitoring all student clinical placements and dealing with issues that arise. The DE coordinator also communicates with external supervisors or preceptors through phone calls, emails, on site visits, record and evaluation reviews of the site, supervisor and students. Students receive clinical handbooks and coursework and well as orientation and universal precautions training to ensure they are informed regarding the ethical, legal and safety issues affecting clients. The clinical supervision for our distance education programs is commensurate with the clinical knowledge and skill of the student and clinical procedures ensure that the welfare of each person served by our students is protected, in accordance with recognized standards of ethical practice and relevant federal and state regulations. Clinical performance is formally evaluated at several points in time and communications are ongoing. For the MS-CSD on line program, both mid and end of term evaluations occurred including both student and supervisor feedback. Students have access to their supervisors during actual clinical time, through e-mail and clinical labs, via phone, posted office hours, and regularly scheduled meetings. For our newly designed online nursing education programs, we are using Adobe Connect to facilitate live meetings with supervisors and/or students at distance sites.

MS in Communication Sciences and Disorders

The Distance Education (DE) Coordinator for the MS-CSD program served as the advisor for the cohort of DE students and worked closely with them to identify their individual learning needs to ensure their success in the program. The DE Coordinator collaborated with individual faculty to ensure students were performing as expected, completing their work and achieving the expected knowledge and skill competencies. For any student struggling in a particular course, a meeting was held with the DE Coordinator, the faculty instructor and the student to develop an action plan to meet the student's needs.

The following indicators were used to identify qualified supervisors for the MS-CSD distance education program: accessibility to students, appropriate state and national credentials for clinical practice, appropriateness of the clinical practice setting, demonstrated abilities in the supervisory process, educational experience, mastery and expertise in the clinical area supervised, previous supervisory experience and training, and previous student evaluations. Similar criteria are being used to guide the selection and evaluation of supervisors or preceptors in our developing on-line nursing education programs.

A range of faculty participated in the assessment of each DE student. Each student also had a competencies form that was reviewed with them and updated the last week of each semester to ensure they were moving toward their goals and meeting the expected competencies. They participated in an academic and clinical check out to ensure all evaluations, portfolio reflections, competency form signatures, etc. were completed at the end of each semester. Through a clinical study course requirement, students received information and guidance in the steps necessary to meet their professional credentialing requirements. This information was also on the department website with forms specific for their completion on the intranet that is accessed only by CSD faculty and students.

DE students completed course evaluations each semester for all academic courses as well as evaluations of all clinical supervisors each semester. They also completed evaluations of advising twice a year. The advising evaluation was completed via the Internet. The scores went to a program assistant who compiled the data for the chair to review and discuss with the faculty advisor. Academic and clinical teaching evaluations were typically completed during the last week of classes. All evaluation forms were available electronically and were provided through the Internet. A program assistant collated the data providing it to the Department Chair who shared the information with faculty. Students also provided evaluations of all their externship supervisors. The DE Coordinator used this information to assess the effectiveness of off-campus supervisors. The program used all evaluation data from students to assess program strengths and potential concerns, and to determine if any changes were needed in the DE program.

RN to BS Completion Program

One course in the online RN to BS Completion Program, Community and Public Health Nursing (PRNU 241), has a clinical component. In collaboration with the students, faculty arrange clinical placements in the students' local areas, working together to identify a site that is appropriate to curricular needs and is in an area of interest to the student. Clinical preceptor agreements are made, as they are with all clinical sites for any nursing clinical, with a preceptor geographically near the student. Preceptorship and faculty supervision is also done the same way as it is done in our on campus nursing programs; the students are supervised by their preceptors and there is regular communication via email, Skype, or telephone between the faculty member and the preceptors, along with faculty site visits, once per semester. As indicated in the table below, student satisfaction with this course is higher for the online students than for the on campus students, indicating a high degree of success with management of these distant placements.

	PRNU 241 (on campus) n=24	Percent of Students Responding	PRNU 241 (on line) n=24	Percent of Students Responding
Overall course rating	Exceeds expectations	20%	Excellent	86.67%
	Meets expectations	60%	Satisfactory	13.33%
	Below expectations	20%	Poor	0%
Overall faculty rating	Exceeds expectations	20%	Excellent	100%
	Meets expectations	60%	Satisfactory	0%
	Below expectations	20%	Poor	0%

4. Providing project and practicum placements

Project-related practical experiences at distant sites are less common at UVM, but do occur and are arranged as needed with specific memoranda of understanding (MOUs). Project or practicum experiences are part of two planned programs (included in NEASC's limited approval for our distance education programs). One, the Master of Public Health (MPH) has been developed and is being reviewed through university governance at this time. The other, a Master of Science in Natural Resources with a focus on Environmental Leadership (MS-ENV) program, is not sufficiently developed to have a specific plan, but is informed by other activities of associated faculty.

Masters in Public Health

In keeping with the program vision, students in the MPH program will develop and implement a culminating project, with oversight from a faculty mentor, from among the public health faculty, and learn how to present

this, in a virtual setting and at a national professional meeting. All requirements of the UVM Office of Research Protections will be followed. The development of these projects will mirror a very strong public health project requirement for UVM's medical students. Currently, relationships between the UVM College of Medicine and Fletcher Allen Health Care, Vermont Department of Health, and the United Way of Chittenden County member non-profit organizations are strong and systematic. Potential sites for culminating experiences include: Vermont Department of Health, Fletcher Allen Health Care, and local non-profit agencies involved in health. Projects will connect health care and public health, such as in the areas of quality improvement, public health practice, educational scholarship, or others. As students may ultimately not reside in Vermont, accountability for projects carried out in other locations will be similar, but require both a distant and local faculty mentor. Oversight will require both an on-site mentor at the location in which the project will be conducted, as well as a faculty mentor/advisor from the MPH faculty at UVM, analogous to the projects conducted locally. The same committee structure and process will be utilized to review local or distant site proposals and determine whether completed projects have met course and program objectives.

The basic components for developing and completing the project are:
- Complete the research protections tutorial
- Identify an advisor and project (see potential sources of projects below)
- Determine whether project meets Research Protections Requirements
- Submit a Culminating Project Experience form describing the project (form to be developed). This will include the goal of the culminating project experience, description of the project, agency or organization (this is not a potential organization, but one that has agreed to be the project site and for which a specific MOU has been signed between the agency and UVM), research question, methods, compliance with Research Protections, timeline, and plan for analysis. The faculty committee will review projects and approve or make suggestions for revisions prior to approval. Projects must be submitted 3 months in advance of their expected start, to allow time for review and any recommended modifications.
- Students will register for PH392 (6 credits divided into 3 - 2 credit segments), a course designed to help graduates meet two objectives of the MPH program:
  1. Prepare graduates to apply knowledge and skills in a culminating experience/project that reflects research and/or practice needs of actual populations.
  2. Prepare graduates to "hit the ground running" in subsequent careers in health care, public health, or further academic study.
- Projects will be graded Satisfactory/Unsatisfactory after review by a faculty committee.

The culminating experience requires analysis, synthesis, and evaluation of knowledge and skills learned throughout the MPH program. It is anticipated that this experience will prepare graduates for actual careers or further academic study. Project presentations will be in an online venue.

A faculty committee comprised of faculty from the program will review proposals, recommending approval or modification prior to approval. This same faculty committee that approves projects will also review and determine whether students' culminating project experiences meets objectives and requirements and achieves a passing grade. It is expected that some project mentors will also be on the committee.

Master of Science in Natural Resources with focus on Environmental Leadership

This program is still in the design phase and thus specific plans for the practical experience have not been developed. However, faculty associated with this program have active research collaborations outside UVM. Some of these will be sites for the projects for the MS-ENV students and the process to set others up will be the same as existing relationships. Many of the faculty in the MS-ENV are part of a recent international col-

laboration and grant submission to support graduate training entitled: Economics for the Anthropocene. As part of that grant submission process, UVM negotiated with the several organizations to host student interns, sit on committees, participate in summer ateliers, etc. There is an MOU encompassing all of the agencies and individual Letters of Intent. The agencies are:

- VT Agency of Natural Resources
- Lake Champlain Basin Program (as a organization and as an entry point for all of their affiliates)
- Energy Action Network (as a organization and as a entry point for all of their affiliates)
- Vermont Natural Resources Council
- Conservation Law Foundation
- VT Public Interest Research Group

These agencies are appropriate for the MS-ENV and can meet the needs of regional students. Similar arrangements would be negotiated for students at distant sites. The program expects to develop several locations that can serve regional groups of students. Procedures used by the MPH to recruit and manage on site faculty and project development at a distance will serve as a model for the MS-ENV.

Curriculum and Instruction MEd Program

As we were completing this report we realized that the increase in availability of online course sections by our faculty has resulted in the possibility that students in two strands of our MEd in Curriculum and Instruction could actually complete the degree with more than 50% of their courses taken online. The strands are *Library & Media Specialist* and *Educational Technology Specialist*. Although we had not specifically developed the MEd for an online option, we discovered that 17 students had completed an online MEd. Eight were in the *Library & Media Specialist* strand and 9 in the *Educational Technology Specialist* strand.

The Curriculum and Instruction (C&I) MEd Program is located in the Department of Education, one of three departments in the College of Education and Social Services at the University of Vermont. Lead by a faculty member who serves as the program coordinator, the program is responsive to the policies of the Graduate College. Designed primarily for practicing educators, the C&I MEd program is a non-licensure program. Although the program does not provide State licensure endorsement for any of its specializations, students enrolled in the *Library and Media Specialist*, *Educational Technology Specialist*, and *Reading and Language Arts* strands can seek endorsement from the State Agency of Education (AOE) through transcript review. Students act as their own agent and send transcripts of completed course work to the State AOE's Licensing Office for endorsement approval.

In response to a State need for courses that aligned with two endorsement areas (*Library and Media Specialist* and *Educational Technology Specialist)*, faculty developed online courses to provide for greater access to professional educators employed in Vermont's schools. A six-course sequence aligned with either of the endorsements could be earned entirely in an online format, which the AOE Licensing Office accepted as evidence for competency in the specified endorsement area. For those practicing educators who want to earn a degree in addition to the endorsement, course participants are advised to apply for admission to the MEd Curriculum and Instruction Program at the beginning of their program. During the past three academic years (AY11 through AY13), 17 of the 145 MEd degree completers earned the degree with more than 50% of their course-work occurring online: (8) *Library and Media Specialist* and (9) *Educational Technology Specialist*.

MEd C&I Degree Completers with 50% or More Courses Completed Online

Year of Degree Completion	AY 11	AY 12	AY 13	Total	Applied for & Rec'd Additional Endorsement
Library and Media Specialist	5	1	2	8	3
Educational Technology Specialist	2	2	5	9	5
Total 50% Online	7	3	7	17	8
Total C & I MEd	38	59	48	145	N/A

State Licensure

Of the 17 students completing the MEd online, eight followed through with a request for Transcript Review by the Agency of Education and were awarded an endorsement in the specialty: five *Library and Media Specialis*t and three *Educational Technology Specialist* endorsements. For those individuals who did not seek the endorsement through transcript review, most of the degree recipients currently hold positions that did not require the additional endorsement. For example, four of the individuals work in related areas in higher education, three are regular classroom teachers and are not required to hold the additional endorsement, and a few work in related fields but not within a classroom environment which requires P-12 educator's license.

Additional Opportunities

The Vermont Standards Board for Professional Educators (VSBPE) has recently revised or added educator licensure endorsements in a number of areas, which presents opportunities for institutions of higher education to develop program tracks that would align with knowledge and performance standards. For example, with the proliferation of online teaching and learning in PreK-12 grades, the VSBPE recently adopted an endorsement for online teaching. Similarly, with differentiation in PreK-12 leadership, which requires further specialization, the VSBPE has adopted strands within the Administrative Licensure area that will address school leadership standards. Because additional endorsements for already licensed educators will require course-work for geographically dispersed working professionals, online course-work will likely play an integral role in professional development and advanced degree offerings in the future.

Summary and Future Directions

UVM has successfully implemented online programming and continues to expand its reach and expertise. In December 2013, the Provost issued Guidelines for Developing and Administering Distance and Online Educational Programs. Significant progress has been made on each of the areas for development identified by NEASC in the limited approval of initiation of distance degrees by UVM issued in January 2013. In the past few months marked enhancement of faculty engagement in online education has occurred, including an expansion of planning to the undergraduate level. This change in faculty culture indicates their comfort with the quality of implementation of online programming at UVM and provides the basis for developing both undergraduate and graduate distance programs that reflect UVM's mission and allow access to students not able to attend our residential campus. We ask that NEASC extend its limited approval to full approval for UVM to deliver distance and online education.

In the event that blanket approval is not extended, we ask that the MEd in Curriculum and Instruction described above be added to our approved online programs. Distance education forms for this program are included in the appendix.

We would also ask for approval for our College of Nursing and Health Sciences (CNHS) faculty to expand their distance programming from the MS-CSD and RN to BS to include their Masters in Clinical Nurse Leadership and the Doctorate of Nursing Practice. The CNHS faculty are successful leaders in online education at UVM and they are ready to expand their reach to more students who want access to quality health professional education.

STANDARDS NARRATIVE

STANDARD 1: Mission and Purpose

The University of Vermont's mission and vision remain unchanged since the 2009 decennial accreditation visit.

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.

The Faculty Senate and the Board of Trustees reaffirmed both statements in 2008. As reflected in President Sullivan's strategic action plan approved by the Board of Trustees on October 25, 2013 specific initiatives and tactics were established to continue the University's realization of the mission and vision. Both are widely understood and accepted by members of the faculty, staff and students. Further, both are readily available on the University webpage (including the President's webpage) and in publications.

STANDARD 2: Planning and Evaluation

This standard is addressed under Responses to Identified Areas, *Implementing a Strategic Plan*.

STANDARD 3: Organization and Governance

The legislatively enacted Charter in 1865 united UVM and the State Agricultural College as a "corporate body" to be known as "University of Vermont and State Agricultural College for the purpose of carrying out the objects contemplated in their respective charters, and as such, shall be and remain a body corporate forever." The new entity is an "instrumentality of the state for providing higher education, with all the rights and powers incident to corporations."

Additional governance documents, including bylaws, detail the roles and responsibilities for the Board of Trustees, the Faculty Senate, the Student Government Association, the Graduate Student Senate, and the Staff Council. The Organizational Chart details the structure and relationship between the Board of Trustees, the President and Vice Presidents, and the various units, colleges, and schools. There have been no substantive changes in any of the governance documents or the roles and responsibilities of the governance groups since the 2009 report

Evidence of governance and organizational unit efforts and effectiveness appear in publicly posted meetings, bylaws, as well as membership and committee structures. Additionally, the four unions continue to represent

their respective employee groups, specifically: United Academics (for full-time faculty and part-time faculty), the Teamsters (for Police Services, and the United Electrical Workers (for physical plant staff). No additional unions have been added since 2009.

STANDARD 4: The Academic Program

The University of Vermont includes seven colleges and schools that confer undergraduate degrees and an Honors College that serves students from each of these colleges/schools, but does not separately confer degrees. The colleges serving undergraduates include the College of Agriculture and Life Sciences, the College of Arts and Sciences, the School of Business Administration, 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. A Graduate College confers graduate degrees in collaboration with these Colleges and Schools, as well as the College of Medicine. The Doctor Medicine degree is conferred separately from other graduate degrees by the College of Medicine. The Division of Continuing and Distance Education (CDE) partners with the undergraduate units, the Graduate College and the College of Medicine to offer credit and non-credit bearing courses and certificates. 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. An update regarding implementation of distance programming was included in the previous section of this report. In addition, UVM Extension offers non-credit educational experiences across the state.

Responsibility for academic quality is shared broadly across the institution. Locally vetted program initiation, termination or change is reviewed at the college/school level (including a graduate faculty executive committee review for graduate programs) and then by a university-wide faculty senate committee. Decisions 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 programming meets high academic standards, is appropriate for the intended level, and fits within the mission of the University. Continued quality assurance occurs within departments and schools/colleges on an annual basis and through University-wide Academic Program Review (APR) that occurs on an 8-year cycle and includes external review.

The University has a recently articulated Academic Technology Plan that identifies academic technology goals and objectives for enhancing academic excellence. All courses have a defined space in the Blackboard Learning Management System (LMS) with faculty utilizing the course space in ~2/3 of courses in any given semester – nearly a doubling since 2009. Customized portals into the University provide easy digital access for students to multiple aspects of their university experience from registration and billing to course work on Blackboard to obtaining transcripts and ski passes.

The University initiated distance learning certificates and degrees in the online environment in Spring 2013 following approval of a substantive change request to NEASC in Fall 2012. Students access these programs utilizing the same IT infrastructure as residential students. Academic oversight and quality assurance for distance programs are the same for residential programs.

Undergraduate Degree Programs

In the context of the university-wide approval and academic review of programs, individual 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 general requirements. The University recently eliminated a campus-wide physical education requirement. A six-credit diversity re-

quirement applies to all undergraduates who must successfully complete one three credit course addressing race and racism in the US and may take another course in that area or a course in human and societal diversity. A major focus of the University's current academic planning is development of general education requirements across the campus.

The University continues to assess its undergraduate programs and changes its offerings to meet student demand and develop contemporary programs. Since the 2009 NEASC report, UVM has initiated four new majors and three new minors and eliminated a concentration, two majors and a minor. A notable addition to the undergraduate curriculum is an interdisciplinary major in Neuroscience added in 2010 that currently has more than 70 majors. This BS is offered through the College of Arts and Sciences with strong presence of their Biology and Psychology departments and with course and research experience contributions from the College of Nursing and Health Sciences, and the College of Medicine. This undergraduate degree builds upon collaborations among faculty that supported development of an interdisciplinary cross-campus doctoral program in Neuroscience in 2006 and complements the University's transdisciplinary research initiative in Neuroscience, Behavior and Health established in 2010. These complementary programs at the undergraduate, graduate and research levels emphasize UVM's commitment to strategic development that maximizes opportunity and resource utilization.

General Education

The University has engaged in discussion of general education requirements multiple times in its history, but did not move forward with developing general education requirements until faculty endorsement in 2011. This endorsement was in response to excellent work by teams of faculty and their well-developed arguments for general education that grew out of UVM's self-study report for its previous 10-year accreditation. UVM's approach to General Education is to build the requirements around 6 desired outcomes for all graduates. Current focus is on development of competency in Writing and Information Literacy. Details of UVM's development of General Education are found elsewhere in this report.

The Major or Concentration

In addition to unit-specific general distribution or core requirements and the 6 credit cross-campus diversity requirement, all colleges/schools require an in-depth study of at least one discipline or interdisciplinary area, or major. General and major specific requirements still afford students an opportunity to explore other areas of learning through electives, though the number of electives is limited in accredited professional programs.

Graduate Degree Programs

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. The University currently has 45 masters programs, 22 doctoral programs and 8 certificates of graduate study. Since the 2009 NEASC report, UVM has initiated three certificates of graduate study, two masters programs and two doctoral programs while eliminating one doctoral program.

Two notable recent additions to UVM's graduate programs are the university-wide MS in Food Systems and the online Certificate of Graduate Study in Public Health. Food Systems is an exciting and flourishing domain of inquiry, one that looks at the complex and interdependent relationships between humans and their

food – everything from microbes found in compost facilities to global trade agreements. The Food Systems MS is part of a strategic plan to enhance opportunities for education and research in an area in which UVM has considerable strength. Food Systems was identified as one of three transdisciplinary research initiatives that connects a variety of academic programs and research interests of the faculty as well providing a tremendous resource to state economic interests. The Food Systems MS is an interdisciplinary program with 35 faculty representing multiple departments in four colleges. An existing minor in Food Systems rounds out the food systems opportunities to include graduate, undergraduate and research foci.

The Certificate of Graduate Study in Public Health, UVM's first fully online graduate program, was initiated in Spring 2013 and currently has 25 students enrolled. Public health is a dynamic and challenging, multidisciplinary field blending public policy, research, and population health sciences. The program has 8 faculty from the Colleges of Medicine and Nursing and Health Sciences. Its interdisciplinary nature and focus on health are aligned with UVM's mission & vision–a strategic priority for online programs.

Integrity in the Award of Academic Credit

Ensuring the integrity of academic credit at UVM reflects common academy practice and is preserved and maintained by long-standing institutional policy and practices. 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, change or terminate a course begins at the local level and is reviewed/approved through a sequence of higher levels to ensure cohesive and non-overlapping curricula across units.

In March 2011 the Faculty Senate adopted a formal definition of a credit hour that is consistent with U.S. Department of Education policy. A process was initiated through the provost's office to ensure current offerings aligned with the credit hour definition and all new course actions are required to address the credit equivalency. The policy was revised in January 2013 to include applicability to both traditional and online 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. UVM also addresses academic honesty in online courses through student academic honesty policies and through required faculty development courses.

All online students access online courses by entering a unique individual log in through their UVM network ID and password. UVM is also exploring instituting two-factor authentication in the near future. The University's "Computer, Communication, and Network Technology Acceptable Use" policy.

Reference to adhering to UVM policy on student academic integrity is a required element of the online course syllabus. Students enrolled in online courses are required to submit an acknowledgement that they understand how UVM defines academic integrity and that they agree to adhere to policy. Students are provided a link to the academic integrity policy with definitions prior to submitting. Faculty are able to track student submissions within their Blackboard course space.

All faculty teaching fully online courses are required to first complete "Teaching Effectively Online," a course offered by the Center for Teaching and Learning. Course content includes strategies for course design 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 solely relaying on tests and ex-

ams. Other strategies include regular, "lower stakes" writing assignments and more formal written assignments with multiple drafts, so that faculty can get a sense of the student "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). In addition to these online-specific strategies, the Writing in the Disciplines Center offers professional development for all faculty on teaching writing that cultivates a culture of responsibility and integrity to reduce plagiarism.

Student privacy is protected in the Student Information System (Ellucian/Banner), as well as through the "Privacy Policy" and "Privacy Procedures" documents.

UVM's transfer of credit policies 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. UVM has articulation agreements between the Community College of Vermont (CCV) and the College of Arts and Sciences and between CCV and the College of Education and Social Services. It also has a 3+2 program in place between St. Michael's College (Colchester, Vermont) and UVM Engineering. There is also an agreement in place between Vermont Technical College (VTC) and UVM Engineering. There is a 2+2 agreement between VTC UVM's Farms program.

Credit may also be awarded 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.

Assessment of Student Learning

The evaluation of student learning at the course level is based on clearly stated criteria available to students in syllabi distributed in each course. Student learning is guided by course objectives that align with assessment criteria. When new courses are vetted, consideration of the assessment of learning is part of the review. Grades are awarded by the faculty. Assessment of student learning in online courses is detailed in the previous section on implementation of distance education.

UVM has also participated in a variety of national assessments designed to provide a broader view of learning. UVM is also structuring assessments to determine the effect on student learning of our new Gen Ed requirement of Writing and Information Literacy. Details of UVM's institutional approaches to assessment of learning across the curriculum are found elsewhere in this report.

Assessment also occurs at the program level through looking at post-graduate student outcomes (including employment, entry into next level of education, and licensure).

Institutional Effectiveness

UVM focuses its resources on quality, integrity and effectiveness of its academic programs and faculty scholarship. UVM enjoys a strong reputation and competes successfully for high-quality students.

STANDARD 5: The Faculty

Overview

UVM's faculty remain the backbone of our institution's vibrant intellectual community. Our total number of full-time faculty members as reported in the 2013 headcount was 1,200 (as compared to 1,059 in 2007) with

554 in the College of Medicine (as compared to 432 in 2007). The number of part-time was 284, with 120 in the College of Medicine (as compared to 245 and 38 in 2007). Faculty qualifications are appropriate to the level of assignments given. The majority (87%) of full-time faculty at the University hold a terminal degree in their appropriate disciplines, according to the 2012-13 Common Data Set, as compared to 84% in 2007.

United Academics (AAUP/AFT) continues to represent full- and part-time faculty except the College of Medicine. Represented faculty roles, responsibilities, reappointment, promotion and tenure processes, etc. are detailed now in the Collective Bargaining Agreement between the University of Vermont and the United Academics (AAUP/AFT), Full-time Unit, December 5, 2011 - June 30, 2014 and the Collective Bargaining Agreement between the University of Vermont and the United Academics (AAUP/AFT), Part-time Unit, December 19, 2012 - June 30, 2015, and for the remaining faculty in the University Handbook and the Faculty Manual and College of Medicine Faculty Handbook the latter two revised and adopted in 2008 and 2011, respectively.

Represented faculty members' titles and ranks include tenured and non-tenured positions. Non-tenured ranks include Research, Library, Clinical, Extension, and Lecturer tracks. One change since the last visit is that according to the new College of Medicine Faculty Handbook (adopted 2011), non-tenured ranks are identified as Research, Clinical and Education track. The hiring protocols described in the last report remain in place, with the addition of an online recruitment tracking system (PeopleAdmin) to streamline hiring efficiency and provide detailed documentation of each stage in the recruitment process.

College- and School-based efforts focusing on developing longer-term strategies for attracting a diverse population of scholars to UVM remain ongoing, with the proportion of ALANA (African-American, Latino(a), Asian, and Native American) tenure-track faculty continuing on an upward trajectory, standing at 14.5% in 2012 as compared to 11% in 2007 (Faculty Headcount). Women tenure-track faculty represent 38% of total tenure-track numbers as of 2012, as compared to slightly under one third in 2007 (Faculty Headcount)

Criteria for faculty appointments, review and promotions, and workload allocation requirements are similar to the most recent report, with the addition to the current version of the full-time Collective Bargaining Agreement of additional documentation relating to the handling of faculty mentoring assignments (such as thesis supervision), large enrollment classes and departmental procedures for online courses. The processes themselves are now carried out largely online, with online templates used for submission of reappointment and sabbatical materials, and online systems (PeopleAdmin, SharePoint) used for sharing, reviewing, and archiving this documentation.

Teaching & Scholarship

UVM espouses the teacher-scholar educational ideal, viewing active research and creative activity as integral to the quality and vibrancy of our educational programs, providing students with a challenging and relevant educational experience.

While providing a high quality comprehensive educational program, the University also works to consolidate its international reputation in key academic disciplines. The Transdisciplinary Research Initiative (TRI) project, launched in 2009, represents a central column of this institutional strategy. The University has identified 3 "Spires of Excellence" in the field of transdisciplinary research: Complex Systems; Neuroscience, Behavior & Health; and Food Systems. These "Spires" University now offers graduate degrees in Complex Systems and Food Systems, in addition to its Neuroscience graduate programming. The University features several other research centers of note in transdisciplinary systems scholarship, including the Gund Institute for Ecological Economics. UVM's faculty recruitment processes, with staffing plans now approved at the Prov-

ost level, facilitate strategic assessment of areas of need and support of institutional priorities. Initiatives to develop additional graduate degrees responsive to institutional priorities and societal need are ongoing, including development of online graduate degree programming via development of a focused institutional infrastructure and assessment process underway now. More information is provided above.

The quality of teaching and advising is a critical and central component of UVM's mission. Since the last visit, one change in the evaluation of faculty teaching effectiveness has been the Faculty Senate approval in 2012 of creating a campus-wide online course evaluation system (compared to the prior model, where some academic units continued to use paper-based evaluation systems). The process for selecting a vendor is underway. The Center for Teaching and Learning remains a key resource for teaching support and technology, and has in recent years expanded its array of services to expand support for hybrid and online instructional components as well as support for implementation of Universal Design for Learning pedagogical strategies.

The University embarked in Academic Year 2011-2012 in a wide-ranging institutional self-evaluation, known as the Strategic Initiatives Project (SIP), which included participation by a broad campus constituency, touching on many aspects of institutional decision-making and planning. With regard to this standard, the SIP process gave careful attention to methods for effectively benchmarking university teaching and research performance, both internally and as compared to peer institutions. As a direct outflow from the SIP process, in addition to assessment methods already in place at the time of the last visit, benchmarking and assessment tools now available at UVM include quality and benchmarking data from Academic Analytics, the Delaware study, and other sources, coordinated via the Office of Institutional Research. These data sources are available to academic units, departments, and faculty, with training sessions provided, to enhance efficiency and effective goal-setting and performance assessment.

STANDARD 6: Students

Admissions, Graduation and Retention

The University of Vermont continues to seek to enroll students of high academic ability and intellectual curiosity who will contribute to the strength and diversity of its community. As with many institutions of higher education, this has been a daunting challenge for UVM over the past five years. During this period, the United States has faced the most severe economic decline since the Great Depression. We have seen a sharp decline in the number of graduating high school students in the Northeast, the region of the US in which most of our students live. Additionally, state funding for public universities has declined nationally, leading these schools to pursue increased out of state enrollment. Singularly, any of these factors would increase the challenge to create the type of educational community we seek; together they establish a highly competitive market. Through careful enrollment planning and aggressive recruitment strategies, the University of Vermont is meeting these challenges and is poised for continued success.

Prospective student interest in the University remains high. For Fall 2013, UVM received a record number of applications from prospective first year students, 22,381, including record numbers of applications from ALANA students, 3,457, and international students, 422. The University continues to have a national presence, receiving applications from 49 states.

	Fall 2009 FY 2010	Fall 2010 FY 2011	Fall 2011 FY 2012	Fall 2012 FY 2013	Fall 2013 FY 2014
Number of UG Applicants	22,356	22,317	22,339	21,804	22,380

Despite the University's ability to increase application volume since 2009, the competitiveness and price sensitivity of the market has affected student yield. For the class entering in 2013, UVM was able to stabilize yield and expects to maintain yield at this level. The table illustrates the changes in yield by population and overall since 2009.

	Fall 2009 FY 2010	Fall 2010 FY 2011	Fall 2011 FY 2012	Fall 2012 FY 2013	Fall 2013 FY 2014
Yield	16.5%	15.7%	14.4%	14.2%	14.4%

From 2008 to 2022, the State of Vermont expects to experience one of the largest declines in the population of graduating high school students in the nation. In the midst of that decline, UVM has continued to ensure that approximately 25% of its entering first-year class, and approximately one third of all undergraduates, are Vermont students. UVM's strong commitment to need-based financial aid has been the most significant factor in successfully maintaining enrollment of Vermont students in the face of the demographic decline, especially given the economic situation of the past several years.
Since 2008, UVM has determined that no Pell-eligible Vermont student will need loans to cover tuition. Most Pell-eligible Vermonters receive aid above the cost of tuition. Currently, approximately 33% of UVM's Vermont students receive Pell grants. One third of our Vermont students graduate with no student loans and the average loan burden of Vermont students with loans is $5,000 less than the national average.

The University's strategic actions to build a diverse community through enrollment of ALANA and international students have been very successful. In Fall 2009, ALANA undergraduate enrollment was 8.6%. In Fall 2013, 10.9% of undergraduate students are ALANA. The first year class had the highest proportion of ALANA students in the history of UVM, 13.5%. In Fall 2009, 0.7% of undergraduate were international students and in fall 2013, 2.1% of undergraduate are international students. UVM has also increased the enrollment of veterans and has staffed a Student Veterans Support Coordinator position.

UVM is embarking on a strategy to increase international student enrollment to 5-7% in order to enhance the quality of the academic experience for all students. UVM will increase recruitment efforts for direct entry students—those international students who are fully prepared for full matriculation to degree work. UVM will also implement a pathway program for international students who are fully prepared academically but require additional English language proficiency, particularly English for Academic Purposes (EAP). UVM implemented the first pathway program in January 2014. The pathway provides EAP instruction and also additional coursework to prepare students to progress to degree status after two or three semesters.

UVM also continues to attract students who are academically well-prepared. The past two years have seen the most qualified classes in UVM history based on SAT and class rank, and this year UVM enrolled the largest Honors College class ever.

	Fall 2009 FY 2010	Fall 2010 FY 2011	Fall 2011 FY 2012	Fall 2012 FY 2013	Fall 2013 FY 2014
Average SAT (CR+M)	1182	1182	1184	1191	1186
Yield Rate for Higs (1200 or higher combined CR+M)	12.8%	12.2%	11.4%	12.1%	12.4%

<u>Student Services</u>

With the arrival of a new President and Provost, reorganization has taken place at the University, which aligns the Division of Student Affairs (previously Student and Campus Life) with academic affairs. The Vice Provost for Student Affairs now reports directly to the Provost and works closely with academic leadership to provide a seamless high quality experience for students across curricular and co-curricular endeavors. The Division of Student Affairs is comprised of 8 departments, along with the Dean of Students Office, reflecting the same core functional areas of advancing diversity, enhancing learning, creating community, promoting health and safety, and managing resources.

<u>Student Support</u>

The eight schools and colleges continue to be decentralized in their approach to student services; however, the integration of academic and career advising is being realized through the 4-year Career Success Action Plan. The 4-year plan is also augmented by the addition of a new space in the Davis Center, the "Career + Experience Hub," which has located staff from the Career Center and colleagues in experiential learning into one central location. This one-stop service center supports the needs of students interested in internships, study abroad, jobs, undergraduate research, service learning, fellowships, volunteering, leadership and campus employment.

Improved curricular and co-curricular alignment has also been realized through a stronger connection between the Dean of Students Office and the Student Success Collaborative (SSC). The SSC is a group comprised of representatives from each academic unit provides important academic oversight regarding student advising, first-year experiences and other curricular experiences. The SSC's academic connection to the Division of Student Affairs occurs primarily through the Dean of Students Office with the Assistant Dean for Student Retention who oversees the University's C.A.R.E. (Concerning and/or Risky Events) team and outreach and intervention strategies for students who are at risk of leaving the institution.

Student Affairs and its campus partners have been more intentional and innovative in their approach to health and safety prevention programs. In 2011, UVM joined 32 other institutions across the country to create the National College Health Improvement Project in a national effort to reduce high-risk drinking. A separate campus-wide effort was initiated in 2012 to train students, faculty, and staff on suicide awareness. That same year, Student Life partnered with the national Fraternity and Sorority Coalition Assessment Project to provide recommendations to strengthen the fraternity and sorority life program. The campus sexual misconduct and assault policy was rewritten and a Title IX Coordinator and Deputy Coordinators were identified to oversee the policy, protocols, and education regarding reports of sexual misconduct and assault. In addition, education and resources directed specifically toward men to help reduce sexual violence and increase all students' bystander intervention skills are also in planning and implementation stages.

Additional staffing for the ALANA Student Center, as well as the Office of International Enrollment, has been put in place in order to support the increasing number of students in these populations. The Office of Student Financial Services (SFS) is now well established and successfully supports students and parents in understanding their financial obligations and the resources available to settle those obligations. SFS has assumed responsibility for student scholarship administration, student employment and the Federal Work Study Program. The unique combination of responsibilities housed in SFS provides students/families with comprehensive support in all aspects of their financial relationship with the University. The extensive staff training and awareness of campus systems and processes positions SFS to uphold the University's recruitment and retention efforts.

In compliance with Federal Program Integrity Rule, UVM provides multiple alternatives for students to voice

concerns or submit complaints regarding the University's programs and or operations. The Complaint Procedure is posted on the President's webpage. The Code of Students' Rights and Responsibilities is also posted on the on the University's website and in the University Catalogue.

<u>Physical Improvements</u>

Much progress has been made in the past 5 years to the facilities that directly support students. Residential Life added 150 beds at McAuley Hall in order to support first-year students. Mason-Simpson-Hamilton, Living/Learning C Building, Redstone Dining, Harris Millis Commons and Marsh-Austin-Tupper Commons have all seen significant upgrades. The University also partnered with Redstone, Inc., to add 400 apartment-style beds on Redstone Campus.

The relocation of health promotion programs (Living Well) to the Davis Center has proven to be a successful solution for reaching out to students about their health and wellbeing. Facility challenges still exist for the ALANA Student Center, fitness and recreation space, and the co-location effort for Center for Health and Wellbeing. Thus, planning continues for all of these areas.

<u>Projections</u>

As the University levels its enrollment, while increasing the diversity of the student population, retention and student success are paramount. To meet these larger goals, the institution has and must remain steadfast in its efforts:
- Support diverse domestic and international student populations by increased staffing, partnerships, and programs.
- Reach and provide services to students through more creative and effective use of technology.
- Establish a comprehensive approach to advising.
- Emphasize experiential learning and career success in all areas of the campus.
- Enhance institutional assessment and benchmarking.
- Fulfill the housing master plan recommendations to strengthen the first-year experience and improve facilities through privately funded partnerships.

STANDARD 7: Library and Other Information Resources

Since 2009, University Libraries and central information technology units (Enterprise Technology Services, Center for Teaching and Learning) have undergone a number of organizational changes, and have engaged in significant planning processes. Organizationally, academic (including Libraries) and administrative technology now comprise one division, reporting to the Chief Information Officer/Dean of Libraries—thus facilitating increased synergies between technology and teaching/research support units.

Building on the 2008 Information Technology Strategic Plan, a focused Academic Technology Plan was initiated in 2010 and completed in 2012. The academic technology planning process had a two-fold purpose: first, to identify academic technology goals and specific objectives to advance our commitment to academic excellence and align with the University's strategic goals; and, second, to identify and prioritize student technology fee investments in support of academic technology goals.

Current planning efforts are centered on assessing the balance of central and distributed IT services at the University, with the goal of realigning services to more efficiently and cost-effectively serve the University's mission and goals. The current planning process will streamline and consolidate the IT environment across the University—as the 2009 Commission letter described it, a "highly decentralized environment in a com-

plex distributed support model." The Libraries Strategic Plan (2009-2013) is currently being refreshed and updated, through a broad-based and collaborative process; the Libraries planning process will be completed in early 2014.

Within the realm of information technology, significant progress has been made in establishing an information security system with a dedicated Information Security Officer; this effort is described in detail in the section, "Response to Areas Identified for Special Emphasis."

Resources and Access

The UVM Libraries have continued to maintain existing scholarly and instructional resources, while also acquiring new books, journals, databases, and access tools, in support of the University's diverse array of disciplines and interdisciplinary programs. From fiscal year 2009 through fiscal year 2013, libraries acquisitions were incremented at a rate of 5% annually, in recognition of both inflation rates and commitments to multi-year contracts with major publishers. In fiscal year 2014, the acquisitions budget was incremented by 2.09%, less than inflation but, nonetheless, enough to keep current collections responsive to faculty and student needs.

Similarly, instructional outreach programs have grown strategically in response to University-wide initiatives and faculty and student needs. The Libraries liaison program, through which library faculty and staff are partnered with academic departments and disciplinary clusters, has been formalized through a Libraries-wide organization and communications strategy. Liaisons now meet regularly with each other as a cohort in order to share liaison strategies and information about resources and programs. Partnerships with the Center for Teaching and Learning, as well as the Writing in the Disciplines Program and Writing Center (both physically housed in the Bailey/Howe Library), have increased over recent years through librarians co-teaching faculty development workshops as well as providing online portals to targeted student and faculty disciplinary cohorts.

Libraries facilities continue to evolve in response to student and faculty needs, as well as collection growth. Within Bailey/Howe, and in response to graduate student complaints about the lack of quiet study, a new quiet study room was built in summer 2013. Dana Medical Library has renovated space restricted to medical students. To accommodate increased collections, particularly congressional archives, several remote storage areas have been added off campus and with regular delivery of materials to the main library upon request.

Information and Technological Literacy

Much progress has been made in infusing information and technological literacy across the curriculum. Information literacy is now a core student learning outcome in the University's General Education program, along with writing and communication. The Libraries have clearly articulated information and technological literacy outcomes, with implementation rubrics. Librarians have been central to the development of this competency, as well as in the related First-Year Writing Program. Information literacy is "scaffolded" for students from the first year through the disciplinary major curriculum. In support of information literacy and its assessment at all levels, a library faculty line has been restructured as an Instructional Design Librarian position. In addition, grant funding will fund a library fellow to support the Writing and Information Literacy in the Disciplines (WILD) program.

More targeted technological education/literacy programs are provided to students through Enterprise Technology Services and its Client Services department. Faculty use of technology in the curriculum continues to

be supported through the Center for Teaching and Learning which offers workshops and "drop in" help to faculty, particularly in the use of the Blackboard.

Institutional Effectiveness

Formal assessment continues to permeate Libraries and information technology programs through continued periodic LibQual surveys (most recently in spring 2013), benchmarking (EDUCAUSE Core Data Survey), and periodic surveys in support of planning processes. Focus groups with faculty and students provide additional qualitative assessments. Results of these various assessments indicate general satisfaction with quality of service.

STANDARD 8: Physical and Technological Resources

Campus/Strategic Master Plan Updates/Changes since 2009

The Campus Master Plan (CMP) has not changed since 2006, as it is scheduled for its 10-year update in 2016. Campus Planning Services is currently in the process of evaluating those sections of the CMP which will require the most effort.

The Strategic Capital Plan has been focused on the top four priorities by the senior leadership to address the achievable capital projects within the plan over the next five years. These four priorities were presented to the Board of Trustees in their October 2012 meeting by the President of the University.

Housing Plan

The University undertook an update to its 2001 Housing Master Plan during Academic Year 2012-2013 to develop a long term plan for the next ten years. An extensive review of the existing housing inventory and a focus on the first-year housing experience were primary drivers of the study. The plan, currently being finalized, will identify new replacement campus housing strategies to partner with third-party developers to construct new first-year housing complexes to be managed through residential life. A Request for Information (RFI) is actively underway from private housing developers to propose financial plans to the University by the end of this calendar year.

In addition, the University has continued its annual upgrades to existing housing complexes by investing $8.0 million in the Mason/Simpson/Hamilton Residential Complex during the summer of 2011 and 2012 to address deferred maintenance and accessibility upgrades in this 500-bed complex. This past summer in 2013, the University completed a similar $3.5 million renovation of the Living & Learning Building C residential hall.

New Facilities built and/or acquired and/or significantly renovated

Jeffords Hall, encompassing approximately 100,000 gross square feet (GSF), was completed in May 2010. The building houses the departments of Plant Biology and Plant & Soil Science. The building contains three new general purpose classrooms (49 capacity each), seven teaching laboratories with prep rooms, and two floors of research laboratories in this three story structure.

The George D. Aiken Center, which opened in 1982, was built to house the Rubenstein School of Environment and Natural Resources recently received the University's first Platinum LEED certification for the renovation completed in January 2012. The 40,000 GSF renovation project created a green, renovated Aiken Center, designed for more efficient space, sustainability, and a reduced ecological footprint. The renewed

Aiken Center blends ecologically designed systems and technology to clean the building's air and water, naturally light the interior, and house occupants and greet visitors in a welcoming, healthy, and stimulating environment. Three existing general purpose classrooms were upgraded with all new furniture and media.

The College of Medicine and the State of Vermont are collaborating on a joint project to share research laboratories in the State's new 60,000 SF building for the state health labs, which will be physically connected to the University's Colchester Research Facility. The project plan calls for sharing of common facilities, such as conference rooms, as well as cooperative arrangements for specialized lab facilities and dedicated office space. The construction was commenced in May 2013 and is expected to be completed by September 2014.

The University acquired a new 11,500 GSF building adjacent to its academic core in 2010 at 23 Mansfield Ave. A renovation to the building during 2013 enabled the University to return the academic offices of UVM Extension back onto campus after several years in leased facilities. UVM also acquired the buildings constructed on University land by the U.S. Forest Service at the conclusion of a 30-year land lease. The four building complex comprises approximately 25,000 GSF of office, laboratory, and storage facilities and is currently occupied by a combination of faculty and staff from the Rubenstein School of Environment and Natural Resources and researchers from the U.S. Forest Service.

LEED certification and other notable energy efficiencies implemented

Jeffords Hall and the Given Courtyard (constructed in 2009) achieved a Gold level LEED certification. As mentioned earlier, the George D. Aiken Center achieved the University's first Platinum level LEED in 2013. In 2012, the Board of Trustees approved a $13.0 million Green Revolving Fund for use by the University Facilities staff to undertake any energy project that could achieve a seven-year payback. The first project in the new program completed an exterior lighting project to modify1, 000 existing fixtures with new energy efficient L.E.D. lighting.

Land acquired or sold

The land associated with 23 Mansfield Ave. acquisition also included fourteen additional parking spaces.

Progress on deferred maintenance, or further planning about deferred maintenance

Following the completion of the Jeffords Hall construction project, the University has implemented the strategy of utilizing the annual State Capital Appropriation toward non-capital project deferred maintenance on campus. The approximate $2.0 million annual appropriation is being invested into the budget of the Physical Plant Department to address the campus high priority deferred maintenance needs. The last three years has included major exterior envelope improvements to the Waterman Building, the University's largest administrative building.

Deferred maintenance has been a major agenda item at the Board of Trustees meetings in 2013. Two presentations have been provided at two of the 2013 Board meetings to provide progress updates and strategic long term planning goals. The Board requested a third presentation in an upcoming meeting to further develop the University's plan over the long term. The new projected accumulated total is $321 million of deferred maintenance. It was also presented that the capital project efforts over the past decade resulted in reducing the growth by $181 million.

Current facilities planning in progress

The STEM Initiative is the highest priority project underway, and the largest ever at UVM at $100 million. The project will address the programs in Chemistry, Physics, Mathematics & Statistics, Engineering and

Psychology. It will involve the construction of a new laboratory facility, the complete renovation of the existing Cook Physical Science Building, and selected renovations in the Votey Building. The University is currently in the programming and conceptual design phase, with a planned construction start in Spring 2015.

The new Alumni House at 61 Summit Street is currently in the design phase. The project will completely renovate a historic house and construct a pavilion addition to allow for gatherings of 150 people. It is anticipated that construction will commence in summer 2014.

The Multipurpose Facility is in the planning stages for a 6,500 seat athletic facility and new student recreation/fitness space. No specific timeframe has yet been established.

The renovation of the historic Billings Library has been considered a campus priority for many years. The H.H. Richardson designed building is currently a priority for gift/donor planning.

STANDARD 9: Financial Resources

The University of Vermont is financially stable as evidenced by its balanced budgets and growth in net assets since Fiscal Year 2009. The enhancement of educational quality is the top priority for the use of these resources. The University has nearly $150 million in reserves invested in CDs and short-term bonds, as well as an additional $34 million that is invested in the endowment. The market value of the endowment now stands at an all-time high of $388 million. The reserves are key to the University's financial stability and provide a means to respond to adverse circumstances should they occur. Even during the recession, when there was a need for modest budget reductions, the leadership of the University focused on the preservation of academic quality and the student experience by imposing much larger reductions on administrative activities than on those of academic units.

One of the University Board of Trustees' reserved rights is adoption of the annual operating budget. The administration prepares detailed analyses and provides peer data to support its budget recommendations and does so over a series of three meetings with the Budget, Finance and Investment Committee (BFI), culminating with a meeting of the Full Board. The administration also provides quarterly budget-to-actual reports to the BFI and reviews the content of the annual financial report with this committee and the Audit Committee.

The Vice President for Enrollment Management and his team provide to the Provost and President detailed information related to the impact of financial aid in generating a class that meets the University's goals of diversity and academic skill level. At the same time, the Vice President for Finance and University Budget Director work closely with the Vice President for Enrollment Management in evaluating the degree to which net tuition targets are met. The results are reviewed with the BFI and the Full Board as part of the budget process.

The University's current Vice President for Finance (CFO) has served in this role since 2008 and his professional responsibility is solely to the University. Upon arriving at the institution, he hired a new Controller, a Director of Procurement and a Director of Grants Administration. All of these leaders still serve as part of a skilled 70-person finance team at the University.

The budget process is a continuum of data gathering, forecasting and analyses. Managing the current budget and developing future budgets is informed by the experience of past budgets past and forecasts of future revenue and expenses. The University has a comprehensive Financial Operating Manual and has published a set of policies and procedures that articulate the appropriate means by which the array of financial transactions are to be undertaken. In recent years, the University's Office of Audit Services was expanded with a focus on internal controls and the University established an Enterprise Risk Management system that engages a wide

range of constituencies to better link the budget to desired strategic outcomes. The results of this work are reviewed regularly by the Board of Trustees Audit Committee.

The University has maintained a balanced budget by managing expenses, reallocating resources and developing new sources of revenue. At the same time, new initiatives have been implemented in a realistic way that has allowed for progress without adversely impacting the budget. A business plan and risk assessment are part of the planning for any new initiative and the institution's policies require that any contract with a term of over five years or a value of more than $1 million must be submitted to the Board of Trustees for its approval. By these means, the institution ensures that new initiatives meet appropriate quality standards, including those of the Commission.

The University's finances are audited annually by KPMG auditors, in accordance with generally accepted accounting procedures; the administration responds to any comments in its management letter. The results of the audits and management's responses are reviewed in detail by the Board of Trustees Audit Committee and further reviewed by the Full Board. It should be noted that there have been no adverse findings in the past two audits.

On January 1, 2012, the University of Vermont Foundation was created in an effort to enhance private support for the University. The University and the Foundation have clear policies that provide for appropriate procedures on the part of staff as related to disclosure to and relationships with donors so as to maximize the appropriate use of gifts and endowments.

As described above, the University of Vermont has worked hard to ensure that all aspects of its finances are managed in an ethical and appropriate manner so as to preserve the institution and help it to thrive to the benefit of its students.

Incentive Based Budgeting (IBB)

After a comprehensive analysis of the University's budget process, the President charged the Provost, with support from the Vice President for Finance and the University Budget Officer, to create the process and means to move the University from its current centralized budget model to a decentralized, incentive based system. Such a system is known as RCM (Responsibility Center Management) at many institutions. The stated rationale for making this change includes the following points:

- Links resources with strategy; empowers academic leadership
- Creates incentives that promote and support financial stability and sustainability
- Increases transparency
- Encourages innovation and entrepreneurship
- Encourages multi-year and all-funds budgeting at all levels

A steering committee and eight sub-committees (comprised of faculty, staff and administrators) have been formed to investigate and evaluate the options for the many elements of this new budget system. The current plan is to design the system before June 30, 2014 and then run it in parallel with the existing system for fiscal year 2015. This will allow for a one-year evaluation and for necessary modifications to be made before IBB is formally implemented in Fiscal Year 2016. This major change in the University's financial processes is being viewed as an evolutionary process. It is clear that adjustments in the system will be necessary as opportunities for improvement are identified. One of the key activities of this transition will be a year-long, campus-wide engagement process so as help faculty and staff all levels to understand their roles and make this a successful effort (For additional information see IBB).

STANDARD 10: Public Disclosure

The University has taken several important steps to ensure greater completeness, accuracy and accessibility of its information. Initially, UVM made efforts to educate more formally University officials about their responsibility for the accuracy of information included in their websites and publications. In support of this work, UVM has incorporated annual prompts into our business practices that remind and encourage officials to follow their units' protocols for the yearly review of all web pages and printed materials available for public distribution.

In order to keep current with curricular and catalogue information available to current students, prospective students, faculty, and staff, UVM recently implemented Courseleaf software (rom Leepfrog Technologies) that has automated the course change and catalogue development processes. This course inventory system includes a "course ecosystem" that displays, for the first time, the interdependencies within our existing curriculum (which increases awareness of the implications of course changes before they are made) Also, the allowable length of course descriptions has been almost doubled (from 25 to 40 words). The course listing information is linked with catalogue text (if a course is changed or deleted in the curriculum inventory system, its every mention in the catalogue system is flagged). Furthermore, there is now a complete and visible record of all course information currently contained in Banner. As a result of the system's ease and efficiency, faculty members can update their course information more regularly.

The catalogue module of the Courseleaf system will allow UVM to produce more clear and consistent major and degree information within its catalogue. Beginning with the Academic Year 2013-2014 Catalogue, this information will be presented in clear, consistent curriculum tables. UVM intends to encourage departments to remove their curricular information from their websites and to use the new and improved catalogue content management system for this purpose. This system will allow UVM to produce an online Catalogue that includes responsive design and is accessible and functional on mobile devices, to be of benefit to students.

The Courseleaf system can help us produce the faculty list, but compiling the necessary data continues to be a manual process that is subject to error and requires extensive maintenance. UVM collects degree information in two ways, neither of which is easily accessible or reportable. We are in the process of evaluating the system's capabilities and our data to establish the parameters for an accurate and efficient faculty list that will become part of the Catalogue. Additionally, UVM continues to evaluate an overall content management system and University web strategy in order to facilitate creating consistent and current web content.

STANDARD 11: Integrity

The University continues to subscribe to the highest degree of ethical standards in educational and administrative affairs, as evidenced by several important initiatives of senior leadership. Since 2009, the University has re-organized and increased resources to the Office of Audit Services and has created, funded and staffed the Office of the Chief Compliance Officer/Privacy Officer. Additionally, the University maintains its commitment to periodic review and revision of policies and practices that impact integrity.

The Office Audit Services has been staffed with a professional Chief Internal Auditor, reporting to the Audit Committee of the Board of Trustees, who has been supported with resources to hire two additional staff auditors. The Office has conducted audits of a number of University policies, including the Conflict of Interest Policy and policies related to financial and employment practices. Those audits have resulted in improved practices to disseminate information about the policies and to ensure compliance with the policies. By way of example, the University has automated annual reporting of conflicts of interest for all University officials, which ensures that all officials are knowledgeable about activities that could create a conflict and the mechanism to disclose and review any potential conflict of interest.

The mission of the Compliance Office is to work proactively and collaboratively with members of the University to promote an institutional culture of compliance and thus prevent and effectively address violations of law, regulation, and University policy and protocols. The President has made clear his commitment to integrity, the principles of "Our Common Ground" and the work of the Compliance Office to uphold those values. The Compliance Office is responsible for communication and promotion of the Code of Business Conduct and the Ethics and Compliance Reporting and Help Line ("Ethics Point"). The creation of Ethics Point has provided a means for reporting concerns about violation of University policy or practices that violate principals of integrity. Ethics Point complaints may be made anonymously and are reviewed by senior officials from Compliance, Audit, General Counsel and Executive Operations for appropriate investigation and response.

The University continues its Policy Program by reviewing, revising and creating policies on a periodic basis. The policy on Adoption of University Policies, Procedures and Guidelines was revised in 2011 to provide greater opportunity for constituent input to policies and dissemination of revised or newly created policies, as well as the creation of University Operating Procedures and Guidelines that provide clear direction on how policies are to be implemented. Revisions to policies affecting financial, research and academic integrity include the following: Accepting Payment Cards and E-Commerce Payments; Cost Policy on Sponsored Agreements; Effort Management and Reporting of Sponsored Awards; Financial Conflict of Interest in Sponsored Research; policy on procurement of goods and services.

Commitment to non-discrimination in all programs of the University, as well as a continued commitment to diversity, is evidenced by reorganization of executive functions and the creation of the position of Vice President for Human Resources, Diversity and Multicultural Affairs. Additionally, the University's commitment to the legal requirements and spirit of equality in its programs is reflected in policies ensuring accommodation to students, staff and faculty with disabilities. University senior leadership continues its support to Presidential Commissions on Diversity and Inclusion, Racial Diversity, Status of Women, LGBT Equity, and Social Change.

Institutional commitment to integrity in the conduct of institutional affairs is also reflected in revisions to the Intellectual Property Policy, which clarify support for faculty and staff researchers and institutional interest in the development of intellectual property. The University has also created a Copyright Policy to reflect the promotion and protection of University/faculty/staff copyright ownership as well as rights and responsibilities related to use of copyrighted materials in University programs.

Finally, the University has demonstrated a concern for an institutional atmosphere of respect, safety and integrity through the adoption of policies and procedures to ensure the safety of minors on campus, safety and security on campus, and prompt and thorough response to sexual assault and other misconduct affecting members of the University community.

REFLECTIVE ESSAY ON ASSESSMENT, RETENTION & SUCCESS

Description

The University's 2009 accreditation self-study noted that "there is substantial anecdotal evidence of assessment at UVM in general, but little information about the prevalence of formal learning outcome assessment at the academic program level" (Volume II, p. 14). Since then we have made good progress in defining desired learning outcomes for all graduates, mapping and retooling curricula to achieve the outcomes, assessing the outcomes, and using assessment for predictive modeling in support of student success. This has been ac-

complished in the absence of a designated assessment office or coordinator by means of collaborative, coordinated efforts of the Faculty Senate, key support offices and the Provost's Office.

We will report here UVM's efforts and continued growth in the assessment of student learning outcomes at the University level and program level. This will include descriptions of how assessment is being woven into our evolving system of General Education as each component is developed; the assessment of critical thinking through our participation in the Voluntary System of Accountability; assessment through Academic Program Review; and assessment via tools such as the National Survey of Student Engagement (NSSE), which we have done on a three-year cycle since 2005, with plans to include sub-modules for diversity and advising in Spring 2014; the Beginning College Survey of Student Engagement (BCSSE) conducted for the first time this year; and the Faculty Survey of Student Engagement (FSSE) which will be administered in Spring 2014. Finally, we will report on the success of our alumni, an indicator of how well we prepare students for life in the 21st century.

<u>Philosophical Approach to the Assessment of Student Outcomes</u>

At all levels our philosophical approach to the assessment of learning outcomes is rooted in the University's 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.*

Assessment is best when it is multi-modal because no single mode can provide a comprehensive picture. Assessment should serve both formative and summative purposes. Formative assessment provides useful feedback to students and nurtures growth toward identified learning objectives. Summative assessment provides useful information to inform practice at the broader curricular, program, and institution levels.

There is strong evidence that "High Impact Practices" (see: <u>HIPs</u>) promote positive student outcomes including advances in critical thinking, problem solving and communication skills, and they increase student satisfaction and retention. HIPs are engaged teaching and learning practices. Recent analyses of NSSE (National Survey of Student Engagement) data by the Office of Institutional Research confirm that the extent of students' participation in HIPs at UVM is directly related to their academic performance and satisfaction with their educational experience. In addition, HIPs appear to have a differential benefit for the success and retention of underrepresented populations of our students, and this too is consistent with national research findings. Therefore, the active promotion of "High Impact," integrative learning practices is a key tenet in the vision for undergraduate education. This helps our students connect the dots, not just collect the dots, so they can succeed and adapt to changing needs in the real world.

Our ultimate goal is to better gauge and use assessment to promote challenging curricula, engaged learning, and outstanding advising and support services; to use data that links best practices and the student experience with various outcomes such as persistence, completion, and overall impact of the UVM experience on our students.

<u>Assessment and Curricular Reform in General Education</u>

UVM's evolving General Education initiative is a primary mechanism for implementing and supporting the assessment of student outcomes the University and program levels. The first phase of implementation has focused on Writing and Information Literacy because of internal data demonstrating nearly universal support

for additional attention to this outcome. The plan has two components 1) a foundational writing and information literacy course for all first-year students; and 2) a Writing and Information Literacy in the Disciplines (WILD) program that fosters strong writing skills in years 2-4 of students' undergraduate education. Progress has been made with both components.

<u>Assessment in the Foundational Writing and Information Literacy Component of Gen Ed</u>

In Fall 2012, after an initial baseline analysis of writing (largely based on over 25 additional writing-related items collected via the NSSE Writing Consortium), and with support from the Provost's Office, a faculty committee successfully piloted a first-year foundational writing and information literacy program. The pilot study demonstrated positive outcomes in surveys of participating students and faculty, and improvement in students' writing samples evaluated by independent reviewers using rubrics and guidelines developed by the first-year writing faculty group (See General Education Pilot Report). The strength of this work led to the adoption by the Faculty Senate in April 2013 of a Foundational Writing and Information Literacy requirement for all students entering as of 2014. To make this possible, the University is supporting a First-Year Writing and Information Literacy Program with related large scale retooling of selected first-year courses and the addition of nineteen new sections of foundational writing and information literacy courses. Assessment of student outcomes will continue on an ongoing basis in this University-wide program. This is one example of how assessment findings have guided curricular reform.

The success of this collaborative effort to integrate assessment into curricular development and innovation has created a strong model. As we move forward on plans for the other five General Education outcomes, we will continue to incorporate robust authentic, direct assessment of student outcomes. The findings will be used on an ongoing basis to guide curricular reform to achieve the desired outcomes for graduates. Work on two other General Education Outcomes, *Sustainability* and *Cultures, Diversity and Global Awareness* is in progress.

<u>Assessment in the Writing and Information Literacy in the Disciplines (WILD) Component of Gen Ed</u>

During the Spring 2013 semester the Gen Ed "Writing Committee" developed a plan for a Writing and Information Literacy in the Disciplines (WILD) program, the intent of which is to promote writing and information literacy skills within students' academic discipline during years 2-4 of their undergraduate education. WILD is modeled after the *Writing-Enriched Curriculum (WEC)* program at the University of Minnesota.

Four departments agreed to participate in a WILD pilot during Academic Year 2013-2014, with the support of the Provost's Office, the General Education Committee, the Writing in the Disciplines Program, and the University Libraries. We have recruited and trained faculty liaisons, who are working in concert with their department's subject librarians and leading the process to:
- Identify priorities and learning outcomes for writing and information literacy
- Map the outcomes in the existing curriculum
- Develop a robust plan for implementing and assessing the outcomes (including curriculum revision as needed)
- Develop a plan informed by the assessment for revising the curriculum as needed to achieve the desired outcomes

Assessment of students' performance in writing and information literacy will be accomplished through the longitudinal assessment of student writing samples (assessed by readers within and outside the department) and surveys of faculty and students.

We were recently awarded a grant from the Davis Educational Foundation to cover the costs of a three-year intensive ramp-up of the WILD program in fiscal years 2015, 2016 and 2017. The three-year period of the grant will serve as an incubator, creating departmentally-crafted models for meshing writing, information literacy, and disciplinary outcomes which can be shared with other departments. Departments will be able to share practices along disciplinary lines (e.g. social science departments may find much in common) and also along logistical lines (e.g. departments who might not otherwise see themselves as related might find useful ways to support methods courses in the major, or to support information literacy in large lecture courses).

After the ramp-up the WILD program will be sustained without external support by utilizing faculty expertise cultivated during the ramp-up and the coordinated efforts of the Director of First-Year Writing, the Writing in the Disciplines Program, the Office of Institutional Research, and the University Libraries. In this way WILD will be expanded to the remaining departments and curriculum development and assessment efforts will continue to be linked.

Although the vehicle for implementing *Foundational Writing and Information Literacy* is specific courses, the plan for General Education is focused on outcomes. As we move forward on the other five General Education outcomes we will need to devise ways to achieve the outcomes through existing courses and curricula, modified as necessary. This is for both practical and economic reasons. The practical reason is that professional programs such as Nursing and Engineering do not have room for additional courses, so the solutions must be credit-neutral. The economic reason is that we need to determine the appropriate resource investment to advance the entire program. The key to successfully incorporating the General Education outcomes into existing curricula will be robust assessment so that we can demonstrate whether or not our students are achieving the desire learning outcomes.

Assessment in the Cultures, Diversity & Global Awareness Gen Ed Outcome

As noted elsewhere, a faculty committee is working to develop a proposal for implementing the Cultures, Diversity and Global Awareness outcome. The proposal would alter slightly the language regarding D1 and D2 diversity courses (the only current University-wide curricular requirement; see: Diversity Curriculum Requirement) and incorporate longitudinal assessment across the nominal four years of students' undergraduate education. The changes to the language of the Diversity requirement are based on literature research, six years of experience with D1 and D2 courses, and data from an assessment that was conducted in 2010.

The plan for ongoing assessment of learning outcomes is being developed by a subcommittee with expertise in diversity assessment. The proposed strategy is 1) annual administration to all undergraduate students of a valid reliable survey tool such as the Quick Discrimination Index (Ponderotto JG, 1995) through Banner; 2) structured interviews with random samples of students in all class levels. UVM will use the new Diversity module of the National Survey of Student Engagement (NSSE).

In Spring 2013 the Committee conducted three student forums on the Diversity requirement, and in September 2013 it held a forum with all D1 D2 instructors. The purpose of the forums was to gather input on the success and challenges of the Diversity curriculum and to solicit ideas for improvement, including strategies for the assessment of learning outcomes. The Committee's goal is to bring a well-crafted, well-vetted proposal on the Cultures, Diversity and Global Awareness outcome by the end of Academic Year 2013-2014.

Finally, in addition to our progress with the writing/information literacy and cultures/diversity/global awareness general education outcomes, a committee has started work on the sustainability outcome and related assessment. The committee is exploring a variety of assessment strategies that would reflect multiple levels of analysis, diverse methods, and build from a diverse set of existing and emerging practices.

The Voluntary System of Accountability (VSA) & other forms of UVM Assessment

As an "early adopter" of the Voluntary System of Accountability (VSA) that also was directly involved with the initial planning and development of the VSA, UVM has participated in and completed all components of the VSA and the College Portrait initiative - including the assessment of student learning outcomes - since its inception and as it has evolved over time. In recent years, the VSA has required annual dues from participating institutions as well as staff time at member institutions to sustain the effort and to assemble, verify, and report the required information and data elements for the College Portrait.

After a careful review of all three standardized testing options by the Faculty Senate's Curricular Affairs Committee, The University of Vermont completed a pilot the Collegiate Learning Assessment (CLA) in 2011-12 with a randomly selected sample of first-time, first year undergraduates employing the CLA recommended administration procedures. Unfortunately, even with the adoption of CLA's recommended practices for recruiting students, and the incentive of a drawing among the participants for an iPad2 and another drawing for an iPad2 among the top 10% of performers (to incentivize performance), only 25 students signed up and completed the CLA in Fall 2011. Given the low number of participants and the inability to derive meaningful results, the University cancelled plans to test a group of fourth-year students in Spring 2012. At that point in time, given similar challenges encountered at other institutions, the VSA asked participating institutions for formal updates on progress and plans for continued assessment at the institutional level. UVM was one of approximately two-thirds of the 90+ institutions that completed and reported on the pilot at that time. Since Spring 2013, the VSA has revisited the options and requirements for the student learning outcomes section and has provided an expended set of options and paths from which institutions can choose.

In Academic Year 2012-2013 we undertook a unique institutional research project, a collaborative effort of the Provost's Office, the Office of Institutional Research, and a faculty member with expertise in assessment. We implemented the CLA again with a different approach and protocol, and in tandem with an alternative critical thinking assessment tool, the Critical Thinking Assessment Test (CTAT). CTAT, which is now being considered as an alternative to the existing three assessment tests in the VSA, has provided an opportunity for us to compare and contrast the two assessments, including the use of trained faculty raters for the CTAT.

The purpose of the study, which is still in process, is to gain insight into the impact of the UVM experience on students' development of critical thinking skills (by comparing first-year students' critical thinking scores to senior level students' scores). Students' critical thinking abilities is one component of an array of learning outcomes that we have defined and are interested in, but we want to look at that in the context of 1) what students bring with them to UVM; and 2) the kinds of learning experiences they have at UVM. We want to know how that interaction relates to critical thinking and other desired learning outcomes. For example, we can identify certain student profiles and learning styles and then study the relative impact of engaged teaching practices such as service-learning. The information gained will contribute to faculty members' understanding of students' critical thinking skills and the identification of particularly effective strategies for promoting critical thinking and related competencies. The data will also allow us to compare the relative strengths of the CLA and the CTAT in the assessment of critical thinking.

We recruited students from several first-year (fall semester) and fourth-year (spring semester) courses in a manner that provides a representative sample and reflects a more "embedded" approach to the practice and development of assessment. For both assessments, course instructors provided an incentive for volunteers by means of course credit. In Fall 2012 we successfully recruited a sample of 100 first-year, first-time students for each assessment. Recruitment of fourth-year students took place in the Spring 2013 semester, resulting in approximately 50 CLA participants and 50 CCAT participants. Results for both have been reviewed and shared with the Faculty Senate Curricular Affairs Committee as well as the Board of Trustees, which has

been informed and updated on the assessment process and has demonstrated great interest in all of our efforts to better gauge and use assessment data that links best practices and the student experience (such as NSSE) with various outcomes such as persistence, completion, and overall impact of the UVM student experience.

Findings with the CLA

The results of CLA testing are present in the figures below. Our first-year students scored in the 85th percentile and fourth year students scored in the 90th percentile. Thus, based on the cross-sectional samples, it appears our students started fairly high and finished even higher. (Fig 1) The observed mean senior score for UVM relative to other institutions participating in the CLA. The gain in critical thinking scores was slightly better than predicted, although arguably, the gain from 85th percentile to 90th would have been harder to achieve than a similar gain from the middle of the pack. (Fig 2) We have not yet fully analyzed the CLA findings to determine specific areas of strength and weakness in students' critical thinking skills. Findings will be shared with the academic units and the Curricular Affairs Committee of the Faculty Senate.

Findings with the CTAT

We recently received the validated results of the CTAT testing from Tennessee Tech. University. The CTAT demonstrated an effect size of +0.55, significant at $p<0.01$. This demonstrates a positive "value added" as did the CLA. One of the potential advantages of the CLA over other assessments of critical thinking is that it is scored by trained faculty, thus in the process of scoring, insights can be gained about students' thought processes and that can generate ideas for curricular innovation/reform to help address identified weakness in reasoning. We are in the process of identifying those areas, and since our sample came from five different colleges at UVM we may be able to identify themes by school/college and academic discipline. Findings to be shared with the academic units andFaculty Senate Curricular Affairs Committee.

Figure 1. CLA Results

2012-13 CLA Results				
	Average Score	Percentile	Value-Added Score	Performance Level
UVM First-Year Group	1151	85th		
UVM Senior Group	1271	90th	0.67	"Near Predicted"
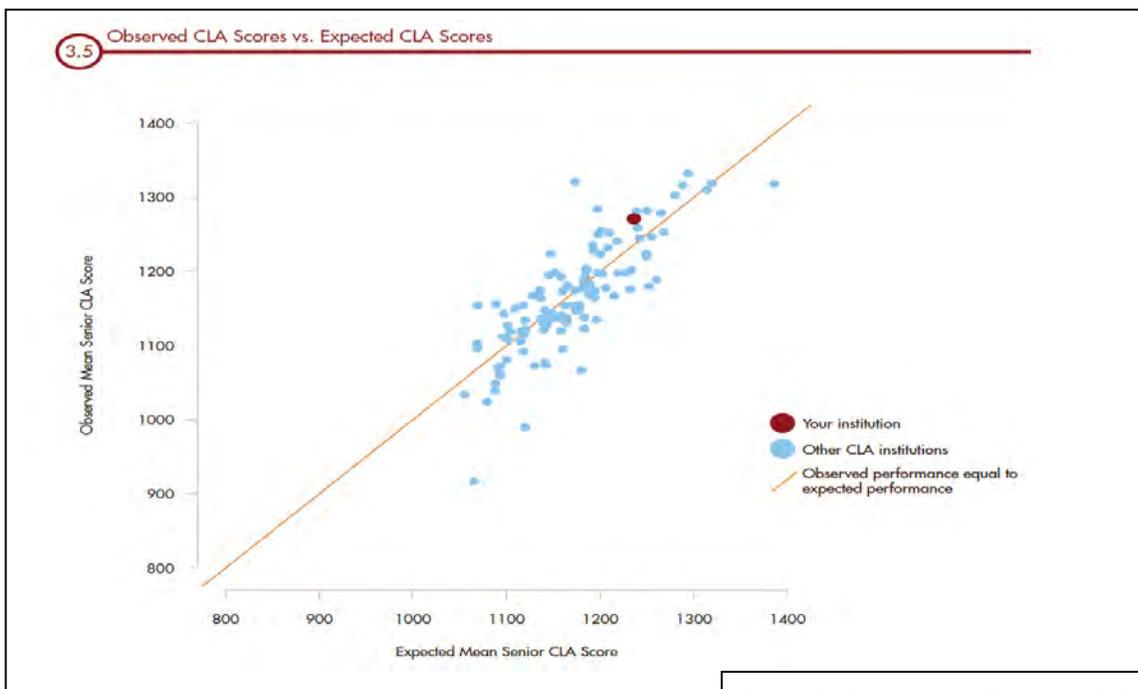
Figure 2. Observed vs. Expected CLA

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Academic Program Review (APR)

The University completed the review of all of its academic programs in 2010 under its first system of Academic Program Review. This was supposed to be a five-year process that ended up taking eight years. Although programs learned much about themselves through "APR I", the system had several identified deficiencies, most notably,

- Problems with the scheduling and logistical aspects of review including follow-up meetings
- Lack of clarity about roles and responsibilities in APR processes
- APR was viewed as a summative process primarily, not a formative one
- General lack of critical analysis in self-study reports
- General lack of reflection and visioning by programs in their self-study reports
- Inadequate insight and critical analysis from external sources (there were no site visits, only a written report from a single off-site reviewer)
- Lack of timely, meaningful outcomes to guide planning and decision making
- Lack of follow-up to ensure action on recommendations
- General dread among programs of APR which perceived it as a time consuming, ineffective and potentially punitive process

We have since developed and implemented a revised system of Academic Program Review, designed to address the deficiencies of the original system. The revised system of APR was approved by the Faculty Senate in March 2011 and reported to the Board of Trustees in May of that year. Notices to the programs in the first cycle of "APR II" were sent out on January 19, 2012. A new cycle of APR is begun each semester through the eight-year schedule. Programs' self-study reports are due twelve months from the date of notification.

The revised system of APR was developed through a collaborative effort of the Provost's Office, the Curricular Affairs Committee of the Faculty Senate and the Graduate College. It is more rigorous than the original one, and it will be more useful for guiding academic programming and planning. The goals of Academic Program Review are to 1) assure quality; and 2) foster improvement. A full description of the new APR process, Self-Study Preparation Guidelines, and the 8-Year Schedule of Reviews see: Academic Program Review. Highlights of the new APR system include:

- Responsibility for peer review of academic quality remains with the faculty, but most of the administrative and logistical aspects of APR have been transferred from the Faculty Senate to the Office of the Provost.
- All full-scale program reviews include a site visit by two external reviewers instead of a single off - site reviewer.
- In addition to an assessment of program quality, site visits evaluate the fit of the program with school/college and University priorities
- There are follow-up reviews at two years to determine progress on recommendations
- Reviews are scheduled to achieve optimal coordination with professional program accreditation cycles. Accreditation reviews serve the purposes of APR except to the extent that an APR standard(s) is not addressed. The program under review must address any such gaps.
- The standards and criteria require more reflection about best practices and the nature and status of the program relative to comparable programs at peer and aspirant institutions.
- Programs' self-study reports describe the nature and extent of interaction between related graduate and undergraduate programs.

- Graduate programs that are part of a trans-disciplinary research area explain their contribution to that area in their self-study report.
- An expectation for ongoing assessment of student outcomes is integrated into the APR standards (APR Standard V). Since the start of APR II, academic programs have had open access to the Director of Institutional Research for consultation on methods for assessing student outcomes.
- There are "Abbreviated Reviews" for all credit-bearing certificate programs and undergraduate minors
- In addition to describing the present status of a unit's programs, all self-study reports include
  - ➢ Analysis and interpretation of the data (Section Four)
  - ➢ A prospective vision for the future grounded in the Program's strategic goals and a balanced assessment of opportunities and challenges (Section Five)

We are early in the 8-year cycle of APR II. As of November 1, 2013 we have completed two reviews to the point of site visits (Animal Science and Plant Biology), and although much was learned from the programs' self-study reports and the verbal reports of the external reviewers during exit interviews, we have not yet received and vetted the written reports of the external reviewers (6-week window for submission).

Those reports will be vetted by the Curricular Affairs Committee of the Faculty Senate, culminating in a meeting of the Provost and the Associate Provost for Curricular Affairs with the responsible parties to discuss the report and recommendations. An MOU will be created which documents the outcomes of the meeting, including decisions about strategic directions, planning and actions to be taken. Two years later the Provost's Office will request from the Program a follow-up report describing progress on the decisions and actions described in the MOU.

Thus, the revised system of APR will be more effective in the formative and summative assessment of our programs, and it will help us support robust assessment of student outcomes at the program level. The E2 form documents the status and outcomes of program reviews across APR I and APR II.

Analysis

We have made good progress in promoting the assessment of student learning outcomes. Five years ago assessment took place primarily at the course level and sometimes at the program level. This was documented in the 2008 report of the ad hoc Assessment Council, entitled Institutional Assessment at the University of Vermont, which surveyed assessment practices across the academic and administrative units. The report documented the assessment procedures that were in place at the time, including the first version of Academic Program Review and methods for assessing student learning outcomes in the various academic units. Since then we have made good strides in developing a systematic approach to assessment at both the University and program levels, and we anticipate the benefits of evidence that will guide us in decision making as we move forward.

At the institutional level our research on the assessment of students' critical thinking skills complies with the requirements of the VSA, but more importantly, our approach will allow us to use the findings to better understand our students and inform pedagogical practices. Our comparison of the CLA and the CTAT within the same population of students will also help us determine how best to assess critical thinking.

We have used the General Education project as a platform for integrating robust assessment into curricula. We used assessment findings to guide curricular development and reform for the first General Education component, the Writing and Information Literacy program, and that program has ongoing assessment of student learning outcomes woven into it. This has set precedent for implementation planning for the other five

components of the evolving system of General Education. We anicipate these components will be achieved at the program level through curricular mapping and reform and the assessment of student learning outcomes. General Education including assessment will have an impact within UVM's schools and colleges.

Finally, we are promoting assessment of learning outcomes at the program level through Academic Program Review. As evidenced by the E2 forms, our first system of Academic Program Review certainly benefitted programs through the self-study process, but the system lacked rigor and suffered from several procedural flaws. The new system of APR is more rigorous and includes expectation for ongoing assessment of student outcomes (APR Standard V). The Office of Institutional Research is serving as a resource to programs, consulting on methods for assessing students outcomes. We can expect this approach to APR to both challenge and support programs in developing and implementing modes of assessment appropriate to the discipline. It will also hold the programs accountable for using the results of assessment to inform curricular reform.

All of these innovations are good, especially since they have been developed through collaborations of the Provost's Office, the Faculty Senate and the Office of Institutional Research; but each initiative is in its infancy. Consequently, we do not yet have the data that will guide curricular innovation and reform. But we can expect the initiatives to promote assessment as a means to improve the overall impact of teaching and learning in alignment with our shared vision for a UVM education. We continue to conduct an annual survey of recent graduates, approximately one year after graduation (see Survey of Recent Graduates). This tool provides an early, initial gauge of broader professional/graduate school, service, and employment outcomes after earning a UVM degree. These data have informed UVM's focus on a variety of institutional initiatives, including the development of the Career and Experience Hub (see description in *Plans section*, under Retention and *Student Success*) as well as an analysis and set of recommendations to improve advising at UVM.

Although UVM has strong retention and timely completion rates, we are using assessment findings to do even better in supporting student success. We are going beyond mere description and comparison to use student-level data, and NSSE data to explain and predict the relationship between various outcomes of interest (self-reported impact of UVM on various dimensions of learning and development, rating of quality of overall educational experience, and others) and research-based best practices to identify those that appear to be most salient for UVM students. Across numerous analyses, the importance of a high level of academic challenge in tandem with a supportive campus environment appears to be a critical combination that supports student success at UVM. This year, results from the Summer 2013 administration of the Beginning College Survey of Student Engagement (BCSSE) with the current first-year class will be used to test a more complete model of the variables associated with the probability of successful and timely degree completion at UVM.

In summary, it is clear that UVM has made progress in the assessment of student outcomes. We have begun the development of a culture of assessment. This has been accomplished through the collaborative, coordinated efforts of the Provost's Office, the Office of Institutional Research, the Faculty Senate and its Curricular Affairs Committee, the Center for Teaching and Learning, the Writing in the Disciplines Program, and the faculty committees charged with the development of the various General Education learning outcomes and associated assessment strategies. We will continue to monitor the effectiveness of this informal model and alternate models, which may include more formal administrative and support structures. Our successes have come from a federation of talented and dedicated University citizens. However, a more formal infrastructure may be needed to sustain efforts in the long run.

Prospective

As we look to the future, we want to continue to grow a culture of academic assessment at all levels. The approach will not be "top-down", but rather a continuation of collaborations among the Provost's Office, the

Faculty Senate and the Office of Institutional Research to work with program faculty. It will be essential to share information, think creatively and, in the context of limited resources, determine priorities for promoting assessment. We will build on the good things faculty are already doing and make it better, more useful. Assessment will simply become one of the things we do on a regular basis, rather than an additional burden. The results of assessment will be used in many ways, including improvements to and decisions about writing pedagogy, faculty development, academic support, expectations for students, broad planning and decision-making to enhance academic excellence, student success and persistence, learning outcomes for graduates.

PLANS

In this section, we describe our most significant issues and initiatives during the next five years.

1. STEM Initiative

The University of Vermont has identified a Science, Technology, Engineering and Mathematics (STEM) Initiative as its highest priority capital need for the institution. The existing facilities housing the programs of Chemistry, Physics, Engineering, Mathematics and Statistics, and Computer Science encompass approximately 300,000 gross square feet (GSF) and require upgrades and/or new construction to meet current needs. It is our intent to construct a modern laboratory facility to accommodate the teaching and research needs of these programs, and to renovate two existing facilities (Cook Physical Science Building and Votey Hall) to meet the STEM program requirements. We have hired the architectural firm Ellenzweig to provide program validation, site analysis, and the development of three conceptual design options. Ellenzweig is a highly respected firm with deep experience in the design and construction of science facilities at more than 70 colleges and universities across the country. In support of the University's "Environmental Design in New and Renovated Buildings" policy, it is UVM's intent to register this project with the U.S. Green Building Council, and to pursue, at a minimum, a LEED™ silver level certification. Our schedule calls for the completion of the conceptual design by early Spring 2014.

The STEM initiative provides us with the invaluable opportunity to contemplate emerging and impactful pedagogical platforms. As we plan, we're not asking what we'll need today or tomorrow, but in the next 50 years. Our planning and programming efforts, led in partnership with experts from Ellenzweig and a UVM-STEM programming committee, will bring groups together from across the University to envision the classrooms and laboratories of the future. The realization of this vision will benefit students well beyond the STEM disciplines by substantially enhancing the University's inventory of technology-enhanced, integrative and creative pedagogical spaces available to a vast cross-section of students and classes. The organization of the space will facilitate collaborative research across disciplines to enhance faculty scholarship and interdisciplinary graduate education. The complex, located in the heart of our central campus, will be designed to create an atmosphere that is inviting and inclusive. One that welcomes and compels every member of our community to make a connection with the facility and the work it inspires.

2. General Education

As noted previously, we have begun implementing the first phase of our first General Education outcome, a first-year course in foundational writing and information literacy. The second phase of the plan for Writing and Information Literacy is the Writing and Information Literacy in the Disciplines program (WILD). Four departments are currently participating in a WILD pilot during Academic Year 2013-2014 with the support of the Provost's Office, the General Education Committee, the Writing in the Disciplines Program, and the

University Libraries. The pilot is directed by the General Education Committee co-Chairs. Trained faculty liaisons will lead the process in their departments to:

- Identify discipline-specific writing and information literacy outcomes
- Map where and how the outcomes are being addressed in the program's existing curriculum
- Develop and implement a robust plan for ongoing assessment of the desired outcomes
- Develop a plan, informed by the assessment for revising the curriculum as needed to achieve the desired outcomes

We will undertake a three-year ramp-up of WILD supported by our recently awarded grant from the Davis Educational Foundation.

Moving forward, we will need to find ways to develop and implement the remainder of the identified general education outcomes (two of which are currently in progress) using existing courses and curricula, re-tooled and modified as necessary. Since the approach to a given general education outcome may vary across academic programs, assessment will be especially critical for determining whether the outcomes have been achieved. All this will require collaboration, resourcefulness, creative thinking and strong leadership combined with responsible fiscal planning and decision-making. The success to date and the exceptional momentum must be sustained.

3. Student Career Development

"Enhancing career advising" and ensuring "optimal academic support to achieve academic and career success" are important objectives in the University's Strategic Action Plan of November 7, 2012. In order to achieve these goals, the University has developed a "Career Success Action Plan" (CSAP), which the President communicated to campus leadership on March 25, 2013. He asked the Dean of the Honors College, CSAP's author, and the Vice Provost for Student Affairs, to lead implementation of the Plan.

CSAP reflects wide consultation with campus constituencies, incorporation of best practices at other universities, and a review of literature on career planning and success. It strives to: (1) Enhance internships, on-campus student employment, and other experiential learning opportunities that lead to career and academic success; (2) Involve employers, alumni, parents, and other stakeholders and friends in supporting student career success; (3) Engage students in career preparation; (4) Provide a central and accessible physical location for student engagement with careers and experiential learning; and (5) Ensure accountability and progress tracking.

Implementation is proceeding as envisaged: hiring of personnel to support internships, student employment, and employer relations; opening of The Career + Experience Hub in the Davis Student Center; new internship programs in engineering, environment, and food systems; engagement of students in a four-year career development plan; new career-relevant curricular offerings; and development of metrics and benchmarks to gauge the effort; and the development of a Career Center Advisory Board and a Trustees Career Center Work Group to involve multiple stakeholders.

4. Student Success and Retention

UVM recognizes that the foundation to retaining students and supporting their persistence to graduation is grounded in a focus on academic excellence and promoting the quality of the entire student experience, in and out of the classroom. The key is a balance of challenge and support.

We have established a goal of increasing first to second-year retention from approximately 85% to 90% and the four-year graduation rate from 66% to 70%.

One of the ways we will accomplish these goals is to implement the recommendations from an extensive retention study conducted by an external enrollment management consulting firm in 2011. Since fiscal year 2012, the University has acted on many of the recommendations from the retention study and developed other initiatives on its own.

- We developed a *web portal* where students conduct all their University business and also receive an ongoing flow of communications, specific to the student's school or college of enrollment, time of the academic year, and other characteristics.
- We have also implemented a *Facebook application* that allows students to quickly find other students with similar majors, classes, interests, etc., and thereby make connections.
- We have implemented *co-curricular modules* for First-Year Curricular Introduction courses, where we also piloted a *peer advisor program*.
- We have developed and refined the web-based *Academic Alert* early warning system, designed to identify students who may be struggling so that they can be helped to succeed in a course(s) before it is too late.
- We implemented a Major Choice Fair offered to students who may want a broader opportunity to find out about all of the majors available to them.
- We undertook an in-depth study of student expectations for career preparation and best practices at a number of peer and aspirant institutions, and this resulted in a multi-year strategic plan to improve career preparation for students, the previously noted *Career Success Action Plan* (CSAP)
- The first phase of this plan was implemented in Fall 2013, and includes the establishment of the Career + Experience Hub in the Davis Center, a high traffic central location on campus.
- We have outlined a *4 year Plan for Career Success* and through advising and First-year curriculum introductory courses we are we are encouraging our students to use this in their course planning. The 4 Year Plan for Career Success is featured on the Hub website.
- In September 2013 we opened a *Student Employment Office*, an important element of the Career Success Action Plan.
- We are moving ahead with the first phase of the Housing Master Plan which will support more first-year students living together for greater community and program support.
- We re-designed the meal plan structure so that all first-year students can easily dine together in each of the three main residential dining locations.
- In Fall 2013 we implemented on a University-wide basis an *Intent to Leave Survey,* the purposes of which are (1) to better understand the reasons why students leave; (2) to assist students in informed decision making to achieve their personal goals; and (3) to inform strategic planning to promote student success and retention

We will use additional new analyses in our student success and retention efforts. These analyses will be based on data from the National Survey of Student Engagement (NSSE), the Beginning College Survey of Student Engagement (BCSSE), our Survey of Recent Graduates, and other ad hoc surveys. The analyses will allow predictive modeling and related targeting of support services for certain students and certain areas of our curricula. The findings will also help us refine current initiatives and guide the development of new ones.

Strengthening Academic Advising

Good academic advising is critical to students' success, the quality of their educational experience and student retention. The available data suggest the overall quality of advising at UVM is neither better nor worse than national benchmarks. However, our 2012 *Survey of Recent Graduates* revealed that when viewed in the spectrum of quality factors surveyed, advising rated near the bottom.

Recognizing that undergraduate advising at UVM is not as good as it could be for all students, the Student Affairs Committee of the Faculty Senate, in collaboration with the Associate Provost for Curricular Affairs, has developed a draft proposal to strengthen academic advising. The proposal has been vetted with several key constituencies including the Student Government Association, the Student Services Collaborative and the Faculty Senate's Executive Council. The goal is to enhance the academic experience and student success as reflected in retention and graduation rates and the success of our alumni.

The proposal presents a vision and action plan based on 1) the several internal and external studies on advising conducted at UVM over the past ten years; 2) research on changing needs for advising and national best practices; 3) a gap analysis that identifies the strengths and especially the weaknesses of our present system of advising; and 4) A plan that preserves and builds on the components of advising that are working well while addressing the identified weaknesses in the present system.

Key features of the proposal are:

- Definitions of types of advising and their purposes.
- A philosophy of *shared responsibility* between the student and the advisor(s).
- Descriptions of the roles and responsibilities of students, academic advisors, student services staff, the Faculty Senate and the Central Administration.
- Ensuring that each academic unit establishes an advising plan that is based on best practices and tailored to the unique needs of students in the unit.
- A proposed advising center located in a central location on campus, and which would have as its primary focus serving specialized advising needs including those of undeclared, undecided, transfer, and exchange students. The Advising Center will serve a triage function, directing students where to go on campus for various needs. The Advising Center would be staffed on a rotating basis by the members of the Student Services Collaborative (who have volunteered for this role).
- Assessments of the quality of undergraduate student advising conducted at the University level, the unit level and the individual faculty and staff levels.
- Mechanisms to recognize and reward excellent performance in advising.
- An Advisory Committee on Undergraduate Advising, charged with monitoring advising quality and making recommendations to improve practices.
- An annual report on advising that summarizes the status of undergraduate student advising at UVM, including advising structures and processes as well as the quality of advising. The report will provide recommendations for maintaining excellent advising practices and improving identified areas of weaknesses.

We are currently developing an implementation plan with timetable for aspects of the proposal.

5. Internationalization and Global Impact

The University of Vermont recognizes that global engagement is crucial to our teaching, research, and service missions. UVM has been engaged in international activities for many years; however, until recently, these activities were largely carried out ad hoc, limiting scope and impact. In 2011, to provide focus and to support the University's vision and strategic goals, UVM created a senior academic leader position, the Associate Provost for Faculty Affairs and Internationalization, to manage and integrate the University's internationalization initiatives.

UVM recognized that with international undergraduate enrollment below one percent, we were not providing students the experience they need to lead and have impact in the 21st century. In 2009, the University took

initial steps to expand our international student recruitment, leading to moderate enrollment increases. In 2012, the Strategic Action Plan provided clear goals and direction to initiate a more deliberate strategy, with a goal of increasing international undergraduate enrollment to 5-7% over the next four to six fiscal years. To reach that goal, UVM will increase recruitment of well-prepared and diverse international students qualified for admission into our undergraduate schools and colleges, and beginning in 2014, we will implement a pathway program for international students to improve their English proficiency and preparation for success as degree-seeking students. UVM will design, deliver and oversee all aspects of the pathway curriculum, instruction, and academic outcomes assessment.

UVM has a strong reputation of supporting students who seek to study abroad. As a result, the University ranks high in the proportion of students who study abroad, and this reputation actually attracts prospective students to the UVM. Approximately 38% of UVM students will study abroad prior to graduation; as an internal goal, we hope to increase this percentage to 50%. The goal includes developing means to increase the number of students from historically underrepresented study abroad populations, such as low income and students of color, as well as students from very prescribed pre-professional curricula, such as engineering and nursing. To achieve this goal, UVM will seek to expand the number of internal travel study programs and student exchange agreements with international universities.

Over the next several years, UVM will also seek to increase the number of international graduate students and develop partnership agreements with international universities to promote collaborative research, faculty exchanges, and other initiatives that build excellence in our teaching, scholarship and service.

6. Incentive-Based Budgeting (IBB)

After a comprehensive analysis of the University's budget process, the President charged the Provost, with support from the Vice President for Finance and the University Budget Officer, to create the process and means to move the University from its current centralized budget model to a decentralized, incentive based system. Such a system is known as RCM (Responsibility-Centered Management) at many institutions. The rationale for making this change includes the following points:
- Links resources with strategy; empowers academic leadership
- Creates incentives that promote and support financial stability and sustainability
- Increases transparency
- Encourages innovation and entrepreneurship
- Encourages multi-year and all-funds budgeting at all levels

A steering committee and eight sub-committees (comprised of faculty, staff and administrators) have been formed to investigate and evaluate the options for the many elements of this new budget system. The current plan is to design the system before June 30, 2014 and then run it in parallel with the existing system for fiscal year 2015. This will allow for a one-year evaluation and for necessary modifications to be made before IBB is formally implemented in fiscal year 2016. This major change in the University's financial processes will evolve as implementation proceeds. It is clear that adjustments in the system will be necessary as opportunities for improvement are identified. One of the key activities of this transition will be a year-long, campus-wide engagement process to help faculty and staff all levels to understand their roles and make this a successful effort (for additional information see IBB).

7. Transdisciplinary Research Initiative (TRI)

In Fall 2013, the Transdisciplinary Research Initiative at UVM marks five years since the initial call for nominations of faculty working groups in 2009. Since that time, the Initiatives have developed, evolved, ap-

pointed leadership teams, and established themselves on campus in unique ways that elevate and distinguish key areas of transdisciplinary excellence at the University of Vermont. One of the TRI "spires", *Neuroscience, Behavior and Health*, continues to develop the record of research excellence that many of its faculty – largely in medicine - had already built prior to the TRI. The *Food Systems* spire has actively embraced the challenge of connecting diverse, existing academic programs -- ranging from soil chemistry to rural economics – around a common theme of studying "smaller, distributed agricultural systems" that is relevant not only to academic interests, but also to Vermont state leaders and economic interests vested in the success of food systems research and innovation in small states. Finally, the *Complex Systems* team has developed a unique niche, as well as global visibility, in its approach to "big data" analytics, network science, social media studies, and machine learning that can be applied to a diversity of complex national challenges in energy, environment, food systems, health systems, and more.

With their growth and achievements, each TRI still faces challenges. In a time of increasing competition for scarce federal resources and private grants, established faculty researchers can feel the need to re-focus on their established, individualized, and single-discipline research programs in order to best support their active graduate students and research staff. Given the small size of the overall University and the essential role of teaching, the Initiatives can also be limited by the number of faculty who can truly take the time to pursue active, collaborative research at the level and time required for world-class transdisciplinary investigations that bring national and international visibility to UVM. Finally, financial pressures on cutting-edge, core facilities essential to transdisciplinary research productivity and faculty recruitment – for example, the Vermont Advanced Computing Core (VACC) that supports the Complex Systems TRI as well as many Neuroscience, Behavior and Health programs – are being keenly experienced at UVM, just as they are at all research universities across the nation.

Over the next five years, UVM will need to address these challenges head on in order for the TRI effort to continue gaining the national and international visibility to which it aspired when it launched the TRI in Fall 2009. We will need to actively encourage and enable TRI leadership in supporting non-traditional, collaborative, innovative and transdisciplinary research by helping faculty find, develop, and secure sustainable funding from "non-traditional" sources (e.g., foundations, industry, private philanthropists, and international partnerships) as federal funding continues to decline. We will also need to make additional, and thoughtful, strategic investments in TRI core faculties to ensure the three initial Initiatives – and all priority research efforts at UVM – have a critical mass of faculty expertise to sustain and grow world-class research programs once they are launched. UVM must also think strategically about external communications, ensuring that TRI activities – especially those that impact local, state, and national economic priorities in health, agriculture, and "big data" -- are consistently promoted by UVM leadership in community, state, and regional outreach events. And, finally, we will need to find new ways to creatively fund and sustain the core research infrastructure assets at UVM, from the Office of Technology Commercialization to the VACC, we know are critical to TRI faculty productivity and innovation as well as their recruitment and retention. See TRI.

8. Distance Education

The online revolution of the last decade introduced tremendous opportunity to the world of higher education. Technological innovation has enabled universities to greatly expand access to institutional resources and to do so in ways that begin to redefine the learning experience. Although UVM has successfully developed online courses and a few distance education programs, the current rapid global and large-scale expansion of online educational programs make it critical for UVM to position itself strongly to engage new and diverse student markets.

The Provost commissioned a task force to develop a proposed strategic plan for distance education at UVM. The draft plan was submitted in July 2013 and was vetted with constituency groups. In December 2013, the Provost issued Guidelines for Developing and Administering Distance and Online Education Programs.

The proposed mission for Distance Education is:
1. To provide program/course offerings that complement overall University goals by supporting core educational strength and opportunities of faculty, schools and colleges.
2. To provide access to a diverse student population that can both leverage and grow University program/course offerings.
3. To produce new programs/course offerings built on a solid financial basis, recognizing required teaching and infrastructure costs, recognizing and minimizing opportunity costs, and leading to overall net revenue growth for the University.

The strategic plan for DE addresses the following six aligning domains**:** 1) Faculty Empowerment; 2) Student Access, Success & Retention; 3) Innovative, Niche-Focused Program Development ; 4) Technology Resources to Enhance Learning; 5) Academic Quality & Governance; 6) Financial Projections & Incentives.

UVM has a clear opportunity with online and distance education to leverage its strengths and extend its reach. Our university is well-regarded for its personal touch and its welcoming approach to individual needs and aspirations. Students, and learners of all ages and backgrounds, value this personalization. In fact, the new reality of higher education is to offer lifelong learning opportunities that are individualized, customizable, and unique. Our distance education offerings should seek to meet the unique needs of individuals regardless of their physical location, prior education, life experiences, and goals. In short, through distance education, UVM can become more flexible in its offerings and increasingly agile in its responses to new trends. This will enhance our ability to serve the state of Vermont, and beyond. It will be our means to more broadly connect UVM to the world, and the world to UVM.

9. Summer Programming

A special task force charged by the Provost recently investigated alternate models for summer programming that could serve the purposes of: 1) Promoting efficient and timely degree completion of students; 2) Making available distinctive teaching/learning opportunities that are not possible during the academic year; 3) Optimal use of facilities and resources, and 4) Potential for revenue generation.

In conducting its work the task force researched summer models at other universities and developed a spectrum of models including assessing the opportunities and challenges associated with each. The Task Force analyzed surveys of UVM students' interest in a summer semester and summer session programming. Further, the Task Force engaged extensively with campus constituencies including the Division of Enrollment Management and Student and Campus Life, Student Financial Services and the Vice President for Enrollment Management, and the Council of Deans. The Task Force provided a verbal report to the President and Provost on November 20, 2013. The key recommendations included:

- Explore further (including discussions with the faculty collective bargaining unit) the establishment of a summer semester for a limited number of programs that are eager to run on a year-round academic calendar. Additional programs could be added over time and as improvements to infrastructure will allow. This would be workable in terms of tracking and advising students regarding Satisfactory Academic Progress and related financial aid.
- Optimize the number and schedule for summer session(s) and develop robust enrollments under the new Incentive-Based Budgeting model. Summer session(s) would run in parallel with summer se-

mester degree programming, but would allow us to better tap the non-degree market as well as promote timely completion by degree students.

- Discount summer session tuition more heavily to encourage robust enrollments.
- Target summer session programming to eliminate identified curricular "pinch points" to support timely degree completion.
- Increase the number of online course offerings in summer to minimize infrastructure demands on classrooms, air conditioning, etc.
- Explore potential for articulation agreements with accelerated degree programs, such as a possible 3+2 Baccalaureate/JD program with Vermont Law School (may not be applicable to all BA and BS degree programs at UVM).
- Develop summer internships and other experiential learning to be integrated into academic curricula.

Summary and Prospective

As with most universities, the University of Vermont faces significant budget challenges and resource constraints as a result of the recession. UVM continues to be fiscally sound and operates under an annual balanced budget. We are, at present, engaged in two important campus-wide discussions surrounding budget, this first relating to achieving a balanced FY15 budget in the face of a modest, predicted shortfall; and the second relating to creating an entirely new incentive-based budgeting (IBB) model for the University, with a goal of implementation in FY16. We are operating, with a new President and Provost (both hired from outside), in an era of openness and transparency, at levels that have not been seen in decades at UVM. Thus, critical discussions surrounding academic programs, budgets, and governance are able to be much more productive, positive, inclusive, and engaging.

Provost Rosowsky has communicated to the campus, four major priorities that span the University's operations, programs and personnel: (1) academic excellence, (2) student success, (3) STEM initiatives, and (4) budget. Academic excellence and student success initiatives are framed by the *Academic Excellence Goals* and a parallel set of goals surrounding the *Student Experience*. Coordination at the level of the Provost's Office underscores the importance of linking curricular and co-curricular programming and goals. The STEM initiatives include (a) planning for a new STEM teaching and learning facility, (b) the development of new pipeline and teacher preparation training programs, and (c) establishing new industrial and corporate partnerships to enhance teaching as well as research activities. The budget initiative set includes both the balancing of the FY15 budget and leading the campus-wide discussions surrounding the new IBB model (see above).

As we look ahead to the next five years, we see a time of tremendous excitement, optimism, and transformation for the University of Vermont. President Sullivan and Provost Rosowsky have a laser-like focus on academic excellence, student success, and access. They have been welcomed by the faculty, staff, students, and alumni and have received encouragement from all constituent groups to lead with vision, focus, clarity, openness, engagement, and enthusiasm. We are committing ourselves, as an academic community, to shared goals of academic quality and rigor. We are taking seriously our own challenge and charge to articulate what defines a "UVM graduate." And we are taking steps to both contextualize our departments and degree programs among peers and aspirants, and to develop metrics to measure our achievements, progress, and impact along important vectors of academic excellence and student success. All of this is being done against the backdrop of an entirely new budget model for the University, one that links strategy and resources at the level of the academic deans, that facilitates and incentivizes innovative and entrepreneurial thinking, and that allows academic leaders to forward-plan, strategically and confidently, over a period of years (rather than one year at a time).

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
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AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to   Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

1. **Credit Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	http://www.uvm.edu/academics/catalogue2013-14/?Page=allpolicies.php&SM=policymenu.html&policy=Definition%20of%20a%20Credit%20Hour
Print Publications	University Catalogue
Self-study/Fifth-year report Page Reference	Page 24

2. **Credit Transfer Policies**. The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.44 and 10.5.)

URL	http://www.uvm.edu/academics/catalogue2013-14/?Page=allpolicies.php&SM=policymenu.html&category=graduate_policies&policy=Transfer%20Credit%20and%20Credit%20by%20Examination%20for%20Graduate%20Students and http://www.uvm.edu/policies/student/transcredit.pdf
Print Publications	University Catalogue University Policy Page
Self-study/Fifth-year Report Page Reference	Page 25

3. **Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 6.18, 10.5, and 11.8.)

URL	http://www.uvm.edu/president/?Page=complaint_procedure.html and http://www.uvm.edu/policies/student/studentcode.pdf and http://www.uvm.edu/academics/catalogue2013-14/?Page=allpolicies.php&SM=policymenu.html&policy=Rights%20and%20Responsibilities%20of%20Undergraduate%20Students
Print Publications	President's Webpage; UVM's searchable home page; University Catalogue
Self-study/Fifth-year Report Page Reference	Page 30

4. **Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.42.)

Method(s) used for verification	Use of a secure, password-protected learning management system (Blackboard)
Self-study/Fifth-year Report Page Reference	Page 24

5. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment: The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

URL	
Print Publications	
Self-study Page Reference	

The undersigned affirms that _____ (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: *E. Thomas Sullivan*   Date: _____1/14/14_____

The University of Vermont

ANNUAL 2013
Financial Report
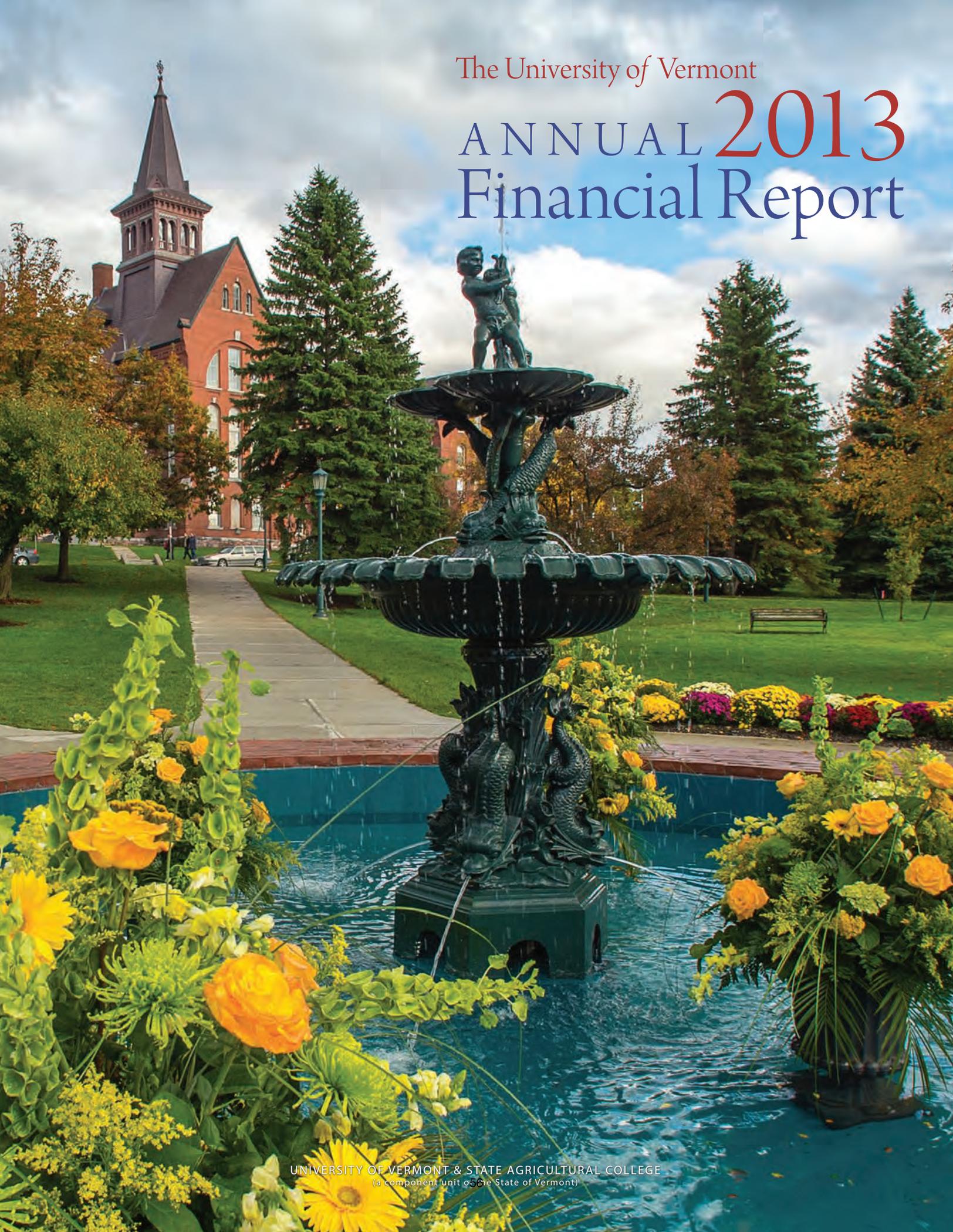
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Kesha K. Ram, Burlington, Vermont (March 2017)
Dale A. Rocheleau, South Burlington, Vermont (March 2016)
William F. Ruprecht, New York, New York (March 2014)
Raj Kiran Thakrar, Westford, Massachusetts (March 2015)
Lisa M. Ventriss, South Burlington, Vermont (March 2018)
Jeff Wilson, Manchester Center, Vermont (March 2019)
Mark S. Young, Orwell, Vermont (March 2015)

E. Thomas Sullivan, President, ex officio
Peter E. Shumlin, Governor, ex officio

Administration

E. Thomas Sullivan	President
David V. Rosowsky	Provost and Senior Vice President
Francine T. Bazluke	Vice President for Legal Affairs and General Counsel
Richard H. Cate	Vice President for Finance and University Treasurer
Thomas J. Gustafson	Vice President for University Relations and Administration
Christopher H. Lucier	Vice President for Enrollment Management
Gary L. Derr	Vice President for Executive Operations
Annie Stevens	Vice Provost for Student Affairs
Wanda R. Heading-Grant	Vice President for Human Resources, Diversity and Multicultural Affairs
John N. Evans	Interim Vice President for Research
Cynthia J. Forehand	Interim Dean, Graduate College
Jon D. Erickson	Interim Dean, The Rubenstein School of Environment and Natural Resources
Sanjay Sharma	Dean, School of Business Administration
Frederick C. Morin, III	Dean, College of Medicine
Luis A. Garcia	Dean, College of Engineering and Mathematical Sciences
Thomas K. Vogelmann	Dean, College of Agriculture and Life Sciences
Antonio Cepeda-Benito	Dean, College of Arts and Sciences
David A. Nestor	Dean of Students
Patricia A. Prelock	Dean, College of Nursing and Health Sciences
Mara R. Saule	Chief Information Officer and Dean, University Libraries and Learning Resources
Fayneese S. Miller	Dean, College of Education and Social Services
Douglas O. Lantagne	Dean, Extension
Abu T. Rizvi	Dean, Honors College
Cynthia L. Belliveau	Dean, Continuing and Distance Education

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Letter *from* the President

Members of the Board of Trustees,

I am pleased to present the Annual Financial Report for the Fiscal Year ended June 30, 2013 to you, the campus community, our alumni, and citizens of Vermont. During my first year at UVM, it has become clear that there is widespread support for this great University. The state of the University's finances is sound.

These financial statements reflect an increase of $47.3 million in the University's investment portfolio, which is largely a result of the recovery of the financial markets. The value of the endowment was $350.8 million on June 30, 2013 as compared to $308.2 million in 2012 and $327 million in 2011. This volatility is the reason we base our annual endowment spending on the average value of the fund over the previous thirteen quarters. The establishment of the University of Vermont Foundation and our upcoming capital campaign will ensure that the endowment will grow significantly over the next decade so that even more funding will be available for the support of scholarships, faculty, academic programs, and facilities.

As you know, we recently have begun work on planning for a transition to Incentive Based Budgeting (IBB) in an effort to promote academic quality and excellence and incentivize growth and diversification of our revenue stream. In the long run this transition should also result in growth in the net position of the University, providing an even more sound financial base.

This fall we enrolled 9,970 undergraduates from 47 states and over two dozen other countries. The academic profile of our first year class is one of the highest in history, including 14% of it being comprised of ALANA students and 18% first generation college students. We intend to make substantial gains in the academic profile, preparedness, and diversity of the class in the coming years.

As the University advances, I will continue to work with the entire UVM and Vermont communities to focus on affordability and financial access, quality enhancement, strategic alignment of priori-ties, and resources and revenue growth to ensure an even healthier University so that we are able to increase the total student experience at UVM.

With every best wish,

E. Thomas Sullivan

Tom Sullivan

The University of Vermont

Management's Responsibility
for the Financial Report

The accompanying financial statements of the University of Vermont and State Agricultural College for the year ended June 30, 2013 are official documents prepared in accordance with U.S. generally accepted accounting principles set forth for public colleges and universities by the Governmental Accounting Standards Board. The management of the University is responsible for the integrity and objectivity of these financial statements, which are accessible to all. The University's system of internal accounting controls is designed to ensure that the financial reports and the books of account properly reflect the transactions of the institution, in accordance with established policies and procedures as implemented by qualified personnel.

The University Trustees selected the certified public accounting firm of KPMG, LLP to conduct the annual financial audit for fiscal year 2013.

Periodically throughout the year, the Trustee Audit Committee meets with the Audit Services Office and the Compliance and Privacy Services Office staff and the external independent audit firm to review the audit plan and later the report. The Vermont State Auditor is invited to attend those meetings to offer comments and opinions. Both KPMG and the Audit Service Office and Compliance and Privacy Services Office staff have full access to the University Trustees and the State Auditor throughout the year.

Richard H. Cate
Vice President for Finance and Administration
And University Treasurer

Claire L. Burlingham
Controller

KPMG LLP
Suite 400
356 Mountain View Drive
Colchester, VT 05446

Independent Auditors' Report

The Honorable Douglas Hoffer,
Auditor of the Accounts of the
    State of Vermont

and

The Board of Trustees
The University of Vermont and
    State Agricultural College:

Report on the Financial Statements

We have audited the accompanying financial statements of the business-type activities and the discretely presented component units of The University of Vermont and State Agricultural College (the University), a component unit of the State of Vermont, as of and for the years ended June 30, 2013 and 2012, and the related notes to the financial statements, which collectively comprise the University's basic financial statements as listed in the table of contents. We did not audit the financial statements of a discretely presented component unit, University Medical Education Associates, Inc. Those financial statements were audited by other auditors whose report thereon has been furnished to us and our opinions, insofar as they relate to the amounts included for that discretely presented component unit, are based on the report of other auditors.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with U.S. generally accepted accounting principles; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express opinions on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

Independent Auditor's Report

continued

KPMG

The Honorable Douglas Hoffer
The Board of Trustees
The University of Vermont and
    State Agricultural College
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An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained and the report of other auditors, is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective net position of the business-type activities and the discretely presented component units of The University of Vermont and State Agricultural College, as of June 30, 2013 and 2012, and the respective changes in net position, and where applicable, cash flows thereof for the years then ended in accordance with U.S. generally accepted accounting principles.

Other Matters

Required Supplementary Information

U.S. generally accepted accounting principles require that the Management's Discussion and Analysis and the schedules of Funding Progress and Employer Contributions on pages 6–15 and 34 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Independent Auditor's Report

continued

The Honorable Douglas Hoffer
The Board of Trustees
The University of Vermont and
    State Agricultural College
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Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 18, 2013 on our consideration of the University's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the University's internal control over financial reporting and compliance.

KPMG LLP

November 18, 2013

The University of Vermont

Management's Discussion and Analysis (Unaudited)
June 30, 2013 and 2012

Introduction

The Management's Discussion and Analysis (MD&A) provides a broad overview of the University of Vermont's financial condition as of June 30, 2013 and 2012, the results of its operations for the years then ended, significant changes from the previous years, and outlook for the future where appropriate and relevant. Management has prepared the financial statements and related footnote disclosures along with this MD&A. The MD&A should be read in conjunction with the financial statements and related notes.

The University is a public, non-profit, comprehensive research institution of higher education established in 1791 as the fifth college in New England. The University consists of seven undergraduate schools and colleges, including the Colleges of Agriculture and Life Sciences, Arts and Sciences, Education and Social Services, Engineering and Mathematical Sciences, Nursing and Health Sciences, the School of Business Administration, and the Rubenstein School of Environment and Natural Resources. The University also includes an Honors College, the College of Medicine, the Division of Continuing Education and the Graduate College. The University of Vermont is the only comprehensive research university in Vermont. The University has 9,970 undergraduate students and 1,811 graduate and medical students. It is located in Burlington, Vermont with satellite instructional and research sites throughout Vermont. It is a component unit of the State of Vermont as it receives an annual appropriation from the State. For financial reporting purposes, the University's reporting entity consists of all sectors of the University and also includes the discretely presented financial information for University Medical Education Associates, Inc. (UMEA) and the University of Vermont and State Agricultural College Foundation, Inc. (UVMF). UMEA is a legally separate tax-exempt component unit of the University whose purpose is to support the operations, activities and objectives of the College of Medicine of the University of Vermont. UVMF is a legally separate tax-exempt component unit of the University whose purpose is to secure and manage private gifts for the sole benefit of the University. The MD&A discusses the University's financial statements only and not those of its component units.

The focus of the MD&A is on the University's financial information contained in the Statements of Net Position, the Statements of Revenues, Expenses and Changes in Net Position and the Statements of Cash Flows.

Financial Highlights and Economic Outlook

The University's net position increased by $19.1 million in fiscal 2013, compared to a decrease of $30.1 million in fiscal 2012. A key contributor to the change in net position was the recovery in the financial markets, resulting in a net gain on the investment portfolio of $47.3 million in fiscal 2013 as compared to a $5.7 million net loss in fiscal 2012. The University also had a decrease in private gift revenue of $5.2 million or 78.0%. This change is primarily due to the establishment of the UVMF as the vehicle through which the University receives private gifts.

In October 2012 the University's President, in a communication to the Board of Trustees, presented his strategic action plan titled "Enhancing Quality and Affordability". This plan outlined four major initiatives which are the cornerstone of the strategic plan; 1) Access to Success: Promoting Affordability, Financial Access and Academic Support, 2) Promoting a culture of advancing academic excellence and cultivating talent, 3) Identifying necessary investments to ensure a bright future, 4) Instilling an institutional commitment to efficiency and effectiveness that optimizes the use of facilities, technology, assets, and shared services.

Much work has been done to implement this vision and the University anticipates continued discussion and implementation of this strategic action plan during fiscal year 2014.

Total operating revenues increased in fiscal 2013 by $31.5 million, or 6.0%. This included an increase in net student tuition and fees of $4.5 million, or 1.5%, an increase in auxiliary revenues of $0.5 million, or 1.3%, and an increase in federal, state, and private grants and contracts of $22.7 million, or 13.7%. The increase in federal, state, and other private grants and contracts revenues is attributable to an additional $29.8 million in commitment funds from Fletcher Allen Health Care, Inc. to offset facilities and operation costs of the College of Medicine. Other critical revenues include state appropriations which decreased by 0.2% in 2013, compared to a 5.9% decrease in 2012, and state capital appropriations which the University did not receive in 2013. The University voluntarily waived its state capital appropriation due to the effect Hurricane Irene had on the state and the need for the state to repair much of its infrastructure that was destroyed during the storm. As presented in the following chart, net student fees and grants and contracts comprise the largest sources of revenue.

($ in thousands)
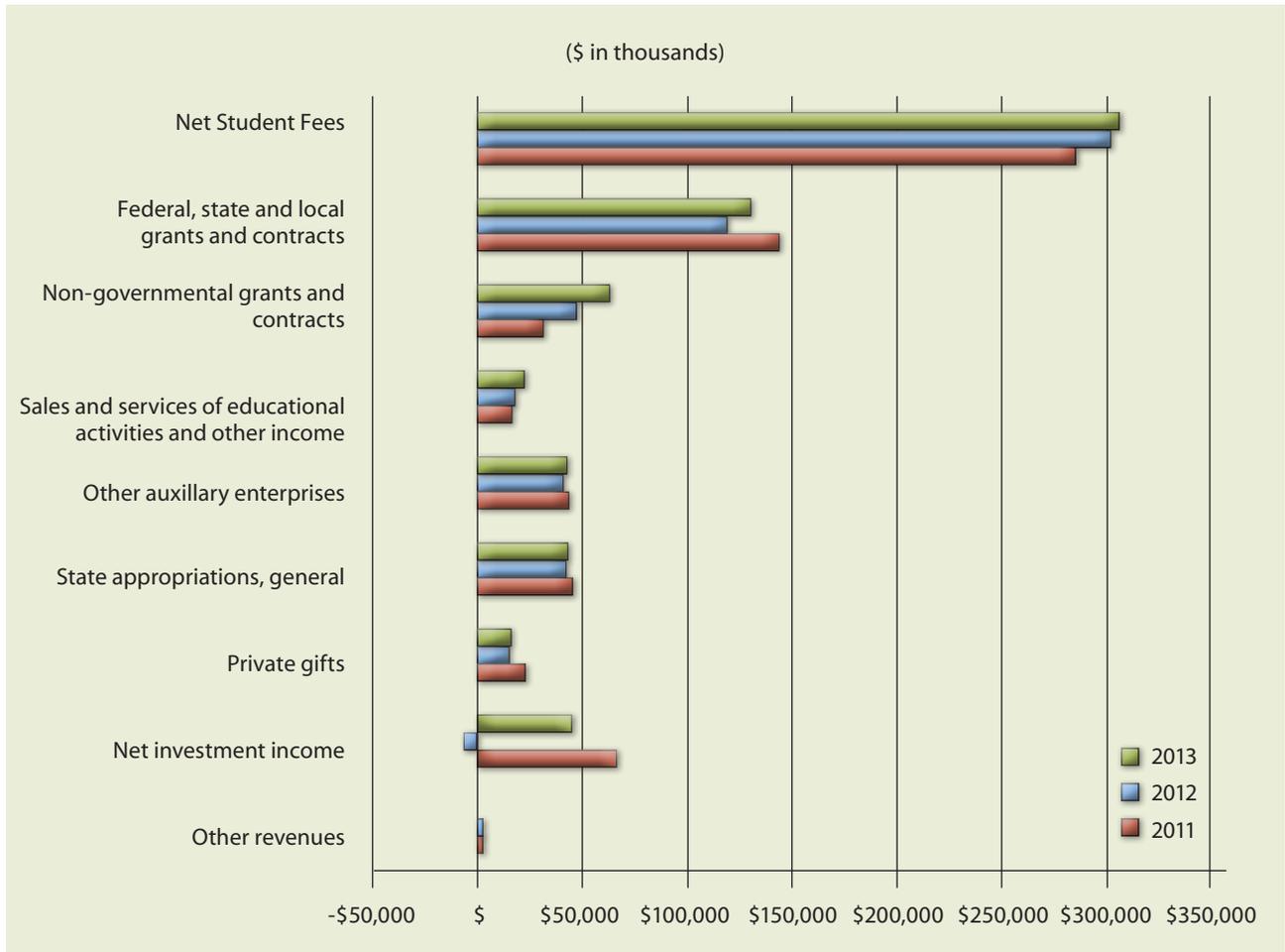
The University experienced an increase in operating costs of $3.9 million, or 0.7% in fiscal 2013. Compensation and benefits represents the most significant operating cost, comprising 65.3% and 64.3% of operating costs in 2013 and 2012, respectively. Compensation and benefit expenses increased $8.3 million and supplies and service expenses decreased $3.2 million in fiscal 2013. Compensation and benefit expenses increased due to salary and wage increases in 2013 of 2% for both faculty and staff. Supplies and service expenses decreased due to increased scrutiny on spending. Other significant non-operating expenses include interest on indebtedness which was $20.8 million in 2013 compared to $21.0 million in 2012.

The chart at right displays operating, interest, and other expenses for fiscal 2013:

The strategic action plan requires the University to explore investment in facilities, infrastructure, and information technologies which are necessary to advance the educational and research responsibilities of the University particularly in engineering, sciences and libraries.

Projects in process during the current fiscal year included renovations to the Simpson Dining Hall and the Mason, Simpson, Hamilton Residential Halls, as well as other deferred maintenance projects.

In the fall of 2013, the University enrolled 9,970 students in more than 100 undergraduate majors, 1,357 students in graduate and post-baccalaureate programs, and 454 students at the College of Medicine. The University attracts undergraduates from 47 states and many foreign countries. The University is primarily a regional institution however, drawing 88% of the undergraduates enrolled in the fall of 2013 from New England and the Middle Atlantic States, including 32% of its undergraduate students from Vermont. In the fall of 2013, 37% of total students at the University were from Vermont. Graduate and Certificate student enrollment from Vermont represented 45%.

- Compensation and benefits
- Supplies and services
- Depreciation
- Scholarships and fellowships
- Interest and other
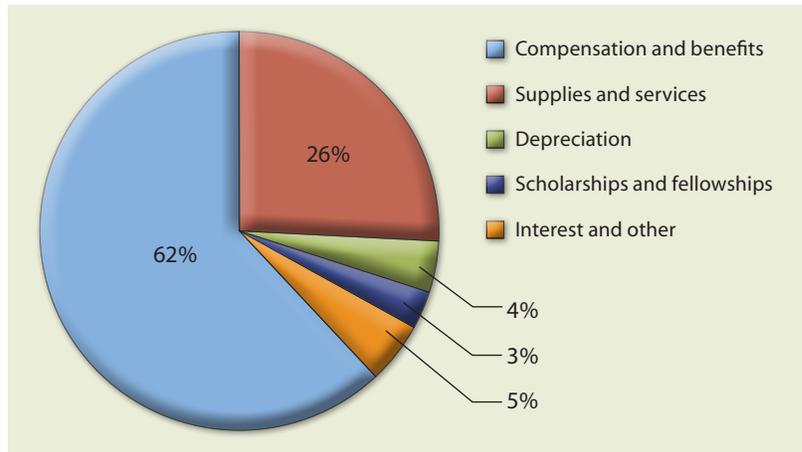
The following tables present applications, admissions, and enrollments for in-state and out-of-state students. Final numbers for the fall of 2013 show that total applications have increased 97% since 2004, with in-state applications increasing 25% and out-of-state applications increasing 109%. Total admissions have increased for that period by 100%, with in-state admissions increasing 18% and out-of-state admissions increasing 114%. Since 2004, total first-time, first year enrollments have increased 27%, with in-state enrollments increasing by 21% and out-of-state enrollments increasing by 30%.

Trends in Vermont Applications, Admits, and Enrollments
Fall 2004 to Fall 2013
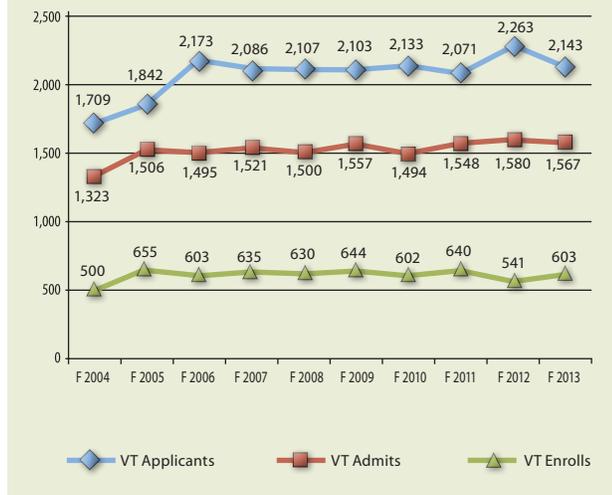
Trends in Out-of-State Applications, Admits, and Enrollments
Fall 2004 to Fall 2013
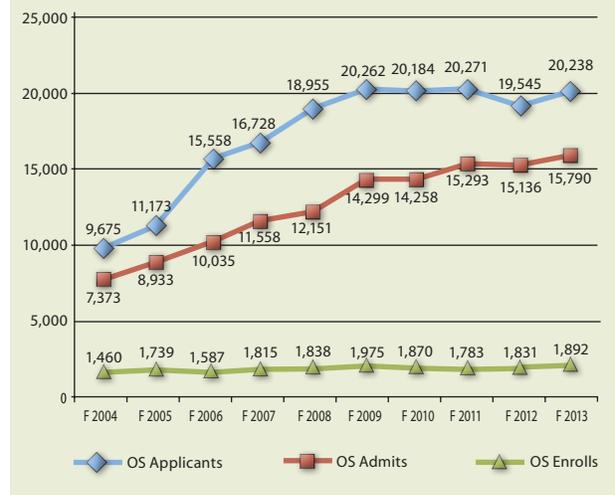
The University and its Board of Trustees have made a concerted effort to contain increases in tuition and fees with the average annual increases for in-state and out-of-state held to 5.2%, since 2006. The table on the next page presents tuition and fees, as well as room and board for that period.

UNIVERSITY OF VERMONT & STATE AGRICULTURAL COLLEGE
(a component unit of the State of Vermont)

The State of Vermont ("the State") general appropriations represented 7.1% of the University's total revenues for fiscal year 2013. The University did not receive a State capital appropriation in fiscal year 2013 but receive d $1.8 million in fiscal year 2012, as it directed the State to use these funds for the Hurricane Irene disaster relief and repair efforts in place of the appropriation.

Grant and contract revenues of $189.1 million represented 30.8% of total revenues for fiscal 2013 which included facility and administrative cost recoveries of $24.9 million and additional commitment funds from Fletcher Allen Health Care, Inc. of $29.8 million. During fiscal 2013, the University was awarded over $106.1 million in sponsored funds, 74.2% of which were for research activities. Approximately 61.1% of sponsored funds awarded during fiscal 2013 were from federal sources. The University's leading areas of externally sponsored programs are the

In-State & Out-of-State Fees								
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Average Annual % Increase
Student Fees								
In-State Tuition & Fees	$11,324	$12,054	$12,844	$13,554	$14,044	$14,784	$15,284	5.17%
Out-of-State Tuition & Fees	26,308	$27,938	$29,682	$31,410	$32,630	$34,424	$35.612	5.23%
Room (Double)	$5,150	$5,426	$5,752	$5,964	$6,196	$6,426	$6,650	4.35%
Board (Average Meal Plan)	$2,492	$2,598	$2,782	$3,032	$3,156	$3,282	$3,414	5.20%
Total, In-State Cost	18,966	$20,078	$21,378	$22,550	$23,418	$24,492	$25,348	
Increase Over Previous Year	4.90%	5.86%	6.47%	5.48%	3.84%	4.59%	3.50%	4.95%
Total, Out-of-State Cost	$33,950	$35,962	$38,216	$40,406	$41,982	$44,132	$45,676	
Increase Over Previous Year	5.22%	5.93%	6.27%	5.73%	3.90%	5.12%	3.49%	5.09%

biomedical sciences, agriculture, the environment, and education.

The following chart presents the activity of sponsored programs over the past decade:

Sponsored Program Awards by Purpose
(in millions)
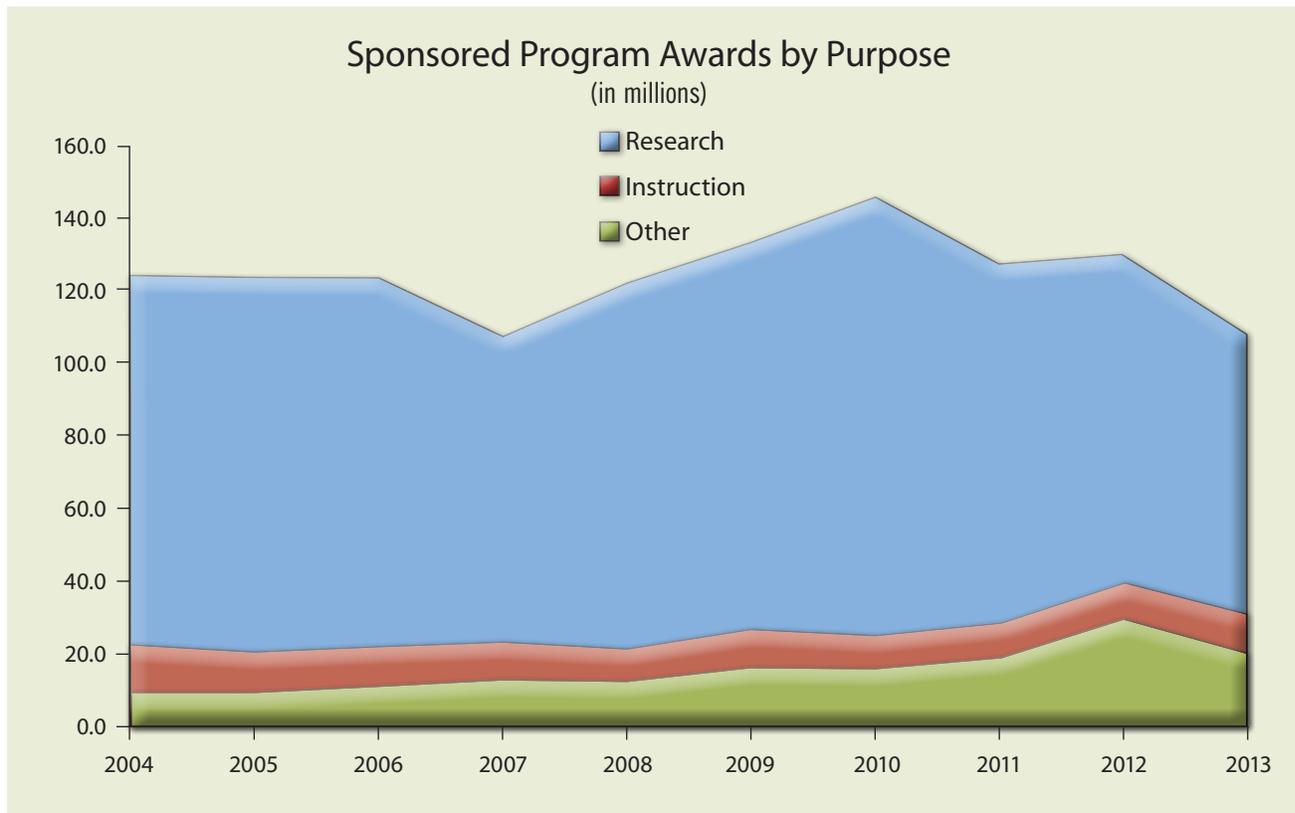
Friends of the University continued to provide support in fiscal 2013 with private gifts of $1.5 million and gifts for endowment and capital purposes of $1.9 million. Commencing in January 2012 the UVMF began operations. UVMF was organized for the purpose of enhancing voluntary private support from alumni, parents, friends, corporation, foundations and others for the exclusive benefit of the University. UVMF exists to raise and manage private resources supporting the mission and priorities of the University.

In August 2010 the University successfully negotiated and executed an updated Affiliation Agreement between the University of Vermont and Fletcher Allen Health Care, Inc. for a period of five (5) years with provisions for an automatic renewal in the absence of a party's written notice. The Agreement is to guide and govern the parties in the achievement of their common goals, including, but not limited to, providing high-quality clinical education for undergraduate and graduate students enrolled in UVM medical and health care related academic programs and health care professionals enrolled in continuing education programs.

Overview of the Financial Statements

The financial statements of the University of Vermont and State Agricultural College (the "University") have been prepared in accordance with U.S. generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB). The financial statement presentation consists of comparable Statements of

Net Position, Statements of Revenues, Expenses, and Changes in Net Position, Statements of Cash Flows and accompanying notes for the June 30, 2013 and 2012 fiscal years. These statements provide information on the financial position of the University and the financial activity and results of its operations during the years presented. A description of these statements is below. The financial statements focus on the University as a whole, rather than upon individual funds or activities.

University Medical Associates, Inc. (UMEA) and University of Vermont Foundation, Inc. (UVMF) are legally separate tax-exempt component units of the University of Vermont and issue separate audited financial statements. UMEA and UVMF are presented as separate columns on the University's Statements of Net Position and Statements of Revenues, Expenses and Change in Net Position.

Statements of Net Position

Net position, or the difference between total assets less total liabilities, is considered an indicator of the current financial condition of the University. The Statement of Net Position presents all assets and liabilities of the University as of June 30. Assets and liabilities are classified as current or non-current. Current assets are classified as such if they are available to satisfy current liabilities, which are generally defined as being due within one year of the date of the Statement of Net Position. Condensed information for net position at June 30, 2013, with comparative information for 2012 and 2011 follows:

| | *(In thousands)* | | |
	2013	2012	2011
Assets			
Current assets	$ 255,541	$ 247,262	$ 237,412
Non-current assets:			
Endowment, annuities and life income			
Cash and cash equivalents and investments	350,808	308,198	327,026
Deposits with Trustees	14,928	15,210	22,539
Capital assets, net	536,372	544,011	549,124
Other	34,210	32,940	33,588
Total non-current assets	936,318	900,359	932,277
Total assets	**1,191,859**	**1,147,621**	**1,169,689**
Liabilities			
Current liabilities	90,925	78,337	79,617
Non-current liabilities	600,318	587,759	578,465
Total liabilities	**691,243**	**666,096**	**658,082**
Net position			
Net investment in capital assets	71,226	72,272	75,792
Restricted:			
Nonexpendable	99,021	97,166	94,662
Expendable	286,430	260,777	283,481
Unrestricted	43,939	51,310	57,672
Total net position	**$500,616**	**$481,525**	**$511,607**

UNIVERSITY OF VERMONT & STATE AGRICULTURAL COLLEGE
(a component unit of the State of Vermont)

Net position totaled $500.6 million, $481.5 million, and $511.6 million at June 30, 2013, 2012, and 2011, respectively, increasing by $19.1 million in 2013 and decreasing by $30.1 million in 2012. Both 2013 and 2012 were significantly impacted by the investment market and the recognition of other postemployment benefits as prescribed by the implementation of GASB 45.

Current assets of $255.5 million, $247.3 million, and $237.4 million at June 30, 2013, 2012, and 2011, respectively, consist primarily of cash and cash equivalents, and operating investments, which totaled $187.0 million at June 30, 2013, $184.7 million at June 30, 2012, and $168.1 million at June 30, 2011. Cash and cash equivalents and operating investments represents approximately 4.0, 4.0, and 3.6 months of total operating expenses, excluding depreciation, for 2013, 2012, and 2011, respectively. The net increase to current assets in 2013 of $8.3 million was primarily driven by a $4.9 million increase in investments for capital activities and a $1.4 million increase in operating investments. The net increase to current assets in 2012 of $9.9 million was driven by a $16.7 million increase in cash, cash equivalent and operating investments and a $9.3 million decrease in accounts, loans, notes and pledges receivable.

Endowment cash, cash equivalents and investments totaled $350.8 million, $308.2 million and $327.0 million at June 30, 2013, 2012, and 2011, respectively, representing an increase of $42.6 million, or 13.8% in 2013, and a decrease of $18.8 million, or 5.8% in 2012. The University's long-term investment pool consists of permanent endowments, term endowments, and funds functioning as endowments, commonly referred to as quasi-endowments.

Permanent endowments are those funds received from donors with the stipulation that the principal be invested in perpetuity to produce income to be expended for the purposes specified by the donor. Term endowments are those funds received from donors that function as endowments for a period of time or until a specific event occurs, such as reaching a certain balance. Funds functioning as endowments consist of restricted gifts and unrestricted funds that have been designated by the University for long-term investment purposes. These funds are not subject to donor restrictions requiring the University to preserve the principal in perpetuity. Programs supported by the endowment include scholarships, fellowships, professorships, research efforts and other programs and activities related to the University's mission. Investments are reported in three categories in the Statement of Net Position. Investments reported as non-current assets include endowment, annuity, and life income funds. Investments for capital activities reported as current assets are replacement reserves designated for capital renovations. All other investments are reported as operating investments.

The University's 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. The spending distributions from the total endowment were $14.6 million, $14.5 million, and $14.4 million in fiscal years ended June 30, 2013, 2012, and 2011, respectively. These distributions were 4.4%, 4.2%, and 5.0% of the beginning market value of the endowment for fiscal years 2013, 2012, and 2011, respectively.

The decrease to *Deposits with Trustees* of $0.3 million in 2013 and $7.3 million in 2012 was primarily the result of draw-downs for construction and other capital projects. The construction fund of the 2010 Series-A bonds totaled $0.1 million at June 30, 2013, $0 million at June 30, 2012 and $4.3 million at June 30, 2011. The construction fund of the 2009 bonds totaled $0.1 million at June 30, 2013, $0.1 million at June 30, 2012 and $1.2 million at June 30, 2011. The construction fund of the 2007 bonds totaled $0.5 million at June 30, 2013, $1.0 million at June 30, 2012 and $1.9 million at June 30, 2011. The construction fund of the 2005 bond totaled $0 million at June 30, 2013, $0.1 million at June 30, 2012, and $0.6 million at June 30, 2011.

Capital assets, net of accumulated depreciation, totaled $536.4 million, $544.0 million, and $549.1 million at June 30, 2013, 2012 and 2011, respectively, representing a decrease of $7.6 million, or 1.4%, in 2013 and $5.1 million, or 0.9%, in 2012. Gross capital additions totaled $20.2 million in 2013 and $23.6 million in 2012. Capital additions in 2013 included land acquisitions of $2.0 million, renovations to residence and dining halls, research laboratories, and other buildings of $9.3 million, building components and equipment of $1.9 million, fixed equipment of $1.5 million, building interiors of $1.6 million, moveable equipment of $3.5 million, and software systems of $0.4 million. Capital additions in 2012 included land acquisitions of $3.5 million, renovations to residence and dining halls, research laboratories, Aiken construction, and other buildings of $10.2 million, building components and equipment of $2.6 million, fixed equipment of $1.8 million, building interiors of $3.4 million, moveable equipment of $1.6 million, and software systems of $.5 million.

Current liabilities increased $12.6 million in 2013 and decreased of $1.3 million in 2012. The increase in 2013 was primarily due to the University accepting UVMF funds which were then invested in the University's pooled endowment. These funds generate income which is distributed to the UVMF. The funds held in the University's pooled endowment represent a future liability to the University as they are UVMF assets and will be returned to the UVMF in the future. At June 30, 2013 the amount of UVMF assets held in the University's pooled endowment was $14.4 million. The decrease in 2012 was primarily due to a decrease in accounts payable and accrued liabilities of $1.6 million.

Non-current liabilities increased $12.6 million in 2013 compared to $9.3 million in 2012. The increase in 2013 is the result of the recognition of $18.4 million in additional liability for postemployment benefits offset by a $5.6 million decrease in non-current portion of bonds and notes payable. The increase in 2012 is the result of the recognition of $18.2 million in additional liability for postemployment benefits, a decrease in accrued liabilities of $1.7 million, and a decrease in non-current portion of bonds and notes payable of $7.2 million.

Net investment in capital assets, of $71.2 million, $72.3 million, and $75.8 million, at June 30, 2013, 2012, and 2011, respectively, represent the University's capital assets of land, buildings and equipment net of accumulated depreciation and net of outstanding principal balances of debt attributable to the acquisition, construction or improvement of those assets. The decrease of $1.1 million in 2013 was primarily the result of the net effect of additions and disposals to capital assets of $20.1 million, the decrease in bonds payable related to capitalized assets of $6.6 million, and depreciation expense of $27.8 million. The decrease of $3.5 million in 2012 was primarily the result of the net effect of additions and disposals to capital assets of

$23.6 million, the decrease in bonds payable related to capitalized assets of $1.6 million, and depreciation expense of $28.7 million.

Restricted nonexpendable net position totaling $99.0 million, $97.2 million, and $94.7 million at June 30, 2013, 2012, and 2011, respectively, consist entirely of the University's permanent endowment funds. The corpus of restricted nonexpendable resources is only available for investment purposes. The increase of $1.8 million, or 1.9%, in 2013, resulted from new gifts. The increase of $2.5 million, or 2.6%, in 2012 was due to new gifts.

Restricted expendable net position are subject to externally imposed restrictions governing their use. Restricted expendable net positions totaled $286.4 million, $260.8 million, and $283.5 million, as of June 30, 2013, 2012, and 2011, respectively. The increase of $25.6 million in 2013 compared to the decrease of $22.7 million in 2012 was primarily due to changes in net investment income. In 2013 there was a net investment gain of $38.8 million compared to a net investment loss of $7.0 million in 2012.

Unrestricted net position are not subject to externally imposed stipulations. However, substantially all of the University's unrestricted net positions have been designated for various academic and research programs and initiatives, as well as capital projects. Unrestricted net positions totaled $43.9 million, $51.3 million, and $57.7 million for June 30, 2013, 2012, and 2011, respectively. The decrease of $7.4 million in 2013 was primarily due to an increase in net tuition and fees of $4.5 million, a decrease in supplies and service expense of $2.9 million, an increase in net investment income of $7.9 million, offset by an increase

in compensation and benefits of $8.0 million, a decrease in State capital appropriation of $1.8 million, a decrease in private gifts of $1.2 million, an increase in transfers to component units of $3.8 million, a decrease in facility and administrative recovery of $1.3 million, and a decrease in sales and services of educational activities of $1.2 million. The decrease of $6.4 million in 2012 was primarily due to an increase in net tuition and fees of $14.5 million, a decrease in supplies and service expense of $2.7 million, offset by decreases in state appropriation revenue of $2.6 million, private gifts of $2.2 million, and net investment income of $11.3 million. Another contributing factor in the decrease of $6.4 million in 2012 is $5.1 million contributed by the University to UVMF.

Statements of Revenues, Expenses and Changes in Net Position

The components of the change in net position are presented in the Statements of Revenues, Expenses and Changes in Position. This statement displays the revenues earned by the University, the expenses incurred by the University and the resulting increase or decrease in net position. Revenues and expenses are categorized as either operating or non-operating, and net operating income or loss is displayed. Operating revenues generally are those earned through providing services or goods to the University's customers. Operating expenses are incurred in providing those services and goods. Significant recurring sources of the University's revenues, including state appropriations, gifts, and investment income or loss are considered non-operating.

Condensed information for the year ended June 30, 2013, with comparative totals for the years ended June 30, 2012 and June 30, 2011, follows:

	(In thousands)		
	2013	**2012**	**2011**
Operating revenues	$ 557,473	$ 525,978	$ 520,312
Operating expenses	585,027	581,087	587,427
Operating loss	(27,554)	(55,109)	(67,115)
Net non-operating revenues	44,703	18,340	103,904
Revenue (loss) before capital			
And endowment additions	17,149	(36,769)	36,789
State capital appropriations	-	1,800	2,000
Capital and endowment gifts and grants	1,942	4,887	6,790
Total capital and endowment additions	1,942	6,687	8,790
Increase (decrease) in net position	**19,091**	**(30,082)**	**45,579**
Net position, beginning of year	481,525	511,607	466,028
Net position, end of year	**$500,616**	**$481,525**	**$511,607**

UNIVERSITY OF VERMONT & STATE AGRICULTURAL COLLEGE
(a component unit of the State of Vermont)

Net position increased by $19.1 million in 2013 and decreased by $30.1 million in 2012. Contributors to the increase in 2013 include an increase in operating revenues of $31.5 million offset slightly by an increase in operating expenses of $3.9 million. Operating revenues increased mostly due to an increase of $22.7 million in federal, state, and private grants and contracts due to an increase in Fletcher Allen Health Care, Inc. commitment funds of $29.8 million. There was also an increase of $4.5 million in net student tuitions and fees. The increase in operating expenses consists mostly of increases in compensation and benefits of $8.3 million offset by a decrease in supplies and services expenses of $3.2 million. Investment income increased $53.0 million in 2013. This increase was slightly offset by decreases in private gifts of $5.2 million and capital gifts and grants of $6.0 million. There was also an intergovernmental transfer from the University to the State of Vermont of $25.8 million in 2013. These funds were contributed to support the Graduate Medical Education (GME) program. The GME program helps ensure access to quality, essential professional health services for Medicaid beneficiaries through the care provided by teaching physicians and teaching hospitals. Contributors to the decrease in 2012 include an increase in operating revenues of $5.7 million and a decrease in operating expenses of $6.3 million offset by a decrease in non-operating revenues of $85.6 million. Investment income decreased $71.6 million in fiscal 2012. State appropriations and private gifts decreased by $7.6 million.

Operating revenues include the following:

- *Student Tuition and Residential Life Fees, net of scholarship allowances,* are the largest component of operating revenues and the primary source of funding for the University's academic programs. Net student fees increased by $4.5 million in 2013, comprised of an increase to tuition and fees of $8.0 million, or 2.4%, a decrease to residential life of $0.1 million, or .1%, and by an increase in scholarship allowances of $3.4 million, or 4.3%. Net student fees increased by $16.1 million in 2012, comprised of an increase to tuition and fees of $14.5 million, or 4.6%, residential life of $1.2 million, or 2.4%, and by a decrease in scholarship allowances of $0.3 million, or 0.4%. Scholarship and fellowship awards applied to student accounts are presented as a reduction of student tuition and fees and residential life revenues, while payments directly made to students are presented as scholarship and fellowship expenses. Total scholarships and fellowships of $100.1 million, $96.9 million, and $98.1 million, were awarded to students in 2013, 2012, and 2011, respectively. This represents a total increase of $3.2 million, or 3.3%, for 2013 as compared to a $1.2 million decrease, or 1.2%, for 2012.

- *Revenues for sponsored programs,* of $189.1 million in 2013, $166.4 million in 2012, and $175.3 million in 2011, include federal appropriations, grants and contracts, as well as state and non-governmental grants and contracts that normally provide for the recovery of direct and indirect costs or expenses. The increase of $22.7 million is attributed to an increase in Fletcher Allen Health Care, Inc. commitment funds of $29.8 million offset by a reduction in federal and state grants. The decrease of federal funding was anticipated due to continued reductions. The decrease of $8.9

million in 2012 is the result of a decrease of $6.2 million in federal and private grants and a decrease $2.7 million in state grants. Revenues for sponsored programs are generally recognized when expenses are incurred or when significant milestones have been met under the terms of the award. The revenues for sponsored programs include recovery of indirect costs, referred to as facilities and administrative costs, of $24.9 million, $26.2 million, and $28.0 million, in 2013, 2012, and 2011, respectively.

- *Auxiliary enterprise and educational activities revenues* totaled $47.9 million, $46.2 million, and $48.1 million, in 2013, 2012, and 2011, respectively. Auxiliary enterprises include business type enterprises such as the bookstore, printing, mail services and conferences and events that provide support to the University's primary missions of education, research and public service. The $1.7 million increase in 2013 is primarily due to an increase in the number of conference and events hosted for non-University customers and the $1.9 million decrease in 2012 is primarily due the decreased activity related to Conferences and Events Services and activity in the Davis Center.

- *Student loan interest and other operating revenues* were $13.6 million, $11.0 million, and $10.5 million in 2013, 2012, and 2011, respectively.

Significant components of operating expenses include the following:

- *Compensation and benefits* of $382.1 million, $373.8 million, and $376.5 million in 2013, 2012, and 2011, respectively, comprise the most significant portion of total expenses. Compensation and benefits increased by $8.3 million, or 2.2% in 2013 and decreased $2.6 million, or 0.7% in 2012. The fiscal 2013 increase reflected a budgeted increase of 2.0% in the non-represented staff salary pool and the faculty salary pool. The fiscal 2012 decrease was primarily due to no budget increases in the non-represented staff salary pool and faculty salary pool. In addition, staff of the Development and Alumni Relations office became employees of the UVMF as of January 1, 2012. In addition, health plan benefit costs increased by $2.2 million, or 4.9%, in 2013 and decreased $5.1 million, or 10.4%, in 2012.

- *Supplies and services* expenses decreased by $3.2 million, or 2.0%, in 2013 and decreased by $3.5 million, or 2.1%, in 2012. This classification encompasses the many and varied non-compensation expenses that are required for the operation of the University, including utilities, professional services, non-capitalized equipment, and minor renovations.

- *Depreciation* expense decreased slightly by $.9 million, or 3.1%, in 2013 and $.7 million, or 2.3%, in 2012.

- *Scholarships and fellowships* of $16.0 million in 2013, $16.2 million in 2012, and $17.1 million in 2011 are comprised of direct payments to students. As noted earlier, in addition to the amounts reflected in scholarships and fellowships expense, financial aid is applied to tuition and residential life fees and amounts applied to each are reflected in the financial statements as a reduction of those revenues.

- *Net non-operating revenue* is comprised of several revenue and expense categories that are not considered to be operating or exchange transactions. Net non-operating revenues totaled $44.7 million, $18.3 million, and $103.9 million, in 2013, 2012, and 2011, respectively, resulting in an increase of $26.4 million in 2013 and a decrease of $85.6 million in 2012. The increase in fiscal 2013 net non-operating revenues was primarily due to an increase in investment income to $47.3 million in 2013 from ($5.7) million in 2012, reductions in private gifts of $5.2 million, state appropriations of $0.1 million, and an increase of $0.1 million on interest on indebtedness. In addition, UVM made an intergovernmental transfer to the State of Vermont in the amount of $25.8 million to help support the GME program. Net non-operating revenues reflected a decrease of $85.6 million in 2012 primarily due to a reduction in investment income from $65.7 million in 2011 to ($5.7) million in 2012, reductions in private gifts of $5.0 million, state appropriations of $2.6 million, and an increase of $0.4 million on interest on indebtedness. Net non-operating revenue includes various non-operating revenues and expenses that are grouped together on the Statements of Revenues, Expenses and Changes in Net Position and include the following:

- *State appropriations*, which represent funding provided by the State of Vermont, were $41.8 million, $41.9 million, and $44.5 million, in 2013, 2012, and 2011, respectively, decreasing by 0.2% in 2013 and decreasing by 5.9% in 2012 due to one-time funding.

- *Intergovernmental Transfers* totaled $25.8 million in 2013. This represents contributions to the State to support the GME program.

- *Private gifts and Transfers to UVM from Component Units* totaled $13.2 million, $9.5 million, and $15.2 million, in 2013, 2012, and 2011, respectively.

- *Transfers to Component Units from UVM* totaled $9.8 million in 2013. These transfers were to the UVM Foundation, Inc. from the University to assist the Foundation in its operations.

- *Net investment income/(loss)* was $47.3 million, $(5.7) million, and $65.9 million in 2013, 2012, and 2011, respectively. Net investment income includes realized investment income/(loss) and the change in the unrealized appreciation or depreciation of investments. The change in unrealized appreciation/ (depreciation) included in net investment income was $22.2 million in 2013, $(22.4) million in 2012, and $48.6 million in 2011. Realized gains/(losses) and other income included in net investment income totaled $25.1 million, $16.7 million, and $17.3 million in 2013, 2012, and 2011, respectively.

- *Interest on indebtedness* totaled $20.8 million in 2013, $21.0 million in 2012, and $20.6 million in 2011. Interest on indebtedness represents interest on notes and bonds net of capitalized interest.

Other financial resources presented after *Revenue (Loss) before capital and endowment additions* include the following:

- *State capital appropriations* were $0 million, $1.8 million, and $2.0 million in 2013, 2012 and 2011, respectively.

- *Capital and endowment gifts and grants* were $1.9 million, $4.9 million, and $6.8 million, in 2013, 2012, and 2011, respectively.

Expenses are presented in the financial statements by natural classification, according to the type of expense, such as compensation and benefits. In addition, expenses may be aggregated by the functions that they support. Total expenses increased by $3.9 million, or 0.7%, in 2013 and decreased $0.7 million, or 0.1%, in 2012. With the exception of scholarships and fellowships, depreciation, and interest expense, the changes in each of the functional categories reflect the changes in compensation and benefits and supplies and services.

The following chart presents total expenses by natural classification (object) for 2013, 2012, and 2011:
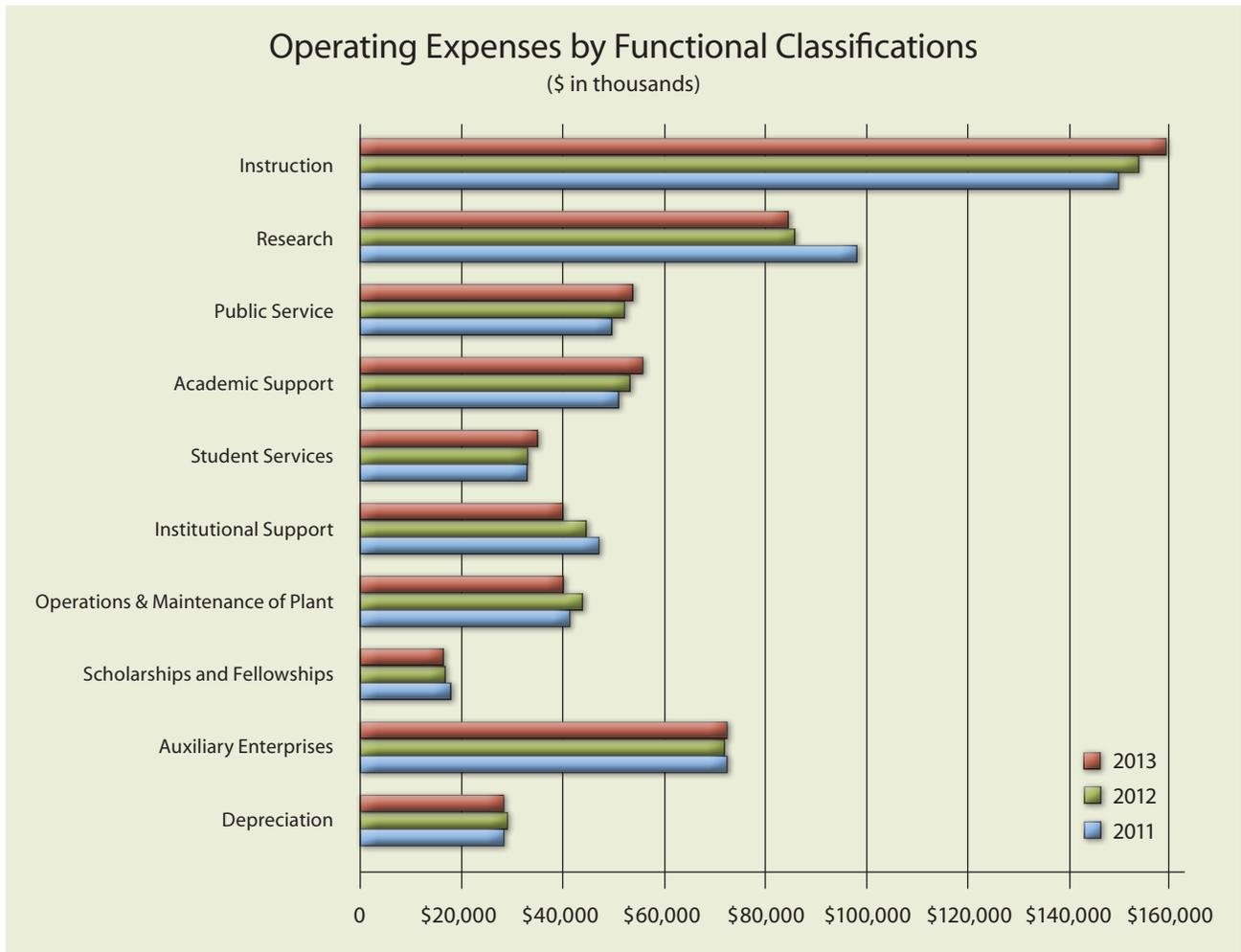
The following chart presents total expenses by natural classification (object) for 2013, 2012, and 2011:
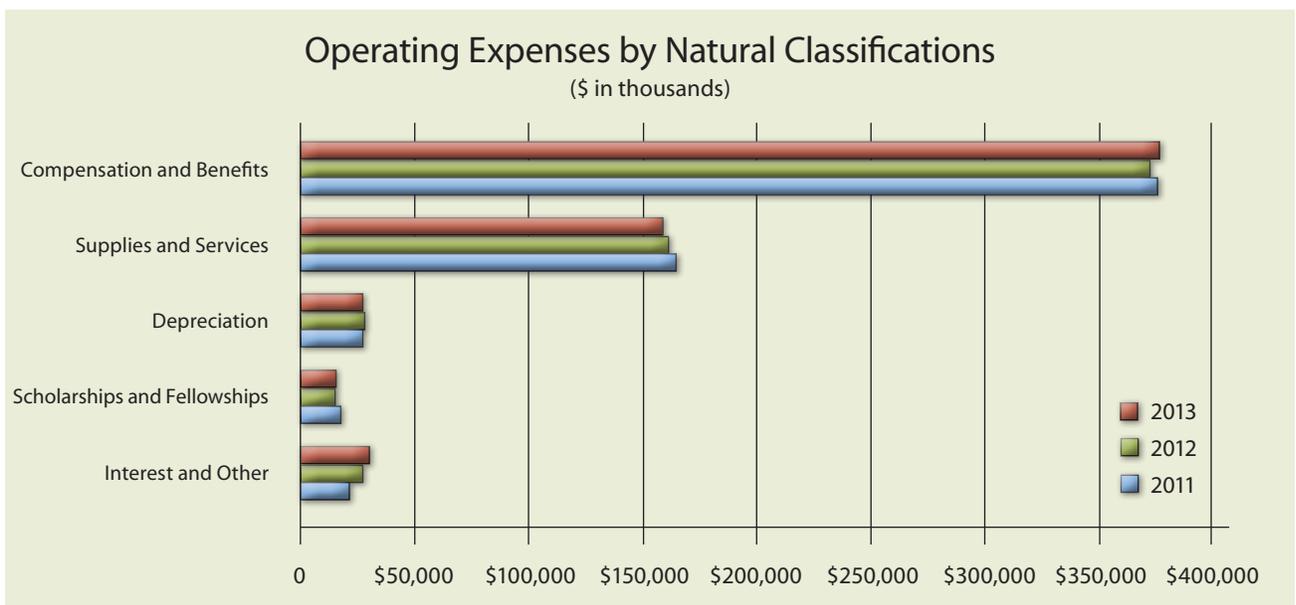
Statements of Net Position

as of June 30, 2013 and 2012

(dollars in thousands)

	2013	2012	UMEA 2013	UMEA 2012	UVMF 2013	UVMF 2012
ASSETS						
Current Assets:						
Cash and cash equivalents	$ 72,452	$ 71,649	$ 631	$ 5,542	$ 14,668	$ 1,567
Operating investments	114,498	113,083	23,305	10,290	-	-
Investments for capital activities	22,416	17,525	-	-	-	-
Accounts, loans, notes and pledges receivable, net	35,195	34,793	555	449	906	-
Inventories and prepaid expenses	10,980	10,212	11	9	252	22
Total current assets	**255,541**	**247,262**	**24,502**	**16,290**	**15,826**	**1,589**
Non-current assets:						
Endowment cash, cash equivalents and investments	350,808	308,198	-	-	1,002	-
Student loans, notes, and pledges receivable, net	26,410	27,122	-	-	807	-
Deposits with trustees	14,928	15,210	-	-	-	-
Prepaid expenses and other assets	7,800	5,818	-	-	-	-
Capital assets, net	536,372	544,011	-	-	75	-
Total non-current assets	**936,318**	**900,359**	**-**	**-**	**1,884**	**-**
Total Assets	**1,191,859**	**1,147,621**	**24,502**	**16,290**	**17,710**	**1,589**
LIABILITIES						
Current Liabilities:						
Accounts payable and accrued liabilities	69,651	54,571	7,647	683	3,688	49
Unearned revenue, deposits, and funds held for others	13,270	16,363	-	-	1	-
Bonds and leases payable	8,004	7,403	-	-	-	-
Total current liabilities	**90,925**	**78,337**	**7,647**	**683**	**3,689**	**49**
Non-current liabilities:						
Accrued liabilities	13,058	13,300	-	-	-	-
Postemployment benefits	127,550	109,178	-	-	-	-
Bonds and leases payable	459,710	465,281	-	-	-	-
Total non-current liabilities	**600,318**	**587,759**	**-**	**-**	**-**	**-**
Total Liabilities	**691,243**	**666,096**	**7,647**	**683**	**3,689**	**49**
NET POSITION						
Net investment in capital assets	71,226	72,272	-	-	-	-
Restricted:						
Non-Expendable	99,021	97,166	-	-	1,763	200
Expendable	286,430	260,777	5,251	245	10,179	38
Unrestricted	43,939	51,310	11,604	15,362	2,079	1,302
Total Net Position	**$ 500,616**	**$ 481,525**	**$ 16,855**	**$ 15,607**	**$ 14,021**	**$ 1,540**

The accompanying notes are an integral part of the financial statements.

Statements of Revenues, Expenses and Changes in Net Position
for the years ended June 30, 2013 and 2012
(dollars in thousands)

	2013	2012	UMEA 2013	UMEA 2012	UVMF 2013	UVMF 2012
Operating revenues						
Tuition and fees	$ 339,566	$ 331,613	$ -	$ -	$ -	$ -
Residential life	51,406	51,437	-	-	-	-
Less scholarship allowances	(84,105)	(80,677)	-	-	-	-
Net student fees	306,867	302,373	-	-	-	-
Federal, state, and private grants and contracts	189,115	166,382	-	-	-	-
Sales and services of educational activities	6,626	5,436	-	-	-	-
Other auxiliary enterprises	41,288	40,772	-	-	-	-
Student loan interest and other operating revenues	13,577	11,015	422	524	208	-
Total operating revenues	**557,473**	**525,978**	**422**	**524**	**208**	**-**
Operating expenses						
Compensation and benefits	(382,122)	(373,829)	(284)	(262)	(6,692)	(382)
Supplies and services	(159,067)	(162,292)	-	-	(2,313)	(428)
Depreciation	(27,823)	(28,721)	-	-	-	-
Scholarships and fellowships	(16,015)	(16,245)	-	-	-	-
Total operating expenses	**(585,027)**	**(581,087)**	**(284)**	**(262)**	**(9,005)**	**(810)**
Operating income (loss)	**(27,554)**	**(55,109)**	**138**	**262**	**(8,797)**	**(810)**
Non-operating revenues (expenses)						
State appropriations	41,833	41,896	-	-	-	-
Private gifts	1,473	6,691	5,297	271	15,603	50
Net investment income/(loss)	47,317	(5,700)	1,181	(40)	77	-
Interest on indebtedness	(20,847)	(21,043)	-	-	-	-
Net other non-operating expense	(1,168)	(1,085)	-	-	-	-
Intergovernmental transfers	(25,757)	-	-	-	-	-
Transfers from UVM to component units	(9,831)	(5,221)	-	-	8,862	2,100
Transfers to UVM from component units	11,683	2,802	(5,368)	(2,174)	(4,828)	-
Net non-operating revenues	**44,703**	**18,340**	**1,110**	**(1,943)**	**19,714**	**2,150**
Revenue (loss) before capital and endowment additions	**17,149**	**(36,769)**	**1,248**	**(1,681)**	**10,917**	**1,340**
State capital appropriations	-	1,800	-	-	-	-
Capital gifts and grants	891	2,763	-	-	-	-
Gifts for endowment purposes	1,051	2,124	-	-	1,563	200
Total capital and endowment additions	**1,942**	**6,687**	**-**	**-**	**1,563**	**200**
Increase (decrease) in net position	19,091	(30,082)	1,248	(1,681)	12,480	1,540
Net Position, Beginning of Year	481,525	511,607	15,607	17,288	1,540	-
Net Position, End of Year	**$ 500,616**	**$ 481,525**	**$ 16,855**	**$ 15,607**	**$ 14,020**	**$ 1,540**

The accompanying notes are an integral part of the financial statements.

Statements of Cash Flows

for the years ended June 30, 2013 and 2012

(dollars in thousands)

	2013	2012
Cash Flows From Operating Activities		
Tuition and fees (net of applicable discounts)	$ 266,223	$ 260,808
Grants and contracts	185,412	176,610
Sales and services of educational activities	6,626	5,436
Sales and services of auxiliary enterprises:		
Residential Life fees, net of scholarship allowances	40,348	40,603
Other	41,288	40,772
Payments to employees and benefit providers	(362,771)	(357,000)
Payments to vendors	(159,271)	(161,879)
Payments for scholarships and fellowships	(16,015)	(16,245)
Student loans issued	(4,380)	(4,991)
Student loans collected, interest and other revenue	4,320	4,352
Other receipts, net	12,955	10,367
Net cash used in operating activities	**14,735**	**(1,167)**
Cash Flows From Noncapital Financing Activities		
State general appropriation	41,833	41,896
Private gifts for other than capital purposes	2,444	8,381
Intergovernmental transfers	(25,757)	-
Transfers from UVM to component units	(9,831)	(5,221)
Transfers to UVM from component units	11,683	2,802
Deposits of affiliates and life income payments	13,512	(2,617)
Net cash provided by non-capital financing activities	**33,884**	**45,241**
Cash Flows From Capital Financing Activities		
Proceeds from capital debt	50,275	-
State capital appropriation	-	1,800
Capital grants, gifts and other income	1,675	2,839
Purchases and construction of capital assets	(22,171)	(23,357)
Principal and interest paid on capital debt	(76,246)	(28,072)
Changes in deposits with trustees, net	444	6,860
Net cash used in capital financing activities	**(46,023)**	**(39,930)**
Cash Flows From Investing Activities		
Proceeds from sales and maturities of investments	83,005	111,682
Purchase of investments	(70,509)	(122,437)
Interest and dividends on investments, net	6,051	8,233
Net cash used in investing activities	**18,547**	**(2,522)**
Net Increase in Cash and Cash Equivalents	**21,143**	**1,622**
Cash and cash equivalents - beginning of year	79,869	78,247
Cash and Cash Equivalents - End of Year *	**$ 101,012**	**$ 79,869**
Reconciliation of Operating Loss To Cash Used by Operating Activities		
Operating loss	$ (27,554)	$ (55,109)
Adjustments to reconcile net income to net cash used in Operating Activities:		
Depreciation expense	27,823	28,721
Changes in assets and liabilities:		
Accounts receivable and loan receivables, net	(366)	9,094
Inventories and prepaid expense	(775)	(451)
Accounts payable	1,235	(3,736)
Unearned revenue, deposits and accrued liabilities	14,372	20,314
Net cash used in operating activities	**$ 14,735**	**$ (1,167)**

* *of total cash and cash equivalents for 2013, $72,452 is current and $28,560 is non-current endowment*
and for 2012, $71,649 is current and $8,220 is non-current endowment

The accompanying notes are an integral part of the financial statements.

UNIVERSITY OF VERMONT & STATE AGRICULTURAL COLLEGE
(a component unit of the State of Vermont)

Notes to Financial Statements
For the Years Ended June 30, 2013 and 2012

A. Summary of Significant Accounting Policies and Presentation

The University of Vermont and State Agricultural College is a public, non-profit, comprehensive research institution of higher education with an enrollment of approximately 11,780 undergraduate, graduate, and medical students. It is located in Burlington, Vermont with satellite instructional and research buildings throughout the State.

The University of Vermont and State Agricultural College is a component unit of the State of Vermont as it receives an annual appropriation from the State.

The University has received a letter from the Internal Revenue Service recognizing the University as an organization that is tax-exempt on related income under Section 501(a) of the Internal Revenue Code.

1. Affiliated Organizations

University Medical Education Associates, Inc. (UMEA) is a legally separate tax-exempt component unit of the University of Vermont. UMEA is governed by a minimum nine-member board; six members are named as a result of their positions at the University of Vermont and the remaining are elected by the other members. UMEA's purpose is to support the operations, activities and objectives of the College of Medicine of the University of Vermont. UMEA is a public non-profit organization that reports under Governmental Accounting Standards Board (GASB) standards. UMEA's fiscal years end on June 30th. UMEA issues separate audited financial statements, which may be obtained by contacting the Dean's Office, College of Medicine. In accordance with GASB Statement No. 61, The Financial Reporting Entity: Omnibus (an amendment of GASB 14 and 34), UMEA is discretely presented on the University's Statements of Net Positions and Statements of Revenues, Expenses, and Changes in Net Position.

The University of Vermont and State Agricultural College Foundation, Inc. (UVMF) was incorporated as a Vermont nonprofit corporation on March 14, 2011, and is a legally separate entity from the University of Vermont. On January 1, 2012, UVMF officially assumed all fundraising responsibilities of the Office of Development and Alumni Relations at the University. UVMF is exempt from federal income taxes by Internal Revenue Code Section 501(c)(3) and qualifies as a public charity under Internal Revenue Code Sections 509(a)(1) and 170(b)(1)(A)(vi). UVMF exists to secure and manage private gifts for the sole benefit of the University and has been recognized by the University as the primary and preferred recipient for charitable gifts to or for the benefit of the University. UVMF is governed by a board of directors composed of not less than 15 or more than 25 members, including ex officio directors. The President of the University, the Chair of the Board of Trustees of the University, the President of the UVM Alumni Association, and the UVMF President/CEO are ex officio directors of UVMF. UVMF reports under Financial Accounting Standards Board (FASB) standards, has a fiscal year end date of December 31st, and issues separate audited financial statements, which may be obtained at the UVMF's website www.uvmfoundation.org or by contacting the UVMF's main office at 411 Main Street, Burlington, VT. In accordance with GASB Statement No. 61, The Financial Reporting Entity: Omnibus (an amendment of GASB 14 and 34), UVMF is discretely presented on the University's Statements of Net Position and Statements of Revenues, Expenses, and Changes in Net Position.

The University has an affiliation with Fletcher Allen Health Care, Inc. (FAHC) through an executed Affiliation Agreement signed August, 2010 between the University of Vermont and FAHC. The Affiliation Agreement is for a period of five (5) years with provisions for an automatic renewal in the absence of a party's written notice. The Agreement is to guide and govern the parties in the achievement of their common goals, including, but not limited to, providing high-quality clinical education for undergraduate and graduate students enrolled in UVM medical and health care related academic programs and health care professionals enrolled in continuing education programs. The Agreement sets forth principles and protocols designed to assist the University and FAHC in coordinating efforts and allocating their resources. FAHC agrees to pay a portion of salary, benefits, and related expenses incurred by the University to physician-faculty and staff who are also employed by FAHC. In addition, FAHC agrees to pay base payments that help maintain medical facilities and the Dana Medical Library. FAHC agrees to pay a portion of the UVM Medical Group Net Patient Revenues, referred to as the Dean's Tax, to the College of Medicine for purposes that promote and are consistent with the common goals of both parties.

2. Basis of Accounting

The accompanying financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with U.S. generally accepted accounting principles as defined for public colleges and universities by the GASB. The University has elected not to adopt statements issued by the Financial Accounting Standards Board (FASB) after November 30, 1989.

Net position is categorized as follows:

- **Net investment in capital assets:** Capital assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction or improvement of those assets. Such assets include the University's physical plant.

- **Restricted:**

  Non-Expendable - Net position subject to externally imposed stipulations that they be maintained permanently by the University. This category includes the corpus of the University's true endowment funds.

  Expendable - Net position whose use by the University is subject to externally imposed stipulations that can be fulfilled by actions of the University to meet those stipulations or that expire through the passage of time. This category includes restricted gifts, grants and contracts.

- **Unrestricted:** Net position that are not subject to externally imposed stipulations. Unrestricted net position may be designated for specific purposes by action of management, the Board of Trustees or may otherwise be limited by contractual agreements with outside parties.

(dollars in thousands)

The University's policy for defining operating activities as reported on the Statements of Revenues, Expenses, and Changes in Net Position are those that generally result from exchange transactions such as payments received for providing services and payments made for services or goods received. Non-exchange transactions such as gifts, investment income, state appropriations and interest on indebtedness are reported as non-operating revenues and expenses.

When both restricted and unrestricted net position are available and appropriate to fund an expense, the University's practice is to allow the budget manager to determine which to use in each instance.

The preparation of financial statements in accordance with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect reported amounts and disclosures. Actual results could differ from those estimates. The most significant areas that require management estimates relate to valuation of certain investment balances, the valuation of the postemployment benefit obligation, allowances on accounts and loans receivable, depreciation, and certain accruals.

3. Investments

Investments are stated at fair value in the case of marketable securities. Investments in private partnerships are stated at cost as they do not meet the definition of marketable securities. Nonmarketable investments include alternative investments such as venture capital and real estate funds, which are valued using current estimates of fair value obtained from the investment manager in the absence of readily determinable public market values. Marketable alternative investments, generally referred to as hedge funds, may contain non-marketable as well as marketable investments. Such valuations generally reflect discounts for liquidity and consider variables such as financial performance of investments, including comparison of comparable companies' earning multiples, cash flow analysis, recent sales prices of investments, and other pertinent information. Because of the inherent uncertainty of valuation for these investments, the estimated values may differ from the values that would have been used had a ready market existed. University management is responsible for the fair measurements of investments reported in the financial statements. The University has implemented policies and procedures to assess the reasonableness of the fair values provided and believes that reported fair values at the balance sheet date are reasonable.

Investments are reported in three categories in the Statements of Net Position. Investments reported as non-current assets include endowment, annuity, and life income funds. Investments for capital activities reported as current assets are replacement reserves designated for capital renovations. All other investments are reported as operating investments.

Deposits with trustees include $13,854 in 2013 and $14,067 in 2012 of assets held under deferred giving arrangements and $1,074 in 2013 and $1,143 in 2012 of investments in the waste disposal fund required by the EPA.

Investment income is recorded as revenue when earned. Net investment income is reported as non-operating revenue and includes income net of investment fees and the change in the fair value of investments. The calculation of realized gains (losses) is independent of the calculation of the net increase in the fair value of investments. Realized gains and losses on investments that had been held for more than one fiscal year and sold in the current year may have been recognized as an increase or decrease in the fair value of investments reported in the prior year. The fair value of investments increased $41,238 during 2013 including $19,029 of realized gains and $22,210 of unrealized gains. For 2012 the fair value of investments decreased $10,199 including $8,456 of realized gains and $22,380 of unrealized losses. For 2013, the unrealized gains on investments held at year-end was $67,405 compared to an unrealized gain of $45,195 for 2012.

The University records its purchases and sales of investments on a trade date basis.

4. Government Appropriations and Grants

The University has recorded reimbursement of indirect costs relating to government contracts and grants at a predetermined rate. The reimbursement of indirect costs included in grant revenue is $24,884 in 2013 and $26,228 in 2012.

Private grants and contracts includes additional funding of $29.8 million in 2013 to the College of Medicine from Fletcher Allen Health Care, Inc. to offset facilities and operation costs.

Revenues associated with grants and contracts are generally recognized when related costs are incurred or when milestones are achieved. Federal, state and private grants and contracts revenue for 2013 and 2012 consists of:

Grants and Contracts	FY13	FY12
Federal appropriations, grants and contracts	$ 122,350	$ 125,996
State grants and contracts	3,702	3,089
Private grants and contracts	63,063	37,297
TOTAL	**$ 189,115**	**$ 166,382**

State appropriations (general fund and capital) are reported as non-operating revenue.

5. Gifts

Gifts are recorded at their fair value and reported as non-operating revenue.

Promises to donate to the University are recorded as receivables and revenues when the University has met all applicable eligibility and time requirements. Since the University cannot fulfill the requirement to invest in perpetuity for gifts to endowments until the gift is received, pledges to endowments are not recognized.

6. Deposits and Unearned Revenue

Deposits and advance payments for the following academic year are deferred and recorded as revenues when earned. Summer session revenues are deferred to the extent that they relate to courses scheduled in July and August.

The University records unearned revenue for cash received in excess of expenditures on grants and contracts. Grants and contracts deferred revenue at June 30, is $5,973 in 2013 and $7,814 in 2012.

(dollars in thousands)

7. Employee Benefits

The University provides health and dental insurance to retired employees and their families during their lives and life insurance until age 70. For employees hired on or after January 1, 2012 they will continue to receive dental insurance and life insurance upon retirement. The health insurance benefit for these employees hired after January 1, 2012 has been replaced with a Retiree Health Savings Plan (RHSP). UVM will make regular tax free contributions to the RHSP for benefits-eligible faculty and staff. Earnings that accumulate in a RHSP will grow tax free. Retirees will be able to access the savings in the RHSP to pay for eligible healthcare expenses.

Health, dental and life insurance are paid by the University on a premium basis at the same rate as active employees for retirees under the age of 65 and at a slightly lower rate for retirees over the age of 65. The total cost for active and retired employees for health, dental and life insurance, net of employee contributions, was $47,296 in 2013 and $45,092 in 2012. The total cost for contributions to the RHSP was $43 in FY13. See note J for further information about postemployment benefits.

8. Compensated Absences

The University accrues amounts for compensated absences (principally vacation allowances) as earned. They are included in the current portion of accrued liabilities.

As of June 30, 2013, $18,674 ($18,168 in 2012) was accrued for vacation pay of which $13,792 ($13,412 in 2012) was charged to unrestricted net assets and $4,882 ($4,756 in 2012) was included in deferred charges to be recovered from restricted expendable assets when paid.

9. Collections and Works of Art

The University maintains collections of inexhaustible assets, including: works of art; historical artifacts; biological, geological, archaeological and ethnographic materials; and literature. While the collections are undoubtedly quite valuable and irreplaceable, the University has not placed a dollar value on these assets. It is the University's policy to hold these assets for public exhibit, education and research rather than for financial gain and to protect, care for and maintain such assets in perpetuity. Accordingly, the collections are not capitalized for financial statement purposes.

B. Accounts, Loans, Notes, and Pledges Receivable

Accounts, loans, notes and pledges receivable at June 30, 2013 and 2012 are summarized at the top of the next column.

The student accounts receivable are carried net of an allowance for doubtful accounts of $354 in 2013 and $414 in 2012.

Student loans and other notes receivable current portion of $3,027 and non-current portion of $23,172 at June 30, 2013, are carried net of an allowance for uncollectible UVM loans of $150 and $1,152, respectively. Student loans receivable current portion of $3,004 and non-current portion of $23,764 at June 30, 2012, were carried net of an allowance for uncollectible UVM loans of $158 and $1,261, respectively. The University does not record an allowance for uncollectible federal student loans since they can be assigned to the government.

Accounts, Loans, Notes and Pledges Receivable, Net	June 30, 2013	June 30, 2012
Current		
Federal, state, and private grants receivable	$ 17,209	$ 18,264
Student and company accounts receivable	5,275	4,844
Other accounts receivable	7,146	5,322
Student loans and other notes receivable, net	3,027	3,004
Pledges receivable, net	2,538	3,359
Total Current	**$ 35,195**	**$ 34,793**
Non-Current		
Student loans and other notes receivable, net	$ 23,172	$ 23,764
Pledges receivable, net	3,238	3,358
Total Non-Current	**$ 26,410**	**$ 27,122**

The University's liability for the federal capital contribution to the Perkins, Health Professions, Primary Care, and Nursing Student loan programs is $8,574 for 2013 ($8,680 for 2012). These amounts are included in non-current accrued liabilities.

Collections and disbursements of pass through student loans such as Federal Direct Loans, Federal Plus Loans, and Vermont Student Assistance Corporation's Green Mountain Loans are reported net in the Statement of Cash Flows.

Current and non-current pledges receivable are recorded at the present value of expected future cash flows, net of an allowance for unfulfilled pledges of $74 ($221 in 2012) and $95 ($224 in 2012) respectively. Discount rates ranging from 2.73% to 5.03% were applied to pledges.

C. Accounts Payable and Current Accrued Liabilities

Accounts payable and current accrued liabilities of $69,651 ($54,571 in 2012) are composed of accounts payable of $12,001 ($10,746 in 2012) and accrued liabilities of $57,648 ($43,825 in 2012). Accounts payable is mostly comprised of supplies and services payables, including construction, renovation and equipment of $11,524 ($10,492 in 2012).

D. Capital Assets

Capital assets are stated at cost or, in the case of gifts, at the fair value at the date of donation.

Interest expense, net of interest earnings on unspent bond proceeds is capitalized for debt funded construction projects. In 2013, net interest expense of $102 ($1,467 in 2012) was capitalized for projects that were funded by the 2005, 2007, 2009, and 2010 general obligation bonds.

Depreciation is calculated using the straight-line method over the estimated economic useful lives of the related assets. Certain research buildings are classified into the following components: 1) building (basic construction components/shell) with an estimated useful life of 40 years; 2) building service systems (plumbing, electrical, etc.) with an estimated useful life of 25 years and 3) interiors/renovations with an estimated useful life of 20 years and 4) fixed equipment with an estimated useful life of 15 years.

(dollars in thousands)

Other buildings are depreciated over a useful life of 40 years, fixed equipment is depreciated over a useful life of 15 years, and movable equipment is depreciated over a useful life of 5 years. Software systems are depreciated over a useful life of 7 years. Major construction projects are capitalized, but are not depreciated until they are put into service.

Depreciation expense for buildings and components including fixed

equipment for fiscal year 2013 is $24,580 ($24,350 in 2012). Moveable equipment and software systems depreciation expense is $3,243 for 2013 ($4,371 in 2012).

Land and construction in progress are the only non-depreciable capital assets. Capital assets activity for the years ended June 30, 2013 and 2012 is summarized as follows:

Fiscal Year 2013

Asset	Beginning Balance	Additions	Deductions	Reclassification	Balance	Accum. Deprec.	Net Balance
Land	$ 25,667	$ 2,042	$ -	$ -	$ 27,709	$ -	$ 27,709
Buildings	587,499	9,251	(54)		596,696	(215,253)	381,443
Building Service Systems	90,290	1,897			92,187	(29,598)	62,589
Building Interiors	55,096	1,636			56,732	(25,367)	31,365
Fixed Equipment	104,927	1,542			106,469	(80,024)	26,445
Moveable Equipment	19,450	3,468			22,918	(17,448)	5,470
Software Systems	28,796	353			29,149	(27,798)	1,351
TOTAL	**$ 911,725**	**$ 20,189**	**$ (54)**	**$ -**	**$ 931,860**	**$ (395,488)**	**$ 536,372**

Fiscal Year 2012

Asset	Beginning Balance	Additions	Deductions	Reclassification	Balance	Accum. Deprec.	Net Balance
Land	$ 22,197	$ 3,470	$ -	$ -	$ 25,667	$ -	$ 25,667
Buildings	583,053	10,241		(5,795)	587,499	(201,927)	385,572
Building Service Systems	85,740	2,618		1,932	90,290	(25,817)	64,473
Building Interiors	47,862	3,371		3,863	55,096	(22,763)	32,333
Fixed Equipment	103,163	1,764			104,927	(75,205)	29,722
Moveable Equipment	17,847	1,603			19,450	(16,479)	2,971
Software Systems	28,255	541			28,796	(25,523)	3,273
TOTAL	**$ 888,117**	**$ 23,608**	**$ -**	**$ -**	**$ 911,725**	**$ (367,714)**	**$ 544,011**

(dollars in thousands)

E. Bonds and Leases Payable and Other Long Term Liabilities

Bonds payable at June 30, 2013, totaled $467,714 of which $8,004 is current and $459,710 is long term. Debt obligations are generally callable by the University and bear interest at fixed rates ranging from 2.00% to 6.43%. The debt obligations mature at various dates through 2045.

Long term debt activity for the years ended June 30, 2013 and 2012 is summarized as follows:

Fiscal Year 2013

Long Term Liability	Beginning Balance	New Debt	Decreases	Ending Balance Current	Ending Balance Non-Current
Heat System Bond (1),(2)					
1980 Issue	$ 1,227	$ -	$ 149	$ 153	$ 925
General Obligation Bonds					
Series 1998	25,157		25,157	-	-
Series 2002	25,436		25,436	-	-
Series 2005 (3)	155,213		828	1,003	153,382
Series 2007 (4)	158,463		732	1,752	155,979
Series 2009 (5)	78,913		1,539	1,568	75,806
Series 2010A	9,000			-	9,000
Series 2010B (6)	18,945		990	40	17,915
Series 2012A (7)		49,949	-	3,402	46,547
Capital Leases	330	-	88	86	156
TOTAL	**$ 472,684**	**$ 49,949**	**$ 54,919**	**$ 8,004**	**$ 459,710**

(1) Revenue from this facility is pledged as collateral under debt agreements.
(2) The assets are pledged as collateral under debt agreements.
(3) This balance shown includes bond premium of $3,455.
(4) This balance shown includes bond premium of 3,996.
(5) This balance shown net of bond discount of $1,090.
(6) This balance shown includes bond premium of $605.
(7) This balance shown net of bond discount of $326.

(dollars in thousands)

Fiscal Year 2012

Long Term Liability	Beginning Balance	New Debt	Decreases	Ending Balance Current	Non-Current
Heat System Bond (1),(2)					
1980 Issue	$ 1,372	$ -	$ 145	$ 149	$ 1,078
General Obligation Bonds					
Series 1998 (3)	25,122		(35)	(36)	25,193
Series 2002 (4)	28,410		2,974	3,114	22,322
Series 2005 (5)	156,031		818	828	154,385
Series 2007 (6)	159,170		707	732	157,731
Series 2009 (7)	80,417		1,504	1,538	77,375
Series 2010A	9,000			-	9,000
Series 2010B (8)	19,908		963	990	17,955
Capital Leases	224	174	68	88	242
TOTAL	$ 479,654	$ 174	$ 7,144	$ 7,403	$ 465,281

(1) Revenue from this facility is pledged as collateral under debt agreements.
(2) The assets are pledged as collateral under debt agreements.
(3) This balance shown net of bond discount of $932.
(4) This balance shown includes bond premium of $91.
(5) This balance shown includes bond premium of $3,583.
(6) This balance shown includes bond premium of $4,128.
(7) This balance shown net of bond discount of $1,132.
(8) This balance shown includes bond premium of $644.

In compliance with the University's various bond indentures, at June 30, 2013 the University has deposits with trustees of $2,773 ($3,217 in 2012) for debt service reserves, sinking funds, other requirements and unspent 2007, 2009, and 2010A general obligation bond proceeds. Deposits with trustees are invested in obligations of the U.S. Government as required by the University's bond indentures.

The principal and interest due on bonds over the next five years and in subsequent five year periods are presented in the table below:

For the Fiscal Year Ending June 30	Principal Due	Interest Due	Total Due
2014	$ 7,759	$ 21,669	$ 29,428
2015	7,717	21,424	29,141
2016	7,955	21,126	29,081
2017	9,621	20,780	30,401
2018	9,867	20,387	30,254
2019-2023	52,996	94,677	147,673
2024-2028	61,355	81,198	142,553
2029-2033	79,620	64,325	143,945
2034-2038	100,990	43,317	144,307
2039-2043	102,270	17,481	119,751
2044-2045	20,925	759	21,684
TOTAL	$ 461,075	$ 407,143	$ 868,218

UNIVERSITY OF VERMONT & STATE AGRICULTURAL COLLEGE
(a component unit of the State of Vermont)

(dollars in thousands)

Other long term liabilities at June 30, 2013 and 2012 are summarized below:

Fiscal Year 2013

				Ending Balance	
Other Long Term Liability	**Beginning Balance**	**Increases**	**Decreases**	**Current**	**Non-Current**
Federal Student Loan Capital Contribution	$ 8,680	$ -	$ 105	$ -	$ 8,575
Green Mountain Loan Guarantee	1,494	109	-	-	1,603
Obligations under deferred giving arrangements	3,194	96	393	410	2,487
Postemployment Benefits	109,178	18,372	-	-	127,550
Other Accrued Liabilities	368	25	-	-	393
TOTAL	**$ 122,914**	**$ 18,602**	**$ 498**	**$ 410**	**$ 140,608**

Fiscal Year 2012

				Ending Balance	
Other Long Term Liability	**Beginning Balance**	**Increases**	**Decreases**	**Current**	**Non-Current**
Federal Student Loan Capital Contribution	$ 8,801	$ -	$ 121	$ -	$ 8,680
Green Mountain Loan Guarantee	1,469	25	-	-	1,494
Obligations under deferred giving arrangements	4,821	440	2,067	436	2,758
Postemployment Benefits	90,929	18,249	-	-	109,178
Other Accrued Liabilities	332	36	-	-	368
TOTAL	**$ 106,352**	**$ 18,750**	**$ 2,188**	**$ 436**	**$ 122,478**

F. Cash and Cash Equivalents and Operating Investments

The University's Cash Management Policy provides parameters for investment of the University's pooled cash. The University classifies resources invested in money market funds and short-term investments with maturities at date of purchase of 90 days or less as cash equivalents. Operating funds invested in vehicles with maturities beyond 90 days are classified as operating investments. The Cash Management Policy establishes three pools for investment: short, intermediate and long term. Allowable investments for the short term pool, which includes cash and cash equivalents and other investments with average weighted maturities of up to one year, and the intermediate pool, which includes investments with an average weighted maturity of between one and six years, are restricted by investment type, dollar level, maturity and rating to mitigate credit risk on investments individually and in the aggregate. Investments are restricted to U.S. Treasury and government securities and high quality corporate securities and commercial and bank paper. Debt securities must be rated Aaa, Aa, A or BBB by Moodys or AAA, AA, A or BBB by Standard and Poors. Bank obligations, banker's acceptances or negotiable certificates of deposit must be rated B or better and no more than 20% of the funds in the cash pool can be in obligations of institutions within any single holding company. Commercial paper must be rated A-1 by Standard and Poors or P-1 by Moodys. Investments may include repurchase agreements secured by the U.S government and federal agency obligations, which shall have market values at least 100% of the amount of the repurchase agreement. Investments may also include repurchase agreements with banks having Fitch ratings no lower than B with the condition that these repurchase agreements are 100% collateralized with U. S government securities. Investments may also include commingled funds if they are in compliance with the certain guidelines. Investments of the long term pool are restricted to those allowable under the University's Statement of Objectives and Policies for the Long Term Investment Pool, including the endowment fund.

Current and non-current cash and cash equivalents are comprised of the following:

	June 30, 2013	June 30, 2012
Cash	$ 47,207	$ 34,870
Repurchase Agreements	3	16,520
Certificate of Deposit	50,147	25,000
Money Markets	3,655	3,479
TOTAL	**$ 101,012**	**$ 79,869**

(dollars in thousands)

Of total cash and cash equivalents on prior page, $28,560 in 2013 and $8,220 in 2012 are included in non-current endowment cash and cash equivalents.

The balance of cash held in bank deposit accounts was $44,221 at June 30, 2013 and $55,008 at June 30, 2012. Of these bank balances, $734 in 2013 and $669 in 2012 were covered by the Federal Depository Insurance Corporation. The University also has an irrevocable standby letter of credit up to $50,000.

Total operating investments were $114,498 at June 30, 2013 and $113,083 at June 30, 2012. Operating investments invested in the long term pool were $9,882 at June 30, 2013 and $9,113 at June 30, 2012 (see note G). Short and intermediate term operating investments at June 30, 2013 and 2012 were primarily made through commingled funds with the following investment strategies:

| 2013 | UVM Amount | Average Maturity/ Effective Duration | Credit Quality % | | | | | |
			Govt/ Agency	AAA	AA	A	BBB	Other
Bonds	$ 96,280	2.2 yrs/ 2.0 yrs	71		23	6		
Multi Strategy Equity Fund	7,391							
Other	945							
TOTAL	$ 104,616							

| 2012 | UVM Amount | Average Maturity/ Effective Duration | Credit Quality % | | | | | |
			Govt/ Agency	AAA	AA	A	BBB	Other
Bonds	$ 96,978	2.6 yrs/ 2.4 yrs	68	13	19			
Multi Strategy Equity Fund	6,083							
Other	909							
TOTAL	$ 103,970							

(dollars in thousands)

G. Endowment and Other Long Term Investments

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.

The endowment in aggregate (which comprises the consolidated endowment and other separately invested assets), long term capital and operating reserves, and UVM Foundation assets are invested in a balanced portfolio consisting of: traditional stocks (domestic and international) and bonds; marketable alternatives (hedge funds); non-marketable alternatives (venture capital and private equity); and a diversified portfolio of inflation-hedges (real estate and commodities). The asset allocation target and actual percentages at June 30, 2013 and 2012 are presented in the following table:

	June 30, 2013		June 30, 2012	
	Target %	Actual %	Target %	Actual %
US Equity	23.0	24.6	22.5	24.0
Global Excluding US Equity	24.0	20.1	22.5	20.7
Marketable Alternatives	20.0	21.7	22.0	22.8
Real Estate/Inflation Hedges	14.0	11.3	14.0	12.5
Non-marketable Alternatives	11.0	11.3	11.0	11.3
Fixed Income	8.0	5.3	8.0	6.4
Cash & Cash Equivalents	0.0	5.7	0.0	2.3

Endowment and similar investments including $9,882 and $9,113 of operating investments and $22,416 and $17,525 of capital investments at June 30, 2013 and 2012, respectively, are composed of the following:

	June 30, 2013	June 30, 2012
Cash	$ 20,565	$ 7,198
Money Market	1,710	1,022
Common Stock	79,512	67,957
Other Government Bonds and Notes	11	11
Industry Bonds	3,453	3,404
Private Equity and Venture Partnerships	59,690	52,407
Life Estates	535	501
Hedge Funds	81,035	74,254
Mutual Funds	136,595	128,082
TOTAL	**$ 383,106**	**$ 334,836**

(dollars in thousands)

The fixed income portfolio is composed of one passive fund with the following risk profile at June 30, 2013 and 2012:

		Average Duration	Credit Quality %				
			Govt/				
2013	**Amount**	**Yrs.**	**Agency**	**AAA**	**AA**	**A**	**Baa-BBB**
Bond Market Index Fund	$19,945	5.5	68	5	3	12	12

		Average Duration	Credit Quality %				
			Govt/				
2012	**Amount**	**Yrs.**	**Agency**	**AAA**	**AA**	**A**	**Baa-BBB**
Bond Market Index Fund	$20,965	5.1	70	4	4	12	10

The majority of endowment fund assets are pooled for investment purposes. Each individual fund subscribes to or disposes of units on the basis of the value per unit at fair value at the beginning of the month within which the transaction takes place. Income is distributed on a per unit basis. Of the total units (each having a fair value of $56.42), 4,765.3645 units were owned by endowment funds and 1,868.7717 units by quasi endowment funds at June 30, 2013 ($52.03, 4,394.1198 and 1,862.7532 respectively, at June 30, 2012).

Beginning in FY13 the University of Vermont Foundation (UVMF) purchased units in the UVM pooled endowment. As of June 30, 2013 UVMF owned 254.5370 units with a market value of $14,362.

The Uniform Prudent Management of Institutional Funds Act (UPMIFA) was passed by the State of Vermont effective May 5, 2009. UPMIFA broadens and clarifies the latitude of institutions to manage overall endowment returns, without specifically isolating those particular endowments, that because of timing of receipt of the gift and market conditions, are deemed underwater. Rather, the institution is expected to define an overall prudent approach both to distribution of funds for spending and long term preservation and growth of capital. The University shall continue with its uniform endowment distribution practice, including distributions from endowments that are temporarily underwater in accordance with the statute. The Investment Subcommittee of the Board of Trustees reviews the income distribution rate annually.

(dollars in thousands)

The table below summarizes changes in relationships between cost and fair values of the pooled endowment:

	Fair Value	Cost	Net Return	Fair Value Per Unit
June 30, 2013	$ 374,316	$ 312,043	$ 62,273	56.42
June 30, 2012	325,555	284,840	40,715	52.03
Unrealized Net Gain			21,558	
New Gifts and Transfers			20,096	
Realized Net Gain			19,080	
Net Income			907	
Withdrawn for Spending			(12,880)	
Total Net Change			**$ 48,761**	**4.39**

	Fair Value	Cost	Net Return	Fair Value Per Unit
June 30, 2012	$ 325,555	$ 284,840	$ 40,715	52.03
June 30, 2011	343,050	280,225	62,825	56.18
Unrealized Net Loss			(22,110)	
New Gifts and Transfers			7,105	
Realized Net Gain			9,003	
Net Income			1,408	
Withdrawn for Spending			(12,901)	
Total Net Change			**$(17,495)**	**(4.15)**

H. Commitments

Major plant projects include commitments as follows:

Project	Estimated Project Cost	Project-to-Date Expenditures 2013	Project-to-Date Expenditures 2012
Simpson Dining Renovation	7,200	6,601	6,577
Mason, Simpson, Hamilton Renovation	8,000	6,839	5,482

The University has entered into operating leases for space, which expire at various dates through fiscal 2019. Outstanding commitments for these leases are expected to be paid in the following years ended June 30:

For the Fiscal Year Ending June 30	Rental Payments Due
2014	$ 901
2015	648
2016	437
2017	233
2018	161
2019	166
Total	**$ 2,546**

Operating lease expenses totaled $955 and $725 in 2013 and 2012, respectively.

The University is obligated under certain of its investments to make future capital contributions in the amount of $16,879.

(dollars in thousands)

The University entered into an Agreement with the State of Vermont Department of Vermont Health Access in 2013 and retroactively covering 2012, to make payments to support the Graduate Medical Education (GME) program. The GME program helps ensure access to quality and essential professional health services for Medicaid beneficiaries through the care provided by teaching physicians and teaching hospitals. The University uses general fund state appropriation dollars to fund the GME payments through an inter-governmental transfer to the State. GME payments totaling $25.8 million were made in 2013 and are recorded on the Statements of Revenues, Expenses, and Changes in Net Position under Intergovernmental transfers in the Non-operating revenues and expenses section. For 2014 a revised Agreement was entered into on August 26, 2013 with the State of Vermont Department of Vermont Health Access to make quarterly payments totaling $13.2 million in 2014.

The University is exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The University manages these risks through a combination of self-insurance and commercial insurance purchased in the name of the University. The University's annual self-insured obligation for general liability is $500 per occurrence and $25 per occurrence for automobile liability. Its assumption of risk for property losses is $250 per occurrence. Educator's legal liability risks are subject to a $250 per loss retention. Worker's compensation is subject to a $650 per occurrence retention. None of these lines of coverage have an annual self-insured aggregate, or stop-gap. Settled claims resulting from these risks have not exceeded commercial insurance coverage in any of the past three fiscal years.

The University elected, effective July 1, 2003, to become a shareholder and member of Genesis Limited, an insurance and reinsurance captive organization domiciled in Bermuda. A Vermont captive, Pinnacle Consortium of Higher Education, was formed in FY '05 as a fronting insurer to Genesis. The captives consist of two insurance lines, general liability and automobile liability. All members are required to participate in the captive general liability program which provides $2 excess limit, written by Pinnacle effective 7/1/05, and the group purchase liability program that provides a $23 excess limit. Pinnacle retains 5% of the risk and cedes 95% to Genesis. The University has purchased an additional $75 to bring the total excess limit to $100.

The University follows the policy of self-insuring risks up to certain limits. At year end, the University had open claims valued at $2,050 in 2013 and $2,677 in 2012; $563 and $765 of this is covered by excess insurance in 2013 and 2012, respectively. The University paid claims of $1,780 in 2013 and $2,013 in 2012. Reserves for property and casualty liabilities are included in accrued liabilities (including incurred but not reported) in the amount of $6,440 at June 30, 2013 and $6,538 at June 30, 2012.

In conducting its activities, the University from time to time is the subject of various claims and also has claims against others. The ultimate resolution of such claims is not expected to have a material adverse or favorable effect on the financial position of the University.

Three groups of University employees are represented by collective bargaining units. The University participates in contract negotiations with these groups periodically.

The University receives significant financial assistance from federal and state agencies in the form of grants and contracts. Expenditures of funds under these programs require compliance with the grant agreements and are subject to audit. Any disallowed expenditures resulting from such audits become a liability of the University. In the opinion of management such adjustments, if any, are not expected to materially affect the financial condition of the University.

I. Retirement Plans

Faculty and staff at the University of Vermont may participate in the University's 403(b) defined contribution plan and a 457(b) deferred compensation plan provided the following criteria are met:

- faculty and staff must have a full-time equivalency of .75 or greater;

- staff must be employed three years before they qualify for University contributions to their retirement plan, or they must have a vested interest in the retirement plan of their previous nonprofit employer, or have a TIAA-CREF Retirement Account;

- non tenure-track faculty and faculty under the rank of Assistant Professor must wait two years to qualify for University contributions to their retirement plan, or they must have a vested interest in the retirement plan of their previous nonprofit employer, or have a TIAA-CREF Retirement Account;

- tenure track faculty at the level of Assistant Professor or above receive University contributions to their retirement plan immediately upon beginning employment.

To obtain University contributions, faculty members and officers of administration must contribute 3% of their salary, and staff must contribute 2%. The University's contribution to the retirement fund of qualified faculty and staff is 10% of salary and this amount is immediately vested.

The University also offers a 457(b) deferred compensation plan. Faculty and staff can participate provided they are participating in the 403(b) plan. The University makes no contributions to this plan.

The University's 457(b) contributory retirement plan is administered by the Teachers Insurance Annuity Association of America (TIAA), the College Retirement Equities Fund (CREF), and Fidelity Investments. These companies as well as the Prudential Company of America also administer the University's 403(b) plan. The University's policy is to accrue the costs of these defined contribution plans currently.

Since both faculty and staff are immediately vested in all retirement contributions made on their behalf, the University has no control of, responsibility for, or ownership of retirement funds, except that employees may not withdraw funds contributed to either their 403(b) or 457(b) plan while employed at the University. Retirement funds may be transferred among the investment alternatives at the discretion of the employee.

Upon leaving the University, employees may either withdraw funds from their accounts, or transfer the funds to other investment alternatives subject to the limitations of 403(b) and/or 457(b) regulations and the contractual provisions of their investment alternative.

(dollars in thousands)

For the year ended June 30, 2013 and 2012, the University had total payroll expense of $262,593 and $257,396, respectively, of which $189,621 in 2013 and $188,174 in 2012 was covered by the University's 403(b) retirement plan. Total employee and employer contributions for 403(b) pension benefits for the year were $16,120 and $18,962, respectively, for 2013 and $15,911 and $18,817, respectively, for 2012. The University's contribution for 403(b) pension benefits is 10% of the covered payroll. Total employee contributions to the 457(b) retirement plan were $3,129 in fiscal year 2013 and $3,038 in fiscal year 2012.

J. Postemployment Benefits

The University is required to account for its postemployment benefit plan in accordance with GASB Statement 45, Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions. GASB Statement 45 prescribes a methodology which requires the employer to recognize an expense for the value of benefits earned during the current year by active employees (i.e. the normal cost) plus an amortization of the unfunded portion of the value of the plan benefits earned to date by active and retired employees (i.e., the actuarial accrued liability). GASB Statement 45 also introduces the concept of an employer's net postemployment benefit obligation, which is defined as the cumulative difference between the employer's annual postemployment benefit expense and its cash cost for the plan.

The University's postemployment benefit plan covers medical, (base) dental, life insurance and tuition remission benefits provided to eligible University retirees and their dependents. The plan was established under the authority of and may be amended by the University. It is a single employer plan administered by the University.

Plan provisions include two levels of eligibility and cost tables: 1) Retirees hired before July 1, 1997 are eligible when retired directly from employment after reaching age 55 with 10 years of continuous employment, with qualification that for employees hired after June 30, 1992 and before July 1, 1997, the rule of 75 applies; and 2) Retirees hired after June 30, 1997 are eligible when retired directly from employment after reaching age 60 with 15 years of continuous employment. In addition, employees who have been awarded full disability benefits from either social security or the University's long term disability carrier are eligible.

Retirees who retired under the Voluntary Separation Plan of 1992 or before are not required to contribute to the plan, however, a surviving spouse receives two (2) years of medical and base dental coverage without charge, after which dental terminates (the surviving spouse would be eligible for 36 month of COBRA) and medical coverage is available at 50% of the cost of providing coverage. Retirees under the Voluntary Separation Plan of 2000 pay for their medical benefits based on the contribution system prior to June 30, 2000 (based on 0.5% times the average final three years' base salary at 75%). Retirees hired after June 30, 1992 have the same salary bands percentage as active employees, which is based on 75% of their average final three years' base salary. Retirees hired after June 30, 1992 and before July 1, 1997 are required to contribute as above plus a percentage based on the sum of their age at retirement and their years of continuous full time service. This surcharge is based on a scale that ranges from 65 to 75 and over. Full-time represented faculty, regardless of salary, currently pay 20% of the cost of providing medical coverage and 10% of the base dental cost.

As of July 1, 2011, there were 705 fully eligible active employees, with total active employees numbering 3,690, with an average age of 48.4 years and average credited service of 11.8 years. Total annual compensation was $208,900. There were 1,389 participants in receipt of benefits, with an average age of 73.3 years.

A third party actuary performed the valuation of the liability with an actuarial valuation date of July 1, 2011. Actuarial calculations reflect a long term perspective, involve estimates about the probability of events and are subject to continual revision. The calculations were developed using certain actuarial assumptions and methods. The assumptions include an investment return of 5.15% and the RP-2000 mortality table for males and females. The methods include the projected unit credit actuarial cost method and a 30 year amortization of the plan's unfunded liability on an open, level dollar basis. Health care cost inflation is assumed to be as high as 8.00% in 2011 and gradually decreasing to 5% in 2018 and beyond.

The actuarial accrued liability at the measurement date of July 1, 2012 was $300,587. The actuarial value of assets funding the liability was $0, as the University's contributions are comprised entirely of direct payments for benefits. Employer contributions for fiscal year ended June 30, 2013 totaled $10,931 ($9,696 in 2012), or 37.3% (34.7% in 2012) of annual other postemployment benefit (OPEB) cost. The unfunded actuarial accrued liability (UAAL) was $300,587. The annual required contribution (ARC) of $31,151 for fiscal year 2013 is the sum of $10,866, the normal cost at July 1, 2011 plus interest, and $20,285, the 2013 amortization of the UAAL. The ARC of $29,428 for fiscal year 2012 is the sum of $10,448, the normal cost at July 1, 2011 plus interest, and $18,980, the 2012 amortization of the UAAL.

(dollars in thousands)

Total annual OPEB costs and liabilities for the 2013 and 2012 fiscal years include the following components:

	June 30, 2013	June 30, 2012
Annual required contribution	$ 31,151	$ 29,428
Interest on net OPEB obligation	5,623	4,683
ARC adjustment	(7,471)	(6,166)
Annual OPEB cost	29,303	27,945
Contributions during FY	(10,931)	(9,696)
Increase in net OPEB obligation	18,372	18,249
Net OPEB obligation, beginning of year	109,178	90,929
Net OPEB obligation, end of year	$ 127,550	$ 109,178

In accordance with GASB Technical Bulletin 2006-1, assumed health care costs do not reflect any expected federal reimbursements to the University under the Medicare Part D Program.

K. Operating Expense by Function

Operating expenses by functional classification for the years ended June 30, 2013 and 2012 are summarized as follows:

	Year ended June 30, 2013				
Function	Compensation And Benefits	Supplies And Services	Scholarships And Fellowships	Depreciation	Total
Instruction	$ 139,515	$ 20,783			$ 160,298
Research	56,021	28,525			84,546
Public service	41,049	13,581			54,630
Academic support	41,263	14,537			55,800
Student services	23,088	11,164			34,252
Institutional support	28,078	11,555			39,633
Operations and maintenance of plant	21,545	18,612			40,157
Scholarships and fellowships			16,015		16,015
Auxiliary enterprises	31,563	40,310			71,873
Depreciation				27,823	27,823
TOTAL	**$ 382,122**	**$ 159,067**	**$ 16,015**	**$ 27,823**	**$ 585,027**

	Year ended June 30, 2012				
Function	Compensation And Benefits	Supplies And Services	Scholarships And Fellowships	Depreciation	Total
Instruction	$ 133,716	$ 20,712			$ 154,428
Research	57,163	28,426			85,589
Public service	38,748	13,025			51,773
Academic support	39,947	13,225			53,172
Student services	22,036	10,326			32,362
Institutional support	30,641	13,589			44,230
Operations and maintenance of plant	21,088	21,833			42,921
Scholarships and fellowships			16,245		16,245
Auxiliary enterprises	30,490	41,156			71,646
Depreciation				28,721	28,721
TOTAL	**$ 373,829**	**$ 162,292**	**$ 16,245**	**$ 28,721**	**$ 581,087**

(dollars in thousands)

L. Pollution Remediation Obligations

The University is required to account for its pollution remediation activities in accordance with GASB Statement 49, *Accounting and Financial Reporting for Pollution Remediation Obligations*. GASB 49 requires the University to accrue estimated costs to conduct pollution remediation activities if certain obligating events have occurred. It also requires the University to expense pollution remediation costs which cannot be capitalized. The University incurred and expensed pollution remediation costs of $688 and $127 in FY13 and FY12, respectively.

Also, in FY13, the University commenced certain renovation projects that included the need for asbestos and lead paint removal. These projects are not expected to be completed until FY14 and therefore FY13 supplies and services expense and current accrued liabilities include $532 ($256 in FY12) for the expected remediation portion of these projects. The accrual is based on the estimates of expected outlays provided by the University's Physical Plant department. There are no recoveries associated with this liability.

(dollars in thousands)

Required Supplementary Information - Postemployment Benefits

Schedule of Employer Contributions

Fiscal Year Ended June 30	Annual OPEB Cost	Actual Contributions	Percentage of Annual OPEB Cost Contributed
2013	$ 29,303	$ 10,931	37.3%
2012	$ 27,945	$ 9,696	34.7%
2011	$ 31,165	$ 9,841	31.6%

Schedule of Funding Progress

Actuarial Valuation Date	Actuarial Value of Assets	Actuarial Accrued Liability (AAL)	Unfunded AAL (UAAL)	Funded Ratio	Covered Payroll	UAAL as a Percentage of Covered Payroll
7/1/2012	$ -	$ 300,587	$ 300,587	0.0%	$ 208,900	143.8%
7/1/2011	$ -	$ 306,453	$ 306,453	0.0%	$ 208,900	146.7%
7/1/2009	$ -	$ 313,161	$ 313,161	0.0%	$ 181,542	172.5%

Net OPEB Obligation (NOO)

Fiscal Year Ended June 30	Annual Required Contribution	Interest on Existing NOO	ARC Adjustment	Annual OPEB Cost	Actual Contribution Amount	Net Increase in NOO
2013	$ 31,151	$ 5,623	$ (7,471)	$ 29,303	$ 10,931	$ 18372
2012	$ 29,428	$ 4,683	$ (6,166)	$ 27,945	$ 9,696	$ 18,249
2011	$ 31,902	$ 4,872	$ (5,609)	$ 31,165	$ 9,841	$ 21,324

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Suite 400
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Colchester, VT 05446

Independent Auditors' Report

The Honorable Douglas Hoffer,
Auditor of the Accounts
    State of Vermont

and

The Board of Trustees
The University of Vermont and
    State Agricultural College:

Report on the Financial Statements

We have audited the accompanying financial statements of the business-type activities, and the discretely presented component units of The University of Vermont and State Agricultural College (the University), a component unit of the State of Vermont, as of and for the years ended June 30, 2013 and 2012, and the related notes to the financial statements, which collectively comprise the University's basic financial statements as listed in the table of contents. We did not audit the financial statements of a discretely presented component unit, University Medical Education Associates, Inc. Those financial statements were audited by other auditors whose report thereon has been furnished to us and our opinions, insofar as they relate to the amounts included for that discretely presented component unit, are based on the report of other auditors.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with U.S. generally accepted accounting principles; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express opinions on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor

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The Honorable Douglas Hoffer
The Board of Trustees
The University of Vermont and
State Agricultural College
Page 2 of 2

considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained, and the report of other auditors, is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective net position of the business-type activities, and the discretely presented component units of The University of Vermont and State Agricultural College, as of June 30, 2013 and 2012, and the respective changes in net position, and where applicable, cash flows thereof for the years then ended in accordance with U.S. generally accepted accounting principles.

Other Matters

Required Supplementary Information

U.S. generally accepted accounting principles require that the Management's Discussion and Analysis and the schedules of Funding Progress and Employer Contributions on pages 6–15 and 34 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

KPMG LLP

Burlington, Vermont
November 18, 2013

Vt. Reg. No. 02-0000241

KPMG LLP
Suite 400
356 Mountain View Drive
Colchester, VT 05446

Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With *Government Auditing Standards*

The Honorable Douglas Hoffer,
Auditor of the Accounts of the
 State of Vermont

and

Board of Trustees
The University of Vermont and
State Agricultural College:

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to the financial statement audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the business-type activities and the discretely presented component units of the University of Vermont and State Agricultural College (the University), a component unit of the State of Vermont, as of and for the year ended June 30, 2013, which collectively comprise the University's basic financial statements, and have issued our report thereon dated November 18, 2013. Our report includes reference to other auditors who audited the financial statements of the University Medical Education Associates, Inc., a discretely presented component unit, as described in our report on the University's financial statements. This report does not include the results of the other auditors' testing of internal control over financial reporting or compliance and other matters that are reported on separately by those auditors.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the University's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purposes of expressing an opinion on the financial statements but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, we do not express an opinion on the effectiveness of the University's internal control.

A deficiency in internal control over financial reporting exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency,

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Board of Trustees
The University of Vermont and
State Agricultural College
Page 2 of 2

or a combination of internal control deficiencies that is less severe than a material weakness yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be deficiencies, significant deficiencies, or material weaknesses. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the University's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing and not to provide an opinion on the effectiveness of the University's internal control over compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the University's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

KPMG LLP

November 18, 2013

VL Reg No. 92-0000241

The University of Vermont

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November 13, 2013

The Audit Committee
The University of Vermont and
    State Agricultural College
Burlington, Vermont

Ladies and Gentlemen:

We have audited the basic financial statements of The University of Vermont and State Agricultural College, (the University) for the year ended June 30, 2013, and expect to issue our report dated November 18, 2013. In planning and performing our audit of the financial statements of the University, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial statement audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, we considered the University's internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, we do not express an opinion on the effectiveness of the University's internal control.

During our audit we noted certain matters involving internal control and other operational matters that are presented for your consideration. These comments and recommendations, all of which have been discussed with the appropriate members of management, are intended to improve internal control or result in other operating efficiencies and are summarized on the attached schedule of observations.

Our audit procedures are designed primarily to enable us to form an opinion on the financial statements, and therefore may not bring to light all weaknesses in policies or procedures that may exist. We aim, however, to use our knowledge of the University gained during our work to make comments and suggestions that we hope will be useful to you.

We would be pleased to discuss these comments and recommendations with you at any time.

The University's written response to our comments and recommendations has not been subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

This communication is intended solely for the information and use of management, the Board of Trustees, others within the University, and the State of Vermont, and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

KPMG LLP

Update on Prior Year Comments

Employee Benefits Reconciliation

Prior Year Observation and Recommendation

The University provides its eligible active employees, and their dependents, with medical, dental, life insurance and tuition remission benefits. The University continues to provide to eligible University retirees and their dependents a postretirement benefit plan that also covers medical, dental, life insurance and tuition remission benefits. The University contracts with third party commercial insurance carriers to provide insurance coverage related to medical, dental, and life insurance benefits for both active and retired employees and their dependents.

The University does not have a formal reconciliation process to reconcile the monthly employee benefit statements received from its third party benefit service providers to their personnel system (PeopleSoft HRMS). Such a reconciliation process would ensure that expenses paid to third party providers are for eligible employees and that the elections selected by employees agree to the coverage being billed.

We recommend the University implement formal reconciliation processes over employee benefit plan expenses, including health, dental and life.

Management Response

The University will implement a formal reconciliation process for FY 12. The reconciliation will be done regularly and on an ongoing basis.

Current Year Update

The University is working on fully implementing a reconciliation process over employee benefits that would ensure that the proper number of employees (both active and retired) are included on the health/dental/life/LTD insurance invoices and for the proper rates. Human Resources prepares a reconciliation for medical insurance on a quarterly basis. September and December 2012 are complete and March and June 2012 are in progress and are expected to be complete by the end of November 2013. Life and long term disability insurance are reconciled on a monthly basis and dental insurance will be reconciled on a quarterly basis starting with September 2013. The reconciliation process compares the employee/retiree and employer contribution amounts recorded in PeopleSoft to the vendor invoiced amount.

The University has been actively working on a HIPAA compliant 834 process which will allow the University to submit employee information/changes electronically. The process will improve the efficiency, effectiveness and timeliness of the current manual processes.

Current Year Observations

We have no new current observations to report in FY13.

Information Technology

As part of our 2013 audit, we followed up on our 2012 review of certain key information technology (IT) general controls. Our report and related observations are included in Appendix I to this letter.

3

cutting through complexity

General Computer Controls
Observations and
Recommendations

University of
Vermont
(UVM)

2012 Follow-Up Review

September 12 2013

kpmg.com

Contents

- Review Objectives, Scope and Approach
- Information Technology Overview
- Computer Control Observations, Recommendations and Management Responses

Review Objectives, Scope and Approach

Objectives

The objective of our 2012 review was twofold:

1   To provide the KPMG financial audit team with a high-level understanding of the University of Vermont's (UVM) IT environment as it pertains to financial reporting, in support of a substantive audit approach with no reliance on IT General controls in compliance with KPMG's Audit Methodology, and

2   To provide UVM management with a high-level assessment of its Information Technology General Computer (ITGC) controls as they pertain to systems and applications supporting key financial and other processing.

The objective of the 2013 follow-up review was to assess and report on progress made towards remediating or mitigating IT control observations made initially during our high-level information technology assessment conducted in 2012, and to comment if necessary, on any additional control issues that may have arisen during the past year.

Scope

Based on discussions with KPMG's financial audit team in 2012, the following Information Risk Management focus areas were identified:

- Access to Programs and Data (Physical and Logical Security)
- Program Development (if significant new development had been undertaken)
- Software Change Management (Applications and System)
- Computer Operations

Approach

The approach taken to arrive at our high-level follow-up IT observations at UVM included interview with UVM's CIO and her direct reports. Our visit and fieldwork took place at UVM office facility at the Waterman Building located on UVM's campus in Burlington, Vermont on September 12, 2013.

We have provided a copy of our follow-up comments to UVM IT Management for comment and response.

This report is not intended to be a comprehensive assessment of control design or control operating effectiveness at the University of Vermont. Nor does it necessarily contain a comprehensive list of issues that University management should address relative to the broad scope of information technology management. Rather it focuses on those items identified as potential weaknesses relative to a review of IT systems and activity supporting financial reporting and information protection, and University management's responses on how to mitigate the potential weaknesses identified.

University of Vermont (UVM)

Founded in 1791, the 'University of Vermont and State Agricultural College', more commonly known as the University of Vermont, is a public research university. The University is commonly known as "UVM," an abbreviation of its Latin name, Universitas Viridis Montis (University of the Green Mount).

The University is located on a 450-acre campus in Burlington, VT which houses the schools of Engineering and Mathematics, Business, Education and Social Services, Arts and Sciences, Medicine, Nursing, Agriculture and Life Sciences, and Natural Resources. The campus comprises approximately 130 buildings and features the historic University Green, the Dudley H. Davis Center, the Fleming Museum of Art, and the Gutterson/Patrick athletic complex. The largest hospital complex in Vermont, Fletcher Allen Health Care, also has its primary facility adjacent to the UVM campus and is affiliated with the UVM College of Medicine. The University has no offshore campuses or academic units.

UVM has approximately 13,100 students and employs over 3900 full time and part-time faculty and staff.

UVM Information Technology

UVM's Information Technology group (aka Enterprise Technology Services, ETS) is headed by an Associate Chief Information Officer (CIO). She reports to UVM's Chief Information Officer and Dean of Libraries and Learning Resources, who in turn reports to the University Provost. ETS comprises approximately 69 (plus 6 FTE vacancies) fulltime managers and staff largely concentrated in four separate locations.

IT Governance

UVM's CIO is a member of the President's Senior Leadership Cabinet, the Provost's Academic Leadership Council, the Council of Deans, and the Senate Educational and Research Technologies Committee; committees that influence IT strategy and direction.

The ETS Associate CIO has seven direct reports as indicated:

- Director, Systems Architecture & Administration
- Director, Business Process Re-engineering (vacant)
- Director, Telecommunications & Network Services
- Director, Enterprise Applications Services
- Director, Database Administration
- Information Security Officer
- Director, Client Services

Functional groups reporting to the ETS Associate CIO (with approximate unit staffing at the time of the initial report in May 4, 2012, since superseded, in parentheses), are as follows:

- Systems Architecture & Administration (11)
- Business Process Re-engineering (4 + 1 FTE vacancy)
- Telecommunications & Network Services (12 + 1 FTE vacancy)
- Enterprise Applications Services (18 + 1 FTE vacancy)
- Database Administration (5 + 1 FTE vacancy)
- Information Security (4)
- Client Services (15 + 2 FTE vacancies)

Policies and Procedures

UVM has published a wide range of general and administrative policies and procedures that may be found on the UVM Policy website. Information Technology related policies include:

- Computer, Communications and Network Acceptable Use
- A Guide to the Ethical and Legal Use of Software
- Host accounts for Departments and Organizations
- Assigning names on UVM's Web site
- Domain Name Server (DNS) Policy
- DHCP Policy
- Infrastructure Standards Policy

Security related policies include:

- UVM Information Security Policy
- Breach Notification procedures
- PGP Disk encryption
- Secure Disposal of Surplus Computers and Electronic Waste
- When Employees leave UVM; Standard Practices
- Ethics and Compliance reporting

UVM IT utilizes a software tool, 'Footprints' to manage changes to its technology environment and is in the process of implementing the Phire utility (for PeopleSoft). However while there is a Change Control Policy for Banner, there is no comprehensive Change Management Policy governing changes across all UVM infrastructure, systems and application software.

UVM Network

UVM has multiple 10G ring circuits as part of its extended network that link the campus, data center, and other off-campus locations. While there are several 10Gb links to buildings on campus, most are still 1Gb, with a plan in place to eventually upgrade them all.

The network is protected with access point firewalls located at two levels – between the internet and the UVM network perimeter and internally between the perimeter and the core network supporting UVM's internal connectivity, i.e. supporting multiple separate and secure Virtual Local Area Networks (VLANs). To protect against unauthorized attempts at access, UVM also utilizes both Intrusion Detection (IDS) and Prevention Systems (IPS) within its network and conducts internal vulnerability scanning using Nessus daily. Periodic external penetration testing is only conducted on those servers that provide credit card service, as required for PCI-DSS compliance. Penetration testing was conducted in 2013, with the goal to contract for repeat testing in 2014.

Remote access to UVM's enterprise core servers requires pre-authorization by UVM management and requires the use of secure Virtual Private Network (VPN) technology with appropriate authentication. Single factor authentication is required for general users and two factor authentication (e.g. password + a second authenticator) for administrators.

Wireless access is available across the UVM campus. There are 2 networks in use – a guest network and a network for authorized UVM use. UVM authenticated WiFi service requires authentication using WPA2 Enterprise level wireless security and the guest network is a captive portal unencrypted network.

In line with UVM strategy of fail-safe redundancy, two separate Internet Service Providers (ISPs) are employed to provide internet connectivity – TelJet (now FirstLight) and Level3. UVM's *Open Source "Dovecot" (inbound) and "Send Mail" (outbound)* e-mail systems are managed internally by IT.

UVM Data Centers

UVM currently operates two data centers. The primary data center is located in Technology Park. an off-campus commercial property located about five miles from campus. The second data center is located on the campus in Mann Hall. The Mann Hall data center is located in the basement of the building. The primary data center located at Technology Park contains the bulk of equipment required to support UVM's business, academic and student administration requirements. During our review we noted that the Mann Hall facility lacked space for any future growth and was experiencing problems with the adequacy of its HVAC systems to provide equipment cooling. Additionally the Mann facility has 14 windows at ground level that are covered with plywood but are not alarmed for possible break in. The facility does have motion sensors, however, so unauthorized entry into the facility would trigger alarms.

Access to the Tech Park facility is controlled by biometric input, a magnetic card reader, and a code keypad entry device. Mann Hall has a card reader and a universal code. The Waterman facility is equipped with a code keypunch device. Access authorization is managed by appropriate UVM IT management and comprises selected vendors, UVM network and system engineers, and the UVM police. A comprehensive annual review and periodic reviews of primary data center access upon changes in ETS staffing or vendors are conducted by UVM IT management. Reviews of other data center access are ad-hoc. The primary and secondary data centers are also fitted with remote monitoring video cameras.

Automated FM200, gas fire suppression is installed in all UVM data centers. All facilities are also equipped with alarmed smoke and water detectors, and are provided with backup power in the event of a mains power outage.

UVM Financial Applications

During our review we reviewed support and access control over the following key UVM applications:

- PeopleSoft
- Ellucian Banner

PeopleSoft is the University's core financial application and runs on Linux operating system servers and utilizes an unencrypted Oracle 11 database.

PeopleSoft supports the following financial activities:

- Accounts Payable
- Accounts Receivable (one instance for the University, a second for individuals)
- General Ledger
- Procurement
- Payroll
- Financial Reporting

Ellucian Banner   Banner provides Student Information System Management support and is operated on Linux and AIX servers and utilizes an Oracle database. Functions supported by Banner include:

- Financial Aid / Student Accounts Receivable
- Admissions
- Registration
- Student Grades
- Student Affairs

PeopleSoft was recently upgraded to version 9.1 from version 8.9. Plans are in place to upgrade Banner to a later version of Banner series 8, with an eventual move to Banner XE (the single replacement solution for Ellucian's 3 higher education software solutions – Banner, Colleague and PowerCampus.

Both PeopleSoft and Banner application environments are supported in-house by UVM IT.

Observations, Risks, Recommendations & Responses

	Observation	Risk	Recommendation	Management Response
Access to Programs and Data				
Physical Security & Environmental Controls				
1	During our walkthrough of UVM data centers, we observed at Mann Hall data center has apparently reached HVAC capacity. We noted that the room had fans installed to augment the cooling system and that rust on some of the raised floor tiles was the result of high humidity caused by inadequate cooling of the room and its equipment.	Inadequate HVAC and other environmental control capacity brought about by computer room equipment overcrowding, incorrect rack spacing, or inadequate data center design increases the risk that key computer systems may experience operational degradation and may also sustain physical damage.	We recommend that UVM IT management consider suspending further expansion of Mann usage. We further recommend that Mann computer room assets be considered for movement and inclusion in any future new UVM data center plans.	Agreed. Space has been been reserved in Jeffords Hall for a new secondary data center, and we will develop fit-up plans during FY13. 2013 Update No progress. Space at Jeffords has been reserved but no work undertaken due to lack of funding.
	2011 & 2012 Observation			
Logical Access				
2	Passwords are governed by the Identity Management system and LDAP for PeopleSoft, Banner, and the Network. Within the criteria, character minimum, complexity, along with database words not allowed are all enabled. However, password required changes are required each 365 days and no lock out on invalid access attempts. **2011 & 2012 Observation**	Weak account and password controls increase the risk that unauthorized persons could gain access to sensitive systems and information. The risk to the enterprise is commensurate to the privileges associated with the account that may become compromised.	We recommend that UVM should revisit their password management criteria and ensure consistency across environments. Importantly, password management should follow industry best practice rules to safeguard assets by: • locking out accounts following 3 invalid access attempts • maintaining password history for 5 iterations to prevent repetitive reuse of the same password, and • systematically require users to change passwords periodically (it is recommended that general user change password every 90 days and	We continue to believe that social engineering (e.g., "phishing") and various malware threats (e.g., key loggers, rootkits) are not addressed by frequent password changes: we would have to force password changes every 12 hours to be effective against those attacks. We continue to believe that for accounts for general population (most of our 13000 students and faculty) in which only their self-service information is at risk, annual password changes with complex passwords and active monitoring of attempts to contact phishing "home base" is the most effective combination.

Observation	Risk	Recommendation	Management Response
		those with more powerful privileges more frequently.	For staff with access to enterprise information, 90-day password changes, and/or two-factor authentication is required.

However, we continue to seek cost-effective ways to provide two-factor authentication for the general community, as we believe it is the only way to protect accounts adequately against successful social engineering, key-logging, and similar attacks.

2013 Update

Password change and authentication to systems in higher education is receiving a lot of attention with conflicting opinions regarding the efficacy of frequent password change, complexity of passwords or relative lengths of passwords. Based on experiences, UVM believes that social-engineering attacks such as Phishing are a larger potential threat than password compromise through hacking or other technical means. As a consequence, UVM has made significant progress in reviewing alternative methods of securing system access and authenticating authorized users. Currently UVM ETS is looking to introduce two factor system authentication as an alternative to traditional approaches to access authentication. Two factor authentication using cell-phone authenticating software (Duo Security) is expected to be trialed for PeopleSoft |

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	Observation	Risk	Recommendation	Management Response
				in the fall. If successful, funding will be required to implement across campus.
3	Oracle database password criteria remains weak with no password history retained, and no lockout on invalid access attempts. The required password change was updated from no requirement to change, to a required change annually. 2011 & 2012 Observation	Weak password controls increase the risk that unauthorized persons could gain access to sensitive database information. The risk to UVM is commensurate to the privileges associated with the account that may become compromised.	We recommend that UVM revisit the password criteria for the Oracle database to determine what criteria they can strengthen on the database password use.	Agreed and implemented. Strong passwords have been implemented in Oracle. We will continue in FY13 to seek additional ways to increase security and access restrictions around core databases. 2013 Update Implemented.
4	Periodic access reviews of the network; Banner and PeopleSoft are not formally documented or performed. 2011 & 2012 Observation	The absence of periodic management reviews of the network and key financial applications user access increases the risk that accounts belonging to terminated staff may provide an undetected gateway to an intruder and that active staff may retain processing capability that exceeds their job requirements and undermines a prudent separation-of-duties.	We recommend that UVM management require: • IS to periodically provide functional business management with reports of users with key financial system application access and if feasible, the business functionality they have been given. • Functional business management review the report, identify and takes steps to remove access to unauthorized persons, remove unnecessary or inappropriate application access in conformance with reasonable Separation of Duties (SOD) practices. We further recommend that IS periodically generate a user network access report for UVM administrative and other appropriate constituencies, conduct a comparison against a current HR sourced employee list and take steps to remove access from accounts where persons have left the	Agreed. We have been developing tools to expedite functional management reviews of access privileges and will be deploying these for annual review by the end of Q2FY13. For both Banner and PeopleSoft access, accounts of permanent employees who have separated from the University are restricted to self-service uses (e.g., retrieving Payroll history from PeopleSoft) within 12 hours of separation, except those terminated for cause in which case restrictions are imposed immediately. We follow the same process for temporary employees upon learning of their separation. We agree that the restriction of access for temporary employees should be done more promptly and will continue to work with HR and departments across campus to systematically identify temporary non-returning temporary

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#	Observation	Risk	Recommendation	Management Response
			employ of the University.	employees. In general, those employees do not have access to enterprise information. <u>2013 Update</u> An annual review of Banner access is now conducted. The first annual review of the peopleSoft environment will be conducted in the fall of 2013. Both reviews are conducted by 'Data Stewards' from the business communities.
5	In regard to PeopleSoft and Banner, each application has a developer who is the backup has full access to the PeopleSoft or Banner application to migrate changes and including the ability to add/remove/delete users. **2011 & 2012 Observation**	The lack of separation of duties may permit data to be inappropriately changed and not be detected.	We recommend that UVM consider options to mitigate the risk of not having appropriate segregation of duties. Options to be considered include: • Reorganizing staff responsibilities to ensure appropriate SOD • Ensuring appropriate supervisory oversight of access and work undertaken by developers with access to production systems.	We agree but continue to be limited by staff size. We have established change management procedures in which for both PS and Banner, changes are logged in a consistent manner in a central system (Footprints) and cross-checked by another staff member. <u>2013 Update</u> Banner and PeopleSoft Database administrators are now resposble for migrating software changes into production instead of developers. To aid monitoring of production access by ETS staff, UVM's in-house developed Central Logging System tracks and reports on access by i/p address.

Network Monitoring

#	Observation	Risk	Recommendation	Management Response
6	While UVM IT conducts quarterly internal vulnerability scans using Nessus against core enterprise servers, it does not conduct any periodic	Periodic penetration testing of internet facing portals decreases the risk that the UVM network could be compromised by an unauthorized	We recommend that UVM consider having an annual penetration test conducted on all its externally facing internet gateways and portals.	Agreed. Planning underway. We expect to implement a routine process in FY13.

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	Observation	Risk	Recommendation	Management Response
	external penetration tests.	external entity.		**2013 Update** PeopleSoft environment is scanned daily for potential vulnerabilities (not quarterly). Penetration testing of certain systems (e.g. PCI-DSS affected) by a 3rd party has already been conducted during the summer. Going forward and funding permitting, 3rd party annual exploitation assessments will be conducted on selected internet facing systems and portals.

Policies and Procedures

	Observation	Risk	Recommendation	Management Response
7	UVM has made some progress in improving change management through the adoption of 'Footprints' for change management tool to capture change requests, required approvals, change tracking, and change history. While there are some basic procedures for infrastructure and telecommunication changes, a formal change management policy is still in discussion, with no completed document. **2011 & 2012 Observation**	The lack of a formal change management policy that includes formal testing with appropriate sign-off by both information systems and user management increases the risk that unauthorized or untested changes could be migrated into production.	We recommend that UVM complete the dialog on change management and document, introduce and enforce a formal Change Management policy to address infrastructure, system software and application software changes.	Recommendations made in 2011 have been partially adopted and implemented. Agreed. Procedures are in place. Formal documentation will be completed by the end of Q2FY13. **2013 Update** Good progress has been made. However it was noted that a comprehensive Change Management policy requires development.

Computer Operations

Disaster Recovery and Business Continuity Planning

	Observation	Risk	Recommendation	Management Response
8	UVM does not have a current computer Disaster Recovery Plan plans	The lack of a comprehensive and tested Disaster Recovery Plan (DRP)	It is recommended that UVM management take steps to bring the DRP up to date and	Agreed. This is a larger issue for the University, and the CIO has been

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	Observation	Risk	Recommendation	Management Response
	or a documented complementary, Business Continuity Plan.	and complementary Business Continuity Plan (BCP) increases the risk that in the event of a serious environmental event affecting the data center, UVM business, and academic units reliant on the operation of the data center could be severely disrupted for an extended period of time.	augment it with an appropriate BCP and provide resources to ensure an appropriate recovery capability. It is further recommended that the DRP and its associated BCP be treated as a living document subject to ongoing revision and that it be tested at least annually.	engaged in discussions to encourage formalizing the DRP and BCP documentation and establish processes for reviewing and updating them at least annually. 2013 Update UVM's Chief Risk Officer is responsible for developing an enterprise wide plan that will encompass both business and system operations.

Other Considerations and Process Improvement Opportunities

IT Reporting

	Observation	Risk	Recommendation	Management Response
9	The UVM CIO currently receives ad hoc, non-standard reports from different segments of the IT organization. Also for Footprints, the ability to pull all out of Footprints by segment to provide snapshots of the work load to assist the CIO for planning.	The absence of a centralized and consistent internal IT reporting capability increases workloads when such reports are required for external reporting and increases the risk that information gaps and inconsistencies may exist between IT departments.	We recommend that UVM IT introduce a standard internal reporting system that can be consolidated/combined to provide key enterprise wide information and metrics to the CIO in a consistent and timely fashion. Additionally, we recommend that consolidated enterprise wide IT reports be generated at least quarterly. We further recommend that Footprints reporting be enhanced to generate IT segment reports that can be used to assist IT management in determining workload and resource requirements planning.	Agreed. ETS leadership is engaged in the University's Balanced Scorecard development work and will be identifying metrics and providing quarterly reports on key performance indicators. 2013 Update Closed. The prior CIO being in retirement, there was some confusion regarding the origin of this comment. However it was noted that new planning and reporting processes being introduced at UVM that will transcend all business and functional units will standardize reporting.

IT Asset Inventory

	Observation	Risk	Recommendation	Management Response
10	UVM IT does not have a centralized database for fixed assets that identifies where assets are located, when their	The lack of a centralized system, database and procedure to manage the full inventory of IT computer related	We recommend that UVM IT give consideration to acquiring use of an appropriate system that can be used to	Agreed. The University's threshold for capitalization a number of years ago resulted in dropping most of our

Observation	Risk	Recommendation	Management Response
depreciation is complete and when they are due for retirement. Instead, multiple, non-integrated asset inventory databases are in use.	assets increases administrative workload and increases the risk that enterprise assets may not be effectively accounted for in terms of location, cost and replacement need.	capture, centralize, and report on the various IT asset inventory systems currently in use.	computing assets from inventory. ETS continues to seek ways to capture centrally the IT assets deployed in a de-centralized manner around campus. We will be exploring options for this in FY13. 2013 Update Closed. Data Center assets are managed financially by the Controller's Office. Desktop, laptop and other auxiliary equipment are considered as expense items and treated as such.

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Contact us

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GENERAL INFORMATION

Institution Name: | The University of Vermont |

OPE ID: | **?** | 369600 |

Annual Audit

		Certified:	Qualified
?			
Financial Results for Year Ending:	**?** 2013	Yes/No	Unqualified
Most Recent Year	**?** 2013	Yes	Unqualified
1 Year Prior	2012	Yes	Unqualified
2 Years Prior	2011	Yes	Unqualified

Fiscal Year Ends on: | (June/30) | (month/day)

Budget / Plans
Current Year | 2014
Next Year | 2015

Contact Person: | **?** John Ryan |

Title: | Director of Institutional Research |

Telephone No: | 802-656-0693 |

E-mail address | jfryan@uvm.edu |

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	URL		Date Approved by the Governing Board
Institutional Mission Statement	?	?	

1.1

Standard 2: Planning and Evaluation

PLANS	Year of Completion	Effective Dates	URL
Strategic Plans			
Current Strategic Plan	? 2012	? 2012-	http://www.uvm.edu/~presdent/?Page=strategicplan.html
Next Strategic Plan	?	?	link to draft, if available
Other institution-wide plans			
Master plan	? 2006	? 2006-2015	? http://www.uvm.edu/~plan/?Page=campusmasterplandraft.html
Academic plan	? Ongoing	2011-	http://www.uvm.edu/provost/strategicinitiatives/
Financial plan	? Ongoing	Ongoing	http://www.uvm.edu/budgetplanning/
Technology plan	? 2013		See attached
Enrollment plan	? 2012	2012-	See Strategic Action Plan
Development plan	? 2011	2011-	http://alumni.uvm.edu/foundation/about/documents/
(Add rows for additional institution-wide plans, as needed.)			www.uvmfoundation.org

EVALUATION	URL
Academic program review	http://www.uvm.edu/provost/?Page=academicprogramreview.html
Program review system (colleges and departments). System last updated:	? Spring 2011
Program review schedule (e.g., every 5 years)	Eight year cycle

2.1

Standard 3: Organization and Governance

Please attach to this form:

1) A copy of the institution's organization chart(s).   http://www.uvm.edu/~isis/org.html

If there is a "related 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 related entity	
URL of documentation of relationship	

Governing Board	URL
By-laws	http://www.uvm.edu/trustees/policymanual/?Page=section_II.html
Board members' names and affiliations	http://www.uvm.edu/trustees/?Page=members/allmembers.html

3.1

Standard 3: Organization and Governance
(Locations and Modalities)

Campuses, Branches, Locations, and Modalities Currently in Operation (See definitions, below)

(Insert additional rows as appropriate.)

	City	State or Country	Date Initiated	Enrollment*
Main campus	Burlington	VT	11/25/1904	
Other principal campuses				
Branch campuses				
Other instructional locations				

Distance Learning, e-learning		Date Initiated	Enrollment*
First on-line course			
First program 50% or more on-line			
First program 100% on-line			

	Modality	Date Initiated	Enrollment*
Distance Learning, other			

		Date Initiated	Enrollment*
Correspondence Education			

	Program Name	Date Initiated	Enrollment*
Low-Residency Programs			

Definitions

Main campus: primary campus, including the principal office of the chief executive officer.

Other principal campus: a campus away from the main campus that either houses a portion or portions of the institution's academic program (e.g., the medical school) or a permanent location offering 100% of the degree requirements of one or more of the academic programs offered on the main campus and otherwise meets the definition of the branch campus (below).

Branch campus (federal definition): a location of an institution that is geographically apart and independent of the main campus which meets all of the following criteria: a) offers 50% or more of an academic program leading to a degree, certificate, or other recognized credential, or at which a degree may be completed; b) is permanent in nature; c) has its own faculty and administrative or supervisory organization; d) has its own budgetary and hiring authority.

Instructional location: a location away from the main campus where 50% or more of a degree or Title-IV eligible certificate can be completed.

Distance Learning, e-learning: A degree or Title-IV eligible certificate for which 50% or more of the courses can be completed entirely on-line.

Distance Learning, other: A degree or Title IV certificate in which 50% or more of the courses can be completed entirely through a distance learning modality other than e-learning.

Correspondence Education (federal definition): Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education.

* Report here the annual unduplicated headcount for the most recently completed year.

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

Fall 2013 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.	Total Degree-Seeking FTE
Main Campus FTE	N/A	9,834	525	85	21	454	293	11,212
Other Campus FTE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Branches FTE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Other Locations FTE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Overseas Locations FTE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
On-Line FTE		120	13	0	1	0	1	135
Correspondence FTE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Low-Residency Programs FTE	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total FTE	0	9,954	538	85	22	454	294	11,346
Unduplicated Headcount Total	N/A	9,970	791	91	44	454	391	11,741
Degrees Awarded, Most Recent Year	N/A	2,562	438	38	10	106	74	3,228

Student Type/ Location & Modality	Non-Matriculated Students	Visiting Students	Post-baccalaureate Certificate Students
Main Campus FTE	334	N/A	15
Other Campus FTE	N/A	N/A	N/A
Branches FTE	N/A	N/A	N/A
Other Locations FTE	N/A	N/A	N/A
Overseas Locations FTE	N/A	N/A	N/A
On-Line FTE	31	N/A	7
Correspondence FTE	N/A	N/A	N/A
Low-Residency Programs FTE	N/A	N/A	N/A
Total FTE	365	N/A	22
Unduplicated Headcount Total	942	N/A	40
Certificates Awarded, Most Recent Year	N/A	N/A	15

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.

Standard 4: The Academic Program
Headcount by UNDERGRADUATE Program Type

For Fall Term, as of Census Date	3 Years Prior (FY 2011)	2 Years Prior (FY 2012)	1 Year Prior (FY 2013)	Current Year* (FY 2014)	Next Year Forward (goal) (FY 2015)
Certificate	N/A	N/A	N/A	N/A	N/A
Associate	N/A	N/A	N/A	N/A	N/A
Baccalaureate	10461	10459	10192	9970	9990
Total Undergraduate	10,461	10,459	10,192	9,970	9,990

4.2

Standard 4: The Academic Program
Headcount by GRADUATE Program Type

For Fall Term, as of Census Date	3 Years Prior (FY 2011)	2 Years Prior (FY 2012)	1 Year Prior (FY 2 013)	Current Year* (FY 2014)	Next Year Forward (goal) (FY 2015)
Master's	945	990	886	791	740
Doctorate	545	540	541	526	540
First Professional	452	449	446	454	450
Post-baccalaureate certificate	19	17	13	40	50
Total Graduate	1,961	1,996	1,886	1,811	1,830

4.3

Standard 4: The Academic Program
(Fall Semester Credit Hours Generated at Undergraduate and Graduate Levels)

?

	3 Years Prior (FY 2011)	2 Years Prior (FY 2012)	1 Year Prior (FY 2013)	Current Year* (FY 2014)	Next Year Forward (goal) (FY 2015)
Undergraduate	157093	156316.25	151711.5	149314.5	149750
Graduate	11468.5	12014.25	12175	11526.75	11648

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

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Standard 5: Faculty
(Rank, Fall Term)

	3 Years Prior (FY 2011)		2 Years Prior (FY 2012)		1 Year Prior (FY 2013)		Current Year* (FY 2014)		Next Year Forward (goal) (FY 2)	
?	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty										
Professor	227	8	223	8	234	6	244	7	N/A	N/A
Associate	239	1	233	2	239	N/A	235	1	N/A	N/A
Assistant	135	N/A	132	1	126	1	116	N/A	N/A	N/A
Instructor	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	372	188	490	246	498	250	506	254	N/A	N/A
Total	973	197	1,078	257	1,097	257	1,101	262	-	-

5.1

(Appointments, Tenure, Departures, and Retirements, Full Academic Year)

	3 Years Prior (FY 2011)		2 Years Prior (FY 2012)		1 Year Prior (FY 2013)		Current Year (FY 2014)		Next Year Forward (goal) (FY 2)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed ?	55	12	62	9	57	6	N/A	N/A	N/A	N/A
# of Faculty in Tenured Positions ?	458	9	450	10	471	6	471	8	N/A	N/A
# of Faculty Departing ?	37	5	32	9	45	9	N/A	N/A	N/A	N/A
# of Faculty Retiring ?	16	3	15	6	12	3	N/A	N/A	N/A	N/A

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

5.3

Standard 6: Students
(Admissions, Fall Term)

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year*	Next Year Forward (goal)
	(FY 2011)	(FY 2012)	(FY 2013)	(FY 2014)	(FY 2015)
Freshmen - Undergraduate ?					
Completed Applications ?	22,317	22,342	21,808	22,381	24,200
Applications Accepted ?	15,752	16,841	16,716	17,357	18,100
Applicants Enrolled ?	2,472	2,423	2,372	2,495	2,495
% Accepted of Applied	70.6%	75.4%	76.7%	77.6%	74.8%
% Enrolled of Accepted	15.7%	14.4%	14.2%	14.4%	13.8%
Percent Change Year over Year					
Completed Applications	-	0.1%	-2.4%	2.6%	8.1%
Applications Accepted	-	6.9%	-0.7%	3.8%	4.3%
Applicants Enrolled	-	-2.0%	-2.1%	5.2%	0.0%
Average of Statistical Indicator of Aptitude of Enrollees: (Define Below) ?					
SAT Total(Crit Rdg+Math+Writing)	1772	1772	1785	1777	1780
Transfers - Undergraduate ?					
Completed Applications	1,312	1,314	1,236	1,180	1,220
Applications Accepted	873	883	831	794	820
Applications Enrolled	482	444	426	407	460
% Accepted of Applied	66.5%	67.2%	67.2%	67.3%	67.2%
% Enrolled of Accepted	55.2%	50.3%	51.3%	51.3%	56.1%
Master's Degree ?					
Completed Applications	1,578	1,685	1,566	1,497	1,500
Applications Accepted	725	833	760	699	750
Applications Enrolled	378	450	382	329	350
% Accepted of Applied	45.9%	49.4%	48.5%	46.7%	50.0%
% Enrolled of Accepted	52.1%	54.0%	50.3%	47.1%	46.7%
First Professional Degree - All Programs ?					
Completed Applications	4,632	5,114	4,685	4,594	4,600
Applications Accepted	217	214	243	254	250
Applications Enrolled	111	109	112	114	114
% Accepted of Applied	4.7%	4.2%	5.2%	5.5%	5.4%
% Enrolled of Accepted	51.2%	50.9%	46.1%	44.9%	45.6%
Doctoral Degree ?					
Completed Applications	962	1,129	1,180	1,119	1,150
Applications Accepted	274	233	254	244	260
Applications Enrolled	115	89	102	99	100
% Accepted of Applied	28.5%	20.6%	21.5%	21.8%	22.6%
% Enrolled of Accepted	42.0%	38.2%	40.2%	40.6%	38.5%

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

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Standard 6: Students
(Enrollment, Fall Census Date)

Credit-Seeking Students Only - Including Continuing Education

	3 Years Prior (FY 2011)	2 Years Prior (FY 2012)	1 Year Prior (FY 2013)	Current Year* (FY 2014)	Next Year Forward (goal) (FY 2015)
UNDERGRADUATE ?					
First Year Full-Time Headcount ?	2,764	2,720	2,625	2,730	2,750
Part-Time Headcount ?	31	22	30	24	25
Total Headcount	2,795	2,742	2,655	2,754	2,775
Total FTE ?	2,788.0	2,741.0	2,638.0	2,755.0	2,775.0
Sophomore Full-Time Headcount	2,652	2,494	2,413	2,374	2,455
Part-Time Headcount	27	37	36	32	35
Total Headcount	2,679	2,531	2,449	2,406	2,490
Total FTE	2,750.0	2,581.0	2,493.0	2,457.0	2,535.0
Junior Full-Time Headcount	2,335	2,440	2,278	2,213	2,180
Part-Time Headcount	70	59	54	56	55
Total Headcount	2,405	2,499	2,332	2,269	2,235
Total FTE	2,449.0	2,546.0	2,370.0	2,310.0	2,270.0
Senior Full-Time Headcount	2,374	2,432	2,487	2,304	2,255
Part-Time Headcount	208	255	269	237	235
Total Headcount	2,582	2,687	2,756	2,541	2,490
Total FTE	2,486.0	2,554.0	2,613.0	2,432.0	2,380.0
Non-degree Full-Time Headcount ?	192	172	153	143	140
Part-Time Headcount	940	851	866	799	800
Total Headcount	1,132	1,023	1,019	942	940
Total FTE	414.0	376.0	379.0	364.0	365.0
Total Undergraduate Students					
Full-Time Headcount	10,317	10,258	9,956	9,764	9,780
Part-Time Headcount	1,276	1,224	1,255	1,148	1,150
Total Headcount	11,593	11,482	11,211	10,912	10,930
Total FTE	10,887.0	10,798.0	10,493.0	10,318.0	10,325.0
% Change FTE Undergraduate	na	-0.8%	-2.8%	-1.7%	0.1%
GRADUATE ?					
Full-Time Headcount ?	1,169	1,254	1,294	1,237	1,240
Part-Time Headcount ?	792	742	592	574	580
Total Headcount	1,961	1,996	1,886	1,811	1,820
Total FTE ?	1,408.0	1,451.0	1,461.0	1,415.0	1,420.0
% Change FTE Graduate	na	3.1%	0.7%	-3.1%	0.4%
GRAND TOTAL					
Grand Total Headcount	13,554	13,478	13,097	12,723	12,750
Grand Total FTE	12,295.0	12,249.0	11,954.0	11,733.0	11,745.0
% Change Grand Total FTE	na	-0.4%	-2.4%	-1.8%	0.1%

*"Current Year" refers to the year in which the interim report is submitted to the Commission.

Standard 6: Students
(Financial Aid, Debt, and Developmental Courses)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget*	Next Year Forward (goal)
	(FY 2011)	(FY 2012)	(FY 2013)	(FY 2014)	(FY 2015)

? Student Financial Aid

Total Federal Aid	$116,468	$120,807	$111,527	$98,511	n/a
Grants[2]	$13,745	$13,086	$13,077	$11,185	n/a
Loans[1]	$101,082	$105,905	$96,562	$85,276	n/a
Work Study	$1,641	$1,816	$1,888	$2,050	n/a
Total State Aid	$4,935	$5,231	$4,999	$4,697	n/a
Total Institutional Aid	$83,961	$86,339	$88,857	$92,277	n/a
Grants[2]	$81,893	$83,645	$86,901	$90,966	n/a
Loans	$2,068	$2,694	$1,956	$1,311	n/a
Total Private Aid	$13,306	$15,158	$14,894	$16,212	n/a
Grants[2]	$4,331	$4,695	$4,935	$4,572	n/a
Loans	$8,975	$10,463	$9,959	$11,640	n/a

Student Debt

Percent of students graduating with debt**

Undergraduates	57%	60%	63%	n/a	n/a
Graduates	52%	51%	53%	n/a	n/a

For students with debt:
Average amount of debt for students leaving the institution with a degree

Undergraduates	$24,882	$27,772	$26,652	n/a	n/a
Graduates	$32,306	$29,562	$33,763	n/a	n/a

Average amount of debt for students leaving the institution without a degree

Undergraduates	$15,713	$15,389	$15,973	n/a	n/a
Graduate Students[3]	$22,318	$18,561	$21,468	n/a	n/a

Cohort Default Rate[4]

	2.3	n/a	n/a	n/a	n/a

Percent of First-year students in Developmental Courses*

English as a Second/Other Language	0%	0%	0%	0%	n/a
English (reading, writing, communication skills)	0%	0%	0%	0%	n/a
Math	0%	0%	0%	0%	n/a
Other	0%	0%	0%	0%	n/a

*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

**All students who graduated should be included in this calculation.

*** Courses for which no credit toward a degree is granted.

FOOTNOTES

1 Federal Loans include Parent PLUS Loans

2 Also includes scholarships

3 Includes only debt incurred during the student's most recent graduate program; does not include undergraduate debt

4 The latest cohort default rate released by NSLDS is for Fiscal Year 2011.

Standard 9: Financial Resources
(Statement of Financial Position/Statement of Net Assets)

FISCAL YEAR ENDS month &day: (/)	2 Years Prior (FY 2011)	1 Year Prior (FY 2012)	Most Recent Year	Percent Change yrs-1 yr prior	1 yr-most recent
ASSETS					
CASH AND SHORT TERM INVESTMENTS	$183,529,304	$202,256,907	$209,365,169	10.2%	3.5%
CASH HELD BY STATE TREASURER	$0	$0	$0	-	-
DEPOSITS HELD BY STATE TREASURER	$0	$0	$0	-	-
ACCOUNTS RECEIVABLE, NET	$37,407,601	$28,429,922	$29,629,851	-24.0%	4.2%
CONTRIBUTIONS RECEIVABLE, NET	$7,514,539	$6,717,400	$5,775,533	-10.6%	-14.0%
INVENTORY AND PREPAID EXPENSES	$15,831,837	$16,029,814	$18,779,578	1.3%	17.2%
LONG-TERM INVESTMENTS	$327,025,771	$308,197,817	$350,807,585	-5.8%	13.8%
LOANS TO STUDENTS	$26,716,594	$26,768,271	$26,199,276	0.2%	-2.1%
FUNDS HELD UNDER BOND AGREEMENT	$10,076,825	$3,216,612	$2,773,088	-68.1%	-13.8%
PROPERTY, PLANT AND EQUIPMENT, NET	$549,123,770	$544,010,899	$536,372,220	-0.9%	-1.4%
OTHER ASSETS	$12,462,348	$11,993,689	$12,154,594	-3.8%	1.3%
TOTAL ASSETS	**$1,169,688,589**	**$1,147,621,331**	**########**	-1.9%	3.9%
LIABILITIES					
ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	$66,381,070	$64,676,927	$65,423,397	-2.6%	1.2%
DEFERRED REVENUE & REFUNDABLE ADVANCES	$16,296,416	$16,363,251	$13,259,526	0.4%	-19.0%
DUE TO STATE		$0	$0	-	-
DUE TO AFFILIATES		$0	$0	-	-
ANNUITY AND LIFE INCOME OBLIGATIONS	$4,820,548	$3,194,223	$2,897,362	-33.7%	-9.3%
AMOUNTS HELD ON BEHALF OF OTHERS		$0	$14,398,202	-	-
LONG TERM DEBT	$479,654,574	$472,683,526	$467,713,967	-1.5%	-1.1%
REFUNDABLE GOVERNMENT ADVANCES		$0	$0	-	-
OTHER LONG-TERM LIABILITIES	$90,928,926	$109,178,102	$127,549,541	20.1%	16.8%
TOTAL LIABILITIES	**$658,081,534**	**$666,096,029**	**$691,241,995**	1.2%	3.8%
NET ASSETS					
UNRESTRICTED NET ASSETS					
INSTITUTIONAL	**$133,463,619**	**$123,582,069**	**$115,163,390**	-7.4%	-6.8%
FOUNDATION				-	-
TOTAL	**$133,463,619**	**$123,582,069**	**$115,163,390**	-7.4%	-6.8%
TEMPORARILY RESTRICTED NET ASSETS					
INSTITUTIONAL	**$283,481,234**	**$260,777,705**	**$286,430,469**	-8.0%	9.8%
FOUNDATION				-	-
TOTAL	**$283,481,234**	**$260,777,705**	**$286,430,469**	-8.0%	9.8%
PERMANENTLY RESTRICTED NET ASSETS					
INSTITUTIONAL	**$94,662,202**	**$97,165,528**	**$99,021,042**	2.6%	1.9%
FOUNDATION				-	-
TOTAL	**$94,662,202**	**$97,165,528**	**$99,021,042**	-2.6%	1.9%
TOTAL NET ASSETS	**$511,607,055**	**$481,525,303**	**$500,614,900**	-5.9%	4.0%
TOTAL LIABILITIES AND NET ASSETS	**$1,169,688,589**	**$1,147,621,331**	**########**	-1.9%	3.9%

Includes Cash and Cash Equivalents, Operating Investments and Investments for Capital Activities

NA

NA

Includes Federal, State and Private Grants Receivables, Student and Company Receivables and Other Receivables from Note B

Includes Pledges Receivable from Note B.

Includes current and non-current inventory, pre-paid expenses and deferred charges.

Endowment cash, cash and equivalents and investments

Includes Student Loans and other notes receivable from Note B.

Includes portion of DWT related to bonds in memo entry on Restricted Expendable tab.

Capital Assets, net

Current and non-current accounts payable and accrued liabilities less accounts 21020 and 26020.

Deferred revenue, deposits, and funds held for others except in FY13 as we had to subtract out Foundation investments in pool and move to Amounts held on behalf of others

NA

NA

Account 21020 and 26020.

Foundation investment in pool.

Current and non-current bonds and leases payable

NA

Post-employment benefits

Unrestricted and capital assets added together

Restricted Expendable

Restricted Non-Expendable

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Standard 9: Financial Resources
(Statement of Revenues and Expenses)

	FISCAL YEAR ENDS month &day: (/)	2 Years Prior (FY2011)	1 Years Prior (FY2012)	Most Recently Completed Year (FY 2013)	Current Budget* (FY 2014)	Next Year Forward (FY 2015)
	OPERATING REVENUES	($98,054,406)	($96,922,189)	($100,120,616)	($102,800,000)	
?	TUITION & FEES	$317,075,972	$331,612,610	$339,566,007	$349,400,000	$361,300,000
?	ROOM AND BOARD	$50,212,372	$51,436,854	$51,406,302	$52,900,000	$54,700,000
?	LESS: FINANCIAL AID	($80,984,796)	($80,676,780)	($84,105,289)	($86,500,000)	($89,400,000)
	NET STUDENT FEES	$286,303,548	$302,372,684	$306,867,020	$315,800,000	$326,600,000
?	GOVERNMENT GRANTS & CONTRACTS	$143,976,630	$129,085,814	$126,052,375	$128,600,000	$131,200,000
?	PRIVATE GIFTS, GRANTS & CONTRACTS	$31,340,129	$37,296,581	$63,061,774	$64,300,000	$65,600,000
?	OTHER AUXILIARY ENTERPRISES	$42,560,454	$40,772,456	$41,288,140	$42,100,000	$42,900,000
	ENDOWMENT INCOME USED IN OPERATIONS	$0	$0	$0	$0	$0
?	OTHER REVENUE (specify):	$5,591,869	$5,435,980	$6,626,185	$6,800,000	$6,900,000
	OTHER REVENUE (specify):	$10,540,186	$11,015,457	$13,576,609	$13,800,000	$14,100,000
	NET ASSETS RELEASED FROM RESTRICTIONS	$0	$0	$0	$0	$0
	TOTAL OPERATING REVENUES	$520,312,815	$525,978,971	$557,472,103	$571,400,000	$587,300,000
	OPERATING EXPENSES		1.10%	6.00%	2.50%	2.80%
?	INSTRUCTION	$150,416,076	$154,428,037	$160,297,546	$163,500,000	$166,800,000
?	RESEARCH	$97,927,421	$85,588,288	$84,546,619	$84,500,000	$84,500,000
?	PUBLIC SERVICE	$49,370,226	$51,772,216	$54,629,942	$55,700,000	$56,800,000
?	ACADEMIC SUPPORT	$51,452,434	$53,171,930	$55,800,904	$56,900,000	$58,000,000
?	STUDENT SERVICES	$32,546,754	$32,362,460	$34,251,936	$34,900,000	$35,600,000
?	INSTITUTIONAL SUPPORT	$47,227,245	$44,231,434	$39,632,767	$40,400,000	$41,200,000
	FUNDRAISING AND ALUMNI RELATIONS					
?	OPERATION, MAINTENANCE OF PLANT (if not allocated)	$41,362,752	$42,921,112	$40,157,349	$41,000,000	$41,800,000
?	SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)	$17,069,609	$16,245,409	$16,015,327	$16,300,000	$16,600,000
?	AUXILIARY ENTERPRISES	$71,984,064	$71,646,452	$71,872,481	$73,300,000	$74,800,000
?	DEPRECIATION (if not allocated)	$28,070,193	$28,721,324	$27,823,370	$27,800,000	$27,800,000
?	OTHER EXPENSES (specify):					
	OTHER EXPENSES (specify):					
	TOTAL OPERATING EXPENDITURES	$587,426,775	$581,088,662	$585,028,242	$594,300,000	$603,900,000
	CHANGE IN NET ASSETS FROM OPERATIONS	($67,113,960)	($55,109,690)	($27,556,139)	($22,900,000)	($16,600,000)
	NON OPERATING REVENUES					
?	STATE APPROPRIATIONS (NET)	$44,541,096	$41,896,067	$41,833,457	$42,469,000	$42,893,690
?	INVESTMENT RETURN	$65,863,033	($5,699,732)	$47,316,512	$48,300,000	$25,000,000
?	INTEREST EXPENSE (public institutions)	($20,632,807)	($21,043,120)	($20,846,963)	($21,300,000)	($21,700,000)
	GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS	$11,681,054	$6,691,336	$1,473,062	$1,500,000	$1,500,000
?	OTHER (specify):	($1,096,243)	($1,083,740)	($1,167,358)	($1,200,000)	($1,200,000)
	OTHER (specify):	$0	$0	($25,756,529)	($26,300,000)	($26,800,000)
	OTHER (specify):	$3,547,952	($2,419,513)	$1,851,585	$1,900,000	$1,900,000
	NET NON OPERATING REVENUES	$103,904,085	$18,341,298	$44,703,766	$45,369,000	$21,593,690
	INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	$36,790,125	($36,768,392)	$17,147,628	$22,469,000	$4,993,690
?	CAPITAL APPROPRIATIONS (public institutions)	$2,000,000	$1,800,000	$0	$1,400,000	$0
?	OTHER	$6,789,323	$4,886,640	$1,941,970	$2,000,000	$2,000,000
	TOTAL INCREASE/DECREASE IN NET ASSETS	$45,579,448	($30,081,752)	$19,089,598	$25,869,000	$6,993,690

*"Current Budget" refers to the year in which the interim report is submitted to the Commission.
July, 2011
9.2

SEE ATTACHED TAB FOR COLUMNS G AND H.

Tuition and fees

Residential life

Less scholarship allowances

Note A5 Federal appropriations, grants and contracts and State grants and contracts

Note A5 Private Grants and Contracts

Other auxiliary enterprises

NA

Sales and service of educational activities

Student loan interest and other operating revenues

NA

Note K

Note K

Note K

Note K

Note K

Note K

Note K

Note K

Note K

Note K

Note K

State appropriations

Net investment income

Interest on indebtedness

Private gifts

Net other non-operating expense

Intergovernmental transfers

Net transfer to and from UVM with Component Units

State Capital Appropriations

Capital Gifts and Grants and Gifts for endowment purposes

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UVM FY 2014 BUDGET PROPOSAL - GENERAL FUND

UNDERGRAD ENROLLMENT	FY 2014 Budget	FY 2015 Projection as of 10.29.13	Difference
	C	D	D-C
Fall-Spring Ave. Headcount			
In-State	3210	3035	(175)
Out-of-State	6550	6690	140
	9760	9725	(35)
Tuition Rates			
In-State	$13,728	$14,210	
Out-of-State	$34,656	$35,870	

(all currency in thousands)	FY 2014 Proposal	FY 2015 Projection as of 10.29.13	Difference
Undergrad In-state Tuition	$40,168	$38,907	($1,261)
Undergrad Out-of-state Tuition	220,625	232,316	11,691
Less: Student Aid-EM	(79,058)	(84,538)	(5,480)
Less: Student Aid-Central Managed	(13,296)	(13,007)	289
Student Aid Replacement from Restr Gifts	500		(500)
Student Aid Replacement from Restr Endowmt	2,003	2,503	500
	170,941	176,181	5,239
Graduate In-state Tuition	5,825	6,029	204
Graduate Out-of-state Tuition	16,470	17,046	576
Less: Student Aid	(11,949)	(12,568)	(619)
	10,346	10,507	161
Day Non-Degree In-state Tuition	590	625	35
Day Non-Degree Out-of-state Tuition	451	430	(21)
Less: Student Aid	(553)	(579)	(26)
	488	476	(12)
Medical Tuition	21,260	21,898	638
State Appropriation	40,747	42,469	1,722
Sponsored Facil & Admin Cost Reimbursement	22,128	22,400	272
Other Facil & Admin Cost Reimbursement	3,244	4,879	1,635
Continuing Ed Indirect Cost Reimbursement	9,799	11,799	2,000
Operating Investment Income	2,800	2,800	0
Unrestricted Annual Giving	2,300	2,300	0
Unrestricted Endowment	3,348	2,200	(1,148)
Other Income	8,008	8,400	392
	295,410	306,309	10,899
Salaries and Wages	$144,274	147,042	$2,768
Benefits	59,022	58,990	(31)
Graduate Teaching Stipends	5,716	5,809	93
	209,012	211,841	2,830
Oper & Equip (incls telph, software maint)	45,489	41,857	(3,631)
Library Acquisitions	7,455	7,457	2
Energy	9,510	9,460	(50)
New Facilities, Rental, Renewal	2,936	3,770	834
Plant Improvements, Insurance, Water/Sewage	4,649	4,445	(204)
Spons Programs Incent Funds & Required C/S	1,792	1,690	(101)
General Fund contribution to debt repayment	18,424	18,424	0
General Fund support for UVM Foundation	8,795	8,445	(350)
Outstanding Commitments			0
Expense Recovery Unit Reductions	(4,882)	(2,400)	2,482
Academic Initiatives *	0	1,319	1,319
Deferred Maintenance/IT Infrastructure *	0	0	0
TOTAL EXPENSE	303,179	306,309	3,130
Balance/(Shortfall)	(7,770)	(0)	7,769
BOT Approved use of FY 2012 Balance	2,000	0	(2,000)
Proposed Use of Net Assets	5,770	0	(5,770)
Remaining surplus (shortfall):	0	(0)	(1)

* 1-time dollars

Standard 9: Financial Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (/)			3 Years Prior (FY2011)	2 Years Prior (FY2012)	Most Recently Completed Year (FY 2013)	Current Budget* (FY 2014)	Next Year Forward (FY 2)
		DEBT					
		BEGINNING BALANCE	$487,545,076	$479,654,565	$472,683,517	$467,713,959	$459,954,753
		ADDITIONS	$286,000	$174,450	$49,948,796	$0	$0
	?	REDUCTIONS	($8,176,511)	($7,145,498)	($54,918,354)	($7,759,206)	($7,716,935)
		ENDING BALANCE	**$479,654,565**	**$472,683,517**	**$467,713,959**	**$459,954,753**	**$452,237,818**
		INTEREST PAID DURING FISCAL YEAR	$20,632,807	$21,043,120	$20,846,963	$21,668,680	$21,305,131
		CURRENT PORTION	$7,129,092	$7,402,873	$8,004,443	$8,319,951	$8,180,362
		BOND RATING					
		DEBT COVENANTS (PLEASE DESCRIBE):					

*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

Standard 9: Financial Resources
(Supplemental Data)

FISCAL YEAR ENDS month & day (/)	3 Years Prior (FY2011)	2 Years Prior (FY2012)	Most Recently Completed Year (FY 2013)	Current Budget* (FY 2)	Next Year Forward (FY 2)
NET ASSETS					
NET ASSETS BEGINNING OF YEAR	$466,027,606	$511,607,055	$481,525,303	$500,614,900	$500,614,900
TOTAL INCREASE/DECREASE IN NET ASSETS	$45,579,449	($30,081,752)	$19,089,598	$0	$0
NET ASSETS END OF YEAR	$511,607,055	$481,525,303	$500,614,900	$500,614,900	$500,614,900
FINANCIAL AID					
SOURCE OF FUNDS					
UNRESTRICTED INSTITUTIONAL	$76,287,938	$76,915,955	$80,283,146	$83,884,824	$88,553,590
FEDERAL, STATE & PRIVATE GRANTS					
RESTRICTED FUNDS	$21,766,468	$20,006,234	$19,837,471	$20,971,206	$22,138,397
TOTAL	$98,054,406	$96,922,189	$100,120,616	$104,856,030	$110,691,987
% DISCOUNT OF TUITION & FEES					
% UNRESTRICTED DISCOUNT					
PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:					
t annual spending allocation is at a budgeted rate of 4.5% of the previous thirteen quarters' average market value of the long-term inves					

*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

Standard 10: Public Disclosure

Information	Web Addresses	Print Publications
How can inquiries be made about the institution? Where can questions be addressed?	http://www.uvm.edu/talk_to_us/	University Catalogue
Notice of availability of publications and of audited financial statement or fair summary	http://www.uvm.edu/controller/?Page=fin_statements.html	Annual Financial Statement
Institutional catalog	http://www.uvm.edu/academics/catalogue2013-14/	University Catalogue
Obligations and responsibilities of students and the institution	http://www.uvm.edu/policies/student/studentcode.pdf	Student Handbook
Information on admission and attendance	http://www.uvm.edu/admissions/undergraduate/applying/?Page=default.html	University Catalogue, Admissions Material
Institutional mission and objectives	http://www.uvm.edu/~president/?Page=mission.html	University Catalogue, Admissions Material
Expected educational outcomes	http://www.uvm.edu/~facsen/generaleducation/	University Catalogue
	http://www.uvm.edu/~facsen/generaleducation/?Page=genedproposedoutcomes.html	
	http://www.uvm.edu/~president/?Page=mission.html	
	http://www.collegeportraits.org/VT/UVM/learning_outcomes	
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	http://www.uvm.edu/trustees/policymanual/?Page=section_II.html	University Catalogue, Admissions Material
Requirements, procedures and policies re: admissions	http://www.uvm.edu/academics/catalogue2013-	University Catalogue, Admissions
Requirements, procedures and policies re: transfer credit	http://www.uvm.edu/policies/student/transcredit.pdf	University Catalogue, Admissions
A list of institutions with which the institution has an articulation agreement	http://www.uvm.edu/academics/catalogue2012-13/?Page=allpolicies.php&SM=policymenu.html&policy=Articulation%20Agreements	University Catalogue
Student fees, charges and refund policies	http://www.uvm.edu/~stdfinsv/?Page=tuition-fees.html&SM=tuitionsubmenu.html	Admissions Material, Financial Aid brochures
Rules and regulations for student conduct	http://www.uvm.edu/policies/student/studentcode.pdf	Student Handbook
Procedures for student appeals and complaints	http://www.uvm.edu/policies/student/studentcode.pdf	Student Handbook
Other information re: attending or withdrawing from the institution	http://www.uvm.edu/~rgweb/?Page=policiesandprocedures/p_registration.html&SM=p_menu.html	University Catalogue
Academic programs	http://www.uvm.edu/academics/?Page=programs_degrees.php	University Catalogue
Courses currently offered	http://www.uvm.edu/academics/courses/	University Catalogue
	http://www.uvm.edu/~rgweb/	
Other available educational opportunities	http://www.uvm.edu/~career/?Page=hub.html	Written and web materials from the academic units
Other academic policies and procedures	http://www.uvm.edu/academics/catalogue2013-14/?Page=allpolicies.php&SM=policymenu.html&category=academic_policies	University Catalogue
Requirements for degrees and other forms of academic recognition	Each College/School post requirements	
List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	http://www.uvm.edu/academics/catalogue2013-14/?Page=faculty/facultya-z.php&letter=A&SM=facultymenu.html	University Catalogue
Names and positions of administrative officers	http://www.uvm.edu/~isis/org.html	
Names, principal affiliations of governing board members	http://www.uvm.edu/trustees/?Page=members/allmembers.html	Organizational Chart

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Standard 10: Public Disclosure

Information	?	Web Addresses	?	Print Publications
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		NA		NA
Programs, courses, services, and personnel not available in any given academic year.		http://www.uvm.edu/~isis/cds/cds1314.pdf		Sourcebook
Size and characteristics of the student body		http://www.uvm.edu/~isis/cds/cds1314.pdf		Sourcebook
Description of the campus setting		http://www.uvm.edu/about_uvm/		University Catalogue, Admissions Material
Availability of academic and other support services		http://www.uvm.edu/academics/?Page=services.html http://www.uvm.edu/asprogs http://www.uvm.edu/sss/		University Catalogue Student Handbook
Range of co-curricular and non-academic opportunities available to students		http://www.uvm.edu/student_life/		Student Handbook
Institutional learning and physical resources from which a student can reasonably be expected to benefit		http://www.uvm.edu/academics/?Page=services.html http://www.uvm.edu/ctl/ http://www.uvm.edu/~slife/?Page=programming.html&SM=programs_menu.html http://library.uvm.edu/about/ http://www.uvm.edu/student_life/ http://www.uvm.edu/asprog http://www.uvm.edu/~chwb/health/		University Catalogue Student Handbook
Institutional goals for students' education		http://www.uvm.edu/~president/?Page=mission.html http://www.uvm.edu/~facsen/generaleducation/ http://www.uvm.edu/~facsen/generaleducation/?Page=genedproposedoutcomes.html http://www.collegeportraits.org/VT/UVM/learning_outcomes		University Catalogue Student Handbook
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/~isis/?Page=retention_rates.html&SM=submenu_ret_grad_deg.html		University Catalogue, Admissions Material, Financial Aid Brochures
Total cost of education, including availability of financial aid and typical length of study		http://www.uvm.edu/admissions/undergraduate/?Page=costs.html		University Catalogue, Admissions Material, Financial Aid Brochures
Expected amount of student debt upon graduation		http://www.uvm.edu/admissions/undergraduate/?Page=costs.html		Admissions Material, Financial Aid brochures
Statement about accreditation		http://www.uvm.edu/~accredit/		University Catalogue, Admissions Material

Standard 11: Integrity

Policies	Last Updated	?	URL Where Policy is Posted	Responsible Office or Committee
Academic honesty	2012		http://www.uvm.edu/policies/student/acadintegrity.pdf	Vice Provost for Student Affairs
Intellectual property rights	2013		https://www.uvm.edu/policies/general_html/intellectualproperty.pdf	Vice President for Research
Conflict of interest	2008		http://www.uvm.edu/policies/general_html/conflictinterest.pdf	President
Privacy rights	2012		http://www.uvm.edu/policies/general_html/privacy.pdf	Chief Compliance and Privacy Officer
Fairness for students	2002		http://www.uvm.edu/~presdent/?Page=miscellaneous/commonground.html	NA
Fairness for faculty	2002		http://www.uvm.edu/~presdent/?Page=miscellaneous/commonground.html	NA
Fairness for staff	2002		http://www.uvm.edu/~presdent/?Page=miscellaneous/commonground.html	NA
Academic freedom	2009		http://www.uvm.edu/trustees/policymanual/VIII%202A%20Academic%20Freedom%20and%20Responsibility.pdf	Faculty Senate and Board of Trustees
Consumer Information	2013		http://www.uvm.edu/~complian/Complian/?Page=consumerdisclosures.html	Chief Compliance and Privacy Officer
Misconduct in Research	2010		https://www.uvm.edu/policies/grants/researchmisconduct.pdf	Vice President for Research
Code of Business Conduct	2010		http://www.uvm.edu/policies/general_html/businessconduct.pdf	Vice President for Executive Operations

Non-discrimination policies

Non-discrimination policies	Last Updated	?	URL Where Policy is Posted	Responsible Office or Committee
Recruitment and admissions	2013		https://www.uvm.edu/policies/student/equaledu.pdf	Vice President for Human Resources, Diversity and Multicultural Affairs
Employment	2013		https://www.uvm.edu/policies/general_html/affirm.pdf	Vice President for Human Resources, Diversity and Multicultural Affairs
Evaluation	2013		http://www.uvm.edu/hrs/info/relations/paprocess.html	Vice President for Human Resources, Diversity and Multicultural Affairs
Disciplinary action - Staff	2013		http://www.uvm.edu/hrs/?Page=info/relations/progdis.html	Vice President for Human Resources, Diversity and Multicultural Affairs
Disciplinary action - Students	2012		http://www.uvm.edu/policies/student/studentcode.pdf	Vice Provost for Student Affairs
Disciplinary action - Faculty Full Time	2011		http://www.uvm.edu/~facsrcs/?Page=ftcontract.html	Provost
Disciplinary action - Faculty Part Time	2012		http://www.uvm.edu/~facsrcs/?Page=ptcontract.html	
Advancement	2013		http://www.uvm.edu/policies/advance/gifts.pdf	Vice President for Finance and Treasurer
Advancement	2013		http://alumni.uvm.edu/foundation/about/documents/Gift%20Acceptance%20	
Investigation Procedures	2007		http://www.uvm.edu/~aaeo/pdf/discrimination.pdf	Executive Director Affirmative Action

Resolution of grievances

Resolution of grievances	Last Updated	?	URL Where Policy is Posted	Responsible Office or Committee
Students	2012		http://www.uvm.edu/policies/student/studentcode.pdf	Vice Provost for Student Affairs
Faculty	2011		http://www.uvm.edu/~facsrcs/?Page=OfficersPage.html	Provost
Staff	2011		http://www.uvm.edu/policies/hr/complaint.pdf	Vice President for Human Resources, Diversity and Multicultural Affairs

Form S1: RETENTION AND GRADUATION RATES

IPEDS Retention Data	Bachelors Degree Students (% returned after one year)	ALL First-Time First Year Students Entered Fall:				
		2008	2009	2010	2011	2012
		85.2%	86.9%	85.1%	85.1%	85.5%

IPEDS Graduation Data	Bachelors Degree Students (% graduated within six years)	Full-Time First-Time First Year Students Entered Fall:				
		2003	2004	2005	2006	2007
		73%	77%	72%	76%	

Other Undergraduate Retention Rates		ALL First-Time First Year Students Entered Fall:				
		2008	2009	2010	2011	2012
	Returned After Two Years:	73.6%	76.5%	75.0%	75.1%	
	Returned After Three Years:	75.5%	75.3%	73.4%		

Other Undergraduate Graduation Rates		ALL First-Time First Year Students Entered Fall:				
		2005	2006	2007	2008	2009
	Graduated Within Four Years:	57.2%	64.8%	64.4%	65.4%	66.3%
	Graduated Within Five Years:	69.9%	73.4%	74.2%	73.5%	
	Graduated Within Six Years:	72.0%	75.4%	75.4%		

Graduate Programs		New Graduate Students Entered Fall:				
		2008	2009	2010	2011	2012
	Retention Rate to Second Year: Masters	78.5%	80.3%	86.5%	84.6%	82.2%
	Retention Rate to Second Year: Doctoral	88.7%	87.5%	84.7%	92.2%	90.8%
		New Masters Students Entered Fall:				
		2004	2005	2006	2007	2008
	Graduated Within Five Years: Masters	83.8%	81.9%	81.5%	80.2%	80.7%
		New Doctoral Students Entered Fall:				
		2002	2003	2004	2005	2006
	Graduated Within Seven Years: Doctoral	58.5%	54.5%	54.7%	58.9%	62.6%

S 2. Other Measures of Student Achievement and Success

The measures recorded here are likely to be mission-related. For example, some institutions may track the success of students gaining admission into certain graduate- or first-professional degree programs. Community colleges may track the success of their students entering baccalaureate programs. For some institutions, the number of students who enter programs such as Teach for America, the Peace Corps, or public service law may also represent indicators of institutional effectiveness with respect to their mission.

UVM's Mission Statement:

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.

10. Which of the following experiences did you have while enrolled at UVM?

Activity/Experience	Year of Graduation			
	2009	**2010**	**2011**	**2012**
Student leader (RA, OL, CA, Advocat)	8.9%	9.0%	12.6%	11.5%
Student club or orgranization leader	37.3%	34.0%	37.6%	47.1%
Volunteer activities	50.7%	45.8%	47.2%	50.5%
Internships	38.6%	38.8%	37.5%	40.0%
Research (faculty sponsored or independent)	26.0%	23.8%	22.2%	36.0%

Note: This question was first introduced in "Survey of Recent Grad" year grad=2009

11. Your own assessment of how much your educational experience at UVM has contributed to your learning and development in each of the following areas (scale= None, A Little, Some, A Great deal):

Percentage of "Some" + "A Great Deal"

Developmental areas	Year of Graduation	
	2011	**2012**
Writing skills	76.5%	77.5%
Research skills	87.8%	90.9%
Oral presentation skills	80.3%	83.9%
Working with quantitative data	75.7%	83.9%
Critical thinking skills	92.0%	93.5%
Understanding people from diff. background	74.0%	79.3%
Acquiring skills, knowledge on your own	88.7%	93.5%
Using computer, IT	65.5%	79.4%
Solving complex problems	81.3%	87.4%
Personal values and ethics	77.4%	80.6%
Leadership skills	74.8%	80.4%
Commitment to public service	60.1%	70.2%
Acquiring broad liberal arts education	73.8%	77.7%

Note: This question was first introduced in "Survey of Recent Grad" year grad=2011

Trends in full-time employment: actual (one year later) vs. aspirational (at time of graduation)

	Year of Graduation				
	2008	**2009**	**2010**	**2011**	**2012**
% Full-time employed (Survey of Recent Grads)	67.2%	65.0%	71.6%	68.0%	65.0%
% hope to be FT employed (Cap & Gown surv)	66.8%	63.6%	56.7%	57.1%	57.2%

Note: The "Cap & Gown" survey was first conducted in 2008

Data source:

"Survey of Recent Graduates" (one year after graduation): Class size & Participation rates

Year of graduation	**2008**	**2009**	**2010**	**2011**	**2012**
Total grads	1,627	1,798	1,849	2,369	2,017
Participation rate	29.8%	31.0%	31.0%	28.6%	22.2% *

* The survey of 2012 alumni was schematically complex. The response rate may be as low as 22%
or it could be as high as over 50%, depending on the percent of valid email addresses, which is unknown.

S 3. Licensure Passage and Job Placement Rates

Institutions that prepare students for specific careers will find it appropriate to record the success of their students in passing licensure examinations. Also included in this form is the provision to record the success of students – perhaps by their academic major – in finding employment in the field for which they were prepared.

Note: Data are from the "Survey of Recent Graduate," by year of graduation

College/school graduated from vs Relation to field of undergraduate studies

Scale: "Closely related" "Somewhat related" "Not related"

College/School	% "Closely related"				
	2008	2009	2010	2011	2012
Agriculture & Life Sci	47.4%	38.0%	44.8%	39.6%	55.9%
Env & Natural Resources	53.2%	41.4%	36.2%	34.5%	63.2%
Arts & Sciences	28.6%	22.8%	26.1%	28.7%	36.6%
Business Administration	43.8%	56.8%	51.7%	61.8%	59.1%
Engineering & Math	58.8%	65.6%	60.5%	63.4%	66.9%
Education & Social Serv	71.9%	73.6%	70.5%	68.8%	65.8%
Nursing & Health Sci	98.4%	90.5%	85.8%	89.9%	68.6%
Total	46.1%	41.8%	41.1%	44.8%	50.4%

College/school graduated from vs Job preparation

Scale: "Excellent preparation" "Good" "Adequate" "Poor" "Not relevant"

College/School	% "Excellent"+"Good"				
	2008	2009	2010	2011	2012
Agriculture & Life Sci	65.0%	63.2%	55.7%	46.2%	57.1%
Env & Natural Resources	68.8%	56.6%	43.8%	47.9%	52.8%
Arts & Sciences	51.1%	45.5%	42.1%	50.3%	53.0%
Business Administration	82.3%	77.5%	74.2%	68.0%	60.4%
Engineering & Math	70.0%	53.3%	61.9%	49.4%	52.6%
Education & Social Serv	79.3%	83.5%	71.0%	75.1%	80.0%
Nursing & Health Sci	83.6%	71.4%	77.1%	80.0%	74.8%
Total	63.5%	57.8%	52.7%	55.9%	58.5%

College/school graduated from vs Job satisfaction

Scale: "Very satisfied" "Satisfied" "Disstisfied" "Very dissatisfied"

College/School	% "Very satisfied"+"Satisfied"				
	2008	2009	2010	2011	2012
Agriculture & Life Sci	88.5%	77.8%	80.8%	70.2%	84.1%
Env & Natural Resources	75.3%	86.0%	81.9%	76.9%	85.2%
Arts & Sciences	82.5%	71.4%	77.2%	78.0%	76.4%
Business Administration	89.6%	89.7%	90.1%	86.3%	84.6%
Engineering & Math	88.6%	88.8%	85.8%	83.5%	86.9%
Education & Social Serv	84.9%	85.4%	86.0%	87.6%	89.8%
Nursing & Health Sci	98.4%	92.4%	93.2%	92.0%	87.6%
Total	85.5%	78.9%	81.4%	80.3%	81.8%

NATIONAL BOARD OF MEDICAL EXAMINERS®

June 2013

Performance of 2010 Graduates Taking USMLE® Step 3 for the First Time - May 2010 to December 2012

Medical School: U VERMONT COLLEGE OF MEDICINE
School ID Number: 046-010

	Examinees From US/Canadian Medical Schools		Examinees from Your Medical School	
	Performance on First Attempt	Repeat Performance	Performance on First Attempt	Repeat Performance
Number Tested	15342	360	98	4
Number Passing	14888	329	94	---
Percent Passing	97	91	96	---

This report compares the performance of all 2010 graduates of U.S. and Canadian medical schools taking USMLE Step 3 for the first time during the period from May 2010 through December 2012 with the analogous group from your school. For all U.S. and Canadian medical schools, the first column summarizes data from the first-time attempt of these examinees. The second column provides the number who repeated at least once and the number (and percent) from this group who ultimately passed during this period. The third and fourth columns provide similar information for the examinees from your medical school. Performance data are not provided for schools with fewer than five examinees. Examinees who asked that their individual results not be provided to their school at the time they applied for Step 3 are excluded from the school data for this report, unless the number of examinees making this request was five or greater.

NATIONAL BOARD OF MEDICAL EXAMINERS®

Performance of Examinees Taking USMLE® Step 2 Clinical Skills (CS) for the First Time July 2011 to May 19, 2012

Medical School: U VERMONT COLLEGE OF MEDICINE
School ID Number: 046-010

	PERFORMANCE ON FIRST ATTEMPT		PERFORMANCE ON MOST RECENT REPEAT ATTEMPT	
	Examinees from Your Medical School	Examinees from U.S. & Canadian Medical Schools	Examinees from Your Medical School	Examinees from U.S. & Canadian Medical Schools
Number Tested				
	112	16707	2	315
Number Passing (Percent*)				
Total Test	109 (97)	16254 (97)	2	308
Integrated Clinical Encounter	111 (99)	16407 (98)	2	309
Communication & Interpersonal Skills	109 (97)	16520 (99)	2	314
Spoken English Proficiency	112 (100)	16701 (100)	2	315

* Percent passing values are provided for data related to first attempt at Step 2 CS. Values are rounded to the nearest whole number.

This report provides information on the number of examinees, from your school and from all U.S. and Canadian medical schools, who attempted Step 2 CS for the first time in the 2011-2012 academic year and whose results were reported through September 12, 2012. This report also provides information on the number and percent of examinees, from these same groups, who passed Step 2 CS. Please note that in order to pass the Step 2 CS Total Test, it is necessary to pass all three of the subcomponents: Integrated Clinical Encounter, Communication and Interpersonal Skills, and Spoken English Proficiency. Information on passing examinees is provided for Step 2 CS Total Test and for each of these subcomponents.

For those first-time examinees who failed and then subsequently repeated Step 2 CS during this same period, the number tested and the number passing, on the most recent repeat attempt, are included. Examinees who asked that their individual results not be provided to their school are excluded from the school data for this report, unless the number of examinees making this request was five or greater.

Accompanying this table is a graph that provides information regarding the performance of first-time examinees from your school for the three subcomponents of Step 2 CS. Please note that the graph is only provided if at least 20 first-time examinees from your school took Step 2 CS in the academic year 2011-2012.

NATIONAL BOARD OF MEDICAL EXAMINERS®

Performance of Examinees Taking USMLE® Step 1
for the First Time in 2012

Medical School: U VERMONT COLLEGE OF MEDICINE
School ID Number: 046-010

	PERFORMANCE ON FIRST ATTEMPT		PERFORMANCE ON MOST RECENT REPEAT ATTEMPT	
	Examinees from Your Medical School	Examinees from U.S. & Canadian Medical Schools	Examinees from Your Medical School	Examinees from U.S. & Canadian Medical Schools
Number Tested	110	21219	5	499
Number Passing	104	20218	3	365
Percent Passing	95	95	60	73
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Total Test	223 (21)	227 (22)	198 (16)	196 (15)

This report compares the performance of examinees from your medical school with the performance of examinees from U.S. and Canadian medical schools taking Step 1 of the United States Medical Licensing Examination (USMLE) for the first time during 2012. The performance of first-time examinees who failed Step 1 in 2012 but repeated the examination later in the year is also summarized above. Examinees who asked that their individual results not be provided to their school are excluded from the school data for this report, unless the number of examinees making this request was five or greater. The minimum passing score for the 2012 Step 1 administrations was 188.

Accompanying this table are two graphs: one that shows the distribution of scores (for your students and for the national first-taker group), and one that provides information regarding the performance of first-time examinees from your school for various disciplines and organ systems. **Please note that the graphs are only provided if at least 20 first-time examinees from your school took Step 1 in 2012.**

Step 1 test items are deliberately designed to be integrative; most items contribute to the calculation of subscores in more than one discipline. Consequently, caution should be used in attributing mean differences in student performance to individual courses at your school.

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NATIONAL BOARD OF MEDICAL EXAMINERS®

Performance of Examinees Taking USMLE® Step 2 Clinical Skills (CS) for the First Time Between June 17, 2012 and January 26, 2013

Medical School: U VERMONT COLLEGE OF MEDICINE
School ID Number: 046-010

	PERFORMANCE ON FIRST ATTEMPT		PERFORMANCE ON MOST RECENT REPEAT ATTEMPT	
	Examinees from Your Medical School	Examinees from U.S. & Canadian Medical Schools	Examinees from Your Medical School	Examinees from U.S. & Canadian Medical Schools
Number Tested				
	42	15939	0	78
Number Passing (Percent*)				
Total Test	42 (100)	15681 (98)	---	69
Integrated Clinical Encounter	42 (100)	15756 (99)	---	71
Communication & Interpersonal Skills	42 (100)	15853 (99)	---	76
Spoken English Proficiency	42 (100)	15933 (100)	---	78

* Percent passing values are provided for data related to first attempt at Step 2 CS. Values are rounded to the nearest whole number.

This interim report provides information on the number of examinees, from your school and from all U.S. and Canadian medical schools, who attempted Step 2 CS for the first time in the 2012-2013 academic year and whose results were reported through March 20, 2013. This report also provides information on the number and percent of examinees, from these same groups, who passed Step 2 CS. Please note that in order to pass the Step 2 CS Total Test, it is necessary to pass all three of the subcomponents: Integrated Clinical Encounter, Communication and Interpersonal Skills, and Spoken English Proficiency. Information on passing examinees is provided for Step 2 CS Total Test and for each of these subcomponents.

For those first-time examinees who failed and then subsequently repeated Step 2 CS during this same period, the number tested and the number passing, on the most recent repeat attempt, are included. Examinees who asked that their individual results not be provided to their school are excluded from the school data for this report, unless the number of examinees making this request was five or greater.

In October 2013, this report will be replaced by a performance summary of examinees from your medical school who tested during the full academic year.

NATIONAL BOARD OF MEDICAL EXAMINERS®

Performance of Examinees Taking USMLE® Step 2 Clinical Knowledge (CK) for the First Time in the Academic Year July 2012 to June 2013

Medical School: U VERMONT COLLEGE OF MEDICINE
School ID Number: 046-010

	PERFORMANCE ON FIRST ATTEMPT		PERFORMANCE ON MOST RECENT REPEAT ATTEMPT	
	Examinees from Your Medical School	Examinees from U.S. & Canadian Medical Schools	Examinees from Your Medical School	Examinees from U.S. & Canadian Medical Schools
Number Tested	128	20270	0	288
Number Passing	128	19810	---	254
Percent Passing	100	98	---	88
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Total Test	244 (17)	238 (19)	--- (---)	209 (12)

This report compares the performance of examinees from your medical school with the performance of examinees from U.S. and Canadian medical schools taking Step 2 CK of the United States Medical Licensing Examination® (USMLE) for the first time in the 2012-2013 academic year. The performance of first-time examinees who failed Step 2 CK in the academic year but repeated the examination later in the year is also summarized above. Examinees who asked that their individual results not be provided to their school are excluded from the school data for this report, unless the number of examinees making this request was five or greater. The minimum passing score for the 2012-2013 academic year was 196.

Accompanying this table are two graphs: one that shows the distribution of scores (for your students and for the national first-taker group), and one that provides information regarding the performance of first-time examinees from your school for various score categories. **Please note that the graphs are only provided if at least 20 first-time examinees from your school took Step 2 CK in academic year 2012-2013.**

Step 2 CK test items are deliberately designed to be integrative; most items contribute to the calculation of subscores in more than one score category. Consequently, caution should be used in attributing mean differences in student performance to individual clerkships at your school.

The MSD program has a 100% pass rate on the first try for the Registered Dietician exam. For our undergrads who go on to Dietetic Internships, the first time pass rate is 81.8% from 2007-2011 (5 years).

College of Nursing and Health Sciences Licensing or Certification Pass
Rates for first-time test takers who graduated in 2013

Athletic Training	100.00%
Professional Nursing	93.55%
Radiation Therapy	100.00%
Nuclear Medicine Technology	100.00%
Medical Laboratory Science	88% *
Physical Therapy	94.59%
Masters Entry Level Program in Nursing	100.00%
M.S. Nursing (Nurse Practitioner)	100.00%
Grad Communication Sciences and Disorders	100.00%

* Not complete, students still taking exam

Institutional Scores Reported by ETS (test-takers identifying UVM as recipient of scores)

PRAXIS by Program	Multiple Choice (MC) or Essay	Test Code	2009-2010			2010-2011			2011-2012			3-year avg [*2] year average		
			# Tests Taken	# Passed	Pass Rate	# Tests Taken	# Passed	Pass Rate	# Tests Taken	# Passed	pass Rate	# Tests Taken	# Passed	3-yr (or 2-yr) Pass Rate
Art*	Essay	0131	10	9	90%	8	8	100%	10	9	90%			
Art (new AY12)	Cont & Analysis 0135													
Art 0131 & 0135	**combined**		**10**	**9**	**90%**	**8**	**8**	**100%**	**10**	**9**	**90%**	**28**	**26**	**93%**
Elementary Education	MC	0014	52	51	98%	9	9	100%	8	7	88%			
Elementary Education (new AY12)	MC	5014	0	0	NA	25	25	100%	33	32	97%			
Elementary Education 0014, 5014 combined			**52**	**51**	**98%**	**34**	**34**	**100%**	**41**	**39**	**95%**	**127**	**124**	**98%**
English (Sec. Ed.)	MC	0041	23	17	74%	12	8	67%						
English (Sec. Ed.)*	Essay	0042	<5	NA	NA	5	3	60%						
English new AY12	Lan,Lit,Comp	0044	0	0	NA	0	0	NA	14	14	100%			
English 0014, 0041, 0044	**combined**		**23**	**17**	**74%**	**17**	**11**	**65%**	**14**	**14**	**100%**	**54**	**42**	**78%**
Math (Sec. Ed.)	MC	0061	13	11	85%	9	7	78%	7	6	86%			
Math (Sec. Ed.)	Essay	0063	<5	NA	NA	<5	NA	NA	0	0	NA			
	combined		**13**	**11**	**85%**	**9**	**7**	**78%**	**7**	**6**	**86%**	**29**	**24**	**83%**
Social Studies	MC	0081	19	13	68%	10	7	70%	<5	NA	NA			
Social Studies	Essay	0083	<5	NA	NA	<5	NA	NA	0	0	NA			
Social Studies	Cont & Interp	0086							16	15	94%			
Soc St 0081, 0083, 0086	**combined**		**19**	**13**	**68%**	**10**	**7**	**70%**	**16**	**15**	**94%**	**45**	**35**	**78%**
General Science[3] (Secondary)	**MC**	**0435**	**15**	**15**	**100%**	**11**	**9**	**82%**	**13**	**12**	**92%**	**39**	**36**	**92%**
General Science	Essay	0433	0	0	NA	<5	NA	NA	NA	NA	NA	NA	NA	NA
Biology	MC	0235	9	9	100%	6	5	83%	6	6	100%	21	20	95%
Biology	Essay	0233	0	0	NA	<5	NA	NA	0	0	NA	0	NA	NA
Chemistry	MC	0245	<5	NA	NA	<5	NA	NA	<5	NA	NA	0	NA	NA
Chemistry	Essay	0242	<5	NA	NA	<5	NA	NA	0	0	NA	0	NA	NA
Earth Science	MC	0571	<5	NA	NA	<5	NA	NA	<5	NA	NA	0	NA	NA
Physics	MC	0265	<5	NA	NA	<5	NA	NA	<5	NA	NA	0	NA	NA
Physics	Essay	0262	0	NA	NA	0	0	NA	0	NA	NA	0	NA	NA

Note: Summary Scores are reported only for those with more than 5 test-takers

Praxis_ISR_AY10_to_AY12_all_012313_ctm.xls

Educator Preparation

All candidates for licensure must complete a comprehensive State Licensure portfolio with passing scores as a condition for program completion and recommendation for licensure.

Licensure Portfolio (State Assessment Required for Licensure)

Academic Year – Licensure Program Completers	# taking the exam	# passing the exam	Pass Rate (%)
2012-2013	206	206	100%
2011-2012	210	210	100%
2010-2011	184	184	100%
2009-2010	186	186	100%

* unduplicated licensure completers

PRAXIS Exams

The State of Vermont requires passing scores for core academics including literacy, reading, and mathematical skills (or and acceptable alternate such as the GRE, ACT, or SAT). In addition, candidates applying for an initial license must meet passing scores in their subject area (PRAXIS II). As part of UVM's licensure programs, candidates are required to meet passing scores for core academics (PRAXIS I) prior to student teaching and as condition for licensure recommendation. Because not all states require PRAXIS II as a condition of licensure, candidates are encouraged to take PRAXIS II in their endorsement area although it is not a requirement for program completion.

PRAXIS I and PRAXIS II			
Group	Number Taking Assessment[1]	Number Passing Assessment[2]	Institutional Pass Rate
All program completers, 2011-12	142	137	96%
All program completers, 2010-11	92	88	96%
All program completers, 2009-10	152	144	95%

[1] Number of completers taking one or more assessments within their area of specialization.

[2] Number who passed all assessments taken within their area of specialization.

Social Work

Association of Social Work Boards (ASWB)

The following table presents the numbers of examinations administered to candidates who indicated that they attended the University of Vermont. Therefore, this information is voluntary and many candidates may not list a school code. In addition, social workers who are not required to obtain a license are not required to take an ASWB exam. Figures indicate the percentage of first-time, repeat, and total examinees who passed the Clinical examination during the year(s) 2008-2012. Note that failing examinees may repeat the examination more than once.

Association of Social Work Boards, Examination: Clinical

	First Time			Repeat			Total		
	Pass	Fail	Total/ Rate	Pass	Fail	Total/ Rate	Pass	Fail	Total/ Rate
2008	25	1	26 / 96%	0	0	0	25	1	26 / 96%
2009	23	1	24 / 96%	1	0	1 / 100%	24	1	25 / 96%
2010	14	3	17 / 82%	2	0	2 / 100%	16	3	19 / 84%
2011	16	0	16 / 100%	0	1	1 / 0%	16	1	17 / 94%
2012	17	4	21 / 81%	1	1	2 / 50%	18	5	23 / 78%

Counseling

Counseling program students are not required to take the National Counselor Examination (NCE) for program completion. However, many states require passing NCE scores for licensure, including the State of Vermont. Therefore, students are encouraged to take the NCE during their final semester if they wish to pursue licensure as a Clinical Mental Health Counselor.

National Counselor Examination (NCE)

NCE Exam Date	Test Takers	Tests Passed	Pass Rate	Academic Year	Degree Completers
4/20/13	10	10	100%	AY13	21
4/21/12	11	11	100%	AY12	8
4/16/11	6	6	100%	AY11	13
4/17/10	11	11	100%	AY10	17
4/18/09	7	7	100%	AY09	14

School Counselor Licensure Portfolio Exam

Students enrolled in the School Counseling track of the Counseling Program are required to complete a licensure portfolio, which serves as a comprehensive assessment, in order to be recommended for licensure.

Licensure Portfolio – School Counseling (State Assessment Required for Licensure)

Academic Year – Licensure Program Completers	# taking the exam	# passing the exam	Pass Rate (%)
2012-2013	10	10	100%
2011-2012	4	4	100%
2010-2011	3	3	100%
2009-2010	11	11	100%

* unduplicated licensure completers

Value-Added and Precision Estimates

	Performance Level	Value-Added Score	Value-Added Percentile Rank	Confidence Interval Lower Bound	Confidence Interval Upper Bound	Expected Mean CLA Score
Total CLA Score	Near	0.67	75	-0.03	1.37	1236
Performance Task	Near	0.44	69	-0.33	1.21	1221
Analytic Writing Task	Near	0.87	79	0.02	1.72	1249
Make-an-Argument	Above	1.11	90	0.14	2.08	1238
Critique-an-Argument	Near	0.54	75	-0.28	1.36	1259

Seniors: Unadjusted Performance

|	Number of Seniors	Mean Score	Mean Score Percentile Rank	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CLA Score	47	1271	90	1180	1349	137
Performance Task	24	1250	84	1133	1343	160
Analytic Writing Task	23	1293	93	1187	1371	108
Make-an-Argument	23	1293	97	1199	1356	107
Critique-an-Argument	23	1292	90	1193	1401	153
EAA	47	1173	85	1050	1280	153

Freshmen: Unadjusted Performance

	Number of Freshmen	Mean Score	Mean Score Percentile Rank	25th Percentile Score	75th Percentile Score	Standard Deviation
Total CLA Score	107	1151	85	1043	1268	169
Performance Task	57	1115	77	1013	1205	168
Analytic Writing Task	50	1192	93	1087	1290	161
Make-an-Argument	52	1203	96	1101	1334	187
Critique-an-Argument	50	1176	90	1029	1293	185
EAA	109	1196	90	1110	1290	126

Observed CLA Scores vs. Expected CLA Scores
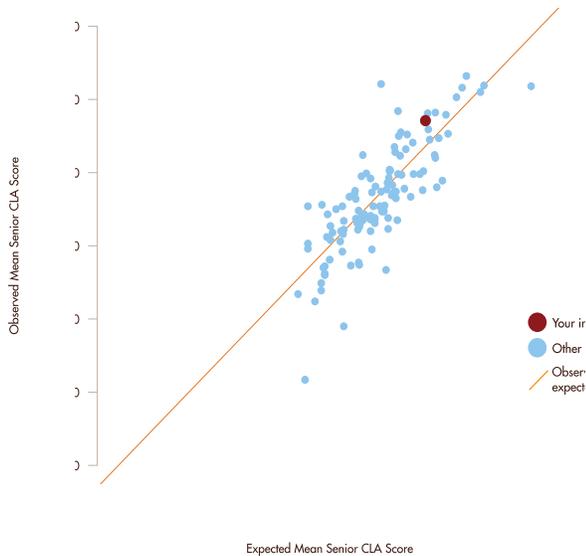
sizes, schools that tested fewer than 50 students are not included in Figure 3.5.

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Links to UVM's Current and Past VSA College Portraits

In order to provide evidence that we have been active participants in the Collegiate Learning Assessment (CLA) we are providing a weblink to past College Portraits. Using the link below, reviewers can access web archived versions from the past years. There are a multitude of sections for the archived pages (link provides a calendar which you can click on where the archived version exists).

http://web.archive.org/web/20100701000000*/http://www.collegeportraits.org/VT/UVM

OPTION E2. VOLUNTARY SYSTEM OF ACCOUNTABILITY PLUS PROGRAM REVIEW

I.   Institutions selecting this option should include copies of the most recent College Portrait institutional template under VSA and up to two prior templates. The templates will be available from APLU and AASCU.

II.   Complete the information on program review, below.

CATEGORY (List each degree program)	(1) What is the date of the most recent program review?	(2) How is an "external perspective" incorporated into the review?	(3) How are the results of the program review considered?	(4) What major changes have been made as a result of the most recent program review?	(5) What is the date of the next program review?
The list below is the programs that have completed APR since our comprehensive accreditation report of 2009. All programs have now undergone under our original system, "APR I". We initiated the new system, APR II, in 2012.	The dates listed below are the dates of APR I Subcommittee report.	In APR I, external perspective came from a solicited expect who did a written critique based on the program's self-study and the data provided. There was no site visit. In APR II, there are two selected external site visitors who complete a written report.	A review subcommittee of the Faculty Senate's Curricular Affairs Committee vets the APR report with the full Committee. The subcommittee then presents the report in an "MOR meeting" involving the Provost, dean(s), Chairs, directors, etc.		The entire APR II schedule can be viewed at <APR II Schedule>. The dates for the noted programs are also listed below.
Community Development and Applied Economics (CDAE)	Fall 2008	"	"	• In response to recommendation to increase quantity and quality of scholarly productivity: For the last 4 years peer-reviewed publications have been more than double that prior to FY 08 • Dramatic increase in enrollments in response to improved quality and quantity of offerings.	Fall 2015
Medicine	Fall 2008	"	"	• The COM Faculty Handbook and Standards were completely revised and approved; in place since 2011 • New diversity strategic plan devised, implemented 2012, including new Asst Dean for Diversity and a Director of Diversity and Outreach; COM is now the most diverse college in the University • Faculty Teaching and Rewards System (FTARS) implemented – lauded by accreditors and consultants	Spring 2014

				•Office of Student Affairs merged with reorganized Office of Medical Student Education - focus on the advising system, academic success and student wellness •*Careers in Medicine* four- year career counseling program designed to introduce students to all 26 fields of specialization •Introduced an integrated, vertically organized community system for advising students. Student satisfaction with advising rose on surveys - above national norms •Initiative to improve the clinical learning environment implemented	
Nutrition and Food Sciences	Fall 2008	"	"	There were few recommendations and few APR-related changes have been made. The program has greatly expanded internship/ practicum opportunities for students.	Spring 2016
Cell and Molecular Biology.	Spring 2009	"	"	The program was combined with Biochemistry, Pharmacology, Molecular Physiology & Biophysics, and Microbiology & Molecular Genetics doctoral degree programs to form the new Cellular, Molecular and Biomedical Sciences graduate program (CMB). The combined programs now manage the graduate education of 66 doctoral students. Specific responses to APR recommendations: •acquired office space from the College of Medicine for administrative staff •acquired space for incoming graduate students (11 desks) in both the NGP and CMB Programs •CMB director is now compensated at 25% FTE for administering the CMB Program •Developed 300-level graduate courses that complement the training curriculum •Graduate stipend levels were raised from $21,178 to $24,000, as recommended. •As recommended, graduate students' health insurance is now covered at 100% (75% from the Graduate College, 25% by the Program) for the first two years. After the first two years, the remaining 25% is covered by funds from the student's advisor. • CMB Program has been awarded 36 Graduate Teaching Assistantships	Fall 2018

				•Outreach efforts to increase diversity among students and faculty	
Mathematics	Spring 2009	"	"	•Developed a 10-yr vision that incorporates recommendations on strategic faculty replacement hires to strengthen research productivity, achieve better gender balance (same for Statistics), and accommodate more Math majors •Grad Ed strengthened by incorporating Vermont Mathematics Institute as an MS program •Plans are in place to move M & S programs from current facility into Cook bldg as part of the STEM project. •Better tracking of grad students & outcomes •Little change to date in assessment of UG student outcomes	Fall 2019
Statistics/Biostastistics	Spring 2009	"	"	•Developed a 10-yr vision that includes expansion of faculty lines per APR recommendation. •Implemented plan to target higher impact periodicals for publications per rec. •Implemented alumni survey •Eliminated dependency on Math program to teach Stat courses Little change to date in assessment of UG student outcomes.	Fall 2019
Rubenstein School of Environment and Natural Resources	Fall 2009	"	"	•Incorporated NR 6 into Core Curriculum, and developed one activity that directly ties NR 6 with the other required F-Y course, NR 1 •Revision of advising survey to better assess issues with respect to student retention •ENVS, the major most strongly tied to the social sciences, developed a set of unofficial "tracks" to assist students with course planning. The tracks explicitly alert students to prerequisites for upper level courses, helping to ensure that they have the needed background (including lab sciences). •Moved IT specialist to a base-budgeted position •Appointed a Director for Spatial Analysis Lab •Developed and implemented new alumni survey	Fall 2015
Vermont Studies	Fall 2009	"	"	•Dedicated efforts to increase visibility including awards program •Established named VT Scholar Summer Research Award •Outreach to involve faculty with scholarly interests	Fall 2016

				in Vermont •Networking luncheons twice each year •Director of Center for Research on Vermont now advises all students enrolled in VT Studies major and minor	
Doctor of Physical Therapy	Fall 2009	"	"	The major recommendation was to add more faculty in order to maintain compliance with professional accreditation standards. •One faculty converted from 9 mo to 10 month appointment •Added one new 12-month faculty •Approval to search for two new lines	Spring 2020
Materials Science	Spring 2010	"	"	•Three new faculty added •The Director now receives one course release •Graduation rate has increased from 0.4 students/yr to 2/yr in the past 5 years. 12 students currently enrolled, mostly in the PhD program • Excellent trajectory in extramural funding and scholarly productivity	Fall 2019
German and Russian	Spring 2010	"	"	•The program faculty undertook an extensive trial of the Oral Proficiency Review as recommended, but decided not to adopt it. •Faculty agreed to use various aspects of a communicative approach to language teaching together with an emphasis on linguistic accuracy (an aspect not stressed by the OPI) •The faculty developed common learning goals for the beginning and the intermediate levels which will be formally adopted in fall 2014. •The program is offering a Proverb course taught in English by Prof. Mieder as a more feasible alternative to the advanced degree in Proverb Studies suggested by the external reviewer.	Fall 2017
Engineering Management	Spring 2010	"	"	There has been little change with this interdisciplinary program. An initiative to better link Engineering students with Business students was started and which provided modest financial support to engineering design teams that included Business students (including Engineering Management students) with the "assignment" that the team would develop a prototype and a related business plan. The goal was to increase the numbers of engineering management students as well as encourage the design teams to	Spring 2018

				commercialize their work. However, faculty availability has been a limiting factor due to workload issues and budget constraints.	
Environmental Studies (ENVS)	Spring 2010	"	"	As with ENSC, the primary recommendation was Institutional support for a formal structure. This spurred creation of a University Committee on Envisioning Environment. Actions on that report are being determined. <u>Responses to APR recommendations</u>: •Ramped up staffing to meet demand: one new lecturer and shared a hire with Geography re: political ecology •Developed two 1-cr courses on careers in ENVS & Sustainability •Developed webpage for students on careers & experience •Two new options for Senior capstone •Developed 12 learning outcomes for ENVS students w/ Senior exit assessment	Fall 2019
Engineering	Spring 2010	"	"	•New funds from Provost for expansion of faculty lines in strategic areas: 4 recruitments in FY 13 •faculty resources added to Civil Engineering to address identified weakness there •EE sought and received IGERT grant which will boost profile and enrollents •Space issues being addressed via STEM initiative •Reorganized the Senior Design capstone •Achieved full accreditation from ABET	Spring 2018
Integrated Biological Sciences (BISC)	Fall 2010	"	"	•started using undergraduate assistant TAs in addition to GTAs - allows for slightly increased lab sizes to help keep pace with the increased enrollments •Initiative to share staff with Animal Science dept for an additional section of introductory biology •Added a new accelerated intro biology course (BCOR 21) for students who arrive with AP credit - an effective recruiting tool and that helps ensure that the bright students are challenged •Space issues being addressed via STEM initiative	Spring 2017
Microbiology and Molecular Genetics	Fall 2011	"	"	The program was found to be strong and well functioning. APR resulted in no strong recommendations for the program, and as a result no substantive changes have been made on the	Fall 2019

				basis of APR..	
Environmental Sciences (ENSC)	Spring 2012	"	"	As with ENVS, the primary recommendation was Institutional support for a formal structure. This spurred creation of a University Committee on Envisioning Environment. Actions on that report are being determined.	Fall 2019
Biomedical Engineering	N/A	"	"	The MS in Biomedical Engineering did not undergo APR because it was terminated and recast as a PhD program. The proposal for the new PhD program underwent full review by the Curricular Affairs Committee of the Faculty Senate.	Fall 2018
Ecological Economics	N/A	"	"	Although this program had been scheduled for review in 2009, APR was waived because the program had been included as part of APR for the Rubenstein School of Environment and Natural Resources and was examined thoroughly.	N/A
APR II (Initiated in 2012)					
	The dates listed below are the dates of the Program Self-Study report under APR II	In APR II, there are two selected external site visitors who complete a written report.	A review subcommittee of the Faculty Senate's Curricular Affairs Committee vets the APR report with the full Committee. The subcommittee then presents the report in an "MOR meeting" involving the Provost, dean(s), Chairs, directors, etc.		The dates for APR III have not yet been set.
Animal Science	September 2013			N/A APR still in process	N/A
Plant Biology	October 2013			N/A APR still in process	N/A

CIHE DATA FORMS FOR REPORT ON DISTANCE EDUCATION PROGRAMS

INSTITUTION:

TABLE 1.   Program and Certificate Description

Note :   For Enrollment and other data, use data from current or most recently completed semester for which data are available.

Programs and Certificates in which 50% or more of the credit may be completed entirely on-line

Program or Certificate Name	Level of Degree (A, B, M, D) or Certificate (C)	Initiation Date (First Enrollment) (Year Only)	Number of Required Credits	No. of Credits Which May be Completed On-Line
Curriculum and Instruction (Educational Technology Track)	MEd	2006	30	18-30
Curriculum and Instruction (Library Media Track)	MEd	2006	30	18-30

Insert additional rows for more programs, if needed.

Scroll down to next table

CIHE DATA FORMS FOR REPORT ON DISTANCE EDUCATION PROGRAMS

INSTITUTION:

TABLE 2.   Students

Note : For Enrollment and other data, use data from current or most recently completed semester for which data are available.

Programs and Certificates in which 50% or more of the credit may be completed entirely on-line

Program or Certificate Name	Matriculated Students	Degree or Certificate Completers to Date	Total Number of Students Taking Courses on Ground*	In-State Students Taking Courses On-Line	Out-of-State Students Taking Courses On-Line	Students Based in Other Countries Taking Courses	Total Number of Students Taking Courses On-Line
Curriculum and Instruction (Educational Technology Track)	5	8	1	4	0	0	4
Curriculum and Instruction (Library Media Track)	2	9	0	2	0	0	2
							0
							0
							0
							0
							0
							0
							0
							0
							0
							0
TOTAL	7	17	1	6	0	0	6

Insert additiional rows for more programs, if needed.

*Students enrolled in programs described in this table.

Scroll down to next table

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CIHE DATA FORMS FOR REPORT ON DISTANCE EDUCATION PROGRAMS

INSTITUTION:

TABLE 3. Faculty

Note: For Enrollment and other data, use data from current or most recently completed semester for which data are available.

Programs and Certificates in which 50% or more of the credit may be completed entirely on-line

Program or Certificate Name	Faculty Teaching in The Program (Headcount)					Number with Highest Degree	
	Faculty Employed Full Time at The Institution		Faculty Employed PT at The Institution	Total Faculty in Program	FTE Faculty in Program	Ph.D or Equivalent	Masters or Equivalent
	FT in Program	PT in Program					
Curriculum and Instruction (Educational Technology Track)	0	2	3	5	<1.0	4	1
Curriculum and Instruction (Library Media Track)	0	2	1	3	<1.0	2	1
				0			
				0			
				0			
				0			
				0			
				0			
				0			
				0			
				0			
				0			
				0			
TOTAL	0	4	4	8	0	6	2

Insert additional rows for more programs, if needed.

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CIHE DATA FORMS FOR REPORT ON DISTANCE EDUCATION PROGRAMS

Scroll down to next table

INSTITUTION:

TABLE 4. Course enrollments and completions

Note : *For Enrollment and other data, use data from current or most recently completed semester for which data are available.*

Programs and Certificates in which 50% or more of the credit may be completed entirely on-line

Courses Offered On-Line	Fall	Spring 2011	Year Total*	Fall	Spring 2012	Year Total*	Fall	Spring 2013	Year Total*
Undergraduate									
Total Number of courses	0	0	0	0	0	0	0	0	0
Total on-line enrollments	0	0	0	0	0	0	0	0	0
On-line course completions	0	0	0	0	0	0	0	0	0
Graduate									
Total Number of courses	5	6	11	4	8	12	6	9	15
Total on-line enrollments	70	86	156	58	79	137	53	87	140
On-line course completions	70	86	156	58	79	137	53	87	140
TOTAL									
Total Number of courses	5	9	11	4	8	12	6	9	15
Total on-line enrollments	70	87	156	58	79	137	53	87	140
On-line course completions	70	86	156	58	79	137	53	87	140

* For year total, include all offerings, including Fall and Spring terms, short-terms, summer, and non-term-based offerings