Standard 6: Teaching, Learning, and Scholarship

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

Overview

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

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

Faculty and Academic Staff

Description

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

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

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

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

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

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

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

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

Appraisal

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Teaching and Learning

Description

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

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

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

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

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

Appraisal

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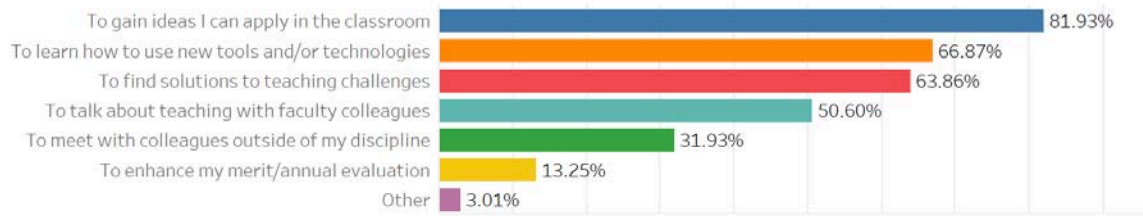
[Award for Excellence in Teaching](), and the [UVM Outstanding Faculty Advising Award](). Individual units and the departments they house participate regularly in curricular review both internally and as institutional processes of APR and program assessment planning. Illustrative examples of faculty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

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

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

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

Why do you attend faculty development programs?

To gain ideas I can apply in the classroom	81.93%
To learn how to use new tools and/or technologies	66.87%
To find solutions to teaching challenges	63.86%
To talk about teaching with faculty colleagues	50.60%
To meet with colleagues outside of my discipline	31.93%
To enhance my merit/annual evaluation	13.25%
Other	3.01%

Source: Institutional Faculty Development Needs Assessment Survey, Fall 2018

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

What keeps you from participating in faculty development events?

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

Source: Institutional Faculty Development Needs Assessment Survey, Fall 2018

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

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

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

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

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

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

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

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

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

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

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

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

Projections

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

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

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

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

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

Percentage of Courses taught by full-time faculty

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

Number of Faculty by rank, if applicable

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

Number of Academic Staff by category

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

Please enter any explanatory notes in the box below

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Highest Degree Earned: Less than High School Degree OR Unclassified/Unknown

Faculty by category

	3 Years Prior (FY 2015)	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)
Non-Medical-Tenured/Tenure Track	0	1	1	3	0
Non-Medical-Non-Tenure Track Instructional Faculty	48	68	48	58	21
Medical School Faculty, Tenured/Tenure Track	1	0	0	0	0
Medical School Faculty, Non-Tenure Track Instructional Faculty	5	10	6	2	0
Research Faculty	1	3	4	7	10
Extension Faculty	0	1	1	1	1
Library Faculty	0	1	1	1	2
Total	**55**	**84**	**61**	**72**	**34**

Faculty by rank, if applicable

Professor	1	3	3	0	1
Associate	1	1	2	1	1
Assistant	4	13	10	12	10
Instructor	1	3	4	4	2
Lecturer	42	57	40	53	20
No rank	6	7	2	2	0
Total	**55**	**84**	**61**	**72**	**34**

Academic Staff by category

Library Technicians	5	7	6	6	4
Student Services	183	197	212	215	222
Total	**188**	**204**	**218**	**221**	**226**

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

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

? Number of Faculty Appointed by Tenure Track & Rank*

By Faculty Track

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

By Faculty Rank

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

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

By Faculty Track

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

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

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

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

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

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

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

Explanation of teaching load if not measured in credit hours

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

Additional Notes

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

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

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

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

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

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

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

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

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

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

Please enter any explanatory notes in the box below

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

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

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

Please enter any explanatory notes in the box below

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

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