



ACADEMIC EXCELLENCE GOALS FOR THE UNIVERSITY OF VERMONT

D. Rosowsky, Ph.D., Provost and Senior Vice President

As one of the nation's premier small research universities – a “public ivy” and one of the oldest and most highly respected academic institutions – the University of Vermont must be steadfast and unwavering in its commitment to academic excellence. As an academic community, we share responsibility for creating the best possible teaching and learning environment, attracting the best students, and providing a world-class education – across all fields of study and all degree programs.

During President Sullivan's installation speech in fall 2012, he outlined his *Strategic Action Plan* for the University of Vermont. The *Plan* was discussed by the Board of Trustees in several meetings in 2012, and was approved by the Board in 2013. In FY14, a set of *Academic Excellence Goals* was established in support of the *Strategic Action Plan*. The intent of the *Academic Excellence Goals* is to galvanize the University community around a common set of well-defined objectives, and to “plant a stake in the ground” committing UVM to achieving the highest standards of academic excellence – the highest ideal of any great university.

In defining these eight *Academic Excellence Goals*, we carefully considered our mission as a land-grant university and our role as Vermont's flagship public research university, our commitment to the principles and content of a liberal education, and our nearly 225 year history as a distinctive and important institution of higher learning. We also considered the challenges facing higher education today and the changes being made by universities to ensure relevancy, sustainability, and a vibrant future.

Evolution and change are requirements for any institution. As with any great university, we must continually evolve to meet changing demands, expectations, and realities.

What better commitment can we make, together, than one to our own shared future as a great university? We have the opportunity to evolve as a university through the collective visioning, goal-setting, and actions of our deeply committed and engaged academic community. We must seize upon this opportunity.

By achieving against these clearly articulated *Academic Excellence Goals*, we can positively influence nearly all of our indicators of success: student quality, student access and student success, diversity, visibility and rankings, scholarly productivity and impact, alumni engagement, global reach and global impact, faculty recruitment, institutional innovation, capital project construction, and financial security.

The first three goals (related to four-year graduation rates, retention, and advising) support the highest stated priority in the President's *Strategic Action Plan*, “Access to Success: Promoting Affordability, Financial Access, and Student Support.”

GOAL 1: Increase the percentage of undergraduate students graduating in four years

Our current four-year graduation rate (based on the fall 2010 entering class) is 62%. This is up from 52% less than a decade earlier. Nationally, four-year graduation rates average 36% for public universities and 70% for private universities. Looking at an appropriate comparator group of similar institutions, some peer and some aspirant, the four-year graduation rate averages 67%. Many universities (especially public universities) also track five-year and six-year graduation rates¹, and both four and six-year graduation rates are reported annually to various organizations (e.g., IPEDS and U.S. News). Given UVM's public/private nature, the President's commitment to access and affordability, and the goals articulated in the President's *Strategic Action Plan*, we are focused on the four-year graduation rate. On the basis of our benchmarking and our commitment to continuing to increase the percentage of our students completing their undergraduate degree in four years, we have set a target of **70%**. We will achieve this goal within four (4) years. We recognize that there are reasons some students will legitimately and strategically take longer than four years to graduate², however we do not anticipate a large percentage of students ever falling into this category.

We will achieve this goal by **enhancing our academic advising, monitoring of student progress, and associated student support services** within colleges and schools and across the University³. Academic deans will have responsibility for articulating and overseeing comprehensive academic advising plans within their units. This was a topic of discussion at the summer 2014 deans' retreat and it was agreed that all colleges and schools will have their advising plans (and information about associated student support services) posted online and in operation by the end of the fall 2014 semester.

A single advising system, modality, or strategy is NOT a goal. Rather, we recognize that each college and school may have its own culture for student engagement and support⁴. What is required, however, is that each college and school have clearly defined, timely, and effective academic advising mechanisms in place and easily accessible by students. Units must also be able to track and report student engagement in advising and progress toward graduation.

Continuing to **expand summer course offerings** also will help, when coupled with effective advising and degree planning, to achieve our four-year graduation goal. Finally, the **move to Incentive-based Budgeting (IBB)** will incent deans to retain students and move all of our student success indicators (including four-year graduation rates) in a positive direction.

GOAL #2: Improve undergraduate student retention, years 1-4

This is obviously closely related to Goal #1. Our current Year 1-2 retention rate is 87% (projected for the Class of 2017). This has been relatively steady for the last five years. Nationally, first-year retention rates average 82% for public universities and 93% for private universities. Looking at UVM's comparator institutions, the first-year retention rate averages 91%. Persistence rates (or retention rates after Year 2) can be inferred (if they are not specifically tracked) by looking at four-year graduation rates. Most universities, including UVM, track year-by-year retention rates. On the basis

¹ Six-year graduation rates average 61% for public universities and 84% for private universities.

² For example, internships and co-op assignments, military deferments, extended international study or work assignments, pursuit of multiple baccalaureate degrees concurrently, medical issues, financial hardships or other personal or family emergencies.

³ This includes the University's new *Four Year Plan for Career Success* that provides a comprehensive and detailed roadmap for each academic year. The entering first-year class (Class of 2018) represents the first UVM class to operate entirely under this innovative and important plan. This plan, and the communications that surround it, make clear our expectations for students to graduate in four years. <http://www.uvm.edu/~career/?Page=4yearplan.html>

⁴ For example, different colleges may choose a different balance of faculty advising vs. professional advising, or different use of student peer advisors, or a different mix of individual vs. group advising, a different blending of "high touch" (personal) vs. "high-tech" (online, web-based, or app) advising, or different advising mechanisms in different years in the curriculum.

of our benchmarking and our commitment to continuing to increase our student retention rates, we have set a first-year retention target of **90%**. We will achieve this goal within four (4) years.

We will achieve this goal via the same three strategies listed for Goal #1, namely **enhancing our academic advising, monitoring of student progress, and associated student support services, expanded summer course offerings, and the move to IBB**. As stated above, the move to **Incentive-based Budgeting (IBB)** will incent deans to retain students and move all of our student success indicators positively.

GOAL #3: Improve student advising, both academic and pre-professional/career

This goal is closely related to Goal #1 and Goal #2. Data from the 2014 National Survey of Student Engagement (NSSE) suggests most of our students report having quality interactions with their advisors. On a scale of 1-7 (1 = poor, 7 = excellent), graduating UVM seniors report an average rating of 5.1. Nationally, the average is 4.6 for academic competitors (application “overlap” schools) and 4.6 for UVM’s comparator group established by the President for benchmarking purposes. Looking at the data another way, 67% of graduating seniors rated their advising interactions between 5 and 7 on this 7-point scale, while this figure is only 59% and 57% among the competitor and comparator groups, respectively. Consistent with the goals and motivating factors described previously, we have established a four (4) year goal of **75%** of our graduating students reporting they had an excellent or good (rating between 5 and 7) academic advising experience at UVM.

NSSE survey data indicates that 60% of our graduating seniors report that their UVM experience contributed “quite a bit” or “very much” to their job and work-related knowledge and skills. This percentage is down considerably from just five years ago (73%). The national average for high and very high research universities, as reported in this year’s NSSE data, is 65%. We have established a three (3) year goal of **70%** of our graduating seniors reporting that their UVM experience contributed “quite a bit” or “very much” to their job and work-related knowledge/skills, and a six (6) year goal of **80%**.

We will achieve these goals through our efforts to **improve academic advising, monitoring of student progress, facilitating student engagement in high-impact learning practices⁵, and associated student support services** (see Goal #1 and Goal #2) and our full implementation of the **Career Success Action Plan³** launched last year.

GOAL #4: Increase interdisciplinary teaching, research, and scholarship

Interdisciplinarity is at the core of our academic mission and has been a hallmark of both the UVM academic experience and our areas of research strength. Preserving and expanding opportunities for interdisciplinary activities is widely recognized as a key to our future success as a distinctive and impactful research university.

While it is difficult to define robust goals, and even more difficult to benchmark interdisciplinarity, we have committed in a number of important ways to elevating the value and the visibility of interdisciplinary teaching and scholarship at UVM. These include (1) **removing operational and philosophical barriers** to the conduct of interdisciplinary and cross-unit teaching and research⁶; (2) appointing a new **Vice President for Research** with responsibility for research, scholarship, and creative works, as well as innovation, economic development, and entrepreneurship across the

⁵ These include internships and co-ops, service learning, participation in undergraduate research, and study abroad.

⁶ For example, how extramural research support and joint investigator status, publication authorship, and joint supervision of theses and dissertations are tracked and counted in the RPT process, and how teaching loads are reported and counted in workload decisions.

University; (3) appointing a new **Dean of the Graduate College** with specific responsibility for interdisciplinary graduate degree programs; and (4) the **move to IBB**.

From the *Report of the IBB Steering Committee* (Submitted to President Sullivan, June 2014) –

Under IBB, a dean will have clear incentives to mount innovative high-demand interdisciplinary programs that will attract and retain students. Responsibility centers participating in interdisciplinary instruction will generate revenue either through majors or student credit hours taught. Similarly, federal funding agencies have moved into a mode of supporting interdisciplinary teams working on some of the most complex problems. The Vice President for Research will have a strategic investment fund to incent and support such proposals, and the colleges/schools will benefit from the F&A return. IBB, through its transparency, simplicity, and predictability, will enable colleges and schools to more easily weigh trade-offs of costs vs. merit of interdisciplinary activities, to plan resource allocation accordingly, and to assess whether and when additional investments may be worthwhile.

In the move to IBB, a number of important steps will be taken to ensure an environment exists for interdisciplinary activities to flourish and be sustained. These include: (1) the tuition algorithms are driven by the instructor of record of the course, regardless of whether or not the course is in their home department; (2) Banner will track courses with multiple instructors so that revenues can be distributed accordingly; (3) the OVPR will have a strategic fund that can be used to incentivize new interdisciplinary research and scholarship; (4) the Dean of the Graduate College will have a strategic fund that can be used to incentivize interdisciplinary graduate program offerings; and (5) the President and Provost will be able to use funds from the Strategic Initiative Fund to support, foster, grow, and/or promote interdisciplinary activities. Ultimately, however, decisions about interdisciplinary activities reside with the deans and faculty. IBB is simply a tool. It cannot and should not substitute for leadership, vision, and strategic thinking. The deans will be in a far stronger position under IBB to make informed, strategic decisions and investments in innovative, cross-cutting, interdisciplinary programs that are compelling, important, and sustainable, and that can serve as discriminators for the University of Vermont.

The Vice President for Research and the Dean of the Graduate College are working closely with the Provost to establish appropriate goals (targets) for (1) increased research expenditures on projects involving investigators from more than one academic unit at UVM, (2) increased numbers of interdisciplinary graduate degree programs and enrollments therein, and (3) increased center-level activities spanning multiple departments and colleges/schools at UVM. These goals will be set **by June 2015**.

GOAL # 5: Expand programmatic offerings to include distance and hybrid modes of instructional delivery

Colleges and universities are responding to changes in student demographics, advances in instructional and delivery technologies, shifting institutional priorities, and the needs of non-traditional students (including greater access and flexibility), and the need to both increase revenue and decrease costs, by carefully considering the roles distance education and hybrid delivery models can play in achieving their institutions' strategic goals.

UVM has been offering continuing education and distance learning programs for some time. Our Continuing and Distance Education (CDE) division generates significant revenue for the University annually and has been a key partner in working with the colleges and schools to understand and explore new instructional delivery opportunities. However, owing to the types of students and markets served, CDE has historically operated somewhat autonomously from the rest of the University.

The landscape is evolving rapidly, and so must we. With national trends toward more integration of technology-enabled teaching and learning, and the increased interest in hybrid models (combining classroom-based and online learning, for example) by both faculty and students, UVM must look carefully at the opportunities, modalities, and strategies that best serve our purposes as a university.

From the Provost's "Across the Green" memo (February 2014) –

Continuing and Distance Education (CDE) is a significant operation in support of our mission and an important source of revenue. Like many universities, however, UVM has allowed distance education programs to evolve on a somewhat ad hoc basis, without a comprehensive strategy or plan to leverage or reinvest resources. Such models create risks in terms of program sustainability, academic rigor, quality control, program or course creep, and possible conflicts with campus-based programs.

In summer 2013, a task committee consisting of deans and other campus leaders developed a strategic plan for distance and online education at UVM. Over the fall semester, the recommendations in this report were reviewed by another task committee appointed by the Provost. The result of this work was a document⁷ issued by the Provost's Office (December 2013) that will guide the development and administration of distance and online programs. This clarity is essential to a successful, comprehensive distance education strategy for the University, the absence of which has hampered our distance efforts to date. This structure, coupled with the incentives provided by IBB, creates a foundation that will both encourage and support progress, and ensure quality and consistency. The **guidelines for distance and online education** are available on the Provost's webpage.

Specific goals for expanded programmatic offerings (courses, degree programs) and increased student participation in those programs have not yet been established⁸. As the University **transitions to IBB**, discussions and decisions (at the unit level) are expected to evolve quickly. Working closely with their faculty and with CDE, the deans will establish preliminary goals for their colleges/schools **by fall 2015**. We will continue to monitor growth and assess progress toward our broader goals for expanded offerings and increased participation – with the understanding that progress in this area will support other *Academic Excellence Goals* relating to degree completion and student success.

GOAL #6: Increase research and scholarship in areas that generate high impact, recognition, and visibility

Research is integral to our mission as a land grant university. The conduct of relevant, important, and impactful research both fulfills our mission as a public flagship research university and provides valuable opportunities for our students. It also helps to attract national and international attention to the University, impacting student and faculty recruitment, national rankings, and both individual and corporate philanthropy.

From the 2014 Research Report of the University of Vermont, "Discovery. Innovation. Impact."⁹ –

For more than two centuries, the University of Vermont has engaged in research leading to scientific advances, technological innovation, economic development and enhanced quality of life.

The scope of research at the University of Vermont is broad and diverse, including the fields of human health, energy, food systems, neuroscience, complex systems, animal science, the environment and more. Our community of scholars are engaged in research and discovery that will lead to solutions to the grand

⁷ *Guidelines for Developing and Administering Distance and Online Educational Programs at the University of Vermont* (Dec. 2013)

⁸ In FY14, a total of 315 fully online courses were offered at UVM and more than 4,700 students enrolled in at least one online course.

challenges (water, food, energy, security, health and healthcare) we face as a people and a planet today, and must overcome to ensure a safe, sustainable and prosperous tomorrow.

Never has our role as a public research university been as important as it is today. We seek global solutions to grand challenges, but we also take seriously our role in creating jobs, helping build the state's knowledge economy and contributing to sustainable economic growth in Vermont and across the region. Equally important is our role in preparing graduates for success in a complex and ever-evolving world.

In late spring 2014, a new Vice President for Research (Dr. Richard Galbraith) was appointed. This followed the publication and distribution of the University's first report on research and economic impact⁹. Extramural support for research has remained relatively steady over the last decade, averaging about \$100M¹⁰ annually. Annual research expenditures have decreased from a ten-year high of \$121M in FY10¹¹ to a ten-year low of \$79M in FY13¹². The Vice President for Research, working closely with the Office of the Provost, has established a goal to increase our annual research expenditures to above **\$110M** (consistently) and our annual total sponsored project awards to above **\$130M** (consistently) within five (5) years. The VPR is also working with the deans to establish appropriate goals for growth in research funding by college/school. With the **move to IBB**, deans are strongly incentivized to increase research expenditures (with support from traditional sources, such as federal agencies, and non-traditional sources, such as foundations and industrial sponsors) and to collaborate with other units to compete for large, cross-disciplinary center-level grants.

Recognizing that not all research/scholarship is conducted using competitively awarded extramural funds, we will also establish means (by college/school or department, as appropriate) for **benchmarking, goal-setting, and tracking** the quality, visibility, and impact of unfunded research and scholarship. In fall 2014, the deans will work closely with their faculty in their units to identify these indicators and appropriate goals. Once finalized and approved, the indicators, goals, and progress toward meeting those goals will be shared regularly with faculty and staff within the units. Progress toward these goals will be reviewed annually with the Provost as part of the deans' annual performance review.

The deans will develop mechanisms to track, locally, the impact of research and scholarly activity conducted by their faculty and students, as well as recognitions (awards, citations, news releases, etc.) that may result. The deans will also have responsibility for promoting the research and scholarship being conducted in their colleges or schools, creating greater visibility for their faculty and students as well as for the University. The Vice President for Research will collect this information annually from the deans and incorporate it into his office's **annual report**.

GOAL #7: Increase domestic diversity and grow international student enrollments across the University

From "Why Diversity Matters" by D. Rosowsky, Provost's Blog¹³ (August 2013)—

Academic institutions seek diversity in the broadest sense and across the broadest spectrum of definitions. We must embrace diversity not as a set of constraints, but as a *strategic priority* that has inclusiveness at its core. Doing anything less is not realizing the full potential of the University, and therefore not maximizing its impact, as an institution, on our world.

⁹ "Discovery. Innovation. Impact." http://www.flipdocs.com/showbook.aspx?ID=10003861_351302

¹⁰ Research expenditures only. The total sponsored awards (including research, instruction, and other) has averaged about \$125M annually over this same period.

¹¹ The jump in FY10 (also seen by other research universities) was due largely to the infusion of federal ARRA stimulus funds. These were not permanent and universities saw a return to pre-ARRA funding levels shortly thereafter. Removing the FY10 outlier, annual research expenditures varied from \$79M to \$103M between the fiscal years 2004 and 2013, with an average of \$96M.

¹² Similarly, total sponsored awards have decreased from a ten-year high of \$146M in FY10 to a ten-year low of \$106M in FY13

¹³ <http://www.uvm.edu/provost/about/Essay-Why%20Diversity%20Matters%202.pdf>

Over the last decade, our percentage of diverse (underrepresented minority, ALANA) undergraduate students nearly doubled, from 5.5% (fall 2002) to 10.5% (fall 2013). Of the Class of 2018 (students starting fall 2014), 13% are ALANA students¹⁴. While difficult to benchmark, as goals and realized percentages are strongly influenced by factors beyond a university's control (such as geographic location and presence of diverse populations), we will seek to continue to increase the percentage of ALANA students at the University of Vermont.

In the last five years, our undergraduate international student population has been relatively constant at about 2% of the entering class. With the arrival of President Sullivan and the release of the President's *Strategic Action Plan*, a goal was established to increase our international undergraduate student population to 5-7% of the total undergraduate population. This is being done through a combination of direct-admit strategies and pre-matriculation "bridge" programs such as UVM's Global Gateway Program.

UVM's international undergraduate enrollment for the 2014-15 academic year is at a record 280 students, nearly double what it was two years ago. Total international student enrollment, including graduate students and undergraduate pathway program students is approximately 610, making this the most internationally diverse student body in UVM history.

Owing to the early success of these efforts (first cohorts of students in the Global Gateway Program this past year), and the understanding that successful international recruitment and enrollment strategies can positively impact our quality and success indicators (e.g., student quality, international and intellectual diversity, retention, graduation rates), we have set a new goal of **7-10%** international and globally diverse undergraduate students. We will achieve this goal within five (5) years.

The Dean of the Graduate College is working closely with the academic deans to establish unit-specific goals for international graduate student enrollment. These goals (which may even be discipline-specific) will be set in FY15 and will be reported/tracked annually by the Graduate College and the Office of the Provost. With the **move to IBB**, the deans are incentivized to strategically grow selected graduate program enrollments and to launch compelling new graduate programs where both capacity and market exist.

GOAL #8: Increase enrollments in graduate and professional programs

A comprehensive research university must include robust, compelling, and constantly evolving graduate and professional degree programs. Further, these graduate programs must be fully integrated with the rest of the university and should, to the extent possible, reflect the full spectrum of academic disciplines offered at the university. Finally, these programs should be of a number and size that they represent a significant portion of the academic program offerings and enrolled students.

As of fall 2013, our full-time graduate enrollment was 1873 (masters, doctoral, and medical students). Total graduate enrollment has been relatively stable for the last decade, a time during which little emphasis was placed on increasing graduate enrollments at UVM.

In spring 2014, Dr. Cindy Forehand was appointed Dean of the Graduate College. Her appointment and specific charge sends a clear signal that we intend to elevate the importance and visibility of graduate and professional education at UVM. Nationally, considering both public and private universities, the ratio of undergraduate to graduate students is 2.7:1. Most public research universities have ratios ranging from 2.5:1 to 3:1. Our goal is to change the ratio of

¹⁴ About 8% of our full-time graduate students are ALANA students.

undergraduate-to-graduate students from where it stands currently (about 5.5:1) to **4.5:1** within five (5) years, and to 3.5:1 within eight (8) years.

As the University **moves to IBB**, the deans will be incentivized to increase graduate enrollments, in both tuition-bearing programs and research-oriented programs (in which students are supported and tuition is paid by extramural grant funds), and to consider opportunities to launch new graduate programs. Each of the deans will need to consider the mix of masters/doctoral/professional degree programs most appropriate to their college or school (or specific academic units therein) given instructional capacity, potential for revenue generation, program costs, market demand, and strategic goals for the college or school.

Throughout fall 2014, Dean Forehand will be working with the individual academic deans to identify opportunities, for which both capacity and market exist or can be cultivated, to grow graduate enrollments and develop new graduate programs that can generate new tuition revenue for the colleges (under IBB), create new opportunities for research activity, or both. Dean Forehand will report on specific goals and growth strategies (for masters, doctoral, and professional degree programs, by college/school and academic unit where appropriate) to the Office of the Provost by January 2015.

Noting that this goal is closely related to Goal #5 and Goal #6, the Dean of the Graduate College also will coordinate goals, strategies, and timelines with the Vice President for Research and the Dean of Continuing and Distance Education.

How will we monitor, assess, and report our progress toward these eight *Academic Excellence Goals*?

The deans and Office of the Provost will work closely with the Office of Institutional Research to monitor and assess progress within their units and across the University, respectively. The deans will regularly report activity and progress toward established goals to the Office of the Provost. The Provost will report annually to the President and the Board of Trustees, through the EPIR committee, on collective progress and on changes in targets or strategies.

Office of the Provost
August 2014

APPENDICES:

APPENDIX I	Excerpts from the Provost's "Across the Green" memos (February 2014, May 2014) to the UVM academic community
APPENDIX II	Figure taken from the Provost's presentation to the Board of Trustees (February 2014 EPIR meeting); also presented to the Faculty Senate and the Council of Deans, linked in the campus-wide "Across the Green" memos, and posted on the Provost's webpage (October 2013)
APPENDIX III	Table: Academic Excellence Goals and Leadership Responsibility

APPENDIX I:

From the Provost's February 2014 "Across the Green" memo to the UVM academic community:

ACADEMIC EXCELLENCE GOALS

Last month, I put forth a set of goals intended to animate and support President Sullivan's *Strategic Action Plan*, and facilitate university-wide discussions, engagement, and initiatives around Academic Excellence. These goals fall directly out of the *Strategic Action Plan* and were informed by the many conversations I have had with faculty, staff, students, governance leaders, and alumni over the last three months. Success in achieving against these goals will lead, authentically and in a sustainable way, to increased selectivity, improved student quality, and improvements in national rankings and other reputational indicators. These goals also serve as drivers to the university-wide IBB development process initiated earlier this fall.

From the Provost's May 2014 "Across the Green" memo to the UVM academic community:

ACADEMIC EXCELLENCE

Academic Excellence Goals

Among the most important, and I anticipate impactful, accomplishments this year was the development of a concise set of *Academic Excellence Goals*. These goals were established to animate President Sullivan's *Strategic Action Plan* and facilitate university-wide discussions, engagement, and initiatives around Academic Excellence. Success in these areas will lead, authentically and in a sustainable way, to increased selectivity, improved student quality, and improvements in national rankings and other reputational indicators. These goals also serve as drivers to the university-wide IBB development process initiated in fall 2013. The eight *Academic Excellence Goals* are:

1. Increase the percentage of undergraduate students graduating in four years
2. Improve undergraduate student retention, Years 1-4
3. Improve student advising, both academic and pre-professional/career
4. Increase interdisciplinary teaching, research, and scholarship
5. Expand programmatic offerings to include distance and hybrid modes of instructional delivery
6. Increase research and scholarship in areas that generate high impact, recognition, and visibility
7. Increase domestic diversity and grow international student enrollments across the University
8. Increase enrollments in graduate and professional programs

These goals guide decision-making, resource allocation, strategy, and forward planning at all levels of the organization. They focus our attention, our discourse, and our efforts. Progress against these concise and actionable goals positively impacts the metrics by which we are ranked as a national university. In many cases, progress also leads to greater efficiencies and lower costs. But above all, these goals were established to ensure we are providing the best possible education and educational environment for our students.

We are focusing particular attention this year on the first two goals: four-year graduation rates and student retention. This is driving important and productive discussions about advising, academic quality, and career services.

APPENDIX II:

From the Provost's presentation to the Board of Trustees (February 2014 EPIR meeting); also presented to the Faculty Senate and the Council of Deans, linked in the campus-wide "Across the Green" memos, and posted on the Provost's webpage (October 2013) –



ACADEMIC EXCELLENCE: Goals for the University of Vermont

Supporting the President's Strategic Action Plan

These goals are established to animate President Sullivan's *Strategic Action Plan* and facilitate University-wide discussions, engagement, and initiatives around Academic Excellence.

Success in these areas will lead, authentically and in a sustainable way, to increased selectivity, improved student quality, and improvements in national rankings and other reputational indicators.

These goals also serve as drivers to the University-wide IBB development process initiated in fall 2013.

1. Increase the percentage of undergraduate students graduating in four years
2. Improve undergraduate student retention, Years 1-4
3. Improve student advising, both academic and pre-professional/career
4. Increase interdisciplinary teaching, research, and scholarship
5. Expand programmatic offerings to include distance and hybrid modes of instructional delivery
6. Increase research and scholarship in areas that generate high impact, recognition, and visibility
7. Increase domestic diversity and grow international student enrollments across the University
8. Increase enrollments in graduate and professional programs

D. Rosowsky, Provost and Senior Vice President
October 24, 2013

APPENDIX III: Academic Excellence Goals and Leadership Responsibility

Academic Excellence Goal	Leadership																Director, OIR		
	Dean, CALS	Dean, CAS	Dean, CDE	Dean, CESS	Dean, CEMS	Dean, CNHS	Dean, COM	Dean, Extension	Dean, GRAD	Dean, HCOL	Dean, Libraries	Dean, RSENR	Dean, SBA	A/Prov., FA&I	A/Prov., T&L	V/Prov., Stud. Aff.		VPEM	VPR
1. Increase the percentage of undergraduate students graduating in 4 years	•	•	•	•	•	•				•		•	•		●	•	●		
2. Improve undergraduate student retention, years 1-4	•	•	•	•	•	•				•		•	•		●	●	●		
3. Improve student advising, both academic and pre-professional/career	•	•	•	•	•	•	•		•	•		•	•		●	●			
4. Increase interdisciplinary teaching, research, and scholarship	•	•	•	•	•	•	•	•	●	•	•	•	•	•	•				●
5. Expand programmatic offerings to include distance and hybrid modes of instructional delivery	•	•	●	•	•	•	•	•	•	•	•	•	•	•	●				
6. Increase research and scholarship in areas that generate high impact, recognition, and visibility	•	•	•	•	•	•	•	•	•	•	•	•	•						●
7. Increase domestic diversity and grow international student enrollments across the University	•	•	•	•	•	•	•		•	•		•	•	●	•		●		
8. Increase enrollments in graduate and professional programs	•	•	•	•	•	•	•		●			•	•				•		●

Benchmarking data, longitudinal tracking, reporting