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The Opportunity

The University of Vermont (UVM), one of the nation’s top 50 public land-grant research universities, seeks an accomplished scholar and innovative academic leader to serve as Dean of the College of Education and Social Services (CESS). This is an exceptional opportunity to build upon its tradition as an academically vibrant, interdisciplinary, and nationally recognized college, serving as a vital resource for families, schools, and communities. The campus spans Burlington’s highest ridgeline overlooking Lake Champlain, between the Adirondack and Green mountains, and is surrounded by the small, historic city of Burlington, perennially voted one of America’s best places to live.

UVM is a public land grant and top research university, known as a “public ivy”, offering a rigorous academic experience and a close community of scholars, scientists and learners. With seven undergraduate colleges and schools, the Graduate College, the Larner College of Medicine, the Honors College, Professional and Continuing Education, UVM is guided by its strategic vision, Amplifying Our Impact. The University of Vermont holds that diversity and academic excellence are inseparable. Through the tenets of respect, integrity, innovation, openness, justice, and responsibility found in Our Common Ground, the ideals of accessibility, inclusiveness, and academic excellence are reflected in the university’s values. The new Dean will join UVM at an exciting time. The university is pursuing an ambitious agenda towards seeking Carnegie Research 1 status while also advancing its commitment to making the University of Vermont accessible and affordable. The successful candidate will be responsible for the college’s national and global reputation through strengthening its academic and research enterprises, forging key research-practice partnerships, collaborating with constituents, encouraging and supporting faculty, bolstering student recruitment and retention, and overseeing budgetary and fundraising activities.

CESS is engaged in cultivating scholarship and practice that is student-centered, family-focused, community-engaged, culturally competent, and collaboratively developed. Central to these components is our commitment and responsibility to bring our work to life in the context of the diverse, globalized society in which we operate. The academic programs in CESS reflect a continuum of high-impact educational approaches that facilitate student and community engagement and direct collaboration with individuals, schools, and agencies through research, service learning, experiential education, student internships and mentored clinical practice sites across family, school, and community-based settings. CESS enrolls close to 730 undergraduate and nearly 400 graduate students in 31 programs in its three departments: Education, Social Work, and Counseling, Human Development and Family Science (CHDF). The College offers Vermont’s only nationally accredited education and counseling programs and holds two of the state’s three accredited social work programs (MSW/BSW). CESS is home to 2 doctoral programs in Educational Leadership and Policy Studies (PhD; EdD) and will be launching one new PhD programs in Fall of 2023 in Counselor Education and Supervision (CES) with a second currently under review by the Board of Directors in Social-emotional Health and Inclusive Education (SHIE). Additionally, it hosts three certificate programs in Place-Based Education, Resiliency-based approaches with families, schools, and communities (trauma/restorative practice), and Education for Sustainability.

UVM invites inquiries, applications and nominations for the position of Dean, CESS, to provide academic and administrative leadership to advance the College’s mission and strategic vision. Reporting to the Provost, the Dean will work collaboratively with other deans across UVM, as well as leadership from state agencies, to leverage opportunities that support the growth and quality of research, education, and practice throughout education and social services.

Candidates must possess an earned doctorate in a relevant academic discipline in social services (e.g., social
work, human development and family science, counseling) or education, and an outstanding record of teaching, leadership, and research that meet requirements for Full Professor with tenure. Candidates must also demonstrate: 1) progressive administrative leadership experience in an academic environment, 2) proven excellence in diversity, equity, and inclusion, and have a commitment to advancing the college’s Diversity, Equity, & Inclusion Action Plan 3) experience advancing community-engaged research and teaching, and 4) the ability to work collaboratively with colleagues in the College and across the University. As the administrative leader for the College, candidates should have: 1) exceptional communication skills, 2) a high degree of professionalism, 3) a commitment to student and faculty success, 4) experience mentoring faculty research and scholarship, 5) considerable financial acumen, 6) a clear understanding of what it takes to help grow market share and advance all academic programs in a competitive higher education environment, and 7) experience understanding what it takes and how to grow the research portfolio of the college. This position represents a significant opportunity to help shape the college’s national and global reputation, enhance student success and access, elevate faculty research strengths, and engage in the land grant mission.

Procedure for Candidacy
Inquiries, nominations, and applications are invited. Procedures can be found at the end of this packet.
The College of Education and Social Services

The mission of CESS is to “educate and prepare outstanding professionals in education, social work, and human services; engage in policy relevant scholarship of highest quality; and provide exemplary professional service within the state of Vermont, nationally, and globally. Our actions are designed to promote a more humane and just society, free from oppression, that maximizes human potential and the quality of life for all individuals, families and communities.”

The College of Education and Social Services’ (CESS) prepares students at the undergraduate and graduate level through national accredited professional degree programs with the knowledge, skills, and experiences to provide for the developmental needs of individuals in a variety of settings. A history of strong relationships with school districts, human service organizations, state agencies, and elected officials across the state affords mutually beneficial relationships between the College and community. Students are in the field early and often throughout their time in CESS. CESS students spend over 190,000 hours in the field contributing to the state through internship experiences in education, counseling, and social work. CESS enrolls 731 undergraduate and nearly 400 graduate students, has 45 tenure track faculty members, and 76 staff members. The College’s annual operating budget is approximately $11.2 million, with additional sponsored support totaling approximately $7.2 million.

Academic Departments
The College’s undergraduate and graduate programs are organized into three academic departments: Education, Social Work, and Counseling, Human Development & Family Science. Although distinct in nature, these departments work collaboratively to prepare high quality social workers, counselors, educators, and practitioners who are leaders in their fields.

Education
The Department of Education offers sixteen undergraduate majors, minors, and certificate programs, and eighteen graduate degree or certificate programs in teacher education, curriculum and instruction, special education, educational leadership, trauma & resiliency, and social-emotional health and inclusive education. DOE faculty cultivate interdisciplinary connections across fields to leverage the interconnected nature of families, schools, and communities with domestic and global partnerships existing with Hawaii, New Zealand, England, Portugal, and France. Research projects span special education; science, technology, engineering and math, wellness, resilience, and trauma informed care; middle level education; and early childhood education.

Social Work
The Department of Social Work is the home of two academic programs (BSW/MSW) and one community outreach and training unit (the Child Welfare Training Partnership). The bachelor's degree in Social Work (BSW) prepares students for generalist social work practice, while the Master's in Social Work (MSW) prepares students for advanced practice which affirms diversity, reflects people's strengths, and promotes social justice and human rights. The program emphasizes principles of social justice and human rights through a post-modern lens. Social Work Faculty scholarship includes critical reflection, interprofessional practice, and sexual health.

Counseling, Human Development & Family Science
The Department of Counseling, Human Development & Family Sciences offers an undergraduate program in Human Development and Family Science, two master’s degree programs in Counseling, school counseling and clinical mental health counseling, a dual option track and a new PhD program in Counselor Education and supervision which will begin in 2023. One hundred percent of graduate students consistently score above 90 percent on the National Counselor Certification (NCC) exam. Faculty scholarship includes...
human development, intersectionality, child development, diversity and equity, clinical supervision, group work, gerontology, and restorative practices.

Research and Outreach within CESS
The College also has three outreach centers and institutes that work on important projects that support the land grant mission and the College’s commitment to transformative teaching, research-practice partnerships, policy development and service.

- **Center on Disability and Community Inclusion (CDCI):** The mission of the CDCI is, in collaboration and coordination with individuals with developmental disabilities, their families and communities, to promote opportunities for a range of valued life outcomes for individuals with disabilities of all ages in all facets of community life. The CDCI is part of a national network of 67 University Centers for Excellence in Developmental Disabilities (UCEDD).

- **The Tarrant Institute for Innovative Education:** Established in 2009 through a generous $5 million gift to the University of Vermont from the Richard E. and Deborah L. Tarrant Foundation, this Institute’s mission is to support technology integration in middle schools as a means of increasing student engagement and decreasing drop-out rates in Vermont.

- **The Vermont Child Welfare Training Partnership (CWTP):** The CWTP is a partnership with the Vermont State Department for Children and Families to train and scale up evidence-informed practices aimed at improving the safety, permanency, and well-being for Vermont’s most vulnerable children, youth, and families. The CWTP in collaboration with CESS facilitates experiential field-based educational opportunities in social work and special education and is supported with Title IV-E funds.

Accreditation
All programs have been accredited by their respective national organizations. The educator preparation programs are accredited by Council for the Accreditation of Educator Preparation (CAEP). Professional education programs leading to licensure are approved by the State of Vermont through the Results Oriented Program Approval (ROPA). CESS Social Work programs are accredited by CSWE (Council of Social Work Education). The School Counseling and Clinical Mental Health Counseling programs are accredited by CACREP (Council for Accreditation of Counseling and Related Educational Programs).

The University of Vermont: An Overview

**History**
The University of Vermont was chartered in 1791, the fifth New England college established after Harvard, Yale, Dartmouth, and Brown. Ira Allen, brother of Revolutionary War hero Ethan Allen and a central figure in Vermont’s early economic and social development, led the drive to charter a state university and locate it in Burlington. The university, known as a public ivy, is popularly called UVM, a derivation of its Latin name, *Universitas Viridis Montis*, the University of the Green Mountains.

The new university’s charter explicitly declared support for freedom of religion—making it the nation’s first institution of higher learning to take such a public stance. In 1838, Andrew Harris was the first African-American
University of Vermont

graduate of the university. This tradition of openness continued in 1871, when the university defied custom and admitted two women as students. Four years later, the school’s Phi Beta Kappa chapter became the first honor society in the nation to admit women; two years after that, in 1877, the society became the nation’s first to admit African-American students.

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

From the beginning, the University of Vermont has been both public and private in its financing, governance, and missions. The institution has retained an independence of spirit, fostered by the state’s history of political and social movements, ranging from abolition to civil unions. This contrarian and civic tradition continue today in the state’s political and community life and finds its own echo in the life of the university.

**Commitment to Diversity, Equity, and Inclusion**

Diversity and inclusion are deeply held values at the University of Vermont. In support of the preparation of our students for a global world, we are committed to providing a culture and environment that is accepting, inclusive, and supportive of diversity, where students, staff, faculty, and leaders of varied backgrounds can interact effectively in a climate of mutual respect. We aspire to build a diverse and globally aware university community sustained by an inclusive, supportive, and just campus climate. Our goal is to ensure that diversity and inclusive excellence are integral to all aspects of our University. We are proud of our accomplishments that have made the university stand out among institutions of higher education. Among these are: (i) a two course general education requirement in diversity; (ii) providing gender inclusive bathrooms, private breastfeeding rooms, and lactation pods throughout campus; (iii) being among the first universities to allow students to select their own identity; and (iv) a 15.3% increase in the number of BIPOC faculty and staff (including administration and management) over the past five years. A summary of programs and initiatives specifically established to advance diversity, equity and inclusion can be found here.

**UVM Today**

UVM embraces both a strong teaching mission and a dedication to advancing fields of knowledge through research. UVM has been consistently ranked among the nation’s top 60 public universities in *U.S. News & World Report* and provides a rich environment for teaching, research, and scholarship in many realms of human inquiry, achieved in large measure through a distinguished faculty of accomplished teacher-scholars. UVM is classified as a high activity research university by the Carnegie Foundation for the Advancement of Teaching, moving toward Research 1 status. It is the nation’s smallest land-grant institution with a medical school and offers an unusually rich complement of academic programs.

UVM’s research enterprise encompasses doctoral programs, advanced research facilities, and major programs in research and public service supported by grants and contracts. The university’s research centers and institutes focus on biomedical, psychological, environmental, complex systems, transportation, educational, agricultural, integrative health, and community issues. Specialized laboratories in every school and college, four research farms, nine university-managed natural areas, a waterfront lake research center and an aquatic research vessel are among UVM's research facilities.
UVM embraces both a strong teaching mission and a dedication to advancing knowledge through research achieved by a distinguished faculty of accomplished teacher-scholars. Its rich environment for teaching, research and scholarship in many realms of human inquiry has led to UVM being recognized in an array of national surveys. UVM is consistently recognized for its academic excellence and great overall value. UVM has been consistently ranked among the nation’s top 100 research universities in *U.S. News & World Report*. It is ranked as the nation’s #4 “green school” by the *Princeton Review* and is sixth in the nation (for medium-sized schools) for the number of graduates who enter the Peace Corps.

**Students and Faculty**

Faculty constitute the heart of the university and UVM faculty are deeply committed to excellence in both scholarly research and teaching. UVM has a full-time faculty of 1,350 and a part-time faculty of 411. In recent years, UVM has brought a heightened intentionality to diversity in its faculty recruitment and today, 15 percent of tenure-track faculty is African-American, Asian, or Native American, and women occupy nearly 40 percent of all tenure-track appointments.

Faculty play an important role in university governance, primarily through the Faculty Senate. In the early 2000s, UVM faculty established a chapter of United Academics (AAUP/AFT) full- and part-time faculty unions. Over the last decade, the student population at UVM has increased in size, quality, and diversity. The student community today totals 12,856 students, including 9,958 undergraduate, 1,371 graduate, 459 medical, 13 post-baccalaureate certificate, and 1,034 non-degree students. In the last ten years, the graduate student population has grown by 13 percent, paced by a 25 percent increase in doctoral enrollment from 2010-2019. Approximately 28 percent of undergraduates are Vermonters, with the balance comprising students from 47 states and 43 countries. Student of color enrollment, at 12 percent of undergraduates, is a considerable achievement within the context of the state of Vermont, with its limited racial diversity. UVM’s relatively small size enables it to provide an educational experience on a human scale.

**University Leadership**

*Suresh Garimella*, Ph.D., is the 27th President of the University of Vermont. Dr. Garimella was drawn to UVM as a land grant university in the home state of Senator Justin Morrill, creator of the land grant concept that links university and community. Dr. Garimella is honored to be leading UVM and reimagining the land grant mission for the 21st century. *Patricia Prelock*, Ph.D., is Provost and Senior Vice President of the University of Vermont. From 2009 to 2019, she served as Dean of the University of Vermont’s College of Nursing and Health Sciences, which is home to her faculty appointment of Professor of Communication Sciences and Disorders. She is also a Professor of Pediatrics in the UVM Larner College of Medicine.

**Location: Burlington, Vermont**

The university’s campus sits in the heart of Burlington, Vermont’s largest city, with 60,000 people in town and 150,000 more in the greater urban area. The community offers a wide selection of high-quality public schools and excellent health care, anchored by the UVM medical center. Burlington is consistently cited as one of the nation’s most livable, safest, and healthiest cities. The spectacular natural setting and dynamic small-city culture make Burlington a fixture on “Best” lists, including: *Conde Nast’s* “Best Towns for People Who Aren’t In College”, number 13 on *Travel + Leisure’s* “America’s Best College Towns.”
Role of the Dean of College
As chief academic officer of the College, the new Dean will be a highly collaborative leader who will engage students, faculty, and staff; be responsible for ensuring and promoting academic excellence; provide bold and innovative leadership; be an active advocate for resources and infrastructure that align with college and university priorities in research and teaching; and be an impassioned representative for the CESS on campus, within the community, and at the national level. Under the leadership of President Suresh Garimella and Provost Patricia Prelock, the Dean will join UVM during an exciting time as it plans for the future. For a talented, dynamic and innovative education or human service professional, this is a transformational opportunity to grow the CESS research enterprise, graduate education, enhance interactions with other colleges at UVM, and take calculated risks to propel the CESS to the next level of national and international reputation. As it is across the nation, the education and social service landscape in Vermont is changing rapidly.

Reporting Relationships

Reports to: Provost

Partners with: Deans of other UVM Colleges
Provost’s Operational Management Team

Direct Reports:
Associate Dean for Academic and Faculty Affairs
Associate Dean for Graduate, Non-Degree & Research Programming
Chair, Department of Counseling, Human Development and Family Science
Chair, Department of Education
Chair, Department of Social Work
Senior staff advisor
Director for Diversity and Community Engagement
Assistant dean for student services
Assistant dean for finance and administration
Director of Assessment, Data, and Accreditation
Director for the Center on Disability and Community Inclusion
Director of Taarrant Institute

Relates to:
President’s Cabinet
Deans’ Council
Foundation Board Members
Alumni
CESS Board of Advisors
CESS Student Advisory Board

Opportunities and Expectations for Leadership
The next Dean will implement the integrated DEI strategic plan and navigate the interdisciplinary landscape of CESS’ academic and research enterprises. The Dean will implement the strategic direction of the College toward expanded diversity, equity, inclusion, research funding, and doctoral programming. The overarching challenges for the new Dean will be to establish relationships of trust and credibility with CESS’ broad and complex range of constituents internally and externally. In addition, key opportunities and challenges for the Dean will include the following (not necessarily listed in order of priority):

Articulate a Vision and Strategy
UVM seeks a Dean who will provide vibrant, visionary leadership for the College, building on a strategic plan
toward expanded research activities, inclusive excellence, and innovative graduate and undergraduate offerings. Within the framework of a shared governance system, the Dean will help execute a strategy for the College aligned with the University direction resulting in the College being viewed among the premier education and social service programs regionally, nationally and internationally. In leading CESS, the Dean needs to strike a fine balance in listening to its diverse constituents, making critical, data-driven decisions, articulating the reasoning behind such decisions, and allocating resources within the context of a clear vision reflecting college values.

Enhance diversity at all levels of the College.
To become a center of intellectual and cultural ferment which enhances learning, CESS must continue to focus on increasing the diversity of its students, staff and faculty. Vermont’s population is one of the least diverse and among the oldest in the nation. The University has made concerted efforts, however, to build a more diverse campus, and CESS is deeply committed to these endeavors. In 2019, the College finalized the DEI action plan and the CESS Committee on Equity, Action, and Diversity (CEAD) has worked to advance many of the DEI goals. The next dean will exercise critical leadership in furthering efforts to recruit, develop, support, and retain diverse faculty, staff, and undergraduate and graduate students.

Promote Academic Excellence across all Programs
As chief academic officer of CESS, the Dean will engage faculty in assessing the curriculum and current programs, and identifying the changes, enhancements and additions that should be made to address current demand within the context of a rapidly evolving landscape in the US and beyond. The Dean will also identify opportunities to increase student enrollment, increase the College’s revenue and funding, and identify areas where technology can enhance productivity and lead to innovative teaching methods. This includes exploring opportunities to expand and enhance interprofessional education, doctoral education, online education, and interdisciplinary programs with other UVM colleges, and regional institutions.

Advance Scholarship and Research
Building upon the College's current research activity and identified strengths, the new dean will contribute to UVM's vision to become a Carnegie Research I university by leading the significant expansion of research productivity and funding within the College. The Dean will foster a strong, supportive environment of discovery and scholarship among the College's faculty, which will lead to increased sponsored research funding and promoting new collaborative research programs. This effort will include providing mechanisms to support early career investigators and mentoring, and incentivizing, mid-career faculty in their research efforts. The Dean will identify opportunities for interdisciplinary collaboration with other colleges and schools within the University, as well as with other external organizations, fostering the development of synergistic relationships that will advance UVM's research enterprise.

Recruit and Retain a Distinguished Faculty
CESS faculty are accomplished in their areas of expertise and continually strive for success at all levels. The new Dean will maintain a supportive environment where faculty at all stages of their careers will have the necessary resources for professional development, mentorship, and incentives for activities that increase external funding. This will include clear feedback on progress towards promotion and tenure for junior faculty. The Dean will collaborate with faculty to develop and implement a systematic process for balancing the demands of service and community engagement with the requirements for teaching and scholarship.

Be a valuable and visible contributor to the discussion of education and social services across the state.
As the largest teacher preparation and social work training programs, and the only accredited counseling program in the state of Vermont, CESS’ Dean serves in an important capacity as ambassador for the College across the state. The next Dean must continually forge bridges between the University and Vermont classrooms and state agencies, in an effort to support CESS’ capacity to better address the needs of the state’s schools and community-based agencies and prepare the next generation of educators and practitioners.
Build interdisciplinary relationships and new partnerships in the community
The Dean will play an important leadership role facilitating interdisciplinary activity within the College and with other academic units across the University. At the College level, they will promote cross-departmental work, engaging faculty from across disciplines to advance new thinking and to capitalize on the interconnectedness of CESS’ wide ranging programs. At the campus level, they will work with peers to identify opportunities for faculty collaboration on innovative joint programs and research initiatives. The Dean will also be expected to help identify opportunities for and establish research-practice partnerships in the community, with state agencies, and with other institutions of higher education. These efforts will help to ensure the College’s long-term success, academic vitality, and scholarly contributions in the context of the University’s ambitious research agenda.

Act as the "Face and Voice" of the College
The Dean is expected to bring prominence to the CESS and will lead efforts to identify ways in which the College can increase its visibility to prospective students and faculty regionally, as well as nationally, which includes enhancing the College’s digital footprint. The Dean will engage community groups and government agencies to identify ways in which the College can help meet workforce needs in Vermont. Furthermore, the Dean will participate in influencing educational and social policy for the state in alignment with UVM goals.

Align Financial Resources with the Strategic Goals
The Dean will identify and use the department’s financial, physical and human resources to support the vision and strategic plan for the College. The Dean will seek opportunities to increase philanthropic support to provide scholarships and to support research, playing a significant role in fundraising and friend-raising for the College. This will include building new strategic alliances and creating a culture of philanthropy among alumni. The Dean will actively participate in development efforts in order to increase private support from individuals, foundations and corporations, working collaboratively with UVM’s development office to explain to donors how the teaching, research and community outreach conducted by the College’s faculty directly impacts educational and social well-being.
Candidate Qualifications

Education
- Ph.D. or equivalent in Education or Social/Human Services (Social Work/Welfare, Counseling, Human Development and Family Science)

Experience
- Experience and scholarship compatible with appointment as full professor with tenure at the University of Vermont.
- Evidence of a commitment to increasing diversity, equity, and a culture of inclusion among students, faculty, and staff and an appreciation for the positive impact they have in preparing students and fostering understanding;
- Experience building a strong and collaborative faculty and staff, and providing support for faculty and staff development;
- Demonstrated success in obtaining or supporting sponsored research, preferably at a Carnegie R1 university, and an ability to achieve a vision for expanding the research portfolio of the CESS;
- Successful experience or demonstrated potential in fundraising and development activities Ability to lead and work collaboratively with a variety of constituencies; a good listener and active learner who can understand issues from multiple view points;
- Ability and experience to be nimble with a wide lens for future opportunities;
- Demonstrated leadership, including consensus building, negotiation, timely and objective decision-making, and delegation of responsibility and authority;
- Prior involvement in an accreditation process involving one of the accreditors with whom CESS interacts;
- Established track record of effective planning, administration, personnel, and fiscal management;
- Proven record of forging strong professional partnerships within a wide variety of organizations

Personal Characteristics
- Has a vision for the continued development of the College, including growth of quality online and face to face academic programs and research funding with an understanding of the breadth of liberal arts
- Demonstrates understanding of the importance of interprofessional education and interdisciplinary research
- Demonstrates effective communication and interpersonal skills to represent the school externally and advocate for CESS at the university, local, and state levels;
- Provides a charismatic and confident managerial style with a strong presence and skills and knows how to achieve challenging performance goals in evolving environments, including balancing their own strengths and weaknesses with complementary associates.
- Demonstrates knowledge of governmental programs, agencies, and policies related to education;
- Understands shared governance and a collaborative union environment;
- Is a persuasive communicator who is an empathetic, respectful listener and creates an atmosphere that allows individuals to be proactive within the context of the strategic plan for CESS.
- A service-driven, community focused individual who enjoys networking with community, agency and local leaders to identify opportunities to enhance community health and wellbeing.
**Procedure for Candidacy**

Inquiries, nominations, and applications are invited. Candidates should provide (1) a professional resume, (2) a letter of application that addresses the central themes described in this leadership profile, and (3) the names and contact information for five references. References will not be contacted without prior notice to the candidate. Applications should be submitted through the university’s electronic recruitment site: [http://www.uvmjobs.com](http://www.uvmjobs.com). Nominations and inquiries should be sent to jstrolin@uvm.edu, or noma.anderson@med.uvm.edu. Review of applications will begin immediately, and will continue until the position is filled. Applications received by **October 11, 2022** will receive priority consideration.

Compensation arrangements are competitive, will be commensurate with both experience and achievement, and include an extremely competitive array of benefits.

*The University of Vermont is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, protected veteran status, or any other category legally protected by federal or state law.*