



THE UNIVERSITY OF VERMONT

Institutional Self-Study Report

Submitted to
NEW ENGLAND COMMISSION OF HIGHER EDUCATION
February 2019

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Institutional Characteristics

Date: **1/15/2019**

1. Corporate name of institution: **University of Vermont and State Agricultural College**
2. Date institution was chartered or authorized: **1791**
3. Date institution enrolled first students in degree programs: **1801**
4. Date institution awarded first degrees: **1804**
5. Type of control:

Public

☒ State

☐ City

☐ Other

(Specify) _____

Private

☐ Independent, not-for-profit

☐ Religious Group

(Name of Church) _____

☐ Proprietary

☐ Other: (Specify) _____

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

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

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

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

☐ Less than one year of work

☐ At least one but less than two years

☐ Diploma or certificate programs of at least two but less than four years

☐ Associate degree granting program
Of at least two year

☒ Four- or five-year baccalaureate
Degree granting program

☒ First professional degree

☒ Master's and/or work beyond the first
professional degree

☒ Work beyond the master's level
but not at the doctoral level
(e.g., Specialist in Education)

☒ A doctor of philosophy or
equivalent degree

☒ Other doctoral programs: Medical
Doctorate, Doctorate in Physical
Therapy, Doctorate in Nursing

☐ Other (Specify) _____

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

- | | |
|--|--|
| <input type="checkbox"/> Occupational training at the crafts/clerical level (certificate or diploma) | <input checked="" type="checkbox"/> Liberal arts and general |
| <input type="checkbox"/> Occupational training at the technical or semi-professional level (degree) | <input checked="" type="checkbox"/> Teacher preparatory |
| <input type="checkbox"/> Two-year programs designed for full transfer to a baccalaureate degree | <input checked="" type="checkbox"/> Professional |
| | <input type="checkbox"/> Other _____ |

9. The calendar system at the institution is:

- ☒ Semester ☐ Quarter ☐ Trimester ☐ Other _____

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

- a) Undergraduate: **15 credit hours**
- b) Graduate: **12 credit hours**
- c) Professional **Not on credit hour system**

a. Student population:

a) Degree-seeking students:

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

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

students

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

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

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

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

* The program was accredited prior to the founding of the LCME in 1942

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

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

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

Name of program(s)	Location	Headcount
None		

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

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

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

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

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

CHIEF INSTITUTIONAL OFFICERS

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

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

18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:
- a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
 - b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
 - c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
 - d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.



Administration: January 7th 2019

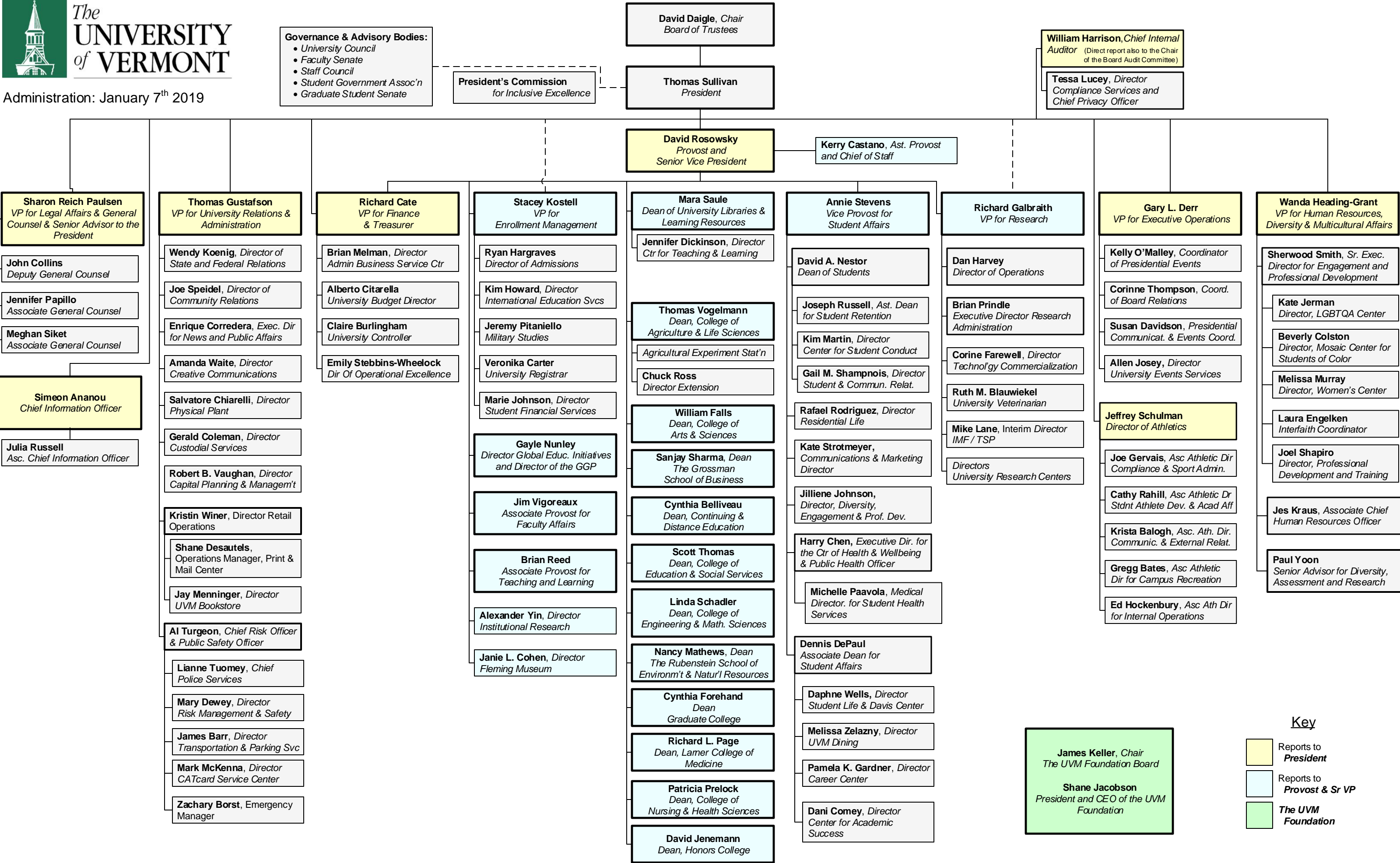


Table of Actions

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

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

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

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

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

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

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

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

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

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

2. We look forward to learning, in Spring 2019, of the University's success in undertaking "physical resource planning linked to academic and student services, support functions, and financial planning" and in planning "the specified resolution of deferred maintenance needs" (8.4).
3. The Spring 2019 comprehensive evaluation will afford University of Vermont an opportunity to report on its success in implementing its IBB model and achieving its goals for the diversification of revenue. Our standard on *Financial Resources* provides guidance here:

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

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

Introduction: The Self-Study Process

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

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

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

Standard Committees Co-Chairs

Standard 1 and Standard 3

Cathy Paris, President, Faculty Senate & Senior Lecture Plant Biology, College of Agriculture and Life Sciences

Sharon Reich Paulsen, Chief of Staff to the President and Senior Counsel

Standard 2

Scott Thomas, Dean, College of Education and Social Services & Professor of Higher Education

Alberto Citarella, University Budget Director

Standard 4

Bill Falls, Dean, College of Arts and Sciences & Professor of Psychological Science

Cynthia Forehand, Dean, Graduate College & Professor of Medicine, Larner College of Medicine

Standard 5

Annie Stevens, Vice Provost for Student Affairs

Abigail McGowan, Associate Dean & Associate Professor of History, College of Arts and Sciences

Standard 6

Jim Vigoreaux, Associate Provost for Faculty Affairs, Professor of Biology, College of Arts and Sciences

Kelley Di Dio, Associate Dean & Professor of Art History, College of Arts and Sciences

Standard 7

Polly Parsons, Professor of Medicine and Chair, Larner College of Medicine

Al Turgeon, Chief Risk Officer

Standard 8

Laura Hill, Senior Lecturer of Plant Biology, College of Agriculture and Life Sciences

Eileen Cichoskikelly, Associate Professor of Family Medicine, Larner College of Medicine

Standard 9

Amanda Waite, Director of Creative Communication

Tessa Lucey, Director of Compliance

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

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

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

University of Vermont Overview

Background and Context

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

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

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

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

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

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

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

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

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

Strategic Plan

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

Academic Structure

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

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

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

Curriculum and General Education

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

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

Research

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

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

Faculty and Staff

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

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

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

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

Students

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

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

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

Attention has also been paid to diversifying the student body broadly and increasing the international population, the number of students from outside New England, and the number of students from lower socioeconomic backgrounds. In 2017, the university launched the Catamount Commitment scholarship program, which covers tuition and fees for Pell-eligible Vermonters. The response has been exceptional: more than 300 students have been admitted to the program. In Fall 2018, 22.5 percent of the first-time first-year (FTFY) enrolled



Vermont resident students were first-generation, and 30 percent were Pell eligible. Students of color comprise 12 percent of the undergraduate population. While this is a considerable achievement within the context of the state of Vermont, with its limited racial diversity and a 98 percent white population, retaining diverse students as well as increasing campus diversity remains a priority. [Five diversity and equity centers](#) provide services, support, and programs for students, including the Center for Cultural Pluralism, the Interfaith Center, PRISM Center, the Mosaic Center for Students of Color, and the Women's Center.

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

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

Enrollment Trends

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

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

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

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

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

Campus Master Plan and Facilities

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

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

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

Finances

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

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

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

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

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

Progress Since the NEASC 2014 Fifth-Year Interim Report

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

DATA FIRST FORMS GENERAL INFORMATION

Institution Name:

OPE ID:

		Annual Audit	
		Certified:	Qualified
		Yes/No	Unqualified
Financial Results for Year Ending:	<input type="text" value="06/30"/>		
Most Recent Year	<input type="text" value="FY 2018 (Fall 2017)"/>	Yes	Unqualified
1 Year Prior	<input type="text" value="FY 2017 (Fall 2016)"/>	Yes	Unqualified
2 Years Prior	<input type="text" value="FY 2016 (Fall 2015)"/>	Yes	Unqualified

Fiscal Year Ends on: (month/day)

Budget / Plans

Current Year	FY 2019
Next Year	FY 2018

Contact Person:

Title:

Telephone No:

E-mail address:

Standard 1: Mission and Purpose

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

Overview

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

Description

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

Mission

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

Vision

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

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

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

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

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

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

Appraisal

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

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

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

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

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



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

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

Projection

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

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

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

Mission Statement published	Website location	Print Publication
Jul-11	http://www.uvm.edu/president/?Page=strategicplan.html	http://www.uvm.edu/president/Strategic%20Action%20Plan%202010.07.13.pdf

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

Please enter any explanatory notes in the box below

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

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

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

Standard 2: Planning and Evaluation

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

Planning

Description

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

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

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

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

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

4. Instilling an institutional commitment to efficiency and effectiveness

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

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

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

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

Appraisal

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

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

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

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

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

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

Evaluation

Description

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

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

Appraisal

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

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

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

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

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

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

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

- [Catamount Data Center for student/faculty data](#)
- [IBB resources](#)
- [Educational Stewardship Committee reports](#)

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

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

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

Projections

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

- At the conclusion of the first round of Administrative Unit Reviews in FY 2019, the Vice President for Executive Operations will coordinate an evaluation of AUR effectiveness across types of units and complete a subsequent revision of the process to increase the effectiveness of AUR.
- Each college/school and business unit will complete implementation of their strategic action plan within the Framework for Inclusive Excellence. The outcomes of these plans will be assessed annually to identify the organizational and systemic actions needed to maintain or enhance effective practices and address emerging or identified concerns.

Standard 2: Planning and Evaluation

PLANNING

Strategic Plans

Immediately prior Strategic Plan
Current Strategic Plan
Next Strategic Plan

Year approved by governing board	Effective Dates	Website location
?	?	?
		Historic Board Resolutions: http://www.uvm.edu/trustees/?Page=resolutions/resolutions.html
10/26/2013		http://www.uvm.edu/president/?Page=strategicplan.html

Other institution-wide plans*

Master plan
Academic plan

Financial plan
Technology plan
Enrollment plan

Year completed	Effective Dates	Website location
		See addendum documents folder-PowerPoint presentation from Financial Analysis & Budgeting Office 'FAB UVM_Final Report from Alberto.pptx'
N/A	N/A	N/A
2016	2016-2020	http://www.uvm.edu/dem/strategic_goals_and_current_initiatives
2015	2015-2020	http://www.uvmfoundation.org/s/1690/images/gid2/editor_documents/foundation/document_library/the_strategic_plan_of_the_university_of_vermont_foundation.p df?gid=2&pgid=447&sessionid=4669705b-0c76-4edb-a704-e9ece6e9e3ee&cc=1

Development plan

Plans for major units (e.g., departments, library)*

?	Agriculture and Life Sciences			
	Arts and Sciences			http://www.uvm.edu/cas/enews/documents/CAS%20STRATEGIC%20PLAN-%202012-15%20%28NEWS%29.pdf
	Grossman Business			https://www.uvm.edu/business/strategic_plan
	Education and Social Services			https://www.uvm.edu/sites/default/files/media/CESS_Strategic_Plan.pdf
	Engineering and Mathematical Sciences			https://www.uvm.edu/sites/default/files/media/strategic_plan_text_2017_v3_layout.pdf
	Rubenstein Environment and Natural Resources			https://www.uvm.edu/sites/default/files/RSENR-StrActPlan-6Jan14-1_0.pdf
	Nursing and Health Sciences			https://www.uvm.edu/sites/default/files/media/CNHS_Strategic_Plan_2016-2020-_updated_8-15-2017.pdf
	Honors College			https://www.uvm.edu/sites/default/files/HonCollegeStrategicPriorities.pdf
	Libraries			https://library.uvm.edu/sites/default/files/documents/Libraries_2016-2020_Strategic_Plan_6_21_16.pdf
	Strategic Communications			Hard copy provided
	Division of Student Affairs			In process

Standard 2: Planning and Evaluation

Inclusive Excellence Plans (by Units)

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

EVALUATION

Academic program review

Program review system (colleges and departments). System last updated:

Program review schedule (e.g., every 5 years)

Sample program review reports (name of unit or program)*

System to review other functions and units

Program review schedule (every X years or website location of schedule)

Sample program review reports (name of unit or program)*

General Info about Administrative Unit Reviews

--

Other significant institutional studies (Name and web location)*

Delaware Study Benchmarks
NSSE
Catamount Data Center

*Insert additional rows, as appropriate.

Please enter any explanatory notes in the box below

Website location

Updated Spring 2017.
<https://www.uvm.edu/provost/A%20Guide%20to%20Academic%20Program%20Review%20for%20Accredited%20Programs%202017.pdf>

Every 8 Years. <https://www.uvm.edu/provost/?Page=academicprogramreview.html>

See document room.

<http://uvm.edu/president/AUR/?Page=schedule.html>

<http://www.uvm.edu/president/AUR/>

Website location

https://www.uvm.edu/~oir/?Page=delaware.html&SM=submenu_spec_studies.html

See additional addendum documents for overview presentation

https://www.uvm.edu/~oir/?Page=data_center.html

Date

Updated every year

UVM participates every 3 years, last study was in 2017.

Updated every term

Standard 3: Organization and Governance

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

Overview

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

Description

UVM Board of Trustees

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

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

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

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

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

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

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

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

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

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

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

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

Appraisal

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

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

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

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

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

Internal Governance

Description

University Leadership

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

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



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

president are clearly outlined in the University Manual, and specify the structure and responsibilities of the Presidential Search Committee, which includes faculty, staff, and student representatives.

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

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

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

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

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

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

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

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

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



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

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

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

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

Deans

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

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

Appraisal

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

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

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

Faculty Governance and Other Advisory Bodies

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

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

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

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

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

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

Education and Research Technologies Committee, responsible for the development and implementation of educational and research technologies and the review of related policies and procedures.

Financial and Physical Planning Committee, responsible for matters relating to planning and use of the institution's financial and physical resources.

Professional Standards Committee, responsible for faculty reappointment, promotion, and tenure activities and sabbatical leaves.

Research, Scholarship and Creative Arts Committee, responsible for research, scholarly work, and the creative arts at the university. The committee serves as a liaison between the Faculty Senate and the administration in support of research and the creative arts and advancing knowledge and communication.

Student Affairs Committee, responsible for issues related to student affairs, effects on the educational process, and the academic climate of the university.

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

Appraisal

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

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

Projection

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

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

Please attach to this form:

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

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

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

Governing Board

By-laws	http://www.uvm.edu/trustees/policymanual/11%202%20University%20Bylaws.pdf
Board members' names and affiliations	https://www.uvm.edu/trustees/?Page=members/allmembers.html

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

Major institutional faculty committees or governance groups*

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

Major institutional student committees or governance

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

Other major institutional committees or governance groups*

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







*Insert additional rows as appropriate.

Please enter any explanatory notes in the box below


**Standard 3: Organization and Governance
(Locations and Modalities)**

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

(Insert additional rows as appropriate.)

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

Educational modalities

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

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

Please enter any explanatory notes in the box below

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

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

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

Standard 4: The Academic Program

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

Overview

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

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

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

Assuring Academic Quality

Description

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

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

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

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

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

Appraisal

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

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

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

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

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

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

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

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

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

Undergraduate Degree Programs

Description

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

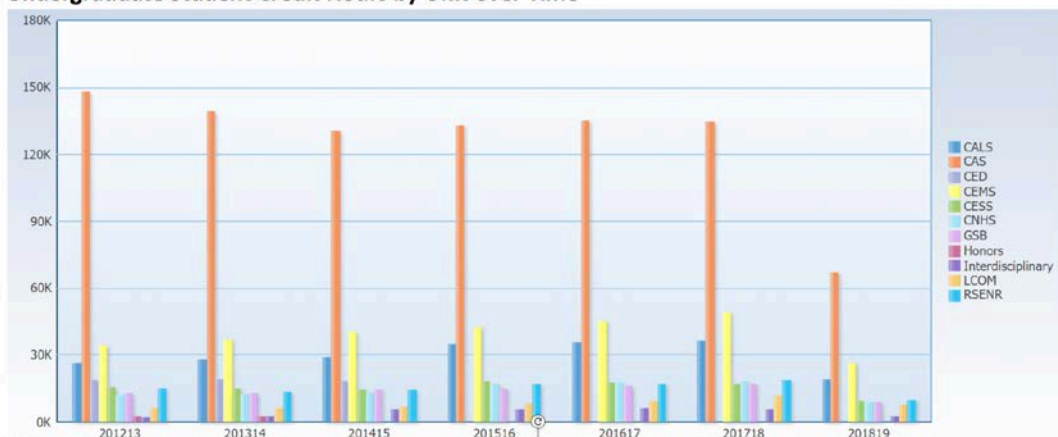
As is evident from the enrollment statistics represented on the chart below, the College of Arts and Sciences is the heart of liberal arts education at UVM, and as such plays a key role in the education of all undergraduate students, as can be seen in part from the table of core requirements across the colleges included at the end of this standard. Data First form 4.5 demonstrates that in recent years CAS has offered approximately 45 percent of undergraduate student credit hours; however, as noted above, while CAS SCHs have leveled off at around 134,000 in recent years, SCHs in other colleges have grown significantly.

For example, the College of Nursing and Health Sciences increased from approximately 13,000 to 18,000 credit hours, an increase of 38 percent between AY 14–15 and AY 17–18; during that same period CAS



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

Undergraduate Student Credit Hours by Unit over Time



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

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

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

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

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

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

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

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

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

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

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

Appraisal

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

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

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

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

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

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

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

Although UVM undergraduate students are heavily engaged in experiential, active learning—something we are proud of—we have never formulated goals or expectations along these lines. Doing so would be beneficial for our students, and it would help to make more visible this distinctive aspect of UVM undergraduate education. In Spring 2019, the university will launch a pilot program to track and encourage student participation in [high-impact practices](#) as defined by Kuh¹ and the Association of American Colleges and Universities. The pilot will be conducted by the Rubenstein School of Environment and Natural Resources, taking advantage of the new Student Success Collaborative system, with the expectation of developing similar initiatives in all of the undergraduate colleges in coming years.

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

General Education

Description

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

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

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

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

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

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

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

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

Appraisal

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

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

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

The Major or Concentration

Description

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

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

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

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

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

Appraisal

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

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

Graduate Degree Programs

Description

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

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

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

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

Appraisal

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

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

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

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

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



All graduate programs require substantial immersion in relevant subject matter. Programs are clearly defined in terms of their research orientation v. professional orientation. Research-oriented programs include courses in relevant research methodologies and require a thesis or dissertation. Programs that are professional, performance, or practice-oriented programs are distinguished from programs with a research orientation by the analytical and professional skills needed to demonstrate mastery of professional competencies. Programs including a hierarchy of degrees (e.g., master's and doctoral degrees, EdD and

PhD) indicate differences between degree requirements and expectations on individual websites. The small number of programs encompassing both research activities and professional practice (e.g., PhD in Clinical Psychology, EdD in Education) include program objectives that address the multiple aims of the program. Additionally, program requirements delineate what students need to do to demonstrate skills in research as well as professional practice. When graduate programs have parallel undergraduate programs, anecdotal evidence indicates a variety of activities occur that connect undergraduate and graduate programs, including mentoring by graduate students of undergraduates and seminars including undergraduate and graduate students.

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

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

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

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

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

Integrity in the Award of Academic Credit

Description

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

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

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

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

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

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

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

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

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

Appraisal

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

Projections

- The associate provost for academic affairs will work with the academic units and the Faculty Senate to develop targets for undergraduate participation in high-impact practices as defined by the Association of American Colleges and Universities.
- The Educational Stewardship Committee Subcommittee on General Education and Unit Requirements will develop a proposal for a re-envisioned system of General Education by the end of AY 2018–2019. The proposal will be informed by campus-wide conversations aimed at creating a unified and coherent vision of General Education across all current and future requirements. The proposal will be forwarded to the Curricular Affairs Committee, then to the Faculty Senate and the Office of the Provost for review and approval.
- In AY 2018–2019, the Diversity Faculty Fellows Program will develop a proposal to reduce the General Education Diversity competencies from 14 to a more practical number, restated as

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

- The Diversity Curriculum Review Committee, with support from the associate provost for academic affairs, will implement periodic review of General Education Diversity courses beginning AY 2019–2020 to ensure they remain aligned with revised D1 or D2 student learning outcomes.
- The Office of the Provost will establish a task force with membership from faculty, the Student Affairs Committee of the Faculty Senate, the Student Government Association, and the Center for Academic Success to assess the impact of recent advising and student support initiatives on retention, persistence, student satisfaction, and career preparedness.
- Beginning in Spring 2019, all programs and departments will complete a review of their 200-level courses that have been approved for graduate credit to ensure the expectations for graduate students are appropriate and reflect a higher level of academic engagement than for undergraduate students enrolled in the course, and are clearly described in the course syllabus.

General Education + Unit Distribution Requirements*

(Credits per category and total credits)

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

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

^x Targeted competency, but no specific course/credit requirement

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

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

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

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

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

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

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

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

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

Please enter any explanatory notes in the box below

<p>The enrollment numbers are from Fall 2018 and the degree information refers to degrees earned in 2017-18.</p> <p>UVM offers 14 programs total that are online in some capacity. Note that the Health Science BS program (HSCI) is phasing out it's online program and has seen an increase in the on-campus program. The data about online programs above does not include Health Science enrollments in Fall 2018 because of the switch in modalities.</p> <p>14 Programs: CE Certif - Spch-Lng Path Asst, CE Certif-Cptr Sftwr:Web Dev, CE Certif - Pre-Actuarial, CGS-Health Care Mgt & Policy, MPS in Leadership for Sustainability, NR:Ldrshp for Sustainability, BS in Alternate Track - VT RN, CGS - Agroecology, CE Certif - Speech Lang Path, CGS-Public Health, CGS-Global & Environ Publ Hlth, MPH in Public Health, BS in Health Science , CGS - Epidemiology, CGS - Sustainable Enterprise</p> <p>The overall data can be found in the enrollment section of the catamount data center (https://www.uvm.edu/~oir/catdat/enrollment_completion.html), but be aware of the following additional categorizations: The graduate level students are broken down into masters students, Clinical doctorates (those working towards a DPT or DNP), professional doctorates (EDD), Medical (Larner College of Med Only), graduate-level certificate students, and PhD students.</p> <p>Full Time & Part time determinations: for undergrad students FT it's 12 or more credit hours, for grad students & grad certificate students it's 9 or more credit hours, and med students are entirely full time.</p>
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Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)

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

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

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

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

Please enter any explanatory notes in the box below

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

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

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

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

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

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



For Fall Term, as of Census Date

Baccalaureate

		Number of credits*	3 Years Prior (Fall 2015)	2 Years Prior (Fall 2016)	1 Year Prior (Fall 2017)	Current Year (Fall 2018)	Next Year Forward (goal) (Fall 2019)
AHST-Art History	BA	120	34	38	38	38	
ANTH-Anthropology	BA	120	111	124	116	105	
ARTE-Art Education	BSAE	122	29	27	31	30	
ASCI-Animal Science	BS	127	288	282	291	308	
AT-Athletic Training Education	BS	122	73	68	67	43	
BICM-Biochemistry	BS	120	128	142	133	127	
BIOC-Biochemical Science	BS	120	1	0	0	0	
BIOL-Biology	BA	120	326	314	362	360	
BIOL-Biology	BS	120	0	5	0	1	
BIOM-Biomedical Engineering	BSBME	131-134	0	37	92	124	
BISC-Biological Science	BS	120	232	236	233	253	
BSAD-Business Administration	BSBA	120	927	924	892	876	
CE-Civil Engineering	BSCE	128	140	149	131	127	
CEN-Community Entrepreneurship	BS	120	86	104	113	103	
CHEM-Chemistry	BA	120	37	30	34	34	
CHEM-Chemistry	BS	120	32	38	42	46	
CHIN-Chinese	BA	120	20	11	14	11	
CID-Community & International Dev	BS	120	79	89	91	93	
CLAS-Classical Civilization	BA	120	13	14	12	13	
CMSI-Communication Sciences	BA	120	0	0	0	1	
CS-Computer Science	BA	120	88	90	95	83	
CS-Computer Science	BS	120	0	7	0	0	
CS-Computer Science	BSCS	120	165	205	228	253	
CSD-Comm Sciences & Disorders	BS	120	107	92	94	77	
CSIS-Compter Sci & Info Systems	BS	120	47	52	59	52	
DNFS-Dietetics,Nutrition&Food Sci	BS	120	153	155	122	109	
DS-Data Science	BS	120	0	8	24	40	
ECAG-Ecological Agriculture	BS	120	47	34	36	32	
ECON-Economics	BA	120	215	208	209	191	
ECON-Economics	BS	120	0	4	23	37	
ECP-Early Childhood Preschool	BS	120	71	69	59	33	
ECP-Early Childhood Preschool	BSED	120	0	0	15	37	
ECSP-Early Childhood Special Education	BS	121	51	41	23	8	
ECSP-Early Childhood Special Education	BSED	123	0	0	4	4	
EDML-Middle Level Education	BSED	124	29	25	22	22	
EE-Electrical Engineering	BSEE	129	95	101	107	102	

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

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

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



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

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

		Number of credits*	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
			(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2 018)	(Fall 2019)
For Fall Term, as of Census Date							
SEL-Secondary Educ Language	BSED	120	7	8	7	11	
SELF-Self-Designed	BS	120	3	3	2	5	
SEM-Secondary Educ Math	BSED	120	29	26	21	24	
SES-Secondary Educ Science	BSED	120	4	9	10	11	
SESS-Secondary Educ Soc Sci	BSED	120	33	32	39	42	
SLH-Sustainable Landscape Hort	BS	120	30	25	17	18	
SOC-Sociology	BA	120	96	93	92	91	
SPAN-Spanish	BA	120	23	15	12	14	
STAT-Statistics	BSM	120	18	0	0	0	
STAT-Statistics	BSMSC	120	0	27	28	44	
SWSS-Social Work	BS	120	100	102	105	116	
THE-Theatre	BA	120	24	22	28	38	
WFB-Wildlife & Fisheries Biology	BS	120	104	117	120	119	
WGST-Women's and Gender Studies	BA	120	2	0	0	-	
ZOOL-Zoology	BA	120	33	32	30	29	
ZOOL-Zoology	BS	120	28	26	22	25	
Undecided-0	Undetermined	N/A-Temporary Major	34	38	31	32	
Undecided-0	BA	N/A-Temporary Major	520	518	520	466	
Undecided-0	BS	N/A-Temporary Major	98	73	101	101	
Undecided-0	BSED	N/A-Temporary Major	0	6	2	1	
Total Undergraduate Students			10,081	10,267	10,513	10,612	10,542
Continuing Education (Non-Degree)							
Continuing Education (Non-Degree)	Not Applicable	Not Applicable	705	730	676	568	575
Total			705	730	676	568	575
Special Student (Non-Degree, Not Continuing Education. This includes visiting students, affiliated students, and the Global Gateway Program)							
Special Student (Non-Degree, Not Continuing Education.)	Not Applicable	Not Applicable	187	162	150	148	150
Total			187	162	150	148	150
Total Undergraduate-Level Students (including Continuing Education and Special Students)			10,973	11,159	11,339	11,328	11,267

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




For Fall Term, as of Census Date

Number of credits*	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)	(Fall 2019)

Please enter any explanatory notes in the box below


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

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


 For Fall Term, as of Census Date

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

Master's (add more rows as needed)


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

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

 For Fall Term, as of Census Date

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

Doctorate (add more rows as needed)

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

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

P For Fall Term, as of Census Date

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

First Professional: Larner College of Medicine

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



Graduate Certificate Programs

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

Total Graduate, First Professional, & Certificate

1,842 1,946 2,001 2,067 2,196

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

 For Fall Term, as of Census Date


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

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

Credit Hours Generated By Department or Comparable Academic Unit

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

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

Credit Hours Generated By Department or Comparable Academic Unit

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

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

Credit Hours Generated By Department or Comparable Academic Unit

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(FY 2015)	(FY2016)	(FY 2017)	(FY 2018)	(FY 2019)
LCOM	Anatomy/Neurobiology	2,999	3,645	2,782	2,673	
	Biochemistry	932	982	951	1,160	
	COM Dean's Office	0	54	2,172	4,386	
	COM Microbio & Molec Genetics	2,043	2,221	2,297	2,375	
	Molecular Physlgy & Biophysic	10	21	36	23	
	Molecular Physlgy & Biophysics	0	0	0	0	
	Neurology	0	0	0	0	
	Obstetrics Gynecology&Reprod	0	0	0	51	
	Pathology	114	117	111	111	
	Pharmacology	547	930	880	958	
	Surgery	192	233	270	267	
	Unit Total	6837	8203	9499	12004	
RSENR	Environmental Studies RSENR	4,363	5,929	5,758	5,598	
	RSENR Dean's Ofc	10,261	11,357	11,615	12,866	
	Unit Total	14,624	17,286	17,373	18,464	
University Total-Undergradute Level		287,289	291,704	300,231	309,055	

Graduate (add more rows as needed)

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

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

Credit Hours Generated By Department or Comparable Academic Unit

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

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

Credit Hours Generated By Department or Comparable Academic Unit

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

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

Credit Hours Generated By Department or Comparable Academic Unit

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

Information Literacy Sessions

Main campus

Sessions embedded in a class

496	447	394		
79	120	119		

Free-standing sessions

Branch/other locations

Sessions embedded in a class

N/A	N/A	N/A		
N/A	N/A	N/A		
N/A	N/A	N/A		

Free-standing sessions

Online sessions

URL of Information Literacy Reports:

https://www.uvm.edu/fwil/?Page=report.html&SM=submenu_office.html

Please enter any explanatory notes in the box below

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

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

The Info Lit. Requirement can be fulfilled in these different ways:

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

Standard 5: Students

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

Overview

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

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

Admissions

Description

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

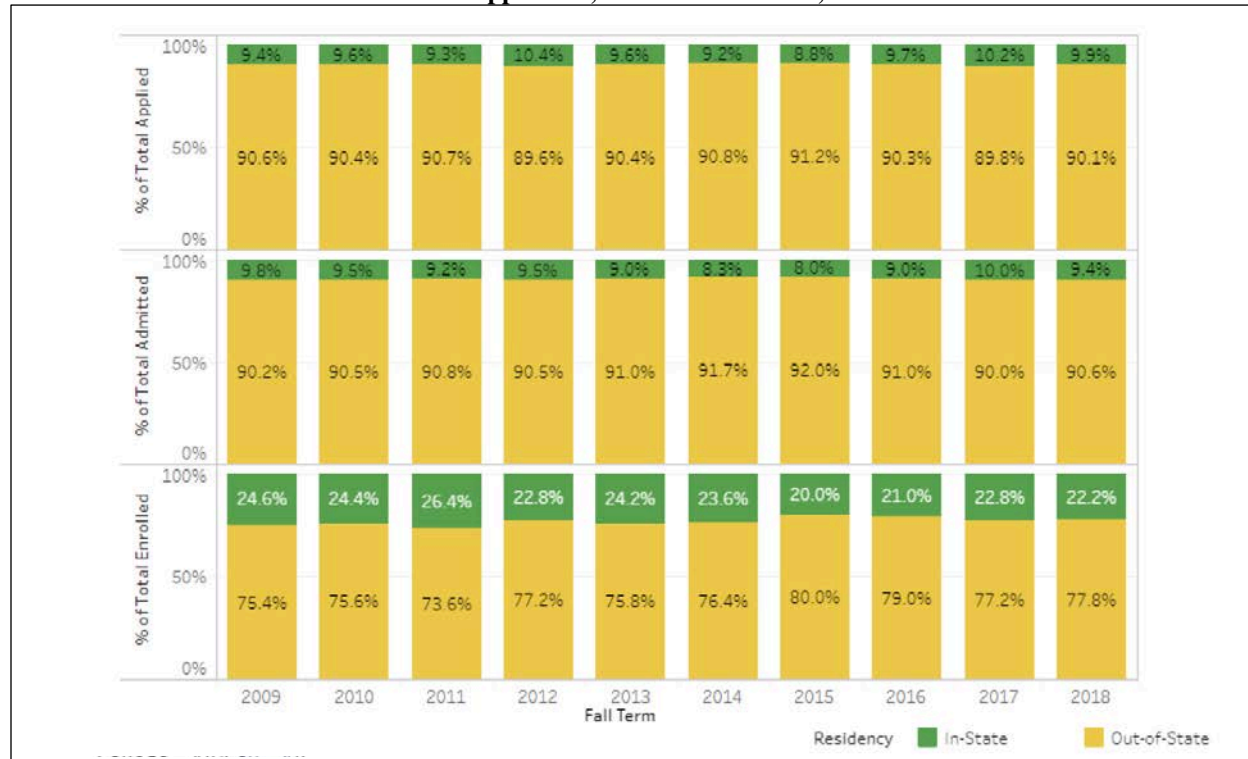
UVM has a range of targeted programs to help recruit ethnically and internationally diverse students as well as low-income students. These include programs such as [Joining the Circle](#), offering admitted students from underrepresented populations a chance to talk to a professor in their major and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

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

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

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

In-State vs. Out-of-State Applicants, Admitted Students, and Enrolled Students



While recruiting and retaining these specific populations are central components of UVM strategic goals, clearly defined [admissions review procedures](#) and [retention policies](#) available on the Office of Admissions website and in university publications promote integrity and transparency in the admissions process for all applicants. As members of the National Association of College Admissions Counseling, UVM Admissions follows all recommended policies and procedures under the [Standards of Recommend Good Practice](#) in recruitment and admissions.

Appraisal

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

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



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

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

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

Student Services

Description

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

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

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

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

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

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

Appraisal

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

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

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

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

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

Co-Curricular Experiences

Description

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

The university defines co-curriculum as those programs, activities, and learning experiences that serve to complement what students are learning in their formal academic course work. Although participation in co-curricular activities often results in significant learning, students do not generally receive academic credit or grades for their involvement. For-credit internships and residential learning communities are two areas where the curricular and co-curricular meet and are jointly developed through academic and Student Life partners. UVM's nine residential learning



communities are each built around a common theme, require participation in a credit-bearing course, and are designed for intentional integration of academics, enhanced student connection within themes, and a strong sense of community. These experiences blend features of curricular (credit-bearing) and co-curricular (residential) experiences. The majority of co-curricular experiences exist within the Division of Student Affairs, whose mission states “UVM students will be healthy, engaged and successful.” The [diverse departments of Student Affairs](#) each have a part to play in ensuring that students are building skills from orientation to post-graduation career attainment. Co-curricular learning also occurs in a variety of settings and program areas housed outside of the Division of Student Affairs, including Athletics, the Office of Sustainability, ROTC, the MOSAIC Center for Students of Color, and others.

Appraisal

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

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

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

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

Projections:

- Following implementation, the Division of Enrollment Management, the Division of Student Affairs, and Student Service representatives from the colleges and schools will evaluate the EAB Student Success Collaborative software (*Navigate* app) in terms of how well it fosters collaboration, coordination, and cooperation across support services in different parts of campus. The goal of improving this coordination is to avoid duplication of effort, share information, and to support students along their full path from entry through to graduation.
- The Division of Student Affairs, in collaboration with the Center for Health and Wellbeing leadership team, will undertake a needs analysis and peer institutional comparison for Counseling and Psychiatry Services and develop recommendations for managing expectations and capacity for this essential service.
- The new residential learning communities will house 90 percent of the incoming first year class in AY 2019–2020. After this year, a task force including faculty and staff will assess identified learning outcomes, effects on first-year retention, and the balance of curricular and co-curricular experiences across the RLCs.



Standard 5: Students
(Admissions, Fall Term)

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

?

Credit Seeking Students Only - Including Continuing Education

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

Please enter any explanatory notes in the box below

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

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

Standard 5: Students
(Enrollment, Fall Term)

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

?

Credit-Seeking Students Only - Including Continuing Education

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

Standard 5: Students
(Enrollment, Fall Term)

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



Credit-Seeking Students Only - Including Continuing Education

CERTIFICATE STUDENTS

Full-Time Headcount
Part-Time Headcount
Total Headcount
Total FTE

% Change FTE Graduate

CONTINUING EDUCATION STUDENTS (Non-Degree)

Full-Time Headcount
Part-Time Headcount
Total Headcount
Total FTE

% Change FTE Graduate

SPECIAL STUDENTS (Non-Degree, Not Continuing

Education. This includes visiting students, affiliated students, and the Global Gateway Program)

Full-Time Headcount
Part-Time Headcount
Total Headcount
Total FTE

% Change FTE Graduate

GRAND TOTAL

Grand Total Headcount

Grand Total FTE

% Change Grand Total FTE

3 Years Prior (FY 2 016)	2 Years Prior (FY 2 017)	1 Year Prior (FY 2 018)	Current Year (FY 2 019)	Goal (specify year) (FY 2020)
--------------------------------	--------------------------------	--------------------------------	-------------------------------	-------------------------------------

2	1	1	0	
23	22	24	22	
25	23	25	22	25
10	8	9	7	
Not Applicable	-13.8%	8.0%	-18.5%	

104	97	61	41	
601	633	615	527	
705	730	676	568	575
304	308	266	217	
Not Applicable	1.2%	-13.6%	-18.5%	

169	146	136	131	
18	16	14	17	
187	162	150	148	150
175	151	141	137	
Not Applicable	-13.5%	-7.0%	-2.8%	

12,815	13,105	13,340	13,395	13,575
11,798	12,100	12,361	12,426	
Not Applicable	2.6%	2.2%	0.5%	

Please enter any explanatory notes in the box below

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

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

Full Time Determination:

>= 9 credits for Graduate & Certificate students

>= 12 credits for Undergraduate, Continuing Education, & Special Students.

All Medical Students are Full-Time.

Standard 5: Students
(Financial Aid, Debt, Developmental Courses)

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

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

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

? Three-year Cohort Default Rate

(FY 2012)	(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)
3.7%	2.9%	3.2%	1.9%	

? Three-year Loan repayment rate
(from College Scorecard)

Scorecard Reporting Year 2011-12	Reporting Year 2012 13	Scorecard Reporting Year 2013-14	Scorecard Reporting Year 2014-15	Scorecard Reporting Year 2015-16
87.7%	85.4%	85.0%	84.9%	83.2%

? Student Financial Aid

	3 Years Prior (FY 2015)	2 Years Prior (FY 2016)	1 Year Prior (FY 2017)	Most Recently Completed Year (FY 2018)	Current Year (FY 2019)	Goal (specify year) (FY 2020)
Total Federal Aid	\$95,894	\$92,475	\$94,808	\$97,703		
Grants	\$10,415	\$9,701	\$9,281	\$10,453		
Loans	\$83,576	\$80,902	\$83,632	\$85,055		
Work Study	\$1,903	\$1,872	\$1,895	\$2,195		
Total State Aid	\$5,191	\$5,255	\$5,377	\$5,474		
Total Institutional Aid	\$109,316	\$116,647	\$115,770	\$129,800		
Grants	\$104,014	\$112,099	\$113,196	\$127,034		
Loans	\$5,302	\$4,548	\$2,574	\$2,766		
Total Private Aid	\$17,931	\$20,533	\$27,035	\$28,858		
Grants	\$4,195	\$3,908	\$7,507	\$8,448		
Loans	\$13,736	\$16,625	\$19,528	\$20,410		

Student Debt

Percent of students graduating with debt (include all students who graduated in this calculation)

Undergraduates	61%	56%	58%	55%		
Graduates	41%	43%	42%	43%		
First professional students	81%	81%	77%	83%		

For students with debt:

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

Undergraduates	\$27,091	\$28,901	\$32,238	\$30,914		
Graduates	\$44,118	\$49,888	\$51,996	\$56,557		
First professional students	\$184,176 (N=102)	\$184,140 (N=85)	\$199,117 (N=89)	\$194,685 (N=93)		

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

Undergraduates	\$16,297	\$18,710	\$18,968	\$15,634		
Graduate Students	\$34,952	\$25,344	\$37,466	\$26,025		
First professional students	\$99,347 (N=6)	\$282,842 (N=2)	\$124,811 (N=5)	\$140,343 (N=3)		

Standard 5: Students
(Financial Aid, Debt, Developmental Courses)

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

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

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

Please enter any explanatory notes in the box below

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

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

Standard 5: Students (Student Diversity)

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

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

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

Standard 5: Students (Student Diversity)

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

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

Standard 5: Students (Student Diversity)

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

Please enter any explanatory notes in the box below

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

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

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

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

Standard 6: Teaching, Learning, and Scholarship

“If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.” – John Dewey

Overview

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

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

Faculty and Academic Staff

Description

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

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

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

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

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

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

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

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

Appraisal

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Teaching and Learning

Description

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

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

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

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

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

Appraisal

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

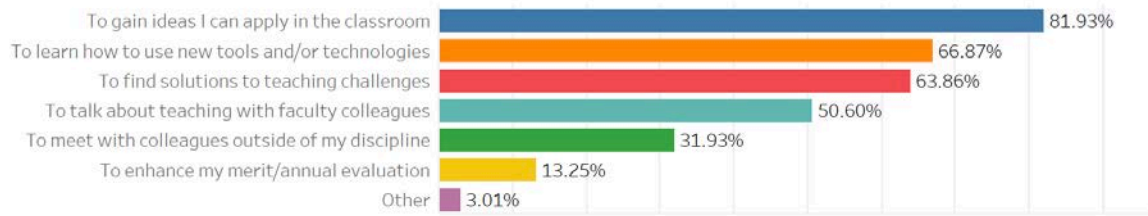
[Award for Excellence in Teaching](#), and the [UVM Outstanding Faculty Advising Award](#). Individual units and the departments they house participate regularly in curricular review both internally and as institutional processes of APR and program assessment planning. Illustrative examples of faculty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

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

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

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

Why do you attend faculty development programs?



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?



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

73.7%	74.5%	72.3%	71.4%
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? Number of Faculty by rank, if applicable

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

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)**



Highest Degree Earned: Doctorate (Academic & Professional)

Faculty by category

Non-Medical-Tenured/Tenure Track
Non-Medical-Non-Tenure Track Instructional Faculty
Medical School Faculty, Tenured/Tenure Track
Medical School Faculty, Non-Tenure Track Instructional Faculty
Research Faculty
Extension Faculty
Library Faculty
Total

3 Years Prior (FY 2015)	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)
450	437	431	421	423
88	98	107	115	133
128	125	124	119	116
461	487	536	572	610
105	94	99	93	96
15	14	10	8	7
1	1	1	1	1
1,248	1,256	1,308	1,329	1,386

Faculty by rank, if applicable

Professor
Associate
Assistant
Instructor
Lecturer
No rank
Total

351	348	341	352	357
405	409	397	381	376
402	399	455	464	494
17	14	8	2	6
72	83	83	93	108
1	3	24	37	45
1,248	1,256	1,308	1,329	1,386

Academic Staff by category

Library Technicians
Student Services
Total

0	0	0	0	0
8	7	6	7	7
8	7	6	7	7

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



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

Highest Degree Earned: Terminal Master's Degree

Faculty by category

Non-Medical-Tenured/Tenure Track
Non-Medical-Non-Tenure Track Instructional Faculty
Medical School Faculty, Tenured/Tenure Track
Medical School Faculty, Non-Tenure Track Instructional Faculty
Research Faculty
Extension Faculty
Library Faculty
Total

17	15	17	17	18
13	13	15	17	15
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
5	6	6	6	6
35	34	38	40	39

Faculty by rank, if applicable

Professor
Associate
Assistant
Instructor
Lecturer
No rank
Total

7	5	6	6	8
11	12	11	11	10
4	4	6	6	6
0	0	0	0	0
13	13	15	17	15
0	0	0	0	0
35	34	38	40	39

Academic Staff by category

Library Technicians
Student Services
Total

0	0	0	0	0
3	3	3	2	2
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)
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Highest Degree Earned: Non-Terminal Master's Degree

Faculty by category

Non-Medical-Tenured/Tenure Track
Non-Medical-Non-Tenure Track Instructional Faculty
Medical School Faculty, Tenured/Tenure Track
Medical School Faculty, Non-Tenure Track Instructional Faculty
Research Faculty
Extension Faculty
Library Faculty
Total

2	2	2	2	2
131	137	144	153	169
2	2	2	2	2
13	15	19	19	25
21	18	13	8	9
9	6	6	5	6
20	22	21	21	19
198	202	207	210	232

Faculty by rank, if applicable

Professor
Associate
Assistant
Instructor
Lecturer
No rank
Total

6	8	8	7	6
23	21	23	26	31
31	31	33	32	27
30	29	23	22	28
100	109	118	122	134
8	4	2	1	6
198	202	207	210	232

Academic Staff by category

Library Technicians
Student Services
Total

1	1	1	1	1
48	54	56	50	49
49	55	57	51	50

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



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

Highest Degree Earned: Bachelor's Degree

Faculty by category

Non-Medical-Tenured/Tenure Track
 Non-Medical-Non-Tenure Track Instructional Faculty
 Medical School Faculty, Tenured/Tenure Track
 Medical School Faculty, Non-Tenure Track Instructional Faculty
 Research Faculty
 Extension Faculty
 Library Faculty
Total

1	1	1	1	2
20	24	19	23	31
1	1	1	1	1
5	4	9	9	9
2	1	2	0	0
0	0	0	0	0
0	0	0	0	0
29	31	32	34	43

Faculty by rank, if applicable

Professor
 Associate
 Assistant
 Instructor
 Lecturer
 No rank
Total

1	1	1	1	1
1	2	2	2	1
7	4	8	7	9
0	0	1	1	2
17	23	18	22	29
3	1	2	1	1
29	31	32	34	43

Academic Staff by category

Library Technicians
 Student Services
Total

8	7	7	6	7
46	40	39	40	40
54	47	46	46	47

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



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

Highest Degree Earned: Associate's Degree

Faculty by category

Non-Medical-Tenured/Tenure Track
 Non-Medical-Non-Tenure Track Instructional Faculty
 Medical School Faculty, Tenured/Tenure Track
 Medical School Faculty, Non-Tenure Track Instructional Faculty
 Research Faculty
 Extension Faculty
 Library Faculty
Total

0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0

Faculty by rank, if applicable

Professor
 Associate
 Assistant
 Instructor
 Lecturer
 No rank
Total

0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0

Academic Staff by category

Library Technicians
 Student Services
Total

0	0	0	0	0
6	6	5	4	4
6	6	5	4	4

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



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

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

Faculty by category

Non-Medical-Tenured/Tenure Track
Non-Medical-Non-Tenure Track Instructional Faculty
Medical School Faculty, Tenured/Tenure Track
Medical School Faculty, Non-Tenure Track Instructional Faculty
Research Faculty
Extension Faculty
Library Faculty
Total

0	1	1	3	0
48	68	48	58	21
1	0	0	0	0
5	10	6	2	0
1	3	4	7	10
0	1	1	1	1
0	1	1	1	2
55	84	61	72	34

Faculty by rank, if applicable

Professor
Associate
Assistant
Instructor
Lecturer
No rank
Total

1	3	3	0	1
1	1	2	1	1
4	13	10	12	10
1	3	4	4	2
42	57	40	53	20
6	7	2	2	0
55	84	61	72	34

Academic Staff by category

Library Technicians
Student Services
Total

5	7	6	6	4
183	197	212	215	222
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

2 **Number of Faculty Appointed by Tenure Track & Rank***

By Faculty Track

Non-Medical-Tenured/Tenure Track
Non-Medical-Non-Tenure Track Instructional Faculty
Medical School Faculty, Tenured/Tenure Track
Medical School Faculty, Non-Tenure Track Instructional Faculty
Research Faculty
Extension Faculty
Library Faculty
Total

28	0	13	0	25	0	14	0	20	1
7	50	19	72	19	42	14	63	17	37
2	0	2	0	4	0	0	0	2	0
27	10	43	16	69	13	65	11	69	18
3	4	1	2	3	4	6	1	7	1
2	0	1	0	0	0	0	0	0	0
0	0	4	1	1	0	1	0	0	1
69	64	83	91	121	59	100	75	115	58

By Faculty Rank

Professor
Associate
Assistant
Instructor
Lecturer
No rank
Total

7	2	4	1	3	3	1	3	5	2
8	3	7	3	7	2	5	1	5	2
48	8	52	13	81	9	72	7	81	11
1	3	3	4	3	4	5	2	2	11
5	41	13	68	13	37	9	57	15	31
0	7	4	2	14	4	8	5	7	1
69	64	83	91	121	59	100	75	115	58

2 **Number of Current Faculty by Tenure Track/Status & Rank**

By Faculty Track

Instructors-Non Medical School
Non-Medical-Tenured
Non-Medical-Tenure Track, Not Tenured
Non-Medical-Not Tenure Track
Instructors-Medical School
Medical School-Tenured
Medical School-Tenure Track, Not Tenured
Medical School-Not Tenure Track
Other Faculty
Research Faculty
Extension Faculty
Library Faculty
Total

364	5	359	7	347	6	354	4	342	19
101	0	89	1	99	0	86	0	84	0
145	155	162	178	185	148	189	177	190	179
109	5	102	9	99	8	93	13	89	13
18	0	17	0	20	0	16	0	17	0
361	123	377	139	426	144	457	145	470	174
100	29	88	28	90	28	90	18	93	22
24	0	21	0	17	0	10	4	10	4
24	2	27	3	27	2	26	3	25	3
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)

Professor
Associate
Assistant
Instructor
Lecturer
No rank
Total

336	30	333	32	323	36	320	46	314	59
400	41	395	50	383	52	377	44	358	61
353	95	344	107	410	102	419	102	433	113
35	13	31	15	19	17	20	9	19	19
122	122	135	150	152	122	153	154	152	154
0	18	4	11	23	7	32	9	44	8
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		3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
(FY 2015)		(FY 2016)		(FY 2017)		(FY 2018)		(FY 2019)	
FT	PT	FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty Departing**

By Faculty Track

Non-Medical-Tenured/Tenure Track
Non-Medical-Non-Tenure Track Instructional Faculty
Medical School Faculty, Tenured/Tenure Track
Medical School Faculty, Non-Tenure Track Instructional Faculty
Research Faculty
Extension Faculty
Library Faculty
Total

15	0	10	3	11	1	8	0	N/A	N/A
6	53	5	66	12	34	8	35	N/A	N/A
3	0	3	0	1	0	1	0	N/A	N/A
26	4	16	10	23	15	23	15	N/A	N/A
4	9	4	4	8	9	8	1	N/A	N/A
1	0	2	0	2	0	1	0	N/A	N/A
1	0	1	1	1	0	1	0	N/A	N/A
56	66	41	84	58	59	50	51		

By Faculty Rank

Professor
Associate
Assistant
Instructor
Lecturer
No rank
Total

7	3	10	5	10	4	3	5	N/A	N/A
9	1	9	1	7	8	8	2	N/A	N/A
32	6	15	10	28	10	25	11	N/A	N/A
3	5	2	3	3	8	0	0	N/A	N/A
5	42	4	57	9	25	8	30	N/A	N/A
0	9	1	8	1	4	6	3	N/A	N/A
56	66	41	84	58	59	50	51		

Number of Faculty Retiring***

By Faculty Track

Non-Medical-Tenured/Tenure Track
Non-Medical-Non-Tenure Track Instructional Faculty
Medical School Faculty, Tenured/Tenure Track
Medical School Faculty, Non-Tenure Track Instructional Faculty
Research Faculty
Extension Faculty
Library Faculty
Total

11	1	9	0	9	2	12	2	N/A	N/A
1	0	1	1	1	1	4	1	N/A	N/A
2	0	2	1	2	1	1	1	N/A	N/A
1	3	3	2	1	6	9	4	N/A	N/A
0	0	3	0	0	1	3	0	N/A	N/A
3	0	0	0	1	0	0	0	N/A	N/A
0	0	0	0	0	0	0	0	N/A	N/A
18	4	18	4	14	11	29	8		

By Faculty Rank

Professor
Associate
Assistant
Instructor
Lecturer
No rank
Total

13	3	11	2	6	2	15	5	N/A	N/A
4	1	4	2	7	8	7	2	N/A	N/A
1	0	1	0	0	1	3	0	N/A	N/A
0	0	2	0	0	0	0	0	N/A	N/A
0	0	0	0	1	0	4	1	N/A	N/A
0	0	0	0	0	0	0	0	N/A	N/A
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		2 Years Prior		1 Year Prior		Current Year	
(FY 2016)		(FY 2017)		(FY 2018)		(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		2 Years Prior		1 Year Prior		Current Year	
	(FY 2016)		(FY 2017)		(FY 2018)		(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		2 Years Prior		1 Year Prior		Current Year	
	(FY 2016)		(FY 2017)		(FY 2018)		(FY 2019)	
	FT	PT	FT	PT	FT	PT	FT	PT
Theatre	8	6	9	2	10	1	9	2
Total	1,242	365	1,310	336	1,321	364	1,335	399

Please enter any explanatory notes in the box below

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

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

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

Please enter any explanatory notes in the box below

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

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

Standard 7: Institutional Resources

“Only diversity makes change and progress.” – John Dewey

Human Resources

Description

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

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

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

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

Appraisal

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

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

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

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

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

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

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

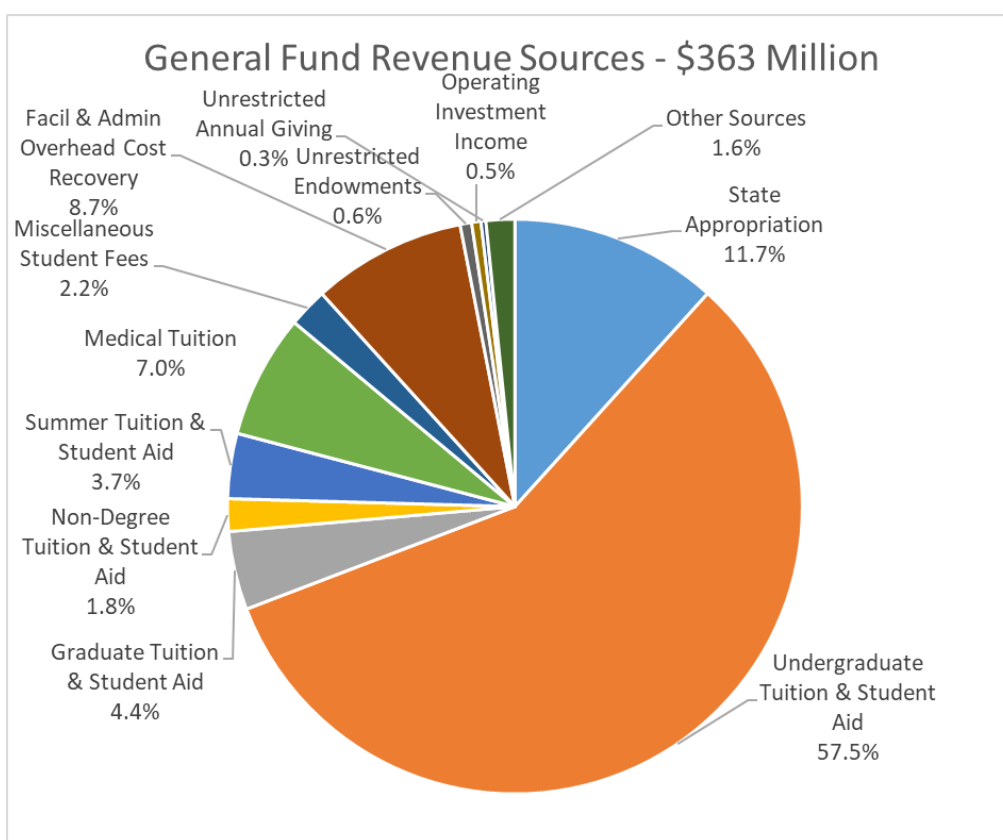
Financial Resources

Description

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

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

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



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

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

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

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

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

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

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

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

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

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

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

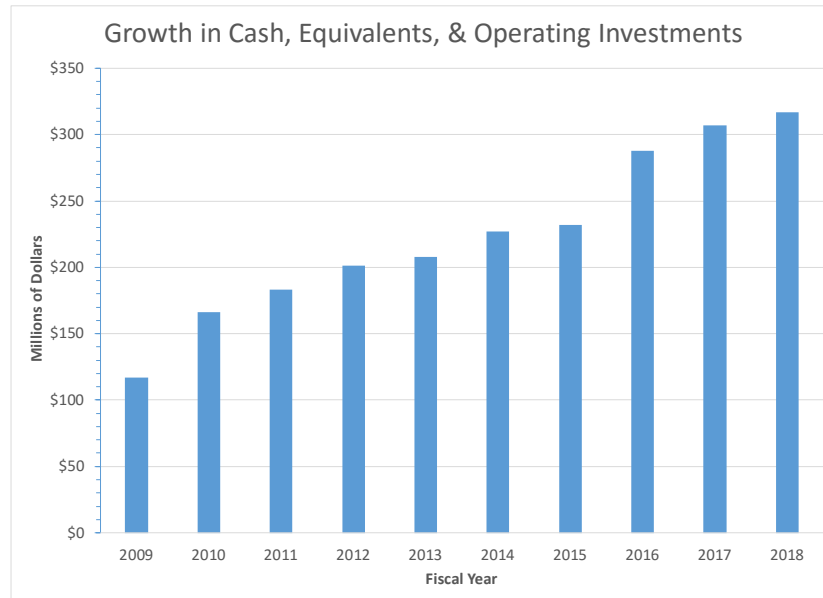
The [University of Vermont Foundation](#) was created in 2011 to enhance the university's fundraising efforts. The UVM Foundation works with the president, provost, deans, and faculty to maintain contacts with thousands of alumni and to promote giving. The foundation endowment funds scholarship aid,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

Appraisal

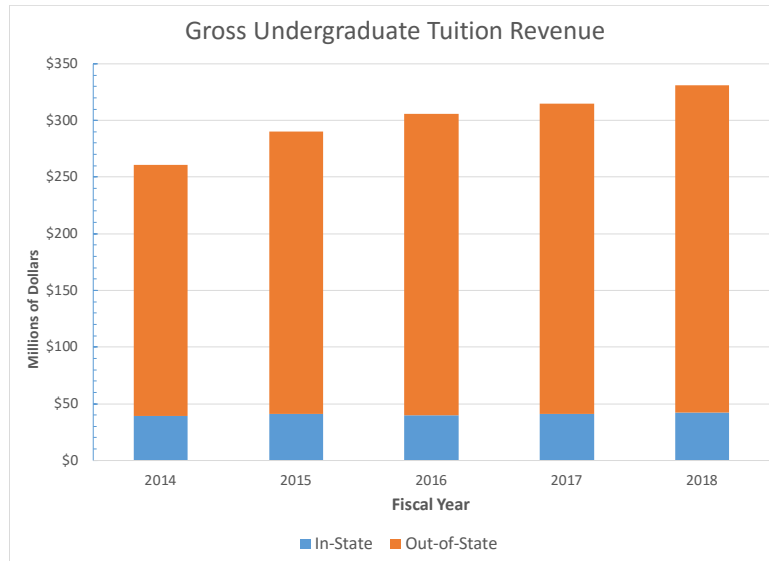
The University of Vermont is unique amongst its public flagship peers, especially as it relates to the percentage of enrolled students from outside the state, which stands at approximately 78 percent for UVM and 15 percent for peers. Further, it receives the lowest per capita appropriation of any flagship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

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

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



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



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

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

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

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

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

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

Libraries

Description

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

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

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

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

Appraisal

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

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

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

Physical Resources

Description

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



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

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

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

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

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

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

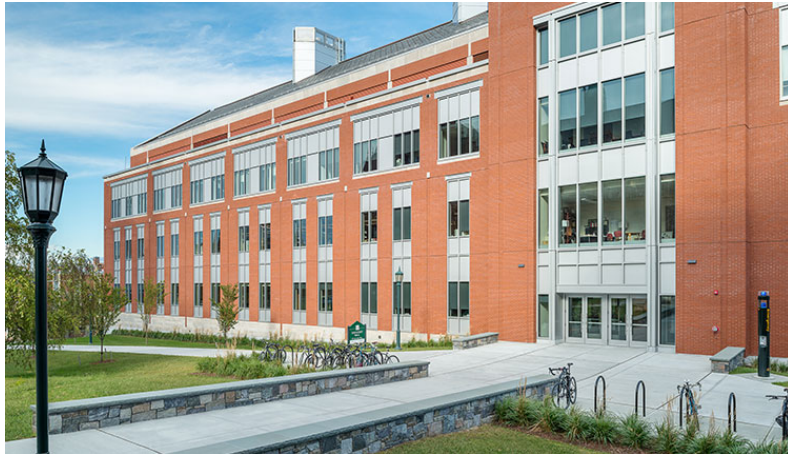
The university has, for more than a decade, contracted with a campus asset management firm to track the state of our facilities and the degree to which we care for them in comparison to our peer group and national standards. However, budget constraints have prevented the university from acting on this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

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

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

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

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



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

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

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

Appraisal

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

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

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

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

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

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

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

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

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

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

Information Technology Resources

Description

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

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

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

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

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

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

Appraisal

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

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

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

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

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

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

Projections for Financial Resources

- The university will continue to use all of its available tools to plan, monitor, and implement the budget, especially the incentive-based budgeting process, strategic financial planning model, and Axiom budget planning system. At the conclusion of the campus engagement process, the revised incentive-based budget model will be put forward by the IBB 2.0 Steering Committee, approved by the president and provost by the end of calendar year 2018, and implemented by the Financial Analysis and Budgeting Office starting in FY 2020.
- The chief risk officer will undertake refinement of the university's enterprise risk management process. The goal of this refinement will be to clarify how identified risks and/or opportunities should be incorporated into Enterprise Risk Management's annual risk assessment process.

Projection for Libraries

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

Projection for Physical Resources

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

Projection for Technological Resources:

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

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

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

If your institution does not submit IPEDS, visit this link for information about how to complete this form:

https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

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

UVM Subcategory (counted in the Management category above): Officers of Administration	43	0	43	44	0	44	39	2	41	40	1	41
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Please enter any explanatory notes in the box below

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

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

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

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

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

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

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

Please enter any explanatory notes in the box below

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

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

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

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

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

Please enter any explanatory notes in the box below

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

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

Standard 7: Institutional Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (/)			5 Years Prior (FY 2014)	4 Years Prior (FY 2015)	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	Most Recently Completed Year (FY 2018)
		Long-term Debt					
		Beginning balance	\$467,714,000	\$459,710,000	\$452,320,000	\$574,815,000	\$567,381,000
		Additions	\$0	\$75,093,000	\$196,462,000	\$80,120,000	\$67,728,000
	?	Reductions	(\$8,004,000)	(\$82,483,000)	(\$73,967,000)	(\$87,554,000)	(\$78,553,000)
		Ending balance	\$459,710,000	\$452,320,000	\$574,815,000	\$567,381,000	\$556,556,000
		Interest paid during fiscal year	\$21,369,000	\$20,544,000	\$17,163,000	\$16,741	\$17,290,000
		Current Portion	\$7,962,000	\$8,306,000	\$10,089,000	\$10,778	\$11,165,000
		Bond Rating	Aa3	Aa3	Aa3	Aa3	Aa3
		Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	1859.1%	1956.3%	2162.6%	2229.7%	2198.4%
		Debt to Net Assets Ratio Long-term Debt / Total Net Assets	87.9%	85.8%	110.9%	102.6%	159.0%
		Debt to Assets Ratio Long-term Debt / Total Assets	36.9%	35.7%	39.6%	37.2%	34.8%
Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.							
Debt obligations are generally callable by the University and bear interest at fixed rates ranging from 3.00% to 6.43%. The debt obligations mature at various dates through 2046.							
In compliance with the University's various bond indentures, at June 30, 2017 the University has deposits with trustees of \$21,677 (\$93,447 in 2016) for debt service reserves, sinking funds, and other requirements. Deposits with trustees are invested in obligations of the U.S. Government as required by the University's bond indentures.							

**Standard 7: Institutional Resources
(Statement of Debt)**

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

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

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

Future borrowing plans (please describe)

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

Please enter any explanatory notes in the box below

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

Standard 7: Institutional Resources
(Supplemental Data)

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

Please indicate your institution's endowment spending policy:

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

Please enter any explanatory notes in the box below

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

Standard 7: Institutional Resources
(Liquidity)

FISCAL YEAR ENDS month & day (6/30)		4 Years Prior (FY 2014)	3 Years Prior (FY 2015)	2 Years Prior (FY 2016)	1 Year Prior (FY 2017)	Most Recent Year (FY 2018)
CASH FLOW						
	Cash and Cash Equivalents beginning of year	\$101,012,000	\$113,226,000	\$94,461,000	\$131,389,000	\$162,910,000
	Cash Flow from Operating Activities	(\$19,300,000)	(\$1,444,000)	\$30,111,000	\$21,206,000	\$3,597,000
	Cash Flow from Investing Activities	\$12,203,000	(\$16,993,000)	(\$2,004,000)	\$2,832,000	(\$14,898,000)
	Cash Flow from Financing Activities	\$19,311,000	(\$328,000)	\$8,821,000	\$7,483,000	\$7,754,000
	Cash and Cash Equivalents end of year	\$113,226,000	\$94,461,000	\$131,389,000	\$162,910,000	\$159,363,000
LIQUIDITY RATIOS						
	Current Assets	\$267,864,000	\$287,149,000	\$299,791,000	\$327,154,000	\$332,061,000
	Current Liabilities	\$102,430,000	\$108,675,000	\$139,270,000	\$158,452,000	\$183,025,000
	Current Ratio	2.62	2.64	2.15	2.06	1.81
	Days Cash on Hand [Cash and Cash Equivalents / (Operating Expenses + Depreciation and other noncash expenses)]/ 365	71.36	58.96	78.94	94.19	91.31
Please enter any explanatory notes in the box below that may impact the institution's cash flow.						
Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.						
Please enter any explanatory notes in the box below.						

**Standard 7: Institutional Resources
(Information Resources)**

5 Years Prior	4 Years Prior	3 Years Prior	2 Years Prior	Most Recently Completed Year
(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)

Total Expenditures

Materials	\$7,960,431	\$7,622,078	\$7,274,223	\$7,342,690	\$7,440,652
Salaries & wages (permanent staff)	\$4,836,252	\$4,516,871	\$4,850,821	\$4,883,890	\$4,845,221
Salaries & wages (student employees)	\$158,307	\$136,169	\$140,184	\$151,019	\$181,275
Other operating expenses	\$619,699	\$851,574	\$850,435	\$1,398,577	\$555,480

Expenditures/FTE student

Materials	\$701	\$663	\$654	\$583	\$594
Salaries & wages (permanent staff)	\$426	\$393	\$436	\$388	\$387
Salaries & wages (student employees)	\$14	\$12	\$13	\$12	\$14
Other operating expenses	\$55	\$74	\$77	\$111	\$44


Collections

Percent available physically	93%	89%	75%	71%	74%
Percent available electronically	7%	11%	25%	29%	26%
Number of digital repositories	1	1	1	1	

Personnel (FTE)

Librarians - main campus	32	27	32	31	31
Librarians - branch /other locations	0	0	0	0	0
Other library personnel - main campus	66	57	57	55	53
Other library personnel - branch/other locations	0	0	0	0	0

Availability/attendance

 Hours of operation/week main campus	107	107	107	107	107
Hours of operation/week branch/other locations	0	0	0	0	0

 **Consortia/Partnerships**

NorthEast Research Libraries (NERL)

URL of most recent library annual report:

[N/A](#)

Please enter any explanatory notes in the box below

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

Rd

**Standard 7: Institutional Resources
(Technological Resources)**

				?
3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)

Course management system

Blackboard Learn

Number of classes using the system

3,830	4,226	4,342		
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Bandwidth

On-campus network

10M-20G	10M-20G	10M-40G	10M-40G	10M-40G
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Off-campus access

commodity internet (Mbps)

4.5G	4.5G	7.5G	7.5G	15G
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high-performance networks (Mbps)

20G	20G	20G	20G	30G
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Wireless protocol(s)

802.11g,n,a,ac	802.11g,n,a,ac	802.11g,n,a,ac	802.11g,n,a,ac	802.11g,n,a,ac
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Typical classroom technology

Main campus

Complete upgrades include advanced LCD projectors with high resolution, digital connectivity (via HDMI), high brightness, and increase aspect ratio. A new interactive LCD touch panel replaces the pushbutton user interface, and a programmable, matrix, scaling switcher replaces the single signal switcher. The new system design also takes advantage of new communication methods via data (IP) protocols, which allow for device communication over data transmission and complete system management via remote access. These installations mark a major shift away from traditional analog AV system design to networked AV over digital IP signal.

Branch/other locations

In the Larner College of Medicine, the Medical Education Pavilion provides 15 small group rooms, a medium classroom, a large classroom, and a pathology specimen and teaching lab. The public part of the Pavilion has wireless connectivity while all the teaching spaces have 1 gigabit connectivity to each port. The rooms are equipped with Polycom videoconferencing infrastructure. Some rooms have SmartBoard technology and Polycom® CX5000 HD cameras. Each room contains a fixed public computer, a large screen or SmartBoard Monitor, fixed or voice-activated videoconferencing cameras and table-mounted dataports.

Software systems and versions

Students

Banner 8 (Banner 9 upgrade in progress)

Finances

Peoplesoft FSCM 9.2

Human Resources

Peoplesoft HCM 9.2

Advancement

UVM Foundation is a separate legal entity; advancement software not supported by UVM staff

Library

Ex Libris Voyager

Website Management

Drupal content management system

Portfolio Management

No enterprise license, only individual licenses

Interactive Video Conferencing

Digital Object Management

Website locations of technology policies/plans

Integrity and security of data

<http://www.uvm.edu/policies/cit/infosecurity.pdf>

Privacy of individuals

http://www.uvm.edu/policies/general_html/privacy.pdf

Appropriate use

<http://www.uvm.edu/policies/cit/compuse.pdf>

Disaster and recovery plan

Technology replacement

Please enter any explanatory notes in the box below

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

Standard 7: Institutional Resources
(Physical Resources)

Updated 10/10/18

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

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

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

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

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

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

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year	Revenue Sources
Innovation Hall	STEM - Acad/Rsch	38,424.0	\$38,000,000	2020	Capital appropriat

Standard 7: Institutional Resources
(Physical Resources)

Updated 10/10/18

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

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

Breakdown of Owned and Leased Buildings

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

Please enter any explanatory notes in the box below

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

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

Standard 8: Educational Effectiveness

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

Overview

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

Description

Assessment of Student Learning Outcomes

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

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

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

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

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

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

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

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

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

Academic Program Review

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

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

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

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

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

Assessment of Co-curricular Learning Outcomes

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

Institutional Research Data

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

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

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

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

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

Appraisal

Assessment of Student Learning Outcomes

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

Academic Program Review

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

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

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

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

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

Assessment of Co-curricular Learning Outcomes

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

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

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

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

Use of Institutional Data

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

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

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

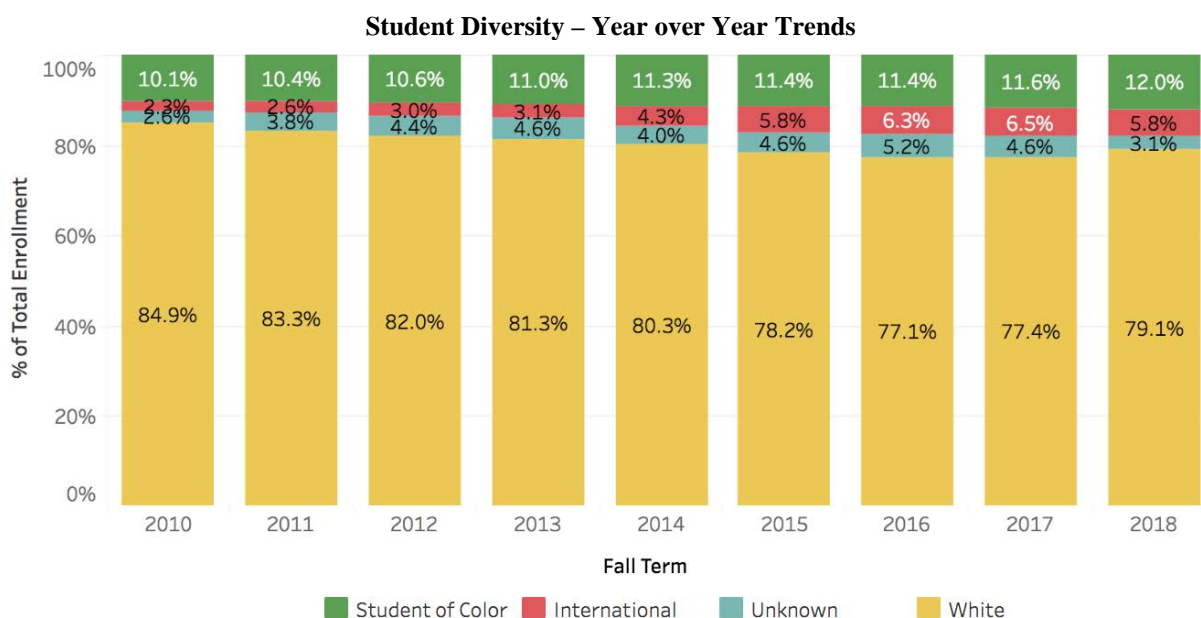
SCHOOL	US NEWS RANK (2018)	Avg. First-Year Retention Rate
Boston College	32	95%
College of William & Mary	32	96%
Boston University	37	93%
George Washington University	56	92%
University of Connecticut	56	93%
Syracuse University	61	92%
Univ of Massachusetts - Amherst	75	90%
Binghamton University - SUNY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

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

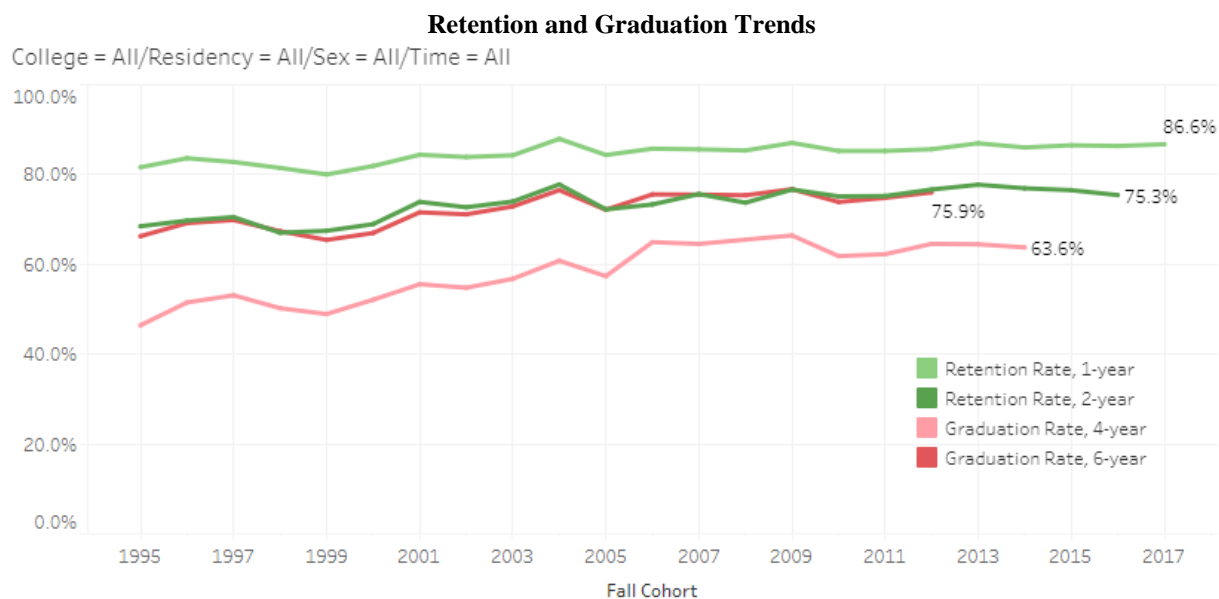
Cohort-building models, which include academic and co-curricular forms of engagement, are being put in place to support the retention of our specially recruited populations, particularly Catamount Commitment Pell-eligible Vermonters and [Urban Partnership](#) students. Based on first-year-retention data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

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

The Division of Enrollment Management is working closely with the Office of Institutional Research to develop and move the institution towards enrollment, retention, and progression goals outlined in the Academic Excellence Goals. Office of Institutional Research data indicate steady progress towards increasing domestic and global diversity of UVM's graduate and undergraduate populations, with domestic diversity increasing from 10 percent to 12 percent since 2010, and international student enrollment climbing from 2 percent to 6 percent, approaching the institutional target of 7 percent.



As visible in the chart below, UVM has struggled to improve undergraduate retention rates to meet the Strategic Action Plan goal of 90 percent.



Source: Catamount Data Center – [Undergraduate Retention & Graduation Rates](#)

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

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

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

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

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

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

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

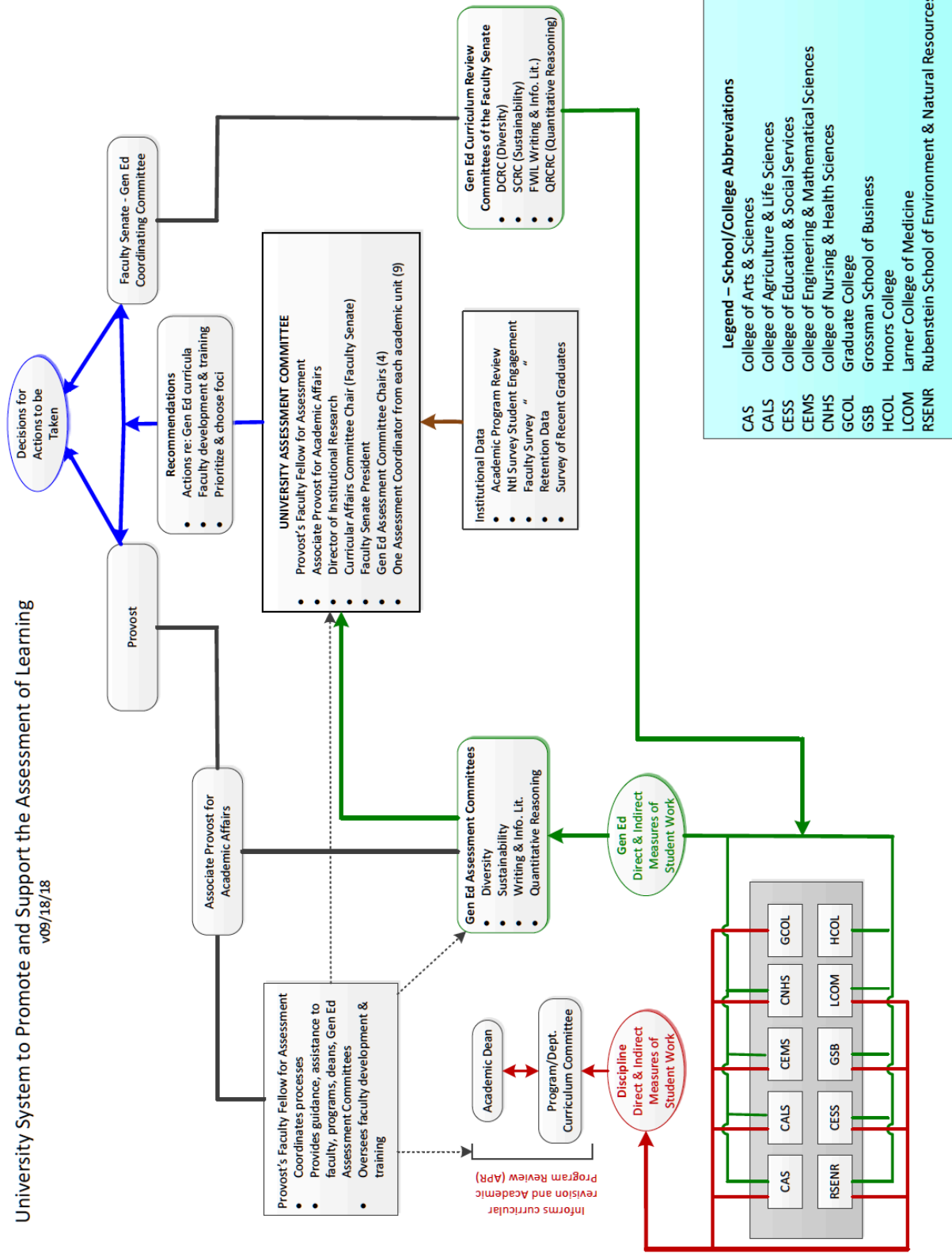
Over the past five years, UVM has dramatically improved the collection, dissemination and use of data to inform decision-making at all levels and in all areas of the institution. Institutional priorities for the near future include establishing a permanent structure for supporting the assessment of student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

Projections

- The Office of the Provost will formalize planning and support for the assessment of learning outcomes in the academic programs and General Education. To promote a culture of assessment, the associate provost for academic affairs will facilitate collaboration between academic assessment, assessment within Student Affairs, and the Office of Institutional Research to evaluate educational effectiveness at the institutional level.
- The associate provost for academic affairs, working in collaboration with the Curricular Affairs Committee, will revise the Academic Program Review standards, processes, and guidelines to better incorporate ongoing program-level assessment. At the end of the current eight-year APR cycle in AY 2020–2021, a joint Faculty Senate and Office of the Provost committee will conduct an assessment of APR processes and outcomes, and recommend further refinements to APR procedures.
- The Office of Institutional Research will continue to develop data visualization tools (such as [*Inquiry*](#), which is published annually) that enable more effective sharing of information across the university, and will also implement a focused dissemination plan to help end-users utilize information for data-informed and strategic decisions.

University System to Promote and Support the Assessment of Learning

v09/18/18



**Standard 8: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)**

Student Success Measures/ Prior Performance and Goals	IPEDS Submission 4 Years Prior (FY 2014)	IPEDS Submission 3 Years Prior (FY 2015)	IPEDS Submission 2 Years Prior (FY 2016)	IPEDS Submission 1 Year Prior (FY 2017)	Current IPEDS Submission Year (FY 2018)
IPEDS Retention Data					
Associate degree students	N/A	N/A	N/A	N/A	
Bachelors degree students	87%	86%	87%	86%	
IPEDS Graduation Data (150% of time)					
Associate degree students	N/A	N/A	N/A	N/A	
Bachelors degree students	76%	77%	74%	75%	
IPEDS Outcomes Measures Data					
First-time, full time students					
Awarded a degree within six years	N/A	76%	76%	77%	
Awarded a degree within eight years	N/A	77%	76%	77%	
Not awarded within eight years but still enrolled	N/A	>0% and <1%	0%	0%	
First-time, full time students: Pell-Grant Recipients					
Awarded a degree within six years	N/A	N/A	N/A	73%	
Awarded a degree within eight years	N/A	N/A	N/A	74%	
Not awarded within eight years but still enrolled	N/A	N/A	N/A	0%	
First-time, full time students: Non-Pell-Grant Recipients					
Awarded a degree within six years	N/A	N/A	N/A	77%	
Awarded a degree within eight years	N/A	N/A	N/A	78%	
Not awarded within eight years but still enrolled	N/A	N/A	N/A	0%	
First-time, part-time students					
Awarded a degree within six years	N/A	17%	21%	40%	
Awarded a degree within eight years	N/A	17%	21%	40%	
Not awarded within eight years but still enrolled	N/A	0%	0%	0%	
First-time, part-time students: Pell-Grant Recipients					
Awarded a degree within six years	N/A	N/A	N/A	0%	
Awarded a degree within eight years	N/A	N/A	N/A	0%	
Not awarded within eight years but still enrolled	N/A	N/A	N/A	0%	
First-time, part-time students: Non-Pell-Grant Recipients					
Awarded a degree within six years	N/A	N/A	N/A	57%	
Awarded a degree within eight years	N/A	N/A	N/A	57%	
Not awarded within eight years but still enrolled	N/A	N/A	N/A	0%	
Non-first-time, full-time students					
Awarded a degree within six years	N/A	77%	77%	78%	
Awarded a degree within eight years	N/A	77%	77%	79%	
Not awarded within eight years but still enrolled	N/A	>0% and <1%	0%	0%	
Non-first-time, full time students: Pell-Grant Recipients					
Awarded a degree within six years	N/A	N/A	N/A	78%	
Awarded a degree within eight years	N/A	N/A	N/A	79%	
Not awarded within eight years but still enrolled	N/A	N/A	N/A	0%	
Non-first-time, full time students: Non-Pell-Grant Recipients					
Awarded a degree within six years	N/A	N/A	N/A	77%	
Awarded a degree within eight years	N/A	N/A	N/A	79%	
Not awarded within eight years but still enrolled	N/A	N/A	N/A	0%	
Non-first-time, part-time students					
Awarded a degree within six years	N/A	65%	70%	71%	
Awarded a degree within eight years	N/A	65%	77%	76%	
Not awarded within eight years but still enrolled	N/A	0%	0%	0%	
Non-first-time, part-time students: Pell-Grant Recipients					
Awarded a degree within six years	N/A	N/A	N/A	90%	
Awarded a degree within eight years	N/A	N/A	N/A	90%	
Not awarded within eight years but still enrolled	N/A	N/A	N/A	0%	
Non-first-time, part-time students: Non-Pell-Grant Recipients					
Awarded a degree within six years	N/A	N/A	N/A	63%	
Awarded a degree within eight years	N/A	N/A	N/A	71%	
Not awarded within eight years but still enrolled	N/A	N/A	N/A	0%	

**Standard 8: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)**

Student Success Measures/ Prior Performance and Goals	IPEDS Submission 4 Years Prior	IPEDS Submission 3 Years Prior	IPEDS Submission 2 Years Prior	IPEDS Submission 1 Year Prior	Current IPEDS Submission Year
	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)

Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)	Cohort Fall 2013	Cohort Fall 2014	Cohort Fall 2015	Cohort Fall 2016	Cohort Fall 2017
1 In-State One Year Undergraduate Retention Rate	92%	89%	90%	90%	92%
2 Out of State One Year Undergraduate Retention Rate	85%	85%	85%	85%	85%
3 Female One Year Undergraduate Retention Rate	87%	87%	88%	87%	86%
4 Male One Year Undergraduate Retention Rate	86%	85%	84%	85%	87%

Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)	Cohort Fall 2008	Cohort Fall 2009	Cohort Fall 2010	Cohort Fall 2011	Cohort Fall 2012
1 In-State Residency Six Year Undergraduate Graduation Rates	81%	81%	81%	83%	79%
2 Out of State Residency Six Year Undergraduate Graduation Rates	73%	75%	72%	72%	75%
3 Female Six Year Undergraduate Graduation Rates	75%	78%	75%	77%	79%
4 Male Six Year Undergraduate Graduation Rates	75%	75%	72%	72%	72%

Definition and Methodology Explanations

1	The 'Other Undergraduate Retention/Persistence Rates' were calculated with both full and part time students.
2	The 'Other Undergraduate Graduation Rates' were calculated with both full and part time students.
3	Other notes: IPEDS Outcome Measures Survey was introduced in FY 2015 (that's why the data doesn't exist in FY 2014), and was changed in 2017-18. It added Pell-Grant Recipient and Non-Pell Grant Recipient categories to each of the existing categories in FY17, bringing the count of the categories from 4 to 8.
4	The retention and grad rates by residency and sex can be found on the Catamount Data Center here: https://www.uvm.edu/~oir/catdat/retention_graduation.html There is a separate tab at the top for retention and grad, but there is a combined tab: R5-Retention and Grad that has everything by cohort year. The other retention and graduation information on this form was part of the IPEDS Fall Enrollment Survey and the IPEDS Graduation Rates survey. IPEDS data collection has a one year lag.

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

		Bachelor Cohort Entering			
Category of Student/Outcome Measure		7 years ago: 2011 Cohort	6 years ago: 2012 Cohort	5 years ago: 2013 Cohort	4 years ago: 2014 Cohort
First-time, Full-time Students					
	Degree from original institution	75%	76%	65%	64%
	Not graduated, still enrolled at original institution	1%	1%	15%	16%
	Degree from a different institution	3%	11%	8%	5%
	Transferred to a different institution	5%	7%	6%	11%
	Not graduated, never transferred, no longer enrolled	15%	4%	6%	4%
First-time, Part-time Students					
	Degree from original institution	18%	39%	8%	17%
	Not graduated, still enrolled at original institution	0%	6%	25%	33%
	Degree from a different institution	0%	17%	8%	13%
	Transferred to a different institution	36%	28%	33%	17%
	Not graduated, never transferred, no longer enrolled	45%	11%	25%	21%
Non-first-time, Full-time Students					
	Degree from original institution	79%	78%	70%	71%
	Not graduated, still enrolled at original institution	2%	2%	6%	12%
	Degree from a different institution	2%	6%	3%	3%
	Transferred to a different institution	3%	6%	6%	7%
	Not graduated, never transferred, no longer enrolled	15%	8%	16%	7%
Non-first-time, Part-time Students					
	Degree from original institution	52%	55%	53%	37%
	Not graduated, still enrolled at original institution	5%	9%	13%	23%
	Degree from a different institution	5%	12%	0%	3%
	Transferred to a different institution	0%	3%	13%	26%
	Not graduated, never transferred, no longer enrolled	38%	21%	22%	11%

Measures of Student Achievement and Success/Institutional Performance and Goals					
	4 Years Prior	3 Years Prior	2 Years Prior	1 Year Prior	Next Year Forward (goal)
	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)

Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)

Employed	79%	75%	79%	70%	
Continuing Education	16%	18%	14%	20%	

Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)

Participating in a volunteer or service pr	5.1% (n=35)	2.7% (n=20)	4.2% (n=32)	1.4% (n=22)	
Serving in the US Military	0.7% (n=5)	0.5% (n=4)	0.7% (n=5)	0.7% (n=11)	

Definition and Methodology Explanations

Note that the Career Outcomes Survey has a one year lag, so the most recent information available is for the Class of 2018. The numbers from this survey, reflected above, pertain to Undergraduates only.

The measures of student achievement and success are from a career outcomes survey. The Class of 2015 had a 30% response rate (N=680). The Class of 2016 had a 32% response rate (N=741). The survey is distributed 6 months post graduation. The Class of 2017 had a 32% response rate-(N=755). The Class of 2018 had a 66% knowledge rate (N=1567).

The full Career Outcomes report and methodology can be found here:

https://www.uvm.edu/~oir/?Page=career_outcomes.html&SM=submenu_ret_grad_deg.html

Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)

	3-Years Prior	2 Years Prior	1 Year Prior
	(FY 2015)	(FY 2016)	(FY 2017)

? **National Licensure Passage Rates**

	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	RN NCLEX	82	70	76	70	85	84
	CAATE Board of Certification (BOC)-Athletic Training Program	20	20	19	19	12	11
	ASCP Board of Certification (BOC) Medical Laboratory Scientist	21	19	20	17	18	17
	RN NCLEX- DEPN (accelerated year to DNP)	12	12	18	18	17	17
	GRADUATE MS Certification FNP	12	12	9	9	2	2
	GRADUATE MS Certification AGNP	9	9	10	10	0	0
	GRADUATE DNP Certification AGNP	N/A	N/A	N/A	N/A	6	6
	GRADUATE DNP Certification FNP	N/A	N/A	N/A	N/A	6	6
	GRADUATE MS- CNL	2	1	0	0	0	0
	MLS ASCP First Time Pass Rates	14	11	9	8	17	14
	NMT - JRCNMT First Time Pass Rates	3	3	7	6	6	6
	CSD Praxis Rates	10	10	13	13	13	13
	American Registry of Radiologic Technologists-Radiation Therapy	7	7	9	9	8	8

? **Additional (Non-Licensure) Examination Passage Rates**

	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
	Praxis II-Art Education	24	19	27	21		
	Praxis II-Music Education	18	15	16	12		
	Praxis II-Physical Education	28	21	17	14		
	Praxis II-Elementary Education (All subtests included)	1,013	806	979	781		
	Praxis II-Middle Level Education (All subtests included)	77	67	93	76		
	Praxis II-Secondary Education English	47	41	38	35		
	Praxis II-Secondary Education Math	46	28	39	18		
	Praxis II-Secondary Education Language	16	9	23	14		
	Praxis II-Secondary Education Social Studies	36	27	45	37		
	Praxis II-Secondary Education Science	70	61	93	81		

? **Job Placement Rates**

Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
All Undergraduates-Survey Sample Results-Class of 2017*	N/A	680	535	741	558	755	596

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

N/A

Please enter any explanatory notes in the box below

UVM does not have short-term vocational training programs for which students are eligible for Federal Financial Aid, so that section has been deleted from this form. (It asked for completion rates and placement rates for those programs).

*Note that these numbers are for all undergraduates who graduate and are from the Career Outcomes Survey, which uses a sample of our students. The number of graduates in this context is the number of graduates who took the Career Outcomes Survey Post Graduation. Note that 'employed' includes working full time, working part-time, participating in a volunteer or service program, and/or serving in the US military. The methodology and additional information for the career surveys can be found here:

https://www.uvm.edu/~oir/?Page=career_outcomes.html&SM=submenu_ret_grad_deg.html

These programs are not subject to "gainful employment" requirements.

Note about Education Programs: Everyone needs to pass the Praxis Core to graduate from the education programs but it should be noted that PRAXIS is not a licensure exam. These are similar to GRE subject tests. Counselors and Social workers do have licensure exams while they are at UVM so this is not tracked.

Standard 8: Educational Effectiveness
(Graduate Programs, Distance Education, Off-Campus Locations)

Student Success Measures/ Prior Performance and Goals	5 Years Prior	4 Years Prior	3 Years Prior	2 Years Prior	Most Recent Year
Master's Programs (Add definitions/methodology in #1 below)	Cohort 2013	Cohort 2014	Cohort 2015	Cohort 2016	Cohort 2017
Retention rates first-to-second year	79%	74%	76%	66%	68%
Graduation rates @ 150% time	73%	73%	75%	79%	74%
Average time to degree	2	2	2	2	2

Doctoral Programs (Add definitions/methodology in #1 below)	Cohort 2013	Cohort 2014	Cohort 2015	Cohort 2016	Cohort 2017
Retention rates first-to-second year	96%	90%	91%	89%	94%
Graduation rates @ 150% time	68%	65%	74%	64%	71%
Average time to degree	5	5	5	5	4

First Professional Programs (Add definitions/methodology in #3 below)	Cohort 2013	Cohort 2014	Cohort 2015	Cohort 2016	Cohort 2017
Retention rates first-to-second year	99%	100%	98%	99%	99%
Graduation rates @ 150% time	97%	99%	93%	96%	98%
Average time to degree	4	4	4	4	4

Distance Education (Add definitions/methodology in #4 below)	Cohort 2013	Cohort 2014	Cohort 2015	Cohort 2016	Cohort 2017
Course completion rates	91%	98%	100%	98%	94%
Retention rates (Not including certificate programs because they're only one year.)	N/A	78%	95%	86%	82%
Graduation rates @ 150% time*	N/A	N/A	N/A	N/A	N/A

Definition and Methodology Explanations

The Grad rates @ 150% time for Master's students were 3 year grad rates, based on calendar year cohorts. (FY16 = cohort 2013, etc.)
The Grad rates @ 150% time for doctoral students were 7 year grad rates, based on calendar year cohorts. (FY16 = cohort 2009, etc.)
Grad rates @ 150% for medical students were 6-year grad rates. (FY16 = fall 2010 cohort)

Retention rates are placed under the fiscal year in which the students started. The retention rates include summer students who continue either the next summer or the next fall (duplicates removed). We know, however, that that rate may be brought down by business students who matriculate in the summer session but only have a one year program. The medical students are not included in the doctoral program numbers. Calendar Year 2016 cohort for master's students declined because of a large increase in summer enrollers.

Distance education for Graduate Students includes the Certificate of Graduate Study-Health Care Mgt & Policy, Certificate of Graduate Study-Public Health, Certificate of Graduate Study - Epidemiology, MPH in Public Health, MPS in Leadership for Sustainability, and MS in Natural Resources-Leadership for Sustainability Track programs. Course Completion rates are calculated for all cohort students. A course is counted as completed if the student finished with a grade of D or better.

The retention rates for distance education doesn't include certificate of graduate study students because those programs are typically only a year long.

*Note: We don't have graduation rates @150% time yet because the first distance education cohort started in 2014, meaning that 6 years has not lapsed yet.

Standard 9: Integrity, Transparency, and Public Disclosure

“Of all affairs, communication is the most wonderful.” –John Dewey

Overview

The university’s mission, vision, and strategic plan reflect its status as a public, land-grant institution dedicated to research, education, and contributions to the larger community. In accordance with Vermont law, the university draws its authority to operate within the state and to grant degrees from its charter, [documented on the website of the Vermont General Assembly](#). Internally, its governing structure, including responsibilities of the Faculty Senate, administration, and Board of Trustees, ensure that the university’s activities are compatible with its mission, and that it operates within expectations for transparency and public disclosure appropriate to a public land-grant university (see also Standard 3).

Integrity

Description

Four important statements guide the university in its commitment to integrity: [the mission statement](#), the [Our Common Ground](#) values statement, the [President’s First Amendment Statement](#), and the [President’s Ethics Statement](#), which draws on the university motto itself, *Studiis et Rebus Honestis*, “Integrity in Theoretical and Practical Pursuits.” The President’s Ethics Statement is explicitly linked to policies that promote integrity in conduct and interactions between members of the UVM community.

These aspirational statements are posted and referenced in multiple locations across [uvm.edu](#), and are in place across physical locations on campus, from the Office of the President website to the university catalogue, to granite benches outside the Davis Center displaying the Common Ground values. In this way, the institution foregrounds integrity in all areas of its activities, and operationalizes these values across the university via policies, appropriate staffing of key offices, and a variety of procedures and trainings.

As outlined in Standard 3, [bylaws](#) for the Board of Trustees govern its structure and actions, affirming expectations that the board will abide by the law and act with integrity. In 2009, the Board of Trustees approved the creation of a compliance program in part to (i) reduce the risk of violations, (ii) mitigate identified violations, (iii) maintain public trust, and (iv) provide a framework for all members of the UVM community to encourage and support ethical behavior in all university-related activities.

The University of Vermont’s [Office of Audit and Compliance Services](#) maintains an extensive [institutional policy website](#). In general, the university’s policies are reviewed on a three-year cycle, unless otherwise specified in the individual policy. By establishing specific requirements for all members of the University community, policies connect the university’s mission to individual conduct, institutionalize impartial expectations, and support compliance with laws and regulations.

In 2017, the university updated its [Code of Conduct and Ethical Standards](#) to foreground the importance of ethical behavior; this document now serves as the foundation for the University Compliance Program. Other policies and procedures relating to responsibility, ethics, and integrity include, but are not limited to, [Conflict of Interest and Conflict of Commitment](#); [Financial Conflict of Interest in Sponsored Research](#); [Sexual Harassment and Misconduct](#); [Misconduct in Research and Other Scholarly Activities](#); and the [Discrimination and Harassment Policy](#).

All staff and faculty have the ability to report suspected wrongdoing confidentially. In October 2016, the university created the [Whistleblower Policy: Reporting, Protections and Non-Retaliation](#). This policy emphasizes the university's expectations and procedures for reporting suspected violations, which include an anonymous hotline, the [Ethics and Compliance Reporting and HelpLine](#). It also affirms the university's commitment to protect reporters from retaliation.

Other important policies and procedures ensure the privacy and security of protected information and articulate the rights of faculty, staff, and students to their personal information. These include, among others, policies on the protection of personal data, video surveillance, and information security procedures. The Dean of Student's Office also maintains [a web page dedicated to confidentiality and FERPA](#).

Vermont state statute further requires all US citizens in faculty positions at publicly funded universities to subscribe to an oath to support the US Constitution, the Vermont Constitution, and all state and federal laws. All faculty at the university who are US citizens subscribe to this oath when they sign their [faculty appointment letters](#).

All of these policies and the Our Common Ground values statement help ensure that the university treats students, faculty, and staff fairly. As noted in Standard 6, the university's [statement on academic freedom](#), reaffirmed in 2009, encodes the institution's commitment to freedom of speech and its obligation to "provide an atmosphere in which intellectual growth may take place." Collective bargaining agreements and other documents outlining faculty and represented staff rights are summarized in Standards 6 and 7; Human Resources Services also has a process for [non-represented staff](#) to report and address grievances. Faculty and staff may also seek redress if they feel they have been treated unfairly through an onsite consultant provided by the [Employee Assistance Program](#).

In compliance with Federal Program Integrity Rule, the University of Vermont [clearly articulates pathways for individuals who wish to submit complaints](#). UVM expects that any student complaint will be filed in accordance with procedures currently in place before resolution is sought from a state agency or the university's accreditation body. UVM has also created detailed yet understandable procedures for addressing disciplinary actions involving employees. Human Resource Services outlines its recommendations for supervisors in following a [progressive discipline model](#) and offers support and guidance to managers as they navigate the process.

Guarding against discrimination in all forms is of critical importance to the University of Vermont. The university's [Equal Opportunity statements](#) outline how this commitment is extended to prospective and current community members. UVM's [Office of Affirmative Action and Equal Opportunity](#) works to ensure compliance with state and federal laws and university policies related to discrimination. Twice per year, the Office of Admissions holds training for staff on Equal Opportunity and Affirmative Action as it relates to application review.

The university follows all legal requirements for making available the [annual security report](#). At the intersection of safety, privacy, and academic integrity, a number of policies outline expectations for appropriate activities on campus, including [campus speakers; facilities and grounds use; solicitation; protection of minors; use of university research facilities and equipment by external users; and filming on campus](#).

UVM is fully compliant with all NECHE Commission standards, policies, requirements of affiliation, and requests. All reports have been submitted in a timely manner in compliance with NECHE requirements. Any anticipated changes were, and continue to be, communicated to NECHE prior to moving forward, most recently as UVM prepared to submit a substantive change form related to a new

campus location for the training of Larner College of Medicine students, to be submitted to NECHE in early 2019.

Appraisal

The university has excelled in fully integrating its Our Common Ground values into the culture and identity of the institution. From the creation of the [Our Common Ground Staff Award](#) to the inclusion of these values on every course page on Blackboard, UVM has embraced values such as integrity and justice in visible ways. Perhaps the most significant is the central role of the Our Common Ground values statement in the experience of incoming first-year students, who reflect on their meaning and pledge to uphold these values as part of a twilight induction ceremony held their first weekend on campus.

Similarly, the university has made great strides towards fostering a culture of compliance. At every encounter with new employees, new faculty, or new leadership, the Office of Compliance Services provides training on the Code of Conduct and Ethical Standards. Additionally, the director of compliance presents regularly on the topic at staff, department, leadership, and other committee meetings. The outcomes of this work are evident in results from the Office of Compliance Services' annual Culture of Compliance Survey for faculty, staff, and student employees. Between 2015 and 2017, the percentage of respondents that agree UVM fosters a culture of compliance rose from 76 percent to 81 percent.

Expectations for students to act responsibly, ethically and with integrity are clearly communicated through a variety of venues such as June Orientation; Opening Weekend programming; and the *Know the Code* pamphlet; and through advising sessions; emailed policy notices in the fall, spring, and summer terms; and tabling events in the Davis Center. The Center for Student Conduct also works to educate faculty about the Code of Academic Integrity and has created an efficient method for faculty to report all suspected deliberate violations (plagiarism, fabrication, collusion, or cheating), via [a web referral form](#).

A number of resources and initiatives are in place and underway on campus in order to further fair treatment for all and to foster an inclusive university community. These include resources such as the [Bias Response Program](#); identity centers such as the Mosaic Center for Students of Color, the Women's Center, and the LGBTQA Center; and Student Accessibility Services, which provides exam accommodations to students with documented disabilities. Additionally, the [President's Commission for Inclusive Excellence](#) has worked to create a [framework for inclusive excellence at the University of Vermont](#), a process that engaged the UVM community broadly to outline steps for building a more diverse, inclusive, and multiculturally competent campus.

The university has been recognized for its work in this area, including for its [Preferred Name Policy](#), a national model for how to better serve students who do not identify with the name or gender they were assigned at birth. In 2018, UVM was named a [Top LGBTQ-Friendly School](#). In 2014, 2015, and 2016, UVM was a recipient of the [Higher Education Excellence in Diversity award](#) by *INSIGHT Into Diversity* magazine. The same publication has also [named UVM's Student Affairs Division a leading diversity workplace](#) for four years in a row.

In Spring 2018, a student group organized to present a set of concerns regarding campus climate and educational offerings around diversity, demonstrating that university efforts to meet the promise of Our Common Ground must be extensive and tireless. [A university website was established to communicate the students' concerns and the university's ongoing response.](#)

Transparency

Description

The University of Vermont maintains a robust website containing information required by a variety of audiences and for a variety of purposes. The academic colleges, schools, and departments maintain distinct individual websites that expand on the published catalogue with more detailed information about educational offerings and expectations.

The [UVM catalogue, available online](#)—where it can also be downloaded in a printable PDF format—is updated and published annually to provide students and prospects at every level with the requirements for their degree program, as well as other relevant information on policies and procedures that are critical to their academic success at UVM. In addition to course descriptions and a complete outline of degree requirements, the catalogue also includes detailed information about costs and financial aid, and details important student processes such as course registration, housing, and more.



Important details related to academic calendars, transcripts, and enrollment policies are maintained on the website by the Office of the Registrar. [The Office of the Registrar website](#) also includes links to the UVM catalogue and to many important university policies that are directly related to students and with which they should be familiar. The catalogue also lists this information, as well as information about grading policies and the grade-appeal process. [Student Financial Services](#) maintains a website dedicated to providing detailed information for students regarding the

costs of attendance at UVM and access to financial aid resources. Every effort is made to provide accurate and complete information to benefit students and to guide them in their related decision-making.

In its thorough web presence, [UVM Admissions](#) provides detailed information about how to apply, what materials are required for a complete application, UVM's entrance requirements, and our holistic approach to application review. The same information can be found in UVM's catalogue. Admissions, in partnership with University Creative Communications Services, also creates multiple publications for prospective students and school counselors. These publications characterize the school, share student experiences, outline educational offerings, and detail UVM's admissions profile. The implementation of Slate, a software system that tracks all interactions with students, counselors, and families, has allowed for greater oversight of all messages shared with these audiences.

The Center for Student Conduct maintains a [website](#), which includes information about its programs and processes for student discipline. Additionally, from this website the public can link to a variety of policies outlining the process and procedures for addressing student behavior, as well as appeal procedures.

UVM makes its annual financial reports available on the [University Financial Services website](#). For those seeking university documents and records not available online, the university has a [Records and Documents Request Policy](#), in conformance with the Vermont Public Records Act.

Regular review is in place for all print and digital communications to ensure information is up to date and accurate, in consultation with the catalogue, Board of Trustees consent agendas, the Office of Institutional Research, and responsible officials around campus. Most print pieces are on a yearly run, with thorough review during each update. Multiple times each year, University Creative Communications Services updates a quick reference Facts and Figures sheet and shares it with those in the position of communicating about the university in order to ensure more accurate distribution of information university-wide. Any statements and promises made by the university with regards to program excellence, learning outcomes, and success in placement come from verifiable processes such as the Career Outcomes survey performed by the Division of Student Affairs and the Academic Program Review process administered by the Office of the Provost.

Appraisal

The university has engaged in a multiyear process to improve its marketing and communications via more cohesive branding, better storytelling, and increased support from a newly formed Creative Communications Services department. The work began with intensive interviews with broad campus and audience representation in order to distill a university identity as a fresh starting point for a new communications strategy. In the past two years, the university has redesigned nearly all of its marketing materials, provided regular and extensive education to those in communications roles, and has been steadily rolling out tools that help communicators ensure their work is accurate, up to date, and appropriately tells the UVM narrative.

A key tactic for communicating about the university to prospective audiences includes direct sharing from current students. This extends from the AdvoCat program—our Office of Admissions tour guides who are trained to be honest and authentic—to our social media strategy, which involves turning over access to our accounts to current students. In this way, we ensure that what we wish to communicate about the university is rooted in real students' experiences.

Concurrently, the university has been improving its web presence, converting from a homegrown publishing system to the Drupal content management system. This change means that web editors require far less technical expertise, removing one of the barriers to more frequent web edits and improving the problem of outdated information on uvm.edu. This transition to Drupal also provides the opportunity for a more cohesive web experience for site visitors; the web team, part of Creative Communications Services, can provide templates for critical pages such as departmental and degree-program sites. The transition to Drupal will offer web visitors such as prospective and current students more nimble navigation, with clearer and more consistent organization of key points of information.

The transition has also created the opportunity for the web team to conduct thorough site reviews as university webmasters bring their pages into the new system. Each site must go through a site-launch checklist, which promotes accurate information, adherence to university standards, and attention to legal requirements in the area of web accessibility.

Like most universities, UVM is faced with challenges in the area of web accessibility and has entered into a resolution agreement with the Office of Civil Rights. Before the complaint was filed, a web accessibility task force had already been convened and had completed several months of work to improve web accessibility at the university. A plan for compliance with accessibility requirements will be implemented during AY 2018–2019.

Public Disclosure

Description

The university catalogue is updated annually to reflect the current status of UVM's educational offerings, including the obligations and responsibilities of students and the institution. It reflects the university's mission; its status as a public university; its accreditation status; admissions policies and procedures; financial information, including tuition and fees; information for transfer students; articulation agreements; procedures for student appeals and complaints; withdrawal information; a list of academic programs and courses currently offered; and specific degree requirements. Much of this information is also available through relevant locations on the university website, including the UVM Policy website, Student Financial Services, Office of Admissions, and Office of the Registrar. The Office of Audit and Compliance Services provides a [consumer disclosure site](#) as required under the Higher Education Opportunity Act. Student Financial Services provides valuable tools such as a [net price calculator](#) to help inform students about out-of-pocket costs for a UVM education.

An "About UVM" section in the main navigation of the homepage also provides information that further characterizes the school and describes its campus and surroundings. Beyond the website, the university uses a variety of social media channels to share information and interact with its audiences. A [directory of active accounts](#) is available on the website. Additionally, the university's website includes information about the [President's Strategic Action Plan](#), detailing UVM's commitment to access, academic excellence, and effectiveness. Similarly, the Office of the Provost describes the [Academic Excellence Goals](#) for the university.

Along with its role of maintaining the official faculty and staff headcount from year to year and publishing the list of faculty and staff base pay, as per agreements with the State of Vermont, the Office of Institutional Research publishes the UVM organization chart of senior leadership. The chart is updated regularly, as positions are filled or other changes warrant. The Office of Institutional Research also publishes and makes available data pertaining to retention and graduation rates, data from the National Survey of Student Engagement, and post-graduation success data. Passage rates for licensure examinations are published by the departments.

Alumni volunteers who may be representing the university at college fairs and other venues are given a yearly training and are provided with an instructional manual with updated facts and talking points about UVM. Occasionally, the university contracts with organizations to help represent the institution to prospective students and other audiences. In these cases, the university works closely with the organization to ensure clarity and accuracy of information being represented. In the case of Study Group, the university's partner in recruiting international students, the university conducts thorough reviews of web and printed materials as they are developed.

Appraisal

The university successfully discloses pertinent information to interested parties and continues to identify areas for improvement and works to implement these changes. As described in Standard 8, the new [Catamount Data Center](#) created by the Office of Institutional Research empower users, including the public, to research facts and characteristics about the University of Vermont over the past 20 years. This tool replaces a multitude of static reports and PDFs previously spread across different web locations, allowing faculty, staff, students, and the public to access institutional data more easily.

While degree requirement information can be found in the catalogue, the presentation of degree requirements is not consistent across all academic units and webpages. This situation will improve as

academic units come into the new content management system and new templates and tools are rolled out to campus webmasters. This issue is related to progress with Drupal migration; while a significant number of websites have already migrated to the new Drupal environment—including Admissions, the Registrar, Student Financial Services, and many academic units—a number of sites are in process or yet to transition.

Although each college has catalogue update procedures in place, “catalogue clean-up” of out-of-date courses represents a significant challenge for the institution. The Office of the Registrar, along with the Office of the Provost, deans’ offices, the Curricular Affairs Committee, and the Educational Stewardship Committee, are collaborating to establish a process to identify out-of-date courses and ensure that these are removed from the catalogue when they no longer meet the standard as currently offered—that is, if they have not been offered within the past two years and are not scheduled to be offered during the upcoming year.

Projections

- The web team will continue to work with high-priority units to launch their new sites within the Drupal environment. By the end of FY 2021, they will accomplish at least 75 percent migration to Drupal.
- A new process for maintaining the currency of the university catalogue so that it accurately reflects current offerings will be developed and implemented across AY 2018–2019 and AY 2019–2020, through collaboration between the Office of the Provost, the Office of the Registrar, deans’ offices, the Curricular Affairs Committee of the Faculty Senate, and the Educational Stewardship Committee.

**Standard 9: Integrity, Transparency, and Public Disclosure
(Integrity)**

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty	05/10/2017	https://www.uvm.edu/policies/student/acadintegrity.pdf	Vice Provost for Student Affairs
Intellectual property rights	05/09/2013	www.uvm.edu/policies/general_html/intellectualproperty.pdf	Vice President for Research
Conflict of interest	09/15/14	http://www.uvm.edu/policies/general_html/conflictinterest.pdf	President
Financial conflict of interest in research	01/22/2013	www.uvm.edu/policies/grants/researchcoi.pdf	Vice President for Research
Privacy rights	08/17/2012	www.uvm.edu/policies/general_html/privacy.pdf	Chief Privacy Officer
Fairness for students	02/03/18	http://www.uvm.edu/policies/general_html/affirm.pdf	Vice President for Human Resources, Diversity and Multicultural Affairs
Fairness for faculty	02/03/19	http://www.uvm.edu/policies/general_html/affirm.pdf	Vice President for Human Resources, Diversity and Multicultural Affairs
Fairness for staff	02/03/20	http://www.uvm.edu/policies/general_html/affirm.pdf	Vice President for Human Resources, Diversity and Multicultural Affairs
Academic freedom	02/07/2009	https://www.uvm.edu/~facsrcs/University%20Manual.pdf	Faculty Senate
Research	02/17/2017	www.uvm.edu/irb/Research%20and%20Policies%20and%20Procedures%20Manuals/researchmanual.htm	Research Protections Office
Title IX	08/26/2016	http://www.uvm.edu/policies/general_html/sexharass.pdf	Vice President for Human Resources, Diversity and Multicultural Affairs
Other; specify			
Code of Conduct and Ethical Standards	02/04/2017	www.uvm.edu/policies/general_html/businessconduct.pdf	President
Misconduct in Research and Other Scholarly Activities	09/07/2010	www.uvm.edu/policies/grants/researchmisconduct.pdf	Vice President for Research
Campus Speaker	02/04/2004	http://www.uvm.edu/policies/general_html/campus_speaker.pdf	Vice President for University Relations and Administration
Facilities and Grounds Use	10/12/2011	http://www.uvm.edu/policies/facil/facsched.pdf	Vice President for University Relations and Administration
Protecting Minors	03/01/2017	http://www.uvm.edu/policies/general_html/protectminors.pdf	Vice President for University Relations and Administration
Use of University Research Facilities and Equipment by External Users	05/04/2006	http://www.uvm.edu/policies/grants/researchfacil.pdf	Vice President for Research
Filming on Campus	06/18/2014	https://www.uvm.edu/policies/general_html/filming_on_campus.pdf	Vice President for University Relations & Administration
Alcohol, Cannabis and Other Drug Use -Students	01/30/2018	http://www.uvm.edu/policies/student/drugandalco.pdf	Vice Provost for Student Affairs
Hazing	05/20/2017	http://www.uvm.edu/policies/student/hazing.pdf	Vice Provost for Student Affairs
Data Breach Notification	08/23/2016	http://www.uvm.edu/policies/general_html/databreach.pdf	Chief Privacy Officer
Computer, Communication, and Network Technology Acceptable Use	04/12/2010	http://www.uvm.edu/policies/cit/compuse.pdf	Dean of University Libraries and Chief Information Officer
Solicitation	01/22/2015	http://www.uvm.edu/policies/general_html/solicitation.pdf	Vice President for University Relations and Administration
Non-discrimination policies			
Recruitment and admissions	02/04/2017	www.uvm.edu/policies/student/equaledu.pdf	Vice President for Human Resources, Diversity and Multicultural Affairs
Employment	02/04/2017	www.uvm.edu/policies/student/equaledu.pdf	Vice President for Human Resources, Diversity and Multicultural Affairs
Evaluation		www.uvm.edu/hrs/?Page=info/relations/paprocess.html&SM=info/infomenu.html	
Disciplinary action	10/10/2016	www.uvm.edu/policies/general_html/whistleblower.pdf	President
Advancement	02/03/18	http://www.uvm.edu/policies/general_html/affirm.pdf	Vice President for Human Resources, Diversity and Multicultural Affairs
Other; specify			
Disability Certification, Accommodation and Support-Students	08/18/2015	www.uvm.edu/policies/student/disability.pdf	Vice Provost for Student Affairs
Discrimination and Harassment	10/10/2016	www.uvm.edu/policies/student/studentharas.pdf	Vice President for Human Resources, Diversity and Multicultural Affairs
Equal Opportunity in Educational Programs and Activities and Non-Harassment		www.uvm.edu/policies/student/equaledu.pdf	Vice President for Human Resources, Diversity and Multicultural Affairs

**Standard 9: Integrity, Transparency, and Public Disclosure
(Integrity)**

Resolution of grievances

Students
Faculty
Staff

08/26/2016	www.uvm.edu/policies/student/studentcode.pdf	Vice Provost for Student Affairs
06/09/2016	http://www.uvm.edu/policies/hr/complaint.pdf	Vice President for Human Resources, Diversity and Multicultural Affairs
06/09/2016	www.uvm.edu/policies/hr/complaint.pdf	Vice President for Human Resources, Diversity and Multicultural Affairs

Other	Last Updated	Website location or Publication	Responsible Office or Committee
FERPA Rights Disclosure	05/05/2016	www.uvm.edu/policies/student/ferpa.pdf	Provost and Senior Vice President
Our Common Ground		http://www.uvm.edu/president/?Page=miscellaneous/commonground.html	President
President's Ethics Statement		http://www.uvm.edu/president/?Page=ethics_statement.html	President
Vision, Mission & Goals		https://www.uvm.edu/president/?Page=mission.html	President
University Charter		https://legislature.vermont.gov/statutes/fullchapter/16APPENDIX/001	Vermont Legislature
Board of Trustees Bylaws	3/16/2015	http://www.uvm.edu/trustees/policymanual/II%20%20University%20Bylaws.pdf	Board of Trustees
Office of Audit and Compliance Services		https://www.uvm.edu/compliance/compliance_services	
Academic Freedom Statement	2/7/2009	http://www.uvm.edu/trustees/policymanual/VIII%20A%20Academic%20Freedom%20and%20Responsibility.pdf	Board of Trustees
Office of Affirmative Action and Equal Opportunity		https://www.uvm.edu/aaeo	
Housing and Meal Plan Contract	2018	https://reslife.uvm.edu/files/2018-2019_reslife_contract.pdf	
Student Organization Misconduct Investigation and Resolution	10/10/2017	http://www.uvm.edu/policies/general_html/studentorg.pdf	Vice Provost for Student Affairs
Information Security Procedures	1/11/2013	http://www.uvm.edu/policies/cit/infosecurityprocedures.pdf	Dean of University Libraries and Chief Information Officer
Video Surveillance	5/8/2017	http://www.uvm.edu/policies/general_html/video_surveillance.pdf	Vice President for University Relations & Administration
Privacy Procedures for Protected Personal Data	8/17/2012	http://www.uvm.edu/policies/general_html/privacyprocedures.pdf	Chief Compliance and Privacy Officer

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure (Transparency)

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	https://www.uvm.edu/contact_uvm
Notice of availability of publications and of audited financial statement or fair summary	http://www.uvm.edu/~cntrlr/?Page=fras/fin_statements.html&SM=frasmenu.html
Processes for admissions	https://www.uvm.edu/admissions
Processes for employment	http://www.uvm.edu/hrs/?Page=employment/find_a_job.php
Processes for grading	https://www.uvm.edu/registrar
Processes for assessment	http://www.uvm.edu/assessment/?Page=about/about.html
Processes for student discipline	http://www.uvm.edu/sconduct/?Page=parentfaq.html
Processes for consideration of complaints and appeals	http://www.uvm.edu/sconduct/?Page=SanctioningProcedures.html&SM=menu-student.html

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.

Statement/Promise	Website location and/or publication where valid documentation can be found

Date of last review of:	
Print publications	Annual review cycle
Digital publications	Ongoing updates as needed

Please enter any explanatory notes in the box below

UVM is not a for-profit university and does not have promise statements on our websites.

**Standard 9: Integrity, Transparency, and Public Disclosure
(Public Disclosure)**

Information	Website location
Institutional catalog	http://catalogue.uvm.edu/undergraduate/cataloguearchives/
Obligations and responsibilities of students and the institution	http://catalogue.uvm.edu/undergraduate/academicinfo/rightsandresponsibilities/
Information on admission and attendance	https://www.uvm.edu/~oir/?Page=Census_Enroll_Repts.html&SM=submenu_adm_enroll.html
Institutional mission and objectives	https://www.uvm.edu/president/?Page=mission.html
Expected educational outcomes	https://www.uvm.edu/~oir/?Page=career_outcomes.html&SM=submenu_ret_grad_deg.html
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://www.uvm.edu/history_and_traditions
Requirements, procedures and policies re: admissions	http://www.uvm.edu/admissions/undergraduate/first_year_applicants , http://www.uvm.edu/graduate/application_instructions , http://www.uvm.edu/admissions/undergraduate/transfer_applicants
Requirements, procedures and policies re: transfer credit	http://www.uvm.edu/~rgweb/?Page=transferringcredit/t_UVM.html&SM=t_menu.html
A list of institutions with which the institution has an articulation agreement	http://catalogue.uvm.edu/undergraduate/admissioninfo/articulationagreements/ , https://www.uvm.edu/academics/catalogue2012-13/?Page=allpolicies.php&SM=policymenu.html&policy=Articulation%20Agreements
Student fees, charges and refund policies	https://www.uvm.edu/studentfinancialservices/undergraduate_tuition_and_fees , http://www.uvm.edu/studentfinancialservices/net_price_calculator , http://catalogue.uvm.edu/graduate/admissionfinancial/tuitionfees/ , https://www.uvm.edu/studentfinancialservices/tuition_refunds
Rules and regulations for student conduct	http://www.uvm.edu/policies/student/studentcode.pdf , https://www.uvm.edu/sconduct/
Procedures for student appeals and complaints	https://www.uvm.edu/sconduct/?Page=preparing_appeal.html&SM=menu-student.html , https://www.uvm.edu/sconduct/?Page=preparing_academic.html&SM=menu-student.html , https://www.uvm.edu/sconduct/?Page=preparing_conduct.html&SM=menu-student.html
Other information re: attending or withdrawing from the institution	https://www.uvm.edu/~rgweb/?Page=policiesandprocedures/p_withdrawal.html&SM=p_menu.html
Academic programs	https://www.uvm.edu/academics/majors_minors_and_graduate_programs
Courses currently offered	https://www.uvm.edu/academics/courses/
Other available educational opportunities	https://www.uvm.edu/four , https://www.uvm.edu/oic , http://www.uvm.edu/~career/
Other academic policies and procedures	https://www.uvm.edu/academics/catalogue2013-14/?Page=allpolicies.php&SM=policymenu.html&category=academic_policies , https://www.uvm.edu/~rgweb/?Page=policiesandprocedures/p_policymain.html&SM=p_menu.html , http://www.uvm.edu/cas/academic_policies_and_information
Requirements for degrees and other forms of academic recognition	http://catalogue.uvm.edu/undergraduate/academicinfo/degree requirements/
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	http://catalogue.uvm.edu/undergraduate/faculty/fulltime/
Names and positions of administrative officers	https://www.uvm.edu/~oir/org.html
Names, principal affiliations of governing board members	https://www.uvm.edu/trustees/?Page=members/allmembers.html
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	N/A
Programs, courses, services, and personnel not available in any given academic year.	N/A
Size and characteristics of the student body	http://www.uvm.edu/~oir/?Page=data_center_student.html
Description of the campus setting	https://www.uvm.edu/uvm_facts
Availability of academic and other support services	https://www.uvm.edu/academicsuccess
Range of co-curricular and non-academic opportunities available to students	http://www.uvm.edu/sga/?Page=clubs.php&SM=menu_clubs.html , http://www.uvm.edu/~slife/?Page=service.html&SM=service_menu.html , http://uvmbores.com/ , http://www.uvm.edu/studentlife/
Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://library.uvm.edu/ , http://www.uvm.edu/map
Institutional goals for students' education	http://www.uvm.edu/provost/ACADEMIC%20EXCELLENCE%20GOALS%20FOR%20THE%20UNIVERSITY%20OF%20VERMONT.pdf
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	http://www.uvm.edu/~oir/
Total cost of education and net price, including availability of financial aid and typical length of study	https://www.uvm.edu/studentfinancialservices/undergraduate_tuition_and_fees , https://www.uvm.edu/studentfinancialservices/net_price_calculator , https://www.uvm.edu/studentfinancialservices/
Previous Years' data on the average borrowing amount of undergrads and the % of students taking out loans	Common Data Set, Section H5: https://www.uvm.edu/~oir/?Page=common_data.html
Statement about accreditation	http://www.uvm.edu/~accredit/

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THE UNIVERSITY OF VERMONT

Institutional Self-Study Report

APPENDICES

Submitted to NEW ENGLAND COMMISSION OF HIGHER EDUCATION February 2019

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COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

3 Burlington Woods, Suite 100, Burlington, MA 01803-4514

Voice: (781) 425 7785 Fax: (781) 425 1001 Web: <https://cihe.neasc.org>

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

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

URL	http://catalogue.uvm.edu/graduate/academicenrollment/enrollmentpolicies/
Print Publications	University Catalogue
Self-study/Interim Report Page Reference	36

- 2. Credit Transfer Policies.** The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	http://catalogue.uvm.edu/graduate/academicenrollment/transferecredit/ and http://www.uvm.edu/policies/student/transcredit.pdf and https://www.uvm.edu/registrar/transfer-credit-guide
Print Publications	University Catalogue; University Policy Page
Self-study/Interim Report Page Reference	38

- 3. Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.19.)

URL	http://www.uvm.edu/president/?Page=complaint_procedure.html and http://www.uvm.edu/policies/student/studentcode.pdf and http://catalogue.uvm.edu/graduate/academicenrollment/rightsdresponsibilities/
Print Publications	President's Webpage; University Policy Page; University Catalogue
Self-study/Interim Report Page Reference	93


- 4. Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	Use of a secure, password-protected learning management system (Blackboard)
Self-study/Interim Report Page Reference	37

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

URL	http://www.uvm.edu/~accredit/
Print Publications	The Burlington Free Press, Rutland Herald
Self-study Page Reference	xiii

The undersigned affirms that the University of Vermont and State Agricultural College meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: 

Date: February 7, 2019

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

Department/Program Name	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
Animal & Veterinary Sciences, BS	Yes	https://www.uvm.edu/cal/s/asci/about-animal-science	<ol style="list-style-type: none"> 1. Case study exercises in curriculum 2. Written research thesis 3. Capstone Experience/Course (requirement?) 4. CREAM/EQUUS experience 5. Credit-bearing internship 6. Senior exit survey 7. Alumni survey 8. Track record of employment/place ment of ASCI graduates 9. Retention of students in the major 	Department		2013

Animal & Veterinary Sciences, MS	Yes	https://www.uvm.edu/cal/s/asci/graduate-program	Progress reviews of graduate student occur annually to ensure student finishes the minimal coursework in 3 years, completes comprehensive exam in prescribed time limits, participates in ASCI 301, Journal Club or ASCI 302 Graduate Seminar, at least 2 semesters, and maintains a 3.0 GPA. Student must take a comprehensive exam determined by the student's studies committee. The exam can be oral, written, take-home, or a combination of both for the MS Exams are to test if the student has satisfactorily learned what they need to know in the area of interest, animal science, or almost anything the studies committee deems	The graduate student's faculty advisor and their studies/thesis committee reviews these materials.	In some instances, when a deficiency in fundamental learning is determined, the graduate student has been given additional time or the opportunity to take additional coursework to address the deficiency.	2013

			important for completion of the degree. The exam is usually taken at least 2 months prior to the MS thesis defense. Additionally, an MS defense is conducted for completion of the degree.			
Animal, Nutrition and Food Sciences, PhD	Yes	http://www.uvm.edu/nfs/?Page=graduate2.html	<p>1. Faculty research committee evaluates strengths and weaknesses of comprehensive exam and thesis preparation for each student</p> <p>2. Dept. tracks job placement</p> <p>3. Alumni survey conducted and results reported to department</p> <p>4. Annual preparation of student progress report form</p>	<p>1. Faculty receive reports from student research committees on student performance and progress</p> <p>2. Faculty meet to discuss student strengths, weaknesses and job trends to refine curriculum and requirements.</p>	Individual department seminar courses are offered for the NFS vs. ASCI students to allow for more in-depth discussion on topics relevant to each discipline.	2016
Anthropology, BA	Yes	https://www.uvm.edu/cas/anthropology	<ul style="list-style-type: none"> • Annual survey of majors and “town meeting” forums • Annual review of strengths/weaknesses of students in 200-level courses <p>Student plans and self-</p>	200-level faculty and and faculty teaching the two 1-credit planning courses for undergraduate	<ul style="list-style-type: none"> • Establishment of Undergraduate Coordinator position • Establishment of 1-credit sophomore and 	2016

			evaluations in the proseminar courses	majors (sophomore and senior level) meet annually review strengths/weaknesses of students as well as how well students craft and articulate a major plan	senior level courses to assist students in developing goals and coursework plans for their major program as well as career plans Establishment of more focus areas within the major including Global Health	
Art History, BA	Yes	http://www.uvm.edu/~artdept/?Page=History/outcomes_art_hist_maj.html&SM=Historysubmenu.html	<p>Direct: Capstone course (seminar) with a final project that encompasses the stated program learning outcomes.</p> <p>1. Indirect: bi-annual survey of current and former students will be sent electronically. Results of the survey will be part of the yearly meeting of the art history faculty.</p>	Faculty who teach the seminar each year will provide an analysis of the range of work they see in the senior students in the course. The analysis will be discussed at an annual meeting of all Art History faculty. Strategies to deal with	We are instituting this plan as of Fall 2016.	2018

				identified weaknesses will be formulated at this meeting. A running record of the analyses, meetings, and new strategies will be kept in a folder in the departmental shared drive.		
Biochemistry, BS (previously Biochemical Science)	Yes	https://www.uvm.edu/biochemistry/Page=curriculum.html	<ul style="list-style-type: none"> • American Chemical Society standardized exams • Student Senior Seminar • Required Laboratory courses at the upper level • Tracking alumni placement • Assessment by faculty in upper level biochemistry courses • Undergraduate research advisor feedback 	Each semester by the co-directors of the Undergraduate Biochemistry Program	The CAS co-director has been involved in overhauling the chemistry curriculum (add/drop courses, altering current content, etc.) to improve student retention and outcomes. These changes will directly impact the biochemistry program.	Not yet reviewed.

Biochemistry, MS	Under development	They will be placed on the website (http://www.uvm.edu/medicine/biochemistry). Comprehensive program description currently posted.	<ol style="list-style-type: none"> 1. Faculty involved in the comprehensive exams will evaluate strengths and weaknesses of each and report these to the Graduate Studies Committee; 2. Annual survey of students asking about their learning, the factors that helped them, and suggestions for change. 3. Job placement. 	Graduate Studies Committee (Biochemistry) meets each summer to review evidence and take action or make recommendations to the Department.	N/A – Program was redesigned in Spring 2015 & first class entered 2015/2016	Not yet reviewed – new program.
Biochemistry, PhD	Under development	They will be placed on the website (http://www.uvm.edu/medicine/biochemistry). Comprehensive program description currently posted.	<ol style="list-style-type: none"> 1. Faculty involved in the comprehensive exam and dissertation committee will evaluate strengths and weaknesses of each and report these to the Graduate Studies Committee; 2. Annual survey of students asking about their learning, the factors that helped them, and suggestions for change. 3. Job placement. 	Graduate Studies Committee (Biochemistry) meets each summer to review evidence and take action or make recommendations to the Department.	N/A – Program was redesigned in Spring 2015 & first class entered 2015/2016	Not yet reviewed – new program.

Bioengineering, PhD	Yes	<p>Graduate Coordinator of the Bioengineering PhD Program.</p> <p>1.To gain a comprehensive understanding of current research questions in a designated area of bioengineering.</p> <p>2.To learn how to perform original research in a designated area of bioengineering.</p> <p>3.To learn how to contribute to the archival literature in a designated area of bioengineering.</p>	<p>Performance on</p> <p>1.thesis proposal presentation</p> <p>2. qualifying examinations</p> <p>3. thesis defense</p> <p>Publications in professional journals</p> <p>Presentations at professional meetings</p> <p>Presentations in seminars</p>	Each student's faculty committee performs an evaluation of the thesis proposal and qualifying exam. This committee together with the thesis examiner evaluates the final thesis and decides whether to recommend award of the degree.	First cohort completed in 2016 – new program.	Not yet reviewed.
Biological Science, BS	Yes	https://www.uvm.edu/cas/biology/bs-integrated-biological-sciences	Senior exit interviews and written surveys; pre- and post- test comparisons; assessment of written lab reports and oral presentations using 4-point rubric;	Periodically, by program co-directors		2010 (Standalone review) and 2018 (as part of Biology department review)

Biology, BS	Yes	https://www.uvm.edu/cas/biology/bs-integrated-biological-sciences	Senior exit interviews and written surveys; pre- and post- test comparisons; assessment of written lab reports and oral presentations using 4-point rubric;	Periodically, by program co-directors		2010 (Standalone review) and 2018 (as part of Biology department review)
Biology, BA	Yes	https://www.uvm.edu/cas/biology/ba-biology	<p>Several direct and indirect assessments are used, which vary by LO.</p> <p><i>Direct Assessments:</i> pre-post performance on specific exam questions for introductory classes, rubrics for student projects and writing samples, analysis of exam questions, project proposals and oral presentation in capstone course.</p> <p><i>Indirect Assessments:</i> Senior survey, survey of independent research mentors</p>	Annually by the curriculum committee; annually by the faculty member in the capstone course; annually by the department Chair and then the full faculty at our annual retreat		2018

Biology, MS	Yes	http://catalogue.uvm.edu/graduate/biology/biology_ms/	<p><i>Direct assessments:</i> Student performance is evaluated by a member of the studies committee using assessment rubrics; successful completion of benchmarks (comprehensive exam, thesis defense)</p> <p><i>Indirect assessment:</i> Exit survey of all graduates</p>	Collated and analyzed by the Graduate Affairs committee; reviewed every three years at the faculty retreat		2018
Biology, PhD	Yes	http://catalogue.uvm.edu/graduate/biology/biology_phd/?_ga=2.234494302.1919223034.1518453305-694570155.1508779436	<p><i>Direct assessments:</i> Student performance is evaluated by a member of the studies committee using assessment rubrics; successful completion of benchmarks (proposal defense, comprehensive exam, dissertation defense)</p> <p><i>Indirect assessment:</i> Exit survey of all graduates</p>	The primary Advisor and committee members	Altered proposal defense and comprehensive exam structure; instituted new manuscript submission requirement for PhD students	2018
Biomedical Engineering, BS	In process (must conform to ABET)	https://www.uvm.edu/ce/ms/ebe/biomedical_engineering_bs	Review of student performance in key coursework	Annually by program faculty	New program	Will be eligible for ABET accreditation in two years

Biomedical Engineering, MS	In process	https://www.uvm.edu/ce/ms/ebe/biomedical-engineering-ms-0	Review of theses and projects Student performance in key coursework	Annually by program faculty	New program	New program.
Biostatistical Sciences, MS	Yes	https://www.uvm.edu/ce/ms/mathstat/master_sciences_biostatistics	Written comprehensive examination covering core courses. Capstone course requiring written and oral presentations.	The statistics faculty will meet annually to discuss the data and take action.	New program.	New program.
Cellular, Molecular, and Biomedical Sciences, PhD (MS is terminal only)	Yes	https://www.uvm.edu/sites/default/files/media/CMB_Handbook.pdf Annually updated handbook.	Students complete course requirements for one of four Advanced Training Areas, pass a written and an oral qualifying examination, give several evaluated oral presentations in our and other seminar series (along with question & answer sessions), and successfully orally defend their written dissertation by a dissertation committee.	The CMB Student Progress Committee, the individual student's Dissertation Committee, and typically peer reviewers of the manuscripts submitted/published by our students on their original research. The CMB Steering and Education Committees then assess the	There is continual revision of courses, course requirements, qualifying examination, and requirements for successful defense of the dissertation based on the needs of the students to demonstrate acquisition and implementation of their knowledge and techniques, as well as to become successful in their chosen field.	2019

				evidence and make appropriate programmatic changes.		
Chemistry, BA	Yes	https://www.uvm.edu/cas/chemistry/ba-chemistry-0 Based on American Chemical Society standards	<ul style="list-style-type: none"> • American Chemical Society standardized exams • student senior seminar paper + presentation • required laboratory-only courses at the upper level • information from Office of Institutional Research • tracking alumni placement 	<ul style="list-style-type: none"> • undergraduate studies committee addresses problems with students' degree progress and works with curriculum committee to identify and implement solutions; reports to faculty • faculty discuss students' progress at annual retreat 	<ul style="list-style-type: none"> • complete overhaul of curriculum (add/drop courses, change the order in which they are taken, altering current content) is underway • moved writing/presentation exercises earlier in the curriculum • added discussion sections to large lecture classes and tracked outcomes (grades, retention) • in the process of developing a student exit survey 	2015
Chemistry, BS	Yes	https://www.uvm.edu/cas/chemistry/ba-chemistry-0 Based on American Chemical Society	<ul style="list-style-type: none"> • American Chemical Society standardized exams • student senior seminar paper + presentation • required laboratory-only 	<ul style="list-style-type: none"> • undergraduate studies committee addresses problems with students' 	<ul style="list-style-type: none"> • complete overhaul of curriculum (add/drop courses, change the order in which they are 	2015

			courses at the upper level • information from Office of Institutional Research • tracking alumni placement	degree progress and works with curriculum committee to identify and implement solutions; reports to faculty • faculty discuss students' progress at annual retreat	taken, altering current content) is underway • moved writing/presentation exercises earlier in the curriculum • added discussion sections to large lecture classes and tracked outcomes (grades, retention) • in the process of developing a student exit survey	
Chemistry, MS	Yes	https://www.uvm.edu/cas/chemistry/graduate-program-overview	Standardized exams, graduate seminar, thesis defense	Annual review by graduate affairs committee		2018
Chemistry, PhD	Yes	https://www.uvm.edu/cas/chemistry/graduate-program-overview	Standardized exams, graduate seminar, original research proposal, dissertation defense	Annual review by graduate affairs committee		2017

Chinese, BA	Yes	Department webpage, location https://www.uvm.edu/cas/asian/outcomes-and-careers	Direct: Classroom work is evaluated in terms of program learning goals. Indirect: Exit survey for graduating senior majors; focus group.	ALL faculty at annual meeting in May. Details of the sample of student work and nature of evaluation/assessment kept on file in Department.	Several new courses developed with an eye to Department learning goals.	Fall 2017
Civil and Environmental Engineering, MS	Yes 1. ability to formulate and solve engineering problems at an advanced level 2. ability to apply knowledge obtained in the classroom to problems encountered in their engineering specialization. 3. ability to design execute and analyze research projects.	The general expectations are published in the Graduate Student Handbook found at http://www.uvm.edu/~cees/cee/?Page=grad/requirements.html&SM=grad/_gradmenu.html . and the Program website at http://www.uvm.edu/~cees/cee/?Page=grad/default.html&SM=grad/_gradmenu.html	Performance on 1.thesis proposal presentation 2. qualifying examinations 3. thesis defense Publications in professional journals Presentations at professional meetings Presentations in required seminar course	Faculty performance evaluation on a continuing basis and grade progress annually and formally.	New accelerated masters program has been developed. Graduate student handbook revised.	Not yet reviewed.

Civil and Environmental Engineering, PhD	<p>Yes</p> <ol style="list-style-type: none"> 1. ability to formulate and solve engineering problems at an advanced level 2. ability to apply knowledge obtained in the classroom to problems encountered in their engineering specialization. 3. ability to design execute and analyze research projects. 	<p>The general expectations are published in the Graduate Student Handbook found at http://www.uvm.edu/~cees/cee/?Page=grad/requirements.html&SM=grad/gradmenu.html and the Program website at http://www.uvm.edu/~cees/cee/?Page=grad/default.html&SM=grad/gradmenu.html</p>	<p>Performance on</p> <ol style="list-style-type: none"> 1.thesis proposal presentation 2. qualifying examinations 3. thesis defense <p>Publications in professional journals</p> <p>Presentations at professional meetings</p> <p>Presentations in required seminar course</p> <p>Performance in Significant Teaching Experience</p> <p>Performance in Scientific Communication</p>	<p>Faculty performance evaluation on a continuing basis and grade progress annually and formally.</p>	<p>New accelerated masters program has been developed.</p> <p>Graduate student handbook revised.</p>	<p>Not yet reviewed.</p>

Classical Civilization, BA	Yes	https://www.uvm.edu/cas/classics?Page=undergraduate.html	Qualitative review of senior theses and other research/coursework; exit survey/freewrite.	Department faculty at annual curriculum retreat in May.	TBD	2015
Communication Sciences and Disorders, BS	Yes	http://www.uvm.edu/cnhs/csd/?Page=csd_neasc_plan.html	The CSD-Student Outcomes Review Team (i.e., typically the program director and the clinic director or department chair) uses a curriculum map, created collaboratively with the department faculty, to identify assignments, grading rubrics, exams, exam questions or components, scores/grades/assessments from courses within the major to determine if students are achieving the programs stated outcomes across the 4 broad domains. The curriculum map indicates the frequency that each outcome is reviewed, the benchmark for achievement for each outcome, and how the data from instructors is	Annually, Outcomes review Team data based on the schedule of review indicated on the curriculum map. Data is then reviewed and compared to stated outcome standards by the CSD-Student Outcomes Review Team and presented to the larger CSD faculty at the annual department retreat. The faculty as a whole then use this	1. Assessment overall has been expanded to reflect the growing breadth of knowledge and skills across the discipline of speech-language pathology. 2. New coursework in the major has also been added to include opportunities for clinical thinking skills and knowledge. 3. Some faculty have refocused course or content emphasis to better support students in	2014

			provided to the CSD Student Outcomes Review Team.	information to make curricular adjustments as indicated.	reaching stated outcomes/benchmarks.	
Community and International Development, BS	Yes	https://www.uvm.edu/cal/s/cdae/undergraduate_programs	Indirect: survey of seniors and alums every 3 years; town meeting with majors every year Direct: every year short narrative evaluation of capstone projects by instructors; every other year review/rating of a sample of capstone projects	Capstone instructors and undergraduate coordinator; each year the undergrad coordinator prepares a summary of assessment findings for review by the program		2016
Community Development and Applied Economics, MS	Yes	https://www.uvm.edu/cal/s/cdae/ms	Comprehensive exams Oral thesis defenses	Program faculty		2016
Community Entrepreneurship, BS	Yes	http://www.uvm.edu/cdae/?Page=community-entrepreneurship.html	CDAE267 Capstone Indirect: survey of seniors and alums every 3 years; town meeting with majors every year Direct: every year short narrative evaluation of capstone projects by	Capstone instructors and undergraduate coordinator; each year the undergrad coordinator prepares a		2016

			instructprs; every other year review/rating of a sample of	summary of assessment findings for review by the program		
Complex Systems and Data Science, MS	Yes	http://vermontcomplexsystems.org/education/masters/	<p>Direct: Performance on projects and exams in CSYS core courses (CSYS 300 and 302)</p> <p>Indirect: Incorporation of CSYS principles in theses or dissertations, where relevant; CSYS related publications; job placement or further graduate study</p>	Complex Systems Faculty teaching the Core courses regularly assess performance; Complex Systems Curr Comm regularly discusses and implements curricular changes as needed.	Recently added several new elective options in Data Science I & II, Energy System Transitions, Phase Transitions and Critical Phenomena; Smart Grid; Reliability of Engr Syst, Policy Systems. Removed elective in Software Engineering and Artificial Intelligence	New program.
Computer Science, BA	Yes	https://www.uvm.edu/ce/ms/cs/undergraduate_programs	<p>Direct: Portfolio (best, worst, average) of representative student performance assessments (e.g., final exams, projects) in key courses at the end of the required core sequence to include:</p> <p>CS 120 Advanced</p>	The CS Curriculum committee will meet annually to review portfolios, senior seminar data, and job placement information;	In response to observed weaknesses, we have recently made the following changes: increase calculus requirement to higher level series; new probability	2015

			<p>Programming CS 121 Computer Organization CS 124 Data Structures & Algorithms CS 125 Computability & Complexity</p> <p>In CS 292 Senior Seminar: Direct: Mock technical interviews Indirect: Written Senior survey Indirect: Oral group exit interview</p> <p>Indirect: Job placement information</p>	<p>discuss strengths and weaknesses of our program; recommend changes to curriculum and/or pedagogy to address observed weaknesses.</p>	<p>course; requirement; new advanced programming requirement two more CS 2xx requirements;</p>	
Computer Science & Information Systems, BS	Yes	https://www.uvm.edu/ce/ms/cs/undergraduate_programs	<p>Direct: Portfolio (best, worst, average) of representative student performance assessments (e.g., final exams, projects) in key courses at the end of the required core sequence to include:</p> <ul style="list-style-type: none"> • CS 120 Advanced Programming • CS 121 Computer Organization • CS 124 Data Structures & 	<p>The CS Curriculum committee will meet annually to review portfolios, senior seminar data, and job placement information; discuss strengths and weaknesses of our program; recommend changes to</p>	<p>In response to observed weaknesses, we have recently made the following changes: new probability course requirement; new advanced programming requirement; two more CS 2xx requirements</p>	BS

			<p>Algorithms</p> <ul style="list-style-type: none"> CS 148 Database Design for the Web <p>In CS 292 Senior Seminar:</p> <ul style="list-style-type: none"> Direct: Mock technical interviews Indirect: Written Senior survey Indirect: Oral group exit interview <p>Indirect: Job placement information</p>	curriculum and/or pedagogy to address observed weaknesses.		
Computer Science, BSCS	Yes	https://www.uvm.edu/cs/cs/undergraduate_programs	<p>Direct: Portfolio (best, worst, median) of representative student performance assessments (e.g., final exams, projects) in key courses at the end of the required core sequence to include:</p> <ul style="list-style-type: none"> CS 120 Advanced Programming CS 121 Computer Organization CS 124 Data Structures & Algorithms CS 125 Computability & Complexity 	The CS Curriculum committee will meet annually to review portfolios, senior seminar data, and job placement information; discuss strengths and weaknesses of our program; recommend changes to curriculum and/or pedagogy to	In response to observed weaknesses, we have recently made the following changes: new probability course requirement; new advanced programming requirement; two more CS 2xx requirements; created new 2xx course in programming languages; added mock interviews to senior seminar	2015

			<p>In CS 292 Senior Seminar:</p> <ul style="list-style-type: none"> • Direct: Mock technical interviews • Indirect: Written Senior survey • Indirect: Oral group exit interview <p>Indirect: Job placement information</p>	address observed weaknesses.		
Computer Science, MS	Yes	https://www.uvm.edu/ce/ms/cs/computer_science_ms	<p>Direct: Comprehensive Exams (written); Thesis or Project defense, if relevant. Publications, if relevant.</p> <p>Indirect: job placement</p>	Comprehensive Examining Committee, Thesis or Project Defense Committee, if relevant.		2015
Computer Science, PhD	Yes	https://www.uvm.edu/ce/ms/cs/graduate_programs/computer_science_phd	<p>Direct: Comprehensive Exams (oral and written); Thesis Proposal; Dissertation Defense; Publications</p> <p>Indirect: Annual report by each PhD student, job placement.</p>	Comprehensive Examining Committee; Studies Committee meets with each student annually to review progress;	Recently added new publication requirement for PhD students (at least 2 peer-reviewed papers)	2015

Clinical and Translational Science, MS	Yes	http://med.uvm.edu/medicine/gimr/ctseducation/introduction	Comps exams, internship report, seminar presentations, papers, defense for degree	ED Committee, advisor	None	2020
Clinical and Translational Science, PhD	Yes	http://med.uvm.edu/medicine/gimr/ctseducation/introduction	Comps exams, internship report, seminar presentations, papers, defense for degree	ED Committee, advisor	None	2020
Curriculum and Instruction, MEd	Yes	https://www.uvm.edu/ces/doe/curriculum	Assessment plan is currently being revised	Reviewed annually by program faculty	Program is currently undergoing revision	2019
Data Science, BS	Yes (pending approval from participating units)	Will be posted on website; program description: https://www.uvm.edu/cees/mathstat/bs_data_science	New program; assessment plan underdevelopment	New program; assessment plan underdevelopment	New program.	N/A will be reviewed with Mathematics and Statistics in 2020
Ecological Agriculture, BS	Yes	http://www.uvm.edu/~pss/ undergraduate programs	Capstone course essay that integrates previous learning; Internships; Senior Seminars	Instructor; Academic Advisor; undergraduate Affairs Committee	Retake courses below C- for comprehension; Respond regular student feedback	2017

Economics, BA	Yes	https://www.uvm.edu/cas/economics/ba-economics	<p>1. Quiz on basics of microeconomic and macroeconomic theory is administered to students at the end of the relevant principles classes and at the beginning of the corresponding intermediate theory classes. This quiz enables us to check which basic ideas students are learning and retaining well and which are more confusing for them.</p> <p>2. Research papers in advanced seminars are evaluated by faculty using a rubric.</p>	Department as a whole meets annually to review the data and discuss possible changes.	In the past two years the department has changed the minor requirements, requiring students in the minor to take an intermediate theory course, and launched a Bachelor of Science degree program as an alternative to the Bachelor of Arts.	2015
Economics, BS	In process	https://www.uvm.edu/cas/economics/ba-economics	<p>1. Quiz on basics of microeconomic and macroeconomic theory is administered to students at the end of the relevant principles classes and at the beginning of the corresponding intermediate theory classes. This quiz enables us to check which basic ideas students are learning and retaining well and which are more confusing for them.</p>	Department as a whole meets annually to review the data and discuss possible changes.	New degree.	New degree.

			2. Research papers in advanced seminars are evaluated by faculty using a rubric.			
Educational Leadership and Policy Studies, EdD	Yes	<p>College of Education and Social Services (CESS) WebSite</p> <p>http://www.uvm.edu/~ces/s/doctoral/</p> <p>EdD Student Handbook</p> <p>http://www.uvm.edu/~ces/s/doctoral/</p> <p>Graduate College Web Site</p> <p>http://www.uvm.edu/~gradcoll/?Page=Programs.html</p>	<ul style="list-style-type: none"> • Final Grades in the Required Five Core Courses: EDLP 431, EDFS 455, EDLP 409, EDLP 419, EDLP 437 • Comprehensive Examination (Case Analysis Paper) <p>Qualifying Paper</p> <p>Dissertation Proposal</p> <p>Final/ Capstone</p> <ul style="list-style-type: none"> • Dissertation Proposal Defense • Dissertation Defense 	<p>Doctoral Admissions Committee made up of tenured/tenure line faculty from the three Departments in CESS</p> <p>Core Faculty who teach the Core Courses</p> <p>College Faculty from across the three CESS Departments: Two Readers for Each Comprehensive Examination and Review by the Program</p>	<ul style="list-style-type: none"> • New Elective Courses • Student Professional Seminar Sessions • Handbook Revisions • New Comprehensive Examination Format • Required Literature Review for the Qualifying Paper • Research requirements increased to 12 credits from 9 	2006, due in 2019

				<p>Coordinator advisor and one Studies Committee faculty member</p> <p>Dissertation Advisor and Two Faculty Committee Members (All members are Graduate Faculty)</p> <p>Dissertation Advisor and Two Faculty Committee Members and one Outside Defense Chair Faculty member (All members are Graduate Faculty)</p>		
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Educational Leadership and Policy Studies, PhD	Yes.	<p> http://www.uvm.edu/~ces/s/doctoral/ Phd Student Handbook </p> <p> http://www.uvm.edu/~ces/s/doctoral/ Graduate College Web Site http://www.uvm.edu/~gradcoll/?Page=Programs.html </p>	<ul style="list-style-type: none"> • Final Grades in the Required Five Core Courses: EDLP 431, EDFS 455, EDLP 409, EDLP 419, EDLP 437 • Additionally, final grades in EDLP 429 • Written and Oral Comprehensive Examination (Development and Presentation of Draft, In-depth, critical, empirical article for Publication) Note: Requires 3.0 GPA to submit Comprehensive Exam • University Teaching Experience • Graduate Assistantship Evaluation • Dissertation Proposal Defense • Dissertation Defense 	<p> Doctoral Admissions Committee made up of tenured/tenure line faculty from the three Departments in CESS </p> <p> Core Faculty who teach the Core Courses and Core Research Faculty </p> <p> Dissertation committee </p> <p> Department Chairs and Program Coordinators and Mentor Faculty </p>	<p> Note: This is a relatively new program. </p> <ul style="list-style-type: none"> • New Elective, Cognate, and Research Courses Courses (18 credit research requirement) • Student Professional Seminar Sessions • Handbook Revisions • Comprehensive Examination Format Requiring Publishable Paper and Colloquium • Required article format for the Dissertation 	N/A new program
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Electrical Engineering, MS (coursework option)	In process	https://www.uvm.edu/ce/ms/ebe/electrical_engineering_ms_phd	<p>The student is required to take one or two EE core courses (EE301 System Theory or EE 302 Stochastic Processes).</p> <p>The student must complete a written and/or oral comprehensive exam during the final semester of residence at UVM. The student's written report is to be defended before the exam committee.</p>	<p>The members of the defense committee will assess the level of achievements in each educational outcome.</p> <p>The assessment data will be presented to the EE faculty for discussion at EE faculty meeting.</p>	New program	New program
Electrical Engineering, MS (project option)	In process	https://www.uvm.edu/ce/ms/ebe/electrical_engineering_ms_phd	<p>The student is required to take one or two EE core courses (EE301 System Theory or EE 302 Stochastic Processes).</p> <p>The student is required to take a comprehensive exam. The student's</p>	<p>The members of the defense committee will assess the level of achievements in each educational outcome.</p>	New program	New program

			<p>project committee will orally examine the student based on the student's coursework and research focus.</p> <p>The EE department will develop an exit survey and alumni survey similar to the ones in place for the undergraduate degree.</p>	<p>The assessment data will be presented to the EE faculty for discussion at EE faculty meeting.</p>		
Electrical Engineering, MS (thesis option)	In process	https://www.uvm.edu/ce/ms/ebe/electrical_engineering_ms_phd	<p>The student is required to take one or two EE core courses (EE301 System Theory or EE 302 Stochastic Processes).</p> <p>The student must orally present a proposal for their thesis research. The student's thesis committee will orally examine the student based on the student's coursework and research focus.</p> <p>The MSc thesis is evaluated by the Defense committee. The EE department will develop an exit survey and alumni survey similar to the ones in place for the</p>	<p>The members of the defense committee will assess the level of achievements in each educational outcome.</p> <p>The assessment data will be presented to the EE faculty for discussion at EE faculty meeting.</p>	New program	New program

			undergraduate degree.			
Electrical Engineering, PhD	In process.	https://www.uvm.edu/ce/ms/ebe/electrical_engineering_ms_phd	<p>Two EE core courses (EE301 System Theory and EE302 Stochastic Process) are required for every PhD student.</p> <p>The student is required to take a two-phase comprehensive exam, including oral part and written part, to test his/her breadth and depth of knowledge in electrical engineering. The performance will be documented by the chair of the comprehensive exam committee.</p> <p>The PhD thesis is evaluated by the Defense committee. The members of the defense committee assess the level of achievements.</p> <p>The EE department will</p>	<p>The members of the defense committee will assess the level of achievements in each educational outcome.</p> <p>The assessment data will be presented to the EE faculty for discussion at the EE faculty meeting.</p>	New program.	New program, TBD

			develop an exit survey and alumni survey similar to the ones in place for the undergraduate degree.			
Engineering Management, BS	Yes	https://www.uvm.edu/ce/ms/interdisciplinary_engineering https://www.uvm.edu/sites/default/files/media/EMGT_Checksheet_02-03-17_0.pdf	• CE/ME 186 or BME/EE 188 - Senior Design	• SoE Curriculum Committee		TBD
Engineering, BAE	Yes	https://www.uvm.edu/ce/ms/interdisciplinary_engineering https://www.uvm.edu/sites/default/files/media/2017-2018_BA.E_Chksht.pdf	• Capstone Design Course including presentation at Design Night	• SoE Curriculum Committee		TBD
Engineering, BSE	Yes	https://www.uvm.edu/ce/ms/interdisciplinary_engineering https://www.uvm.edu/sites/default/files/media/2017-2018_BSE_Chksht.pdf	• Capstone Design course including presentation at Design Night	• SoE Curriculum Committee		2015

		2018 BS.E Chksht 1.pdf				
English, BA	Yes	Will be on website: https://www.uvm.edu/cas/english/ba-minor-english	1. Survey of all senior seminar students re. their learning, curriculum, and suggestions (every 3 years). 2. Cyclical direct assessment of outcomes using sampled student work from senior seminars	Assessment Committee reports findings to department for discussion, which may result in charge to Curriculum Committee to propose changes.	Based on 2013-15 data suggesting need to better intro classes and more writing, we created new English major requirements, minor requirement, and new minor in writing to start fall 2016	2014
English, MA	Yes	Will be on website: https://www.uvm.edu/cas/english/graduate_program_english	Comprehensive exams, thesis defenses, graduate student survey, faculty survey	Graduate committee collects data and reports findings to the department, which may result in curricular changes.	Data needs to be collected more regularly and made available to Graduate Committee from year to year. Current data suggests that we need more information as students complete the program, so we plan to develop an	2014

					exit questionnaire or interview for graduating students.	
Environmental Sciences, BS	Yes	http://www.uvm.edu/rsenr/environmental_sciences_program_mission_learning_outcomes http://www.uvm.edu/~ensc/	<ol style="list-style-type: none"> 1. Evaluation is nested within each of the 6 ENSC core courses though anchor assignments and LO specific rubrics. 2. Assess the number and quality of internships and credit bearing research activities. 3. Annual survey of seniors asking about their learning, the factors that helped them and suggestions for change. 4. Alumni survey about job placement, 	<p>Data is compiled by the program director, and evaluated by the ENSC Faculty during an annual assessment retreat to review evidence and make recommendations.</p> <p>All evidence and summaries are shared with administration via uvm sharepoint</p>	<p>Materials to introduce programmatic learning outcomes were deployed in all core courses.</p> <p>LO Mapping across courses led to changes in ENSC9 content and pedagogy</p> <p>Guides and student support for anchor assignments were modified to reflect connections to programmatic learning outcomes.</p>	<p>RESNR Program Review 2016</p> <p>UVM APR (all colleges): 2012</p>

Environmental Studies, BA	Yes	https://www.uvm.edu/environmentalprogram/our-curriculum-ba/bs-environmental-studies	Indirect measures: course evaluations (questions on achievement of skills); alumni survey, advising survey, honors and awards. Direct: capstone class NR 206 (if in RSENR), senior theses or other senior capstone experiences, Program and Honors evaluations of students.	Program faculty		2011
Environmental Studies, BS	Yes	https://www.uvm.edu/environmentalprogram/our-curriculum-ba/bs-environmental-studies	Indirect measures: course evaluations (questions on achievement of skills); alumni survey, advising survey, honors and awards. Direct: capstone class NR 206 (if in RSENR), senior theses or other senior capstone experiences, Program and Honors evaluations of students.	Program faculty		
Exercise Science, BS (previously Exercise and Movement Science)	Yes	https://www.uvm.edu/cnhs/rms/exercise-science-bs	Final Exams, Surveys for Alumni and Seniors, performance in capstone and portfolio documentation	Instructors for the cores EXMS courses	Curriculum has annually been evaluated, revisited, and adjusted based on amalgam of objective and subjective student data	Not previously reviewed; APR scheduled for 2020

Film and Television Studies Program, BA	Yes	https://www.uvm.edu/cas/filmtv/undergraduate-programs Outcomes will be added to new dept. site	Survey will be administered in entry-level classes 1-credit capstone course and exam	FTS faculty will review the surveys as a team. For the next 4 years leading up to the first capstone course/exam, we will do this on an annual basis after classes end in May.	Introduction of new 1-credit capstone course pending.	2014
Food Systems, BS	Yes	https://www.uvm.edu/foodsystems/undergraduate-programs-bs-food-systems	New program.	Program faculty meets annually.	New program	New program (2017)
Food Systems, MS	Yes	Program Bylaws Food Systems website: http://www.uvm.edu/foodsystemsprogram/	1. Faculty evaluate strengths and weaknesses of comprehensive exams and final projects/theses and report these to project & thesis committee. 2. Process for assessing whether or not graduates have achieved stated outcomes. Should be an outside department, i.e. Grad College or CTL	Curriculum Committee should evaluate the results of focus groups/surveys to determine what changes/improvements should be made.	Travel immersion requirement was expanded to include option of internship. Introduced a PhD track with qualifying and comprehensive exams to evaluate content, comprehension and	Not previously reviewed (new program in 2012)

			(conduct student focus groups or surveys).		research capacity.	
Food Systems, PhD	Yes, however this is a new program, which began in Fall 2015.	Program Bylaws Food Systems website: http://www.uvm.edu/foodsystemsprogram/	1. Faculty evaluate strengths and weaknesses of qualifying exams and dissertation and report these to project & thesis committee. 2. Process for assessing whether or not graduates have achieved stated outcomes. Should be an outside department, i.e. Grad College or CTL (conduct student focus groups or surveys).	New program	New program	New program.
French, BA	Yes	https://www.uvm.edu/cas/rll/french	Direct: Faculty evaluate a sampling of senior course papers and report findings to the Director of Undergraduate Studies Indirect: Survey of senior majors coordinated by the Department Chair	The chair in consultation with the Department Curriculum Committee reviews the findings of the faculty evaluating the essays and compiles data	The curriculum committee has met with the Writing in the Disciplines program to develop strategies for transitioning from lower-level to upper-level courses in terms of the learning outcomes for majors.	2018

				from the survey of senior majors		
Gender, Sexuality and Women's Studies, BA (previously Women's and Gender Studies)	Yes.	http://www.uvm.edu/~wmst/	papers, exam, capstone course (senior research seminar), indirect assessments by faculty and graduating students, etc...	Mostly the Instructors. However, prior to the implementation of a new curriculum in 2014, the assessment committee and chair decided to establish new parameters for the program based, among other factors, on the interpretation of data.	In 2014 we implemented a new curriculum, with a new set of requirements for majors and minors. The name of our program changed from "Women and Gender Studies" to "Gender, Sexuality and Women's Studies." We created an additional minor: Sexuality and Gender Identity Studies. In 2018 a new mission was written.	2014.
Geography, BA	Yes	http://www.uvm.edu/~geograph/	<p>Specifics depend on which Learning Outcome is being assessed in a given year (5-year cycle for 5 outcomes).</p> <p><i>Direct Assessment:</i> intro-</p>	<p>Data are collected and archived every year for each of 5 learning outcomes.</p> <p>Data are</p>	Learning goals and outcomes are explicitly referenced in and used to shape all course syllabi.	2017

			<p>level course exam questions; review of student materials in methods and topical courses (e.g. free-writes, research papers/projects, maps, posters) and student performance (e.g. faculty comment cards evaluating oral presentations)</p> <p><i>Indirect Assessment:</i> Senior exit interviews; annual survey of all majors; reflective portfolios as part of Geography Honors</p>	<p>evaluated in a faculty “rating day” every other year in May (even years starting in 2018). Chair and/or Assessment Coordinator reports on these by June 30th.</p> <p>Recommendations are reviewed at the annual retreat in August and implemented during the subsequent academic year.</p>	<p>In 2016-17, information from the annual majors’ survey informed curriculum planning (e.g. mix of classes) and spurred a revision of the major requirements (we added GEOG50 as an option).</p> <p>Human geography curriculum currently (2018) being revised based on staffing changes and our APR feedback.</p>	
Geology, BA	Yes	https://www.uvm.edu/cas/geology/ba/bs-geology	<ul style="list-style-type: none"> • All students evaluated at the end of Geol 101 and Geol 110 (core courses) • Completion of senior’s research project and public presentation (BS only) 	<p>Data are evaluated at the last faculty meeting of the academic year & at the annual retreat.</p> <p>•In 2003 the</p>	<ul style="list-style-type: none"> •Introduced Capstone experiences: - All majors are required to take GEOL 291 and GEOL 292. These two courses were 	2018

			<ul style="list-style-type: none"> • Honors thesis defense • Acceptance to Graduate programs <p>Career placement</p>	<p>Department moved to a goals-based curriculum, where faculty identify the student learning goals in course syllabi, and at the end of the semester assess how well these goals are met.</p>	<p>revised in 2016 to become part of the department's advising offerings for our juniors and seniors.</p> <ul style="list-style-type: none"> • Revision of BA and BS majors in 2016 ensuing from discussions related to our recent curriculum mapping efforts for the Writing and Information Literacy in the Disciplines (WILD) initiative. • Introduction of <i>RoCKS</i> (Record of Core Knowledge and Skills) documents in core Geology courses in 2016. The goal of the RoCKS initiative is to improve scaffolding of materials within and among our courses, thus 	
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					enhancing consistency in our curriculum.	
Geology, BS	Yes	https://www.uvm.edu/cas/geology/ba/bs-geology	<ul style="list-style-type: none"> • All students evaluated at the end of Geol 101 and Geol 110 (core courses) • Completion of senior's research project and public presentation (BS only) • Honors thesis defense • Acceptance to Graduate programs <p>Career placement</p>	<p>Data are evaluated at the last faculty meeting of the academic year & at the annual retreat.</p> <ul style="list-style-type: none"> • In 2003 the Department moved to a goals-based curriculum, where faculty identify the student learning goals in course syllabi, and at the end of the semester assess how well these goals are met. 	<ul style="list-style-type: none"> • Introduced Capstone experiences: <ul style="list-style-type: none"> - For BS students, 1 semester of required senior research (Geol 198), which involves a thesis proposal, independent (guided) research, and public presentation of results as well as a written report. - All majors are required to take GEOL 291 and GEOL 292. These two courses were revised in 2016 to become part of the department's advising offerings for our juniors and 	2018

					<p>seniors.</p> <ul style="list-style-type: none"> •Revision of BA and BS majors in 2016 ensuing from discussions related to our recent curriculum mapping efforts for the Writing and Information Literacy in the Disciplines (WILD) initiative. •Introduction of <i>RoCKS</i> (Record of Core Knowledge and Skills) documents in core Geology courses in 2016. The goal of the RoCKS initiative is to improve scaffolding of materials within and among our courses, thus enhancing consistency in our curriculum. 	
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Geology, MS	Yes	https://www.uvm.edu/sites/default/files/Department-of-Geology/Geology_Graduate_Handbook_2017.pdf	<ul style="list-style-type: none"> • Successful completion of GEOL 302 (Intro to Graduate Studies) • Successful completion of Comprehensive Examination (two part examination: Thesis proposal + Thesis Progress Report) • Successful completion of written MS thesis and public presentation <p>PhD program admission and post-MS employment data collected through Alumni survey</p>	<ul style="list-style-type: none"> • Graduate student thesis committees track and record progress. • Entire faculty provides feedback at Proposal Defense and Progress Report 	<p>Creation of regularly scheduled alumni surveys.</p> <ul style="list-style-type: none"> • The yearly Department Newsletter includes an alumni survey that asks both graduate and undergraduate alumni various questions regarding their UVM Geology experience. Included in the survey are questions regarding post-graduate careers as well as questions on alumni perception of their preparation level upon graduation. Survey results are reported back to alumni in subsequent newsletters. They are also discussed at the annual 	2018
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					faculty assessment discussion.	
German, BA	Yes	https://www.uvm.edu/cas/germanrussian/ba-german	Senior seminars as a capstone course	Annually by German assessment committee	More focus on writing skills in upper-level courses	2016
German, MA	Yes	https://www.uvm.edu/cas/germanrussian/ma-german	Individual theses.	Annually by German assessment committee		2016
Global Studies, BA	Yes.	In the Global Studies Handbook https://www.uvm.edu/cas/globalstudies/advising	<ul style="list-style-type: none"> • Informal surveys of and discussions with majors and minors • Review of students for annual awards • Informal review of career development and outcomes 	Global studies constituent/participant faculty, and GS directors/chairs, but informally	None yet; we are planning the expansion of curriculum to enhance 200-level outcomes, including a mid-level proprietary course, at the 100-level, probably to develop strengths in the domain of methodology	2018

Greek, BA	Yes	https://www.uvm.edu/cas/classics?Page=undergraduate.html	Qualitative review of senior theses and other research/coursework; exit survey/freewrite.	Department faculty at annual curriculum retreat in May.	TBD	2015
Greek and Latin, MA	Yes	https://www.uvm.edu/cas/classics/graduate-programs	Comprehensive exams; exit survey/freewrite.	Department faculty at annual curriculum retreat in May.	TBD	2015
Greek and Latin, MAT.	Yes	https://www.uvm.edu/cas/classics/graduate-programs	Comprehensive exams; exit survey/freewrite.	Department faculty at annual curriculum retreat in May.	TBD	2015
Health and Society, BA	In process (new program launched Fall 2018)	Program website: https://www.uvm.edu/cas/healthsociety	TBD	Annual meeting of program faculty	TBD	New program
Health Sciences, BS	Yes	https://www.uvm.edu/cnhs/mlrs/undergraduate_programs/health_sciences_bs	Direct and Indirect Assessments including final exams, writing portfolio, program plan, fieldwork project, alumni surveys	Program Faculty on an annual basis	New program	New program.

Higher Education and Student Affairs, MEd	Yes	https://www.uvm.edu/ces/s/dlds/hesa	Curriculum is under revision	Assessment plan currently being revised	Recent curriculum revision	2020
Historic Preservation, MS	Yes	(www.uvm.edu/histpres). This site contains a link to the membership standards for the National Council on Preservation Education (NCPE) (http://www.ncpe.us/standards), which is the accrediting body for historic preservation education.	1-A series of required courses that meet the specifications of the NCPE and provide broad exposure to the field. Performance assessed through papers and exams. 2-Comprehensive Examinations (4-hours in length) which are blind-reviewed by both faculty teaching full-time in the Historic Preservation Program. 3—Successful completion and presentation (in written and oral form) of results from a summer internship. 4—For students who choose the option, the completion and successful defense of a thesis.	The two permanent, full-time faculty in the Historic Preservation Program (who are scholars and practitioners) review student performance.	Course content, internship opportunities, and comprehensive exams are revised according to developments in the field and student performance. While not externally accredited, the Historic Preservation Program adapts its curriculum regularly according to the professional standards defined by NCPE.	2015

			5. Alumni survey			
History, BA	Yes	In addition to being distributed as documents, they appear on our website www.uvm.edu/~history (under the heading “Explore History”).	Learning Outcomes are assessed in three ways: 1-A survey of students completing our required methodology class (HST 101-History Methods). 2-Faculty Evaluation of Research Seminar (200-level) papers. 3-A survey of graduating seniors.	Interpreted by Curriculum and Assessment Committee and Chair. Discussed annually at the fall faculty retreat (before the start of the academic year).	The introduction of the History Methods class (HST 101) that accompanied a general revision of major requirements (this was discussed following our 2002 APR and implemented based on recommendations made during the last reaccreditation in 2009). The introduction of the student survey for assessing learning experiences in History Methods	2015

					<p>(HST 101).</p> <p>The Department is currently in the process of developing an Alumni survey to be administered every five years. The hope is that this will capture more data on professional routes for our students and allow us to discover those elements of the history degree that they have found valuable in pursuing careers/advanced study.</p> <p>The Department is currently discussing the implementation of assignments/exam questions (at the 00- and 100-level) that will assess, on a rotating, annual basis, skills like</p>	
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					<p>analyzing primary and secondary sources and argument development, etc.</p> <p>These assessments also regularly inform curricular planning during faculty meetings and in meetings of the Curriculum and Assessment Committee.</p>	
History, MA	Yes	<p>General Statements Appear in Guiding Principles Document to be found under the “Explore History” section on the department webpage (www.uvm.edu~history).</p>	<p>Required Historiography class for all incoming students in which they are taught how to conduct original primary research, engage with existing scholarship, and present their findings professionally.</p> <p>Comprehensive Examinations in the Second Year of the Program.</p> <p>Formal Thesis Proposal for Students Pursuing Thesis Option.</p> <p>Formal Thesis Defense for Students Pursuing Thesis Option.</p>	<p>Evidence is interpreted by the student’s Comprehensive Examination and Thesis Defense Committees.</p> <p>Also reviewed by Director of Graduate Studies and Graduate Studies Committee.</p> <p>In determining outcomes, the student’s ability to</p>	<p>In reviewing comprehensive examinations, we determined around 2010 that students should be allowed to develop course syllabi or specific teaching lesson-plans in fulfilling comprehensive examination requirements. This option was provided to students in addition to traditional in-class or take-home</p>	2015

			<p>Departmental Defense of Portfolio or Major Research Paper for those students who pursue these routes.</p>	<p>engage with scholarly literature, to conduct original primary research, and to present findings professionally is assessed.</p>	<p>examinations. The Department is currently in the process of developing an Alumni survey to be administered every five years. The hope is that this will capture more data on professional routes for our students and allow us to discover those elements of the history degree that they have found valuable in pursuing careers/advanced study. These assessments also regularly inform curricular planning during faculty meetings and in meetings of the Curriculum and Assessment Committee.</p>	
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Human Development and Family Studies	Yes	https://www.uvm.edu/cess/dlds/hdfs	Alumni survey; capstone course which includes required fieldwork	Annually by program faculty; assessment plan under review		2019
Human Functioning and Rehabilitation Science, PhD	In process	New program	New Program	Program faculty	New Program	New Program
Individually Designed Major, BS (CESS)	Yes, these have been developed as part of a recent proposal for substantial revisions to the CESS Individually Designed Major	CESS website (being updated) http://catalogue.uvm.edu/undergraduate/educational/socialservices/education/individuallydesignedbsed/	Students will complete a capstone course that requires them to develop, implement and present their final project. A rubric adapted from several AAC & U rubrics will be used to evaluate performance.	Annually, the faculty coordinator for the Individually Designed Major will present a summary report of indirect and direct evidence,	The annual report will be reviewed by the Faculty Coordinator, the Chair of the Department of Education; the Director of Accreditation, Data, and Assessment; and the Associate Dean for Academic	Not previously reviewed under old system.

				including summaries of scores obtained by students completing capstone projects	Affairs and Research. Results will be used to identify needed changes in program content, assessment practices and procedures.	
Individually Designed Major, BA (CAS)	Yes	https://www.uvm.edu/cas/individually_designed_major/minor_idm	Capstone final project for the major, presented to a committee of three faculty members from different departments.	The Associate Dean in charge of IDMs, the CAS Curriculum Committee (which reviews the status of the program annually) & the Student's Advisor	Every student prepares a detailed plan for the major in consultation with the Associate Dean and the faculty sponsor. Final projects are reviewed by three faculty.	Not previously reviewed under old system.
Italian Studies, BA	Yes	https://www.uvm.edu/cas/rll/italian	<p>Direct: Faculty evaluate a sampling of senior course papers and report findings to the chair</p> <p>Indirect: Survey of senior majors coordinated by the Department Chair</p>	Chair in consultation with the Department Curriculum Committee reviews the findings of the faculty evaluating the	The curriculum committee has met with the Writing in the Disciplines program to develop strategies for transitioning from lower-level to upper-level courses in terms of the	2018

				essays and compiles data from the survey of senior majors	learning outcomes for majors.	
Interdisciplinary Studies, MEd	Yes	https://www.uvm.edu/ces/dlds/interdisciplinary_studies	1.Required Intro seminar 2. Thesis completion (elective) 3. compulsory comprehensive scholarly writing exam with a minimum of 10,000 words	Annually by Program Faculty, both inside and outside the Interdisciplinary Program	1. All candidates must undergo an extensive personal interview as well as submit an extensive writing sample. 2. A required Intro Interdisciplinary/P hilosophy Seminar. 3. A mini-thesis at the end of the Program in the form of a comprehensive exam without credit	2019

Japanese, BA	Yes	https://www.uvm.edu/cas/asian/outcomes-and-careers .	<p>Direct: Classroom work is evaluated in terms of program learning goals.</p> <p>Indirect: Exit survey for graduating senior majors; focus groups.</p>	ALL faculty at annual meeting in May. Details of the sample of student work and nature of evaluation/assessment kept on file in Department.	Several new courses developed with an eye to Department learning goals.	2017
Latin, BA	Yes	https://www.uvm.edu/cas/classics/ba-classical-civilization-greek-and-or-latin	Qualitative review of senior theses and other research/coursework; exit survey/freewrite.	Department faculty at annual curriculum retreat in May.	TBD	2015

Leadership for Sustainability Concentration, MPS	Yes	http://www.uvm.edu/rsenr/leadership-sustainability/	Post-course evaluative surveys (3 in first year), bi-weekly harvest/reflection assignments, two portfolio assignments, Master's proposal defense, three Master's project evaluations, comprehensive exams (from both committee, student, and MSLS leadership team), summative assessment	MSLS Evaluation Team including members of faculty, affiliates, staff, and outside assessment consultants. Process is to examine data, look at trends/patterns, identify opportunities, and make improvements. This process takes place twice a year and findings are shared with students, affiliates, faculty, and staff.	Based on student feedback, changes made to residential retreat facilitation, online course curriculum, student and project scaffolding, affiliate involvement, and Master's milestone and course requirements.	2016
Linguistics, BA	Yes	https://www.uvm.edu/cas/rl/linguistics	Direct: Faculty evaluate capstone papers and report findings to the chair. Indirect: Survey of senior majors coordinated by the	Chair and Director of Linguistics in consultation with the Department	The major is relatively new and we are still in the early stages of implementing assessment.	2018

			Department Chair	Curriculum Committee reviews the findings of the faculty evaluating the student materials and compiles data from the survey of senior majors		
Materials Science, MS (Course-only option)	Yes	MATS program by-laws, Website update in progress	1. Completion of core-course requirements in one of the three approved tracks. 2. Qualifying exam 3. Alumni surveys	Annually by the program director and The Materials Science Executive Committee	The qualifying exam policies and core course curriculum has been revised to better respond the needs of our student body	Formal 2009 Informal (internal) 2016
Materials Science, MS (thesis option)	Yes	MATS program by-laws, Website update in progress	1. Completion of core-course requirements in one of the three approved tracks. 2. Qualifying exam 3. Alumni surveys 4. Thesis dissertation 5. Oral thesis defense Peer-Reviewed publications	Annually by the program director and The Materials Science Executive Committee; student individual thesis committee	The qualifying exam policies and core course curriculum has been revised to better respond the needs of our student body	Formal 2009 Informal (internal) 2016

Materials Science, PhD	Yes	MATS program by-laws, Website update in progress	1. Completion of core-course requirements in one of the three approved tracks. 2. Qualifying exam 3. Thesis proposal 4. Proposal presentation 5. Alumni surveys 6. Thesis dissertation 7. Oral thesis defense 8. Presentations at professional meetings Peer-Reviewed publications	Annually by the program director and The Materials Science Executive Committee; student individual thesis committee, Peer reviewers of journal publications and conferences	The qualifying exam policies and core course curriculum has been revised to better respond the needs of our student body	Formal 2009 Informal (internal) 201
Mathematics, BA	Yes	https://www.uvm.edu/ce/ms/mathstat/mathematics-and-statistics-learning-outcomes	Direct: Graded assignment from Math 052, Math 121 and Math 241/251. Indirect: Senior exit survey.	The Undergraduate Curriculum Committee will meet annually to discuss the data and make recommendations to the department.	1. We have recently created Math 122: Applied Linear Algebra to, in part, allow Math 124: Linear Algebra to provide the proof-oriented abstract introduction to linear algebra appropriate for our majors. 2. Sufficient scores on the Math Readiness Test are now used as	2007, due in 2020

					prerequisites, rather than simply guidance, for placement into our calculus track.	
Mathematics, BSMSC	Yes	https://www.uvm.edu/ce/ms/mathstat/mathematics-and-statistics-learning-outcomes	<p>Direct: Graded assignment from Math 052, Math 121 and Math 241/251.</p> <p>Indirect: Senior exit survey.</p>	The Undergraduate Curriculum Committee will meet annually to discuss the data and make recommendations to the department.	<p>1. We have recently created Math 122: Applied Linear Algebra to, in part, allow Math 124: Linear Algebra to provide the proof-oriented abstract introduction to linear algebra appropriate for our majors.</p> <p>2. Sufficient scores on the Math Readiness Test are now used as prerequisites, rather than simply guidance, for placement into our calculus track.</p>	2007, due in 2020

Mathematics, MS	Yes	https://www.uvm.edu/ce/ms/mathstat/master_sciences_mathematics	Direct: Oral examinations. Thesis if available. Indirect: Exit survey.	The Graduate Committee will meet annually to discuss the data and make recommendations to the department.	We have eliminated the minor topic for the oral exams.	2007, due in 2020
Mathematical Sciences, PhD	Yes	https://www.uvm.edu/ce/ms/mathstat/phd_mathematical_sciences	Direct: Qualifying examinations, dissertation, dissertation defense, publications, public presentation. Indirect: Exit survey.	The Graduate Committee will meet annually to discuss the data and make recommendations to the department.	New program.	Due in 2020
Mechanical Engineering, MS (thesis option)	In process	Will be listed at: https://www.uvm.edu/ce/ms/me/graduate_program	The MSc thesis is evaluated by the Defense committee. The ME department will develop an exit survey and alumni survey similar to the ones in place for the undergraduate degree.	The members of the defense committee will assess the level of achievements in each educational outcome and will document their evaluations in the Defense report to be submitted to	New Program	New Program

				the Department chair. The assessment data will be presented to the ME faculty for discussion at the yearly spring retreat.		
Mechanical Engineering, MS (Exam option)	In process	Will be listed at: https://www.uvm.edu/cems/me/graduate_program	The student is required to take a comprehensive exam, testing his/her broad knowledge in mechanical engineering, his/her performance will be documented by the chair of the comprehensive exam committee. The ME department will develop an exit survey and alumni survey similar to the ones in place for the undergraduate degree.	The assessment data will be presented to the ME faculty for discussion at the yearly spring retreat	New program	New program
Mechanical Engineering, PhD	In process	Will be listed at: https://www.uvm.edu/cems/me/graduate_program	The PhD thesis is evaluated by the Defense committee. The members of the defense committee assess the level of achievements in each educational outcome and document their evaluations	The assessment data will be presented to the ME faculty for discussion at the yearly spring retreat	New program	New Program

			in the Defense report to be submitted to the Department chair. The student is required to take a comprehensive exam, testing his/her broad knowledge in mechanical engineering, his/her performance will be documented by the chair of the comprehensive exam committee. The ME department will develop an exit survey and alumni survey similar to the ones in place for the undergraduate degree.			
Medical Laboratory Science, MS	Yes	MLS Graduate Student Handbook https://www.uvm.edu/cnhs/bhsc/master-science-medical-laboratory-science	Direct and Indirect Assessments including final exams, case study assessments, comprehensive qualifying exam, capstone research project, ASCP certification exam, alumni surveys	Program Faculty on an annual basis	None yet, new program in 2016-17	New program.
Microbiology, BS	Yes	https://www.med.uvm.edu/mmg/undergraduate/programoverview	<ul style="list-style-type: none"> • Undergraduate Research • Internship • MMG 299: Senior Seminar Capstone course • Graduating Senior Exit Interviews 	<ul style="list-style-type: none"> • Instructor • Academic Advisor • Undergraduate Affairs Committee 	<ul style="list-style-type: none"> • MMG 001: First Year Colloquium; adapted as necessary • MMG 299: Senior Seminar; adapted as necessary 	2007 (next review 2020)

Molecular Genetics, BS	Yes	https://www.med.uvm.edu/mmj/undergraduate/programoverview	<ul style="list-style-type: none"> • Undergraduate Research • Internship • MMG 299: Senior Seminar Capstone course • Graduating Senior Exit Interviews 	<ul style="list-style-type: none"> • Instructor • Academic Advisor • Undergraduate Affairs Committee 	<ul style="list-style-type: none"> • MMG 001: First Year Colloquium; adapted as necessary • MMG 299: Senior Seminar; adapted as necessary 	2007 (next review 2020)
Music Education, BSMS	Yes	<p>The Department of Music and Dance website in the “Majors and Minors” area</p> <p>https://www.uvm.edu/cas/music/bs-music-education</p>	<p>Level III and IV Performance Examinations</p> <p>Piano Proficiency Examination</p> <p>Vermont Licensure Portfolio</p>	<p>Committee of faculty evaluates examinations using rubric, and reports results to Department Assessment Coordinator, academic advisor, private instructor, and student</p> <p>Committee of faculty evaluates examinations using rubric, and reports results to Department Assessment</p>	<p>Addition of a jazz improvisation class; addition of a music composition concentration</p>	2016

				<p>Coordinator, academic advisor, and student</p> <p>Committee of faculty evaluates the portfolio using rubric, and reports results to the College of Education and Social Services, The Vermont Department of Education, the Music Education Coordinator, Department Assessment Coordinator, and student</p>		
Music, BA	Yes	<p>Learning outcomes for each concentration:</p> <p>https://www.uvm.edu/cas/music/ba-music-classical-performance</p> <p>https://www.uvm.edu/cas/music/ba-music-</p>	Level II, III, and/or IV Performance Examinations	Committee of faculty evaluates examinations using rubric, and reports results to Department Assessment	Introduction of a new Jazz Theory class; introduction of a new BA concentration and minor in Music Technology and Business (MTB); change to allow	2016

		composition-theory https://www.uvm.edu/cas/music/ba-music-history-literature https://www.uvm.edu/cas/music/ba-music-jazz-studies https://www.uvm.edu/cas/music/ba-music-technology-and-business	Piano Proficiency Examination 9. Capstone Project or Internship	Coordinator, academic advisor, private instructor, and student Committee of faculty evaluates examinations using rubric, and reports results to Department Assessment Coordinator, academic advisor, and student Project/Internship Advisor evaluates project or internship, and reports results to Department Assessment Coordinator, academic advisor, and student	MTB majors to pass the Level II (Entrance) audition as a graduation requirement rather than for acceptance into the major.	
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Music, BMUS	Yes	https://www.uvm.edu/cas/music/bachelor-music	<p>Level III and IV Performance Examinations</p> <p>Piano Proficiency Examination</p>	<p>Committee of faculty evaluates examinations using rubric, and reports results to Department Assessment Coordinator, academic advisor, private instructor, and student</p> <p>Committee of faculty evaluates examinations using rubric, and reports results to Department Assessment Coordinator, academic advisor, and student</p>	Introduction of a new Jazz Theory class	2016
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Natural Resources, BS	Yes	On the Natural Resources website: https://www.uvm.edu/rsenr/bs-natural-resources	Upon revision of NR outcomes, the program piloted an e-portfolio option for students and is currently adapting the learning outcomes to strengthen assessment and pedagogical practices	Our program is reviewing its requirements in order to strengthen its assessment.	Our program is reviewing its requirements in order to strengthen its assessment.	2016
Natural Resources, MS	Yes	https://www.uvm.edu/rsenr/graduate_program_mission_learning_outcomes	Direct: IDP specific to RSENR (in-progress) proposal defense, teaching or professional skills proposal, completion or teaching or professional skills, comprehensive exams, thesis/dissertation defense Indirect: exit and alumni surveys, advising survey, honors and awards	Graduate faculty, Graduate Standards Committee, thesis/dissertation committee, studies committee	Switch to cohort model with two required courses during students first fall semester and signature assignment	2016
Natural Resources, PhD	Yes	https://www.uvm.edu/rsenr/graduate_program_mission_learning_outcomes	Direct: IDP specific to RSENR (in-progress) proposal defense, teaching or professional skills proposal, completion or teaching or professional skills, comprehensive exams, thesis/dissertation defense Indirect: exit and alumni	Graduate faculty, Graduate Standards Committee, thesis/dissertation committee, studies committee	Switch to cohort model with two required courses during students first fall semester and signature assignment	2016

			surveys, advising survey, honors and awards			
Neuroscience, BS	Yes	<p>The will be placed on our website:</p> <p>https://www.uvm.edu/cas/neuro/bs-neuroscience</p>	Classroom work in capstone course, research project reports, instructor feedback, survey data	Undergraduate Neuroscience Program Steering Committee will meet to discuss assessment at the end of the spring semester	Based on several forms of feedback, we 1) moved one course to an earlier stage in our curriculum where it was more appropriate, 2) removed one course as an option, based on overlap concerns, 3) approved many new courses that fulfill requirements for majors.	Program began in the Fall of 2010
Neuroscience Graduate Program, PhD		https://www.uvm.edu/neurosciencegrad/program_study	Qualifying exam Oral proposal defense Research project	Program faculty		2015

Nutrition and Food Sciences, BS	Yes	NFS website www.uvm.edu/nfs/	1. Final exam grades and student grade distribution of three key nutrition and three key food science courses required of all majors 2. Alumni and senior exit surveys.	1. Annual meeting of the faculty is called to review if students are meeting learning goals 2. Decisions about change in curriculum needed to address weaknesses occur at this faculty meeting.	A weakness was identified in the written communication skills of our students; we have added redrafted writing assignments to a few courses and had WID staff come to a faculty meeting to review curriculum issues and suggest ways to add writing to the curriculum.	2016
Nutrition and Food Sciences, MS	Yes	Yes on NFS website www.uvm.edu/nfs/	1. Faculty research committee evaluates strengths and weaknesses of comprehensive exam and thesis preparation for each student 2. Dept. tracks job placement 3. Alumni survey conducted and results reported to department 4. Annual preparation of student progress report form	1. Faculty receive reports from student research committees on student performance and progress 2. Faculty meet to discuss student strengths, weaknesses and job trends to refine curriculum and requirements.	Changes were made 3 years ago to the format of the MS comprehensive exam to standardize the experience for students and to allow all faculty to participate in each student's comprehensive review.	2016

Parks, Recreation, and Tourism, BS	Yes	http://www.uvm.edu/rsenr/?Page=learning-outcomes-prt.html	<p>Signature assignments within the courses.</p> <p>LO 1: Envisioning the Future assignment in PRT 1.</p> <p>LO 2: Final recreation plan assignment in PRT 235 and tourism plan assignment in PRT 50.</p> <p>LO 3: Final ecolodge planning assignment in PRT 230</p> <p>LO 4: Community Conservation assignment in PRT 230 & diversity module in PRT 240</p> <p>LO 5: Business plan assignment in PRT 258 and marketing plan assignment in PRT 158.</p> <p>Also supported by class material in PRT 157</p> <p>LO 6: Final design project in PRT 138, leadership project in PRT 149, and management project in PRT 240.</p> <p>LO 7: PRT 191 internship experience – evaluated by final project paper.</p>	Faculty Instructors on an annual basis.	N/A – New for the 2016/2017 academic year.	2016
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Pathology, MS	Yes	Larner COM→Administration→ Departments→Pathology and Laboratory Medicine→Education→ Medical Students→Medical Student Fellowship	Evaluations on individual rotations (13/fellowship year), Pathology Grand Rounds presentation using conference evaluation form	The Pathology Clinical Competency Committee (CCC) reviews the Student Fellows' performances twice a year (December and June) by examining their accumulated evaluations and assessing them with regard to the program objectives.	None	Not yet undergone APR
Pharmacology, MS	Yes.	Guidelines provided to students at start of program. https://www.med.uvm.edu/pharmacology/mastersci	<ol style="list-style-type: none"> 1. Written qualifying exam 2. Core curriculum (required pharmacology courses) 3. A grade of 3.0 or better is required for our capstone Medical Pharmacology course (PHRM 301). 4. Scheduled thesis committee reports of satisfactory progress. 	<ol style="list-style-type: none"> 1. Qualifying exams are evaluated by each of five faculty providing questions. 2. Thesis committee meetings are evaluated by the 	<ol style="list-style-type: none"> 1. New guidelines were developed with specific target dates for attaining course goals, and maintaining the required 3.0 GPA and for ensuring that the student 	Not yet undergone APR

			Successful thesis defense.	<p>mentor and other committee mentors.</p> <p>3. Successful thesis defense is determined by the thesis committee .</p>	<p>take elective courses most appropriate for their long-term career goals.</p> <p>2. New guidelines were developed with specific target dates for meeting research goals, including new requirements regarding committee meeting frequency.</p> <p>3. A new Thesis Committee Report form was developed and is distributed to faculty and students prior to each committee meeting.</p>	
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Philosophy, BA	Yes	http://www.uvm.edu/~phildept/learning_outcomes.pdf	<p>1. Faculty evaluate strengths and weaknesses of graduating senior work in 200-level seminars.</p> <p>An annual survey of graduating seniors asks about how well, in their estimation they met the learning goals, what they found helpful, and what the department might do differently to improve learning.</p>	<p>The department as a whole receives both components of the formal outcomes assessment. That assessment is used to guide decisions about curriculum and pedagogy, both by individual faculty members in their course design, and by the department when it makes decisions regarding curricular changes.</p>	<p>On the basis of assessment data for academic years 2014-16, the department determined that we should make changes to our curriculum to improve the extent to which our students successfully achieved our third learning outcome, being able to write clearly and coherently. We are proceeding cautiously to being with, recommending that our majors complete a course in essay writing taught in the English Department.</p>	2015
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Physics, BA	Yes	https://www.uvm.edu/cas/physics/ba-physics	<ul style="list-style-type: none"> •Lab reports in PHYS 201/202 •Career placement •Senior exit survey <p>2.</p>	<ul style="list-style-type: none"> •PHYS 201/202 instructors inform faculty of quality of lab projects •Chair compiles results from senior exit survey. 	<ul style="list-style-type: none"> •PHYS 51/152 redesigned for active-learning classroom •PHYS 201/202 labs have been revised to include topics of current interest. 	2015
Physics, BS	Yes	https://www.uvm.edu/cas/physics/bs-physics	<ul style="list-style-type: none"> •Lab reports in PHYS 201/202 •Honors thesis defenses •PHYS 197 research projects •Acceptance to grad programs •Career placement •Senior exit survey 	<ul style="list-style-type: none"> •PHYS 201/202 instructors inform faculty of quality of lab projects •Director of undergrad studies informs faculty of PHYS 197 projects. •Chair compiles results from senior exit survey. 	<ul style="list-style-type: none"> •PHYS 51/152 redesigned for active-learning classroom •PHYS 201/202 labs have been revised to include topics of current interest. •PHYS 256 created to teach numerical methods 	2015

Physics, MS	Yes	https://www.uvm.edu/cas/physics/graduate-programs	<ul style="list-style-type: none"> •MS comprehensive exam results •MS thesis defense 	<ul style="list-style-type: none"> •Graduate Studies committee analyzes the results of the MS comprehensive exam. •Thesis committees assess quality of MS theses. •Results are discussed at physics faculty meetings 	<ul style="list-style-type: none"> •New grad course on statistical physics created •Oral thesis proposal presentation now required 	2015
Plant and Soil Science, MS	Yes	Online graduate handbook: http://www.uvm.edu/~pss/?Page=grad_handbook.html&SM=grad_prog_menu.html	Comprehensive Examination, Research Proposal, Thesis & Thesis Defense, 1 seminar, outreach, teaching, committee meetings (~1x per semester)	Graduate Affairs Committee; Advisor(s) & Study/Examination Committees; Instructors	In-person exit interviews; 2017-18 assessment of variation of departmental TA-ship duties for time, role, responsibilities	2017

Plant and Soil Science, PhD	Yes	Online graduate handbook: http://www.uvm.edu/~pss/?Page=grad_handbook.html&SM=grad_prog_menu.html	Comprehensive Examination, Research Proposal, Dissertation & Dissertation Defense, 1 seminar, outreach, teaching, committee meetings (~1x per semester), peer-reviewed publications, independent research	Graduate Affairs Committee; Advisor(s) & Study/Examination Committees; Instructors	In-person exit interviews; 2017-18 assessment of variation of departmental TA-ship duties for time, role, responsibilities	2017
Plant Biology, BA	Yes	https://www.uvm.edu/cal/s/plantbiology/bs-plant-biology (website update in progress)	<ul style="list-style-type: none"> • 200-level course work • Internship reports and evaluations • Research project reports • Oral defense of honors research • Exit survey of graduating seniors • Job placement • Survey of alumni satisfaction with outcomes 	<ul style="list-style-type: none"> • Undergrad assessment committee rates coursework and reports annually • Upper-level course instructors review the work in their courses • Research advisors review student research outcomes 	Development of an integrative capstone experience to be added to the major, currently under development	2013

Plant Biology, BS	Yes	https://www.uvm.edu/cal/s/plantbiology/bs-plant-biology (website update in progress)	<ul style="list-style-type: none"> • 200-level course work • Internship reports and evaluations • Research project reports • Oral defense of honors research • Exit survey of graduating seniors • Job placement • Survey of alumni satisfaction with outcomes 	<ul style="list-style-type: none"> • Undergrad assessment committee rates coursework and reports annually • Upper-level course instructors review the work in their courses • Research advisors review student research outcomes 	Development of an integrative capstone experience to be added to the major, currently under development	2013
Plant Biology, Field Naturalist, MS	Yes	http://www.uvm.edu/~fnt/rfst/	<ul style="list-style-type: none"> • Field Final • Masters' project products • Oral presentation of project • Exit survey of graduates • Job placement • Survey of alumni satisfaction with outcomes 	<ul style="list-style-type: none"> • a faculty committee evaluates the work and reports of advisors • Upper-level course instructors review the 		2013

				work in their courses <ul style="list-style-type: none"> • Research advisors review student research outcomes 		
Plant Biology, MS	Yes	https://www.uvm.edu/cal/s/plantbiology/phd-and-ms-plant-biology (website update in process)	<ul style="list-style-type: none"> • Qualifying exam • Masters' thesis • Oral defense of thesis • Exit survey of graduates • Job placement • Survey of alumni satisfaction with outcomes 			2013
Plant Biology, PhD	Yes	https://www.uvm.edu/cal/s/plantbiology/phd-and-ms-plant-biology (website update in process)	<ul style="list-style-type: none"> • Qualifying exam • Dissertation • Oral defense of dissertation • Exit survey of graduates • Job placement • Survey of alumni satisfaction with outcomes 			2012

Political Science, BA	Yes.	https://www.uvm.edu/cas/polisci/outcomes/careers	At the conclusion of one semester of each academic year, Department faculty teaching upper-level seminars will evaluate how well their students have achieved the goals described in the Protocol as they pertain to the particular content of each course. Each instructor will write a short summary of their observations, responding to a simple, questionnaire-format presentation of the stated goals, allowing space for independent commentary. Along with the questionnaire, seminar instructors will meet to discuss their observations.	Department's Assessment Committee will be responsible for gathering and collating information from this direct assessment tool and presenting them to the Department. A special Department meeting will be held devoted to considering the Assessment Committee's report and proposed Action Plan. This meeting will be held early in the semester following the Assessment Committee's	None yet.	2017
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				<p>report. On the basis of Department's discussion, the Assessment Committee will subsequently provide any proposed revisions of the Department's Goals, Assessment Tools, and Feedback Mechanisms for the Political Science Major for the Department's consideration</p>		
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Psychological Science, BA (previously Psychology)	Yes	https://www.uvm.edu/cas/psychology/learning-goals-ba-and-b-s-psychological-science	<p>Specifics depend on which Learning Outcome is being assessed in a given year (5-year cycle for 5 outcomes).</p> <p><i>Direct Assessment:</i> intro-level course exam questions; review of student writing; outcome-oriented rubrics to be completed by faculty</p> <p><i>Indirect Assessment:</i> Alumni surveys; advising surveys</p>	<p>We will collect data for all learning outcomes during the year of the assessment of said outcome. Faculty will meet to discuss the results at our annual assessment meeting. The Assessment Coordinator and the Undergraduate Committee will compile reports and post them on the departmental sharepoint site in advance of this meeting.</p>	<p>As a result of annual assessments, we have changed the requirements of our major from 2 200-level courses to 3 200-level courses.</p> <p>Revisions to third learning goal based on rubric development process</p> <p>Creating an advising FAQ for students to help support course choices.</p>	2017
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Psychological Science, BS	Yes	https://www.uvm.edu/cas/psychology/learning-goals-ba-and-b-s-psychological-science	<p>Specifics depend on which Learning Outcome is being assessed in a given year (5-year cycle for 5 outcomes).</p> <p><i>Direct Assessment:</i> intro-level course exam questions; review of student writing; outcome-oriented rubrics to be completed by faculty</p> <p><i>Indirect Assessment:</i> Alumni surveys; advising surveys</p>	<p>We will collect data for all learning outcomes during the year of the assessment of said outcome. Faculty will meet to discuss the results at our annual assessment meeting. The Assessment Coordinator and the Undergraduate Committee will compile reports and post them on the departmental sharepoint site in advance of this meeting.</p>	<p>BS is a new degree.</p> <p>As a result of annual assessments, we have changed the requirements of our major from 2 200-level courses to 3 200-level courses.</p> <p>Revisions to third learning goal based on rubric development process</p> <p>Creating an advising FAQ for students to help support course choices.</p>	2017
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General Experimental Psychology, PhD	Yes	https://www.uvm.edu/cas/psychology/learning-goals-ba-and-b-s-psychological-science	<p>Direct: Faculty review strengths and weaknesses of graduate students based on preliminary exam performance, dissertation documents and defenses, and oral presentation.</p> <p>Indirect: Graduating student survey (annual) and alumni survey (every 5 years)</p>	<p>In the fall, the General/Experimental faculty will dedicate a program meeting to discussing assessment. Each year of the cycle will have a different goal for the meeting (e.g., evaluating and discussing learning goal Data reports based on direct and indirect assessments will be made available on Sharepoint, as will minutes from the GE assessment meetings.</p>	<p>Development of learning goals; clarification of requirements (e.g., publications) on the website</p>	2017
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Public Communication, BS	Yes	https://www.uvm.edu/cal/s/cdae/undergraduate_programs	CDAE224 Capstone Indirect: survey of seniors and alums every 3 years; town meeting with majors every year Direct: every year short narrative evaluation of capstone projects by instructors; every other year review/rating of a sample of	Capstone instructors and undergraduate coordinator; each year the undergrad coordinator prepares a summary of assessment findings for review by the program		2016
Public Health, MPH	Yes.	Outcomes are published in the Student Handbook found on Blackboard Student Community Site.	6-credit capstone experience course.	A faculty committee reviews the student work as well as mentor feedback from the capstone experience. They also meet regularly to discuss best practices.	The committee is currently reviewing best practices and discussing potential changes.	New program preparing for external accreditation.
Religion, BA	Yes	http://uvm.edu/~religion https://www.uvm.edu/cas/religion/outcomes-and-careers	REL203 capstone course project work; student questionnaire administered in REL100 and REL203. New assessment protocol (2018) adds faculty comment cards for	Annual review by assessment committee reported and discussed at dept. meeting. New	Revision of major curriculum and requirements; replacement of REL201 with two-course sequence, REL02 and 203	2015

			REL203 oral presentation, direct faculty assessment of one brief assignment from REL100 or REL 203.	assessment protocol (2018) shifts interpretation of assessment materials to session in annual faculty retreat.		
Russian, BA	Yes	Will be put on website: https://www.uvm.edu/cas/germanrussian/ba-russian	Review of work in advanced level (200-level) courses	Annually by Russian assessment committee	More focus on oral skills in lower level courses	2016
Self-Designed Major (CALS), BS	Yes	https://www.uvm.edu/cals/self_design_major_proposal_process	Two Oral Proposal Presentations & Final Presentation	The Self-Designed Major Committee & the Student's Advisor	Every student has changes to their program based on feedback from the committee.	Not reviewed under old APR system
Sociology, BA	Yes	https://www.uvm.edu/cas/sociology	1. Graduating Senior Survey 2. Faculty Assessment of Capstone Seminar Papers	Full Department Discussion at least once per academic year	1. Change in major requirements 2. Further differentiated requirements for major/minor 3. Emphasis on oral communication skills in advanced seminars	2016

					<p>4. New major requirement of Stat 051 or higher</p> <p>5. Guidelines for concept and skill mastery including reading and writing at each level of the curriculum</p> <p>6. Expectation of majors to read primary texts</p>	
Spanish, BA	Yes	https://www.uvm.edu/cas/rll/spanish	<p>Direct: Faculty evaluate a sampling of senior course papers and report findings to the Spanish Coordinator and Chair</p> <p>Indirect: Survey of senior majors coordinated by the Department Chair</p>	Chair and Spanish Coordinator in consultation with the Department Curriculum Committee reviews the findings of the faculty evaluating the essays and the chair compiles data from the survey of senior majors	<p>The curriculum committee has met with the Writing in the Disciplines program to develop strategies for transitioning from lower-level to upper-level courses in terms of the learning outcomes for majors. There have been changes in expectations for writing at the 100 and 200 levels and new approaches to integrating explicit grammar instruction in 201-202.</p>	2018

Statistics, BSMSC	Yes	https://www.uvm.edu/ce/ms/mathstat/mathematics-and-statistics-learning-outcomes	<p>Direct: Sample student work in core courses</p> <p>Indirect: Senior exit survey.</p>	The statistics faculty will meet annually to discuss the data and take action.	Possible integrative capstone being developed	2007
Statistics, MS	Yes	https://www.uvm.edu/ce/ms/mathstat/master_sciences_statistics	Written comprehensive examination covering core courses. Capstone course requiring written and oral presentations.	The statistics faculty will meet annually to discuss the data and take action.		2007
Studio Art, BA	Yes	https://www.uvm.edu/~artdept/?Page=Studio/outcomes_studio_art_maj.html&SM=Studiosubmenu.html	<p>Evaluation</p> <p>Direct assessment: The annual evaluation by Studio Art faculty of Junior and Senior prize entries. The Studio Art faculty will discuss the quality and quantity of the student entries and ascertain their competence in studio art.</p> <p>Review of independent study work by panel of faculty</p> <p>Indirect assessment: Every three years the Art & Art History Department will request written feedback from alums on</p>	Studio Art faculty will convene at the conclusion of every spring semester to share and discuss their evaluation reports from capstone classes. Based on the findings, Studio Art faculty may implement strategies to improve student performance	Assessment plan recently implemented	2018

			the quality of the learning outcomes of the Studio Art program, and ask for recommendations for improvement.	and understanding at any of the instructional levels within the Studio Art curriculum		
Sustainable Landscape Horticulture, BS	Yes	http://www.uvm.edu/~pss/?Page=land_hort.html&SM=under_prog_menu.html	Capstone course; Portfolio; Senior Seminars; Internships	Instructor; Academic Advisor; Undergraduate Affairs Committee	Retake courses below C- for comprehension; Respond regular student feedback	2017
Theatre, BA	Yes	https://www.uvm.edu/cas/theatre/bachelor_arts_ba_theatre	Capstone course senior projects are assessed /Portfolio for design students are reviewed by faculty	The chair initially assesses the graduating students and passes information to faculty. The department as a whole meets ANNUALLY to take action/make recommendations re: curriculum, senior projects, and production practices. We	Capstone courses have been changed to allow appropriate faculty to oversee students' final projects. Directing, playwriting, acting and stage management project students enroll in THE 284. Design students enroll in THE 283 under the appropriate design professor. Faculty is evaluating curriculum for possible changes.	2018

				(faculty) are discussing the possibility of creating survey for graduating seniors.	New classes have been added to course offerings.	
Wildlife and Fisheries Biology, BS	Yes	https://www.uvm.edu/rse/nr/wildlife_and_fisheries_biology_program_mission_learning_outcomes	Methods for evaluation of outcomes have not yet been established	Evidence is evaluated in bi-annual meetings of program faculty	A new course in scientific writing and interpretation has been developed (WFB 117)	2016
Zoology, BA	Yes	https://www.uvm.edu/cas/biology/ba-zoology	<p>Several direct and indirect assessments are used, which vary by LO.</p> <p><i>Direct Assessments:</i> pre-post performance on specific exam questions for introductory classes, rubrics for student projects and writing samples, analysis of exam questions, analysis of exam questions from upper-division courses.</p> <p><i>Indirect Assessments:</i> Senior survey, survey of independent research mentors</p>	Annually by the curriculum committee; annually by the faculty member in the capstone course (for those students who choose to take it – it is not a requirement for Zoology); annually by the department Chair and then the full faculty at our annual retreat		2018

Zoology, BS	Yes	https://www.uvm.edu/cas/biology/bs-zoology	<p>Several direct and indirect assessments are used, which vary by LO.</p> <p><i>Direct Assessments:</i> pre-post performance on specific exam questions for introductory classes, rubrics for student projects and writing samples, analysis of exam questions, analysis of exam questions from upper-division courses.</p> <p><i>Indirect Assessments:</i> Senior survey, survey of independent research mentors</p>	<p>Annually by the curriculum committee; annually by the faculty member in the capstone course (for those students who choose to take it – it is not a requirement for Zoology); annually by the department Chair and then the full faculty at our annual retreat</p>	2018
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OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

Program	(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.).	(5) Date and nature of next scheduled review.
Accountancy, MACC	Association to Advance Collegiate Schools of Business (AACSB)	Confirmation of extension of accreditation of GSB's degree programs by the AACSB's International Board of Directors (i.e., AACSB's Board of Director's Vote Confirmation) conveyed on April 18, 2017	No concerns expressed	<p>The AACSB adopted “Eligibility Procedures and Accreditation Standards for Business Accreditation” on April 25, 2003 (revised Jan 31, 2012).</p> <p>http://www.aacsb.edu/accreditation/standards/2003-business.</p> <p>The accreditation standards are comprised of: (a) strategic management standards (1-5), (b) participants’ standards (6-14), and (c) assurance of learning standards (15-21)</p>	Next/upcoming maintenance of accreditation scheduled for Feb., 2022
Art Education, BSAE	CAEP ** ROPA **	October 2017	Accredited with four areas for improvement: · The EPP does not describe a process by which partners prepare	<ol style="list-style-type: none"> 1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship 	Spring 2024

			<p>and evaluate high-quality clinical educators</p> <ul style="list-style-type: none"> · The EPP has a sufficient plan for collecting evidence of candidates' impact on P-12 student learning but baseline data have not been collected · Reliability and validity for assessments have not been sufficiently established · Quality assurance and continuous improvement measures are not systematic and do not operate at the EPP level 	<p>5. Passing Electronic Professional Portfolio</p> <p>6. Program Completion rate</p>	
Athletic Training, BS	Commission on Accreditation of Athletic Training Education (CAATE)	2018	None; full approval with no conditions.	<p>Selected by program:</p> <p>A. Student academic performance will meet or exceed program expectations</p> <p>B. Student clinical performance will meet or exceed program expectations</p> <p>C. Students will report satisfaction with their professional preparation</p> <p>D. Students will pass the Board of Certification exam</p> <p>These, and others are posted here per the accreditor: https://www.uvm.edu/cnhs/rms/athletic_training_education_bs</p>	2027-2028; Re-accreditation

Business Administration, BSBA	Association to Advance Collegiate Schools of Business (AACSB)	Confirmation of extension of accreditation of GSB's degree programs by the AACSB's International Board of Directors (i.e., AACSB's Board of Director's Vote Confirmation) conveyed on April 18, 2017	No concerns expressed	<p>The AACSB adopted “Eligibility Procedures and Accreditation Standards for Business Accreditation” on April 25, 2003 (revised Jan 31, 2012).</p> <p>http://www.aacsb.edu/accreditation/standards/2003-business.</p> <p>The accreditation standards are comprised of: (a) strategic management standards (1-5), (b) participants’ standards (6-14), and (c) assurance of learning standards (15-21)</p>	Next/upcoming maintenance of accreditation scheduled for Feb., 2022
Business Administration, MBA	Association to Advance Collegiate Schools of Business (AACSB)	Confirmation of extension of accreditation of GSB's degree programs by the AACSB's International Board of Directors (i.e., AACSB's Board of Director's Vote Confirmation) conveyed on April 18, 2017	No concerns expressed	<p>The AACSB adopted “Eligibility Procedures and Accreditation Standards for Business Accreditation” on April 25, 2003 (revised Jan 31, 2012).</p> <p>http://www.aacsb.edu/accreditation/standards/2003-business.</p> <p>The accreditation standards are comprised of: (a) strategic management standards (1-5), (b) participants’ standards (6-14), and (c) assurance of learning standards (15-21)</p>	Next/upcoming maintenance of accreditation scheduled for Feb., 2022

Civil Engineering, BSCE	Accreditation Board for Engineering and Technology, Inc. (ABET)	Self-study report submitted in June 2015. Site visit by ABET evaluators took place in October 2015.	Capstone projects should involve more than one civil engineering subdiscipline.	There are nine criteria: (1) Students, (2) Program educational objectives, (3) Student outcomes, (4) Continuous improvement, (5) Curriculum, (6) Faculty, (7) Facilities, (8) Institutional support, and (9) Program criteria.	Annual program report: prepared each year. Self-study report and site visit in 2021
Communication Sciences and Disorders, MS	The Council on Academic Accreditation in Audiology and Speech-Language Pathology	2012	NOTE: NO areas of non-compliance or of partial compliance were identified. The following suggestions were made: <ol style="list-style-type: none"> 1. Complete updated strategic plan (in progress at that time) 2. Establish clearer criteria for shared clinical hours during diagnostic procedures 3. Post evacuation routes and HIPAA regulations. 4. Ensure that students are aware of complaint procedures. 	<ol style="list-style-type: none"> 1. Program completion rate (>80%) 2. Praxis Exam (National Certification Exam – SLP) Pass rates (>80%) 3. Employment Rate (>80%) 	2020
Counseling, MS	Council for Accreditation of Counseling & Related Educational Programs (CACREP) <ul style="list-style-type: none"> • School Counseling Program 	July 2012/July 2014 (SC and CMH programs)	Initial 2012 accreditation determination was for 2 year conditional accreditation. Conditions were met and documented in a 2014 Interim report and full accreditation was awarded	The program must align with new 2016 accreditation standards. We expect that these performance indicators will be used in the accreditation report: <ul style="list-style-type: none"> • Key Assessment results • Orals Examination requirement completion • SC Licensure Portfolio requirement completion 	Current accreditation expires 2020. Re-accreditation application and self-study must initiate in 2019.

	<ul style="list-style-type: none"> • Clinical Mental Health Counseling Program 		At next review, Program must meet the new CACREP 2016 standards.	<ul style="list-style-type: none"> • NCC Scores • Internship competencies/hours met/completion • Student GPA statistics • Student program completion statistics • Graduate employment statistics • Alumni and Employer survey data • Program assessment (incl assessment of curricular standards) system in place • Adequate resources provided to Program (from institution) 	
Curriculum and Instruction, MAT	CAEP ** ROPA **	October 2017	Accredited with four areas for improvement: <ul style="list-style-type: none"> · The EPP does not describe a process by which partners prepare and evaluate high-quality clinical educators · The EPP has a sufficient plan for collecting evidence of candidates' impact on P-12 student learning but baseline data have not been collected · Reliability and validity for assessments have not been sufficiently established · Quality assurance and continuous improvement 	1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship 5. Passing Electronic Professional Portfolio 6. Program Completion rate	Spring 2024

			measures are not systematic and do not operate at the EPP level		
Dietetics, MSD	Accreditation Council for Education and Dietetics of the Academy of Nutrition and Dietetics	2008 Complete Accreditation Review (written report and site review) 2013 Program Assessment Report (written report)	From 2008 review: 1. Add other measures of graduate and program performance and align them with program goals. 2. Develop a plan for a formal curriculum review process. 3. Develop written policies and procedures for evaluating supervised practice sites.	1. % of students completing the program in 150% time 2. % passing RD exam first time 3. % passing comprehensive exam 4. % employed within 3 months of graduation	Self-study submitted in 12/17 for full ACEND review in 2018
Dietetics, Nutrition, and Food Science, BS	Accreditation Council for Education and Dietetics of the Academy of Nutrition and Dietetics	October 29, 2013	1. Identify a second program goal which reflects the impact on the graduates of the program. 2. Provide updated objectives related to graduate application and acceptance to supervised practice and include a time frame for measurement. 3. Provide a written plan that illustrates how each knowledge requirement is being assessed 4. Revise the student complaint policy to include procedures to be followed on how to submit a complaint to ACEND for unresolved complaints.	1. First time pass rate RD exam; 1 year pass rate on RD exam 2. Program completion within 150% of program length 3. % of program applicants who apply and are accepted into dietetic internships	Full accreditation review 2020

Early Childhood PreK-3, BS	CAEP ** ROPA **	2017	Accredited with four areas for improvement: · The EPP does not describe a process by which partners prepare and evaluate high-quality clinical educators · The EPP has a sufficient plan for collecting evidence of candidates' impact on P-12 student learning but baseline data have not been collected · Reliability and validity for assessments have not been sufficiently established · Quality assurance and continuous improvement measures are not systematic and do not operate at the EPP level	1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship 5. Passing Electronic Professional Portfolio 6. Program Completion rate	Spring 2024
Early Childhood Special Education, BS	CAEP ** ROPA ** SPA Specialized Professional Association: CEC Council for Exceptional Children	2017	Accredited with four areas for improvement: · The EPP does not describe a process by which partners prepare and evaluate high-quality clinical educators · The EPP has a sufficient plan for collecting evidence of candidates' impact on P-12 student learning but baseline data have not been collected · Reliability and validity for assessments have not been sufficiently established · Quality assurance and continuous improvement	1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship 5. Passing Electronic Professional Portfolio 6. Program Completion rate 1.	Spring 2024

			measures are not systematic and do not operate at the EPP level		
Educational Leadership, MEd	CAEP ** ROPA **	2017	Accredited with four areas for improvement: · The EPP does not describe a process by which partners prepare and evaluate high-quality clinical educators · The EPP has a sufficient plan for collecting evidence of candidates' impact on P-12 student learning but baseline data have not been collected · Reliability and validity for assessments have not been sufficiently established · Quality assurance and continuous improvement measures are not systematic and do not operate at the EPP level	1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship 5. Passing Electronic Professional Portfolio 1. 6. Program Completion rate	Spring 2024
Electrical Engineering, BSEE	Accreditation Board for Engineering and Technology, Inc. (ABET)	Self-study report submitted in June 2015. Site visit by ABET evaluators took	1) Published program student outcomes should be identical to ABET outcomes;	There are nine criteria: (1) Students, (2) Program educational objectives, (3) Student outcomes, (4) Continuous improvement, (5) Curriculum, (6) Faculty, (7)	Annual program report: prepared each year

		place in October 2015.	2) Capstone Design projects should all be reviewed by SoE Board of Advisor members.	Facilities, (8) Institutional support, and (9) Program criteria.	Self-study report and site visit in 2021
Elementary Education K-6, BSEd	CAEP ** SPA Specialized Professional Association: ACEI → Association for Childhood Education International ROPA **	2017	Accredited with four areas for improvement: · The EPP does not describe a process by which partners prepare and evaluate high-quality clinical educators · The EPP has a sufficient plan for collecting evidence of candidates' impact on P-12 student learning but baseline data have not been collected · Reliability and validity for assessments have not been sufficiently established · Quality assurance and continuous improvement measures are not systematic and do not operate at the EPP level	1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship 5. Passing Electronic Professional Portfolio 6. Program Completion rate 1.	Spring 2024
Environmental Engineering, BSEV	Accreditation Board for Engineering and Technology, Inc. (ABET)	Self-study report submitted in June 2015. Site visit by ABET evaluators took place in October 2015.	(1) Need to include risk and life cycle principles in the design; and (2) Number of students taking the Fundamentals of Engineering exam was deemed to be low.	There are nine criteria: (1) Students, (2) Program educational objectives, (3) Student outcomes, (4) Continuous improvement, (5) Curriculum, (6) Faculty, (7) Facilities, (8) Institutional support, and (9) Program criteria.	Annual program report: prepared each year Self-study report and site visit in 2021

Forestry, BS	Society of American Foresters	January 1, 2018	<p>Three of the competencies expected in our curriculum were indicated as modest or light and will require strengthening before the next accreditation visit. Those are:</p> <p>Competency C.4: “an understanding of the valuation procedures, market forces, processing systems, transportation and harvesting activities that translate human demands for timber-based and other consumable forest products into the availability of those products”</p> <p>Competency C.5: “an understanding of the valuation procedures, market, and non-market forces that avail humans the opportunities to enjoy non-consumptive products and services of forests”</p> <p>Competency D.5: an understanding of the technical, financial, human resources, and legal aspects of public and private enterprises</p>	Key performance indicators include assessment of student competencies based on anchor assignment through curriculum, surveys of recent graduates and their employment, and a review of faculty capacity for delivering curriculum and associated courses relative to SAF standards.	December 31, 2022
Mechanical Engineering, BSME	Accreditation Board for Engineering and Technology,	Self-study report submitted in June 2015,	Recommendation to drop the fundamental of engineering exam as an assessment metric due to low enrollment in the exam.	There are nine criteria: (1) Students, (2) Program educational objectives, (3) Student outcomes, (4)	Next visit 2021

	Inc. (ABET)	Evaluation visit took place in October 2015		Continuous improvement, (5) Curriculum, (6) Faculty, (7) Facilities, (8) Institutional support, and (9) Program criteria.	
MEDical Laboratory Sciences, BS	National Accrediting Agency for Clinical Laboratory Science (NAACLS)	Accredited from 4/30/2015 to 4/30/2022	NONE	<p>Completion rate for students entering professional (third 97%* year) program (2013-2015)</p> <p>Certification exam 92%* first-time pass rate (2012-2014)</p> <p>Job placement rate for graduates actively seeking employment (2013-2015)</p> <p>100%</p>	Self-Study renewal begins 4/1/2021
MEDical Radiation Sciences, BS	Joint Review Committee on Education in Radiologic Technology	November 2, 2015	<p>Obj. 1.8: Has publications that accurately reflect the program's policies, procedures, and offerings.</p> <p>Obj. 5.4: Analyzes and shares student learning outcome data and program effectiveness data to foster continuous program improvement.</p> <p>Obj. 5.5: Periodically evaluates its assessment plan to assure continuous program improvement.</p>	<p>Program Effectiveness Data:</p> <ol style="list-style-type: none"> 1. Annual Program Completion Rate 2. 5 year credential exam pass rate 3. 5 year job placement rate for graduates actively seeking employment <p>Outcomes Data:</p> <ol style="list-style-type: none"> 1. Graduates will be clinically competent. 	April 2019, full review

				<p>2. Students will exhibit problem solving & critical thinking skills.</p> <p>3. Students will communicate clearly & effectively with faculty, patients, and clinical staff.</p> <p>Students demonstrate the value of professional growth & development.</p>	
Medicine, MD	Liaison Committee on Medical Education	10/18/2013	IS-6, ED-8, ED27, MS-28, ED-5A, ED-25, ED-30, MS-4, MS-31A	<p>Admissions data, USMLE board scores, CSE performance, clerkship dashboards, match results, graduation statistics, the AAMC Graduation Questionnaire, internal post-graduation surveys and residency program director surveys about our graduates</p>	<p>April 2020 Fully review</p>

Middle Level Education, BSEd	CAEP ** SPA Specialized Professional Association: AMLE Association of Middle Level Education ROPA **	2017	Accredited with four areas for improvement: · The EPP does not describe a process by which partners prepare and evaluate high-quality clinical educators · The EPP has a sufficient plan for collecting evidence of candidates' impact on P-12 student learning but baseline data have not been collected · Reliability and validity for assessments have not been sufficiently established · Quality assurance and continuous improvement measures are not systematic and do not operate at the EPP level	1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship 5. Passing Electronic Professional Portfolio 6. Program Completion rate	Spring 2024
Nuclear MEDicine Technology, BS	Joint Review Committee on Educational Programs in Nuclear MEDicine Technology (JRCNMT)	2015	None. The JRCNMT identified no unfavorable findings. All Accreditation Standards were being met at the time of review.	Retention Rate: 83% in 2014 Certification Exam Pass Rate: 100% in 2014 Job placement within 6 months: Full-time: 0% Part-time: 40% Continuing Ed: 40% Not seeking employment: 20% (Key indicator: full-time employment)	Annual Reports are due each year (August). Full reaccreditation due in 2021.

Nursing, BS	<p>Commission on Collegiate Nursing Education (CCNE)</p> <p>Nursing programs approved by Vermont State Board of Nursing (VSBN)</p>	5 Year Review submitted Nov. 2015 to CCNE	<p>Adherence to CCNE Standards I-IV:</p> <p>Mission and Governance</p> <p>Institutional Commitment and Resources</p> <p>Curriculum and Teaching/Learning Practices</p> <p>Assessment and Achievement of Program Outcomes</p> <p>Adherence to similar criteria for VSBN approval</p>	<p>NCLEX pass rates</p> <p>Retention rates</p> <p>Graduation rates</p> <p>Employment rates</p>	Full CCNE accreditation and VSBN approval and site visit due in 2020
Nursing, RN to BS	<p>Commission on Collegiate Nursing Education (CCNE)</p> <p>Nursing programs approved by Vermont State Board of Nursing (VSBN)</p>	5 Year Review submitted Nov. 2015 to Commission on Collegiate Nursing Education (CCNE)	<p>Adherence to CCNE Standards I-IV:</p> <p>Mission and Governance</p> <p>Institutional Commitment and Resources</p> <p>Curriculum and Teaching/Learning Practices</p> <p>Assessment and Achievement of Program Outcomes</p> <p>Adherence to similar criteria for VSBN approval</p>	<p>Graduation rates</p> <p>Employment rates</p>	Full CCNE accreditation and VSBN approval and site visit due in 2020

Nursing: Clinical Nurse Leader, MS	<p>Commission on Collegiate Nursing Education (CCNE)</p> <p>Nursing programs approved by Vermont State Board of Nursing (VSBN)</p>	Master's program accredited by CCNE and approved by VSBN	<p>Adherence to CCNE Standards I-IV:</p> <p>Mission and Governance</p> <p>Institutional Commitment and Resources</p> <p>Curriculum and Teaching/Learning Practices</p> <p>Assessment and Achievement of Program Outcomes</p> <p>Adherence to similar criteria for VSBN approval</p>	<p>Certification pass rates</p> <p>Retention rates</p> <p>Graduation rates</p> <p>Employment rates</p>	Full CCNE accreditation and VSBN approval and site visit due in 2020
Nursing: Doctor of Nursing Practice, DNP	<p>Commission on Collegiate Nursing Education (CCNE)</p> <p>Nursing programs approved by Vermont State Board of Nursing (VSBN)</p>	In process with CCNE	<p>Adherence to CCNE Standards I-IV:</p> <p>Mission and Governance</p> <p>Institutional Commitment and Resources</p> <p>Curriculum and Teaching/Learning Practices</p> <p>Assessment and Achievement of Program Outcomes</p> <p>Adherence to similar criteria for VSBN approval</p>	<p>Certification pass rates</p> <p>Retention rates</p> <p>Graduation rates</p> <p>Employment rates</p>	Full CCNE accreditation and VSBN approval and site visit due in 2020

		2017 Dec 1 each yr.	Continue Accreditation following compliance report and additional material review submitted to CAPTE in response to initial citations of April 26, 2017 in 2A, 2C, 3C, 4E, 8A. Annual reports due between 2017 and 2027 and any planned changes must be reported prior to implementation and any unexpected changes must be report imMEdiately after they occur as described in CAPTE summary of action and Rules of Practice and Procedure.		
Psychology, Clinical, PhD	American Psychological Association accredited	July 18, 2010	Clarify how the program provides coverage in biological, cognitive, affective, and social aspects of behavior and human development across the lifespan. Clarify how students are exposed to current knowledge in consultation and supervision. Keep the program's website up to date.	Licensure rates (as a psychologist in any state), employment rates among graduates	2017 (Date TBD)
Public Administration, M.P.A.	Network of Schools of Public Affairs and Administration (NASPAA)	2012	Diversity of students and faculty; monitoring learning competencies. By 2016 all of these monitoring objectives were dropEd	Performance measures tied to learning outcomes (prescribed by accrediting body). Mission driven curriculum. Student retention and graduate rates.	2017-2018- self-study year; 2018-2019 review.
Secondary Education – English, BSEd	CAEP **	2017	Accredited with four areas for improvement: · The EPP does not describe a process by which partners prepare	1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship	2024

	SPA Specialized Professional Association: NCTE → National Council of Teachers of English ROPA **		and evaluate high-quality clinical educators · The EPP has a sufficient plan for collecting evidence of candidates' impact on P-12 student learning but baseline data have not been collected · Reliability and validity for assessments have not been sufficiently established · Quality assurance and continuous improvement measures are not systematic and do not operate at the EPP level	5. Passing Electronic Professional Portfolio 6. Program Completion rate	
Secondary Education – English, MEd	CAEP ** SPA Specialized Professional Association: NCTE → National Council of Teachers of English ROPA **	2017	Accredited with four areas for improvement: · The EPP does not describe a process by which partners prepare and evaluate high-quality clinical educators · The EPP has a sufficient plan for collecting evidence of candidates' impact on P-12 student learning but baseline data have not been collected · Reliability and validity for assessments have not been sufficiently established · Quality assurance and continuous improvement measures are not systematic and do not operate at the EPP level	1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship 5. Passing Electronic Professional Portfolio 1. 6. Program Completion rate	2024

Secondary Education – Foreign Language, BSEd	CAEP ** SPA Specialized Professional Association: ACTFL → American Council on the Teaching of Foreign Language ROPA **	2017	Accredited with four areas for improvement: · The EPP does not describe a process by which partners prepare and evaluate high-quality clinical educators · The EPP has a sufficient plan for collecting evidence of candidates' impact on P-12 student learning but baseline data have not been collected · Reliability and validity for assessments have not been sufficiently established · Quality assurance and continuous improvement measures are not systematic and do not operate at the EPP level	1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship 5. Passing Electronic Professional Portfolio 1. 6. Program Completion rate	2024
Secondary Education – Foreign Language, MEd	CAEP ** SPA Specialized Professional Association:	2017	Accredited with four areas for improvement: · The EPP does not describe a process by which partners prepare and evaluate high-quality clinical educators	1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship 5. Passing Electronic Professional Portfolio	2024

	<p>ACTFL → American Council on the Teaching fo Foreign Language</p> <p>ROPA **</p>		<ul style="list-style-type: none"> · The EPP has a sufficient plan for collecting evidence of candidates' impact on P-12 student learning but baseline data have not been collected · Reliability and validity for assessments have not been sufficiently established · Quality assurance and continuous improvement measures are not systematic and do not operate at the EPP level 	6. Program Completion rate	
<p>Secondary Education – Mathematics, BSEd</p>	<p>CAEP **</p> <p>SPA Specialized Professional Association:</p> <p>National Council of Teachers of Mathematics</p> <p>ROPA **</p>	2017	<p>Accredited with four areas for improvement:</p> <ul style="list-style-type: none"> · The EPP does not describe a process by which partners prepare and evaluate high-quality clinical educators · The EPP has a sufficient plan for collecting evidence of candidates' impact on P-12 student learning but baseline data have not been collected · Reliability and validity for assessments have not been sufficiently established · Quality assurance and continuous improvement measures are not systematic and do not operate at the EPP level 	<p>1. Passing Praxis Core</p> <p>2. 3.0 overall GPA</p> <p>3. 3.0 professional coursework</p> <p>4. B or above in final internship</p> <p>5. Passing Electronic Professional Portfolio</p> <p>6. Program Completion rate</p>	2024

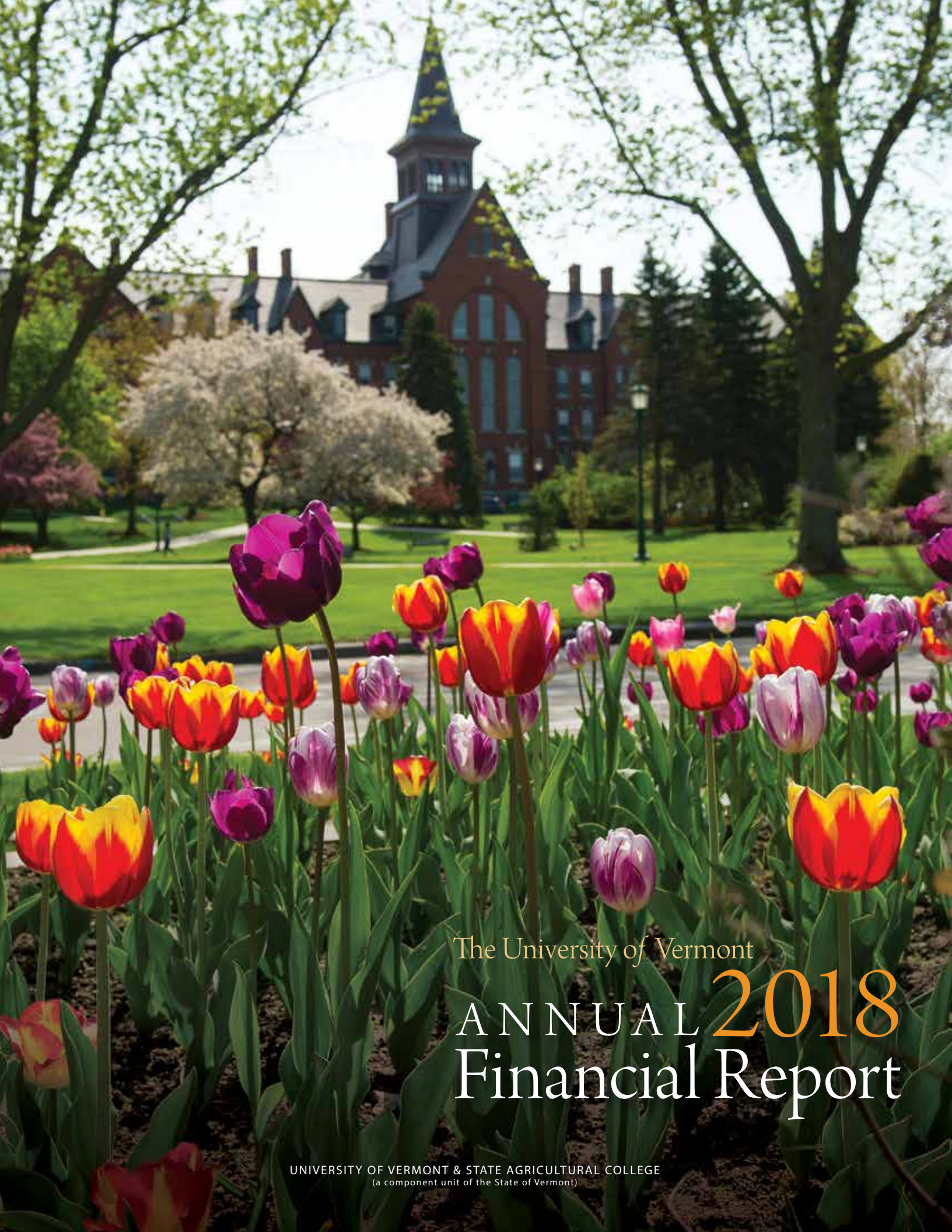
Secondary Education – Mathematics, MEd	CAEP ** SPA Specialized Professional Association: National Council of Teachers of Mathematics ROPA **	2017	Accredited with four areas for improvement: · The EPP does not describe a process by which partners prepare and evaluate high-quality clinical educators · The EPP has a sufficient plan for collecting evidence of candidates' impact on P-12 student learning but baseline data have not been collected · Reliability and validity for assessments have not been sufficiently established · Quality assurance and continuous improvement measures are not systematic and do not operate at the EPP level	1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship 5. Passing Electronic Professional Portfolio 6. Program Completion rate	2024
Secondary Education – Science, BSEd	CAEP ** SPA Specialized Professional Association: NSTA → National Science Teachers Association ROPA **	2017	Accredited with four areas for improvement: · The EPP does not describe a process by which partners prepare and evaluate high-quality clinical educators · The EPP has a sufficient plan for collecting evidence of candidates' impact on P-12 student learning but baseline data have not been collected · Reliability and validity for assessments have not been sufficiently established · Quality assurance and continuous improvement	1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship 5. Passing Electronic Professional Portfolio 6. Program Completion rate	2024

			measures are not systematic and do not operate at the EPP level		
Secondary Education – Science, MEd	CAEP ** SPA Specialized Professional Association: NSTA → National Science Teachers Association ROPA **	2017	Accredited with four areas for improvement: · The EPP does not describe a process by which partners prepare and evaluate high-quality clinical educators · The EPP has a sufficient plan for collecting evidence of candidates' impact on P-12 student learning but baseline data have not been collected · Reliability and validity for assessments have not been sufficiently established · Quality assurance and continuous improvement measures are not systematic and do not operate at the EPP level	1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship 5. Passing Electronic Professional Portfolio 1. 6. Program Completion rate	2024
Secondary Education – Social Studies, BSEd	CAEP ** SPA Specialized Professional Association: NCSS → National Council for the Social Studies ROPA **	2017	Accredited with four areas for improvement: · The EPP does not describe a process by which partners prepare and evaluate high-quality clinical educators · The EPP has a sufficient plan for collecting evidence of candidates' impact on P-12 student learning but baseline data have not been collected · Reliability and validity for assessments have not been sufficiently established	1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship 5. Passing Electronic Professional Portfolio 1. 6. Program Completion rate	2024

			<ul style="list-style-type: none"> · Quality assurance and continuous improvement measures are not systematic and do not operate at the EPP level 		
Secondary Education – Social Studies, MEd	CAEP ** SPA Specialized Professional Association: NCSS → National Council for the Social Studies ROPA **	2017	Accredited with four areas for improvement: <ul style="list-style-type: none"> · The EPP does not describe a process by which partners prepare and evaluate high-quality clinical educators · The EPP has a sufficient plan for collecting evidence of candidates' impact on P-12 student learning but baseline data have not been collected · Reliability and validity for assessments have not been sufficiently established · Quality assurance and continuous improvement measures are not systematic and do not operate at the EPP level 	1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship 5. Passing Electronic Professional Portfolio 6. Program Completion rate	2024
Social Work, BS	Council On Social Work Education (CSWE)	February 2012	None.	These programs must align with the 2015 Educational Standards and Accreditation Policies (EPAS). We expect the following performance indicators will be used in the report: <ul style="list-style-type: none"> * Final Evaluations from Field Practica * Alumni Surveys * Benchmarks 	CSWE Site Visit Fall 2019

				<ul style="list-style-type: none"> * Written & Oral Comprehensive Exam (MSW) * Program Completion Statistics <p>Implicit Curriculum Indicators (e.g.,</p>	
Social Work, MSW	Council On Social Work Education (CSWE)	February 2012	None.	<p>These programs must align with the 2015 Educational Standards and Accreditation Policies (EPAS). We expect the following performance indicators will be used in the report:</p> <ul style="list-style-type: none"> * Final Evaluations from Field Practica * Alumni Surveys * Benchmarks * Written & Oral Comprehensive Exam (MSW) * Program Completion Statistics <p>Implicit Curriculum Indicators (e.g.,</p>	CSWE Site Visit Fall 2019
Special Education, MEd	CAEP ** SPA Specialized Professional Association:	2017	Accredited with four areas for improvement: <ul style="list-style-type: none"> · The EPP does not describe a process by which partners prepare and evaluate high-quality clinical educators · The EPP has a sufficient plan for collecting evidence of 	<ol style="list-style-type: none"> 1. Passing Praxis Core 2. 3.0 overall GPA 3. 3.0 professional coursework 4. B or above in final internship 5. Passing Electronic Professional Portfolio 6. Program Completion rate 	2024

	<p>Council for Exceptional Children</p> <p>ROPA **</p>		<p>candidates' impact on P-12 student learning but baseline data have not been collected</p> <ul style="list-style-type: none"> · Reliability and validity for assessments have not been sufficiently established · Quality assurance and continuous improvement measures are not systematic and do not operate at the EPP level 		
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The University of Vermont

ANNUAL 2018 Financial Report

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



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



The University of Vermont

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Letter from the President

Members of the Board of Trustees,

I attach the Annual Financial Report for the Fiscal Year ended June 30, 2018. The state of the UVM's finances is sound.

These financial statements reflect an increase of \$27.7 million in the University's net position. A key contributor to the change in net position was the volatile condition of the financial markets. It is important to note that, since the inception of the Foundation, new endowment gifts have been reflected in the financial records of the Foundation rather than the University. This somewhat limits the growth of the University's endowment, but all of the gifts to the Foundation flow to the benefit of UVM students and the University. As of June 30, 2018, the market value of the entire combined endowment (UVM and Foundation) was \$555 million. Our comprehensive campaign will ensure that the combined endowment will grow substantially over the next decade. This will provide even more funding for the support of scholarships, faculty, academic programs, and facilities.

As the University advances I will continue to work with the UVM and Vermont communities to focus on affordability and financial access, quality enhancement, strategic alignment of priorities, and resource and revenue growth. This will ensure an even more financially healthy University, which will enable us to increase the total student experience at UVM.

With every best wish,

E. Thomas Sullivan

The University of Vermont

Management's Responsibility for the Financial Report

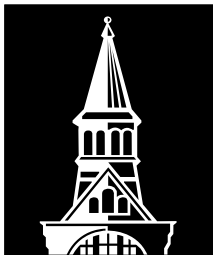
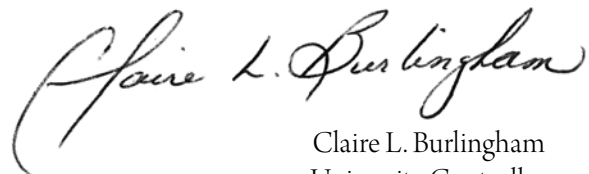
The accompanying financial statements of the University of Vermont and State Agricultural College for the year ended June 30, 2018 are official documents prepared in accordance with U.S. generally accepted accounting principles set forth for public colleges and universities by the Governmental Accounting Standards Board. The management of the University is responsible for the integrity and objectivity of these financial statements, which are accessible to all. The University's system of internal accounting controls is designed to ensure that the financial reports and the books of account properly reflect the transactions of the institution, in accordance with established policies and procedures as implemented by qualified personnel.

The University Trustees selected the certified public accounting firm of KPMG, LLP to conduct the annual financial audit for fiscal year 2018.

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



Richard H. Cate
Vice President for Finance
And University Treasurer

Claire L. Burlingham
University Controller



KPMG LLP
One Park Place
463 Mountain View Drive, Suite 400
Colchester, VT 05446-9909

Independent Auditors' Report

The Honorable Douglas Hoffer,
Auditor of Accounts, State of Vermont
and
The Board of Trustees of the University of Vermont and State Agricultural College:

Report on the Financial Statements

We have audited the accompanying financial statements of the business-type activities and aggregate discretely presented component units, of the University of Vermont and State Agricultural College (collectively, the University), a component unit of the State of Vermont, as of and for the years ended June 30, 2018 and 2017, the related notes to the financial statements, which collectively comprise the University's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We did not audit the financial statements of University Medical Education Associates, Inc., a discretely presented component unit of the University. Those statements were audited by other auditors whose report has been furnished to us, and our opinion insofar as it relates to the amounts included for the discretely presented component unit is based solely on the report of the other auditors. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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



Opinions

In our opinion, based on our audit and the report of the other auditors, the financial statements referred to above present fairly, in all material respects, the business-type activities and the aggregate discretely presented component units, of the University as of June 30, 2018 and 2017, and the respective changes in financial position and where applicable, cash flows thereof for the years then ended in accordance with U.S. generally accepted accounting principles.

Emphasis of Matter

As discussed in Note 1 to the financial statements, in 2018 the University adopted Governmental Accounting Standards Board Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*. Our opinion is not modified with respect to this matter.

Required Supplementary Information

U.S. generally accepted accounting principles require that the management's discussion and analysis on pages 5 – 14 and the required supplementary information on page 38 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated November 5, 2018 on our consideration of the University's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the University's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the University's internal control over financial reporting and compliance.

KPMG LLP

November 5, 2018

The University of Vermont

Management's Discussion and Analysis (Unaudited)

June 30, 2018 and 2017

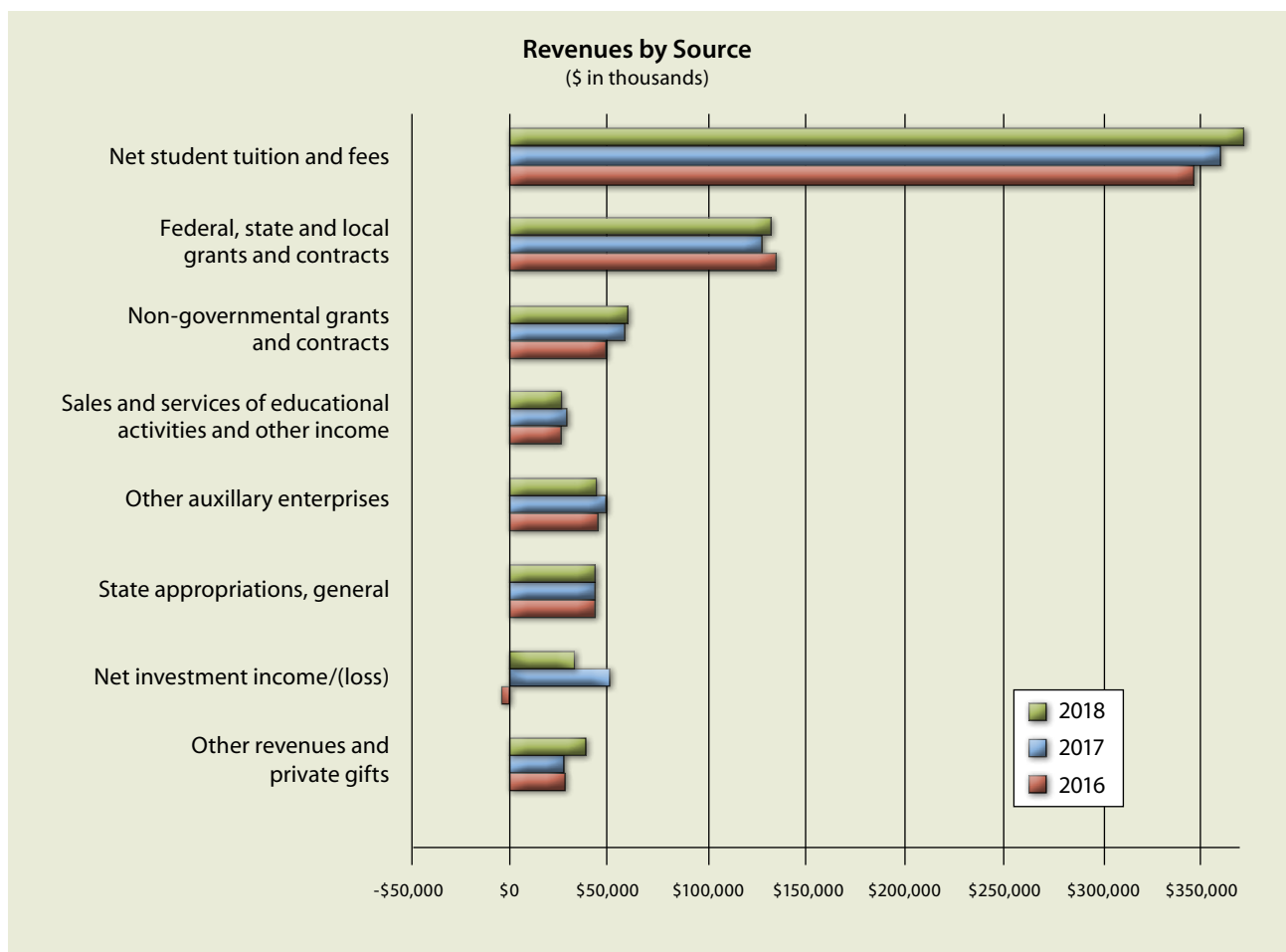
Introduction

The Management's Discussion and Analysis (MD&A) provides a broad overview of the University of Vermont's financial condition as of June 30, 2018 and 2017, the results of its operations for the years then ended, significant changes from the previous years, and outlook for the future where appropriate and relevant. Management has prepared the financial statements and related footnote disclosures along with this MD&A. The MD&A should be read in conjunction with the audited financial statements and related notes.

The University of Vermont ("the University") is a public, non-profit, comprehensive research institution of higher education established in 1791 as the fifth college in New England. The University consists of seven undergraduate schools and colleges, including the Colleges of Agriculture and Life Sciences, Arts and Sciences, Education and Social Services, Engineering and Mathematical Sciences, Nursing and Health Sciences, the Grossman School of Business, and the Rubenstein School of Environment and Natural Resources. The University also includes an Honors College, the Robert Larner, M.D. College of Medicine, the Division of Continuing and Distance Education, Extension and the Graduate College. The University is the only

comprehensive research university in Vermont. The University has 10,612 undergraduate students and 2,067 graduate and medical students. It is located in Burlington, Vermont with satellite instructional and research sites throughout Vermont. It is a component unit of the State of Vermont as it receives an annual appropriation from the State. For financial reporting purposes, the University's reporting entity consists of all sectors of the University and also includes discretely presented financial information for University Medical Education Associates, Inc. (UMEA) and the University of Vermont and State Agricultural College Foundation, Inc. (UVMF). UMEA is a legally separate tax-exempt component unit of the University whose purpose is to support the operations, activities and objectives of the Robert Larner, M.D. College of Medicine of the University. UVMF is a legally separate tax-exempt component unit of the University whose purpose is to secure and manage private gifts for the sole benefit of the University. The MD&A discusses the University's financial statements only and not those of its component units.

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



Financial Highlights and Economic Outlook

The President's strategic action plan titled "Enhancing Quality and Affordability" outlines four major initiatives which are the cornerstone for all University decisions; 1) Access to success: promoting affordability, financial access and academic support, 2) Promoting a culture of advancing academic excellence and cultivating talent, 3) Identifying necessary investments to ensure a bright future, 4) Instilling an institutional commitment to efficiency and effectiveness that optimizes the use of facilities, technology, assets, and shared services. Much has been done to implement this vision and the University anticipates continued discussion and implementation of this strategic action plan during fiscal year 2019.

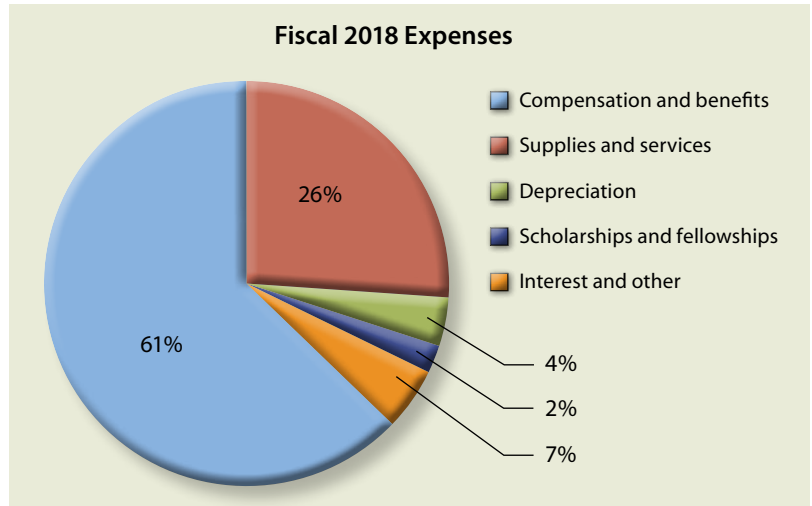
In fiscal 2018, a restatement of net position as of July 1, 2017 for the other postemployment benefit (OPEB) liability was required due to the adoption of GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*. This resulted

in a decrease to unrestricted net position of \$230.3 million. Excluding the effects of this adoption, the University's net position increased by \$27.7 million in fiscal 2018, compared to an increase of \$36.1 million in fiscal 2017. The increase in fiscal 2018 was largely due to favorable performance in the financial markets; with a net gain in the investment portfolio of \$33.2 million. The fiscal 2018 net gain in the investment portfolio was down \$19.9 million from the net gain of \$53.1 million in fiscal 2017. The fiscal 2017 gain increased \$60.0 million from the loss in fiscal 2016 of \$(6.9) million.

Total operating revenues increased in fiscal 2018 by \$11.9 million, or 1.9%. This included an increase in net student tuition and fees of \$22.8 million, or 5.6%. Other critical revenues include state appropriations and state capital appropriations. State appropriations increased slightly to \$43.0 million in fiscal 2018 from \$42.9 million in fiscal 2017 while state capital appropriations decreased to \$1.4 million in fiscal 2018 compared to \$1.9 million in fiscal 2017.

The University experienced an increase in operating costs of \$7.2 million, or 1.1%, in fiscal 2018. Compensation and benefits represents the most significant operating cost, comprising 64.6% and 65.4% of operating costs in 2018 and 2017, respectively. Compensation and benefit expenses decreased by \$0.5 million which was primarily due to a lower annual accrual for other postemployment benefits offset by salary and wage increases in 2018 of 1.5-2.5% for faculty and between 1.5-2.0% for staff. Supplies and service expenses increased by \$6.7 million. Other significant non-operating expenses include interest on indebtedness which was \$17.3 million in 2018 compared to \$16.7 million in 2017 and transfers to other governmental entities and the UVM Foundation which, combined, were \$21.0 million in 2018 and \$28.4 million in 2017.

The chart to the right displays operating, interest, and other expenses for fiscal 2018:

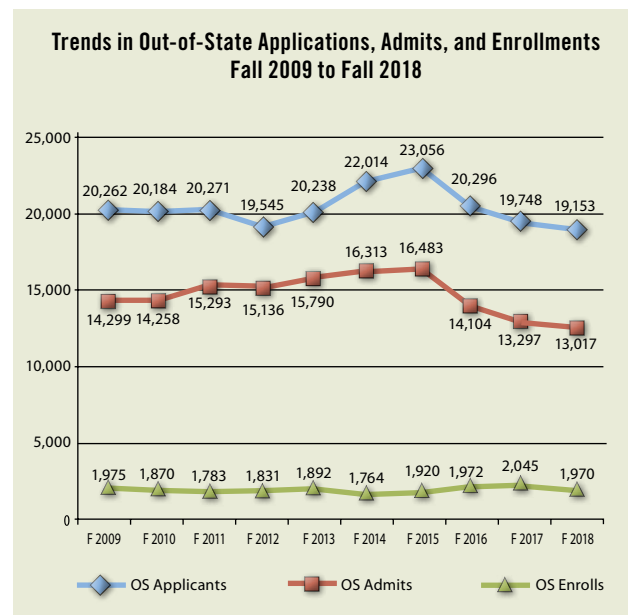
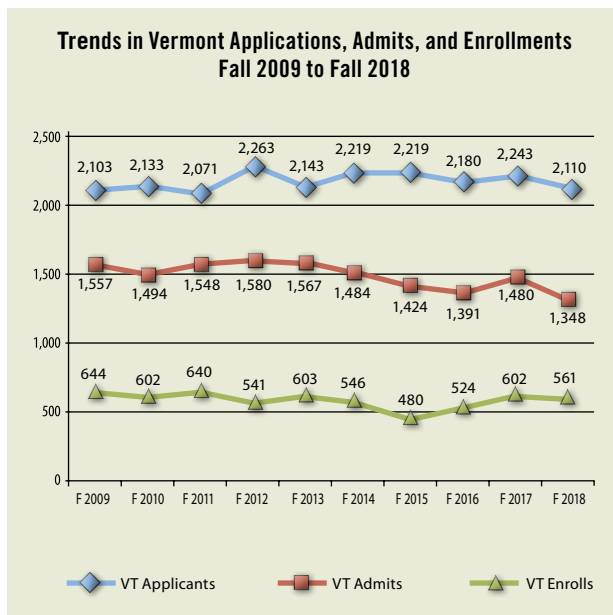


During fiscal year 2018, construction continued on the Sciences, Technology, Engineering and Mathematics (STEM) complex which will provide innovative research and classroom spaces for those disciplines, as well as the renovation of the Billings Library, and the Kalkin Building Expansion.

In the fall of fiscal 2019, the University enrolled 10,612 students in more than 100 undergraduate majors, 1,601 students in graduate and post-baccalaureate programs, and 466 students at the College of Medicine. The University attracts undergraduates from over 40 states and many foreign countries. The University is primarily a regional institution however, drawing 87% of the undergraduates enrolled in the fall of fiscal year 2019 from New England and the Middle Atlantic States, including

22% of its undergraduate students from Vermont. Graduate and Certificate student enrollment from Vermont represented 44.9%.

The following tables present applications, admissions, and enrollments for in-state and out-of-state students. Final numbers for the fall of fiscal year 2019 show that total applications have decreased 4.9% since 2009, with in-state applications increasing 0.3% and out-of-state applications decreasing 5.5%. Total admissions have decreased for that period by 9.4%, with in-state admissions decreasing 13.4% and out-of-state admissions decreasing 9.0%. Since 2009, total first-time, first year enrollments have decreased 3.4%, with in-state enrollments decreasing by 12.9% and out-of-state enrollments increasing by 0.3%.



The University and its Board of Trustees continues to contain increases in tuition and fees with the average annual increases for in-state and out-of-state held to 3.4% and 3.5%, respectively, since 2010. The table to the right presents tuition and fees, as well as room and board for that period.

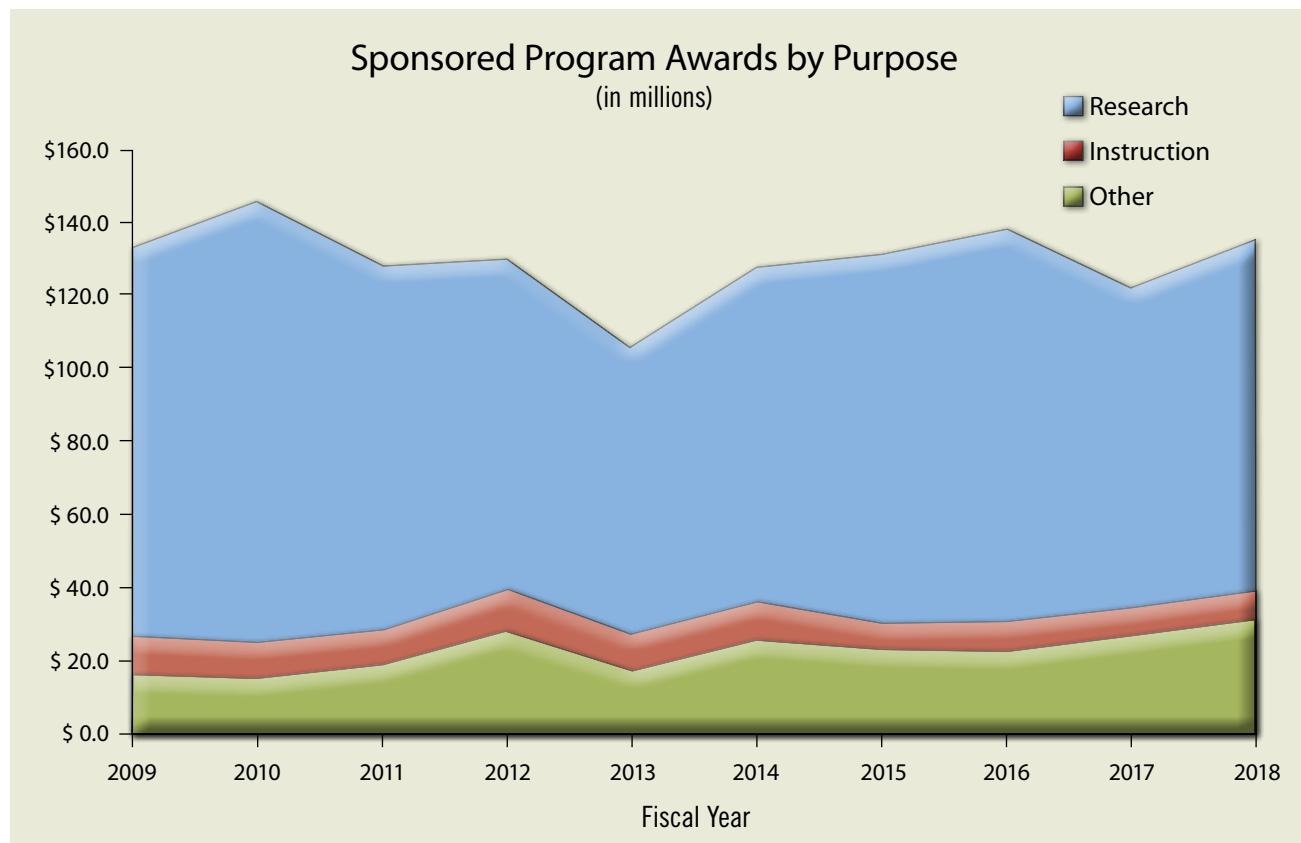
The State of Vermont ("the State") general appropriations represented 5.8% of the University's total revenues for fiscal year 2018. The University received a State capital appropriation of \$1.4 million in fiscal year 2018 and \$1.9 million in fiscal year 2017.

Grant and contract revenues of \$180.5 million represented 24.4% of total revenues for fiscal 2018 which included facility and administrative cost recoveries of \$27.6 million and additional commitment funds from University of Vermont Medical Center, Inc. of \$15.7 million. During fiscal 2018, the University was awarded over \$135.9 million in sponsored funds, 71.2% of which were for research activities. Approximately 59.7% of sponsored funds

awarded during fiscal 2018 were from federal sources. The University's leading areas of externally sponsored programs are the biomedical sciences, agriculture, the environment, and education.

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

In-State and Out-of-State Tuition & Fees									
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Average Annual % Increase
Student Tuition & Fees									
In-State Tuition & Fees	\$14,066	\$14,784	\$15,284	\$15,718	\$16,226	\$16,768	\$17,300	\$17,740	3.42%
Out-of-State Tuition & Fees	\$32,630	\$34,424	\$35,612	\$36,646	\$37,874	\$39,160	\$40,364	\$41,356	3.50%
Room & Board									
Room (Double)	\$6,196	\$6,426	\$6,650	\$6,844	\$7,116	\$7,376	\$7,634	\$7,900	3.58%
Board (Average Meal Plan)	\$3,156	\$3,282	\$3,414	\$3,558	\$3,664	\$3,774	\$3,944	\$4,122	3.92%
Total, In-State Cost	\$23,418	\$24,492	\$25,348	\$26,120	\$27,006	\$27,918	\$28,878	\$29,762	
Increase Over Previous Year	3.85%	4.59%	3.50%	3.05%	3.39%	3.38%	3.44%	3.06%	3.53%
Total, Out-of-State Cost	\$41,982	\$44,132	\$45,676	\$47,048	\$48,654	\$50,310	\$51,942	\$53,378	
Increase Over Previous Year	3.90%	5.12%	3.50%	3.00%	3.41%	3.40%	3.24%	2.76%	3.54%



The University has an affiliation with the University of Vermont Medical Center, Inc., University of Vermont Medical Group, Inc., and the University of Vermont Health Network, Inc. through an updated Affiliation Agreement signed in June, 2014. The Agreement is for a period of five (5) years with provisions for an automatic renewal in the absence of a party's written notice. The provisions of that contract are reflected in the financial statements. The Agreement is to guide and govern the parties in the achievement of their common goals, including, but not limited to, providing high-quality clinical education for undergraduate and graduate students enrolled in UVM medical and health care related academic programs and health care professionals enrolled in continuing education programs, conducting high-quality research leading to advances in health care and in the bio-medical and life sciences to improve the quality of life of the citizens of Vermont and the broader society.

Overview of the Financial Statements

The financial statements of the University of Vermont and State Agricultural College (the "University") have been prepared in accordance with U.S. generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB). The financial statement presentation consists of comparable Statements of Net Position, Statements of Revenues, Expenses, and Changes in Net Position, Statements of Cash Flows and accompanying notes for the June 30, 2018 and 2017 fiscal years. These statements provide information on the financial position of the University and the financial activity and results of its operations during the years presented. The financial statements focus on the University as a whole, rather than upon individual funds or activities.

		(In thousands)	
	2018	*Restated 2017	*Restated 2016
Assets			
Current assets	\$ 332,061	\$ 327,154	\$ 299,791
Non-current assets	1,250,058	1,193,419	1,149,669
Total assets	1,582,119	1,520,573	1,449,460
Deferred outflows of resources			
Loss on refunding of debt	5,215	5,936	3,524
Postemployment benefits	12,617	-	-
Total deferred outflows of resources	17,832	5,936	3,524
Liabilities			
Current liabilities	183,025	158,452	139,270
Non-current liabilities	1,061,628	811,563	785,253
Total liabilities	1,244,653	970,015	924,523
Deferred inflows of resources			
Service concession arrangement	1,826	2,104	9,012
Split interest	3,407	1,640	2,815
Total deferred inflows of resources	5,233	3,744	11,827
Net position			
Net investment in capital assets	116,345	95,797	80,234
Restricted:			
Non-expendable	115,918	115,035	111,533
Expendable	342,741	329,753	297,691
Unrestricted	(224,939)	12,165	27,176
Total net position	\$ 350,065	\$ 552,750	\$ 516,634

**Refer to footnote A2 of the audited financial statements for a discussion of the restatement.

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

Statements of Net Position

Net position, or the sum of total assets, plus deferred outflows of resources, less total liabilities, less deferred inflows of resources is considered an indicator of the current financial condition of the University. The Statements of Net Position presents all assets, deferred outflows of resources, liabilities and deferred inflows of resources of the University as of June 30. Assets and liabilities are classified as current or non-current. Current assets are classified as such if they are available to satisfy current liabilities, which are generally defined as being due within one year of the date of the Statements of Net Position. Condensed information for net position at June 30, 2018, with comparative information for 2017 and 2016 are contained on the page 9 chart.

Net position totaled \$350.1 million, \$552.8 million, and \$516.6 million at June 30, 2018, 2017, and 2016, respectively, decreasing by \$202.7 million in 2018 and increasing by \$36.1 million in 2017. The primary contributors to the significant decrease in net position in 2018 was the change of accounting principle for the other postemployment benefit (OPEB) liability. Both 2018 and 2017 were significantly impacted by the investment market.

Current assets of \$332.1 million, \$327.2 million, and \$299.8 million at June 30, 2018, 2017, and 2016, respectively, consist primarily of cash and cash equivalents, and operating investments, which totaled \$276.1 million at June 30, 2018, \$273.3 million at June 30, 2017, and \$239.7 million at June 30, 2016. Cash and cash equivalents and operating investments represents approximately 5.2, 5.2, and 5.4 months of total operating expenses, excluding depreciation, for 2018, 2017, and 2016, respectively. The net increase to current assets in 2018 of \$4.9 million was driven by a \$2.8 million increase in cash, cash equivalents and operating investments, a \$1.4 million increase in accounts, loans, notes and pledges receivable and a \$0.7 increase in inventories, prepaid expenses and deferred charges. The net increase to current assets in 2017 of \$27.4 million was driven by a \$33.6 million increase in cash, cash equivalents and operating investments offset by a \$4.9 million decrease in accounts, loans, notes and pledges receivable and a \$1.3 million decrease in inventories, prepaid expenses and deferred charges.

Non-current assets of \$1.3 billion, \$1.2 billion, and \$1.1 billion at June 30, 2018, 2017, and 2016, respectively, consist primarily of the following:

- *Capital assets, net of accumulated depreciation*, totaled \$673.0 million, \$641.9 million and \$574.8 million at June 30, 2018, 2017 and 2016, respectively, representing an increase of \$31.1 million, or 4.8%, in 2018 and an increase of \$67.1 million, or 11.7%, in 2017. Gross capital additions totaled \$65.0 million in 2018 and \$101.8 million in 2017. Capital additions in 2018 included land improvements of \$1.3 million, renovations to residence and dining halls, research laboratories, and other buildings of \$5.2 million, building components and equipment and building interiors of \$2.3 million, fixed equipment of \$1.5 million, moveable equipment of \$1.6 million and construction in progress

of \$53.1 million. These additions in 2018 were offset by disposals of \$12.2 million and an increase to accumulated depreciation of \$21.8 million. Capital additions in 2017 included land acquisitions and land improvements of \$1.5 million, renovations to residence and dining halls, research laboratories, and other buildings of \$4.6 million, building components and equipment and building interiors of \$3.4 million, fixed equipment of \$0.9 million, moveable equipment of \$1.1 million, software systems of \$0.5 million and construction in progress of \$89.8 million. These additions in 2017 were offset by disposals of \$9.2 million and an increase to accumulated depreciation of \$25.4 million.

- *Endowment cash, cash equivalents and investments* totaling \$490.8 million, \$453.3 million and \$408.9 million at June 30, 2018, 2017, and 2016, respectively. In fiscal 2018, there was an increase of \$37.5 million, or 8.3%, and an increase of \$44.4 million, or 10.9% in 2017. The University's long-term investment pool consists of permanent endowments, term endowments, and funds functioning as endowments, commonly referred to as quasi-endowments.

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

The University's primary long-term investment goal is to attain a real total return that exceeds the amount being distributed for spending and administration, currently set at 4.75% of the previous 13 quarters' average market value. Other important investment objectives are to achieve annualized returns in excess of the strategic policy portfolio blended benchmark, measured over a full market cycle; and to outperform the median return of a pool of endowment funds with broadly similar investment objectives and policies. The spending distributions from the total endowment were \$21.6 million, \$20.3 million, and \$18.6 million in fiscal years ended June 30, 2018, 2017, and 2016, respectively. These distributions were 4.4%, 4.6%, and 4.3% of the beginning market value of the endowment for fiscal years 2018, 2017, and 2016, respectively.

- The decrease to *Deposits with Trustees* of \$21.6 million in 2018 and the decrease of \$72.5 million in 2017 was primarily due to the use of proceeds from issuance of 2015 general obligation bond held by a third party trustee for the STEM complex and First Year Student Housing projects.

Deferred outflows of resources were \$17.8 million and \$5.9 million at June 30, 2018 and 2017, respectively. In fiscal 2018, deferred outflows represent the deferred loss on refunding of general obligation bonds totaling \$5.2 million and valuation of certain other postemployment benefit costs totaling \$12.6 million.

Current liabilities increased \$24.6 million in 2018 and \$19.2 million in 2017. In both 2018 and 2017, current liabilities increased due to the University accepting UVMF funds which were then invested in the University's pooled endowment. These funds generate income which is distributed to the UVMF. The funds held in the University's pooled endowment represent a liability to the University as they are UVMF assets and will be returned to the UVMF in the future. At June 30, 2018 the amount of UVMF assets held in the University's pooled endowment was \$81.0 million. At June 30, 2017 the amount of UVMF assets held in the University's pooled endowment was \$55.4 million.

Non-current liabilities increased \$250.1 million in 2018 compared to \$26.3 million in 2017. The increase in 2018 is mostly due to the result of \$260.0 million in additional liability for postemployment benefits. This was offset by a decrease in the non-current portion of bonds and leases payable of \$11.2 million. The increase in 2017 is mostly due to the result of \$30.2 million in additional liability for postemployment benefits as well as \$4.9 million of additional accrued liabilities under the Service Concession Arrangement with Sodexo Management offset by a decrease in the non-current portion of bonds and leases payable of \$8.1 million.

Deferred inflows of resources totaled \$5.2 million in fiscal year 2018 and \$3.7 million in fiscal year 2017. In 2018, these inflows included \$1.8 million in future guaranteed payments due from Sodexo Management, Inc., under the Food Service Program agreement as well as the present value of

anticipated future gifts from split interest agreements valued at \$3.4 million.

Net investment in capital assets of \$116.3 million, \$95.8 million, and \$80.2 million, at June 30, 2018, 2017, and 2016, respectively, represent the University's capital assets of land, buildings and equipment net of accumulated depreciation and net of outstanding principal balances of debt attributable to the acquisition, construction or improvement of those assets. The increase of \$20.5 million in 2018 was primarily the result of the net effect of additions and disposals to capital assets of \$52.8 million the increase in bonds payable related to capitalized assets of \$10.5 million and an increase of accumulated depreciation of \$21.8 million. The increase of \$15.6 million in 2017 was primarily the result of the net effect of additions and disposals to capital assets of \$92.6 million, the increase in bonds payable related to capitalized assets of \$51.6 million, and an increase of accumulated depreciation of \$25.4 million.

Restricted non-expendable net position totaling \$115.9 million, \$115.0 million, and \$111.5 million at June 30, 2018, 2017, and 2016, respectively, consist entirely of the University's permanent endowment funds. The corpus of restricted nonexpendable resources is only available for investment purposes. The increase of \$0.9 million, or 0.8%, in 2018, and \$3.5 million, or 3.1%, in 2017, resulted from new gifts.

Restricted expendable net position is subject to externally imposed restrictions governing their use. Restricted expendable net position totaled \$342.7 million, \$329.8 million, and \$297.7 million, as of June 30, 2018, 2017, and 2016, respectively. The increase of \$12.9 million in 2018 and the increase of \$30.5 million in 2017 were primarily due to changes in net investment income. In 2018 and 2017 there was a net investment gain of \$33.2 million and \$53.1 million, respectively.

	(In thousands)		
	<u>2018</u>	<u>*Restated 2017</u>	<u>*Restated 2016</u>
Operating revenues	\$ 625,541	\$ 613,600	\$ 589,346
Operating expenses	(668,359)	(661,202)	(633,941)
Operating loss	(42,818)	(47,602)	(44,595)
Net non-operating revenues	68,681	79,864	32,131
Revenue (loss) before capital and endowment additions	25,863	32,262	(12,464)
State capital appropriations	1,400	1,900	1,400
Capital gifts and grants	304	444	180
Gifts for endowment purposes	91	1,510	1,646
Total capital and endowment additions	1,795	3,854	3,226
Increase (decrease) in net position	27,658	36,116	(9,238)
Cumulative effect of change in accounting principle	(230,343)	-	-
Net position, beginning of year	552,750	516,634	525,872
Net position, end of year	\$ 350,065	\$ 552,750	\$ 516,634

**Refer to footnote A2 of the audited financial statements for a discussion of the restatement.

Unrestricted net position is not subject to externally imposed stipulations. However, substantially all of the University's unrestricted net position has been designated for various academic and research programs and initiatives, as well as capital projects. Unrestricted net position totaled \$(224.9) million, \$12.2 million, and \$27.2 million for June 30, 2018, 2017, and 2016, respectively. Unrestricted net position was adjusted in fiscal 2018 by \$(230.3) million for a change in accounting principle for other postemployment benefits (OPEB). The additional \$6.8 million decrease in 2018 was primarily due to increases in net tuition and fees of \$13.4 million and facilities & administration recovery from sponsored agreements of \$1.9 million offset by a decrease of other auxiliary enterprise revenue of \$6.2 million and a decrease of student loan interest and other operating revenues of \$1.0 million. Operating expenses increased in fiscal 2018 by \$13.9 million including a decrease of \$6.3 million in compensation and benefits, an increase of \$4.9 million in supplies and services and an increase of \$15.4 million in scholarships and fellowships. The decrease of \$15.0 million in 2017 was primarily due to increases in net tuition and fees of \$16.2 million, other auxiliary enterprise revenue of \$5.2 million and net investment income of \$3.5 million offset by an increase in operating expenses of \$29.6 million including increases of \$10.1 million in compensation and benefits, an increase of \$10.2 million in supplies and services and an increase of \$9.3 million in scholarships and fellowships.

Statements of Revenues, Expenses and Changes in Net Position

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

Condensed information for the year ended June 30, 2018, with comparative totals for the years ended June 30, 2017 and June 30, 2016, can be found on page 11.

Net position decreased by \$202.7 million in 2018 and increased by \$36.1 million in 2017. Contributors to the decrease in 2018 include a change of accounting principle for other postemployment benefits of \$(230.3) million, a decrease in net investment income of \$19.9 million and an increase of operating expenses of \$7.2 million partially offset by an increase in net student fees of \$13.4 million, an increase in federal, state, and private grants and contracts of \$7.3 million and gifts of \$13.7 million. Contributors to the increase in 2017 include an increase in net investment income of \$60.0 million, an increase in net tuition and fee revenue of \$16.2 million, offset by an increase in operating expenses of \$27.3 million.

Significant operating revenues include the following:

- *Student Tuition and Residential Life Fees, net of scholarship allowance*, are the largest component of operating revenues and the primary source of

funding for the University's academic programs. Net student fees increased by \$13.4 million in 2018, comprised of an increase to tuition and fees of \$22.8 million, or 5.6%, an increase to residential life revenues of \$5.8 million, or 9.5%, and by an increase in scholarship allowances of \$15.2 million, or 14.4%. Net student fees increased by \$16.2 million in 2017, comprised of an increase to tuition and fees of \$23.1 million, or 6.0%, an increase to residential life revenues of \$1.2 million, or 1.9%, and by an increase in scholarship allowances of \$8.0 million, or 8.2%. Scholarship and fellowship awards applied to student accounts are presented as a reduction of student tuition and fee and residential life revenues, while payments directly made to students are presented as scholarship and fellowship expenses. Total scholarships and fellowships of \$137.5 million, \$122.7 million, and \$113.5 million, were awarded to students in 2018, 2017, and 2016, respectively. This represents a total increase of \$14.8 million, or 12.1%, for 2018 as compared to a \$9.2 million increase, or 8.1%, for 2017.

- *Revenues for sponsored programs* of \$180.5 million in 2018, \$173.2 million in 2017, and \$173.7 million in 2016, include federal appropriations, grants and contracts, as well as state and non-governmental grants and contracts that normally provide for the recovery of direct and indirect costs or expenses. The change in fiscal 2018 is due to additional University of Vermont Medical Center Commitment and Dean's Tax funds, as well as increased federal funding for the College of Medicine. The minimal change in fiscal 2017 is due to steady funding. Revenues for sponsored programs are generally recognized when expenses are incurred or when significant milestones have been met under the terms of the award. The revenues for sponsored programs include recovery of indirect costs, referred to as facilities and administrative costs, of \$27.6 million, \$25.6 million, and \$25.5 million, in 2018, 2017, and 2016, respectively.
- *Auxiliary enterprise and educational activities revenues* totaled \$51.3 million, \$58.2 million, and \$52.1 million, in 2018, 2017, and 2016, respectively. Auxiliary enterprises include business type enterprises such as the bookstore, printing, mail services and conferences and events that provide support to the University's primary missions of education, research and public service. Fiscal 2018 had steady revenue streams while fiscal 2017 had a \$6.1 million increase primarily due to one-time payments under the dining contract.
- *Student loan interest and other operating revenues* were \$19.6 million, \$21.5 million, and \$19.1 million in 2018, 2017, and 2017, respectively.

Significant components of operating expenses include the following:

- *Compensation and benefits* of \$431.9 million, \$432.5 million, and \$419.8 million in 2018, 2017, and 2016, respectively, comprise the most significant portion of total expenses. Compensation and benefits decreased by \$0.6 million, or 0.1% in 2018 due to lower annual expenses related to other postemployment benefits offset by budgeted increases for faculty and staff. The increase of \$12.7 million, or 3.0%, in fiscal 2017 was due to budgeted increases of 4.0% for faculty and between 1.00-1.50% for staff. There was also an increase to the Medical Group benefit rate. In addition, health plan benefit costs increased by \$3.6 million, or 6.7%, in 2018 and by \$2.3 million, or 4.5%, in 2017.

- *Supplies and services expenses* increased by \$6.7 million, or 3.7% in 2018, and increased by \$9.9, or 5.8%, in 2017. This classification encompasses the many and varied non-compensation expenses that are required for the operation of the University, including utilities, professional services, non-capitalized equipment, and minor renovations.
- *Depreciation expense* increased by \$1.4 million, or 4.8%, in 2018 and increased by \$3.5 million, or 13.3%, in 2017.
- *Scholarships and fellowships* of \$16.8 million in 2018, \$17.2 million in 2017, and \$16.0 million in 2016 are comprised of direct payments to students. As noted earlier, in addition to the amounts reflected in scholarships and fellowships expense, financial aid is applied to tuition and residential life fees and amounts applied to each are reflected in the financial statements as a reduction of those revenues.

Significant components of non-operating revenues and expenses include the following:

- *State appropriations*, which represent funding provided by the State of Vermont, were \$43.0 million in 2018, \$42.9 million in 2017 and \$43.0 million in 2016, increasing by 0.3% in 2018 and decreasing by 0.3% in 2017.
- *Federal Pell grants*, which represents funds received from the federal government to help low-income undergraduate students were \$7.8 million, \$6.9 million, and \$7.2 million in 2018, 2017, and 2016, respectively.
- *Intergovernmental Transfers* totaled \$13.6 million, \$13.7 million, and \$13.5 million in 2018, 2017 and 2016, respectively. This represents contributions to the State of Vermont to support the Graduate Medical Education program.
- *Private gifts and Transfers to UVM from Component Units* totaled \$31.5 million, \$17.8 million, and \$19.1 million, in 2018, 2017, and 2016, respectively.
- *Gain (loss) on disposal of capital assets* totaled \$(2.6) million, \$4.8 million and \$9.7 million in 2018, 2017 and 2016, respectively. In fiscal 2018, the University demolished the Cook Physical Science complex to complete construction of Discovery Hall. In fiscal 2017, the University sold apartment buildings and related fixed assets resulting in the gain.

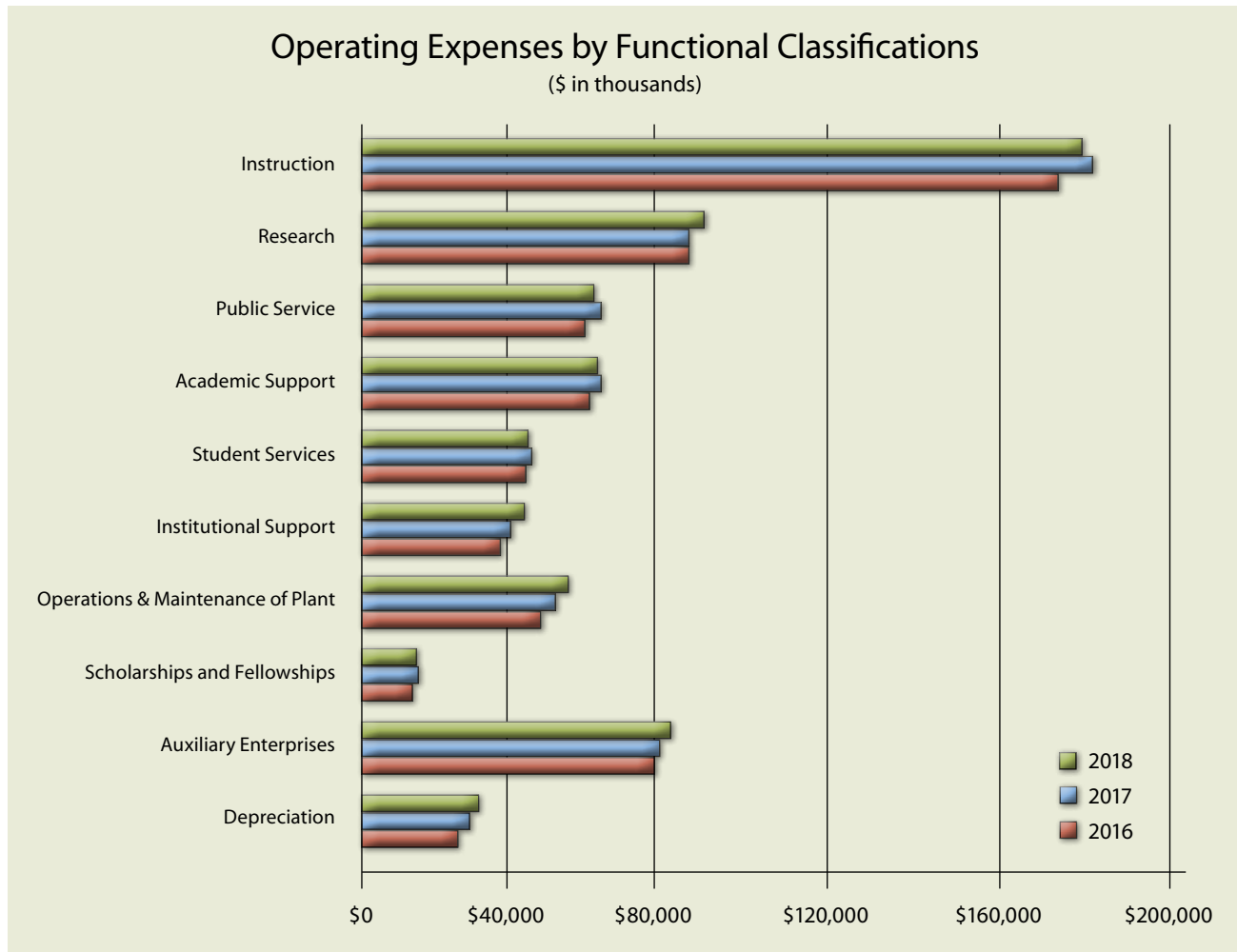
- *Net other non-operating expense* totaled \$6.0 million in fiscal 2018 and \$0.4 in fiscal 2017. Included in fiscal 2018 expense were UVM funds pledged to the City of Burlington to improve downtown over the next 20 years. Also included in this expense are life income payments totaling \$0.4 million in both 2018 and 2017, respectively.
- *Transfers to Component Units from UVM* totaled \$7.3 million and \$14.7 million in 2018 and 2017, respectively. These transfers were to the UVM Foundation, Inc. from the University to assist the Foundation in its operations.
- *Net investment income/(loss)* was \$33.2 million, \$53.1 million, and \$(6.9) million in 2018, 2017, and 2016, respectively. Net investment income includes realized investment income and the change in the unrealized appreciation or depreciation of investments. Net investment income in fiscal 2018 and 2017 were affected greatly by volatility in the financial markets. The change in unrealized appreciation/(depreciation) included in net investment income was \$16.1 million in 2018, \$32.4 million in 2017, and \$(19.8) million in 2016. Realized gains and other income included in net investment income totaled \$17.1 million, \$20.7 million, and \$12.9 million in 2018, 2017, and 2016, respectively.
- *Interest on indebtedness* totaled \$17.3 million in 2018, \$16.7 million in 2017, and \$17.2 million in 2016. Interest on indebtedness represents interest on notes and bonds net of capitalized interest.

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

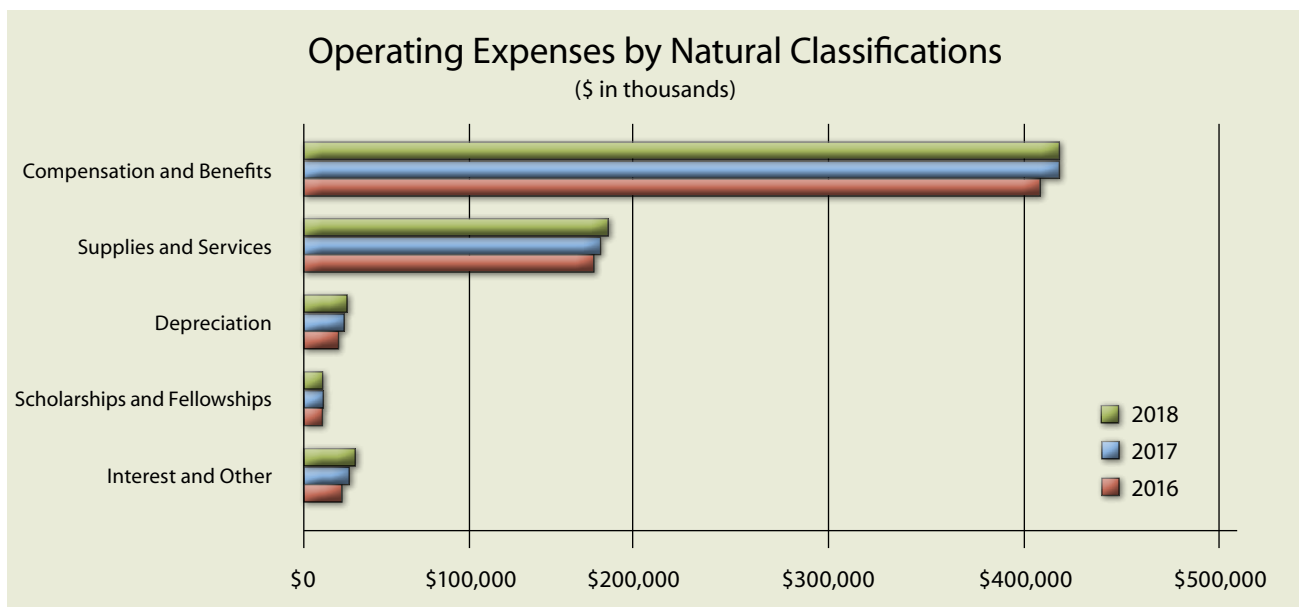
- *State capital appropriations* were \$1.4 million, \$1.9 million, and \$1.4 million in 2018, 2017 and 2016, respectively.
- *Capital and endowment gifts and grants* were \$0.4 million, \$2.0 million, and \$1.8 million, in 2018, 2017, and 2016, respectively.

Expenses are presented in the financial statements by natural classification, according to the type of expense, such as compensation and benefits. In addition, expenses may be aggregated by the functions that they support. Total expenses increased by \$13.2 million, or 1.9%, in 2018 and \$37.7 million, or 5.7%, in 2017. With the exception of scholarships and fellowships, depreciation, and interest expense, the changes in each of the functional categories reflect the changes in compensation and benefits and supplies and services.

The following chart presents total expenses by function for 2018, 2017, and 2016:



The following chart presents total expenses by natural classification for 2018, 2017, and 2016:



Statements of Net Position

as of June 30, 2018 and 2017

(dollars in thousands)

	2018	*Restated 2017	UMEA 2018	UMEA 2017	UVMF 2018	UVMF 2017
ASSETS						
Current assets:						
Cash and cash equivalents	\$ 153,491	\$ 151,514	\$ 555	\$ 572	\$ 33,255	\$ 27,285
Operating investments	122,654	121,826	61,914	60,110	17,070	22,605
Accounts, loans, notes and pledges receivable, net	43,953	42,521	765	583	14,004	8,062
Inventories and prepaid expenses	11,963	11,293	8	8	361	321
Total current assets	332,061	327,154	63,242	61,273	64,690	58,273
Non-current assets:						
Endowment cash, cash equivalents and investments	490,792	453,323	-	-	101,164	83,129
Student loans, notes, and pledges receivable, net	36,991	33,132	-	-	13,605	8,003
Investments for capital activities	41,247	35,128	-	-	10	-
Deposits with trustees	8,077	29,674	-	-	1,261	1,221
Prepaid expenses and other assets	-	222	-	-	-	-
Capital assets, net	672,951	641,940	-	-	8,852	8,950
Total non-current assets	1,250,058	1,193,419	-	-	124,892	101,303
Total Assets	1,582,119	1,520,573	63,242	61,273	189,582	159,576
DEFERRED OUTFLOWS OF RESOURCES						
Loss on refunding of debt	5,215	5,936	-	-	-	-
Postemployment benefits	12,617	-	-	-	-	-
Total Deferred Outflows of Resources	17,832	5,936	-	-	-	-
LIABILITIES						
Current liabilities:						
Accounts payable and accrued liabilities	73,192	73,360	421	230	10,613	8,760
Unearned revenue, deposits, and funds held for others	98,668	74,314	43,025	41,278	121	104
Bonds and leases payable	11,165	10,778	-	-	-	-
Total current liabilities	183,025	158,452	43,446	41,508	10,734	8,864
Non-current liabilities:						
Accrued liabilities	23,662	22,370	-	-	-	-
Postemployment benefits	492,575	232,590	-	-	-	-
Bonds and leases payable	545,391	556,603	-	-	5,388	5,658
Total non-current liabilities	1,061,628	811,563	-	-	5,388	5,658
Total Liabilities	1,244,653	970,015	43,446	41,508	16,122	14,522
DEFERRED INFLOWS OF RESOURCES						
Service concession arrangement	1,826	2,104	-	-	-	-
Split-interest arrangements	3,407	1,640	-	-	-	-
Total Deferred Inflows of Resources	5,233	3,744	-	-	-	-
NET POSITION						
Net investment in capital assets	116,345	95,797	-	-	3,464	3,292
Restricted:						
Non-Expendable	115,918	115,035	-	-	95,989	78,159
Expendable	342,741	329,753	14,392	14,040	66,491	57,136
Unrestricted	(224,939)	12,165	5,404	5,725	7,516	6,467
Total Net Position	\$ 350,065	\$ 552,750	\$ 19,796	\$ 19,765	\$ 173,460	\$ 145,054

The accompanying notes are an integral part of the financial statements
*Refer to footnote A2 of audited financial statements for a discussion of the restatement.

Statements of Revenues, Expenses and Changes in Net Position
for the years ended June 30, 2018 and 2017
(dollars in thousands)

	2018	*Restated 2017	UMEA 2018	UMEA 2017	UVMF 2018	UVMF 2017
Operating revenues						
Tuition and fees	\$ 427,998	\$ 405,242	\$ -	\$ -	\$ -	\$ -
Residential life	66,722	60,907	-	-	-	-
Less scholarship allowances	(120,657)	(105,477)	-	-	-	-
Net student fees	374,063	360,672	-	-	-	-
Federal, state, and private grants and contracts	180,541	173,209	-	-	1,067	986
Sales and services of educational activities	7,706	8,369	-	-	-	-
Other auxiliary enterprises	43,611	49,852	-	-	-	-
Student loan interest and other operating revenues	19,620	21,498	147	104	496	504
Total operating revenues	625,541	613,600	147	104	1,563	1,490
Operating expenses						
Compensation and benefits	(431,919)	(432,458)	(314)	(229)	(8,277)	(8,177)
Supplies and services	(188,285)	(181,615)	-	-	(2,447)	(2,880)
Depreciation	(31,356)	(29,931)	-	-	(341)	(257)
Scholarships and fellowships	(16,799)	(17,198)	-	-	-	-
Total operating expenses	(668,359)	(661,202)	(314)	(229)	(11,065)	(11,314)
Operating income (loss)	(42,818)	(47,602)	(167)	(125)	(9,502)	(9,824)
Non-operating revenues (expenses)						
State appropriations	43,010	42,894	-	-	-	-
Federal Pell grants	7,844	6,874	-	-	-	-
Private gifts	5,375	503	431	396	32,282	33,286
Net investment income	33,202	53,086	1,186	1,946	7,818	6,549
Interest on indebtedness	(17,290)	(16,741)	-	-	(89)	(72)
Gain/(loss) on disposal of capital assets	(2,609)	4,754	-	-	-	-
Net other non-operating expense	(6,018)	(380)	-	-	(583)	(515)
Intergovernmental transfers	(13,644)	(13,704)	-	-	-	-
Transfers from UVM to component units	(7,334)	(14,711)	-	-	6,709	14,193
Transfers to UVM from component units	26,145	17,289	(1,419)	(741)	(22,006)	(15,429)
Net non-operating revenues	68,681	79,864	198	1,601	24,131	38,012
Revenue before capital and endowment additions	25,863	32,262	31	1,476	14,629	28,188
State capital appropriations	1,400	1,900	-	-	-	-
Capital gifts and grants	304	444	-	-	-	-
Gifts for endowment purposes	91	1,510	-	-	13,777	11,754
Total capital and endowment additions	1,795	3,854	-	-	13,777	11,754
Increase in net position	27,658	36,116	31	1,476	28,406	39,942
Restatement of net position as of July 1, 2017*	(230,343)	-	-	700	-	-
Net position, beginning of year adjusted	552,750	516,634	19,765	17,589	145,054	105,112
Net Position, End of Year	\$ 350,065	\$ 552,750	\$ 19,796	\$ 19,765	\$ 173,460	\$ 145,054

The accompanying notes are an integral part of the financial statements.
*Refer to footnote A2 of audited financial statements for a discussion of restatement

Statements of Cash Flows
for the years ended June 30, 2018 and 2017
(dollars in thousands)

	2018	2017
Cash Flows From Operating Activities		
Tuition and fees (net of applicable discounts)	\$ 327,322	\$ 309,371
Grants and contracts	174,031	181,115
Sales and services of educational activities	7,706	8,369
Sales and services of auxiliary enterprises:		
Residential life fees, net of scholarship allowances	50,449	47,126
Other	43,611	49,852
Payments to employees and benefit providers	(413,906)	(396,677)
Payments to vendors	(184,999)	(180,275)
Payments for scholarships and fellowships	(16,799)	(17,198)
Student loans issued	(5,628)	(3,766)
Student loans collected, interest and other revenue	2,675	2,295
Other receipts, net	19,135	20,994
Net cash provided by operating activities	3,597	21,206
Cash Flows From Non-Capital Financing Activities		
State general appropriation	43,010	42,894
Federal Pell grants	7,844	6,874
Private gifts for other than capital purposes	1,229	4,568
Intergovernmental transfers	(13,644)	(13,704)
Transfers from UVM to component units	(7,334)	(14,711)
Transfers to UVM from component units	26,029	17,289
Deposits of affiliates and life income payments, net	20,759	13,564
Net cash provided by non-capital financing activities	77,893	56,774
Cash Flows From Capital Financing Activities		
Proceeds from issuance of capital debt	67,068	80,341
State capital appropriation	1,400	1,900
Capital grants, gifts and other income	1,085	(3,970)
Purchases and construction of capital assets	(60,148)	(96,054)
Proceeds from disposal of capital assets	-	9,471
Principal paid on capital debt	(78,553)	(87,775)
Interest paid on capital debt	(22,126)	(24,974)
Changes in deposits with trustees, net	21,135	71,770
Net cash used in capital financing activities	(70,139)	(49,291)
Cash Flows From Investing Activities		
Proceeds from sales and maturities of investments	106,983	126,657
Purchase of investments	(126,324)	(127,212)
Interest and dividends on investments, net	4,443	3,387
Net cash (used in) provided by investing activities	(14,898)	2,832
Net increase (decrease) in cash and cash equivalents	(3,547)	31,521
Cash and cash equivalents - beginning of year	162,910	131,389
Cash and cash equivalents - end of year *	\$159,363	\$162,910
Reconciliation of Operating Loss To Cash Provided by Operating Activities		
Operating loss	\$ (42,818)	\$ (47,602)
Adjustments to reconcile operating loss to net cash provided by Operating Activities:		
Depreciation expense	31,356	29,931
Changes in assets and liabilities:		
Accounts receivable and loan receivables, net	313	7,802
Inventories and prepaid expense	(683)	1,314
Accounts payable	(4,574)	(587)
Unearned revenue, deposits and accrued liabilities	20,003	30,348
Net cash provided by operating activities	\$ 3,597	\$ 21,206

*of total cash and cash equivalents for 2018, \$153,491 is current and \$5,872 is non-current endowment and for 2017, \$151,514 is current and \$11,396 is non-current endowment

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

Notes to Financial Statements

For the Years Ended June 30, 2018 and 2017

A. Summary of Significant Accounting Policies and Presentation

The University of Vermont and State Agricultural College is a public, non-profit, comprehensive research institution of higher education with an enrollment of approximately 12,679 undergraduate, graduate, and medical students. It is located in Burlington, Vermont with satellite instructional and research buildings throughout the State.

The University of Vermont and State Agricultural College is a land-grant institution and a component unit of the State of Vermont. The University receives an annual appropriation from the State. The Board of Trustees has 25 members including 9 legislative, 9 self-perpetuating, 3 gubernatorial, and 2 students; the Governor and President of the University serve as ex-officio members during their terms in office.

The University has received a letter from the Internal Revenue Service recognizing the University as an organization that is described in Internal Revenue Code Section 501(c)(3) and generally exempt from income taxes pursuant to Section 501(a) of the Internal Revenue Code.

1. Affiliated Organizations

University Medical Education Associates, Inc. (UMEA) is a legally separate component unit of the University of Vermont. UMEA is an organization described in Internal Revenue Code Section 501(c)(3) and is generally exempt from income taxes pursuant to Section 501(a) of the Code. UMEA is governed by a minimum nine-member board; five members are named as a result of their positions at the University of Vermont and the remaining are elected by the other members. UMEA's purpose is to support the operations, activities and objectives of the Robert Larner, M.D. College of Medicine of the University of Vermont. UMEA is a public non-profit organization that reports under Financial Accounting Standards Board (FASB) standards. UMEA's fiscal year ends on June 30. UMEA issues separate audited financial statements, which may be obtained by contacting the Dean's Office, Robert Larner, M.D. College of Medicine. In accordance with Governmental Accounting Standards Board (GASB) Statement No. 61, *The Financial Reporting Entity: Omnibus (an amendment of GASB 14 and 34)*, UMEA is discretely presented on the University's Statements of Net Position and Statements of Revenues, Expenses, and Changes in Net Position.

The University of Vermont and State Agricultural College Foundation, Inc. (UVMF) was incorporated as a Vermont nonprofit corporation on March 14, 2011, and is a legally separate entity from the University of Vermont. On January 1, 2012, UVMF officially assumed all fundraising responsibilities of the Office of Development and Alumni Relations at the University. UVMF is an organization described in Internal Revenue Code Section 501(c)(3) and is generally exempt from income taxes pursuant to Section 501(a) of the Code. UVMF exists to secure and manage private gifts for the sole benefit of the University and has been recognized by the University as the primary and preferred recipient for charitable gifts to or for the benefit

of the University. UVMF is governed by a board of directors composed of not less than 15 or more than 29 members, including ex officio directors. The President of the University, the Chair of the Board of Trustees of the University, the President of the UVM Alumni Association, the Chair of the UVM Medical Center Foundation, and the UVMF President/CEO are ex officio directors of UVMF. UVMF reports under FASB standards, has a fiscal year end date of June 30, and issues separate audited financial statements, which may be obtained at the UVMF's website www.uvmfoundation.org. In accordance with Statement No. 61, *The Financial Reporting Entity: Omnibus (an amendment of GASB 14 and 34)*, UVMF is discretely presented on the University's Statements of Net Position and Statements of Revenues, Expenses, and Changes in Net Position.

The University has an affiliation with the University of Vermont Medical Center, Inc. (formerly named Fletcher Allen Health Care, Inc.), University of Vermont Medical Group, Inc., and the University of Vermont Health Network, Inc. (formerly named Fletcher Allen Partner, Inc.) through an updated Affiliation Agreement signed in June, 2014. The Affiliation Agreement is for a period of five years. The Agreement is to guide and govern the parties in the achievement of their common goals, including, but not limited to, providing high-quality clinical education for undergraduate and graduate students enrolled in UVM medical and health care related academic programs and health care professionals enrolled in continuing education programs. The Agreement sets forth principles and protocols designed to assist the University and the University of Vermont Medical Center (UVMC) in coordinating efforts and allocating their resources. UVMC agrees to pay a portion of salary, benefits, and related expenses incurred by the University to physician-faculty and staff who are also employed by UVMC. In addition, UVMC agrees to pay base payments that help maintain medical facilities owned and managed by the University and the Dana Medical Library. UVMC agrees to pay a portion of the UVM Medical Group Net Patient Revenues, referred to as the Dean's Tax, to the Robert Larner, M.D. College of Medicine for purposes that promote and are consistent with the common goals of both parties.

2. Basis of Accounting

The accompanying financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with U.S. generally accepted accounting principles as defined for public colleges and universities by the GASB.

Net position is categorized as follows:

- **Net investment in capital assets:** Capital assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction or improvement of those assets. Such assets include the University's physical plant.
- **Restricted:**
 - Non-Expendable** - Net position subject to externally imposed stipulations that they be maintained permanently by the University. This category includes the corpus of the University's true endowment funds.

(dollars in thousands)

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

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

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

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

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

GASB Statement 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, replaced Statement 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pension*, and became effective for all fiscal years beginning after June 15, 2017. Under GASB 45, employers were required to calculate the unfunded actuarial accrued liability (UAAL) for other postemployment benefits (OPEB) whereas under GASB 75 employers are required to calculate the net OPEB liability (NOL). There are some technical differences between the two calculations but the most significant impact of GASB 75 is the change in reporting. GASB 75 requires that the NOL be recognized on the Statements of Net Position. Under GASB 45 the UAAL was disclosed in the footnotes (note L). Other changes prescribed by GASB 75 include more frequent actuarial valuations, the rate used to discount future benefit payments to a present value, the measurement date, and required disclosures. Disclosures now include year over year comparisons and sensitivity calculations for NOL. To comply with GASB 75, the University restated the July 1, 2017 Statement of Revenues, Expenses, and Changes in Net Position \$230,343.

The GASB issued Statement 81, *Irrevocable Split-Interest Agreements*, effective for years beginning after December 15, 2016. This statement establishes recognition and measurement requirements for irrevocable split-interest agreements, defined as "a specific type of giving arrangement used by donors to provide resources to two or more beneficiaries, including governments". Examples of irrevocable split-interest agreements include charitable lead trusts, charitable remainder trusts, and life-interests in real estate. Prior to GASB Statement 81, the receipt of split-interest agreements was recognized as contribution revenue. Going forward, the receipt of split-interest agreements will be recognized as a deferred inflow of resources. To comply with GASB 81, the University has restated fiscal 2017 opening net position by reclassifying \$1,585 from restricted expendable net position to unconditional interests deferred outflows. In addition, net investment income increased \$1,468 from \$51,618 to \$53,086 as a result of split interest activity being recorded as deferred inflow of resources.

	As Previously Reported	GASB 81 Adjustment	As Restated
Net position as of July 1, 2016	\$ 518,219	\$ (1,585)	\$ 516,634
For the year ended June 30, 2017:			
Net investment income	51,618	1,468	53,086
Increase in net position	34,648	1,468	36,116
Net position as of June 30, 2017	\$ 552,867	\$ (117)	\$ 552,750

3. Fair Value Measurement

GASB statement 72, *Fair Value Measurements and Application*, sets forth the framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used for measuring fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). The three levels of the fair value hierarchy under GASB 72 are described as follows:

Level 1 – Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active or inactive markets that the University has the ability to access.

Level 2 – Inputs to valuation methodology include:

- Quoted prices for similar assets or liabilities in inactive markets;
- Quoted prices for identical or similar assets or liabilities in inactive markets;
- Inputs other than quoted prices that are observable for the asset or liability;
- Inputs that are derived principally from or corroborated by observable market data by correlation or other means.

(dollars in thousands)

Level 3 – Inputs to the valuation methodology are unobservable and significant to the fair value measurement. Unobservable inputs reflect the University's own assumptions about the inputs market participants would use in pricing the asset or liability (including assumption of risk). Unobservable inputs are developed based on the best information available in circumstances and may include the University's own data.

In addition to the three levels described above, certain investments are measured at net asset value (NAV) without further adjustment if NAV is calculated consistent with guidance in Accounting Standards Codification 946, Financial Services – Investment Companies. The University utilizes NAV as its estimate of fair value for those funds whose value is determined as described above. The majority of investments reported at NAV consist of shares or units in funds as opposed to direct interests in the funds' underlying securities, which may be readily marketable and not difficult to value. NAV measured investments are not categorized in the fair value hierarchy table.

Investments in certain funds contain lock-up provisions. Under such provisions, share classes of the investment are available for redemption at various times in accordance with the management agreement of the fund.

4. Government Appropriations and Grants

Revenues associated with grants and contracts are generally recognized when related costs are incurred or when milestones are achieved. Federal, state and private grants and contracts revenue for 2018 and 2017 consists of:

Grants and Contracts	FY18	FY17
Federal appropriations, grants and contracts	\$ 113,413	\$ 109,273
State grants and contracts	4,308	3,369
Other governmental grants and contracts	7	-
Private grants and contracts	62,813	60,567
TOTAL	\$180,541	\$173,209

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

The University has recorded reimbursement of indirect costs relating to government contracts and grants at a predetermined rate. The reimbursement of indirect costs included in grant revenue is \$27.6 million in 2018 and \$25.6 million in 2017.

Private grants and contracts includes funding of \$15.7 million in 2018 and \$15.7 million in 2017 to the Robert Larner, M.D. College of Medicine from the University of Vermont Medical Center, Inc. to offset facilities and operation costs.

5. Gifts

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

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

6. Deposits and Unearned Revenue

Deposits and advance payments for the following academic year are unearned and recorded as revenues when earned. Summer session revenues are unearned to the extent that they relate to courses scheduled in July and August. Deposits and advance payments unearned revenue at June 30, 2018, and 2017, is \$10,286 and \$10,733, respectively.

The University records unearned revenue for cash received in excess of expenditures on grants and contracts. Grants and contracts unearned revenue at June 30, 2018, and 2017, is \$4,671 and \$5,502, respectively.

7. Employee Benefits

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

Health, dental and life insurance are paid by the University on a premium basis at the same rate as active employees for retirees under the age of 65 and at a slightly lower rate for retirees over the age of 65. The total cost for active and retired employees for health, dental and life insurance, net of employee contributions, was \$60,432 in 2018 and \$56,802 in 2017. The total cost for contributions to the RHSP was \$856 in 2018 and \$708 in 2017. See note L for further information about postemployment benefits.

(dollars in thousands)

8. Compensated Absences

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

As of June 30, 2018, \$21,022 (\$20,275 in 2017) was accrued for vacation pay of which \$15,530 (\$14,981 in 2017) was charged to unrestricted net position and \$5,492 (\$5,294 in 2017) was included in deferred charges to be recovered from restricted expendable net position when paid.

9. Collections and Works of Art

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

B. Accounts, Loans, Notes, and Pledges Receivable

Accounts, loans, notes and pledges receivable at June 30, 2018 and 2017 are summarized as follows:

Accounts, Loans, Notes and Pledges Receivable, Net	June 30, 2018	June 30, 2017
Current		
Federal, state, and private grants receivable	\$ 16,923	\$ 15,678
Student and trade accounts receivable, net	11,308	12,385
Other accounts receivable	13,084	11,279
Student loans receivable, net	2,077	2,182
Pledges receivable, net	561	997
Total Current	\$ 43,953	\$ 42,521
Non-Current		
Student loans receivable, net	\$ 19,588	\$ 20,160
Other notes receivable	11,907	12,933
Pledges receivable, net	5,496	39
Total Non-Current	\$ 36,991	\$ 33,132

The student accounts receivable are carried net of an allowance for doubtful accounts of \$358 in 2018 and \$418 in 2017.

Student loans receivable are carried net of an allowance for uncollectible UVM loans of \$53 current and \$443 non-current at June 30, 2018. At June 30, 2017, student loans receivable are carried net of an allowance for uncollectible UVM loans of \$72 current and \$581 non-current. The University does not record an allowance for uncollectible federal student loans since they can be assigned to the government if certain conditions stipulated by the federal government are met.

The University's liability for the federal capital contribution to the Perkins, Health Professions, Primary Care, and Nursing Student loan programs is \$6,947 for 2018 and \$7,346 for 2017. These amounts are included in non-current accrued liabilities.

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

Other notes receivable, non-current, includes the present value of expected future cash flows as a result of an agreement with Sodexo Management, Inc. (Note J) entered into in 2016. The non-current receivable balance is \$7,076 and the current receivable balance is \$1,315 in 2018. The non-current receivable balance is \$8,303 and the current receivable balance is \$1,305 in 2017.

Accounts receivable from the UVMF and UMEA are \$10,203 in 2018 and \$8,365 in 2017 and presented in accounts, loans, notes and pledges receivable, net on the Statements of Net Position.

C. Accounts Payable and Current Accrued Liabilities

Accounts payable and current accrued liabilities of \$73,192 in 2018 and \$73,360 in 2017 are composed of accounts payable of \$15,786 in 2018 and \$20,363 in 2017 and accrued liabilities of \$57,023 in 2018 and \$52,997 in 2017. Also included in this total are pledges payable of \$383 for 2018, included in the chart of Note E. Accounts payable is mostly comprised of supplies and services payables, including construction, renovation and equipment of \$12,297 in 2018 and \$16,585 in 2017.

Current accrued liabilities at June 30, 2018 and 2017 are summarized below:

Current Accrued Liabilities	June 30, 2018	June 30, 2017
Interest expense	\$ 5,966	\$ 6,174
Construction retainage	3,456	4,860
Compensated absences	21,022	20,275
Insurance reserves	8,721	7,423
Compensation and benefits	7,826	6,589
Payment to annuitants	389	369
Service concession arrangement	938	938
Other	8,705	6,369
TOTAL	\$ 57,023	\$ 52,997

(dollars in thousands)

D. Capital Assets

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

Interest expense, net of interest earnings on unspent bond proceeds, is capitalized for debt funded construction projects. In 2018, net interest expense of \$4,627 (\$7,967 in 2017) was capitalized for projects that were funded by the 2015 general obligation bond.

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

Other buildings are depreciated over a useful life of 40 years, land improvements are depreciated over a useful life of 20 years, fixed equipment is depreciated over a useful life of 15 years, and movable equipment is depreciated over a useful life of 5 years. Software systems are depreciated over a useful life of 7 years. Major construction projects are capitalized, but are not depreciated until they are put into service.

Depreciation expense for buildings and components including fixed equipment for fiscal year 2018 is \$28,590 (\$27,085 in 2017). Moveable equipment, software systems, and land improvements depreciation expense is \$2,766 for 2018 (\$2,846 in 2017).

Land and construction in progress are the only non-depreciable capital assets.

Capital assets activity for the years ended June 30, 2018 and 2017 is summarized as follows:

Fiscal Year 2018						
Asset	Balance as of June 30, 2017	Additions	Retirements	Reclass/ Changes	Balance as of June 30, 2018	
Land	\$ 28,039	\$ -	\$ -	\$ -	\$ 28,039	
Land Improvements	4,812	1,250	-	-	6,062	
Buildings	635,871	5,227	(6,507)	77,756	712,347	
Building Service Systems	136,240	1,897	(1,180)	5,364	142,321	
Building Interiors	74,480	414	(1,183)	554	74,265	
Fixed Equipment	117,492	1,477	(2,793)	-	116,176	
Movable Equipment	30,016	1,627	(548)	528	31,623	
Software Systems	30,067	-	-	-	30,067	
Construction in Progress	80,184	53,084	-	(84,202)	49,066	
Total property and equipment	1,137,201	64,976	(12,211)	-	1,189,966	
Less: accumulated depreciation	(495,261)	(31,356)	9,602	-	(517,015)	
Property, plant and equipment, net	\$ 641,940	\$ 33,620	\$ (2,609)	\$ -	\$ 672,951	

Fiscal Year 2017						
Asset	Balance as of June 30, 2016	Additions	Retirements	Reclass/ Changes	Balance as of June 30, 2017	
Land	\$ 28,069	\$ -	\$ (30)	\$ -	\$ 28,039	
Land Improvements	3,360	1,452	-	-	4,812	
Buildings	614,124	4,645	(8,960)	26,062	635,871	
Building Service Systems	93,057	2,204	-	40,979	136,240	
Building Interiors	59,687	1,238	-	13,555	74,480	
Fixed Equipment	108,899	913	(209)	7,889	117,492	
Movable Equipment	28,898	1,118	-	-	30,016	
Software Systems	29,611	456	-	-	30,067	
Construction in Progress	78,905	89,764	-	(88,485)	80,184	
Total property and equipment	1,044,610	101,790	(9,199)	-	1,137,201	
Less: accumulated depreciation	(469,812)	(29,931)	4,482	-	(495,261)	
Property, plant and equipment, net	\$ 574,798	\$ 71,859	\$ (4,717)	\$ -	\$ 641,940	

(dollars in thousands)

E. Bonds and Leases Payable and Other Long Term Liabilities

Debt obligations are generally callable by the University and bear interest at fixed rates ranging from 3.25% to 6.43%. The debt obligations mature at various dates through 2045.

On July 10, 2017 the University issued \$57,020 of Series 2017 General Obligation Bonds at par value with a premium of \$9,675. The proceeds from the bonds were used, together with available moneys of the University,

to refund the remaining portion of the 2007 General Obligation Bonds. The University incurred a deferred gain of \$490 on the refunding of the 2007 General Obligation Bonds.

Long term debt activity for the years ended June 30, 2018 and 2017 is summarized as follows:

Fiscal Year 2018					
Long Term Liability	Beginning Balance	New Debt	Payments	Ending Balance	
				Current	Non-Current
General Obligation Bonds					
Series 2007	\$ 73,727	\$ -	\$ 73,727	\$ -	\$ -
Series 2009 (1)	70,831	-	1,768	1,828	67,235
Series 2010A	9,000	-	-	-	9,000
Series 2010B (2)	17,796	-	40	1,280	16,476
Series 2012A (3)	46,586	-	(13)	(13)	46,612
Series 2014A (4)	73,188	-	1,757	1,827	69,604
Series 2015 (5)	196,133	-	329	2,529	193,275
Series 2016 (6)	80,120	-	428	3,149	76,543
Series 2017 (7)	-	67,068	373	383	66,312
Capital Leases	-	660	144	182	334
TOTAL	\$ 567,381	\$ 67,728	\$ 78,553	\$ 11,165	\$ 545,391

- (1) This balance shown includes bond discount of \$883.
- (2) This balance shown is net of bond premium of \$406.
- (3) This balance shown includes bond discount of \$262.
- (4) This balance shown is net of bond premium of \$5,919.

- (5) This balance shown includes bond premium of \$8,874.
- (6) This balance shown includes bond premium of \$10,821.
- (7) This balance shown includes bond premium of \$9,675.

(dollars in thousands)

Fiscal Year 2017

Long Term Liability	Beginning Balance	New Debt	Payments	Ending Balance	
				Current	Non-Current
General Obligation Bonds					
Series 2005	\$ 11,236	\$ -	\$ 11,236	\$ -	\$ -
Series 2007 (1)	146,355	-	72,628	6,469	67,258
Series 2009 (2)	72,539	-	1,708	1,768	69,063
Series 2010A	9,000	-	-	-	9,000
Series 2010B (3)	17,836	-	40	40	17,756
Series 2012A (4)	46,573	-	(13)	(13)	46,599
Series 2014A (5)	74,780	-	1,592	1,757	71,431
Series 2015 (6)	196,462	-	329	329	195,804
Series 2016 (7)	-	80,120	-	428	79,692
Capital Leases	34	-	34	-	-
TOTAL	\$ 574,815	\$ 80,120	\$ 87,554	\$ 10,778	\$ 556,603

(1) This balance shown includes bond premium of \$2,347.

(2) This balance shown is net of bond discount of \$924.

(3) This balance shown includes bond premium of \$446.

(4) This balance shown is net of bond discount of \$275.

(5) This balance shown includes bond premium of \$6,230.

(6) This balance shown includes bond premium of \$9,203.

(7) This balance shown includes bond premium of \$11,250.

In compliance with the University's various bond indentures, at June 30, 2018 the University has deposits with trustees of \$542 (\$21,677 in 2017) for debt service reserves, sinking funds, and other requirements. Deposits with trustees are invested in obligations of the U.S. Government as

required by the University's bond indentures.

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

For the Fiscal Year Ending June 30	Principal Due	Interest Due	Total Due
2019	\$ 9,728	\$ 23,681	\$ 33,409
2020	12,983	23,157	36,140
2021	13,322	22,535	35,857
2022	12,373	21,927	34,300
2023	12,950	21,311	34,261
2024-2028	75,255	96,129	171,384
2029-2033	96,430	75,828	172,258
2034-2038	119,405	52,410	171,815
2039-2043	128,105	23,723	151,828
2044-2046	41,455	2,209	43,664
TOTAL	\$ 522,006	\$ 362,910	\$ 884,916

(dollars in thousands)

Other long term liabilities at June 30, 2018 and 2017 are summarized below:

Fiscal Year 2018					
Other Long Term Liabilities	Beginning Balance	Increases	Decreases	Ending Balance	
				Current	Non-Current
Federal Student Loan Capital Contribution	\$ 7,346	\$ -	\$ 399	\$ -	\$ 6,947
Green Mountain Loan Guarantee	1,037	-	242	-	795
Obligations under deferred giving arrangements	7,569	691	2,867	389	5,004
Postemployment Benefits*	471,201	37,960	16,586	-	492,575
Service Concession Arrangement	7,503	-	938	938	5,627
Pledges Payable and Other Accrued Liabilities	222	5,627	174	386	5,289
TOTAL	\$ 494,878	\$ 44,278	\$ 21,206	\$ 1,713	\$ 516,237
Fiscal Year 2017					
Other Long Term Liabilities	Beginning Balance	Increases	Decreases	Ending Balance	
				Current	Non-Current
Federal Student Loan Capital Contribution	\$ 8,156	\$ -	\$ 810	\$ -	\$ 7,346
Green Mountain Loan Guarantee	1,287	-	250	-	1,037
Obligations under deferred giving arrangements	7,208	1,791	1,430	369	7,200
Postemployment Benefits	202,356	47,390	17,156	-	232,590
Service Concession Arrangement	1,828	5,878	203	938	6,565
Other Accrued Liabilities	277	81	136	-	222
TOTAL	\$ 221,112	\$ 55,140	\$ 19,985	\$ 1,307	\$ 254,960

* To comply with GASB 75, the University restated the beginning balance of postemployment benefits. More details can be found in note A2

F. Cash and Cash Equivalents and Operating Investments

The University's cash management policy provides parameters for investment of the University's pooled cash. The University classifies resources invested in money market funds and short-term investments with maturities at date of purchase of 90 days or less as cash equivalents. Operating funds invested in instruments with maturities beyond 90 days are classified as operating investments. The cash management policy establishes three pools for investment: short, intermediate and long term. Allowable investments for the short term pool, which includes cash and cash equivalents and other investments with weighted average maturities of up to one year, and the intermediate pool, which includes investments with a weighted average maturity of between one and six years, are restricted by investment type, dollar level, maturity and rating to mitigate credit risk on investments individually and in the aggregate. Investments are restricted to U.S. Treasury and government securities and high quality corporate securities and commercial and bank paper. Debt securities must be rated Aaa, Aa, A or BBB by Moodys or AAA, AA, A or BBB by Standard and Poors. Bank obligations, banker's acceptances or negotiable certificates of deposit must be rated B or better and no more than 20% of the funds in the cash pool can be in obligations

of institutions within any single holding company. Commercial paper must be rated A-1 by Standard and Poors or P-1 by Moodys. Investments may include repurchase agreements secured by the U.S government and federal agency obligations, which shall have market values of at least 100% of the amount of the repurchase agreement. Investments may also include repurchase agreements with banks having Fitch ratings no lower than B with the condition that these repurchase agreements are 100% collateralized with U.S. government securities. Investments may also include commingled funds if they are in compliance with certain guidelines. Investments of the long term pool are restricted to those allowable under the University's Statement of Objectives and Policies for the Long Term Investment Pool, including the endowment fund.

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

Cash and Cash Equivalents	June 30, 2018	June 30, 2017
Cash	\$ 71,563	\$ 85,139
Certificates of Deposit	86,740	77,233
Money Markets	1,060	538
TOTAL	\$ 159,363	\$ 162,910

Of total cash and cash equivalents above, \$5,872 in 2018 and \$11,396 in 2017 are included in non-current endowment cash and cash equivalents.

(dollars in thousands)

The balance of cash held in bank deposit accounts was \$153,378 at June 30, 2018 and \$164,139 at June 30, 2017. Of these bank balances, \$1,033 in 2018 and \$1,018 in 2017 were covered by the Federal Depository Insurance Corporation. The University also has an irrevocable standby letter of credit up to \$120,000 at June 30, 2018 and \$135,000 at June 30, 2017 through the Federal Home Loan Bank of Pittsburgh as collateral for the University's primary depository account. The University has not drawn on the letter of credit during the years ended June 30, 2018 and 2017.

Total operating investments were \$122,654 at June 30, 2018 and \$121,826 at June 30, 2017. Operating investments invested in the long term pool were \$11,244 at June 30, 2018 and \$10,960 at June 30, 2017 (see note G). Short and intermediate term operating investments at June 30, 2018 and 2017 were primarily made through commingled funds with the following investment strategies:

			Credit Quality %					
	UVM	Average	Govt/	AAA	AA	A	BBB	Other
2018	Amount	Maturity/ Effective Duration	Agency					
Bonds	\$ 100,907	3.3 yrs/ 3.0 yrs	46	2	14	32	6	-
Multi Strategy Equity Fund	10,195							
Other	308							
TOTAL	\$ 111,410							

			Credit Quality %					
	UVM	Average	Govt/	AAA	AA	A	BBB	Other
2017	Amount	Maturity/ Effective Duration	Agency					
Bonds	\$ 101,035	3.1 yrs/ 2.9 yrs	43	1	15	30	11	-
Multi Strategy Equity Fund	9,088							
Other	743							
TOTAL	\$ 110,866							

G. Investments

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

Deposits with trustees include \$6,437 in 2018 and \$6,873 in 2017 of assets held under deferred giving arrangements, \$1,098 in 2018 and \$1,124 in 2017 of investments in the waste disposal fund required by the EPA, and \$542 in 2018 and \$21,677 in 2017 of investments held by bond trustees

Investment income is recorded as revenue when earned. Net investment income is reported as non-operating revenue and includes income net of investment fees and the change in the fair value of investments as well as losses on impaired investments. The calculation of realized gains (losses) is independent of the calculation of the net increase in the fair value of marketable investments. Net investment income consists of:

Net Investment Income	FY18	FY17
Net interest, dividend, and other income	\$ 5,936	\$ 5,042
Realized gains	12,899	17,211
Unrealized gains	16,099	32,379
Investment management fees	(1,732)	(1,546)
TOTAL	\$ 33,202	\$ 53,086

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

The assets or liabilities level within the hierarchy is based on the lowest level of input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

(dollars in thousands)

The determination of what constitutes observable requires judgement by the University's management. University management considers observable data to be that market data which is readily available, regularly distributed or updated, reliable, and verifiable, not proprietary, and provided by multiple independent sources that are actively involved in the relevant market.

The categorization of an investment within the hierarchy is based upon the relative observability of the inputs to its fair value measurement and does not necessarily correspond to University management's perceived risk of that investment.

These valuations may produce a fair value that may not be indicative of net

realizable value or reflective of future fair values. Furthermore, although the University believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

Because of the inherent uncertainty of valuations, the estimated values as determined by the appropriate manager or general partners may differ significantly from the values that would have been used had a ready market for the investments existed, and the differences could be material.

Investments measured at fair value for the years ended June 30, 2018 and 2017 is summarized as follows:

Fiscal Year 2018	Level 1	Level 2	Level 3	NAV	Total Investments
Investments:					
Equity Securities					
U.S. Equity	\$ 122,395	\$ -	\$ -	\$ -	\$ 122,395
Global Developed	74,953	-	-	-	74,953
Global Emerging	39,324	-	-	22,332	61,656
Total Equity Securities	236,672	-	-	22,332	259,004
Marketable Alternative					
Absolute Return	-	-	-	87,351	87,351
Hedged Equity	-	-	-	15,649	15,649
Total Marketable Alternative	-	-	-	103,000	103,000
Real Assets					
Private Real Assets	-	-	325	30,995	31,320
Public Real Assets	18,487	-	-	9,952	28,439
Total Real Assets	18,487	-	325	40,947	59,759
Private Equity/Venture Capital					
Private Equity	-	-	8	15,132	15,140
Venture Capital	-	-	-	21,381	21,381
Secondaries	-	-	-	9,692	9,692
Distressed	-	-	-	13,269	13,269
Total Private Equity/Venture Capital	-	-	8	59,474	59,482
Debt Securities	46,698	120,197	-	-	166,895
Other Investments	235	-	446	-	681
Cash and Cash Equivalents	5,872	-	-	-	5,872
Total Investments	\$ 307,964	\$ 120,197	\$ 779	\$ 225,753	\$ 654,693
Deposits With Trustees at Fair Value:					
Beneficial Interests in Trusts	\$ -	\$ -	\$ 6,436	\$ -	\$ 6,436
Debt Securities	542	1,045	-	-	1,587
Cash and Cash Equivalents	54	-	-	-	54
Total Deposits With Trustees	\$ 596	\$ 1,045	\$ 6,436	\$ -	\$ 8,077

(dollars in thousands)

Fiscal Year 2017

	Level 1	Level 2	Level 3	NAV	Total Investments
Investments:					
Equity Securities					
U.S. Equity	\$ 104,094	\$ -	\$ -	\$ -	\$ 104,094
Global Developed	67,056	-	-	-	67,056
Global Emerging	37,835	-	-	21,087	58,922
Total Equity Securities	208,985	-	-	21,087	230,072
Marketable Alternative					
Absolute Return	-	-	-	83,957	83,957
Hedged Equity	-	-	-	14,672	14,672
Total Marketable Alternative	-	-	-	98,629	98,629
Real Assets					
Private Real Assets	-	-	325	36,767	37,092
Public Real Assets	16,017	-	-	9,965	25,982
Total Real Assets	16,017	-	325	46,732	63,074
Private Equity/Venture Capital					
Private Equity	-	-	9	13,089	13,098
Venture Capital	-	-	-	18,328	18,328
Secondaries	-	-	-	9,515	9,515
Distressed	-	-	-	4,015	4,015
Total Private Equity/Venture Capital	-	-	9	44,947	44,956
Debt Securities	47,694	113,365	-	-	161,059
Other Investments	466	-	625	-	1,091
Cash and Cash Equivalents	11,396	-	-	-	11,396
Total Investments	\$ 284,558	\$ 113,365	\$ 959	\$ 211,395	\$ 610,277
Deposits With Trustees at Fair Value:					
Beneficial Interests in Trusts	\$ 107	\$ -	\$ 7,887	\$ -	\$ 7,994
Debt Securities	11,263	10,414	-	-	21,677
Cash and Cash Equivalents	3	-	-	-	3
Total Deposits With Trustees	\$ 11,373	\$ 10,414	\$ 7,887	\$ -	\$ 29,674

(dollars in thousands)

Investment liquidity for the years ended June 30, 2018 and 2017 is summarized as follows:

Fiscal Year 2018	Daily	Monthly	Quarterly	Semi-Annual	Annual	Illiquid	Total	Redemption Notice Period
Investments:								
Equity Securities								
U.S. Equity	\$ 115,929	\$ 6,466	\$ -	\$ -	\$ -	\$ -	\$ 122,395	1-30 days
Global Developed	74,953	-	-	-	-	-	74,953	Same day
Global Emerging	39,324	-	22,332	-	-	-	61,656	1-60 days
Total Equity Securities	230,206	6,466	22,332	-	-	-	259,004	
Marketable Alternative								
Absolute Return	10,189	8,454	26,315	6,942	35,446	5	87,351	1-90 days, Illiquid
Hedged Equity	-	-	-	15,649	-	-	15,649	90 days
Total Marketable Alternative	10,189	8,454	26,315	22,591	35,446	5	103,000	
Real Assets								
Private Real Assets	-	-	-	-	-	31,320	31,320	Illiquid
Public Real Assets	18,487	-	-	-	-	9,952	28,439	Same day, Illiquid
Total Real Assets	18,487	-	-	-	-	41,272	59,759	
Private Equity/Venture Capital								
Private Equity	-	-	-	-	-	15,140	15,140	Illiquid
Venture Capital	-	-	-	-	-	21,381	21,381	Illiquid
Secondaries	-	-	-	-	-	9,692	9,692	Illiquid
Distressed	-	-	-	-	-	13,269	13,269	Illiquid
Total Private Equity/ Venture Capital	-	-	-	-	-	59,482	59,482	
Debt Securities	151,144	15,751	-	-	-	-	166,895	1-30 days
Other Investments	235	-	-	-	-	446	681	Same day, Illiquid
Cash and Cash Equivalents	5,872	-	-	-	-	-	5,872	Same day
Total Investments	\$ 416,133	\$ 30,671	\$ 48,647	\$ 22,591	\$ 35,446	\$ 101,205	\$ 654,693	

(dollars in thousands)

Fiscal Year 2017								Redemption
	Daily	Monthly	Quarterly	Semi-Annual	Annual	Illiquid	Total	Notice Period
Investments:								
Equity Securities								
U.S. Equity	\$ 97,889	\$ 6,205	\$ -	\$ -	\$ -	\$ -	\$ 104,094	1-30 days
Global Developed	67,056	-	-	-	-	-	67,056	Same day
Global Emerging	37,835	-	21,087	-	-	-	58,922	1-60 days
Total Equity Securities	202,780	6,205	21,087	-	-	-	230,072	
Marketable Alternative								
Absolute Return	9,088	8,627	24,726	15,223	20,083	6,210	83,957	1-90 days, Illiquid
Hedged Equity	-	-	-	14,672	-	-	14,672	90 days
Total Marketable Alternative	9,088	8,627	24,726	29,895	20,083	6,210	98,629	
Real Assets								
Private Real Assets	-	-	-	-	-	37,092	37,092	Illiquid
Public Real Assets	16,017	-	-	-	-	9,965	25,982	Same day, Illiquid
Total Real Assets	16,017	-	-	-	-	47,057	63,074	
Private Equity/Venture Capital								
Private Equity	-	-	-	-	-	13,098	13,098	Illiquid
Venture Capital	-	-	-	-	-	18,328	18,328	Illiquid
Secondaries	-	-	-	-	-	9,515	9,515	Illiquid
Distressed	-	-	-	-	-	4,015	4,015	Illiquid
Total Private Equity/Venture Capital	-	-	-	-	-	44,956	44,956	
Debt Securities	152,347	8,712	-	-	-	-	161,059	1-30 days
Other Investments	466	-	-	-	-	625	1,091	Same day, Illiquid
Cash and Cash Equivalents	11,396	-	-	-	-	-	11,396	Same day
Total Investments	\$ 392,094	\$ 23,544	\$ 45,813	\$ 29,895	\$ 20,083	\$ 98,848	\$ 610,277	

The following is a description of the investment categories:

Equity – Investments are with managers who have a geographic focus, either the U.S., Developed ex U.S. Markets, or Emerging Markets. The program provides the portfolio exposure to common equities across the globe. The University has investments in commingled vehicles, mutual funds, and separate accounts.

Marketable Alternatives – This asset class includes hedge fund managers with the intention of reducing total portfolio volatility and providing diversification. The investments are in the following categories: multi-strategy, distressed securities, global macro, open mandate, and long/short equity in global markets.

Real Assets – This asset class includes investments focusing on publicly traded securities of oil, gas, and other natural resources affiliated companies and private real estate funds invested in various segments of the real estate market, including: office, industrial, multi-family, and

retail. The allocation also includes partnerships targeting oil and gas properties as well as other natural resources. Many of the private real asset investments are made via lock-up funds and are thus illiquid. Public real assets are publicly traded and are liquid.

Private Equity - This asset class includes investments focusing on interests in private companies including buyout funds, secondary markets, and distressed debt.

Venture Capital - This asset class includes investments focusing on non-publicly traded interests in start-up entities.

Debt Securities – Investments consisting of U.S. Treasuries, corporate, and high yield bonds. The allocation is liquid and designed to protect the portfolio in deflationary periods.

Other Investments – This asset class includes insurance policies where the University is named as the beneficiary.

(dollars in thousands)

H. Endowment and Other Long Term Funds

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

The endowment in aggregate (which comprises the consolidated endowment and other separately invested assets), long term capital and operating reserves, and UVM Foundation assets are invested in a balanced portfolio consisting of traditional stocks (domestic and international) and bonds; marketable alternatives (hedge funds); non-marketable alternatives (venture capital and private equity); and a diversified portfolio of inflation-hedges

(real estate and commodities). The asset allocation target and actual percentages at June 30 are presented in the top right table:

Unaudited	June 30, 2018		June 30, 2017	
	Target %	Actual %	Target %	Actual %
US Equity	20.0	22.0	19.0	20.3
Global Excluding US Equity	23.0	25.6	24.0	25.8
Marketable Alternatives	19.0	17.4	21.0	18.3
Real Estate/Inflation Hedges	13.0	12.7	13.0	12.8
Non-marketable Alternatives	13.0	9.6	13.0	9.2
Fixed Income/Debt	12.0	11.8	10.0	11.5
Cash & Cash Equivalents	0.0	0.9	0.0	2.1

Endowment and similar investments including \$11,244 and \$10,960 of operating investments and \$41,247 and \$35,128 of capital investments at June 30, 2018 and 2017, respectively, are composed of the following:

	June 30, 2018	June 30, 2017
Cash	\$ 4,833	\$ 9,862
Money Market	1,039	1,534
Common Stock	115,929	97,889
U.S. Treasury Bonds and Notes	474	481
Other Government Bonds and Notes	197	332
Industry Bonds	2,880	2,815
Private Equity and Venture Partnerships	116,125	100,109
Life Estates	949	928
Hedge Funds	115,178	110,900
Mutual Funds	185,679	174,561
TOTAL	\$ 543,283	\$ 499,411

The fixed income portfolio is composed of two passive bond funds with the following risk profiles at June 30, 2018 and 2017:

Credit Quality %								
2018	Amount	Average Duration	Govt/ Agency					
		Yrs.		AAA	AA	A	BBB	<BBB
Passive Bond Funds	\$62,428	4.4	44	3	3	11	38	1
Credit Quality %								
2017	Amount	Average Duration	Govt/ Agency					
		Yrs.		AAA	AA	A	BBB	<BBB
Passive Bond Funds	\$56,384	3.7	55	5	4	10	25	1

(dollars in thousands)

The majority of endowment fund assets are pooled for investment purposes. Each individual fund subscribes to or disposes of units on the basis of the value per unit at fair value at the beginning of the month within which the transaction takes place. Income is distributed on a per unit basis. Of the total units (each having a fair value of \$64.20), 4,755.8939 units were owned by endowment funds and 3,541.3406 units by quasi endowment funds at June 30, 2018 (\$62.58, 4,737.4387 and 3,077.4780 respectively, at June 30, 2017).

Beginning in fiscal year 2013 the University of Vermont Foundation (UVMF) elected to participate in the UVM pooled endowment. The UVMF owned 1,261.2855 units with a market value of \$80,971 as of June 30, 2018 and 884.9141 units with a market value of \$55,374 as of June 30, 2017. The market value of UVMF's units is reported on the Statements of Net Position within unearned revenue, deposits, and funds held for others.

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

in accordance with the statute. The Investment Subcommittee of the Board of Trustees reviews the income distribution rate annually.

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

	Fair Value	Cost	Net Return
June 30, 2018	\$ 532,658	\$ 411,178	\$ 121,480
June 30, 2017	489,024	386,461	102,563
Unrealized Net Gain			18,917
New Gifts and Transfers			26,658
Realized Net Gain			12,849
Net Income			1,508
Withdrawn for Spending			(16,298)
Total Net Change			\$ 43,634

	Fair Value	Cost	Net Return
June 30, 2017	\$ 489,024	\$ 386,461	\$ 102,563
June 30, 2016	438,362	369,994	68,368
Unrealized Net Gain			34,195
New Gifts and Transfers			15,346
Realized Net Gain			16,780
Net Income			159
Withdrawn for Spending			(15,818)
Total Net Change			\$ 50,662

I. Commitments

Major plant projects include commitments as follows:

Unaudited Project	Estimated Project Cost	Project-to-Date Expenditures 2018	Project-to-Date Expenditures 2017
STEM Project	\$ 104,000	\$ 84,827	\$ 70,471
Billings Library Renovation	8,500	5,654	190
Kalkin Expansion Project	11,000	9,962	1,578

The University has entered into operating leases for space, which expire at various dates through fiscal 2023. Outstanding commitments for these leases are expected to be paid in the following years ending June 30:

For the Fiscal Year Ending June 30	Rental Payments Due
2019	\$ 1,047
2020	720
2021	528
2022	395
2023	213
TOTAL	\$ 2,903

Operating lease expenses totaled \$4,458 and \$5,041 in 2018 and 2017, respectively.

The University is obligated under certain of its investments to make future capital contributions in the amount of \$45,072 as of June 30, 2018.

The University entered into agreements with the State of Vermont Department of Vermont Health Access in both 2018 and 2017, to make payments to support the Graduate Medical Education (GME) program. The GME program helps ensure access to quality and essential professional health services for Medicaid beneficiaries through the care provided by teaching physicians and teaching hospitals. The University uses general fund state appropriation dollars to fund the GME payments through an inter-governmental transfer to the State. GME payments totaling \$13,644 and \$13,704 were made in 2018 and 2017, respectively, and are recorded on the Statements of Revenues, Expenses, and Changes in Net Position under Intergovernmental transfers in the Non-operating revenues and expenses section. For 2019, based on the four-year agreement entered into on August 30, 2017, the University will make quarterly payments to the State of Vermont Department of Vermont Health Access totaling \$13,865.

(dollars in thousands)

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

The University elected, effective July 1, 2003, to become a shareholder and member of Genesis Limited, an insurance and reinsurance captive organization domiciled in Bermuda. A Vermont captive, Pinnacle Consortium of Higher Education, was formed in fiscal 2005 as a fronting insurer to Genesis. On December 31, 2015, Genesis dissolved and merged its assets and liabilities into Pinnacle, to improve efficiencies and reduce operating costs. The captives consist of two insurance lines, general liability and automobile liability. All members are required to participate in the captive general liability program which provides \$2,000 excess limit, written by Pinnacle effective 7/1/05, and the group purchase liability program that provides a \$23,000 excess limit. The University has purchased an additional \$75,000 from the commercial insurance market to bring the total excess limit to \$100,000.

The University follows the policy of self-insuring risks up to certain limits. At year end, the University had open claims valued at \$3,248 in 2018 and \$3,028 in 2017; \$10 and \$426 of this is covered by excess insurance in 2018 and 2017, respectively. The University paid claims of \$2,378 in 2018 and \$2,844 in 2017. Reserves for property and casualty liabilities are included in accrued liabilities (including incurred but not reported) in the amount of \$8,721 at June 30, 2018 and \$7,423 at June 30, 2017.

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

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

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

J. Service Concession Arrangements

On July 1, 2015, the University entered into an agreement (the "Agreement") with a third party under which the third party would operate the University's Food Services and collect revenues generated from resident and non-resident meal plans, as well as sales of food, beverages, goods, merchandise and services. The contract term is five years with an option to extend for an additional five years if mutually agreed. The third party will use University facilities to provide this service and will pay the University a guaranteed minimum annual commission; the present value of these guaranteed amounts is estimated to be \$8,391. The third party will also pay UVM a percentage of net sales. The third party is required to operate the University's Food Service and facilities in accordance with the Agreement. The third party has also agreed to fund capital improvements to the University's premises, valued at \$6,565 in FY18. The University is reporting the facilities used to provide the food service as a capital asset at book value. The University is reporting a receivable, liability and deferred inflow of resources at year-end pursuant to the service concession arrangement in the amounts of \$8,391, (\$6,565), and (\$1,826), respectively. The deferred inflow will be recognized as revenue ratably over the term of the Agreement.

K. Retirement Plans

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

- faculty and staff must have a full-time equivalency of .75 or greater;
- staff must be employed three years before they qualify for University contributions to their retirement plan, or they must have a vested interest in the retirement plan of their previous nonprofit employer;
- non tenure-track faculty and faculty under the rank of assistant professor must wait two years to qualify for University contributions to their retirement plan, or they must have a vested interest in the retirement plan of their previous nonprofit employer;
- officers of administration or tenure track faculty at the level of assistant professor or above receive University contributions to their retirement plan immediately upon enrolling in the plan.

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

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

The University's 403(b) and 457(b) contributory retirement plans are administered by the Teachers Insurance Annuity Association of America (TIAA), the College Retirement Equities Fund (CREF), Prudential Financial Services, and Fidelity Investments.

(dollars in thousands)

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

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

For the years ended June 30, 2018 and 2017, the University had total payroll expense of \$294,262 and \$286,752, respectively, of which \$211,255 in 2018 and \$206,127 in 2017 was covered by the University's 403(b) retirement plan. Total employee and employer contributions for 403(b) pension benefits for the year were \$18,054 and \$21,126, respectively, for 2018 and \$17,569 and \$20,613, respectively, for 2017. The University's contribution for 403(b) pension benefits is 10% of the covered payroll. Total employee contributions to the 457(b) retirement plan were \$4,500 in fiscal year 2018 and \$4,156 in fiscal year 2017.

L. Postemployment Benefits Other Than Pensions (OPEB)

FY18 Disclosures Required by GASB Statement 75:

The University is required to account for its postemployment benefit plan in accordance with GASB Statement 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, which was adopted effective July 1, 2017. GASB Statement 75 prescribes a methodology which requires the employer to recognize a total OPEB liability on the Statements of Net Position. Changes in the total OPEB liability will immediately be recognized as OPEB expense on the Statements of Revenues, Expenses, and Changes in Net Position or reported as deferred outflows or deferred inflows of resources depending on the nature of the changes.

1. Plan Description

The University's OPEB plan covers medical, (base) dental, life insurance, and tuition remission benefits provided to eligible University retirees and their dependents. The plan was established under the authority of and may be amended by the University. It is a single employer defined benefit OPEB plan administered by the University. No assets are accumulated in a trust that meets the criteria in paragraph 4 of GASB Statement 75.

Plan provisions include two levels of eligibility based on whether the employee was at least 65 years of age at June 30, 2014:

1) Pre-65 retirees that met the retirement benefit eligibility criteria that were in place at the time of his or her hire date, and retired on or before June 30, 2014, will receive the post-retirement medical benefit and premium contributions will remain unchanged. For employees hired before January 1, 2012, if the employee met the retirement eligibility criteria that were in place at the time of his or her hire date, and did not retire on or before June 30, 2014, then he or she is eligible for the benefit but his or her share

of the premium contribution will change based on the employee's salary at the date of retirement. If, by June 30, 2014, the employee has not met the eligibility criteria that were in place at the time of his or her hire date, then he or she will be eligible to enroll in the pre-65 post-retirement medical benefit plan, but will be responsible for 100% of the premium unless the employee has at least fifteen years of service in which case, at the age of 62, the employee will be eligible for the pre-retirement medical benefit and will pay 50% of the premium for Non-United Academic employees, and 60% of the premium for United Academic employees. Employees hired on or after January 1, 2012 will be able to participate in the post-retirement medical plan but they will be responsible for 100% of the premium.

2) Post-65 retirees that met the retirement benefit eligibility criteria that were in place at the time of his or her hire date, and retired on or before June 30, 2014, will receive the post-retirement medical benefit and premium contributions will remain unchanged. Employees hired before January 1, 2012 who do not retire by June 30, 2014 will be eligible for the post-65 benefit when they reach the age of 65 and have 15 years of service, but the premium will change based on the employee's salary at the date of retirement. Employees hired on or after January 1, 2012 will be able to participate in the post-retirement medical plan but they will be responsible for 100% of the premium.

Employees who retired under the Voluntary Separation Plan of 1992 or before are not required to contribute to the plan, however, a surviving spouse receives two (2) years of medical and base dental coverage without charge, after which dental terminates (the surviving spouse would be eligible for 36 month of COBRA) and medical coverage is available at 50% of the cost of providing coverage. Retirees under the Voluntary Separation Plan of 2000 pay for their medical benefits based on the contribution system in effect prior to June 30, 2000 (based on 0.5% times 75% of the average final three years' base salary). Retirees hired after June 30, 1992 have the same salary band contribution percentages as active employees, which is based on 75% of their average final three years' base salary. Retirees hired after June 30, 1992 and before July 1, 1997 are required to contribute as above plus a percentage based on the sum of their age at retirement and their years of continuous full time service. This surcharge is based on a scale that ranges from 65 to 75 and over. A retirement benefit structure was announced in December 2011, affecting employees retiring on or after June 30, 2015. Consideration is given to age and years of service, with employee participation in medical benefit coverage and the costs associated with that coverage.

At the valuation date of January 1, 2017, the following employees were covered by the benefit terms:

Inactive employees or beneficiaries currently receiving benefits	1,677
Active employees	3,842
TOTAL	5,519

(dollars in thousands)

2. Total OPEB Liability

The University's total OPEB liability of \$492,575 was determined by an actuarial valuation as of January 1, 2017, and then projected forward to the measurement date of December 31, 2017.

The total OPEB liability in the January 1, 2017 actuarial valuation was determined using the following actuarial assumptions and other inputs, applied to all periods included in the measurement, unless otherwise specified.

Inflation	2.30%
Salary Increases	3.00%
Discount Rate	3.44%

The percentages below have been assumed for election of coverage by future eligible retirees:

Medical and Rx	95%
Dental	95%
Life Insurance	95%
	20% for disabled retirees

Assumed health care cost trend rates vary by benefit type as follows:

Benefit	Initial Rate	Ultimate Rate	Year Ultimate Rate is Reached
VHP Pre-Medicare	6.5%	4.0%	2087
J Carve-Out Medicare	6.6%	4.1%	2093
MediComp III Medicare	6.6%	4.1%	2084
Dental	5.0%	4.1%	2084
Tuition Remission	2.3%	2.3%	2018

The discount rate was based on Bond Buyer GO 20-Bond Municipal Bond Index. The discount rate is as of the measurement date.

The mortality rates were based on the Sex-distinct RP-2006 Base Healthy Annuitant /Employee Mortality Tables with projection Scale MP-2017 for healthy participants and Sex-distinct RP-2006 Base Disabled Mortality Tables with projection Scale MP-2017 for disabled participants.

The University's OPEB plan is not large enough to develop credible mortality table based exclusively on plan experience. Therefore the University has relied on the previously mentioned published mortality table in which credible mortality experience was analyzed.

3. Changes in Total OPEB Liability

The following table represents changes in Total OPEB Liability for the year ended June 30, 2018:

Fiscal Year 2018	Total OPEB Liability
Balance at 7/1/2017	\$ 471,201
Changes for the year:	
Service cost	14,434
Interest on total OPEB liability	18,066
Effect of plan changes	-
Effect of economic/demographic gains or losses	847
Effect of assumption changes or inputs	4,085
Benefit payments	(16,058)
Net changes	21,374
Balance at 6/30/2018	\$ 492,575

Changes of assumptions and other inputs reflect a change in the discount rate from 3.78% in 2017 to 3.44% in 2018.

The following presents the total OPEB liability of the University, calculated using the discount rate of 3.44%, as well as what the University's total OPEB liability would be if it were calculated using a discount rate that is 1 percentage point lower (2.44%) or 1 percentage point higher (4.44%) than the current rates.

Fiscal Year 2018	1% Decrease (2.44%)	Discount Rate (3.44%)	1% Increase (4.44%)
Total OPEB liability	\$ 574,964	\$ 492,575	\$ 426,676

The following presents the total OPEB liability for the University, calculated using the current healthcare cost trend rates as well as what the University's total OPEB liability would be if it were calculated using trend rates that are 1 percentage point lower or 1 percentage point higher than the current trend rates.

Fiscal Year 2018	1% Decrease	Current Trend Rate	1% Increase
Total OPEB liability	\$ 418,002	\$ 492,575	\$ 587,400

(dollars in thousands)

4. OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

OPEB expense for the fiscal year ended June 30, 2018 is summarized as follows:

OPEB Expense	FY18
Service cost	\$ 14,434
Interest on total OPEB liability	18,066
Effect of plan changes	-
Recognition of deferred outflows/inflows of resources	
Recognition of economic/demographic gains or losses	160
Recognition of assumption changes or inputs	772
OPEB expense	\$ 33,432

Deferred outflows and inflows of resources as of June 30, 2018 is summarized as follows:

Deferred Outflows/ Inflows of Resources	Deferred Inflows of Resources	Deferred Outflows of Resources
Difference between expected and actual experience	\$ -	\$ 687
Changes of assumptions	-	3,312
Contributions after measurement period	-	8,618
TOTAL	\$ -	\$ 12,617

Deferred outflows of resources resulting from contributions after the measurement period totaling \$8,618 will be recognized as a reduction of the total OPEB liability in the year ended June 30, 2019. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expenses as follows:

For the Fiscal Year Ending June 30	OPEB Expense
2019	\$ 932
2020	932
2021	932
2022	932
2023	271
Thereafter*	-
* Note that additional future inflows and outflows of resources may impact these numbers.	

FY17 Disclosures Required by GASB Statement 45:

The University's postemployment benefit plan in fiscal year 2017 had the same coverage options and plan provisions as described earlier in this footnote.

As of January 1, 2015, there were 3,614 active employees, with an average age of 48.4 years and average credited service of 11.7 years, and 2,448 retirees and beneficiaries included in the census data used in the actuarial calculations.

Actuarial calculations reflect a long term perspective, involve estimates about the probability of events and are subject to continual revision. The calculations were developed using certain actuarial assumptions and methods. The assumptions include an investment return of 5.15%, termination rates based on historical experience, a weighted average retirement age of 64, inflation rate of 2.5%, and annual salary rate increases of 3.0%. The valuation utilizes the RP-2014 Healthy Annuitant/Employee Mortality tables adjusted to reflect Scale MP-2015 from the 2006 base year and projected forward using Scale MP-2015 on a generational basis. The methods include the projected unit credit actuarial cost method and a 30-year amortization of the plan's initial unfunded liability on a closed, level dollar basis. Additionally, each year's plan changes, assumption changes, actuarial gains and losses, and contribution excesses/deficiencies are amortized over separate closed periods of 30 years on a level dollar basis. Health care cost inflation is assumed to be 6.6% / 8.2% in 2016 for pre-Medicare/Medicare medical coverage and gradually decrease to 4.50% going forward. Dental trend is assumed to be 5.0% in all years.

The actuarial accrued liability at the measurement date of July 1, 2015 was \$438,628. There are no assets specifically funding the liability as the University's contributions are comprised entirely of direct payments for benefits. Employer contributions for fiscal year ended June 30, 2017 totaled \$17,156, or 36.2% of annual other postemployment benefit (OPEB) cost. The annual required contribution (ARC) of \$51,265 for fiscal year 2017 is the sum of \$16,342, the normal cost at July 1, 2016 plus interest, the 2017 amortization of the initial UAAL of \$21,555, the amortization of contribution deficiencies of \$14,297, and the amortization of plan experience of (\$929).

Total annual OPEB costs and liabilities for the 2017 fiscal year include the following components:

	June 30, 2017
Annual required contribution	\$ 51,265
Interest on net OPEB obligation	10,421
ARC adjustment	(14,296)
Annual OPEB cost	47,390
Contributions during FY	(17,156)
Increase in net OPEB obligation	30,234
Net OPEB obligation, beginning of year	202,356
Net OPEB obligation, end of year	\$ 232,590

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

(dollars in thousands)

M. Operating Expenses by Function

Operating expenses by functional classification for the years ended June 30, 2018 and 2017 are summarized as follows::

Year ended June 30, 2018						
Function	Compensation And Benefits	Supplies And Services	Scholarships And Fellowships	Depreciation	Total	
Instruction	\$ 156,766	\$ 21,948	\$ -	\$ -	\$	178,714
Research	59,611	30,208	-	-		89,819
Public service	47,641	15,506	-	-		63,147
Academic support	45,807	16,571	-	-		62,378
Student services	28,832	16,796	-	-		45,628
Institutional support	31,479	12,199	-	-		43,678
Operations and maintenance of plant	30,850	22,329	-	-		53,179
Scholarships and fellowships	-	-	16,799	-		16,799
Auxiliary enterprises	30,933	52,728	-	-		83,661
Depreciation	-	-	-	31,356		31,356
TOTAL	\$ 431,919	\$ 188,285	\$ 16,799	\$ 31,356	\$	668,359

Year ended June 30, 2017						
Function	Compensation And Benefits	Supplies And Services	Scholarships And Fellowships	Depreciation	Total	
Instruction	\$ 159,621	\$ 20,639	\$ -	\$ -	\$	180,260
Research	58,366	27,535	-	-		85,901
Public service	47,501	17,253	-	-		64,754
Academic support	47,520	16,693	-	-		64,213
Student services	28,298	17,978	-	-		46,276
Institutional support	31,408	9,136	-	-		40,544
Operations and maintenance of plant	28,954	22,118	-	-		51,072
Scholarships and fellowships	-	-	17,198	-		17,198
Auxiliary enterprises	30,790	50,263	-	-		81,053
Depreciation	-	-	-	29,931		29,931
TOTAL	\$ 432,458	\$ 181,615	\$ 17,198	\$ 29,931	\$	661,202

N. Pollution Remediation Obligations

The University is required to account for its pollution remediation activities in accordance with GASB Statement 49, *Accounting and Financial Reporting for Pollution Remediation Obligations*. GASB 49 requires the University to accrue estimated costs to conduct pollution remediation activities if certain obligating events have occurred. It also requires the University to expense pollution remediation costs which cannot be capitalized. The University incurred and expensed pollution remediation costs of \$1,456 and \$321 in fiscal 2018 and fiscal 2017, respectively.

Also, in fiscal 2018, the University commenced certain renovation projects that included the need for asbestos and lead paint removal. These projects are not expected to be completed until after fiscal 2018 and therefore fiscal 2018 supplies and services expense and current accrued liabilities include \$1,654 (\$1,898 in fiscal 2017) for the expected remediation portion of these projects. The accrual is based on management's estimate of expected outlays. There are no recoveries associated with these projects.

(dollars in thousands)

**Required Supplementary Information -
Postemployment Benefits**

**Schedule of Changes in the University's
Total OPEB Liability and Related Ratios**

Total OPEB Liability	FY18
Service cost	\$ 14,434
Interest on total OPEB liability	18,066
Changes of benefit terms	-
Effect of economic/demographic gains or (losses)	847
Effect of assumption changes or inputs	4,085
Benefit payments	(16,058)
Net change in total OPEB liability	21,374
Total OPEB liability, beginning	471,201
Total OPEB liability, ending	\$ 492,575
Covered-employee payroll	\$ 241,981
Total OPEB liability as a % of covered-employee payroll	2.03%

The below schedule is presented to illustrate the requirement to show information for 10 years. However, recalculations of prior years are not required, and if prior years are not reported in accordance with the current GASB standards, they should not be reported.

Notes to Schedule:

Changes of assumptions. Changes of assumptions and other inputs reflect the effects of changes in the discount rate each period.

Schedule of Employer Contributions

Fiscal Year Ended June 30	Annual OPEB Cost	Actual Contributions	Percentage of Annual OPEB Cost Contributed
2017	\$ 47,390	\$ 17,156	36.2%
2016	\$ 44,907	\$ 12,248	27.3%
2015	\$ 33,547	\$ 12,868	38.4%

Schedule of Funding Progress

Actuarial Valuation Date	Actuarial Value of Assets	Actuarial Accrued Liability (AAL)	Unfunded AAL (UAAL)	Funded Ratio	Covered Payroll	UAAL as a Percentage of Covered Payroll
1/1/2015	\$ -	\$ 438,628	\$ 438,628	0.0%	\$ 219,449	199.9%
1/1/2013	\$ -	\$ 307,028	\$ 307,028	0.0%	\$ 211,849	144.9%
1/1/2011	\$ -	\$ 306,453	\$ 306,453	0.0%	\$ 208,900	146.7%

Net OPEB Obligation (NOO)

Fiscal Year Ended June 30	Annual Required Contribution	Interest on Existing NOO	ARC Adjustment	Annual OPEB Cost	Actual Contribution Amount	Net Increase in NOO
2017	\$ 51,265	\$ 10,421	\$ (14,296)	\$ 47,390	\$ 17,156	\$ 30,234
2016	\$ 48,093	\$ 8,739	\$ (11,925)	\$ 44,907	\$ 12,248	\$ 32,659
2015	\$ 36,250	\$ 7,675	\$ (10,378)	\$ 33,547	\$ 12,868	\$ 20,679



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



The University of Vermont

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NECHE Document Room	
Below is a list of workroom and supporting documents as of February 1, 2019. Please note that some material will be updated as new documents become available. Hyperlinks embedded in the text and Data First Forms of the electronic version of the Self-Study document also provide access to additional information. As indicated below, some material is available only in hard copy, but may be duplicated and sent by request in advance of the team visit (email Brian Reed at Brian.Reed@uvm.edu to request material).	
General Documents	
University of Vermont Webpage	https://www.uvm.edu/
University of Vermont Board of Trustees	https://www.uvm.edu/trustees/
President's Webpage	https://www.uvm.edu/president/
Provost's Webpage	https://www.uvm.edu/provost/
College of Arts and Sciences	https://www.uvm.edu/cas
College of Agriculture and Life Sciences	https://www.uvm.edu/cals
Grossman School of Business	https://www.uvm.edu/business
College of Education and Social Service	https://www.uvm.edu/cess
College of Engineering and Mathematical Sciences	https://www.uvm.edu/cems
Rubenstein School of Environment and Natural Resources	https://www.uvm.edu/rsenr
College of Nursing and Health Sciences	https://www.uvm.edu/cnhs
Honors College	https://www.uvm.edu/honorscollege
Graduate College	https://www.uvm.edu/graduate
Larner College of Medicine	http://www.med.uvm.edu/
Continuing and Distance Education	https://learn.uvm.edu/
Extension	https://www.uvm.edu/extension
University Libraries	http://library.uvm.edu/
Athletics	https://uvmathletics.com/splash.aspx?id=splash_1244
Inclusive Excellence at the University of Vermont	www.uvm.edu/~president/pcie/PCIE_FinalBooklet_4.pdf
University Academic Units	https://www.uvm.edu/academics
University of Vermont Medical Center Webpage	https://www.uvmhealth.org/medcenter/Pages/default.aspx
University of Vermont Health Network	https://www.uvmhealth.org/Pages/home.aspx
Campus Facilities Design and Construction	https://www.uvm.edu/arch
University FY 19 Budget	https://www.uvm.edu/sites/default/files/Division-of-Finance/Publications/Buddoc_FY_2019.pdf
Standard One Mission and Purpose	
University Mission Statement	https://www.uvm.edu/president/?Page=mission.html
Board of Trustees Approval of Mission Statement	http://www.uvm.edu/trustees/policymanual/1%201A%20Mission%20and%20Vision%20of%20UVM.pdf
University Strategic Plan	https://www.uvm.edu/president/?Page=strategicplan.html
University Vision Statement	https://www.uvm.edu/president/?Page=mission.html
Board of Trustees Approval of Strategic Action Plan	http://www.uvm.edu/trustees/policymanual/strategic_planning/ApprovedStratPlan_2009-2013.pdf
University of Vermont Governance Documents	http://www.uvm.edu/trustees/policymanual/?Page=section_II.html
UVM Foundation Move Mountains Campaign	https://www.uvmfoundation.org/s/1690/foundation/index.aspx?sid=1690&gid=2&pgid=2278&cid=4935&ecid=4935&crd=0&calpgid=447&calcid=1119
Vermont Quarterly "Public Ivy" Designation	https://www.uvm.edu/vq/?Page=news&storyID=26133&category=vq-pres
University Identity	http://www.uvm.edu/trustees/policymanual/1%202A%20University%20Identity%20-%20Overview.pdf
The College of Agriculture and Life Sciences	https://www.uvm.edu/cals/about_college
UVM Extension	https://www.uvm.edu/extension/about_us
Office of the President	https://www.uvm.edu/president/?Page=mission.html
Board Policy Manual	http://www.uvm.edu/trustees/policymanual/?Page=section_I.html
University Catalogue	http://catalogue.uvm.edu/undergraduate/aboutuniv/
Our Common Ground	http://www.uvm.edu/president/?Page=miscellaneous/commonground.html
Gund Institute for Environment	https://www.uvm.edu/gund
The Rubenstein School of Environment and Natural Resources	https://www.uvm.edu/rsenr
General Education	https://www.uvm.edu/generaleducation/sustainability-requirement-and-transfer-credit
Residential Life Greenhouse Program	https://www.uvm.edu/reslife/greenhouse
Sustainability Faculty Fellows	https://ctl.uvm.edu/?Page=services-programs/sustainabilityfellows/index.php&SM=m_sp.html
AASHE Stars	https://www.uvm.edu/sustain/aashe-stars
Masters of Public Health	https://learn.uvm.edu/program/master-of-public-health/
Biomedical Engineering (B.S.)	https://www.uvm.edu/cems/ebe/biomedical_engineering_bs
Health Sciences B.S.	https://www.uvm.edu/cnhs/bhsc/health-sciences-bs
Health and Society Program	https://www.uvm.edu/cas/healthsociety
Wellness Environment	https://www.uvm.edu/we
Service-Learning	http://www.uvm.edu/partnerships/?Page=about/about.php&SM=aboutmenu.html#stories
Community-Based Research	https://www.uvm.edu/cas/vermontresearch
Volunteering	https://www.uvm.edu/~via/?Page=aboutus.html
Academic Excellence Goals	http://www.uvm.edu/provost/ACADEMIC%20EXCELLENCE%20GOALS%20FOR%20THE%20UNIVERSITY%20OF%20VERMONT.pdf
Library Mission and Vision	https://library.uvm.edu/about/our_mission_and_vision
Larner College of Medicine Mission Statement	http://www.med.uvm.edu/studenthandbook/11000
Grossman School of Business Mission Statement	https://www.uvm.edu/business/mission
The Rubenstein School of Environment and Natural Resources Mission Statement	https://www.uvm.edu/rsenr/rubenstein_school_mission_statement

Standard Two Planning and Evaluation	
Planning	
University Strategic Plan	https://www.uvm.edu/president/?Page=--strategicplan.html
Campus Master Plan	https://www.uvm.edu/~plan/?Page=campusmasterplandraft.html&SM=campusmasterplanmenu.html
Campus Master Planning	https://www.uvm.edu/~plan/
Academic Excellence Goals	https://www.uvm.edu/provost/Academic%20Excellence%20Goals_02.7.14.pdf
Incentive Based Budgeting Model	https://www.uvm.edu/provost/IBB/
Subvention within IBB	http://www.uvm.edu/~provost/IBB/About%20Subvention.Oct%202015.%20.pdf
IBB budgetary Framework	https://www.uvm.edu/provost/IBB/IBB%20Map%202017%202.pdf
CESS Strategic Plan	https://www.uvm.edu/sites/default/files/media/CESS_Strategic_Plan.pdf
Administrative Unit Review	http://www.uvm.edu/president/AUR/
Strategic Initiatives Project (Board Book, May 2012)	https://www.uvm.edu/trustees/board_mtgs/meetings/2012_may/May_2012_Board_Book.pdf
Strategic Financial Plan (Board Book, Oct 2017)	https://www.uvm.edu/trustees/board_mtgs/meetings/2017_oct/Oct_2017_Board_Book.pdf
Strategic Plan 2009-2013	http://www.uvm.edu/president/formerpresidentfogel/letters/uvmstrategicplan2008_2013.pdf
Retention Plan	https://www.uvm.edu/dem/2018-student-retention-action-plan
Strategic Financial Planning (referenced as 170511_UVM_Final Report.pptx in Std 2)	Available in Document Room
Budget Workbooks	Available in Document Room
Evaluation	
UVM Sourcebook	https://www.uvm.edu/~oir/?Page=sbook0.html
Academic Program Review	https://www.uvm.edu/provost/?Page=academicprogramreview.html
Administrative Unit Review	http://www.uvm.edu/president/AUR/
Provost's IBB Communications to Campus	https://www.uvm.edu/provost/IBB/?Page=communications_ibb.html
Accrediting Agencies	https://www.uvm.edu/~accredit/?Page=accrediting_agencies.html
Accrediting Agencies	http://catalogue.uvm.edu/undergraduate/aboutuniv/accreditations/
Office of Institutional Research	http://www.uvm.edu/~oir/
Student Information - Catamount Data Center	https://www.uvm.edu/~oir/?Page=data_center.html
Faculty and Staff Information - Catamount Data Center	https://www.uvm.edu/~oir/?Page=data_center.html
National Survey of Student Engagement	https://www.uvm.edu/~oir/?Page=nsse_over.html&SM=submenu_nsse.html
Annual Financial Report	https://www.uvm.edu/finance/publications-data
Annual Financial Audit Report	http://www.uvm.edu/~cntrlrs/?Page=fras/fin_statements.html&SM=frasmenu.html
Incentive Based Budgeting Model	https://www.uvm.edu/provost/IBB/
Evaluation of IBB 1.0	https://www.uvm.edu/provost/IBB/IBB%201.0%20Evaluation%20for%20Posting.11.13.17.pdf
Catamount Data Center	https://www.uvm.edu/~oir/?Page=data_center.html
IBB Resources	https://www.uvm.edu/~ofabweb/
Educational Stewardship Committee (ESC)	https://www.uvm.edu/provost/?Page=esc.html
Department of Financial Analysis & Budgeting	https://www.uvm.edu/~ofabweb/
Honors College Strategic Priorities	https://www.uvm.edu/sites/default/files/HonCollegeStrategicPriorities.pdf
Office of Institutional Research	http://www.uvm.edu/~oir/
Academic Excellence Goals Progress	http://www.uvm.edu/provost/AEG%20Update%20December%202018.pdf
Catamount Commitment	https://www.uvm.edu/studentfinancialservices/catamount_commitment
Unit Strategic Plans	
College of Agriculture and Life Sciences	https://www.uvm.edu/cals
College Arts and Sciences	http://www.uvm.edu/cas/enews/documents/CAS%20STRATEGIC%20PLAN-%202012-15%20%28NEWS%29.pdf
Grossman School of Business	https://www.uvm.edu/business/strategic_plan
College of Education and Social Services	https://www.uvm.edu/sites/default/files/media/CESS_Strategic_Plan.pdf
College of Engineering and Mathematical Sciences	https://www.uvm.edu/sites/default/files/media/strategic_plan_text_2017_v3_layout.pdf
Rubenstein School of Environment and Natural Resources	https://www.uvm.edu/sites/default/files/RSENr-StrActPlan-6Jan14-1_0.pdf
College of Nursing and Health Sciences	https://www.uvm.edu/sites/default/files/media/CNHS_Strategic_Plan_2016-2020_-_updated_8-15-2017.pdf
Honors College	https://www.uvm.edu/sites/default/files/HonCollegeStrategicPriorities.pdf
Libraries	https://library.uvm.edu/sites/default/files/documents/Libraries_2016-2020_Strategic_Plan_6_21_16.pdf
Division of Student Affairs	https://www.uvm.edu/studentaffairs
Unit Inclusive Excellence Plans	
College of Agriculture and Life Sciences	https://www.uvm.edu/sites/default/files/media/CALS_Action_Plan.pdf
College of Arts and Sciences	https://www.uvm.edu/sites/default/files/media/act_plan_draft_92817.pdf
Grossman School of Business	https://www.uvm.edu/business
College of Education and Social Services	https://www.uvm.edu/sites/default/files/College-of-Education-and-Social-Services/CESS_Action_Plan_Framework_for_Inclusive_Excellence_Dec_2017.pdf
College of Engineering and Mathematical Sciences	https://www.uvm.edu/sites/default/files/media/CEMS_Action_Plans_to_PROVOST.pdf
Rubenstein School of Environment and Natural Resources	https://www.uvm.edu/sites/default/files/Rubenstein-School-of-Environment-and-Natural-Resources/RSENrInclusiveActionPlan2017.pdf
College of Nursing and Health Sciences	https://www.uvm.edu/sites/default/files/media/inclusiveframework.pdf
Larner College of Medicine	http://www.med.uvm.edu/docs/odi_5yearreport_17_web/diversity-inclusion-documents/odi_5yearreport_17_web.pdf?sfvrsn=2
Honors College	https://www.uvm.edu/sites/default/files/media/HCOL_Inclusive_Excellence_Action_Plan_Goals_Spreadsheet_2018A_0.pdf
Continuing and Distance Education	https://learn.uvm.edu/support/diversity-inclusion/
Libraries	https://library.uvm.edu/sites/default/files/documents/Framework_for_Inclusive_Excellence.pdf
Division of Student Affairs	https://www.uvm.edu/studentaffairs

Standard Three Organization and Governance	
Governing Board	
University of Vermont Board of Trustees	https://www.uvm.edu/trustees/
University of Vermont Board of Trustees - Policy Manual	http://www.uvm.edu/trustees/policymanual/
University of Vermont Board of Trustees - Membership	http://www.uvm.edu/trustees/?Page=members/allmembers.html
University of Vermont Board of Trustees - Committees	http://www.uvm.edu/trustees/?Page=Committees.html&SM=submenu1.html
University of Vermont Board of Trustees - Resolutions	http://www.uvm.edu/trustees/?Page=resolutions/resolutions.html
University of Vermont Board of Trustees - Schedule	http://www.uvm.edu/trustees/?Page=board_mtggs/meetings/all_mtggs.html
Presidential Review Policy	http://www.uvm.edu/trustees/policymanual/III%203A%20Presidential%20Performance%20Review%20Policy.pdf
Presidential Review Policy - Annual Review Process	http://www.uvm.edu/trustees/policymanual/III%203C%20Annual%20Review%20Subcommittee%20Policy%20and%20Procedures_04.13.09-1.pdf
Presidential Compensation Policy	http://www.uvm.edu/trustees/policymanual/III%203B%20Presidential%20Compensation%20Guidelines.pdf
Liaison - Board of Trustees Org. Chart	http://www.uvm.edu/trustees/how_to_reach_us/BOT_Org_Chart.pdf
Communications to Trustees and Access to Board Meetings	http://www.uvm.edu/trustees/?Page=communication_meetings.html
Board of Trustees Contact Information	http://www.uvm.edu/trustees/?Page=how_to_reach_us/mainpage.html
University Charter	http://www.uvm.edu/trustees/policymanual/II%201A%20University%20Charter.pdf
University Statutes	http://www.uvm.edu/trustees/policymanual/II%201%20B%20University%20Statutory%20Provisions.pdf
University Bylaws	http://www.uvm.edu/trustees/policymanual/II%202%20University%20Bylaws.pdf
Board of Trustees Bylaws	http://www.uvm.edu/trustees/policymanual/II%203A%20UVM%20Board%20Bylaws_oct07.pdf
Vermont Agricultural College Bylaws	http://www.uvm.edu/trustees/policymanual/II%203B%20Vt%20Ag%20College%20Bylaws.pdf
Resolution Regarding Delegation and Retention of Board Authority	http://www.uvm.edu/trustees/policymanual/II%204%20Resolution%20regarding%20Board%20Delegation%20and%20Retention%20of%20Authority.pdf
Associated Directors For The Appointment of UVM Student Trustees, Inc.	http://www.uvm.edu/trustees/policymanual/II%209%20Student%20Trustee%20By-Laws.pdf
Renaming Advisory Committee	https://www.uvm.edu/trustees/?Page=other_com/renaming/content.html&SM=submenu1.html
Trustee Approval of Library Name Change	https://www.uvm.edu/uvmnews/news/uvm-trustees-approve-removal-baileys-name-bailey/howe-library
Internal Governance	
Faculty Senate	https://www.uvm.edu/faculty_senate
Staff Council	http://www.uvm.edu/staffcouncil/
Student Government Association	http://www.uvm.edu/~uvmgsa/
Graduate Student Senate	https://www.uvm.edu/~gss/
Alumni Association	http://www.alumni.uvm.edu/s/1690/alumni/start.aspx?gid=2&pgid=61
University Manual	http://www.uvm.edu/~facsrcs/University%20Manual.pdf
Staff Handbook	http://www.uvm.edu/hrs/?Page=info/general/handbooksandpolicies.html&SM=info/infomenu.html
Collective Bargaining Agreement - Faculty Full-Time	http://www.uvm.edu/~facsrcs/?Page=ftcontract.html
Collective Bargaining Agreement - Faculty Part-Time	http://www.uvm.edu/~facsrcs/?Page=ptcontract.html
Collective Bargaining Agreement - Polices Services	http://www.uvm.edu/hrs/info/benefits/teamsterscontract.pdf
Collective Bargaining Agreement - Physical Plant	http://www.uvm.edu/hrs/info/benefits/ue_contract.pdf
University Policies and Procedures	https://www.uvm.edu/policies/
University and University Officers' Manual	https://www.uvm.edu/~facsrcs/University%20Manual.pdf
President's Commission for Inclusive Excellence	http://www.uvm.edu/president/pcie/
Diversity, Engagement and Professional Development	https://www.uvm.edu/hrdma/depd
Faculty Senate Constitution and Bylaws	https://www.uvm.edu/faculty_senate/faculty_senate_constitution_and_bylaws
Staff Council Constitution and Bylaws	http://www.uvm.edu/~stffcncl/pdf/schbylaws102417.pdf
Graduate Student Senate Constitution and Bylaws	http://www.uvm.edu/~gss/Constitution_Bylaws.pdf
University Charter	http://www.uvm.edu/trustees/policymanual/II%201A%20University%20Charter.pdf
University Organizational Chart	https://www.uvm.edu/~oir/org.html

Standard Four The Academic Program	
University Mission and Vision	https://www.uvm.edu/president/?Page=mission.html
Academic Excellence Goals	http://www.uvm.edu/~provost/ACADEMIC%20EXCELLENCE%20GOALS%20FOR%20THE%20UNIVERSITY%20OFF%20VERMONT.pdf
Engaged Practices Innovation (EPI) Grants	http://www.uvm.edu/provost/epigrant/
Center for Academic Success - Advising Center	https://www.uvm.edu/academicsuccess/advising_center
Career Center - Four Year Plan for Success	http://www.uvm.edu/~career/?Page=4yearplan.php&SM=4yearplansubmenu.html
School/College Plans for Academic Advising	http://www.uvm.edu/~provost/?Page=advisingplans.html
Career and Experience HUB	http://www.uvm.edu/~uvmhub/
Undergraduate Certificate Programs	https://www.uvm.edu/sites/default/files/Faculty-Senate/StandardsUndergraduateCertificateswithCoverSheet.pdf
Faculty Professional Development	https://www.uvm.edu/provost/?Page=faculty_profdev.html
Faculty Senate Curricular Policies	https://www.uvm.edu/faculty_senate/curricular_resources
Assuring Academic Quality	
Undergraduate Catalogue	http://catalogue.uvm.edu/undergraduate/
Graduate Catalogue	http://catalogue.uvm.edu/graduate/
College of Medicine Catalogue	http://catalogue.uvm.edu/undergraduate/courses/courselist/comu/
Academic Program Review	https://www.uvm.edu/provost/?Page=academicprogramreview.html
Academic Program Review	https://sharepoint.uvm.edu/sites/neasc2019selfstudy/SitePages/Data.aspx?RootFolder=2Fsites%2Fneasc2019selfstudy%2FData%20Documents%2F%20Academic%20Program%20Review&FolderCTID=0x012000ABF2BD224585174C954ECD6E7590CF84&View=%7B871268D2-3E6A-48CF-BA9D-A9E6308ACFF4%7D
Curricular Resources (New Programs)	https://www.uvm.edu/faculty_senate/curricular_resources
Definition of a Credit Hour	http://catalogue.uvm.edu/graduate/academiceenrollment/enrollmentpolicies/
Sample of Course Syllabi	Available in the Document Room
Policy on Satisfactory Academic Progress	https://www.uvm.edu/studentfinancialservices/handbook-and-consumer-information-2018-2019
Transfer Credit Policy	https://www.uvm.edu/policies/student/transcredit.pdf
Center for Teaching and Learning	http://www.uvm.edu/~ctl/
University Mission and Vision	https://www.uvm.edu/president/?Page=mission.html
Academic Excellence Goals	http://www.uvm.edu/~provost/ACADEMIC%20EXCELLENCE%20GOALS%20FOR%20THE%20UNIVERSITY%20OFF%20VERMONT.pdf
Faculty Senate Curricular Resources	https://www.uvm.edu/faculty_senate/curricular_resources
Academic Program Review (APR)	http://www.uvm.edu/~provost/?Page=academicprogramreview.html
Incentive-based Budgeting	http://www.uvm.edu/~provost/IBB/
Educational Stewardship Committee (ESC)	http://www.uvm.edu/provost/?Page=esc.html
Educational Stewardship Committee Data Summary Report 2017-2018	http://www.uvm.edu/provost/ESC%20Data%20Monitoring%20Report%202017-18.final.pdf
Educational Stewardship Committee Report, March 15, 2018	http://www.uvm.edu/provost/Report%20on%20MGM%20201%20and%20Curricular%20Oversight%20in%20LCOM%20031518.pdf
A Guide to Academic Program Review for Accredited Programs	https://www.uvm.edu/provost/A%20Guide%20to%20Academic%20Program%20Review%20for%20Accredited%20Programs%202017.pdf
Operating Policies for Course Listings and Course Monitoring	http://www.uvm.edu/provost/Memo%20Operating%20Policies%20and%20Procedures%20for%20Course%20Monitoring%20111318.pdf
Subcommittee on General Education and unit Requirements	http://www.uvm.edu/provost/Charge%20to%20ESC%20Subcommittee%20on%20Gen%20Ed%20and%20Unit%20Requirements.pdf
Undergraduate Education, General Education, and Majors	
General Education	https://www.uvm.edu/generaleducation
General Education Coordinating Committee	https://www.uvm.edu/generaleducation/general-education-coordinating-committee
Foundational Writing and Information Literacy	https://www.uvm.edu/generaleducation/foundational-writing-and-information-literacy?Page=goals.html
General Education Diversity Assessment Committee Final Report	https://www.uvm.edu/sites/default/files/General-Education-at-UVM/GEDACPilotProjectReport_FY2018_Final.pdf
Student Research Conference	https://www.uvm.edu/four/student-research-conference
Office of Fellowships, Opportunities, and Undergraduate Research	https://www.uvm.edu/four
Office of Community-University Partnerships & Service Learning	http://www.uvm.edu/~partners/
Report on Internships	https://www.uvm.edu/trustees/board_mtgs/meetings/2018_may/May_2018_Board_Book.pdf
Study abroad options - Office of International Education	https://www.uvm.edu/oie
Office of International Education Financing Options	https://www.uvm.edu/oie/finances
Generation Study Abroad	https://www.uvm.edu/oie/generationstudyabroad
Environmental Studies and Environmental Sciences	https://www.uvm.edu/academics/studying_environment_uvm
Gund Institute for Environment	https://www.uvm.edu/gund
Food Systems at UVM	https://www.uvm.edu/foodsystems
Neuroscience Program	https://www.uvm.edu/cas/neuro
Nationally Ranked Programs	https://www.uvm.edu/admissions/undergraduate/news/us-news-world-report-uvm-top-40-public
Honors College Curriculum	https://www.uvm.edu/honorscollege/curriculum
Academic Program Changes	http://www.uvm.edu/~provost/Academic%20Program%20Changes%2006_20_18.pdf
Vermont Law School 3+2 Program	https://www.uvm.edu/admissions/undergraduate/university_vermont_vermont_law_school_32_program
UVM, Albany College of Pharmacy and Health Sciences Sign Affiliation Agreement for Dual Degree Program	https://www.uvm.edu/uvmnews/news/uvm-albany-college-pharmacy-and-health-sciences-sign-affiliation-agreement-dual
First of UVM + VLS 3+2 Program Graduates Law School	https://www.uvm.edu/cals/cdae/news/first-uvm-vls-32-program-graduates-law-school
Accelerated Master's Degree Programs	https://www.uvm.edu/graduate/accelerated-masters-degree-programs
Residential Life - Learning Communities	https://www.uvm.edu/reslife/uvm-housing-experience
AACU High-Impact Practices	https://www.aacu.org/resources/high-impact-practices
Geospatial Technologies Minor	https://www.uvm.edu/~geosptal/?Page=GSTMior.html
Emergency Medical Services Minor	https://www.uvm.edu/cnhs/news/new-minor-emergency-medical-services
Undergraduate Certificates	http://catalogue.uvm.edu/undergraduate/academicinfo/undergraduatecertificates/
Curricular Resources	https://www.uvm.edu/faculty_senate/curricular_resources
Public Communication Major	https://www.uvm.edu/cals/cdae/public_communication
Health and Society Program	https://www.uvm.edu/cas/healthsociety
Writing Minor	http://catalogue.uvm.edu/undergraduate/artsandsciences/english/writingminor/?_ga=2.60072749.1080608032.1532359042-444108647.1490721151
Numbering Convention for Catalogue Courses	https://www.uvm.edu/academics/catalogue2012-13/?Page=courses/about.html&SM=coursemenu.html
Online Catalogue	http://catalogue.uvm.edu/
Charge to develop an Academic Advising Plan in Each College/School	http://www.uvm.edu/~provost/COD.Academic%20Advising.09.25.14.pdf
School/College Plans for Academic Advising	http://www.uvm.edu/~provost/?Page=advisingplans.html
Guide: UVM Student App for Advising	https://www.uvm.edu/registrar/guide-uvm-student-app
Advising Center	https://www.uvm.edu/academicsuccess/advising_center
Vision for Academic Advising	https://www.uvm.edu/sites/default/files/media/A_Vision_for_Academic_Advising_-_adapted_from_2014_report_100317_5.pdf
Academic Program Changes	http://www.uvm.edu/~provost/Academic%20Program%20Changes%2006_20_18.pdf
Academic Advising Award	https://www.uvm.edu/academicsuccess/academic-advising-award
Undergraduate Accreditations	http://catalogue.uvm.edu/undergraduate/aboutuniv/accreditations/
Career Outcomes Survey	http://www.uvm.edu/~oir/careeroutcomes/uvm_career_outcomes_2017.pdf

Graduate Degree Programs	
The Graduate College Website	https://www.uvm.edu/graduate
Graduate Course Listing	http://catalogue.uvm.edu/graduate/courses/
Graduate Resources	https://www.uvm.edu/graduate/resources
Constitution of the Graduate College	https://www.uvm.edu/sites/default/files/CONSTITUTION%20latest%20version%2011_24_15.pdf
Graduate Catalogue	http://catalogue.uvm.edu/graduate/
Graduate Faculty	https://www.uvm.edu/graduate/graduate_faculty
Graduate College Annual Report	https://www.uvm.edu/sites/default/files/media/Annual_Report_2017.pdf
Academic Program Review (APR)	https://www.uvm.edu/provost/?Page=academicprogramreview.html
Academic Excellence Goals	https://www.uvm.edu/provost/AE%20Goals%20Oct%202013.pdf
Strategic Action Plan	https://www.uvm.edu/president/?Page=strategicplan.html
Graduate Writing Center	http://www.uvm.edu/wid/writingcenter/GWC/
Center for Teaching and Learning	https://www.uvm.edu/ctl/apps/ctical/
Graduate Teaching Program	https://www.uvm.edu/ctl/?Page=services-programs/gtp/index.php&SM=m_sp.html
Neuroscience Graduate Program	https://www.uvm.edu/neurosciencegrad
Integrity in Award of Academic Credit	
Code of Academic Integrity	https://www.uvm.edu/policies/student/acadintegrity.pdf
Transfer Credit Policy	https://www.uvm.edu/policies/student/transcredit.pdf
Articulation Agreements	http://catalogue.uvm.edu/undergraduate/admissioninfo/articulationagreements/
Exams and Grading	http://catalogue.uvm.edu/undergraduate/academicinfo/examsandgrading/
Definition of a Credit Hour	http://catalogue.uvm.edu/graduate/academicenrollment/enrollmentpolicies/
Transfer Credit and Credit by Examination	http://catalogue.uvm.edu/graduate/academicenrollment/transfercredit/
Course Action forms	https://www.uvm.edu/provost/Course%20Action%20Process%205.15.17.pdf
Curricular Dispute forms	https://www.uvm.edu/sites/default/files/CourseMediationProcessSenate.pdf
Computer, Communication, and Network Technology Acceptable Use	http://www.uvm.edu/policies/cit/compuse.pdf
Code of Academic Integrity	http://www.uvm.edu/policies/student/acadintegrity.pdf
Privacy Policy	http://www.uvm.edu/policies/general_html/privacy.pdf
College Credit for High School Classes	http://catalogue.uvm.edu/undergraduate/admissioninfo/highschoolclasses/
Alternative Methods for Earning Academic Credit	http://catalogue.uvm.edu/undergraduate/academicinfo/alternativemethods/
High Impact Practices	https://www.aacu.org/resources/high-impact-practices

Standard Five Students and Co-Curricular Experiences	
Admissions	
Undergraduate Admissions	https://www.uvm.edu/admissions/undergraduate
Graduate Admissions	https://www.uvm.edu/graduate/prospective_student_resources
Larner College of Medicine Admissions	http://www.med.uvm.edu/admissions
First Year Applicants	https://www.uvm.edu/admissions/undergraduate/first_year_applicants
Transfer Applicants	https://www.uvm.edu/admissions/undergraduate/transfer_applicants
International Applicants	https://www.uvm.edu/admissions/undergraduate/apply/international_applicants
Common Data Set	http://www.uvm.edu/~oir/?Page=common_data.html
Strategic Action Plan	https://www.uvm.edu/president/?Page=Strategicplan.html
Academic Excellence Goals	https://www.uvm.edu/provost/AE%20Goals%20Oct%202013.pdf
Joining the Circle Event	https://www.uvm.edu/admissions/undergraduate/joining_circle_event
Urban Partnership	http://www.uvm.edu/vq/?Page=news&storyID=20324&category=vq-fetrs
Global Gateway Program	http://globalgateway.uvm.edu/
Study Group	http://globalgateway.uvm.edu/degree-pathway/about-study-group
Office of International Education	https://www.uvm.edu/oie/iss
The Career Center	http://www.uvm.edu/~career/?Page=internationalstudents.html&SM=diversesubmenu.html
In-state Tuition rankings	https://www.cnbc.com/2017/08/22/the-10-most-expensive-public-universities.html
The Catamount Commitment	https://www.uvm.edu/studentfinancialservices/catamount_commitment
Statement of Principles of Good Practice	https://www.nacacnet.org/globalassets/documents/advocacy-and-ethics/statement-of-principles-of-good-practice/statement-of-principles-of-good-practice-spgp-with-highlights.pdf
Admissions Review Procedures	https://www.uvm.edu/admissions/undergraduate/first_year_applicants
Retention Policies	http://www.uvm.edu/provost/Retention%20Plan%20FF.pdf
First Time, First Year Applications by Residence	https://www.uvm.edu/~oir/catdat/restricted/admissions.html
Undergraduate Headcount Enrollments by Residence	https://www.uvm.edu/~oir/sbinfo/ugreshis.pdf
First year enrollment Data	https://www.uvm.edu/~oir/catdat/enrollment_completion.html
Student Retention Action Plan	https://www.uvm.edu/dem/2018-student-retention-action-plan
Division of Enrollment Management	https://www.uvm.edu/dem
First-Time, First Year ALANA Applicants, Admits, and Enrolls	http://www.uvm.edu/~oir/sbinfo/alaadm.pdf
Trends in SAT Scores for VERMONT First-Time First Year Students by Residence	http://www.uvm.edu/~oir/sbinfo/satquart.pdf
Projections of high School Graduates through 2032	https://knocking.wiche.edu/
Student Services and Co-Curricular Experiences	
Student Affairs Annual Report	https://www.uvm.edu/studentaffairs/annual_report
Division of Student Affairs	https://www.uvm.edu/studentaffairs
Financial Aid Handbook and Consumer Information	https://www.uvm.edu/studentfinancialservices/types_aid_and_how_apply/handbook_and_consumer_information_current
Office of Student and Community Relations	https://www.uvm.edu/oscr
Orientation and New Student Programs	https://www.uvm.edu/orientation
Orientation - First Year Students	https://www.uvm.edu/orientation/firstyear
Orientation - Transfer	https://www.uvm.edu/orientation/transfers
Orientation - Trek	https://www.uvm.edu/orientation/trek
Orientation - International	https://www.uvm.edu/oie/orientation
Orientation - Medicine	http://www.med.uvm.edu/admissions/admitted/orientation
FERPA Rights Disclosure	http://catalogue.uvm.edu/undergraduate/academicinfo/ferparightsdisclosure/
Code of Student Rights and Responsibilities	http://www.uvm.edu/~uvmppg/ppg/student/studentcode.pdf
Center for Teaching and Learning	http://www.uvm.edu/~ctl/
College of Arts and Sciences Student Services Staff	https://www.uvm.edu/cas/student_services
Advising Center	https://www.uvm.edu/academicsuccess/advising_center
Tutoring Center	https://www.uvm.edu/academicsuccess/tutoring_center
The Career Center	http://www.uvm.edu/~career/
Counseling And Psychiatry Services	https://www.uvm.edu/health/CAPS
Student Accessibility Services	https://www.uvm.edu/academicsuccess/student_accessibility_services
The Mosaic Center for Students of Color (MCSC)	https://www.uvm.edu/mcsc/
UVM Student Veteran Services	http://www.uvm.edu/~veterans/
Student-Athlete Development - Academic Support	https://uvmathletics.com/sports/2011/9/20/SAD_0920110830.aspx
Admissions Applications Materials	https://www.uvm.edu/studentfinancialservices/types_aid_and_how_apply
Student Financial Aid Portal	https://www.uvm.edu/studentfinancialservices/check_status_your_financial_aid_application
Student Financial Services	https://www.uvm.edu/studentfinancialservices
Student Charges	https://www.uvm.edu/~oir/?Page=costs0.html
Student Debt Figures	https://www.uvm.edu/sites/default/files/factsandfigures2016-17.pdf
Health and Safety Resources	https://mailchi.mp/6c25ac71f212/health-and-safety-tips-for-first-year-students
Alcohol, Cannabis and Other Drug Use - Student Policy	http://www.uvm.edu/policies/student/drugandalco.pdf
Code of Academic Integrity	http://www.uvm.edu/policies/student/acadintegrity.pdf
Hazing Policy	http://www.uvm.edu/policies/student/hazing.pdf
Sexual Harassment & Misconduct Policy	http://www.uvm.edu/policies/general_html/sexharass.pdf
Records Management and Retention Policy	http://www.uvm.edu/policies/general_html/recordretention.pdf
UVM Policies and Resources	https://www.uvm.edu/deanofstudents/uvm_policies_resources
UVM Policy Resources	http://www.uvm.edu/policies/?Page=alphalist.php
Onboarding at UVM	http://www.uvm.edu/hrs/?Page=welcome/onboardoverview_2.html
Budget Hearings and Resource Management	https://sharepoint.uvm.edu/sites/neasc2019selfstudy/_layouts/15/WopiFrame2.aspx?sourcedoc=%7b68d650a3-03e1-41b9-8ee0-e33a16fb6eba%7d&action=edit&source=https%3A%2F%2Fsharepoint%2Euvm%2Eedu%2Fsites%2Fneasc2019selfstudy%2FStandard%25205%2520-%2520Students%2Easpx%3FRootFolder%3D%252Fsites%252Fneasc2019selfstudy%252FStandard%25205%2520Documents%252FDATA%26FolderCTID%3D0x012000A81B01E879307D44A1A68D3A6988D583%26View%3D%2527BD5684495%252DE3D5%252D44D2%252D91EA%252DBC17898E21DD%252D
Administrative Unit Review	http://www.uvm.edu/president/AUR/
UVM Hub	http://www.uvm.edu/~uvmhub/
Introduction to the Division of Student Affairs	https://www.uvm.edu/sites/default/files/Dean-of-Students-Office/2016-2017.pdf
TRiO Student Support Services	https://www.uvm.edu/academicsuccess/trio_student_support_services
The Division of Human Resources, Diversity and Multicultural Affairs (HRDMA)	https://www.uvm.edu/hrdma
CARE Form	https://www.uvm.edu/deanofstudents/student_advocacy/care_form
First-Time First-Year Student Data	https://sharepoint.uvm.edu/sites/neasc2019selfstudy/_layouts/15/WopiFrame2.aspx?sourcedoc=%7bFF185443-5E62-4703-A63F-BBA5EBAC9A02%7d&file=first%20Six%20Weeks%20FTFY%201.pptx&action=default
NSSE BCSSE Report	https://sharepoint.uvm.edu/sites/neasc2019selfstudy/_layouts/15/WopiFrame2.aspx?sourcedoc=%7b7BB2CD74E-A619-4637-B6A5-86C8FED8EE3B%7d&file=NSSE%20BCSSE%20Report%202017.pptx&action=default
Project CEO	https://sharepoint.uvm.edu/sites/neasc2019selfstudy/_layouts/15/WopiFrame2.aspx?sourcedoc=%7bAA2DA45F-6BEB-4F77-B671-84024CAB2FFC%7d&file=Project%20CEO%202017.pdf&action=default
Residential Life	https://www.uvm.edu/reslife
BASICS: Behavior Around Substance use In College Students	https://www.uvm.edu/health/BASICS

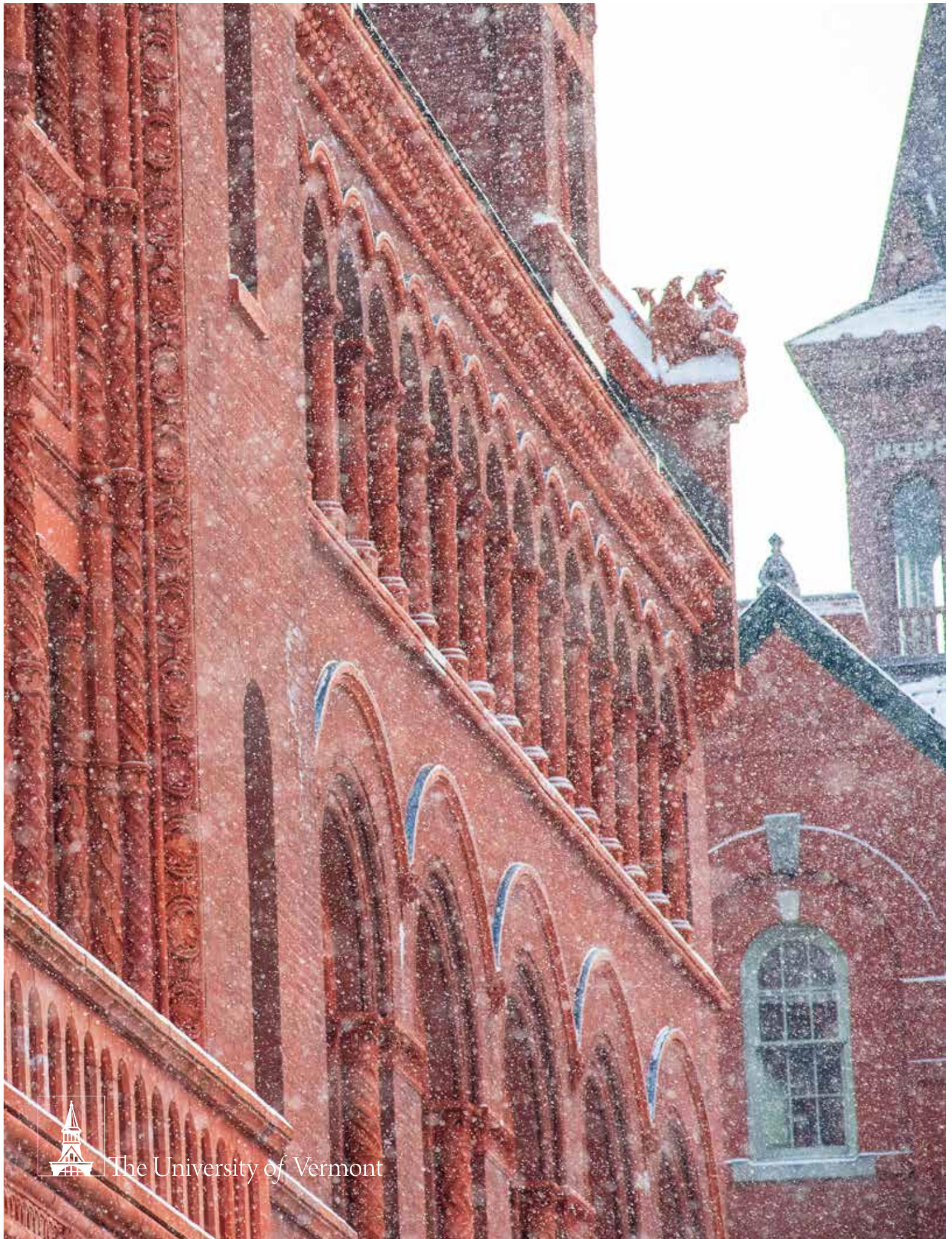
Counseling And Psychiatry Services	https://www.uvm.edu/health/CAPS
Organizations	https://lynx.uvm.edu/organizations
Varsity Athletics	https://uvmathletics.com/
Student Government Association	http://www.uvm.edu/sga/
Co-Curricular Activities	https://uvmbores.com/
Research Opportunities	https://www.uvm.edu/research
Leadership Opportunities	http://www.uvm.edu/~lce/?Page=ls_getinvolved.php&SM=menu-leadership.html
Internships	http://www.uvm.edu/~career/?Page=internships.html&SM=internshipssubmenu.html
Student-Athlete Graduation rates	https://uvmathletics.com/news/2018/1/9/general-catamounts-earn-best-collective-semester-gpa-in-department-history.aspx
Student Affairs Assessment Resources	https://www.uvm.edu/studentaffairs/student-affairs-assessment-resources
Multi-Purpose Event Center	https://www.uvmfoundation.org/s/1690/images/gid2/editor_documents/foundation/cases/UVM_MPEC_FINAL.pdf?gid=2&pgid=447&sessionid=c4f416ee-8725-4ec3-b505-8a2dc8e540a4&cc=1
Center for Health and Well-Being	https://www.uvm.edu/health
Racial Aikido	https://www.uvm.edu/mcsc/?Page=racialaikido.html&SM=eventsmenu.html
Student Facts & Figures Report 2016-2017	https://www.uvm.edu/sites/default/files/factsandfigures2016-17.pdf
The President's Committee on Alcohol and Other Drugs	https://www.uvm.edu/president/Sullivan%20Memo%20Committee%20on%20Alcohol%20and%20Drug%20Use%202017-15.pdf
Student Advocacy	https://vtcynic.com/news/news-animal-rights-group-seeks-to-widen-circle-of-compassion/42408/
Blackboard Jungle	https://www.uvm.edu/hrdma/bbj
Student Involvement	Available in Document Room
Spring 2018 Housing Summit	Available in Document Room

Standard Six Teaching, Learning, and Scholarship	
Faculty and Academic Staff	
Faculty - Full and Part-Time	http://catalogue.uvm.edu/undergraduate/faculty/fulltime/
Faculty - Emeriti	http://catalogue.uvm.edu/undergraduate/faculty/emeriti/
United Academic Collective Bargaining Agreement - Full-Time Faculty	http://www.uvm.edu/~facsrcs/?Page=fcontract.html
United Academic Collective Bargaining Agreement - Part-Time Faculty	http://www.uvm.edu/~facsrcs/?Page=ptcontract.html
Larner College of Medicine Faculty Handbook	http://www.uvm.edu/~facsrcs/?Page=OfficersPage.html
Faculty Senate Constitution and Bylaws	https://www.uvm.edu/faculty_senate/faculty_senate_constitution_and_bylaws
Reappointment, Promotion and Tenure (RPT) Guidelines and Forms	https://www.uvm.edu/~facsrcs/?Page=RPT.html&SM=submenu2.html
Faculty Recruitment - Tenure Track	https://www.uvm.edu/~facsrcs/?Page=T_Track_Faculty.html&SM=submenu3.html
Faculty Recruitment - Non-Tenure Track	https://www.uvm.edu/~facsrcs/?Page=NT_Track_Faculty.html&SM=submenu3.html
Faculty Recruitment - Non Salary Faculty	https://www.uvm.edu/~facsrcs/?Page=Non-Salaried_Faculty.html&SM=submenu3.html
Faculty Recruitment - Academic Administrators	https://www.uvm.edu/~facsrcs/?Page=Acad_Administrators.html&SM=submenu3.html
Diversity and Inclusion	http://www.uvm.edu/~president/pcie/?Page=actions.html
"Why Diversity Matters"	www.uvm.edu/.../Essay-Why%20Diversity%20Matters%202.pdf
Inclusive Excellence at the University of Vermont	www.uvm.edu/~president/pcie/PCIE_FinalBooklet_4.pdf
Teacher-Scholar model	http://www.uvm.edu/~provost/
Faculty and Department Chair Resources - full time contracts	https://www.uvm.edu/~facsrcs/?Page=fcontract.html
Faculty and Department Chair Resources - part time contracts	https://www.uvm.edu/~facsrcs/?Page=ptcontract.html
College of Medicine Faculty Handbook	http://www.uvm.edu/~facsrcs/COMFacHandbookFINAL4Feb2016.pdf
New Faculty Orientation	http://www.uvm.edu/~facsrcs/nfo/
Faculty Pipeline & Pathway Report	Available in Document Room
Tenure Attainment Rate Report	Available in Document Room
Time in Rank for Tenured Associate Professors	Available in Document Room
Teaching, Learning, and Scholarship	
Scholarly Productivity and Impact Metrics	http://www.uvm.edu/provost/?Page=spim.html
President's Distinguished Senior Lecturer and Lecturer Award	http://www.uvm.edu/president/lectureraward/
Graduate Teaching Program	https://www.uvm.edu/ctl/?Page=services-programs/gtp/index.php&SM=m_sp.html
Undergraduate Teaching Assistants	https://www.uvm.edu/ctl/?Page=resources-teaching/utas/index.php
Faculty Mentoring Program	http://www.uvm.edu/~mentor/
Faculty Professional Development	https://www.uvm.edu/provost/?Page=faculty_profdev.html
Professional Development and Training	http://www.uvm.edu/develop/
Office of the Vice President for Research	https://www.uvm.edu/ovpr
Scholarly Productivity and Impact Metrics, Common Elements Across Units	http://www.uvm.edu/provost/Rosowsky_Deans%20Schol%20Prod%20Impact%20Metrics_10_14_15.pdf
Research at the University	https://www.uvm.edu/research
Humanities Center	https://www.uvm.edu/humanitiescenter/?Page=discover.html
Campus Wide Faculty Conference	https://www.uvm.edu/provost/Invitation%20-%20CWFC%2008-21-17.pdf
Sponsored Project Administration - SPA	http://www.uvm.edu/spa/
Research, Scholarship, and the Creative Arts Committee	https://www.uvm.edu/faculty_senate/research_scholarship_creative_arts
Our Common Ground	http://www.uvm.edu/president/?Page=miscellaneous/commonground.html
The Center for Teaching & Learning	https://www.uvm.edu/~ctl/
Writing in the Disciplines Program	https://www.uvm.edu/wid/
Office of Community-University Partnerships & Service Learning (CUPS)	http://www.uvm.edu/~partners/
Center for Cultural Pluralism	https://www.uvm.edu/~ccpvm/
The Teaching Academy	http://www.med.uvm.edu/teachingacademy/home
Educational and Research Technologies Committee	https://www.uvm.edu/sites/default/files/Faculty-Senate/2018_ERTC_Annual_Report.pdf
Advising Center	https://www.uvm.edu/academicsuccess/advising
Writing Centers	http://www.uvm.edu/wid/writingcenter/
Foundational Writing & Information Literacy	https://www.uvm.edu/fwil/
Engaged Practices Innovation (EPI) Grants	http://www.uvm.edu/provost/epigrant/
EPI Grant - Funded Proposals	http://www.uvm.edu/provost/epigrant/?Page=epigrantsfunded.html
Service Learning at UVM	http://www.uvm.edu/~partners/?Page=faculty/faculty.html&SM=facultymenu.html
NSSE 2014 High-Impact Practices	https://www.uvm.edu/~oir/nsse14/NSSE14%20High-Impact%20Practices%20(UVM).pdf
Community-University Partnerships & Service-learning	http://www.uvm.edu/partnerships/about/CUPS_14-15_Annual_Report.pdf
Cultural Pluralism Mission	https://www.uvm.edu/~ccpvm/
UVM Sustainability Fellows Program	https://ctl.uvm.edu/?Page=services-programs/sustainabilityfellows/index.php&SM=m_sp.html
General Education - Rationale for Sustainability Requirement	https://www.uvm.edu/sustain/news-events/news/new-undergraduate-general-education-requirement-in-sustainability
Institutional Priorities - Faculty development programs	https://www.uvm.edu/~ctl/?Page=services-programs/index.php&SM=m_sp.html
UVM Communicates Program	https://www.uvm.edu/ovpr/uvm-communicates
Gund Faculty Fellows	https://www.uvm.edu/gund/faculty-fellows
Complex Systems and Data Science	http://vermontcomplexsystems.org/education/phd/?utm_source=Unknown+List&utm_campaign=819f382ab8-EMAIL_CAMPAIGN_2018_04_04&utm_medium=email&utm_term=0_819f382ab8-
Research Resources for Faculty	https://www.uvm.edu/cnhs/research_resources_faculty
Faculty Development Grant for the Arts	https://sharepoint.uvm.edu/sites/casdean/facultyresources/Misc%20Memos/Development%20Grants%20for%20the%20Arts%20Further%20Details.pdf
Scholarship of Teaching and Learning Initiative	https://blog.uvm.edu/ctl/2017/11/01/scholarship-of-teaching-and-learning-sotl-at-uvm/
Kidder Award	https://www.med.uvm.edu/alumni/kidder
Kroepsch-Maurice Award for Excellence in Teaching	https://www.uvm.edu/ctl/?Page=km/km2018.php
Academic Advising Award	https://www.uvm.edu/academicsuccess/academic-advising-award
NSSE High-Impact Practices Module	https://www.uvm.edu/~oir/nsse14/NSSE14%20High-Impact%20Practices%20(UVM).pdf
Sustainability Fellows Program	https://ctl.uvm.edu/?Page=services-programs/sustainabilityfellows/index.php&SM=m_sp.html
TEO Training Program	https://www.uvm.edu/ctl/?Page=services-programs/teo/index.php&SM=m_sp.html
Hybrid Course Archives	https://www.uvm.edu/ctl/apps/hybrids/
Dean Fund Award "Units" link in report	https://sharepoint.uvm.edu/sites/casdean/facultyresources/General%20Information/Awards.aspx
Administrative Unit Review (Humanities Center)	Available in Document Room

Standard Seven Institutional Resources	
Human Resources	
Handbook for Non-Represented Staff	http://www.uvm.edu/hrs/?Page=info/staffhandbook/staffhandbook.html
Grievance and Peer Advisor Policy for NonRepresented Staff	http://www.uvm.edu/policies/hr/complaint.pdf
A Statistical Investigation of Equity in Faculty Salaries	http://www.uvm.edu/~salfaceq/
A Statistical Investigation of Equity in Salaries of Staff at the University of Vermont	http://www.uvm.edu/~salstefq/?Page=report.html
Larner College of Medicine Faculty handbook	http://www.uvm.edu/~facsrscs/COMFacHandbookFINAL4Feb2016.pdf
Staff Council	http://www.uvm.edu/staffcouncil/
Professional Advancement of UVM Faculty	https://www.uvm.edu/provost/facultyaffairs/professional-advancement-uvm-faculty
Blackboard Jungle	http://www.uvm.edu/~ues/blackboardjungle11/blackboard-jungle-history.html
Professional Development and Training	http://www.uvm.edu/develop/
Diversity, Equity and Inclusion	http://www.uvm.edu/develop/?Page=skills/classes/diversityequityandinclusion.html
Social Justice	https://www.uvm.edu/daviscenter/history-values/social-justice
Our Common Ground	http://www.uvm.edu/president/?Page=miscellaneous/commonground.html
Our Common Ground Staff Award	http://www.uvm.edu/president/staffaward/
Financial Resources	
Financial Statements	http://www.uvm.edu/~cntrlrs/?Page=frs/fin_statements.html&SM=frsmenu.html
Cash Flow Projections	https://www.uvm.edu/sites/default/files/Division-of-Finance/Cash_Flow_Projections.pdf
Cash Management and Liquidity Policy	http://www.uvm.edu/trustees/policymanual/VIII%204A%20Cash%20Management%20and%20Liquidity%20Policy.pdf
UVM Foundation Move Mountains Campaign	https://www.uvmfoundation.org/s/1690/foundation/index.aspx?sid=1690&gid=2&pgid=2278&cid=4935&ecid=4935&cid=0&calpgid=447&calcid=1119
Resolution Regarding Delegation and Retention of Board Authority	http://www.uvm.edu/trustees/policymanual/II%204%20Resolution%20regarding%20Board%20Delegation%20and%20Retention%20of%20Authority.pdf
Procurement Policy	http://www.uvm.edu/policies/procure/procurement.pdf
Education Charters and Agreements	https://legislature.vermont.gov/statutes/fullchapter/16APPENDIX/001
Ethics and Compliance Reporting and Help Line	https://secure.ethicspoint.com/domain/media/en/gui/24544/index.html
Code of Conduct and Ethical Standards	http://www.uvm.edu/policies/general_html/businessconduct.pdf
Statement of Investment Policies and Objectives	http://www.uvm.edu/trustees/policymanual/VIII%204B%20Statement%20of%20Investment%20Objectives%20and%20Policies.pdf
University Gifts Policy	http://www.uvm.edu/policies/advance/gifts.pdf
Moody's Fiscal Year 2016 Medians	https://www.uvm.edu/sites/default/files/Division-of-Finance/Moodys_FY16_Medians.pdf
Global Gateway Program	http://globalgateway.uvm.edu/
Summary of Net Assets	https://www.uvm.edu/sites/default/files/Division-of-Finance/Net_Assets_Overview.pdf
Summary of Capital Projects, Funding Sources and uses	https://www.uvm.edu/sites/default/files/Division-of-Finance/Sources_and_Uses_Spreadsheet.pdf
UVM Foundation Endowments	https://www.uvmfoundation.org/s/1690/foundation/index.aspx?sid=1690&gid=2&pgid=481
Division of Finance Organization Chart	https://www.uvm.edu/sites/default/files/Division-of-Finance/orgchart.pdf
Resume of key Leaders	https://www.uvm.edu/uvmweb/finance/roles_responsibilities
Information, Physical, and Technological Resources	
UVM Libraries Strategic Plan	http://library.uvm.edu/sites/default/files/documents/Libraries_2016-2020_Strategic_Plan_6_21_16.pdf
UVM Libraries Impact report - 2016	http://library.uvm.edu/sites/default/files/documents/uvm-libraries-impact16.pdf
ScholarWorks	https://scholarworks.uvm.edu/
Center for Digital Initiatives	http://cdi.uvm.edu/
Campus Master Plan	http://www.uvm.edu/~plan/?Page=campusmasterplandraft.html
Capital Projects	http://www.uvm.edu/~arch/?Page=current.html&SM=currentprojectmenu.html
Environmental Design in New and Renovated Buildings	http://www.uvm.edu/~arch/?Page=sustainable.html
Central Plant Chiller Expansion	https://www.uvm.edu/~arch/?Page=projects/chiller.html&SM=pastprojectsmenu.html
Internal Process for evaluating and prioritizing Capital Projects	http://www.uvm.edu/~arch/?Page=process.html
Technology and Media in General Purpose Classrooms	https://library.uvm.edu/services/classroom_technology_services
Central Chilled Water Plant Strategic Plan	https://www.uvm.edu/arch/?Page=projects/chiller.html&SM=pastprojectsmenu.html
Enterprise Risk Management	https://www.uvm.edu/erm/?Page=resources.html

Standard Eight Educational Effectiveness	
Assessment of Student Learning	
About Assessment at UVM	http://www.uvm.edu/assessment/?Page=about/about.html
Forms and Tutorials	http://www.uvm.edu/assessment/?Page=forms-tutorials/index.html
Academic Program Review (APR)	https://www.uvm.edu/provost/?Page=academicprogramreview.html
Guidelines for APR	https://www.uvm.edu/provost/A%20Guide%20to%20Academic%20Program%20Review%20for%20Accredited%20Programs%202017.pdf
Planning & Assessment	https://www.uvm.edu/studentaffairs/planning_assessment
Project CEO Outcomes	https://baselinesupport.campuslabs.com/hc/en-us/articles/115001595666-Project-CEO-Resources
NSSE - High-Impact Practices	http://nsse.indiana.edu/html/high_impact_practices.cfm
Catamount Data Center	http://www.uvm.edu/~oir/?Page=data_center.html
Retention Rates	http://www.uvm.edu/~oir/?Page=retention_rates.html&SM=submenu_ret_grad_deg.html
Graduation Rates	http://www.uvm.edu/~oir/?Page=grad_rates.html&SM=submenu_ret_grad_deg.html
Catamount Data Center Undergraduate Retention and Graduation Rates	https://www.uvm.edu/~oir/catdat/retention_graduation.html
Undergraduate Indebtedness at Graduation	https://www.uvm.edu/~oir/bmix/FY17DashboardIndicators.pdf
Career Outcomes	http://www.uvm.edu/~oir/?Page=career_outcomes.html&SM=submenu_ret_grad_deg.html
Rate of Progression	https://public.tableau.com/shared/RS7MFQP87?:display_count=yes&:showVizHome=no
The Catamount Commitment	https://www.uvm.edu/studentfinancialservices/catamount_commitment
College of Nursing and Health Sciences	https://www.uvm.edu/cnhs/nursing/nursing_bs
Department of Physical Therapy Student Outcomes	https://www.uvm.edu/cnhs/rms/student-outcomes
Counseling Program Professional Outcomes	https://www.uvm.edu/sites/default/files/CNSLG_ProfessionalOutcomes_093015.pdf
Educator Preparation Programs: Enrollment, Graduation Rates, and Performance Outcomes	https://www.uvm.edu/sites/default/files/ProfessionalOutcomes_Education_FY16_update_4.13.17.pdf
College Navigator	https://nces.ed.gov/collegenavigator/?q=uvm&s=all&id=231174
Inquiry Report	https://www.uvm.edu/ovpr/uvm-research-reports
UVM Davis Grant Report and Appendices	Available in Document Room
Assessment Retreat - Unit Reports 2016-2018	Available in Document Room
Assessment Retreat - Gen Ed Committee Reports 2016-2018	Available in Document Room
MLS Presentation Assessment.pptx	Available in Document Room
Graduation and Retention	
2018 Student Retention Action Plan	https://www.uvm.edu/dem/2018-student-retention-action-plan
NACE First Destination Survey	http://www.naceweb.org/job-market/graduate-outcomes/first-destination/standards-and-protocols/
National Survey of Student Engagement Overview	http://www.uvm.edu/~oir/?Page=nsse_over.html&SM=submenu_nsse.html
UVM Vision, Mission and Goals	https://www.uvm.edu/president/?Page=mission.html
January 2018 Assessment Training for Chairs and Academic Program Directors	http://www.uvm.edu/assessment/?Page=announcements/index.html
College of Nursing and Health Sciences Student Outcomes	https://www.uvm.edu/cnhs/student_outcomes
Rubenstein School of Environment and Natural Resources Undergraduate Core Curriculum	https://www.uvm.edu/rsenr/undergraduate_core_curriculum
Rubenstein School Success Stories	https://www.uvm.edu/rsenr/rubenstein_school_success_stories
Department of Computer Science	https://www.uvm.edu/cems/cs
Academic Departments	https://www.uvm.edu/academics
Department of Geography Learning Objectives	http://www.uvm.edu/~geograph/?Page=ba.html&SM=ugprogramsubmenu.html
Communication Sciences and Disorders Student Outcomes	https://www.uvm.edu/node/%20219114
Environmental Sciences Program Mission & Learning Outcomes	https://www.uvm.edu/rsenr/environmental_sciences_program_mission_learning_outcomes
Department of Biology	https://www.uvm.edu/cas/biology
Experiential Learning in the Rubenstein School	https://www.uvm.edu/rsenr/experiential_learning_rubenstein_school
Graduate Writing Center	http://www.uvm.edu/wid/writingcenter/GWC/
Writing Center Annual Report - 2016/2017	https://sharepoint.uvm.edu/sites/neasc2019selfstudy/_layouts/15/WopiFrame2.aspx?sourcedoc=%7B6577B187-68F2-4807-8824-B03D7C82CBFC%7d&file=Writing%20Center%2016%2017%20Annual%20Report.pdf&action=default
Student Affairs "You Said, We Acted"	https://www.uvm.edu/studentaffairs/you-said-we-acted
APR Files	https://sharepoint.uvm.edu/sites/neasc2019selfstudy/SitePages/Data.aspx?RootFolder=%2Fsites%2Fneasc2019selfstudy%2FData%20Documents%2FAcademic%20Program%20Review&FolderCTID=0x012000ABF2BD224585174C954ECD6E7590CF84&View=%7B871268D2-3E6A-48CF-BA9D-A9E6308ACFF4%7D
College of Arts and Sciences Learning and Development Outcomes	http://standards.cas.edu/getpdf.cfm?PDF=D87A29DC-D1D6-D014-83AA8667902C480B
BASICS: Behavior Around Substance Use In College Students	https://www.uvm.edu/health/BASICS
NSSE Survey	http://www.uvm.edu/~oir/?Page=nsse_over.html&SM=submenu_nsse.html
Theatre Department B.A.	https://www.uvm.edu/cas/theatre/bachelor_arts_ba_theatre
A Guide to APR for Accredited Programs	https://www.uvm.edu/provost/A%20Guide%20to%20Academic%20Program%20Review%20for%20Accredited%20Programs%202017.pdf
Student-Athlete Academic Support	https://uvmathletics.com/sports/2011/9/20/SAD_0920110830.aspx
Student-Athlete Graduation Rates	https://uvmathletics.com/news/2018/1/9/general-catamounts-earn-best-collective-semester-gpa-in-department-history.aspx
Student-Athlete Academic Honor Roll	https://uvmathletics.com/news/2018/7/13/general-catamounts-place-71-of-student-athletes-on-academic-honor-roll-place-third-in-academic-cup.aspx
Council for the Advancement of Standards in Higher Education	http://standards.cas.edu/getpdf.cfm?PDF=D87A29DC-D1D6-D014-83AA8667902C480B
Enrollment and Completion Data	https://www.uvm.edu/~oir/catdat/enrollment_completion.html
Time in Rank Report for Tenure Associate Professors	Available in Document Room
Tenure Attainment Rates: Assistant to Associate Professor Rank Report	Available in Document Room
Examining the One-Year Retention Rate at The University of Vermont	Available in Document Room
Delaware Study of Instructional Costs and Productivity Summary	Available in Document Room
President's Vermont State Data Book	Available in Document Room

Standard Nine Integrity, Transparency, and Public Disclosure	
UVM Charter	https://legislature.vermont.gov/statutes/fullchapter/16APPENDIX/001
President's Statement on the First Ammendment	http://www.uvm.edu/~president/The%20First%20Amendment%20on%20Campus.pdf
Code of Academic Integrity	https://www.google.com/url?q=https://www.uvm.edu/policies/student/acadintegrity.pdf&sa=U&ved=0ahUKewiM1fvppeXbAhVO11MKHbUqAiUQFggFMAA&client=internal-uds-cse&cx=009525375878856613939:vxps9xejxke&usq=AOvVaw22DSpo2ZCPpWlXgPieZsWX
FERPA	https://www.uvm.edu/deanofstudents/confidentiality_and_ferpa
Academic Freedom (see page 11)	http://www.uvm.edu/trustees/policymanual/VIII%20A%20Academic%20Freedom%20and%20Responsibility.pdf
Equal Opportunity in Educational Programs and Activities and Non-Harassment	https://www.uvm.edu/policies/student/equaledu.pdf
Equal Employment Opportunity/Affirmative Action Policy Statement	https://www.uvm.edu/policies/general_html/affirm.pdf
Annual Financial Reports	https://www.uvm.edu/finance/publications-data
Code of Students Rights and Responsibilities	https://www.uvm.edu/policies/student/studentcode.pdf
Complaint Procedure	http://www.uvm.edu/president/?Page=complaint_procedure.html
Presidents Ethics Statement	http://www.uvm.edu/president/?Page=ethics_statement.html
Ethics and Compliance Reporting and Help Line	https://secure.ethicspoint.com/domain/media/en/gui/24544/index.html
Whistleblower Policy: Reporting, Protections & Non-Retaliation	http://www.uvm.edu/policies/general_html/whistleblower.pdf
Code of Conduct and Ethical Standards	http://www.uvm.edu/policies/general_html/businessconduct.pdf
Conflict of Interest and Commitment Policy	http://www.uvm.edu/policies/general_html/conflictinterest.pdf
Statement of Commitment and Expectations in the Workplace	http://www.uvm.edu/trustees/policymanual/VIII%20B%20Statement%20of%20Commitment%20and%20Expectations%20in%20the%20Workplace.pdf
Sponsored Projects Administration - Conflict of Interest	https://www.uvm.edu/spa/?Page=conflictofinterest.html
Vermont General Assembly Education Charters and Agreements	https://legislature.vermont.gov/statutes/fullchapter/16APPENDIX/001
Vision, Mission, and Goals	https://www.uvm.edu/president/?Page=mission.html
Our Common Ground	http://www.uvm.edu/president/?Page=miscellaneous/commonground.html
President's Ethics Statement	http://www.uvm.edu/president/?Page=ethics_statement.html
University Bylaws	http://www.uvm.edu/trustees/policymanual/II%20%20University%20Bylaws.pdf
Compliance Services	https://www.uvm.edu/compliance/compliance_services
UVM's Institutional Policies Website	http://www.uvm.edu/policies/
Code of Conduct and Ethical Standards	http://www.uvm.edu/policies/general_html/businessconduct.pdf
Conflict of Interest and Conflict of Commitment	http://www.uvm.edu/policies/general_html/conflictinterest.pdf
Sexual Harassment & Misconduct	http://www.uvm.edu/policies/general_html/sexharass.pdf
Misconduct in Research and Other Scholarly Activities	https://www.uvm.edu/policies/grants/researchmisconduct.pdf
Discrimination and Harassment	http://www.uvm.edu/policies/student/studentharas.pdf
Whistleblower Policy: Reporting, Protections & Non-Retaliation	http://www.uvm.edu/policies/general_html/whistleblower.pdf
Ethics and Compliance Reporting and Help Line	https://secure.ethicspoint.com/domain/media/en/gui/24544/index.html
Confidentiality and FERPA	https://www.uvm.edu/deanofstudents/confidentiality_and_ferpa
Faculty Appointment Letter Templates	http://www.uvm.edu/~facsrrcs/?Page=Appointment_Letter_Templates.html
Grievance and Peer Advisor Policy for Non Represented Staff	http://www.uvm.edu/policies/hr/complaint.pdf
Employee Assistance Program	https://www.uvm.edu/hrs/wellness
Progressive Discipline	http://www.uvm.edu/hrs/?Page=info/relations/progdis.html
Affirmative Action and Equal Opportunity	https://www.uvm.edu/aaeo
Equal Opportunity Statements	http://catalogue.uvm.edu/undergraduate/aboutuniv/equalopportunity/
Annual Security Report	https://www.uvm.edu/sites/default/files/UVM-Police-Services/public-safety-report_0.pdf
Campus Speakers Policy Statement	http://www.uvm.edu/policies/general_html/campus_speaker.pdf
Facilities and Grounds Use Policy Statement	http://www.uvm.edu/policies/facil/facsched.pdf
Solicitation Policy Statement	http://www.uvm.edu/policies/general_html/solicitation.pdf
Protecting Minors Policy Statement	http://www.uvm.edu/policies/general_html/protectminors.pdf
Use of University Research Facilities and Equipment by External Users Policy Statement	http://www.uvm.edu/policies/grants/researchfacil.pdf
Filming on Campus Operating Procedure	https://www.uvm.edu/policies/general_html/filming_on_campus.pdf
President's Our Common Ground Staff Award	http://www.uvm.edu/president/staffaward/
UVM Equal Opportunity Statements	http://catalogue.uvm.edu/undergraduate/aboutuniv/equalopportunity/
Office of Affirmative Action & Equal Opportunity	https://www.uvm.edu/aaeo
Public Safety Annual Security Report	https://www.uvm.edu/sites/default/files/UVM-Police-Services/public-safety-report_0.pdf
Bias Response Program	https://www.uvm.edu/deanofstudents/bias_response_program
President's Commission for Inclusive Excellence	http://www.uvm.edu/president/pcie/
Inclusive Excellence at the University of Vermont	https://www.uvm.edu/president/pcie/PCIE_FinalBooklet_4.pdf
Preferred Name Policy	https://www.uvm.edu/registrar/preferred-name-and-pronoun
UVM a Top 30 LGBTQ-Friendly University	https://www.affordablecollegesonline.org/college-resource-center/lgbtq-college-rankings-2018-2019/
Higher Education Excellence in Diversity award	https://www.uvm.edu/uvmnews/news/uvm-receives-award-leading-higher-ed-diversity-publication
Leading Diversity Publication Again Names University of Vermont Student Affairs a Top Workplace	https://www.uvm.edu/uvmnews/news/leading-diversity-publication-again-names-university-vermont-student-affairs-top
Advancing Diversity	https://www.uvm.edu/advancingdiversity
University of Vermont Catalogue	http://catalogue.uvm.edu/
Office of the Registrar	https://www.uvm.edu/registrar
Student Financial Services	https://www.uvm.edu/studentfinancialservices
Admissions	https://www.uvm.edu/admissions
The Center for Student Conduct	http://www.uvm.edu/sconduct/
University Financial Services	http://www.uvm.edu/~cntrlrs/?Page=fras/fin_statements.html&SM=frasmenu.html
Records and Documents Requests Policy	http://www.uvm.edu/policies/general_html/records_request.pdf
Consumer Disclosure Site	https://www.uvm.edu/compliance/university_vermont_consumer_information_prospective_and_current_students_and_public
Net Price Calculator	https://www.uvm.edu/studentfinancialservices/net_price_calculator
Social Media Directory	https://www.uvm.edu/uvmnews/social-media-directory
President's Strategic Action Plan	https://www.uvm.edu/president/?Page=strategicplan.html
Academic Excellence Goals	http://www.uvm.edu/provost/AE%20Goals%20Oct%202013.pdf
Catamount Data Center	https://www.uvm.edu/~oir/?Page=data_center.html
Alcohol, Cannabis and Other Drug Use - Student Policy	http://www.uvm.edu/policies/student/drugandalco.pdf
Housing and Meal Plan Contract	https://reslife.uvm.edu/files/2017-2018_reslife_contract.pdf
Hazing Policy	http://www.uvm.edu/policies/student/hazing.pdf
Student Organization Misconduct Investigation and Resolution Procedures	http://www.uvm.edu/policies/general_html/studentorg.pdf
FERPA Rights Disclosure	https://www.uvm.edu/policies/student/ferpa.pdf
Privacy Procedures for Protected Personal Data	http://www.uvm.edu/policies/general_html/privacyprocedures.pdf
Data Breach Notification	http://www.uvm.edu/policies/general_html/databreach.pdf
Information Security Procedures	http://www.uvm.edu/policies/cit/infosecurityprocedures.pdf
Video Surveillance	http://www.uvm.edu/policies/general_html/video_surveillance.pdf
Computer, Communication, and Network Technology Acceptable Use	http://www.uvm.edu/policies/cit/compupe.pdf
Financial Conflict of Interest in Sponsored Research Policy	http://www.uvm.edu/policies/grants/researchcoi.pdf
Office of Audit and Compliance Services	https://www.uvm.edu/compliance/compliance_services
Institutional Policy	http://www.uvm.edu/policies/



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