



Across the Green
February 2014

TO: University of Vermont Academic Community (Faculty, Staff, and Students)
FROM: David V. Rosowsky

Evolution of a Great University

The University of Vermont is a remarkable and important university, with a rich and proud history and a national reputation for both the quality of its academic programs and the quality of life afforded its students, faculty, and staff. By many meaningful standards, UVM has transitioned from a small New England liberal arts focused college to a national public research university – a privileged member of the land-grant university system in the United States. The transition has occurred gradually, and has carefully and respectfully preserved both the mission and the foundational culture of UVM; however it has not been without challenges. Modest growing pains and occasional culture clashes were inevitable and continue to this day as the University carefully considers its best destiny in what are arguably the most resource-challenged times for US higher education. Such discourse and even dissent is normal for universities.

The University of Vermont finds itself, like many other universities, facing significant budget challenges but also significant opportunities to transform itself and to evolve as an institution. Higher education has not been immune to the serious and continuing challenges brought about by the great recession. Universities and colleges are being forced to make difficult and sometimes path altering choices about the programs they will offer, who they will serve, and how they will operate. No sector of higher education has been spared. Whether the institution is tuition-dependent, maintains very large research operations and derives a large percentage of its operating budget from external resources, or relies heavily on endowment earnings, it has suffered in the last few years and has had to adjust to new levels of funding and, in many cases, significantly curtailed operating flexibility.

To place the University of Vermont in the context of this new higher education landscape, one must look at a range of both public and private institutions. UVM is tuition-dependent; that is, tuition is our largest source of revenue. UVM is an undergraduate-dominant university. Thus, undergraduate enrollment is the largest source of net tuition revenue.

UVM has a strong but relatively modest research funding base which is dominated by research awards to the College of Medicine. Thus, the effects of sequestration have impacted the College of Medicine more than other parts of the University.

UVM's total endowment at present is modest compared to other schools of similar size, age, type, and reputation. Thus, UVM has not grown overly dependent on endowment income for operating needs.

Finally, the amount of state support provided to the University of Vermont, as a percentage of general fund operating costs, is among the lowest in the nation. In other words, UVM has not become reliant on significant endowment income; it has not become reliant (with the possible exception of the College of Medicine) on research indirect; and is unlikely to be subject to a reduction in (already modest) state support. This may be viewed as good news. However our reliance on net tuition revenue continues to pose significant challenges, particularly as the population of college-bound students continues to decline in the northeast. Furthermore, it is increasingly difficult to grow our graduate enrollments in doctoral research fields, as sequestration and reductions in federal spending on research have resulted in fewer federal funding opportunities.

The great recession, coupled with increasing costs and a growing demographic challenge, have revealed a university facing financial challenges. The University of Vermont is under-resourced for the breadth of academic programs it is attempting to maintain, at least at the high level of quality for which UVM has become known and upon which it has built its reputation. This further underscores the need to invest strategically based on solid data and a compelling plan. We are guided today by the President's *Strategic Action Plan*¹ and the *Academic Excellence Goals for the University of Vermont*². I am working closely with the academic deans, who in turn will be working with the department chairs, to develop appropriate metrics for academic program quality, scholarly achievement and impact, and student success. Some of these metrics can (and should) be discipline-specific. These metrics, and the exercises to identify them, will provide useful information for departments and colleges to set goals, guide decisions, ensure and demonstrate quality, and elevate visibility and reputation.

UVM is a somewhat split university when one looks at the missions and cultures that have evolved in each of the colleges, and in some cases department-by-department. Some departments have chosen to focus on undergraduate programs only, and in fact operate and align themselves with a peer set that includes some of the top private colleges in the country. Others have chosen to focus on undergraduate programs but have developed robust master's degree programs (only). Still others have chosen to develop the full complement of graduate programs (master's and doctoral), maintain active research programs, and compare favorably to leading public research and land grant universities. Some programs strive for student-faculty ratios that compare favorably with small private colleges. Others allow these ratios to increase to levels more commonly found at larger research universities.

¹ <http://www.uvm.edu/president/?Page=strategicplan.html>

² <http://www.uvm.edu/~provost/AE%20Goals%20Oct%202013.pdf>

What is special about UVM, and serves to further distinguish the University, is that such a diverse collection of academic models can not only co-exist in a single university, but they can be mutually supportive and mutually beneficial. This allows us to recruit from diverse college-bound populations, contributing to an extraordinary level of intellectual diversity that blends elements of small liberal arts colleges, with those of larger universities complete with a range of research, graduate, and professional programs.

There is not a need to unify the mission of our academic programs, departments, or colleges. There is, however, a need to recognize how we are supported, how we generate and manage resources, and how we can operate more efficiently and more effectively as a university. To that end, the University has undertaken what will be a multi-year campus-wide effort to develop and implement an entirely new budget model (Incentive-Based Budgeting, or IBB) for UVM. This new budget model represents a transformational shift away from the long-used centralized, incremental budgeting model.

The new incentive-based budgeting model is similar to what has been implemented at many universities in the last two decades and will allow strategy and resources to be linked at the decision-maker level. College deans, for example, will have authority, responsibility, and opportunity to develop new revenue streams that can be used to directly support their strategic priorities. They will share responsibility for “common good” elements of the University and will be incentivized to reduce costs, optimize service, and create the most compelling programs for students. IBB is not the solution to budget challenges, but creates a model under which new revenue sources can be created, cost-savings can be captured by those who make them, and innovative and entrepreneurial thinking is truly enabled. Our schedule calls for the IBB model to be developed by the end of this year, to be run in parallel with our existing budget model in FY15, and to be fully implemented in FY16.

But the ***Evolution of a Great University*** requires more than just a change in budget model. It requires strategic thinking about program offerings, market potential and our ability to compete at the highest levels in selected fields, and how we can build and maintain rigorous, relevant, and compelling academic programs. It requires recruiting and retaining world-class and diverse faculty. It requires a strategy for increasing the quality, selectivity, and diversity of our incoming classes. It requires creating attractive academic and residential life facilities, as well as student life and co-curricular programming. It requires building and maintaining a robust research and IT infrastructure. And it requires we take all steps to ensure an environment conducive to learning and discovery – one that is both accessible and inclusive³.

As a university, we must consider all of these objectives as we set priorities and establish strategy for the coming years. President Sullivan and I have committed to working authentically and transparently with the faculty, students, and staff to enable change, progress, and transformative programs that directly support the *Strategic Action Plan* for the University.

What follows are updates on ongoing activities, recent progress, and plans under development that will support the continued evolution of the University of Vermont.

³ <http://www.uvm.edu/provost/about/Essay-Why%20Diversity%20Matters%202.pdf>

Budget

The campus is engaged in two concurrent budget discussions, one that will lead to a balanced budget for FY15 and the other that is developing the new Incentive-Based Budgeting (IBB) model for the University of Vermont. The entire university community is welcomed and encouraged to follow progress, see answers to FAQ's, review evolving reports and recommendations, and provide input via dedicated webpages for both the FY15⁴ budget and IBB⁵.

Since the start of these budget discussions last fall, the deans have been providing updates to their colleges' faculty and staff, and the vice presidents have been updating their administrative units and staff, as part of our collective efforts to share goals and progress, provide answers to questions, facilitate input and suggestions, and keep the broader campus community engaged and informed. These are important conversations for our university.

Since September, there have been dozens of conversations with faculty, staff, students, and both university and governance group leadership on the matter of the FY15 budget. There has been a similar number of engagements (meetings, presentations) related to IBB, a number that we will continue to add to in the next five months.

This spring, there will be a series of opportunities for faculty, staff, and students to hear more about the process being used to develop the IBB model, the recommendations coming forward from the subcommittees, the efforts of the steering committee to develop and test a working model as an integrated set of recommendations from the subcommittees, and ask questions of members of the committees.

We are on-track to (1) present a balanced FY15 budget to the Board of Trustees later this spring, and (2) present a recommended IBB model to President Sullivan by June.

General Education

We will be launching the first-year Writing and Information Literacy requirement in fall 2014. This is the first general education requirement at UVM, the result of several years of planning and development by the faculty, with funding provided by the Provost's Office. This is being accomplished through the retooling of certain writing intensive first-year courses and the addition of nineteen new sections of foundational writing and information literacy courses, all of which will focus on identified goals for students.

The second phase of the plan for Writing and Information Literacy is the "Writing and Information Literacy in the Disciplines" program (WILD). WILD will promote writing and information literacy skills within students' academic disciplines during years 2-4 of their undergraduate education. This fall, a group of faculty led by Associate Provost Brian Reed competed successfully for a multi-year grant from the Davis Educational Foundation to develop and implement the WILD program.

These programs will position UVM to be a *national leader* in writing programs for undergraduate

⁴ http://www.uvm.edu/~provost/?Page=budget_fy15.html

⁵ <http://www.uvm.edu/provost/IBB/>

students. They are based on best practices in both writing and information literacy, including robust formative and summative assessment. Our distinctive contribution in this area is reconfiguring the relationship between the Libraries, the UVM Writing Center and disciplinary faculty. We anticipate sharing the results of our innovative approach to instruction in writing and information literacy with colleagues nationally, through conferences, colloquia, and web-based media.

Work is moving forward on additional General Education outcomes built around desired outcomes for all graduates endorsed in principle by the Faculty Senate in May 2011. Grass roots committees under the auspices of the Faculty Senate are working on proposals around outcomes for (1) Sustainability and (2) Cultures, Diversity and Global Awareness. A joint committee has affirmed the 6-credit Diversity Graduation Requirement and is presently working to extend and complement the diversity competencies already affirmed by the UVM faculty. We will consider when and how to launch additional requirements as they are presented, consistent with our strategic priorities and the availability of resources.

We are also considering other innovative models such as undergraduate certificates, restricted lists of courses to fulfill a requirement, and “suites” of electives that (a) enable students to make strategic choices when selecting elective courses, and (b) assure that all UVM graduates have certain academic experiences or topical exposures considered to align with identified “core competencies.”

Distance and Online Education

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

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

STEM Facilities, Space Planning

The construction of new teaching and laboratory space for science, engineering, and mathematics is the highest capital project priority for the University. UVM has fallen far behind other universities in the construction of Science, Technology, Engineering, and Mathematics (STEM) facilities and is now

losing students to other universities that offer superior facilities for both undergraduate instruction and graduate research. As a comprehensive land-grant university, UVM must have high quality STEM facilities. It is as much a business imperative (tuition revenue) as it is a strategic one (increasing the number of graduates in STEM disciplines, creating linkages between the sciences and the liberal arts). The Provost's Office worked closely with the UVM Foundation in fall 2013 to prepare a case statement to raise funds for the STEM Complex.

During the fall semester, faculty and staff in the College of Engineering and Mathematical Sciences and the College of Arts and Sciences have been engaged in a space planning exercise for the STEM Complex. Guidelines for this exercise can be found on the Provost's webpage. The discussions are being led jointly by Deans Garcia and Cepeda-Benito, Vice President for Research Evans, campus planners, and representatives from the architectural firm selected for the STEM Complex. The result of this exercise will be recommendations on space programming of the three buildings that will make up the nearly 250,000 square foot STEM Complex: (1) a new STEM teaching and research laboratory building, (2) a replacement building for Cook that will primarily house classrooms and offices, and (3) a renovated Votey Hall. The committee's recommendations are due to the Provost's Office this month. Final space allocations (by department/program; teaching, research, student services, administrative; permanent and flexible) will then be determined and provided to the architects as we move into the design phase for the STEM Complex.

Partnership with Vermont Law School (VLS)

An MOU was signed in fall 2013 to offer joint graduate degrees between UVM (business) and VLS (law). UVM and VLS are currently seeking approvals within their respective institutions to create joint degree programs broadly (across colleges/schools and disciplines). Finalization of this blanket agreement is anticipated by the end of the spring 2014 semester. The first two degree program pairs to be offered will be a five-year Bachelor's/JD program and a two to three-year MBA/Master's degree (law) program; each program is being launched in fall 2014. In the coming year, additional degree pairs and possible joint programs will be discussed, including one in energy and the environment and another in policy studies.

This new MOU with VLS offers both institutions the opportunity to expand their recruitment and increase the quality of their incoming classes. These program pairs (which are able to be offered in less time than traditional sequential degrees) create added value and serve to significantly reduce the cost of attendance to students. This directly addresses two of the highest priorities in the *Strategic Action Plan*, access and affordability.

Summer Session

Last year, a pilot revenue sharing model was put in place to allow the deans to recover a portion of the 2013 summer tuition revenue (net after expenses) for use in their colleges. In FY14, we were able to direct more than \$750K in net summer tuition revenue back to the colleges and the deans' enthusiasm and energy for creating strategic, market-driven summer programs has grown substantially. We are continuing this revenue-sharing model for summer 2014.

A market analysis conducted in 2013 revealed that our summer tuition (which already was discounted 15%) was, in fact, not competitive relative to other colleges and universities in our

region. Schools, public and private, have become very competitive in setting their summer tuition rates. On the basis of a regional market analysis, in fall 2013 we recommended (and the Board of Trustees approved) an increase in the summer tuition discount to 30%. While this pricing is more competitive, and will make us a more attractive option both to current UVM students (to remain in Burlington rather than going home or elsewhere) and to non-UVM students (who may be attracted to Burlington for the summer), it does require that we significantly increase our summer enrollments to meet/exceed recent years' revenue figures. On the basis of the summer 2014 enrollments, we will further refine our strategy for increasing summer enrollments. The move to IBB will further incentivize deans and their colleges to strategically expand their summer offerings.

We are continuing to evaluate opportunities to create summer academic programs that can both generate revenue and help to improve our four-year graduation rates. The creation of larger, more robust summer course offerings is a key part of the broader strategy. We are also working with the College of Nursing and Health Sciences to develop, as a pilot case, a year-round degree program (fall, spring, and summer) that can be completed in three years. Finally, we are looking closely at both pre-college and baccalaureate degree completion programs that can be conducted during the summer session.

Student Retention and Four-Year Graduation Rates

For the University of Vermont, a one percent change in year-to-year undergraduate student retention amounts to a \$500,000 budget impact. In addition, the University's four-year graduation rate is one of the most significant drivers in our national rankings. As with many metrics, considering both student retention and four-year graduation rate, we compare competitively or favorably with our peer public institutions, but we fare less well when compared to peer private institutions. The four-year graduation rate will become even more important as families look even more carefully at college costs and the return on investment (ROI), real or perceived.

The deans are being engaged much more directly in both student recruitment (working with the Vice President for Enrollment Management) and student retention (working with the Provost's Office). Under IBB, deans will be highly motivated to closely monitor these critical activities and to take steps to meet and maintain net tuition revenue targets. While the specific elements of IBB are still under development, it is reasonable to expect that the formula for undergraduate tuition revenue distribution to the colleges could include incentives for student retention and four-year graduation rates.

We are also looking closely at how student progress is (a) monitored, and (b) communicated to students throughout their undergraduate program. Helping students make informed decisions about course loads and course sequences, the balance between academic and co-curricular/student life experiences, adding a minor or certificate, and the best use of time during the summers *directly impacts student success* in terms of year-to-year retention and timely completion of their degree. National organizations have started using the term "High-Tech/High-Touch" to describe new efforts to reach students with timely information, guidance, and decision support related to their academic progress. We are actively exploring both high-tech (e.g., web portals, mobile apps) *and* high-touch (e.g., academic and professional advising, intervention, and academic support) efforts and have plans to continue to evolve both through collaborative work with the faculty and student services

professionals. Under IBB, the deans will be highly motivated to direct resources to student retention and student success in their colleges.

Career Success Action Plan

We continue to make progress as measured against the goals of the UVM *Career Success Action Plan*⁶. More than 400 first-year students have attended workshops to introduce the *4 Year Plan for Career Success*⁷. Elements of this plan are featured on the myUVM student portal.

One key element of our *Career Success Action Plan* relates to student internships and other experiential learning opportunities. Just last month, the Faculty Senate approved a university-wide internship policy which specifies and standardizes the conditions under which credit may be granted for internships. We continue to grow the number of these opportunities available to our students.

Activity in the new Career + Experience Hub⁸ in the Davis Center continues to exceed expectations. In its first semester, more than 1,100 students and alumni attended 75 workshops or panels, and Hub partner departments provided over 2,000 individual advising contacts. In addition, nine new career-related courses were offered this January term and the new Student Employment Office⁹ held its first annual On-Campus Job Fair, attended by more than 1,000 students.

To promote these and other initiatives to prospective students and their families, a new “After Graduation” tab has been added to the university’s web page, with information about graduate outcomes, career planning, and staying connected (alumni career connections).

Responding to Enrollment Challenges

UVM is facing enrollment challenges for undergraduate students as a result of both the declining number of college-bound students in the northeast (demographics) and the larger financial aid packages being offered by competitor universities (price sensitivity). We must continue to increase our student quality and selectivity, our diversity, and our national and international reach. At the same time, of course, we must continue to increase endowment support for student financial aid and create and maintain compelling, high-quality, in-demand, and academically rigorous degree programs in order to attract the best students. We must also preserve the breadth of academic programs upon which UVM’s reputation has been built and ensure our students continue to have access to and benefit of a true liberal education experience, regardless of their major.

We are expanding our recruitment strategies both nationally and internationally, and we are continuing to evolve our strategy for leveraging financial aid resources to yield the highest quality and most diverse class, while meeting net tuition revenue goals. We operate in an exceedingly competitive space in this regard. We must develop and implement an integrated marketing and

⁶ http://www.uvm.edu/president/CSAP_A%20Career%20Success%20Action%20Plan.pdf

⁷ <http://www.uvm.edu/~career/?Page=4yearplan.html>

⁸ <http://www.uvm.edu/~uvmhub/>

⁹ <http://www.uvm.edu/~stdfinsv/stemploy/>

communications plan to promote our competitive strengths and leverage our competitive advantages. This is a top priority in 2014.

Managing and growing graduate enrollment (which declined in 2013) is, in many ways, more straightforward. Graduate enrollments in research-based disciplines that are based on extramural funds (e.g., STEM disciplines and selected social science and health science disciplines) increase when research funding increases. Graduate enrollments in other fields are driven by academic programs that are compelling enough to attract tuition-paying students. In some cases, the full cost of tuition may be offset by teaching assistantships, internships, or other in-service work periods. Some graduate enrollments (such as those in Medicine and Nursing) are capacity-limited and cannot grow without growth in faculty, staff, and facilities. Thus, the strategy for growing graduate enrollment, one of the *Academic Excellence Goals*² developed in support of the *Strategic Action Plan*¹, must include (1) increasing extramural support for research, (2) creating high quality and compelling graduate programs, and (3) ensuring competitive graduate tuition and student support policies and optimizing internal resources for graduate student support (assistantships, tuition grants). Under IBB, the deans will be highly motivated to strategically grow their graduate enrollments to develop sound, comprehensive strategies related to their graduate enrollments that will allow them to capture graduate tuition revenue for strategic investment in programs, indirect return on research, or both.

Global Gateway Program

Increasing international student enrollment across the University is one of the *Academic Excellence Goals* underpinning the President's *Strategic Action Plan*^{1,2}. We are pleased to report an enrollment of 40 students in the January 2014 inaugural cohort of the UVM Global Gateway Program (GGP). The GGP has been in development over the last several years, and its launch marks a critically important milestone in our international enrollment strategy. The students come to Vermont from China, Russia, Mauritania, Malaysia, and Vietnam. Academic quality across the incoming cohort is strong.

We recently amended our contract with Study Group, the firm that assists with recruiting and enrolling international students in our GGP. Based on our current brand presence in the international student admissions market, and the time necessary to build a stronger presence, we have amended enrollment projections. The new projections revise the enrollment trajectory, beginning with somewhat fewer students in 2014 than originally contracted, matching original projections in 2015, and achieving greater enrollments than originally contracted in 2016-2018. Consistent with our original contract with Study Group, we have now added a three-semester GGP option with two intake periods (January and August). The three-semester option includes one semester of non-credit ESL prior to the two-semester, credit bearing program. The three-semester option will allow us to expand the diversity of students we enroll through the GGP.

Humanities Center

An internal search is currently underway for a new director of the University of Vermont Humanities Center. Housed in the College of Arts and Sciences (CAS), the Humanities Center will be a focal point and integrator for teaching and scholarship in the humanities as well as a university-wide resource for students and faculty. The re-envisioned Humanities Center, with a bolder vision

and strategic goals established by the CAS dean, will be supported through a combination of philanthropic funds (the Lattie Coor endowment) and support from the Provost's Office.

The Humanities Center complements the three Transdisciplinary Research Initiatives (TRI's) as one of five major scholarly initiatives at UVM (the fifth being Environment, which I address below). Whereas the TRI's were designed as research initiatives and are focused (largely) on graduate education, the Humanities Center is focused on humanities scholarship and (largely) undergraduate education, recognizing and building upon UVM's reputation in the humanities disciplines.

Institute for the Environment

In the 2012-13 academic year, the faculty undertook an important exercise, called *Envisioning Environment*, to assess the range of teaching and research capabilities across the UVM campus in the broad and encompassing area of environment. A report from this faculty-led committee affirmed the capacity, reputation, and opportunity the University has to define itself as a leader in this increasingly important field and collection of interrelated disciplines. A number of specific suggestions were made to advance the University's reputation and visibility in this area and to coalesce programs and scholarly activities into a more coherent whole, for the purposes of establishing UVM's presence nationally and recruiting talented students and leading scholars.

The University has a long and complex history surrounding the development and evolution of academic programs related to the environment. There exist, presently, several environmentally-focused academic programs with distinct faculty cultures. As with all intellectual diversity, this is to be celebrated and nurtured. Indeed, it is this richness of academic programs and pathways, scholars, and perspectives that affirms the opportunity UVM has to establish its reputation as the leading environmentally-focused university.

In fall 2013, the Provost's Office undertook a careful review of the *Envisioning Environment* report recommendations, met with constituents within and external to the University, and appointed a task committee to engage with the broader campus to evaluate a number of possible specific action items for implementation in the coming year. These could include: (1) a web portal for UVM's environmental programs, aimed at helping incoming students make informed choices about majors; (2) the creation of a first-year common core (curricular and/or co-curricular experience) for all students having interest in an environmentally-themed major; (3) improved academic and professional advising across all environmental majors, and focused opportunities for internships, co-ops, undergraduate research, and service learning projects that cut across and engage the various environmentally-themed majors; and (4) the creation of a university-wide Institute for the Environment that serves to coalesce, leverage, and focus the many teaching, learning, research, and service programs related to the environment from across the University.

Early plans are underway to seek new philanthropic support that can be used to launch a new Institute for the Environment, providing support for students, faculty, and programs. These funds will be combined with additional support from the Provost's Office and perhaps selected college deans. While it is too early to comment further on a specific institute model, specific programming goals, or even its scope, it is expected that the director of this new university-level institute will report directly to the Provost.

The Institute for the Environment will be the fifth major scholarly initiative at UVM, joining the three Transdisciplinary Research Initiatives (TRI's) and the Humanities Center. The Institute for the Environment will have elements of teaching, research, service, and outreach in its mission and will engage students at all levels and in every college. The Institute will seek to bring together natural and physical scientists, engineers, social scientists, natural resources experts, as well as management, education, health and policy experts from across UVM. It can also serve to bring scholars from around the nation and around the world to UVM to participate in and benefit from our programs.

More than any other initiative, the Institute for the Environment can *engage the entire academic community at UVM*. It is fully expected that such an institute, properly envisioned and strategically led, will give rise to new interdisciplinary academic programs, new research collaborations and new institutional partnerships, and greater visibility and reputation for the University.

-//-

I am privileged to serve alongside so many talented and dedicated academic, university, and governance leaders – in a community populated by passionate and engaged students. Together, we are building a shared vision, shared aspirations, and a shared path forward. The ***Evolution of a Great University*** will depend on this shared commitment and a significant amount of shared will. This is indeed an exciting time for the University of Vermont.

Thank you for all that you do for our great university.

From UVM's fifth-year interim report (Jan. 2014) to the New England Association of Schools and Colleges (NEASC) —

"We are committing ourselves, as an academic community, to shared goals of academic quality and rigor. We are taking seriously our own challenge and charge to articulate what defines a UVM graduate. And we are taking steps both to contextualize our departments and degree programs among peer and aspirants, and to develop metrics to measure our achievements, progress, and impact along important vectors of academic excellence and student success."

"As we look ahead to the next five years, we see a time of tremendous excitement, optimism, and transformation for the University of Vermont"



Twitter: www.twitter.com/UVMProvost