Enrollment Summit

September 15, 2015

Welcome!
Class of 2019
Highlights

Beth Wiser
Director of Admissions
Class of 2019

25,000+
2400
550
1197
71%

(highlights on p.1 of Class Profile)
Class of 2019

College/School Enrollment

Popular Majors
Selected by 40 or more students:
- Undeclared
- Business Administration
- Biology
- Psychological Science
- Environmental Sciences
- Nursing
- Animal & Veterinary Science
- Engineering (undecided)
- Mechanical Engineering
- Neuroscience
- Biological Science
- English
- Exercise & Movement Science
- Computer Science
- Political Science

First Year Class by College/School

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALS</td>
<td>268</td>
<td>224</td>
<td>221</td>
</tr>
<tr>
<td>BSAD</td>
<td>192</td>
<td>217</td>
<td>218</td>
</tr>
<tr>
<td>CESS</td>
<td>116</td>
<td>117</td>
<td>135</td>
</tr>
<tr>
<td>CEMS</td>
<td>306</td>
<td>295</td>
<td>274</td>
</tr>
<tr>
<td>CNHS</td>
<td>238</td>
<td>223</td>
<td>237</td>
</tr>
<tr>
<td>RSENIR</td>
<td>144</td>
<td>140</td>
<td>154</td>
</tr>
</tbody>
</table>
Class of 2019

Academic Qualifications

Class Rank: 75\textsuperscript{th} to 93\textsuperscript{rd} percentile

SAT: 1120-1280 (1197 avg. - record)

ACT: 25-30

8.5% of class joined the Honors College

34 Green and Gold Scholars enrolled (record)
Class of 2019 Demographics

International: 36 direct entry from 17 countries of citizenship
New Transfer Students

1,875
550
166
73%
41.8%
## New Transfer Students

### Transfer Student Summary

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>CALS</td>
<td>81</td>
<td>62</td>
<td>55</td>
</tr>
<tr>
<td>CAS</td>
<td>249</td>
<td>208</td>
<td>201</td>
</tr>
<tr>
<td>BSAD</td>
<td>83</td>
<td>42</td>
<td>22</td>
</tr>
<tr>
<td>CESS</td>
<td>42</td>
<td>36</td>
<td>41</td>
</tr>
<tr>
<td>CEMS</td>
<td>74</td>
<td>68</td>
<td>45</td>
</tr>
<tr>
<td>CNHS</td>
<td>18</td>
<td>25</td>
<td>28</td>
</tr>
<tr>
<td>RSENR</td>
<td>23</td>
<td>11</td>
<td>16</td>
</tr>
</tbody>
</table>
New Transfer Students

International:

11 Direct Entry
18 USPP
137 GGP
National Landscape

Stacey Kostell
Vice President for Enrollment Management
We are in the middle of a long slump for future freshmen classes

Projected Number of 18-Year Olds: United States

Data Source: Population Projections Branch of the U.S. Census Bureau
Areas of change in the next five years

- Severe decline (≥ 10%)
- Moderate decrease (3-10%)
- Minimal change (<3%, up or down)
- Moderate increase (3-10%)
- Large increase (≥10%)

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Download the report: 2014-24 Projections of High School Graduates by State and Race/Ethnicity, Based Primarily on Data From WICHE
Projected number of high school graduates: Vermont 2012-20
We are in the midst of a 13 percent decrease in the number of white public high school graduates

Source: U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics. 2013 Digest of Education Statistics Table 219.30
Hispanic public high school graduates will increase by 49 percent and Asian/Pacific Islanders by 2.7 percent

Source: U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics. 2013 Digest of Education Statistics Table 219.30
Hispanic and African-American families have median incomes that are approx. 57 percent of white families

Percentage of 2010-14 ACT tested high school graduates that met three or more college readiness benchmarks

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Other Challenges: Gender Balance

From 2012 to 2023...

Male enrollment will grow by 10%
Female enrollment will grow by 20%

Source: National Center for Education Statistics
ASQ Data
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Available Majors of Interest</td>
<td>80%</td>
<td>89%</td>
<td>9%</td>
</tr>
<tr>
<td>Academic Reputation</td>
<td>67%</td>
<td>77%</td>
<td>10%</td>
</tr>
<tr>
<td>Quality of Academic Facilities</td>
<td>68%</td>
<td>69%</td>
<td>1%</td>
</tr>
<tr>
<td>Cost of Attendance</td>
<td>47%</td>
<td>69%</td>
<td>22%</td>
</tr>
<tr>
<td>Personal Attention to Students</td>
<td>61%</td>
<td>64%</td>
<td>3%</td>
</tr>
<tr>
<td>Extra-Curricular Activities</td>
<td>51%</td>
<td>58%</td>
<td>7%</td>
</tr>
</tbody>
</table>
How UVM Rates – Characteristics

- Attractiveness of campus surroundings
- Extra-curricular activities
- Recreational Facilities
- Access off-campus activities
- Availability of majors
- Quality of academic facilities
- Special academic programs
- Quality of social life
- Commitment to teach undergrads
- Quality of majors of interest
- Quality of campus housing
- Personal attention
- Value for the price
- Academic reputation
- Cost of attendance

Percent

100, 80, 60, 40, 20, 0, 20, 40, 60, 80, 100

Fair/Poor, Good, Very Good, Excellent

The University of Vermont
## Students’ Use of Information Sources

<table>
<thead>
<tr>
<th>Information Sources</th>
<th>All Admitted Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>College web site</td>
<td>91%</td>
</tr>
<tr>
<td>Electronic communication</td>
<td>88%</td>
</tr>
<tr>
<td>Post-admission communication</td>
<td>87%</td>
</tr>
<tr>
<td>College publications</td>
<td>87%</td>
</tr>
<tr>
<td>Financial aid communications</td>
<td>82%</td>
</tr>
<tr>
<td>Contact with the Admissions Office</td>
<td>64%</td>
</tr>
<tr>
<td>High school Guidance Counselor</td>
<td>62%</td>
</tr>
<tr>
<td>Visit to campus</td>
<td>59%</td>
</tr>
<tr>
<td>Contact with students</td>
<td>56%</td>
</tr>
<tr>
<td>Social networking sites</td>
<td>55%</td>
</tr>
<tr>
<td>Contact with faculty</td>
<td>51%</td>
</tr>
<tr>
<td>High school visits</td>
<td>40%</td>
</tr>
<tr>
<td>College advertising</td>
<td>32%</td>
</tr>
<tr>
<td>On-campus recruitment events</td>
<td>31%</td>
</tr>
</tbody>
</table>
## Cross Applications/Enrolled

<table>
<thead>
<tr>
<th>Cross-Applications Top Five Universities 2015 Class</th>
<th>National Student Clearinghouse 2014 Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Massachusetts - Amherst</td>
<td>University of Massachusetts - Amherst</td>
</tr>
<tr>
<td>Northeastern University</td>
<td>University of New Hampshire</td>
</tr>
<tr>
<td>University of New Hampshire</td>
<td>University of Connecticut</td>
</tr>
<tr>
<td>University of Connecticut</td>
<td>University of Delaware</td>
</tr>
<tr>
<td>Boston University</td>
<td>Penn State University</td>
</tr>
</tbody>
</table>
Enrollment Management
Goals and Priorities
Emphasis on improving quality and the geographic and ethnic diversity of applicants
Continue to improve selectivity and academic quality

- By 2018
- 60% Admit Rate
- 1220 SAT
Create a strategic enrollment plan to better utilize transfer students to help meet enrollment goals in programs with capacity

- Work with schools and colleges to better determine capacity and enrollment demands
- Transfer Working Group
Improve First-Year Retention Rates from 86% to 90% and percent of students who graduate in four years from 62% to 70%
Retention Factors: Student Characteristics

- Academic Prep
- Residency
- Gender
- Motivation/Grit
- Financial
- External (family, behavioral)
Retention Factors: Institutional Experiences

• Level and quality of engagement
• Integration (academic, co-curricular, social)
• Academic challenges
• Supportive campus environment
Retention – What We’ve Done

- Focus on summer melt mitigation
- Career + Experience HUB
- myUVM content
- Centralized opening weekend programs
- Developed new residential communities
- Free subject-area and learning skills tutoring
- Universal screening in the Student Health Center and Counseling Center
- Housing master plan
- Wellness environment
Next Steps

Three major themes:

• Centralized coordination for First Year Experience
• Common First Year Class (student success, University 101)
• Program housing
Strengthen our Institutional Aid Strategy
Financial Aid – Two Types

• Need-based
• Merit-based
Need-Based Financial Aid

- Eligibility for need-based financial aid is based on two calculations:
  1. Total cost of attendance
  2. Family’s ability to pay (EFC)
Merit-Based Financial Aid

• Merit-based aid is awarded based on student’s merit (academic and other talents) regardless of need.
Meeting Financial Need

• The University of Vermont does not meet financial need for all undergraduate students

• Currently only 62 universities meet the full financial need of students, and of those, only three are public universities: North Carolina, Virginia and the U.S. Merchant Marine Academy
Using financial aid to meet strategic goals and maximize net tuition revenue is referred to as financial aid leveraging.

Three major goals:

1. Improve selectivity
2. Provide access - meet financial need
3. Meet net tuition goals
Student Indebtedness

- National Average = $28,400
- University of Vermont = $27,034
Tuition Discount

• The amount of financial aid a student receives (both merit and need-based) is also referred to as the Tuition Discount.

• The tuition discount rate was 36% for the UVM 2014 FTFY class.

• The national discount rate for privates is 48%.
Net Price for Undergraduates after Financial Aid

Academic Year 2013-2014

Vermont Net Price
Out-of-State Net Price

<table>
<thead>
<tr>
<th>After all UVM grants and scholarships except athletic grants and tuition remission</th>
<th>After all gift aid (UVM, federal, state, private) except athletic grants and tuition remission</th>
<th>After all forms of aid (grants, scholarships, loans and work study)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$35,620</td>
<td>$34,088</td>
<td>$28,340</td>
</tr>
<tr>
<td>$20,066</td>
<td>$16,465</td>
<td>$10,625</td>
</tr>
</tbody>
</table>

Vermont Cost of Attendance (tuition, fees, room and board): $26,120
Out-of-State Cost of Attendance (tuition, fees, room and board): $47,048
Continue to enhance the globalization of UVM campus

- Grow international direct entry enrollment from 35 to 70 students enrolling in fall 2018
- Expand number of exchange programs available for study abroad
New DEM Website

www.uvm.edu/~dem

- provide regular EM updates
- reports, presentations, news...
Lead a campus-wide effort to implement a Customer Relations Management Tool (CRM)
UVM Branding Campaign
Why Do A Branding Survey?

• To help us better understand our strengths and how to effectively communicate about our unique place in higher education.
Process - Discovery

- Questionnaire
- Publication and Web Review
- On-site visits
- Over 150 Interviews
- Competitor Analysis
Process – Brand Strategy

• Positioning Statement
• Quantitative Research
• Research Report
• Creative Brief
Create and maintain an accurate list of UVM data and facts to share broadly across campus to ensure consistent messages.
Student Financial Services Updates

Marie Johnson
Director of Student Financial Services
Political Landscape

- Constraints on Federal Budget
- Increased scrutiny of Higher Ed
- Impact of election on Federal Student Aid
Feds Announce Move to Prior-Prior Year Income Data on FAFSA

• A quick and simple video
  http://www.nasfaa.org/ppystudents
to help students and families better understand how PPY will benefit them
SFS Updates

• Proxy Access
• Changes to merit scholarship retention
• Satisfactory Academic Progress (SAP)
Central Scholarships

• Clarity about scholarship inventory
• Spend scholarship dollars first
• Improved donor relations
NET Asset Spend Down

FY17 Planned $830,000 23%
FY16 Estimated $1,300,000 37%
FY15 Actual $1,406,668 40%
Student Employment Value

- Creating employment opportunities for:
  - Career/Program exploration
  - Connections on campus
  - Financial support
  - Pre-professional experience
  - Resume building
Student Employment Update

• Centralized oversight for Federal work study and undergraduate student employment

• Comprehensive data on student employment (jobs, earnings, departments)

• Professional development workshops for student employees

UVM Student Employment

- Federal Work Study: 1,809 (53%)
- Non-Work-Study: 1,599 (47%)

Total Jobs: 3,408
Retention Effort Partnership

- Transparency in costs and aid during recruitment
- At Risk students
- Connecting with students with financial holds (Options decrease with time)
- Monitoring student’s academic performance
Student Recruitment and Admissions

Beth Wiser
Director of Admissions
Admissions Updates

• Recruiting the Class of 2020…

• Started as sophomores
• 49,264 inquiries
• 8,300 started the Common Application
Where Do We Travel?

- 25 states
- Territory Managers on Class Profile
Where Do We Travel?

UVM On The Road

We will be visiting (at least!) 24 countries this fall

• 24 countries internationally
Vermont Recruitment

- Visit every Vermont high school
- Host school counselors
- Targeted campus visit programs
- Outreach to special populations
# Diversity Recruitment

Where do our students come from?

<table>
<thead>
<tr>
<th>State</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York</td>
<td>73</td>
</tr>
<tr>
<td>Virginia</td>
<td>2</td>
</tr>
<tr>
<td>Vermont</td>
<td>52</td>
</tr>
<tr>
<td>Florida</td>
<td>2</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>33</td>
</tr>
<tr>
<td>Minnesota</td>
<td>2</td>
</tr>
<tr>
<td>Connecticut</td>
<td>27</td>
</tr>
<tr>
<td>South Carolina</td>
<td>2</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>17</td>
</tr>
<tr>
<td>Indiana</td>
<td>2</td>
</tr>
<tr>
<td>New Jersey</td>
<td>17</td>
</tr>
<tr>
<td>Delaware</td>
<td>1</td>
</tr>
<tr>
<td>California</td>
<td>15</td>
</tr>
<tr>
<td>Maine</td>
<td>1</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>8</td>
</tr>
<tr>
<td>Michigan</td>
<td>1</td>
</tr>
<tr>
<td>Maryland</td>
<td>5</td>
</tr>
<tr>
<td>Mississippi</td>
<td>1</td>
</tr>
<tr>
<td>Washington D.C.</td>
<td>5</td>
</tr>
<tr>
<td>New Mexico</td>
<td>1</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>5</td>
</tr>
<tr>
<td>Ohio</td>
<td>1</td>
</tr>
<tr>
<td>Texas</td>
<td>4</td>
</tr>
<tr>
<td>Washington</td>
<td>1</td>
</tr>
<tr>
<td>Colorado</td>
<td>4</td>
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<tr>
<td>Wisconsin</td>
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</tr>
<tr>
<td>Abroad</td>
<td>3</td>
</tr>
</tbody>
</table>

The University of Vermont
Partnership Programs

- Pelham Preparatory Academy (PPA), Collegiate Institute for Math and Science (CIMS), and Astor Collegiate Academy Academy (Bronx, NY)
- High School for Environmental Studies (Manhattan)
- Mastery Charter High School network (Philadelphia, PA)
  - Shoemaker
  - Simon Gratz
  - Lenfest
  - Pickett
  - Thomas
  - Hardy Williams
- Gary Comer College Prep (Chicago, IL)
Transfer Students

• Transfer-focused visit programs
• Expanded outreach to CCV
• Partnership with Student Veteran Services
• Strategic use of scholarships
• Transfer transition committee supports smooth transition
International Students

• Direct entry recruitment
  • In our 2\textsuperscript{nd} year of new TOEFL minimum of 90
  • Redesigned scholarship program

• USPP
  • Summer Bridge at Northeastern
  • Recruitment efforts in China, Nigeria and \textit{Mexico} \textcolor{red}{\textbf{NEW}}

• Global Gateway Program
  • Welcomed 150 new students this fall
  • Goals include similar enrollment; focus on country diversity
Application Process Changes

VIP application process has been retired

• Four notification dates
• Targeted application fee waivers
• Common Application marketing continues
Application Process Changes

Application Status website has undergone a facelift
Application Process Changes

Application Status website has undergone a facelift

The University of Vermont

ADMISSIONS AND FINANCIAL AID APPLICANT SERVICES

Login ID:  
PIN:  

Login

What is my Login ID and PIN?

Undergraduate Applicants:
Your login ID and PIN were sent in an email to the address listed on your application once it was received. You may search for the email on the subject line "your application has been received". If you are unable to locate this email, please contact the Office of Admissions at admissions@uvm.edu.

Graduate College Applicants:
The Student Financial Services office sent you a letter with this information. If you need log in assistance to see your financial aid information, please contact the Student Financial Services office.
For all other Graduate applicant matters, contact the Graduate College directly at (802) 656-2699.
Application Process Changes

Application Status website has undergone a facelift

Student/Faculty Information System (SIS)

HELP EXIT

Application Summary

This is a summary of the processed admissions application which you selected:

University of Vermont Undergraduate Admissions
Application Status Check & Decision Release Information

Application Status:
Our goal is to process your application materials within a week; however, it may take two weeks around application deadlines.

Decision Release Dates:
First year applicants:
Early Action: November 11, 2015 and December 10, 2015
Regular Notifications: February 11, 2016 and March 11, 2016
(Defers: Early Action candidate decisions that were deferred will all be posted by March 11, 2016)

Transfer applicants:
Transfer Notification: Released on a rolling basis.

International Applicants:
International Notification: Released on a rolling basis.

Please note:
Decisions for Early Action and Regular Notification are released at 5:00 p.m. (Eastern time) on the specified date.
We release regular decisions in two rounds. If your decision is not posted on February 11, it will be posted on March 11.

Application Summary
Name and Address
Application Process Changes

Application Status website has undergone a facelift

The University of Vermont

ADMISSIONS APPLICATION STATUS PAGE

<table>
<thead>
<tr>
<th>Your Personal Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Preferred Name:</td>
</tr>
<tr>
<td>Permanent (Home):</td>
</tr>
<tr>
<td>Email Address:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your Application Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residency Status:</td>
</tr>
<tr>
<td>Admission Term:</td>
</tr>
<tr>
<td>Application Type:</td>
</tr>
<tr>
<td>Student Type:</td>
</tr>
<tr>
<td>Current Program:</td>
</tr>
<tr>
<td>Level:</td>
</tr>
<tr>
<td>Program:</td>
</tr>
<tr>
<td>College:</td>
</tr>
<tr>
<td>Major:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee/Waiver: Received</td>
</tr>
<tr>
<td>High School Transcript 1: No</td>
</tr>
<tr>
<td>Major: Received</td>
</tr>
<tr>
<td>SAT/ACT scores: No</td>
</tr>
<tr>
<td>SAT/ACT Writing Score: No</td>
</tr>
</tbody>
</table>
The New SAT

• Applies to students applying in spring 2017 and beyond (current HS juniors)
• Optional essay not required
• Returning to 1600 scale
Coalition Application

• Group of universities with commitment to access and success

• Launch 2017; UVM joins for 2018

• Membership in Common App remains
Admissions Decisions

• Goal 69% admit rate FTFY
• Tracking of curricular rigor
• Focus on SAT and performance
  • Low SAT and performance
  • Retention by SAT
Admissions Liaisons

- CALS – Manny Tejeda
- CAS – Sally Hobart
- BSAD – Liz Hamlin-Volz
- CESS – Dave Volain
- CEMS – Alison Anker
- RSENR – Kathleen Parent
- CNHS – Debby Gale

Additional Liaison Roles:
- Vermont – Sue Wertheimer
- Athletics – Moses Murphy
- Home School – Cathy Diamond
- International – Katryna Snow
Campus Visits and Events

Fall:

- Vermont in Person
- Open House
- Individual Visits
- Discovering UVM (includes focus on LGBTQ students)
- Passport to UVM (international student visit)
- Pilot *Business in Boston* program
Campus Visits and Events

Spring:

- Admitted Student Visit Programs
- Admitted Student Information Sessions
- Joining the Circle
- Jumpstart for Juniors
- Individual visits
- College Counselor visit program (with St. Michaels and Champlain)
Campus Visits and Events

Other school/college participation:

• GGP Familiarization Tour (Oct. 6-8)
• Green and Gold Scholars Reception (Oct. 7)
• VIP calling for high ability students (mid-February)
• ALANA calling (January)
Communications

**Major Messages:** (pre 160 over 90 feedback)

- **Premiere student-centered research university** with strong focus on undergraduate education
- **Perfect size**: teacher/scholar model
- Focus on **experiential learning**
- **Active students** who want to make a difference; national draw
- **Ideal location**
Communications

How we continue to sharpen our message:

• Consistency – University Talking Points
• Outcomes information
• More focus on college/school specific messages
• Rework of most publications
• Value messages
• Increased presence on social media
Communications - Website

Why UVM

Applying and Requirements
- First-year applicants
- Transfer applicants
- International applicants
- Dates and Deadlines

554 international students
from approximately 65 countries
Communications – Social Media

Noa Pisani @soimawkward - Feb 12
Accepted to University of Vermont in beautiful Burlington #UVMsaidYes 😊 #TwoForTwo 🤗

Stephanie Lynn @StStephsername - Aug 14
Officially more in love.. Is that even possible? @uvmvermont #uvmvisit

Ashley Hartman @ashley5297 - Jun 13
So thankful I get to spend the next four years in this beautiful place #UVM2019 @ Burlington, Vermont instagram.com/p/34-8mPB4GA/

The University of Vermont
Communications – Social Media

#moveuvm Snap Chat video

https://www.youtube.com/watch?v=p-ggDkVOW3M
Thank you for your support to recruit the Class of 2020!
New Initiatives to Support Course Scheduling

Keith Williams
University Registrar
Section Distribution at the Time of Room Scheduling Request

Monday/Wednesday/Friday Meeting Pattern Distribution
Requested Sections - Fall 2014 vs. Fall 2015

Bar chart showing the distribution of requested sections for Monday/Wednesday/Friday meetings for Fall 2014 and Fall 2015.
Spring 2016 "Could Not Schedule" List

Please note: This is a working document for the period between room scheduling and the start of registration.

The courses listed below are all sections that requested a general purpose classroom but could not be placed in a room as originally requested.

A course shaded in green is currently being worked on by the Registrar's Office. A course shaded in yellow is being worked on by the College/School.

<table>
<thead>
<tr>
<th>Date of Most Recent Action</th>
<th>CRN</th>
<th>Course</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Max Enroll</th>
<th>Shares Space</th>
<th>Days</th>
<th>Start Time</th>
<th>End Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Agriculture and Life Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Agriculture and Life Sciences</td>
<td>mmm/dd/yyyy</td>
<td>92996</td>
<td>CALS 183 L05 Communication Methods</td>
<td>Leonard, Jonathan</td>
<td>20</td>
<td>W 10:40 AM</td>
<td>12:36 PM</td>
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<tr>
<td>Community Development and Applied Economics</td>
<td>mmm/dd/yyyy</td>
<td>91474</td>
<td>CDAE 156 A Consumer Assistance Program</td>
<td>Murane, Janet</td>
<td>15</td>
<td>MWF 1:55 PM</td>
<td>2:45 PM</td>
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</tr>
<tr>
<td>College of Engineering and Mathematical Sciences</td>
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<td></td>
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<tr>
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<td>mmm/dd/yyyy</td>
<td>92975</td>
<td>CE 254 A Environmental Quantitative Analy</td>
<td>Holmen, Britt</td>
<td>23</td>
<td>TR 1:00 PM</td>
<td>2:15 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date of Most Recent Action</td>
<td>CRN</td>
<td>Course</td>
<td>Course Title</td>
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<td>Max Enroll</td>
<td>Shares Space</td>
<td>Days</td>
<td>Start Time</td>
<td>End Time</td>
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<tr>
<td>---------------------------</td>
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<td>--------------------------------------------</td>
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<tr>
<td><strong>College of Agriculture and Life Sciences</strong></td>
<td></td>
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<td>Agriculture and Life Sciences</td>
<td>92896</td>
<td>CALS 183 L05</td>
<td>Communication Methods</td>
<td>Leonard, Jonathan</td>
<td>20</td>
<td>W</td>
<td>10:40 AM</td>
<td>12:36 PM</td>
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</tr>
<tr>
<td>Community Development and Applied Economics</td>
<td>91474</td>
<td>CDAE 159 A</td>
<td>Consumer Assistance Program</td>
<td>Mamane, Janet</td>
<td>15</td>
<td>MWF</td>
<td>1:55 PM</td>
<td>2:45 PM</td>
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<tr>
<td><strong>College of Engineering and Mathematical Sciences</strong></td>
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<tr>
<td>Civil Engineering</td>
<td>92875</td>
<td>CE 254 A</td>
<td>Environmental Quantitative Analysis</td>
<td>Holmen, Britt</td>
<td>23</td>
<td>TR</td>
<td>1:00 PM</td>
<td>2:15 PM</td>
<td></td>
</tr>
<tr>
<td><strong>College of Arts and Sciences</strong></td>
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<tr>
<td>Chemistry</td>
<td>91027</td>
<td>CHEM 141 B</td>
<td>Organic Chemistry I</td>
<td>Wurthmann, Alexander</td>
<td>209</td>
<td>*Parent R</td>
<td>5:30 PM</td>
<td>8:15 PM</td>
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<tr>
<td>Chinese</td>
<td>90828</td>
<td>CHIN 001 A</td>
<td>Elementary Chinese I</td>
<td>Yin,Jing-hua</td>
<td>20</td>
<td>*Parent T</td>
<td>10:00 AM</td>
<td>10:50 AM</td>
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<tr>
<td>Chinese</td>
<td>90893</td>
<td>CHIN 001 B</td>
<td>Elementary Chinese I</td>
<td>Yin,Jing-hua</td>
<td>20</td>
<td>*Parent T</td>
<td>11:30 AM</td>
<td>12:20 PM</td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>93834</td>
<td>CHIN 001 ZRA</td>
<td>Elementary Chinese I</td>
<td>Yin,Jing-hua</td>
<td>20</td>
<td>CHIN 001 A T</td>
<td>10:00 AM</td>
<td>10:50 AM</td>
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<td>20</td>
<td>CHIN 001 B T</td>
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<tr>
<td>Chinese</td>
<td>90997</td>
<td>CHIN 051 A</td>
<td>Intermediate Chinese I</td>
<td>Hu,Ying</td>
<td>20</td>
<td>*Parent R</td>
<td>10:00 AM</td>
<td>10:50 AM</td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>93896</td>
<td>CHIN 051 ZRA</td>
<td>Intermediate Chinese I</td>
<td>Hu,Ying</td>
<td>20</td>
<td>CHIN 051 A R</td>
<td>10:00 AM</td>
<td>10:50 AM</td>
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<tr>
<td>Classics</td>
<td>93705</td>
<td>CLAS 095 A</td>
<td>TAP:Ancient Drama</td>
<td>Chiu, Angeline</td>
<td>19</td>
<td>TR</td>
<td>1:00 PM</td>
<td>2:15 PM</td>
<td></td>
</tr>
</tbody>
</table>
Section Distribution
at the Time of Room Scheduling Request
Standard Meeting Pattern

Keith Williams has Dean level access.

SMP (Standard Meeting Pattern) Counts for the College/School College of Arts and Sciences, Term Fall 2015
SMP Chart Selection

**Selection -**

<table>
<thead>
<tr>
<th>Term</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2016</td>
<td></td>
</tr>
<tr>
<td>Fall 2015</td>
<td></td>
</tr>
<tr>
<td>Summer 2015</td>
<td></td>
</tr>
<tr>
<td>Summer 2014</td>
<td></td>
</tr>
<tr>
<td>Summer 2013</td>
<td></td>
</tr>
<tr>
<td>Summer 2012</td>
<td></td>
</tr>
</tbody>
</table>

Please select a term.

**Scope:**

- University-wide
- Dean access Selection
- Chair access Selection

Please select the scope of the inquiry.

**Others, Non-SMP:**

- Yes
- No

Please select whether to display the 'Others' count and the non-SMP count.

**Output -**

**Format:** Bar Chart

Please select an output format.

**RELEASE: 8.5.0.4**

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Keith Williams has Dean level access.

SMP (Standard Meeting Pattern) Counts for University-wide, Term Fall 2015
SMP Chart Selection

Selection -

Term:
- Spring 2016
- Fall 2015
- Summer 2015
- Summer 2014
- Summer 2013
- Summer 2012

Scope:
- University-wide
- Dean access Selection
- Chair access Selection

Please select a term.

Please select the scope of the inquiry.

Others, Non-SMP:
- Yes
- No

Please select whether to display the 'Others' count and the non-SMP count.

Output -

Format:
- Bar Chart

Please select an output format.

Display Statistics

RELEASE: 8.5.0.4

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Standard Meeting Pattern

SMP (Standard Meeting Pattern) Counts for University-wide, Term Fall 2015

- 247 in Other
- 180 in Non-SMP
- 0 in TR
- 3 in MWF
- 0 in MW
- 8 in MWF
- 41 in MW
- 63 in MW
- 66 in MW
- 74 in TR
- 52 in TR
- 31 in MWF
- 10 in MWF
- 15 in MWF
- 10 in MWF
- 3 in MWF
- 16 in MWF
- 69 in MWF
- 57 in MWF
- 69 in MWF
- 84 in MWF
- 80 in MWF

Course Times:
- 08:30a: 09:40a: 10:50a: 12:00p: 01:10p: 02:20p: 03:30p: 04:40p: 06:00p: 07:15p
SMP Chart Selection

Selection -

Term:  
- Spring 2016
- Fall 2015
- Summer 2015
- Summer 2014
- Summer 2013
- Summer 2012

Scope:  
- University-wide
- Dean access Selection
- Chair access Selection

Others, Non-SMP:  
- Yes
- No

Output -

Format:  
- Bar Chart

Display Statistics

RELEASE: 8.5.0.4

© 2015 Ellucian Company L.P. and its affiliates.
Standard Meeting Pattern

SMP (Standard Meeting Pattern) Counts for the Department Romance Languages & Linguistics, Term Fall 2015

The University of Vermont
This displays unique sections. The count could be less than the Pattern count if a section has a repeated pattern.

**SMP Attributes**

Term: Fall 2015  
SMP Days: M W F  
Begin-End: 08:30a - 09:20a

<table>
<thead>
<tr>
<th>Rec No.</th>
<th>Subj</th>
<th>Crse</th>
<th>Title</th>
<th>Sect</th>
<th>CRN</th>
<th>Xlst Grp</th>
<th>Max Enrl</th>
<th>Curr Enrl</th>
<th>Remain Seats</th>
<th>Repeat Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>FREN</td>
<td>002</td>
<td>Elementary II</td>
<td>A</td>
<td>90774</td>
<td>Yes</td>
<td>20</td>
<td>20</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>LING</td>
<td>081</td>
<td>Structure of English Language</td>
<td>A</td>
<td>92322</td>
<td>Yes</td>
<td>60</td>
<td>21</td>
<td>39</td>
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<tr>
<td>3</td>
<td>SPAN</td>
<td>001</td>
<td>Elementary I</td>
<td>A</td>
<td>90785</td>
<td>Yes</td>
<td>20</td>
<td>20</td>
<td>0</td>
<td></td>
</tr>
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<td>4</td>
<td>SPAN</td>
<td>001</td>
<td>Elementary I</td>
<td>B</td>
<td>90787</td>
<td>Yes</td>
<td>20</td>
<td>15</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>SPAN</td>
<td>002</td>
<td>Elementary II</td>
<td>A</td>
<td>90794</td>
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<td>21</td>
<td>22</td>
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<tr>
<td>6</td>
<td>SPAN</td>
<td>051</td>
<td>Intermediate I</td>
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<td>Yes</td>
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<td>18</td>
<td>1</td>
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<tr>
<td>Total</td>
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<td></td>
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<td>116</td>
<td>44</td>
<td>0</td>
</tr>
</tbody>
</table>

**RELEASE: 8.5.0.5**

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Prime vs. Non-Prime Time SMP Counts

Fall 2015

Prime Time: 68.34%
Non-Prime Time: 31.66%
MWF vs. TR SMP Counts

Fall 2015

- MWF: 56%
- TR: 44%
New System Customization Requests Process
Begin to implement *Degree Works*™

- Allow admitted transfer students to receive a degree audit with a degree completion plan.
- This enables students to review past, present, and future academic coursework to evaluate which degree requirements are complete and which degree requirements remain.
National Recognition for the Preferred Name Project
New Policies Accommodate Transgender Students

By Melinda B. Drury

A"

Though awareness has grown among policy makers about the rights of transgender students in recent years, many schools still have little knowledge of the needs of transgender students. As a result, transgender students often face discrimination and harassment. In a recent article in The Chronicle of Higher Education, students who have been subject to discrimination and harassment have called for more protections for transgender students.

The article highlights the story of a transgender student at a university in the United States who was denied access to a gender confirmation surgery. The student was subjected to discrimination and harassment, including being denied access to the gender confirmation surgery that they needed.

The article also notes that many schools do not have policies in place to protect transgender students. As a result, transgender students are at risk of discrimination and harassment. The article calls for more awareness and education about the needs of transgender students, as well as for more policies to protect them.

The article concludes by calling for greater awareness and understanding of the needs of transgender students, as well as for more policies to protect them. It emphasizes the importance of creating safe and inclusive environments for all students, regardless of their gender identity.
A University Recognizes a Third Gender: Neutral

By JULIE SCIFOO FEB. 3, 2015

Rockie Gisselman looked like any other undergraduate at the University of Vermont but perhaps a little prettier, with pale freckles dancing across porcelain skin and bright blue eyes amplifying a broad smile. Black bee straps peeked out from a faded black tank top emblazoned with the logo of the indie band Rubblebucket; a silver necklace with an anchor dangled over ample décolletage.

Gisselman, a 21-year-old senior majoring in gender studies, was chatting cheerfully from a futon, legs tucked sideways, knees forward. In the tidy, poster-filled apartment that Gisselman shares with a roommate near campus, we were discussing the dating landscape. Gisselman, who came out in seventh grade, blushed and smiled shyly: “My partner was born female, feels female. The partners I’m attracted to are usually feminine people.”

Gisselman, too, was born female, has a gentle disposition, and certainly appears feminine (save for a K.D. Lang cut). But Gisselman self-identifies not as a guy woman but as transgender. Unlike men and women who experience a mismatch between their bodies and their gender identities and take steps to align them, Gisselman accepts having a womanly body, and uses the term — along with “genderqueer” — to mean something else: a distinct third gender.

While a freshman at Burlington High School, Gisselman began feeling that the label “girl” even “lesbian,” didn’t fit. “Every time someone used ‘he’ or ‘her’ to refer to me, it made this little tick in my head. Kind of an outline-on-a-chalkboard is another way you can describe it. It just felt wrong. It was like, ‘Who are you talking to?’”

Being a boy didn’t feel right, either: “I had a couple months where I gave it a go. I tried to hide my chest with an Ace bandage every day. I wore some masculine clothes and told my friends to call me Emmett.”
UVM leading the way for trans students

U. of Vermont remains only campus to give students identity choice

University of Vermont leads in gender equality, preferred pronoun movements

National spotlight on campus gender accommodations

The University of Vermont Officially Recognizes ‘Neutral’ as a Gender
OIE Areas of Responsibility

• Study Abroad: StudyAbroad@uvm.edu
• International Scholar Services: InternationalScholars@uvm.edu
• International Student Services: InternationalStudents@uvm.edu
• Travel-Study Courses: Health/Safety Travel.Study@uvm.edu
Study Abroad

Including Student Exchange Programs
Study Abroad Advising

- StudyAbroad@uvm.edu
- Study Abroad 101 (overview sessions)
- Study abroad advisor appointments offered daily

Did you know? Roughly 1/3 of UVM students study abroad during their career
By Program Length and Type (2014-15)

Length

- Academic Year: 2%
- Semester: 53%
- Short-term: 45%

Type (Semesters only)

- External: 65%
- Direct Enroll: 10%
- UVM-Led: 4%
- Exchange: 21%
Exchange: Shifting Tuition Flow

Ireland 2013-2014

Ireland 2014-2015

External

Exchange

67%

33%

0%

100%
Explore, experience, exchange

- Why exchange?
  - Affordability and financial access
  - Full cultural immersion
  - International students on campus diversified
  - Retain UVM tuition dollars
  - Faster to create new exchanges than Semester programs

www.uvm.edu/exchange
Creating New Exchange Programs

• Call OIE at the very beginning

• Starting without us could mean a risk to your reputation if you promise something UVM can’t deliver

• ECTS transfer credits – will they work for your students?

• Academic calendar mismatch

• Language proficiency – both directions

• Housing availability/cost
Why Approved Programs?
Globalization is changing the way the world works. Generation Study Abroad is a new initiative launched by the Institute of International Education to double the number of students studying abroad by the end of the decade.
UVM is applying for Generation Study Abroad

For which sub-populations should we commit to doubling the number who study abroad for a semester or longer?

• First-generation students
• Pell-eligible students
• Students of color
• Students studying STEM fields
• Students studying in non-traditional destinations

UVM Initiatives

• Video: UVM students of color who studied abroad
• Partnership: UVM Fellowships office
• Identifying new exchange programs offering matching STEM curricula
• Airline ticket payment deferral program
• Expand exchange programs
International Scholar Services

InternationalScholars@uvm.edu
International Scholar Services

- Visiting scholars, foreign national employee work authorization, permanent residency cases
- InternationalScholars@uvm.edu
- Mon-Fri 3:30-4:30 p.m.: 15-minute phone consults
  - Scheduled through main office

Did you know? Some permanent residency petitions are 150 pages long
Start Early...Foreign National Employment Authorization

- iStart H-1B requests should be submitted 6 months in advance of start date to avoid $1,225 government expedite service fee
- iStart J-1 requests should be submitted at least 8 weeks before start date
- Intend to renew or end employment? Notify us ASAP
## I-9 Verification for Foreign Nationals

### Where Foreign Nationals verify their I-9s starting Sept. 21

<table>
<thead>
<tr>
<th>Population</th>
<th>Where to Verify</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>New faculty orientation</td>
</tr>
<tr>
<td>Staff</td>
<td>New hire enrollment</td>
</tr>
<tr>
<td>Graduate students</td>
<td>Human Resource Services</td>
</tr>
<tr>
<td>Undergraduate students</td>
<td>Human Resource Services</td>
</tr>
<tr>
<td>Anyone who does not attend new faculty orientation or new hire enrollment</td>
<td>Human Resource Services</td>
</tr>
</tbody>
</table>

**• ALL new foreign national employees must check in with the Office of International Education for immigration purposes, even though I-9 is verified elsewhere.**

**• Whether they think they need to or not!**
International Student Services
International Student Services

- InternationalStudents@uvm.edu
- Student walk-in hours: Mon-Fri 1-4 p.m.
- Appointments at other times

Did you know?
In 2014-15, our advisors had in-person contact with 93% of UVM’s international students during office hours.
International Student Subpopulations

- Graduate
- Undergraduate
- Non-degree
  - Global Gateway Program (GGP)
  - Exchange
- Post-graduation U.S. work authorized students (OPT)

*Did you know?* 11% of OIE’s student case load is students who have graduated from UVM but are still under UVM’s F-1 immigration program.
International Students: Maintaining Status

• Must maintain full-time enrollment
  • UGs: 12 credits
  • Grads: 9 credits
  • Summer must be full-time if first or last term

• Only one online course (3 credits) per term may count toward full-time status

• Withdrawals after Add/Drop – student must consult with OIE

• Working – consult OIE
International Student Services

- Pre-arrival information
- Immigration assistance
- Orientation (3x/year)
- 1:1 advising
- Social programs
- Educational programs
- Student organization advising
- Workshops for campus

Did you know? Our advisors had 1,000 student contacts outside of orientation and office hours in 2014-15.
Thinking of creating a new academic program?
...Call us before you start thinking about it.

Let us know if the program will be
• A hybrid of online/in person
• Low-residency
• Conditional admission
• Structured to start/end outside of standard terms

We may need **ONE YEAR’S NOTICE** to get permission to issue immigration documents.

*Note: We cannot issue immigration documents for students enrolled in online-only programs.*
Connecting *in* the classroom: Intentional?

How do you interact with American students?

<table>
<thead>
<tr>
<th>Response %</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.31%</td>
<td>Class Projects</td>
</tr>
<tr>
<td>18.46%</td>
<td>Residence Halls</td>
</tr>
<tr>
<td>16.18%</td>
<td>On-campus Programs/Events</td>
</tr>
<tr>
<td>14.11%</td>
<td>Eating in UVM Dining Halls</td>
</tr>
<tr>
<td>12.86%</td>
<td>Student Organizations</td>
</tr>
<tr>
<td>5.81%</td>
<td>Other (Lab-mates, Off-campus community, Gym)</td>
</tr>
<tr>
<td>5.19%</td>
<td>On-campus Jobs</td>
</tr>
<tr>
<td>2.07%</td>
<td>None of the Above</td>
</tr>
</tbody>
</table>

- How are your faculty structuring assignments to promote cross-group interaction?
- What context do your faculty set for *domestic students* about their role with international classmates?
- Do your faculty set context for students who have not been living in the U.S. for the last 18 years?
Travel-Study Abroad Courses

Travel.Study@uvm.edu
Providing Support to Faculty and Academic Units

Office of International Education

• Health and safety
  • Faculty, TA guidance
  • Standardized student education
  • First point of response for emergent situations abroad

• Student signatures on university legal agreements
• Proposal infrastructure

Instructions:
Please click on the links below. Any questions should be directed to Kim Howard at Kimberly.Howard@uvm.edu or 646-4296.

PROG0030030 | HONDURAS COAE
1. GENERAL INFORMATION
   ✔ Session Information
   ✔ Session Logistics

2. BUDGETS
   ✔ Budgets

3. HEALTH, SAFETY & RISK MANAGEMENT
   ✔ Health, Safety & Risk Management

4. APPROVALS
   ✔ Request for Approval: Department Chair/Program Director
   ✔ Request for Approval: Dean’s Office

5. POST APPROVAL REQUIREMENTS (THIS SECTION IN PROGRESS)
   □ Vendor Contracts
   □ NGO/Vendor/Partner Insurance

☐ = Incomplete  ☑ = Submit Another  ☑ = Follow-Up Required
☐ = Optional  ☑ = Not Yet Available  ☑ = Awaiting Answer
☑ = Complete  ☑ = Pending Review  ☒ = Denied
☑ = Draft
Who to go to...

Gayle Nunley, Director
Global Educational Initiatives, Office of the Provost

- Exchange programs involving faculty/researchers
- International institutional affiliations
- Global Gateway Program and Pre-master’s programs
- Joint/Dual degree program ideas
- International conferences @ UVM

Kim Howard, Director
Office of International Education

- Exchange programs involving students
- International student support services
- Immigration matters
- Study abroad programs
- Travel-study abroad course infrastructure
Questions?