Agenda

• Welcome
• Approval of the April 4, 2018 Spring Faculty Meeting Minutes
• Provost's Comments – Provost Rosowsky
• Dean’s Report – Cindy Forehand
• Admissions Report - Kimberly Hess
• Graduate Executive Committee Actions
• IBB Primer and IBB 2.0
• New Business
Dean’s Report

• Highlights from October 26, 2018 presentation to the Board of Trustees on Academic Excellence Goal #8 – Increase enrollment in graduate and professional programs

• UVM NECHE accreditation site visit March 24-27, 2019
  • 200 level prerequisites
  • 200 level graduate student expectations
  • 200 level – accelerated master’s student tracking
  • Assessment
Graduate Executive Committee Actions

Assessment criteria and NECHE

• Assessment criteria – Masters Programs example
  • Apply discipline specific knowledge and formal logic to solve novel problems presented in oral and written form
  • Create an independent person who can come up with their own ideas and hypotheses, analyze outcomes and solve problems along the way.

• All programs must have their individual program outcomes (E1A and E1B forms) submitted
• All programs must have their assessment plan submitted
Academic Excellence Goal #8:
Increase enrollments in graduate and professional programs

Cindy Forehand
Dean, Graduate College
10/26/2018 Board of Trustees
Growing Graduate Enrollment: 5 year plan

**Target 1:** 30% increase in graduate enrollment by 2020

Progress: ↑ 16% as of Fall 2018

Note: Grad NTR ↑ 46% from 2016 and 2018

**Target 2:** Decrease UG/G ratio from 5.5 to 4.5

Progress: ↓ to 5.1 as of Fall 2018
Enrollment Trends

**Fall Graduate Enrollments**

- Master's & Grad Certificate
- Doctoral
- Medical

**UG/(G+MD) ratio**

NOTE: Most growth at both master’s and doctoral level is in professional programs.
Graduate Enrollment: Current Profile

RESIDENCY

<table>
<thead>
<tr>
<th>All Programs</th>
<th>Professional Programs</th>
<th>Research Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-State (Blue)</td>
<td>In-State (Red)</td>
<td>In-State (Blue)</td>
</tr>
<tr>
<td>Out-of-State (Orange)</td>
<td>Out-of-State (Blue)</td>
<td>Out-of-State (Orange)</td>
</tr>
<tr>
<td>62% Female</td>
<td>72% Female</td>
<td>48% Female</td>
</tr>
<tr>
<td>11% Student of Color</td>
<td>13% Student of Color</td>
<td>8% Student of Color</td>
</tr>
<tr>
<td>9% International</td>
<td>2% International</td>
<td>17% International</td>
</tr>
</tbody>
</table>
Enrollment Trends

Total Fall Graduate Enrollment

- 2014: 1350
- 2015: 1300
- 2016: 1400
- 2017: 1500
- 2018: 1600
Accelerated Master’s Programs

Accelerated Master's students in Undergraduate Dual Enrollment

2011: 6
2012: 7
2013: 1
2014: 7
2015: 13
2016: 24
2017: 40
2018: 84
Variable Tuition Rate Success

Variable Tuition Programs

- # programs. w/ variable tuition
- 0, 9, 12, 13, 19
- 2014, 2015, 2016, 2017, 2018

Total Students MPA
- Total Students
- Out Of State Students
- % Out of State

- 0%, 10%, 20%, 30%, 40%

Faded color = before VTR
Increasing Enrollments: New Programs

3 new programs approved FY15  
2 new programs approved FY16  
3 new programs approved FY17  
8 new programs approved FY18

Note: New program enrollment is ~40% of the growth in graduate enrollments since 2015

At least one from each college/school
New Interdisciplinary Training Grants:
$7.25M over 5 years

NSF NRT: Quantitative and Evolutionary STEM Training (QUEST): An Integrative Training Program for Versatile STEM Professionals to Solve Environmental and Global Health Problems

NIH T32: Training in Complex Systems and Data Science Approaches Applied to the Neurobiology of Drug Use

Department of Education Office of Special Education Programs: Interprofessional Education (IPE) Project
Growing Graduate Enrollments -- Are we on track?

- Fall 2018 graduate enrollment up 16% since Fall 2015
- Need ~200 more students by Fall 2020 to achieve 5-year 30% growth target
- Lag time in realizing enrollments from new programs, beginning to see results
- International recruitment success not expected to improve under current climate
- Success in winning new training grants and faculty research grants bodes well
Graduate College

Admissions & Enrollment Management Update
Fall 2018

Presented by
Kimberly L. Hess, M.S.
Director of Graduate Admissions & Enrollment Management
University of Vermont Graduate College
For AY 17/18 this represents:
- 1% Increase in Applications
- 5% Increase in Admissions
- 5% Increase in Acceptance
- 1% Increase in New Enrollment
- 46% Yield from Admitted Pool
- 24% Yield from Applicant Pool

Admitted Yield = # admitted that enrolled
Applicant Yield = # applied that enrolled
CY 18 Countries represented in Applied/Admit/Enroll

Top 5 Countries Represented

<table>
<thead>
<tr>
<th>Applied</th>
<th>China</th>
<th>India</th>
<th>Canada</th>
<th>Bangladesh</th>
<th>Iran</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admit</td>
<td>China</td>
<td>India</td>
<td>Canada</td>
<td>Pakistan</td>
<td>Iran</td>
</tr>
<tr>
<td>Enrolled</td>
<td>China</td>
<td>India</td>
<td>Canada</td>
<td>Nigeria</td>
<td>Great Britain</td>
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</tbody>
</table>
Total v. International Fall Enrollment Comparison

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Graduate Enrollment</th>
<th>International Graduate Enrollment</th>
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<tbody>
<tr>
<td>Fall 2012</td>
<td>1438</td>
<td>147</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>1352</td>
<td>146</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>1405</td>
<td>139</td>
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<tr>
<td>Fall 2015</td>
<td>1385</td>
<td>143</td>
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<tr>
<td>Fall 2016</td>
<td>1485</td>
<td>141</td>
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<tr>
<td>Fall 2017</td>
<td>1542</td>
<td>147</td>
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<tr>
<td>Fall 2018</td>
<td>1601</td>
<td>138</td>
</tr>
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</table>

**Total Enrollment % Change from Previous Year**

<table>
<thead>
<tr>
<th>Year</th>
<th>Change</th>
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<tbody>
<tr>
<td>2012</td>
<td>-6%</td>
</tr>
<tr>
<td>2013</td>
<td>4%</td>
</tr>
<tr>
<td>2014</td>
<td>-1%</td>
</tr>
<tr>
<td>2015</td>
<td>7%</td>
</tr>
<tr>
<td>2016</td>
<td>4%</td>
</tr>
<tr>
<td>2017</td>
<td>4%</td>
</tr>
<tr>
<td>2018</td>
<td>4%</td>
</tr>
</tbody>
</table>

**International Students as a % of Total Graduate Students**

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>10%</td>
</tr>
<tr>
<td>2013</td>
<td>11%</td>
</tr>
<tr>
<td>2014</td>
<td>10%</td>
</tr>
<tr>
<td>2015</td>
<td>10%</td>
</tr>
<tr>
<td>2016</td>
<td>9%</td>
</tr>
<tr>
<td>2017</td>
<td>10%</td>
</tr>
<tr>
<td>2018</td>
<td>9%</td>
</tr>
</tbody>
</table>
Data From New Developments
1\textsuperscript{st} Generation

CY 18 Applied, Admit, Enrolled
First Generation College Students

- **Applicants**: 253
- **Admitted Students**: 114
- **Accepted Offers**: 56
- **New Enrolled Students**: 49
Data From New Developments

1st Generation

Percent of total that are First Generation

- Applicants: 9.5%
- Admitted Students: 7.9%
- Accepted Offers: 7.6%
- New Enrolled Students: 7.1%
Data From New Developments
Voluntary Info on Gender

First year asking the question

- 123 applicants answered (5%)
- 60 were offered admission (49%)
- 26 accepted the offer and enrolled (42%)

- Identified as cis-gender or heterosexual
- Identified as agender, non-binary, genderqueer, gender fluid
- Identified as transgender with a specific gender
- Identified pronouns, gender, or other information without further specifying
New and Upcoming

• Banner 9 in Spring 19
• New look and feel to Admit in Spring/Summer 19
• Please let us know about new coordinators/faculty
Graduate Executive Committee Actions

6 meetings subsequent to last Graduate Faculty meeting

Reviewed
4 new or significant change course proposals
10 minimal change, deactivation delete course proposals
30 graduate faculty applicants

Approved
Certificate of Graduate Study in Sustainable Enterprise
Direct entry into the Clinical Nurse Leader Master of Science
Direct Entry/Terminal Master of Arts in Psychology
Accelerated Master's Program in Psychology
Accelerated Master’s Program in Special Education
Graduate Executive Committee Actions

- **Dissertation of the Year Award**
  - Rajiv Jumani, Cellular, Molecular and Biomedical Sciences Graduate Program – Huston Lab
  - Title: Methods To Identify And Develop Drugs For Cryptosporidiosis
  - Recently noted in the Council of Graduate Schools Grad Impact Series

- **Discussion**
  - Review of Graduate Faculty
  - Creation of a professional track within the graduate faculty
  - Delineating guidelines for studies vs defense committee
Incentive Based Budgeting (IBB)

IBB 2.0 changes

Algorithm # 7 – Support Center Pools -Faculty Head count
The Steering Committee recommends revising the headcount methodology such that the part-time faculty/staff assessment is half of the full-time assessment.

Incentive-based Budget Model – Campus Update #8

Algorithm #1 Undergraduate Net Tuition
The Steering Committee recommends eliminating the SCH weightings in Algorithm 1.

Incentive-based Budget Model – Campus Update #9

Algorithm 6 – Facilities: Investigating whether the current methodology can/should be revised to account for space weighting by functional use, remediation obligations, and utility costs. Discussion in Progress.
Incentive Based Budgeting (IBB)

IBB Primer

• Algorithm 2 – graduate tuition flow and scholarship

• Algorithm 7 – cost allocations related to graduate education
Algorithm 2: Graduate Net Tuition

College/Disciplinary Graduate Tuition and Aid: Graduate Net Tuition is defined as gross tuition less financial aid (the netting occurs after the revenue is allocated).

- For GAs, GTAs, GRAs financial aid is tuition scholarship (paid directly), 100% health insurance premium (paid via benefit rate), and any fees a program decides to pay.

- For predoctoral fellows or trainees, financial aid is tuition scholarship, 100% health insurance premium and comprehensive fees; typically funding agency pays significant amount of the aid and the RC picks up the amount not covered by the award.
Algorithm 2: Graduate Net Tuition continued

- The home college or school of a graduate student’s program will be allocated 100% of that student’s gross tuition and 100% of that student’s financial aid. *(that is, they provide the tuition scholarship regardless of source of stipend support)*

- Graduate Student Stipends will be paid by the hiring unit.

- Payments to Teaching RCs (intercollege teaching payments):
  - For every SCH a graduate student takes outside of the home college, the home college will pay the teaching college 85% of the University’s I/S per credit tuition rate.
Algorithm 2: Graduate Net Tuition continued

- The graduate net tuition generated by cross-college interdisciplinary programs such as the Food Systems Master of Science will be allocated to the Graduate College. The net tuition will then be distributed to each of the participating colleges and schools based on their percentage of the program’s total SCHs. If additional aid – such as paying insurance or comprehensive fees – is required for the program and this expense exceeds tuition revenue, the participating units will pay the Graduate College the funding necessary to make the Graduate College whole.

Translation- the Graduate College is a pass through to manage cross college programs. The participating units establish MOUs agreeing on parameters of additional aid and stipend levels, as well as program support.
Funding Your Students

• IBB manages money flow and associated processes, but not governance

• Graduate College sets minimum stipend and aid levels
  • The benefit rate for the health insurance premium is automatically drawn from the same budget as the stipend paying the GA, GTA or GRA

• When a GA, GTA or GRA is awarded, the Dean of the RC is guaranteeing the minimum aid level

• When a grant budget includes a GRA position, the Dean’s signature on the routing form guarantees the minimum aid level
IBB does not create new revenue or new expenses. The purpose of IBB is to make these transparent and to allocate revenue more closely to those who generate it and costs according to utilization.

The expectation is that this approach will allow program growth and quality enhancement with a clear understanding of the balance between revenues and expenses.
### Table 1: 6 Cost Pools

<table>
<thead>
<tr>
<th>Cost Pool</th>
<th>Driver</th>
<th>Expenses</th>
<th>Subvention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration (24 cost centers)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30300 VP U. Rel &amp; Admin</td>
<td>11200 Contr. Office</td>
<td>11000 VP Finance</td>
<td>30550 Univ.Comm</td>
</tr>
<tr>
<td>30000 Sen. VP &amp; Provost</td>
<td>11240 Treas. &amp; Tax Serv.</td>
<td>10100 Audit Serv.</td>
<td>11110 Off. Sustain</td>
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<tr>
<td>11400 Fin. Analysis &amp; Budget</td>
<td>11270 Cost Acct.Svcs.</td>
<td>10305 Compliance</td>
<td>10400 U. Relations</td>
</tr>
<tr>
<td>11550 Procurement Serv.</td>
<td>00003 Treas. Operations</td>
<td>11575 Police Services</td>
<td>11580 Print/Mail</td>
</tr>
<tr>
<td>Organizational Support (7 cost centers)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30050 Faculty Senate</td>
<td>11531 Environ. Safety</td>
<td>11280 Payroll Svcs</td>
<td>11002 Staff Council</td>
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<tr>
<td>11300 Human Resources</td>
<td>11530 Risk Mgmt &amp; Safety</td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11320 HRS Learning Svcs.</td>
</tr>
<tr>
<td>Student/Academic (22 cost centers)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>30200 Adm. &amp; Enroll Mgmt</td>
<td>30430 Career Serv.</td>
<td>30230 Liv &amp; Learn Ctr.</td>
<td>58100 Honors Coll.</td>
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<tr>
<td>11250 Student Fin. Svcs.</td>
<td>30210 VP Enroll Mgmt.</td>
<td>30440 Ctr. Stdnt Ethics &amp;Stnd</td>
<td>30016 Writing Discip</td>
</tr>
<tr>
<td>30420 Acad. Support Prog.</td>
<td>30454 Student Life</td>
<td>30410 Student &amp; Comm. Rel</td>
<td>30017 CUPS</td>
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<td>30400 Dean of Students Off.</td>
<td>30450 Ctr. Hlth&amp;Well Being</td>
<td>30019 Integr. Bio</td>
</tr>
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<td>30240 International Educ. Svcs.</td>
<td>30231 Res. Lrng Cmty</td>
<td>30456 Student Govt. Assoc.</td>
<td>31200 Military Studies</td>
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<td>58200 Grad. Coll</td>
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<tr>
<td></td>
<td>30452 Res. Life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community (6 cost centers)</td>
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<td></td>
</tr>
<tr>
<td>10090 ALANA Student Ctr.</td>
<td>10050 Women's Ctr.</td>
<td>10080 LGBTQA Ctr.</td>
<td>10070 Divers. &amp; Equity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30100 Cultural Pluralism</td>
<td>30500 Athletics/Vars.</td>
</tr>
<tr>
<td>Libraries/IT (17 cost centers)</td>
<td></td>
<td>309%TotalIFTE+30%TotalHeadcount+20%StudentFTE+20%Fac/Staff Headcount</td>
<td></td>
</tr>
<tr>
<td>58328 Bailey Howe Library</td>
<td>58326 B. Howe-Collect Mgmt</td>
<td>58330 Dana Med. Lib.</td>
<td>11650 Database Adm</td>
</tr>
<tr>
<td>58300 Libraries - Dean's Office</td>
<td>58312 Ctr. Teach/Learning</td>
<td>11600 Entp. Tech. Svcs.</td>
<td>11670 IS Office</td>
</tr>
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<td>58320 B. Howe-Acc&amp;Tech.Svcs.</td>
<td>58324 B. Howe Res. Collect.</td>
<td>11630 ETS Client Svcs.</td>
<td>11640 Telecom&amp;Net</td>
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<tr>
<td>UVM Foundation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expenses/Subvention</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Algorithm 7: Cost Pools

The approximately 80 Support Centers have been grouped into six different cost pools (Appendix H) and their expenses are allocated based on the following cost drivers:

Management Services – unrestricted expenses Responsibility Centers pay cost allocation of 18% of all unrestricted expenses
Organizational Support Services – faculty and staff headcount (~$8000 per person)
Student/Academic Services – student FTE
Community/Inclusion Services – total headcount (faculty, staff, students)
Libraries and Information Technology Services – total FTE (30%), total headcount (30%), student FTE (20%), faculty/staff headcount (20%)
The UVM Foundation – unrestricted expenses

Student Head Count: Responsibility Centers pay cost allocation of $1487/student

In cost pools that include SCH-based FTEs as a driver, Graduate SCHs will be deflated by 80%. Responsibility Centers pay ~$1027 for every 24 graduate student credit hours taught and ~$5133 for every 30 undergraduate SCHs taught.
Course Revenue – Depends on Student Type

Three separate algorithms govern revenue received based on student type: graduate (Algorithm 2), undergraduate (Algorithm 1) or non-degree (Algorithm 3).

For description of the algorithms see the January 29, 2015 Final Report of the Incentive-based Budget Model Steering Committee.

Note that the calculations on the last slide reflect the fact that in IBB 2.0 the weightings applied to undergraduate SCHs are removed – all units get the same per UG credit revenue. The value used here is approximate since no current published amount for that.
Course Revenue – traditional graduate program students

3 credit 200 or 300 level Biology Course taught by faculty in the LCOM

Students taking the course and the revenue generated:

2 Biology MS students paying their own tuition - 1 IS, I OoS
$664*3 + $1674*3 to CAS
CAS Pays $564*2*3 to LCOM for intercollege teaching fee

2 Biology PhD students – fully funded GRA or GTA - 1 IS, I OoS
$664*3 + $1674*3 to CAS
CAS pays $664*3 + $1674*3 to the students for scholarship
CAS Pays $564*2*3 to LCOM for intercollege teaching fee
Course Revenue – cross-college interdisciplinary graduate students

3 credit 200 or 300 level CAS Biology Course taught by faculty in LCOM

Students taking the course and their revenue:

2 Food Systems MS students paying their own tuition - 1 IS, 1 OoS
   FS is a cross-college interdisciplinary program
   These 3 credits = 10% of the student credits for the year
   45% of their total credits in CALS
   45% of their total credits in RSENR

$664*3*2 + $1674*3*2 to Grad College – temporary pass through;
   Graduate College does not keep any of the tuition

10% of this and the remainder of the students’ total tuition distributed to LCOM
45 % of this and the remainder of the students’ total tuition distributed to CALS
45 % of this and the remainder of the students’ total tuition distributed to RSENR

Note that for funded students there would be no revenue to distribute as it would go back to students as scholarship, but there is also no intercollege teaching fee to pay
Course Revenue – Undergraduate or non-degree students

3 credit 200 or 300 level CAS Biology Course taught by faculty in LCOM

Students taking the course and their revenue:

2 Biology UG  1 IS, I OoS
   $562 X*2 *3 to LCOM

(No tuition to CAS but CAS does get $2954 for each of these students because they are CAS majors)

2 Non degree students paying their own  - 1 IS, I OoS
   $590x2*3 to LCOM

(No tuition to CDE but CDE does get $118*3 for each of these students because they are CDE majors)