

The Graduate School  
113 Ragsdale Hall, Mail Stop 570  
East Carolina University  
Greenville, NC 27858  
252-328-6073

Fall 2014

Dear Colleagues,

Using the attached form, please prepare a brief proposal with your requested graduate assistantship budget for the two year period including the 2015/2016 academic year and 2016/2017 academic year. A program's overall priority for graduate assistantship funding in the 2015/2016 academic year and 2016/2017 academic year will be based on the program's priority rank adjusted to account for the program's quality. As in the 2013/14 to 2014/15 two year reallocation cycle, at the present time we do not foresee circumstances where this reallocation process would amount to more than a 20% cut in any program or unit. To make deeper cuts than this would be too disruptive to both programs and currently enrolled students. The timetable and tentative deadlines for the process are on the next page.

It is expected that proposals will be developed and written at the department level and submitted to their respective colleges for review, prioritization and possible revision. The respective college offices will submit final prioritized versions to the Graduate School on behalf of their departments.

As you are drafting your proposals, please keep the following guiding principles in mind.

The primary purpose of Graduate School Assistantships is to provide high-quality quality research, teaching and professional/clinical practice opportunities that contribute to graduate students' academic and professional development. Assistantships provided by the Graduate School are to be used to support full-time<sup>1</sup>, degree-seeking graduate students to conduct work experiences in their field of study or closely related field of study<sup>2</sup> with frequent and regular face-to-face interactions<sup>3</sup> with their assistantship work supervisor. **Exceptions require approval by the Dean of the Graduate School or his/her designee.**

The minimum assistantship is \$9000 per academic year (20 hours per week, fall and spring semesters). Units may provide higher amounts as appropriate for the discipline and recruiting needs. Splitting of assistantships is discouraged and should be limited to those cases where the student requests a lower workload or prior approval has been obtained from the Graduate School because of exceptional circumstances.

Sincerely,  
Paul J. Gemperline, Dean

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<sup>1</sup> Full-time status for the purpose of Graduate School Assistantship eligibility is defined as at least 9 credits per term (fall and spring terms), or at least 3 credits of thesis for master's students in their final semester of study.

<sup>2</sup> When hiring a graduate assistant in a related field of study, the assistantship work supervisor must help the student develop a plan to integrate and reflect on how the work experience in the related field will contribute to the student's academic and professional development in their chosen field of study. These plans should be reviewed with a mentor, collaborator, or advisor in the student's primary field of study.

<sup>3</sup> Students in DE programs are eligible to receive Graduate School Assistantships if they are engaged in frequent and regular face-to-face interactions with their assistantship supervisor. However, under Strategic Priority 4, units may propose limited trials of innovative experimental graduate assistantship programs for full-time DE students in virtual environments. As is the case with on-campus programs, it is expected that successful proposals will state clear outcomes that include high-quality student products and how these will be assessed.

## **Graduate Assistantship Budget Allocation Request Fall 2014**

**Instructions:** Programs are asked to fill out current year budget information and provide a proposed budget on the following pages of this form. The Graduate School will provide basic data in all categories except D, G and H as a starting point. Programs are encouraged to scrutinize the data for errors when it is provided and send requests for corrections to the Graduate School. Evidence of a program's quality will be reviewed by the dean of the Graduate School including appropriate data and narratives provided by each program in their responses to request for proposals. For doctoral programs, Academic Analytics data will also be given consideration.

**Unit provided data, Missing data:** Units are asked to provide data for tables D (placement data is optional, if you have it), G, and H. Missing data from the Graduate School will be noted when and where needed.

### **Strategic priorities for allocation of graduate assistantship funds:**

1. Full-time students in PhD programs (assistantships, in-state tuition remissions and health insurance)
2. New graduate programs – Phased increases according to 5 year plans outlined in original approved proposal, providing program is meeting performance goals outlined in its approved “request for authorization to establish” document.
3. Full-time students in on-campus research-intensive masters and doctoral programs
4. Special projects to stimulate innovative graduate research
5. Enrollment enhancement
6. Consideration of GTA's contributions to the department's undergraduate teaching mission
7. Ensure programs have a minimum level of funding necessary to remain viable (meet UNC-GA productivity levels)

### **Programs targeted to receive increased funding must be high quality programs as evidenced by:**

- A. A high quality applicant pool with a size sufficient to sustain current enrolment or achieve growth objectives
- B. A track record of degree completion rates, retention rates and time-to-degree appropriate for the type of degree and discipline.
- C. Student satisfaction with advising, mentoring, instruction, and research experiences
- D. Market demand for graduates
- E. A track record of external assistantship expenditures appropriate for the discipline
- F. Faculty and student scholarly productivity

### **Notes and data definitions for individual data tables:**

- **Academic year (AY)** – Data reported by academic year will cover the cumulative period beginning with the 2<sup>nd</sup> summer session and extending through the subsequent fall, spring, 1<sup>st</sup> summer and 11 week summer terms. For example, the 2011 academic will include the following terms: 2<sup>nd</sup> SS 2011; fall 2011; spring 2012; 1<sup>st</sup> SS 2012; 11-week 2012.
- **Table A, Applicant pool measures (annualized applicant data)** – Average percentile test scores and average GPA's will be reported for academic years listed (see AY definition, above) based on the student's intended term of admission as stated on his/her application. Reported test scores will be GRE, except for business and education (use of GMAT or MAT will be noted in the table header as appropriate).

- Table B, Degree efficiency measures – Degree completion and attrition rates will be measured by tracking cohorts after four years from the time of first enrollment for master’s students and at six years for doctoral students. Average time-to-degree will be reported by academic year in which the degree was awarded.
- Table C, Student satisfaction – Results of spring 2011, spring 2012 and spring 2013 First Year Graduate Student Survey will be aggregated and reported at the program level in cases where there the total number of respondents is at least five, otherwise, results will be provided at the college level.
- Table D, First year graduate placement data / market demand for graduates / placement data – Programs are invited to present placement data if they have it (optional). Starting this year, the Graduate School will work with the Registrar to make the graduation survey mandatory and modify it to include first-year placement data in greater detail. Programs are expected to provide evidence of market demand from professional societies, the US Bureau of Labor Statistics or other authoritative sources with hyperlinks.
- Table E, Assistantship expenditures – These data will be obtained from payroll records on a fiscal year basis (July 1 – June 30) and will reflect actual expenditures. Please note “expenditures” are different from "budgeted" amounts.
- Table F, Graduate assistantship contributions to teaching – This category is new this year. It is included at the request of departments that depend on GTAs to meet their undergraduate lecture, recitation, and laboratory teaching workloads. The Graduate School recognizes that some colleges and departments are prohibited by accrediting bodies from using GTAs in undergraduate classes and that graduate assistants may be utilized in more informal ways (for example as tutors in computer labs, grading, etc.) that contribute to the department and college teaching mission in substantive ways. Departments and colleges are invited to document these contributions in Table F and in their data narrative.
- Table G, Faculty scholarly / creative activity – Departments are asked to provide this data from Unit annual reports. Departments the specialize in creative works, performances, etc, are encouraged to modify the column headings to provide discipline appropriate measures, and describe their choices in the data narrative.
- Table H, Student scholarly / creative productivity – Departments are asked to self-report discipline appropriate measures in this table, provide appropriate column headings, and describe their choices in the data narrative.

Date: \_\_\_\_\_

Program Name: \_\_\_\_\_

Department: \_\_\_\_\_

Contact person: \_\_\_\_\_

| <b>Current year budget:</b>  |    |          |              |
|--|----|----------|--------------|
| <b>Number of students with full-time equivalent (FTE) support for academic year (AY) 2013-14</b> |    |          | <b>Notes</b> |
| with Graduate School funds   | 1: | _____    |              |
| with other state funds (college or dept.)  | 2: | _____    |              |
| with non-state funds (grants, etc.)  | 3: | _____    |              |
| <b>Average amount of support for 12 months per student</b>                                       |    |          |              |
| with Graduate School funds   | 4: | \$ _____ |              |
| with other state funds (college or dept.)  | 5: | \$ _____ |              |
| with non-state funds (grants, etc.)  | 6: | \$ _____ |              |
| <b>Current graduate school budget</b>  | 7: | \$ _____ |              |

| <b>Proposed annual budget:</b>   |    |          |              |
|--|----|----------|--------------|
| <b>Number of FTE students to be supported per year for AY 2015-16 and AY 2016-17</b> |    |          | <b>Notes</b> |
| with Graduate School funds   | 1: | _____    |              |
| with other state funds (college or dept.)  | 2: | _____    |              |
| with non-state funds (grants, etc.)  | 3: | _____    |              |
| <b>Average amount of support for 12 months per student</b>                           |    |          |              |
| with Graduate School funds   | 4: | \$ _____ |              |
| with other state funds (college or dept.)  | 5: | \$ _____ |              |
| with non-state funds (grants, etc.)  | 6: | \$ _____ |              |
| <b>Proposed graduate school budget</b>   | 7: | \$ _____ |              |

**Instructions**

Lines 1 to 3: Please indicate the number of students expected receiving assistantship support by source of funds (annualized FTE).

Lines 4 to 6: Please indicate the average 12 month assistantship support (9 month plus summer support) per student by source of funds lines 4 to 6.

Line 7: The total in line 7 should be equal to number of students supported with Graduate School funds (line 1) multiplied by the average amount of support per student (line 4)

**Justification for increase:** Please provide a brief narrative describing how your funding request fits into one or more of the six strategic priorities outlined on page 1. Please limit your narrative to one full page (about 500 to 600 words).

**Program data (trend data to be provided by the Graduate School):**

**A. Applicant pool measures – Annualized student application data by academic year**

| Academic year (AY)   | Complete applications | Admitted | Selectivity<br>(Avg Admit score/Avg Compl score) | Enrolled | Yield<br>(Num enrolled/Num admitted) | % Admitted by exception |
|--|-----------------------|----------|--|----------|--------------------------------------|-------------------------|
| Average GPA  |                       |          |  |          |                                      |                         |
| 2011   |                       |          |  |          |                                      |                         |
| 2012   |                       |          |  |          |                                      |                         |
| 2013   |                       |          |  |          |                                      |                         |
| Avg. standardized admission exam scores (percentile) – GRE, GMAT, or MAT as noted. |                       |          |  |          |                                      |                         |
| 2011   |                       |          |  |          |                                      |                         |
| 2012   |                       |          |  |          |                                      |                         |
| 2013   |                       |          |  |          |                                      |                         |

**B. Degree efficiency measures – Four-year degree completion and attrition rates by AY year first enrolled, (Six-year rates will be reported for doctoral programs)**

| Cohort = AY year enrolled | % Completed | % Enrolled | % Attrition |
|---------------------------|-------------|------------|-------------|
| 2006                      |             |            |             |
| 2007                      |             |            |             |
| 2008                      |             |            |             |
| 2009                      |             |            |             |

**Average time to degree by AY year degree was awarded**

| Cohort = AY year graduated | Avg. time to degree | N |
|----------------------------|---------------------|---|
| 2010                       |                     |   |
| 2011                       |                     |   |
| 2012                       |                     |   |
| 2013                       |                     |   |

**C. Student satisfaction – Source: Graduate Student First Year Survey (sp 2011 + sp 2012 + sp 2013 aggregated)**

Number students surveyed: \_\_\_\_\_ Number students responding: \_\_\_\_\_ Response rate: \_\_\_\_\_

|  | 1              | 2                  | 3         | 4                     | 5            | 6                 |          |              |
|--|----------------|--------------------|-----------|-----------------------|--------------|-------------------|----------|--------------|
| <b>Overall student satisfaction with:</b>      | Very satisfied | Somewhat satisfied | Satisfied | Somewhat dissatisfied | Dissatisfied | Very dissatisfied | Pgm Avg. | College Avg. |
| Advising & mentoring received from the program |                |                    |           |                       |              |                   |          |              |
| Financial support from the program             |                |                    |           |                       |              |                   |          |              |
| Course instruction in program of study         |                |                    |           |                       |              |                   |          |              |
| Research experiences during first year         |                |                    |           |                       |              |                   |          |              |

D. First year graduate placement data / market demand (optional, provided by department)

| AY   | Number responses | Employed | Seeking employment | Not seeking employment | Student grad or prof school |
|------|------------------|----------|--------------------|------------------------|-----------------------------|
| 2011 |                  |          |                    |                        |                             |
| 2012 |                  |          |                    |                        |                             |
| 2013 |                  |          |                    |                        |                             |

Type of employment (optional, provided by department)

| AY   | Num responses | Faculty 2 or 4 yr | Postdoc or Res associate | Teacher K-12 | Government | Industry or business | Non-profit | self-employed |
|------|---------------|-------------------|--------------------------|--------------|------------|----------------------|------------|---------------|
| 2011 |               |                   |                          |              |            |                      |            |               |
| 2012 |               |                   |                          |              |            |                      |            |               |
| 2013 |               |                   |                          |              |            |                      |            |               |

Please provide hyperlinks to appropriate tables

Suggested Source: [US Bureau of Labor Statistics employment prediction in related fields 2010 to 2020](#)

- 1.
- 2.
- 3.
- 4.

E. Assistantship expenditures

| AY   | Graduate school | Unit state funds | Grant funds | Trust funds | Total |
|------|-----------------|------------------|-------------|-------------|-------|
| 2011 |                 |                  |             |             |       |
| 2012 |                 |                  |             |             |       |
| 2013 |                 |                  |             |             |       |

F. GTA contribution to undergraduate teaching (as appropriate)

| AY   | Num. GTAs | Percent GTA assignments in dept | Lab, lecture, recitation sections assisted | Ratio (sections per GTA) |
|------|-----------|---------------------------------|--|--------------------------|
| 2011 |           |                                 |  |                          |
| 2012 |           |                                 |  |                          |
| 2013 |           |                                 |  |                          |

G. Faculty scholarly / creative productivity:

|      | A. Peer reviewed journal articles | B. Books | C. Book chapters | D. Other (please describe) | Total of A through D | Number of Tenured/tenure track faculty | Total items per faculty member |
|------|-----------------------------------|----------|------------------|----------------------------|----------------------|--|--------------------------------|
| 2011 |                                   |          |                  |                            |                      |  |                                |
| 2012 |                                   |          |                  |                            |                      |  |                                |
| 2013 |                                   |          |                  |                            |                      |  |                                |

H. Student scholarly / creative productivity:

|      | Graduate student Co-authored publications | Other measures-1 (optional, provided at unit discretion) | Other measures-2 (optional, provided at unit discretion) |
|------|---|--|--|
| 2011 |   |  |  |
| 2012 |   |  |  |
| 2013 |   |  |  |



**Data narrative:** Please provide a brief narrative describing the quality of your program, including a discussion of the above data as well as any additional information that should be considered. Please limit your data narrative to one full page (about 500 to 600 words).