

**DRAFT MINUTES
OF
GRADUATE COLLEGE SPRING FACULTY MEETING
April 4, 2016**

ATTENDANCE

Approximately 30 Graduate Faculty attended the meeting.

WELCOME (Dean Forehand)

Meeting Called to Order at 4:05 p.m. by Cynthia Forehand, Dean of the Graduate College.

APPROVAL OF MINUTES (Dean Forehand)

November 17, 2015 Minutes reviewed. No edits presented. Motion to approve Minutes made. Seconded. All in favor. November 17, 2015 Minutes APPROVED.

PROVOST'S REMARKS (Provost Rosowsky)

Provost's Goal Set for Graduate Education. The Provost explained that his goal is to grow the scale of the graduate professional programs at UVM. He believes that graduate education is not fully integrated into the life of the University, which prevents UVM from reaching its full potential, diminishes the importance of graduate education in the eyes of faculty and graduate students, and prevents undergraduate students from seeing the value of graduate professional education. For these reasons the Provost has been working with Dean Forehand and other academic Deans to think about where strategic growth opportunities exist.

The Provost then stated that it was the wrong model to have the Vice President for Research and the Graduate College teamed together, so he made it a priority to split those positions. The Provost explained that he wanted to split these positions because he did not see research as an exclusively graduate enterprise, and he didn't see graduate education as an exclusively research enterprise.

The Provost then stated that one of the things he asked Dean Forehand to take on when she became Dean was to update graduate policies and procedures, including stipends and professional development programs. The Provost stated that Dean Forehand has been successful in getting policies in place and procedures up to date, and in the graduate stipends discussion.

The Provost then discussed his plans for graduate housing. He explained that while some graduate housing will be taken off-line, different graduate housing opportunities are being added. The Provost stated that his goals is to get more housing opportunities adjacent to campus for single graduate students, couples, and families.

The Provost then stated that Dean Forehand has taken up the professional development charge, and he pointed out the Graduate Writing Center as an example of success. He then explained that he is also thinking about a pre-faculty fellow program where programs and professional development are targeted specifically at those doctoral students who have expressed an interest in employment in the academy.

Provost's Review of the New Budget Model. The Provost reviewed the impact of the new budget model. He explained that colleges and schools are more creative and thoughtful, and more willing to take calculated risks, make decisions and investments and monitor their own progress, and set their own benchmarks for accountability. He then reviewed the new graduate programs that are underway and expressed that he would like see something developed in the humanities in the future. The Provost stated that from his standard, things are going well.

Provost's Discussion of the Challenge with Growing Graduate Programs. The Provost then explained that the challenge with growing graduate programs and professional programs is that it is not clear how we will count the nontraditional students pursuing degrees from nontraditional tracks.

Questions Addressed by Provost Rosowsky

Provost Rosowsky addressed questions following his remarks.

In your conversations with the Deans, what manner of persuasion do you use to show that Graduate Teaching Assistants are valuable to have? The Provost has not met with a group of Deans regarding this issue yet, but it is on his agenda to discuss with the Deans at the Summer Retreat. This isn't a "one size fits all" issue. There are going to be some programs in which Graduate Teaching Assistants make sense, and there are going to be some that don't. In addition, Pre-faculty training opportunities don't have to occur at the University. Hand-selected PhD students could go and serve as instructional faculty at host institutions. There are different opportunities for the different degree programs that make the most sense and the differences between degree programs need to be respected.

In your conversations about expanding graduate programs, how are you planning to balance this expansion with maintaining the value and quality of existing programs? These are important and nuanced conversations that need to be held at the level of the college and school. Colleges and schools now have the ability to make decisions internally about how to use revenue, so Deans and programs are being much more thoughtful about how they can use revenue to maintain programs, and using the revenue from one program to support another. This is a very discipline specific set of conversations.

[DEANS REPORT \(Dean Forehand slide set\)](#)

Announcements. Dean Forehand reminded faculty that commencement is coming up and that Dr. David Barlow, who graduated from Psychology in 1969 with his doctorate, would be the commencement speaker. She also announced that the Graduate College would be producing a 2016 Report that will come out for the Board of Trustees meeting in May. She explained that this report is part of her goal of making graduate education more visible on campus.

Strategic Initiative—Growing the Graduate Student Population. Dean Forehand explained that the Graduate College is pushing Accelerated Master's Programs and developing a new Pre-Master's Program, where academically qualified applicants who don't have the English proficiency for direct admission are brought in.

Student Support Initiatives. Dean Forehand explained that there is very little professional development support for graduate students at the University wide level, so one of her major initiatives is to increase this support. She also noted that an Ombudsperson Office opened in summer 2015. She will submit a report on this office to the Board of Trustees. Dean Forehand then explained that Ralph Swenson, the Ombudsperson, can put together recommendations for policies that we might want to consider updating or changing. Dean Forehand also mentioned the Graduate Writing Center ([slide 4](#)), and then invited Nancy Welch to come up and talk about this initiative.

Nancy Welch explained that the Graduate Writing Center is being piloted this Spring. There are four graduate writing consultants from programs in the sciences, social sciences, and the humanities. They have been meeting with graduate students individually and in small groups. Graduate students contact these consultants to set up appointments for supporting guidance for seminar assignments, proposals, presentations, thesis and dissertations, etc. The Graduate Writing Center has also hosted Sunday Writing Retreats, which are extended coffee and snack supported writing times for graduate students, and Friday Forum Discussions for dissertation and thesis writers. There is also going to be a four-day Jump Start camp in June for graduate students who are getting started on, or who are early in the process of working on a dissertation or thesis. Nancy Welch encouraged faculty to take flyers from the meeting and get them to the graduate students in their programs. She also explained that she is hoping they can start holding completion camps for thesis and dissertation writers near the end of the process. Next year the Graduate Writing Center is hoping to expand support for international students including those enrolled in the new Pre-Master's Program, and expand the number of graduate writing consultants so that online Skype tutoring could be made available. She explained that the philosophy of the Graduate Writing Center is informed by the undergraduate writing center that has been operating with success for 40 years. The writing consultants are not experts in all academic genres and assignments, and they don't take the place of good assignment design, or mentoring, but they are trained to be able to offer strategies for different kinds of writing situations, processes, stages and challenges. They are trained to be coinvestigators with students to help them find the answers to the questions they have. She then explained that to support the Graduate Writing Center faculty can tell their students about it and encourage them to visit the website. She also noted that Graduate Writing Center is not just for graduate

students with evident writing challenges, but all writers can benefit from this resource. Faculty were then encouraged to contact her about their specific needs.

Dean Forehand added that this type of support is common in graduate programs across the country, and asked that in conversations about funding within their programs, faculty keep the Graduate Writing Center in mind as they encounter people interested in supporting something that is University wide. They can direct these potential donors to the Graduate College and we will put them in touch with the right person at the Foundation.

Dean Forehand then discussed plans for the Center for Teaching and Learning (CTL). She explained that CTL will start by sponsoring a few activities that will be focused on helping TAs get started. She added that another goal she has is to identify what each unit is doing for professional development around teaching, and then share resources. Right now international students get some teaching support through the Office for International Education, but overall, there is no organized framework for teaching TAs how to get started. Dean Forehand also mentioned that she is excited about the possibility of placing students at outside institutions for a semester, where they can see what it is like to be a faculty member at that college.

Dean Forehand then stated that a [report](#) looking at what is currently offered for professional development, and what the next steps are, was sent out. She then opened the meeting up for comments about this report.

Comments on the Graduate Professional Development Report

It was suggested that there should be professional development opportunities for students to work on delivering presentations. It was further suggested that students receive support in learning how to deliver presentations to an audience outside their field. Dean Forehand responded that she would like to partner with the Alan Alda Institute to include graduate students. She also added that the Graduate College is trying to get community business folks to come to the Research Day to give students an opportunity to present their scholarship and research to people from the community outside of UVM.

A faculty member then expressed the concern that there is not a lot of peer pressure among graduate students to succeed and that students don't have the level of independent thinking that a researcher should have when they are getting close to graduation. She expressed that she thought students should be treated more like future colleagues rather than students. She also suggested that students be allowed to go to faculty writing workshops. Dean Forehand responded that these issues are in part due to the lack of a large graduate presence on campus, but as more students move into the middle layer between faculty and undergraduate, this will start to resolve itself. Dean Forehand added that if students are recognized for their achievements peer pressure to succeed will mount, and explained that she is starting to think about the possibility of a best dissertation of the year award. The faculty member suggested that there be a lot of advertisement when students are published. Dean Forehand responded that one way we are doing this is through Hannah Helme trying to get people to send her things

so we can post them on Facebook and Twitter, and trying to get students and program directors to notify the Graduate College of their accomplishments. Dean Forehand also noted that she would like to help the Graduate Student Senate grow so they are thinking about scholarship and research in addition to the social component of graduate student support.

A faculty member then suggested that a peer mentoring matching system be set up, and that a social/digital platform be created to help graduate students connect with each other. Dean Forehand responded that maybe once a quarter or once a term we could provide food and a space for talks across the disciplines.

A faculty member then brought up that in the College of Education there used to be a zero tuition equivalent of a 3 credit course in teaching. He expressed that this was a good way to develop teaching skills and connect with graduate students from other programs. Dean Forehand responded that this need could possibly be met by partnering with the other institutions around the state, or through CTL.

Dean Forehand then asked Kimberly Wallin to share what she noticed around campus as a member of the Graduate Professional Development Committee. Kimberly explained that there are teaching opportunities available, but they are not coalesced or visible or communicating with each other. Rubenstein requires PhD students to take a class on how to teach and then they co-teach with a faculty member.

Dean Forehand announced that these ideas will be compiled to direct the next steps around professional development.

ADMISSIONS REPORT (Sydnee Viray)

The Spring 2016 Admissions & Enrollment Management Update starts on slide 5 of the [Dean's Report Presentation](#).

Admissions Process Enhancements. Sydnee Viray explained that admissions and enrollment is becoming more efficient by shortening the timeline of the process. She then addressed the three phases of admissions process enhancements.

Phase I: Build and implement ADMIT to manage application materials. This system is helping to bring a several week process down to a few days. The Undergraduate Admissions Office will be implementing this system at their level.

Phase II: Revamp the application. Sydnee Viray worked to revamp, though not fully implement a new application over the last year. The new application will collect more data from applicants, including veteran status and more detail about those with international status. Research is also being done to determine what it means to be a first generation graduate student, and how to implement that in the new application. In addition, the new application will allow unofficial

transcripts to be loaded so faculty will have immediate access to this information. It is becoming easier for applicants to provide as much information as possible from the outset.

Phase III: Assist with recruitment efforts to meet program targets. Sydnee Viray is starting to actively ask programs what their admissions targets are. Programs were then encouraged to think about the timeline for their admissions so that a starting point for tracking applicants and students can be determined. Sydnee Viray then explained the recruitments efforts she is engaging in, including virtual grad fairs, graduate and career fairs, internal recruitment, and faculty connections.

Virtual Grad Fairs – Programs were encouraged to get their websites up to date because this information is utilized during virtual grad fairs. Programs were also made aware that they can partner with Graduate Admissions to participate in virtual grad fairs. The new application will track the result of virtual grad fairs by asking students how they heard about the Graduate College and if they attended a virtual grad fair. Programs were encouraged to let the Graduate College know if they hear about a virtual fair that they want to participate in so that it can be set up and Sydnee Viray can participate as well. Programs can visit <http://www.careereco.com/> to view upcoming fairs. This link can also be found on [slide 7](#).

Graduate and Career Fairs – The Graduate College will continue to participate in traditional recruitment. Programs were encouraged to make the Graduate College aware of these events so that they can be added to the list that Graduate College representatives already attend, or a faculty member can be provided with recruitment materials and attend themselves.

Internal Recruitment – Programs were encouraged to talk to students about applying to the Graduate College and think about Accelerated Master’s Programs.

Faculty Connections – Faculty are the number one recruitment tool because they know the specifics of their field. Faculty were encouraged to communicate how the Graduate College can help them.

Enrollment Comparisons. Sydnee Viray explained the graph on [slide 8](#). She is tracking how applications, admits, and enrolls are impacted by the new systems that were implemented, program engagement, variable tuition, etc. Examples of these impacts include the DPT program, who changed their GPA requirement and lost applicants, but had a strong application pool, and the Counseling program, who gained 30 applicants when they removed the GRE requirement. Programs were encouraged to contact Sydnee Viray to discuss their processes.

Questions and comments addressed by Sydnee Viray

Sydnee Viray addressed the following questions and comments from faculty.

How much flexibility will there be in the new application for customizing questions, particularly in terms of the personal statement? Questions in the application can only be changed once a year. However, what has been included in this application are supplemental upload spots. These are an optional field programs can utilize for applicants to upload things as they are directed by the program.

Is there a way for the program directors to be able to see what applicants see in the application? There is no test area because it is a responsive designed application, but programs can start an application in their office to see what the flow looks like. Once the application is no longer undergoing changes Sydnee Viray agreed to create a how-to guide for the application.

Is there a way for program directors to be copied on acceptance letters? This is being handled on a program by program basis, and programs should contact Sydnee Viray to discuss their specific needs. The faculty member expressed the concern that with the current set up, it came across to applicants as chaotic. Sydnee Viray responded that we tried some models that worked really well this year so now we can try to engage this across the board.

Another faculty member added that this year was the best it has ever been in their program. Sydnee Viray responded that as we are identifying how this process can work successfully, the next step is to identify who needs support.

Dean Forehand added that one of the issues for several programs this year is that IBB complicates the admissions process. She encouraged programs submit variable tuition requests to simplify billing. She also added that two steps that can be taken are to increase communication between the Graduate College and the programs, and to decrease the number of separate communications that go out to students.

GRADUATE EXECUTIVE COMMITTEE ACTIONS (Dean Forehand)

The Spring 2016 Graduate Executive Committee Actions Update starts on slide 9 of the [Deans Report Presentation](#).

Number of Meetings Subsequent to the Last Graduate Faculty Meeting. There have been seven meetings since the last Graduate Faculty Meeting.

Reviewed. The Graduate Executive Committee 41 new or significant change course proposals, 84 minimal change, deactivation, or delete course proposals, and 16 graduate faculty applicants since the last Graduate Faculty Meeting.

Approved. The Graduate Executive Committee approved an MS in Medical Laboratory Science, a non-thesis track for the Pathology MS, a Certificate of Graduate Study in Health Care Management and Policy, and a doctoral program in Human Functioning and Rehabilitation Science. The MS in Medical Laboratory Science has been approved by the Faculty Senate and is moving to the Board of Trustees in May. The non-thesis track in Pathology MS is an internal

change. The Certificate of Graduate Study in Healthcare Management has not been to Curricular Affairs yet. The doctoral program in Human Functioning and Rehabilitation Science has not yet gone to Curricular Affairs or the Faculty Senate.

Discussed/Approved. The Graduate Executive Committee discussed/approved reduced tuition requests for out of state students in the Counseling, Doctor of Nursing Practice, and Master of Public Administration Programs for the fall of 2017. Variable tuition makes billing easier because it is programmed as a billing cycle rather than doing a scholarship, so students just get different bills to begin with.

The Graduate Executive Committee discussed/approved a language change in the catalogue explaining that if a student fails the comprehensive exam twice they will be dismissed from their program. It does not specify dismissal from the Graduate College because if a student is enrolled in a doctoral program they might get moved down to a lower level, and if they are enrolled in a master's program they might be able to move to a certificate, however, appealing the failure is not an option. Dean Forehand then thanked the faculty for their work on the catalogue.

The Graduate Executive Committee discussed/approved an increase to the Advance Degree Fee. This fee historically covered thesis binding and printing, but the Graduate College is now losing money because this process moved to ProQuest and the fee was not changed at that time. The Graduate Executive Committee determined that all of the proposed fees were too low, and no decision has yet been reached for the new fee schedule. For a full breakdown of the Current Year Fees and Costs see [slide 11](#). Dean Forehand then explained that she would update the faculty with the decision about Advance Degree Fees.

The Graduate Executive Committee discussed/approved the final graduate student support levels for FY 17 and FY 18, including 100% coverage of the single UVM student health insurance premium the final stipend support levels for FY 17 and FY 18. See [slide 12](#) for a full breakdown of stipend levels.

REQUEST FOR INPUT (Dean Forehand)

Dean Forehand announced that the Graduate College is going to be required to add a question to the application about whether applicants have been convicted of a crime and whether it had an academic sanction. She then asked the faculty for input on what to do with this data.

It was requested that the faculty be provided with the reasoning for why this question is going to be required. Dean Forehand explained that she had not received a clear explanation of why this is happening, so she suggested that Lucy Singer come to the next meeting to discuss this with the faculty. Dean Forehand then explained that at the undergraduate level they ask the question on the application and the student has to fill out a reflection about it. If they feel the offence is something problematic they have a team that gets together where they then make the decision of what to do.

Dean Forehand then explained the options the Graduate College has for dealing with the data, including:

- Do nothing – not even store the data
- Store the data with no action
- Keep the data blind to the faculty, program, admissions committees, and directors, but Graduate College Admissions would review the file of any admitted student and decide on a course of action
- Keep the data blind to Admissions Committees, but have Program Directors review file and decide on a course of action

Dean Forehand explained that the Graduate Executive Committee felt strongly that faculty shouldn't see this information and asked the faculty for input on this. A faculty member responded that if it's a public safety issue being addressed when bringing prospective students to interview on campus then the faculty would need to know before that expenditure happens or before that potential danger is brought onto campus. Dean Forehand responded that to accomplish this a mechanism would need to be put in place to find out who is being interviewed.

A discussion followed about what constitutes a criminal defense and the fact that rates of incarceration, arrest and conviction show that minorities are targeted. A faculty member expressed a concern about what asking this question would do to the diversity of the admissions pool.

A faculty member added that the only reason she thought this question should be implemented on the application would be to prevent a student from completing a program and not being able to get licensed in their field. Dean Forehand explained that programs with a licensure expectation already ask those questions and some actually require a criminal background check up front.

Dean Forehand concluded that there is a level of discomfort with this concept so she is going to have Lucy Singer meet with the Graduate Executive Committee to provide more information.

A faculty member then asked if this information would be publically available? Dean Forehand responded that it would not through the Freedom of Information Act, but a in the case of a legal request requiring a law suit this information may come out.

ADJOURN

The meeting concluded at 5:35 PM.