



THE UNIVERSITY OF VERMONT  
**GRADUATE COLLEGE**

**MINUTES  
OF  
GRADUATE COLLEGE SPRING FACULTY MEETING  
Thursday, April 22, 2021  
2:30 – 4:00 PM  
Microsoft Teams**

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**ATTENDANCE**

51 Graduate Faculty members and 3 Graduate College Staff members joined the Teams meeting.

**WELCOME**

The meeting was called to order at 2:30 p.m. by Cynthia Forehand, Dean of the Graduate College.

**APPROVAL OF MINUTES**

The Minutes of the November 12, 2020 meeting were **approved** as written.

**DEANS REPORT: Welcome/Agenda** (slide 1-2)

Dean Cynthia Forehand introduced Rhonda Lynn who replaced Hannah Helme as Administrative Assistant.

**DEANS REPORT: Commencement** (slide 3)

A live Commencement ceremony is planned for Thursday, May 20<sup>th</sup>, 5:30 p.m. at one of the athletic fields. All current COVID protocols will be followed (masks, 6 ft. social distancing, etc.) Anyone presenting or working at the ceremony will be required to test two days before and must have a negative test to participate. There will be in-person and virtual options. For the in-person, graduate students will attend in full regalia, including their hood (there won't be a hooding ceremony due to social distancing requirements).

Dean Forehand explained how things will unfold and noted a couple of critical pieces that are different from usual: 1. The procession will be alphabetical by student; students attending virtually may submit a picture to "Name Coach, the company hired to run the show. 2. Students may have two guests. The guests must have tickets and be vaccinated. There is no faculty component to the ceremony—unless you happen to be a marshal working the event.

Dean Forehand fielded several questions re: attendance and details and noted that the ceremony is for anyone who graduated August 2020, October 2020, January 2021, or May 2021 (only the Academic Year of 2021). Normally, all academic Deans would be on the stage, but this year, none will be—just the President, Provost, and Dean of the Graduate College.

**DEANS REPORT: Postdoctoral Associates/Fellows [slide 4]**

The Graduate College—in conjunction with the Office of the Vice President for Research—manages the Postdoctoral Association and interfaces with HR re: Postdocs. There was a pretty big change this year. Currently, there are two categories: 1. "Postdoctoral Associate," which you put on your faculty grant and pay them from that research grant and 2. "Postdoctoral Fellow," which is a training grant (either faculty-led or individual student training grant).

Dean Forehand explained that because Research Associates/Postdoctoral Associates were staff, they had a number of benefits that weren't available to the Fellows. UVM had made health insurance available to the Postdoctoral Fellows, but that was essentially the only benefit. So, if they switched from an Associate to a Fellow—meaning they wrote their own grant—they suddenly no longer had access to a lot of benefits. After working on this for some time, a plan has been developed to include a staff-level position that is simply called "Postdoc" (though their actual system name is still "Associate" or "Fellow" so that that funding sources are recognized). UVM is paying the benefits on the Fellows because you cannot charge a training grant the fringe rate for the benefits. Now Fellows will have the same benefits as Research Associates. There is a 31.5% fringe rate to pay for those benefits and that cost falls to the Dean's office of the Academic College or School of the Postdoc's advisor. This fringe rate of 31.5% is new for the Associates. Postdoctoral Research Associates have always had the same fringe rate as faculty and staff, but they have fewer benefits than regular staff. So, as we did this process, we calculated the actual cost of the benefits to Postdoctoral Associates, and we now charge the Colleges/Schools for the Fellows' benefits. You will now also use this rate on your grants; it's about 31.5%. It hasn't been officially set yet for this year, but it is about 10% lower than what you've been putting for the fringe rate of your Postdocs. A 1/10 of a percent increase to the fringe rate of faculty and staff was needed to allow these changes. Postdoc Fellows can now use their pre-tax dollars to pay for health insurance costs, and they have dental insurance, tuition remission (only for themselves) as well as access to life insurance, the retirement savings plan, and the retiree health savings plan. Postdoctoral Fellows now have the same benefits as Postdoctoral Associates.

Questions about timing of the changes were discussed.

**DEANS REPORT: Pandemic Response Update [slide4/5]**

Dean Forehand noted that the pandemic response guidelines are changing quickly and reminded everyone of two important resources 1. Travel Policies (which have loosened up relative to last year—though international travel for students is still not allowable). 2. Research Guidelines.

Summer protocols and vaccination requirements are currently in the works.

Dean Forehand turned things over to Rebecca Prigge, International Student Services Specialist, to review support resources.

## **Student and Faculty Support Resources [slide 6]**

Rebecca (Becky) Prigge introduced herself and let everyone know that she is specialized for international student services and admissions but also does general outreach/works with students of concern.

Becky presented highlights support resources.

## Identifying and Supporting Students of Concern [slide 7]

Some indicators that one of your students might be struggling:

- Expressing thoughts of self-harm or harming others.

*An automatic red flag that should trigger you to refer them for help—either complete a CARE Form or call 911 if it is an emergency.*

- Missing classes, research hours, or teaching.

*This is sometimes due to a medical reason that students can't share; embarrassment might prevent them from contacting their advisor.*

- Unresponsive to program outreach.

*There are usually reasons (sometimes serious) why a student is not showing up and/or not responding; you can get the Graduate College involved in such instances.*

- Change in personality and/or appearance.

*If a student is unusually withdrawn, irritable, "excessively tired," or their affect is just really flat/low, they could likely use some outreach.*

- Extreme or uncontrolled emotions and interactions—either in person or an email.

*If a student seems a little "off" (from their baseline) it's always good to check in and see if there is something going on ...and/or refer them on to someone who can check in with them. They might be more likely to share the situation with a third-party.*

## Resources for Supporting Students of Concern: [slide 8]

- **Emergency – 911.** *For a true emergency (medical or mental health), this is the best way to go. You can call, have the student call, or call with them.*
- **Mental health emergency providers or area resources.**
- **First Call.** *Through the Howard Center; available 24/7, 365 days a year. They collaborate with the emergency responders during a crisis. Open to all of Chittenden County (no matter the age or diagnosis).*
- **Crisis Text Line.** *Through the VT Suicide Prevention Center; open 24/7; response from a trained counselor within 5 minutes; students may prefer text.*

- **UVM Police Services.** *Helpful even for graduate students living off campus. They can help connect a student with the local police departments, do a "wellness check," or "safety plan."*
- **CARE Form.** *The CARE Team (concerning and/or rescue event) is made up of UVM community members led by the Dean of Students Office and does all outreach to students of concern You can submit a [CARE] form for a range of concerns (from "really important/needs immediate attention" to "just concerned" about student and you think that someone should check in with them). Family members, staff and students can submit a form.*

A Graduate Faculty member asked about calling 911 with an active or serious suicide attempt and wondered if local first responders are prepared to deal with people in mental health crisis. Becky noted that UVM police are trained in this area.

- **Center for Health and Wellbeing (CHWB).** Graduate students who are enrolled in 9 more credits and are paying the comprehensive fee have access to the CHWB. Students who are registered at least half-time (5 to 8 credits) can pay the fee and use CHWB.
  - **SHS.** *Student Health Services is basically primary care, but they also have mental health management professionals who work with students.*
  - **CAPS** *is for short-term, one-on-one counseling (typically between 4 and 6 sessions per semester—with some flexibility and outside referrals if needed). Available to undergraduate/graduate students. CAPS does same day, urgent appointments and non-emergency appointments are usually scheduled within a week. Hours are 8:00 am - 4:30 pm with someone on call after hours. Available during summer.*
  - **Living Well** *does more educational programming (e.g., "Let's Talk" drop-in hours, yoga, meditation, sexual health).*

A Graduate Faculty member asked if CAPs resources are available to grad students over breaks and summer.

Becky responded that they are open and available to graduate students in the summer, with people on call during the winter intersession. They don't take regular appointments during University closures.

### **Resources for Supporting Students of Concern (cont.)** [slide 9]

- **Ombudsperson.** *Confidential, informal assistance for graduate students on a variety of matters affecting graduate education. Students can go to them to voice concerns or get advice on how to navigate a sticky situation with their advisor/cohort members.*
- **Student Identity Groups/Centers.** *Mosaic Center: for students of color, The Prism Center: for those who identify as LGBTQA+ [Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Asexual, Ally + Other Identities], and the Interfaith Center are available to grad students.*

A Graduate Faculty member asked if they can talk to student family members, etc. about CARE?

Becky said that if a concerned family member reaches out to them, feel free to share the link to the CARE Form.

- **Graduate College Student Services.** *Becky's role is basically a liaison between a student and resources or a student and their program.*

**Resources for Faculty** [slide 10]

- **Employee Assistance Program (EAP).**

*You can contact them 24/7. They have short-term counseling appointments for family issues, mental health, legal, financial, workplace health, etc.*

[Dean Forehand welcomed David Jenemann, Professor and Dean of the Honors College, whom she has asked to give an overview of the reorganization as it pertains to the graduate side of things. David is Chair of the Reorganization Working Group]

David presents his **slide show**:

Welcome/ Academic Reorganization: Graduate Faculty, April 22, 2021 [slide 1]

David noted that he has interacted with several members in various input contexts and that he will give a very brief update about what the Working Group (WG) has been doing over the past 2 months, as well as some emerging themes that have developed regarding graduate education.

Brief Update [slide 2]

[See slide]. Additional info: the WG had about 300 people participate in a brainstorming session last Thursday. The 22 members of the WG have been holding one-on-one meetings, including in their own Departments/Colleges). More than a few 100 hours have been invested by the 22 members to get input.

Emergent Themes [slide 3/4]

[See slide]. Additional info: David underscored that the work of the WG is distinct from any plans for cuts. The WG is interested in exploring investments and alignments that make sense. David noted that the WG has received nearly a dozen proposals from faculty/groups on possible alignments. These will be shared as part of the May report. Emergent themes concerning graduate education:

- **Disagreement re: pursuing R1 status.** *Some people think it's a great idea and merits investment, others feel that it's not who we are and that the economies of scale are such that we're not going to be able to achieve the goal without sacrificing some of our identity as an institution that values the teacher/scholar model. At this point, the Working Group is agnostic and will report out findings.*
- Interest in **creating (separate?) alignments in undergraduate/graduate curriculum to amplify graduate offerings.**
- **"Center" models** *have strong support (e.g., The Gund Institute that cuts across campus and promotes research, graduate, and postdoctoral education). It has been suggested that we should look at areas of strength and use the center model to create alignments and possibilities for cross-college collaboration in graduate education.*
- **AMPs.** *There needs to be consistency in our Accelerated Entry into Master's Degree Programs (AMPs) for students who are pursuing undergraduate research. Students who are interested in*

*doing an undergraduate thesis are often getting mixed messages about what their Accelerated Master's Program will require them to do—whether they'll have to do 2 thesis projects or whether they could just do 1 and have it count for their honors thesis requirement in the different colleges, etc. This is an unforeseen byproduct of conversations but one that is worth giving some thought to is: How are we marketing the Accelerated Entry into Master's Programs and making sure that they align—or not—with our strong emphasis on undergraduate research.*

[David opened the floor for people to share thoughts]

A Graduate Faculty member mentioned discussion amongst some faculty about the idea of reorganizing Colleges (e.g., liberal arts would be in one college, natural sciences would be in another college, and professional programs (like engineering and business) would be in a third college, etc.). He wondered if that idea is getting any discussion in the WG.

David noted that they have gotten several versions of such proposals from a group in the natural sciences and that the most recent suggests a school for the sciences as opposed to a College (with a Director instead of a Dean).

David noted the historic reasons for some of the overlapping undergraduate programs in different Colleges and that the introduction of IBB has meant competition for student credit hours. He notes that the question is: how to align undergraduate programs for collaboration rather than competition? ...and then determine what the graduate programs would be. David offered to share the proposal with the Graduate Faculty member. David noted that the idea is far more ambitious and transformative than anything the WG had come up with.

A Graduate Faculty member noted being part of the "spires of excellence" program about 10 years ago and wondered how more traction could be gained—since innovative ideas put forth in the past basically fizzled.

A Graduate Faculty member commented on the possible source of the misperceptions mentioned earlier—that the WG is about cuts. She said it is perhaps less about misunderstanding the charge of the WG than the fact that several cuts happened beforehand—so, the restructuring has already begun, which seems like it was the wrong way around.

David noted that the WG has confronted many challenges because of the way things developed.

David indicated that he is going to address a Graduate Faculty member's question about the systems side of the reorganization. He said that this has been a positive byproduct of WG conversations. Academic structure is purview of the WG, but many of the things that support research, teaching, and creativity are the result of—or are impacted by—University systems. So, some consideration should be given to how those could be improved and how structural impediments might be removed.

David noted that the WG has used the UVM 2050 conceptual model (University organization around four themes) to spur conversations and noted that the underlying documents indicate that such a reorganization of the University would only save about \$2.5 million in administrative costs, and if retention was increased by 2%, \$2.5 million would be gained right there. This is an example of the type

of system-wide things that could be made more effective and pay some real dividends. This is in addition to some very fundamental questions about academic structure.

A Graduate Faculty member commented on IBB [Incentive-Based Budgeting], noting that while it has some virtues (transparency, predictability, some aspects of competition), it can create destructive competition that runs counter to the cooperative search for knowledge, adding that it would be nice to fix that part of it.

David replied that the President and Provost have underscored that IBB is a tool—a tool that should be adjusted as academic alignments require. He stressed that he doesn't think that IBB (as a budget tool) is on the table per se, but it's perfectly within the WG's charge to make recommendations about how IBB should be administered.

[Dean Forehand noted time for one more question]

A Graduate Faculty member commented that they would really like to see the Graduate College strengthened through this process, and that while it is very important to pay attention to the undergraduate side of things, the place UVM can grow as an institution is at the graduate level, and support and funds are needed to do that.

## **SPRING 2021 ADMISSIONS REPORT**

[slide 12] Welcome

Kimberly Hess, Director of Graduate Admissions and Enrollment Management, introduced herself.

[slide 13] [See graph: Graduate Admissions and Enrollment AY Comparison]. Additional comments: *the 4% decrease in new enrollments is pretty good, given COVID/the pandemic. It's important to note that the 21-22 columns are "as of right now"; applications are still coming in, decisions are still being made, letters are being sent out, and applicants haven't accepted yet.*

[slide 14] [See graph: International Graduate Admissions and Enrollment AY Comparison]. Additional comments: *COVID, the political environment, and travel restrictions have all contributed to the numbers being lower. The 21-22 numbers are malleable figures.*

[slide 15] [See graph: Summer/Fall Student Responses to Admission Comparison 2017-2021]. Additional comments: *this is just a quick snapshot of April 15<sup>th</sup> across 5 years. These numbers look like they've skyrocketed, but, again, it's because there were more applications, which throws the numbers off just a little bit. But they are up...*

[slide 16] [See graph: Spring 4-Year Enrollment Comparison by College].

A Graduate Faculty member asked Kimberly whether more granular information about the reasons deferrals and upticks is available.

Kimberly replied that most deferrals are likely due to the financial impacts of COVID, which has been the number one reason so far, but that there are other reasons too. She will investigate.

**DEANS REPORT: Graduate Executive Committee Actions** [slide 17]

[See slide for stats on major actions]

**DEANS REPORT: Graduate Executive Committee Actions** (cont.) [slide 18]

[See slide: New Activities Approved]. Additional comments: the new Certificate of Graduate Study for Resiliency-Based Approaches with Family, Schools, and Communities (out of CESS) is a really intriguing certificate that should draw in people from the community (in addition to functioning as the equivalent of a minor for somebody in a master's or doctoral program).

The Board approved creation of the graduate credential, Micro Certificate of Graduate Study, in the fall. Certificates of Graduate Study are 15 to 18 credits, and the Micro Certificates are 9 to 12. The first one of these, a Micro-Certificate of Graduate Study in Agroecology has been approved through GEC and Faculty and is on the agenda for approval by the Board in May. If you have a Certificate of Graduate Study that is viable and would be more so if people didn't have to take so many credits, it's easy to cut it down to the 9 core credits. It's not a long process if it's not in a new area.

**DEANS REPORT: Graduate Executive Committee Actions** (cont.) [slide 19]

Grade changes have traditionally been an onerous process, involving asking for information about why a grade is being changed. That is no longer happening. The Faculty Senate approved a process that changes the drop-down menu in a grade change request. The Graduate College is no longer asking for information about why a grade is being changed (it is still required for incompletes).

**DEANS REPORT: Graduate Executive Committee Actions** (cont.) [slide 20]

[See slide] Additional information: for several years we've been working to raise stipends. In the last couple of years, we focused on getting Arts and Sciences to have a 12-month stipend for their doctoral students (instead of a 9-month). [See slide for goal, which is relative to the Oklahoma State University national data set that has 50 (between 48 and 50—depending on the year) public R1 and R2 colleges (30 R1 & 18 R2 schools) and breaks out the average stipends according to level and discipline] Our goal to be at or above the 50<sup>th</sup> percentile across disciplines. Looking at absolute numbers, we look great across all disciplines—at the 69<sup>th</sup> percentile. But the cost of living in the Burlington area is higher than the average across those institutions. That puts in a differential, which knocks us down to the 45<sup>th</sup> percentile. We don't need a lot to get into the top 50<sup>th</sup> percentile; the percentages look big, but the actual dollar amounts of change are not as big. It might take a year or two to get there, but we are working towards that goal.

Conversations are being had about potentially setting another goal: a living wage for doctoral students (using a living wage calculator by MIT). More information on this will be provided in the fall. The levels will be affected by the fallout from the pandemic, which has hit the housing market in Vermont hard. It has been very difficult for students to find housing, and it is getting worse.

A Graduate Faculty member asked about the Provost's recent guidance on hourly rates, which are much lower than he's paid students in the past. He asked if Dean Forehand had input on that decision.



Dean Forehand noted that when the guidance came out, the Provost's Office was trying to ensure that people were being thoughtful about the way they were spending resources. So, they looked at student wages across the University and found that they were quite variable. The goal was to set standards. There was a Working Group for this, and Sean Milnamow from the Graduate College sat on it; they came out with a draft proposal, which had the graduate wage set around \$16. Dean Forehand succeeded in getting it up to \$18 and added very explicit language re: stipends not being part of it. GTAs, GRAs, GAs—all the assistantships that go to graduate students—are *outside* that wage. Additionally, some comments were inserted about graduate students doing extra work. They can have 20 hours a week on their stipend, and if they're doing well in their studies and can manage more, they are allowed to work up to additional 10 hours per week for additional compensation. Dean Forehand said she was not able to get that at the level of their current stipend—so, they fall back into that hourly wage for those additional hours.

The Graduate Faculty member noted that he finds the rate off with respect to livable wages in Burlington and said he doesn't understand why this should be regulated if the funds are coming from external sponsors and not from UVM general funds.

[Dean Forehand read a comment from the chat] and agreed that not having competitive wages costs us students but acknowledged that she doesn't know what percentage of students depend on those hourly jobs to support themselves while at UVM (those not in assistantships).

A Graduate Faculty member noted that for their program, it's a significant number of students, and the money is important to them. The summer salary allows them to do field and lab work, and they have traditionally paid students more than this new policy allows (which he said may be more an undergraduate question).

Dean Forehand noted that it affects the graduate students too because a fair number of grad students work temporary wage jobs on campus; only 31% are funded by assistantships.

The Graduate Faculty member commented that it a huge problem.

Dean Forehand reminded everyone that the hourly wage of \$18.00 an hour is above the living wage for Vermont but that the Vermont figure presumes a 40-hour work week, which students cannot do while in school. Since graduate students are only getting paid for 20 hours a week, you have to basically double what it is for stipends to have an annual income equivalent to what the living wage provides to a full-time earner.

The Graduate Faculty member commented that he still feels there is inequity.

A Graduate Faculty member asked a question in the chat re: whether the Graduate College has been involved with CAS planning to cut more Graduate Teaching Assistantships.

Dean Forehand explained that some Graduate Teaching Assistantships were eliminated as the move was made to 12-month stipends and that this has been a 5- to 7-year conversation with the students that were at the doctoral level in Arts and Sciences and who had 9-month appointments. We were losing students to competitor institutions who provide 12-month stipends for their doctoral students. Cuts resulted because as stipend amounts were increased, the number that can be supported goes down. It is a

tradeoff: do we fund more students at a lower level or fewer students at a level that makes it reasonable for them to do excellent quality work in both their education and their other duties at UVM...and finish in a reasonable amount of time?

A Graduate Faculty member asked if he understands correctly that the temp wage policy sets a ceiling for graduate student wages?

Dean Forehand confirmed that it does.

The Graduate Faculty member wondered if—for equity—a floor is usually set, rather than a ceiling.

The Graduate Faculty member commented on the fact that students earning an hourly wage also do not have the fringe benefits and so are incredibly disenfranchised by the policy.

Dean Forehand agreed and added that the hourly wage students also have to pay tuition and noted that there's no equity between temp wage positions and assistantships. The policy will likely evolve as it is demonstrated that students are being lost at that level.

A Graduate Faculty member made a comment in that chat that what is being talked about is really "equality" and not "equity."

A Graduate Faculty member asked if the Graduate College has a list of current student training grants and perhaps another list of targeted training grant opportunities (low-hanging fruit).

Dean Forehand noted that the current training grants are known but agreed that more are needed, as they are a good way to move forward and bring in tuition dollars.

[a question came in through the chat re: reactivating the Biochemistry program and its relationship to CMB]

Dean Forehand explained that CMB stands for Cellular, Molecular Biomedical Sciences, an interdisciplinary program that had involved the basic science departments in the College of Medicine but that hadn't recruited particularly well for solid biochemistry/chemistry-focused students. She noted that there have been some conversations about opening up that program, which has been dormant for some time. She hopes there will be *new* resources for a program—as opposed to taking away from CMB.

A Graduate Faculty member made a comment re: equity vs. equality and stated that it is not just a matter of semantics—that the issue can create a real problem for students who are not supported financially by family. Having some ability to adjust wage—for skill levels or (in some cases) needs—has real repercussions. She just wanted to make sure it is being considered.

Dean Forehand replied that it is and noted that there are some scholarship programs at the graduate level, which are specifically for underrepresented students who are in self-paying or self-supporting programs.

A Graduate Faculty member asked if funds can be secured from the CARES Act?

Dean Forehand replied that those funds are restricted, and that it might be more likely to get funds from organizations like NIH and NSF to supplements to grants. She noted that for the CARES Act, students

are going through Student Financial Service and applying for funds to cover additional costs incurred because of COVID.

A Graduate Faculty member asked if delayed field work would fall into that category of need.

Dean Forehand said she thinks the argument could be made since it is required for their research.

The Graduate Faculty member wondered if UVM could try to secure a pool of this funding and make it available to graduate students.

Dean Forehand said she doesn't think there is a mechanism to restrict access to a subset of students but reminded everyone that the Graduate College has some small funds available for students in such a situation.

A Graduate Faculty member commented through the chat that CESS has initiated two new scholarships.

Dean Forehand applauded the CESS graduate tuition scholarship and DEI initiatives and noted that some other Departments/Colleges are trying to develop something similar.

A Graduate Faculty member asked how the Foundation is doing in terms of funding for the Graduate College.

Dean Forehand said that it is a challenge. The Foundation generates funding for graduate students across the board, but funding efforts are more successful when you have a research focus (e.g., The Gund Institute). It's harder to get Graduate College funding through the Foundation. The Graduate College received a small amount of funds from the Foundation to help support students who had issues with their education during COVID. Mail campaigns are conducted twice a year. Several thousand dollars come in from those. It's not a lot, but that money allows the Graduate College to make these small grants.

A Graduate Faculty member wondered if there are opportunities to get funding for underrepresented populations

Dean Forehand noted that they are currently working on the focus of the new campaign but said that it contains a lot of support for students, including the SOAR program for Vermonters. She hopes the focus will be broadened a little bit.

Dean Forehand thanked everyone for attending and assured them that attention is being paid to all the important things that were brought up.

## **NEW BUSINESS**

## **ADJOURN**

The meeting adjourned at 4:06 pm.



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# Graduate College

## Graduate Faculty Meeting 4-22-21

Presented by:  
Cindy Forehand  
Dean of the Graduate College  
University of Vermont Graduate College

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# Agenda

- Welcome
- Approval of the November 12, 2020 Minutes
- Dean's Report – Cindy Forehand
  - Commencement
  - Postdoctoral associates/fellows
  - Pandemic response update
- Student and faculty resources – Becky Prigge
- Academic Reorganization - David Jenemann
- Admissions Report – Kimberly Hess
- Activities of the Graduate Executive Committee – Cindy Forehand
- New business
- Adjourn

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# Dean's Report

- Commencement - Streamed live
  - 5:30-6:30 pm Thursday May 20,2021 – Athletic Fields
  - Masking, distancing, and other health and safety protocols; all grads and staff/faculty supporting program must test for Covid 2 days before the ceremony
  - In Person – in regalia, processional, walk across stage (alphabetical), pick up diploma cover, photo; no hooding
  - Virtual – photo with name and program displayed on screen
  - NameCoach – partner gathering RSVPs and reading names- FIRM deadline of April 28<sup>th</sup> to participate in person or virtual
  - 2 ticketed, vaccinated guests allowed per grad
    - Faculty attendance only as one of these guests – not in regalia or processional

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## Dean's Report

- Postdoctoral associates/fellows – now one class with equal benefits
  - Research grants support Associates' benefits through fringe rate (now ~31.5%) included in budget
  - Fellows' benefits paid by the college/school of their advisor
  - Key benefits added for fellows in this process
    - Pay their contribution to health insurance with pre-tax dollars
    - Dental insurance
    - Voluntary participation in the retirement savings plans (no UVM contribution)
    - Long-term and short-term disability coverage
    - Life insurance available
    - Tuition remission for full-time postdocs (not family)
    - Retiree Health Savings Plan (RHSP)—with UVM contribution
- Pandemic response update



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# Dean's Report

- Pandemic response update
  - [https://www.uvm.edu/sites/default/files/UVM-Policies/policies/travel\\_addendum.pdf](https://www.uvm.edu/sites/default/files/UVM-Policies/policies/travel_addendum.pdf)
  - <https://www.uvm.edu/ovpr/covid-19-guidelines-research>
  - Summer required testing and exemptions currently being worked out
  - Currently – any student coming to campus tests twice weekly unless fully vaccinated and then it is once weekly





THE UNIVERSITY OF VERMONT  
**GRADUATE COLLEGE**

# Student and Faculty Support Resources

Presented by  
Rebecca "Becky" Prigge, M.Ed.  
International Student Services  
General Student Support, Student/Faculty Liaison

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# Identifying and Supporting Students of Concern

## How to identify a student of concern:

- Expressing thoughts of self-harm or harming others
- Missing classes/research hours
- Unresponsive to program outreach
- Change in personality (withdrawn, irritable, sad, excessively tired)
- Change in appearance
- Extreme/uncontrolled emotions in interactions



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# Resources for Supporting Students of Concern

- Emergency – 911, [First Call](#) (24/7), [Crisis Text Line](#) (Text “VT” to 741741)
- [UVM Police Services](#)
- [CARE form](#)
- [Bias Response/AAEO](#) – sexual & harassment, discrimination based on protected categories
- The Center for Health and Wellbeing:
  - [SHS](#) – primary care, mental health management, sexual health, transgender care
  - [CAPS](#) – short-term counseling, psychiatry, same-day urgent appointments, referrals off-campus, support groups
  - [Living Well](#) – Let’s Talk Drop-In Hour, yoga, meditation, sexual health



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# Resources for Supporting Students of Concern, continued

- [Ombudsperson](#) – general issues in graduate education
- Student Identity Groups – [Mosaic Center](#), [Prism Center](#), [Interfaith Center](#)
- Graduate College Student Services – student outreach, connection with on-campus and off-campus resources, liaison between student and program, advising on options for enrollment changes (LOA, Withdrawal, Medical Withdrawal, Incomplete)

Becky Prigge

[Rebecca.prigge@uvm.edu](mailto:Rebecca.prigge@uvm.edu)

(802) 656-1460



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# Resources for Faculty

- [Employee Assistance Program \(EAP\)](#) – 24/7
  - Family
  - Mental Health
  - Legal/Financial
  - Workplace
  - Health



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# Graduate College

University Reorganization – David Jenemann



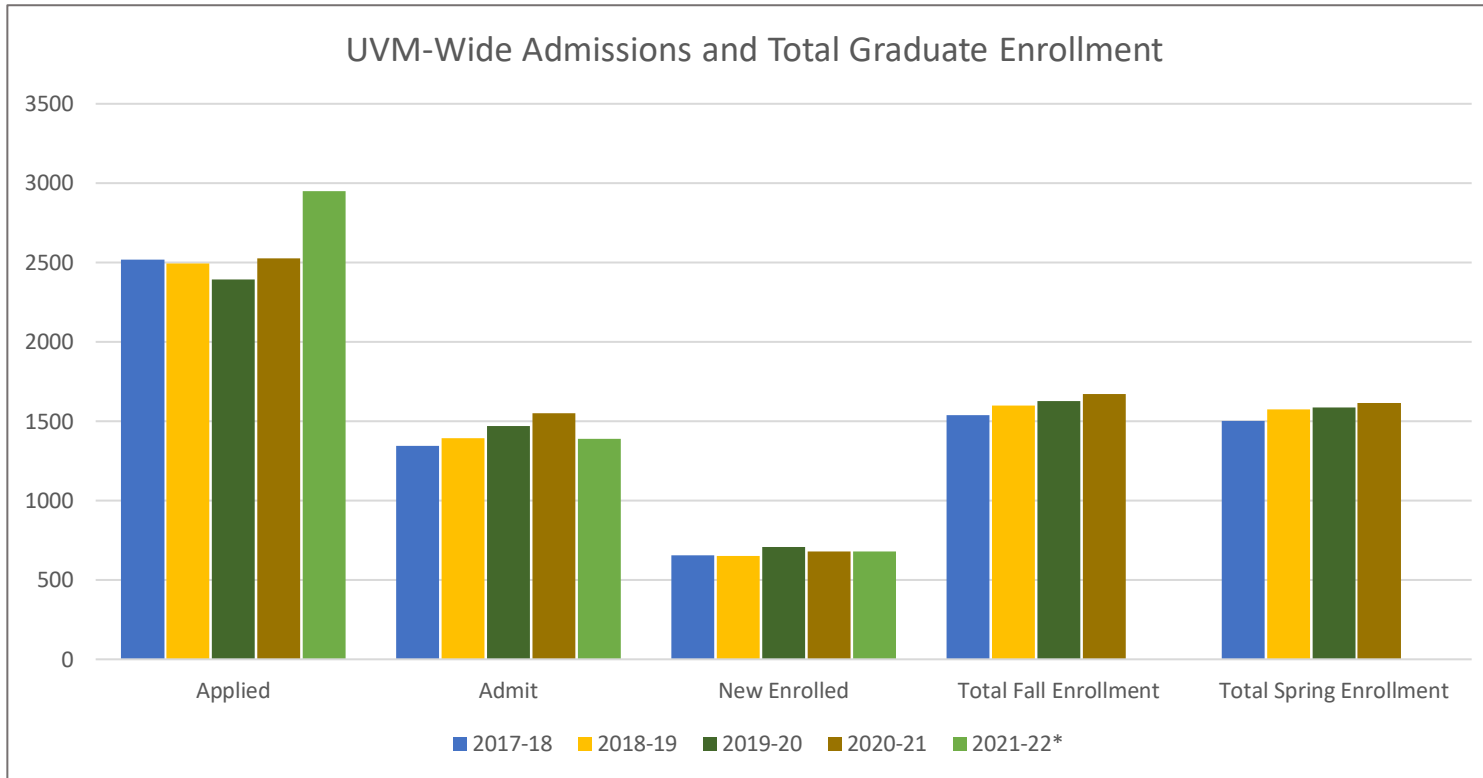
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# Admissions & Enrollment Management Update Spring 2021

Presented by  
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# Graduate Admissions and Enrollment AY Comparison



As compared to AY 19-20, for AY 20-21 this represents:

6% Increase in Applications

5% Increase in # Admitted

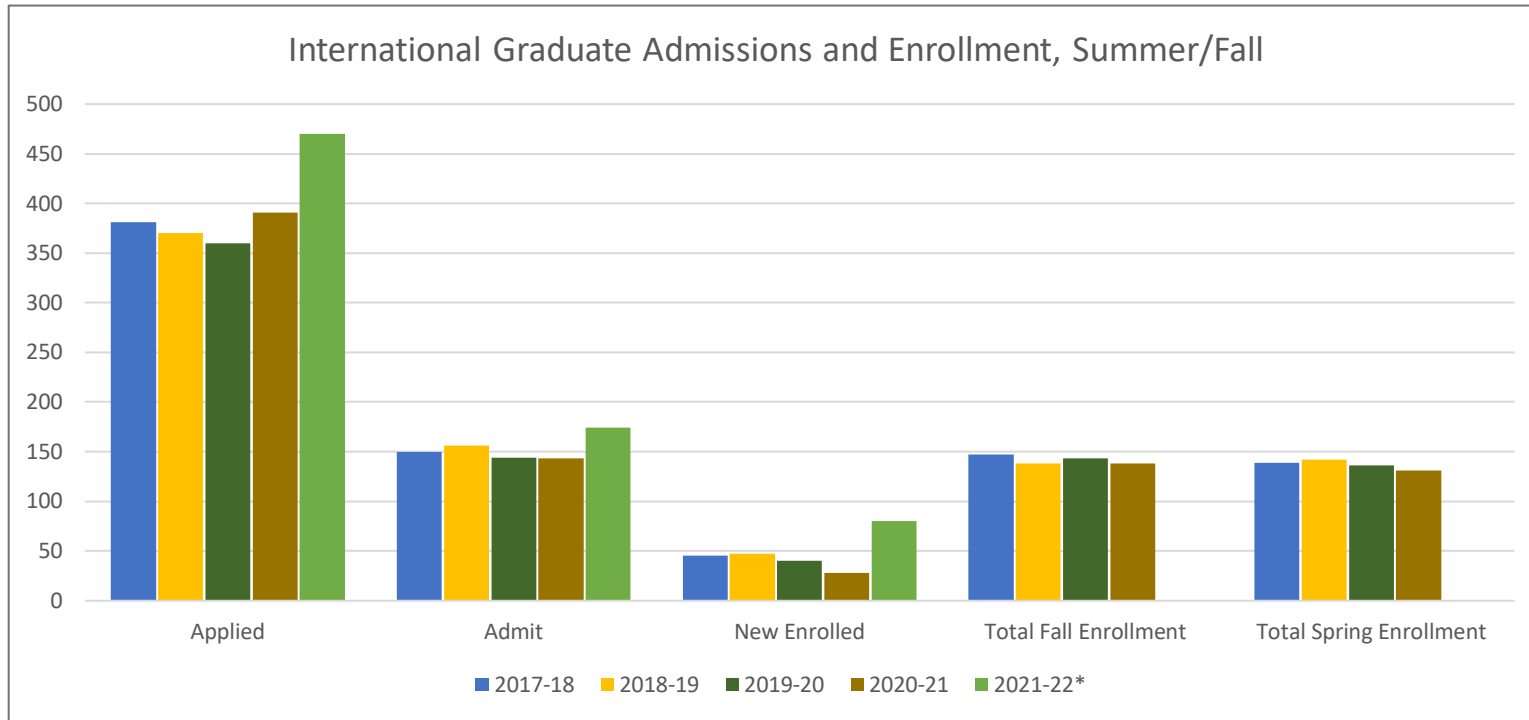
4% Decrease in New Enrollment

No change in Admit Rate

4% point lower Yield Rate

\*2021-22 values are for admissions cycle in progress: applications are still arriving, not all programs have made admit decisions, nor all students made enrollment decisions. New enrollment is based on applicant responses. Typically 8% of positive responses do not go on to enroll in that term.

# International Graduate Admissions and Enrollment AY Comparison



As compared to AY 19-20, for AY 20-21 this represents:

9% Increase in Applications

1% Decrease in # Admitted

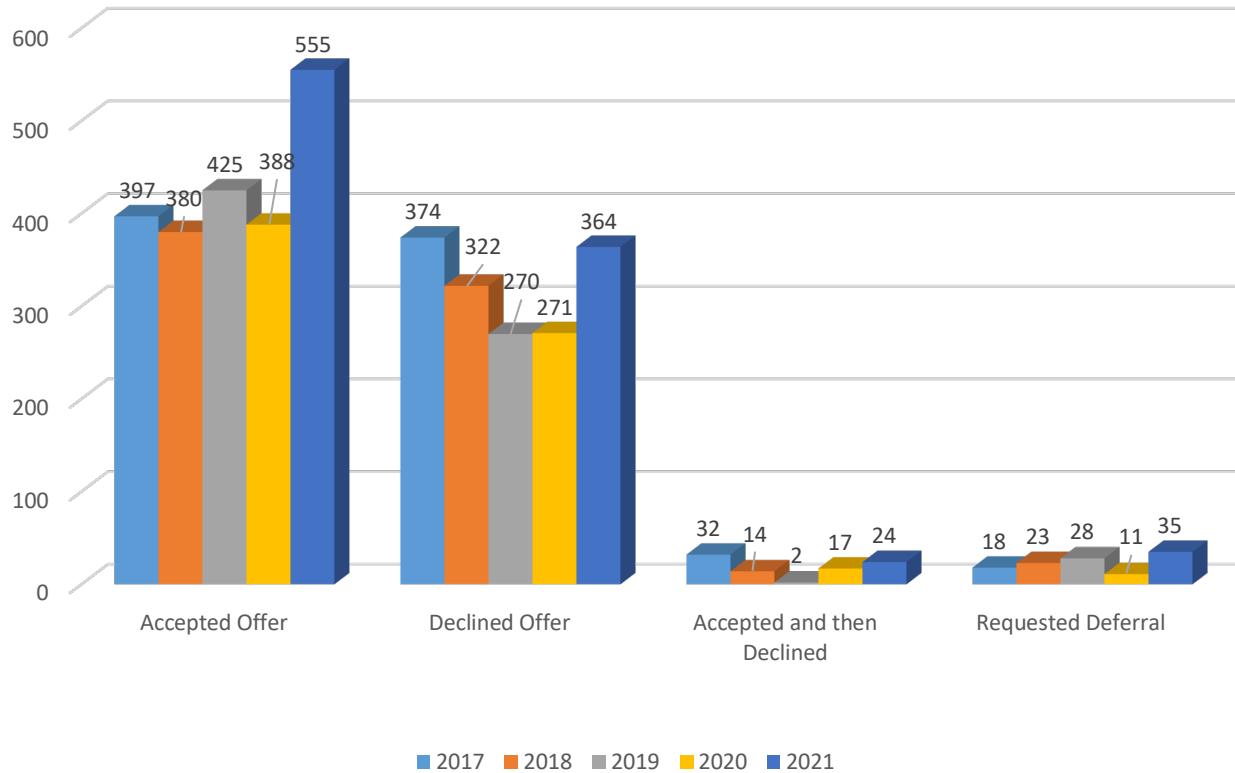
30% Decrease in New Enrollment

3% point lower Admit Rate

8% point lower Yield Rate

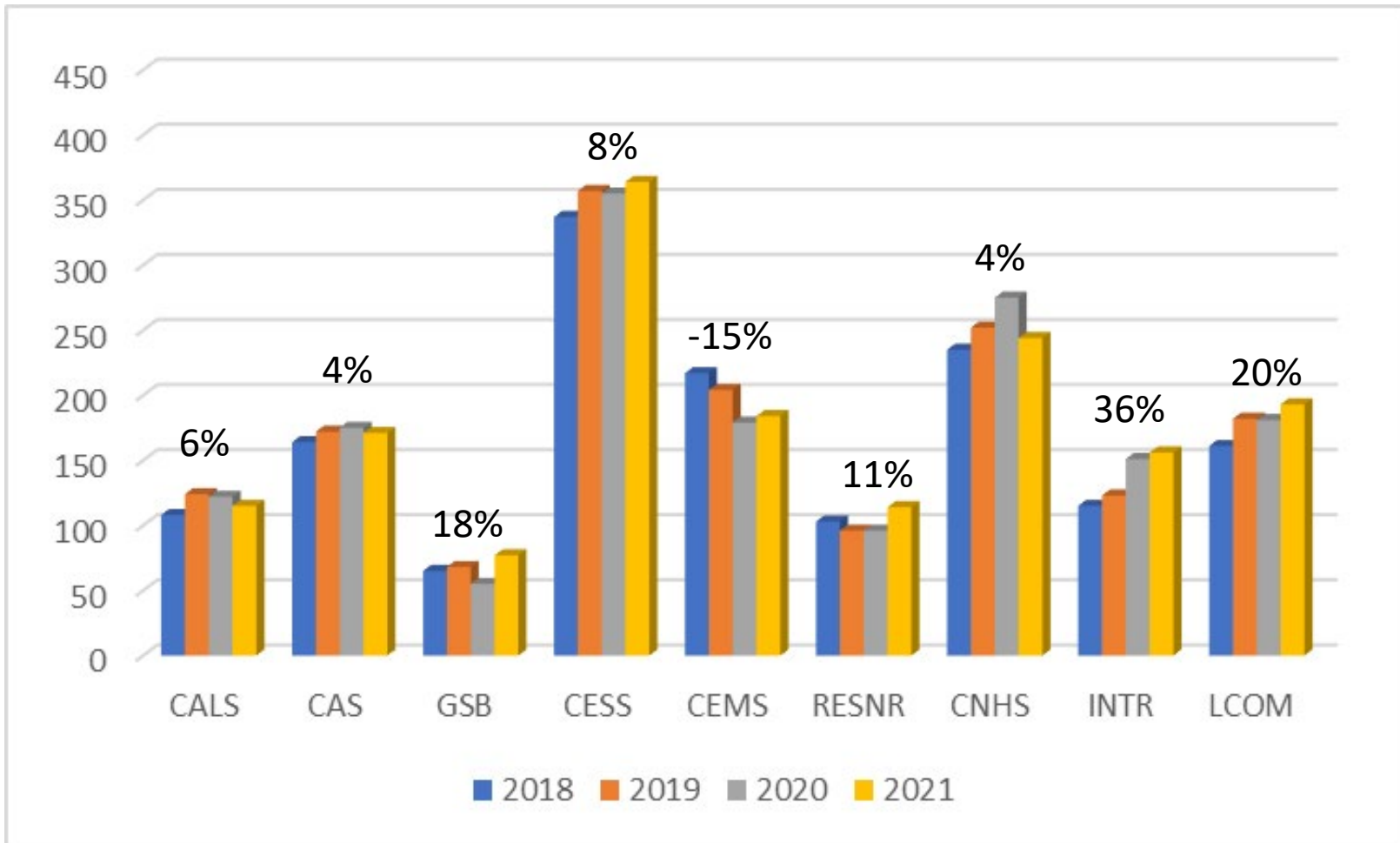
\*2021-22 values are for admissions cycle in progress: New enrollment is based on applicant responses & includes those scheduled to come after deferring in prior year. Last year 45% of positive int'l responses did not enroll in that term. In 2019 this figure was 37%.

# Summer/Fall Student Responses to Admission Comparison 2017-2021



All data as of April 15th of the corresponding year

# Spring 4 Year Enrollment Comparison By College



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# Graduate Executive Committee Actions

## Meetings

- 10 meetings subsequent to last Graduate Faculty meeting

## Reviewed

- 27 new or significant change course proposals
- 80 minimal change, deactivation delete course proposals
- 13 graduate faculty applicants

## Reviewed applications/nominations for student awards

- Rodney L. Parsons Anatomy and Neurobiology Award
- Thomas J. Votta Scholarship
- Roberto Fialho Award
- GTA of the Year Awards
- Thesis and Dissertation of the Year Awards

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# Graduate Executive Committee Actions

## Approved

- Certificate of Graduate Study for Resiliency-Based Approaches to Families, Schools, and Communities
- Deactivation of MS in Athletic Training
- Name change for the M. Ed. in Educational Leadership to the M. Ed. in Educational Leadership and Policy Studies
- Certificate of Graduate Study in Education for Sustainability – provisional
- Micro-certificate of Graduate Study in Agroecology
- Deactivation of MS in Engineering Management
- AMP in Community Development and Applied Economics

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# Graduate Executive Committee Actions

## Other

- Grade changes no longer require an explanatory note, but Incomplete grades still do
- Reorganization...
- Reappointment to the Graduate Faculty – down to 26 faculty who have not responded

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# Graduate Executive Committee Actions

## Other

- FY 22 Stipends: Set goal to bring the overall average stipend level to the 50th percentile relative to the OSU schools database (30 R1 and 18 R2 public institutions)
  - At absolute value, our (FY20) stipend average was at the 69<sup>th</sup> percentile with disciplinary range from 50<sup>th</sup> to 79<sup>th</sup> percentile
  - With correction for high cost of living (housing!) the stipend average is only 45<sup>th</sup> percentile with disciplinary ranges from 32<sup>nd</sup> -54<sup>th</sup> percentile
  - Relatively small increases required to move the percentile rank but moving target since others change as well
  - Exploring setting minimum FY 23 doctoral stipend at Living Wage for Chittenden county
- **New Business**
- **Adjourn**



# Academic Reorganization

Graduate Faculty

April 22, 2021

# Brief Update

February 24-April 22

- ▶ ~25 Meetings, Open Forums, and information sessions
- ▶ Groups ranging from 10 to 400 participants
- ▶ Most themed meetings have had 50-75 attendees
- ▶ ~80 responses on the Provost's reorg website
- ▶ 22 members of the working groups
- ▶ Initial report of preliminary findings May 20 Faculty Senate
- ▶ Subset of the Working Groups will convene during the summer to analyze results
- ▶ More opportunities for campus participation this fall
- ▶ Fall 2021, Working Group will present its recommendations to the Board and Faculty Senate

Some Emergent Themes:

## With regard to graduate education:

- ▶ Disagreement about wisdom and value of pursuing R1 status
- ▶ Interest in creating (separate?) alignments in undergraduate curriculum and graduate curriculum
- ▶ “Center” model has strong support
- ▶ Need for consistency in AMPs for students pursuing undergraduate research