

**DRAFT MINUTES  
OF  
GRADUATE COLLEGE SPRING FACULTY MEETING  
April 12, 2017**

**ATTENDANCE**

Approximately 20 Graduate Faculty attended the meeting.

**WELCOME (Dean Forehand)**

Meeting Called to Order at 3:34 p.m. by Cynthia Forehand, Dean of the Graduate College.

**APPROVAL OF MINUTES (Dean Forehand)**

November 3, 2016 Minutes reviewed. No edits presented. Motion to approve Minutes made. Seconded. All in favor. **November 3, 2016 Minutes APPROVED.**

**ADMISSIONS & ENROLLMENT REPORT (Kimberly Hess)**

Kimberly Hess, the new Director of Admissions and Enrollment Management, introduced herself to the graduate faculty. She then explained that a full admissions cycle is almost complete. This went smoothly, and she spent a lot of time learning the coding on the backside of the system, how to filter applicants correctly, how to report out information, and how to serve each department best. She also spent time with the account manager to learn and fine-tune the structure.

She then discussed application updates and initiatives. These include Accelerated Master's Program (AMP) tracking and adding new 'tags' in the system. The new 'tags' include GOAINTL, which is the check on international applications to make sure they are in the banner system correctly, and AMP which is an effort to track AMP students in the system and determine metrics specific to this population. Kimberly Hess then explained that the funding box was removed from the application because it was confusing to applicants. Since then she learned that departments were using this, so she asked that departments tell her if they were using the box and how, so she can figure out a way to meet that need for them.

She then told the faculty that she would begin working on the 2018 application after Commencement. She anticipated that this application would be active in July or August of 2017.

She also noted that students can use one account to complete multiple applications, and told faculty that written instructions on how to do this are available.

She then reviewed the Graduate Applicant Enrollment Comparisons chart on slide 5 of the [Graduate College Dean's Office Presentation](#). This year the Graduate College is up overall in applications, admitted students, and enrolled students.

She then reviewed the Snapshot of Summer/Fall Application Comparison chart on slide 6 of the [Graduate College Dean's Office Presentation](#). Overall, the Graduate College is down 6.77%, but up 4% for international applicants.

### Questions on the Admissions Report

A faculty member asked if students can apply to two programs with the same account? Kimberly Hess replied that if they want to apply for a different term, they can use the same account. If they want to apply to two programs for the same term, they have to create two accounts. She is hopeful that this will change in the next application.

A faculty member asked if there is any way for students to indicate on their application what faculty member they would like to work with. Kimberly Hess did not have a specific answer for this question. This is something she would like to explore for future applications, but she is aware of workarounds that are currently happening, and offered to share these with the faculty member. She then told the faculty that she would send out a note before she begins working on the next application asking for their ideas, and offered to meet with people individually.

A faculty member asked if there is a survey sent out to admitted students who do not attend asking why they choose not to come. Kimberly Hess replied that there is no survey in place, but this is an excellent idea.

A faculty member then asked how in depth they need to be in their reasoning to deny an applicant. Dean Forehand stated that this information is for their record and does not go to the student, who receives a general denial letter. Becky Houle told faculty that she finds their notes on PMP students helpful because it helps her learn more about the requirements and she passes that information along to recruiters.

A faculty member asked what the consequences are for people who do not officially respond to the application decision. Kimberly Hess explained that if they do not respond, applicants would not be able to enroll. The Graduate College can accept for students who are having trouble doing so as long as they receive confirmation of the decision in writing. The faculty member asked if there is anything to do to encourage them to submit the decision if they are going to decline so the program is not waiting on someone when they could be making an offer to another student. Kimberly Hess can communicate with the people who have not responded and remind them to make a decision.

## **PRE-MASTER'S PROGRAM (Becky Houle)**

Becky Houle introduced herself to the graduate faculty. She is the international student services specialist for the Graduate College. She works with Pre-Master's Program (PMP) students and international candidates.

Becky Houle then reviewed the PMP Admissions Data, Enrollment by Program, and Enrollment by Country charts on slide 8 of the [Graduate College Dean's Office Presentation](#). There were a total of 27 applications and 19 students admitted, so there was about a 70% acceptance rate. 11 applicants accepted the offer, and 10 enrolled. The total number to matriculate into the Graduate College is not yet determined. She is working on creating a smooth process for transitioning students from the PMP into their programs. She then listed the programs students are enrolled in and their home countries.

Becky Houle then updated faculty on how the students are doing. Most students are doing very well. She explained that students who had a 3.5 GPA or higher in their content courses at the end of the first semester received a scholarship. Six out of ten students received this scholarship. Standout students were asked to mentor other students.

Becky Houle then reviewed the PMP Admissions Data as of 4/11/17 chart on slide 9 of the [Graduate College Dean's Office Presentation](#). There are 27 applicants, 22 have been admitted, and five have been denied. She then explained the prescreening process and told faculty that 30 applicants were denied in prescreening. In this process, the student's GPA, IELTS/TOEFL scores, and prerequisites are reviewed. Two students have accepted the admissions offer to date. The enrollment target is 15 students. The breakdown of applications by program and country was then reviewed. There is slightly more variety in these categories.

## **DEANS REPORT (Dean Forehand)**

Announcements. Dean Forehand told faculty that the Graduate College provides matching funds to each Dean's office to provide scholarships for diverse students. This includes underrepresented groups, ALANA students, students of low socioeconomic status, and students who come from first generation families. This is targeted at students in self pay programs.

Dean Forehand then announced that Kimberly Hess would be contacting departments to ask how the Graduate College can partner with them for recruitment.

Student Support Initiatives. Dean Forehand explained that she is trying to develop more support for graduate students. One of these initiative is the Graduate Writing Center, directed by Nancy Welch. This has grown from 150 to about 700 contact hours. There has been great development in consultant skills in working with students who are English Language Learners (ELL) and working with students via Skype. The Writing Center has almost reached the maximum budget for the Graduate College, so in order to keep growing she is hoping that other Dean's Offices will support this initiative.

Dean Forehand then told faculty that CTL is going to have dedicated workshops this year on cultural sensitivity and how to approach students from diverse backgrounds.

Dean Forehand then stated that next year she hopes to have a mandated GTA training for all incoming students. If programs already offer their own training, they can keep doing so.

Dean Forehand then told faculty about a new course titled Communicating Your Research. The Graduate College and the Office of the Vice President for Research are paying two faculty to pilot the course over the summer. She asked faculty to encourage students to participate in this course. The course will run from May 23, 2017-June 16, 2017, 9:00am-12:30pm Monday-Thursday in the Hills Agriculture Science Building, Room 20. The course instructors are Susanmarie Harrington (English) and Craig Wells (Theatre).

Curriculum Review. Dean Forehand explained that Alex Yin, the new Director of Institutional Research, has been pulling data as part of the development for the self-study for NEASC. Dean Forehand told faculty that much of the graduate curriculum grew up as part of the undergraduate curriculum, so she is working on making sure there is a significant amount of curriculum that is at the 300 level. She is working with Alex Yin to find out for the master's degrees awarded in the last three years, what percentage of that curriculum was at the 300 level. It ranges from 0%-98%. She is gathering this data and will bring it to the faculty for their input.

Dean Forehand then told faculty that they are also looking at cross-listed courses. She defined cross-listings as an identical course with two different course numbers. However, there are many cases where two different courses are meeting in the same room at the same time, which is not a true cross-listing. There are times when this might be appropriate, but she expressed concern about zero level courses meeting in the same room as 300 level courses.

Dean Forehand then explained the prerequisite structure at the University of Vermont. 100 level courses should have a zero level prerequisite and 200 level courses should have a 100 level prerequisite. There are many courses where this is not the case. Dean Forehand explained that this is a problem for 200 level courses approved for graduate credit, so courses that do not meet this requirement will no longer be approved for graduate credit.

#### Questions on the Dean's Report

A faculty member asked if the prerequisite rules apply to service courses. Dean Forehand stated that they have to think about what is appropriate. This nuance is not captured when running the numbers.

## **GRADUATE EXECUTIVE COMMITTEE ACTIONS (Dean Forehand)**

The Graduate Executive Committee Actions Update starts on slide 11 of the [Graduate College Dean's Office Presentation](#).

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

Reviewed. Dean Forehand encouraged faculty to submit course change proposals well in advance of the February 15 deadline prior to the catalogue opening for edits in March. The Graduate Executive Committee reviewed 59 new or significant change course proposals, 156 minimal change, deactivation, or delete course proposals, and 29 graduate faculty applicants since the last Graduate Faculty Meeting.

Approved. The Graduate Executive Committee approved the following program proposals:

Certificate of Graduate Study in Agroecology  
Master of Science in Physical Activity and Wellness Science

The Graduate Executive Committee approved AMP proposals in the following departments:

Educational Leadership  
Greek and Latin  
Historic Preservation  
Nutrition and Food Science

The Graduate Executive Committee approved the following program track proposals:

Statistics Track in PhD in Mathematical Sciences

The Graduate Executive Committee approved the following name change proposals:

Sustainable Entrepreneurship MBA to The Sustainable Innovation MBA  
Certificate of Graduate Study in Environmental Public Health to Certificate of Graduate Study in Global and Environmental Health

Dean Forehand then told faculty that a broad [FAQ document](#) for graduate students has been developed in collaboration with Fran Bazluke. This document was approved by the Graduate Executive Committee and the Provost's Office. She encouraged faculty to review this document.

### *Comments on the FAQ Document*

A faculty member stated that students are treated as exempt employees, but expressed the concern that students think of their position as 9am-5pm, and they do not have a

clear understanding of when they are working for themselves and when they are working for their advisor. Dean Forehand stated that they are only exempt in the sense that cannot work overtime, but they should only be working 20 hours per week for the GRA or GTA compensation. The full time GRA position is 0.5 effort and encompasses 20 hours a week. The university does not want to get to the point where students fill out time cards. If students are enrolled in research credits, there is an expectation that there is a workload associated with these credits in addition to their GRA. For example, if registered for a credit of research, they are expected to perform 27-36 hours effort in addition to the 20 hour GRA effort. Students can volunteer to do more, but faculty cannot tell them they must.

A faculty member then asked how much flex is there from week to week. She noted that there is disagreement among the faculty about this and asked if the Graduate College has an official stance. Dean Forehand replied that these is not an official document, but in the FAQ document is states that you cannot consistently ask for more than 20 hours per week, but there is some room for flex. The absolute maximum is 40 hours in one week for GRA or GTA. She then encouraged faculty to take all of the things students are doing into consideration when thinking about effort. She then shared examples of more and less complex TA and RA effort scales, and stated that UVM will be somewhere in the middle.

A faculty member suggested that it would be useful for faculty and students to establish expectations for each other at the starting point and sign this agreement. Dean Forehand stated that this documentation is helpful and it is important that everyone has the same expectations.

Dean Forehand then discussed the policies approved by the Graduate Executive Committee, including the [Concurrent Faculty/Graduate Student Policy](#) and the [Credentials of Faculty Teaching Graduate Courses Policy](#).

Dean Forehand reviewed the [Credentials of Faculty Teaching Graduate Courses Policy](#) first. This document addresses the requirements that NEASC has for graduate faculty. Graduate faculty have to be more accomplished than undergraduate faculty and they have to have a higher level of scholarship. Every institution is allowed to define how they determine that, but they have to be able to report out in the self-study how graduate faculty have a set of credentials that are appropriate for graduate education. Dean Forehand summarized the following requirements for faculty teaching at the graduate level:

Faculty teaching graduate courses are expected to have a terminal degree

1. Exceptions may be made for faculty teaching master's level courses by petition\* to the Graduate College, provided faculty credentials meet or exceed the level of the course they are teaching; thus
  - a. Faculty teaching 300 level courses and 200 level courses approved for graduate credit must minimally have a master's level degree, and

- b. Justification of the petition must include either
  - i. history of exceptional teaching at the undergraduate level before consideration to teach master's level courses, or
  - ii. indication that it is the norm in the discipline for faculty at the master's level to teach master's level graduate curriculum

\*Petition only need be made one time for a faculty member in a given unit. The process will be a short memo from the Chair or equivalent, with a copy of the proposed faculty's CV. Petition will be reviewed by GEC and decision made by Dean of the Graduate College.

The full policy can be read [here](#).

*Questions about the Credentials of Faculty Teaching Graduate Courses Policy*

A faculty member asked if approval is tied to the course number. Dean Forehand replied that it is tied to the faculty member. The faculty member expressed the concern that this will open the door for people to teach courses they are not qualified to teach. Dean Forehand replied that they could not do that. They can only teach courses at the level of their own credentials.

A faculty member then asked Dean Forehand to clarify if a professional doctorate is considered a terminal degree. Dean Forehand stated that it is. She went on to note that there are cases in professional programs where a faculty member with a master's may teach at a higher level because they are the best people to teach that particular course because of their experience.

Dean Forehand then explained to the faculty that the policies she is reviewing have already been approved the Graduate Executive Committee and are in place unless a faculty member calls for a vote to revise the policy. No call for a vote was made.

She then reviewed the [Concurrent Faculty/Graduate Student Policy](#). This policy addressed faculty pursuing a terminal degree in the department where they hold an appointment or another department. The policy states that faculty cannot pursue a terminal degree in the department in which they hold a position. If their unit is not divided into departments that means the college or school in which their position is. The policy also stated that faculty can get a degree in another department with six requirements. Dean Forehand then read these requirements:

1. The faculty teaching assignment in the home unit cannot include courses at the graduate level (including 200 level courses approved for graduate credit).
2. The faculty teaching assignment in the home unit cannot include courses for which graduate teaching assistants are assigned.

3. The individual cannot sit on faculty committees in their home unit that are concerned with matters of graduate education.
4. Faculty from the individual's home unit cannot serve as the outside chair for the student's dissertation or thesis defense committee.
5. If the program to which the individual is applying is interdisciplinary and includes faculty from the individual's home unit, faculty from the individual's home unit cannot serve as the primary advisor or co-advisor for the student.
6. The individual cannot receive additional compensation as a graduate teaching or research assistant while holding the faculty appointment.

The full policy can be read [here](#).

#### *Questions/Comments about the Concurrent Faculty/Graduate Student Policy*

A faculty member stated that there are people who teach in the DPT, but are pursuing a degree in a different program. Dean Forehand stated that this is ok.

A faculty member thanked Dean Forehand for doing this work.

A faculty member then addressed administrators and stated that they have a much boarder conflict of interest. Dean Forehand stated that the Graduate Executive Committee knows this is an issue, but have not devised a policy yet.

A faculty member from CNHS stated that there are so many clinical track people that this policy may be overly restrictive. Dean Forehand encouraged faculty to bring issues to the Graduate Executive Committee and Faculty Meetings, or bring them up in their home department so they can be resolved. The faculty member asked if there could be a petition for this policy. Dean Forehand stated that she would be willing to add a petition for programs that this policy does not make sense for.

A faculty member asked if it would be appropriate to have an approval form. Dean Forehand replied that this is an interesting question and stated that she would think about how that could be written.

#### **GENERAL INFORMATION (Dean Forehand)**

Dean Forehand notified the faculty that there was a change to the catalogue dismissal content. Dean Forehand stated that there were some recent cases of professional misconduct, and students have been dismissed for failing to meet the standards of the profession, but there has never been anything in the catalogue explaining this. Dean Forehand then stated that she will be working with Lucy Singer this year to determine the process when the process doesn't already exist. She then read the professional dismissal content, which can be found on slide 14 of the [Graduate College Dean's Office Presentation](#):



Professional: Students whose professional integrity is deemed unsatisfactory at any time may be dismissed from the Graduate College by the dean upon consultation with the student's department or program. Breaches of professional integrity include, but are not limited to, violations described in the Misconduct in Research and Other Scholarly Activities policy, violation of the Code of Academic Integrity, and actions that violate the standards of professional practice in the discipline of study or in duties associated with an assistantship.

The Code of Academic Integrity applies to academic work. The Misconduct in Research and the Code of Academic Integrity have good policies in place and if they discharge a student they know what happens. There is not a current process in place that is related to other kinds of misconduct, but because students have been dismissed on these grounds a policy needs to be in place. Dean Forehand stated that she may get a group together to work on this policy.

#### Questions about the Dismissal Content

A faculty member asked about students whose infraction was in their GTA and not their program. Dean Forehand replied that these would be handled on a case-by-case basis. They could lose their GTA or be dismissed depending on the infraction.

A faculty member asked if an ethics in research course could be offered to students. Dean Forehand replied that there are several of these types of requirements, but it might be good to look at what is offered and see how it could be improved. She also stated that this is in relation to research ethics, and there needs to be guidance for ethics in teaching.

A faculty member asked when this content will go into effect. Dean Forehand replied that it will go into effect when the catalogue comes out for fall.

Dean Forehand then asked faculty to think about topics that they would like the Graduate Executive Committee to address.

A faculty member expressed appreciation for the careful attention to formulating policy that is responsive, fair and flexible.

#### **ADJOURN**

The meeting concluded at 5:10 PM.