

**Graduate Council Minutes
April 16, 2013
12:30 – 2:00 p.m.
Main Campus, Student Union Room 2582**

Present: Brian Ashburner, James Benjamin, David Black, Mary Ellen Edwards, Timothy Fisher, Max Funk, Charlene Gilbert, David Giovannucci, Kay Grothaus, Paul Hong, Wayne Hoss, David Jex, Junghwan Kim, Patricia Komuniecki, Anand Kunnathur, Joseph Margiotta, Holly Monsos, Surya Nauli, Douglas Nims, Lori Pakulski, Susan Pocotte, Patricia Relue, Randall Ruch, Dorothea Sawicki, Constance Schall, Snejana Slantcheva-Durst, Cynthia Smas, Susan Sochacki, William Taylor, Mark Templin, Gerard Thompson, Kandace Williams.

Excused: Amanda Bryant-Friedrich, Mohamed Samir Hefzy, Monica McKnight, Nick Piazza, Frank Pizza, James Trempe, Joshua Waldman.

Absent: Barbaranne Benjamin, Renee Heberle, Ruth Hottell, Sara Lundquist, Timothy Mueser, Rebecca Schneider, James Willey.

Guest: John Plenefisch and Florian Feucht.

Call to Order, Roll Call, and Approval of Minutes

The meeting was called to order and the roll called. The Minutes of the March 19, 2013 Graduate Council meeting were approved.

Executive Reports

Report of the Executive Committee of the Graduate Council

Dr. David Giovannucci, sitting in for Dr. Nick Piazza, Graduate Council (GC) Chair who is ill, asked for a moment of silence out of respect for the Boston Marathon bombing victims. He reported that there are proposed changes to Graduate Faculty Constitution to bring it into alignment with University Council (UC) Supremacy clause and Delegation clause. The Delegation clause is worded the same as the Faculty Senate Delegation clause. President Lloyd Jacobs wanted it to be included and it has been modified to mirror that of Faculty Senate.. The clauses reflects the UC and codifies what is already in place with a few minor corrections that Dr. Piazza worked on, including language in the Graduate Faculty Constitution to reflect what we actually do. Dr. Templin will cover more in his upcoming report. The idea is to get the core functions of GC into the revised constitution and send out to the Graduate Faculty for an email vote after the GC approves same. Also, at the April 30th GC meeting there will be an election of new officers. Should anyone be interested in running for office, please notify Dr. Piazza or Dr. Giovannucci.

Report of the Graduate Student Association (GSA)

Dean Komuniecki reported on behalf of Mr. Joshua Waldman, President of the GSA, who was unable to attend the meeting. Mr. Waldman is driving to pick up new poster stands for the 4th Annual Midwest Graduate Research Symposium (MGRS) which is to be held on Saturday, April 20th. Dr. Komuniecki mentioned that to date there are more than 200 registrants and 30 judges. Dean Komuniecki expressed gratitude for the Graduate Faculty who are assisting in this symposium and mentioned that there is still time to volunteer to judge. The goal is to make sure that all students get their oral and poster presentations evaluated. Should you desire to assist with this symposium, please register via the GSA website <http://www.utoledogsa.com/> or call Mr. Joshua Waldman or Ms. Monica McKnight. Mr. Waldman will be giving a budget report describing how they have used funds last year at a future meeting.

A significant portion of their funding will be directed to the symposium.

The keynote speaker, Dr. Alan Shaw, was one of the first groups of Ph.D. students to graduate from the Medical College of Ohio. The GSA leadership consults with Dean Komuniecki for guest speaker names, so if you have a doctoral student to suggest for next year's symposium please notify Dean Komuniecki. The current GSA officers are in the process of looking at GSA research awards. The total amount to be allocated is \$10,000 which enables a maximum of 5 awards at \$2,000 each to help support research. The applications are open until April 19th. The Graduate Student Affairs Committee, chaired by Dr. Susan Pocotte, is assisting with this process. An announcement and a link to the application are provided on the GSA website. A letter of endorsement from the student's research mentor is required. Research award recipients will be recognized at last GC meeting on April 30, 2013. The GSA is working with other graduate and professional student associations on the UT campus (i.e., Student Bar Association; Council of Biomedical Graduate Students' research forum, Medical Student Council, etc.).

Report of the Vice Provost for Graduate Affairs and Dean of the College of Graduate Studies

Dean Komuniecki provided the following updates:

- *Admissions Updates*

Dean Komuniecki was pleased to report that the COGS applications for fall 2013 remain strong. As of April 15th, COGS has processed 3,000 applications, and admitted 533 students. The decision pages are flooding into COGS and COGS is processing them within 24 hours. She asked Council to remind their program admissions committees to complete their acceptance decisions as soon as possible. This week, Institutional Research has reported that fall 2013 overall graduate headcount is up 1% and FTE is up 3%- this is very good news! This bodes well for the health of the fall graduate enrollments (the undergraduate numbers continue to remain negative at this time).

- *Fellowships, Scholarships and Awards Update*

As noted previously, the GC Fellowships and Scholarships Committee and the COGS Diversity Committee have completed deliberations and COGS is now receiving information back about which students are accepting our GOAP and McNair offers. The award recipients for the Buell, Whiteford and Fields Awards are invited to the final GC meeting for formal recognition. The two new University Fellows, Ms. April Brockman and Mr. Ahmad Javaid, have been identified and have accepted their Fellowships. They will be introduced to GC during the fall. The GOAP and McNair scholarship processes takes slightly longer due to required departmental approval.

- *Webinar by Higher Education*

A webinar, held by Higher Education, entitled "Graduate Students in Distress: How to Recognize Warning Signs and Avoid Violent Results of Stress, Strain and Strife" was held on Thursday, April 4, 2013. We have site license for one year and a PowerPoint presentation is available that you can link to and share with your department. It contains very good suggestions and there is an accompanying handout entitled "Common Difficulties for Graduate Students." Also, please remember the Counseling Center services at UT. Director, Dr. Stan Edwards, who is responsible for both campuses, served on our orientation panel last fall and we received very positive comments. If you see students who are really struggling, please remember to offer the resources available.

- *Announcements*

The marshals for the two University Commencements have been identified and thanks to all the Graduate Faculty volunteers who offered to assist; we had more volunteers for the May ceremonies than needed, but the level of interest is greatly appreciated.

For the morning ceremony, Professors Ruth Hottell (Foreign Languages) and Carol Stepien (Environmental Sciences) will serve as marshals and in the afternoon, Professors Lynn Hamer and Laurie Dinnebeil will serve as marshals assisting Associate Deans Susan Pocotte and Thea Sawicki.

Information and Discussion Items

Updates from Midwest Association of Graduate Schools' Annual Meeting

Dr. Susan Pocotte and Dr. Dorothea Sawicki reported that they enjoyed attending the Midwest Association of Graduate Schools (MAGS) conference recently held April 10-12, 2013 in Minneapolis, Minnesota.

Dr. Pocotte stated that the people who attended this conference consisted of a collection of administrators who ranged from presidents of universities, provosts, administrative deans, etc., of graduate schools and programs. Dr. Cynthia Baum, President of Walden University which is a completely online institution, and Dr. Scott Bass of Provost American University were among the keynote presenters that addressed the broad question "where are we in graduate education given all the current trends and pressures?" The general themes of agreement were: 1) there is rapid and ongoing change and we have no choice but to adapt in order to survive (i.e. resistance is futile); and 2) If institutions aren't willing to consider change, their survival will be threatened. There was disagreement that traditional higher education is already doomed, will go bankrupt, close and be replaced by rapidly evolving trends. There were several pressures identified for higher education. The following are general lists that apply to most institutions of higher education not specific at UT:

A. Technology

1. Online education
2. Massive online open courses (MOOCs)
3. Competency Based Learning and Stackable Certificates
4. For Profit Higher Ed – Consumer focused, business attitude
5. Consolidators (competency based education) pay a flat fee and get a degree
6. Example College for America
7. 3rd generation high end program - partnership between university and a company. The company gives capital for development of programs by way of providing the glitzy software, design, admissions, and so on.

B. External and Internal Threats

1. Budgets
2. Funding for graduate students
3. University top down administration decision making
4. Rapid turnover in senior leadership – Presidents, Provosts, Deans
5. Politics (Federal, state, local)
6. Technology
7. Changing graduate student
8. The unknown of how to prepare the student for unknown careers

C. Changing Students

1. Reduction in number of international students applying to U.S. graduate programs
2. Increasingly non-traditional
3. Geographical shifts in population and source of students (population growth in western and southern U.S.); many states have decreased K-12 and therefore decreased student pools to enter higher education
4. Behaviors (how content is learned, lifestyle, family, work)

5. Demographics (increase in part-time students, increased Hispanic and Asian U.S. citizens; decrease in black and white)

This information reveals is that we are not alone. Everyone is experiencing the same internal and external pressures. The changes are happening so quickly that it is hard to reflect and have thoughtful discussion and planning. The conference presenters stated that sometimes university BOTs and administrators are caught up by the “buzz” of all the new technologies and education trends.

They are often inexperienced in academics and do not include faculty in discussions or perceive faculty as dragging their feet. Dr. Scott Bass from Provost American University highlighted several issues to consider for improvement:

- A. Revision of marketing and admissions as well as developing procedures, timelines, standards and data analytics for recruitment, marketing, admissions and financial aid;
- B. Time to degree;
- C. Reduce response time between application and acceptance (9-12 months is too long);
- D. Offer courses at times when students are available (evening, weekend);
- E. Internships;
- F. Engage faculty on the issue of diversity and sensitivity to the changing student body, e.g., do not disappear while a student is working on the thesis/dissertation;
- G. Improve treatment of students;
- H. Rethink how to prepare students for careers-especially difficult for Ph.D.;
- I. Rethink models and criteria for dissertation (e.g., articles?); and
- J. Advising that is reliable.

Drs. Pocotte and Sawicki’s presentation at the symposium titled “Strategic Assessment of Graduate College Services at a Student-and-Efficiency-Focused Innovative University”, described the COGS assessment process and template and its relationship with the University Assessment Committee as an example of an essential role of graduate schools in improving services to graduate students. They demonstrated the use of several methods of academic service assessment measurement tools including graduate student exit survey and how the assessment plan template was used to inform continuous improvement in a living document.

Dr. Dorothea Sawicki provided the GC with a handout which highlighted two sessions she attended. The first session covered the National Science Foundation (NSF) which emphasized that because of a changing workforce and desired skill sets needed for education reform, the idea is to transform STEM education. There is a big push for NSF to get into graduate education. The IGERT (Integrative Research and Graduate Education Traineeships) has been going on for many years; the last application deadline was in February 2013 and this program will close in 3-4 years. A new program, INSPIRE (Integrated NSF Support Promoting Interdisciplinary Research and Education), started this year to support interdisciplinary research as well as education; work on boundaries between two disciplines: Track 1 up to \$1.5M million dollars; Track 2 goes up to \$3M, and Track 3 is a special Director’s Award, up to \$1.5M, from a single PI. The websites are listed on the handouts from Dr. Sawicki. She asked Council to share this information. The GRFP (Graduate Research Fellowship Program) is for students who demonstrate extraordinary potential in science and recruit more underrepresented groups, such as minorities, women, and persons with disabilities. GROW (Graduate Research Opportunities Worldwide) students get to spend 3-12 month funded stays for graduate research in host countries. Keep an eye on NSF website as NSF is developing a new directorate.

This program will build and expand research foundations in core areas thereby making them more researchable and sustainable. A new biometric voice ID software is being introduced to validate test taking. This has been developed to eliminate fraud. The website is www.toeflgoanywhere.org.

This can be utilized: to video personal statement, record asynchronously, or answer set questions in a set time; to screen before a face-to-face interview; for applicants who are international/location challenged; and admissions/faculty can use this to request videos.

The cost is based on video volume and they will work with a school to do a trial year (only charged normally for inbound at \$15 per for 100; less if more; outbound videos are unlimited and free). If you use large quantities, the price goes down.

Dr. Komuniecki stated that a year ago UT and many other universities received information from ETS, that from time to time, TOEFL test scores needed to be invalidated from certain test centers. This is a serious issue and COGS is meeting with ETS representatives tomorrow to discuss security procedures. This has become a very serious issue and COGS is thinking about many ways to address it. COGS is currently working with ALI on this through Assistant Director Alexander Wrege.

“Pathways through Graduate School and Into Careers” (10 minute video) report from the Council of Graduate Schools and Educational Testing Service Commission – Dr. Patricia Komuniecki

Due to time constraints, the video will be shared with the GC via electronic means.

Standing Committee Reports

Report of the Curriculum Committee – Dr. John Plenefisch

On behalf of the Graduate Council curriculum committee (GCCC), Dr. John Plenefisch, committee chair, reported that the GCCC reviewed and approved the following curriculum. Council approved unanimously.

New Programs

College	Department	Program	Summary of change
MD	Pathology	MSBS Assistant in Pathology	The Assistant in Pathology Master’s program will be a 46 credit curriculum leading to an M.S.B.S. Assistant in Pathology. It will use existing graduate courses in both didactic and practical modes, and graduates will qualify for the national licensing examination. Application for NAACLS accreditation is planned. *This should be an Existing Course Modification rather than New Program.
EH	Educational Foundations and Leadership	Foundations of Peace Education: Online Graduate Certificate Program	This certificate will provide students with the concepts, skills, and values to infuse peace education throughout the curriculum. Completion of four (12 semester hours) of graduate courses that are offered online (distance learning) from a specified list of courses is required. These credits may be applied toward the Masters of Educational Psychology (FEPP) or Educational Theory and Social Foundations (ETSF, FOED, FEPE, FEES) or the doctoral degree in Educational Foundations.

Program Revisions

College	Department	Program	Summary of change
EH	Early Childhood, Physical and Special Education	Curriculum and Instruction: Early Childhood Education	Alpha code change from CIEE to CIEC, and name change from Curriculum and Instruction Elementary Education to Curriculum and Instruction Early Childhood Education.

New Course Proposals

College	Department	Course Name	Course Number	Course Description
EH	Educational Foundations and Leadership	News Media Literacy, Society, and the Mind	EDP 6370	The course provides a theoretical and empirical foundation on psychological concepts and processes, to understand the role of the news media for the public sphere, citizenship, democracy, and peace. Students will learn how to develop a competency-based news media literacy model that enables citizens to be critical and effective news media consumers.
EH	Educational Foundations and Leadership	News Media Literacy, Society, and the Mind	EDP 8370	Same as EDP 6370. Research paper expectations are significantly different and at a higher level compared to master's level requirements.
EH	Educational Foundations and Leadership	School Violence Theory, Prevention and Intervention	EDP 6120	The course focuses on the assessment, management, and prevention of school violence. The role of nature and nurture will be explored, as will society's role in assessment, prevention and intervention. The forms of violence to be addressed are child abuse, gang activity, bullying, harassment, and targeted violence.
EH	Educational Foundations and Leadership	School Violence Theory, Prevention and Intervention	EDP 8120	Same as EDP 6120. Research paper expectations are significantly different at the doctoral level compared to master's level course requirements.
EH	School Psychology, Higher Ed. and Counselor Ed.	Community College Leadership	HED 6650	The summer course examines community college leadership and administration. It also discusses a multidimensional model for leading change in community colleges. It is a required course in the U.S. Summer Leadership Academy.
EH	School Psychology, Higher Ed. and Counselor Ed.	Community College Leadership	HED 8650	Same as above. Doctoral students are required to prepare a 2,500-word research paper, not required of master's students.
LS	Women's and Gender Studies	Special Topics in Gender Studies	WGST 5980	A course on specialized topics in Women's and Gender Studies.

Course Modifications

College	Department	Course Name	Course Number	Change in course
EH	Curriculum and Instruction	Teacher Learning and Education	CI 6650	Name and catalog description are being changed to better reflect the course content and to be consistent with new language used by the State of Ohio for licensure and standards for teacher leaders.
EH	Curriculum and Instruction	Teacher Learning and Education	CI8650	Same as CI 6650.
EH	Educational Foundations and Leadership	Thinking and Reasoning in School Contexts	EDP 6630	Prerequisite courses removed, catalog description adding "policy and practice" to "theory and research."
EH	Educational Foundations and Leadership	Thinking and Reasoning in School Contexts	EDP 8630	Prerequisite courses removed, catalog description adding "policy and practice" to "theory and research."
EH	School Psychology, Higher Ed. and Counselor Ed.	Doctoral Research Seminar	HED 8930	Change in catalog description: "May be repeated once for credit when topic varies."
EH	School Psychology, Higher Ed. and Counselor Ed.	Advanced Seminar	HED 8920	Change in catalog description: "May be repeated once for credit when topic varies."

Report of the Membership Committee

None.

Report of the Bylaws Committee

On behalf of the Bylaws Committee, Dr. Mark Templin, committee chair, reported to the GC that this committee reviewed and hereby submits the proposed changes to the GC Constitution. A motion was made and seconded that the committee send this constitution to Graduate Faculty for their consideration (Changes are in blue):

Article I Purpose:

Section 3. **Nothing in the Graduate Council Constitution shall conflict with the University Council Constitution as approved by the Board of Trustees of the University. In the event of a conflict, the University Council Constitution and Bylaws shall prevail.**

Article II Membership:

Section 5. **The Graduate Faculty empowers the Graduate Council to staff the Academic Standing Committee to conduct academic hearings on grade appeals, grievances, and other such matters.**

Article IV The Graduate Council:

Section 1. **As stated in Article I, section II, the Graduate Council (GC) shall be the representative body of the Graduate Faculty and shall legislate for it. Without limiting the generality of the foregoing, subject to the supervision and control of the Board of Trustees of the University**

as delegated through the academic administration, to exercise responsibility for the graduate academic affairs of the University, including the academic rules, regulations, policies and standards regarding graduate students; the standards for granting of graduate degrees, honors and awards; and the oversight of graduate student development and progression, the Graduate Council shall have the following specific powers and responsibilities:

- a. Adopt bylaws for the internal governance of the Council;
- b. Create standing and special committees, assign their duties and receive their reports and recommendations;
- c. Review and approve new courses and programs; review and approve modifications/changes to existing courses and programs;
- d. Ensure the academic quality and integrity of graduate programs through curricular oversight and formal, cyclical program review;
- e. Establish and review the membership categories, standards and procedures of the Graduate Faculty;
- f. Receive reports on applications for new and renewing graduate faculty;
- g. Adopt policies and procedures concerning graduate education for implementation by COGS, subject to review by the Graduate Faculty;
- h. Provide consultation to COGS often when requested or needed regarding fellowships, scholarships, and other financial support for graduates students;
- i. Advise the Graduate Student Association (GSA);
- j. Give general direction and provide advice on any matter related to graduate education to COGS; receive the reports and recommendations of the President of GSA and the COGS Dean; and,
- k. Accept issues for consideration presented by members of the Graduate Faculty and determine questions that should be placed before the Faculty for its advice or decision.

Old Business

None.

New Business

None.

Adjournment

There being no further business, the Council adjourned at 2:01 p.m.