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Graduate Council

9-6-2012

Graduate Council Minutes - September 6, 2012

Graduate Council

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THE UNIVERSITY OF TENNESSEE

September 6, 2012 Minutes

Members Present

Anderson, D.; Angelle, P.; Autry, C.; Bellamy, J.; Bemis, D.; Bernard, E.; Boder, E.; Breinig, M.; Brewer, A.; Brockett, R. (Chair); Broemmel, A.; Brothers, E.; Cano, L.; DeSensi, J.; Dhar, M.; Dodds, G.; Fisher, L.; Freeland, P.; Fuller, R.; Gao, Y.; Hodges, C.; Hodges, D.; Kania, S.; Kilpatrick, Y.; Leach, S.; Luther, C.; Marshall, S.; Ng Hartmann, J.; Ohnesorg, S.; Parigger, C.; Reed, K.; Roman, M.; Sanford, A.; Spurgeon, S.; Staudt, M.; Studer, J.; Thomas, Steve (President, Faculty Senate); Thompson, D.; Wall, S.; White, C.

The Graduate Council meeting was called to order by Ralph Brockett on Thursday, September 6, 2012, at 3:00 p.m. in the Multipurpose Room, Black Cultural Center. Brockett welcomed the members to a new academic year on the Graduate Council.

1. Welcome by Faculty Senate President

Steve Thomas, Faculty Senate President for 2012-2013, greeted the members of the Graduate Council and reviewed the relationship of the Council to the Faculty Senate. Thomas thanked the Graduate Council members for their service in the coming year. Thomas encouraged the Council to engage in working toward improved systems, through open communication and common sense.

2. Minutes of the Preceding Meeting

The minutes of the April 12, 2012 meeting were approved by the Graduate Council with a correction on page G1940, Academic Policy Committee Report. The third bullet in the previous minutes will be replaced as follows:

- The following informational item was presented to Graduate Council: The APC Committee is aware that many institutions have policies on the option of videoconferencing during dissertation and thesis defenses. UT currently has no such graduate policy. Since videoconferencing during thesis and dissertation defenses is being allowed by some units at UT, APC considered the need of defining guidelines for this option in order to have consistency across campus. For that reason, APC has been researching what Top 25 Universities state in their graduate policies concerning the option of videoconferencing during dissertation and thesis defenses. A policy on the use of technology in thesis/dissertation defenses and digital signatures is being drafted and will be presented to Graduate Council in fall 2012. Several council members discussed potential problems with developing a policy that would be too prescriptive for committee members and students. APC will take this feedback and any other feedback on this matter that Graduate Council members may want to APC Chair Stefanie Ohnesorg (ohnesorg@utk.edu) into consideration when drafting a policy statement on this matter.

3. Committee Reports

Academic Policy Committee

Stefanie Ohnesorg, Chair of the Academic Policy Committee, reported on the August 30, 2012 meeting. No recommendations were forwarded to the Graduate Council for approval at this meeting. (Attachment 1)

Topics discussed were:

- Continuation of discussion on videoconferencing of thesis and dissertation defenses for inclusion in a policy statement.
- The Doctoral Language Examination policy and administration procedures were reviewed again by the request of the faculty from the Department of Modern Foreign Languages and Literature. APC recommended that a meeting be scheduled to bring together that faculty group and graduate program directors from the academic departments who use the Doctoral Language Examination with their students.
- Thesis registration requirements were discussed related to the policy that requires students to register for 3 hours of thesis (course 500) in the semester graduation if they fail to meet the second deadline for submission. Committee members did not express a need to change the current policy.
- A policy on conditional admission for graduate international students who need intensive English language instruction was mentioned to the committee as a proposal that the Chancellor and the Provost are encouraging. Dean Carolyn Hodges will work to send that draft policy to the committee.

Appeals Committee

Marianne Breinig, Chair of the Appeals Committee, reported that two appeals had been reviewed and hearings held during the summer. One appeal resulted in a recommendation that the original decision for dismissal be upheld. The second appeal resulted in a recommendation that the student be permitted to retake the comprehensive examination.

Credentials Committee

Stephen Kania, the Chair of the Credentials Committee, reported on the August 16, 2012 meeting. The Council approved unanimously the twelve recommendations for faculty approval to direct dissertations. (Attachment 2)

Curriculum Committee

Sibyl Marshall, Chair of the Curriculum Committee, reported on the August 23, 2012 meeting. Marshall also presented a brief description of the purpose of the Curriculum Committee and its procedures. The Graduate Council voted to approve the report of curricular changes presented from the August 23, 2012 meeting. (Attachment 3)

4. New Business

There was no new business.

5. Administrative Reports

Vice Provost and Dean of the Graduate School

Carolyn R. Hodges, Vice Provost and Dean of the Graduate School, presented several items of information on recent changes in Graduate Admissions and the Graduate School, as well as an update on the key Top 25 priorities for 2012-2013. (Attachment 4)

Graduate Deans' Group

Joy DeSensi, Chair of the Graduate Deans' Group, presented the report of the August 23, 2012 meeting (Attachment 5).

- Dean Hodges shared information on the Top 25 Strategic Priorities for Graduate Education.
- David Schumann, Director of the Teaching and Learning Center, presented a plan for a Ph.D. Teaching Certification Program.
- Ernest Brothers provided an overview of the Office of Training and Mentoring and information on the Pathways to Careers initiative from the Council of Graduate Schools.
- Kay Reed reported on key dates for Fall 2012 for registration, refund deadlines for students, and graduation dates.
- Yvonne Kilpatrick presented information regarding new graduate admissions processes.

Graduate Student Senate

Amanda Sanford, President of the Graduate Student Senate, presented the following information:

- GSS met on August 30, 2012 for its first meeting. GSS now has 43 of 65 representative seats filled for 2012-2013. This meeting was an introduction and information meeting for the group.
- One major service of the GSS is to administer the GSS Travel Awards Program. In 2011-2012, more than \$68,050.00 was awarded to graduate students in travel grants to conferences. In 2012-2013, the Provost's Graduate Student Travel Award Program will be combined with the GSS Travel Awards Program for distribution of the two funding sources, which will total \$240,000. The request form, award information, and deadlines for submission are posted on the GSS web page. The application process for the awards has been overhauled completely, including changing the maximum and minimum limits of awards. Several Graduate Council members asked questions about the process and noted that the academic units and colleges need more information earlier to help them in processing requests within their units. Suggestions were made to include the academic unit in the notification loop when awards are made. Sanford and C. Hodges noted that there is not a lot of turnaround time on the decisions on funding for the year and each year's budget is up in the air until all funds have been confirmed by the campus administration.

- Another major service of the GSS is to produce the 2013 “Love Your Libraries 5-K and Fun Run.” In 2012, the event produced more than \$4,100.00 in funds to donate to the UT Libraries. March 2013 is scheduled for this year’s event.
- The GSS developed a policy goal of seeking membership in the National Association of Graduate Students. Approval has been granted from the appropriate groups within the Division of Student Life and membership will be effective in February 2013.
- GSS is also reviewing a graduate student leave of absence policy for recommendation to the campus administration.
- Following the success of the GSS Town Hall in 2011-2012, the GSS is preparing to schedule a Town Hall for this year.
- GSS is also discussing a graduate student orientation program for incoming students next year and also organizing social events for all graduate students.

Graduate Council Chair

Ralph Brockett, Chair, thanked the Graduate Council for the opportunity to serve as Graduate Council Chair and noted that the group will be working on important issues throughout the year through the committee structure.

6. New Items from the Floor

There were no new items from the floor.

The meeting was adjourned at 4:15 p.m.

Respectfully Submitted,

Gay Henegar and Kay Reed
Secretary to Graduate Council

ATTACHMENT 1
ACADEMIC POLICY COMMITTEE
THURSDAY, AUGUST 30, 2012, 2:15 P.M. – 3:30 P.M.
111 STUDENT SERVICES BUILDING

REPORT

Present: Stefanie Ohnesorg (Chair), Ralph Brockett, Yanfei Gao, Carolyn R. Hodges, Jennifer Morrow, Peggy Pierce, Kay Reed, Amanda Sanford, Shawn Spurgeon, Ahmad Vakili.

The meeting was called to order by Stefanie Ohnesorg, Chair, at 2:15 p.m. Ohnesorg provided a summary of procedures for the committee and its role in the Graduate Council. Introductions were provided by each member. Ohnesorg stated that some of the topics to be covered on the agenda for the 2012-2013 year were policies on videoconferencing of thesis/dissertation defenses, credit hour definition, and conditional admission for English language instruction.

Agenda items for this meeting were:

Doctoral Language Exam Policy – a discussion concerning the proposal from the faculty in the Department of Modern Foreign Languages and Literature (MFL) was revisited from an earlier presentation in 2011-2012. The faculty from MFL had introduced a proposal to the APC in October 2011 and the APC had responded in March 2012. A response was then developed in April 2012, which outlined nine points of concern from MFL faculty about the administration of the doctoral language exam. Following a discussion of the points of concern, the APC recommended that the faculty from MFL and the faculty/Directors of Graduate Studies from the departments in which the doctoral language exam is required should meet together to further review the policy and how the exam should be administered. A September 2012 meeting should be convened and also invite representatives of the Graduate Council and the Graduate School.

Thesis Registration Requirement – Kay Reed briefly discussed concerns about issues of the severity of requiring thesis students to register for three hours of 500 in a semester if all components of the thesis were not submitted successfully by the graduation deadlines in a term.

The meeting adjourned at 3:30 p.m.

The next meeting is scheduled for Thursday, October 4, 2012.

ATTACHMENT 2
Credentials Committee Report
August 16, 2012, 3:45 – 5:10 P.M.
111 Student Services Building

Present: Stephen Kania (Chair), David Anderson, Ben Blalock, Robert Fuller, David Keffer.

The committee voted to recommend that the following faculty members be granted approval to direct doctoral dissertations:

Name	Title	Current Department	Type of Request	Approval
Arimilli, Rao	Professor	Mechanical, Aerospace, and Biomedical Engineering	Tenured Continuing	10 Years, 8/1/2022
Colby, Sarah	Assistant Professor	Nutrition	Probationary	Until Tenure
Critzer, Faith	Assistant Professor	Food Science and Technology	Probationary	Until Tenure
Hauser, Loren	Research Assistant Professor	Genome Sciences	Non-Tenure Track Continuing	5 Years, 8/1/2017
Kim, Hyun	Assistant Professor	Geography	Probationary	Until Tenure
Nash, Michael	Professor	Psychology	Tenured Continuing	10 Years, 8/1/2022
Nguyen, Ke	Professor	Mechanical, Aerospace, and Biomedical Engineering	Tenured Continuing	10 Years, 8/1/2022
Pelletier, Dale	Adjunct Assistant Professor	Genome Sciences	Non-Tenure Track Continuing	5 Years, 8/1/2017
Sharma, Maduri	Assistant Professor	Geography	Probationary	Until Tenure
Srinivasan, M.M.	Professor	Statistics, Operations, Management Science	Tenured Continuing	10 Years, 8/1/2022
Tonn, Bruce	Professor	Political Science	Tenured Continuing	10 Years, 8/1/2022
Tyler, Donald	Professor	Biosystems Engineering and Soil Science	Tenured Continuing	10 Years, 8/1/2022

ATTACHMENT 3**Graduate Curriculum Committee Report
Law Library, 4th Floor, Rare Books Room
Thursday, August 23, 2012**

Members present: Chad Autry (for Russell Crook), David Bemis, Eric Boder, Alexandra Brewer, Ralph Brockett, Daniel Feller, Leslee Fisher, Thomas Haddock, Sibyl Marshall, Rebecca Prosser, Marlys Staudt, Dixie Thompson, Kay Reed, Catherine Cox and Cheryl Norris.

Sibyl Marshall called the meeting to order at 3:45 p.m. Sibyl welcomed the new members and explained the process of the Curriculum Committee.

The following colleges submitted curriculum proposals:

The College of Arts and Sciences

- Request to rescind proposal for new MFA degree, English Major for fall 2012 effective date. The Department of English requests to rescind the proposal to add the new MFA degree for 2012, as they were unable to meet the deadline for THEC's July meeting. They will resubmit the proposal this year for effective admission date of fall 2013.

The College of Education, Health, and Human Sciences

- Drop 5 courses
- Add 5 courses
- Revise 1 course
- Add new certificate – Cultural Studies in Education

All items were approved as presented and are recommended to Graduate Council for approval.

The next meeting is October 18, 2012. The meeting was adjourned at 4:20p.m.

COLLEGE OF ARTS AND SCIENCES

DEPARTMENT OF ENGLISH

- ▶ RESCIND PROPOSAL FOR THE MFA DEGREE, ENGLISH MAJOR – EFFECTIVE FALL 2012

The Department of English requests to rescind the proposal to add the MFA degree with a major in English for effective term fall 2012. We were unable to meet the THEC deadline for their July meeting to make the MFA effective fall 2012. We will resubmit our proposal this year for effective term fall 2013.

By rescinding the proposal to add the MFA degree with a major in English, the Master's program with writing concentration listed in the 2011-12 Graduate Catalog is reinstated for the 2012-13 Graduate Catalog, and the creative writing project option remains available for MA students in the writing concentration. The elimination of the writing concentration and the creative writing project option can only take place in concert with the creation of the MFA degree.

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

All changes effective Fall 2013

I. COURSE CHANGES

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

(EDAM) Educational Administration

DROP

EDAM 618 Advanced Qualitative Research in Educational Leadership (3)

SUPPORTING INFORMATION Rationale: This course, while being dropped from the EDAM listing, will be added to the departmental ELPS prefix instead. Impact on other units: None. Prefix change only. Financial Impact: None. Advanced Qualitative Research in Educational Leadership will be taught under ELPS 618 instead.

DROP PRIMARY CROSS-LISTED COURSES

EDAM 615 Research Design (3) Cross-listed (Same as HEAM 615.)

SUPPORTING INFORMATION Rationale: EDAM 615 and HEAM 615 are currently cross-listed. Courses are being combined into one prefix: ELPS 615 (dropping the cross-listing). Impact on other units: None. Financial Impact: None.

EDAM 617 Case Study Methods in Educational Research (3) Cross-listed (Same as HEAM 617.)

SUPPORTING INFORMATION Rationale: EDAM 617 and HEAM 617 are currently cross-listed. Courses are being combined into one prefix: ELPS 617 (dropping the cross-listing). Impact on other units: None. Prefix change only. Financial Impact: None.

(ELPS) Educational Leadership and Policy Studies

ADD

ELPS 615 Research Design (3) The foundations of designing, conducting, and evaluating quantitative, qualitative, and mixed-methods research and the philosophical assumptions underlying these approaches. Topics covered include: identifying a research problem, reviewing the literature, specifying a purpose, writing research questions and hypotheses, and collecting and analyzing data.

Registration Restriction(s): Minimum student level – graduate.

SUPPORTING INFORMATION Rationale: Formerly offered as a cross-listed course, it is now combined into one prefix: ELPS 615 (no longer cross-listed). Impact on other units: None. Financial Impact: None. Research Design was formerly taught as EDAM/HEAM 615.

ELPS 617 Case Study Methods in Educational Research (3) Methods, techniques and strategies consistent with case study approaches to inquiry in educational and related settings.

(RE) Prerequisite(s): 615.

Registration Restriction(s): Minimum student level – graduate.

SUPPORTING INFORMATION Rationale: Formerly cross-listed, these courses are being combined into one prefix: ELPS 617, (dropping the cross-listing). Impact on other units: None. Financial Impact: None. Case Student Methods in Educational Research has been taught as EDAM/HEAM 617.

ELPS 618 Advanced Qualitative Research in Educational Leadership (3) This qualitative methods seminar explores critical issues in qualitative research at an advanced level. Students explore more fully the areas of interviewing, thematic analysis, the use of theory and theoretical frameworks in qualitative research, and issues of methodological defensibility and analytical rigor (validity and reliability) in qualitative research.

(RE) Prerequisite(s): 615 or Cultural Studies in Education (CSE) 560.

Registration Restriction(s): Minimum student level – graduate.

SUPPORTING INFORMATION Rationale: Prefix change only, Formerly taught as EDAM 618. Impact on other units: None. Financial Impact: None.

(HEAM) Higher Education Administration

DROP SECONDARY CROSS-LISTED COURSES

HEAM 615 Research Design (3) Cross-listed (See EDAM 615.)**HEAM 617 Case Study Methods in Educational Research (3) Cross-listed (See EDAM 617.)**

SUPPORTING INFORMATION Rationale: Formerly secondary cross-listed courses. Courses are being combined into new courses. EDAM/HEAM 615 will become ELPS 615 and EDAM/HEAM 617 will become ELPS 617, (dropping the cross-listing). Impact on other units: None. Financial Impact: None.

Equivalency Table:

Current Courses	Equivalent Courses Fall 2013
EDAM 615 HEAM 615	ELPS 615
EDAM 617 HEAM 617	ELPS 617
EDAM 618	ELPS 618

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING**(CSE) Cultural Studies in Education**

REVISE TITLE

CSE 526 Philosophy of Education: Theory Writing (3)

Formerly: Philosophy of Education

SUPPORTING INFORMATION: Rationale: The title change will more accurately reflect the course as it is now taught and should help to draw students from a variety of fields of study into the course. Will help our students learn how to read, write, and critique theoretical arguments. Because the course counts as a research course and is also listed as an elective for the qualitative research certificate, the title change was requested to make the subject matter clearer to faculty and students in the college. Inasmuch as the title change does not involve the addition of a course or change in any faculty member's teaching load, there is no financial impact of the change.

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION**(FLED) Foreign Language/ESL Education**

ADD

FLED 586 Foundations of Bilingual Education: Language, Culture, and Politics (3) Examines the sociopolitical nature of language and culture, and focuses on critical understanding of intricate power relationships among race, ethnicity, identity, and social class and their impact on education of language minorities in the U.S.

SUPPORTING INFORMATION Rationale: The course will meet the following curricular needs: It is a necessary topic for all pre-service teachers who will be teaching English Language Learners (ELLs) in their mainstream classrooms. It will be a foundational course for all education major students who need to understand issues related to second language acquisition and its impact on for ELLs' content learning and to able to modify instructions for ELLs. Course will also discuss ways to differentiate instruction to meet CLD students' linguistic needs. Upon completion of the course, participants will have pedagogical understanding in working with ELLs and be able to deliver differentiated instructions in their own content areas to help them become successful learners. Course format and location: Traditional on-campus format. Impact on other units: No impact on other units. Financial impact: no financial impact because the course has been taught for several years as a special topics by the same faculty as part of load.

FLED 596 Teaching ELLs in the Mainstream Classroom (3) Focuses on understanding and meeting the needs of English Language Learners (ELLs) in the mainstream classes. Course participants will learn and practice instructional strategies that specifically address ELLs' academic needs. Offered to all education major students.

SUPPORTING INFORMATION Rationale: The ELL population is exponentially growing in public schools across the nation. Pre-service teachers need to understand and learn how to address their academic needs. This course is designed to provide pre-service teachers with a sound understanding of second language acquisition and the theoretical frameworks that guide learning and instructional models for ELLs. The course will benefit all pre-service teachers who will be most likely teaching ELLs, but not likely be prepared to accommodate them. The course will meet the following curricular needs:
It is a necessary topic for all pre-service teachers who will be teaching ELLs in their mainstream classrooms. Will be a foundational course for all education major students who need to understand issues related to second language acquisition and its impact on ELLs' content learning and to able to modify instructions for ELLs. Course will also discuss ways to differentiate instruction to meet CLD students' linguistic needs. Upon completion of course, participants will have pedagogical understanding in working with ELLs and be able to deliver differentiated instructions in their own content as to help them become successful learners. Course format and location: Traditional on-campus format. Impact on other units: None. Financial impact: None. Taught by existing faculty as part of load.

II. PROGRAM CHANGES

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

◆ ADD CERTIFICATE - CULTURAL STUDIES IN EDUCATION

In the 2013-2014 *Graduate Catalog*, add heading, text, and requirements for new certificate.

Cultural Studies in Education Graduate Certificate

The 15-hour graduate certificate in cultural studies in education is intended for currently admitted graduate students seeking to develop skills necessary when working with diverse populations, especially targeted, minority populations. Students currently enrolled in many of the graduate programs on our campus are seeking to understand their different fields of study through a cultural studies lens. A certificate in cultural studies in education will offer students a way to bundle the courses they are already taking so that they can present to future employers their skills in a way that is easily recognized. This certificate will also further prepare students to be able to apply a cultural studies focus to the work they do in their various fields of study. Certificate candidates must currently be admitted to a graduate program at the university or hold a terminal degree and be admitted to the graduate school in the certificate. All 15 hours of coursework must be completed at the University of Tennessee within five years of applying for a certificate. A 3.5 GPA must be earned in all certificate courses. All courses must be selected from the list below.

Requirements

- CSE 591.
- At least one of the following: CSE 550, CFS 592.
- At least two of the following: CSE 539, CSE 545, CSE 548, CSE 549, CSE 607, CSE 609, CSE 639, EDPY 573, RCHO 538, RCHO 591, SPST 515, SPST 542, SPST 543, TPTE 517.
- An additional 3-hour course can be taken from either of the above lists.

SUPPORTING INFORMATION Rationale: Faculty in Cultural Studies currently offer most of the courses required to obtain this certificate. Other courses listed as options are currently offered by faculty in other programs in the College of Education, Health, and Human Sciences. No new courses are being proposed for inclusion in certificate requirements. Financial impact: No financial impact. Impact on other academic units: All graduate departments within the Graduate School of Education have been contacted and invited to submit additional courses to include in the certificate.

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION

REVISE TEXT AND HEADING - TEACHER EDUCATION MAJOR, MS, TRACK 2: INITIAL LICENSURE PROGRAMS

In the 2012-2013 *Graduate Catalog*, revise the following two items under Track 2: Initial Licensure Programs:

1. under the heading Additional Course Requirements - remove current text and replace as shown below.
2. Revise name of heading Professional Year Courses to Professional Year Teacher Licensure Common Courses (text remains the same).

Additional Course Requirements (12 hours)

In addition to the Professional Year Common Teacher Licensure core of courses listed below, students must complete an additional 12 hours of coursework that is unique to their particular teacher preparation field.

Professional Year Teacher Licensure Common Courses (24 hours/credits)

TPTE 574 (2-3), TPTE 575 (12), TPTE 591 (3-4), specialty studies (6).

SUPPORTING INFORMATION Rationale: This change is to correct and clarify erroneous information in the catalog. Impact on other units: none. Financial impact: none.

ATTACHMENT 4**Graduate Council Report from the Vice Provost and Dean (9/6/12)**Admissions and Enrollment

Although applications were down 11.9% over last year, admissions reflected only a 3% decrease (83 students). A preliminary look at enrollment numbers for fall 2012 (based on the 14-day enrollment management report) reveals an increase in first-time enrollment that is a little over 9%. Those numbers do not include the College of Veterinary Medicine and the Space Institute.

Search underway for a thesis/dissertation consultant

Our thesis/consultant resigned to take a job as an archivist for UT Libraries. We have launched a search, and a message has been posted on the Graduate School web site to give students direction on formatting issues which most commonly occur. While we currently are not scheduling appointments for students, we are monitoring their email inquiries. T will also be able to talk with their graduations specialists to whom they are assigned if they have additional questions.

Policy for PhD students who wish to pursue concurrently a master's degree

The policy for the concurrent master's degree that was approved by the Graduate Council in April of this year is now in effect, beginning with the current semester. Students will use a form to request the concurrent master's degree program; that form is published on the Graduate School web page at http://gradschool.utk.edu/forms/RequestforConcurrentMastersDegree_reader.pdf. The Graduate School will review the requests. Requests from international students will be communicated to the Center for International Education before processing to check on status. Once the additional curriculum for the concurrent Master's program is entered into Banner, the student will be notified and will be eligible to apply to graduate with the master's degree.

The Key Top 25 priorities for 2012-13

Student Quality and Number – Recruitment and Diversity

- Continue to foster and build partnerships with other institutions
- Encourage increased departmental/program participation in best practices in recruitment

Operational Effectiveness

- Develop plan for electronic graduate degree audit
- Continue to work on system for integrating and collecting graduate student data

Student Financial Support – Resources for Students

- Increase and restructure fellowship support
- Funding sources: tuition increases; development funds – private and corporate; research and training grants

Student Retention and Success

- Continue to provide professional development opportunities
- Determine a means to survey and analyze campus-wide the graduate student experience

Strategic Plan for Growth

This is a foundational goal that is related to has an impact on all aspects of the graduate education plan and os related to other components of the University The plan must be developed not only through discussions among the Top 25 chairs but including participation of a broad constituency across campus.

ATTACHMENT 5
Graduate Deans' Group
Thursday, August 23, 2012, 2:00 – 3:30 p.m.
Graduate School Conference Room

Attending:

Caula Beyl for John Stier, Ernest Brothers, Chris Boake, Ralph Brockett, Joy DeSensi (Chair), George Dodds, Carolyn Hodges, Yvonne Kilpatrick, Tom Ladd, Sandy Leach, Jan Lee, Catherine Luther, Michael McEntee, Stefanie Ohnesorg, Masood Parang, Carol Parker, Roger Parsons, Kay Reed, Cynthia Rocha, and Dixie Thompson

The Graduate Deans' Group meeting was called to order by Joy DeSensi, on Thursday, August 23, 2012, at 2:00 p.m. in the Graduate School Conference Room.

1. Joy DeSensi welcomed the members and introductions were made.
2. The Graduate Deans' Group Mission was reviewed with the members of the committee.

The Graduate Deans' Group serves two specific roles or functions. First, the Group provides advice and counsel from an administrative perspective to the Graduate Council and its committees through the Associate Dean of the Graduate School on issues and policies related to graduate education and operations of the Graduate School. Second, members of the Group function to insure that information accruing from actions of the Graduate Council flows back to the individual academic units for implementation.

3. The minutes of the Graduate Deans' Group meeting from March 29, 2012 were approved.
4. Top 25 Updates: Strategic Priorities for Graduate Education - Carolyn Hodges, Vice Provost and Dean of the Graduate School, reported the following:
 - No funding was awarded this year for the Top 25 graduate education plan. Forward progress on several plans will depend on new funding from Top 25 resources and from the annual budget planning process. The next budget plan will be for two years.
 - The committee members working on recruitment and diversity have made considerable progress. They are working on developing a visitation program.
 - More graduate stipends and fee waivers are needed. In addition to the ESPN funding, new, non-recurring funds were distributed last year for top-off funding (to be used by recipients for four years). Alternate ways of charging tuition need to be considered. The committee reviewing stipends and waivers will work on that issue this year.
 - A policy for dual degree programs awarding a doctorate is in place. The first program, in the College of Education, Health and Human Services and in collaboration with the University of Padua, is soon to be launched, pending SACS approval.

- The Graduate Student Senate plans to develop a proposal for family medical leave benefits for graduate students. A survey and assessment of graduate students' experiences at UTK are being completed for all students in STEM programs. Our next steps will be to consider a campus-wide instrument for all graduate students.
 - Graduate Admissions has devised an efficient admissions process that makes use of the ADMIT program and will launch it this fall.
 - Central administration wants us to come up with a growth plan to help determine where to invest new funding. Growth in graduate student enrollment will depend to a great extent on increased research number of faculty. Space and facilities are additional concerns. All areas of the Top 25 plan will be part of the discussion.
5. Plan for Ph.D. Teaching Certification Program (Attachment 1)
David Schumann, Director of the Teaching and Learning Center, presented a plan for a Ph.D. Teaching Certification Program.
- The certification program is a collaboration between the UT Graduate School and the Tennessee Teaching and Learning Center.
 - The program will include a rigorous 15- to 18-month individualized program overseen by a faculty consortium. The class size will include 20 students in pilot program and 40 students to be admitted each semester.
 - A schedule of the program was shared, which ends in a practicum experience at UT or neighboring institutions.
 - At the completion of the program, students will be proficient in twelve areas of teaching that benchmarks top 25 institutions.
6. Overview of the Office of Training and Mentoring (Attachment 2)
Ernest Brothers has been working with departments by assisting with recruitment efforts and collaborations with other universities. Memoranda of Understanding have been signed with Jackson State University, Pellissippi State Community College, and Morehouse College. Other collaborations are in the process of being developed. Mentoring Workshops/Seminars are offered by Ernest Brothers. Ernest Brothers shared the following statement regarding recruitment from the Council of Graduate Schools: "Individual faculty members will always remain the single best recruiters of graduate students" (Council of Graduate Schools, 2004, p. 21).
7. Pathways to Careers (Council of Graduate Schools) (Attachment 2)
Ernest Brothers presented the following information from the Council of Graduate Schools: In order to prepare students for their futures, understanding employer expectations regarding skills and abilities of the graduate must be known. Leadership, oral and written communication, professionalism and work ethic, teamwork and collaboration, critical thinking and problem solving, and research skills and development are competencies employment sectors expect.
8. Key Dates and Timetables Dates for Fall 2012 (Attachment 3)
Kay Reed shared timetables from the Office of the University Registrar. She pointed out that the dates for dropping classes and withdrawing from the university without charges are different than the University Registrar's. She announced the position opening for the Thesis/Dissertation Consultant in the Graduate School.

9. Updates for Fall 2013 Graduate Admissions (Attachment 4)

Yvonne Kilpatrick presented information regarding new graduate admissions processes.

- The admissions staff is working in teams to better serve potential students and departments.
- CollegeNet ADMIT Program will go live the week of September 13 for the Graduate Admissions Office and will go live for the departments on the week of September 17.
- Open Houses have been scheduled by colleges. The open house gives departments the opportunity to meet and discuss the process with the staff, meet with the communication specialist regarding website and transcript submissions, speak with the residency classifier, view a video on acceptable transcript types, and watch a presentation and demonstration of the new CollegeNet ADMIT process.

10. Other

No other business was discussed.

The next Graduate Deans' Group meeting will be on Thursday, October 18, 2012, 2:00 – 3:30 p.m. in the Graduate School Conference Room.

Meeting Dates: January 10, 2013
 February 14, 2013
 March 21, 2013

With no further business, the meeting was adjourned at 3:38 p.m.

Respectfully Submitted,
Gay Henegar
Secretary to Graduate Deans' Group