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Graduate Council Minutes

Graduate Council

4-9-2009

Graduate Council Minutes - April 9, 2009

Graduate Council

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THE UNIVERSITY OF TENNESSEE

April 9, 2009 Minutes

Members Present

Mary Albrecht, Vincent Anfara, Richard Bennett, Marianne Breinig, Ralph Brockett, Clara Brown, Harry Dahms, David Dupper, Michael Essington, Daniel Feller, Robert Hatcher, Stephen Kania, Jan Lee for Sandra McGuire, Julie Lynch, Sybil Marshall, Matthew Murray, Stefanie Ohnesorg, Susan Smith, Barbara Thayer-Bacon, Carolyn Hodges, Joy DeSensi, Catherine Cox, Gay Henegar, Kay Reed

The Graduate Council meeting was called to order by Vincent Anfara on Thursday, April 9, 2009, at 3:00 p.m. in the Multipurpose Room, Black Cultural Center.

1. Minutes of the Preceding Meeting

The minutes of the February 26, 2009 meeting were approved by the Graduate Council.

2. Committee ReportsCredentials Committee

Stephen Kania, Member of the Credentials Committee, presented the report for the March 26, 2009 meeting. Council approved the committee recommendations on faculty approved to direct dissertations as presented. (Attachment 1)

Academic Policy Committee

Stefanie Ohnesorg, Chair of the Academic Policy Committee, presented the report for the March 26, 2009 meeting. (Attachment 2)

- The revised Academic Policy Committee bylaws were approved.
- A new policy on international exchange students to be included in the Graduate Catalog was approved by the Graduate Council.

Appeals Committee

Marianne Breinig, Chair of the Appeals Committee, presented the following report (Attachment 3):

- The Appeals Committee Bylaws were approved.
- The revisions on the Graduate Council Appeal Procedure were presented. "The initial grade appeal is to be made no later than 30 calendar days after the final grade has been issued." The revisions were approved by the Graduate Council.

Curriculum Committee

David Dupper, Chair of the Curriculum Committee, presented the report for the March 26, 2009 meeting. (Attachment 4)

- The changes to the College of Architecture and Design, College of Education, Health, and Human Sciences, and the Intercollegiate Comparative and Experimental Medicine were approved by the Graduate School.
- The Curriculum Committee Bylaws are posted as the first reading.

3. New BusinessTask Force on Assistantships

Carolyn Hodges, Vice Provost and Dean of the Graduate School, presented the report from the Graduate Stipends/Tuition Waivers Task Force. (Attachment 5)

4. Administrative Reports and AnnouncementsVice Provost and Dean of the Graduate School

Carolyn Hodges, Vice Provost and Dean of the Graduate School, presented the following information:

- The Task Force on Strategic Plan set goals and strategies for the Graduate School. The Graduate School now occupies a new office in Student Services building now that room renovations have been completed. The staff has grown by the addition of the Graduate Specialist and Curriculum/Catalog Specialist. Management and funding sources have been cut by 8%, but stimulus money will help in covering cuts for two years.
- Graduate Fellowship Awardees are posted on the Graduate School website.
- Admission to Graduate School is up this year.
- Admission application process has changed the way GRE scores are processed.
- Graduate Orientation, Best Practices in Teaching Seminar, and the Graduate School/Library Dissertation Workshop support student life.

- Graduate School has signed a new contract with OWL Testing Services to assist with the Speak Test. The Provost Office is supplying the funding.
- Graduate Student Senate Travel Fund needs to reside permanently under the Graduate School.
- Support is being given to the Graduate Student Senate projects such as their Welcome Reception and Love Your Library.
- Black Graduate Students held an open forum.
- Closing of housing for graduate students is a concern, and a task force has been established to find other resources and information, and assist in the transition.
- On-line Graduate Catalog will go live May 2009.
- Banner Student Database Update - Two backfill 2-year positions have been given to the Graduate School to help with the transition.
- The University Library is making progress in digital archiving.
- Some issues that still need to be addressed are data collection and management, joint degree programs, diversity plans, expectation of mentoring, overall goals and learning assessment, guidelines for professional doctorate degrees, and Master of Science degrees.

Graduate Deans Group

Joy DeSensi, Chair of the Graduate Deans Group, presented the report for the March 12, 2009 meeting. (Attachment 6)

- The Graduate Deans Group Bylaws were approved.
- One hundred fifty applications were received and thirty-eight students were awarded graduate fellowships. The fellowship recipients are posted on the Graduate School website.
- Linda Phillips presented information on digital archiving at various Graduate Deans Group meetings.
- Graduate Handbook template is being revised. An additional meeting will be called to discuss the changes.
- Matt Murray and John Nolt reported outcomes from the Adhoc Committee for Program Closures.

- Brad Fenwick, Vice Chancellor for Research, shared information on the stimulus package.
- Continued discussion for next year will be an on-line recommendation form and NRC data.

Graduate Student Senate

Julie Lynch, President of the Graduate Student Senate, presented the following report:

- The new Graduate Student Senate president is Tom Whitworth.
- The Graduate Student Travel Award applications for travel between April 15, 2009 through August 31, 2009 will be due in mid April.
- Student Health Advisory Committee was informed that the Student Health Service has not been receiving departmental lists of graduate students. The lists need to be forwarded to Jim Boyle, Administrator.
- Program and Services Fees have increased, and graduate students who are enrolled in 6 hours now have to pay the fee.

Review of 2008 – 2009 Committee Accomplishments

Academic Policy Committee – dual degrees in Engineering, international and non-degree programs, TOEFL measurement, grading scale, and mini term.

Curriculum Committee – approved new academic units, graduate certificate in music pedagogy was dropped.

Credentials – (Attachment 7)

Appeals Committee - (Attachment 8)

Graduate Council Chair

Vincent Anfara, Chair of the Graduate Council, presented the following information:

- Thanks to the chairs of the committee, Matt Murray who was his mentor, Michael Essington for agreeing to serve as Chair Elect of the Graduate Council, and those members and proxies who have finished serving their term on the Graduate Council.
- Remember to send the names of the new members and proxies for 2009 – 2012 to Gay Henegar.

- The Graduate Council and Graduate Council Committee calendar for the next year is posted on the Graduate Council webpage. Graduate Council meetings will be in the Multipurpose Room, Black Cultural Center.
- Graduate Council Orientation and first meeting will be on August 13, 2009.
- Thanks to the nominating committee, and committees who worked on the honorary degree and program closure procedures. The program closure procedure will be voted on the Faculty Senate on April 20, 2009. The approved procedure will be posted on the Provost website.
- Some accomplishments this year are the Task Force on Restructure recommendations for the Graduate School and Graduate Council Bylaws were updated.
- The Graduate Council needs representation from Intercollegiate Programs' Comparative and Experimental Medicine.
- Thank you gifts were presented to Carolyn Hodges, Joy DeSensi, Kay Reed, Catherine Cox, and Gay Henegar.

5. Items from the floor

No items from the floor.

The meeting was adjourned at 4:35 p.m.

Respectfully Submitted,

Gay Henegar
Secretary to Graduate Council

ATTACHMENT 1

CREDENTIALS COMMITTEE REPORT

THURSDAY, MARCH 12, 2009, 3:30 P.M. – 5:00 P.M.

4th FLOOR CONFERENCE ROOM, ANDY HOLT TOWER

Present: Michael Zemel (Chair), Vincent Anfara, Ed Caudill, Stephen Kania, Kay Reed, Barbara Thayer-Bacon. Electronic votes recorded for Robert Compton.

The following faculty members were approved by the committee for recommendation to the Graduate Council:

Baldwin, Debora	Associate Professor	Psychology	Continuing approval 10 years Until April 2019
Banerjee, Damayanti	Assistant Professor	Sociology	Approved until Tenure
Benner, Susan	Professor	Theory and Practice in Teacher Education	Continuing approval 10 years Until April 2019
Davis-Wiley, Patricia	Professor	Theory and Practice in Teacher Education	Continuing approval 10 years Until April 2019
Fairhurst, Ann	Professor	Retail, Hospitality, and Tourism Management	Continuing approval 10 years Until April 2019
Feldmeyer, Ben	Assistant Professor	Sociology	Approved until Tenure
Gellert, Paul	Assistant Professor	Sociology	Approved until Tenure
Groenke, Susan	Assistant Professor	Theory and Practice in Teacher Education	Approved until Tenure
Hodge, Lynn	Assistant Professor	Theory and Practice in Teacher Education	Approved until Tenure
Holmes, Jeffrey	Adjunct Professor	Physics & Astronomy	Approval for 5 years Until April 2014
Langston, Michael	Associate Professor	Electrical Engineering and Computer Science	Continuing approval 10 years Until April 2019

MacLennan, Bruce	Associate Professor	Electrical Engineering and Computer Science	Continuing approval 10 years Until April 2019
Vose, Michael	Associate Professor	Electrical Engineering and Computer Science	Continuing approval 10 years Until April 2019

The committee discussed a draft of "Doctoral Mentoring Expectations." The committee will continue this discussion.

The committee agreed to meet for an additional meeting in case requests for approval to direct dissertations came forward during the summer months. In this case, the recommendations would be sent forward to the Executive Committee of the Graduate Council for review.

The committee adjourned at 4:50 p.m.

ATTACHMENT 2

ACADEMIC POLICY COMMITTEE

Thursday, March 26, 2009

2:15 p.m. – 3:30 p.m.

237 University Center

Report

Present: Stefanie Ohnesorg (Chair), Ralph Brockett, Catherine Cox, Yanfei Gao, Robert Hatcher, Carolyn Hodges, Michael Ickowitz, Julie Lynch, Mohanan M.K., Sandra McGuire, Alisa Meador, Kay Reed.

The meeting was called to order by Stefanie Ohnesorg, Chair, at 2:15 p.m.

1. Status of Bylaws Revisions for Graduate Council.

Stefanie Ohnesorg noted that the revised bylaws would be presented at the Graduate Council meeting on April 9 for the second reading and approval. The [revision of the bylaws](#) is posted on the Academic Policy Committee web site.

2. Proposal for Policy on International Exchange Graduate Students.

The committee discussed a proposal for a new policy on International Exchange Graduate Students. The committee recommended that Graduate Council approve this policy.

PROPOSAL FOR POLICY ON INTERNATIONAL EXCHANGE GRADUATE STUDENTS

Reviewed by Academic Policy Committee March 26, 2009

Edited by Committee March 30, 2009

GRADUATE CATALOG

Admission Classifications, page 20, right column

Non-Degree Admission, last paragraph:

An international student on a student visa may not enroll as a non-degree student, except for students admitted through a reciprocal exchange program. International exchange graduate students who seek admission to UTK as non-degree students are subject to Graduate School policies affecting non-degree students. Additional information about exchange student status is found in these policies under the heading of International Exchange Graduate Students.

AND

Admission of International Students, page 21, right column:

Delete:

An international student may not enroll as a non-degree student nor be on probation.

INSERT SECTION IN GRADUATE CATALOG FOLLOWING "ADMISSION OF INTERNATIONAL STUDENTS," page 21:

International Exchange Graduate Students

The University of Tennessee, Knoxville seeks to develop and continue relationships with institutions of higher education around the world in an effort to globalize the experiences of students. The Center for International Education at UTK in collaboration with academic units establishes and maintains formal agreements between UTK and these institutions, outlining the specific conditions of each reciprocal graduate student exchange program. The Center for International Education and the Graduate School monitor jointly the International Agreements to ensure current program status and approval of graduate level student participation. As a host institution, UTK requires that all criteria for admission and enrollment for international students must be met.

An international exchange graduate student may register as a non-degree student for the period specified in the exchange agreement of up to one academic year (two full session semesters and one summer term) and must comply with all regulations

(federal and university) with regard to course load. In addition, they must meet any other requirements affecting non-degree graduate students.

An international exchange graduate student must obtain the approval of the instructor and of the graduate program director in the academic discipline prior to enrolling in a course. The transferability of academic credit is determined by the student's home institution.

International exchange graduate students are required to submit official documents and meet the requirements of the Graduate School as listed in Admission of International Students. Incoming exchange graduate students will work with the Programs Abroad Office of the Center for International Education and the coordinators of the International Agreement at the home and host institution to submit the documentation as required by all parties in the exchange .

If an international exchange graduate student who was enrolled as a non-degree seeking student later applies for admission to the University as a degree-seeking graduate student, he or she must follow the normal procedures required for admission to a degree program, as described in Admission of International Students. The use of any graduate coursework completed as a non-degree exchange student toward degree requirements will be subject to approval of the student's faculty committee. All requirements related to courses that may be counted toward graduate degrees apply, including rules concerning courses counted toward another degree.

The meeting adjourned at 3:30 p.m.

**UNIVERSITY OF TENNESSEE, KNOXVILLE
GRADUATE COUNCIL**

ACADEMIC POLICY COMMITTEE

BYLAWS

Adopted: February 2002

Revised: October 2003

February 2009

Article I:

Academic Policy Committee Mission Statement

The committee is authorized to consider, investigate, review policies, and forward recommendations to the Graduate Council for changes in the policies contained in the Graduate Catalog related to the general requirements for admission to graduate programs, enrollment of students, offering of graduate credit, and awarding of graduate degrees at The University of Tennessee, Knoxville.

Article II

Organizational Structure

The committee is a standing committee of the Graduate Council.

Article III

Membership and Officers

Section 1: Membership

To ensure a balance of representatives across colleges, the Graduate Council Chair names voting members from the Council to serve on the committee for at least one term at the beginning of each academic year.

One of the graduate student representatives serving on Graduate Council as a voting member will serve as a member of the committee. A liaison from the Graduate School is a non-voting member of the committee.

The Chair and the Vice Chair of Graduate Council are ex officio, non-voting members.

Section 2: Proxies

Proxies serve when regular Council members cannot participate in committee

functions due to a leave of absence, travel, or other scheduling conflicts. The proxy will have all the privileges and powers of the absentee member.

Section 3: Academic Policy Committee Chair

In conjunction with the Dean of the Graduate School, the Graduate Council Chair appoints the chair of the committee from the Council membership at the beginning of each academic year. The committee chair also serves as an ex officio member of the Graduate Deans Group.

Article IV

Meetings, Decision-Making and Reporting

Section 1: Meetings

All meetings of the committee will be governed by the most recent edition of *Robert's Rules of Order*. A majority of committee voting members constitutes a quorum. Majority voting will guide all decision-making. Secret ballots will be used for decision-making when requested by a majority of committee members.

A. Regular meetings

The calendar for regular meetings of Graduate Council and its committees will be set by the Executive Committee of Graduate Council in consultation with the Dean of the Graduate School. This calendar will be published on the Council web site and distributed to the membership at the beginning of the Fall semester. Committee meetings will typically take place on Thursday afternoons.

B. Special meeting

Special meetings of the committee may be called by the committee chair as needed. Except in the case of emergency, one week's notice will be provided for any called meeting.

Section 2: Agenda

The committee chair, in cooperation with the liaison from the Graduate School, prepares the agenda. Input for the agenda may be provided by members of the committee, the Dean of the Graduate School, the Graduate Deans Group, and the members of Graduate Council. Faculty and students are encouraged to present items for the agenda through direct contact with their Graduate Council representatives or to

the committee chair.

Section 3: Minutes

The committee chair will provide reports after each committee meeting, and these reports will be distributed electronically and posted on the Graduate Council web site. These reports are presented to the Graduate Council with action items as seconded motions to be considered for approval. These reports may also contain information items that are intended to keep Graduate Council informed about ongoing discussions in the committee.

Article V

Amendment of Bylaws

Committee bylaws may be amended by a two-thirds vote of committee members and subsequent approval by Council.

ATTACHMENT 3**UNIVERSITY OF TENNESSEE
APPEALS COMMITTEE
OF
THE GRADUATE COUNCIL
BYLAWS**

Draft: April 9, 2002

APPROVED BY GRADUATE COUNCIL: April 9, 2009

Article I**Appeals Committee Mission Statement**

The Committee is authorized to consider appeals from graduate students concerning a grievance that has been unresolved at the department and college level. Appeals may involve the interpretation of and adherence to university, college and department policies and procedures as they apply to graduate education and grievances concerning grades. This committee does not consider grievances related to race, gender, religion, national origin, age or handicap (handled by the Office of Equity and Diversity).

Article II**Organizational Structure**

The committee functions in support of the Graduate Council as one of its standing committees.

Article III**Membership and Officers**

Ensuring a balance of representatives across colleges, the Chair of the Graduate Council appoints seven elected members of the Graduate Council to serve on the committee. One of the graduate student representatives who serves on Graduate Council is a member.

In conjunction with the Dean of the Graduate School, the Chair of the Graduate Council appoints the chair of the committee from the Graduate Council membership at the beginning of each academic year.

The Assistant Dean of the Graduate School serves as liaison to the committee to facilitate processing of student appeals.

Article IV**Meetings, Decision-making and Reporting**

The calendar for regular, monthly meetings will be set by the committee. If an appeal is pending, the Chair will appoint two other members of the Graduate Council Appeals Committee to serve on an appeals panel along with a graduate student member. The appeals panel will meet at the next scheduled meeting time.

The Committee follows the Graduate Council Appeal Procedure, as established by Graduate Council and published on the Graduate Council web site.

The Chair summarizes the activities of the Appeals Committee to the Graduate Council at the next appropriate meeting without identifying student or departmental information.

Article V

Amendment of Bylaws

Committee bylaws may be amended by a two-thirds vote of committee members and subsequent approval of Council.

THE UNIVERSITY OF TENNESSEE
GRADUATE COUNCIL APPEAL PROCEDURE
(Effective Fall 2009)

Approved by Graduate Council: 2005

Revised: 2009

General admission, continuation, and graduation requirements are established by the Graduate Council and administered and monitored by the Dean of the Graduate School. Basic requirements of graduate education are outlined in the Graduate Catalog. Additional admission, continuation, and graduation requirements may be established by and are made available through the department or program office.

Graduate Student Rights

A graduate student is entitled (1) to be provided with a published statement of all university, college, and department requirements for continuation and graduation, and (2) to have access to the procedures and criteria for evaluation of academic performance, and the schedule and requirements for diagnostic, qualifying, comprehensive, and final examinations.

Graduate Student Responsibilities

A graduate student must abide by the Standards for Conduct outlined in the published student handbook called Hilltopics. Hilltopics and the Graduate Catalog present the Honor statement for students concerning academic honesty. All graduate students are required to acknowledge these standards of integrity and honesty in all learning, teaching, and research. A graduate student can, in turn, expect the same degree of integrity and honesty from all teachers, mentors, and advisors.

Graduate Student's Right of Appeal

A graduate student may appeal two types of academic decisions to the Graduate Council through the Graduate Appeals Committee. Students with grievances concerning the interpretation of and adherence to university, college, and department policies and procedures as they apply to graduate education should file a formal complaint with the Graduate Council through the office of the Assistant Dean of the Graduate School, but only after grievances have been duly processed, without resolution, through appropriate appeals procedures at the department and college levels. The initial appeal at the lowest level must be filed no later than 30 days after the incident that occasions the appeal.

Students with grievances concerning grades should file a formal complaint with the Graduate Council through the Graduate Council Appeals Committee, but only after grievances have been duly processed, without resolution, through appropriate appeals procedures at the instructor, department and college levels. Students may appeal grades only on the basis of one or more of the following allowable grounds: (1) A clearly unfair decision (such as lack of consideration of circumstances clearly beyond the control of the student, e.g., a death in the family, illness, or accident); (2) Unacceptable instruction/evaluation procedures (such as deviation from stated policies on grading criteria, incompletes, late paper examinations, or class attendance); (3) Inability of the instructor to deal with course responsibilities; or (4) An exam setting which makes concentration extremely difficult. A initial grade appeal must be filed no later than 30 days after the final grade has been issued.

Students with grievances related to race, gender, religion, national origin, age, or handicap should file a formal complaint with the Office of Equity and Diversity with a copy to the appropriate academic department head.

The Appeals Procedure

The student with a grievance to be appealed concerning grades, policies, or procedures must first follow the existing departmental procedure. At a minimum, the student must confer with the appropriate faculty member, advisor and/or major professor, the Director of the program, and then, if the issue remains unresolved, with the department head. If the appeal is denied or is determined to be outside the purview of the department, the student may appeal in writing to the dean of the college within 30 days of the departmental decision. If the student wishes to appeal the decision of the college, he or she may file a formal appeal with the Graduate Council Appeal Committee through the office of the Assistant Dean of the Graduate School within 30 days of the college decision. If the head or dean does not respond within 30 days of receiving the student's written appeal, the student should take the appeal to the next level. The formal appeal to the Graduate Council Appeals Committee must include the following written documentation:

1. Name of student filing the appeal.
2. Program in which the student is enrolled.
3. Name of student's major advisor.
4. Current contact information for the student.
5. Brief statement of the decision being appealed and the grounds for the appeal.
6. Name and position (title and relationship to student) of the person(s) to whom the original appeal was made and date of the original appeal.
7. Copies of the original statement of appeal, supporting documents clearly stating the reasons on which the appeal is based, and a statement of what remedy is being sought.
8. Copies of all official statements concerning the grievance proceedings held at the departmental and college levels and the decisions rendered in these earlier

appeals, including the response by the person(s) to whom the appeal was first made.

9. Statement of why the previous decisions are in error.

10. Release signed by the student to allow the appeal documents to be shared with members of the Appeals Committee.

It is the student's responsibility to make the case for the appeal. That is, the student should clearly indicate in the matter of a grade appeal one or more of the allowable reasons for appeal listed above and in the matter of an appeal of policies and procedures one or more indications of how proper policy or procedure was not followed.

To initiate the formal appeals procedure at the Graduate Council level, the student must submit a letter of appeal containing all the above information to the Assistant Dean of the Graduate School with copies to the department head and dean of the student's college. The Assistant Dean will promptly forward the material to the Chair of Appeals of the Graduate Council. The Chair will then appoint two other members of the Graduate Council Appeals Committee to serve on an appeals panel along with a graduate student member. The Assistant Dean will distribute all materials to these members of the Appeals Panel, and will convene the members at the earliest opportunity. The Appeals Panel will at this meeting record by majority vote whether or not a hearing concerning the appeal should be held or if the appeal should be denied. The Appeals Committee will notify the Dean of the Graduate School of its decision in a timely manner.

Composition of Appeals Hearing Panel

The Dean of the Graduate School appoints for each mandated hearing a hearing panel of five members, four of whom are elected members of the Graduate Council and the fifth the

graduate student representative to the Council or her/his designee. Each panel is comprised of members not of the same college as the student filing the appeal. The Dean will send a specific charge to the hearing panel, defining the subject matter of the appeal, that may indicate the need for a new review of the merits of the grievance. The Chair of Appeals of the Graduate Council will facilitate the meeting of the hearing panel but will not vote on the matter.

The Appeals Hearing

The Chair of Appeals will schedule a hearing within 30 days of the Dean's appointment of a hearing panel and will distribute material to all members of the panel. The parties involved in the appeal are entitled to the following procedural rights: (1) a written notice of the time and place of hearing, and (2) the opportunity to present all pertinent evidence, including witnesses. The student involved in the appeal may be assisted at the hearing by a member of the faculty or a student representative of choice.

The hearing panel may require the student and appropriate university officials to provide, in advance of the hearing, further written statements, records, reports, and other documentation bearing on the issue under consideration.

The hearing panel will (1) conduct a hearing in closed session, (2) prepare a summarized record of the hearing to be forwarded to the Dean of the Graduate School and presented to the Graduate Council, (3) make findings of facts and a recommendation concerning disposition of the appeal to the Dean, (4) and report a summary on the activities without identifying student or department information to the Graduate Council at the next appropriate meeting.

The Dean will review all documents and either accept or reject the panel's recommendation. The Dean's decision and reasons for it, as well as any action that should be taken, will be sent to all involved parties. The Dean's decision is final.

ATTACHMENT 4

Thursday March 26, 2009	Graduate Curriculum REPORT	3:30 p.m. University Center Room 237
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Present: David Dupper (Chair), Suzi Allardt for Eric Haley, Richard Bennett, Clara Lee Brown, Harry Dahms, Christine Holmlund for Daniel Feller, Sibyl Marshall, Jan Rosinski, Catherine Cox, Kay Reed, Tom George, Jan Lee.

The meeting was called to order by David Dupper at 3:30 p.m. in University Center Room 237.

The following curricular proposals were approved by the committee and recommended to the Graduate Council for approval:

- College of Architecture and Design
- College of Education, Health, and Human Sciences
- Intercollegiate – Comparative and Experimental Medicine

The committee discussed the [proposed Curriculum Committee bylaws](#). The attached draft was approved for recommendation to the Graduate Council for adoption.

The meeting adjourned at 4:10 p.m.

* Indicates majors/degrees/concentrations being added/dropped.

❖ Indicates certificates/minors being added/dropped.

COLLEGE OF ARCHITECTURE AND DESIGN

All changes effective Fall 2010

I. COURSE CHANGES

SCHOOL OF ARCHITECTURE

(133) (ARCH) Architecture

ADD

505 History and Theory of Architectural Stewardship (3) Analyzes buildings as urban interventions that transmit the past into the present. Approaches to maintaining the architectural fabric of cities. Topics engage theories of cultural stewardship in design through issues of re-use, public space, and artistic expression.

(DE) Prerequisites: 521 or 213.

Comment(s): Required for MArch Track 2 students.

II. PROGRAM CHANGES

SCHOOL OF ARCHITECTURE

REVISE INTRODUCTORY TEXT – ARCHITECTURE MAJOR – MArch

On page 54 of the 2008-2009 *Graduate Catalog*, replace paragraph 4 with the following:

The School of Architecture offers three tracks leading to the Master of Architecture degree:

Track 1 is a post-professional degree for students with an accredited professional degree in architecture who seek to develop an area of specialization.

Track 2 is a two-year path in the professional degree program for students with a 4-year pre-professional bachelor's degree in architecture from a NAAB accredited program or foreign equivalent.

Track 3 is a professional degree program-for students who already hold a bachelor's degree or an advanced degree in another field.

SUPPORTING INFORMATION: Rationale: The current designations are Track 1 (professional) and Track 2 (post-professional). Like Landscape Architecture, Architecture uses a sub-designation of Track 1, Path A (no previous architecture degree) and Track 1, Path B (4-yr degree in architecture). This is confusing to students, applicants, and faculty. The new designation identifies a place in the MArch degree for '4+2' students (the current Path B). Course Format and location: N/A. Impact on other units: None. Financial impact: None.

REVISE ADMISSIONS TEXT – ARCHITECTURE MAJOR – MArch

On page 54 of the 2008-2009 *Graduate Catalog*, delete current admissions text and replace with the following:

The following must be submitted by all applicants directly to the Office of Graduate and International Admissions:

- A completed Graduate Application for Admission. Visit their website at <http://admissions.utk.edu/graduate/> for the application process.
- The general portion scores of the Graduate Record Examination. Applicants should take the GRE at least six weeks in advance of application for admission.
- For applicants whose native language is not English, scores from the Test of English as a Foreign Language (TOEFL).

In addition to meeting the Graduate School's minimum requirements, the following specific admission requirements must be submitted to the Graduate Program in Architecture:

For applicants to all Tracks:

- An essay addressing the applicant's intent and expectations for study in the program.
- Three letters of recommendation.
- A required portfolio illustrating evidence of visual creativity and/or graphic capabilities.
- A personal on-site interview is desirable but not mandatory.

For Track 3 applicants, additionally:

- A four-year Bachelor's degree with a 3.00 GPA from an accredited college or university, or international equivalent degree and equivalent grades, as determined by the Graduate Council. Candidates with a GPA less than 3.00 may be considered for conditional admission when evidence of exceptional promise is identified. Applicants in their senior year are eligible to apply.

- Undergraduate prerequisites are 1) 12 semester hours of humanities courses, 2) one course in physics, and 3) one pre-calculus math course including trigonometry and logarithms (or college calculus or equivalent). Completion of prerequisites is not required prior to application.

Preparatory courses recommended but not required include: 1) a second course in physics, 2) calculus, 3) freehand drawing (highly recommended).

For both Track 2 and 3 applicants, additionally:

- A curriculum plan will be developed with each accepted applicant on a case-by-case basis, based on the applicant's prior education. Upon the applicant's acceptance of admission, applicants must provide comprehensive information documenting all professional courses for review of advanced standing or course waivers in the professional degree. This detailed information (syllabi, etc) is not reviewed during the application process.

For Track 2 applicants, additionally:

- A four-year degree (typically, BS, BED, or BA) in architecture, with a 3.00 GPA, or international equivalent degree and equivalent grades, as determined by the Graduate Council. Placement in the 2-year Track 2 program requires a minimum of 24 semester hours of design studio. Applicants in their senior year are eligible to apply.
- A portfolio illustrating evidence of visual creativity and/or graphic capabilities, which must include prior academic and (if applicable) professional design work.

For Track 1 applicants:

- A professional degree in architecture (5-yr Bachelor of Architecture, Master of Architecture, or Doctor of Architecture) with a 3.00 GPA, from an NAAB accredited program or international equivalent degree and equivalent grades, as determined by the Graduate Council. Applicants in their final year of a professional program are eligible to apply.
- A portfolio illustrating evidence of visual creativity and/or graphic capabilities, which must include prior academic and (if applicable) professional design work.
- An essay of intent identifying a specific area of study aligned with the general goals of the Architecture Graduate Program and the existing research / scholarship interests of the standing faculty in the College of Architecture and Design. Applicants may choose focus on either advanced design skills or research-oriented focus.
- Prior contact with individual faculty members in the applicants interest area and with the college's Director of Graduate Studies is highly recommended.

SUPPORTING INFORMATION:

Rationale: Clarifies various degree types and accreditation that are acceptable as preparation for Track 2 and 3. Adds a minimum requirement for undergraduate studio courses for admission to Track 2. Clarifies that applicants in their senior year of undergraduate school are eligible to apply. This is a common question. Defines the post-professional degree as design or research based. Professional programs are design based only. Adds specificity defining the statement of intent. Recommends prior contact with individual faculty members. Each Track has different requirements for background. This allows the applicant to find easily what they specifically need to know for their circumstance. The portfolio was optional for professional students; it is now required. Prerequisites are reduced to those actually needed in coursework. Calculus requirement is reduced to pre-calculus. No architecture technology courses use calculus. Physics is reduced from two courses to one. This is still beyond all peer institutions. None of our peers have math or physics undergraduate prerequisites. Clarifies that prerequisites can be taken after enrolling in the program (there are prerequisites for specific courses). This is the most common applicant question. Adds statement of recommended preparatory courses in place of the reduced requirements. Adds a paragraph explaining the process of course waivers. Students are constantly confused about which items of an application to send where. This places all requirements in one place, where the applicant actually reads it. Course Format and location: N/A. Impact on other units: None. Financial impact: None.

REVISE REQUIREMENTS (HOURS, ADDING A NON-THESIS OPTION, AND ADDING A TRACK 3) – ARCHITECTURE MAJOR - MArch

On page 54 of the 2008-2009 *Graduate Catalog*, delete current requirements text and replace with the following:

Track 1 requires a minimum of 36 semester hours of graduate course work, taking approximately three semesters of full-time study. A concentration area of study from among the currently available options must be selected. Self-designed concentrations will also be considered upon petition to the College's Director of Graduate Studies.

Track 2 requires a minimum of 60 semester hours of graduate course work, taking approximately two years of full-time study. A concentration within the program options is optional.

Track 3 normally requires 102 semester hours of graduate course work, taking approximately three and a half years of full-time study. Students with prior formal education in design may receive advanced placement upon admission. In such cases, Track 3 requires a minimum of 75 semester hours of graduate course work. A concentration within the program options is optional.

Track 1 requires 6 hours of Thesis 500 with a public presentation and oral defense of the thesis. For Tracks 2 and 3, the thesis is optional and requires a minimum design studio GPA of 3.5 in the three semesters preceding the thesis semester, as well as approval by the Director of Graduate Studies.

SUPPORTING INFORMATION:

Rationale: Requirements for each degree are articulated separately. The Track 1 MArch increases from 30 to 36 hours. (Track 1 in the current catalog is now referenced as Track 2). In general, we believe that three terms is the minimum to complete a program culminating in a thesis. Students in a 30-hour program are tempted to try to complete in two semesters. The 36-hour program allows the MArch post-professional to align with other graduate programs at 12 hours per semester, rather than the typical 15 hours per semester for MArch professional students. A concentration becomes required in Track 1 and optional in Tracks 2 and 3. There are currently no concentrations. The next item addresses new

concentrations. The minimum graduate hours for Track 2 is now set at 60 (Track 2 in the current catalog was "path B" within Track 1). Adding a Track 3. The total hours for Track 3 is reduced from 106 to 102. Course overloads in the required summer session (13 reduced to 12) and in one academic semester (18 reduced to 15) have been eliminated in the curriculum. Previously, a combination of undergraduate and graduate course work was taken by Track 3 students, which included 46 undergraduate credits and 60 graduate credits. We are now in the process of creating a curriculum in which graduate courses are always distinguished from undergraduate courses. A long list of such changes in course numbers, etc. will be submitted in the fall. We believe that graduate students should take graduate courses with graduate content for graduate credit. The difference between "normally requires 102" and "minimum of 75" allows us to give advanced placement for Track 3 (Track 1, Path A in the current catalog). The students with a design degree in another field (Interior Design, Landscape Architecture, etc.) makes thesis optional in Track 2 and 3 and implements a GPA requirement for thesis. In a professional program, we find that it is difficult enough to master the discipline without the added expectations of thesis. Some students are capable. Others need another semester of disciplined guidance. Also, as the MArch program grows, the faculty are potentially over-burdened with multiplying thesis committees. The typical faculty member already has 18 contact hours per week without serving on a thesis committee. The option of thesis aligns the MArch program with similar options in the MLA program.

Course Format and location: N/A. Impact on other units: None. Financial impact: Overall course credit reductions are small. We will see one credit summer budget reduction for 12-15 students. One academic course moves from required to elective. This may yield an overall small savings in the number of electives offered. The Track 1 will be offered for the first time in 2010-2011. It will raise the level of discourse, design, and support research in the College. This should have indirect benefits for the faculty. Recruiting better students and growing the graduate program should follow from better articulation of programs designed for specific applicants, some of which we cannot now serve well. Thesis is an independent studio format with a 3-faculty committee. The option is for a 'diploma studio,' which is faculty led. Impact on other units: Arch and MLA can combine the 580 Thesis preparation course with a more limited number of students. Offers options, to be explored for relationships between BArch Capstone Studio and MArch Diploma Studios. Financial impact: None or savings by offering final studio options combined with other programs.

✿ ADD THE FOLLOWING CONCENTRATIONS - ARCHITECTURE MAJOR - MArch

Urban Design concentration
Sustainable Design concentration

Concentrations

A concentration consists of 12 hours of graduate course work, which includes research and design options. Within the Master of Architecture degree, the College of Architecture and Design offers an optional concentration in Urban Design and a concentration in Sustainable Design.

A concentration in the MArch Track 2 and 3 requires a minimum of:

- One focus area studio and two directed elective courses, or
- Four directed elective courses

Requirements may vary by concentration area. Additionally, a concentration in the MArch Track 1 requires an approved thesis in the topic area.

❖ ADD THE FOLLOWING CERTIFICATES - ARCHITECTURE MAJOR - MArch

Urban Design certificate
Sustainable Design certificate

Certificates

The College of Architecture and Design offers a certificate in Urban Design and a certificate in Sustainable Design. Certificate programs are open to master's students in any degree program within the college and to non-degree-seeking students with a professional design degree, such as professionals seeking continuing education on a part-time or full-time basis. Certificate students must meet minimum admission requirements for one of the college graduate programs. Requirements for certificates are the same as for concentrations. All MArch concentrations qualify for a graduate certificate in the concentration. Concentrations and certificates are open to all design disciplines.

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

All Items Effective Fall 2010

I. COURSE CHANGES

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION

(978) (TPTE) Theory and Practice in Teacher Education

ADD

574 Analysis of Teaching for Professional Development (2) Strategies to document and analyze effectiveness of teaching and of professional development. Study and application of various approaches.
(DE) Corequisite(s): 575.

575 Professional Internship in Teaching (1-8) Intensive teaching and teaching-related experiences in professional settings in public schools.

Grading Restriction: Satisfactory/No Credit grading only.

Repeatability: May be repeated. Maximum 12 hours.

Comment(s): Admission to teacher education program required. Enrollment limited to post-baccalaureate students in professional year program.

591 Clinical Studies (4) Group and individual seminar activities during full-time internship. Application and evaluation of professional core competencies. Completion and presentation of portfolio and analysis of teaching project.

(DE) Corequisite(s): 575.

(289) (EDUC) Education

DROP

574 Analysis of Teaching for Professional Development (2)

575 Professional Internship in Teaching (1-8)

591 Clinical Studies (4)

EQUIVALENCY TABLE

Current Course (289) Education	Equivalent Course for Fall 2010 (978) Theory and Practice in Teacher Education
Education 574	Theory and Practice in Teacher Education 574
Education 575	Theory and Practice in Teacher Education 575
Education 591	Theory and Practice in Teacher Education 591

REQUEST FOR NON-STANDARD FORMAT COURSE

595 Special Topics: Brazil: Culture, Ecology, and Education (3)

Projected Dates for Session: 7/9 - 7/31, 2009

Total Number of Weeks: two pre-trip meeting days, 3 weeks in Brazil, one post-trip meeting date

Total Number of Contact Hours: 122 contact hours

II. PROGRAM CHANGES

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

- * DROP EDUCATIONAL ADMINISTRATION MAJOR – ED.S.

Supporting Information: Rationale: THEC identified this major as a low producing program. Closure will focus faculty resources on existing programs. Impact on other units: None. Financial Impact: Will allow resources to be utilized in other areas.

DEPARTMENT OF NUTRITION

- ❖ ADD MINOR: EPIDEMIOLOGY

On page 131 of the 2008-2009 *Graduate Catalog*, add Epidemiology Minor as follows:

Epidemiology Minor

A graduate minor in epidemiology provides the graduate student the opportunity to build a strong methodological foundation which can be applied to public health as well as to a wide variety of academic programs. Core courses are offered by the College of Education, Health, and Human Sciences, with electives available from the Colleges of Veterinary Medicine, Social Work, Arts and Sciences, Nursing, and Agricultural Sciences and Natural Resources.

Required Courses	Hours	Credit
(PUBH) Public Health 540		3
(PUBH) Public Health 530		3
(PUBH) Public Health 542		3
Elective Courses*		3
TOTAL		12

* Electives must be approved by advisor.

DEPARTMENT OF RETAIL, HOSPITALITY, AND CONSUMER SCIENCES

- * DROP RETAIL, HOSPITALITY, AND TOURISM MANAGEMENT MAJOR – MS AND CONCENTRATIONS
 - Hospitality and tourism management concentration
 - Retail and consumer sciences concentration

Supporting Information: Rationale: THEC identified this major as a low producing program. Closure will focus faculty resources on existing programs. Impact on other Units: None. Financial Impact: Change will allow resources to be utilized in other areas.

INTERCOLLEGIATE**COMPARATIVE AND EXPERIMENTAL MEDICINE**

All changes effective Fall 2010

I. COURSE CHANGES**(261) (CMVM) Comparative and Experimental Medicine – Veterinary Medicine**

ADD

508 Epidemiology of Parasitic, Foodborne, and Bacterial Zoonotic Diseases (2) Emphasis is placed on understanding the host, agency, and environmental factors that determine the distribution of diseases of importance to both human and animal populations. Selected topics include anthrax and leptospirosis, in addition to parasitic and foodborne zoonoses. This is an online course.

Registration Permission: Consent of instructor.

509 Clinical Epidemiology (3) Theory and practice of design and implementation and analysis of clinical research. Laboratories include appraisal of biomedical literature and design of a proposal for a clinical research project.

Registration Permission: Consent of instructor.

DROP

606 Clinical Epidemiology (3)**EQUIVALENCY TABLE**

Current Course (261) Comparative & Experimental Medicine	Equivalent Course for Fall 2010 (261) Comparative & Experimental Medicine
606	509

REVISE TITLE, DESCRIPTION, HOURS; AND ADD REGISTRATION PERMISSION

507 Epidemiology of Vector-Borne, Bacterial, and Viral Zoonotic Diseases (2) Emphasis is placed on understanding the host, agent, and environmental factors that determine the distribution of selected diseases of importance to both human and animal populations. Selected topics include vector-borne zoonoses, rabies, brucellosis, and psittacosis. This is an online course

Registration Permission: Consent of Instructor.

ATTACHMENT 5**Summary and Recommendations for Supporting Graduate Students at the University of Tennessee****Submitted by: Graduate Stipends/Tuition Waivers Task Force**

Committee Members: Cynthia Peterson, Chair; David Anderson; Denise Barlow; Susan Benner; Allen Dunn; Charles Glisson; Ray Hamilton; Donald Hodges; Matthew Murray; George Pharr; Carmel Price; Gregory Reed; Ann Robinson-Craig; David Straight; Carol Tenopir; Andrew York

Date: September 15, 2008

I. The Task:

Our committee was charged by Dean Carolyn Hodges of the graduate school to evaluate our current policies for allocating graduate assistantships and tuition waivers and to make recommendations for how to handle these issues in the future. The charge to the committee is attached in *Appendix A*.

In this document, we outline the steps that were taken to collect information regarding practices within our own institution and to gather data for comparison from other institutions. The work of the committee is summarized in two sections, a first that describes the process of work adopted by the committee over the last nine months and a second that summarizes our findings and makes recommendations for new ways of dealing with these issues.

II. Steps in the process:

1. Our committee was convened in the fall of 2007. We met several times initially to review our charge and to compare our own experiences with current policies and procedures. We quickly became aware that we did not have a clear understanding of how things were decided regarding current methods for distributing funds to support graduate student stipends and tuition waivers on our own campus. Our committee, which was quite diverse and represented many different disciplines and colleges, realized that we had quite varied policies and practices for this allocation. Our sharing of anecdotal information and comparison of practices among our own units occupied much of our first three meetings. Although some common practices were recognized, more “common” was the diversity that exists currently.
2. A sub-group of committee members developed an internal survey with the goal of collecting meaningful information across the board about the funding status and practices of various units on our campus. This was marginally helpful for us in compiling information about different policies. The data are hard to digest in any simple and informative way. In reviewing the data, it became clear that respondents interpreted the questions on the survey differently. Such confusion was apparent, even among our own committee members who completed the survey. In fact, when they saw the summary tabulations, they indicated that some of their answers would have been different if they had understood the questions differently. Because of the imprecise nature of the data gathering and the inconsistent and contextual nature of the responses, it is clear that we should not use specific data points from this survey to evaluate or guide policy. Once again, the diversity in practices was underscored by gathering this data. The internal survey and results are included as *Appendix B*.

3. The committee desired to compare our stipend levels, tuition waivers, student fees, insurance, etc., with other universities to determine whether our stipend packages are comparative in this market. To help with this, Denise Barlow provided data from IRIS regarding numbers of stipends and tuition waivers and ranges in stipend levels for different units.
4. For other useful comparative data, we were encouraged to wait for the results of the NRC survey. Richard Tucker had previously worked with the group compiling the data, and he receives regular correspondence from them. When we originally projected our time-frame, the data were anticipated to be available the spring semester, so we projected a June report as manageable. In fact, the data are not yet available. Nonetheless, we recommend using these data when they are available this summer or next fall for comparisons regarding monetary support for graduate students. Because different units have different peer and aspirational peers, we collected data from departments across campus and *asked them* to self-identify these programs. This list is provided as *Appendix C*. When comparing our local data to NRC data, it will be important to evaluate according to discipline and according to the appropriate peer groups.
5. The committee also developed an external survey trying to get ideas from other institutions about how they handle stipends, how often they are re-assigned/evaluated, how centralized or de-centralized these processes are, etc. In preparing our own answers to these questions, it became obvious to us that the data may be hard to validate and may not be accurate because the answers may not be straightforward. The external survey and summary of results are provided as *Appendix D*. We also requested samples of offer letters from the institutions that participated in the External Survey. These samples are provided in *Appendix E*.
6. We briefly discussed reallocation that is ongoing at present. The College of Engineering is currently re-evaluating its assignment of GTA positions. A formula has been developed for this allocation that includes research funding per unit, student contact hours, and other factors. It would be difficult to institutionalize this approach across the university because parameters would differ so drastically in different disciplines.
7. Over the course of our meetings for several months, several topics surfaced repeatedly. For example, how can we best make ourselves competitive for the best graduate students, with the ultimate goal of improving our graduate education? Are the current “job descriptions” that distinguish GA’s, GTA’s and GTAssociates necessary? How should “new moneys” for graduate assistantships be assigned? How can we deal with increasing pressures on GTA’s that come from anticipated growth in undergraduate enrollment? We labored over these and other issues repeatedly. In doing so, some observations and recommendations emerged, although the committee did not necessarily come to consensus on all issues. Our plan was to gather data so that we could better understand the system as it currently operates. We intended to make generalizations from this “big picture” data and then see where there were exceptions. We also hoped to recommend “best practices” to carry into the future. This was nearly impossible due to the wide variety in policies at present. Because this was not manageable, we will focus on points of concern and will make some recommendations in limited areas We wish to make recommendations that **maintain**

flexibility and encourage accountability. Clearly, different programs within multiple disciplines require varied approaches to these issues, and an operational model with flexibility is desirable

III. Conclusions and Recommendations:

1. Develop a plan to provide benchmark data on graduate programs on an ongoing basis:

The current allotment of TA positions and tuition waivers among departments is largely the product of historical precedent. There is no set of guidelines or principles that accounts for the way in which these funds are distributed. However, since the present pattern of allocation has been in place for a long period of time, it would be highly disruptive to simply replace it with a completely different system. Nevertheless, we feel that it is necessary to begin to establish clear guidelines for the allocation of new funding and for the possible re-allotment of funding when inequities become apparent. Toward this end, we recommend that deans and colleges (those who distribute stipend money) require that every year each department with a graduate program submit benchmark data. Although each college will develop its own set of data for determining funding priorities, we emphasize that the data to be reported should be objective rather than subjective; it should provide numbers that can be compared across units rather than “perceptions” of program effectiveness that cannot be quantified. We note that the recent experience of UTK in gathering data for the NRC process should inform our decisions about what types of information should be collected and archived for the graduate school on a yearly basis. Some of this information is maintained centrally through the Office of Institutional Research, while other information must be gathered at the departmental unit. We also emphasize that there should be an attempt at an institutional level to standardize this process so that reporting information (e.g. for Academic Program Reviews, etc.) is accumulated regularly. Most generally, we feel that there are four types of information that, where relevant, should be considered in funding decisions:

a) **Evidence of a graduate program’s general effectiveness.** This can be determined with an array of readily available data such as the GRE scores of the graduate students in the program, the number of applications and acceptances, retention data, and placement.

b) **A record of the productivity and effectiveness of a department’s graduate student teaching and/or teaching assistant duties.** Data here should establish the number of courses taught by graduate students and enumerate the other teaching services they perform, such as tutoring, grading, and assisting professors in the classroom. It should also indicate how well students are prepared for their teaching duties and include the SAIS evaluations of their classroom performance. In assessing a graduate program’s teaching performance, evaluators should remember that classroom teaching is not just a service that graduate students render for the university; it is an important part of their education.

c) Documentation of the productivity and scholarly and professional success of graduate students who receive stipends and fee waivers for assisting in research.

Students who receive stipends for assisting in research ought to be working toward clearly defined educational goals. Success in achieving these goals should be documented with records of students' publications, academic success, and job placement.

d) Evidence of educational relevance for those graduate students who receive stipends and fee waivers for extra-departmental work. Stipends and fee waivers for students who work outside of an academic department should be awarded on the basis of the work's relevance to a student's chosen discipline and career path. This can be documented with job descriptions and interviews with students.

2. Formalize a process for review of graduate support on a regular basis. The committee agreed that there is not a convenient mechanism in place for annual review of the data gathered on performance of graduate programs. We considered the Academic Program Review Process, but decided that a 5- to 10-year cycle, with different programs evaluated on a staggered schedule, would not serve these needs. For this reason, we recommend associating the review process with a mechanism that is already in place and working well—the Graduate Council. After agreeing on benchmarks and alerting departments to the need to provide data that make them accountable for their use of stipend/tuition waivers funds, we will develop and implement a plan that incorporates annual reviews of graduate funding allocations. The colleges will submit a written summary of their benchmark data for the year to the Graduate Council. A Committee on Graduate Support (a sub-committee of the Graduate Council) shall review this information and make recommendations to the Dean of the Graduate School and the Provost's office that can guide decisions for incremental funding adjustments to the colleges. Although this process is not intended to deal in the short term with reallocation of baseline funds as they exist presently, it will allow for data gathering over the long term so that multiple years of data will become available and can be used if baseline reallocation became a priority in the future. The Committee on Graduate Support would be expected to meet and evaluate during the fall, with its report/recommendations forwarded to the Dean of the Graduate School and Provost by the end of the fall to inform the budget as relevant. Thus, the benchmark data could be incorporated into annual budget hearings as needed.

3. Provide a Description of Functions for the Committee on Graduate Support within the Graduate Council. In addition to reviewing the benchmarking data provided annually to support the planning and budget hearing cycle, this new committee of Graduate Council will have a broader role in addressing policy issues and making recommendations related to financial support for graduate students. This includes all compensation issues, such as minimum stipend levels, stipend comparisons with respect to peer institutions, health insurance support, activity fees and other charges, etc. This committee, like other committees of Graduate Council, will work closely with the Graduate School staff and other related bodies to conduct its work. Policy recommendations related to graduate student support will be made to the Dean of the Graduate School and the Provost.

The benefits to establishing this committee include continuity through the membership of Graduate Council, diverse expertise from individuals across campus units that are engaged in the delivery of graduate programs, and the ability to establish institutional memory that extends beyond the memory of specific faculty members and current administrative leaders.

4. *Work with the Office of Institutional Research to Provide Reasonable Comparisons with NRC Data.* One of the primary goals of the committee was to try to gauge our competitiveness in funding graduate students by comparing our stipend levels, tuition waivers, and other compensation (e.g. insurance) with identified peers. Since the NRC data did not come in finalized form before the end of this academic year, we have decided to proceed with our report. To complete the process, we recommend that this comparison be completed.

5. *Review state-funded graduate positions in non-academic units.* A considerable portion of our state funds for graduate stipends is used for “GA” positions in non-academic units. Some of these positions have remained unfilled for a few years. A review should be performed to establish what responsibilities are associated with these positions and whether they can be met through other less expensive routes (e.g. undergraduate student workers). A close analysis should be taken to move more of these GA positions to the academic units where they support the educational mission of our university. Obviously, GA positions that are funded by various nonacademic units themselves should be continued as they are needed and can be funded outside of central state funds. A mechanism should be established whereby there is be a central “clearinghouse” for all GA positions on campus through the Graduate School. At present, these positions are advertised and hired on a case-by-case basis in a very distributed fashion, and the graduate school is only minimally involved. Since these funds support many of our students during the course of their graduate careers, they should be handled more centrally. A process should be put into place for advertising, application, and hiring of these positions.

6. *Continue to explore mechanisms for alternative support of graduate students.*

The university currently provides support for graduate students in fairly traditional ways—mainly through teaching assistantships that provide both a stipend and tuition waiver. In many disciplines, graduate students are often supported on research assistantships that are funded through fellowships or research grants. Excellence for graduate training in these units could be promoted by providing some alternative mechanisms for support.

First, more consideration should be given to providing tuition waivers for RAs. The accepted thinking about this funding mode is that the public might object to having public dollars go to support the research mission, as opposed to the teaching mission, of the university. On the other hand, fellowship donors and/or public providers of extramural funds might object if they became aware that students supported as such were also required to subsidize their instruction. A mixture of funding models that includes some attention to these other needs would seem to be prudent in keeping with newer models for public/private partnerships and tighter regulation of federal dollars allocated

to faculty researchers in higher education. It should be noted that research awards benefit many—the student, the faculty member, and the institution. The absence of tuition waivers in these instances places an inordinate burden and a very high cost for RAs. In some cases, the cost equals or exceeds that of hiring a full-time employee.

Second, the university should evaluate the possibility of charging reduced tuition/fees for graduate students who have passed their qualifying exams and are enrolled solely for dissertation hours. This would greatly benefit those supporting students on extramural funds and those departments with few GTAs. It could also allow departments to shorten the length of guaranteed GTA support, and thus bring in more new beginning graduate students.

Third, there may be cases in which tuition waivers without accompanying stipends (e.g. “tuition scholarships”) could be useful. Additional tuition waivers would mean different things to different departments. In some departments, this could lead to a significant number of additional new graduate students. In other departments, it might not result in additional new students, but rather just in subsidizing present students. This would be very useful in encouraging joint international graduate degree programs—something the University has expressed a strong interest in pursuing.

Unfortunately, the above suggestions would all demand additional funds. In some cases, they would entail a real loss of revenue to the university since these students are now paying their own tuition/fees. On the other hand, the attractive features of the alternative funding mechanisms could yield additional new graduate students who would not have attended the university without some form of tuition waiver. The marginal cost of these additional graduate students to a program should be minimal. A cursory review of present allocations indicates that there may be a number of tuition waivers that are associated with unfunded positions. This should be clarified and minimized.

Another way to increase the number of graduate students would be to convert some lecturer/instructor positions to GTA positions. The additional cost to the university is not so clear since a GTA would teach fewer courses than a lecturer/instructor, but there should be a significant savings in fringe benefit costs. Replacing some lecturers/instructors by GTAs could have a very positive effect in departments since the new GTAs would be taking graduate courses and seminars and would be much more involved in the research aspects of the department.

7. Some unresolved issues.

a) We discussed whether the current “job descriptions” for GAs, GTAs, and Graduate Teaching Associates actually serve in practice to distinguish between these categories. It might be simpler and more flexible to have a single category of “Graduate Assistant” with the actual job function determined by the units. Doing so would more easily match the versatility that we endorse with respect to broader policies for graduate funding.

b) What kinds of differences should there be between 9-month and 12-month positions?

c) Should there be a distinction between stipends for masters-level and doctoral-level graduate assistants? [This is complicated by the fact that some departments may only admit to their doctoral programs students who have completed a master’s degree, while

other departments may admit into their doctoral programs students who have completed a bachelor's degree. Should a doctoral-level graduate assistant receive a higher stipend than a masters-level GA? Should this be conditional upon completing master's-level work or upon passing the doctoral qualifiers? Or is the flexibility best left to the units?]

d) Is there a general recommendation about teaching responsibilities being in the hands of teaching assistants rather than lecturers? Or is this decision best left to the units? [The role of the University as regards teaching may at times come into conflict with the role of units in having viable graduate programs, doctoral production, and research output]

Respectfully Submitted, September 15, 2008

Committee Members:

ATTACHMENT 6

Graduate Deans' Group
Thursday, March 12, 2009, 2:00 – 3:15 p.m.
Fourth Floor Conference Room, Andy Holt Tower

Attending:

Vincent Anfara, Mary Albrecht, Joy DeSensi (Chair), Bill Dunne, Tom George, Tom Ladd, Jan Lee, Sally McMillan, Masood Parang, Carol Parker, Cynthia Rocha, Gregory Sedrick, Brad Fenwick, Carolyn Hodges, Mohanan MK, Stefanie Ohnesorg, Kay Reed.

The Graduate Deans' Group meeting was called to order by Joy DeSensi, on Thursday, March 12, 2009, at 2:00 p.m. in Fourth Floor Conference Room, Andy Holt Tower.

1. Minutes of the Preceding Meeting

The minutes of the February 5, 2009 meeting were approved.

2. Task Force on Assistantships

Carolyn Hodges shared the following conclusions and recommendations from the report from the Task Force on Assistantships:

- Develop a plan to provide benchmark data on graduate programs on an ongoing basis.
- Formalize a process for review of graduate support on a regular basis
- Provide a description of functions for the committee on graduate support within the Graduate Council.
- Work with the Office of Institutional Research to provide reasonable comparisons with National Research Council (NRC) data.
- Review state-funded graduate positions in non-academic units.
- Continue to explore mechanisms for alternative support of graduate students.
- Some unresolved issues are current job descriptions for graduate assistants, graduate teaching assistants, and graduate teaching associates; distinction of differences between 9 month and 12-month positions; stipend distinctions between master-level and doctoral-level graduate assistants; and general recommendations about teaching responsibilities being in the hands of teaching assistants rather than lecturers.

This report will be presented to the Council of Deans and Graduate Council.

3. Stimulus Package and Impact on Opportunity for Funding Research

Brad Fenwick shared information from the following handouts: American Recovery and Reinvestment Act of 2009 (\$787B), Federal S & T Budget Outlook, and Advice to Faculty. (Attachments 1,2,3)

4. Information Items from Faculty Senate

Vincent Anfara shared the following information:

- Gay has created a handout with the Graduate Council members by Colleges to be replaced. New members need to be sent to the Graduate School by March 30.
- Graduate Council elected Michael Essington as Vice Chair/Chair Elect.
- Calendar of 2009 – 2010 Graduate Council meetings are posted on the Graduate School website.
- Faculty Senate Executive Committee will present a five category scale faculty annual review resolution for approval at the Faculty Senate meeting on March 23.
- Faculty Senate Task Force on Effectiveness has made a few changes to the committees. There will be no changes made to the Graduate Council.

5. Graduate Deans' Group Bylaws Changes

The Graduate Deans' Group Bylaws were approved. They will be posted on the Graduate Council website and will be considered the first reading. The bylaws will be presented for approval at the next Graduate Council meeting.

6. Graduate Handbooks Template

Joy DeSensi stated that the 2006 Graduate Handbooks Template has been located and revisions will be made. Changes will be emailed to the Graduate Deans' Group for approval. The new template will be posted on the Graduate School website.

7. Other Business

There will be a called meeting of the Graduate Deans' Group to discuss the graduate catalog with Catherine Cox. Details of the meeting will be sent to the Graduate Deans' Group via email.

New curriculum is scheduled to be in Banner by Fall 2010 for Spring 2011 registration.

With no further business, the meeting was adjourned at 3:15 p.m.

Respectfully Submitted,
Gay Henegar
Secretary to Graduate Deans' Group

ATTACHMENT 7**CREDENTIALS COMMITTEE
Accomplishments: 2008-2009**

The committee revised its bylaws to address procedural issues and to streamline credentialing of individuals who have recently undergone other credential reviews, such as scrutiny by search committees for recent hires and by promotion and tenure committees for recently promoted faculty. The committee also conducted monthly reviews of all requests for approval to direct doctoral dissertations, as charged by the Graduate Council. Finally, the committee has initiated the process of defining mentoring expectations for faculty directing dissertation research. It is anticipated that this process will be completed during Summer 2009 and presented to the full Graduate Council for consideration in Fall 2009.

ATTACHMENT 8

Accomplishments
Graduate Council Appeals Committee
2008-2009 Academic Year

The Graduate Council Appeals committee met twice to draft a revision of the Appeal Committee Bylaws and an accompanying revision of the graduate Graduate Council Appeals Procedures. The revisions are posted. The Appeals Committee also met twice to consider an appeal by a graduate student concerning the interpretation of and adherence to college and departmental policies and procedures. Committee members voted that a hearing should be held. The appeals hearing panel conducted a hearing in closed session and forwarded its findings and recommendations to the dean of the Graduate School.