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Graduate Council Minutes - April 27, 2017

Graduate Council

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THE UNIVERSITY OF TENNESSEE

April 27, 2017 Minutes

Members present: Roman, M. (Chair), Abedi, R., Alshibli, K., Aydeniz, M., Bedford, S. (GSS President elect), Bemis, D., Black, C., Boder, E., Botzakis, S., Broemmel, A., Cruz-Camara, N., Ekici, K., Fleming-May, R., Forrest-Bank, S., Fouts, H., Francis, T., Fuller, R., Gordon, K., Gregor, J., Jackson, R., Larson, J., McConville, B., Mee, R., Moir-McClean, T., Morrow, J., Ohnesorg, S., Santore, R., Seddighi, R., Umberger, R., Wang, H., Yerukala, S (GSS President)

Ex-Officio members present: Albrecht, M., Fairbrother, J., Moore, T., Parang, M., Thompson, D., Cox, C., Sullivan, M.

The Graduate Council meeting was called to order by Chair, Marian Roman on Thursday, April 27, 2017, at 3:00 p.m. in the Friesen Black Cultural Center, Multipurpose Room.

1. Minutes of the Preceding Meeting

The Minutes of the March 23, 2017, meeting were approved by the Graduate Council.

2. Committee Reports

Academic Policy Committee (Mehmet Aydeniz, acting Chair)

No report. The April meeting was cancelled.

Appeals Committee (Jennifer Morrow, Chair)

There are no appeals to report at this time.

Credentials Report (Amy Broemmel, Chair) (Attachment 1)

Report from the April 20, 2017 meeting:

There were 22 applications submitted for review. One was found to be automatically approved because of tenure. Twenty-one were reviewed and approved for doctoral directive status.

The Graduate Council unanimously approved the Credentials Committee Report.

Curriculum Report (Robert Fuller, Chair) (Attachment 2)

Report from the April 6, 2017 meeting

The College of Education, Health, and Human Sciences submitted three proposals for program changes:

- A. To add new major and degree: EdD degree with a major in Educational Leadership
Proposal tabled – department will rewrite proposal and resubmit in the fall.
- B. Revise admission requirements for College Student Personnel major.
- C. Drop rehabilitation counseling concentration for Counseling Major, MS.

All items (except tabled EdD proposal) were approved as presented and are recommended to Graduate Council for approval.

The Graduate Council unanimously approved the Curriculum Committee Report.

3. **New Business** – There was no new business.

4. **Administrative Reports and Announcements**

Vice-Provost and Dean of the Graduate School, Dixie Thompson

(Graduate Associate Deans Minutes of March 9, 2007, Attachment 3)

(Graduate Associate Deans Minutes of April 13, 2017, Attachment 4)

- A. Thank you to everyone who served on Council this year. I think we had a really good year.
- B. From the Graduate Associate Deans Report:
 - I. We reviewed a report from Graduate Admissions showing the number of files that were reviewed and returned with a decision and the number of files that are still in the departments awaiting a decision. I encourage you to talk to your departments and for those applicants that are not going to be admitted, please return the files with a deny decision. We want the applicants to receive a decision concerning their application from UT.
 - II. Students whose native language is not English – there is language in the Graduate Catalog concerning this (i.e., English Placement Exam, English Language texting). We are going to review this carefully next year because we are not fully in compliance with the catalog text. We are going to begin this discussion in the summer and bring this to APC next year.
 - III. Implementing the process for the policy changes for the Graduate Certificates. We reviewed the process and got feedback. We are reworking that implementation plan and will distribute in time for fall 2017.
- C. It appears we will be conferring about 800 degrees next month. This number is up about 20 to 30 from last year. We have about 500 that RSVP'd to attend the Graduate Hooding Ceremony. I encourage you attend the Hooding Ceremony on May 11th. Former Governor Phil Bredesen will receive an honorary degree.
- D. Applications for Graduate Admissions: even though our numbers are slightly down as to how many have applied, the number of students that have actually confirmed and enrolled are up. We never really know until August the true numbers. But, we are hopeful that our enrolled numbers will be on the increase. We gave an extension for international admissions and that extra time produced a couple dozen applications.
- E. Recruitment efforts: I have sent emails to department offering opportunities to submit Grants to support their recruitment efforts. The end of June is the deadline to submit the paperwork.
- F. Credentials Committee: Faculty Senate has charged us to review the credentialing process next year. I want like to pull together a group to begin that discussion early fall. We need to have a credentialing process. In addition, we have to outline that process. How do we determine that faculty have the credentials necessary to direct doctoral dissertations? This process must be clearly defined for our accrediting bodies to see what we are doing.
- G. Plagiarism: Through conversations with the Faculty Senate Executive Committee, they are suggesting the process of looking for plagiarism in theses and dissertations need ethics training for both faculty and students. There is some discussion about forming a group from Graduate Council, Undergraduate Council, and Research Council to work on what ethics training looks like for both undergraduate students, graduate students and faculty. This will be a broad discussion and we will look at it as it affects ethics related to research and scholarship.
- H. Graduation Fee: Graduate Student Senate President, Shalini Yerukala, asked about paying the graduation fee more than once.
 - I. Dr. Thompson explained that when a graduate student applies to graduate on my UTK a graduation fee is automatically charged to their account. If the student does not graduate as anticipated their application is cancelled. The student must then reapply for the next anticipated term of graduation. When they reapply, they will again be charged a graduation fee. This is an automatic process that we cannot stop immediately. The solution we have developed is that if a student has to reapply to graduate they should contact their Graduation Specialist in the Graduate School and we will manually reapply them to graduate to where a fee will not be assessed. This is a time consuming process for my staff. Please communicate to your students to not apply to graduate unless they are certain they will finish that semester.

5. Graduate Student Senate (Shalini Yerukala)

- A. This is my last meeting as the GSS President. First, I want to say thank you to Dr. Thompson and the Graduate School for all their help and assistance. I also want to thank all those on Graduate Council. I have learned so much from all the committee meetings I attended.
- B. The next GSS President is Sergio Bedford and he is here today.
- C. On April 13th we had our first Annual Graduate Student Senate Awards Breakfast, sponsored by Chancellor Davenport. This was a huge success with over 350 students, faculty, and staff. We received more than 200 nominations in one week. We awarded more than 100 graduate students for outstanding achievement in research, teaching, and service to the UT. We also gave an award to a faculty member, staff member, and a student organization.
- D. Travel Fund: GSS allocated 159 awardees for summer (May 1 – August 31) 2017 travel. The awardees were from 9 different colleges and over 50 departments. The average award amount was \$472.00.
- E. Graduate and Professional Student Appreciation Week (GPSAW) was April 3 – 8. We had several wonderful events. It was a great success this year and we thank everyone involved.
 - I. Trivia night – more than 50 students attended.
 - II. Free professional clothes (coordination with Center for Career Development) - more than 50 students took advantage of this opportunity.
 - III. Talent show – we had 11 acts and more than 50 students attended. This was a big success.
 - IV. Smokey's Pantry 5K on April 8. We donated our proceeds of \$500.00 to Smokey's Food Pantry. Which provides free groceries to UT students, faculty, staff, and the community.
- F. Senate update:
 - I. We are thinking of having an orientation in the spring semester for the new senators.
 - II. SGA structure: next year we hope to get more graduate students involved.
 - III. We created new officer positions that we hope will increase awareness and student leadership with GSS.

6. Graduate Council Chair – Marian Roman

- A. I have learned so much serving as Graduate Council Chair. Stephen Kania, past Graduate Council Chair, was very helpful to me when I had questions. I will be happy to advise Jennifer if need be.
- B. I would like to share the roles of the Council membership:
 - I. Faculty members are elected for a 3-year term.
 - II. The Chair of the Graduate Council is a faculty member from Council who serves for a one-year term, following a one-year term as Vice Chair and Chair Elect. The Chair does not count as part of a school's or college's apportionment of representatives to Council.
 - III. The Chair-Elect is granted an extension of his/her appointment to Graduate Council for a period of up to three years so as to include membership on Council through one year past his/her term as Chair, serving in the capacity of past Chair. The Vice Chair does not count as part of a school's or college's apportionment of representatives to Council.
 - IV. The Vice Chair serves as Chair-Elect of Council for one year.
- C. Jennifer Morrow is our Chair-Elect who will serve as the Graduate Council Chair next year. She begins that role on August 1.
- D. The nomination for Vice-Chair is Mehmet Aydeniz, who will serve next year as our Chair-Elect. I would like to read the credentials for our Vice-Chair, Mehmet Aydeniz. Dr. Aydeniz has served on Council since 2014, serving on the Academic Policy Committee. This last year he served as Chair of APC, as the Chair, Maria Stehle was on sabbatical. In his college, he has served as a non-voting member of their curriculum committee for over five years. Also in his college, he is a member of the Graduate School of Education Leadership Council. He works closely with the Tennessee Teaching and Learning Center and is the Editor of the Journal of Research in STEM Education.
- E. After a secret ballot voting, the election for Mehmet Aydeniz as Vice Chair was unanimous.
- F. I want to thank Council for the pleasure to serve as Chair this past year. In addition, I thank each of you for your work on Council this past year.

The meeting was adjourned at 3:55.

Respectfully submitted,

Catherine Cox
Graduate Council Liaison

ATTACHMENT 1
Credentials Committee Report
April 20, 2017
111 Student Services Building

Present: Amy Broemmel (chair), Chad Black, and Jim Larson. Not present (but submitted votes electronically): Reza Abedi, Nuria Cruz-Camara, Jens Gregor, and Rudy Santore.

22 applications were submitted for review. The committee reviewed the applications and:

- ◆ 1 was found to be “automatically approved,” because of tenure (Cristian Batista from the Department of Physics and Astronomy).
- ◆ 21 were discussed and approved for doctoral directive status by the committee as indicated below.

The following faculty members were recommended for approval to direct dissertations as follows:

Employee Name	Title	Current Department	Approval
Initial Approval of Tenure Track Faculty without Tenure (Probationary)			
Liu, Jian	Assistant Professor	Physics and Astronomy	Until Tenure
Gollapinni, Sowjanya	Assistant Professor	Physics and Astronomy	Until Tenure
Coleman-King, Chonika	Associate Professor	Theory and Practice in Teacher Education	Until Tenure
Lennon, Elizabeth M.	Associate Professor	Comparative and Experimental Medicine/Small Animal Clinic	Until Tenure
Denavit, Mark	Assistant Professor	Civil and Environmental Engineering	Until Tenure
Initial Approval of Non-Tenure Track Faculty			
Tschaplinski, Timothy	Joint Faculty Professor	Bredesen Center-Energy Science and Engineering	5 years, through the 2021-2022 academic year
Sankaran, Ramahan	Joint Faculty Associate Professor	Bredesen Center-Energy Science and Engineering	5 years, through the 2021-2022 academic year
Polsky, Yarom	Joint Faculty Assistant Professor	Bredesen Center-Energy Science and Engineering	5 years, through the 2021-2022 academic year

Muchero, Wellington	Joint Faculty Assistant Professor	Bredesen Center-Energy Science and Engineering/Plant Sciences	5 years, through the 2021-2022 academic year
McManamay, Ryan	Joint Faculty Assistant Professor	Bredesen Center-Energy Science and Engineering	5 years, through the 2021-2022 academic year
Kalinin, Sergei	Joint Faculty Associate Professor	Bredesen Center-Energy Science and Engineering	5 years, through the 2021-2022 academic year
Fuhr, Peter	Joint Faculty Professor	Bredesen Center-Energy Science and Engineering	5 years, through the 2021-2022 academic year
Finney, Charles	Joint Faculty Associate Professor	Bredesen Center-Energy Science and Engineering	5 years, through the 2021-2022 academic year
Belianinov, Alex	Joint Faculty Assistant Professor	Bredesen Center-Energy Science and Engineering	5 years, through the 2021-2022 academic year
Smith, David H.	Research Associate Professor	Theory and Practice in Teacher Education	5 years, through the 2021-2022 academic year
Continuing Approval of Faculty with Tenure			
Dunn, Patrick	Associate Professor	Educational Psychology and Counseling	10 years, through the 2026-2027 academic year
Thayer-Bacon, Barbara	Professor	Educational Psychology and Counseling	10 years, through the 2026-2027 academic year
Gross, Peter	Professor	Journalism and Electronic Media	10 years, through the 2026-2027 academic year
Liuzza, Roy M.	Professor	English	10 years, through the 2026-2027 academic year
Freire, Alex	Associate Professor	Mathematics	10 years, through the 2026-2027 academic year
Renewal of Non-Tenure Track Faculty			
Kennel, Stephen J.	Professor	Comparative and Experimental Medicine	5 years, through the 2021-2022 academic year

ATTACHMENT 2
Graduate Curriculum Committee Report
405 Student Services Building
Thursday, April 6, 2017

Members present: Botzakis, S., Ekici, K., Fleming-May, R., Fuller, R. (Chair), Jackson, R., Marshall, S.

Also in attendance:

Representatives from the College of Education, Health, and Human Sciences: Fairbrother, J., Mertz, N., Derrington, M.

Chair of Graduate Council: M. Roman

Dean of the Graduate School: D. Thompson

Graduate Curriculum Coordinator: C. Cox

Robert Fuller called the meeting to order at 3:45 p.m.

We have one submission to review from the College of Education, Health, and Human Sciences

- Add new major and degree: Educational Leadership major, Doctor of Education (EdD) degree.
- Revise admissions requirements for College Student Personnel major, MS.
- Drop concentration: Rehabilitation Counseling for the Counseling Major, MS.
- Revise college catalog description to remove references to dropped concentration.

Dr. Norma Mertz presented her proposal for a new major and degree: Educational Leadership for the Ed.D.

Dr. Mertz communicated that both THEC and Mary Albrecht (SACSCOC) agreed that this proposal is not a substantive change but a modification to an existing PhD program. As this has been determined a modification, it requires no site visit from THEC. However, external reviewers are required.

Dr. Mertz clarified that the degree is a Doctor of Education.

There were concerns that important program text was not included in the curriculum proposal, such as admission requirements, thesis committee and defense, thesis course number, comp exam, and residence requirement. This information was included in the *Letter of Intent* to THEC but not in the curriculum proposal.

After discussion, there was agreement to table the EdD proposal.

The Curriculum Committee requested a rewrite of the proposal to include the above catalog text recommendations. Dr. Mertz will send a rewrite of the proposal to Catherine Cox to include and add to the Agenda of the next scheduled Curriculum Committee meeting (August 2017).

Robert thanked the Committee for their work this year. Dr. Thompson also acknowledged the work of the Curriculum Committee and the important function they have.

All items (except the tabled EdD proposal) were approved as presented and are recommended to Graduate Council for approval.

The meeting adjourned at 4:40.

Respectfully submitted,
Catherine Cox, Graduate Curriculum Coordinator

Thursday April 6, 2017 3:45 P.M.	Graduate Curriculum Committee Meeting	Student Services Building, Room 405
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AGENDA

College of Education, Health, and Human Sciences

✦ Indicates new majors / degrees / certificates being added / dropped.

▶ Indicates concentration being dropped / added.

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

All Changes Effective Fall 2018

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

SACS Learner Outcomes
Students will be able to:

1. Apply research to practice in addressing problems in educational leadership. (assessed in case studies and papers in research design course)
2. Apply professional values and ethics when making decisions in educational leadership practice. (paper presentation in ethics course)
3. Evaluate/assess effectiveness of current educational policy. (analysis-based on paper and oral presentation in policy course)

II. PROGRAM CHANGES

ADD MAJOR AND DEGREE **EdD PROPOSAL TABLED – DEPARTMENT WILL REWRITE THE PROPOSAL AND RESUBMIT**

✦ Educational Leadership Major, Doctor of Education (EdD) (PENDING THEC APPROVAL)

In the 2018-2019 Graduate Catalog, insert text and requirements for the Educational Leadership major, EdD.

Educational Leadership Major – Doctor of Education (EdD) degree*

**This program is pending approval from the Tennessee Higher Education Commission. Students will be admitted to the major and degree only after THEC approves the program.*

The Department of Educational Leadership and Policy Studies offers a Doctor of Education (EdD) degree in Educational Leadership. The four-year, 60-credit hour scholar-practitioner degree focuses on advanced district-level knowledge and leadership skills and prepares individuals for the growing variety of school and school-district leadership positions including the superintendency. The program uses a combination of delivery systems to accommodate working professionals including regular face to face weekend meetings one time a month, occasional face to face courses, and online and hybrid courses.

Educational Leadership, EdD, Requirements

Educational Leadership Core (9 credit hours)

EDAM-610 Advanced Seminar in Administrative Theory
EDAM-670 Values and Ethics in Educational Leadership
EDAM-680 Administration of Complex Organization

Educational Leadership Foundations (9 credit hours)

ELPS-695 History and Philosophy of Education
ELPS-695 Comparative Studies in Global Leadership
EDAM-629 Seminar in Policy Issues in Education

Research Foundation (9 credit hours)

ELPS-615 Research Design
EDPY-577 Statistics in Applied Fields
ELPS-695 Qualitative Research Design and Methods

Specialization (21 credit hours)

EDAM-629 Policy Analysis
EDAM-630 Politics of Education
EDAM-631 Educational Change Management
EDAM-632 School-District Leadership
EDAM-646 Personnel Administration
EDAM-650 Legal Issues in Education
— Elective

Doctoral Thesis (12 credit hours)

Total: 60 credit hours

SUPPORTING INFORMATION

Rationale: Across the state and nation, there has been a call for the advanced preparation of leaders armed with the knowledge and skills beyond that provided in initial leader preparation programs; leaders able to transform schools and school districts (Bass & Avolio, 1994; Carengie Foundation, 2012; DeMatthews & Mawhinney, 2014; DuFour & Marzano, 2011; Hanny, Jaafar & Earl, 2013). In awareness of the growing need for advanced preparation of school practitioners, The Department of Educational Leadership and Policy Studies has developed a doctoral program in Educational Leadership culminating in an EdD*. The program is designed to provide advanced study in district leadership, a unique focus among doctoral programs, and a pathway for individuals to advance into school district leadership positions, including the superintendency, while also becoming practitioner-scholars.

The PhD in Education, with a concentration in Educational Leadership was established in 1950, and has been successfully offered at UTK for the past sixty-six years. Throughout its tenure it has served to prepare aspiring new professors and policy scholars in educational leadership who sought to teach and conduct research at the university level and serve in policy-focused organizations. While the program continues to serve that function, the need for practitioner-scholars has increased.

The Department of Educational Leadership and Policy Studies is being asked by practitioners in the field to offer advanced preparation as rigorous as its PhD program, but tailored to advanced practice. However, since we did not have such a program at the doctoral level, we have had to turn away eager applicants, including many of whom graduated from our widely recognized principal preparation programs at the MS and EdS levels.

In June 2016, the department commissioned Kronley & Associates to conduct a needs assessment to determine if the requests it was getting for a practitioner doctoral program were consistent with an evidence-based demand sufficient to warrant the creation of an EdD at the University of Tennessee, Knoxville. The findings of this study supported the creation of such a program. Kronley & Associates concluded "the proposed EdD will help address significant educator needs in Tennessee," and went on to identify "a distinct and robust market" [of prospective students] who put high value on the proposed EdD from UTK and are interested in pursuing it. Further, the needs assessment affirmed that the proposed EdD was "tightly aligned with the University of Tennessee Knoxville's mission and furthers (its) recently adopted strategic plan, *Vol Vision 2020*" was "based on what are regarded as best practices that have been embraced and promoted by experts from across the United States," had "an identifiable and vigorous market for the program, which will attract motivated and qualified students who recognize its value and distinguish it from similarly named programs at other institutions," "will easily meet its recruitment goals," would add "significant value to UTK's teaching and public service efforts in ways that positively impact continuing community needs," and last but not least, would be cost-effective and "self-sustaining, with potential to grow."

*This program is pending approval from the Tennessee Higher Education Commission. Students will be admitted to the degree only after the University and THEC approve the program. The Letter of Intent and proposal submission (including ELPs faculty and CVs) have been submitted to THEC. We've also received approval from Katie High's office and from Provost Zomechick.

Impact on other units and/or courses: The new program will have little to no impact on other units or courses. It will not conflict with any other program offered at the University. Further, it will not change or alter any courses required by other programs, nor are any of the courses prerequisites for other courses or cross listed with the courses in any other programs or units. The courses to be included in the program already exist and been approved by the University.

Financial impact: The proposed program is highly cost effective. No new resources, including faculty, are required to deliver the program, and the courses in the program are already approved and "on the books". Similarly, no new facilities are needed. Existing facilities (offices, classrooms, and seminar rooms) are sufficient to accommodate the program, and the university already provides the tools to enhance online and hybrid course delivery, which will be incorporated into the new EdD program.

Support from Assessment Activities: A couple of years ago, the department conducted an informal survey of students in the Leadership Academy, one of our principal preparation programs about whether they thought we should offer an advanced practitioner doctoral degree program. The following year we sent out a survey to principals in East Tennessee and to teachers who had participated in our online principal preparation program to ask them about their interest in a practitioner doctoral program. As there seemed to be interest in having such a program, we thought it prudent to commission a more formal, external needs assessment. As discussed in the Rationale, the department commissioned Kronley & Associates, a firm that had been widely used by other universities, including the University of Chattanooga, to assess the need for the program.

REVISE COLLEGE STUDENT PERSONNEL MAJOR, MS – ADMISSION REQUIREMENTS

In the 2018-2019 Graduate Catalog, under the Admission reading, revise the last two sentences (including the admission application date) as follows:

An online admission application must also be submitted to the Office of Graduate Admissions. All materials must be submitted by December 1.

Formerly:

An online admission application must also be submitted to the Office of Graduate Admissions. It is recommended that all materials be submitted by February 15.

Rationale: The admission deadline was changed to be more consistent with peer/aspirational programs. It also provides additional time for the admission committee to review applications and to allow admitted students time to purchase tickets for Interview Weekend (typically mid-February). Impact on other units: None. Financial impact: None. Support from Assessment Activities: Review of aspirational and peer programs application deadlines.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

SACS Learner Outcomes

(RHCO) Rehabilitation Counseling

Learning objectives for the Counseling MS programs:

1. Students will demonstrate skills for individual counseling
2. Students will demonstrate skills for group counseling
3. Students will demonstrate an understanding of a theoretical orientation

Student Learning Objectives for the Rehabilitation Counseling Deafness Rehabilitation Certificate:

1. Students will demonstrate fluency in American Sign Language (ASL).
2. Students will demonstrate knowledge of deaf culture and the deaf community.
3. Students will demonstrate knowledge of community resources and services available for persons who are deaf or hard of hearing in diagnosing hearing loss, accommodating functional limitations, and obtaining and maintaining employment.
4. Student will demonstrate knowledge of adequate communication/counseling techniques with individuals who are deaf or hard of hearing.
5. Student will demonstrate knowledge of current issues concerning the deaf community, including special populations within the deaf community.

► **DROP CONCENTRATION – COUNSELING MAJOR, MS**

Rehabilitation Counseling concentration

In the 2018-2019 Graduate Catalog, drop the rehabilitation counseling concentration for the Counseling major (MS) and remove all description text of concentration from catalog.

Rationale: The Rehabilitation Counseling concentration of Counseling Major, (MS) cannot be supported and will no longer be offered. Impact on other programs: none. Financial impact: none, the concentration has already been closed.

Learning Outcomes Supported: None.

Support from Assessment Activities: Faculty recommendation from EPC, and EPC & CEHHS administrative review determined that the concentration is not viable, with decisions informed by recent negative review by the accreditation body of the concentration – the Council on Rehabilitation Education.

REMOVE LANGUAGE OF THE REHABILITATION COUNSELING ACCREDITATION CONCENTRATION FROM THE CEHHS CATALOG DESCRIPTION

In the 2018-2019 Graduate Catalog, remove the Rehabilitation Counseling Accreditation language from the college introductory text. Under the Accreditation heading, second paragraph, remove the following wording from the paragraph.

... Rehabilitation Counseling by the Council on Rehabilitation Education;

Rationale: The Rehabilitation Counseling concentration of the Counseling Major (MS) is being dropped. Impact on other programs: none. Financial impact: none, the concentration has already been closed. Learning Outcomes Supported: None.

Support from Assessment Activities: The Rehabilitation Counseling concentration is being closed and thus the language in the graduate catalog referring to the concentration must be removed/deleted.

ATTACHMENT 3
MINUTES
Graduate Associate Deans
March 9, 2017
AHT 4th Floor, 2:00 – 3:30PM

Members Attending: Dixie Thompson (Vice-Provost & Dean), Jeffrey Fairbrother (Education, Health, & Human Sciences), Mary Gunther (Nursing), Bruce Behn (Haslam Business), Todd Moore (Arts & Sciences), John Stier (Agricultural Sciences & Natural Resources), Masood Parang (Tickle Engineering), Alex Long (Law), Stephen Kania (Vet Med), Joan Rentsch (Communication & Information), Holly Mercer (Library), Claudia Kirk (Vet Med), Sherry Cummings (Social Work)

Ex Officio: Yvonne Kilpatrick (Graduate School), Savannah Ladage (Graduate School), Sarah Stone (Graduate School)

1. **Welcome & call to order** at 2 p.m. by Dixie Thompson.
2. **Minutes of the February 9, 2017 meeting were amended and approved.**
3. **3MT– Dr. Thompson**

The semi-finals were great. Dr. Thompson attended every session. The students were all very appreciative of the opportunity to share their work.

The finals will be 1-4 p.m. in Hollingsworth Auditorium on April 7. Dr. Thompson asked that this group share what they have learned that we can apply to the final. Responses:

- Dr. Fairbrother's group had nearly 50 people attending...their marketing strategy obviously worked!
- We noticed that some of the early heats came to the later ones.
- Be sure to provide orientation for the judges to make sure they are all on the same page in terms of what they are expected to do and how.
- Provide more pre-event structure.
- In the future, spend time training these students about how to talk with people who are not in the same field.
- It's hard to say "slow down" in a competition like this, but some accents were very hard to understand, especially when they only have 3 minutes to speak and they are rushing.
- Not everyone has stage presence. Encourage them to read up on how to present.
- Sound: we want to mic everyone in a timely fashion.
- Make sure the finalists and the timekeeper can both see the clock...but not the audience.
- Remind everyone to turn off cell phones; even a buzzer can be distracting.
- Judges need to let us know they are done.
- Format example of ½ present, take a short break, then the other ½ present; however, some felt the rest break was unnecessary.
- Allow time for socializing.
- Halfway through, allow a stand up break; doesn't have to be a formal stop.
- At the end, do a Q & A, perhaps while judges are deliberating.
- Hold reception in the back of the auditorium before the event begins.
- Post-reception? Something to retain the audience.
- Moving forward to next year, we'll need an earlier start.

Dr. Thompson thanked everyone for the suggestions. If there are other ideas, please let us know. She and Dr. Brothers are currently working on arranging judges for the finals.

Graduate Admissions:

Dr. Thompson asked Yvonne Kilpatrick to share information related to Graduate Admissions for the coming fall. As background, Dr. Thompson explained that the number of applications is down a little, which is problematic as we are trying to grow our graduate programs. We need to talk about it and understand what is going on in order to address it. Last year it was really helpful as we got information into your hands to have departments make decisions in a timely fashion. As we look at that timeline, applicants deserve to know if they are in or out, and also, departments need some flexibility. Basically, there are three categories of applicants:

1. Those departments know they will admit
2. Those departments know they will not admit.
3. Those in the middle.

We need that middle group in case those we have admitted don't come, but it should be narrow. We want to go ahead and admit, go ahead and deny, but keep that number in the middle reasonable. Dr. Thompson turned it over to Yvonne for further discussion.

Yvonne asked Savannah Ladage, Graduate Assistant in the Office of Graduate Admissions, to talk about the data that has been gathered and analyzed. (Handouts distributed: data set for each area). For the purposes of this report, "GA" review means graduate admissions. Also, finalized applications include admit, denies, withdraws, waitlist, etc.

Discussion:

- We did add a waitlist decision this year, although it is not yet heavily used. If departments are holding on to files, not sure whether to admit or deny, the waitlist may be a good option, just to get a decision finalized on their application.
- We would like to make use of dashboards so departments can readily see the status of their applications in these various stages.
- Those applicants still in review at this point are likely missing documents. Currently, there are 2857 that are still in department review.
- 5564 applications came in, 468 are still under review at Graduate Admissions (probably due to missing documents), 2857 are still in department inboxes waiting on decisions, and 2239 have a final decision made.
- It would be helpful to have this broken down by international/domestic.
- The process: once an application is submitted, it is reviewed for minimum requirements (GPA, TOEFLE, etc.) then it is sent on to the department. If they do not meet the minimum requirements, it shows up as a finalized rejection.
- Currently, departments are not sure how many people are stopped at the Grad School that departments never see (Dr. Thompson shared that we can provide that information.)
- Is there a best practice or goal? Perhaps not everyone has the same interpretation of what this data means. Is the goal to move the culture to having a certain number by a given date?
- Yvonne shared that she has a personal research survey that was sent out to about 800 institutes, all members of NAGAP, so additional information will be available related to best practices in the next month or so, and we can share that. Some departments are developing their own guidelines related to turn-around practices.
- Thompson: we do want a quick decision. If we use the waitlists, departments should be able to quickly put students into one of those three areas, so the student gets notified.
- Dr. Behn: Would it be possible to get a list of all of all the colleges in each of these categories by week to see where we are, at least until we get the best practices in place? Dr. Thompson said she would be fine with that.

- Comments that the process seems a little like a rolling admissions. Sometimes the PhD programs have a hard constraint of the number they can take in; so the practice is to wait until later (usually February/March) when they can look at all applicants and compare.
- Some do a cohort admissions and they either do a date, or wait until there is a critical mass because they don't want to miss someone more qualified who may come along.
- Most folks probably don't really look at it until January/February. Most units are not rolling all year.
- Yvonne shared that a colleague at another institution said that for some of their Master's programs that have very defined requirements, they make decisions centrally based on those requirements and turning them around quickly (1 day).
- Dr. Fairbrother shared that one way to move decisions very rapidly is to screen on a rolling review and put everyone in the waitlist and then in February or March go to that list to determine who we are actually going to admit. However, that may cause concern for top students, especially as part of the goal for early decisions is to notify students and let them know as soon as possible some notion of what is happening with their application.
- Dr. Thompson shared her goal on a broad scale would be that when classes are over for this semester we have notified those students who will be joining us, and those who are not would know it. The earlier the better, but certainly by the time we finish our spring work, they should know if they are in or out for the next fall.
- We also need to also be sensitive to the needs of our international students and the time it takes to process their paperwork/visa.
- Dr. Fairbrother suggested that it would be helpful for departments to know what the communication is to the students from the Graduate School, especially since ours is a two-step process of admission to the Graduate School then the department. Students sometimes call the department with questions regarding correspondence from the Graduate School.
- Dr. Thompson added that perhaps we could create a "Faculty Guide to Graduate Admissions." We could share what the process is, what the letters look like that go out, what the flow of decision making is, etc.
- Yvonne shared that a manual was created a few years ago, so it would just need to be updated and then it could be put online for availability.
- Dr. Parang shared that since Graduate Admissions doesn't hold for GRE scores, it is possible that some of the files being held at the department are actually incomplete files. There doesn't appear to be a way to distinguish those cases from instances of files just not moving through in a timely matter.
- Dr. Thompson said that because we know what the departmental requirements are, perhaps we could put it in a hold that says "incomplete" (whether for department or graduate admissions). This way it is clear that the situation is one where the applicant hasn't provided their materials, instead of an issue of processing. It also allows us to report back to the student that their materials will not be reviewed until certain items are completed.
- Yvonne shared the current process of an application is:
 - Receive application
 - Confirm receipt and tell them of the portal where they can access status and the workflow.
 - Students receive direction via email to check the portal for results when they are available.
 - It is the minimum requirements and do not include departmental items. We would have to add those.

Savannah and Yvonne encouraged everyone to contact Graduate Admissions if they have questions or need additional information about the processes.

Dr. Thompson wrapped up the conversation thanking everyone for their feedback and for helping to make the process the best it can be. We can't act on applications that are not complete, so we need to continue to think through this and improve the information we provide and how we share it.

Dr. Stier asked for perhaps a clear goal regarding graduate admissions and growth. Vol Vision and other initiatives just seem to state “more.”

Dr. Thompson shared that there are targets set out in Vol Vision with specific numbers for Masters and PhD. We will soon have 4 million dollars in non-recurring money to invest in graduate education growth and we will provide a way for colleges to get money up front to fuel growth and create revenue sharing models to sustain it. It will be a shared responsibility from central and the colleges. That will be coming, and the deans have seen the preliminary.

Dr. Stier added that another item for discussion would be to clarify how much graduate education is assessed at the P&T level and annual faculty reviews. Discussion followed regarding graduate student advising/mentoring across campus. Dr. Thompson stated that it really varies by department. The expectations in terms of mentoring graduate students seems to be quite high in some areas, but it clearly varies. Over the next year we will be looking closely at this issue of growth and what it means and how we do it. We have set goals, but not necessarily a path for getting there. We are now trying to create that path and facilitate it.

Announcements

- DGS Spring meeting was yesterday. Very positive, engaged, and informative.
- Information coming soon about GPSAW. The Graduate School will host a couple of signature events:
 - April 3, Open House: Please drop in for a meet & greet. Additional information to come.
 - April 7 – 3MT
 - New Graduate Student and Graduate Teaching Assistant Orientations will be August 8 & 10, respectively. As your colleges are planning events for August, please work around these dates if possible.
 - Brainstorm regarding recruitment: typically it happens at the unit level. Centrally, we own some of that, too. Looking at ways we can provide information, support, etc. Prospect is an example of that—it is becoming a recruitment opportunity for some of our departments. We also have the recruitment group that we have called together and are meeting with. Dr. Shared that there is money for recruitment travel and she would like to put out a call for proposals for ideas related to recruitment that we could provide seed money for. One question is that if it is put out there, would faculty respond? Discussion followed and overall the response was favorable. Dr. Thompson encouraged the group to send her ideas.

Dr. Thompson thanked everyone for attending. With no additional items, the meeting adjourned at 3:20. **Our next meeting is April 12 at 2 p.m.**

ATTACHMENT 4
MINUTES
Graduate Associate Deans
April 13, 2017
AHT 4th Floor, 2:00 – 3:30PM

Members Attending: **Dixie Thompson** (Vice-Provost & Dean), **Katherine Ambroziak** (School of Architecture), **Jeffrey Fairbrother** (Education, Health, & Human Sciences), **Mary Gunther** (Nursing), **Bruce Behn** (Haslam Business), **Charlie Charles Noble** (Haslam Business), **Todd Moore** (Arts & Sciences), **John Stier** (Agricultural Sciences & Natural Resources), **Alex Long** (Law), **Joan Rentsch** (Communication & Information), **Holly Mercer** (Library), **Sherry Cummings** (Social Work)

Ex Officio: **Yvonne Kilpatrick** (Graduate School), **Stephanie Galloway** (Graduate School), **Sean Hendricks** (Graduate School)

1. **Welcome & call to order** at 2 p.m. by Dixie Thompson.
2. **Minutes of the March 9, 2017 meeting were amended and approved.**
3. **Announcements**
 - Graduate & Professional Student Appreciation Week was a success. The students had a great time and the events were well attended.
 - 3MT Finals – thanks to everyone. It was a great event, and could not have come together without the group effort.
 - Graduate Student Senate held an awards breakfast this morning. Several hundred people there; lots of students and they had a great time. It was a wonderful event, completely student-run. Questions about the event can be directed to GSS.
 - End of the term is here! As we prepare, there may be graduate students with questions or in need of our assistance. Feel free to direct them to the Graduate School if we can help. Hooding plans are coming along; our speaker will be Michelle Harding from the Haslam College of Business. (Hooding is at 7 p.m. on May 11.)
 - Our next meeting is May 4 (not the 2nd week, which is hooding). Just a reminder that this group does meet in the summer.

4. **Process for awarding fellowships – Thompson**

Recently the accounts that funded top-off fellowships have transitioned into the Graduate School and have morphed into what is now the Tennessee Fellowship for Graduate Excellence. In that process, some changes needed to be made that would allow us to:

- continue to provide recourses to departments
- provide a level of accountability in the process and
- be in compliance with the law

Formerly the payments were being issued by the tower through payroll and being taxed. This process needed to be revised, so we developed a plan and met with business officers across campus this past Monday to walk through it. (See handout, "Tennessee Fellowship for Graduate Excellence.")

These "top-off funds" will now be processed through the Office of Financial Aid and Scholarships (instead of Payroll), and students will be awarded the money twice a year ($\frac{1}{2}$ in fall and $\frac{1}{2}$ in spring). It was noted that while most of these students are doctoral students, there are some recipients who are Master's students (when that is the terminal degree in their program).

In the future, business officers will send the Graduate School the student names, then we will review the information, approve it, and send it to the Office of Financial Aid & Scholarships. Dr. Thompson asked that colleges help us to encourage these students to register for courses on time; if they don't register, they won't get their funds.

Dr. Thompson answered questions from the group about the process and changes that have been made.

The Graduate School will host a gathering for these students in the Fall; we will consider having their faculty mentors join them for that event to set them both up for success. We do want to make sure these students are getting information about all that is available to them.

5. Process for applying for certificates – Galloway

Last fall Graduate Council voted to change the way we manage and view our graduate certificates. Effective Fall 2017, Graduate Certificates will be stand-alone programs. Also, students will now need to complete three hours for the certificate that are not being counted toward their degree program. (Note that students will apply to the graduate certificate program on the front end through Graduate Admissions, and then complete a form when the requirements are met in order to be awarded the certificate when they receive their degree.)

Because of the catalog revisions, we began to look at our processes and how we will implement the change in the coming months. We have drafted an email for the directors of graduate studies to provide them with information to help students understand this process, and would like to receive feedback before we send it out.

The following handouts were distributed:

- Current Application for Graduate Certificate
- New Process for Graduate Certificates

The following suggestions were made:

- Remove the word "New" from the top of the form.
- Clean up the language to make it clear they will "apply" to the certificate program on the front end.
- Revise the terminology on the form students use to list completed requirements for the certificate so that the word "application" is not being used. It is confusing to call both the front-end and completion requirements "applications."
- We need to give advisors a "heads up" on these issues, as well.
- As the 1st paragraph of the process document is revised, include the new language from the approved catalog revision.

- We need additional fields on the Certificate form; some certificates require more than 12 hours.
- Include a reference on the candidacy form to the policy that indicates three hours must be taken that are not part of their degree program. Help make it clear which course meets that requirement.
- We may need another line that says if you also receiving another degree; which of these courses will not be counted towards that degree?
- Let's be sure that there will not be a fee for graduate certificates application or awarding. If they are already paying a graduation fee, they shouldn't pay for a certificate.
- Create language that says "if you are earning a certificate as you are also earning a degree, complete steps 2 and 3 in the same semester."
- We need to make sure the students can apply for both the degree program and certificate at the same time.
- Include information about subsequent steps in the admission letter (which comes from Graduate Admissions).

Thanks to everyone for the feedback. We will take these ideas back and see how we can improve our process.

6. Issues related to English proficiency – Kilpatrick

Yvonne Kilpatrick provided a handout, "Graduate Catalog Policies Associated with English Language Assessment" and walked through the current policy on assessment and the supporting data. At the heart of the issue is that we have policies in our Graduate catalog related to ESL that we cannot enforce. We will talk about this more next time, but Dr. Thompson will ask that a working group be formed from this group to find a solution to the problems in this area and make recommendations that can be taken to Graduate Council.

With no additional items for discussion, the meeting adjourned at 3:30 p.m. Next meeting: May 4 at 2 p.m. in AHT 4th floor conference room.