

**Minutes of Graduate Council
December 2, 2005**

Present: P. Atkins, K. Bell, B. Chorzempa, A. Dos Reis, L. Garrick-Duhaney, J. McLaurin, D. Miller, M. Muffs, J. Rance-Roney, J. Raskin, M. Roehm

1. The minutes of the Nov. 18, 2005 meeting were unanimously approved.
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3. Announcements:

Terry Murray of the Humanistic/Multicultural Ed program has submitted a proposal. It contains two emphases for their programs: (1) Not-for-Profit and (2) Higher Education. The Educational Studies Dept, the Education Council have reviewed it and now it is being distributed to the Graduate Council for review. Terry will be invited to our next meeting on Dec. 16 to answer questions.

A new program proposal from the Psychology Dept. for a master's degree in Mental Health Counseling has been submitted. We will discuss this at our next meeting on Dec. 16, 2005.

Mary Roehm announced that the Art dept. undergraduate and graduate theses exhibitions are on display in the Dorsky Museum, Smiley Arts Building, and Fine Arts Building that include printmaking, sculpture and ceramics. Openings are Dec. 2 and Dec. 9 at 6PM. Christmas ceramics sale will occur next week, in Fine Arts Building Lobby Wed. Dec. 7, 2005 all day (10AM-5PM).

4. Old Business

Thesis and Independent Study Guidelines

Jon Raskin drafted a letter that will go out to all coordinators of graduate programs. The purpose is to keep everyone informed about the Council's interest in streamlining processes and making them more uniform. The letter is ready to go out and Laurel will send it to all programs.

Graduate School Visibility

Jon Raskin emailed John Vanderlippe concerning the graduate school's desire to give a report at a faculty meeting. Laurel will be making a presentation to the faculty at its meeting on Dec. 13, 2005 and to the Academic Senate today, Dec. 2, 2005.

Approval of Graduate Online Courses

The form for submitting an online course is online, available at the graduate school website, under the heading "Forms." Some people are not using the correct form, so copies of the correct forms were passed out to the Council members to share with departments.

There do not appear to be any specific guidelines about online graduate courses. If someone is proposing a course that will be offered online, it should be clearly indicated in the proposal exactly what special aspects of the course are offered through an online format. The course needs to be distinct from face-to-face courses. Review of online courses should be different than regular courses. If an online course is offered through a department and it is offered as a seated course, then the syllabus of the seated course is to be included. All online courses need to go through channels for approval. There was some discussion about faculty being available to meet with students from online courses. It was agreed that there should be online office hours included. Often participation in online formats is greater than seated courses. The current undergraduate online course cap is 20, which faculty may override if they wish. The number of students in online courses should be kept down to a reasonable size.

Approval of Graduate Academic Program Assessment Plans

The Council reviewed several plans as follows:

English Dept. – plan is comprehensive and internally consistent. An excellent plan.

There was a question about benchmarks of success. This does not exist in any of the assessment plans. Need to include indicators of success. How do you know that the students have actually met the requirements?

Often there are programs at the undergraduate level without graduate level programs, but they do have graduate level courses to support programs in other areas.

Foreign Languages – answered all questions. There were no issues with this plan.

Geography – OK

Mathematics – Limited. The plan did not follow the others. It is missing many important components. The plan is brief

Speech and Language – Plan is good

Psychology programs – Comprehensive and internally consistent. The attitude of the Psychology department is to look at things that are already being done and valued. They were wary of using an external instrument to assess students. It was determined there was a more systematic way of looking at what students do. The move is to take information that is already gathered to improve programs based on feedback. Recently the undergraduate major was overhauled. The dept assessed what the students were getting, compared this to other schools, and asked students their perception of what they felt they were getting out of the program. The Psychology Dept. analyzed what students were taking and which courses were being avoided. They changed some aspects to make sure students were well rounded.

A request for a listing of all graduate programs with the names of the coordinators be sent to members of the Council. This will be forthcoming.

5. New Business

Diversity/Selectivity:

The president has recently stated his priorities for the campus – specifically maintaining diversity while increasing selectivity. What does it mean for various programs? Is diversity valued? When Laurel refers to diversity, she refers to a broad definition that includes disability, gender, ethnicity, culture, sexual orientation, religion etc. Generally, from the outside, diversity is seen as ethnicity or race. One way to look at diversity is through individual programs. For the Early Childhood program, the lack of males makes it lack diversity. The following questions were raised:

- How many Asian/Native American/African-Americans students do we have?
- What about diversity of the graduate faculty?
- How many African American members of the faculty are in each program?
- We can think of diversity in various ways, but where are these students?
- What are we doing to insure diversity within education?
- How do we recruit underrepresented groups for various programs?

If we can support students of color, then they will come. We need supports to maintain and increase diversity. What are we doing to create support? Extra tutorial services, writing instruction, etc.

At the undergraduate level, selectivity is SAT scores and GPAs. At the graduate level, where are our undergraduates going? Are they getting outstanding teaching awards? What impact are they making on P-12 student learning?

Recruitment of Diverse Graduate Students

In the Art Dept. the faculty looks to recruit a diverse student body. First-generation college students often go into more prestigious programs than art, which is seen as a luxury. We need money to support these students.

Laurel raised the issue that fundraising efforts are a more integral part of a dean's job. We have a lot of competition from other local colleges. We charge the lowest tuition per credit and our fees are in line with others. Selectivity can be focused upon those who will succeed.

- Why don't we have people of color in certain programs?
- Is this important?

There are pockets of diversity within certain programs. Need to consider diversity from a broader perspective. What is the interdepartmental impact? How do we facilitate students meeting and getting involved with other students from other programs?

The Art dept will be recruiting students from inner-city schools.

Counseling centers on college campuses traditionally see few students of color. Our Counseling Center has about 30% students of color. The first person they encounter is important.

The bottom line is money to help motivate students to come here. The students come because of particular faculty they meet. Each spring faculty can go to traditionally black institutions to recruit graduate students.

The administration needs to provide support for travel and creativity/innovation in the recruitment of students of color.

Attracting a Diverse Faculty

The culture of the campus is extremely important and people of color need to see others that reflect who they are. The first impression is lasting. Suggestions and issues:

- Composition of search committees is important and should be diverse. This will help us to attract a diverse candidate pool.
- Faculty of color does not get tenure at the same rate as whites on this campus.

Marketing the Graduate School

We will be implementing a marketing strategy for our graduate programs.

Ideas:

- Create a subcommittee that could draft some action steps, then invite the provost to hear our ideas.
- Create a Graduate Student Association-currently we do not have one and we would like to offer something for graduate students who pay fees. These fees should be used for programs for them. They would function separately and become their own autonomous group. David Rooney is in charge of Student Affairs and should be approached about this.
- Graduate students need services during later hours
- Annual graduate faculty meeting – we need to look at a new format.

Graduate student orientation:

Some departments do provide an orientation, but there is no overall plan.

Graduate students have unique challenges. It is important for graduate students to develop a sense of community, and to familiarize them with the basics, such as the library, email, computer labs, etc.

Please email Laurel with any agenda items. The next meeting is Friday, Dec. 16, 2005, 1:00-3:00PM in HAB 804.

Respectfully submitted,
Karen Bell