November 19, 2020                 1 p.m. – 2:30 p.m.       WEBEX

Council in Attendance:
Mike Wittie (Engineering)
Christopher Livingston (Architecture)
Brock Smith (Agriculture)
Mark Pernarowski (Letters & Science)
Tricia Seifert (Education)
Dawn Tarabochia (Health & Human Development)
Bradford Watson (Faculty Senate)
Catherine Dunlop (Letters & Science)
Anne Christensen (Business)
Dennis Aig (Arts)
Wade Hill (Nursing)
Craig Ogilvie (Dean of The Graduate School)
Doralyn Rossenmann (Library)
Que Vo (International Programs)
Maureen Kessler (Student Representative)

Also in Attendance:
Lauren Cerretti (Graduate School)
Emily Peters (Graduate School)

Absent:

Meeting started at 1:03 pm on WebEx

November 5, 2020 minutes
• Motion to approve by Aig, 2nd by Tarabochia, unanimously passed

Announcements
• Update from the Dean
  o Admissions updates
    ▪ Holistic admissions: inclusive criteria, reduce implicit bias
    ▪ Progress on WRPG: quite a few master’s programs now eligible (150%)
  o Overwhelming semester for graduate students: encourage reaching out and having conversations about how they’re doing
  o Graduate enrollment slightly ahead compared to this time last year
  o Thanksgiving delivery dinner ran by Dean of Students—if you know graduate students in Bozeman on Thanksgiving, you can submit a form on their behalf

• Faculty Senate update (Watson)
  o Provost addressed ongoing questions regarding COVID:
Funding for testing: student testing funded through CARES act is explicitly for students
Course modality for the spring will continue as planned
Annual reviews will continue as usual with strong emphasis around supporting faculty and acknowledging successes during these times
Q: Why are we not revisiting course modalities, given the increase in cases since these were developed?
• A: Overwhelming feedback from students that they are coming to MSU for the face-to-face learning; majority of students have already registered for courses

Old Business

• PhD in Indigenous & Rural Health, Level II program proposal: No updates from proposers

• Co-convening policy discussion
  o Review feedback from national graduate dean’s discussion board
    • Most had a limit of some sort
    • Some examples around 30% limit on co-convened courses
    • Colorado St trying to implement a limit on core with more flexibility on electives
    • Boise St recently added 40% co-convened policy – gave departments a year to review their curriculum and match this new policy
  o Potential impact on departments that already use a large number of these courses and on new program proposals; review data of MSU graduate co-convened courses
    • Q: Do we have idea what fraction of graduate curricula is co-convened, compared to how many faculty?
      • A: MBI is one of the largest departments
      • Most of the required courses are co-convened in the MBI program; as a graduate student, you get less out of these courses; they are undergraduate courses with a little extra busy work for the graduate students
  o Interesting comments from other schools: co-convened courses can be helpful to start a program with limited resources, but the problem is that resources don’t follow; if students have already taken courses as UG, limited options as GR
  o Proposed policy from UGC in 2007 did not include limits on co-convened; before that policy, co-convened courses weren’t allowed at all
  o Some schools specified the number of graduate courses, which grouped co-convened and 4xx level courses – grad students could take 1/3 co-convened and 4xx level
    • Curriculum would need to have minimum of 60% graduate only courses
  o What if more than 9 credits of 4xx level, but did away with co-convened courses, would that help departments?
    • When a student adds 4xx level courses, that’s usually very individual—different than the program’s set curriculum
    • Transferability of credits? If they’re taking 4xx level when they could have been in 5xx level, would that disadvantage students going from a master’s here to doctoral program somewhere else?
    • Need to make sure grad degrees form MSU meet standards. Having more than 1/3 4xx level may not be graduate level
    • Too many 4xx level courses would affect some programs’ accreditation
• Taking 4xx level would be the same experience as a co-convened course, still not graduate level
  o Example from University of Colorado: core courses 5xx level or minimal co-convened; electives have flexibility
    ▪ Program could abuse this by having 1 core course in their curriculum
    ▪ Limit 9 credit of 4xx level and that includes co-convened; 1/3 limit for certificates
    ▪ Co-convened courses currently aren’t designated; shows the same as 5xx level
    ▪ Could create a special section number for co-convened courses (ex. online, snowmester, letters at the end of rubrics to designate core course)
    ▪ Students could take the 4xx level courses instead of the 5xx level to do less work; may need separate limits for co-convened and 4xx level
    ▪ If courses were tagged, could built rules in DW for this
  o A course might only be offered at the grad level every other year – potential solutions for existing programs that exceed new policy limit
  o The language from the 2007 policy is helpful – course syllabus must clearly define expectations – hold to higher levels on the departmental level that there is a clear difference
    ▪ Require 2 different syllabi
    ▪ Problem is with enforcement
    ▪ Not enough faculty to cover
  o New policy may slow down growth of new programs, but better quality
  o Can find 5xx level courses from other departments without having to go to the 4xx level; encourage interdisciplinary work
  o Grad School strategic plan could reflect this cap or a goal of cap on 4xx level, departments could then refer specifically to strategic plan to argue for resources
  o 1/3 is appropriate because there is a real concern about the rigor of programs if more than 1/3 is 4xx level
  o How badly will this affect some graduate programs?
    ▪ Likely 3 of our current programs, will affect new programs coming forward
    ▪ For programs with changes, they could alternate 4xx level and 5xx level alternating years
    ▪ Material Sciences enrolls students from multiple campuses
  o Bring up at Deans and Directors meeting?
    ▪ UGC present a suggestion for feedback and discussion
  o Dean Ogilvie will summarize the policy suggestions and send to policy subcommittee for review

  • Certificates in Crop Breeding & Biotechnology and Plant Disease
    o Review proposer’s responses to UGC’s questions
    o Dean Ogilvie will have a discussion with the proposers about the co-convening policy discussions and review alternatives

New Business

• UGC role description for CiM:
  o Ensure quality of graduate degrees
    ▪ Meets policies
    ▪ Graduate level learning outcomes and curricula
- Advising and Mentoring
  - Prepares students for careers
  - Reasonable requirements, expectations of students
  - With the breadth of experience on the council, it is also beneficial to the proposers that the Graduate Council provides feedback to help the proposal succeed down the line
    - Student demand
    - Placement
    - Budget
    - Infrastructure
    - Faculty and department capacity
  - Suggestion: With the Carnegie ranking, what are the expectations? How those expectations align with these goals has not been explicitly written out; alignment with strategic plan
    - Dean Ogilvie will add this language to the instructions to faculty in CiM

- **Accelerated Certificates:**
  - Grad Council defined process at proposal level for accelerated master's: grad school, registrar, financial aid sorted out internal processes
  - Council did not discuss an accelerated path to graduate certificate
  - Provided language for accelerated master's with edits to an accelerated certificate
  - Student could potentially finish an undergraduate degree and have taken enough credits to finish a graduate certificate
    - Software limitations: would have to get UG degree awarded first, flipped to a graduate student for the next semester and officially have certificate awarded the following semester
  - Council was okay with 12 credits reserved for master's, is council okay with 12 credits reserved for certificates?
    - Could be appealing to students
    - No graduate level experience?
    - Curriculum would be graduate level – taking GR courses while an undergrad
  - What does this mean for flat spot of tuition? Students could complete the 4+1 at the flat spot of tuition, is that a desirable outcome?
    - Will not earn the university any money, but it is beneficial for students
    - Would advise students to take courses in this flat spot – they can’t receive financial aid for these reserved credits
    - How do we communicate all of this to students and advisors?
      - Hands on advising will be very important
  - “Accelerated Certificate”
  - Revisit at next meeting for potential vote

Adjourned at 2:29 pm

Next scheduled meeting – TBD