AGENDA
Graduate Council & Graduate Curriculum Committee

PURPOSE: To a*dvise the Graduate Dean on matters of graduate education including curriculum, policy, degree programs and program development, graduate faculty status, and special projects as needed.*

December 7, 2010

Present**:** Randy Allen, John Allred, Matt Barton, Bill Byrnes, Christine Byrnes, Lee Lovell (Student Rep), David Lund, Matt Neves, Tony Pellegini, David Tufte (with Jeff Barnes proxy), Kelly King

Absent**:** Jeff Barnes, Carl Franklin, Nicole Funderburk, Rick Lambson

I. ANNOUNCEMENTS

- Randy Allen will be taking over as Director of the MPA graduate program

II. ACTION ITEMS

1. (See Consent curricular agenda for today's meeting)

2. Policy 6.45 Graduate Faculty – Discussed, but not voted on.

   - Eligibility, Section III A, is fine.
   - Appointment, Section III B, comments
     Tufte: It seems possible that someone can be hired as a Graduate Faculty, but then show up and not be able to get Graduate Faculty.
     Byrnes: We hire Faculty (not Graduate Faculty), then see if they are eligible for Graduate Faculty when they arrive.
     Tufte: We would have trouble hiring in Business and Finance if we could not make the offer of Graduate Faculty (because of the 3/3 load).
     Byrnes: Duly noted, but for the time being, we hire faculty and then they can apply. New hire/appointment forms have a place for hiring recommendations. I will send out a note to all Graduate program heads to remind them of that when negotiations are ongoing.
     Tufte: Could we put 3/3 load recommendation in that appointment paperwork?
     Byrnes: Sure, but the Provost, President and Trustees all have to approve it.
     Allen: the wording just realistically reflects the way the hiring process goes already … it is not removing any authority.
     Neves: Can we get clarification on the college/school reference (who is making the recommendation)?
     Byrnes: Recommendations come from the academic deans. Approved to use word "deans" in place of college/school (second sentence).
   - Appointment Criteria, Section III C, comments
     Byrnes: Are we setting up a parallel committee to the already existing LRT structure? It seems as if that is what it is doing.
     Neves: Can't we just cut C2-C5, as all of it is covered by Policy 6.1.

Neves: As the criteria is currently stated, how is that raising the bar for Graduate Faculty performance? It doesn't do anything to make Graduate Faculty members stronger faculty members than Undergraduate.

Allen: I would like localized control within the department, and then tell the departments that they need to have some criteria in their LRT process. It seems like the goal is to have a little more substance to what it means to be a Graduate Faculty member, but we also don't want to create a totally new set of standards. Why can't we just reference the departments' LRT standards?

Lund: Maybe we should have the departments come up with their own criteria.

Byrnes: The outcome of this policy I would like, is to be able to say" OK, give me a copy of your graduate requirements." These Graduate requirements cannot be the same as Undergraduate.

Pelligrini: Does that lead us down the path of a two –tiered LRT process … LRT for Graduate, and LRT for Undergraduate?

Consensus of members: No, this does nothing to the LRT process.

Byrnes: Clarify that the LRT process/wording needs to have different criteria for Grad faculty.

- Section III E1, comments

  Byrnes: Intention of 6.1 is that criteria is checked every year. So this actually runs against what we are supposed to be doing.

  Pelligrini: The point is they should be aligned at the same time so that we are not duplicating efforts.

- Section III F concerns were that it was creating another whole process.
- *Byrnes*: The clear take-away is that we need a policy articulating what it means to be Graduate Faculty.
- *Byrnes*: Through giving people Graduate Faculty status and reducing their loads to 3/3, we have given away 21 FTEs over the last seven years. BUS School specifically has had unit cost go up and their faculty loads have gone down. Results in more adjuncts. It has become an unintended consequence of the strategy of going after Graduate Programs.
- **Policy discussion tabled. David Lund will take the policy and rework the language incorporating the comments and suggestions of the committee members, and will present the newest version at the next meeting.**

3. Other actions items? None

III. DISCUSSION ITEMS

- Point in time Enrollment Comparison
  - Current head count for fall semester is 783, while registrations for spring is 595 as of Dec 7. More registrations should be coming before classes start.

- Graduate Dean Byrnes reviewed the topic of Strategic enrollment growth plans for graduate programs – Growth targets and how to get there
  - We need to start thinking about where you want to go for strategic enrollment plans for the Graduate programs.
  - We are expecting the University average increased growth at around 5%, but within individual programs it could either be more or less growth.
  - The other part of this is how are we going to maximize our delivery methods (technology) and extend our reach. This component is an important part of the USHE plan.
  - At next UGCC meeting, most likely early February, please be ready to discuss future growth goals, where the growth is going to come from, and the implications of that growth on faculty and other resources.

IV. INFORMATION ITEMS
  - Catalog copy was DUE December 6 – Reminder that revisions are needed
  - Next Graduate Council meeting: TBA, but most likely early February

CONSENT ITEMS

BUS

Prefix	Course Title	Credits	Change Requested	Action	BOR
ECON 6200	Managerial Finance	3	Prerequisite changed to **Acceptance into MBA program**; Course sequencing changed to **Spring**	Approved	
FIN 6100	Advanced Topics in Finance	3	Prerequisite changed to **Acceptance into MBA program**	Approved	
MGMT 6100	Organizational Behavior & Issues	3	Prerequisite changed to **Acceptance into MBA program**	Approved	
MGMT 6400	Strategic Analysis	3	Prerequisite changed to **Acceptance into MBA program and taken in final semester**	Approved	
MKTG 6200	Marketing Management	3	Prerequisite changed to **Acceptance into MBA program**	Approved	

EDU

Prefix	Course Title	Credits	Change Requested	Action	BOR
EESL 5300	Foundations of Bilingual/ESL Instruction	3	Title changed to **Foundations of ESL Education**; Course Description updated	Approved, with longer titles for catalog and registration coming from David Lund. Title changes (left) are the short titles for transcripts.	

EESL 5310	Understanding Language Acquisition	3	Title changed to **Understanding LA & Cognition**; Course Description updated	Approved, with longer titles for catalog and registration coming from David Lund. Title changes (left) are the short titles for transcripts.	
EESL 5320	Assessment for Diverse Linguistic Pop	3	Title changed to **Assessing ESL Learners**; Course Description updated	Approved, with longer titles for catalog and registration coming from David Lund. Title changes (left) are the short titles for transcripts.	
EESL 5330	Methods & Materials for the Bilingual/ESL Instruction	3	Title changed to **Teaching ESL Learners**; Course Description updated	Approved, with longer titles for catalog and registration coming from David Lund. Title changes (left) are the short titles for transcripts.	
EESL 5340	Integrating Language Acquisition	3	Title changed to **Integrating LA & CI**; Course Description updated	Approved, with longer titles for catalog and registration coming from David Lund. Title changes (left) are the short titles for transcripts.	
EESL 5350	Family/Parent Involvement in Education	3	Title changed to **Involving PFC in ESL Education**; Course Description updated	Approved, with longer titles for catalog and registration coming from David Lund. Title changes (left) are the short titles for	

				transcripts.	
EESL 6300	Foundations of Bilingual/ESL Instruction	3	Title changed to **Foundations of ESL Education**; Course Description updated	Approved, with longer titles for catalog and registration coming from David Lund. Title changes (left) are the short titles for transcripts.	
EESL 6310	Understanding Language Acquisition	3	Title changed to **Understanding LA & Cognition**; Course Description updated	Approved, with longer titles for catalog and registration coming from David Lund. Title changes (left) are the short titles for transcripts.	
EESL 6320	Assessment for Diverse Linguistic Pop	3	Title changed to **Assessing ESL Learners**; Course Description updated	Approved, with longer titles for catalog and registration coming from David Lund. Title changes (left) are the short titles for transcripts.	
EESL 6330	Methods & Materials for the Bilingual/ESL Instruction	3	Title changed to **Teaching ESL Learners**; Course Description updated	Approved, with longer titles for catalog and registration coming from David Lund. Title changes (left) are the short titles for transcripts.	
EESL 6340	Integrating Language Acquisition	3	Title changed to **Integrating LA & CI**; Course Description updated	Approved, with longer titles for catalog and registration coming from David Lund. Title changes (left) are the	

				short titles for transcripts.	
EESL 6350	Family/Parent Involvement in Education	3	Title changed to **Involving PFC in ESL Education**; Course Description updated	Approved, with longer titles for catalog and registration coming from David Lund. Title changes (left) are the short titles for transcripts.	

SUBSTANTIVE ITEMS

NONE

Discussion Items

- Extensive discussion on title character limit, and whether it is making it more difficult for students to identify classes. Per John Allred, he can type in a course title of up to 70 characters. However, only 30 characters show on transcripts. Consensus among members is that courses can have a long, more accurate title for catalog and registering, and short title that would show up on transcripts.