

Minutes voted on and approved on 20 October 2020

Graduate Committee Meeting Agenda

Location: **Zoom-remote** / Date: **Tuesday, 22 September 2020** / Time: **3:30 - 5 pm**

Zoom Meeting Link: <https://wou-edu.zoom.us/j/98648536602>

To see all meeting minutes from last year, please refer to the Google Shared Drive for our committee.

Draft Minutes from May 19, 2020 for your review:

<https://docs.google.com/document/d/1k9p9pfOiTzJizWqKxGC24iW5gZY4z49/edit#>

Attendees:

Program	Representative Name
Library	As needed
College of Education (at large)	Will request nominations
LAS (at large)	Elizabeth Swedo
Music	Kevin Walczyk
Criminal Justice	Misty Weitzel
Information Systems	Thaddeus Shannon
MSED	Adele Schepige
MSPED	Kate Hovey
MAT	Melanie Landon-Hays
MS RMHC	Denise Thew Hackett
MA IS	Amanda Smith
MA DHHE	On hiatus while program is reconfigured
Educational Technology	Gregory Zobel
Organizational Leadership	David Foster
Ex-officio	Hillary Fouts, Graduate Dean

Minutes voted on and approved on 20 October 2020

Observing: Laura Lyon, Chloe Hughes, Andrea Emerson, Amber Deets, Kristen Larson

Recording permission: Melanie will consult with faculty senate executive committee.

1. Welcome and approval of minutes

- Passed unanimously
- Correction from October meeting---Melanie and Denise were elected as co-chairs through email in June. It was not added to the May minutes, so is added here.

2. Introductions

- New Graduate Dean: Dr. Hillary Fouts
- Co-Chairs of Graduate Studies Committee: Dr. Melanie Landon-Hays and Dr. Denise Thew Hackett
- Members of the Committee:
 - Need at large CoE member - seek interested parties

3. Committee Needs

- Secretary - Adele pending, Amanda for today
- Full membership? - yes.
 - Do we keep DHHE position open? Consider the issue of quorum. Decided to leave it on the record, but put the position on hiatus. We have a quorum

ONGOING BUSINESS

- Subcommittee for Petition Review - Adele, David, & Tad
 - Be available via email during week after term ends, respond timely

4. Curricular work

- Important dates
 - Oct, Nov, Dec - heavy load for curricular review for catalog deadlines
- Course Goals (41% currently have listed in the system)
 - **2020-2021 GOAL:** Accountability with one another to update course goals (for assessment work)
 - Will have workshops about getting course goals into the system (tk20; curriculum portal)
- Connecting to Graduate Learning Outcomes
 - Streamlined & fitting for WOU specific programs - NWCCU aligned re: graduate programs are specialized vs. generalized
 - **2020-2021 Focus:** Content Knowledge

- Rough draft rubric - will discuss at next meeting (Oct)
 - Applied Skills
 - Professional Dispositions
- How do we align courses with GLOs in addition to the course goals?
 - TS: Align program outcomes with GLOs (natural mapping); courses map to program outcomes - courses to program; program to GLOs.
- DF: process question - does the alignment require curricular proposals for each course/program re: updating course goals & program outcome alignment to GLOs?
 - TS: Portal submission - focus JUST on course goals - gets routed differently, not through faculty senate
 - MLH: old courses do not need to be retrofitted; this year's goal is to update course goals. Will demo how to update course goals in October meeting.
 - New courses should be submitted demonstrating the course goals & GLOs.
 - DF: Are the GLOs in curriculum portal??? Didn't see them as an option.
 - MLH - will check with Camilla to make sure it is accurate
 - ES: is there a description for the 3 GLOs so that we can know generally what alignment would look like?
 - MLH: yes, will share descriptions & sentence stems
 - GZ: revising courses, updating course goals, and edit GLO alignment during one submission attempt?
 - MLH: theoretically- yes. You should be able to do it all at once.
 - DF: GLOs - link primarily, but do not show up in course goals linking to program outcomes
 - MLH - will discuss with Camilla to get that remedied.
- Heads up about big changes to your programs this year?
 - DF: many changes, proposals coming through; propose changes to the accelerated master's pathway policy
 - MLH: Policy work that will impact curriculum (will discuss later in meeting)
 - TS: potentially a whole new curriculum
 - MW: propose a new master's degree & certificates; accelerated pathways
 - GZ: course goals & GLO alignment - but won't impact curriculum review process in Grad Studies

5. Graduate Learning Outcomes / Course Goals & Program Learning Outcomes

Minutes voted on and approved on 20 October 2020

- Differences and definitions of the above
- GLO work will be done mostly in the Graduate Learning PLC
- Focus on turning in assessments that align with Core Content Knowledge
- Committee review of DRAFT Core Content Knowledge Rubric
- Graduate Studies Committee Work: check in, as well as training on, uploading course goals and program learning outcomes

6. Graduate Learning PLC

- Objectives and Outcomes
- Membership Invitation
 - Open - communicate with MLH if you want to be a part of the PLC, then a date will be set.
 - Limited to graduate program faculty
 - Limit 1 per program?? MLH will check with Mike B. re budget
- Create Applied Skills Rubric; refine and apply Content Knowledge Rubric
- Ongoing discussion of mission, vision, values of Graduate Studies with the Graduate Dean?
- Once a month meeting, date setting--will report to the Graduate Studies Committee and to Dr. Mike Baltzley

7. Policies and Procedures Deep Dive

- Summer work with Dr. Fouts: Conditional Admission
 - Updates and considerations
 - Conditional admit does not qualify for financial aid (added barrier)
 - Federal financial aid policy - not in our control
 - Does current policy best support students & programs? That is in our control. Where is the line? Pathways through it?
 - Level of formality is different depending upon university - programs can add conditions and monitor them
 - For example: GPA policy - does this align with the goals that work for all programs, adjustment to the policy, or should the decision be made at the programmatic level?
 - Case by case, petition for special exception. But “conditional status” is a status with no wiggle room for financial aid (per federal guidelines)
 - DF: possibility of restructuring the policy and having program level policy that adds conditions on students but be fully admitted students (to remove the barrier to financial aid)??
 - HF: Could look into that - while still assuring that the student gets appropriate support and review for performance. As a

- committee - can recommend a different designation for these type of students (through Fac Senate & Admin) - look at peer/aspirational institutions for model
 - Conditions can include additional mentoring & support to ensure student success vs hoops to jump through
- New policy work (LENS: equity and accessibility; GOAL: remove barriers)
 - Admissions policies in all programs--continued conversation on rolling admissions
 - How's that going? What has this created in terms of workload for grad office?
 - Are there barriers to remove here?
 - Enrollment increases impact on faculty workload - who will be supervising 37 theses?? Capacity needs to increase along with enrollment growth.
 - How to incentivize NTT faculty to serve on committees?
 - Transfer credits---what we've learned and how that informs our programs at WOU
 - WOU's policy is generous compared to other institutions (9-12 credits max)
 - Substitutions between programs at WOU---don't call them transfers; begin making program comparison charts?
 - No policy exists; change our language from transfer to substitution
 - Credit caps and deep look at overall credits in all programs: are we being equitable, accessible and lifting as many barriers as possible?
 - PLC discussions last year - mission, vision, shared statement - will doing this work as a collective help us look at the big picture goal for our students?
 - GZ: How much money is being brought in from graduate programs? Particularly when there are a small number of faculty who run the program. Information would help making decent requests & demands re: workload expectations. Transparency. What is the value we bring to the University- how can we compensate people to serve on graduate thesis committees.
 - MLH: what protections do we have for our graduate work? What is the definition of a "graduate faculty?" CBA designation of a "graduate load." Inequity across campus and illusion of compensation/recognition.
 - MW: CJ - push to increase enrollment, problems - grad load doesn't work in favor of faculty in CJ - rare to qualify for a graduate load.
 - MLH: grad load counting for 400/500 shot down in bargaining

- GZ: track how much time is spent on different exit projects? May help in figuring things out and how to count things - thesis vs. portfolio completion. If people are willing to share how much time is being spent.
 - MLH - do we shift what the exit requirements might be based on some of that data? And discussion among graduate faculty and programs.
 - Graduate advising “doesn’t count” as advising?? Need to define and
 - Penalized depending upon workload allocation (grant buy outs, 400/500, etc)
- HF: leveraging the culture of fostering research and grants on campus along with elevating graduate programs.
- GZ: \$\$ push the policy council re: indirect sharing agreement - graduate studies also push for it.
- TS: policy can change but to actually make changes CBA has to be addressed - work rules, faculty load, etc. Historically, budget and faculty workload, etc have been separated in function and execution. Graduate faculty - what do they bring? What do they cost? How should they be compensated? Where do faculty provide value & what compensation should be expected in return? [A big job, many players on campus]

NEW BUSINESS

8. Accelerated Master’s Degree Discussion

- How many programs do we anticipate?
 - DF: policy change proposals - 1) criteria for acceptance/continuation - student must be pursuing a “program” (vs. major) that is part of AUMP and 2) remove restrictions of authorizing enrollment in 500 level courses ONLY - grad/undergrad programs determine which courses may be eligible for & accepted for undergrad program (meaning students would be about to take a 600 level course as undergrad) - giving control to programs, but vetted by committee.
 - Does this need to go through the senate - we can recommend approval to the faculty senate exec committee.
 - Discussion point for next meeting
 - TS: Do we have latitude in how 500 and 600 level courses can be offered (stand alone, etc)? Or are there other players/rules we have to abide by - federal financial aid, etc?

Minutes voted on and approved on 20 October 2020

- What is the problem we are trying to solve?
 - DF: short term policy change, and long term figure out 500/600 “mess”
- Review tool? The Registrar has provided exemplars.
- What is the role of the committee in helping with these proposals?

9. Upcoming Needs of the Committee

Upcoming Meetings:

- Third Tuesday of every month at 3:30 / Location: ZOOM for Fall
- **Dates:**
 - October 20,
 - November 17,
 - December 15 (but maybe not, this is Finals week),
 - January 19,
 - February 16,
 - March 16 (but maybe not, this is Finals week),
 - April 20,
 - May 18