

Graduate Council Meeting Minutes

Thursday, September 16, 2021 - ZOOM

MEMBERS PRESENT:

Jennifer Bergner, MSME
Christina Bradley, Henson Rep
Melissa Bugdal, Fulton Rep
Celine Carayon, HIST (Acting Chair)
Heather Diehl, MSW
Maida Finch, Ed.D./REED
James Fox, EDLD
Elizabeth Geiger, OGS
Clifton Griffin, Dean of Graduate Studies
Stuart Hamilton, GIS
Martin Hunter, Registrar
Carolyn King, At-Large Seat
Allen Koehler, AVP Enrollment Management
Jacques Koko, CADR
Laura Marinaro, MSAT
Scott Mazzetti, AHPH

Masoud Moghaddam, CHHS Rep
John Nieves – ENG, Faculty Senate Liaison
Karen Olmstead, Provost
Dana Price, BIO
Jessica Scott, OGS
Jessica Strange, GSC President
Star Weaver, MAT
Thea Williamson, Seidel Rep

MEMBERS ABSENT:

Annette Barnes, DNP/Nursing
Doug DeWitt, Ed Leadership and Chair
Yvonne Downie-Hanley, M.B.A.
Vicki Root, CHHS Rep (Sabbatical)

I. Call to Order – 3:32 p.m.

II. Minutes

- Minutes were approved as submitted.

III. Welcome

- C. Griffin welcomed Allen Koehler, Heather Diehl, Masoud Moghaddam and Jessica Strange to Graduate Council. He also offered a welcome back to Jacques Koko who is returning to Grad Council.
 - A. Koehler – Thank you for the welcome. I provide reports that include retention and time to graduation. Would like enrollment committee to be more proactive. A high-level enrollment report is sent out each Wednesday. If you would like to be added to the distribution, let him know.

IV. Provost Remarks – Dr. Karen Olmstead

- Enrollment efforts are appreciated.
- December Commencement will include Grad walks with opportunity for grad students to be hooded. These were well-received in the spring and families appreciated being involved in the ceremony.
- Will not be held in stadium but rather on campus. Fulton and CHHS will be the GAC atrium. Perdue, Henson and Seidel will use the Perdue atrium.
- Good feedback regarding graduate courses on Faculty Development Day.
- Everyone is starting to rethink standardized tests including the IELTS and TOEFL.
 - C. Griffin – The item is on today's agenda to review.
- Comments/Responses:
 - M. Finch – Enrollment and budget looks grim.

- K. Olmstead – Not just at SU. People are choosing work rather than college and grad school. Grad enrollment tends to dip in a strong economy. Biden’s emphasis on community college will result in more degrees but will impact four-year institutions. We should be reviewing ways to spend less while still being productive. The last time we had this few students, we had 200 less employees. We may need to adjust personnel to different departments based on current and future enrollment projections. EAB data will be used to look at program costs.
- M. Finch – Did report mention program elimination?
- K.Olmstead – We need to determine if academic affairs gets the appropriate percentage of campus budget. We need to demonstrate that we are running our shops very well compared to our peers who get funded more. We need to look at a value structure including student interest, community, demographic profile, etc. But we’re doing well in that regard.
- C. Griffin – That is appreciated. There is an idea of minimum students and semester credit hours and we’re comparing them to data that is not as complex as we are today. We didn’t have online degree, doctoral programs, an Honors College or a dedication to equity and inclusion. We need to review deadlines on course decision so we can get every enrollment that we can.
- C. Carayon - Concerned that we’re mostly hearing about money and not education. There are value to courses that is more important than money. We need to think about the long-term impact on education and community in general. With no M.A. History program, we would have a whole generation of K-12 educators teaching history who have never taken a course in Asian history or African American studies or the American Revolution.
- K. Olmstead – That is why that value structure can be many things. Impact of Covid, crisis of teacher preparation, all of these are very important. We need to rethink how the university spends our money and maybe shift more money to education and development of faculty.
- J. Koko – Policymakers like to focus on numbers and money but we need to be more mindful of quality and human cost. We are in an area where we need to raise people in terms of education. If we start cutting down academic programs because of numbers and money, we risk affecting generations of people on the Eastern Shore. I would shift focus to quality instead of quantity. It’s great to have 25 students in a class but when there are less than 25, I get to give them more individualized attention.
- J. Nieves – Echo that. We have a masters student in history who worked at the Nabb Center and he had a great impact on the community. People knew him and it brought community members in touch with the SU campus through the Nabb Center. Also should consider counting thesis and directed study seats toward classes with low enrollment.

V. Elections

- D. DeWitt is on sabbatical during the fall. He is willing to resume the Chair position if nobody else wants it.
- Chair Position:
 - D. DeWitt was recommended for Chair.
 - It was seconded and there was unanimous approval.
- Vice-Chair Position:
 - C. Carayon volunteered to serve as Vice-Chair
 - It was seconded and there was unanimous approval.

- Graduate Curriculum Committee:
 - V. Root is on sabbatical so we will need a new chair.
 - L. Marinaro, J. Nieves and D. Price volunteered to return.
 - J. Nieves will serve as chair this fall.

VI. Standard Language Test Requirements: C. Griffin

- Each program should consider how we treat English language proficiency. There should be a variety of ways to show student proficiency (examples: where they went for undergrad, interview/meeting with program directors).
- Comments:
 - S. Hamilton – International does not always mean Non-English speakers. These tests can be barriers. Language should be correct. International and Non-English-Speaking are different. Standardized tests, in general, are barriers. Since removing GRE requirement, number and caliber of students are higher. There is no historical data between GRE scores and student success.
 - J. Nieves – Agree but expectations of proficiency are different for a TA.
 - J. Koko – In CADR, students who did poorly on GRE, still excelled in program.
 - T. Williamson – Ed.D. has never had a language test requirement and no longer require the GRE. Our multi-lingual students have received great support from the Writing Center.
 - J. Nieves – Additionally, Eastern Shore 1st generation student often can't afford the test so they choose schools and programs that don't require it.
 - C. Griffin – Jessica will pull out this section of the catalog and send it out to GC to start the conversation. Put back on oct agenda.

VII. Student Enrollment Caps – Celine Carayon

- There are more pressures concerning enrollment numbers in grad seminars.
- In a small program, such as History, only (2) 600-level seminars are offered per semester. Rest are swing.
- Typically, seminars have been approved with (5) students but now require (8).
- Some courses are being cancelled prior to application deadlines.
- Cancelling courses also affect time to degree rates.
- Grad faculty who are teaching an overload course as independent study or advising a thesis are not getting paid if their seminar course doesn't meet (8) student enrollment requirements.
- Comments:
 - Biology, English and MSME Program Directors agreed it was same for their programs.
 - S. Hamilton – We do pull things too early and should push back. Program Directors are responsible for their grad program and making sure students get their full educational experience. Who is going to tell the students they can't graduate on time? SU has a major counting problem. Census day isn't accurate because of timing.
 - C. Carayon - Grad students pay a lot of fees and that money isn't coming back to the program.
 - J. Nieves – We have a lot thesis and directed research in our department. Student pays for full course and faculty get \$80. We're giving free labor.
 - J. Bergner – We should count hours spent, not just number of students.
 - S. Hamilton - Why is the overload always at grad level? Why can't the overload be at undergrad level?

- J. Koko: Policy-making is from up down. They need to speak with the ones actually working with the students. It would be good for the Provost to hear these concerns.
- C. Griffin: There is lots of mentoring that happens in the summer and winter that is not counted. Are expected course enrollments documented somewhere? Who decides on those numbers? I will discuss with Dean's Council. Especially at the grad level and our smaller grad programs, where there are specialization courses, there are times there are going to be less than 8. If it's always low enrollment then you can discuss that. But you have to plan for the ebb and flow of grad courses.
- M. Hunter: Comparing grad to undergrad enrollment caps makes no sense. I will try to find the policy in place for determining caps.
- C. Griffin: This is new information for me regarding lack of consideration for overload teaching in thesis, capstone, directed research classes, etc. If we're not paying overloads for grad work, that doesn't make sense.

VIII. Slate Update – Liz Geiger

- All of our apps are in slate and it is a pretty seamless process.
- You should be seeing some of the applicants come in. Many programs have prospect emails going out. If you don't and would like them, just let me know.
- We're starting to create comprehensive marketing plans.
- Any questions, please contact Liz.

IX. GSC Remarks – Jessica Strange

- Our biggest aim is campus and community outreach.
- Mission is "Leave it better than you found it". We will be working with Halo or Joseph House and Feed the Flock.
- Making sure TA resources re universally known as well.
 - C. Griffin – Reminder that many students, listed as TA's, are not in the classroom but serve as mentors, coaches, etc. National Center for Faculty Diversity. Has opportunities for grad assistants especially TA's. Would be nice to have expectations consistent.

X. Dean's Remarks

- Thanks to Jessica Scott for her working in creating a digital graduate orientation in MyClasses, so students can find all relevant information in one place. As of 9/16, only 148 students had not accessed the module. That means 83% have logged in at least once. Tremendous participation number.
- C. Griffin is working on a virtual workshop for Ed.D. students to prepare IRB proposals. He will send out that information to Grad Council in case students from other programs are interested.

XI. Other Remarks

- J. Scott – Reminder that the Grad Boot Camp is 9/25 and a GRE/Grad School prep event will be 11/4.

Meeting was adjourned at 4:56 p.m.

Submitted by Jessica Scott