**Graduate Council Meeting**

**October 28, 2016**

**107D DEV**

**Minutes
(approved on November 18, 2016)**

**Faculty Present**: D. Balfour, B. Bettinghaus, A. Bostrom, A. Campbell, M. Harris, B. Harvey, L. Huang, K. Ozga, G. Schymik, M. Staves, M. Sozen for S. Choudhuri, W. Sun, J. Toot

**Administrative Ex-Officio Present:** B. Cole, I. Fountain, S. Lipnicki, M. Luttenton, J. Potteiger, S. Soman

**Elected Students Present:** C. Dolan

**Ex-Officio Students Present**: K. Stevenson

**GSA Officers Present** F.Lawrence, J. Lawton

**Guest:** J. Bernal

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| **AGENDA ITEM** | **DISCUSSION** | **ACTION/DECISION** |
|  **I. Call to Order** | A. Bostrom called the meeting to order at 9:02 AM.  |  |
| **II. Approval of Agenda**  |  | **Motion:** A. Campbell moved to approve the agenda. M. Staves seconded. Motion passed unanimously. |
| **III. Approval of Minutes September 23, 2016** |  | **Motion:** M. Staves moved to approve the minutes of September 23, 2016. A. Campbell seconded. Motion passed unanimously.  |
| **IV. Div. of Inclusion and Equity Initiatives – J. Bernal** | GVSU was the first university to create a Division of Inclusion & Equity (I&E) and a vice president position that reports to the president. The framework for I&E involved a process that engaged the GVSU community to look at the work GVSU has done historically. Thus, the division reorganized in the last 18 months and developed new priorities and strategic plan. The framework on how GVSU approaches equity and inclusion has 3 components: 1) structural and compositional diversity, which looks at the people on campus, including faculty, staff, and students, and broader than race, ethnicity, gender, 2) ensuring that all are supported to be productive and successful, to ensure they are developing professionally and that we create an environment that is welcoming, and 3) how we continue to learn to operate together in a way that we develop ourselves and evolve, which includes learning and developmental models for courses, curriculum, professional development, training and educational opportunities in a way that understands individuals and their perspectives. The equity model wants to ensure that we are representative of the communities around us. We are evolving into a social justice model to include all identities and characteristics on campus. We are currently prioritizing 3 primary identity groups, 1) underrepresented racial and ethnic minorities 2) those who identify as female, particularly in the sciences and management in higher education, and 3) to recognize the economic disparities of students, and we are moving to a framework that considers an intersectional model of identity and how we can work with students with a multiplicity of identities. Priorities of I&E for the next year: continue to advance 2016-21 strategic plan priorities, which centralizes Outcome B, that GVSU will be diverse and inclusive by 2021. The goal by 2021 is to increase compositional diversity to 18%. Similarly, the Graduate School’s goal is to increase graduate student diversity to 21%. Another goal is to use the climate assessment to create initiatives and devote funds to respond to data. Other priorities are: enhance community engagement and reinvent energy about GVSU by engaging in communities of color, including a task force with GVSU and GRPS, and find ways to work with constituents to help departments enhance diversity in their units. I&E also oversees affirmative action, ADA compliance, and Title IX, and will work on initiatives and enhance the inclusion advocate program. I&E is currently handling a couple of challenges: the recent sexual assaults that occurred near the Allendale campus; and a complaint that the GVSU website is not in compliance with ADA regulations. Departments are asked to be mindful that videos, presentations, PowerPoints, and links to other sites must be ADA compliant. Jeff Sykes in the Disability Support Resources office will work with departments to ensure their websites are compliant. I&E offers a number of diversity trainings available to faculty and staff and the inclusion offerings have been expanded to make it easier for faculty and staff to meet annual training requirements.  |  |
| **V. Chair’s Report – A. Bostrom** | In the chair’s absence, a written report was provided. There were no comments.  |  |
| **VI. Curriculum Subcommittee Report – M. Staves**  | The GC-CC brought forward two curriculum proposals for approval. a) Log 8915: New Program Proposal - Doctor of Audiology (Aud.D.)This is a 9-semester program, 84 credit program. 8-10 students are expected to be enrolled. It is shorter than other Aud.D. programs because there is no research component. It is an entry-level, clinical doctorate and designed for students to obtain a certificate of clinical competency and licensed by the state. The program will be accredited. b) Log 9051: New Program Proposal – Post Professional Doctorate in OTThis is the first Dr.OT to be offered in Michigan, and is a post-professional clinical doctorate for those who are already practicing who have a master’s degree. It is a hybrid program. There are 36 credits to be taken post-master’s degree. This is the prevailing practice in the discipline. Students who have a bachelor’s degree or post-bachelor’s certification will be conditionally admitted and take 18 credits of courses and 21 credits of continuing education units. The program is focused on evidence based practice and theory driven practice. The doctorate gives practitioners the credential to develop community mental health services and receive mental health care reimbursements.  | **Motion:** The Curriculum Subcommittee moved to approve Log 8915. No second needed. Motion passed unanimously. **Motion:** The Curriculum Subcommittee moved to approve Log 9051. No second needed. Motion passed unanimously.  |
| **VII. Policy Subcommittee Report – A. Booth** | In the chair’s absence, a written report was provided. There were no comments.  |  |
| **VIII. GSA Report – F. Lawrence** | The GSA e-board created a process to get reports from the student representatives who serve on faculty committees to ensure that the graduate student community is represented at meetings. GSA officers met with the Student Life Fund Administrative Board. $100k was requested for this year and there is also a $25k rollover from last year. With the growth of The Graduate School and additional RSOs, additional funds might be needed in future years. From this budget, $16,500 is allocated to GSA operations. A survey will be sent to all graduate students to ask them about what kinds of social events they would be interested in, their availability, and so on. The second PACES event took place last Saturday. There wasn’t a large number of attendees but the students who attended enjoyed it. The next PACES workshop is in January followed by one in March.  |  |
| **IX. Dean’s Report – J. Potteiger** | MAGS Thesis CompetitionTwo graduate students have been selected to have their theses submitted to the Midwestern Association of Graduate Schools Outstanding Thesis Competition. The students are Ravi Bhatta, PCEC, and Theresa Lyon, COE.Changes to Graduate Council Bylaws/Graduate Program Review Background and context: 3 years ago there were discussions with academic deans on how to look at reducing redundancy and improving efficiency, and how graduate program review occurs at multiple levels. The was also consideration given to whether Graduate Council’s time could be better used to ensure/improve program quality by conducting graduate program review. Accredited programs could still benefit from such review as long as program review does not create a burden on the program. The Graduate Council would have different questions and together with the accrediting body review, work to make the program better. If the Graduate Council does program review, it should not be done without resulting in improvements to the program, e.g. an allocation of resources to make needed changes. A handout was provided. GC members’ comments included: This is a good idea if it makes a positive impact on the university and there is a mechanism for increased funding and programs aren’t taking from each other; Concern about curriculum review, that the GC-CC would still be involved in new program review and program changes, the path that courses take through SAIL would still come to the Graduate Council so that they can be reviewed and commented on before moving forward, there are still issues with syllabi and the quality of course proposals; Have external reviewers for programs that don’t have accreditation; Allow course proposals to go forward but ensure there is a GPD or department chair with TGS support to advocate for graduate curriculum on UCC; The difference between this and strategic planning, this review would have a much broader context and look at what is delivered to the student and provides sound recommendations to the programs to get better; that program review is a benefit to unit heads and doesn’t add a burden to their jobs. The bylaws changes will be presented to the graduate program directors at the November GPD meeting, then to the Provost’s Cabinet, and possibly to the Winter 2017 graduate faculty meeting.  |  |
| **X/XI. Old/New Business**  | There was no old or new business.  |  |
| **X. Adjournment** |  | **Motion:** D. Balfour moved to adjourn. G. Schymik seconded. Meeting adjourned at 10:52 AM.  |