

**MINUTES**  
**The Graduate Council**  
**January 16, 2008**  
**Rowe Conference Room, Knight Library**

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**Members Present:** Harry Price, Mark Johnson, Mark Watson (ex officio), Corbett Upton, Marian Friestad (ex officio), Rich Linton, Christian Cherry, Val Burris, John Russial, Benedict McWhirter, Yuan Xu

**Members Absent:** Ron Mitchell, Li-Shan Chou, Wayne Mikkelson, Brook Muller

**Graduate School Staff in Attendance:** Kassy Fisher, Debra Otley, Marcia Walker

The meeting was called to order at 3:35 p.m. The minutes from November 28, 2007 were approved as distributed.

**Announcements**

Dean Friestad stated that Herb Chereck, Registrar, asked if Graduate Council members would like to comment on the Proposal to revise the add/drop deadlines. This proposal states that beginning Fall term 2008, all drop/add deadlines would be changed to midnight Sunday after the first week of classes (excluding summer sessions). Drops processed by midnight Sunday after the first week of classes would incur neither a tuition penalty nor a mark of "W." Adds processed by midnight Sunday after the first week of classes would not require a petition with the instructor's signature.

Val Burris asked if this proposal was being reviewed by undergraduate departments as well, and Dean Friestad indicated that it was.

Dean Friestad noted that the Office of the Registrar would like feedback in time for the Fall 2008 catalog printing.

**Old Business**

Revised proposals for New Instructional Programs Leading to

- (1) Master's in Curriculum and Teaching
- (2) Master's in Curriculum and Teacher Education
- (3) Ph.D. in Critical and Socio-Cultural Studies in Education

The council decided to address these issues individually, as follows:

Master's in Curriculum and Teaching

Mark Johnson voiced his concern about budget issues in the proposals. He said that it appeared that there was \$37,000 lacking and asked where that money would come from. Dean Friestad said it was her understanding that these costs are borne by the College of Education.

Mark Johnson asked if the 14 GTFs would come just from their program—possibly a bad blood issue. Benedict McWhirter stated that GTFs are pulled from other programs (especially Special Education) because of a paucity of qualified GTFs to hire from within. This applies more to the doctoral program.

Mark Johnson stated that we do not want the College of Education to take the position that because the Graduate Council has approved this proposal, the Provost's office should approve it as well. Dean Friestad replied that the Graduate Council's role is to review what the masters or doctoral programs should look like, not to make budgetary recommendations.

Benedict McWhirter moved that the proposal for the Masters in Curriculum and Teaching be forwarded with the Graduate Council's approval and John Russial seconded the motion. Dean Friestad reported that

Ron Mitchell and Brook Muller gave Dean Friestad their proxy to vote in favor of this motion. The motion passed unanimously.

#### Masters in Curriculum and Teacher Education

Harry Price noted that this proposal deals with post-certification Masters. Dean Friestad stated that this is a small enrollment program; typically students are experienced teachers seeking post-certification education.

Harry Price stated that typically the program is made up of out-of-state teachers coming back for certification and that this is a non-thesis degree. Benedict McWhirter confirmed this statement.

Benedict McWhirter moved that the proposal for the Masters in Curriculum and Teacher Education be forwarded with the Graduate Council's approval and Mark Johnson seconded the motion. Dean Friestad reported that Ron Mitchell and Brook Muller gave Dean Friestad their proxy to vote in favor of the motion. The motion passed unanimously.

#### Ph.D. in Critical and Socio-Cultural Studies in Education

Harry Price noted the GTF question from the Council's earlier discussion. The January 9, 2008 response from Jerry Rosiek addresses this issue and faculty line questions.

Dean Friestad asked the Council about their experience with staging classes, as this doctoral program provides. Harry Price asked how this would affect enrollment and Dean Friestad stated that this is a detail of facilitation, not content. She noted that the plan is to admit doctoral students in carefully staged groups and that other Ph.D. programs, such as Architecture, have done this in the past. Dean Friestad stated that it was her suggestion to use a front-loaded staging approach which would then taper off.

Mark Watson noted that the title is awkward, but that Jerry Rosiek justified it in his letter to the Graduate Council.

Benedict McWhirter moved that the proposal for the Ph.D. in Critical and Socio-Cultural Studies in Education be forwarded with the Graduate Council's approval and Harry Price seconded the motion. Dean Friestad reported that Ron Mitchell and Brook Muller gave Dean Friestad their proxy to vote in favor of the motion. The motion passed by majority vote, with Yuan Xu abstaining.

### **New Business**

#### Funding workshops for graduate students – Mary Fechner

Mary reported on her work with graduate students and guidelines for funding. Mary stated that she works individually with students as well as working with students in groups and/or workshops. Mary does do lectures for classes—an example is lit review lessons. She works closely with the faculty, who often send students to her and she spends time reviewing proposals, either in-person or by email. Mary always keeps the advisor in the loop; and when giving advice to students, she always defers to the advisor. Her conversations with the students are confidential.

Some of the issues that she addresses in her workshops are

- How to find or look for a research area
- Idea development
- Literature review
- How to design research around an idea

Her workshops are writing workshops, and she expects all students to write. At times she will work with dissertation students who need to write proposals for funding and she covers how to read and implement guidelines.

Harry Price asked how students hear about Mary. Mary replied that it was mostly by word of mouth.

Mary encourages faculty to think about big grants (such as NSF) in the first year—the minute they get their foot in the door, they should be thinking about funding and research. Mary also encourages faculty to contact her if they would like her to speak to their students.

Dean Friestad thanked Mary for her presentation to the Graduate Council.

### **Dean's Updates**

#### Graduate Enrollment Initiatives

Dean Linton began by stating that graduate enrollment has been flat in recent years at the University of Oregon. The percentage of total enrollment compared to other universities is low, and the last budget model focused more on undergraduate support. Dean Linton reported that we have endorsement from Provost Brady who considers this as a top priority. At the state level the Higher Education Board developed a focus group on the graduate education issue which found that the area needs more engagement and visibility. It is our hope to get an initiative supporting graduate education included in the 2009-11 budget process.

Dean Linton stated that expansion of graduate enrollment is not just for the sake of growing, or based on capacity, but rather should be tied to quality and academic excellence.

Dean Linton then spoke to the role of the Graduate Council and referred the Council to the draft document distributed titled: Request for Proposals Graduate Enrollment Growth. The proposal should address:

- Applications, Selectivity, and Yield
- Financial Support
- Student Outcomes
- Demand for Graduates
- Faculty
- Facilities and/or Location
- Connections to Strategic Priorities (optional)—such as climate change, diversity, human performance and health, interdisciplinary, internationalization, service to the state, and sustainability.

Dean Linton noted that this is a good opportunity for the Graduate Council to participate in determining the direction of our institution. It is an opportunity for the Graduate Council to think about developing new degrees and programs. With the NRC review of doctoral programs, we will have fresh data regarding how doctoral programs look across the country and will show us where our strengths and weaknesses lie.

Harry price noted that in terms of the music department, the problem is in the reverse; i.e., there needs to be an increase in undergraduate students. Dean Linton stated that less than 20 percent of the total population here are graduate students. Another way to think of this is “right-sizing” departments. Not all departments need to be part of the growth area.

Val Burris suggested that this would not just be aimed as the best place to award more money, but could be used to motivate deserving departments. He said we should look at the placement of graduates as consideration of where funds should be allocated.

Mark Johnson asked where the money to fund the proposal is coming from.

Dean Linton responded by saying that there is flexibility around that model. Funds flow from the Provost, Deans, and state level investment—there are a number of elements to that.

Mark Johnson asked if it was envisioned that there would be a redistribution of funds.

Dean Linton answered, "In part, yes. We're developing the process as we go."

Dean Friestad stated that in new growth areas such as D.Ed., there may be a staging process whereby new money would be invested for starting up the program, then later we might phase down as additional sources of revenue follow. It is all open for discussion. Some programs may decline or even go away.

Mark Watson asked if there is a UO graduate program that defines success.

Dean Friestad responded that we have interesting data. For example, success may be defined by a program that has high selectivity and yield, students who graduate timely, good placement at other institutions, and positive exit polls by graduate students themselves. We could provide profiles of departments. We also have to factor in demand for the program. These factors may be a starting point.

Professor Xu asked if we have comparable data from sister institutions.

Dean Friestad reported that we have data about time to degree and other factors, but not everything. There are also national comparisons with the CGS and NRC studies.

Dean Linton stated that most of the comparison data is available, but the key is outcomes. The question is how do we use the data—not one size fits all.

Val Burris said the proof in the pudding is to me the placement data.

Harry Price asked, "Is there a distinction between graduate vs. undergraduate, or is it masters vs. doctorates as well?"

Dean Friestad noted that initiatives are moving toward differential tuition. So, for example, doctoral tuition can be different than master's tuition. We have already done that to some degree by imposing fees.

Dean Linton relayed the position of Provost Brady that this is not a one-time process—it will be a recurring, annual process, sustained year to year.

Dean Friestad noted that Provost Brady is very interested in having input from the Graduate Council in making these decisions.

## **Announcements**

Dean Friestad announced that there is currently a search for a new Associate Dean in the Graduate School focusing on interdisciplinary programs focusing on social science and the humanities and diversity.

Dean Linton noted that we want to build bridges in various research areas and scholarship in centers and academic units. This is a national search for visibility.

Dean Friestad stated that the closing date is February 8<sup>th</sup>. The Graduate Council will play a role in the interview process.

The Council adjourned at 4::55.

Respectfully submitted,

Marian Friestad for Li-Shan Chou, Secretary