# Graduate Council Annual Report, 2021-2022

## Membership

|  |  |
| --- | --- |
| Faculty Members Jason Triche, Management Information Systems (2023) Co- ChairEkaterina Voronina, DBS (2022) Co-ChairSara Rinfret, Public Administration & Policy (2024) -FallChristina Barsky, Public Administration & Policy -SpringKelly McKinnie, Mathematics (2022)Jody Pavilack,  History (2023)Curtis Noonan, Public & Community Health (2022)Eric Reimer, English (2022)Michael DeGrandpre, Chemistry (2022)Katrina Mullan, Economics (2023)Valarie Moody, Integrative Physiology and Athletic Training (2023)Fletcher Brown, Teaching and Learning (2023)Greg Machek, Psychology (2023) | Graduate Students:Patrick Boise, EconomicsChloe Boucher, GeoscienceKaylee Walter, Speech, Language, and Hearing ScienceEx-Officio MembersScott Whittenburg, Vice President, Research and Creative Scholarship and Dean of the Graduate SchoolAshby Kinch, Associate Dean, Graduate SchoolNathan Lindsay, Vice Provost |

## Subcommittee Members

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| --- | --- |
| HumanitiesEric Reimer, English (Co-chair)Jody Pavilack, History (Co-chair)       Professional SchoolsValarie Moody, Integrative Physiology & Athletic Training (Chair)Jason Triche, Management Information Systems Fletcher Brown, Teaching and Learning  | SciencesMichael DeGrandpre, Chemistry (Chair)Kelly McKinnie MathematicsEkaterina Voronina, DBS Social SciencesCurtis Noonan, Public & Community Health (Chair)Sara Rinfret, Public Administration & Policy (fall)Christina Barsky, Public Admin & Policy (Spring)Katrina Mullan, EconomicsGreg Machek, Psychology  |
| DIS Oversight Committee MembersKelly McKinnie, Mathematics (Chair)Jody Pavilack, HistoryMichael DeGrandpre, ChemistryCurtis Noonan, Public Health Ekaterina Voronina, Division of Biological |  |

Committee Charge

* Promote, review, and evaluate graduate programs to ensure vitality, currency, and quality;
* Review and make recommendations on all requests for new programs, for deletions of programs, and for curriculum additions or changes by departments and schools;
* Consider suggested changes in Graduate School regulations;
* Consider issues raised by graduate students relating to regulations of specific graduate programs or their welfare;
* Initiate and supervise interdisciplinary graduate programs in response to national, regional, or state needs, or to the desires and needs of sufficient numbers of graduate students;
* Decide on substantive matters relating to graduate programs, curricula, general Graduate School regulations, awards and scholarships, etc., and forward decisions to the Graduate School, Faculty Senate, and the Provost and Vice President for Academic Affairs as appropriate.

Meetings

Graduate Council met via Zoom for the entire academic year to mitigate safety issues due to the Pandemic.

Annual Curriculum Review

The Graduate Council acted on 112 proposals, including 1 level II and 5 level I proposals, 7 program modifications, 21 new courses, and 32 course deletions during the fall review. Twenty proposals were considered in the spring, including 1 level ii, 2 program modifications, 4 new courses, and 1 course deletion. The Council organized the review assignments among four subcommittees: humanities, professional schools, science, and social science. In order to balance the workload, some proposals were moved among subcommittees; otherwise the professional schools subcommittee would review 2-3x more proposals than other subcommittees. At the start of the semester, the Co-chairs held a curriculum review training session for subcommittee chairs to communicate the goals and objectives of the review process, where to access files, and the deadlines for completing reviews. Subcommittee Chairs were provided with an excel template to take notes. Camie provided a brief Coursedog demonstration. Level I and II proposals were reviewed in Coursedog, course forms were in e-Curr and program modifications were available in Box. Missing or inadequate graduate increments on course syllabi for UG courses continues to be an issue.

### Academic Program Form -Level I

* [Geography Department](https://umt.box.com/s/hdkqbac9y01zdykc87gj0s04knd1xzqa) Termination
* Graduate Certificate in Public History
* [Graduate Certificate in Law, Policy, and Public Administration](https://umt.box.com/s/95dmz8apz1rlq12nmm3oiiorb6akgxn8)
* [Graduate Certificate in Poverty Policy](https://umt.box.com/s/aq4ypwb7ggkorfve2fabnown4lewtgca)
* MSW / MPA joint degree (program modification)

### Academic Program Form -Level I - spring

* [Certificate in Museum Studies](https://umt.box.com/s/z5ubyrh45ixgfxejilpv164fq2q90z61) was reviewed, but was missing catalog language and learning outcomes / course content. It will be reconsidered in the fall.

### Academic Program Form -Level II

* [Transitional Doctor of Occupational Therapy (tOTD)](https://winapps.umt.edu/winapps/adminfin/eCurr/CourseForm/Index/3276) - New online program

### Academic Program Form -Level II -Spring

* PhD Public Health Studies - [Online Delivery](https://umt.app.box.com/s/ru445hkogqs7tqzyb5eb4wt3gtcx81gi)
* [MA in Native American Studies](https://umt.box.com/s/t387lbos11raojjex7n8o9c4ki38dnea)

## Curriculum Review Issues

* Jen Geist-Quigley, College of Health Director of Finance and Operations joined the Council to discuss questions regarding the proposed Transitional Occupational Therapy Doctorate (tOTD). The proposed tODT would be similar to the transitional Physical Therapy Doctorate (tDPT) program. The American Commission on Occupational Therapy is moving towards the doctorate as the terminal degree, similar to Physical Therapy. Colleges currently offer the program at the master’s level. The transitional program provides a pathway for existing professionals to raise their credentials and stay competitive. The courses would be offered online through Rehab Essentials, a third-party vendor/ partner. The University captures 30% of the revenue from the tODT. The instruction, recruitment, and the majority of student support is managed by Rehab Essentials.
* The Non-profit Administration Professional Certificate began in 2008 but was never reviewed by Graduate Council or set up as a graduate certificate by the Registrar’s Office. The body of the proposal indicated it was both undergraduate and graduate. There was a stakeholder meeting and the Director completed a Coursedog form for the Council to review that included information needed by the Registrar’s Office. Students should be admitted to the Graduate School to receive a certificate.
* The MA in Native American Studies required follow-up messages to other affected programs.

### Program Moves

* Professor Larson and Associate Dean Julia Baldwin met with the Council October 20th to address questions related to the proposed move of Communication Studies to the College of the Arts and Media from the College of Humanities and Science. The Communication Studies Department considered its future, national trends, student needs and employment opportunities. It reached out to Journalism and Dean Baefsky who are supportive of the move. The only lingering question is Teaching Assistants. The program currently receives 5 centrally funded (Graduate School lines) TAs and 5 from the college allocation process. When a program moves the TA lines should move with the program. Dean Baefsky made a commitment to Communication Studies to continue to fund the TA lines. It is hoped the new budget model will adequately account for the move.

## Program Reviews

* The Doctoral of Interdisciplinary Studies and Economics programs were reviewed. The Council continues to use the [Qualtrics](https://umt.co1.qualtrics.com/jfe/form/SV_eyUJklllwIeQrGt) survey to streamline the process.

## Bertha Morton Awards

* This year $130,000 was available in the Bertha Morton account, $50,00 was used for recruiting awards and $80,000 for scholarships. There were 14-15 applications from units to use Bertha Morton Scholarships for recruiting. Professors Moody and McKinnie reviewed the applications with Associate Dean Kinch. There were a couple of issues with the interface (pivot from Submittable to Qualtrics) that will be corrected next year. The deadline for units to submit letters was extended to March 18th due to the low number of applications likely du to units not receiving the Graduate School’s instructions. This resulted in two late student applications that were not included in the award discussion by Graduate Council. The 54 applications were distributed evenly among the subcommittees to decide on 27 awards with one runner up, who will receive a scholarship if the funds are not used for recruitment. The Graduate School plans to interview recipients and create a webpage with their stories to improve public relations.

## Procedure and Policy Review Items

* The Co-chairs created a calendar that included expected business items for each semester and updated as needed. This provided members with the ability to plan ahead for discussion items and subcommittee meetings.

### GRE Waivers

* [GRE Waiver requests](https://umt.box.com/s/cdd23ichyx26fupm3w8i7xlp2mqmo42m) from Athletic Training, Economics, MPA, Philosophy and Public Health were approved. Policy 302.10 Graduate Student Admissions Standards.

### Change to GRE requirement

* The Council approved the [motion](https://umt.box.com/s/7s82fwg49iulmm0924bkw3d9quvjqdnv) to remove the Graduate School GRE requirement for admission. The goal of shifting the default is to be equitable and fair. The optional use of the GRE creates a potentially biased situation. Programs can use the GRE but would need to provide a rationale for why the exam scores are still valuable. (11/17/21)

## Policies

* [Revised Special Topics Procedure](https://umt.box.com/s/0h5k6n3hil79xs1x7xdavwgj31rz791a) (11/3/21)
* [Policy 302.20 Program Reviews](https://umt.box.com/s/4okqusm3tabodokxpmcj9fwx7q8aug1q) (11/27/21)
* Revisions to [Graduate School Policy C4.00](https://umt.box.com/s/agg7mw5qj1v02hra6frzcuxnuh5jj0hl) to clarify the distinctions between dual degrees and joint degrees (11/17/21)
* [dual program creation form](https://umt.box.com/s/thvsxawiky7yochb0t99xo4cifze13fy) (12/1/21)

Other Business Items:

* Co-Chair Triche created a Qualtrics Survey to collect feedback on the TA process review survey. It was intended to be completed prior to receipt of allocations, but some responses were received after units received the allocation notice. There were 8 positive comments, 2 neutral, and 2 negative comments. The comment themes included timing of the process, (i.e. too rushed, a suggestion to move the deadline back, and the deans take too long), what goes in the application (i.e. not clear what is needed for the application to be successful, this relates to transparency), and some commenters were upset that their unit did not get allocations.

There was frustration regarding the amount of work, timeline, lack of clarity on units’ budget, the dean’s level of involvement, and confusion regarding funding sources. The Graduate School is pushing for a single budgetary index and central oversight in order to better track and manage the allocations. Some TA lines are funded through the general fund (H&S) and there are arrangements for matching funds, but program’s may not be aware of these. In these situations’ units were advised to increased stipends for consistency. The Arts and Media, Business, and Forestry and Conservation submitted college-wide applications, not program-level applications. There were 31 applications covering 57 programs with a total of 271 requests for 188 centrally funded TA lines. So 83 requests over what was allocated. There was a very small number of reallocations.

The Graduate Schools decision-making process included: do no harm, focus on program or teaching outcomes, and keep cuts within the college. The applications did a good job contextualizing teaching assistants program contributions. The process provided an opportunity for programs to reflect on operations and strategic enrollment planning (SEP). Having clarity for the next five years will be helpful. The process had short term challenges (friction) but will provide valuable long- term resources. The Graduate School can help advocate for programs. Programs should be using the Strategic Enrollment Planning process to request new funding.

In terms of timing there is nothing preventing programs from working on the applications in the spring. Email communications about the process were sent in the spring to alert programs of the procedure. Units want to know about their TA allocations before they start recruiting. A spring review may correspond better with the budget cycle. Deans manage budget implications in the enrollment process, so need to be involved. They need to determine how to match funds for stipends in certain cases. (2/16/22)
* The Council reviewed the [draft DEI syllabus statement](https://umt.box.com/s/hcxyyrqso58hkvnrjri6fz648sti9nbz) and recommended a few minor edits. The recommendations should be broadly disseminated to faculty. (4/27/22)
* The annual Doctoral Interdisciplinary Studies (DIS) annual report (appended) was submitted to the DIS Oversight Committee at the end of the academic year. It will be discussed next fall.

Pending Strategic Initiatives

* The Science Subcommittee investigated AlcoholEDU requirement for graduate students. The training is mandated by the Office of the Commissioner of Higher Education. The Provost’s Office is implementing a new training next year focused on a broader audience. The Council will wait to take action until it hears how the new training is received by graduate students. Graduate students currently suffer through the training that is primarily intended for undergraduate students. This training is not affecting the quality of life for graduate students so the GPSA has not brought the issue to the administration. Hopefully, the new training has components that speak to the needs of graduate students. If not, the Council may work with the GPSA to provide feedback and a recommendation to the administration.
* Graduate Increment policy improvement was Investigated by the Humanities Subcommittee, but no action was taken.
* Policy for micro-credentials and badges was Investigated by the Professional Schools Subcommittee. The three -year pilot phase will come to an end next year and some improvements are needed. The Faculty Senate leadership is working with Julie Wolter, Associate Vice Provost for Innovation and Online Learning to clarify the process.
* Perform meta-analysis of longitudinal data of program reviews
* Policy clarification for online grad certificates
* Research Awards or WAGS Awards - revisit/delete policy
* Bertha Morton - revise/define policy for fellowship award
* Procedure checklist for reviewing new programs, curriculum items, some gatekeeping needs to happen before the proposals reach Grad Council
* Encourage cooperation with SKC, and engaging their grad students at UM

## Other Communication Items

* Various updates from the Graduate School
	+ Increased participation in graduate student orientation
	+ Professional development efforts
	+ Cognitive Behavioral Training
	+ Native Graduate Student Association
	+ Graduate enrollment
	+ Racial bias information available in the online TA orientation.
	+ The Graduate School is working with Ellucian on a graduate application portal linked to Banner (11/3/21)
	+ Faculty should inform their students to take the [M-hope survey](https://www.umt.edu/grad/health/m-hopes/default.php) which is open through winter break. It is important to have data for the mental health initiative to enhance graduate students’ mental health. (12/1/21)
	+ Associate Dean Kinch has been working with the Registrar’s Office on a plan to create a graduate catalog, which is required for Veterans Affairs. The Graduate School will send communication regarding the effort on May 4th. Whatever information is currently on the [Graduate School’s Website](https://www.umt.edu/grad/explore/programs/default.php) will move into the catalog. It is essential that units verify that the information is accurate and matches current practices by May 15th. The graduate catalog will be published on July 1st.
	+ Availability of confluence episodes.
* At the September Faculty Senate meeting a senator inquired whether the [Request to waive English proficiency testing requirements for international students whose secondary schooling is in English](https://umt.box.com/s/ewb1dy221w7v4vuwo947nbhaskakq4tr) could also apply to graduate students. The graduate school already has a [policy](https://www.umt.edu/grad/current-students/academic-policies/admission-requirements.php) that addresses exceptions to English proficiency testing. Undergraduate and graduate admission practices are very different. The information in the request presented to the Faculty Senate is not relevant to graduate students.
* Brad Goan, Senior Advisor for Strategic Innovation, Enrollment Management joined the Council to provide a brief strategic enrollment planning (SEP) overview and update. The goal of the SEP is to help strengthen ideas. It can be used with the academic planning structure to better support graduate programs. The SEP is parallel to curriculum review and does not require changes to the existing Graduate Council procedure. Graduate programs should think about how they can enhance undergraduate programs. If a new high-enrollment course is proposed, the program would be able to use SEP to request additional graduate TA funding in support of undergraduate enrollment. The requests are assessed for enrollment growth.
* GradCon was held on February 24th. The GPSA organized the event similar to a professional conference and it was impressive. (Good and Welfare)

## Appendix

# Doctoral Interdisciplinary Studies Program (DIS)Annual Report, Academic Year 2021-22

**DIS Roster:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **AY 17-18** | **AY 18-19** | **AY 19-20** | **AY 20-21** | **AY 21-22** |
| **Active Students** | **10** | **10** | **10** | **12** | **6** |
| **Inactive Students** | **2** | **1** | **1** | **0** | **0** |
| **Leave / Transfer** | **0** | **0** | **0** | **3** | **1** |
| **Graduated** | **1** | **1** | **1** | **1** | **1** |
| **Newly Admitted**  | **3** | **3** | **3** | **0** | **0** |

## Current Enrollment / Student Surveys

One application came in spring 21, and the committee asked for revisions, but due to family problems, the applicant has not re-submitted. New inquiries have dropped precipitously since COVID and we are actively exploring, as in the past, new avenues for developing new “tracks” for possible DIS applicants. See below for more detail.

Due to a planned transfer of DIS students into new PhD programs in IPAT and Computer Science, the DIS enrollment dropped to 8 students. Three of those students are in their dissertation phase (Durham, Growingthunder, Robinson), and three are still taking coursework or moving into exams (Anderson, Marbut, Okagaki). Brit Garner successfully defended her dissertation in summer 2021, and transitioned to a full-time teaching job at a private high school in New York. Peter Philips successfully defended his dissertation in Fall 21.

6 students were enrolled in the spring and 5 of those 6 submitted surveys (1 on LOA). 3 of those 6 have completed comps, and the other 3 will complete them this summer or in the beginning of the fall. 2 are slated to complete dissertations in the fall. While one student has a full-time paid position, 3 others report professional activities related to their research: conference presentations, publications, including a book-length manuscript of poems and a peer-reviewed article. The missing survey comes from the final student, who is a full-time teacher at Montana Tech and has not made recent progress on his dissertation.

## **IGP Work: *21-year statistics: 2001-2022***

|  |  |
| --- | --- |
| Admissions | 72 |
| Declined offers | 6 |
| Stop-out  | 7 |
| Transferred | 8 |
| Graduated | 44 |
| Active Currently | 6 |

 Dean Ashby Kinch and Kendall Kihn, the new program manager responsible for the DIS administrative support, continue to work all inquiries to the DIS and MIS programs; there were 3 new inquiries about the DIS program in the last academic year. None of them resulted in a complete application.

## New Developments

 As with the IPAT and Computer Science programs, we believe the DIS program works best when it serves as an incubator for new ideas in research, and capitalizes on existing talent or special features of the University of Montana. Though DIS program enrollment dropped, we consider the transfer of those students into existing programs a great success: Cassie Williamson, for example, will defend her dissertation this month, and take up a faculty position in the fall at Elon. She spent 4 years as a DIS student before transferring into the new degree as she completed. We think this model functions well for campus, and our ideas below sketch out two areas where we think we can do similar work going ahead.

## Native American Studies Track in the DIS

Working with Kate Shanley, Chair of Native American Studies, Dean Kinch has met several times (November, February, and April) with faculty and administrators of Salish Kootenai College to develop ideas for supporting faculty capacity-building at SKC. The goal is to create a defined track for a Native American Studies PhD, drawing on past experiences within the DIS program of successful Native doctoral completion. Eventually, with the right structure in place, we hope to be able to apply for grant funding to support a doctoral program. For the DIS Oversight Committee, as with the proposal below, the question is whether policy changes that might support a flexible committee construction would unlock the ability to admit and complete Native students in the degree. In the case of the Native track, we would want to account for the unique cultural knowledge and experience of tribal faculty at TCUs, but also working in tribal research offices, as we sketched out a policy that would allow them to sit on doctoral committees on the basis of lifetimes or careers of experience working in local resource management, tribal preservation and heritage, and local archaeology, to name a few areas of expertise.

## Creative Humanities Track in the DIS

Another promising track, which aligns with the goal of maintaining our Carnegie “Research Very High” designation (or R-1), is to develop students who can combine our successful MFA degrees with advanced interdisciplinary coursework and research in the humanities to complete PhDs. We have good recent models of people working in these areas across multiple programs, including Theodore DeCelles, Peter Philips, and current student Rebecca Durham, a recent winner of the Bertha Morton prize. These students all completed MFAs or MAs in humanities or arts, but then combined coursework and faculty support from programs in English, History, Native American Studies, Psychology, and Theater, among others, to produce DIS proposals. These PhDs contribute to a category in which we produce low annual numbers (<1 on average annual completers, almost entirely in History).

 Obstacles to developing these students include funding, faculty time commitment, and policy, especially the policy standards of the DIS that require a Chair from a member of a PhD-granting program, and an “equivalent” degree as the one sought. Many of our most productive creative faculty in these areas have the MFA, which is considered a terminal degree in the field. The Interdisciplinary Graduate Program would like to explore exceptions within the DIS policy to allow for a different committee composition that would facilitate this new “track” within the DIS, of a creative PhD with a research component in the humanities.

 Impacted programs would include the MFAs in Creative Writing, Media Arts, and Theater, and would intersect with existing graduate programs in Anthropology, English, Environmental Philosophy, Environmental Studies, History, and Native American Studies. The MA Literature-MFA in Creative Writing dual Masters program already lays out a pathway for a student to complete two Masters with 60+ course credits. It would be relatively straightforward to transition those students from the MFA, transfer MA coursework, and build out a two-year research program that produces a work of creativity and a work of critical thinking and analysis in the course of completing a PhD.

The Graduate School would like to submit an SEP proposal in the fall that would build out a set of new TA lines to support a flexible funding infrastructure for these potential DIS students, who would be qualified by completing their MFAs to teach upper-division coursework in their programs, while pursuing advanced coursework and research in other areas. We think that combination of interdisciplinary thinking and training will make them highly engaging classroom instructors for our undergraduate majors, and therefore a flexible teaching resource that can be used in a number of different programs, depending on need, interest, and desire to innovate in the curriculum.