# Graduate Council Meeting Minutes

 October 7, 2015, GBB 225, 12:10 – 1:00 PM

*Members Present:* B. Bach, L. Broberg, F. Brown, X. Chu, C. Dumke, L. Frey, T. Gupta, L. Gray, J. Johnson, A. Kinch, G. Lind, C. Palmer, K. Swift
*Members Absent/Excused:* C. Stanick
*Ex Officio Members Present:* R. Arouca, N. Lindsay, S. Ross, S. Whittenburg
Guests: M. Keile, R. Perrot, S. Studer, P. Zagalo-Melo

## Call to Order

* The 9/30/15 minutes were amended and approved.

## Communications

* Associate Provost Zagalo-Melo asked to speak to the Council regarding current admissions standards because its requirements for international students is not consistent with UM’s peers. The current requirement is a little too high and could prevent international students from submitting applications. We are competing with institutions that are not our direct peers. A TOFL score of 550 would be more in line with our peer institutions. A higher score could be required for TAs and by programs. Nationally 50% of graduate Students are international students.

Associate Provost Zagalo-Melo clarified the exams represented by abbreviations. Most of these were created to offer students a less expensive option. The cost to take the TOEFL is $220.

TOEFL = Test for English as a Foreign Language
TOEFL PBT = Paper Based Test

TOEFL CBT= Computer Based Test
TOEFL iBT= Internet Based Test (all are same test, but have different scoring tables)

IELTS= International Test of English Proficiency (mostly used in Europe, widely accepted)
MELAB= Michigan English Language Battery (mostly used in the west)

Changing the requirement could help increase the number of applications. UM’s competitors have higher international student enrollment. The national trend is for an increase enrollment of international students. UM has had a decrease.

The visiting international graduate students were asked to provide feedback. One took the TOEFL iBT and scored a 92. He wanted to attend a University that had a high standard because of the perceived quality of students and lectures. TAs do not teach graduate students, so the quality of lectures is not connected to the TOEFL scores. A TOEFL of 550 would be good for a general requirement but departments could set their own. TAs should be more fluent in English, so a higher score could be required for them.

Associate Provost Zagalo-Melo would like Graduate Council to take action as soon as possible considering recruitment in ongoing and the need to grow enrollment. The administration is ho ping to have a larger pool of applicants.

International Programs recently taught a course for International TAs. It is considering developing a pathway program for graduate students similar to the undergraduate program and is currently talking with departments.

Graduate Council discussed the scores in 2014. [At that time, the MELAB was changed from 74 to 82 or higher. This coincided with the changes to the undergraduate requirement.] The Council will discuss this further when the schedule allows.

* In mediation the GPSA and ASUM reached a tentative agreement with regard to the Research Fee Committee composition. ASUM will be taking it to the full body today. The proposed composition is 3 faculty, 4 undergraduate students, and 3 graduate students chosen by the Graduate School Dean. The GPSA met with President Engstrom last week as well. He said he would help resolve the issue if ASUM did not approve the composition.

## Business Items

* The Computer Science program review document was approved prior to the discussion with Associate Provost Zagalo-Melo.
* The Council briefly discussed reorganizing the proposals to better disperse the workload. Proposals from the College of Visual and Performing Arts and Journalism were moved from Professional Schools to Humanities Subcommittee. Proposals from the Colleges of Forestry and Conservation and Pharmacy and Biomedical Sciences and Communicative Sciences and Disorders were moved to the science subcommittee. Proposals from Counselor Education and Public Health were moved to the Social Science Subcommittee. Subcommittees were instructed to have the housekeeping items ready to approve on October 28th. A preliminary review of the more involved proposals should also be completed. The full committee can be consulted with any problematic issues. There will be no meeting for the next two weeks to allow subcommittees to do their work. Camie will send revised summaries and instructions

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| --- | --- | --- | --- | --- |
| Subcommittee | e-curr | Prog Mod | Level I | Level II |
| Humanities  | 19 |  |  |  |
| Professional Schools | 39 | 0 | 4 | 3 |
| Science | 13 | 2 | 1 | 1 |
| Social Science | 22 | 0 | 1 | 1 |

* The following language was reviewed, edited and approved to include in the documentation requests for program review.

External Review (to be inserted after "an analysis of the level of scholarly productivity"):
an evaluation of the qualification of faculty to teach graduate courses, with special attention paid to currency in the field, as measured by recent professional activity (recent publications, conference presentation, re-certification, etc).

Self-Study
Does your Department regularly evaluate faculty with respect to their qualification to teach in the graduate programs? Are there means of establishing, or losing, qualification to teach graduate classes? If not, can you provide information on the currency of knowledge of your faculty? (e.g., "10 of our 12 faculty have publications within the last 5 years" or "All professors who have taught a graduate course in the review period have published, or shown professional competence, in their teaching areas during the period of review.").

* The Council briefly discussed the Economics Program Review document. It was approved pending the addition of language indicating the reviewers met with the department chair and a recommendation that input of graduate students should be included in assessment of graduate programs. .

## Adjournment

The meeting was adjourned at 1:03 p.m.

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| Peer institutions |  |  |  |  |  |  |  |
| University | Total students  | Graduate Population | TOEFL PBT | TOEFL CBT | TOEFL iBT | IELTS | MELAB |
| The University of Montana | 14,946 | 2,289 | 580 | 237 | 92 | 7 | 83 |
| Montana State University - Bozeman | 14,269 | 1,590 | 550 |   | 80 | 7 |   |
| Montana Tech | 2,010 | 166 |   |   | 78 | 6.5 |   |
| University of Idaho | 12,420 | 2,491 | 550 |   | 79 | 6.5 | 77 |
| University of New Hampshire | 15,267 | 2,463 | 550 | 213 | 80 | 6.5 |   |
| University of Vermont | 13,098 | 1,887 | 550 | 213 | 90 |   |   |
| University of Alaska Anchorage | 17,497 | 999 | 450 |   | 45 | 5 |   |
| University of Rhode Island | 16,451 | 3,075 | 550 |   | 80 (min R 20, W 22, L 17, S 17; TA S 23) | 6.5 |   |
| University of Maine | 10,901 | 2,123 | 550; TA 580 | 213 | 79 |   |   |
| University of Hawaii at Manoa | 20,426 | 5,771 | TA: 600 |   | TA: 100 | 6/ TA 7 |   |
| West Virginia University | 29,707 | 6,880 | 550 | 213 | 79 | 6.5 |   |
| University of Wyoming | 12,903 | 2,709 | 540 |   | 76 | 6 |   |
| University of Delaware | 21,856 | 3,654 | 550 |   | 79 | 6.5 |   |