



College Graduate Committee Minutes – October 11, 2018

Attendance: Suban Cooley, Danielle De Voss, Lisa Schwartzman, Debra Hardison, Shawn Loewen, Laura Borchgrevink, Brad Willcuts (on behalf of Shannon Schweitzer), Suzanne Wagner, Charlene Polio, Chet McLeskey, Justus Nieland, Ja'La Wourman, Ben Van Dyke, Jung-Min Lim, Benjamin Lampe, Amanda Lanier, Safoi Babana-Hampton.

Guests: Madeline Shellgren, Thomas Jeitschko, Judith Stoddart, Courtney Bryant.

Meeting start: 3:17pm

Agenda: 10/11/2018– 3:15 – 5:00 321 Linton

1. Approval of the Agenda
 - a. Seconded, and approved unanimously.
2. Approval of 09/13/2018 Meeting Minutes
 - a. Seconded, and approved unanimously.
3. Associate Dean's Remarks/Announcements
4. Dean Jeitschko – Strategic Plans

Graduate School strategic plan point of view & seeing how to create partnerships. They had an outside consultant for strategic planning came in who worked with focus groups made up of graduate students, post docs, associate dean's, and faculty members. They looked at concerns for the direction of the graduate school's current issues, what's important to, and how will they move into the future. A steering committee from those interest groups was created within the graduate school. They discussed needs on campus, and how to create a strategic plan based on the vision for where the graduate school is now and where they want to be.

5 Main Values within the strategic plan:

1. Diversity equity and inclusivity – built into structures and processes (foundation)
 2. Integrity – acting with honesty, transparency, and accountability
 3. Collaboration - Strengthen relationships within the communities to create shared goals
 4. Empathy – Listen with open minds, and respect diverse needs
 5. Excellence - Excellence and ethical practices go together
- Advancing humanity, providing strategic leadership, adapting to a quickly changing environment, promoting inclusive cultures, facilitating an environment for students to thrive with innovative practices.



College of Arts & Letters

MICHIGAN STATE UNIVERSITY

3 broad areas (goals) within that plan

1. Student success – Mentoring - one of the most important relationships within the university and with each other
 - a. Mentoring
 - b. Continuous Quality Improvement
 - c. Professional Development
2. Diverse and inclusive communities – building and sustaining (different type of assessment plan, UDF would have to include the assessment to show where you're at to measure progress)
 - a. Working with external partners
 - b. Working with MSU partners
 - c. Support for diverse student populations – evaluate current programs for inclusivity and see what might be needed, align with programs and colleges that support underrepresented students - are you being valued and respected as a whole person beyond your academics?
3. Interconnectedness – Entity as it is. Connect MSU's campus with national conversations that have to do with MSU's graduate education.
 - a. External Partnerships – programs funded by national groups; focus on career preparation in different ways
 - b. Development and communication – challenges of communication on this campus, and how to better bring information together that's easy to find. Explore different platforms with students - beyond multilevel website. Hired a new development director, which is the first time they have had their own.
 - c. Data and measurement – Value in data. Working with systems that are not accurate, provide data to units, and actively analyze the information.

Program review within units – dialogues to learn and share

College of Arts and Letters is active in a few of these areas:

- RCR C4I approaches this academic year with moving toward a virtue based approach
- Would like to see the evaluation of inclusivity in the units because sometimes the universities mission isn't always translated down to those individuals
- Push rather than pull approach
- English mentoring – graduate student conversations with their experiences with faculty mentors. Developed a series of best practices with working the graduate students in classes and down to the dissertation committees.

5. Madeline Shellgren – Pro-Seminar/Colloquium Course

Differing terms in each unit with pro-seminar course vs colloquium is. General course for incoming graduate students, or courses are that generally based around graduate education.



College of Arts & Letters

MICHIGAN STATE UNIVERSITY

Theatre – Rotating 3 years, entire first year are practicums for initial step in the program.

RCS – pre seminar to integrate them in, especially in research, if both major programs need to take a course like this the question comes up on which language to use – or just English (critical theory class)

L&L & German – colloquium series, but nothing official.

English – Had two required pro-seminars, and now just have one so students would have the time to take courses specific to their field. Now there is a pro seminar series of 5 workshops throughout the year (some the students help tailor). Methods course 3 credit is being added.

WRAC – first semester has a colloquium course – graduate student side it was helpful to know your cohort, and then transition from workforce back to graduate education, and to see where you fit into the field. 1 credit master's colloquium, and 3 credits PhD – orientation on how to do academic, and how to be holistic humans in the institution, and exploring while knowing your resources.

AAHD – MFA professional practice class that comes in the third of three years, but in the new program it is being questioned where it belongs in the that time frame. Identified the piece that is being missed is the entrepreneur side as professionals artists, outside of the academic approach.

Ben – EAD pro-seminar course great getting a crash course in the information outside of background – especially after being out of it for 10 years.

FLT – mentoring and connecting to someone outside of your department

TESOL – Master's training program

SLS- first year, presentation experience, cohort meeting every week and going over the handbook of the program.

Looking at how do we prepare students for personal and professional support to help them in and outside of the academic field. Maddie is open to help connect and coordinate those conversations to align goals.

6. Curricular Items

a. Program Changes: Linguistics MA & PhD

- i. Changing to a two semester sequence
- ii. Program changes unanimously approved by committee.

**Curricular requests can be viewed at <https://www.reg.msu.edu/forms/formsmenu.asp> "Academic Programs" and "Courses"*

7. Discussion Items

a. Graduate Deadlines

- i. UDF & UEF January 11, 2019 – will locate the rotating committee
- ii. DCF, AAGA, SCRAM February 12, 2019 – AAGA is being thought about but differently, and to start grouping them together within a cohort model.

8. Other Business – looking at and understanding the needs better for graduate students.

Adjourned at 4:58pm.