Minutes Approved at the 609th Meeting – May 6, 2013

GRADUATE COUNCIL MINUTES
608th Meeting
April 1, 2013

MEMBERS PRESENT: Abdel-Motaleb, Anekwe, Arado, Bond, Bennardo, Bruce, Buras, Chown, Garver, Gowen, Hathaway, L’Allier, Levin, Osorio, Rosalez, Rossetti, Schraufnagel, Sims, Sunderlin, Umoren, Walker, Wickman, Wilkins

MEMBERS ABSENT: Efanov, Sido, Zhou

GUESTS: M. Cecil Smith (Faculty Advisor, Graduate Student Research Association), Drew VandeCreek (Director of Digital Initiatives, University Libraries)

OTHERS PRESENT: Hughes (Secretary), Smith (Catalog Editor/Curriculum Coordinator)

Bond called the meeting to order at 10:03 a.m. He welcomed and introduced the two guests who would be discussing agenda items later in the meeting.

Approval of Minutes

Gowen moved approval of the March 4, 2013, minutes; Sims seconded the motion, which carried unanimously.

Committee Reports

Dissertation Completion Fellowship Committee: Bond reviewed the report of the March 8, 2013, Dissertation Completion Fellowship Committee meeting. The committee met to evaluate twenty-six applications for full-time fellowships and five applications for part-time fellowships. Six full-time awards were made to students in the following programs: Biological Sciences; Chemistry and Biochemistry; English; History; Physics; and Psychology. Two part-time awards were made to students in Literacy Education and Mathematical Sciences. Part-time recipients receive a tuition waiver. Bond thanked members of the Graduate Council who served on the committee: Garver, Sims, and Sunderlin. Bruce moved acceptance of the report; Sunderlin seconded the motion, which carried unanimously.

University Fellowship Committee: Bond reviewed the report of the March 7, 2013, University Fellowship Committee meeting. The committee met to review thirty-six applications. Bond noted that it was the strongest pool of applicants seen by the committee in recent years. Six awards were made to students in the following programs: Accountancy; Adult and Higher Education; History; Music; Philosophy; and Psychology. Bond thanked members of Graduate Council who served on the University Fellowship
Committee: Anekwe, Garver, Osorio, Umoren, and Zhou. Bruce moved acceptance of the report; L’Allier seconded the motion, which carried unanimously.

Curriculum Committee: Chown presented the March 18, 2013, minutes for approval. He reported that the committee requested and received additional information about the proposal for a new Certificate of Graduate Study in Interdisciplinary Study of Language and Literacy, which was approved. Bruce moved approval of the minutes; Wilkins seconded the motion, which carried unanimously. (Curriculum Committee minutes and catalog changes are available at http://www.niu.edu/provost/curriculum/committeeminutes.shtml.)

Standards Committee: Bond reviewed proposed changes to the “Requirements for Graduate Degrees” section of the Graduate Catalog with regard to the composition of committees. Sims moved approval of the proposed changes; Bruce seconded the motion, which carried unanimously. (See attached document.)

Bond reviewed a proposed change to “Graduate Course Requirements and Scheduling,” Section III.13 of the APPM. He informed members that, back in 2007, the Graduate Council approved a resolution stating that there must be distinction between a syllabus for graduate credit and a syllabus for undergraduate credit in split-level courses. Bond suggested that the resolution should be placed in the APPM for widespread availability. There was discussion about how graduate students should be held to higher standards and be given additional coursework compared to undergraduate students in split-level courses. Levin moved approval of the resolution being included in the APPM; Bruce seconded the motion, which carried unanimously. (See attached document.)

Bond distributed an additional item for review by the Graduate Council proposing a minor change to the “Admission to Graduate Study” section of the Graduate Catalog, which will allow applicants to the M.S. in management information systems program to submit scores for either the GRE or the GMAT. He stated that the department recently contacted him about the proposed change. Wilkens moved approval of the proposed change; Sunderlin seconded the motion, which carried unanimously. (See attached document.)

Graduate Faculty Membership Committee: Bond presented the following recommendations from the March 27, 2013, meeting for Council approval:

Literacy Education: Seven full and nine senior members were renewed. Two members who no longer teach in the department will be removed from the department’s graduate faculty list. Two retired faculty members were changed to graduate faculty scholar members, and one retired faculty member will be removed from the department’s graduate faculty list. In addition, one instructor was changed to a graduate faculty scholar member. The committee approved the recommendations. There were no proposed revisions to the department’s criteria.

Political Science: Two full and eight senior members were renewed. Three faculty members were changed from full to senior members. Two retired faculty members will
be removed from the department’s graduate faculty list. The committee approved the recommendations. There were no proposed revisions to the department’s criteria.

**Psychology:** Twenty-six senior members were renewed. Two faculty members were changed from full to senior members. Two retired faculty members will be removed from the department’s graduate faculty list. In addition, three supportive and professional staff members will be changed to graduate faculty scholar members. The committee approved the recommendations. There were no proposed revisions to the department’s criteria.

**Public Administration:** Four senior members were renewed. One faculty member was changed from full to senior member. Two senior members either did not meet the criteria or were not reviewed and will have full status beginning this summer. One retired faculty member will be removed from the department’s graduate faculty list. The committee approved the recommendations. There were no proposed revisions to the department’s criteria.

**Special and Early Education:** Four full and five senior members were renewed. Three faculty members were changed from full to senior members. One retired faculty member will be removed from the department’s graduate faculty list. The committee approved the recommendations. There were no proposed revisions to the department’s criteria.

**Communication:** The committee discussed the department’s proposed revisions to its criteria. The department added a master of fine arts degree as an appropriate terminal degree, increased the number of competitively selected conference papers from three to five, and added an applied research alternative requirement for full and senior membership. The document was also changed to reflect an eight-year review cycle. The committee approved the revised criteria.

**Foreign Languages and Literatures:** The committee discussed the department’s proposed revisions to its criteria. The department expanded requirements to include artistry and creative writing, removed unwanted specificity throughout the document, and made several changes in the language. In addition, the department changed the requirement from “receipt of” to “applying for” grants or fellowships as a form of other supporting evidence. The committee approved the revised criteria.

Bond thanked members of the Graduate Council who served on the Graduate Faculty Membership Committee: Bennardo, Gowen, Sido, Sims, Umoren, and Walker. Bruce moved approval of the recommendations; Bennardo seconded the motion, which carried unanimously.

**Announcements**

**2013 NIU Graduate Student Research Conference:** Cecil Smith informed members that the annual Graduate Student Research Conference will be on Saturday, April 27, in the Holmes Student Center. He stated that he serves as the faculty advisor to the Graduate Student Research Association (GSRA), which is a student organization. The GSRA organizes this conference for graduate students in concert with the Graduate School and, this year, with the Office of Student Engagement and Experiential Learning. This is the
The fifth annual conference, which will be part of the NIU “Celebrating Excellence” series of events. Smith stated that there is no cost to attend the conference. There will be paper presentations, poster presentations, and artistry exhibits. There are over 100 students participating this year. The opening event will be a breakfast chat with Dr. John Skowronski, Presidential Research Professor in the Department of Psychology, and the keynote speaker will be Ira Flatow, host of NPR’s Science Friday. Smith stated that Flatow can be heard on WNIJ on Friday afternoons at 1PM. For more information, visit the GSRA website at http://www.niu.edu/gsra/index.shtml.

**Huskie Commons Institutional Repository:** Drew VandeCreek spoke with Graduate Council about the Huskie Commons Institutional Repository and provided members with the following summary:

In the fall semester of 2012 Northern Illinois University Libraries launched Huskie Commons a new online repository presenting free-use copies of NIU faculty members’ publications in peer-reviewed journals, as well as links to student theses and dissertations. While outreach to NIU faculty is just beginning, Huskie Commons already contains more than 220 faculty publications and links to more than 4,000 theses and dissertations. Huskie Commons uses DSpace, an open-source application developed at the Massachusetts Institute of Technology, and currently in use at more than 1000 institutions around the world.

Institutional repositories are not platforms on which individuals can post anything and call it a publication. Rather, institutions may set rules governing the content found in them. The portion of Huskie Commons devoted to scholarly work is reserved for publications appearing in journals that allow the use of the materials in institutional repositories.

In some cases, journals published by for-profit companies allow archiving and dissemination in institutional repositories. Faculty members should know that they can also inquire with journals indicating that they do not allow this, to see if they accept the SPARC Author Rights addendum. This is a simple statement modifying the publisher’s agreement, which allows an author to retain rights to an article. The retention of these rights allows authors to submit publications to institutional repositories, and make other use of them. In many cases, publishers make it their official policy to retain all rights, but will accept the Addendum on a case-by-case basis.

Huskie Commons is available at http://commons.lib.niu.edu. For more information, contact Drew VandeCreek at drew@niu.edu.

**NIU Open Access Publishing Initiative:** VandeCreek also spoke with Graduate Council about the NIU Open Access Publishing Initiative and provided members with the summary below:

Articles appearing in open-access publications are, by definition, eligible for submission to an institutional repository. They are presented online at no charge. Copyright remains with the author or authors. In some cases open-access journals receive an operating subsidy from an institution, and do not charge authors any money for the publication of
peer-reviewed materials. But, many use the “author pays” model. In response to the growing popularity of open-access publication, commercial publishers have introduced a system whereby author(s) may pay a fee to have their article appear in an open-access form within a for-pay journal. In either situation, the author or authors pay a fee, usually in the range of one to two thousand dollars, to make their work freely available in perpetuity.

Many federal granting agencies now require that all data and findings produced with their money be made freely available, and allow grant money to be used to pay an open access fee. This is not the case for many authors, however. To this end, Northern Illinois University Libraries have begun a new program soliciting requests for funding required for open-access publication and will consider applications on a rolling basis.

More information can be found at http://www.ulib.niu.edu/FIND/OpenAccessPublishing.cfm.

**Graduate Education Modernization (GEM):** Bond informed members that Lisa Freeman was looking forward to talking with Graduate Council members about the GEM project, but learned late Friday that she would be unable to attend. Bond stated that, over the past year, there has been a lot of conversation about the need to change the way that graduate education, particularly doctoral education, works. In 2012, the Council of Graduate Schools, National Institutes of Health, National Science Foundation, American Chemical Society, and American Institute of Physics all published reports about the failure of doctoral programs to prepare degree recipients for the workforce that they enter. They argue that the graduate education failure negatively affects the economy. Those reports were picked up by the Office of Science and Technology Policy (OSTP). That office has begun to bring people together to talk about ways in which doctoral education can be “modernized.”

Bond explained that the OSTP points to the fact that there are approximately 50,000 PhDs awarded in the U.S. and about half of those degree recipients go to work in the academy. There is a sense that universities do a good job in preparing PhD students for the academy, but not for work outside the academy, and that those graduate degree recipients are missing particular skill sets. There is also the assumption that the federal government has a responsibility and an opportunity to change graduate workforce development. OSTP has recently convened the NSF, NIH, and DOE to form a Graduate Education Modernization Work Group for a more intense study.

Bond indicated that the working assumption of the group is that, because of the evolution of STEM careers in the past decade, graduate education, or what actually happens to students in their programs, is not well-aligned with the breadth of U.S. workforce needs. The assumption is also that there needs to be more purposeful interdisciplinary teaching and training, as well as expanded opportunities for professional development.

The work group is focused on a couple of desired outcomes for this project. That is, doctoral students will have expanded and enhanced opportunities to prepare for the full range of STEM careers without sacrificing the research enterprise. Bond stated that principal investigators might suspect that funding agencies will require them to embed
not only interdisciplinary training, but also professional development, into grant proposals.

Bond informed members that they should anticipate hearing more about this and expect some pilot projects in the next year or so. The OSTP, through various funding agencies, will be reaching out for ideas and asking institutions to volunteer to work within its parameters on a pilot project to see what they can do to effect change. Bond stated that it is our hope that we can be involved in some of the building processes for pilot projects through OSTP. He added that we are also hoping that the energy behind this will grow to include humanities and social science disciplines, as well.

Bond stated that Freeman wanted to alert members about this because she anticipates that she might be calling on people about an opportunity to work on a pilot project and convening some groups to do so. Bond told members not to be surprised if they receive communication asking for participation in the GEM project.

Meeting adjourned at 10:56 a.m.
Composition of Examination and Thesis Committees

... All members of the comprehensive examination and thesis committee must be members of the graduate faculty at Northern Illinois University. The majority of the voting members of the comprehensive examination and thesis committee must be tenured or tenure-track faculty members at Northern Illinois University; at least a majority of the voting members and the committee chair must be full or senior members of the graduate faculty; and at least one-half of the voting members, including the committee chair, must be full or senior members of the graduate faculty in the student’s program. A provisional member of the graduate faculty in the student’s program may, with a full or senior member of the graduate faculty, co-chair a comprehensive examination or thesis committee.

Composition of Committees

Committees to conduct the candidacy examination and the oral defense of the dissertation will be nominated by the chair of the student’s department, approved by the college, and appointed by the dean of the Graduate School. Candidacy examination committees must be appointed no later than the conclusion of the semester or term preceding the semester or term in which the student will take the examination; dissertation committees must be formed before or soon after the student passes the candidacy examination. Membership of candidacy and dissertation examining committees will include representatives of major and minor fields. The number of voting members on such committees normally will be three to five, and at least three are required. All members of the committee must be appointed to the graduate faculty of Northern Illinois University. The majority of the voting members of the committee must be tenured or tenure-track faculty members at Northern Illinois University; a majority of the voting members must be senior members of the graduate faculty; and at least one-half of the voting members, including the committee chair, must be graduate faculty members in the student’s program. In addition, the dean of the Graduate School will serve as an ex officio, nonvoting member of all committees to conduct the oral defense of the dissertation. The dean or a dean’s designee is to participate in both parts of the defense.

Justification: During the process of making significant changes to requirements for graduate faculty, the long-standing use of the phrase “at least one-half” was replaced by “majority.” When committees consist of 3 committee members (MA) or 5 committee members (DOC), the difference between the words is meaningless. However, enough MA committees are composed of 4 members to give the difference between the phrases meaning.
Graduate Course Requirements and Scheduling

Section III. Item 13.

A. Courses offered for graduate credit must contain material at a more advanced level or must require greater intellectual or creative performance, than do undergraduate courses in the same subject area. It is the level of course material and expectations, and not the level of the student, that defines whether a course should carry graduate or undergraduate credit.

B. Consequently, in split-level courses, students pursuing graduate credit must receive a syllabus distinct from the undergraduate syllabus for the course. The graduate syllabus must provide evidence that graduate students are required to demonstrate advanced knowledge, skills, and abilities, especially when compared to the requirements established for undergraduate students in a split-level course.

C. Graduate courses must allow time for intellectual activities such as graduate-level readings and writing, thoughtful contemplation of class material, research, and analysis of information. Therefore, a graduate course with regularly scheduled class meetings (i.e., not independent study, internship, practicum, thesis, or dissertation courses) must be scheduled in a fashion that allows for such activities, in proportion to the credit per week (7 consecutive days) of scheduled class meetings. A one-semester-hour course may be completed with a single week of class meetings, provided that sufficient time is allowed for out-of-class activities. Each additional semester hour of credit must involve class meetings occurring in at least one additional week, with a break of at least two days between sets of class meetings.

D. Any exception to these policies requires the approval of the department, the college dean, and the dean of the Graduate School, unless the exceptional format has been approved through the curricular process. If a course with an exceptional format is to be offered on an ongoing basis, it should be submitted through the curricular process for approval.

Justification: At its December 2007 meeting, the Graduate Council passed a resolution that contains the text in item “B” above. To ensure broader circulation of the sentiment of the council, it is proposed that the text be included in the APPM.
Graduate Record Examinations (GRE)

In order to be admitted to the Graduate School, all applicants, other than those applying to programs in the College of Business, the transitional D.P.T, the M.F.A. or the M.A. with a specialization in studio art in the School of Art, the M.M. degree or Performer’s Certificate programs in the School of Music, the M.F.A. with a specialization in acting or in design and technology in the School of Theatre and Dance, or the M.S. in the School of Nursing, must have provided official scores on all sections of the General Test of the Graduate Record Examinations (GRE) to the Graduate School.

Applicants to graduate programs in adult and higher education, curriculum and instruction, early childhood education, educational psychology, elementary education, foundations of education, instructional technology, and literacy education may submit Miller Analogies Test (MAT) scores in lieu of GRE scores. Applicants to the graduate program in school business management may submit Graduate Management Admission Test (GMAT) scores in lieu of GRE scores. With approval of the Department of Technology, the GRE scores requirement may be waived for applicants to the M.S. in industrial management on the basis of significant work experience. Applicants to the M.S. in sport management or management information systems may submit either the GRE or the GMAT scores to the Graduate School.