

Graduate Council Meeting Minutes
5/10/2023– 3:30-5:00 p.m.

ZOOM LINK: XXXXX

X	Jerry McMurtry	X	Evan Williamson (Library)	e	Grant Harley (COS) 2024
x	Chris Ludwig (EHHS) 2024	X	Pedram Rezamand (At-Large/CALS) 2023	x	John Cannon (At-Large/EHHS Boise) 2025
x	Jeff Bailey for Linda Chen (CBE) 2023	e	Kelly Quinnett (CLASS) 2023	x	Eric Wolbrecht (ENGR) 2025
e	Greg Turner-Rahman (CAA) 2025	x	Leda Kobziar for Kerri Vierling (CNR/ENVS) 2023	x	Carson Silsby (GPSA)
e	Paul Hohenlohe (UWP) 2024	x	Dan Strawn (CALS) 2023	x	Adamarie Marquez Acevedo (GPSA)
x	Sarah Wu (At Large/ENGR) 2024				

- I. Minutes from 4/19/2022 Approved as corrected/amended Vote: 7/0/2

- II. Announcements
 - a. The Dean’s updates: There are positions open in COGS--Grad Admissions and Programming Director
 - b. AI and written products—what does that mean for dissertations and thesis process? Jerry will be researching the topic this summer.
 - c. Strategic Enrollment Plan
 - d. Domestic applications are still open, and students may apply.

- III. Old Business
 - a. Graduate admissions would like to bring forward discussion about the process of what to do when students do not waive rights to letters of recommendation—GC will revisit in fall.

- IV. New Business

Discussion:

 - a. Remove the GRE requirement from Interdisciplinary program catalog language. It has been removed on the admissions side for a while. There was a discussion on the GRE and validity. [Interdisciplinary Studies \(M.A. or M.S.\) < University of Idaho \(uidaho.edu\)](https://www.uidaho.edu/interdisciplinary-studies)
 Moved to vote: 8/1/1 Approved to remove as admission’s requirement and move forward to next step.

 - b. The number and type of recommendations the MA/MS Interdisciplinary option should consider. Consider removing letters since the procedures for Interdisciplinary studies requires a committee and a study plan prior to admission. Move to vote to remove recommendations. 10/0/0 This will move forward.

 - c. Graduate Recruitment Situational Analysis (attached)
 We have a plan and know where we want to go. There needs to be two separate paths: one for professional and one for research-based programs.

Comments/Discussion points by members:

 - Concepts in content concerning professional programs subsidizing PhD programs is a bit subjective. banded on metric models and research expenditure, grad programs that

have research bring in research funding to the university but, get hit by metric models incorrectly that drive decision making...

- Where do we want to draw this network connection?
- The report came from CGS data that PhD programs cost more money, but professional programs make money.
- Argument: Only one deep on their metric, Research brings in grant money, but it's not considered in the metric.
- Waiving in-state tuition at other universities, but with Idaho State board—it's not allowed.
- Can we work on this to change the law?
- F&A rate was lower...but now it's creeping up at 50%
- P1 money is moving to empower us to R1 or whatever the distinction will be called in the future.
- This info came from R&N consulting group to build into plan to move forward and support implementing plan.
- Quality and Quantity...
- Low stipends hurt us, and other institutions have a coordinated effort/aggressively recruiting. And offer the cohort—community model.
- Quality of life is not considered in the strengths and weaknesses. Students often consider different things when choosing a program.
- We need to get better grad stories out, like our cool centers and what they are doing could generate lots of interest.
- CASE meeting Carnegie shifting their criteria and said it was never meant to be ranking system, rather a Categorization. Wait/on hold until fall...
- Fellowships—how to apply to students, past winner to help advise, but may be more powerful impact with faculty help/advisement.
- The return on increasing numbers in “professional type programs” doesn't exist, example “one” college increased online students/teaching 10-fold, but it didn't translate to new PhDs, or more money to support them. It translated to more work and no additional financial support.
- The report has many number goals but light on quality goals.
- Quality is important but yes this was built around enrollment numbers. Time to degree equal quality?
- How might we recruit higher quality students? And focus on that. Workshops for faculty.

- Recommendations: Program prioritization
- Action plan: Give DGS tools, buyout, compensation for their hard work.
- Get PhD stories out—
- Faculty research websites—University doesn't support faculty sites and it is needed to look cohesive and professional.
- Resources needed.
- Roll out timeline was discussed.

Adjourned at 5PM.