

GPC



How get vid of Hold?
- Finish part 1
- Hold removing will be automatic

Graduate Operations Committee Meeting Agenda

612 Sterling Evans Library

September 4, 2017

3:00 p.m. to 5:00 p.m.

I. May 1, 2017 Meeting Minutes and Action Items* p. 1-4

II. Old Business

- ELP Changes Update – Dr. Mark Zoran (10 Min)*p. 5-6

Kristin Harrel

III. Discussion Items

- HAVEN Online Module – (5 Min)

for grad. stu. training sexual violence, assault, et
Title IX
Part 1 - Sept 24 must complete, or HOLD
Part 2 - Nov 17 " " " "

- Change in Graduate Certificate Process – Laura Heard (10 Min) - has talked to Jenna
- Changes to Thesis & Dissertation Review – Dr. Mark Zoran (10 Min)*p. 7-8 - see handout
- Graduate Faculty Membership – Dr. Mark Zoran (10 Min) - Proposed outside member must outside the major.
- DQF Discussion – Graduate Level – Dr. Amy Fairchild (10 Min)

will be on BC agenda →

IV. Information Items

- Funding Pool Update – Rachelle Dudley (1 Min) - will sweep this year, redistribute
- Hurricane Harvey Deployment – Rachel Krolczyk (5 Min) - report due Oct 15 - 10,000ft view - few paragraphs
- ETS/ITA Project – Dr. Mark Zoran (5 Min)*p. 9 - case-by-case evaluate for a withdrawal and PR.
- Agreement w/UT System Cooperative Consortium – Dr. Mark Zoran (5 Min) = no longer exist - must write new mod if use.
- Ombuds Workshops – Dr. Teresa Wilcox (5 Min) - table
- EAB Audience Generation (September 12, 2017) – Dr. Mark Zoran (2 Min)
- Holistic Review Workshop Fall 2017 (October 16, 2017) – Dr. Shannon Walton (2 Min)
- Competitive Student Outcomes (November 9, 2017) – Dr. Shannon Walton (2 Min)

Deanie →

V. Upcoming Events/Important Dates

September 7	New Fellow's Social & Fellows Financial Workshop
September 25	2017-2018 Dissertation Fellowship (Round 2) Announcement
September 29	Last Day to apply for Degree to be awarded in December
October 6	2017-2018 Dissertation Fellowship (Round 2) Application Open
October 18	Diversity Fellowship Announcement
October 20	Diversity Fellowship Nomination Informational

VI. Announcements

Next GOC Meetings Date: 1st Monday of every Month. Next Meeting **October 2, 2017**

*Denotes handouts with discussion

predicted for a college's funding pool. The Council of Principal Investigators suggested distributing the back stop funds to the departments. KBP was not convinced that was the best approach. Hence, she gathered information from each GOC Dean to determine how many make multi-year offers.

Using that information, KBP met with department heads from some colleges who were not routinely making multi-year offers. They discussed their challenges and constraints. KBP encouraged the departments to consider how they might use some back stop funding from OGAPS to shift to more routinely making multi-year offers to PhD students. She asked that they discuss those ideas with their respective GOC Dean and then share with her.

III. New Business

A. GPSC Updates – Paul Taele & Yashwant Prakash Vyas

Paul reviewed GPSC highlights for the year including:

- Energized general assembly meeting
- Encouraged lots of communication between the colleges
- Distributed graduate newsletter
- Held graduate student town hall
- Encouraged graduate student town halls at the college level
- Held largest graduate student- driven social
- Rise of international student leaders
- Warm ties with undergrad student government

- Unified rise of graduate student groups

Yashwant (See PowerPoint) – Student Research Week update: SRW Planning Committee: 6 colleges, 4 undergraduates, 1 Ph.D., 4 Masters, 1 staff, 9 different majors represented. This helped encourage diverse perspectives and feedback to improve SRW. 4 Day Research symposium and competition, opportunity for undergraduate and graduate students to display their research. Approximately \$25,200 distributed in award money. SRW provided an opportunity for students to receive feedback from professionals on their research projects. Yashwant also discussed SRW goals and new initiatives. He reviewed funding and provided documentation of expenditures, awards, and numbers in growth of participation.

B. ELP Alternative Verification – Completion of Masters Degree – Rachel Krolczyk

OGAPS discovered that a small number of students may need to secure English language proficiency alternative verification during the admissions process. An international student holding a master's degree from an accredited institution located in the U.S. qualifies for alternative verification. Certain students may be in process of completing that master's degree at time of their application to TAMU graduate programs. If an international student in that scenario applies to TAMU during their final year of master's work, OGAPS does not presently alternatively verify them because the student does not hold a degree at time of application.

Graduate Operations Committee Meeting Minutes
204-A Sterling Evans Library
May 1st, 2017
3:00 pm – 5:00 pm

Attendees: Gerianne Alexander, Larry Bellinger, Adrienne Bentz, Christian Brannstrom, Leonard Bright, Karen Butler-Purry, George Cunningham, Suma Datta, Suzanne Droleskey, Rachelle Dudley, Prasad Enjeti, Amy Fairchild, Beverly Irby, Dawn Jourdan, David Kessler, Nicole Kinslow, Rachel Krolczyk, Rosana Moreira, Tandilyn Morrel, Russell Ramirez, David Reed, Catherine Roueche-Herdman, Ashley Seabury, Bill Taylor, Paul Taele, Yashwant Prakash Vyas, Shannon Walton, Jamie Wangler, Van Wilson, Mark Zoran

Meeting Moderator: Karen Butler-Purry

I. Meeting Minutes for April 3, 2017 and Action Items

II. Old Business

A. Diversity Fellowship Offers Update – Dr. Rosana Moreira

See handouts. Handouts detail the breakdown of Diversity Fellowship offers. Via e-mail, RM will distribute feedback regarding student reasons for turning down offers (not all students responded).

Dr. Moreira also indicated that next year she will request help from GOC Deans to find volunteer Diversity Fellowship application reviewers.

B. ELP requirements for Graduate Students in Teaching Positions Update – Dr. Butler-Purry

See handout. The requested updates regarding English language proficiency certification for international graduate students serving in teaching positions achieved approval. KBP will attend the TAMU Faculty Senate meeting on May 8, 2017 to brief them on these changes.

OGAPS will commence associated updates to the graduate catalog, the OGAPS website and the Graduate Advisor Handbook. Further, OGAPS will communicate with various campus offices impacted by the changes to ensure that their English language proficiency-related materials reflect the changes. Changes take effect starting in Fall 2017. OGAPS is determining a grandfathering option to accommodate those students who already obtained the required score on one of the standardized tests (TOEFL, IELTS, PTE).

C. Discussion with Department Heads about Multi-Year Offers – Dr. Butler-Purry

OGAPS conducted a survey in 2015 of departments called “Attracting the Best Graduate Students.” Findings from the survey indicated that departments felt TAMU’s PhD graduate assistantship offers needed to become more competitive by increasing the stipend levels and increasing the number of multi-year offers.

This feedback led to establishing a new pool in FY17 for back stop support of multi- year commitments when funding runs out, and for college level fellowships when the yield is higher than

E. Early Assurance Program – Dr. Butler-Purry

See Handouts. Goal for the Graduate and Professional Early Assurance Program is to funnel an increased number of outstanding undergraduate students into TAMU doctoral programs. Currently existing examples in first professional programs, medical schools and law schools nationwide serve as a template for the program. Under similar programs, universities hold spots that students could potentially secure if they maintain a minimum GPA in certain classes.

For example, West Texas A&M and the Texas A&M College of Veterinary Medicine have a plan where CVM holds 5 slots in the DVM program for West TAMU undergrads. If the students meet certain conditions they gain admission into the DVM program. President Young is open to expanding this initiative to include graduate and non-first professional graduate programs. Associate Provost for Undergraduate Studies Dr. Ann Kenimer convened a group to brainstorm procedures to achieve this. Preliminary suggestions include allowing programs and departments to develop their own program description, admittance numbers/eligibility/academic/matriculation requirements. One idea involved waiving admission fees for students.

Program has many advantages such as students with a guaranteed spot are less likely to seek spots at competing universities. KBP asked the GOC Deans to share/discuss EAP with their respective departments and provide feedback on whether there is interest in participating and if so, how the program could be implemented in their departments. The information collected will be shared with EAP.

Dr. Kenimer is looking to start the program this fall for Fall 2018 enrollment.

IV. Announcements

May 1	Research and Presentation Travel Award Deadline
May 1	GPSC Banquet 6pm MSC 2300
May 4	G.R.A.D. Aggie Certificate Banquet 6pm MSC 2406
May 11-13	Commencement
May 19	2017-2018 Dissertation Fellowship Application (Round 1) Deadline

Next GOC Meeting Date: 1st Monday of every month. Next meeting **September 4, 2017**

OGAPS requests GOC Deans feedback on this issue. Should OGAPS allow masters students who indicate plans to complete masters before enrollment date to qualify for alternative verification? OGAPS could conditionally verify the students. Do GOC Deans want to make an exception for these students if they are currently working towards completing the master's degree that would qualify them for verification (update the alternative verification process)? Discussion on the following: If a student receives an exception and then does not complete the degree/conferral condition, it could create a problem because TAMU already admitted them. Bill Taylor reminded everyone that ISS must follow catalog language and policy related to admission to issue immigration paperwork. The current policy states that admission requires ELP verification. GOC Deans recommended that OGAPS leave the procedure as it is and continue to alternatively verify with a conferral date for a previous degree at an accredited institution in the U.S. before admission. In the event that a program would like to request an exception, then they can submit the request to OGAPS with justification attached.

C. Graduate GPA Calculations – Rachel Krolczyk

See handout. The current rule for calculating cumulative GPA can present problems for some students who pursue a graduate degree after completing a previous TAMU graduate degree. After completion of the first graduate degree, all unused graduate-level coursework which was not included on the degree plan is automatically carried forward to the next degree. A student would begin the new graduate degree program with the cumulative GPA of the coursework carried forward. Currently students who have completed a previous graduate degree at another institution start with an initial GPA of 0.0. This seems inequitable.

RK discussed possible revisions to GPA calculation rule and asked for GOC Deans feedback.

- Should students pursuing another TAMU graduate degree after completion of a previous TAMU graduate degree begin with a 0.0 GPA and no coursework carried forward?
- Should all unused eligible coursework from the previous TAMU graduate degree program be flagged for possible future use? A student could be allowed to bring forward any unused eligible coursework by adding it to their degree plan and the corresponding coursework grade(s) would be included in GPA calculation.
- Should a student be able to invalidate a course(s) that they brought forward from previous TAMU graduate degree?

GOC Deans agree to continue discussions with their departments. RK will contact GOC Deans this summer to collect feedback.

D. Masters & Doctoral Alumni Survey – Dr. Leonard Bright

TAMU will participate in the Council of Graduate Schools (CGS) Doctoral Career Pathways Alumni Survey project. As such, OGAPS will create surveys for TAMU masters and doctoral alumni. This effort will continue throughout the summer with plans to administer the survey in Fall 2017. Dr. Bright will reach out to GOC Deans for feedback on both potential survey questions and possible inclusion of college questions.

English Language Proficiency Verification, Certification and CTE-ELP Instruction

ELP Verification.

The Student and Exchange Visitor Program (SEVP), part of U.S. Immigration and Customs Enforcement (ICE), monitors international students, exchange visitors and their host schools. SEVP-certified schools must require international students to achieve a certain level of English proficiency to receive an I-20 Form and gain admittance. At TAMU, this level is called **ELP verification**.

Note: ELP verification requires TOEFL (80), GRE Verbal (146), IELTS (6), or PTE (53).

ELP Certification.

English language proficiency certification is required by the State of Texas and Texas A&M University for International Teaching Assistants (ITAs). To attain English Language Certification, an ITA must attain a Level 1 score (for the speaking sections) of the TOEFL, IELTS, PTE or ELPE as outlined in the table below.

	Global Standardized Tests			Locally Administered (on Texas A&M campus) Exam
Level #	TOEFL speaking section	IELTS speaking section	PTE speaking section	English Language Proficiency Exam (ELPE)
1	≥26	≥8.0	≥85	80
2	23-25	7.0-7.5	75-84	75
3	<23	<7.0	<75	65

Level 1 students are ELP certified and eligible to teach.

Level 2 students are eligible for conditional teaching for one semester, but must participate in CTE-ELP instruction and achieve a certifying score on the ELPE.

Level 3 students are ineligible to teach.

ELI - going away

CTE-ELP - will be offered

- free

- priority to level 2 students & teaching this semester

- go CTE web site for details

CTE-ELP Instructional Programming

The Center for Teaching Excellence (CTE) at TAMU houses an English Language Proficiency (ELP) instruction program (CTE-ELP). English language instructional consultants provide linguistics and spoken language training to assist international students in meeting English Language Proficiency requirements. CTE-ELP training involves individualized instruction via one-on-one tutoring or small group activities. CTE-ELP consultants conduct formative assessments to tailor the specific training necessary for each participating student.

CTE-ELP is not a testing service and does not provide a direct path to ELP certification. Rather, CTE-ELP provides spoken English assessment and instruction. Testing Services of the Office of Data and Research Services (DARS) is responsible for ELPE testing associated with the certification process.

Access to CTE-ELP program training occurs on a priority group system, with highest priority going to students with ELP proficiency level 2 who departments need as TAs (see below).

	Graduate Students or Instructors	Currently Teaching	Proficiency Level(s)
<i>Group 1</i>	Graduate Students	✓	2
<i>Group 2</i>	Graduate Students	-	2 & 3
<i>Group 3</i>	Instructors (including Level 1 ITAs)	✓	1
<i>Group 4</i>	Graduate Students	-	-

Group 1 participants represent top priority and will receive first access to CTE-ELP. Instruction begins with a diagnostic assessment of oral proficiency skills. Assessment results are used to construct a personalized improvement plan. CTE-ELP participants will receive regular formative assessment from language consultants. Twice each semester, students will receive a report documenting their participation and progress, which they then share with advisers. Once a student becomes eligible to do so, they can retake the ELPE and attempt to certify their proficiency. Importantly, students can only become ELP certified through the testing services described above.

Note: ELP certification requires speaking section scores of TOEFL (26), IELTS (8), PTE (85) or ELPE (80).

OGAPS Thesis and Dissertation Requirement Changes

OGAPS is instituting changes to the formatting requirements for a thesis, dissertation or record of study. In response to feedback from faculty, students and staff, a peer review¹ was conducted of Vision 20/20 aspirant peers, current processes were reviewed and and streamlining recommendations were made. Below is a brief summary of the changes that will be made for next semester (Spring 2018).

1. Margins

Current Requirement: Standard margins are 1.4" left, 1.15" right and 1.25 top and bottom.

Peer review findings: 60% of institutions allow margins the same on all sides or at least 1" on all sides.

New Requirement: Margins must be a minimum of 1" on all sides and consistent throughout the document. If binding, a margin of 1.4" is recommended.

2. References

Current Requirement: A formal reference section at the end of the main text. A notes section is not a substitute for the formal reference list.

Peer review findings: 60% of institutions allow references to occur at chapter's end or document's end.

New Requirement: Reference sections may occur in one of two locations: at the end of the main text or at the ends of each chapter. If the references appear at the end of each chapter, they should be located under a subheading, such as "References" or "Bibliography."

3. Type size and vertical spacing

Current Requirement: Choose one point size (10 point minimum and 12 point maximum) and use it throughout the **text** of the manuscript. *The text* of the manuscript may be *double-spaced* or *space-and-a-half*.

Peer review findings: 47% of institutions require 12 point type (font) size or 11-12 point.

New Requirement: Use 12 point type size throughout the manuscript. Use double spacing for the manuscript. In the case of long documents, 11 point type or *space-and-a-half* spacing will be allowed with approval of OGAPS Thesis and Dissertation Services.

Variable format chapter to chapter – NOT allowed

Requirements that will not change at this time

Format variation by Chapter

Current Requirement: All formatting is requested to be consistent throughout all chapters or sections of the manuscript.

Peer review findings: 81% of the peer group requires consistent formatting throughout all chapters or sections of the manuscript.

ⁱ Texas A&M Vision 2020 Peer Institutions

University	Campus Location	Vision 2020 Abbreviation	Institutional Research Website
University of Texas	Austin, TX	Texas	Institutional Research
University of California Berkeley	Berkeley, CA	UC Berkeley	Planning & Analysis
University of Michigan	Ann Arbor, MI	Michigan	Planning & Budgets
University of North Carolina	Chapel Hill, NC	North Carolina	Institutional Research & Assessment
University of California Los Angeles	Los Angeles, CA	UCLA	Academic Planning & Budget
University of California San Diego	San Diego, CA	UC San Diego	Student Research & Information
University of Wisconsin	Madison, WI	Wisconsin	Academic Planning & Analysis
University of Florida	Gainesville, FL	Florida	Institutional Research
Georgia Institute of Technology	Atlanta, GA	Georgia Tech	Institutional Research & Planning
University of Illinois	Urbana, IL	Illinois	Planning & Budgeting
University of Minnesota	Twin Cities, MN	Minnesota	Institutional Research & Reporting
Ohio State University	Columbus, OH	Ohio St.	University Registrar
Pennsylvania State University	University Park, PA	Penn St.	University Budget Office
Purdue University	West Lafayette, IN	Purdue	Institutional Research
University of California Davis	Davis, CA	UC Davis	Student Affairs Research &

Educational Testing Services (ETS)- International TA Study

ETS (Educational Testing Services), the company that administers GRE and TOEFL testing, is partnering with a number of higher education institutions to collect data on international teaching assistants (ITAs), selection processes and English language proficiency requirements. OGAPS is working with ETS to provide University-level information, but ETS would like to also obtain information from programs.

OGAPS identified 9 departments representing a diverse group of disciplines who hire a relatively large number of ITAs. See below for a listing of those programs.

College	Department	Graduate Staff Advisor	ITA #
Ag & Life Sciences	Agricultural Economics	Dr. David Leatham	16
Architecture	Architecture	Dr. Jeff Haberl	6
Ed & Human Develo	Teach, Learn, & Culture	Dr. Michael de Miranda	12
Engineering	Mechanical Engineering	Dr. Daniel McAdams	28
Geosciences	Geology and Geophysics	Dr. Mark Everett	15
Liberal Arts	Economics	Dr. Dennis Jansen	26
Mays Business School	Info & Op Management	Dr. Andre Araujo	18
Sciences	Chemistry	Dr. Joanna Pellois	67
Vet Med & Biomed Sci	Vet Integ Biosciences	Dr. Michael Criscitiello	4

Below find examples of information ETS seeks:

- What teaching assistant (TA) opportunities exist in your program?
- How many TAs/ITAs are hired per semester?
- What are the expected TA duties?
- Are students with English as a second language eligible for Teaching Assistantships (TA)?
- Do students apply for the Teaching Assistantships (TA)? Are they appointed or both?
- Are undergraduate students eligible for TA positions?
- What method to assess TA performance assessment is employed?

Please encourage your departments to take part in this study. Once completed, ERS will provide TAMU with analysis and comparisons of our approaches with those of the other participating institutions.

