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## October 19, 2012 ALEC Graduate Committee Meeting Minutes

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## **ALEC Graduate Committee Meeting Minutes**

October 19, 2012  
9:30 – 11 a.m.

**Attendees:** Bell, Cannon, Greenlee, Husmann, Matkin, McElravy, Terry, GUEST: Amy Boren Alpizar

### **Introductory Remarks**

**Matkin** thanked everyone for coming to the meetings with Patrick Solomon and Damon Hudson, visiting Master's students. They are excellent examples of Master's students that we would want to recruit to our program. They got really great experiences between meeting with the faculty and the graduate students. That is a good model to use when we get a graduate student requesting a visit.

**Matkin** thanked Jennifer Greenlee for taking detailed minutes for the graduate committee. In the past we have lost information due to not having the minutes documented. Don't hesitate to tell if something is missing from the minutes, if anything needs to be worded differently.

### **Agenda and Minutes**

1. **Minutes – Matkin** presented minutes from August 31, 2012 for approval—**Terry** motioned—**Matkin** seconded—minutes approved.
2. **Agenda Review – Matkin** presented the meeting agenda for any changes. **Matkin** had an addition to the agenda.
  1. **ENTO 915 and ENTO 826**—Announcements—Informational Item
  2. **CEHS graduate committee report**—**Matkin** has a brief report on that. This will be a permanent agenda item.

### **Guest Speaker**

Dr. Amy Boren Alpizar—Master's of Applied Science Program—**Alpizar** presented the following information about the MAS program to the ALEC Graduate Committee.

**Matkin**—asked Dr. Alpizar to come and talk about her new role with the Master's of Applied Science Program. We have struggled with understanding that process. In recent times we've gotten more clarity on that I attribute that to Dr. Alpizar's presence so I've asked her to come and talk about what's going on and to answer questions we might have.

**Alpizar**—I think everyone is familiar with the Applied Science program. It's a degree for working professionals is the way we like to think of it.

- You can do all the course work online.
- No GRE requirement
- Very flexible
- The student can design their own track within the programs
- People who don't have access to a physical campus they can get online and continue their education

The committee reviewed the requirements for the MAS program provided by **Matkin. Alpizar**—while the MAS is very flexible and very student friendly it may not be so faculty friendly in terms of there isn't an actual Applied Science department. We have to rely on people from other departments to take on students that are maybe Agronomy, Entomology, Natural Resources, or Leadership. We rely on volunteer advisors from different departments to take on the students. I would open it up to questions that you might have. I actually have questions for you in terms of your experiences with the MAS students and how we can improve.

### **Questions/observations raised were:**

The ALEC Leadership Option sheet needs to be corrected to reflect the nine hours in another area doesn't have to be a minor. It could be an Option 3 or an Option 1 if that student wanted to write a Thesis program. (Matkin)

When students apply to this program, they are applying to CASNR not applying to a department? When we talk about graduate admissions and our admission standards and who we will accept and not accept, this be a potential challenge. Because, the MAS program doesn't require the GRE; and we do for our department. And, we judge whether or not we are going to admit a student to our program with one more indicator than this, MAS students get an opportunity to be advised by us. I'm worried about the fairness of this. (Cannon)

**Alpizar**—what would be faculty rewards that we could offer to help to ease the volunteer advising load?

These students come under the control of the department where the 18 hours are completed? (Bell)

**Alpizar**—in my office we are putting the students together and helping to get dates on track for when students wrap up their memorandum of courses. And, are they getting their forms filled out. I can advise the Leadership students. I can't advise the students that want to study Plant Science. The people in those other departments they have to have their own faculty advise them. We can provide them with resources to faculty.

Need to provide some consistency in the process in terms of committee requirements. (Bell)

As part of the graduate student experience, the student should be making sure their memorandum of courses and other documents that are part of their plan are taken care of. They need to work with their advisor and follow the process. (Bell and Cannon)

There needs to be a formal timeline as to when the student needs their documents/forms of their plan turned in by. (McElravy)

John Markwell is the MAS Graduate Chair. If you need a form signed by the MAS Graduate Chair, John Markwell will need to sign it not the ALEC Graduate Chair. (Matkin)

Where does the credit go for advising? (Bell)

If there was a requirement once a student was admitted to this, that a committee would need to meet and formally approve the area of concentration and have some input on what courses would qualify. And, talk about what's the possible project that you are going to be interested in to put some kind of formality to it. Then it puts them in charge of their own program until they start to work on their project. Then, there is another requirement that the committee meets and approves the project that has been selected. You would have the committee meet again when they were done with their project to sign off on it. (Bell)

**Alpizar**—who would make up the committee? **Bell**—one would be a faculty member from the area of concentration. Another one would be from a secondary area and the other one would be their advisor as appointed by the department.

Transfer credits of other course work? (Husmann)

**Matkin**—I wanted to clarify how the system used to work and works now on the application process for the MAS applicant and get feedback from this group on. The way the process has worked is in the past John would get an applicant, review it, send it up to Mark to look at it, and Mark would send it to me for my approval. I would see if someone wanted to advise this student and if there was we would accept them. At some point, Mark decided it was ridiculous that they were coming to him. They bypass Mark now and come directly to me. Alpizar will send me an application and ask for approval. **Discussion**—should any application we get be delayed until they come to the committee for approval? **Cannon**—concerns of our admission requirements not required of the MAS applicants and no credit in our department for advising them. **Alpizar**—will be checking into whether our department gets credit for advising the MAS students. And, what the MAS program can do for Ag teachers in terms of a teaching certification. **No decision was made at this time.**

### Unfinished/Ongoing Business:

1. **Master's Degree Options Sheet**—required research courses for Master's of Applied Science—**Matkin** presented the finalized sheet, but updates need to be made based on the understanding of the MAS program. **Matkin** will make that edit and distribute the sheet at the next meeting. **Edit to be made**—section about MAS leadership students following the Option 2.

**Discussion about optimal graduate student numbers—Matkin**—at the last meeting Bell brought up an issue about the numbers of graduate students in the program.

**Discussion—Matkin** recapped this issue that came about several years ago when ALEC stopped taking graduate applications. ALEC closed the program to new applicants due to the student advisor ratio was too high. We changed the admission process slightly and opened it back up. As a result our numbers have dropped part of it was intentional, but Bell brought up a question what is our optimal number? Do we start building back up? (12 applicants now for February 1, 2013--6 doctoral/4 master's) The first step might be to review our current students to see who is active and who is not really making progress. This would help us determine our current numbers more accurately. A committee to address this was formed in the August 31, 2012 meeting (Matkin, (temporary chair) Cannon, Bell, a GSA representative to be determined).

### **Sub-committee Reports/Updates (if applicable)**

The sub-committees have not met.

### **New Business:**

1. **Recruitment Grant & Fellowship Funds—Information Item—Matkin**—put in application for a \$1,000 recruitment grant for ALEC graduate committee. This allows ALEC to hold recruitment events either at conferences we go to, develop promotional materials, to host visiting applicants. Matkin applied for 2 Othmer Fellowships at \$8000 each, 2 Chancellor's at \$4000 each and 5 Edgrens to assist outstanding applicants, from out-of-state by providing 150% of in-state tuition for the duration of their program.

### **Announcements/Updates—All**

1. **Husmann**—Unsure of when this will start, anytime you see an ALEC 996 or 899 they will have individual names allotted to it. From the Activity Insight it will pull from existing databases. **Matkin**—that will be something for us to make sure we are contacting our graduate students saying if they take 996 hours or if you take 999 dissertation hours you need to take the section with your advisor's name on it.
2. **ENTO 915 and ENTO 826**—Information was shared for all present at the Undergraduate Curriculum Committee Meeting. <Insert here>
3. **CEHS executive graduate committee report—Matkin** has a brief report on that. This will be a permanent agenda item. I sit on the CEHS executive graduate committee, because our doctoral program is housed in the College of Education and Human Sciences. At the last meeting, we had a discussion about what faculty can do to enhance and support graduate education. This discussion came about as a result of grievances or complaints that some departments had gotten from graduate students about what is appropriate behavior of faculty concerning graduate students. They wanted us to come to our own faculty and have a conversation about this. They also talked about Comp time and work load. Some graduate students on assistantship are complaining that they are being

asked to work too many hours. There is no official policy about pregnancy leave for graduate students. **Action—Matkin**—if anyone has feedback, you can email me privately. I will take the feedback to the CEHS executive graduate committee.

**Future Items**—*Notify Greenlee a week in advance to move these items to “active”*

- Doctoral Questions for Checklist & Evaluation Sheets for application process (Matkin)
- Putting minimum GRE score on web checklist for grad programs (Matkin/Cannon)
- Extension Graduate Program Discussion (Bell)
- ALEC 901 (Cannon/Matkin)

**Next meeting:** November 2, 2012

**Meeting Adjourned:** 11 a.m.

**Minutes presented by:** Jennifer Greenlee