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## January 11, 2013 ALEC Graduate Committee Meeting Minutes

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## **ALEC Graduate Committee Meeting Minutes**

January 11, 2013  
9:45 – 11 a.m.

**Attendees:** Balschweid, Bell, Bird via distance, Cannon, Greenlee, Husmann, Matkin, McElravy, Terry

Meeting called to order at 9:50 a.m.

### **Agenda and Minutes**

1. **Minutes—Matkin** presented minutes from December 7, 2012 for approval—**Cannon** moved to approve—**Terry** seconded—minutes approved as written.
2. **Agenda Review—Matkin** presented the meeting agenda for any changes. **Matkin** brought forth a request from Dave Varner for graduate faculty associate.

### **Unfinished/Ongoing Business:**

1. **Update on graduate applicants—Announcement** (Greenlee)  
**Greenlee** presented the numbers of students that have applications in process for our graduate program.  
27 applicants on Jan. 9, 2013  
Master's 15  
Doctoral 12  
Assistantship Interest 3—2 are MS—1 is a Doctoral for the HRTM program
2. **Expectations & Timeline for Reviewing Applications—Discussion** (Matkin)  
**Matkin** presented the timeline that Greenlee and Matkin put together. This was given to the faculty now so they could block out some time and plan accordingly for the review process.  
**February 1**—all applications are due. They have to be complete by 5 p.m. for us to be able to accept them.  
**February 4-8**—Matkin completes the objective information on Page 1: Graduate GPA, GRE scores, and TOEFL (if necessary).  
**February 11-24**—all graduate faculty review and evaluate all applications in the GAMES system. Jennifer will provide copies of the evaluation sheet to be filled out for each applicant.  
**February 25-28**—Matkin groups the candidate into the following (preliminary) groups based on faculty evaluations:
  - 1) Outstanding Applicant
  - 2) Acceptable Applicant
  - 3) Unacceptable

Faculty are still able to support or discuss candidates from any of the categories and make their case for admission or denial.

**March 1**—regularly scheduled Graduate Committee Meeting will be dedicated to discussion and selection of new graduate students for admission into program and the time may be extended to end later if needed to complete the process.

**New Business:**

1. **Dave Varner request for Graduate Faculty Associate Status in the ALEC department—**

**Discussion** (Matkin)

**Matkin**—Dave Varner is a graduate of our program. He submitted a letter requesting graduate associate faculty status in the ALEC department. He has been asked to do some advising. He is interested in being a part of the graduate faculty in this program. He submitted some additional information for the graduate committee to review. As well as a vitae.

**Bell** moved to approve Dave Varner for graduate faculty associate status.

**Terry** seconded.

**Discussion**

**Husmann** expressed concern about notifying supervisors of requests for Graduate Association status.

**Matkin** noted that there have been occasions when Dr. Balschweid would first check with the supervisor before making an offer to that person for teaching but that this has not been a part of our process for Graduate Associate requests in the past.

**Balschweid** clarified that we are not assigning any responsibilities to a person by granting them this status. Specific assignments such as serving on committees or teaching graduate classes would be approached separately.

**Terry** asked what is the definition of graduate associate faculty status?

**Matkin** stated that graduate faculty associate status can be requested by a non-tenured track faculty position. (Tenure track positions automatically have graduate status.) Someone who is a qualifying faculty member and who has a terminal degree in their field can apply. Qualifying positions include: assistant professor of practice, senior lecturer, etc. Candidates can only be approved up to a period of four years and then they must reapply. Graduate associate faculty may advise Master's students and can be on committees for master's or doctoral students. They may not advise a doctoral student.

**Matkin** asked if there was any other discussion? Vote called : six graduate committee members present.

**Vote**—Let the record show all six are in approval of this request, and none are dissenting. **Motion**—passed.

2. **ALEC 906 adding to regular rotation** (Matkin and Balschweid)

**Discussion**

**Matkin** said she has received requests about when ALEC 906: Theoretical Foundations of Distance Education would be taught.

**Balschweid** noted that there is a rotation on our website of courses. It's just a matter of this group deciding when we want 906 offered, and how often should it be offered.

**NOTE:** *The discussion on this topic was quite lengthy and difficult to condense. It has been captured in detail for committee review and to document the discussion.*

\*\*\*\*\* Discussion \*\*\*\*\*

**Matkin**—then, you would offer that to Doug?

**Balschweid**—yes

**Bell**—would it be appropriate at this point that Doug would offer a syllabus to this group that we could review? I'm assuming it's not the same syllabi.

**Balschweid**—that's a good question. Doug approached us to say, "I have flexibility in my schedule in my job description to teach a course". My specialty is in distance, and I know you guys have offered a course in the past I took it from Jim King. I think I am eligible to do that course justice. Would you ever consider this? That's how this whole thing got started. So he approached us with an idea of wanting to teach 906. So it really begs the question are we asking him to teach a standing course that is on the books already with an identifiable syllabus, or are we asking him to re-create a course and submit it to this group for approval?

**Matkin**—in a way this gets back to the first discussion we had about lecturers. Here we have a lecturer who is coming into teach a course that hasn't been taught for a while, and if we're going to say to him, "Sure let's have you go ahead and teach this class, but we want you to stick to the goals and objectives and the syllabus that Jim King used". That's one thing, but we still need to give him a little bit of support. Maybe assign a mentor to work with him that first time. If we change the course then we have to go to the curriculum committee to put those changes through. If Doug wants to submit a new course to teach, then we really have to take changes or the new course through the whole process to the curriculum committee.

**Cannon**—so in other words the answer to the essential question is no. He wouldn't need to come to us with a syllabus, because there's a syllabus out there. He would need to adopt those objectives. Then, he would teach the course the way it has been designed, unless he wants to change it which means curriculum committee approval.

**Bell**—I guess what I would just like to confirm that there is a syllabus.

**Matkin**—yes there is.

**Bell**—and what the content is.

**Matkin**—so you want to see it?

**Bell**—yes I want to see it.

**Matkin**—I've never seen it either to be honest with you, but I know a lot of students have taken that class.

**Bell**—I really think these courses were developed, because Jim King was on our faculty. And, it is really not a part of this department's mission. Ok I guess you could consider communications. For us to obligate ourselves to continue that on may or may not be in our best interest.

**Cannon**—as a continuation of that idea I would like to encourage us to think not necessarily today, but a little bit more strategically about where our areas of specialty are and what we offer in our graduate program. I think that will help us in terms of bringing students into the program. And, if this isn't something that is our area expertise

currently and we don't really see this being part of what we want to go forward with then I think that's an evaluation we need to have.

**Matkin**—when Jim King left the department, we pulled all the multimedia and distance education classes; because we didn't have anybody else with that expertise. We got a lot of push back from departments that were depending on those courses, and we said we do not have the expertise here.

**Terry**—why wouldn't they go downtown? Aren't there similar courses offered?

**Matkin**—no

**Bell**—who is dependent on it which department?

**Matkin**—programs over in CEHS would use Jim King's courses. A lot of folks over in Nutrition Education or Family Consumer Sciences wanted them to have some ideas about how to do distance delivery...the Multimedia course was popular, but also the Intro to Distance Ed. was really popular.

**Terry**—so that's not offered on campus?

**Cannon**—no

**Terry**—that's amazing

**Matkin**—I know I thought so too.

**McElravy**—don't we have folks who do teach online classes that might...I just...when you say we don't have...Dr. Sattler Weber has been teaching online classes. She would be another person.

**Cannon**—it's not a matter of nobody teaching online or distance classes. It's a matter of a course that focuses on teaching people how to teach at a distance. Nobody else offers that.

**Matkin**—It' one thing to put together a class and know how to do it, but it's another thing to understand the theory behind it and all the different ways that it can be done.

**Terry**—if we are going to proceed one of the questions is, who would mentor; and who would work with and supervise that aspect of what we talked about earlier. Is Doug working in Entomology?

**Balschweid**—his background is in Instructional Design, but I applaud this group this is a very critical conversation to have. To identify is this even within our wheel house of what we want to over, and are we committing resources to something that we're saying is going to be part of the core mission of this department.

**Bell**—if his expertise is in Instructional Design, could he teach the 812, because that would be of greater need.

**Cannon**—so that class is a little bit interesting. I've spoken with Kurtis about that class, and there may be coming some...I envision a change for that class. If it falls under, as I have presumed that it did.

**Bell**—is Kurtis teaching it right now?

**Cannon**—no one is teaching it right now.

**Matkin**—that's an undergrad/grad class.

**Cannon**—yes it is, and I know that there is a desire for it. I think our communication interest in is to be teaching sort of online but not distance and not offering online courses like that. But, teaching students how to handle the online environment that kind of thing. From a communications perspective and if there are leadership or

communications students that are interested in it as well, that would be great. But, my interest nor experience nor Kurtis' is in distance education and online. That was sort of Jim's area. Kurtis and I have spoken about readjusting that class whether it would be a revision of that course or an addition of a second course we're open to that.

**Matkin**—412/812 was Multimedia Applications.

**Cannon**—yes it is.

**Matkin**—so it was presented as an introduction to Distance Ed?

**Cannon**—I don't know what it's presented as. All I know is that it had this description that sounds to me more like navigating the online environment. And, there is a perception out there that it's a distance related kind of thing. I don't know. I don't see it that way.

**Bell**—is it possible we can form an inter-major committee to look at this course and design it for our benefit.

**Matkin**—so one person from each area needs to come together to talk about...I think that is a great idea.

**Bell**—also a graduate thing for teachers in the field if we could do that.

**Matkin**—absolutely

**Terry**—you know we mentioned the idea of should this really exist in our unit. And, I'm thinking, from my perspective having dealt with technology throughout my career, I've work with a lot of these folks in these design areas and so forth. If we're really, after the idea that, we prepare teachers and educators it doesn't matter if they are in extension or giving presentations or what...and there is this...it doesn't exist out there then I think we have an obligation to do something in that area. Or, continue to do something in that area. I'd be willing to work in this area.

**Bell**—good

**Cannon**—so we kind of got into talking about two different classes. We were initially talking about Doug and 906, and then we were talking a little bit about 412/812. I guess my question about this item here is adding 906 to the regular rotation...I guess my perception is Doug has the ability, skill, time, and interest to teach 906, sounds like there is probably people out there wanting 906. Then, why don't we try it? I guess I'm thinking if we don't try it again...we're not committing to offering it again for eternity. We're trying it with a new faculty member, we have a new arrangement. Try it and see how it works, and we want to continue it ok. But, if it doesn't work out...

**Terry**—we talked about a syllabus for this. I think things have changed over the last five years from what Jim King did in this class. We need to look at that before we go forward.

**Cannon**—Doug should be involved in that.

**Matkin**—right so I'm hearing a motion from Dr. Bell to form a subcommittee of this group that has at least one representative in it from each of the areas including Dr. Kang to talk about the need for...because I would imagine HRTM...that would be an important aspect to talk about the need for it. I'm going to just take a liberty here...not just 906, but...Jim taught 806 he taught 812...looking at those three courses. So the whole distance Ed sort of thing and the courses that were taught before, and to come back with some recommendations at least some items for discussion. So subcommittee to

discuss Jim King's course and the offerings of distance education courses in this department. That's Dr. Bell's motion.

\*\*\*\*\***End of discussion**\*\*\*\*\*

**MOTION: Bell**—moved to form a subcommittee to discuss Jim Kings' courses and the offerings of distance education and multimedia courses in this department. **Cannon**—seconded.

**VOTE: Matkin** called for a vote on the formation of a subcommittee with membership to be determined. **Motion passed.**

***NOTE:** This vote was followed by a lengthy discussion of the purpose of the courses and who the audience might be for them. A transcript of this discussion is available at your request.*

3. **Dr. Boren advising Option 3 Leadership MAS students—Update/Discussion** (Matkin)  
**Matkin**—I was asked to talk to Dr. Boren about advising MAS students. At this point, she is in agreement not to take on any more I think she already has three. We've talked about it, and she is in agreement not to take on any more leadership students. If we get anymore request from MAS students that are interested in our program be it leadership or education, I'll follow the procedure that we've had in the past where I send them out to see if there is any interest in advising. If there is not, we'll just say we are sorry we don't have the resources to take that student on. That is an item of information. Is there any questions? There were no questions.
4. **Process for external instructors to teach Graduate Classes—written process provided—Update/Discussion** (Matkin)  
**Matkin**—at the last committee meeting there was a motion to approve the process for approving external instructors. **The motion passed**, but Dr. Terry requested it to be written up. Matkin presented the written document to the committee.

**The following has been moved and approved and is offered here in writing as requested:**

**Approval process for new Lecturers for Graduate Committee Approval:**

1. Candidate is nominated or nominates self to be lecturer in one of two categories
  - a. Lecturer for specific graduate class
  - b. Lecturer for any ALEC graduate class
2. Candidate submits letter of request and copy of vitae with clear evidence of teaching credentials for consideration by graduate committee
3. Graduate faculty member sponsors nomination and speaks on her/his behalf to formalize the nomination.
4. Graduate committee considers request and may call for a vote, or request additional information or evidence of teaching qualifications/experience before approving.

5. **ALEC Operational Guidelines: Graduate Committee Updates/Structure and Faculty Involvement in Admissions Process—Discussion/Approval** (Matkin)

**Matkin’s Proposal for ALEC Graduate Committee Structure:**

The voting members of the Graduate Committee shall consist one chair and four members from among the permanent Graduate Faculty (hereafter referred to as “Graduate Faculty”) in the department of ALEC.

The **chair** is nominated or self-nominates and is approved by a majority vote of the Graduate Faculty.

Each **member** is nominated or self-nominates from each of the areas listed below and is approved by a majority vote of the Graduate Faculty.

- Agricultural Education – Leadership
- Agricultural Education – Teaching
- Agricultural Journalism
- Hospitality, Restaurant, & Tourism Management

A **term** shall consist of two years and a member or chair may be reappointed as deemed appropriate by the voting members. Appointments are made during the Spring semester each year with terms beginning July 1.

The ALEC Department Head serves as a non-voting Member of the committee.

One member of the ALEC Graduate Student Association (GSA) who is also a Graduate Assistant in the department will be nominated and approved by the ALEC GSA and will serve as a non-voting representative for graduate students.

All Graduate Faculty are invited to attend Graduate Faculty meetings and are invited to participate in discussions, however only the voting member (or a designated representative in their absence) may vote.

All Graduate Faculty are expected to participate in the Graduate student evaluation and admissions process.

The Graduate Secretary will attend all meetings and document the proceedings and actions taken by the committee.

**NOTE:** *The discussion on this topic was quite lengthy and difficult to condense. It has been captured in detail for committee review and to document the discussion.*

\*\*\*\*\* **Discussion** \*\*\*\*\*

**Bell**—could the member list there be primarily for voting rather than appointing to be on the committee? Then, the committee would be all graduate faculty; but those four areas would have one voting member?

**Matkin**—yes, that’s essentially the idea here. It’s that everyone is invited to the meetings. When graduate committee meetings are scheduled, those announcements would go out to all graduate committee...everyone who is a member of the graduate

faculty. But, each area would have a specific representative. If you couldn't be here, you would look for someone to take your place.

**Bell**—I have a question about HRTM. I'm very unclear how that fits in our department. When I talk to Michelle about a question she has curriculum wise, she always refers to CEHS and how the program is administered. I almost feel like she's in our department to create some courses, but really she responds to the program that is housed in CEHS. For her to be on the graduate faculty, it just seems unclear to me how that translates.

**Balschweid**—Part of the confusion has been...that's been a program that's been in flux since its inception both from a home, curriculum, and personality situation. There is a degree in HRTM that's administered out of CASNR, and there is a degree in HRTM that's administered out of CEHS. This last year we spent quite a bit of time creating a duo degree that would be the first of its kind at UNL that would be administered by both. It was a joint degree that would read both CEHS and CASNR on the same degree there would be no distinction. The students would be a part of both colleges. It made its way through all of the approval processes and got up to the ACP. Everybody was in favor of it and it got rejected at the APC.

**Cannon**—what does that mean?

**Balschweid**—it is continuing to be administered through two colleges of which Ronnie Green has investments on our side, and Ellen Weissinger has investments on the CEHS side. There is a desire now with the program having been in existence for five or six years and a number of students who have matriculated through that there is a need for a master's degree. Dean Kostelnick is in favor of the graduate degree in HRTM being housed in this department. That's what's initiating this. I think what complicates things a little bit is if there was a director of this which Marilyn Schnepf is now the director of this. She is housed in CEHS. That's part of why Michelle feels that the decision making process for many things goes through CEHS. It is complicated. In fact, I remember feeling very vulnerable when I came here to interview, because I was afraid I would get questions about HRTM and I had never seen a program quite like it in a department like this. I understand it and I still don't feel real comfortable with it, because it is complicated and it is complex.

**Matkin**—I will also tell you that one of our doctoral applicants this round is specifically interested in getting her Ph.D. in leadership studies, but applying that in the HRTM field. Dr. Kang is interested in advising that student. It makes sense for her to be sitting on the graduate committee if she is going to be advising. She's graduate faculty member and she is going to be advising graduate students. That is another reason why I put her on this list.

**Bell**—but, the student will be getting their degree in Leadership Studies. It makes sense that Dr. Kang would be a graduate committee member; but when we talk about HRTM that sounds like Marilyn Schnepf or someone like that would have more knowledge.

**Balschweid**—Marilyn directs the program and I provide administrative oversight for the CASNR side. Tim Carr, department head in NHS provides oversight for the CEHS side. There is still a division of responsibilities related to each college.

**Terry**—it seems like the preponderance of courses and things that are going on in that program...in other words all the things that come to the UCC are already discussed, dealt with, we see it after the fact.

**Balschweid**—that’s mostly because HRTM as a prefix resides in CEHS. We end up needing to respond...I mean we are a part of those discussions early on, but at the 30 thousand foot level it excites me about the potential of having an HRTM degree or graduate degree offered in this department. I believe that could be what provides us the hook for us to bring the Leadership Ph.D. and Master’s degree into this department. And, if we are putting that together as a package deal; that’s when we can begin to propose these specializations in Ag Education and Communication. That is why I get excited about the potential of a grad degree in HRTM being over here, because now all of a sudden that makes sense to bring the others over here as well if that’s what faculty want to do.

**Bell**—so the committee structure doesn’t mean we have a grad program in HRTM? It just means there is a representative that’s in ALEC from HRTM that’s sits on the committee.

**Matkin**—since she’s in our program and she is a graduate faculty member, she sits on the graduate committee. Perhaps one of the things she might suggest as a member is putting forward a proposal to create a new program a master’s degree in HRTM. So she’s on the committee as a representative in her area.

\*\*\*\*\* **End discussion** \*\*\*\*\*

**Matkin** moved approval of this policy change. **Cannon** seconded the motion.

**McElravy** — asked for clarification about the GSA representative and mentioned that in the GSA bylaws it states that ALEC graduate student association nominates someone, and then it would be confirmed by the graduate committee. Whether or not they are a graduate assistant.

**Matkin** clarified that the Graduate committee’s policy was to have a graduate student representative who was both in the GSA and a Graduate assistant in the department. This was deemed to be important so the student would have in-depth information about the department and so they could make being a part of the committee a priority.

**McElravy** stated that this could need to be changed in the GSA bylaws and he would take care of that.

**A VOTE was called. Motion passed.**

6. **CEHS Exec Graduate Cmte Sub for Spring 2013 (Matkin)**

**Matkin** asked if a member of the graduate faculty would be willing to sit in on the CEHS Executive Grad Committee meetings this semester. Changing classes with Dr. Bird at the last minute created a conflict for her to attend these meetings which are a part of the Graduate Chair’s responsibilities.

**Terry** offered to attend this semester.

**Matkin** noted that meetings this semester are January 16, February 20, March 20, and April 17.

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

**Matkin**—the Ed.D. subcommittee will meet today at 4 p.m.

**McElravy** noted that for the Graduate Handbook subcommittee the GSA rep will be Marianne Lorensen. **Process for Graduate Student Review** the GSA representative is L.J. McElravy.

**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:** Friday, February 1, 2013 at 9:45 a.m.

**Minutes presented by:** Jennifer Greenlee