Minutes of the Graduate Council
March 26, 2021

Members in Attendance:

Ali Beskok, Jodi Cooley, Alan Itkin, Adam Jasienski, Akihito Kamata, Elfi Kraka, Renee McDonald, Brian Molanphy, Volkan Otugen, Alexandra E. Pavlakis, Anthony Petrosino, James E. Quick, Dinesh Rajan, Gretchen Smith

Ex officio members: Suku Nair, Heather Shaw

Business:

- **Welcome and introductions:** Dr. Quick introduced all Council members by their names and titles (see slides 3-5 in the attached PowerPoint presentation).

- **History and charge of the Graduate Council:** Dr. Quick went through the history of the development of the Moody School, going back to SMU's 2016-2025 Strategic Plan, and discussing the 2017 Task Force on Scholarly Research and Creative Impact, the 2018 Graduate School Task Force, the 2019 Graduate Council, the announcement of the Moody Foundation gift, and the 2020 launch of the Moody School of Graduate and Advanced Studies (slides 6-8). Dr. Quick then went through the recommendations of the Graduate School Task Force as well as the Task Force's proposal for stages of implementation of a graduate school at SMU, with expanded responsibilities and increased office staff at each stage (slides 9-13). He also described the funding targets for the Moody Foundation's $100 million gift and how they would serve to support SMU's Strategic Plan and accelerate SMU's advance among research universities (slide 14). Finally, he described the specific responsibilities of the Graduate Council: attending meetings; considering, discussing, and voting on proposals; raising issues for discussion; reviewing materials and providing input as "homework" between meetings.

- **SACSCOC accreditation standard 9.5, verifying credits earned towards graduate degrees at SMU (guest: Patty Alvey, Associate Provost for Institutional Planning and Effectiveness):** Dr. Alvey went through the SACSCOC reaffirmation process. SMU is currently going through its 10-year reaffirmation, and we just completed the on-site visit portion of the process, with SACSCOC accreditors meeting virtually with SMU faculty and staff to gather more information about our compliance with specific accreditation standards. Dr. Alvey said that we may well be found out of compliance with standard 9.5, which states "At least one-third of the credit hours required for a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree." She went through the process by which SMU endeavored to demonstrate compliance. Her recommendations going forwards will be that we have one

standardized form in Docusign for graduate transfer credit requests and that we have graduate level degree progress reports (DPRs). The Council discussed Dr. Alvey's recommendations. Dr. McDonald pointed out that there are challenges with DPRs at the undergraduate level, but agreed that some changes to our processes with regards to transfer credit evaluation and auditing degree progress would be welcome.

- **Moody School Charter and Handbook:** Dr. Quick explained the purposes of two guiding documents for the Moody School: the Charter and the Administrative Handbook (slides 16-17). He said that the Charter is meant to set out, in broad terms, the role of the Moody School, whereas the Administrative Handbook will be a "living document," with periodic changes, and will more specifically describe how the Moody School will interface with the other SMU schools. Dr. Quick described some homework for the Council: reviewing the Charter and proposed changes to the Handbook from school deans and providing input on these two items. The Council will then vote on versions of the Charter and Handbook further revised with their input. Dr. Rajan suggested that the Council use Teams or Slack to share and review documents, and the Council agreed on this suggestion.

- **Ph.D. recruitment challenge grants:** Dr. Quick began by explaining that it is critical in SMU's quest to graduate more students that we also recruit strong students. To this end, he and Dr. Itkin had drafted a rough plan for a "Ph.D. Recruitment Challenge Grant" program. The program would incentivize Ph.D. programs and faculty members to actively recruit top prospective students in different and innovative ways. Dr. Itkin described what the program might look like: It would cover recruitment expenses and provide perks, such as a guaranteed graduate fellowship for a recruited student, to programs and faculty members whose proposals were accepted (slide 18). Dr. Itkin also presented a draft rubric for how proposals might be vetted (slide 19). The plan and rubric were intended to seed discussion, not necessarily represent the final shape of the program. The Council discussed this item. Dr. Cooley stressed the importance of gathering data on how successful each proposal is, so that successful programs could be used as models for other recruiting efforts. Dr. McDonald mentioned that programs differ greatly in whether they students come to work with an individual faculty member or with the department as a whole and that recruitment is different in each case. Dr. Otugen mentioned that bringing students with other competitive offers to campus can be an effective means of recruiting them. Dr. Quick said that discussion would continue at future meetings and that the Council should be prepared to discuss this item and start to develop a concrete plan at the next meeting.

- **Virtual orientation:** Dr. Itkin described last year's graduate orientation and mentioned that this year's graduate orientation (Fall 2021) would be virtual as well (slide 20). He mentioned that the Moody School would like to make the virtual orientation available to more audiences of incoming graduate students on campus—currently Dedman College students are required to attend, as are some students in Lyle, Meadows, and Simmons—and asked the Council's help in providing information about orientation plans in their schools and identifying additional audiences for the Moody School graduate orientation.

- **Other items:** Dr. Otugen raised a specific instance in which the Moody School had requested that an applicant, who had been recommended for admission by their department, provide language exam scores and the applicant's acceptance had been slowed down.

- Meeting adjourned.

1. Welcome and introductions

2. History and charge of the Graduate Council

3. SACSCOC accreditation standard 9.5, verifying credits earned towards graduate degrees at SMU (guest: Patty Alvey, Associate Provost for Institutional Planning and Effectiveness)

4. Moody School Charter and Handbook

5. Ph.D. recruitment challenge grants

6. Informational item: virtual orientation

7. Other items

Dedman College of Humanities and Sciences:

- Jodi Cooley, Professor of Physics

- Elfi Kraka, Professor and Chair, Department of Chemistry

- Renee McDonald, Senior Associate Dean for Research & Academic Affairs and Professor of Psychology

Lyle School of Engineering:

- Ali Beskok, The Brown Foundation, Inc. Professor of Engineering, Department of Mechanical Engineering

- Volkan Otugen, Senior Associate Dean and George R. Brown Chair Professor, Department of Mechanical Engineering

- Dinesh Rajan, Professor and Chair, Department of Electrical and Computer Engineering and Professor of Electrical Engineering

Meadows School of the Arts:

- Adam Jasienski, Assistant Professor of Art History

- Brian Molanphy, Associate Professor of Art

- Gretchen Smith, Associate Professor and Chair, Division of Theatre, Head of Theatre Studies

Simmons School of Education and Human Development:

- Akihito Kamata, Professor, Department of Education Policy and Leadership and Department of Psychology

- Alexandra E. Pavlakis, Assistant Professor, Department of Education Policy and Leadership

- Anthony Petrosino, Associate Dean for Research & Outreach and Professor of Teaching and Learning

**Moody School of Graduate and Advanced Studies:**

- James E. Quick, Dean of the Moody School of Graduate and Advanced Studies, Associate Provost for Research, and Professor of Earth Sciences

- Alan Itkin, Assistant Dean, Moody School of Graduate and Advanced Studies, Adjunct Lecturer in World Languages and Literatures

Ex Officio:

- Suku Nair, University Distinguished Professor, Director AT&T Center for Virtualization, Department of Electrical and Computer Engineering; Chair, Faculty Senate Research and Graduate Education Committee

- Heather Shaw, Assistant to the Vice President for Leadership Projects, Development and External Affairs

The Moody School of Graduate and Advanced Studies opened in August, 2020, following years of planning that built on the 2016-2025 Strategic Plan with a focus on students pursuing academic research degrees (e.g. Ph.D.s)
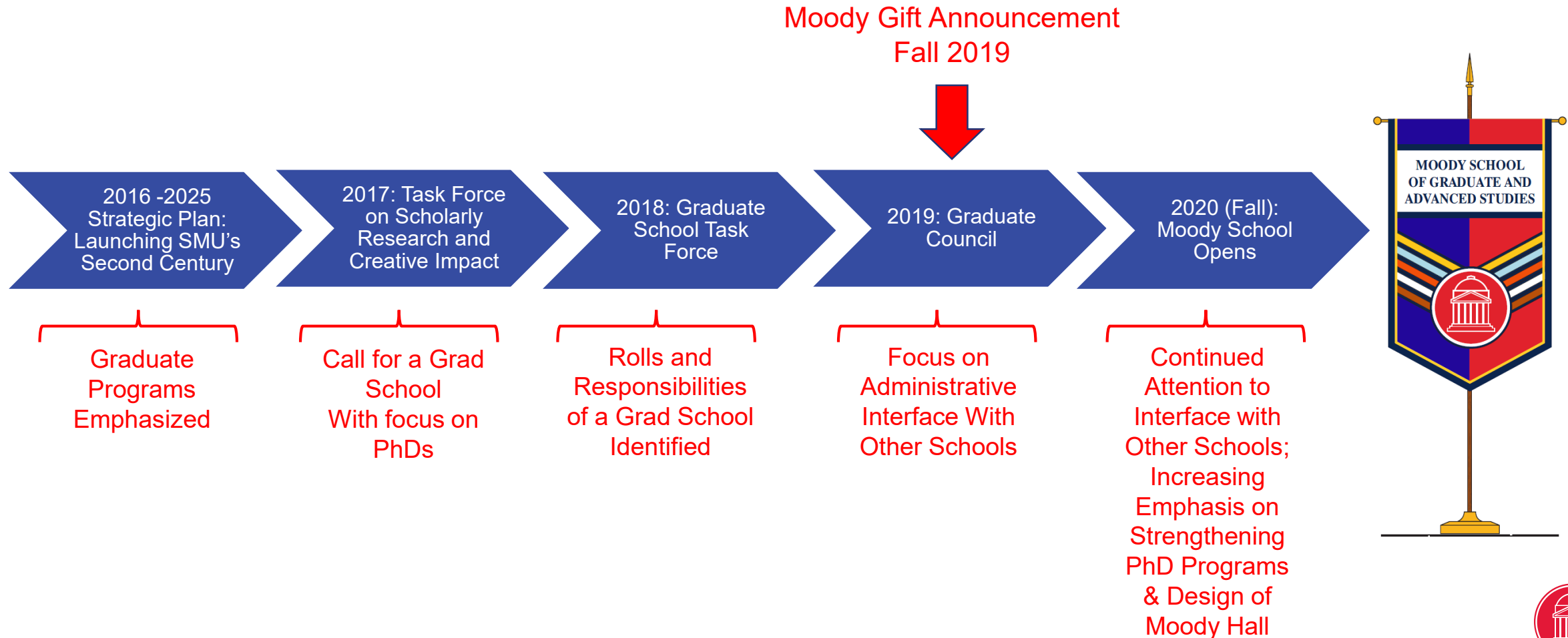
Resolution in Support of a Provost's Task Force on PhD Education*

Whereas the national ranking of SMU is strongly influenced by the reputation, placement, and research output of SMU doctorates that shape the subjective evaluation of SMU by peers in other universities;

Whereas a larger and better qualified pool of PhD students would play a crucial role in supporting high quality undergraduate education and undergraduate research;

Whereas our ability to attract and retain top quality researchers and scholars in academic positions (such as the chaired professorships endowed through the Centennial campaign) often depends on the availability of doctoral students who can act as research assistants, form the base for bringing in research grants, and make it possible for the faculty members to enhance their professional standing by supervising high quality doctorates and placing them in reputable positions;

Whereas doctoral students are the future leaders of research, innovation, and scientific progress, of creative enterprise and arts, and of great scholarship, all of which are some of the longest lasting contributions and legacies that SMU can make to the economy and community;

Whereas SMU has many strong PhD programs with tremendous potential for future growth in quality and national ranking that can only be realized through a major increase in resources available for funding PhD studies and though greater coordination of services;

Whereas many of SMU's PhD programs do not have the resources and support they need to meet their potential and are thereby hampered in attracting top students, admitting as many students as they need, and moving them through the program quickly; and

Whereas attaining the goals of the Strategic Plan makes it incumbent upon the university to increase the quality and number of PhD students as well as the quality of the programs; now, therefore be it

Resolved, **that the Faculty Senate calls upon the Provost to establish a Provost's Task Force on PhD Education for the academic year 2017-18. This would be comparable to the Provost's Task Force on Scholarly Research and Creative Impact and would consider in a comprehensive way steps to improve our PhD programs.**

*Because the intention is to focus on terminal academic degrees, the MFA should be included.

Associate Vice President of Research and Dean of Graduate Studies

Graduate School Task Force

Southern Methodist University

December 18, 2018

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Graduate School Task Force Members

James Quick, Associate Vice President for Research and Dean of Graduate Studies (Task Force Chair)

Cullum Clark, Lecturer and Director of the SMU Economics Research Center (SMU alumnus)

Jill DeTemple, Associate Professor of Religious Studies (Dedman I)

Randall Griffin, University Distinguished Professor and Professor of Art History (Meadows)

Stephanie Knight, Dean of the Simmons School of Education & Human Development (Simmons)

Paul Krueger, Professor of Mechanical Engineering (Past-President of the Faculty Senate)

Renee McDonald, Senior Associate Dean for Research and Academic Affairs of Dedman College of Humanities & Sciences and Professor of Psychology (Dedman)

Barbara Minsker, Chair of Civil and Environmental Engineering; Bobby B. Lyle Professor of Leadership and Global Entrepreneurship; Senior Fellow in the Hunt Institute for Engineering and Humanity (Lyle)

Panos Papamichalis, Associate Dean for Academic Affairs of the Lyle School of Engineering and Professor of Electrical Engineering (Lyle)

Reva Pollack, Assistant Dean of Graduate Studies (Grad Studies)

Santanu Roy, University Distinguished Professor and Department Chair of Economics (Dedman II)

Pia Vogel, Professor of Biological Sciences (Dedman III)

Report available at https://www.smu.edu/-/media/Site/Provost/Provost/PDF/Documents_Current/Task-Force-Graduate-School.pdf?la=en

Principal Task Force Recommendations

- **University Fellowship Programs**
  - ✓ **Director of Fellowships position approved**
  - ✓ **1st Moody Fellowships to be awarded 2021**

- **Student Recruitment**
  - ✓ **Director of Recruitment Hired**

- **Student Life**
  - ✓ **Numerous events in place (pre-COVID-19)**

- **Student Training/Prof. Development**
  - ✓ **Writing workshops established & Career Consultant retained**

- **Track Graduate Student Data**
  - ✓ **Data analyst position approved**

- **Baseline Policies and Standards**
  - ➤ **Work in progress**

- **Fundraising**
  - ✓ **Moody Foundation Transformational Gift**

Going Forward: *Continued support for its Ph.D. programs will be essential to SMU's future as a research university!*

Stage 1

Responsibilities:
Ph.D. Programs
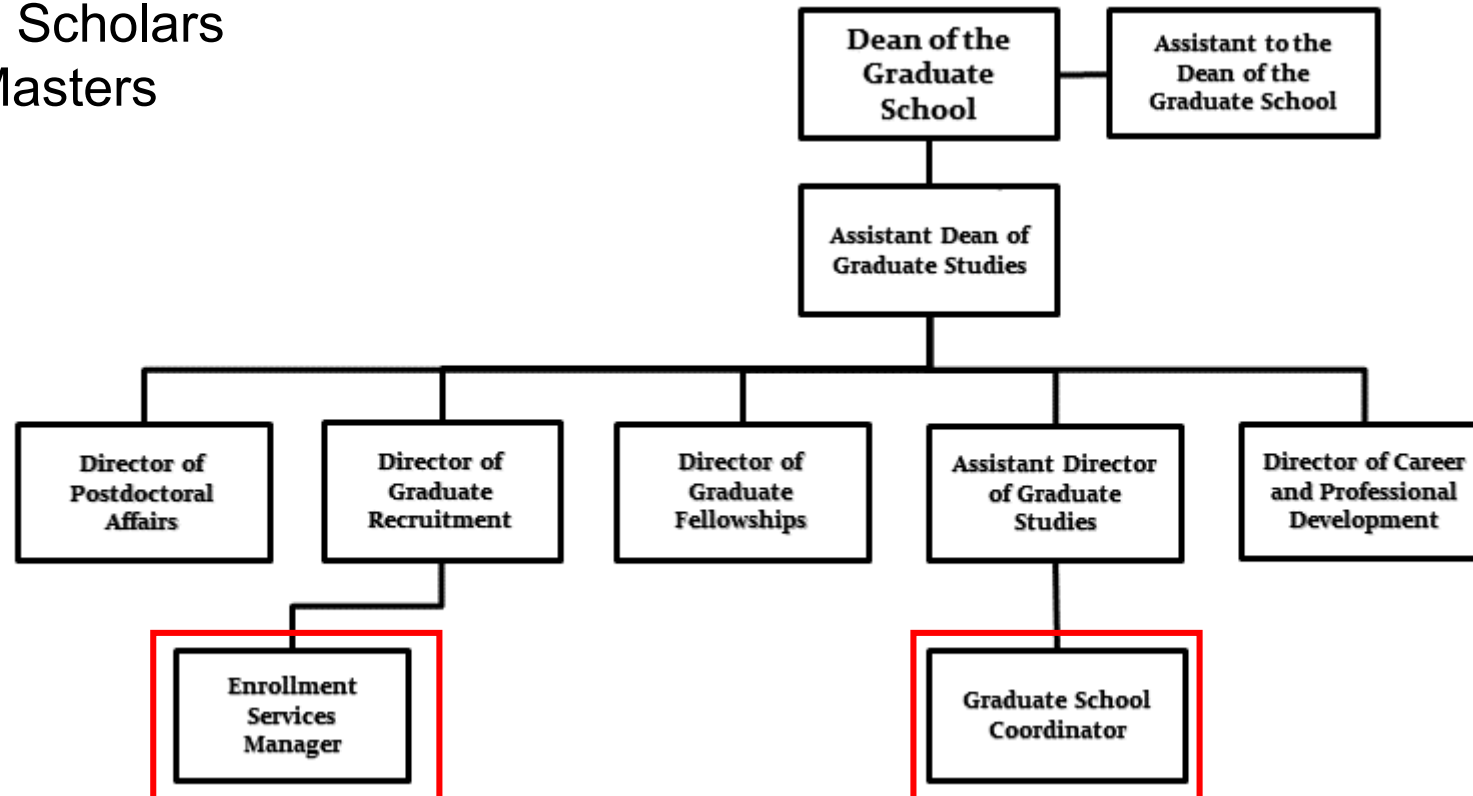Dedman Masters
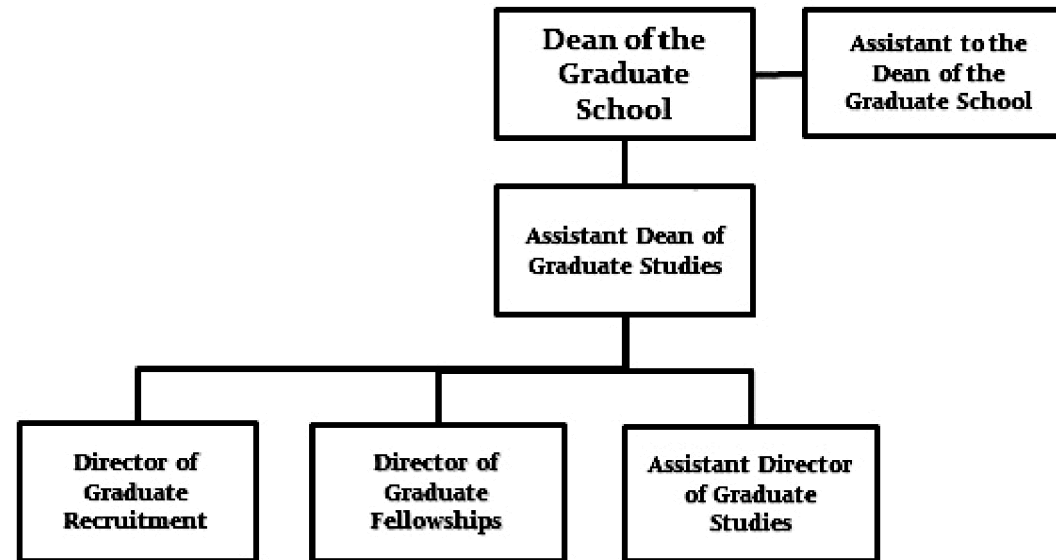
Stage 2

Responsibilities:
  Ph.D. Programs
  Dedman Masters
  Terminal Degrees
  Post-Doctoral Scholars
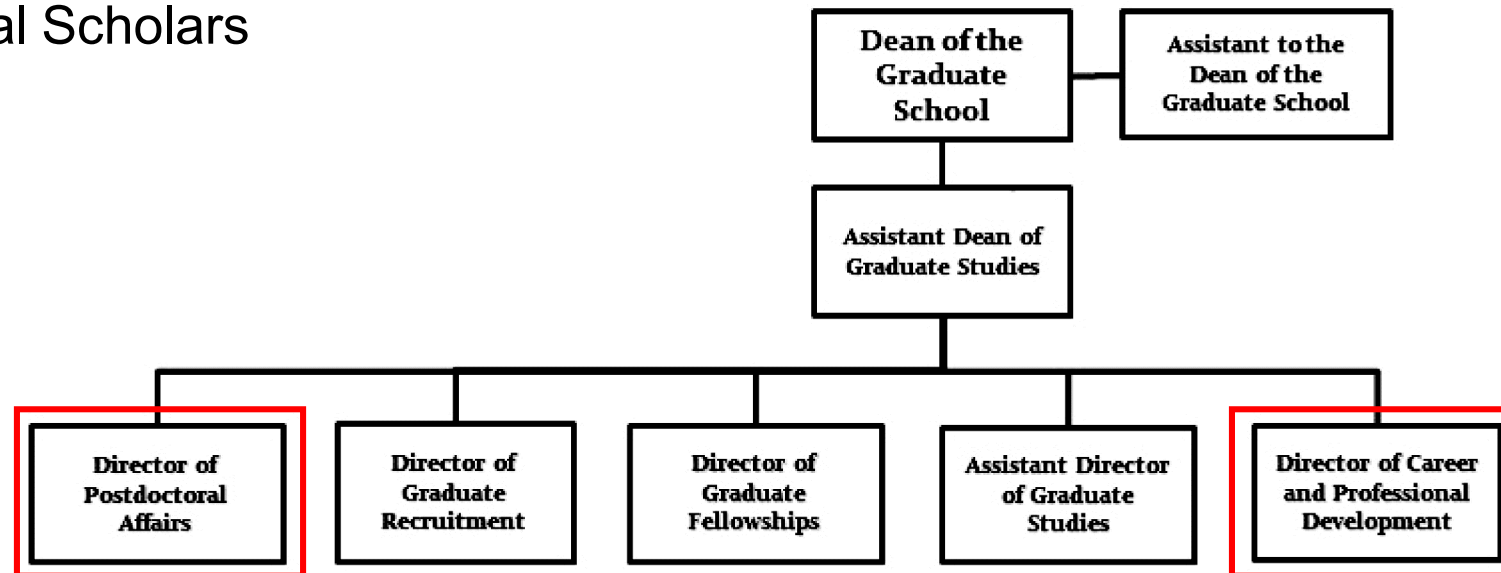
Stage 3

Responsibilities:
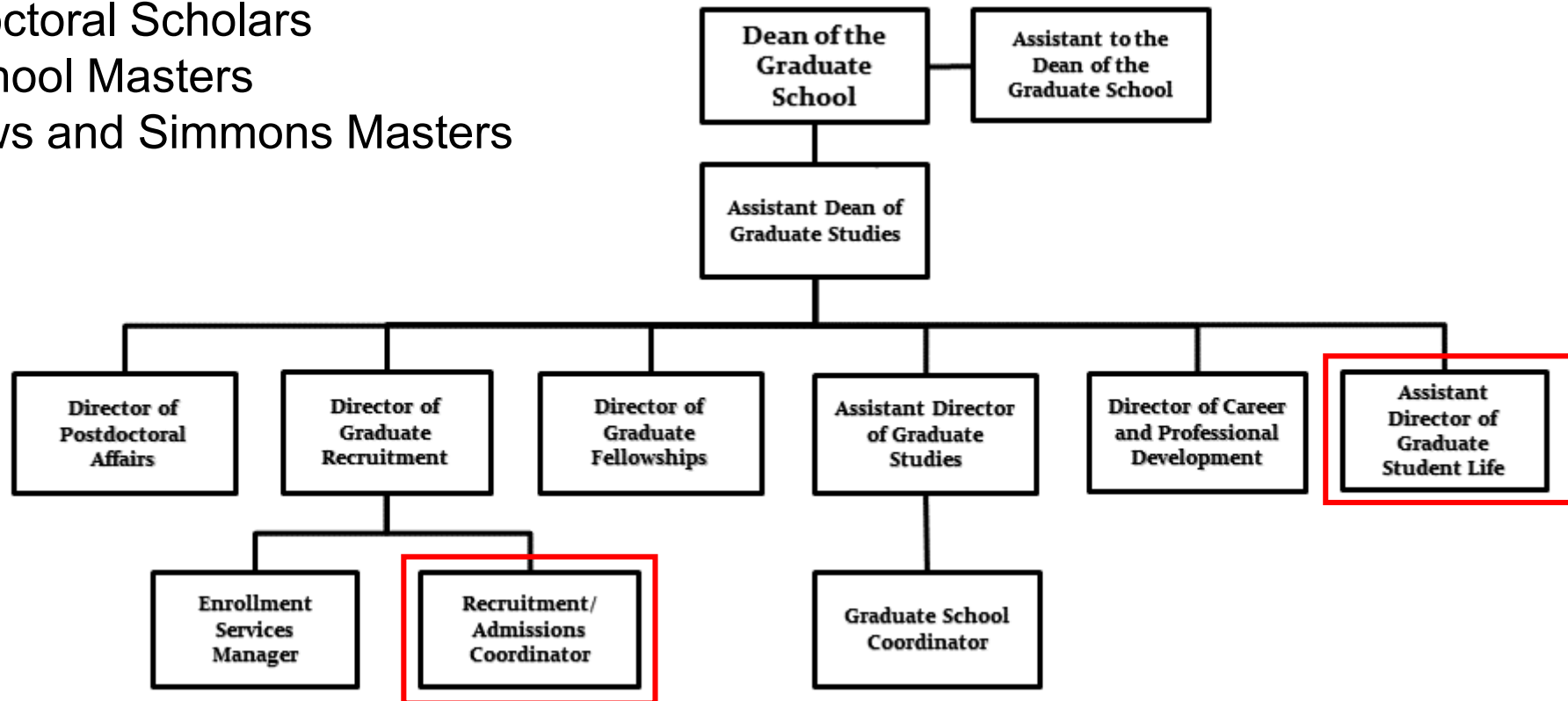   Ph.D. Programs
    Dedman Masters
    Terminal Degrees
    Post-Doctoral Scholars
    Lyle School Masters

Stage 4

Responsibilities:
Ph.D. Programs
Dedman Masters
Terminal Degrees
Post-Doctoral Scholars
Lyle School Masters
Meadows and Simmons Masters

Moody School of Graduate and Advanced Studies Funding Targets:

Support for SMU's Strategic Plan:

Acceleration of SMU's advance among research universities:

- **Moody Hall**, a new facility will spur faculty and student interaction for significant, interdisciplinary research.

  Encourage Inter-disciplinary Research

- **Moody Endowed Deanship**, will provide the Dean with discretionary resources for staff positions, programming and highest priority needs.

Increase PhD graduations & create nationally ranked PhD programs

- **Moody Endowed Graduate Fellowship Fund** will position SMU with other elite universities to attract and support the best and brightest students, who will supercharge faculty research, enrich the University's intellectual environment, and serve as SMU ambassadors when they earn positions at other institutions.

  Increased support for PhDs to recruit & retain gifted students

- **Moody Endowed PhD Dissertation Fellowship Fund** will enable timely completion of Ph.D. dissertations.

- **Moody Endowed Faculty Fellowships** will support outstanding faculty, including visiting faculty, and reward and encourage mentoring of graduate students and the conduct of research.

  Recruit & retain gifted faculty

  Encourage Inter-disciplinary Research

Increase externally funded research

- **Moody Research Incubator** funding will attract nationally and internationally renown scholars to SMU to conduct high-impact cutting-edge research.

- **Moody Academic Initiatives** will stimulate interdisciplinary work across the University and support high-impact projects including capital projects and research initiative.

The Moody School of Graduate and Advanced Studies opened in August, 2020, following years of planning that built on the 2016-2025 Strategic Plan with a focus on students pursuing academic research degrees (e.g. Ph.D.s)

Moody Gift Announcement
Fall 2019

| 2016 -2025 Strategic Plan: Launching SMU's Second Century | 2017: Task Force on Scholarly Research and Creative Impact | 2018: Graduate School Task Force | 2019: Graduate Council | 2020 (Fall): Moody School Opens |

Graduate Programs Emphasized

Call for a Grad School With focus on PhDs

Rolls and Responsibilities of a Grad School Identified

Focus on Administrative Interface With Other Schools

Continued Attention to Interface with Other Schools; Increasing Emphasis on Strengthening PhD Programs & Design of Moody Hall

MOODY SCHOOL OF GRADUATE AND ADVANCED STUDIES

The Moody School Charter presents the intent of the founding Moody gift.

Sections Introduce:
- The history of the gift
- The mission of the Moody School
- The roles of a Graduate Council, an Executive Board, and a Graduate Student Advisory Board
- Moody fellowships and grants Programs
- Moody School roles in academic appeals, student recruitment, tracking student progress, student life and career development, and responsible conduct of research training
- Staged implementation of the Moody School
- The Moody School Administrative Handbook

SMU

Moody School of Graduate and Advanced Studies

CHARTER

History:

On November 12, 2019, SMU announced a landmark $100 million commitment from the Moody Foundation to fund the University's eighth degree-granting school, and SMU's Board of Trustees approved the creation of the Moody School of Graduate and Advanced Studies at their December 6, 2019 general meeting. In creating the Moody School of Graduate and Advanced Studies, the Moody Foundation and SMU were guided by the shared aspirations of (1) dramatically enhancing SMU graduate programs following recommendations outlined in the December 18, 2018, Report of the Graduate School Task Force, (2) positioning the University to recruit outstanding graduate students, (3) retain and hire the most distinguished and innovative faculty and researchers, and (4) expand research. The creation of the Moody School was also intended to allow SMU to deepen and forge new partnerships with companies and organizations in the Dallas-Fort Worth area, across Texas and throughout the country and to provide SMU alumni of graduate programs with invaluable experiences and support as they take up positions in companies and institutions in their community and around the globe. Devoted to these goals, the Moody School began formal operations in the 2020-21 academic year.

Mission:

The Moody School of Graduate and Advanced Studies partners with other SMU schools to advance graduate education and research, to advocate on behalf of graduate students and postdoctoral scholars and to enhance the University's stature through the promotion of a culture of excellence and the support of SMU faculty, students, and visiting scholars engaged in innovative, interdisciplinary and impactful studies.

Graduate Council:

A Graduate Council consisting of faculty representing graduate programs will meet regularly to advise the Dean and include faculty in the design and governance of the Moody School. Membership of the Graduate Council will be adjusted to ensure appropriate faculty representation of graduate programs as the responsibilities of the Moody School evolve. Reflecting the initial focus of the Moody School on improving SMU Ph.D. programs, the first Graduate Council consisted of faculty drawn from SMU's four Ph.D.-granting schools: The Dedman College of Humanities and Sciences, the Lyle School of Engineering, the Meadows School of the Arts, and the Simmons School of Education and Human Development.

The Moody School Administrative Handbook:

- A living document that provides current administrative processes and interfaces with the other schools.

- Created and modified in consultation with the Graduate Council as Moody responsibilities and University needs evolve.

- Following approval by the Graduate Council, sections involving the interface with other schools are reviewed by the school deans.

The Moody School of Graduate and Advanced Studies

Administrative Handbook

Procedures for Selecting Graduate Council members: Each of the four schools represented on the Council--Dedman, Lyle, Meadows, and Simmons-- has three representatives. Representatives are all tenured or tenure-track faculty members. Two representatives from each school are elected by a vote within the school, and one representative is appointed or elected at the discretion of the school dean. Adopted by the Graduate Council April 23, 2020.

Graduate Council Quorum: An attendance of not less than 50% of the voting members of the Council + one additional member is necessary to establish a quorum for a meeting of the Graduate Council. Adopted by the Graduate Council February 13, 2020.

Annual Assessment of Ph.D. Student Progress to Degree: The Moody School requires that Ph.D. programs perform an annual review of Ph.D. student progress. Due to differences across fields, individual programs determine how these reviews are performed. Adopted by the Graduate Council April 23, 2020.

Review and Approval of Admission to Ph.D. Programs: The Moody School promptly reviews admission decision to Ph.D. programs prior to issuance of letters of acceptance to ensure that applicants meet University requirements. Approval by the Moody School is to be completed within five business days of a decision by the admitting Ph.D. program. However, in cases for which admission has been recommended for an applicant who do not meet University requirements, the Moody School Dean works with the dean of the school in which the applicant's Ph.D. program resides to determine if the applicant's academic promise merits admission. If the deans fail to agree, the Graduate Council acts as final arbiter of the admission decision. Adopted by the Graduate Council February 13, 2020.

Review of Registrar Forms for Ph.D. Students: Late add/drop and other Registrar forms that require a "school signature" are forwarded by departments to the Moody School. The Assistant Dean of the Moody School signs the form and forwards it to the Registrar for processing. Adopted by the Graduate Council March 23, 2020.

Alternative: Late add/drop and other Registrar forms that require a "school signature" are *approved by the student's home school, which forwards the forms to the Registrar for processing and to the Moody School for the purpose of maintaining records.*

- Program to be developed in collaboration with the Graduate Council

- To be launched for Fall 2022 admission cycle

- Intended to support faculty and departments in actively recruiting exceptional prospective Ph.D. students

- Funded initiatives might include:

  - faculty visits to universities with strong departments in their fields to present research, share information about their program at SMU, meet potential applicants, and distribute recruitment materials

- Faculty or departments whose initiatives are funded might also be offered:

  - A guaranteed fellowship for one prospective Ph.D. student the faculty member/department recruits through the funded initiative, provided the student is approved by the department and the University for admission

  - Research funding for one prospective Ph.D. student the faculty member/department recruits through the funded initiative, for research performed outside of SMU, provided the student is approved by the department and the University for admission

Ph.D. Recruitment Challenge Grants

Draft Rubric for Evaluation of Ph.D. Recruiting Challenge Grants			
Category	1	3	5
Program & Lead Faculty Member's Record of Mentoring Success	• The program graduates >60% of students • Lead faculty member has a strong record of graduating Ph.D. mentees • Proposal gives strong evidence of lead faculty member's mentoring success, including mentoring of underrepresented students	• The program graduates 40-60% of students • Lead faculty member has some record of graduating Ph.D. mentees • Proposal gives some evidence of lead faculty member's mentoring success, including mentoring of underrepresented students	• The program graduates <40% of students • Lead faculty member does not have a record of graduating Ph.D. mentees • Proposal does not give evidence of lead faculty member's mentoring success, and no success in mentoring underrepresented students
Targeting of Potential Students	• The proposal identifies a pool of potential students with strong academic qualifications • The pool of potential students is large (15 or more potential applicants) • The pool of potential students is diverse, including a significant number from underrepresented groups	• The proposal identifies a pool of potential students with somewhat strong academic qualifications • The pool of potential students is somewhat large (10-14 potential applicants) • The pool of potential students is somewhat diverse	• The proposal does not provide evidence that the pool of potential students is well qualified • The pool of potential students is small (<10 potential applicants) • There is no evidence that the pool is diverse
Recruitment Plan	• The proposal includes strong opportunities to engage potential students and faculty letter writers • The proposal clearly explains how the Ph.D. program will be convincingly pitched • The proposal includes significant additional outreach and materials to be shared with potential students	• The proposal includes somewhat good opportunities to engage potential students and faculty letter writers • The proposed pitch for the Ph.D. program is somewhat well explained and seems somewhat convincing • The proposal includes some additional outreach and materials to be shared with potential students	• The proposal does not include strong opportunities to engage potential students and faculty letter writers • The proposal does not include a clear explanation of a pitch, or the pitch does not seem convincing • The proposal does not include additional outreach or materials to be shared with potential students
Sustainability of Recruitment Pipeline	• The proposal identifies a sustainable pool of applicants, which will continue to be available in future years • The proposal includes a strong plan to establish good relationships with departments and faculty at other schools • The proposal includes strong plans for maintaining these relationships in future years	• The proposal identifies a pool of applicants which may continue to be available in future years • The proposal includes some plans for establishing relationships with departments and faculty at other schools • The proposal includes some description of how these relationships will be maintained	• The pool of applicants may not continue to exist in future years • The proposal does not provide plans for establishing relationships with departments and faculty at other schools • The proposal does not describe how any relationships developed will be maintained

Virtual Graduate Student Orientation

START HERE: COURSE INFORMATION

- **Welcome to SMU and Introduction**
  View

- **Graduate Student Resources**
  View

- **Graduate Student Resources Center**
  100 pts | Score at least 70.0

- **Health and Safety**
  View

- **Health and Safety**
  100 pts | Score at least 70.0

- **Student Conduct, Student Support, and Title IX Regulations**
  View

- **Student Conduct, Student Support, and Title IX**
  100 pts | Score at least 70.0

- **Q&A with Current Students and Faculty**

- **Course Information Acknowledgment**
  100 pts | Submit

International Students

- **International Students Overview**

- **International Student and Scholar Services Office**

- **Getting Cleared to Enroll and into Active Student Status**

- **Transitioning to the U. S. Classroom**

- **Living in Dallas, Texas**

- **Adjusting to U.S. Culture and Navigating Culture Shock**

- **Health and Mental Wellness for International Students**

- **Important Reminders About U.S. Laws and Safety**

- **Closing**