

Graduate Academic Council

2022-2023

Minutes of the Graduate Academic Council meeting on 12/1/22, 11:00 AM via Zoom

In attendance: Oleg Lunin (Chair), Jaclyn Napoleon (Vice Chair), Byoung Park, Rakhee Balaram, Kathleen Flynn, Eliot Rich, Kim Colvin, Philip Eppard, Ming-Ching Chang, Matthew Batchker

Staff/Guests: Kevin Williams (ex-officio), Colleen Davis (staff), Rachael French (Registrar's Office), Melissa Powers (Registrar's Office), Kathie Winchester (Undergraduate Education)

Approved by the Council on 2/2/2023.

December 1, 2022

1. Approval of the GAC Agenda
2. Review of the minutes of the GAC meeting of 11/8/2022; no edits
3. Dean's Report – Kevin Williams; No report given; no questions fielded.
4. Chair's Report – Oleg Lunin
 - a. Jaclyn – there was a Senate meeting on 11/9/22. The Provost spoke regarding the start of the term. She also provided an update regarding the following:
 - i. The search is underway for the Dean of the Rockefeller College of Public Affairs and Policy
 - ii. The Student Showcase is in April. Participation is strongly encouraged. Please discuss this with your students.
 - iii. Funding regarding Artificial Intelligence; potential faculty positions
 - iv. There is discussion regarding a merger with the School of Social Welfare and the School of Public Health.

During Senate, there was a UAS report where they indicated that they are trying to expand café times and provide more food options across campus. The last Senate meeting for the term is December 8th.
5. CCI Report – Kim Colvin presented report. GAC voted to approve the report 8-0-0. The report appears at the end of these notes.
6. Any Other Business
 - a. Addition of Matt Batchker to the group as a GSA representative. Updated membership roster appears at the end of these minutes.
 - b. No additional business.

Meeting adjourned 11:17am.

CCI Meeting Notes 11-18-2022 10:30am

Attendance: Kathleen Flynn, Phil Eppard, Byoung Park, Kim Colvin (chair), Colleen Davis (staff)

Electronic Review: Rachael French, Eliot Rich

Agenda:

1. Women in Public Policy CGS

a. Summary of curriculum changes:

- i. Eliminate the following course options from the core: AWSS565 Feminist Theory, RPAD675 Topics in Women's Leadership, RSSW732 Special Areas of Social Policy and Social Welfare
- ii. Broaden the elective requirement to eliminate the following categories for the remaining 3 courses: public policy issues and their impact on women, skills affecting the public policy process, policy reasoning. Students can now choose public policy related courses in any field that suits their interest (e.g., criminal justice; public health; or women's, gender and sexuality studies).

b. Justification: The curricular changes being proposed narrow the required courses so that students share a theoretical foundation. But the three additional classes they are required to complete can now be drawn from a wider array of classes in the policy specialization of their choice. In order to continue to offer relevant theoretical and practical skills, the program must incorporate approaches that analyze the intersections of gender and sex in conjunction with other vectors of inequality; integrate interdisciplinary approaches; and allow students to make contributions to local, national and international communities. Practically, some of the classes originally included in the Certificate's curriculum are no longer offered, and there are new classes better aligned with the goals of the Certificate. Happily, scholarly work on gender, sex, and public policy has expanded across the disciplines since 1990.

c. Questions: How frequently are the core courses offered and what is the time to completion? Typically, students pursue this in a part-time basis. Rockefeller College has students who are working fulltime and can only pursue part-time study. There is also a fellowship from the Center for Women in Government where students have pursued this program as well. There are students from other disciplines who earn this CGS along the way.

d. Comments back to dept: None

e. Vote: Based on the department's justification, the committee voted to approve the changes (5 approved, 0 denied, 0 abstain)

2. School Psychology CAS and PhD

a. Summary of curriculum changes: Change the admission criteria of GRE from mandatory to optional.

b. Justification: The program referred to the memorandum to the Senate Graduate Academic Council regarding the GRE (distributed in 2020) when making this decision. On page 7, the memo notes "in instances where the continued use of the GRE represents a competitive disadvantage in efforts to recruit students, it is reasonable for graduate programs at UAlbany to consider eliminating the GRE requirement in their admissions process." The program conducted a review of 67 school psychology CAS/PhD programs

and only 14 required the GRE. Instead of eliminating this data point, they propose to make the GRE optional. This way, for example, if an applicant has strong GRE scores but another part of their application is lacking, they can still benefit from that data point. To do this, the department plans to use a bonus structure whereby the applicant receives a certain number of additional points (we currently use a 15-point rubric to quantify candidate application strength) based on their GRE score (e.g., 0 = no GRE or < 50th %ile; 1 = 50th to 80th %ile; 2 = > 80th percentile). The remaining admissions criteria will not change, and each component is rated by at least two faculty members based on defined criteria. The ratings are used to make decisions regard admissions. To reduce the impact of potential bias, the Division Director or Department Coordinator will assign a third rate to an applicant's file if raters' final totals are discrepant by three or more points. The average will be taken across raters to determine the total to be used to rank the applicants for decision making purposes. Additionally, faculty will complete the Socially Responsive, Culturally Sensitive, Reflection Evaluation (SCORE) checklist prior to rating applicant materials. This was taken from the Council of Chairs of Training Councils Social Responsiveness in Health Service Psychology Education and Training Toolkit (2020). This process will require faculty to review and bring awareness to commonly triggered biases during a formal evaluation with the goal of reducing the impact of said biases.

- c. Questions: None
 - d. Comments back to dept: None
 - e. Vote: Based on the department's justification, the committee voted to approve the changes (6 approved, 0 denied, 0 abstain)
3. Emergency Management and Homeland Security MS
- a. Summary of curriculum changes:
 - i. The department is replacing IST608 Research Methods with EMH640 Research Design for Emergency Management and Homeland Security.
 - ii. Two additional concentrations are being offered: Intelligence Analysis and Risk Communication
 - 1. Intelligence Analysis courses:
 - a. EHC 556 (Pad 556) Homeland Security Intelligence (3)
 - b. IST 532 Information Analysis Techniques and Technologies (3)
 - c. IST 667: Intelligence Preparation and Production (3)
 - 2. Risk Communication courses:
 - a. EMH 507 Risk Communication for Safety, Security, and Emergency Management (3)
 - b. EMH 505 Crisis and Vulnerable Populations (3)
 - c. ATM 543 Weather, Climate Change, and Societal Impacts (3)
 - b. Justification:
 - i. IST608 includes content focused in the domain of Information Science, which is less appropriate for EMHS MS students. The new course covers much of the same methodological ground, but the examples and application of those methods are in the EMHS domain.

- ii. The Intelligence Analysis concentration is being moved from the Information Science MS program to the Emergency Management and Homeland Security MS as it is more appropriate there.
 - iii. In order to address the growing need for professional expertise in this risk communication within emergency management and other, allied public safety organizations, this concentration will include courses on risk communication, vulnerable populations, and society and weather.
 - c. Questions: None
 - d. Comments back to dept: None
 - e. Vote: Based on the department's justification, the committee voted to approve the changes (5 approved, 0 denied, 0 abstain)
- 4. Electrical and Computer Engineering MS and PhD
 - a. Summary of curriculum changes:
 - i. The department is combining their 4 areas of concentration into 3 areas:
 1. Current - Communications and Networking; Signal and Information Processing; Computer Engineering; Electronic Circuits and Systems
 2. Proposed - Signal Processing and Communications; Electronic Circuits and Systems; Control and Computing Systems
 - ii. Doctoral Admission to Candidacy is being adjusted to 66 earned credits instead of 75 credits.
 - b. Justification:
 - i. After reviewing the concentrations and courses, the department determined that they can be combined into three areas instead of 4 distinct areas.
 - ii. The original *Communications and Networking* and *Signal and Information Processing* areas effectively will be combined into the *Signal Processing and Communications* area. *Control* will be moved from *Signal and Information Processing* to *Computer Engineering* to form the *Control and Computing Systems* area. *Electronic Circuits and Systems* remains unchanged.
 - iii. Graduate Bulletin policy indicates that students must be admitted to candidacy one term prior to the award of their degree. There have been several students who are ready to be admitted to candidacy and graduate in the same term but have not earned the 75 credits necessary to be formally admitted to candidacy. The ECE PhD program requires 75 credits overall and their dissertation course (ECE899) is graded R (research credit). Since students can earn credit for their dissertation course, it is possible for a student to earn 9 credits in their last term of enrollment before graduation. The admission to candidacy credit standard is therefore being reduced to 66 credits to accommodate students who are able to complete their dissertations in one term after being admitted to candidacy. There are two programs within the School of Public Health with similar candidacy requirements (reduced credit earned). The overall program credits are not changing.
 - c. Questions: None
 - d. Comments back to dept: None
 - e. Vote: Based on the department's justification, the committee voted to approve the changes (6 approved, 0 denied, 0 abstain)

5. Digital Forensics and Cybersecurity MS
 - a. Summary of curriculum changes: adding distance education format to the program
 - b. Justification: Both the School of Business and the College of Emergency Preparedness, Homeland Security and Cybersecurity will be offer more online courses and therefore are required to register this program with distance education format.
 - c. Questions: None
 - d. Comments back to dept: None
 - e. Vote: Based on the department's justification, the committee voted to approve the changes (6 approved, 0 denied, 0 abstain)
6. Criminal Justice MA and PhD
 - a. Summary of curriculum changes: The School of Criminal Justice is eliminating the Information Technology concentration in the MA and PhD programs.
 - b. Justification:
 - i. The faculty who taught the majority of the required courses are no longer at the University.
 - ii. Changes in course offerings have made it difficult for students to complete this concentration.
 - iii. It is not popular among their students.
 - iv. The Problem Solving and Analysis concentration in the MA program addresses similar content while offering a wider selection of courses.
 - c. Questions: None
 - d. Comments back to dept: None
 - e. Vote: Based on the department's justification, the committee voted to approve the changes (6 approved, 0 denied, 0 abstain)
7. Spanish PhD (Latin American, Caribbean and Latina/o Studies concentration)
 - a. Summary of curriculum changes:
 - i. Reduce the core courses requirements from 18 credits to 12 credits by eliminating LCS502 Theoretical Approaches to Latin American, Caribbean, and Latina/o Studies I and LCS503 Theoretical Approaches to Latin American, Caribbean, and Latina/o Studies II
 - ii. Increase the elective requirement from 12 credits to 18 credits
 - b. Justification:
 - i. A program of fewer required core courses is keeping with other comparable programs across campus and will give students more flexibility in their course work.
 - ii. It will allow faculty to offer courses based on student interest and demand.
 - iii. They are not eliminating any content from the program. Rather, they are integrating the theoretical perspectives from the eliminated courses into the remaining core courses.
 - c. Questions: None
 - d. Comments back to dept: None
 - e. Vote: Based on the department's justification, the committee voted to approve the changes (5 approved, 0 denied, 0 abstain)

Council/ Committee	Senator?	Name	TF/PF	Title/Rank	School/Unit	Term Start	Term End	
		* GAC: Graduate Academic Council: 6 - 8 TF (2 of whom must be Senators and 1 must be a member of the library staff); 1 PF; 1-3 GSA; 1SA						
GAC	S	Lunin, Oleg (Chair)	T	Associate Professor	CAS/Physics	2022	2023	TBC; (to be appointed 1 year Senate term to chair council)
GAC	S	Park, Byoung	T	Assistant Professor	CAS/Economics	2022	2023	
GAC	S	Balaram, Rakhee	T	Assistant Professor	CAS/Art & Art History	2022	2024	
GAC		Flynn, Kathleen	T	Senior Assistant Librarian	University Libraries	2022	2024	
GAC		Rich, Eliot	T	Associate Professor	School of Business	2021	2023	
GAC		Colvin, Kim	T	Assistant Professor	School of Ed	2021	2023	
GAC		Eppard, Philip	T	Professor	CEHC	2022	2024	
GAC		Chang, Ming-Ching	TF	Associate Professor	CEAS/Computer Science	2022	2023	volunteer
GAC		Napoleon, Jaclyn	PF	Director of Graduate Recruitment & Admissions	Rockefeller College of Public Affairs & Policy	2021	2023	
GAC		Gill, Andrew	GSA	Graduate Student	CAS/Philosophy	2022	2023	
GAC		Ajayi, Boluwatife	GSA	Graduate Student	CAS/Women's, Gender & Sexuality	2022	2023	

GAC		Batchker, Matthew	GSA	Graduate Student	EHC/Information Science	2022	2023	
GAC			UG					
GAC			F/S					
GAC			F/S					
GAC		French, Rachael	volunteer	Assistant Registrar	The Registrar's Office			willing to serve on subcommittee
GAC	Support	Colleen Davis	Support	Dean of the Graduate School's designee	Graduate School	N/A	N/A	
GAC	Support	Shanise Kent	Support	CA&AS Committee Suport	Graduate School	N/A	N/A	
GAC	ex officio	Williams, Kevin	ex officio (non-voting)	Dean	Graduate School	N/A	N/A	

Graduate Academic Council
2022-2023
12/1/22

Committee Memberships
Draft for GAC consideration

GAC Committee on Curriculum & Instruction (CC&I)

Assistant Graduate School Dean Colleen Davis, staff

Kim Colvin **

Eliot Rich

Kathleen Flynn

Byoung Park

Phil Eppard

Rachael French

GAC Committee on Admissions & Academic Standing (CA&AS)

Assistant Graduate School Dean Shanise Kent, staff

Rakhee Balam

Ming-Ching Chang

Jaclyn Napoleon

Oleg Lunin

Andrew Gill

Boluwatife Ajayi

** Chair