

**AGENDA, GRADUATE FACULTY GOVERNANCE COUNCIL**  
**Tuesday, June 7<sup>th</sup>, 2022**  
**12:00 – 12:50, via Zoom (online)**

1. Consent agenda (see [Appendix 1](#))
2. Nominations and Elections
  - Chair
  - Vice Chair
3. Kinesiology Graduate Program Review
4. Speech Pathology Graduate Program Review
5. S/U Grading Policy for graduate-level courses
6. Reminder about next year's service opportunities
  - We will need UPRC rep – identify in early Fall quarter
7. Items from the Dean/Associate Dean
8. Items from the floor

## Appendix 1

### Consent Agenda

- 1) Meeting minutes from 5/10/22
- 2) Committee updates
  - a) Graduate School Curriculum Committee (GSCC)
    - GSCC met twice in May.
    - The committee finalized and approved a policy regarding S/U grading in graduate courses.
    - The committee also initiated a discussion about developing a GSCC handbook. Committee members considered the current ACC handbook as a model and discussed specifics about the content of a GSCC handbook. The committee plans to complete the handbook in the Fall 2022 quarter.
  - b) Graduate Program Review Committee (GPRC)
    - The Graduate Program Review Committee (GPRC) revised the Graduate Program Review Guidelines in spring quarter to align with the experience of the review team more closely. The revisions articulate the purpose for the reviews and clearly articulate the roles of the Graduate School, faculty review teams, and the Graduate Faculty Governance Council. The GPRC voted to approve the revised guidelines on May 31, 2022. See Appendix 2 for the revised guidelines.
  - c) Graduate Student Support Committee (GSSC)
    - GSSC continued to respond to the concerns of several students regarding their graduate program (initiated in April), including additional meetings and communication with the students and the department chair. Based on this experience, we will draft recommended procedures for the GSSC to use in responding to student concerns, to be discussed with GFGC in Fall 2022.

WWU

# Graduate Program Reviews: Guidelines for Graduate Program Reviews

Approved by Graduate Program Review Committee on May 31, 2022  
(6 Approved, 2 Abstained)

# Contents

- Statement of Purpose ..... 5
- Review Responsibilities..... 5
- Organization of the Review Process ..... 5
- Steps for the Program Review ..... 6
- Approach and Guidance for Collecting Stakeholder Data for the Review ..... 8
- After The Review..... 8
- Stakeholder Interview Questions ..... 10
- Outline for the final Program Review Report ..... 16
- Outline for the Final Recommendations ..... 17

# GRADUATE PROGRAM REVIEWS

## Guidelines for Graduate Program Review Committees (GPRC)

### Statement of Purpose

As a service to the university the Graduate Faculty Governance Committee (GFGC) established a Graduate Program Review Committee (GPRC). The purpose of GPRC is to provide an independent assessment of each graduate program on a rotating basis. The intention is that the review reports will be a resource supplying administration, individual programs, and GFGC with a dispassionate perspective on the state of each program. Reviewers will seek to identify strengths and challenges (internal to the program), and opportunities and threats (external to the program). Based on the report content, GFGC will compile a list of recommendations for the program and relevant administrative units to consider.

### Review Responsibilities

#### *Role of faculty assigned to a program review team*

The GPRC will establish review teams that will collect data and stakeholder perspectives and summarize them into written reports. The GPRC should review these guidelines regularly to maintain consistency between the guidelines and what is proving effective during review processes. Changes to the guidelines should be approved by the GFGC executive committee and the GPRC.

#### *Role of GFGC*

The GFGC will compile a list of recommendations for the consideration of the program and relevant administrative units. While GFGC cannot require an individual program to make changes based on its recommendations, it may request a written response from the program or administrator to document and stay abreast of changes that are or are not occurring.

#### *Role of GFGC Chair*

The GFGC Chair will review the draft report for alignment with program review guidelines, will finalize a recommendations report based on GFGC discussion, and will serve as the point of contact for follow-up correspondence, if any.

### Organization of the Review Process

The Associate Dean of the Graduate School maintains a document (shared with GPRC and GFGC executive subcommittees) listing all graduate programs, the dates of the previous reviews, and notes factors that may impact the review timeline.

Prior to the start of fall class, the Associate Dean of the Graduate School reaches out to graduate programs to determine whether they are willing to participate in a review during the upcoming year. If they refuse, the refusal and reason are written up by the Associate Dean in a memo and shared with GPRC and GFGC executive subcommittees.

Prior to the first GFGC meeting of fall quarter, the Associate Dean of the Graduate School presents the GFGC executive committee and GPRC chair with a prioritized list of programs that need review and have agreed to participate in a review during the academic year. The Associate Dean of the Graduate School

should include the rationale for each program on the list. The executive committee will vote to accept or modify the Associate Dean's recommendation.

At the first GPRC meeting, the GPRC assigns review teams for the number of reviews it considers viable (considering workload, number of experienced reviewers, and potential conflicts of interest) and reports back to the Associate Dean of the Graduate School on its plan for the year.

## Steps for the Program Review

1. The Associate Dean of the Graduate School sends an introductory email to the Dean of the College that houses the program, the Department Chair, and the Program Advisor/Director of the programs selected for review outlining review expectations and introducing the review team.
2. The Graduate School pre-populates a shared folder for each program under review with the following information:
  - a. Previous review reports
  - b. Follow up correspondence with GFGC after previous report (if any)
  - c. Admission and enrollment data (in Excel format if possible for improved accessibility)
  - d. A list of current students (with email addresses)
  - e. A list of alumni who graduated during the review period (with email addresses)
  - f. A list of current faculty including rank and expertise
  - g. Exit survey data from the Office of Institutional Effectiveness from students who have graduated within the review period
  - h. Most recent closing the loop report
  - i. Most recent accreditation report (if applicable)
  - j. Most recent assessed Student Learning Outcomes document
3. Review Committee writes (or updates) a draft of the Program Background (see Outline for Review Report below) based on information from the Graduate School (above) and publicly available information such as the course catalog, program website, and graduate handbook.
4. The review team schedules individual interviews with the Department Chair, Graduate Program Advisor/Director, and Dean; and schedules group interviews with Graduate Faculty and Graduate Students.
5. The review team coordinates deployment of alumni survey.
6. The review team writes their report.
7. The draft report is shared with the GPRC Chair, the GFGC chair/vice-chair, and the Program Advisor/Director. The GPRC Chair and GFGC chair/vice-chair read for consistency with these guidelines and clarity. The Program Advisor/Director reads for errors of fact. These parties have 2 weeks to respond with edits and comments.
8. The review team will revise as needed based on feedback from the GPRC Chair, the GFGC chair/vice-chair, and the Program Advisor/Director.
9. The final report and courtesy draft of recommendations are submitted to the GFGC Executive Committee and added to the agenda for a full GFGC meeting.
10. The GFGC discusses and revises recommendations during a full Council meeting. Based on the discussion, the GFGC Chair:
  - a. Summarizes the findings of the Council
  - b. Finalizes recommendations that would not require additional resources

- c. Finalizes recommendations that would require additional resources
  - d. Confirms that the Program Review report supports the need for these recommendations
  - e. Determines whether follow-up correspondence is required
11. GFGC Chair distributes the final report and recommendations to the following parties: Dean of the Graduate School, Dean of the College that houses the program, the Department Chair, and the Program Advisor/Director.

## Approach and Guidance for Collecting Stakeholder Data for the Review

The sequence of the interviews is flexible, although the Program Advisor/Director should be one of the first stakeholders interviewed. In person meetings or synchronous video conferencing are the preferred communication modes. The review team should provide options for other forms of communication when privacy is of concern (specifically when the face-to-face meeting would be conducted as a group, as with the graduate faculty and current graduate students).

- Graduate Program Advisor/Director
- Graduate Faculty
- Department Chair(s)
- College Dean
- Current Graduate Students (with a GFGC student rep present if possible. At the discretion of the review team, the GFGC student rep(s) may conduct this interview independently and report back to the rest of the review team)

Other stakeholder groups may include the program's Advisory Board and employers of graduates. These stakeholder groups will be contacted at the review team's discretion. Questions for these groups will be developed by the Review Committee in collaboration with the Program Advisor/Director.

The Review Committee will provide the full list of relevant questions to each stakeholder group before the interview. The review committee should indicate that there may not be enough time to cover all of the questions but the interviewee(s) will have the opportunity to volunteer their responses to questions not covered in the meeting by email or by requesting a follow up discussion.

An electronic survey should be deployed for alumni unless approximately equivalent data from OIE is available. All alumni should be contacted that have graduated since the completion of the most recent program review.

## After The Review

After approval of the review report and recommendations by GFGC, the report and recommendations are delivered to the Dean of the Graduate School, the Dean of the College that houses the program, the Department Chair, and the Program Advisor/Director. The GFGC encourages Deans to review the report, discuss the findings with the program's leadership, and agree on what actions (if any) will be taken.

Typically, GFGC will consider the reports in aggregate when deliberating on policy matters. If a serious program-specific concern emerges in a review report, GFGC may request that a Dean, Chair, or Program Advisor/Director provide a written response to a review report immediately and/or after a specified time. Correspondence related to such requests would be the responsibility of the GFGC Chair on behalf of GFGC. Copies of any such correspondence should be stored with the final report so they are available to future reviewers.

### *Special situations*

Program directors are given two weeks to review a draft before it is considered by GFGC. If a Program Advisor/Director has concerns that are not errors of fact (issues that can be seen from multiple perspectives), they may write a letter of response that will be appended to the final report approved by

GFGC. This allows the Program Advisor/Director to be heard while maintaining the independence of the review team.

If GPRC is unable to complete a review for any reason the chair of the GPRC will draft a memo explaining the situation. This memo will be approved by GFGC and circulated to the Dean and Associate Dean of the Graduate school, Dean of the College that houses the program, the Department Chair, and the Program Advisor/Director.

## Stakeholder Interview Questions

### *Suggested Questions for Graduate Program Coordinator/Director*

- 1) What are the current **goals and priorities** of your graduate program in relation to the program's strategic mission/vision/strategic plan?
- 2) What **activities** are you aware of that are designed to maintain or improve the quality of your graduate program? In answering this, consider the items below. The review committee may follow up with respect to some of these items.
  - a. What is your role in supporting the program and graduate students?
  - b. Is there a Graduate Program Student Handbook?
  - c. How are students provided with feedback regarding their progress?
  - d. Are there procedures in place to work with students who are not making adequate progress?
  - e. Do you feel students are getting what they need to successfully complete your program?
  - f. Does the program assist in placing the students after graduation?
  - g. Do you have any information on career placement of your graduates? If so, can you share that information.
  - h. Are you accredited by a professional specialty accreditation organization? If so, where are you in the accreditation cycle?
  - i. Is there a regular internal (within your program) or external (outside WWU) review of the graduate curriculum? How frequently? Who initiates it? Who are the faculty involved? On what type of feedback is it based (e.g., student input, alumni questionnaires, professional accrediting association)?
  - j. How are the Annual Student Learning Outcomes Assessments and Closing the Loop Reports being used by your program?
  - k. What follow-up and/or changes have happened since the last Program Review?
  - l. Are you, as the Graduate Program Coordinator/Director, evaluated by the Department or College? If so, how is this done and how often?
  - m. What level of interaction/support has your program had with the University Foundation?
- 3) From your perspective, what are the **strengths of and challenges to** (internal) and **opportunities of and threats to** (external) your graduate program? In answering this, consider the items below. The review committee may follow up with respect to some of these items.
  - a. How does student selection take place? Do you believe this allows you to accept students who are well-prepared and appropriate for your program?
    - What are the preparations or prerequisites needed to enter the program?
  - b. How are students supported financially?
    - How many students receive financial support, in what form, and how much?
    - How many students receive TA, GA, and RA positions? (as a percentage of students in the program)
    - In addition to TA positions funded by the Graduate School, how many additional TA/GA/RA positions are funded by the College, Department/Program, and external grants?
    - What is the distribution of funding of TA positions from the graduate school vs. the college or other?
    - How are RA/GA positions funded?
    - Are students supported with external funding? Is there any other funding available?

- c. What is faculty availability and/or support for faculty working with graduate students.
- d. What are the resources for students, including appropriate lab or office space, access to study space or shared meeting space, appropriate technology, advising/mentorship, cohort strength?
- e. What is your program structure?
  - Structured (e.g., lock-step program) or unstructured course load?
  - What are the requirements for completing your program?
  - What is course availability for students: amount, type (e.g., graduate or stacked), and timing?
  - Are stacked courses included in the program, and if so, is there a clear differentiation between undergraduate and graduate course expectations?
  - Thesis or non-thesis?
    - What style of final paper and/or comprehensive exams does the program have?
    - What is the format of the thesis defense or professional seminar presentations?
    - Are they open or closed to the public?
    - How often do students fail these?
  - Student publications or performances, or other such quantifiable/qualifiable items?
- f. Are there additional costs to students to complete the program (e.g., research expenses, conference expenses, field work/internship expenses)?
- g. What is student success in the program and post-graduation?
  - How many are employed after graduation, and what jobs do they get? What is the average post-graduation salary?
- h. Is there external recognition of your program or components of your program?
- i. What is the availability and usefulness of campus support services for your students (e.g., library, writing center, disability office, mental health counseling services)?
- 4) From your perspective, what are the **needs** of your graduate program?
- 5) If you could use **support** in maintaining or improving your graduate program, what would that include and what would that allow your program to do?
- 6) What do you like people to know about your program that the numbers do not show?
- 7) Is there anything else that you feel we need to (or should) know?
- 8) Additional questions at the Review Committee's discretion.

*Suggested Questions for Graduate Faculty*

- 1) What are the current **goals and priorities** of your graduate program in relation to the program's strategic mission/vision/strategic plan?
- 2) What universities do you consider to have peer programs?
- 3) From your perspective, what are the **strengths of and challenges to** (internal) and **opportunities of and threats to** (external) your graduate program?
- 4) From your perspective, what are the **needs** of your graduate program?
- 5) Do you feel that expectations for teaching graduate courses are appropriate? Are there any concerns regarding teaching stacked undergraduate/graduate courses?
- 6) Is graduate advising/graduate committee membership considered when determining a faculty member's workload, and if so, how?
- 7) How much independence do faculty have in determining the content of their graduate courses? To what extent is curriculum and course content prescribed by an accrediting body or advisory panel?
- 8) Regarding the undergraduate preparations/prerequisites to enter the program, do you think that students are well prepared when they enter the program?
- 9) How are students provided with feedback regarding their progress?
- 10) Do you feel students are getting what they need to successfully complete your program?
- 11) Do you think that the training in your program is preparing students for their professional lives? Are they learning what they need to know? Are they developing the necessary academic and technical skills? Are they developing the necessary professional networks to advance their careers?
- 12) Do you sponsor/advise student research? Describe the type of research your students conduct. (Theses? Journal articles? Conference presentations? Level of stringency?) Is one type more popular than another?
- 13) What level of interaction/support has your program had with the University Foundation?
- 14) What do you like people to know about your program that the numbers do not show?
- 15) Is there anything else that you feel we need to (or should) know?
- 16) Additional questions at the Review Committee's discretion.

*Suggested Questions for the Department Chair(s)*

- 1) How does the graduate program fit into the overall structure and program's mission/vision/strategic plan of the department?
- 2) What are your current **goals and priorities** of the graduate program in relation to the strategic mission/vision?
- 3) What **activities** are you aware of that are designed to maintain or improve the quality of the graduate program? In answering this, consider the items below. The review committee may follow up with you with respect to some of these items.
  - a. What is your role in supporting the program, including graduate faculty, staff, and graduate students?
  - b. How are the program's Annual Student Learning Outcomes Assessments and Closing the Loop Reports being used by your department?
- 4) From your perspective, what are the **strengths of and challenges to** (internal) and **opportunities of and threats to** (external) your graduate program? In answering this, consider the items below. The review committee may follow up with you with respect to some of these items.
  - a. What are the resources for faculty support? How is faculty morale?
  - b. What is the credit load for faculty teaching in the graduate program? Is graduate student advising part of the load? Is supervising theses part of the load?
  - c. Do you feel that the faculty and graduate students are getting what they need? If not, are there plans to find more resources?
  - d. Are there enough faculty available to support the graduate program and students?
  - e. Are graduate courses taught by NTT faculty? How are NTT faculty approved for graduate teaching? How are NTT faculty evaluated for graduate teaching?
  - f. Where applicable: Why have NTT and outside individuals been hired for graduate teaching and/or thesis supervision? Has involvement of NTT and outside individuals impacted the quality of the graduate program?
- 5) What level of interaction/support has your program had with the University Foundation?
- 6) From your perspective, what are the **needs** of the graduate program?
- 7) If you could use **support** in maintaining or improving the graduate program, what would that include and what would that allow your program to do?
- 8) What do you like people to know about the program that the numbers do not show?
- 9) Is there anything else that you feel we need to (or should) know?
- 10) Additional questions at the Review Committee's discretion.

*Suggested Questions for the Dean*

- 1) How does this graduate program fit into the overall structure and College's mission/vision/strategic plan?
- 2) What are your current **goals and priorities** for this graduate program in relation to the program's mission/vision/strategic plan?
- 3) What **activities** are you aware of that are designed to maintain or improve the quality of the graduate program? In answering this, consider the items below. The review committee may follow up with you with respect to some of these items.
  - a. What is your role in supporting the program, including faculty, staff, and graduate students?
  - b. How are the program's Annual Student Learning Outcomes Assessments and Closing the Loop Reports being used by the college?
  - c. What initiatives or other forward-looking considerations that would benefit this program are supported by the college?
- 4) From your perspective, what are the **strengths of and challenges to** (internal) and **opportunities of and threats to** (external) this graduate program? In answering this, consider the items below. The review committee may follow up with you with respect to some of these items.
  - a. What are the resources for faculty support?
  - b. Are there enough faculty available to support the graduate program and students?
  - c. What would you identify as strengths of and challenges to and opportunities of an threats to this graduate program?
- 5) From your perspective, are the numbers of TAs for this program appropriate? Should they be increased or decreased? Please explain.
- 6) What interactions with the University Foundation have you supported on behalf of this graduate program?
- 7) From your perspective, what are the **needs** of the graduate program?
- 8) If you could use **support** for this graduate program, what would that include and what would that allow your program to do?
- 9) What do you like people to know about the program that the numbers do not show?
- 10) Is there anything else that you feel we need to (or should) know?
- 11) Additional questions at the Review Committee's discretion.

*Suggested Questions for Students/Alumni*

- 1) Why did you come to WWU? How did you learn about the program? What other options did you consider?
- 2) From your perspective, what are the **strengths of and challenges to** (internal) and **opportunities of and threats to** (external) your graduate program?
- 3) How would you describe morale among students?
- 4) Do students feel like they receive adequate program and faculty support? Describe the quality/frequency/timeliness of guidance you obtained.
- 5) What kind of financial support have you received at WWU (e.g., scholarships, teaching assistantships, research assistantships, tuition waivers, funds to conduct research/travel)? Has it been sufficient for your needs? If not, how have you met the gap between funding and your financial need? Are you concerned about student loans?
- 6) Were the facilities and equipment adequate for your needs? Did you have access to office space, lab space?
- 7) Is (*number of quarters to finish*) enough to complete the program?
- 8) If you “knew then what you know now” would you do anything differently? Do you have ideas for change/improvement?
- 9) What would you like us to know that we have not asked?
- 10) For alumni (additional questions):
  - a. When did you graduate from the program?
  - b. Have you been able to get a job in your field?
  - c. Did the faculty advisors in your program assist you in job placement?
  - d. Do you feel like the program prepared you for your career?
  - e. Did the time/money/effort spent on your degree improve your job prospects in terms of salary and/or job satisfaction?
  - f. Has your post-graduate income been sufficient to repay any loans that you incurred as a graduate student?
- 11) Additional questions at the Review Committee’s discretion.

# Outline for the final Program Review Report

## **COVER PAGE**

Title/ Name of Program

Names of reviewers

Date

“Endorsement by Graduate Faculty Governance Council and date” – to be added after GFGC review

## **INTRODUCTION**

Copy the text from the purpose statement of these guidelines.

## **REVIEW** (*On what or whose reports are you basing this review?*)

For example: This review is based on meetings and interviews with the Graduate Program Coordinator/Director, the Chair(s) of the [Department(s)], the Dean of the [College], current graduate students, and recent alumni. In the case of groups of individuals, include the number of people in attendance and details about how the group was convened.

## **Program Background**

**Historical Background** (if appropriate, when was it reviewed, notable findings)

**Brief Program Profile** (data from graduate school and publicly available documents)

Background/ mission

Faculty Profile (e.g. current faculty and rank)

Program Structure (e.g., thesis/nonthesis, cohort model)

Program Size

Applicants

Student Profile

Progress to Degree (Time and Rate to graduation)

Advising Loads

Student Funding (e.g., TA/GA/RA, other internal funding, external funding)

Curriculum overview

Facilities (if applicable)

**Stakeholder Perspectives** (Briefly summarize information obtained through Interviews and On-line Survey)

Administration (i.e., Dean, Chair, Coordinator/Director, etc.)

Faculty

Students (current and alumni)

## **Strengths and Opportunities (internal to program)**

## **Challenges and Threats (external to program)**

## **Additional Information (optional/ if applicable)**

## **Appendices**

I. Quantitative Data from Grad School

II. Closing the Loop Reports for Student Learning Outcomes from the program

III. On-line Survey Results

*Note: Reports typically range from 5 to 8 pages plus Appendices.*

## Outline for the Final Recommendations

### **COVER PAGE**

Title/Name of Program

Name of Chair and Co-chair, on behalf of The Graduate Council

Date

### **Summary of the Council's major findings and conclusions.**

### **Recommendations**

Provide a number list of recommendations separated into two categories with recommendations numbered: Does Not Require Additional Resources and Does Require Additional Resources.

Confirm the report supports why the recommendations exist. If it does not, add supporting information that matches the recommendation number as an Appendix. Where appropriate, identify what could be accomplished with resources according to the interviewees.

### **Identify whether follow-up prior to the next scheduled program review is required by the Council.**

\_\_\_\_\_ Follow-up required (if follow up required, indicate when)

\_\_\_\_\_ No follow-up required

(Include the following statement as written at the end of the Recommendations Report).

After the completion of the program review process, GFGC members and Graduate School staff will be available to support department faculty and program directors/coordinators to consult as recommended actions are implemented.