

**Pathway Goal:** Research, Scholarship, and Creative Activity

**Action Item #**  
2-6

**Report:**  
 Mid-Year: December 2016  
 Year-End: April 2017

**Action Item Description:**

Policies, processes, and mentorship: review, create, and implement.

**Submitted By:**

Name	Department
Peter B Gray	Anthropology

**Working Group Members:**

Name	Department
Anne Stevens	English
Jennifer Grim	Music
Jaci Batista	Civil and Environmental Engineering
Valarie Burke	Graduate College
Kendall Hartley	Graduate College
Nancy Lough	College of Education
Kat Hertlein	Marriage and Family Therapy
Josue Epame	School of Community Health Sciences
Moinak Bhaduri	GPSA
Kate Korgan	Graduate College

**Provide a written overview of the year-long process for your working group.**

At the start of the academic year, Gray talked with Korgan and Hartley about the aims of this Top Tier Committee. Much of the committee's work has entailed research to focus on, for example, guidance for Graduate Faculty Status and teaching credentials. This research has involved looking into best practices in accrediting bodies; aspirational peer institutions; and other online information (e.g., Council of Graduate Schools) to help advance Committee findings and ultimately Committee recommendations. In addition to its fall work, the Committee met twice in spring 2017 to further discuss contents and develop recommendations.

**2016-17 Accomplishments**

The Committee undertook Internet research to inform its understanding of the Committee agenda items (e.g., researching peer and aspirational peer practices, and examples of Best Practices). The Committee met in person three times between fall and early spring, and also shared additional working drafts and feedback via email. The Committee crafted a set of summary points including recommendations along with compilation of the background notes informing these summary points and recommendations. That information is enclosed in a Word document.

**Recommendations****Summary of Committee Mandates and Recommendations:**

1. **Graduate Faculty Status.** JD vs. PhD. Library MLS. DMP on PhD committees? Education may be OK with the equivalent. What is the educational level required and/or appropriate to teach different levels of classes? To sit on graduate committees, such as MA or PhD committees? More specifically, what guidelines apply to graduate committee Chairs and Graduate College representatives? Look for guidance in aspirational peer best practices, Council of Graduate Schools, UCF (where new Provost Chase from), etc. For guidance about best practices, Kendall and others noted that for accreditation purposes UNLV falls under the NWCCU (<http://www.nwccu.org/>) although one might look to guidelines also listed online by other accreditation agencies too (e.g., California covered by <http://www.acswasc.org/>; and Arizona etc. covered by <https://www.hlcommission.org/>).

**Summary UNLV Policy Recommendation:** The Committee recommends allowing flexible guidelines for graduate student committee membership consistent with policies at Western U.S. state universities and aspirational peer institutions. This means allowing tenure-track faculty, FIR, Clinical faculty, DRI faculty, etc. to be eligible to serve as committee members. This means not needing to specify details for particular programs (e.g., Dental School, Architecture) and faculty eligibility to serve, for example, as outside committee members as long as a faculty member is granted full graduate faculty status. The distinction UNLV policy makes between Full and Associate Graduate Faculty Status does not seem to apply universally at other institutions. Assuming this distinction is retained, Full Graduate Faculty Status should be required to Chair a graduate committee. The Committee recommended retaining for now the requirement that the Graduate College Representative also have Full Graduate Faculty Status, though that could be revisited to make more lenient (along lines of requirements of Associate Graduate Faculty Status) in light of guidelines at other institutions. UNLV Associate Graduate Faculty Status should be sufficiently lenient (e.g., Professors of Practice) to enable incorporation of such faculty into graduate committees.

**Recommendations Continued.**

Guidelines for serving as a graduate committee Chair should remain more stringent. The Chair should possess the terminal degree in the field or a closely related field of study, be an active researcher and have some experience or demonstrated capacity to advise graduate students. Exceptions to these Chair requirements could be petitioned (e.g., allowing an experienced faculty member to serve as Chair in a field where s/he does not possess the current terminal degree because the terminal degree in that field has changed since earning her/his post-degree).

2. **Teaching Qualifications.** Can an MA student teach a 400-level course? Can a first-day grad student teach, or must s/he have 50% program completed first? PTI for GAs proposal & how GAs might support unmet teaching needs (i.e., consider a possible conversion of some existing PTI positions to GA positions, and how this could influence graduate instruction)? Consider accreditation standards, UCF, best practices, etc.

**Summary UNLV Policy Recommendation:** Drawing primarily upon the Southern Association of Colleges and Schools guidelines and UCF policy, the Committee crafted minimal teaching credentials guidelines for UNLV. These guidelines acknowledge both degrees and relevant experience. Generally, faculty teaching graduate classes should have a terminal degree in the field of instruction, though a degree in a closely related field, teaching relevant classes, and/or demonstrating experience can serve as potential grounds for teaching graduate courses. Graduate students should not be allowed to teach graduate courses as the instructor of record, nor should they evaluate fellow graduate students. Graduate students serving as instructors of record should ideally have 18 credit hours of coursework in the field of instruction, but in some fields that may be an aspirational goal given current staffing and resource constraints. Other (not as instructor of record) graduate students involved in teaching should complete some orientation and/or teacher training. Demonstration English language abilities should be required for students for whom that might be a concern. Given the importance of teacher training for faculty and graduate students, resources are needed for some sort of UNLV teaching center to enable training graduate instructors and possibly faculty.

**UNLV Qualification by Academic Credentials**

The following UNLV guidelines draw upon guidelines articulated by the University of Central Florida and the Southern Association of Colleges and Schools, combined with UNLV Top Tier committee input. UNLV employs competent faculty members qualified to accomplish the mission and goals of the institution. Minimum faculty credentials rely primarily upon the highest earned degree in the discipline. Other factors considered include competence, effectiveness, and capacity, evidenced by, among other things, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. UNLV is responsible for justifying and documenting the qualifications of its faculty. One distinction between UCF and Southern Association of Colleges and Schools guidelines and UNLV guidelines is that UNLV guidelines do not require 18 graduate semester hours prior to teaching undergraduate courses. In fields for which terminal degrees have changed recently, UNLV guidelines are also intended to accommodate longstanding faculty who have taught successfully but do not possess the more recently established higher terminal degree.

**Recommendations Continued.**

1. **Faculty teaching baccalaureate courses may be qualified by:**
  - a) Degree alone: Master's degree or higher in the teaching discipline or a related discipline
  - b) OR Concentration: Master's and 18 hours: Master's degree or higher (in any discipline) with a concentration (minimum of 18 graduate semester hours) in the teaching discipline or related discipline.
  - c) OR Master's Degree Equivalency: In the absence of a completed master's degree, a concentration may also be established via acceptable documentation confirming that 1.) as part of the individual's doctoral or terminal degree program, master's degree equivalency was achieved and 2.) at least 18 graduate semester hours in the teaching discipline or related discipline have been successfully completed.
  
2. **Faculty teaching graduate coursework and first professional degree coursework**, as in the case of faculty teaching in the Medical College, may be qualified by:
  - a) Degree alone: Earned doctorate or terminal degree in the teaching discipline or a related discipline.
  - b) OR Degree Equivalency: in the absence of a completed terminal degree, a concentration may also be established via acceptance documentation confirming that 1.) as part of the individual's doctoral or terminal degree program, degree equivalence was achieved and 2.) at least 18 graduate semester hours in the teaching discipline or related discipline have been successfully completed.
  
3. **Graduate teaching associates (GTAs)** may be qualified by:
  - a) Degree alone: Master's degree or higher in the teaching discipline or related discipline
  - b) OR Concentration: 18 graduate semester hours in the teaching discipline Whether qualified by degree alone or by concentration, GTAs must also receive direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations. In order for a graduate student to serve as an instructor of record, he or she must be accepted as a graduate student in a degree program and enrolled full-time. The graduate student must also meet appropriate training and English speaking requirements. For more information in this regard please refer to the College of Graduate Studies Web site at <http://www.graduatestudies.ucf.edu/>.
  
3. **Policies and Processes: International; Health Needs; At-risk Grad Students; Online Graduate Programs;** graduate faculty status, teaching qualifications (in collaboration with GC Executive Committee). Empower faculty over graduate student health issues. Students with disabilities that aren't DRC. Maybe workshop with Jamie, Phil, Legal, etc. Maybe other things such as a resource page. How can better resources for international graduate students be created? OISS already provides some services. But think across a gamut from department to Grad College to University such as OISS.

**Summary UNLV Policy Recommendation:** This set of items was designed more for discussion than direct action. Pros and cons of online graduate education classes emerge in view of the UNLV Online Nursing Graduate Degree experience. Support services for international students for whom English is a second language could be helpful. Perhaps incorporate input on Disability and CAPS info in faculty handbook and/or website that summarizes these resources to make more visible. The idea of a weekly/monthly grad faculty and/or grad coordinator newsletter sent by Grad College communications person was raised. The idea of a recurring, regular "Did you know" newsletter/info shared with grad faculty is encouraged as this could foster recognition, discussion and visibility of diverse graduate training issues in a distilled message.

### Recommendations Continued.

4. **Faculty Mentorship Resources.** Elizabeth compiled resources from last year, plus I should check with Kendall. What happens after a website is created? How to mentor grad students? (a question for new grad faculty, and as distinct from other faculty mentoring programs) What can we do to make faculty better mentors? Implement and assess mentorship programs designed 2015-2016 (faculty & RAMP). Collaborate with 1.3 working group (GEM/R2PC) on Student Achievement Initiative.

**Summary UNLV Policy Recommendation:** The faculty mentoring content Elizabeth had honed last year is now on the UNLV Graduate College website and serves as a helpful resource: <https://www.unlv.edu/graduatecollege/mentoring> Support for graduate faculty mentoring must be systemic to be successful. Training can be offered to new faculty at orientation but relatively few faculty participate in workshops on graduate mentorship and pedagogy, in part because the value of that training is not reinforced at multiple levels. Multiple levers can be used to foster discussions of graduate mentorship including at Graduate Council, during onboarding processes at the University and Department, online and in-person training, links to Graduate Faculty Status, and receipt of a Graduate Stipend (for graduate coordinators). Peer groups of graduate instructors could be organized, as has been done for graduate faculty instruction and mentorship. The idea for a Graduate College newsletter or “did you know messaging” was raised, similar to mandate 3, in recognizing the importance of strong communication between the Graduate College and departments and faculty. Some additional, centralizing teaching support would be of benefit to multiple constituencies. Two additional staff who were Assistant/Associate Directors could focus on a) STEM and b) student professional development. A faculty center could be a “teaching center plus”—space to meet, talk, and garner grant support. Sustainable financial support could ensure consistency in providing centralized university-wide teaching support, also aiding in planning (e.g., for grant applications about teaching research). Teaching support can aid graduate students-in-training (e.g., honing teaching skills that they might use in subsequent university or other instruction or in non-academic careers). A Center could also facilitate development of department-specific or multi-disciplinary graduate courses emphasizing professional development and instruction. This Committee recognizes the need for space and staff to aid graduate mentoring/teaching aims.

#### 2017-18 Next steps

- **What should the goals / activities be for the subcommittee?**
- **Who should be responsible?**

Discussion with the Graduate College could be helpful to determine how to implement Ideas and Recommendations about minimal teaching credentials and graduate faculty advisors. Resources for enhancement of centralized university teaching would impact pedagogy among faculty, graduate students and be of undergraduate benefit too. Additional resources would be required.

**Please review the list below and “X” the appropriate box(es).**

- Potential resources required
- Any reports generated by this working group  
-Top Tier Committee Policies Procedures 2016-17 RSC 2-6
- Metrics to be used
- No additional reference material

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**Top Tier Committee Policies Procedures 2016-17 RSC 2-6**

**Top Tier Ad Hoc Committee: Policies, Procedures and Mentorship (2016-2017 Academic Year)**

Peter Gray (Anthropology) & Committee Chair

Anne Stevens (English)

Jennifer Grim (School of Music)

Valarie Burke (Grad College)

Kendall Hartley (Grad College)

Kate Korgan (Grad College)

Nancy Lough (Education)

Kat Hertlein (Urban Affairs)

Josue Epame (School of Community Health Sciences)

Moinak Bhaduri (GPSA)

Jaci Batista (College of Engineering)

[perhaps also ask Rebecca Benfield in Health Sciences and Brian Chrzan in Dental School for additional input on graduate faculty status and teaching qualifications]

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**Top Tier Committee Policies Procedures 2016-17 RSC 2-6**

*Committee). Empower faculty over graduate student health issues. Students with disabilities that aren't DRC. Maybe workshop with Jamie, Phil, Legal, etc. Maybe other things such as a resource page. How can better resources for international graduate students be created? OISS already provides some services. But think across a gamut from department to Grad College to University such as OISS.*

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The remainder of this Report consists of the notes taken from meetings and research that informed the four Committee mandates and recommendations:

**1. Graduate Faculty Status.** JD vs. PhD. Library MLS. DMP on PhD committees? Education may be OK with the equivalent. What is the educational level required and/or appropriate to teach different levels of classes? To sit on graduate committees, such as MA or PhD committees? More specifically, what guidelines apply to graduate committee Chairs and Graduate College representatives? Look for guidance in aspirational peer best practices, Council of Graduate Schools, UCF (where new Provost Chase from), etc. For guidance about best practices, Kendall and others noted that for accreditation purposes UNLV falls under the NWCCU (<http://www.nwccu.org/>) although one might look to guidelines also listed online by other accreditation agencies too (e.g., California covered by <http://www.acswasc.org/>; and Arizona etc. covered by <https://www.hlcommission.org/>).

My (Peter) online searches failed to find accessible, relevant best practices or accreditation guidelines regarding graduate faculty status on either these accreditation websites or CGS. I asked Kendall for his input to determine if there are such resources that I might have missed or might not have access to; there did not appear to be missing resources, however. One other idea Kendall raised is that, if necessary, I could email representatives of a small sample of targeted graduate schools for their views and policies. This topic ties into some larger university themes: integration vs. silo'ing of academic programs (budgeting, student training, teaching, tenure); and integration with community (e.g., Business, Law, Hospitality, etc.), where some individuals may have relevant expertise but may or may not have specific academic credentials. One view could be to have more constrained recommendations but to enable sufficient flexibility for those professional and graduate degree programs to draw upon advisor/instructor expertise where appropriate and petitioned.

**UNLV Graduate Faculty guidelines:** [https://www.unlv.edu/sites/default/files/page\\_files/3/graduate-faculty-status-guidelines.pdf](https://www.unlv.edu/sites/default/files/page_files/3/graduate-faculty-status-guidelines.pdf) These UNLV guidelines are an important starting point. They seem to provide more detail (e.g., breakdowns by Law, Dentistry, etc.) than most other institutions but that has the benefit of clarity. A key question is, Who can serve as the Graduate College representative?

**UCF Graduate Faculty guidelines:**

<http://www.graduatecatalog.ucf.edu/content/CollegeofGraduateStudies.aspx?id=5690#GraduateFacultyandGraduateFacultyScholars> If I am reading UCF's guidelines correctly, they allow all Graduate Faculty members to serve as committee members; they define Graduate Faculty members as, "Tenured, tenure-earning, ranked Clinical or ranked Research professors, ranked lecturers or ranked instructors, and ranked librarians are eligible for appointment to the Graduate Faculty."

**ASU Graduate Faculty guidelines (for PhDs, requiring**

**PhDs):** <https://graduate.asu.edu/sites/default/files/graduate-faculty-guidelines.pdf> These ASU guidelines address the following, with my reading that they allow all approved University Graduate Faculty to serve as the equivalent of outside committee members: "University Graduate Faculty includes resident tenure and tenure track faculty at ASU, including newly hired faculty. Other faculty (e.g., research professors, clinical professors, adjunct faculty and emeriti faculty) with appropriate scholarly and mentoring credentials may be members of the Graduate Faculty. In addition, individuals who hold appropriate ASU-related appointments (e.g., research professors) or positions at ASU affiliates (e.g.,

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Mayo, TGen, BNI, Banner) may also apply, or be nominated, to be members of the Program Graduate Faculty. University Graduate Faculty members are eligible to serve on PhD dissertation committees across the university.”

#### **University of Oregon Graduate Dissertation Committee Policy (revised**

**2016):** <https://gradschool.uoregon.edu/committee-policy> This page specifies who is eligible for graduate faculty status: “All tenured or tenure-track faculty members in academic departments are automatically appointed to the Graduate Faculty. Tenured and tenure-related faculty are by their appointment presumed to be research active faculty members. Career non-tenure track faculty in the category of Lecturer and Research Professor are automatically appointed to the Graduate Faculty. Other career non-tenure track faculty, including Professors of Practice, may be appointed to the Graduate Faculty through a process of **nomination**, review and approval.” Moreover, at Oregon the institutional representative (their equivalent of an outside committee member) “Must be a tenure-related member of the Graduate Faculty.” My reading of their guidelines is that Graduate Faculty regardless of rank or field can serve as outside committee members. Why not recommend that UNLV do the same, consistent with their and ASU and others’ guidelines? ASU explicitly states that one reason for their model is to facilitate cross-disciplinary/interdisciplinary scholarship. Guidelines for Chair and Co-chair differ, however, with my sense that a Chair is typically required to hold a terminal degree (or closely-related degree) in the graduate degree field, with outside members allowed to serve as Co-chairs at some institutions but not regularly as Chairs by themselves. Relatedly, Oregon’s guidelines also address: “Qualified Practicing Professionals and Community Members Under certain circumstances it may serve doctoral students to have non-UO Professionals/Experts (who are not current faculty members of another college or university) serve on their dissertation committees as a [Core Member](#) or [Additional Core Member](#). Generally the non-UO professional or expert will meet the following criteria: Must hold a Ph.D., an equivalent doctoral degree, or the terminal graduate degree in his/her field (e.g., MFA, M.Arch., MBA, JD, MD, etc.); If the non-UO professional or expert does not hold a terminal graduate degree, the department must present a compelling argument about how the individual’s substantive knowledge is uniquely valuable for the student’s research.” I would also suggest UNLV move in that direction of enabling more seamless integration of professors of practice who have relevant expertise (e.g., Hospitality, Law, Business School, Medicine) given a push toward more university-community engagement and of possible benefit to graduate student training. Oregon and a few other places also provide an explicit note about clarifying and avoiding potential conflicts of interest between advisors and students (e.g., financial conflict of interests).

#### **Graduate advisory committee guidelines at the University of Utah** are provided

here: <https://gradschool.utah.edu/graduate-catalog/degree-requirements/> These guidelines specify about graduate committee members, “All University of Utah faculty members including tenure-line, career-line, adjunct, visiting and emeritus are eligible to serve as supervisory committee members. The faculty member must hold an academic or professional doctorate, the terminal degree in the relevant field, and/or must have demonstrated competence to do research and scholarly or artistic work in the student’s general field. Persons not from the University of Utah may also serve as committee members upon approval of the dean of The Graduate School (a vita for the proposed committee members must accompany the request). Committee chairs must be selected from tenure-line faculty. Immediate family members are not eligible to serve on a student’s supervisory committee.”

**Penn State University Graduate Faculty guidelines:** <http://www.gradschool.psu.edu/faculty-and-staff/faculty/criteria/> Here is what Penn State says about Graduate Faculty status, including who is eligible to serve on MA/PhD committees; note that they also make distinctions between research and

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professional degree programs and graduate training: “Participation in graduate education at the University is reserved for individuals appointed to the Graduate Faculty whose qualifications, experience, and institutional appointments enable them to make significant contributions to the training of graduate students in research and/or professional graduate degree programs in a comprehensive and sustained manner.

*Membership in the Graduate Faculty is not intended for the limited purpose of teaching a graduate course(s), or for serving on a singular or occasional doctoral committee. Nor is it intended as a means to recognize an individual who holds a graduate degree and may be employed at the University otherwise. Membership is intended for individuals who will participate broadly in the training of graduate students (e.g., supervising research master’s or doctoral research or the culminating experience in a professional master’s program; serving on program committees; chairing doctoral committees; etc.) on an ongoing basis, and in the case of Ph.D., M.S. and M.A. degree programs, who have an active program of research or scholarship appropriate to the field. The Graduate School recognizes that many individuals who are not eligible for membership in the Graduate Faculty nonetheless have the potential to bring significant knowledge and experience to our graduate students. Appropriately-qualified individuals who are not members of the Penn State Graduate Faculty may teach graduate-level courses, including under certain conditions for multiple year periods, with the permission of the Dean of the Graduate School (see form - [Recommendation for Approval to teach 500- or 800-level Courses \[PDF\] by non-members of the Graduate Faculty](#)), or serve as a *Special Member of a doctoral committee*, and graduate programs may utilize these means to provide opportunities for such individuals to become engaged in graduate education.*

*In general, individuals who hold Adjunct, Affiliate, Visiting, and Part-Time appointments, and who have an interest and qualifications to make a contribution in teaching a graduate course or serving on a committee should be accommodated through the above means, rather than nomination for membership in the Graduate Faculty.*

*With limited exceptions (e.g., highly recognized scholars who reside outside the U.S. and who can make a unique contribution by participating in a graduate program), independent contractors are not eligible for membership in the Graduate Faculty.”*

What this means at Penn State is that, like many other institutions, they provide space for faculty with relevant expertise to contribute as graduate committee members and without specifying those guidelines for particular programs and degrees. Note, too, that they make distinctions between research and professional graduate degrees, specifying explicitly (for example) that faculty for professional MA programs are recommended to have the MA but also allowing space for relevant experience.

**University of Georgia Graduate Faculty guidelines:** <http://grad.uga.edu/index.php/faculty-and-staff/graduate-faculty-information/graduate-faculty-procedures/>

**University of Nebraska, Lincoln:** <http://www.unl.edu/gradstudies/bulletin/faculty/grad> What these guidelines provide concerns full and graduate faculty status in addition to courtesy committee members. A general theme is that other institutions provide space for committee membership to individuals in and outside the university with relevant expertise. “HOW ONE GETS GRADUATE FACULTY STATUS Faculty hired into tenure-leading positions are automatically granted Graduate Faculty status.; Staff or faculty hired in non-tenure leading faculty positions may be nominated for Graduate Faculty Status. Nominees must have:

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- the rank of Assistant Professor of Practice or Research, or equivalent or above;
- the terminal degree accepted for academic employment in the discipline or its clear equivalent as determined by the Graduate Committee of the nominee's department/school or interdepartmental area;
- clear evidence of continuing scholarly activity at the national level and potential beyond teaching; and
- active involvement in scholarly/creative activity and/or graduate teaching as part of his or her regular duties.

After obtaining a majority vote of the department's entire graduate faculty, the nominating department completes the nomination form and submits it to Graduate Studies with signatures from the nominee, nominator, graduate committee chair, department chair, and college dean. Graduate Studies then submits the form to UNL's Central Administration for consideration."

I looked for information at the University of Arizona and University of Houston but did not easily find related information. I could look up Graduate Committees for other institutions. The University of Miami, for example, requires departmental committee members to be tenure-track or tenured faculty and a thesis or dissertation chair must hold a higher or equivalent degree as the candidate for the graduate degree. Matt Martinez, a GA in the Graduate College, also compiled information on some relevant graduate programs' graduate faculty status. Here's what he found at UNR: "University of Nevada Reno

Link: <http://www.unr.edu/grad/about/graduate-faculty>

Graduate Faculty listing: <http://www.unr.edu/grad/about/graduate-faculty>

Each instructional department or program develops criteria for appointment to the Graduate Faculty. Appointments are based on capability to contribute to graduate education demonstrated through: 1) receipt of a terminal degree considered appropriate by the department or program, 2) research competence, and 3) ability to teach graduate students.

Graduate Faculty members include:

1. Tenured and tenure-track faculty, with the appropriate terminal degree.
2. DRI faculty who have been nominated by a UNR department/program for graduate faculty status,
3. Clinical and research faculty,
4. Administrative faculty who have been nominated by a UNR department/program for graduate faculty status, and

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5. Non-NSHE individuals who have been approved by the Dean of the Graduate School. To be approved, such individuals need to demonstrate the ability to contribute to the graduate education as defined in section I of this document. To nominate such an individual for approval, the Director of Graduate Studies for the student's department/program must forward a memorandum and the nominee's current CV to the Dean of the Graduate School.

Review: To ensure that members of graduate faculty continue to meet the criteria for graduate faculty status as outlined in section I above, the Graduate School shall direct the respective graduate programs to: (1) update their list of graduate faculty members annually and (2) review the standing of their graduate faculty members regularly and recommend whether each member should continue or not continue as graduate faculty."

One issue is determining the appropriate terminal degree for a field (e.g., J.D. vs. J.D.S.). A rare institution seems to require outright a PhD (and these might disproportionately be graduate schools of arts and sciences not overseeing Law or other professional schools with their own guidelines). Most others seem to specify that Graduate Faculty members must have the relevant terminal degree, and the University of Georgia specifies that this must be a terminal degree from an accredited institution. UNLV currently specifies that Graduate Faculty must have appropriate terminal degree, and this is arguably worth retaining. But other questions include: Eligible criteria to serve as Chair? Eligible criteria to serve as committee member in a different department or on an interdisciplinary graduate committee? Some issues to consider are terminal degree; productive researcher and graduate educator; exceptions to eligibility of tenure-track faculty such as research professors; etc. Might also include issues such as whether to automatically enroll new tenure-track faculty as Graduate Faculty status (as at Oregon) or whether to retain UNLV policy of applying for Graduate Faculty status. Might also consider issues such as faculty who leave UNLV for another institution (maybe one year continuing as Chair) or retire.

Some notes from October 27, 2016 Committee meeting on these topics, leading to the Tentative Summary below:

MFA cannot chair a PhD committee. Some terminal degrees are in the process of change (e.g., MFA to PhD).

Make distinct recommendations about criteria to Chair a graduate committee and to serve as Outside (i.e., Graduate Faculty Representative) Committee Member.

Chair: can FIR be Chair or Co-Chair? Tenure or tenure-track common. Committee recommends terminal degree or closely related degree within the field should be required + active scholar.

Outside Committee Member: Stage actor as example of experience but without research graduate degree? Professors of practice. Committee recommends Graduate Faculty status should be required. Terminal degree or professor of practice status or status as Graduate Faculty.

Summary notes on this item from February 22 Committee meeting:

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Credentials/requirements to Chair a graduate committee. Committee Chair in Music may not have terminal degree (DMA): can a co-chair be allowed in lieu of the other not having a terminal degree? An issue is that faculty may have been hired a long time ago, and may be full professors, but what's now the terminal degree differs for more recent hires and the field. Can one 'grandfather' in mixed views on terminal degrees (i.e., that previously was MA equivalent but may have shifted to PhD). Maybe state Chair should have terminal degree but can petition if has professional experience. MA vs. PhD committees contrast: what if have MA equivalent—can one chair PhD committee? Summary: provide University-wide policy guidelines but allow for experience-related competence. Maybe present university guidelines but can petition as co-chair or experience-related and active but also note that for any field with terminal degree changing will be vulnerable to same dilemma.

**Tentative Summary UNLV Policy Recommendation:** The Committee recommends allowing flexible guidelines for graduate student committee membership consistent with policies at Western U.S. state universities and aspirational peer institutions. This means allowing tenure-track faculty, FIR, Clinical faculty, DRI faculty, etc. to be eligible to serve as committee members. This means not needing to specify details for particular programs (e.g., Dental School, Architecture) and faculty eligibility to serve, for example, as outside committee members as long as a faculty member is granted full graduate faculty status. The distinction UNLV policy makes between Full and Associate Graduate Faculty Status does not seem to apply universally at other institutions. Assuming this distinction is retained, Full Graduate Faculty Status should be required to Chair a graduate committee. The Committee recommended retaining for now the requirement that the Graduate College Representative also have Full Graduate Faculty Status, though that could be revisited to make more lenient (along lines of requirements of Associate Graduate Faculty Status) in light of guidelines at other institutions. UNLV Associate Graduate Faculty Status should be sufficiently lenient (e.g., Professors of Practice) to enable incorporation of such faculty into graduate committees. Guidelines for serving as a graduate committee Chair should remain more stringent. The Chair should possess the terminal degree in the field or a closely related field of study, be an active researcher and have some experience or demonstrated capacity to advise graduate students. Exceptions to these Chair requirements could be petitioned (e.g., allowing an experienced faculty member to serve as Chair in a field where s/he does not possess the current terminal degree because the terminal degree in that field has changed since earning her/his post-degree).

*To sit on graduate committees, such as MA or PhD committees? More specifically, what guidelines apply to graduate committee Chairs and Graduate College representatives?*

**2. Teaching Qualifications.** *Can an MA student teach a 400-level course? Can a first-day grad student teach, or must s/he have 50% program completed first? PTI for GAs proposal & how GAs might support unmet teaching needs (i.e., consider a possible conversion of some existing PTI positions to GA positions, and how this could influence graduate instruction)? Consider accreditation standards, UCF, best practices, etc.*

Most universities seem to assume that Graduate Faculty can also teach graduate-level classes, but some non-Graduate Faculty members also teach graduate-level classes (whether requiring petition or not). What are the requirements (terminal degree? Active in research and advising? Appropriate experience?) for non-Graduate Faculty to teach graduate classes? (this might be more relevant for some fields such as Hospitality; Law; Business) A first search suggests that formal policies at aspirational peer universities (e.g., University of Houston, University of Arizona) may be difficult to identify for very specific academic credential requirements for various levels of teaching (e.g., MA students teaching 400-level classes). In content below, some relevant websites and guidance on, first, general teaching credentials, and, second, graduate student instructor requirements, is provided. As a committee, we can also make recommendations about the timing of implementation of suggested policies, and about resources (e.g., if resources are needed to enhance graduate student training before allowed to teach then we can suggest that resources be allocated accordingly.)

Here are guidelines for faculty teaching credentials from the **Southern Association of Colleges and Schools**: <http://www.sacscoc.org/pdf/081705/faculty%20credentials.pdf> We should strive to produce guidelines along these lines and with equal clarity. That said, there may be some competing views with Graduate Faculty criteria (e.g., credentials that acknowledge experience); when professor of practice of the like and/or faculty from professional programs with a terminal degree other than a PhD teach, does one want to adhere to strict criteria about minimal differential between faculty and students (e.g., a PhD student taking an MBA class) or provide more flexibility?

**UCF, as a highly salient aspirational peer, adheres to guidelines from the Southern Association of Colleges and Schools. UCF teaching credential requirements appear here:** <http://apq.ucf.edu/fq/fqteaching/> These are quite detailed and specific, plus refer both to degree earned and relevant experience. Should these be used as the main guideline for development of UNLV teaching credential policy?

**Higher Learning Commission (regional higher education accreditation body covering 19 states such as Colorado and Arizona) guidelines for teaching credentials appear here:** [http://download.hlcommission.org/FacultyGuidelines\\_2016\\_OPB.pdf](http://download.hlcommission.org/FacultyGuidelines_2016_OPB.pdf) As found in this document, they provide guidance for determining instructor credentials to teach at various levels: "Assumed Practice B. Teaching and Learning: Quality, Resources, and Support [Effective September 1, 2017.] B.2. Faculty Roles and Qualifications a. Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the institution in determining whether a faculty member is qualified. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an

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evaluation process that is used in the appointment process. Faculty teaching general education courses, or other non-occupational courses, hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach. b. Instructors teaching in graduate programs should hold the terminal degree determined by the discipline and have a record of research, scholarship or achievement appropriate for the graduate program."

**UCF Graduate Teaching Assistant Information** (e.g., grad students can teach undergrad classes, but training is required beforehand, as is ESL competency and faculty assessment of a grad student's teaching): [https://www.students.graduate.ucf.edu/graduate\\_teaching/](https://www.students.graduate.ucf.edu/graduate_teaching/) "No graduate student at UCF may teach UCF graduate courses as the instructor of record." Penn State, University of Arizona (<https://grad.arizona.edu/policies/academic-policies/who-can-teach-graduate-courses>), etc. also do not allow graduate students to serve as instructors of record for graduate-level classes. That should likely be the UNLV recommendation too.

**University of Oregon's** relevant policies cut and pasted below generally preclude assessing fellow graduate students' work: "*Graduate courses (those numbered 500-599, 600-699, and 700-799) at the University of Oregon represent teaching and research at the highest level, and are taught by faculty of the institution. These faculty include tenure-track faculty, career non-tenure track (in the categories of Instructor, Lecturer or Professor of Practice), pro tem faculty who have been appointed to teach graduate-level courses, and other faculty members to have been appointed to the Graduate Faculty. Exceptions to this policy may be sought from the Dean of the Graduate School.*

It is also a fundamental assumption that in general, graduate students should not be involved in the evaluation of other graduate students. However, there may be some circumstances under which a graduate student with a GTF appointment could be assigned to assist a faculty member with a graduate-level course. This policy is designed to articulate conditions governing GTF assignments to assist with graduate-level (500, 600, or 700) courses. GTFs assigned to a graduate level course may **not** be involved in any aspect of the evaluation of graduate students. More specifically, they are prohibited from:

- Evaluating graduate student work.
- Serving as instructors of record.
- Organizing and facilitating lab/discussion sections in the assigned course in which other graduate students participate.
- Entering grades for graduate students."

**Penn State's policy:** "*Graduate students are NOT eligible for nomination to the Graduate Faculty (any category) and are not allowed to serve as the Instructor of Record (i.e., be responsible for) graduate (i.e., 500, 600- and 800-level) courses. Graduate students may serve in a limited supportive role for graduate courses, within specified guidelines and under the supervision of members of the Graduate Faculty who are responsible for all graduate courses (see [POLICY FOR STUDENT INSTRUCTIONAL ASSISTANTS IN GRADUATE \(500- AND 800-LEVEL\) COURSES](#)).*" Penn State also has policies concerning evaluation of faculty graduate-level teaching: "Evaluation of Graduate Faculty Teaching Individuals in Tenure-Line positions who are appointed to the Graduate Faculty and teach graduate courses are to be evaluated through the processes in place in their academic units for evaluation of faculty teaching. In cases where a Tenure-Line member of the Graduate Faculty is teaching a graduate course that is offered by a

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graduate program outside the faculty member's home unit, the Head of the graduate program that offers the course is responsible for coordinating with the faculty member's unit leader to ensure evaluation of the faculty member's teaching in that graduate course through student and peer evaluations, as may be appropriate. If any individual in a Full-time Fixed-Term or Standing position who is nominated for Graduate Faculty membership has no evidence of formal classroom teaching experience, then if approved, the individual must be supervised for one semester by a member of the program's Tenure-line Graduate Faculty.

Academic units to which Full-time Fixed-Term and Standing members of the Graduate Faculty are appointed are required to provide newly appointed members with an orientation that familiarizes the individual with all relevant academic policies and procedures of the University, Graduate Council, and the Graduate School, and that inculcates a shared understanding of graduate-level instruction and expectations for the quality of that instruction; of appropriate graduate-level course objectives and methods for assessment of graduate student learning; of appropriate graduate-level assignments and work products; and of other standards for graduate teaching and learning at Penn State.

Graduate Faculty who are in Full-time Fixed-Term or Standing appointments will be evaluated by means of student evaluations (SRTes) each time a course is taught. In addition, peer evaluations by Tenure-Line members of the Graduate Faculty in the respective program must be conducted the first time a graduate course is taught, and every three years thereafter, assuming no concerns are raised. Any time a concern is raised through student or peer evaluations, peer evaluations must continue on an annual basis until adequate improvement is achieved."

I don't think UNLV has the current infrastructure/capacity or desire to evaluate graduate-level teaching, but that is an interesting model for ensuring quality of graduate teaching.

**UC Berkeley policies for graduate student instructors:** [http://academic-senate.berkeley.edu/sites/default/files/committees/gc/graduate\\_council\\_policy\\_appointments\\_and\\_mentoring\\_of\\_gsis\\_march\\_5\\_2012.pdf](http://academic-senate.berkeley.edu/sites/default/files/committees/gc/graduate_council_policy_appointments_and_mentoring_of_gsis_march_5_2012.pdf) Note that they have different categories of instructors (e.g., of lab class or discussion section vs. instructor of record). Also note what requirements there are before or concurrent to a graduate student teaching (e.g., orientation; training; meeting with departmental faculty; graduate pedagogy class).

**Columbia University graduate student teaching guidelines** (e.g., hours, training, etc.): <http://gsas.columbia.edu/content/graduate-student-teaching-guidelines>

**UCSD graduate student teaching guidelines:** <https://grad.ucsd.edu/financial/employment/ase-opportunities.html>

Matt Martinez, a GA in the Graduate College, did research on graduate teaching requirements. These are included here as the ensuring several pages.

### **Graduate Students and Teaching**

Looking at peer institutions: What are the requirements for graduate student teaching? What training do they have before they begin teaching? What are the degree or coursework requirements? What courses are they allowed to teach?

**Overall**

Almost all peer institutions have some requirements that must be met prior to teaching. For all schools, this is an orientation session/teaching workshop. There are both online training modules and face-to-face sessions. For some schools this session is only one day long, while for a few others it is multiple days with a variety of events and speakers.

A few schools have requirements for who is allowed to teach classes. Some require graduate student teachers have at least a master's degree or have complete a specified amount of courses in the discipline they will be teaching. Only one school specifically mentions that graduate students should not be teaching other graduate students (or be involved in the academic or grading content of graduate student-level courses).

International instructors must demonstrate their language abilities. Typically, the SPEAK test is used (e.g., scoring above a 55 is required to teach a class).

Below I have outlined information found on policies regarding graduate student teaching at UNLV's peer institutions. This information comes from the university's graduate college, their GA handbooks, or other university policy webpages. I provide a link for where the information can be accessed.

**University of Nevada Reno**

Requirement for teaching assistants - must take Grad 701 (GRAD 701: Preparing Future Faculty). You can receive an exception if you have previous teaching experience or have taken another teaching class.

**Arizona State University**

**TA Guidelines:** <https://graduate.asu.edu/ta-guide>

**TA-RA Handbook:** <https://graduate.asu.edu/ta-ra-handbook>

**Teaching assistant:** "A graduate teaching assistant is a graduate student appointed part-time by the university whose primary responsibility is in an instructional capacity. Graduate teaching assistants may lecture, lead discussion groups, serve as an assistant to laboratory classes, tutor students, proctor examinations, grade tests and papers, and provide general assistance in the instructional process under the direct supervision of a faculty member."

**Teaching Associate:** "A graduate teaching associate is a graduate student appointed part-time by the university under the direct supervision of a faculty member whose primary responsibility is in an instructional capacity and who holds a master's degree or its equivalent. The roles of the teaching associate are similar to those of the teaching assistant, but may differ in terms of responsibilities (e.g., course level). Students who have completed a master's degree or its equivalent (30 hours of graduate work) may be considered for a teaching associateship."

**TA Pre-Orientation Modules:** On Blackboard. Must be completed before orientation and appointment.

**TA Orientation:** Required for first-time teaching assistants.

**Professional development:** TAs are required to complete at least two professional development activities related to their teaching during the first year of their appointment.

**International TA:** All prospective international teaching assistants (ITAs) must achieve a score of 55 or higher on the SPEAK test. Students who score 50 will be certified with qualifications and may serve as lab assistants or tutors. Students scoring below 50 will not be given any teaching responsibilities unless they are certified through the ITA Teacher Training Course.

### **University of Arizona**

**Mandatory online training:** <https://grad.arizona.edu/funding/ga/mandatory-online-training>

Must complete the online training and pass a 95% or above. Individual departments may require additional training or in-person training.

This does not seem specific to GAs who are assigned teaching duties.

Unable to find more information?

### **Utah State University**

Link: <http://rgs.usu.edu/graduateschool/finances-and-support/available-funding/assistantships/>

### **Graduate instructor**

**Requirements:** Must participate in training workshop prior to beginning of assistantship. This will be added as a 1 credit course to your degree (but does not count towards your degree program) granted through departments.

**International instructor:** Demonstrate adequate proficiency in English communication, as determined by Utah State University's Intensive English Language Institute.

### **University of Utah**

Graduate assistantship policy seems to vary by department. Graduate affairs committee within each department selects TAs and RAs. There does not seem to be established criteria at the university level.

### **Colorado State – Boulder**

Link: <http://www.colorado.edu/GraduateSchool/funding/docs/appointmentmanual.pdf>

GPTI – Graduate Part-time Instructor

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Graduate students who **must have master's degree or equivalent**, and have demonstrated competence in classroom teaching. GPTIs generally are given full responsibility for an undergraduate class and designated the instructor of record. The activities may include preparing the course syllabus, instructing their class, holding office hours, determining of grades, etc. The state of Colorado oath must be signed by all active GPTIs and kept in their home department. The form is found at the end of the offer letter template.

**San Diego State**

Link: [http://newscenter.sdsu.edu/gra/files/04584-TA\\_GA\\_Handbook\\_2015-2016.docx](http://newscenter.sdsu.edu/gra/files/04584-TA_GA_Handbook_2015-2016.docx)

Teaching Associate, two types: Range A and Range B.

**Range A:** Teach lower level courses

Requires: Completion of bachelor's degree and enrollment in graduate program.

**Range B:** Teach lower and upper division

Requires: Completion of master's degree and enrollment in graduate program. Alternatively, completion of 1 year of PhD program.

**Oregon**

Teaching GTF – Must attend New Teaching GTF Orientation.

Link: <http://gradschool.uoregon.edu/gtf/gtf-related-policies/gtf-assistant>

Link: <http://gradschool.uoregon.edu/gtf/gtf-related-policies/grad-level-GTF>

GTFs cannot teach grad-level courses. They can assist with teaching grad-level courses, but only in an organizational capacity (i.e., they do not evaluate other students and are not involved in the academic content of the course.)

**University of Idaho**

TA Handbook available online: <https://www.uidaho.edu/~media/UIIdaho-Responsive/Files/cogs/BrochuresHandbooksGuides/2015-16%20TA%20Handbook.ashx>

Required to complete employee training modules.

**University of Wyoming**

Link: <http://www.uwyo.edu/uwgrad/enrolled-students/financial-assistance/graduate-assistantships.html>

**Teaching assistantship requirements:**

“Students awarded an assistantship involving any type of teaching responsibility including labs, lectures, paper grading and interpretation to students are REQUIRED to successfully complete the Graduate Teaching Orientation PRIOR to assuming their duties. The Teaching Orientation is designed to introduce Graduate Assistants to principles and issues in college teaching. In addition to the orientation, the Ellbogen Center for Teaching and Learning offers a seminar series in the fall and spring semesters for Graduate Assistant instructors as well as a credit course that provides graduate students with a broad introduction to the teaching profession. The University of Wyoming strongly encourages all Graduate Assistants to consult with their departments to define teaching responsibilities prior to attending the teaching orientation.”

**Graduate Assistant Teaching & Learning symposium:**

“The Graduate Assistant Teaching and Learning Symposium is intended for graduate assistants with first-time teaching responsibilities. Providing our GAs some keys to success in working with our students is critically important. The symposium is designed to introduce GAs to effective ways of working with their students and dealing with issues they may face in the role of the teacher.”

**University of Hawaii**

“Teaching assistants (TAs) usually have a 9-month appointment that corresponds with the academic year. The specific duties of a TA vary depending on the needs of the department and on the qualifications and experiences of the TA. All TAs serve under the direction and supervision of a regularly appointed member of the faculty. They may teach a section of a multi-section course or a laboratory section of a course. In addition, they may assist a faculty member in grading assignments or exams, advising students, or performing course-related administrative duties. Occasionally, an experienced TA may be assigned as the instructor of a course. In such a case, the TA must meet all the qualifications required of a lecturer for the course, or have completed a relevant training program. All new TAs are required to attend a training session offered by the Office of Faculty Development and Academic Support — Center for Teaching Excellence.

University policy stipulates that in a course taught by a TA, the determination of final grades is the responsibility of the supervising faculty. However, since the TA plays a significant role in determining grades, the supervising faculty and the TA should thoroughly discuss course grading policies and procedures. To ensure fairness to all students enrolled in the course, grading policies and procedures should be announced in the beginning of the semester. TAs should be knowledgeable about official university policies on credits and grades, disciplinary actions, and academic grievance procedure. They should also be aware of the various student services available at the Office of Student Affairs, so that they may refer students to the appropriate resources when necessary.”

**Requirements for all assistants:**

Teaching Assistant training, link: [http://www.cte.hawaii.edu/TA/TAT2015-16/S16\\_TAT\\_program.pdf](http://www.cte.hawaii.edu/TA/TAT2015-16/S16_TAT_program.pdf)

Link: [http://www.cte.hawaii.edu/TA/TA\\_Training.html](http://www.cte.hawaii.edu/TA/TA_Training.html)

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Center for Teaching Excellence (CTE) provides the required orientation/training service. They also have more teaching workshops throughout the semester, but these are not required.

#### **Types & Duties of GAs:**

Link: <http://manoa.hawaii.edu/graduate/content/types-duties>

#### **University of Central Florida**

Link: [https://www.students.graduate.ucf.edu/graduate\\_teaching/](https://www.students.graduate.ucf.edu/graduate_teaching/)

Three different types of GTA: Graduate Teaching Grader, Graduate Teaching Assistant (Lab assistant, co-teacher), Graduate Teaching Associate (Instructor of Record)

“Students **must have completed at least 18 hours of graduate courses in the discipline prior to being assigned as an instructor of record or teaching independently at the university.** Graduate Teaching Associates may not teach graduate courses.

New graduate teaching associates, assistants, and graders are required to satisfy the UCF GTA Training requirements before beginning their assistantship assignment. Graduate teaching associates must complete the online GTA Grader Training and GTA Assistant Training and attend an all day, face-to-face workshop presented by the Faculty Center for Teaching and Learning. Graduate teaching assistants must complete the online GTA Grader Training and GTA Assistant Training. Graduate teaching graders must complete the online GTA Grader Training.

Students with access to student records must maintain the confidentiality of all student records and information. Failure to do so will result in immediate dismissal.

All graduate students involved in classroom instruction who received their undergraduate degrees from a foreign institution must prove their facility with spoken English. See "English-speaking Ability for Graduate Teaching Assistants" below for more information.”

#### **Required training:**

Online training (Grader; Assistant; all our pre-requisites), Face-to-face workshop (all-day) for Graduate Teaching Associates

**GTA Associate training:** offered once before the beginning of the academic year. Must attend if you are a GT Associate.

#### **Free non-credit program: Preparing Tomorrow’s Faculty**

“This is a voluntary program on teaching in higher education, primarily intended for graduate teaching assistants but open to all UCF graduate students. The format for this program is mixed-mode. Participants will be expected to complete a series of online modules and attend six, two-hour meetings”

“Participants who fulfill the course requirements are exempt from the need to take the GTA Training in future semesters. **Important note: The Preparing Tomorrow's Faculty Program will only meet the GTA**

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**Training requirements if completed in a prior semester. It is not sufficient to attend the Preparing Tomorrow's Faculty Program concurrently with your first teaching experience, if you have not taken the GTA Training."**

Link: [https://www.students.graduate.ucf.edu/GTA\\_Certificate\\_Program/](https://www.students.graduate.ucf.edu/GTA_Certificate_Program/)

**Minimum SPEAK test:**

Grader: n/a

Assistant: 50

Associate: 55

**Assessment:**

All positions are assessed at the end of each term. Colleges and departments may use any assessment tool available (classroom visits, classroom survey, interviews with student, etc.)

The faculty supervisor will fill out an assessment sheet. The assessment is discussed with the student. The student has the opportunity to respond to the assessment.

Link: <https://www.students.graduate.ucf.edu/WorkArea/DownloadAsset.aspx?id=738>

Some notes follow from October 27, 2016 Committee meeting, which led to Tentative Summary below:

Discussion included drawing parallels from UCF/Southern Association of Colleges and Schools accreditation body as well as Higher Learning Commission guidelines for teaching qualifications.

Looked at UCF degrees and qualifications. Devil's Advocate: expansion of doctorates. No grading fellow graduate students' work is a common guideline elsewhere. Some graduate students would like to do more teaching. In some fields summer 400/600 classes taught by graduate students.

What about DEd students teaching 702, a grad class? Tensions of requiring teaching for graduate training and then having teaching opportunities but with credential questions (e.g., graduate students teaching graduate students).

Distinction between principal instructor vs. TA. Summer can have its own challenges when needs to be independent and grading issues (e.g., grading graduate students in a summer class).

Cutting across disciplines.

Requirements or recommendations about training before teaching? A week of orientation vs. 700-level teaching practicum class in conjunction? Graduate teaching classes have been compiled previously and are available by the Graduate College. Math and some other fields may also have ESL training considerations before teaching. It would not be practical at this time to make stringent recommendations about training before teaching given university resource limitations; it could be helpful if more graduate student teaching-training support were available, however.

Recommend training seminar for both MA and doctorate students before they teach (e.g., preceding the start of a new academic year). Could also relate to introductory faculty.

Some notes from February 22 Committee meeting on this item:

**Credentials required for faculty and grad student instructors.** Jaci notes Engineering has best practices for teaching credentials, and some other UNLV units may already have formalized guidelines (e.g., due to accreditation needs). **Model after UCF guidelines**, for which a link had been shared in the notes; those UCF guidelines in turn reflect and build on Southern Association...guidelines. Note English discussion point about GTA, where first-semester MA students may be teaching writing classes while also taking a pedagogical class. Note discussion about service teaching. Teaching can be a big part of the grad training itself, one consideration for grad student teaching experience and training. If MA/MFA students couldn't teach first year, would change the entire structure. Note distinctions between introductory vs. advanced undergrad students. Idea of putting in Table instead of OR as UCF guidelines provided? May not be able to require 18 credit hours like UCF for GTAs given way program structured currently. The 18 credit hours requirement may be the sticking point. Language about supervision and training also important. We acknowledge some gaps in UCF guidelines and current UNLV realities. Another gap is some programs where PhD students teaching other PhD students as instructor of record, but should adhere to requirement that this wouldn't be OK. Idea expressed supposed to aspire to Top Tier, so specify the higher guidelines. For some departments that already have and require accreditation, they already meet concerns, but that isn't true of all campus units. In Music, there are some MA students teaching PhD classes and students; in any field in which terminal degree changes over time, this can be an issue. Can you interpret terminal degree as that at the time of their training or hire rather than currently? What if from a different field (i.e., PhD student) taking a class from another unit in which the terminal degree is say a MA (like architecture)? **For #2 of UCF teaching credentials guidelines, add another option to specify allow "Other" demonstrated competencies and achievements (like fine arts and other craft-based scholarly areas).**

Overall takeaways: I need to craft guidelines for teaching credentials. Circulate those and other committee recommendations for input before forward final committee recommendations mid-March.

**Tentative Summary UNLV Policy Recommendation:** Drawing primarily upon the Southern Association of Colleges and Schools guidelines and UCF policy, the Committee crafted minimal teaching credentials guidelines for UNLV. These guidelines acknowledge both degrees and relevant experience. Generally, faculty teaching graduate classes should have a terminal degree in the field of instruction, though a degree in a closely related field, teaching relevant classes, and/or demonstrating experience can serve as potential grounds for teaching graduate courses. Graduate students should not be allowed to teach graduate courses as the instructor of record, nor should they evaluate fellow graduate students. Graduate students serving as instructors of record should ideally have 18 credit hours of coursework in the field of instruction, but in some fields that may be an aspirational goal given current staffing and resource constraints. Other (not as instructor of record) graduate students involved in teaching should complete some orientation and/or teacher training. Demonstration English language abilities should be required for students for whom that might be a concern. Given the importance of teacher training for faculty and graduate students, resources are needed for some sort of UNLV teaching center to enable training graduate instructors and possibly faculty.

**3. Policies and Processes: International; Health Needs; At-risk Grad Students; Online Graduate Programs;** graduate faculty status, teaching qualifications (in collaboration with GC Executive Committee).

*Empower faculty over graduate student health issues. Students with disabilities that aren't DRC. Maybe workshop with Jamie, Phil, Legal, etc. Maybe other things such as a resource page.*

*How can better resources for international graduate students be created? OISS already provides some services. But think across a gamut from department to Grad College to University such as OISS.*

Note 2016 CGS report on international grad student research:

<http://cgsnet.org/ckfinder/userfiles/files/CGS%20-%20Evaluating%20International%20Research%20Experiences%20-%20Final%20Report%20-%202016.pdf>

For online programs, maybe check with Glenn and Travis such as experience of nursing. CGS also has a 2013 report that could be purchased: <http://cgsnet.org/online-graduate-education-0>

ASU is a leader in and model for online graduate degree programs: <https://asuonline.asu.edu/online-degree-programs/graduate>

CSU online master's and doctorate degree programs: <http://www.online.colostate.edu/degrees/graduate-degrees.dot>

University of Arizona online graduate degree programs: <http://uaonline.arizona.edu/programs/graduate>

Penn State online degree programs: <http://www.worldcampus.psu.edu/degrees-and-certificates/directory/graduate>

University of Houston online graduate degrees: <http://www.uh.edu/distance/degrees-programs/online-graduate/>

A list of some of the most affordable institutions' online MA programs (e.g., WGU, Indiana): <http://www.collegechoice.net/rankings/most-affordable-online-colleges-for-a-masters-degree/>

Some other low residence non-profit programs for some fields (e.g., Southern New Hampshire University; Western Governor's University: [http://www.wgu.edu/degrees\\_and\\_programs](http://www.wgu.edu/degrees_and_programs)) may also be worth looking at for policies, fields, expense, residential requirements (if any), in/out-of-state/international differential cost, etc. There are also some for-profit institutions (e.g., Walden University) but their models may be less applicable to UNLV. One question is how verification of an individual's identity and work takes place. Some professional fields (e.g., MBA and other business fields; education; health such as nursing) may lend themselves better to graduate online degree programs over others.

Discussion with Rebecca Benfield about online graduate education, based on her experience with the online Nursing graduate program at UNLV and ECU previously, raised a host of topics for UNLV graduate degree program consideration. These include:

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She noted that specific vendors can be used to provide security service (e.g., verifying identity of a student taking an online exam), and can make available that information to Kendall or others if wanted. This might involve a code key to access an exam or proctoring an exam in person. Downsides include the potential of being locked out of an online exam.

She noted that they have students from various states, but few from other countries. For graduate programs with some sort of clinical experience or regulations or licensing considerations, that can make international student alignment a challenge, and even across-states alignment has its own issues. Here's an example of WICHE reciprocity agreement (Western States...) to 'safeguard distance-learning students...as well as to protect state and institutional interests': <http://www.wiche.edu/sara>

Peer teaching evaluations must work differently in online platforms vs. in-person classes. Must still have ability to evaluate teaching.

Online graduate programs affect the ability to have research assistants. This can impact faculty productivity (lab research, survey research, etc.) and also impacts potential research experiences for graduate students. Nursing is currently using GA funds to support on-campus graduate students to address these concerns.

What's really good about online programs? They can be done any time, any place. They can be compatible with students' wider lives and living circumstances. Some online programs may also be cheaper than other options, making for another selling point. UNLV's online nursing program has its niche: there's a shortage of nurses and nursing faculty, meaning the training can lead to jobs.

Rebecca notes it's important to be very up front (truth of advertising, clear) about expectations of the student in the program, particularly with respect to any on-campus requirements such as a fall orientation and other periodic on-campus experiences. Parking and hotels need to be identified for students' use. All of this requires advance planning.

Think about related factors. One must be intentional about, say, providing continuing education to faculty (e.g., teaching strategies to facilitate online student interactions and learning outcomes). Is there sufficient training for online education? Networking can work via technology. Technology (e.g., Skype, Google Chat, discussion boards) is used to facilitate learning in lieu of face-to-face encounters.

Accreditation: must show infrastructure, resources, demonstrate classes and curriculum tie in to objectives. UNLV has clinical site visits every semester for FNP students. These are quite expensive and require a lot of time and effort for the faculty because of the travel. Not all online programs do face to face visits but they believe they are worth the effort. If faculty don't all live nearby, that could limit the dates and times to have face to face meetings and place a heavy load for maintaining the organization on local faculty and could impact esprit decor.

A theme of this online education discussion and committee charge #2 is teaching support for graduate students and faculty. Maybe try to talk with Maryann Winkelmes about optimizing teaching resources moving forward.

Some notes from January 25 Committee Meeting about this item follow:

International students

TOEFL scores as cutoff. Some international students don't meet that cutoff so we lose students.

Grad writing (fine arts) for international students; writing support for international students is important.

Language barriers in terms of communicating with clients or supervisors; importance of conversational English; language issues also important for teaching, including as GAs.

TA a big deal, several note. Jaci: most international students cannot fund themselves—most have fellowships or assistantships. Jaci heads the international program in her college and their goal is to increase the # of self-paying international students.

Health insurance challenges and very basic things like coinsurance, max deductibles. Offering help to address insurance issues is important.

Financial resources an international student must demonstrate having to enroll at UNLV are large and getting larger (from transcript expenses...), but apply not just to UNLV but other universities too.

No current bans on international students. May be some other federal constraints (even salesforce restricted to some countries, which is relevant when a grad student is applying) involved in the application or enrollment process.

Find a way to direct students to international student association on campus.

Health/disability students

Many students not aware of emergency funds from Grad College.

Messaging the OK to take a leave if necessary is important. Let students know they are protected: incompletes and leaves OK to remind departments.

Disability center (DRC) and Psychology support services (CAPS): let students know about resources. Also hard to get faculty. Incorporate input on Disability and CAPS info in faculty handbook and/or website that summarizes these resources. Handbook needed for faculty.

Idea of a weekly/monthly grad faculty and/or grad coordinator newsletter sent by Grad College communications person: would that be helpful? Yes. GPSA email to students regarding these issues: Did you know kinds of things? So the idea of a recurring, regular "Did you know" newsletter/info shared with grad faculty is encouraged.

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**4. Faculty Mentorship Resources.** *Elizabeth compiled resources from last year, plus I should check with Kendall. What happens after a website is created? How to mentor grad students? (a question for new grad faculty, and as distinct from other faculty mentoring programs) What can we do to make faculty better mentors? Implement and assess mentorship programs designed 2015-2016 (faculty & RAMP).*

*Collaborate with 1.3 working group (GEM/R2PC) on Student Achievement Initiative.*

The faculty mentoring content Elizabeth had honed last year is now on the UNLV Graduate College website: <https://www.unlv.edu/graduatecollege/mentoring> A question is: if new tenured/tenure-track faculty participate in an occasional mentoring workshop, what should future follow up look like?

Cassuto's (2015) "The Graduate School Mess" discusses ways in which U.S. graduate training needs attention, including better preparing faculty and graduate students for the challenges of seeking employment not just in the academic but also non-academic sector. He references MSU's PREP program as a model for linking graduate training and career prospects, with this program also providing mentoring services: <https://careersuccess.msu.edu/start/faculty>

Could resources be devoted to graduate instructor training? To other bridges between graduate training and Las Vegas employment? Should graduate faculty undergo training before being allowed to mentor graduate students, particularly as chair (e.g., one year of co-chairing before allowed to chair?)?

In a brief discussion with Sharon Young in the UNLV Office of Undergraduate Research (OUR), an idea arose to possibly offer a workshop oriented toward graduate students on mentoring undergraduate students; in lab or team research settings, a project may fall under a faculty member but graduate students can have much of the day-to-day interaction with undergraduate students. Also look up insights from spring 2015 graduate student survey to see what gaps were identified in faculty mentoring of graduate students that warrant addressing. Elizabeth Nelson shared a writeup from spring 2016 of some of her work last academic year as a Graduate Faculty Fellow focused on aspects of mentorship; see what that suggests for topics and issues needing attention. How to train faculty to mentor graduate students, and where are the relevant levers? There might be a few around Graduate Faculty status and onboarding new faculty, but some of this discussion needs to happen in individual units where specific 'ecology' of mentoring is situated (e.g., lab fields vs. clinical fields vs. teaching-oriented fields).

Discussion with Cecilia Maldonado about organization, programming and mentoring, with Cecilia involved in faculty mentoring programs across campus. I also served as an assistant to her in a mentoring focus group she facilitated, offering further insight into how and what mentoring resources might consider. Some ideas emerging from this discussion: can an award(s) be given to excellent mentors to recognize their good work, and perhaps with perk's like free parking for a month (mentor of the month)?; annual reports might be another place to consolidate mentoring efforts, with top-down, college and departmental messaging about course releases (if any) tied to mentoring; web resources for faculty serving as mentors of grad students, for grad students mentoring undergrads, and for mentees would be necessary, but effective recently I think some of these very web resources now appear; Graduate Faculty Status application and renewal could serve as processes in which mentoring training or quality control could be addressed such as ensuring faculty mentors know about relevant forms, FERPA training and processes; Graduate Coordinator Training could be another important avenue by which to address faculty mentoring; Cecilia discussed a systems view on mentoring that would say workshops in and of themselves have a role but must be reinforced and accountability also addressed in an overall

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culture cultivated by administration and others of learning and support, which might also include components like recognition in annual reports. Some sort of central resource akin to a Teaching and Learning Center might be helpful in centralizing key processes and training benefiting both faculty and graduate student instruction (given some parallels between throwing new faculty and new graduate students in a classroom with minimal training in some cases). Peer groups of graduate instructors could be organized to serve as a resource for discussion of graduate students' instructing undergraduates. Cecilia also has some resources assembled from previous teaching involvement so consider tapping her for future graduate mentoring discussions. A philosophical shift would be not just addressing deficiencies but tackling opportunities to do what we do better.

Given that many faculty and graduate student discussions tie into teaching (e.g., faculty mentoring graduate students for success in academic and non-academic worlds, including honing a graduate student's teaching prowess), I met with Mary-Ann Winkelmes to discuss the status and related issues about teaching at UNLV. Best practices for teaching support at aspirational peer institutions would include space, staff and funds for working with faculty, graduate students and even undergraduate students on the practice of teaching as well as research on teaching. What she currently has organized at UNLV is shown on this webpage (<https://www.unlv.edu/provost/idr/consultation>) and includes workshops, a 12-member volunteer Instructional Development and Research Group; teaching consultancy requests; discipline-specific teaching expertise from various faculty who served previously as Teaching Faculty Fellows (that had a course buyout and small stipend to aid their development during the Fellow period); etc.

Some additional, centralizing teaching support would be of benefit to multiple constituencies. Two additional staff who were Assistant/Associate Directors could focus on a) STEM and b) student professional development. A faculty center could be a "teaching center plus"—space to meet, talk, garner grant support. Sustainable financial support could ensure consistency in providing centralized university-wide teaching support, also aiding in planning (e.g., for grant applications about teaching research). Discuss whether this Top Tier committee might formally recommend sustainable support for space and staff to aid graduate mentoring/teaching.

Multicultural teaching and learning in a diverse environment. Counseling. Don't separate undergraduate from graduate faculty concerns (e.g., what are the teaching-related issues first-generation and diverse UNLV students share with graduate instructors and faculty?). Equitable learning strategies. Funding avenues currently draw from Provost and Deans, needing to demonstrate value regularly.

Teaching support can aid graduate students-in-training (e.g., honing teaching skills that they might use in subsequent university or other instruction or in non-academic careers).

Graduate courses in professional development in one's discipline. Research-oriented seminars held relatively early in a student's track might entail a week or so devoted to teaching: What does a UNLV graduate student in this field need for jobs? Often this entails a teaching portfolio, which in turns raises the question how one assembles that in classes and other means. Approved as actual courses that might also combine several allied units (e.g., Bio, Veterinary Med), which also makes each department's contribution relatively small. Teaching support could aid in developing a syllabus for such a class.

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Some notes about mentoring stemming from the January 25, 2017 committee meeting follow:

How do we give faculty better support in how they teach writing?

Incoming faculty could have a mentor from other colleges or their own college. Grad College could make it mandatory as an item to have grad faculty status. Jaci has done this with many faculty members. Grad College could have a system like Maryann Winkelmes has of “Master Mentors” or “Mentor Guide” to work with incoming faculty.

Messages with short blurbs and links; “Did you know” type messages sent via email to faculty.

There was a university mentoring program for faculty. Does that program still exist? Liam Frink ran it but it has largely fallen aside. Idea is that they have already have one, but no-one is checking on it, and it has not been fully supported.

For Grad Faculty status, what might be required? Form that specifies if assigned a mentor? Have you reviewed your grad handbook? At least get some sense of what’s going on. Require this of in particular new faculty or graduate faculty, videos or other training? Some way to enforce that? Optional or mandatory including for other faculty who have been here longer?

It could also be something like Profession Mentorship Hours—if Grad College offered 10 hours of training a year and faculty were required to have 4 hours a year that would work.

Some older faculty defer and refer grad students to younger faculty to do the mentoring.

Better communicate what policies are before there’s an appeal.

What training is needed before allowed to have grad faculty status: want to train students but not deal with the paperwork. Maybe start this out light. Just like the grad students need to have safety training we should have mentorship training (ethics training: relationships, stealing work).

Some part of Grad Faculty renewal process. Mentoring training defined broadly such as professional association rather than just UNLV? Schools push back, including over funding for such training? Hours could be from inside and outside training like the doctors, dentists and engineers have to keep their license. Online training is good too like for the P card. Some faculty work with grad students from day one. We could create a basic video on mentoring for faculty to take online when they come in and more hours every year. Julie Luongo offers writing support to Computer Science faculty.

Initiative to best support international students in writing. Our writing center is very good too. Also the GA English test could be more strict. In COE we have a technical writer to help international students, we pay that from overhead. Jaci just created 8 videos on our own Youtube using students from computer science and communication at cost of about \$7000. Grad College can hire students and a faculty committee who can create the content. Also online education has all things that is needed.

Incentivize faculty participation? Buy-in from faculty. Grad faculty status a fairly natural place to consider. Could require training for certain forms of mentoring. Positive reinforcement. Co-chairing idea. Issues of enforcement. Don’t need grad status to teach a class, but only to advise grad students (but part of committee discussion).

Communication of grad policies back to department is a big issue. Need to create an effective system to communicate Grad Council policies down to the faculty and student level. Encourage grad coordinators to set aside a faculty meeting or another meeting once or twice a year to cover grad logistics. How about release new policies on Grad College newsletter then? Weekly notes, something from grad coordinators, workshops—start putting all those pieces together. Also leverage of grad coordinator stipend. What if training is identified as need—can reach out to Grad College.

May need to make some things mandatory for grad students to attend (e.g., if otherwise experiencing light attendance at grad student workshops and trainings).

Several other ideas were raised via email after the meeting that are shared below, with a skepticism by the committee member (who emailed these) expressed about the implementability these ideas, but nonetheless cut and pasted below:

a) From some of my friends studying overseas, I came to know of a model, especially prevalent in German math departments (Berlin Mathematical School, for instance) where in addition to a traditional Ph.D. supervisor, they have another person serving as a mediator of sorts (can't recall the fancy term). In addition to resolving conflicts (assuming the relationship between the student and the supervisor is not particularly "open"), this person also advises on issues such as changing a current supervisor. (I know of a person in our department who had to complete his dissertation in nine years because his original advisor left midway. He laments that had he been able to talk to somebody during the transition, he would have been able to continue his current project, instead of starting afresh) Currently, we channel such concerns to our Graduate Coordinator or the Chair, if need be and I feel such a mediator could alleviate the pressure on them, which understandably, is huge already. Is this something we can emulate too?

b) Should there be a limit on the number of students someone can mentor at a time? I'm fortunate to be able to work in a small, tightly knit research unit, but some of my friends complain that they do not receive sufficient supervision since their advisers are "too famous" and "too busy", working with a large set of people.

c) Could we enforce healthy competition among research groups by mandating the organization of monthly departmental talks where different groups (both students and advisors) will present their latest or seek advice from peers on areas where they got stuck. (In contrast to the usual seminars we organize, these could be very informal in tone) Others should proffer constructive criticisms and that way a "Research Group of the month" should be crowned. If we could make this compulsory (like you'll have to take 3 credits of this or this is a free certification, along veins similar to the RAMP, Research or Teaching Certificate, for instance) once a student passes the qualifiers or comprehensives and enrolls on dissertation credits, I believe all of us would stand to benefit. On days when there'll be nothing significant to talk about, we could critique some of the recent published dissertations from our department or could invite some of their authors. A few of these recent graduates are still around on campus and they could describe the pragmatic aspects, caution us of the pitfalls to avoid or educate us on the current employment trend, application or interview processes etc. Most of the people in my department abstain from going to these similar workshops organized in the Lied Library by the Grad. College because they feel (incorrectly, I'm sure) that their advice is "too general" to be applicable to our context. If they could listen to someone "close" to them or to someone they could relate to, I'm sure they'll be excited.

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I know that none of these are things that a single professor can influence but is a collective endeavor feasible?