12/7/2016 Faculty Meeting

**TEACHING ASSISTANTS**

Stephanie Boyer and Nicholas Kohnen are RDQM teaching assistants.

Paige Anderson may not be able to continue as Writing Assistant, need backup. Ideas of potential second-year students who would be interested? Max Calloway is interested. Erin recommended Ben Harbaugh-he has a job. Kirsten Miller & Stephanie Blair also would be good. Miranda recommends Michael Galvin, Stephanie Blair, or Tara Newman.

**THESIS STUFF**

Working on improving policy for thesis extension with administration. FA does not like giving aid for students who do not need the credits to graduate, and indeed the credits are never awarded. People who extend past the fall cause problems in the system (database not developed to accommodate GR students). A fee for extension instead of more thesis credits has been proposed based on the UG model of previous learning experience fee (~$500). Most of the money would come back to the thesis reader or the Program? Administrators are in favor of moving to fee and sounds best from Kevin’s perspective. Students cannot pay with Financial Aid. Martha spent a lot of time trying to clear the system of students who were hanging on, not completing their thesis. This model could incentivize students finishing thesis in a timely manner.

Ted-why is this a problem now and not previously? How does this compare to salaries according to their contracts? So this sounds like an equity issue as well (cannot pay fee with FA).

Kathleen-it fits a model that I have experienced in grad school.

Ted-if the fee is appropriate it makes sense, but would like to see it broken down.

Erin-It is important to get compensated but the summer pay is not enough anyway. Students who continue into the spring have less work to do so she doesn’t feel it necessary to be paid as much. If there is a fee which comes back to the faculty or Program, it should be used to fund thesis research.

Ted-there may be UG faculty that feel resentful.

**Question for administration**-in order to address potential equity issues, are there options for funding the fee through the school or other? Emergency grants, application fees, other fees

Ted-what about paying the school for use of services and space?

Erin-Carrie LeRoy would argue that MES is already not being compensated enough for their contribution to the school.

Kevin-Students pay ~$4000 for the summer and faculty get paid ~$180. Can be tempting to allow students to work without paying tuition during the summer. We should revisit after getting some clarification and questions answered from the administration (Walter).

**PROSPECTUS**

Allowing students to extend to January 2 who need more time to produce a prospectus that can be signed off on by their reader. By January 6, reader should have a document which is revised to the point where they feel the student is at a ‘jumping off point’ and the reader can sign off on them moving forward. Last day of registration is January 13.

Faculty has been thinking of Case Studies credit and thesis registration as two different things. Background by Ted-Curriculum was revised to include prospectus so that students began earlier and had a better chance to finish on time. The same discussion happened then and they decided that the prospectus was not tied to Case Studies credit as long as a decent amount of effort was shown on prospectus.

Erin-But how much work is there in Case Studies? Are expectations being clearly communicated? Are students learning to prioritize their work?

Kevin-if we write evals at the end of week 10, there will be some poor evals. If we do the extension there is the potential for better evals to be written. Readers need to set clear expectations and deadlines.

Students need to send prospectus to reader and Case Studies evaluator by January 2.

Kevin does not think that the reader should be providing feedback for the eval.

Erin writes a general statement in eval about the finishing of prospectus and meeting the requirement. You can add a piece about tardiness but end on a positive note if possible. Feel free to call the reader to get feedback (especially on extensions) for the eval.

Any student can register for thesis credits but they cannot continue into winter unless their reader signs off on their prospectus.

Kevin sends a list to Kat Sackman of the students who are continuing on to thesis. Communicate to students that if they do not have a signed prospectus they may be able to enroll but will not be awarded credits and will need to withdraw to avoid being charged for the credits.

Kevin-reasons why you don’t sign a prospectus: 1. Not enough clarity 2. More work needs to be done (it could still be sufficient for Case Studies credit)

**CONNECTIONS WITH WRANGELL INSTITUTE**

Erin and Ted have been working at the TESC level to connect with Wrangell for research. Team-taught, interdisciplinary field classes, in the largest protected area in the US. Provided credit through UCSB and need a new institutional home. Meeting with Deans, Erin has been communicating that it is an amazing opportunity for MES students. She will act as the Faculty member overlooking academic curriculum, etc. Plenty of thesis opportunities-for instance agencies are interested in conducting studies that they themselves cannot produce (visitors less expressive with agency staff during interviews). Opportunities for students to travel there and study the existing curriculum and opportunities for the Faculty to develop their own Programs.

Kevin-how can the Program push this forward?

Erin-David McCavity, Sarah Ryan involved because it’s a summer program, they are producing a summary of their existing questions. When the summary comes back, Kevin could include a letter of support from MES. There is a model from other Programs (Fiji, etc.) so that we can move forward with a trial run in Wrangell, this summer?

**SUMMER ELECTIVES**

Is anyone interested? During the summer you can teach a GR level elective but open to UG and you can screen them through the signature process. You can teach whatever you like! Kevin will be completing an elective survey of the students and will provide information on student interests.

**SCHEDULE**

NCSE-January 24-27: Free registration but no travel money. Kevin will go & will open it up to Faculty first and then students, potentially the larger community.

January 10: first thesis workshop

January 11, 10-12: Seminar on Power, Privilege, and Difference and Faculty meeting.

Early in the quarter meeting: Discuss strategies for working with challenging students. Potentially ask writing center for tips on advising students with writing challenges. Ted will set up as workshop.

February 1, 10-12: Faculty meeting

Dinner with potential Faculty-there are no good weekday evenings so move to weekends, Kevin will ask the potential Faculty members.

Get together next Wednesday

**TODO:**

**Heather**-make a note for Andrea to bring a copy of the coinciding minutes from last year’s meeting to provide continuity on decisions/policy made by Faculty.

**John and Kevin** should write a paragraph about the lit reviews that they read from Erin’s students. They would like a sample paragraph to help them complete the paragraphs. Evaluate within the goals of Case Studies-how a lit review contributes to research design and ultimately a successful research project. If the list review is short but provides a grounding in the literature then it is sufficient for thesis research design, depending on the student.

**ALL-NEXT YEAR have minimum length for lit review assignment ON SYLLABUS**.

**Ted** will set up a workshop for advising students with writing challenges.

**Heather**-look up enrollment for Kevin’s writing class last year and send list to core Faculty.

**All**-For students with writing issues-recommend/require taking Miranda’s writing course and scheduling weekly meetings at the Writing Center throughout the thesis process.