

**A Plan for the Implementation of
First Choice Graduate Program or Program Preferred Designation and
Academic Quality Improvement for Graduate Programs at
Eastern Illinois University**

**Implementation Document
Approved by the Council on Graduate Studies
December 5, 2006**

Rationale

The Graduate School at Eastern Illinois University is a long-standing member of The Council of Graduate Schools. The Council (2004) stated the following role of the Graduate School in a University:

The graduate school should establish and articulate a standard for intellectual excellence that pervades all discussions and decisions about faculty, students, curriculum, and research direction. In the face of strong pressures to attend to a variety of other concerns, each institution needs a unit that is always centered on academic issues, keeps the campus focused on its primary goal of excellence, and lays out a vision of how to achieve it. (p. 4).

In addition the Provost and Vice President for Academic Affairs at Eastern has established the following strategic goal for Eastern: "Evaluate all academic programs with an eye to having each degree program be identified as the 'first choice' program for students considering that major at an Illinois public comprehensive university" (Management Letter, 2006, p. 3). Finally, the Council on Graduate Studies at Eastern has been delegated "making recommendations concerning the status of graduate programs" (Bylaws, 2001, p. 3), as one of three exclusive council-level responsibilities.

In order to achieve the role of the Graduate School acknowledged by the Council of Graduate Schools, to achieve the Provost's planning goal, and to fulfill the responsibility assigned to the Council on Graduate Studies, the Graduate School seeks to establish a plan for academic quality improvement of graduate programs that includes three goals.

1. To establish the criteria and process to enable a program to achieve the First Choice Graduate Program or Program Preferred Designation
2. To establish the process for quality graduate programs to plan strategic program improvements
3. To establish the criteria and process to curtail enrollment in a program that has serious enrollment or curriculum limitations until the program implements improvements.

Definitions

First Choice Designation: The term "first choice" means that, for a majority of applicants, a specific graduate program at Eastern is an applicant's first choice among those she/he may be qualified to attend.

Program Preferred Designation: The "Program Preferred Designation" is based on the premise that graduate study at Eastern is strengthened by the diversity of its study options. Certain programs may communicate their sustained excellence in graduate education using a term preferred by the program. Examples include "Competitive Choice", "Premier", or "Meritorious". Instead of using the *First Choice Graduate Program* designation, a preferred designation may be proposed as part of the initiative.

The Mission of Graduate Education

The mission of graduate education at Eastern Illinois University is to provide superior graduate degree, certificate, and post-baccalaureate options designed for career specialization and advancement, certification and credentialing, professional and leadership development, and preparation for advanced scholarship. The mission includes:

1. strengthening the quality, diversity, and internationalization of the University's student body by attracting candidates who have the potential for academic and professional achievement;
2. fostering advanced scholarship through a depth of knowledge, critical thinking, problem solving, oral and written communication, application of technology, research/creative activity, and

- commitment to professional ethics;
3. expanding the curriculum with rigorous advanced courses and options offered through lectures, laboratories, seminars, forums, practicum field experiences, internships, and partnerships with education, business, and industry;
 4. building and enhancing the excellence of the University's undergraduate majors and options through mutual and reciprocal research/creative activity with graduate students and faculty; and
 5. developing opportunities for the discovery and application of knowledge with graduate faculty members who reflect the University's teaching and mentoring priority and who have a record of research/creative activity and professional service.

First Choice Graduate Program or Program Preferred Designation Criteria

Introduction: The term *First Choice Graduate Program or Program Preferred Designation* means that a particular graduate program meets the highest standards of graduate study at Eastern as evidenced by sustained achievements of the criteria specified later in this document. The criteria for achieving First Choice Graduate Program or Program Preferred Designation are based on the *Mission of Graduate Education* approved by the Council on Graduate Studies. The criteria parallel those outlined in the *Handbook for Organizing and Administering Graduate Programs* provided to all programs as a guide for the effective administration of graduate study at Eastern. Programs **must** address all of the criteria to achieve the First Choice Graduate Program or Program Preferred Designation. The criteria are intended to be guidelines that allow for a variety of ways to achieve excellence based on the diversity among Eastern's graduate programs. Sustained achievement means three or more years of evidence.

Goal: The goal of the initiative is to offer clear criteria, a voluntary process, and incentives to inspire programs to achieve the highest standards for their graduate study at Eastern. A Program that meets the criteria is entitled to use the designation *A First Choice Graduate Program at Eastern Illinois University or Program Preferred Designation* for a three year period in all correspondence, recruitment and marketing materials, and is entitled access to additional resources from the Graduate School.

Criterion 1: The program documents sustained achievements in strengthening the quality, diversity, and internationalization of the University's student body by attracting candidates who have the potential for academic and professional achievement and who complete degrees and succeed as alumni.

- a. Enrollment Management
 - o Recruitment Plan: The program provides a clear recruitment plan and evidence that it meets its intended application, enrollment and diversity goals.
 - o Selection Criteria: The program documents a rationale for its admission selection decisions in order to show that it is fulfilling its expectations for candidate quality.
 - o Acceptance Rate: The program documents that desired applicants accept admission offers.
- b. Assistantship/Scholarship Management:
 - o Annual Awards: The program documents that its annually allocated assistantships enhance program quality by attracting desired applicants and by showing that the teaching, research, or service experiences add value to the degree.
 - o Competitive Awards: The program documents that it competitively acquires additional assistantships that further enhance quality by attracting additional desired applicants and by showing that the teaching, research, or service experiences add value to the degree.
- c. Matriculation Management: The program has a targeted graduation rate and documents that degree candidates consistently meet the program's degree completion expectations.
- d. Graduate Placement: The program documents sustained placement achievements of graduates. Programs with Professional Emphasis document that candidates enter and advance in the professions and earn required credentials. Programs with Content Emphasis document placements or contributions to society that are important in-and-of themselves and provide evidence of the breadth of opportunity associated with mastery of the content in the program. Programs with Advanced Degree Preparation Emphasis document that candidates successfully enter and matriculate in advanced degree programs.

Criterion 2: The program documents sustained achievements in fostering advanced scholarship through a depth of knowledge, critical thinking, problem solving, oral and written communication, application of technology, research/creative activity, and commitment to professional ethics.

- a. Assessment Results Documented by the Center for Academic Support and Achievement: Review of the program's Assessment Plan by the Center for Academic Support and Achievement (CASA) documents that the program uses its assessment data to improve student learning, to guide improvements to the curriculum, and to achieve academic excellence.
- b. Assessment Results Documented by the Graduate School: Review of the program's plan by the Graduate School documents that the program uses its assessment data to improve student learning in areas identified by the Council on Graduate Studies. These include advancing scholarship through a depth of knowledge, critical thinking, problem solving, oral and written communication, application of technology, research/creative activity, and commitment to professional ethics.

Criterion 3: The program documents sustained achievements in expanding the curriculum with rigorous advanced courses and options offered through lectures, laboratories, seminars, forums, practicum field experiences, internships, and partnerships with education, business, and industry.

- a. Sustained Mission and Planning Leadership: The program articulates a clear mission that is aligned with current and future trends in the discipline and that states the program's strengths.
- b. Sustained Curricular Leadership by Program Administration and Faculty: The program documents that its administrative structure and graduate faculty advance the curriculum.
 - o Administrative Leadership: The program documents how its administrative structure and leadership advance the quality of its curriculum. For example the program documents how the Graduate Coordinator (leadership) implements her/his duties in collaboration with the Chair and Graduate Committee (structure) to publish documents (handbooks, web resources), manage processes (orientations, capstones), ensure rigor (curriculum review), etc. in order to advance the quality of graduate study.
 - o Graduate Faculty Leadership: The program documents the significant role of the graduate faculty with advancing the curriculum through curriculum committees or appropriate curriculum processes. Examples of improvements include changes in the courses, capstones, practicum programs, internships, study abroad opportunities, options, concentrations, and related learning and curricular experiences that advance the quality, currency, and rigor of the curriculum.
- c. Sustained Curricular Leadership by External Review: The program documents how it has advanced the quality of the curriculum and sustained excellence based on external reviews as appropriate to the mission/discipline. Examples of external review include accreditation reviews, program invited external reviews, or program advisory group reviews.
- d. Sustained Capstone Leadership: The program requires a rigorous capstone appropriate to the mission of its degree and certificate options and documents the impact of each of its capstones on the quality of learning in the degree program. Capstones include research capstones (thesis, the research paper, action research projects, or business research projects), performance capstones (recitals and exhibits), examinations, internships, and study abroad.
- e. Sustained Student Leadership: The Program documents how it fosters the participation of its graduate candidates on the Graduate Student Advisory Council and/or the Black Graduate Student Association to ensure that students advance the quality of graduate study and achievements of graduate students through leadership and advice on policies, programs, curriculum, seminars, forums and related programs.
- f. Sustained Alumni Leadership: The program documents how it fosters participation in alumni programs sponsored by the Graduate School Alumni Advisory Board to ensure that alumni advance the quality of graduate study and achievements of alumni. Documentation includes nomination and/or selection of program alumni for alumni awards, alumni representation on the Board, participation in alumni events hosted by the Board, or other activities affiliated with the Board.
- g. Sustained External Partnerships: The program sustains external partnerships appropriate to its mission and documents assets that partners contribute to advance the quality of the curriculum. Assets may include financial resources, professional expertise, consultation, or related

contributions. External partners include entities external to the University or University entities that are not fiscally managed by the academic program.

Criterion 4: The program documents sustained achievements in research/creative activity with graduate students and faculty.

- a. Sustained Student Research Leadership: The Program has a sustained record of scholarship by offering a research/creative activity option appropriate to the discipline.
 - o Research Productivity: The program has an annual research productivity goal and documents that its candidates meet or exceed the completion of those products.
 - o Research Engagement: The program's graduate candidates achieve a sustained record of scholarship through presentations, performances, or exhibits as appropriate to the discipline and mission or through attendance at conferences, workshops, in-services as appropriate to the discipline/profession.
- b. Sustained Commitment to Research and Travel Grants: Graduate School Programs: The program has a record of sustained participation in the annual Graduate School research and travel grants that includes both applications for awards and a record of earning awards. The program may include additional documentation that its students access awards provided by the department, college, discipline, or related sources to foster engagement in research, travel to conferences, and assistance with publishing or presenting scholarly work or with attending conferences in order to advance scholarship and networking.
- c. Sustained Commitment to Showcasing Graduate Scholarship/Creative Activity: The program showcases graduate research and scholarship through a sustained commitment to the Graduate Exposition by requiring students and faculty members to participate. Participation includes but is not limited to annual student presentations, faculty monitored panels, poster displays, exhibits, recitals, performances, and related venues that showcase student research/creative activity. Programs may include additional documentation regarding other programs that showcase graduate research/creative activity through department, college, or other venues.
- d. Sustained Record of Award Program Participation: The program demonstrates participation in the Graduate School's Distinguished Awards Program with evidence of nominations, applications, and achievements. Programs may include additional documentation regarding other award programs offered by the college, department, discipline, school district, business, or other agencies with evidence of nominations, applications, and achievements.

Criterion 5: The program documents a sustained record of developing opportunities for the discovery and application of knowledge with graduate faculty members who reflect the University's teaching and mentoring priority and who have a record of research/creative activity and professional service.

- a. Sustained Record of Coordinator Leadership: The Graduate Coordinator has a sustained record of leadership. The Graduate Coordinator has established a sustained service record that may include service to the Council on Graduate Studies, Graduate Student Advisory Council, Graduate School Alumni Advisory Board, International Programs Advisory Committee, and Council on Faculty Research or through presentations, seminars or forums presented through the Graduate School's boards, councils, or committees. A sustained record of achievement may include awards such as the Graduate School Leadership Award, a Faculty Mentor Award, an Assessment Award, Research Award, or college or department awards recognizing leadership for the graduate program.
- b. Sustained Graduate Faculty Scholarship: Graduate faculty are active scholars in the discipline and can document a sustained a record of scholarship and extra-mural funding. Examples of scholarship include but are not limited to publications, presentations, or exhibits as appropriate to the discipline. Examples of funding include but are not limited to internal grants through the Office of Research & Sponsored Programs, Graduate School and International Program Awards for Initiatives, College awards for grants and research, and external grants for research and sponsored projects.

Responsibilities, Application, Review & Selection

Introduction: An application for First Choice Graduate Program or Program Preferred Designation is voluntary and includes a report and support materials that document how the program meets the criteria.

Responsibilities of the Chair: The Chair selects a Graduate Coordinator and assigns the specific duties for organization and administration of the graduate program as outlined in the *Handbook*. The Chair in consultation with the Graduate Coordinator is responsible for making the decision to apply, for selecting the Program Team, the Program Leader and the Team Consultants.

Responsibilities of the Graduate Coordinator: The Graduate Coordinator provides leadership for graduate programs as outlined in the *Handbook for Organizing and Administering Graduate Programs* and as assigned by the Chair. The responsibilities of the Coordinator in making an application are determined by the Chair before the application process begins.

The Responsibilities of the Program Team, Team Leader, and Team Consultants: The Program Team will include 3 graduate faculty members. The Program Team is responsible for completing the program's application, for preparing the initial consultation, for completing the final report, and for making the formal presentation to the Council on Graduate Studies. The Team Leader is responsible for leading the initiative and for communicating the work of the Program Team to the program's graduate faculty and other program constituents. The Team Consultants include those constituents not serving on the Program Team who contribute to the program's quality, such as other graduate faculty, current graduate candidates, graduate alumni, internship site supervisors, adjunct graduate faculty, or other external agents. Consultants provide guidance to the program team for preparation of the report.

The Responsibilities of the Council Review Board and Review Board Leader: The CGS Review Board will include Council on Graduate Studies representatives and administration. Three faculty members from the Council designated by the Council Chair will serve on the Board. The CGS Chair will also designate a Review Board Leader. The administration will include the Dean of the Graduate School, the Dean of the College or the Dean's Designee, and the Director of Graduate Admissions. The role of the Review Board is to provide initial consultation to a program that seeks to apply for a review and to make recommendations to the Dean of the Graduate School regarding a program's application. The Dean of the Graduate School in collaboration with the CGS leadership will provide a comprehensive orientation for the Board prior to a review and may develop rubrics and other tools to ensure an objective and consistent process.

The Application and Review Process

1. The Decision to Initiate a Review: The chair schedules a consultation with the Graduate Coordinator to determine if the program is prepared to initiate an application. If the Chair decides to make an application, a Program Team, Team Leader, and Team Consultants (if desired) are identified. The Team organizes an outline of how the program meets the criteria. The Initial Consultation is scheduled.
2. Initial Consultation: An initial consultation is held with the Program Team and the Review Board. The purpose of the Initial Consultation is to bring both the Program Team and Review Board together before a complete application is prepared in order for the program to measure its potential for achieving designation as a First Choice Program or Program Preferred Designation. The consultation will provide a focused review and discussion of the criteria with the Program Team. The consultation outcome is to provide the applicant program with the expectations of the Review Board and to verify that the program has a clear understanding of the criteria, the expectations, and the review process before continuing with the review.
3. Completion of the Report: Following the Initial Consultation, the Program Team will determine if it will complete a review and will provide written notification to the Review Board regarding their decision. If the Team determines that it will complete the review, the following guidelines are implemented:
 - a. The Report Format: The report format will parallel the criteria outlined in the section titled *Criteria for Achieving First Choice Graduate Program or Program Preferred Designation*. The report should provide clear, succinct, and well focused information and evidence regarding how the program meets the criteria. An appropriate report length is 15 or fewer pages in standard 12 point font. The report is submitted electronically to the Graduate School. The Graduate School will distribute copies of the report to members of the Review Board.

- b. Resource Analysis: The report will provide a summary of additional investments desired to maintain and advance the quality of the program if awarded the First Choice Program or Preferred Program Designation. Investments may include assistantships, travel awards, personnel, equipment, or facilities as appropriate to the mission. The analysis will link the desired investments to mission focused goals that advance the quality of the program.
 - c. Support Documents: The report may include or reference support documents such as the Recruitment Plan, Orientation Handbook, Research Handbook, or related materials. The report may include data/report summaries from accreditation agencies, external reviews, advisory boards, IBHE, the Office of Planning and Institutional Studies, Major Assessment Profiles, Center for Academic Support and Achievement, Academic Colleges, Graduate School, Office of Research & Sponsored Programs, International Programs, Library Services, or other offices as appropriate to completing an effective review.
4. Formal Presentation: The Council on Graduate Studies will arrange a time for the Program Team to formally review the application with the Review Board during one of the Council on Graduate Studies regularly scheduled meetings. The Council meetings are open to the public; therefore, program faculty and constituents may attend the presentation.
5. Response and Decision: Following the presentation, the Review Board will convene meetings as needed to determine if the program meets the criteria for First Choice Designation and will make a recommendation to the Dean of the Graduate School. The Dean will confer as needed with the Review Board, Program Team or other consultants to make the final decision. If the Board recommends the First Choice Designation and the Dean concurs and approves the application, the Graduate School Dean will meet with the Program Team to outline the report results and recommendations. If the Board or the Dean do not approve the application, the Graduate School Dean will meet with the Program Team to review the outcome and assist the program with making improvements in order to consider a future application.

Application Time Table

Programs may initiate an application at any time. The following Time Table offers a guide to ensure that the Program Team and Program Review Board have sufficient time to complete reviews. If multiple requests are received at the same time, the Time Table must be extended. In order for a program to receive the designation in time to access additional resources during the recruitment cycle for the next fiscal year, approval must be completed no later than March 1.

- One Month: Time from Request for Initial Consultation to Completion of the Initial Consultation.
- Two Months: Time from Receipt of a Completed Application to Presentation to the Council.
- One Month: Time from Completion of the Presentation to Decision.

Period of Designation

Programs approved as First Choice or Program Preferred Designation may use the designation for a three year period specified by the Dean of the Graduate School at the time the designation is approved. During the last year of First Choice or Program Preferred Designation, programs are then eligible to reapply following the suggested time table.

Reapplication

Reapplication will follow the same process as initial application and begins with an initial consultation with the Review Board followed by the submission of an abbreviated report of sustained program quality that will be offered during a formal presentation to the Council.

Benefits of First Choice Graduate Program Designation

Graduate Programs with First Choice Designation will be offered the following financial benefits and incentives to advance their graduate programs.

1. Currently Available Competitive Award Benefits: The following competitive awards currently available through the Graduate School will be reserved for Graduate Programs with First Choice or Program Preferred Designation

- a. Presidential Assistantships: One Presidential Assistantship will be reserved for each approved program. Duties of the assistant may be applied to the program's highest priorities.
 - b. Summer Research Assistantships: Two Summer Research Assistantships will be reserved for each approved program. Programs may request alternatives to these awards if alternatives provide better support for the program. For example, a program may request that two existing 9-month assistantships be extended for 1.5 months and that the duties will be applied to the program's highest priorities.
 - c. Williams Travel Awards: Two Williams Travel Awards will be reserved for each approved program.
 - d. Graduate School Initiative Awards: One \$500 Graduate School Initiative Award will be reserved for each approved program to be applied to the Program's highest priorities.
2. New Award Benefits: The following new awards will be reserved for Graduate Programs with First Choice Designation based on availability of funding.
 - First Choice/Preferred Program Designation Assistantship: Each First Choice Program or Program Preferred Designation will receive a First Choice/Preferred Program Designation Assistantship in addition to the program's regular allocations and may have an opportunity to compete for any additional awards that may be available. Programs will have the flexibility to negotiate distribution of these awards based on their respective program goals and advancements.
 - Additional Initiative Resources: Each approved Program will receive an additional \$700 Initiative Award to be applied to the Program's highest priorities.
 3. Resource Analysis: Based on the Resource Analysis provided in the Report, the Graduate School will work with program leaders and administrators to determine if additional resource support for the program as outlined in the three-year plan can be secured.
 4. Marketing/Recruiting: The First Choice Program or Program Preferred Designation and the data used to support that designation will be used to market and advertise the program by the Department, College, and the Graduate School.

Academic Quality Improvement for Graduate Programs Process (AQIGP)

Introduction: Programs that seek general assistance with quality improvements, programs that seek assistance to achieve First Choice Designation, or programs that are not approved for First Choice Designation may request an Academic Quality Improvement for Graduate Programs Review. In addition, the College Dean or Dean of the Graduate School may require that a graduate program engage in an Academic Quality Improvement for Graduate Programs Review to advance the quality of the program.

Goal: The goal of the initiative is to provide a structured program review and consultation process designed to inspire quality graduate programs to plan and achieve strategic improvements.

AQIGP Application and Review Process

- a. Selection Process: The Chair of a graduate program seeking to be selected for the review contacts the Dean of the Graduate School for an initial consultation. The Dean of the Graduate School arranges for a meeting with the Consultation Team. The Consultation Team includes the Department Chair, Graduate Coordinator, College Dean or Designee, Dean of the Graduate School, and a Council Designee appointed by the Chair of the Council on Graduate Studies. The Consultation Team reviews the criteria, discusses the program's strengths and weaknesses, and determines if the Council is able to provide the required consultation and guidance during the requested time period. Selection may also be initiated by the Dean of the Graduate School or the College Dean and follows the same process outlined above.
- b. Consultation Process: If the Council selects the program for consultation, the Consultation Team, headed by the Chair and Coordinator of the program, meets as needed to identify the most appropriate consultants needed to assist the program. Consultants may include council members, coordinators, chairs, deans, other administrators, students, alumni, or external agents who have knowledge and expertise to assist the program with addressing areas of the program that it wishes to improve. Once the consultation team is identified, a series of consultation meetings will be arranged to outline plans to improve the program.

- c. Report: At the conclusion of the consultations, the Consultation Team will provide a series of recommendations. The recommendations will serve as a guide to advance the quality and rigor of the program. The recommendations will be based on the mission of graduate education, the *Handbook for Organizing and Administering Graduate Programs* and the Criteria for Achievement of the First Choice Graduate Program Designation. The Chair, in collaboration with Graduate Coordinator and the program faculty, assumes responsibility for implementing the recommendations to advance the quality of the program.

Suspending Program Enrollment Criteria & Process

Introduction: Programs sometimes enter a sustained period of difficulty with meeting the mission of graduate study resulting in diminished program quality as evidence by the criteria specified below. Enrollment Suspension is a process to redirect all of the program's time and resources toward addressing the causes of diminished program quality.

Goal: The goal of Enrollment Suspension is to redirect the time currently required to offer the degree program toward a complete investment in the time needed to develop and implement improvements to re-establish program quality. Enrollment suspension will continue until the time required to implement the improvements is no longer needed and can be redirected back to students in the degree program.

Criterion 1: The Program is unable to strengthen the quality, diversity, and internationalization of the University's student body by attracting candidates who have the potential for academic and professional achievement and is not achieving its degree or placement expectations.

- a. Enrollment Management: The program has sustained a period of enrollment loss or low enrollments evidenced by some or all of the following conditions.
 - o Recruitment Plan: The program has no application, enrollment, or diversity goals or is unable to meet the program's, the college's or the Graduate School's enrollment goals.
 - o Admission Criteria: The program has no rationale for its admission selection decisions or is not fulfilling the program's, the college's, or the Graduate School's expectations for quality of the candidates who are offered admission.
 - o Acceptance Rate: The program does not secure admission from its most desired applicants or there is concern about the quality of the program due to the loss of the applicants who do not accept offers of admission.
- b. Assistantship Management:
 - o Annual Awards: The program is unable to enhance program quality by attracting desired applicants with its annual awards or the awards do not offer value added experiences in teaching, research, or service.
 - o Competitive Awards: The program is unable to secure competitive awards to enhance the program.
- c. Matriculation Management: The program is unable to achieve the program's, the college's, or the Graduate School's graduation/completion goals.
- d. Graduate Placement: The program is unable to document that candidates who complete the program achieve placements appropriate to the program's mission.

Criterion 2: The Program is unable to foster advanced scholarship through a depth of knowledge, critical thinking and problem solving, oral and written communication, application of technology, research/creative activity, and commitment to professional ethics.

- a. Assessment Results by the Center for Academic Support and Achievement: Review by Center for Academic Support and Achievement indicates that the assessment plan is not used to improve student learning or guide curriculum rigor and advancement.
- b. Assessment Results by the Graduate School: Review by the Graduate School indicates that the program assessment plan does not improve student learning in areas identified by the Council on Graduate Studies.

Criterion 3: The Program is unable to provide a curriculum with rigorous advanced courses, curriculum, and options offered through lectures, laboratories, seminars, forums, practicum field experiences, internships, and partnerships with education, business, and industry;

- a. Mission & Planning Leadership: The program mission is not well defined, is not aligned with current or future trends in the discipline, and does state areas of strength.
- b. Curricular Leadership by Program Administration and Faculty:
 - o Administrative Leadership: The program's current administrative structure and leadership have not advanced the quality of the curriculum so that it lacks basic elements such as orientations, handbooks, or web resources to advance the quality of graduate study.
 - o Graduate Faculty Leadership: The graduate faculty members are not engaged in active self study or evaluation of the curriculum to assure currency, rigor, and quality of the curriculum and have not addressed concerns following IBHE reviews, accreditation reviews, or reviews by the college or Graduate School.
- c. Curricular Leadership by External Review: Reviews identify serious concerns, accreditation is lost or in jeopardy, or the program has not engaged advisory groups or has not addressed concerns raised by such groups.
- d. Capstone Leadership: The program provides limited support for a quality capstone experience or evidence that the capstone advances the quality of study in the program. Capstones include research capstones (thesis, the research paper, action research projects, or business research projects), performance capstones (recitals and exhibits), examinations, internships, and study abroad.
- e. Student Leadership: The program does not foster participation of its students in the Graduate Student Advisory Council and/or the Black Graduate Student Association.
- f. Graduate School Alumni Advisory Board: The program does not foster the participation of its alumni in the activities of the Graduate School Alumni Advisory Board.
- g. External Partnerships: The program has been unable to attract or sustain external partners appropriate to its mission to increase assets that advance the quality of the curriculum.

Criterion 4: The program is unable to document sustained achievements in research/creative activity with graduate students and faculty.

- a. Student Research:
 - o Student Research Productivity: The program has not established or is not meeting its student research goals.
 - o Student Research Engagement: The program's graduate candidates are not participating in scholarly activities as appropriate to the discipline and mission or through attendance at conferences, workshops, in-services as appropriate to the discipline/profession.
- b. Research and Travel Grants: The program's students have limited participation in the Graduate School Research and Travel Grants Programs or in related programs sponsored by the department, college or related sources.
- c. Showcasing Scholarship/Creative Activity: The program is not an active participant in the Graduate Exposition or related programs sponsored by other units.
- d. Award Program Participation: The program is not active or has had limited involvement earning recognition through the Graduate School Distinguished Awards Program or related sources.

Criteria 5: The program is unable to develop opportunities for the discovery and application of knowledge with graduate faculty members who reflect the University's teaching and mentoring priority and who have a record of research/creative activity, and professional service.

- a. Graduate Coordinator Leadership: The Coordinator has a record of limited participation in graduate education events and activities.
- b. Graduate Faculty Scholarship: The program's graduate faculty are not active in research or granting activities that support graduate study.

Enrollment Suspension Process

When programs enter a sustained period of diminished quality, a review may be initiated by program representatives, program administrators, the College Dean, the Council on Graduate Studies, or the Dean of the Graduate School. The Dean of the Graduate School will ask the Chair in collaboration with the Graduate Coordinator to complete a review of the program based on the Mission of Graduate Education and to include recommendations for improving the program. The Council on Graduate Studies will review the report with program representatives and provide recommendations on the viability of the program.

The Dean of the Graduate School, in consultation with the College Dean, will use input from the Council to make a final determination regarding suspending enrollment until the program can provide a clear plan for addressing weaknesses.

References

Council of Graduate Schools. (2004). Organization and administration of graduate education. Washington DC: Council of Graduate Schools.

Council on Graduate Studies. (2000). Bylaws of the Council on Graduate Studies. Eastern Illinois University.

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