The following is a snapshot of key activities of the University Board of Graduate Studies (UBGS) thus far in the 2010-2011 academic year.

Graduate program in Clinical and Translational Rehabilitation Health Sciences
At their October and November meetings, UBGS reviewed a proposal from the Department of Physical Therapy for graduate education (accelerated B.S.-M.S., M.S., and Ph.D.) in "Clinical and Translational Rehabilitation Health Sciences." The proposed program fills an important niche nationally. It is expected to make the department competitive in attracting and retaining quality students and research-oriented faculty in this aspect of physical therapy and is expected to enhance the reputation of the department and of Marquette University graduate education. The UBGS, Academic Senate, and the university approved the program.

Interdisciplinary Ph.D. (INPR)
Proposals. The Marquette Interdisciplinary Ph.D. program, established in 1991, allows individual students to propose a customized, interdisciplinary doctoral degree program for themselves, as long as it does not duplicate any existing doctoral program at Marquette. In AY 2010-2011, UBGS read and heard proposals for three interdisciplinary doctoral degree programs, approving two of them. After a proposal passes muster at the graduate school, a subcommittee comprised of three select UBGS members reviews each INPR proposal before the proposals are presented in person to the full board by the student and his or her proposed advisor. The subcommittee reviews the proposal to assess primarily whether it meets the requirements of the INPR program and whether it is likely to lead to successful completion. The subcommittee then provides feedback about the proposal to the student and his or her advisor. INPR proposals, amended if necessary, are then read by the entire board ahead of the presentations. Typically, presentation and discussion of these proposals takes about half of the time of the meeting at which an INPR is presented.

Policies and procedures. Significant portions of several UBGS meetings were devoted to fine-tuning and streamlining some of the policies and procedures for the INPR degree, based on the experiences of the board and the graduate school in offering this degree thus far. An essential change was made to the procedures related to the review of a proposal by the three-person UBGS subcommittee. The subcommittee, which before had not directly shared the results of the review with the UBGS, will now do so ahead of the full board's review of the proposal. The subcommittee review, however, remains advisory to the student and his or her program advisor, who can, as before, decide to respond to the subcommittee's recommendations as they deem appropriate (e.g., they can decide whether or not to make changes the subcommittee recommends or even decide to push ahead with presenting a proposal to the full UBGS even if the subcommittee recommends not to). The student and advisor must indicate, in a cover letter to the UBGS accompanying the submitted proposal, which changes were made, or not made, in
response to the subcommittee recommendations, and why. The subcommittee will also provide a summary recommendation in one of three categories:

1) **Ready in current form.** The proposal is complete and compelling in the current form. Only minor editorial changes and corrections are needed. Any changes can be supplied through an addendum to the proposal.

2) **Ready after recommended changes.** The proposal would be anticipated to be complete and compelling after revisions based on the recommendations of the subcommittee are made. A summary of the recommendations and how the revised document reflects the responses to the recommendations should be provided to the entire board.

3) **A major revision is needed before review by UBGS is recommended.** The proposal has deficiencies that will require a major revision. Any revised proposal should again be evaluated by a subcommittee to determine if the revision has overcome the serious issues raised.

The changes will go into effect for the 2011-2012 academic year.

**Graduate program learning outcomes and assessment**

In cooperation with the vice provost for undergraduate programs and teaching, Dr. Gary Meyer, UBGS continued development of a statement of general learning outcomes for graduate students at Marquette University. The proposed outcomes fall generally into the categories of ethics, communication, performance in the student's chosen field, and independent learning of new conceptual knowledge and its application to practice. These learning outcomes are not meant to supplant learning outcomes for specific graduate programs at Marquette, but to supplement them. As of this writing, the outcomes and preamble are still under review by Dr. Meyer's office, with feedback expected in May.

Assessment of the learning outcomes would be done via surveys of grad students who have completed their programs. Pilot measures (self-report rating scales representing various facets of the learning outcomes) were developed last year with the assistance of the university's Office of Institutional Research and Assessment and were administered to grad school graduates as part of their exit surveys starting the end of Spring Semester 2010. The response rate thus far has been approximately 60%. After more data are gathered, the UBGS will examine the usefulness of the measures for assessment purposes.

**Graduate program image and marketing**

Repeatedly over the years, UBGS members had expressed some concern about the extent to which the public, alumni, and local news media are aware of, and appreciate, Marquette's graduate programs and the research conducted by scholars at Marquette. Some members have been concerned that Marquette's ability to attract top students and quality researchers as faculty might be compromised by what they see as a lack of this kind of public awareness. Others would like to see local news media routinely seek Marquette as a go-to place for research-based information that impacts the community. It has been suggested that Marquette's service outreach to the community, as well as the community's and the university's appreciation for Marquette's graduate programs and scholarship, might be enhanced by this kind of legitimate external recognition. The board applauded Marquette's efforts to publicize the university's research through the Discover magazine, and noted that local media seem to be paying more attention lately to Marquette's research.
At the December meeting, the UBGS met at some length with guests Tricia Geraghty, Marquette's VP for Marketing and Communication, and Mary Pat Pfeil, Senior Director for Marketing and Communication, to discuss how to continue to promote graduate education and research at Marquette to the community. Discussion centered on the need to articulate the differences that graduate education and research make to the university and the roles that faculty, their office, and the media can play in enhancing off-campus recognition.

**Other essential discussions**

The board also discussed at some length, and offered commentary on, the provost's draft document *Imagining Marquette's Strategic Commitment to Academic Excellence 2010-13*, the attendance policy proposed by the vice provost for undergraduate programs and teaching, and what constitutes satisfactory academic progress for graduate students.

**Academic Integrity Policy Joint Subcommittee**

UBGS fully supports the joint (UBGS/UBUS) subcommittee of the Academic Senate, and has two members as well as a student representative serving on this subcommittee.

**Open meetings**

UBGS meetings are open to Marquette faculty and administrators, except when a closed executive session is necessary, e.g., to hear an INPR presentation.

Respectfully submitted,

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