

**MARQUETTE UNIVERSITY**  
University Academic Senate Minutes  
October 19, 2020  
3:00 – 5:00 p.m.  
**Teams**

**Members in attendance:** Dr. Allison Abbott, Dr. Kimo Ah Yun, Ms. Katie Blank, Ms. Rebecca Blemberg, Dr. Heidi Bostic, Dr. Noelle Brigden, Dr. Joshua Burns, Dr. Sumana Chattopadhyay, Dr. Alexandra Crampton, Mr. Michael Danduran, Dr. Joseph Domblesky, Dr. Michael Donoghue, Mr. Atiba Ellis, Dr. Kim Factor, Dr. Marilyn Frenn, Dr. Arndt Guentsch, Dr. Yasser Khaled, Dr. Chima Korieh, Mr. Patrick Loftis, Dr. Tim Melchert, Dr. Michelle Mynlieff, Dr. Lars Olson, Ms. Samari Price, Ms. Taylor Ralph, Dr. Madeline Schmidt, Dr. John Su, Ms. Regina Vela-Mesta, Mr. A. Jay Wagner, Dr. Doris Walker-Dalhouse, Dr. Miao (Grace) Wang, Dr. David Wangrow, Mrs. Janice Welburn, Dr. Amber Wichowsky, Ms. Mary Jo Wiemiller, Dr. Doug Woods

**Members excused:** Dr. William Lobb

**Members not present:**

**Guests:** Dr. Eugenia Afinoguénova, Dr. Elizabeth Angeli, Dr. John Baworowsky, Dr. Scott Beardsley, Mr. Mark Berlin, Ms. Amie Billstrom, Ms. Jacqueline Black, Dr. Corinne Bloch-Mullins, Ms. Amy Cary, Dr. Yoon Choi, Ms. Maria Cooper, Dr. Scott Dale, Dr. Tara Daly, Dr. Anya Degenshein, Rev. Ryan Duns, Ms. Ana Escudero, Dr. Mark Federle, Ms. Alissa Fial, Ms. Jean Fischer, Dr. Shannon Freire, Mr. Pete Fronk, Dr. Melissa Ganz, Mr. Kurt Gering, Dr. Kim Halula, Dr. April Harkins, Dr. Kimberly Ann Harris, Dr. Todd Hernandez, Dr. Heather Hlavka, Dr. Jeanne Hossenlopp, Ms. Sarah Kizuk, Dr. Lynne Knobloch-Fedders, Dr. Lezlie Knox, Dr. Jeanette Kraemer, Dr. Janet Krejci, Dr. John LaDisa Jr., Dr. Felissa Lee, Ms. Laura MacBride, Dr. Michelle Medeiros, Dr. Sameena Mulla, Dr. J. Patrick Mullins, Dr. Amy Newman, Dr. Brian Palmer-Rubin, Dr. Julia Paulk, Dr. Cindy Petrites, Dr. Richard Povinelli, Dr. J.W. Andrew Ranson, Ms. Alix Riley, Ms. Rebecca Schano, Dr. Melissa Shew, Dr. Nicolle Skoien, Dr. Aleksandra Snowden, Mr. Christopher Stolarski, Dr. Meghan Stroshine, Dr. Yelizaveta (Liza) Strakhov, Ms. Rosemary Stuart, Dr. Jeffrey Toth, Dr. Jenny Watson, Mrs. Lisa Weber, Dr. William Welburn, Mr. Nathan Wiley

I. The Chair observed a quorum and called the meeting to order at 3:00 pm.

II. Reflection was given by Dr. Doris Walker-Dalhouse

III. Approval of September 21, 2020 meeting minutes

- Motion to approve: Tim Melchert
- Second: Arndt Guentsch
- Passed without objection

IV. Chair's Report – Dr. Sumana Chattopadhyay

- Senate Chair thanks everyone for their participation in the campus meetings and work groups during this semester. The town hall Q&A will be posted this week.
- A meeting was held with the co-chairs of the Academic Planning Work Groups to create a plan for keeping the campus apprised of information and feedback forums; we plan to have surveys and online input forms to gather suggestions. There will be listening sessions that will be happening soon too. Communication will be forthcoming this week.
- Chair reminds everyone that Annual Enrollment begins October 26 and lasts through November 13. Please go online to view the benefits presentation. You also should have received a flyer at home with this information. You may communicate with a benefits educator beginning today. There are three major changes this year: spousal surcharge, four coverage tiers rather than three, and expanded Teledoc services for mental and behavioral health. Lynn Mellantine from HR is leading this effort, so she can answer questions as well.

V. Vice Chair's Report – Dr. Allison Abbott

- Chair reports that Faculty Council is working on ways to solicit information from faculty for the work groups. They will be working on other senate charges such as having more representation on the university finance committee. Please submit your name to the Senate Chair if you are interested in this role.

VI. Secretary's Report – Ms. Rebecca Blemberg

- Taylor Ralph has replaced Heather James' vacated senate seat for the library.

#### VII. Provost's Report – Dr. Kimo Ah Yun, Provost

- The Provost thanks everyone who is participating in the work groups and listening sessions. This is an important process for leadership to get information from the campus community. We have multiple groups working together, and we will need to align these ideas and recommendations in order to address the budget gap. It is important that we marry the work that these groups are doing with work being done by the deans and vice provosts, so we can make final decisions.
- We are grateful to have a really good plan in place to address COVID-19. We have 37 days until the end of in-person instruction. People are working hard to keep this campus community safe. There are five gates we consider: percentage of positive test results, testing results, quarantine and isolation space, PPE availability, and contact tracing. We are doing well on four of the five gates. The percent positive is the red gate. We are at 11% for our 7-day average, and the state of Wisconsin is currently experiencing a high percent positive. You can track this information on the university website.
- I have been looking through the OIRA data re: the student survey. Our retention data from first to second year continues to be good. Our diverse population is in line with where we expect it to be, at least with university averages. I encourage you to take a look at the data.
- Discussion/Questions: none
- Senate Chair welcomes Sumari Price as the new MUSG representative.

#### VIII. Book Marq Fall Recap and Plans for Spring – Mr. Pete Fronk, Book Marq Store Manager

- Pete extends his appreciation for the opportunity to present today. He is grateful for everyone's patience and understanding during this semester. Following the March decision to go remote, the store was closed to the public, and all staff except Pete were furloughed. There were only three people on staff from May to July; then they had to bring in brand new staff for the fall semester. During this time the staff were receiving rental returns from the spring semester by mail, acquiring adoptions for the summer term, and processing orders for those enrolled in summer courses. The goal was to receive all summer adoptions by end of May/beginning of June; however, faculty immediately shared their concerns due to the uncertainty of course modality and changes to academic schedules in various departments. By the end of July, only 86% of the adoptions were in. It took time to communicate these issues with the faculty and the publishers. Publisher orders were delayed; delivery was fragmented, and there were many old editions and out of print books. An expected decline in enrollment and text book sales complicated matters. The Book Marq did not expect the volume of orders received in the fall before classes even began. There was a marked increase in book rentals from the previous fall (from ~1800 to ~2800). The book store unprepared for fulfilling orders for coursework that was assigned prior to the beginning of the semester. This was an assumption by staff that they would have been informed of this. By the first week of August, staff received dozens of emails from students and parents who were looking for books prior to classes starting.
- Having a better understanding of COVID on operations, the book store now needs to focus on avoiding these obstacles in the spring. All adoptions need to be submitted by November 2. The sooner orders are received, the sooner staff can get these to the publishers and concentrate on getting materials in the hands of the students. Faculty should also be certain the textbooks are current with the publisher. Please avoid using Amazon for this purpose. When selecting course materials, options are always good, except when there are too many that it creates confusion. Pete encouraged faculty to adopt the most affordable option; students rarely are willing to pay 30-50% more for a hard cover version of a textbook. Best options are rental-only and bundled versions. Please email the book store if you plan to assign coursework prior to the beginning of the semester and get your adoptions in as early as possible. The Book Marq is planning a higher frequency of messaging to departments/administrators as well as students and families.
- Beginning on Monday, November 30, the Book Marq will be remodeling the store. They plan to be open during this time (3 weeks) and will continue to provide materials as expected. The Book Marq hopes to return to offering the additional services as it did pre-COVID. Please reach out to Pete Fronk with any special requests or if you would like him to present to your department.
- Discussion/Questions:
  - Comment: please increase message to faculty too regarding course adoptions. I was frustrated because my

entire freshman class did not receive their books. It would have been helpful to me to have received an email from the Book Marq directly that my course adoptions were not available. If there could be a system that enables us to be more informed on book orders, that would be helpful for us.

- Peter: under normal circumstances we would not have been as challenged. Normally Rodney would have followed up with faculty about course adoption delays. Within less than a week's time we received over 400 adoptions in less than a month before classes started, so I had to redirect him to placing orders and training staff. This was the most challenging time I have faced in 15 years. I think if we see less schedule changes, we won't have as many challenges as we did this current term. I do apologize.
- Chat comment: the Book Marq has saved me due to my own late orders many times. Thank you for your efforts in helping us to understand the process.

#### IX. Presentation on State of the Campus for Diversity, Equity and Inclusion – Dr. William Welburn, Vice President for Inclusive Excellence

- This has been a really challenging year for so many of us. In addition to navigating teaching and research and working with students in the midst of COVID, we have been facing challenges on unequal footing. I hope that we as a campus will work to heal, unite and restore as we sort through these challenges. I will present in three areas related to how we worked to plan 'We Are All Marquette', which focuses on institutional diversity and inclusion. This will be up on the web and you can monitor its progress.
  - 1) Racial Disparities in Comfort with Campus: The Black Student Council has begun to get us onboard with 21<sup>st</sup> century reality around racism as it affects student life in higher education. In the 2015 Campus Climate Study, the Black students reported that they felt generally uncomfortable on campus. An alum who had spoken with the College of Communication said that DEI initiatives do not work until you deal with the fundamental issues of racial and social justice. We need to look at these disparities. Institutional responses include: a second climate study (we hope to have the results in early November which will include OIRA data); creating new curriculum opportunities in the Core of Common Studies (and beyond as faculty look to redesign courses to address racial issues); education and training for employees and students (through president's CORE initiative and Unlearning Racism sessions); 2020-21 Marquette Forum: Acknowledging and Healing Racial Inequity: A cultural audit of our campus was completed. Jacki Black has been very instrumental in many of these initiatives.
  - 2) Enrolling Students of Color: In terms of raw numbers, we got close to 600 Black students on campus in the late 1970s, and we have not been able to achieve that since. We are at about 400 now. Over a period of almost fifty years, we have not grown the Black student population on campus, nor has the percentage grown. If we look at the work of the President's CORE initiative, this is really at the heart of this issue. We have *increased* Black graduate students over this same time period when our undergraduate student population has not changed that much. The percentage of Black graduate students has actually surpassed the percentage of Black undergraduate students. This is a phenomenon that I have never seen. Institutional responses include: increasing Black student enrollment (through CORE initiative), strengthening engagement with Milwaukee's Black community, and refocusing resources and support to make sure Black students are both enrolling and succeeding at Marquette.
  - 3) Faculty Trends: There are more LatinX tenure track and tenured faculty on campus. The percentage of faculty has grown a little bit in the last couple of years, largely due to the REIS cluster hiring initiatives; the percentages have now surpassed 2014. The comparison median is other comparative institutions, many Jesuit and some Catholic, like Notre Dame, and hopefully we will have surpassed the median for LatinX faculty. Looking at Black faculty trends, we can see that we had been doing a better job in relation to comparison median. While this is only 5.3%, we are now in the top third of comparative institutions. For Asian faculty trends, we have fallen below our comparison group. While that number has gone up at other institutions, we have flattened out and dropped a little. Asian faculty constitute about 42-43% of faculty of color on campus, but that number has slipped just a little. Institutional response: faculty diversity initiatives, support for interdisciplinary academic programs and developing mechanisms for keeping them here, and support for women in science through NSF-ADVANCE. It all really boils down to changing habits.
- Discussion/Questions:

- Chair comment: you mentioned the president's initiative in your presentation. Could you talk about that?
  - *A: William - I encourage everyone to read the executive order in order to get the full effect of it. In the conversations with both colleagues across the AJCU and within campus, there have been concerns to which the executive order applies to higher educational institutions. It revolves around the idea of whether or not the institution has business that contracts with the federal government (had previously just applied to federal agencies, but now applies to any business that is contracted with the federal government). This applies to these entities not providing diversity training on that basis. There has been a lot of discussion about what that means as well as conversations happening across AJCU and some institutions postponing diversity training for the time being. Others like Regis have decided to move forward regardless. Hopefully we will get a clearer idea about this soon. There is a current ACLU suit challenging the executive order.*
  
- Q: Today faculty were notified that all of the REIS searches were cancelled. Can you speak to this and speak to whether or not other faculty searches on campus are still ongoing (such as Physical Therapy)?
  - *A: Kimo - we are preparing for a sizable reduction, and the deans are looking at their colleges to find a path for this. There was a decision to hold off on those positions for now. This is being done in an effort not to let people go only to bring new people to campus. Work groups are currently working on this to come up with some solutions. There are required positions that are currently posted due to accreditation issues for those programs. This is all being done on a case-by-case basis.*
  - *A: William – there were three positions in REIS, the third one being in nursing, and as far as I know, they are moving forward with that search. I do not see this as targeted at REIS at all. It is likely a decision within the college. It is not coming from outside the college. My role is to continue to affirm support for REIS; this is a program that I believe strongly in and I will do whatever I can to make sure it succeeds. Dean Bostic mentions in the chat that all ANS searches are cancelled.*
  - *A: Kimo – we are looking at how we close the budget gap, and the most recently hired faculty are our diverse faculty, and we need to maintain the flexibility to keep them.*
  
- Q: I know that you, William, have expressed a deep commitment to HSI initiatives, but it was not explicitly stated in the program today, and this semester I have found in meetings with the Provost and the Dean, a dismissal of the program. In what ways is Marquette staying committed to HSI? What are the material ways in regard to resources in both staffing and financial aid being made available to our students?
  - *A: Kimo – it seems that we have this conversation over and over. If you look at the last 6 years, there is a steady increase in the percentage of Hispanic students at Marquette. Last year to this year we went from 14% to 14.8%. I had a chance to talk to Jacki Black today, and we are in a different financial position than we were even two years ago. We absolutely continue to strive toward HSI status. I don't know the timeline because we need to stabilize where we are and then figure out how to move that initiative forward. But it continues to be a priority for the university. We just don't have a clear path for how or when that happens.*
  - *A: William – it was an astute observation that it was not included in my presentation. It should have been because it is clearly integral in what we are doing on my end. In my efforts to talk specifically about issues regarding Black students this summer, I fell into the trap of not making this integrative. HSI's integration of a culture shift on this campus is what has impressed me about its plan. I am fully in support of HSI. We need to continue to support these initiatives in terms of students and faculty.*
  - *Sergio – Kimo, you say this timeline is not clear, but when this was first presented to both the Marquette community and Milwaukee's LatinX community (which should be a fundamental partner in this project), it [the timeline] was a decade. We need to be clear not only here in the UAS, but with our partners across the community who Marquette has continuously faulted and has failed to meet its obligations. If we are not going to meet these goals, then we need to be clear about that because families and other stakeholders are expecting more.*
  - *Kimo – I did talk to Jacki about this today. If we need to go out and talk with community partners about this, I am happy to do it. We did not see ourselves in the middle of a COVID pandemic as well as reductions in enrollment that are having tremendous impacts on our budget. Regarding diversity, equity and inclusion: when I have had to make strategic choices over the last couple of years to figure out how we needed to make budget reductions for a variety of reasons, I have never reduced William's budget. I have told William that it is a priority to maintain that budget because we know that's the work we need to do.*
  - *William – I keep wondering if I am ever going to take a hit. We have been able to use resources to do what we need to do across campus to respond to needs as they arise. I do worry about our Marquette community showing evidence that we maintain commitments. We need to figure out what happened to*

*the commitments we had with the Black community as well as the Indigenous communities. This is what keeps those of us who work on diversity issues up at night.*

- X. Presentation on the University's Research Vision – Dr. Jeanne Hossenlopp, Vice President for Research and Innovation
- Jeanne begins with the university's Mission Statement. Research and scholarship has been embedded in our mission all along. I invite you to remember this language about the advancement and sharing of knowledge because you will see a resonance of this a little later on. This will be framed in the context of our strategic plan. The Carnegie classification gets updated about every 4 years. In 2011, we found out that we dropped out of R2 and that was troubling. When we set up Beyond Boundaries, we set out to achieve "high" research Carnegie classification; we wanted to move back into R2. By the next Carnegie update, we had moved back into that R2 classification. We retained that in 2019, and currently we are a mid-R2. In 2015, we decided to set the ambitious goal of doubling our research. The BOT wanted to see a quantitative metric, so we set R&D expenditures as the primary metric. Quality and impact of research is also important, so we added the additional metric of faculty awards/fellowship tracked by Center for Measuring University Performance. These, however, were not great indicators to use to monitor across the entire campus. The other challenge is the Center does not update its data in a quick timeframe (lags by 2-3 years), so it was not helpful to measure progress. We did not expect people to double the rate of their publications; there are lots of ways to look at quality.
  - R&D expenditures are not restricted to National Science Foundation (NSF). R&D is defined as "creative and systemic work undertaken in order to increase the stock of knowledge – including knowledge of humankind, culture and society – and to devise new applications of available knowledge." This is resonant with our strategic plan. The scholarly work gets tracked in the R&D expenditures. The largest piece of this is institutional (travel awards, sabbatical term salary, faculty incentive accounts, university-funded graduate research assistants). Other support includes donor support (deans fund-raising for restricted funds) and federally-funded R&D. We had a record year in 2019 for federally-funded support. These three categories represent 89% of our total R&D. If we want to continue to grow, we need to find other ways to support faculty research efforts. We were on a roughly linear trajectory from 2009 to 2015, and we decided that we wanted to double this in a 5-year window. We garnered some internal resources but not all, so that slowed our progress. We continued to grow regardless. Other institutions (such as Wake Forest) noticed our growth. In 2019, we had a great year, and in the first quarter of 2020, we had solid growth until COVID hit. Then we needed to ramp down, and we will fall around \$37mil. Rana Altenburg is working on stimulus funding efforts, and we have others in Washington DC to support this. We are hoping to see some research recovery stimulus package after the inauguration. I think we will be competitive for this.
  - Roles of grants: direct support of research projects, support of students (FY19: \$4mil total undergrad and grad student expenditures), revenue via facilities and administrative costs (FY19: \$4.3mil).
  - Carnegie classification: Baylor looks a lot like Marquette, but looking at some other schools for comparison, they have more PhDs awarded. Brandeis is a small school and they do a great deal of science R&D and they are an R1 institution. Dayton doubles Brandeis expenditures, but they have a small numbers of PhD students, especially in humanities. They are still an R2. The University of Texas is an R1 but driven by the large number of PhDs they award.
  - As we plan for the future, I want to go back to the goal statement for Research in Action: *Advance Marquette as a university committed to research and scholarship with a distinctive emphasis on excellence in strategically defined areas, including innovation.* As a Focused R2 institution, we want to identify areas of focus (interdisciplinary, high impact, mission-related) and growth, determine strategies to most effectively leverage more limited internal funds, and factor in how to address impact on research activity outside of the primary focus area. You can participate through the Research work group by contacting Noelle Brigden or me, co-chairs of the work group. We welcome your input. There are listening sessions and Educational Advisory Board webinars being planned.
  - Discussion/Questions – none.
- XI. Setting Enrollment Projections for 2021 – Dr. John Baworowsky, Vice President for Enrollment Management
- When we think about a financial aid strategy, we want to do four things: make college affordable, contribute directly to institutional goals, optimize distribution of aid to serve more students, maximize net revenue.
  - The five things important to Marquette in this context are: academic profile, enrollment, net revenue, institutional gift aid, and discount rate. As we build our model, we are looking mostly at enrollment and net revenue. The reason is that it is not part of our immediate plan to work at changing our academic profile. Net revenue is what we can spend on salaries and university expenses. Three elements must be present for students to enroll: students' ability to pay (wide differences within our student body), students' willingness to pay (this is where the

- Marquette brand comes into play), and a strategic financial aid plan.
- The strategic financial aid matrix involves the willingness to pay with ability to pay. It starts with the Pell grant students and goes to those who do not even file a FASFA form (over a quarter of all undergrad students). Willingness to pay varies by program. For example, there is a high willingness to pay in the nursing program, which is a high quality program with limited class seats. We study the willingness to pay with ability to pay at a college level every year. We look at the enrolled students and non-enrolled students and sort them in cells by college. Here is an overview of the brightest, full-Pell students. Only 13 of the 123 admitted students enrolled. The yield rate was 10.6%, which was a decline of 2.5% from the previous year. Average aid package of \$51,911. There is a wide range of academic ability in this top tier. We look at the yield rates within these cells (54 in each college) and then look at net revenue. If we wanted to enroll a class of incredibly bright all full-Pell students we would have too little net revenue that we could not make the budget (86.9% tuition discount rate). We look to have a balance of students who have a high ability to pay with those with more financial need. The ultimate goal is to hit an appropriate headcount and net revenue target. This year the ELT and BOT made it clear to us that we should use the net tuition revenue from this fall as a baseline and assume a 0% tuition increase. This was favorable to us to build a financial aid model. We use econometric modeling and three years of data to build a model that hits an optimal goal. Then we show a couple of different models to ELT to arrive at the goal we have. The discount this year rose to 54.4%. We will use this and the net revenue as a baseline for next year. The two reasons we saw the \$932 decline in net revenue were family income declining and other universities creating COVID grants, and a skewing of our deposits toward the three highest academic tiers of the five we measure. Students in the higher academic tiers tend to get more money than the ones in the lower tiers; because of this we saw declining net revenue. We need to balance this out to get more students in the lower academic tiers because those are the ones who pay a lot of money and allow us to support our diversity, first generation students, and very high need students. We are estimating an increase of only 14 people for next year (essentially flat), but we need to admit the right number of students. We were able to give out larger scholarships to encourage students to make earlier decisions this year. To hit the 12,655 admitted students will be a heavy lift for admissions. Many students are delaying college decisions and struggling with high school learning. The guidance counselors are telling us to be patient. If we can hit the admitted goal, we expect to hit the first year enrollment goal of 1770. The enrollment goals are not set by what the institution would like to see or the fact that we did not hit our goal last year, so we don't set too large of a target for next year. There is a lot of modeling behind this.
- Discussion/Questions
  - Q: You mentioned that this is econometrics model. What is the model and what is the software?
    - *A: John – the software is developed by a company called RNL that does financial aid modeling for universities. The model looks at the wins and losses, and it has a number of factors based into it. It looks at our predictive quality, GPA, how we predict they will do here, need level, ethnicity, first generation, and their academic program. All of these have various weights in the model as it assesses how applicants the previous three years have behaved to offer advice on how they are predicted to behave going forward.*
  - Comment: Ethnicity is a predictor in this model? Then it is fundamentally biased, and whatever you are putting into it, you have biased outcomes. We never put ethnicity into any models we are building for high-stakes decision-making. This pollutes other categories. I also wanted to recognize that this not a model that is built in-house; it is outsourced.
  - Q: Can we triangulate this model with others?
    - *A: John – we are going to experiment with a second company who will be building a parallel model that we are testing for two of our colleges. One of our university donors is funding this for us, and we are kicking it off tomorrow. After this year, we are putting out to bid to a number of companies to see if there is a better modeling for us. The model was pretty remarkable at predicting our headcount and net revenue goals pre-COVID. The model cannot predict the distribution of admitted students.*
  - Q: Is there any way to think about in-house model building?
    - *A: John – Yes. Alix Riley and OIRA and I have been talking about this. Before COVID hit, we decided that we did want to take this in-house. Before RNL, we used a firm called McGuire and Associates, and the lead modeler struck out on her own and created her own company. We were*

*thinking of hiring her to teach us how to do financial aid modeling. We would hire an expert then to do this; there would be a joint report to Alix and myself. We do not spend a lot of money on this (way less than one salaried position in OIRA or Financial Aid Office), but we agree we need to know how to do this ourselves and bring it in-house.*

- Q: We often hear a lot of talk about the discount rate and how it has changed. Can you explain the discount rate and how it is applied across colleges?
  - *A: John - the discount rate varies greatly across colleges. I am pretty transparent with this and shared with the deans all of their discount rates. This varies by need level of the students and their willingness to pay. There is a low discount rate in Nursing and Comm. But College of Engineering is around 60% because it has some of the highest achieving academic students. There are two discount rates: a total discount rate (true measure of what someone is able and willing to pay), and then there is the unfunded discount rate. What's taking place on the side is UA raising money to give out funded scholarships; this does not cost us anything as an institution. The funded aid is then realized as net revenue on the student. The real discount rate we are concerned about is the unfunded; this is the tuition revenue we don't get (coupon we give to a student to lower the price of tuition beyond any money a donor would put in). The unfunded discount rate varies by college as well. Engineering has a long history of raising a lot of money (funded aid) to pay for scholarships such as Opus. Every college has a certain amount of funded aid. The only one that has almost none is Health Sciences.*

XIII. University Board of Undergraduate Studies – Dr. John Su, Vice Provost for Academic Affairs

Informed on decision: Intended language in Undergraduate 2021-2022 Bulletin ([Att. XIII](#))

- This is a clarification of intended language in the Undergraduate Bulletin for the transfer policy for the Marquette Core Curriculum. The change was made because we have an increase in transfer students from nontraditional backgrounds, and they will want to enter during the summer to take a course or two, not as a fulltime student. The challenge is if they start in summer they won't necessarily have their transcripts from their previous institution ready yet. It is really the first fall or spring term that the transcript needs to be submitted within 30 days.
- Discussion/Questions – none

XIV. University Board of Graduate Studies – Dr. Douglas Woods, Vice Provost for Graduate and Professional Studies and Dean of the Graduate School

Informed on decision: Change to the Section 6 of the Academic Approval Process related to Accelerated Bachelor's/Graduate Degree Programs (ADP) (Att. XIV)

- Currently the Accelerated Degree Programs already exist as approved graduate programs. The department decides they want to do an accelerated pathway and the dean of the home college approves that and sends it to the Graduate School. The Graduate School dean then approves that based on the authority given by UBGS. We realized there was not a loop back to UBGS, UAS, and the board, so we have added in some language that after the dean of the Graduate School approves the ADP pathway to an already-existing graduate program, the UBGS and UAS will be informed. Then the provost signs off on it. This closes the loop. The only other change was one minor language clarification. They offer early acceptance rather than admission.
- Discussion/Questions
  - Q: I think the UBGS had weighed in on some of these programs previously; this sounds like it is entirely administrative. Is this more informing rather than discussion?
    - *A: Doug – no, the last time we talked about an ADP was a discussion of whether there could be accelerated PhD programs; that was a novel approach to things. But we are talking about, for example, if we have an existing master's degree in History, and they want to create an accelerated option (if the program already exists), then they would lay out their accelerated option; the dean would sign off on it and then UBGS would give the Graduate School dean the authority to sign off on it. Then we would inform UBGS that the pathway has been approved. There is no change in how it is working; it is more just circling back to let UBGS know it is approved.*

- XV. Adjourned at 4:58pm
- Motion to adjourn: Tim Melchert
  - Second: Patrick Loftis
  - Passed without objection

Respectfully submitted,  
Ms. Rebecca Blemberg  
UAS Secretary

**The next meeting will be Monday, November 16, 2020 at 3:00 p.m. in Teams.**