University Board of Graduate Studies  
Thursday, February 14, 2019, 2:30-4:00 p.m.  
Raynor, Lower Level, Conference Room C

Minutes

Present:  Said Audi, Sharon Chubbuck (chair), Scott D’Urso (vice chair), Leah Flack, Marilyn Frenn, Kim Halula (secretary), Jim Hoelzle, Margaret Nettesheim-Hoffman, Farrokh Nourzad, Michael O’Hear

Present, non-voting: Carrianne Hayslett, Jenny Staab (note taker), Theresa Tobin, Carl Wainscott (by phone), Doug Woods (3:11 p.m.)

Not present: Ed Blumenthal, Drew Dentino

I.  Call to order.  At 2:34 p.m. by Dr. Chubbuck.

II.  Approval of minutes.  January 17, 2019, minutes were approved electronically by a majority of the Board.

III. Reports.

A.  Graduate School Associate Dean for Strategic Innovation and Academic Program Development.  - Carrianne Hayslett

Graduate Student Week.  Dr. Hayslett encouraged the group to spread the word about events during Graduate Student Week, February 18-22, and especially encouraged attendance at the Three-Minute Thesis competition, February 22.

B.  Graduate School Associate Dean for Academic Affairs and Student Development. - Theresa Tobin

Career Boot Camp.  This pilot program will be May 20-24, right after Commencement.  Dr. Tobin is working with Miss Nettesheim-Hoffman on setting up the registration website (through Eventbrite) and preparing marketing materials.

C.  UBGS Chair. - Sharon Chubbuck

University Academic Senate (UAS) statutes follow up.  Dr. Chubbuck will be reporting at the UAS meeting February 18 on items covered in the last UBGS meeting, and she has already informed Michelle Mynlieff, the Senate chair, that UBGS would like its name changed to “University Board of Graduate and Professional Studies (UBGPS).”

IV.  Business.

A.  Discussion.  Reconsider number of master’s credits that may be used to satisfy PhD-program coursework requirements, if the master’s is also earned at Marquette.  - Steve Heinrich

The current policy limits the number of master’s credits to 50% of the required doctoral credits up to 30 credits.  At least 21 credits of coursework exclusive of the dissertation must be taken at Marquette.  This proposal is suggesting—for students whose master’s degree is from Marquette—to drop the 50% requirement, to keep the maximum transferrable credits at 30 and to reduce the 21-credit requirement to 15.  The primary motivation of the Civil, Environmental and Construction Engineering Department is that most of the students interested in the PhD program have their master’s degrees from Marquette, and the department would like to move them right into the PhD program.  Usually during the last semester of their master’s, they’re working on their thesis.  They have funding and the availability to start taking PhD classes while technically still in the master’s program.  Currently to do this we need to obtain waivers, which requires much administrative work.  It would be better to have a more robust system in place.  Also, if a
student has 30 credits of master’s coursework, e.g., the student could only use 21 of those towards a PhD. Due to the current policy, we’re losing prospective students to other schools that are accepting all the students’ Marquette master’s credits into their PhD programs.

Mr. Wainscott has checked with the Higher Learning Commission regarding this proposal and there were no issues. He will look into any other possible impact it might have.

Dr. Chubbuck closed the discussion saying that UBGs will revisit and vote on this proposal at the next meeting.

B. Proposed additional step to graduate program reviews. - Sharon Chubbuck

This item relates to the UAS statutes discussion from the last meeting, regarding the responsibility of UBGs to oversee and evaluate programs. Points that came up during the last meeting’s discussion included that the program review process doesn’t adequately review graduate programs, and there are not enough faculty on the review committee.

Dr. Woods has recently spoken with Jenny Watson, who is on the academic program review committee, about the idea of adding a step in the review process of having the head of the department under review meet with UBGs before meeting with the review committee. This would give UBGs the opportunity to discuss the review with the department head and give input to the review committee.

Comments during discussion included:

- Adding that extra step in the process would involve extensive work and take up much time for UBGs, a concern especially during the lengthier meetings with new program proposals.
- Department heads would need to be afforded sufficient time to discuss their reviews at the UBGs meetings so that the discussions would not serve merely as a formality.
- Rather than UBGs sending a report to the review committee to better inform the process, it may be more helpful to see what would be reviewed.
- Instead of adding a step to the process, an option could be to check the review committee’s guidelines, particularly regarding graduate programs, and to ask that more faculty serve on the committee.
- The UAS statutes could be left as they are and UBGs could work out what they mean in practice.
- The language of the statutes regarding program review could be changed to say something like, “The UBGs recommends policies to the provost’s office for review of graduate and professional programs.”

During a meeting of the Academic Deans Council earlier this day, Dr. Woods spoke about the question of UBGs’s role in the oversight of professional programs. The general sense expressed among the professional program deans was that they’re fine with the UBGs’s role of approving new programs. Regarding other areas of oversight mentioned in the UAS statutes like formulating policy on admission requirements, academic standards and procedures, etc., they have to meet professional accreditation standards which supersede the UBGs. The accreditation process is quite involved, and it would perhaps not be worth the programs’ labor costs of putting these things through UBGs.

Dr. Woods suggested that UBGs could request an annual report on accreditation studies. Dr. Halula replied that if these reports already exist, knowing where they are housed would be enough.

Dr. Chubbuck suggested forming a subcommittee to sort this out. Sharon Chubbuck, Kim Halula, Carrianne Hayslett, Michael O’Hear, and Doug Woods volunteered to serve on this subcommittee.

Dr. Chubbuck described two charges for the subcommittee: 1) Look at the UAS statutes and the language to decide where UBGs can fulfill its role as currently expressed and where questions still remain. 2) Look at
the review committee guidelines to see what input UBGS would have and what its role would be in the review process. Dr. Hayslett added that there are two issues, related but separate, for the subcommittee to work out: 1) What do we have oversight of and how is that oversight done? 2) What is the broader role of UBGS over professional studies?

The subcommittee can suggest a modification of the statutes to more conform to the responsibilities of this body and study what the implications of the policy would be.

C. Discussion: Allowing Accelerated Degree Programs (ADPs) for doctoral programs: PhDs and professional degrees. - Carl Wainscott

Mr. Wainscott explained that it appears that Nursing is advocating for the PhD, that there is nothing from the Higher Learning Commission to prevent it, and that nothing is preventing the Graduate School from considering it. It’s up to UBGS to decide.

Dr. Frenn explained that in practice nursing students currently can take graduate courses but can’t use them for the PhD degree unless the ADP program would allow for it. Nursing wants them to have the opportunity to use these graduate courses in a graduate program, so they can keep moving forward, instead of just taking graduate courses and not being able to use them for graduate credit. We have a shortage of PhDs in Nursing, and we want to facilitate students’ progress towards a PhD. We have very bright students. Courses would be in the bridge of six master’s courses to the PhD. The college would approve what courses they could take for each relevant program. In the ADP, they do it as an undergraduate. They apply to a graduate course and get accepted. So these are the same courses that could be applied to a PhD, even though they’re master’s courses. This would not be a new program. The college would want this for the Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP) and the PhD.

Comments during discussion included:

- The current ADP policy only mentions master’s students, so we would need to clarify it to allow for this case.
- It could be an option for everyone, not just Nursing, but each program would apply separately.
- Do we want to allow undergraduates to be taking PhD, i.e. 8000-level, courses? We could say, “No course above a 6000-level would be allowed for an ADP.” This would allow the process to go forward.
- We do currently accept master’s credits to transfer into a PhD program.

Dr. Frenn will draft language for an ADP policy update, and Dr. Woods will work with her. They will send the policy draft out for comment, and then bring it to UBGS for a vote.

V. Adjourn. Dr. Chubbuck adjourned the meeting at 3:49 p.m.

________________________

Scheduled meetings for 2018-19 Academic Year

Thursdays, 2:30 - 4:00 p.m., in Raynor Library Lower Level, Conference Rm C.

| Mar 7, 2019 | Apr 4, 2019 | May 2, 2019 |