University Board of Graduate Studies
Thursday, October 3, 2019, 2:30-4:00 p.m.
Raynor, Lower Level, Conference Room C

Minutes

Present: Jill Birren, Ed Blumenthal (chair), Jim Hoelzle, Norah Johnson, Sarah Kizuk, Farrokh Nourzad, Michael O’Hear (secretary), Paula Papanek, Jeff Starke (vice chair), Peter Staudenmaier

Present, non-voting: Carrianne Hayslett, Jenny Staab (note taker), Theresa Tobin, Doug Woods

Not present: Scott D’Urso, Dawei Liu, Lars Olson (Senate liaison), Carl Wainscott

I. Call to order. At 2:33 p.m. by Dr. Blumenthal.

II. Approval of minutes. September 5, 2019, minutes were approved electronically by a majority of the Board.

III. Reports.

A. Graduate School Dean. - Doug Woods

Fall 2019 enrollment. We have 3330 graduate/professional students enrolled, which is the highest enrollment since 2014. We’ve also met our Graduate School budget.

Humanities master’s tuition-reduction plan rollout. The Office of Marketing and Communication (OMC) together with the Graduate School has worked out a plan for the rollout which will be going public in two weeks.

Graduate/professional education brand awareness campaign. In conjunction with OMC, we’ve learned that in this region (northern Illinois and around Milwaukee), Marquette is not thought of as a place for graduate education. To remedy this situation, we’ll soon be implementing a brand awareness campaign to help people see Marquette as a source of graduate education.

Graduate student task force update. The task force includes 20 people from across campus, including 7 graduate students. Its purpose is to find out what issues are important to graduate students, how to improve their student experience and to make recommendations to the administration. The first meeting will be next week, and the plan is to complete the task by the end of this 2019 fall semester.

Spanish master’s programs suspending admissions. The Spanish master’s program is currently designed to train the students to be Spanish teachers, but graduates of the program will be faced with a poor job market in this area. Also, the department is saying they don’t have enough TAs to support the program, so they’ve decided to suspend admissions until they can determine how to rebuild the program/curriculum.

UBGS note-taker. Dr. Woods announced that Jenny Staab, his administrative assistant and the UBGS note-taker for the past three years, will be transferring to a new position at Marquette, and he thanked her for her services.

TA/RA/GA reallocation update. About a month ago, Dr. Woods sent out assistantship data to department heads and directors of graduate studies for them to review and let him know of changes. The final updated data will be sent out today or tomorrow. Programs will have until November 1 to complete the application if they wish to request new TA/GA/RA lines. Dr. Woods will share these requests with the
reallocation committee, made up of representatives from across the colleges, that will review the requests and make recommendations to Dr. Woods. He will consider the recommendations of the committee and make final decisions on allocations in consultation with the home-college deans. He will then inform programs of the final allocations no later than December 15, 2019. These allocations will be in place for three years.

**Winter conferral of doctoral degrees and hooding ceremony.** The number of applicants to this ceremony has been going down the past few years from 18 (the highest) to 11 or fewer currently. He explained that due to the cost and staff demands, it may not be a good idea to continue holding the ceremony. He emailed all the DGSs to get their input, and most have agreed that it makes sense not to do it due to the participant/cost ratio. We’ve reached out to candidates to see if they have any concerns for their families. If the candidates are all OK with this, we’ll invite them to attend the May ceremony instead.

**Administrative searches update:** Rev. James Voiss, S.J., rector of the Jesuit community at Gonzaga University, will be starting January 1, 2020, as the next vice president for mission and ministry. The CFO search is finishing, and we may be hearing an announcement soon. The provost search is planned to finish by November 15. Next in line to finish is the search for the dean of the College of Business Administration, followed a couple months later by the search for the dean of the College of Arts and Sciences.

**IV. Business.**

A. **Policy update to allow non-tenure track faculty to serve as co-chairs of thesis committees.**

- Carrianne Hayslett

This proposed policy revision started with the question of whether non-tenure track faculty could be thesis committee chairs. During discussion at the last UBGS meeting, it was decided that they could be co-chairs if in alignment with the university’s faculty credentialing policy and with the department’s guidelines.

During this meeting’s discussion, it was brought up that since the university’s credentialing policy on thesis committee membership already applies to all faculty, it probably doesn’t need to be repeated in this policy.

**Motion:** To adopt the policy update as indicated in the attachment.

Made by Ed Blumenthal, seconded by Farrokh Nourzad. No further discussion.

**Motion carried:** unanimous–10 in favor.

B. **Policy update regarding transfer of credit.** - Carrianne Hayslett

The current policy states that particular credit levels of a program only allow so many credits to be transferred in. But we now have accelerated degree programs (ADPs) which have exceptions for these transferrable credit limitations, and we have certificates, whose credits are all allowed to transfer towards master’s programs. Currently, these exceptions are not reflected in our policy, but all these programs were approved with those allowable credit transfers in them. We’re proposing to bring the policy up to date with what we’ve been doing, while making sure it aligns with the Higher Learning Commission (HLC).

Comments during discussion included:

- It may be better to use the language “master’s programs” rather than “master’s degrees,” because certificates are not degrees. Dr. Hayslett will refer this question to Mr. Wainscott.
- The language “in the field of study” has been misinterpreted numerous times.
• If someone doesn’t complete the certificate, and then decides to apply for the master’s or takes classes in a non-degree status, does the old rule then take effect regarding the limited number of transferrable credits? This question can be investigated in a future meeting and can be broadened to include an overall look at the policy of transferrable Marquette credits. We would need to check on the HLC guidelines and also keep in mind that there would need to be a time limit, because a course can completely change over time.

Motion: To modify the transfer of credit policy as outlined in the agenda attachment. Made by Ed Blumenthal, seconded by Jeff Starke, no further discussion. Motion carried: unanimous–10 in favor.

C. Discussion regarding the possibility of a doctoral core. - Doug Woods

This issue comes from looking forward and projecting what the demand will be for PhD students seeking academic positions. The demand for higher education is predicted to drop dramatically by 2026, due largely to the birth dearth of the early 2000’s. Students beginning doctoral programs in 2020 will be graduating in about 2026, when the drop hits. Should we keep training people to be professors? What should we be doing to educate students in more diverse career pathways, so they can become more employable? One idea is the possibility of giving them a doctoral core.

The core could include:
• How to give understandable presentations to broad audiences.
• Financial literacy and how budgets work.
• Basic statistics.
• Basic computer programming skills.
• Pedagogical skills.
  o History graduate students often consider teaching in secondary schools.
  o In corporate education, there is a place for a teaching role.
  o Teaching skills, like public speaking, are useful whether or not one teaches.
  o The College of Education offers teaching courses, and Nursing offers an online course about how to teach at the university level.
• Professional skills such as email etiquette, class etiquette and how to schedule meetings.
• Social media and communication skills.
• How universities work.
• A discernment piece covering values and life goals.

Elements from current university resources could be used and shared as part of the core:
• Programs have elements of curriculum that would be useful to other departments. This could be a point of discussion at a future meeting of directors of graduate studies (DGSS).
• Preparing Future Faculty and Professionals (PFFP) program.
• Responsible Conduct of Research (RCR).
• Career Bootcamp.

Other comments during discussion included:
• We could look at what other universities are doing in this area, e.g., Villanova has a core course and certificate program for engineering doctoral students.
• The core could be a variation of co-curriculum learning outcomes modified for the graduate student level.
• The core could be something that starts early on and lasts throughout the students’ studies, with applied experience more towards the end of their studies.
• This doctoral core could make Marquette graduate programs more unique.
• The core would apply to master’s students too, for those programs currently designed to send students to doctoral programs.
• It’s important to provide faculty with the tools they need to advise students properly.

Questions to consider include:
• What courses should we require?
• One-credit courses? Zero-credit courses?
• Just make it available, or require it?
• The possibility of one Saturday a month during their entire time in graduate school.
• How should we roll it out?
• Enlist an online resource to provide the core?
• How to keep it from being overburdensome?
• Are there things we’re currently requiring of our doctoral students that we should discontinue?

**Career Diversity Internship Program.** Dr. Woods also proposed the idea of an on-campus career diversity internship program using reallocated TA/RA/GA lines for those disciplines that don’t have a pathway to a career. The students would have the opportunity of using their PhD skills and education in an applied skill on campus and learn something about that particular area to broaden their skills. This would help humanities doctoral students, e.g., see what useful skills they’ve picked up in all their years of studies.

Comments during discussion included:
• Nursing would not want to lose their research assistants, because they’re crucial to research and for pilot studies.
• It could be helpful to try to set it up a cost balance between the unit getting the help and the unit giving up the help.
• We need to have clearly defined what an assistantship is. It must be for the development of the student as well as for fulfilling a task for the university.
• This could provide something attractive to potential donors.
• These internships for doctoral students could also extend outside of campus.

V. **Adjourn.** Motion made by Dr. Staudenmaier, seconded by Dr. Hoelzle. Dr. Blumenthal adjourned the meeting at 3:41 p.m.

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**Scheduled meetings for 2019-20 Academic Year**

Thursdays, 2:30 - 4:00 pm. Meetings will be held in Raynor Library Lower Level, Conf Rm C.

- Nov 7, 2019
- Dec 5, 2019
- Jan 16, 2020
- Feb 6, 2020
- Mar 5, 2020
- Apr 2, 2020
- May 7, 2020