

**UNIVERSITY GRADUATE COUNCIL
MINUTES**

November 5, 2020

1 p.m. – 2:30 p.m.

WEBEX

Council in Attendance:

Mike Wittie (Engineering)
Christopher Livingston (Architecture)
Brock Smith (Agriculture)
Mark Pernarowski (Letters & Science)
Tricia Seifert (Education)
Dawn Tarabochia (Health & Human Development)
Bradford Watson (Faculty Senate)
Catherine Dunlop (Letters & Science)
Anne Christensen (Business)
Dennis Aig (Arts)
Wade Hill (Nursing)
Craig Ogilvie (Dean of The Graduate School)
Doralyn Rossmann (Library)
Que Vo (International Programs)

Also in Attendance:

Lauren Cerretti (Graduate School)
Donna Negaard (Graduate School)
Vanessa Simonds (HHD)
Suzanne Held (HHD)

Absent:

Maureen Kessler (Student Representative)

Meeting started at 1:01 pm on WebEx

October 22, 2020 minutes

- Motion to approve by Aig, 2nd by Tarabochia, unanimously passed

Announcements

- **Update from the Dean**
 - Grad Recruitment Fair, 450 unique attendees (prospective students)
 - Snowmester GTA issues resolved, students can be appointed; hours will need to be managed carefully—cannot exceed 19hrs x 20 weeks.
 - Hooding event still on for now—currently 30 doctorate RSVPs. Nov 21, outside Montana Hall
 - Working on tuition/fees payment plan to break into 5 payments over a semester to help grad students manage their financial situations

- **Faculty Senate update (Watson)**

- Continually reviewing and approving courses and programs that come to them
- \$700,000 fund to improve technology in classrooms—will be installing over winter break—to aid with synchronous in-person learning and improving audio for video students
- FS is having discussions re: impact of Covid and disparate impact across campus (teaching, scholarship), how to support and track those things.

Old Business

- **PhD in Indigenous & Rural Health, Level II program proposal**
 - Guests from HHD: Suzanne Held & Vanessa Simonds
 - Chair Livingston sent UGC's questions prior to meeting
 - Proposers gave overview of program and how proposal came to be, interdisciplinary, input from stakeholders, including tribal leaders and tribal colleges.
 - Overlap with University of Montana's (UM) Public Health PhD: ours online (theirs is in person), ours interdisciplinary, theirs is a traditional Public Health accredited program (ours is not)
 - Worked with Center for Indigenous Knowledge to write culture section of proposal
 - Not currently considering adding courses because of amount already offered at MSU and students will enter with varied backgrounds
 - Wants to be broader/beyond Montana and make that clearer in proposal
 - Letters of support from Native American groups are in progress
 - Will reduce 1st author papers to three papers without 1st author requirement
 - Students can enter without master's degree and can get MS in Community Health on the way to PhD or can enter with master's degree and finish program in 3 years
 - If a student in the Nursing track leaves the program partway through, would be able to earn MS in Community Health—not Nursing
 - UGC Q: is UM's program interdisciplinary? How else would you distinguish program/content?
 - Different concept and focus—Schools of Public Health are very strict with requirements and subjects. Ours would not be built this way—would have many paths to the degree. Ours more broad
 - Ours is less strictly scientific (epidemiology, biostatistics); nature of the dissertation is much broader than the Public Health PhD at UM. Will expand on this in proposal
 - Dean Ogilvie suggests adding example dissertation project to help illustrate program
 - UGC Q: Have proposers considered how you would create and grade written comp?
 - Comp is currently: writing a grant proposal. Students will likely be in a lot of applied settings (e.g. working directly in a tribal health department)
 - Partly based on student's career goals—type of grant, topic, and agency/organization. Would be collaborative decision with committee members
 - UGC Q: What Nursing degree would student have in Nursing track entrance? Just a typo calling MN a BSN? (pg 7 top)
 - Not a typo. If come in with BSN, won't have credits to transfer. Will clarify language (can't transfer from BSN is understood)
 - UGC Q: Is there equal emphasis on rural health and Indigenous health?

- That came up during planning. Once student enters program, they will have a focus that could skew toward one side but students are coming from different backgrounds and have option to choose
 - Introductory class will address both rural and Indigenous health
 - Have expertise in both areas in HHD department
 - Dean Ogilvie suggests adding language that clearly shows this
 - Chair Livingston notes that clarifying this could help differentiate this program from UM's Public health program
 - Comment: Look at course requirements and think about how coursework can show this program is truly distinctive from UM program. As written, there are many paths and a student could end up choosing a path that looks a lot like a Public Health degree
 - Consider adding more core courses that integrate Rural and Indigenous Health. Currently 5 credits of required core (two courses)
 - Response: trying to rely on current resources at MSU
 - Dean Ogilvie suggests asking Provost how much info needs to be in the text to differentiate from UM, might create space to write about strengths. He will speak with Provost Mokwa and get back to proposers
 - Will send UGC minutes to proposers
 - Proposer will make updates/additions in CiM system
- **Graduate Certificate Policy**
 - Workshopped certificate policy language during meeting
 - Chair Livingston calls for a motion
 - Wittie moves, Seifert second, unanimous pass

New Business

- **Certificates in Crop Breeding & Biotechnology and Certificate in Plant Disease**
 - Referred to as "stackable" certs
 - Large number (7) of new co-convened courses presented as option to increase course offerings
 - Tension between graduate student experience and ease of starting new programs for departments
 - Needs to add language about reserving, no specification about how this would work
 - 600-level course included in course offerings. Taken by junior reserving? Concern over level
 - Proposals mention grad cert might be chosen over a minor or double-major (for students who do not want to pursue a grad degree) and this is attractive to undergrads
 - Q: 4 credits of 400-level allowed. Is this common? 4 cr class?
 - Some listed in proposal
 - Professional paper (575) appears required for the certificates, uncommon
 - Q: does it make sense for UGC to move forward proposals that have potential issues in conflict with co-convening issue (co-convening being currently addressed by UGC)

- Agreement that co-convening policy should be decided before UGC approves these proposals
- Last time UGC discussed it (10/22/2020), they were discussing capping at 1/3rd co-convened courses (not yet voted on)
- Q: how do classes offer the appropriate level of material in courses where it isn't just about the project/result? Math used as an example: undergrad algebra would be different level material than graduate algebra—how does an instructor teach the grad level material during class time?
- Comment: Under resources states no additional resources needed
 - Should emphasize to proposer that knowing who will do the administrative components is important
- **UGC role description for CiM:** tabled

Adjourned at 2:31 pm

Next scheduled meeting – November 19, 2020 WEBEX