

Graduate Council Meeting Minutes

May 8, 2019

A. Fears, J. Ruscher, T. Albrecht, G. Morris, A. Shaktar, M. Cunningham, J. O'Brien, L. Pratt, E. Sawyer, L. Dornier, M. Lewis, B. Mohan, D. Blake, V. John, M. Adams, Z. Lateefi

1. Meeting called at 8:31
2. Approval of April Minutes with correction of typo. G. Morris, moved, J. Ruscher seconded, all approved.
3. Introduction of Diane Blake, new SOM representative
4. Grad Council Meeting Dates for Fall 2019
 - o September 11
 - o October 9
 - Will need to be changed since it's during Yom Kippur
 - o Rest to be announced
5. Announcements
 - a. OISS F-1 and J-1 Visa default start dates
 - i. Students can start outside of these default times, but departments should be in communication with OISS.
 - b. 4+1 students must get a new ID after completing their undergraduate degree or they will not be admitted to graduate student events.
 - c. OGPS Fall Orientation: August 20 and 21
 - i. CELT is having an extended new faculty orientation those days
 - ii. CELT does an online orientation for adjuncts
 - d. Hooding Ceremony on May 17 at 9 am
 - i. Generic black robes available
 - ii. All are encouraged to attend
 - e. GCC Conference, June 26-28 (<https://gradcareerconsortium.org/>). Regular registration rates end Friday, May 17.
 - i. Primarily for people training graduate students and postdocs
 - ii. Briana has the list of posters and presentations
 - f. Information about alumni for PhD reviews from OAIR will be made available to programs being reviewed next year
 - g. We are working on time to degree calculations with the Registrar's Office
 - h. Ready, Prep, Teach is next Wednesday, May 15
6. Discussion of April 15th Resolution
 - a. When 4/15 is past, you can still admit students, but you should not poach them from other institutions.

- b. They must get a written release from their institution if they had previously committed.
 - c. You can contact students, but ask that they let you know if they've committed elsewhere so that we can stop communicating with them.
 - d. Verbal and written agreements with other institutions count.
 - e. Can we get some phrasing for departments/schools for post-4/15 communication?
 - f. If a student tells us they are withdrawing for personal reasons, we may want to follow up with a statement that if they are going to another institution that they need a written release. We can keep track of schools that are bad actors.
7. Discussion of Council of Graduate Schools report on STEM PhDs
- a. We were asked to participate but didn't have the infrastructure.
 - b. Programs overall are doing a good job of training PhDs, particularly for academic careers.
 - c. Graduates in non-academic careers are less enthusiastic about whether they would get a PhD again.
 - d. We may want to think about doing more outreach to our graduates who pursued non-academic careers. We may want to think about how careers are framed. Calling non-academic careers "alternative" may stigmatize them unnecessarily. NSF and other granting agencies are recognizing non-academic careers as valid, good career outcomes.
 - e. Some of this might involve showing our students that there is life and balance in academics' lives.
 - f. In Public Health, the PhD and DPH degree career paths are starting to converge, because students are taking many pathways.
 - g. Concern about data (from J. Ruscher): Certain disciplines are already less likely to not be academics (ie, Chemical Engineering students are most likely to go into industry, Psychology students are often training explicitly not to be in academia).
 - h. Postdocs are very influential in future careers. Are we keeping track of where they go to do a postdoc?
 - i. We are trying to track where our graduates have been employed since graduating (including postdocs, early career, career changes, etc)
 - i. Who are our students? Work on our training and what we are known for.
 - j. Could B. Mohan have a conversation with some of the STEM people related to the questions posed by CGS at the end of the article next semester?
8. Discussion of PhD students serving as adjunct instructors
- a. We are concerned about time to degree. University policy is that you have 7 years automatically, after that students staying must be justified by their department.
 - b. What are our students being called once they're outside of their stipend but are serving in some role as a teacher?
 - i. Social Work: All are called adjunct faculty

- ii. SLA: TA instructors
 - iii. We've put the question out to the AAU data network.
 - c. There are some departments where it is more prevalent, particularly where students don't have four or five years of support or a mechanism to get onto a grant. Some improvements of this situation will be based on making sure that stipends last for 4 to 5 years at least.
 - d. If students are dependent on teaching two classes per semester to survive, during their tenure, it can slow them down substantially.
 - e. In SSW, if they are working as adjuncts, then they are in full time employment, full time school, and adjuncting, then they may not be able to do anything well.
 - f. What does HR and student employment call these students who are adjunct instructors? SoPA hires students as Adjunct Instructors.
 - g. We're talking to the deans about how students are supported, making sure that they have at least 5 years of support.
 - h. Why aren't we holding departments accountable for having funding for at least a certain number of years?
 - i. Because graduate programs are within schools/departments, it is tied more to undergraduate teaching needs. It's a little harder to dictate a particular length of stipend support.
 - i. Want to use this group to advise Mike as we advise the provost on possible policies or ways to make this happen.
9. Ideas for support of non-PhD students
- a. Our suggestions so far: We have a convocation for undergraduate students, can we make it for all new students? We have orientation through OGPS. They are in GAPSA and/or GSSA.
 - b. Being addressed as masters students, since needs are very different from PhD students. In GSSA, most representatives are PhDs because they are there longer and find it.
 - c. Encourage departments to do their own orientations, possibly distinguish between masters and PhD students (even if for only an hour).
 - d. Could we add an afternoon orientation after the TA program? Breakout session by school? Many masters programs are so small that they can't develop a strong cohort effect within the department but it could work within the school
 - e. GSSA needs to become more masters-friendly.
 - f. BMSSA is electing a masters representative from each unit to try to combat that, and having some elections in the fall for both MS students and first year PhDs.
 - g. Could there be any way to create lockers or something so that students are able to leave their things somewhere and feel more included, less like they're just passing through.

- h. Could we have more masters specific programming (in BMS, many of these students are aiming for med school so they have specific interests).
 - i. This may need to be more department led because students in these shorter programs may not know what they need or how to do it.
 - i. Who should GAPSA representatives advocate to in regards to housing needs? John Nonnamaker, Brian Johnson are people to talk to. OISS is trying to help new international students with arrival, since it's very rough.
 - j. Mental health professional has been hired to work exclusively with graduate and professional students.
10. Thank you for your service this year!
11. Meeting adjourned at 9:58 J. Ruscher, seconded by D. Blake.