

## Graduate Council Meeting Minutes

April 14, 2021

**M. Cunningham, J. O'Brien-Brown, J. Clarke, A. Reusch, L. Dornier, A. Childress, T. Albrecht, I. Kwaske, B. Mohan, C. VanShoelandt, J. Jayawickramarajah, F. Wietfeldt, T. Cole, C. Pealer, K. Andrinopoulos, T. Fee, D. Blake, G. Morris, L. Lukkarila**

1. Meeting called at 8:31
2. Approval of February Minutes, motioned by L. Dornier, seconded by T. Albrecht
3. Grad Council Meeting Dates for Spring 2021
  - a. May 12 (tentative) – trying to hold this meeting in person
  - b. Typically GC only meets in the academic year. We may ask for a subcommittee to continue to work with us in the summer
4. Announcements
  - a. Deadline for sending in materials for Grad Council review – 1<sup>st</sup> Wednesday of the month
  - b. Everyone on campus is eligible for vaccination – everyone 16 and older at Tulane is eligible now
  - c. Commencement – Hooding Ceremony will be close to the time of Unified. There will be school based ceremonies as well. We're working on the logistics of hooding and how to make the ceremony special. All ceremonies will be in Yulman Stadium. Recognition for 2020 graduates is also in the works
  - d. National Postdoctoral Association Conference (April 15-16). Contact OGPS if you want to attend. For more information, visit:  
<https://www.nationalpostdoc.org/page/2021AC>
  - e. Pregnancy.tulane.edu – for students with families/childbirth, pregnant students. Not a change of policy, but based on an audit of all current policies, which can differ quite a bit based on the student's role, stage of study, program. The Pregnancy and Childbirth Form helps connect students to case managers who can help navigate the process.
  - f. OGPS Fellows' Projects: Jaclyn Maraldo, Amanda Reusch, and Ashley White
    - i. Alumni Panel on 4/22 at 12:30 pm, see attached flier. Will have 4 recent alumni in a variety of non-academic roles
    - ii. Please encourage students to register
5. SoPA MPS to MS in Health & Wellness, Sport Studies
  - a. Has gone through the SoPA curriculum committee
  - b. Rationale is that students were having a hard time explaining the MPS and at other institutions these programs were being offered as an MS instead.

- c. In both of these areas, SoPA already offers a BS, so this has more continuity to the MS.
  - d. No changes in the program
  - e. Will current students have the choice to get an MPS versus MS? Yes. Can't go backwards and change students who have graduated. For current students, they can complete with the MS, but curriculum does not change. Current students can stay in the MPS and it will continue to be on the books until all students who have started as MPS students can be taught out.
  - f. The curriculum was in line with other MS programs and thus did not have to change.
  - g. Motion to approve, T. Cole, seconded by F. Wietfeldt, all in favor.
6. SoPA MPS to MS in Information Technology Management, Cybersecurity Management
- a. Content remains the same, degree type is all that changes.
  - b. Motion to approve, C. VanShoelandt, second by F. Wietfeldt, all in favor.
7. SoPA Sport Medicine "stacking" of courses from certificate into the MS
- a. There are already certificates that students can get that can be enrolled in on their own, or become part of an MS degree.
  - b. Stackable programs are becoming more common
  - c. Motion to approve, D. Blake, seconded by C. VanShoelandt, all in favor
8. SoPA proposal: Joint MPA-MSRED between SoPA and the School of Architecture. Only 12 credits double dip.
- a. Motion to approve, C. VanShoelandt, seconded by F. Wietfeldt, all in favor
9. Is there precedent for a program being housed in multiple departments?
- a. Fiscally, it has to be housed in one place, with oversight under one dean. We do have multidisciplinary programs that cross schools. The CCC PhD program for instance, is interdisciplinary, and interacts with SSW, TSA, SPHTM, but is housed in SLA. Aging Studies is also interdisciplinary.
  - b. How does it work within a school? Student can be in both programs and reviewed by both, but you do need one department or program to be in charge of the student to ensure that they don't get lost.
  - c. Technically, there is one PhD in SPHTM, so all PhD students are all technically in one program so there is no challenge here. A similar situation is within Psychology. There are multiple distinct tracts, but since students are all within the same program, they all get evaluated by all faculty (though some may have more input from a specific subgroup of faculty)
10. Is there an MS in climate change?
- a. No, we don't believe so
  - b. TSA has a new faculty member who specializes in climate change
11. Audit on centralized graduate services

- a. The provost has asked for a GC subcommittee about what can/should be centralized for graduate education at Tulane
  - b. We will not bring back a graduate school, but some services should be centralized. External marketing for instance, could be much more centralized since it all goes through the Undergraduate Admissions office. Should OGPS's scope be larger? Should there be a unified graduate education handbook?
  - c. Want representation from all schools, make sure that there are grad students and staff members as well
  - d. About 40% of AAU schools don't have graduate schools, there is a lot of movement in the space
  - e. Not having a graduate school means that academic deans can tie grad student lines to faculty hiring or to undergraduate enrollment. Having one however can be better for making sure that grad students don't fall through the cracks
  - f. Subcommittee will look at other schools without graduate schools to evaluate what we could possibly do, what needs to be centralized.
  - g. GSSA has a spreadsheet of R1 institutions that have and don't have grad schools
  - h. We'll be asking for thoughts about the process
12. Plans for Fall 2021, legacy of Academic Year 2020-2021
- a. What has happened this year that we should keep?
  - b. Academic Affairs sent out a survey asking this question to faculty and students. Students like zoom access for when they are ill – this probably will continue
  - c. NTC faculty meetings will continue online due to increased participation
  - d. Comment: Meetings with fewer than 20 people are better live, but larger meetings are good on Zoom. Similarly, large classes can be done efficiently on zoom, but smaller classes can't.
  - e. Graduate student instructors have benefited from flexibility of asynchronous courses – some of the students have young children and that helps with scheduling. It serves as a good buffer, not for the whole course. This is similar to a hurricane plan to ensure continuity during weather events as well.
  - f. Flexible timing of classes is advantageous for grad students who are also juggling work. For instance, TSA starts many courses in the summer which may help students complete their program. Faculty have had to get better about being more efficient with their teaching which may make it easier to do intensive 2-week courses versus the traditional semester
  - g. Renewed focus on teaching technology and faculty development to deal with remote students is very useful.
  - h. Emphasis on staying home if ill. Greater push for graduate mental health, separating work and life. Mike is sitting on a council within CGS about grad student well being

- i. Virtual office hours have allowed us to meet more easily with people across campuses.
13. Plans for GC meetings in Fall 2021
  - a. Will continue to be second Wednesday of the month
  - b. May become part in person, part virtual
14. Summer courses in TSA – some will be in person. What is the onboarding process for the students who will be starting in person in the summer? What are the requirements for testing through the summer? It will probably be reduced, but will be sent out.
15. The university has not yet made a decision about requiring the vaccine of students.
16. Motion to adjourn at 9:35, L. Dornier, seconded by T. Cole

### **Upcoming Workshops**

Thursday, April 15, 10:00-11:00 am  
Job Offers and Negotiations

Friday, April 16, 11:00 am-12:15 pm  
Applying the Basic Principles of Academic Research Writing (Part 3 of 3)

Wednesday, April 21, 2:00-3:00 pm  
Part 2 – Informational Interviewing and Networking