

Graduate Council Meeting Minutes

March 8, 2017

Alan Childress, Marline Otte, Kate Elfer, Casius Pealer, Gil Morris, Mike Cunningham, Jennifer O'Brien, Rick Ager, Mike Herman, Lawrence Pratt, Dane Weinert

1. Approval of February Minutes. MH proposed, AC seconded. Approved.
2. Grad Council Meeting Dates for Spring 2017
 - o April 12
 - o May 10 (if needed)
3. Announcements
 - a. Dane Weinert is the new representative for professional students.
4. Addition to Masters Self-Study Document
 - a. All reps will need to be present next year since we will be dividing up work.
 - b. To add to the self-study document: "What makes your Master's program distinct from the bachelor or PhD respective degrees?"
 - i. We need to show the distinctions between programs/levels
 - ii. The answer will be harder for the non-research master's degrees, will be different for the research master's degrees. We are hoping for truth in advertisement, if it's meant to prepare students for graduate or professional schools or the workforce, etc. We know that these are also often money-generating, but that should not be the main rationale.
 - iii. There should be a practical consideration, rather than just an extension of the BA. We often use it for students to explore whether they should go to PhD programs. Career advancement is a valid reason to be doing this.
5. Childbirth Leave and Planned Educational Leave Policies
 - a. After attending CSGS, it looks like the language allowing only one graduate student parent in a couple of two graduate students to take leave is potentially discriminatory
 - b. MC: Move that we take the language off.
 - c. Discussion: There might be some gender disparity in how the leave is taken. Question: Does this include family leave? Answer: That's on planned educational leave, which is unpaid. Generally, this is keeping up with best practices.
 - d. Seconded by GM. All in favor.
6. Report from CSGS
 - a. Report on Susann Ortega's overview from CGS:
 - i. We have to make the case for graduate education – we're under constant attack from legislatures. Public schools are particularly under attack, as are PhD programs. Diverse career tracks for graduate and professional students are important. Almost half PhDs don't go into academic careers, but we don't support them. The idea of changing the curricula isn't good since what is most attractive outside academia (as well as inside it) is the creativity and independence of thought that we foster. We at Tulane do a fairly good job of helping with career advice.

- ii. Data sciences are a problem. We are not preparing students to handle big data and we could encourage something. At Tulane we've been trying to advocate for a methodology center with the Provost to help with reviewing grants, and generally be teaching statistical methods and analyses. It can be qualitative and quantitative and would require significant infrastructure investment. It is now a requirement for all data intensive federal grants, that there be information about how to manage data collected after the grant runs out. At Emory they created something like this and tied it to both the graduate and business school.
 - 1. How would confidentiality be handled? Information would have to be de-identified.
 - 2. Would help serve statistical needs – doing meta-analysis is out of many professors' fields but it is something that is valuable to add. A university infrastructure to help with this would be hugely useful.
 - b. There is some talk of assistantships for some SLA students in writing intensive programs to function as a writing center for graduate students. There are no campus wide resources for writing for grad students. Any services are cobbled together at cost for departments. This could serve as a sort of editorial service.
 - c. Grad Impact for CGS: These are stories about grad students, often sent to legislators or put online to complement data. Briana has been interviewing and photographing students about their experience and we will be submitting it.
 - d. Cocurricular activities for grad students, such as 1 credit graduate courses for subjects like pedagogy, which students are currently learning on the fly.
 - e. Legal issues: Second EO (Enhanced Safety in the Interior of the US) has not had any challenges but is important for us.
 - i. Intl students should be self-sustaining. If grad students have a family and the child gets a free lunch, they could be seen as non-sustaining (and students are often below the poverty level).
 - ii. Law enforcement can deport visa holders for being charged with a crime.
 - iii. If ICE wanted to get involved, they could go for our behavioral discipline boards, because those might be considered crimes.
 - iv. Minor offenses could be a problem.
 - v. Academic records are off-limits, which SCOTUS has been pretty clear about.
 - vi. We are nationally seeing international applications are down.
 - f. Transgender student issues: Were taken off the docket for SCOTUS.
7. Updates on Immigration Issues
- a. H1-B Visas: Expedited processing is suspended (most students are on F-1 visas, not on H1-Bs)
 - b. Report from "Know Your Rights" workshop. MC presented. AAU is not using "DACA" but "Dreamers" and encourages us to use that. Main takeaways: when any international student or scholar runs into any legal problems, they should contact an immigration lawyer FIRST. RA: Students going through airport checks are having to be careful about their language. MC: If you're in customs, you

basically have no rights, including for permanent residents. If you have a biometric key on your device, then you can be forced to open it.

- i. If a faculty member comes to you with a question, direct them to OISS to get them connected to an expert.
 - ii. Non-citizens should remain silent until they talk to an immigration attorney.
 - iii. Border agents have near-total authority to grant access to the border, to citizens, residents, and visitors.
 - iv. People have been asked to unlock their electronic devices.
 - v. When we have a point person, we should advise students to have the person's name on hand – it's more powerful than a title.
- c. Report from webinar on serving undocumented students
- i. This is a small problem for us since of the 65k undocumented students estimated to graduate high school every year, only 5-10% go on to higher education.
 - ii. We can't be held at fault for advising undocumented students, nor is it illegal for us to educate them.
 - iii. FERPA covers them.
- d. We will have an international student social in April
8. Last legal issue from CSGS:
- a. Title IX issues: If you have students doing work off-campus, they are still covered by Title IX.
 - b. The person who actually was discriminatory was released from the case, but the university was sued. If the partner/partner agency does something, we're still on the hook.
9. Donut Day speakers
- a. 3/16 – Wellness representative

Meeting adjourned at 9:26