Interim Dean Wendy Crone called the meeting to order.

The minutes of June 6, 2014 were approved as written.

Information Items:

1. Interim Dean Wendy Crone led introductions and briefly described the reorganization of the Graduate School and the Office of the Vice Chancellor for Research and Graduate Education.

2. Interim Dean Crone presented the Graduate Faculty Executive Committee overview and charge. The GFEC:
   
   - Approves changes to and new graduate programs
   - Reviews existing graduate programs
   - Sets minimum standards for admission and graduate degrees
   - Reviews student appeals
   - Engages in strategic planning discussions (e.g., recruitment policy changes, professional development)

3. Interim Dean Crone informed the committee of the members from GFEC that also serve on the Graduate School Academic Planning Council, and presented regarding the evolving role of the council and its relation to the GFEC.

4. Assistant Dean Alissa Ewer spoke to the GFEC regarding the continuing initiative to provide resources to students, staff and faculty regarding Individual Development Plans (IDPs). An IDP is a written path in which students define goals for skill development to meet milestones in the graduate program and activities related to career development; in response to notice from the National Institutes of Health (NIH), a work group was formed (facilitated by the Graduate School) to explore guiding principles for IDP
policy on campus. UW-Madison recommends all graduate students and postdoctoral researchers utilize IDPs to set academic and career goals and facilitate conversations with their mentor(s). Beginning October 1, 2014, all graduate students and postdoctoral researchers supported by NIH funding are required to have an IDP. The Graduate School offers workshops and online resources for developing IDPs at http://www.grad.wisc.edu/pd/ipd. The Graduate School will continue to provide resources and communication to affected students, faculty and staff.

5. GFEC member Duncan Carlsmith provided an update to the GFEC regarding the Graduate Student Learning Goals Subcommittee, and distributed revised draft recommendations for master’s, doctoral and certificate level learning goals. Carlsmith urged the GFEC to provide any feedback, edits or concerns back to the subcommittee members in the coming weeks. The subcommittee plans to present the overarching learning outcomes, the framework for development of program-level learning goals, and a program-level implementation timeline to GFEC in November 2014.

Discussion Item

Dan Gold from the Division of International Studies and Jolanda Vanderwal Taylor from German presented to the GFEC a draft document “International Travel Resources, Guidelines and Policies”. Taylor noted that the document describes policy concerning international travel-related policies consistent with the UW-Madison culture of flexible support that encourages academic freedom.

Approval:

Associate Dean Daniel Kleinman introduced the request to suspend admissions and implementation of the capstone certificate Nursing Care of Children with Chronic Conditions in Schools. The GFEC understands that the program will not be offered in the 2014-2015 academic year, and that the program will provide next steps by March 30, 2015.

Action: Moved and seconded to approve the request to suspend admissions and implementation of the capstone certificate in Nursing Care of Children with Chronic Conditions in Schools. The motion was passed unanimously.

Program Reviews:

1. Associate Dean Daniel Kleinman and GFEC member Kevin Shinners introduced the Institutional (10-Year) Review of the M.S. and Ph.D. in Geological Engineering. Addressed were the program’s strengths, including strong employment opportunities for the program graduates and a collegial virtual department consisting of faculty from both Civil and Environmental Engineering and Geoscience. Also discussed was the program’s low student diversity and the review committee’s recommendation that the program develop a comprehensive strategic plan. The GFEC applauds the program on its successes, strength, and commitment to responsive and continuous improvement, and requests the program report back in writing to the GFEC by October 2015 concerning creation and implementation of a strategic plan for the program.

Action: Moved and seconded to accept the review of M.S. and Ph.D. in Geological Engineering, with a request the program report back to the GFEC regarding the review committee’s recommendations by October 2015. The motion was passed unanimously.
2. Associate Dean Kleinman and GFEC member José Pincheira introduced the Institutional (10-Year) Review of the M.A., M.S. and Ph.D. in Physics. Addressed were the program’s strengths, good availability of funding to support students, strong research, good teaching assistant training and supervision, and a collaborative student atmosphere. Also discussed was the program’s shortage of faculty, low student diversity and a recent reduction in upper-level course offerings. The review committee recommends the program establish a Physics curriculum committee to explore improved coordination of the undergraduate and graduate curriculum, reduce the teaching assistant workload, develop an exit survey focusing on and tracking graduates’ employment experiences, provide better information to students regarding post-graduation employment options, and that the program make a concerted effort to recruit underrepresented minority and female students. The GFEC applauds the program on its success, and requests the program report back in writing to the GFEC by April 2015 concerning the review committee’s recommendations.

Action: Moved and seconded to accept the review of the M.A., M.S. and Ph.D. in Physics, with a request the program report back to the GFEC regarding the review committee’s recommendations by April 2015. The motion was passed with 16 votes for and 1 abstention.

3. Associate Dean Kleinman and GFEC member José Pincheira presented the first review of the graduate/professional certificate in Patient Safety. Since it was launched in 2008, 15 graduate and/or professional students have completed the certificate program. The review committee learned that the program is highly valued by industry, but that student outcomes are not clearly articulated and that there are challenges in class scheduling and course offerings. The committee recommended the student outcomes of the certificate be defined and promoted, and that better collection and reporting of student enrollment and completion be carried out as part of a larger effort to gather data to assess and demonstrate the value and effectiveness of the program.

Action: Moved and seconded to accept the first review of the graduate/professional certificate in Patient Safety, with a request the program report back with a written check-in on the review committee’s recommendations in five years (October 2019).