University of Wisconsin-Madison  
Graduate Faculty Executive Committee  
1:30 pm – 3:30 pm, Room 52 Bascom Hall  
April 8, 2016

MINUTES

Members Present: Caroline Alexander, Susan Babcock, Duncan Carlsmith, Cynthia Czajkowski, Kristin Eschenfelder (not present for first voting item), Mary Louise Gomez, Michael Graham, William Karps (Chair), Daniel Kleinman, Lisa Martin, Nicole Perna, José Pincheira, Patricia Rosenmeyer, Tracy Schroepfer (not present for last voting item), Fernando Tejedo-Herrero, Susan Thibeault, Ray Vanderby, Kirsten Wolf (not present for last voting item)

Members Absent: Robert Howell

Guests: Katy Duren, Mary Halloran, Ronald Kalil, Elaine Klein, Jocelyn Milner, Mallory Muslof, Phil O’Leary, Zach Peery, Andrea Poehling, Steve Smith, Phil Townsend

Staff: Judy Bauman, Eileen Callahan, Marty Gustafson, Kelly Haslam, Elena Hsu, Michelle Holland, Jennifer Martin, LaRuth McAfee, Katie Sattler

Dean William Karpus called the meeting to order.

The minutes of March 11, 2016 were approved as a matter of automatic consent.

Approval:

1. Dean William Karpus introduced Associate Dean Katy Duren from the Division of Continuing Studies and professor Phil O’Leary, chair of the Department of Engineering Professional Development, who presented a request for a new Capstone Certificate in Foundations of Professional Development. The fully-online capstone certificate is non-pooled tuition model initiative, and is intended to provide foundational professional development skills to working professionals in a variety of disciplines. The one-credit courses that support the capstone certificate curriculum are also incorporated into the curriculum of a variety of non-pooled graduate programs on campus including programs in Computer Science, Occupational Therapy, Environmental Conservation, and Statistics. The first cohort of students in the capstone certificate is expected to enroll in the Fall 2016 term; students in the program must complete a 9-course/9-credit curriculum.

Motion: Moved and seconded to approve the Capstone Certificate in Foundations of Professional Development. The motion was passed unanimously.
**Program Review Update:**

Professors Zach Peery and Phil Townsend from the Department of Forestry and Wildlife Ecology presented the program review follow-up for the Forestry M.S./Ph.D. and Wildlife Ecology M.S./Ph.D. programs, in response to their GFEC meeting review on December 11, 2015. Peery and Townsend noted the department’s confidence in their direct admit practice and the department’s intent to continue to require no common foundational courses in the Forestry graduate degree. Peery and Townsend also spoke of changes the Department is making to improve graduate students’ sense of community and culture in the program. The GFEC thanked the Department for their work in response to the program review, and asked that the programs work with Graduate School Assistant Dean LaRuth McAfee to develop a strategy to maximize student racial and ethnic diversity in the program.

**Program Reviews**

1. GFEC member Lisa Martin introduced the Institutional (10-Year) Review of M.S./Ph.D. in Chemistry. Martin noted the programs’ strengths, including robust national rankings, a vital university instructional mission, well-funded students, and good doctoral time to degree. Martin also discussed review committee concerns, including students’ need for up-to-date information regarding requirements across the Ph.D.’s six tracks of study, and the current inability for students to be grandfathered into the requirements under which they entered the program. The review committee’s concerns also included uneven student mentoring, high student attrition, lack of a student grievance procedure, poor student diversity, climate issues and inadequate information regarding rotation processes. Martin noted that the program is actively aware of need to improve diversity in the program, and that the program is working on addressing consistency for students amongst the six tracks of study. The GFEC commends the program on its strengths, and joins the review committee in recommending the program invest in providing up-to-date information to students in time-stamped resources online, and provide students the ability to grandfather into the requirements under which they entered the program. The GFEC further recommends the program clarify mentoring and rotation expectations, continue work analyzing and improving student climate issues, inform students about resources for resolving conflicts, and establish and publicize a grievance procedure for students. Finally, the GFEC requested the program research and address the high levels of student attrition, especially that of underrepresented minority students.

**Motion:** Moved and seconded to accept the Institutional (10-Year) Review of the M.S./Ph.D. in Chemistry. The motion was passed unanimously.

2. GFEC member Lisa Martin introduced the Institutional (10-Year) Review of M.A./M.S. in Landscape Architecture. Martin noted the graduate program’s strengths, including high student satisfaction, the program’s unique ecology and design-based approach, strong program outreach, and committed faculty, as well as program challenges, including discrepancies in funding between the M.A. and the M.S., issues regarding student access to adequate facilities, an outdated program handbook, and insufficient faculty to support graduate students. The GFEC commends the program on its strengths, and joins the review committee in recommending the department undergo strategic planning regarding
academic home, direction, funding and staffing of the graduate program, and that they work to develop a graduate student handbook.

**Motion:** Moved and seconded to accept the Institutional (10-Year) Review of the M.A./M.S. in Landscape Architecture. The motion was passed unanimously.

3. GFEC member Susan Thibeault introduced the Institutional (10-Year) Review of the M.S./Ph.D./Doctoral Minor in Neuroscience and corresponding combined degrees including the double Neuroscience/Public Affairs (Ph.D./MPA), the double Neuroscience/International Public Affairs (Ph.D./MIPA) and the dual Neuroscience/Law (Ph.D./J.D.). Thibeault noted the graduate program’s strengths, including excellent reputation, student satisfaction and sense of community, enthusiastic faculty, and the academic strength that the combined degree opportunities bring the program. Thibeault also detailed the program’s challenges, including discrepancy in faculty involvement across trainers, lack of consistency between advisors in preliminary examination requirements, lack of handbook information and clarity of administration and governance for the combined degree opportunities, and limited underrepresented minority faculty and students. Professor Ron Kalil spoke regarding his thoughts of the review. The GFEC commends the program on its strengths, and joins the review committee in recommending the program define and communicate expectations for student across working groups and preliminary examinations, continue efforts in increasing diversity in students and faculty, address discrepancy between identified and participating faculty trainers, and ensure that the combined degree opportunities be administered as recommended by the review committee, including the inclusion of combined degree information in the Neuroscience graduate program handbook and web resources.

**Motion:** Moved and seconded to accept the Institutional (10-Year) Review of the graduate programs in Neuroscience. The motion was passed with 13 votes for and 3 technical abstentions.

**Adjournment:**

**Motion:** Moved and seconded to adjourn. The motion passed unanimously.