

**Franklin College Faculty Senate
Minutes of the meeting on Tuesday, October 18, 2011**

The meeting was called to order at 3:30 PM in room 150 of the Miller Learning Center, Marguerite Madden presiding.

Members present: Ibigbolade Aderibigbe, Joshua Barkan, Maor Bar-Peled, Dana Bultman, Brandon Craswell, Chris Cuomo, Shanta Dhar, Tim Dore, Scott Dougan, Rebecca Enghauser, Christine Franklin, Michael Geller, Christine Haase, Kelly Happe, Charles Hopkinson, Miriam Jacobson, Jim Lauderdale, Nicolas Lucero, Marguerite Madden, Kanzo Nakayama, Marta Patino-Douce, Patricia Richards, Michael Robinson, John Rose, Mitch Rothstein, Nick Rynearson, Adam Sabra, Mark Schell, Jake Short, Chris Sieving, Richard Suplita, Saral Surakul, Susan Tanner, Karim Traore, Stefaan Van Liefferinge, Rheeda Walker-Obasi, Lianchun Wang, Xiangrong Yin

Proxies: Victoria Davion (for Chris Cuomo), Mark Wheeler (for Rebecca Enghauser), Henning Meyer (for Michael Geller), Alberto Patino-Douce (for Marta Patino-Douce), Sarah Spence (for Nick Rynearson), Zachary Lewis (for Mark Schell), Huabei Guo (for Lianchun Wang)

Members not present: Mike Arnold, Fred Dolezal, William Graham, Kang Li

Visitors:

Katherine Verbist, Graduate Student Association (GSA) representative

Approval of the minutes of the September 20, 2011 meeting

Minutes approved without corrections.

President Marguerite Madden's Remarks

No remarks.

Dean Rupperburg's Remarks

- Dean Rupperburg announced a total of 38 dossiers were approved and forwarded for promotion and/or tenure.
- A fund raising campaign has been initiated with the goal of \$1Billion and some FC Senators may be asked by the Development Office to serve as a faculty advisor or serve on a committee to prioritize goals identified in the strategic plans of FC departments.
- In approximately two weeks the university will announce a small but significant grants program to enhance teaching and research. The grants will allow more interesting courses to be offered in the summer in order to improve the offerings and attract more undergraduates enrolling for courses in the summer.
- The exposure of sensitive information for over 18,000 faculty and staff employees working at UGA in 2002 was discovered to be publicly available on the web. As soon as it was discovered, the site was taken down. No identity theft has been reported, but those affected should be aware and diligent. The university is investigating the situation, letters

were sent to individuals believed to be among the faculty/staff listed and measures are being taken to avoid this in the future.

- The FC Music Series performances have been free for 30 years but will begin charging for tickets due to a shortage of funds.

Old Business

Resolution on Undocumented Students

- Based on the discussion of our September meeting and subsequent faculty suggestions, Dana Bultman, Romance Languages, presented a revised FC Faculty Senate Resolution regarding the October 2010 Board of Regents policy change that bans undocumented students from the University System of Georgia's five most selective institutions. Dana Bultman made a motion for the FC Faculty Senate to accept the revised resolution, seconded by Patricia Richards. Scott Dougan made a Friendly Amendment to delete "academically qualified" students since the policy change denies all undocumented students from applying. He also asked to add "non-discrimination espoused in BOR Policy 4.1.2" to the second paragraph. Friendly Amendment was seconded and the FC Faculty Senate approved the amended resolution with a unanimous show of hands.
- It was agreed that President Madden and Dana Bultman would request the resolution be added to the agenda of the November University Council Executive Committee meeting.

Graduate Students Fees Increases

- Scott Dougan presented an update on the issue of recent increases in graduate student fees. He believes this is an issue that should be addressed by the University Council and a committee of faculty should be formed to talk to the Provost and President with the goal of reversing the fees. A quantifiable measure of impact of graduate students on research and our ability to bring in research funds is needed. Scott is contacting individual research professors to obtain feedback on the importance of graduate students to their research.
- Also needed is the number of graduate students who turn down offers due to the fees, but this is difficult to tally because most students do not give a reason for not accepting UGA offers.
- Dean Grasso made a presentation on graduate student fees and an international global summit on graduate education that she attended in Hong Kong. She presented graphs that compared UGA graduate tuition and fees with those of peer, aspirant and SEC institutions. Compared to peer institutions, UGA in-state graduate tuition is in the lower third and out-of-state is in the middle. Considering all fees except health insurance, UGA has the highest fees among peer institutions, 3rd highest among aspirant institutions and highest among SEC institutions. The challenge is these fees are set by the Board of Regents. Dean Grasso informed attendees of a meeting of the President and Deans that the graduate student institutional fee amounted to a loss of one month's salary and was a hardship. She shared the graphs she presented with the Provost and Vice President for Financial Affairs. The topic was also discussed at the Graduate Coordinators Workshop.
- The SGA and GSA Presidents will have a chance to speak on this issue at the University Council.

Committee Reports

- Academic Standards Committee: 1 petition was approved.
- Curriculum Committee: 15 new courses were approved, 19 course changes were approved and 10 proposals approved.
- Executive Committee: No new business reported.
- Faculty Affairs Committee: No new business reported.
- Planning and Evaluation Committee: No new business reported.

Meeting was adjourned at 4:35 PM

Respectfully submitted,

Marguerite Madden

Franklin College Faculty Senate President and Senator for Geography, filling in for Faculty Senate Secretary, Marta Patino-Douce

RESOLUTION

Franklin College Faculty Senate, The University of Georgia

To request that the Board of Regents of the University System of Georgia remove the ban on undocumented students at Georgia's most selective universities (General Policy 4.1.6):

WHEREAS, the Board of Regents' new policy, which denies Georgia's academically qualified undocumented students the opportunity to apply at the USG's most selective universities, is a step back from the previous practice of allowing all students to compete for admission based upon individual merit, a practice meant to ensure a continuum of high quality education from K-12 to post secondary education in the state; AND

WHEREAS, the same policy reintroduces discrimination into Georgia's public institutions of higher education, and tarnishes the state's and the USG's national reputations by setting us apart from the inclusive practices of our peer and aspiring institutions, thus making it more difficult to recruit and retain faculty and students; AND

WHEREAS, the policy burdens USG institutions with political issues that are aimed at less than one quarter of a percent (.16%) of our student population, diverts admissions resources, and denies high-achieving Georgia high school graduates the chance to compete with out-of-state and international students for admission;

BE IT THEREFORE RESOLVED that the Franklin College Faculty Senate:

1. Views the ban on undocumented residents of Georgia from Georgia's most selective universities as fundamentally against the mission of promoting education;
2. Affirms the words of former Board of Regents Vice Chairman Felton Jenkins, "They worked hard and earned their spot. They could help make the state a better place" (AJC 10/13/2010), and in this spirit urges the Board of Regents to remove the ban and return to their former practice of a merit based admissions process for all; AND
3. Shall send copies of this resolution to each member of the Board of Regents of the University System of Georgia.

		Trans- portation*	Activities*	Athletic*	Health*	Facilities*	Tech	Institutional	Green	Total	School Year Total	School Year Total (waivable fees subtracted)
2007	Fall	90	66	53	174	75	105	0	0	563		
2008	Spring	90	66	53	174	75	105	0	0	563		
	Summer	60	44	0	116	50	70	0	0	340	1466	280
	Fall	90	66	53	174	75	105	0	0	587		
2009	Spring	95	73	53	183	75	108	100	0	687		
	Summer	63	49	0	122	50	72	100	0	456	1730	509
	Fall	103	89	53	191	80	114	100	0	730		
2010	Spring	103	89	53	191	80	114	200	0	830		
	Summer	69	59	0	127	53	76	200	0	584	2144	804
	Fall	103	89	53	191	80	114	200	3	833		
2011	Spring	103	89	53	191	80	114	200	3	833		
	Summer	69	59	0	127	53	76	200	2	586	2252	912
	Fall	106	92	53	191	80	120	450	3	1095		
2012	Spring									1095**		
	Summer									836**	3026**	1674**
2007- 2011	Approx. Percent Increase	17%	39%	0%	10%	7%	14%	350% (since installment)			106%**	498%**

(source: <https://busfin1.busfin.uga.edu/bursar/schedule.cfm>)

The Cellular Biology Department graduate student stipend is currently \$24000 (~\$2000/month, taxes not considered). Graduate students not providing proof of independent health insurance are automatically enrolled in a mandatory health insurance program (dental not included), to which students contribute 60% of their coverage costs. These costs amount to \$782.40 annually (\$341.40 for fall and winter and \$439.2 for spring and summer). These costs are deducted from student paychecks 3 times each semester. (source: www.hr.uga.edu—Student Health Insurance)

*These fees may be waived by students taking no didactic course work (research and/or thesis work only). First and second year students, as well as any students taking any class for credit (including journal clubs) are not eligible to waive these fees. Transportation fees may be waived

or assessed separately from "student package fees", which include the activities, athletic, health, and facilities fee. Student package fees are assessed/waived in bulk and cannot be assessed/waived individually. In waiving these fees, students forfeit the ability to buy student discounted tickets for any event (including sports, performances, etc...), participate in on-campus student activities, go to the Ramsey Center, and take advantage of Health Center services. (source: <http://www.reg.uga.edu/faqs/tuitionAndFees>)

**Student fees for spring and summer semesters of 2012 have not yet been posted but are not expected to decrease. Fees for the upcoming year are conservatively estimated assuming no change from previous semesters but are, if trends continue, likely to increase.

Based on these figures and estimates, and taking into consideration the increased student stipend in 2010, a graduate student not eligible to waive fees in 2007 gave 7% of his/her annual income directly back to the University in the form of student fees. A current graduate student not eligible to waive fees gives 12.6% of his/her annual income directly back to the University in the form of student fees. A current graduate student eligible and willing to waive access to student services on campus still gives 7% of their annual income back to the University in the form of student fees.

With their contributions to health insurance, current students enrolled and classes lose ~\$3,800.00 of their annual stipend, and students not enrolled in classes and willing to waive all fees for which they are eligible lose over \$2,400.00 of their annual stipend. These costs are abnormally high when compared to other graduate student programs around the nation, many of whom boast no student fees, 0-30% health insurance costs, subsidized housing, relocation bonuses, allowances for supplies and travel, and other benefits (see attached PhD stipend comparison from <http://www.wendychao.com/science/stipends/2009-10.html>).

Although increases in student stipends buffer these losses, the table above indicates that student fees increase dramatically very rapidly. Stipend increases would lag behind student fee increases by at least a year. Therefore, we believe the best solution is to have these fees absolved for graduate students who (unlike undergraduates seeking education at the University) depend entirely upon UGA for their livelihood.

New Commission to Study Pathways through Graduate School and into Careers

Washington, DC (September 8, 2011) — To address the critical need for innovators and experts in a wide range of fields that are essential to America’s success in the global economy, the Council of Graduate Schools (CGS) and Educational Testing Service (ETS) have convened a commission of academic and industry leaders to explore this important issue and to offer findings and policy recommendations in a new report which will be released at the CGS annual legislative conference April 19, 2012.

The need to develop a highly skilled workforce was first addressed in a 2010 landmark report “The Path Forward: The Future of Graduate Education in the United States.” That report argued that the nation’s future prosperity and ability to compete in the global marketplace depends on producing graduate degree holders prepared to address the challenges and opportunities of the 21st century. One major unmet need the report identified was that of understanding pathways through graduate school into the world of professional occupations.

“The Commission consists of industry leaders, university presidents, graduate deans, vice presidents for research and provosts,” explains Debra Stewart, CGS President. “With advice from national experts garnered through a series of meetings, and with support from ETS and CGS, the Commission will guide the development of a publication outlining its findings and recommendations.”

“We plan to disseminate the resulting report widely to universities, policymakers, employers and government agencies funding research and education,” adds ETS President Kurt Landgraf. “It will inform the debate, quantify the steps that academic and business communities need to take to address these challenges now, and better position America for success in the future.”

The role of the Commission on Pathways through Graduate School and into Careers is twofold. First, the Commission will guide a research effort addressing issues such as:

- graduate student knowledge of career options
- how students learn about occupational opportunities
- the role of graduate programs and graduate faculty in informing and guiding students along the path to professional occupations
- career pathways that individuals with graduate degrees actually follow

Commission members will help identify the appropriate questions to ask, suggest possible data sources and experts to consult with in this work, and guide the preparation of the final report.

The second role of the Commission is to help create a national conversation about why understanding the pathways through graduate school and into careers is important. Commission members will also provide advice on policy recommendations for key stakeholders.

Pathways through Graduate School and into Careers Commission Members

Corporate Leaders:

- William D. Green, *Chairman, Board of Directors, Accenture*
- Stan Litow, *IBM Foundation President and SVP IBM*
- Joseph Miller, *Executive Vice President and CTO, Corning*
- Russ Owen, *President, Managed Services Sector, CSC*
- Ron Townsend, *Executive Vice President, Battelle Memorial Institute*

University Leaders:

- Patrick Osmer, *Chair, Vice Provost/Dean, Graduate School, The Ohio State University*
- Jeffery Gibeling, *Dean, Graduate Studies, University of California, Davis*
- Maureen Grasso, *Dean of the Graduate School, University of Georgia*
- Freeman Hrabowski, *President, University of Maryland, Baltimore County*
- Jean Morrison, *Provost, Boston University*
- Suzanne Ortega, *Senior Vice President for Academic Affairs, University of North Carolina*
- Teresa Sullivan, *President, University of Virginia*
- Lisa Tedesco, *Dean of the Laney Graduate School, Emory University*
- James Wimbush, *Dean, University Graduate School, Indiana University*

Ex Officio Members:

- Kurt Landgraf, *President and CEO, ETS*
- Debra W. Stewart, *President, Council of Graduate Schools*

About ETS

At ETS, we advance quality and equity in education for people worldwide by creating assessments based on rigorous research. ETS serves individuals, educational institutions and government agencies by providing customized solutions for teacher certification, English language learning, and elementary, secondary and post-secondary education, as well as conducting education research, analysis and policy studies. Founded as a nonprofit in 1947, ETS develops, administers and scores more than 50 million tests annually — including the *TOEFL*[®] and *TOEIC*[®] tests, the *GRE*[®] tests and *The Praxis Series*[™] assessments — in more than 180 countries, at over 9,000 locations worldwide. www.ets.org

About CGS

The Council of Graduate Schools (CGS) is an organization of over 500 institutions of higher education in the United States and Canada engaged in graduate education, research, and the preparation of candidates for advanced degrees. Among U.S. institutions, CGS members award 93% of the doctoral degrees and 76% of the master's degrees. The organization's mission is to improve and advance graduate education, which it accomplishes through advocacy in the federal policy arena, research, and the development and dissemination of best practices. www.cgsnet.org

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Principles and Practices for Building Pathways from Graduate School to Careers

Preamble:

The global knowledge economy is developing rapidly, creating new research networks and structures as well as new career opportunities for (post)graduate students. This evolving environment demands a clearer understanding of the career pathways that future leaders in knowledge-based professions will both pursue and create. Leaders in (post)graduate education have an important role to play in ensuring that academic and professional goals of (post)graduate programs are transparent and complementary. To this end, the delegates for the 2011 Strategic Leaders Global Summit have agreed to the following principles for supporting the career development and lifelong learning of master's and doctoral students.

Principles:

1. (Post)graduate leaders in a broad range of countries must work together to support the public trust in knowledge-based professions. A collaborative effort will help support the recognition of (post)graduate education as the basis of economic progress and development that meets the economic, cultural, and social needs of society. Effective public policy advancing (post)graduate education will be strengthened by active collaboration across nations.
2. Research and advancement of knowledge is at the core of doctoral education. At the same time, doctoral education must be strengthened by the integration of essential transferable skills. Specific skills valued across national and regional contexts need to be articulated, compared, and understood.
3. Universities, graduate schools, and faculty/academic staff must play a key role in ensuring that students are aware of, and prepared for, a wide array of careers in the academic, public, and private sectors. Students should have the opportunity to develop essential transferable skills with the support of appropriate experts, depending on their chosen career pathways.
4. It is important for universities and other stakeholders to expand the capacity to track career patterns and outcomes for (post)graduate students over time. It will be particularly useful to track career outcomes according to a graduate's
 - degree level and type
 - discipline and field
 - the type of global research experiences pursued
 - exposure to transferable skills.
5. Longitudinal data on career outcomes should be used to inform and improve the quality of graduate education and to advance the public good.

6. Direct mentors and supervisors of (post)graduate students are crucial to students' professional development and success. They must receive the information and support needed to prepare students for the wide diversity of careers available to them.
7. (Post)graduate programs and curricula are enhanced by greater awareness of global workforce trends. It is important for (post)graduate institutions to engage students, faculty, and other stakeholders in developing new degree features that respond to changes in global research and careers.
8. (Post)graduate institutions and faculty require a solid understanding of the conceptual and personal skills required to lead and contribute to the global knowledge community. These skills must be deep (within disciplines and fields of research) as well as broad (transferable to a range of professional activities).

**FRANKLIN COLLEGE CURRICULUM COMMITTEE REPORT
SEPTEMBER & OCTOBER 2011**

Curriculum Description	Approved
New Courses Reviewed	15 new courses
Course Changes	19 course changes
Proposals Approved: HAUS prefix KYRG prefix BIOL 1108 for Franklin College Biological Sciences Requirement List Art Bulletin Changes Biology Bulletin Changes English Bulletin Changes Genetics Major Electives Change & Removal from High-Demand Major Status Anthropology Major Changes African Studies Minor Changes Sociology 3010 to be taught as IDL course	