# University Council on Graduate Study
# Report on 2020-2021 Activities

As stated in its bylaws, the University Council on Graduate Study is to communicate its decisions to the faculty, students, and administrative officers of the University. If you have comments on the activities as reported here or suggestions for agenda items, please contact Vice Provost Amanda Godley at vpgodley@pitt.edu.

## Reports Given to Council

**Status of GRE Requirement at Pitt – February 16, 2021**
Amanda Godley
Vice Provost for Graduate Studies

## Review of Guidelines and Policy

**Clarification to the Advanced Standing Credits Policy – May 11, 2021**
Presenter: Amanda Godley, Office of the Provost
Council considered a suggestion clarify the acceptance of advanced standing credit accepted from a military transcript. Credits may be granted for experiences that did not take place at an accredited institution. A motion was made and supported the clarification.

## Review of Proposals

**Proposal to reorganize the academic structure within the School of Education.**
The primary purpose of the reorganization proposal is to terminate programs that are no longer offered and to reconfigure better represent the majors offered in the school by terminating several areas of concentration and establishing them as majors.

Council asked how the School plans to grow under the new structure. Plans include turning focus to increasing the programs with lower enrollment, build more online programs, establish collaborations within and outside of the School of Ed, increase diversity, and build new programs according to the market need.

**Proposal to establish a graduate certificate in Applied Data-Driven Methods within the School of Computing and Information.**
The proposed graduate certificate in applied data-driven methods will serve two purposes. First, the independent curriculum will individuals achieve the computational and data skills necessary to support the increasingly data-oriented nature of many careers. Second, the certificate will serve as a computational basis for data-oriented graduate curricula that can be used in a stackable manner and will aid in the potential modification of the Library and Information Science curricula at the master's level.

**Proposal to establish a new major in Athletic Training leading to the Master of Science degree within the School of Health and Rehabilitation Sciences.**
The establishment of the new major is in response to a mandate by the Commission on Accreditation of Athletic Training Education (the accrediting body of athletic training programs) that all professional training programs nationwide become master's degree level programs by 2022. Upon completion of the MS in Athletic Training students are eligible to sit for the Board of Certification, Inc. certification examination. Successful completion of this exam affords the candidate a variety of employment opportunities.

**Proposal to establish a new major in Business Administration leading to a new degree type, the Doctor of Business Administration within the Katz Graduate School of Business.**
The creation of the new degree type aims to educate middle to senior managers who seek to investigate and develop solutions to practical business problems using sophisticated research methods. In discussion, council members asked to define the difference between a PhD degree and the proposed DBA, which would be considered a professional doctorate. The program presenters explained that the DBA curriculum is cohort based and very scripted. Also, the DBA will aim to apply theory versus the PhD which focuses on developing theory. This program is set apart from others because it will be offered remotely, which should increase the applicant pool since many students will pursue this degree while continuing to work.

**Proposal to establish a new major in Medical Product Engineering leading to a new degree type, the Master of Science in Medical Product Engineering within the Swanson School of Engineering.**
The creation of the new degree type aims to provide opportunities for students to acquire relevant business, advanced engineering and technology skills such as entrepreneurship, product development, regulatory processes, and commercialization. The new program will be unique to this part of the United States and therefore anticipated to attract a number of students looking to seek employment in this growing field.

**Proposal to establish a new online graduate certificate in International Business Law & Dispute Resolution**
This online certificate, to be offered through Pitt Online, is designed for international and domestic professionals, both lawyers and nonlawyers, who work or wish to work or wish to work in the international commercial legal area, and who seek to enhance their careers by expanding their knowledge, skills, and professional understanding of international business law.

**Proposal to terminate the Master of Science in Manufacturing Systems degree type and the affiliated Manufacturing Systems major within the Swanson School of Engineering.**
**Proposal to terminate the graduate certificate in Mining within the Swanson School of Engineering.**
**Proposal to terminate the Metallurgical Engineering major leading to the Doctor of Philosophy degree within the Swanson School of Engineering.**

**Proposal to terminate the Metallurgical Engineering major and Master of Science in Metallurgical Engineering degree type within the Swanson School of Engineering.**
The Swanson School of Engineering proposed to terminate the above programs as they have not had enrollment for several years.

**Proposal to establish a new major in Education Policy leading to the Master of Arts degree within the School of Education.**
**Proposal to establish a new major in Education Policy leading to the Doctor of Philosophy degree within the School of Education.**
**Proposal to establish a new major in Research Methodology leading to the Master of Arts degree within the School of Education.**
The above proposed programs are a part of the overall School of Education's reorganization plan. While current programs and course offerings address education policy in various ways, establishing a new major in Education Policy leading to the Master of Arts and Doctor of Philosophy degrees (a policy-focused degree) will create clarity in the curricular focus of the program and enhance our ability to market to prospective students. The new major in Research Methodology leading to the Master of Arts degree replaces the existing Research Methodology area of concentration within the major of Psychology in Education.

**Proposal to establish a new major in Physician Assistant Studies leading to a new degree type, the Doctor of Physician Assistant Studies within the School of Health and Rehabilitation Sciences.**
The School of Health and Rehabilitation Sciences proposed to establish a new degree type, the Doctor of Physician Assistant Studies. The Master of Science in physician assistant studies will continue to be offered, unchanged. The creation of the doctoral level aims not to expand the scope of clinical healthcare practices of Physician Assistants (PA), but rather to enhance the role of the PA in interdisciplinary healthcare clinical and administrative teams by further professional development of their competencies in scholarly inquiry and the areas of practice-based learning and quality improvement.

**Proposal to establish seven (7) new majors (Education Leadership, Education Policy & Social Change, Higher Education, Special Education, Urban Education, Out-of-School Learning, and STEM) leading to the Doctor of Education degree within the School of Education.**
The proposal to establish 7 new majors leading to the EdD degree is a part of the overall School of Education's reorganization plan. The new majors will streamline the requirements and strengthen the curriculum in terms of both the major and the method of Improvement Science. The new majors will also better align to the social justice and equitable teachings within the School of Education.

**Proposal to terminate four (4) majors (Administrative and Policy Studies, Instruction and Learning, Learning Sciences and Policy, and Psychology in Education), and associated Areas of Concentration within, leading to the Doctor of Education degree within the School of Education.**
The proposal to terminate 4 majors leading to the EdD degree is a part of the overall School of Education's reorganization plan. Most of the programs being terminated will be found in new,

refreshed EdD offerings (proposed above) that will better align with our newly reorganized structure in the School and incorporates the new missions and vision.

**Proposal to establish eight (8) graduate certificates within the University Center for International Studies, including: African Studies (12 credits), Asian Studies (12 credits), European Union Studies (15 credits), Global Studies (12 credits), Latin American Social & Public Policy (15 credits), Latin American Studies (15 credits), Russian East European Studies (15 credits) and West European Studies (15 credits).**
The University Center for International Studies proposed the creation of 8 new graduate certificates in the areas listed above. These certificates will be aimed towards master's level students at the University of Pittsburgh. A second series of graduate certificates pre-faced with "Advanced" are also being modified to be aimed towards doctoral level students and will have different requirements.

## Subcommittees

### Graduate Procedures – Chair: Kevin Crowley
Charge: Recommend policy and guidelines for yearly individual development plans (IDPs) for PhD students and yearly meetings with advisors/mentors about the IDPs. Many of our peer institutions require these. They are a key part of helping PhD students prepare for a range of future careers, in and beyond academia, and leadership skills.

Recommendations of subcommittee: 1) All PhD students should be required to participate in a yearly evaluation process that is documented in writing. 2) The use of individual development plans (IDP) should be encouraged in the evaluation and mentoring process with the understanding that different IDP formats may be needed for different disciplines. 3) PhD training programs should approach mentoring as a collective responsibility and create opportunities for students to seek mentoring beyond their advisor. 4) PhD training programs should provide mentoring that prepares students for both academic and non-academic career outcomes.

### Student Affairs – Co-chairs: Holger Hoock and Christine Wankiiri-Hale
Charge: Recommend policy and guidelines for diversity training for graduate and professional students. Currently, all new graduate and professional students are required to complete Title IX training but not diversity and anti-racism training. The committee will make recommendations about whether we should create a similar requirement for diversity and anti-racism training and what that training should include.

Recommendations of subcommittee: 1) Require foundational training for all graduate and professional students. 2) Offer enhanced training for academic appointees (TA, TF, GSA and GSR) and predoctoral trainees and fellows. 3) Encourage collaboration between the Office of the Provost – Graduate Studies and the Office of Equity, Diversity, and Inclusion to establish robust and visible training for new graduate and professional students, to communicate

professional development opportunities, and to highlight exemplary work and promising practices in graduate and professional schools and programs.

## Documents and Websites Available to the University Community

Wellness Resources for Graduate and Professional Students, Office of the Provost, University of Pittsburgh.
http://www.gradstudents.pitt.edu/sites/default/files/GradStudent%20WellnessGuide.pdf

Graduate Studies – Office of the Provost, University of Pittsburgh
https://www.provost.pitt.edu/students/graduate-studies

Graduate and Professional Admissions, Office of the Provost, University of Pittsburgh.
https://www.pitt.edu/admissions/graduate-professional

Graduate and Professional Academics, Office of the Provost, University of Pittsburgh.
http://www.gradstudents.pitt.edu/

## 2020-2021 UCGS Members

Holger Hoock, Arts and Sciences, Associate Dean
Paul Bové, Arts and Science Humanities, English
Lilian Chong, Arts and Sciences Natural Sciences, Chemistry
Andrew Strathern, Arts and Sciences, Social Sciences, Anthropology (Fall)
Rosemary Capo, Arts and Sciences, At-Large, Assistant Dean
Christine Wankiiri-Hale, School of Dental Medicine
Kevin Crowley, School of Education
Leigh Patel, School of Education
Jay Rajgopal, School of Engineering
Jung-Kun Lee, School of Engineering
Dennis Galletta, Katz Graduate School of Business
G. Kelley Fitzgerald, School of Health and Rehabilitation Sciences
Prashant Krishnamurthy, School of Computing and Information
Vivian Curran, School of Law
John Horn, School of Medicine
Sandra Engberg, School of Nursing
Sam Poloyac, School of Pharmacy (September 2020)
Maggie Folan, School of Pharmacy (October '20 – May '21)
Jessica Burke, Graduate School of Public Health
Sabina Dietrick, Graduate School of Public and International Affairs
Helen Petracchi, School of Social Work

Tom Nolin, Interdisciplinary Programs (September '20 – February '21)
Michael Madison, Interdisciplinary Programs (February '21 – May '21)
Malena Hirsch, Graduate and Professional Student Government, President, Katz/GSPH
Morgan Pierce, Graduate and Professional Student Government, Arts & Sciences
Haley Cartwright, Graduate and Professional Student Government, School of Medicine
Jawanza Rand, Graduate and Professional Student Government, School of Education
MiIsha Ried, Graduate and Professional Student Government, School of Education
Alex Bosnic, Graduate and Professional Student Government, Law (Fall)
Michaela Houckhope, Graduate and Professional Student Government, Arts & Sciences (Spring)
Amanda Godley, Office of the Provost, Chairperson, Neurobiology
Jennifer Walker, Office of the Provost, Staff
Patti Mathay, Office of the Registrar, Observer (spring)