

Colorado School of Mines – GRADUATE COUNCIL MEETING MINUTES
December 7, 4:00 – 5:00 pm, via Zoom

Attendees:

Voting Members: 23 total (12 - majority needed for quorum). Quorum was present

P	Bettina Voelker (Chair)	P	Christine Baker (LB)	P	Andy Osborne (NSE)	P	Owen Hildreth (ME)
P	Eric Anderson (HSE)	P	Soutir Bandyopadhyay (AMS)	A	Jamal Rostami (MN)	P	Michael Heeley (EB)
P	Ebru Bozdag (GP)	A	Juan Lucena (EDS)	A	Jim Ranville (GC)	P	Luis Zerpa (PE)
A	Kester Clarke (MME)	A	Uwe Greife (PH)	P	Danica Roth (GE)	P	Bo Wu (CS)
P	Jay Straker (HASS)	A	Dave Marr (CBE)	A	Liam Witteman (GSG)	P	Lori Tunstall (CEE)
P	Christine Morrison (CH)	A	Salman Mohaghegi (EE)	P	Gabriel Walton (UCTE)		

Other Regular Attendees and Guests

P	Tim Barbari (OGS)	P	Carolyn Freedman (OGS)	A	Jenny Briggs (OGS)	P	Mara Green (AA)
A	Wendy Adams (HNRS)	A	D. Scott Heath (RO)	P	Paul Myskiw (RO)	A	Roxane Aungst (OGS)
P	Sam Spiegel (Mines Online)	P	Angela Dunn (Mines Online)	P	Jen Gagne (Grad Admissions)	P	Suzanne Beach (Payne)

Special Guest(s): Valerie Holt (AES)

Welcome

Tina Voelker

Briefings and Information Items

Office of Graduate Studies

Tim Barbari

No updates from the Office of Graduate Studies.

Registrar’s Office

Paul Myskiw

Myskiw asked advisors to encourage graduate students to register. Over 540 students have not yet registered for classes; registration would assist in classroom allocation and budgeting.

Myskiw asked Councilors to remind faculty that grade entry submissions are coming up and are the responsibility of the faculty. Note made that there is a short turnaround for academic standing and the Dean’s list at the undergraduate-level. Myskiw reported Summer 2022, several hundred had not submitted grades. All grades must be submitted for processing to begin.

ITS and OGS working together with the RO to modernize fifteen different paper forms and move into a workflow product for thesis committees and other graduate-level form submissions.

Graduate Student Government

Liam Witteman

Voelker and Barbari met with ORA and HR to understand why a maximum stipend is in place for RAs. Graduate students do not fall under Equal Pay for Equal Work Act and are designated as students. Voelker noted that the Act has determined institutional policy and the maximum differential salaries given to individuals holding the same position. Uniform Guidance on Federal Grants asserts that payment must follow institutional policy.

Items for Council Vote – from 11/2/22

Non-Compliance with HLC Assumed Practices

Tim Barbari

Institution must provide evidence that the five criteria provided by HLC are being met. Criterion 3.A: “The rigor of the institution’s academic offerings is appropriate to higher education.” Barbari noted this criterion may raise a flag. HLC Assumed Practices assumes graduate-level courses are being double-

counted in a 4+1 program, not undergraduate-level courses.

Barbari researched twelve peer institutions with combined programs; Barbari reported all but one had language around 400-level courses counting toward a graduate degree with some form of constraint. The proposed Catalog language would provide constraints on 400-level courses being double-counted in a graduate degree. A proposed footnote was added to the Catalog under course numbering:

“Some 400-level courses have been approved for graduate credit by particular graduate programs. If a 400-level course is cross listed with a 500-level course, a student must register for the graduate level version to earn graduate credit. A student may not take both the 400-level and 500-level versions of a cross listed course.”

Barbari suggested the specific 400-level courses are listed within the Catalog with names and numbers to reference. Under “Academic Regulations” updated language was proposed to include:

“Such courses must appear in an approved list of allowable courses for a given program and must carry a prefix outside the program’s prefix. Students may register for undergraduate courses to remove deficiencies or satisfy prerequisites for graduate level work. In addition, students in thesis programs may register for undergraduate courses deemed necessary for their research progress. These courses will not count toward meeting graduate degree requirements unless it satisfies the requirement above for graduate credit.”

- **Question** on who approves 400-levels counting as credit, Councilor noted students may not be thinking about a 4+1 program for the future; Barbari proposed the program designates which courses would fulfill that role.
- **Question** on how many 400-level courses would be designated for graduate degrees; Barbari suggested this be a rare occurrence and proposed cross listing or elevating a course from 400-level to 500-level.

Councilor raised scenario where a 400-level course, required for students, were elevated to 500-level despite a large number of undergraduate students taking the course. Barbari suggested cross-listing with a 500-level course; Myskiw noted evaluators will look at the class structure regardless of course number. If the course content is taught the same for the audience and the majority of the students taught are undergraduate, the course is considered undergraduate-level. Additional content distinctive to graduate students differentiates the cross listing.

Barbari noted an undergraduate course that is required for a program could be considered as a deficiency or prerequisite to be in the graduate program.

Councilor noted students would need to be grandfathered in.

Councilor commented that students in more interdisciplinary degrees or research outside of the majority may be disproportionately affected.

- **Question** on prefixes for interdisciplinary programs that live within the department if a student would like to count a 400-level; Barbari suggested that the 400-level course elevate to 500-level especially if not required for the undergraduate degree.

Councilor noted 500-levels can appear daunting to undergraduate students, some courses have one to two sections of thirty to sixty students that can create several overrides to process for faculty every semester; an additional issue is created for online courses, occurring multiple times in a semester. Myskiw noted there is a possibility to open a 500-level course to undergraduates without restrictions, or with specific restrictions, depending on faculty member preference.

Councilor noted that moving toward requiring all 500-level would remove flexibility for students.

Suggestion made to continue discussion on the proposed changes. Proposed language would then appear in the 2024-2025 Catalog, rather than the 2023-2024 Catalog currently open for edits.

Council did not vote on the proposed language and agreed to continue discussion both in Council and departments.

New Business

2.1 ECONOMICS AND BUSINESS Michael Heeley

[CIM 12/4]

1 course change: EBG525: BUSINESS ANALYTICS

Change to the learning objectives and Catalog description to accurately reflect what is being taught in the course. This course is now focused on providing a foundation on descriptive analytics. The material on prescriptive analytics that was covered in prior versions will be covered in a new ETM elective course.

2.1.1 [CIM 12/4; Provost 12/5]

1 new course: EBG527: BUSINESS OPTIMIZATION MODELS

This course provides skills on modeling business problems to obtain optimal decisions and insights, that mainly differentiates business analytics from data analytics. It contributes to Mines@150 Mission by contributing to the education in business, specifically by providing skills to solve “the world’s most pressing challenges”. The course will be delivered face to face. This course will teach the prescriptive analytics material (in more depth) that used to be taught as part of EBG525 which now focuses on descriptive analytics.

Core ETM class is business analytics and covered descriptive and prescriptive analytics. New terminology in the analytics space is descriptive, prescriptive, and predictive analytics. EBG525 covered both descriptive and prescriptive, but faculty discussed increasing coverage of descriptive analytics to cover core statistics and visualization methods.

EBG527 would take and expand prescriptive analytics material covered in 525.

Continuing Business – from 11/2/22

3.1 ENERGY Suzanne Beach

[CIM 11/9]

1 program change: MSPHD-AES: MS and PhD in Advanced Energy Systems
AES is cleaning up the catalog language, clarifying course/credit requirements and clarifying PhD requirements.

