



University of Colorado
Colorado Springs

Graduate Executive Committee
April 12, 2019
Minutes

Attendees:

Voting Members: Jeff Ferguson, Jeff Spicher, Mandi Elder, Jon Caudill, Cathy Simmons, Rory Lewis, Steve Tragesser, Kevin Tvrdy, Kay Yoon, Roger Martinez, Leilani Feliciano, David Fenell, Linda Button, Sylvia Mendez

Non-Voting Members: Benek Altayli, Wendi Clouse, Tina Ewald, Jose Mora, Ron Koch, Janice Dowsett, Sarah Elsey, Kelli Klebe, KrisAnn McBroom

- Graduate Student Funding
 - Research and Mentored Doctoral Fellowships have been awarded (see awardees)
 - Thanks to our scholarship reviewers for their participation: Christine Biermann, Jon Caudill, Andrew Lac, Keston Lindsay, James, Ma, Lori Mattingly, Robert Mitchell, Heather Song, James Stevens, David Weiss, Andrea Hutchins
 - Be prepared for the deadlines for Graduate Out-of-State Scholarships (due May 13) and Tuition Matching Grants (due May 6). Please follow procedures for awarding; you have all been given the amount of awards for your department; it is up to you to award and use to recruit/retain students. If you are not using your funds, let us know immediately.
- Roger Martinez presented information about UCCS Online Educational Initiative. (see handouts)
- Supporting Graduate Students: Learning Preparedness for Graduate Students- Benek Altayli (see slides)
 - If departments would like Dr. Altayli to speak with their departments about mental health issues then you may schedule a meeting with her.

Informational Items:

- MBA certificate and emphasis area changes- adding more class options for students to take to complete certificate.

Announcements

- **Graduate Student Research Showcase is May 3rd 2019 in Gallogly Event Center**
 - **Please have your students sign up by April 19.** Sign up here:
<https://docs.google.com/forms/d/e/1FAIpQLScxyntyRSxdv05wV3Dk0uatYGQM9i2Vb3OqGoR705CDJz9H3A/viewform>
 - 9:30-11:30 Poster session
 - 11:30-1:00 lunch- topic is wellness
- Spring Commencement is May 17th 2019 at the Broadmoor World Arena
 - Morning Ceremony at 10:30 am (LAS)
 - Afternoon Ceremony at 2:30 pm (all other colleges)
- Spring 2019 GEC Meetings (10:00-11:30; location Dwire 204)
May 10

Research Fellowship Awardees 2019-2020				
Last Name	First Name	College	Degree	Department
Adams	Matt	COE	PhD	Educational Leadership
Akanbi	Oluwatobi	ENGR	PhD	Computer Science
Dhamija	Akshay*	ENGR	PhD	Computer Science
Shull	Nathan	LAS	MA	Applied Geography
Harmon	Luke	LAS	PhD	Applied Mathematics
Hilliard	Julia	LAS	MSc	Biology
Titus	Michael	LAS	MSc	Biology
Tixtha	Erika	LAS	MSc	Biology
Butler	Hallie	LAS	MA	Clinical Psychology
Powers	Tyler	LAS	PhD	Clinical Psychology (Trauma)
Taylor	Emmeline	LAS	PhD	Clinical Psychology (Trauma)
Huddleston	Stefan	LAS	MA	History
Schreck	Christopher	LAS	MA	History
Balytskyi	Yaroslav	LAS	PhD	Physics

*Also received the Kislinger Award (goes to highest rated research fellowship awardee)

Mentored Doctoral Fellowship Awardees 2019-2020		
Last Name	First Name	Department
Bartel	Alisa	Clinical Psychology- Trauma
Devane	Amanda	Clinical Psychology- Trauma
Johanson	Katherine	Clinical Psychology- Gero
Schneider	Lauren	Clinical Psychology- Gero
Wilson	Gabriel	Applied Physics



Learning Preparedness for GRADUATE STUDENTS

Benek Altayli, PsyD

Wellness Center Mental Health Services



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Conversation Flow

- Scope
- Concepts and trends
- ✓ Program set-up, mentor-student relationship, specific demands on students
- ✓ Ecological model: Skills, protocols, culture
- ✓ Student protective factors
- ✓ Student risk factors
- UCCS: Learning Preparedness Project
- Discussion



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Scope

- There are some school specific studies for graduate student specific information for the scope of the problem (Evans, Bira, Gastelum, Weiss, & Vanderford, 2018):
 - The 2014 UC Berkeley report: **43-46% of graduate students** in biosciences were depressed.
 - The 2014 Harvard Study: PhD in economics candidates experience moderate or severe **anxiety and depression symptoms more than 3x more** than that of general population; **1 in 10 students report having suicidal thoughts**. Those are close to graduation are more likely to experience depression and anxiety than those that have recently started their program.
 - The 2015 University of Arizona report: Majority of doctoral students reported “more than average” or “tremendous” level of stress due mainly to school- and education-related issues.



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Scope (cont.)

- Almost 50% graduate students report having experienced an emotional or stress-related problem; over 50% of graduate students report knowing a colleague who have experienced an emotional or a stress related problem (Hyung, Quinn, Madon, & Lusting, 2006).
- In a national study of 2,279 graduate student participants, results show that this population is over 6x more likely to experience depression and anxiety problem (Evans, Bira, Gastelum, Weiss, & Vanderford, 2018).



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Concepts and Trends

- ✓ Program set-up, mentor-student relationship, specific demands on students
- ✓ Ecological model: Skills, protocols, culture
- ✓ Student protective factors
- ✓ Student risk factors



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Concepts and Trends: Program set-up, mentor-student relationship, specific demands on students

Program Set-Up: What is asked of the students in the program? Does it allow for a balanced life schedule (increases the risk for anxiety and depression)? Culture of the program, what is “normal” and how is sense of belonging fostered?

Mentor Relationship: Positive mentorship (supporter>evaluator) and functional mentorship. “Real mentorship,” positive influence on wellbeing, ample support, asset to their career, feeling valued by their mentor. ~ What are the needs of mentors that may create barriers?

Specific Demands: What is the understanding of mentors/professors/lab leaders about work and time boundaries, student priorities and preferences, ~ What are the needs of mentors that may create barriers?



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Concepts and Trends: Ecological Approach

- Although there is a clear need for MH services, what is available does not match the needs of the students.
- When a student experiences MH crisis, it affects other students, staff, and faculty in addition to the individual student.
- Layers of Responsibility and Service:
Social/Policy – Community – Institutional – Interpersonal – Individual

Some examples of Ecological Approach: Peer-to-peer and broader community involvement

- ✓ University of Pennsylvania – I CARE
- ✓ UCLA – Thriving Campus Resilience Coaching Program GRIT
- ✓ University of Michigan – Wolverine Support Network
- ✓ Georgetown University – Project Lighthouse
- ✓ Cornell University – EARS (Empathy, Assistance, Referral Service)
- ✓ Suicide Prevention: QPR, Mental Health First Aid



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Concepts and Trends: Risk factors

- ✓ Student risk factors:
Minority status (race, ethnicity, citizenship, sexual orientation and gender identity, religion, etc.), female gender, having had a history of mental health challenges, violence exposure, substance use/abuse, financial concerns, lack of social support, loss of meaning in the field of study.

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Concepts and Trends: Protective factors

- ✓ Student protective factors: Financial security, social support (regular contact with friends, family, significant others >> improves self-esteem, self-efficacy, buffers the negative impact of stress), functional relationship with mentor, consideration, support and respect for the goals of the student.





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UCCS: Learning Preparedness Project

- Step 1. Organizational culture and aligning the campus community
- Step 2. Developing curriculum for basic skills and tools, educating the community about on- and off-campus resources
- Step 3. Identifying and working with Learning Preparedness champions
- Step 4. Reviewing and revising programs and protocols
- Step 5. Repeat

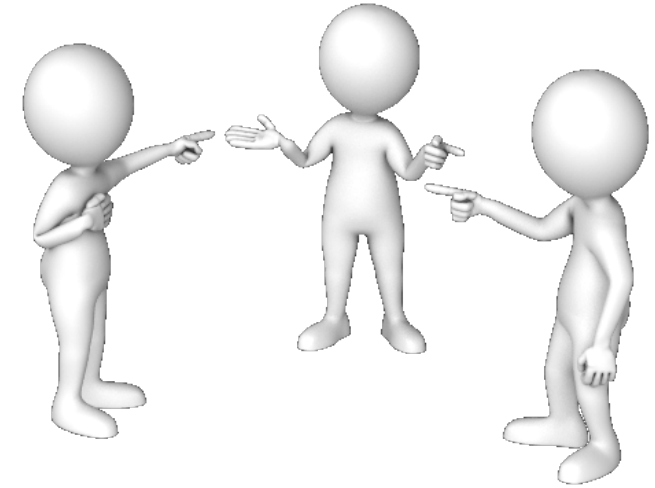
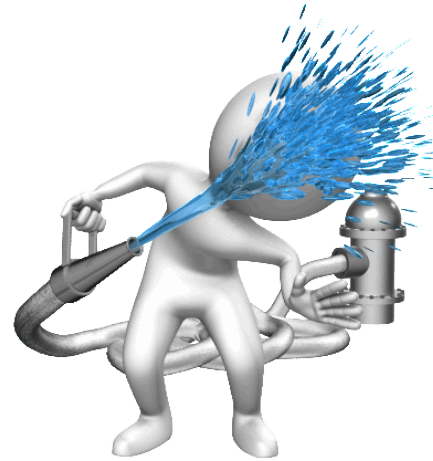
- Given some of the presented foundational concepts and principles, what do you think you are doing well in your program? Can you provide examples for various areas?
 - ✓ Program set-up, mentor-student relationship, specific demands on students
 - ✓ Ecological model: Skills, protocols, culture
 - ✓ Student protective factors
 - ✓ Student risk factors



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Discussion (cont.)

- Given some of the presented foundational concepts and principles, what do you think could improve in your program? Can you give specific examples?
 - ✓ Program set-up, mentor-student relationship, specific demands on students
 - ✓ Ecological model: Skills, protocols, culture
 - ✓ Student protective factors
 - ✓ Student risk factors



Discussion (cont.)

- What are some of the foreseeable challenges and barriers for change and improvement, if you did decide to make changes in your program?

References

- Evans, T. M., Bira, L., Gastelum, J.B., Weiss, T. & Vanderford, N.L. (2018). Evidence for mental health crisis in graduate education. *Nature Biotechnology*, 36(3), 282-284.
- Flaherty, C. (2018). Mental health crisis for grad students [PDF file]. Retrieved from <https://www.insidehighered.com/news/2018/03/06/new-study-says-graduate-students-mental-health-crisis>.
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- Hefner, J. & Eisenberg, D. (2009). Social support and mental health among college students. *American Journal of Orthopsychiatry*, 79(4), 491-499.
- Hyung, JK., Quinn, B.C., Madon, T. & Lusting, S. (2006). Assessment and utilization of counseling services. *Journal of College Student Development*, 47(3), 247-266.
- Strayhorn, T. L. (2012). *College students' sense of belonging: A key to educational success for all students*. New York, NY: Routledge.
- Trela, K. (2008). Facing mental health crises on campus: The imperative of preparing noncounselors [PDF file]. Retrieved from <https://journals.sagepub.com/doi/pdf/10.1002/abc.237>
- Wong, A. (2018). Graduate school can have terrible effects on people's mental health: PhD candidates suffer from anxiety, depression, and suicidal ideation at astonishing rates. Retrieved from <https://www.theatlantic.com/education/archive/2018/11/anxiety-depression-mental-health-graduate-school/576769/>

Strategies To Foster Graduate Students' Sense Of Belonging

1. Introduce graduate students to the prevailing norms, values, and expectations of the degree-granting department and/or professional field through promotional materials, orientation programs, and skill-building workshops. Understanding the norms and values of a department or a profession allows a student to act in accordance with such expectations, which, in turn, generates a sense of belonging. Such information may be useful to students when making decisions about which graduate school to attend; it increases the likelihood that they will select a program that resonates with their own values and preferences.
2. Advise graduate students about what's required to complete their degree and to enter their professional field of choice. Degree requirements can be shared through checklists and degree plans. Professional requirements can be shared through coursework, "brown bag" lectures, and involvement in activities such as presenting at professional conferences or internships. When graduate students know what's expected of them and they feel confident in their ability to meet those expectations, they also feel a sense of belonging that sustains their success.
3. Provide meaningful opportunities for graduate students to engage their peers, staff, and faculty members in informal social settings or collaborative arrangements outside the classroom. Shaping the culture of many graduate departments (and institutions) are beliefs and practices that nurture individualism and unfettered competition (e.g. highly competitive fellowships, awards, honors), rather than collaboration and community. Meaningful experiences that hold promise for promoting community include social gatherings, department-wide picnics, common areas where students and faculty can mingle, as well as faculty-student research collaborations. Engaging others in meaningful activities of this sort nurtures graduate students' sense of belonging.
4. Celebrate students, their backgrounds and achievements. Communities are marked by celebration of its members, individually and collectively. Thus, it is recommended that educators establish policies and practices that celebrate their students, their diverse backgrounds, and their achievements while in school.

Adapted from:

Strayhorn, T. L. (2012). Sense of belonging and graduate students (pp. 90-104). *College students' sense of belonging: A key to educational success for all students*. New York, NY: Routledge.



COLLEGE OF BUSINESS INFORMATIONAL ITEMS

The MBA program consists of 36 credit hours of 6000 level coursework. Of which, students may select 12 credits of graduate business courses as 'electives' or pursue an area of emphasis.

The Graduate School of Business Administration also offers Graduate Certificates in the same area of emphasis.

We are submitting this document to show recent changes to the emphasis areas and/or certificates below due to new courses and/or revisions.

CHANGES IN EMPHASIS AREAS:

1. Service Management Emphasis (12 credits):

Current	As of Fall 2019
12 credits	12 credits
	Required (9 credits)
BUAD 6700 Service Management (3 cr)	BUAD 6700 Service Management (3 cr)
MKTG 6400 Service Marketing (3 cr)	MKTG 6400 Service Marketing (3 cr)
	MGMT 6300 Managing Human Resources for Competitive Advantage
	Choose 1 (3 credits)
OPTM 6100 Customer-Focused Process: Quality management & Metrics (3 cr)	OPTM 6100 Customer-Focused Process: Quality management & Metrics (3 cr) OR
	OPTM 6450 Service Operations: Design, Delivery and Analytics (3 cr)
MBA 6xxx Graduate Business Elective (3 cr)	

2. Accounting Emphasis (12 credits): Added new course ACCT 6200 Internal Auditing as an option for students.

Accounting Emphasis (12 credits)		
Required (3 credits): <i>Select 1</i>		
ACCT 6750	Advanced Financial Accounting	3 credits
ACCT 6010	Seminar: Financial Accounting Theory	3 credits
Choose 3 (9 credits):		
ACCT 6200	Internal Auditing	3 credits
ACCT 6510	Accounting Ethics & Institutions	3 credits
ACCT 6600	Auditing	3 credits
ACCT 6620	Advanced Auditing	3 credits
ACCT 6710	Individual Income Tax	3 credits
ACCT 6720	Corporate & Partnership Taxation	3 credits
ACCT 6730	Introduction to Accounting Systems	3 credits
ACCT 6740	Accounting for Governments & Not-For-Profit Organizations	3 credits
ACCT 6770	Federal Tax Research and Planning	3 credits

CHANGES IN GRADUATE CERTIFICATES

1. Service Management Graduate Certificate (12 credits)

Current	As of Fall 2019
Required (12 credits)	Required (6 credits)
BUAD 6700 Service Management (3 cr)	BUAD 6700 Service Management (3 cr)
MKTG 6400 Service Marketing (3 cr)	MKTG 6400 Service Marketing (3 cr)
OPTM 6100 Customer-Focused Process: Quality management & Metrics (3 cr)	
MKTG 6000 Marketing Strategy (3 cr)	Choose 2 (6 credits)
	OPTM 6100 Customer-Focused Process: Quality management & Metrics (3 cr)
	OPTM 6450 Service Operations: Design, Delivery and Analytics (3 cr)
	MGMT 6300 Managing Human Resources for Competitive Advantage (3 cr)
	MKTG 6000 Strategy (3 cr)

2. Accounting Graduate Certificate (12 credits): Added new course ACCT 6200 Internal Auditing as an option for students.

Accounting Certificate (12 credits)		
Required (3 credits): <i>Select 1</i>		
ACCT 6750	Advanced Financial Accounting	3 credits
ACCT 6010	Seminar: Financial Accounting Theory	3 credits
Choose 3 (9 credits):		
ACCT 6200	Internal Auditing	3 credits
ACCT 6510	Accounting Ethics & Institutions	3 credits
ACCT 6600	Auditing	3 credits
ACCT 6620	Advanced Auditing	3 credits
ACCT 6710	Individual Income Tax	3 credits
ACCT 6720	Corporate & Partnership Taxation	3 credits
ACCT 6730	Introduction to Accounting Systems	3 credits
ACCT 6740	Accounting for Governments & Not-For-Profit Organizations	3 credits
ACCT 6770	Federal Tax Research and Planning	3 credits

3. International Business Graduate Certificate (12 credits): Added OPTM 6200 Global Supply Chain Management as an option for students.

Choose 4 courses:	
INTB 6100	Managing in Global Markets /3
FNCE 6400	International Financial Management /3
MKTG 6900	International Marketing & Export Mgt. /3
OPTM 6200	Global Supply Chain Mgt. /3
INTB 6990*	Regional Business Environ. - Europe /3
INTB 6991*	Regional Business Environ. - Asia /3

4. Operations Management Graduate Certificate (12 credits): Added new course OPTM 6450 Service Operations: Design, Delivery and Analytics.

Current	As of Fall 2019
Required (3 credits)	Required (3 credits)
OPTM 6000	OPTM 6000
Choose 3 (9 credits):	Choose 3 (9 credits):
OPTM 6100 Customer-Focused Process: Quality management & Metrics (3 cr)	OPTM 6100 Customer-Focused Process: Quality management & Metrics (3 cr)
OPTM 6200 Global Supply Chain Mgt. /3	OPTM 6200 Global Supply Chain Mgt. /3
OPTM 6300 Managing Projects for Competitive Advantage / 3	OPTM 6300 Managing Projects for Competitive Advantage / 3
BUAD 6700 Service Management (3 cr)	OPTM 6450 Service Operations: Design, Delivery and Analytics (3 cr)