

Graduate Council Minutes

September 9, 2016

Attendance: Tim Anderson, Ian Armstrong, Steve Bergmeier, Terry Cluse-Tolar, Cat Cutcher for Bose Maposa, Geoff Dabelko, Sonsoles De Lacalle, Andrea Frohne, Jennifer Horner, Janet Hulm, Chulho Jung, Krisanna Machtnes, Brian McCarthy, Jody Lamb, Maria Modayil, Greg Newton, Shawn Ostermann, Ann Paulins, Erik Ramsey, Anirudh Ruhil, Joseph Shields, Gaurav Sinha, Spencer Smith, Gursel Suer, and Katherine Tadlock.

Excused: Emilia Alonso-Sameno, Alex Hibbett, David Koonce, Bose Maposa, Chris Moberg, and Scott Smith.

Guests: Krista McCallum-Beatty (Director, International Student and Faculty Services)

Convened: The meeting was convened at 3:05 pm.

1. Approval of Minutes of the April 29, 2016 meeting

The minutes of the April 29, 2016 meeting were approved.

2. Discussion of new federal guidelines for I-20s (Krista McCallum-Beatty)

Katie informed members that over the summer the Graduate College began working on clarifying the new guidelines for our admissions policies. Per the new guidelines an I-20 (certificate of eligibility issued to an international student that allows them to apply for a student visa to come to the United States of America) can only be issued for unconditional admission. This means that a graduate I-20 cannot be issued for students who would be admitted on Academic or English conditional status. Katie added that parts of the catalog that refer to these admission policies are now obsolete. She referred to the handout (Appendix A) in the packet and some new suggested guidelines (Appendix B) to broaden the scope of unconditional admission. Krista said that this policy has an impact on students who were being admitted to graduate programs, but were tested upon arrival. She clarified that it will no longer be possible to issue a graduate I-20 for those students as well. Those students will either have to demonstrate English proficiency and then receive a graduate I-20, or, they will need to be admitted to OPIE and arrive on a language training I-20. In response to a question from Steve about current students, Krista said that the new policy does impact them and the status of students who are caught in this will be reviewed. She added that departments will hear from her about requests for reduced course loads for some of these students. Some students might have to be switched to language training I-20s as well. Andrea asked about the impact on funding opportunities for students. Katie said that since students had to be unconditionally admitted to be eligible to receive any kind of university funding, so this policy does not have any bearing on that aspect. Krista said that the admission categories will need to be revised. She added that the English Provisional (EP) admission category will stay the same. And, that the students who would have been admitted on English Conditional admission status would be treated the same as EP admits.

Katie said that the students who were being admitted on Academic Conditional status are a little hard to accommodate. She said that these will need to be handled case-by-case by the academic program. She added that we are not able to bring international students to campus on a non-degree I-20. Krista said that each year she has to report to the federal government a list of programs for which we admit graduate students. And, so far, institutionally, we have not been interested in having international students come to campus on non-degree status, unless they were a part of an exchange program. She added that she has begun the conversation and has been told that it can take 10-12 months to have new programs approved. Since non-degree I-20 is not an option for international students, so it will require some creativity to help them fulfil the deficiency or requirements so that they can be admitted unconditionally. Katie said that the requirements can be met at other accredited universities as well. She recommended that it would be best if we did not admit students unconditionally who might not be successful in graduate programs. Krista said that students on an F2 visa (dependent of an F1 visa) can be enrolled in classes part-time. They are not eligible for employment.

Steve requested the Recruitment and Admissions and Requirements committee to review the proposal and bring some recommendations to the next meeting.

3. Optional/Curricular Practical Training (Krista McCallum-Beatty)

Krista told members that many members are used to seeing the Optional Practical Training (OPT) and Curricular Practical Training (CPT) forms. She explained that there have been a couple of situations where students have been close to losing their eligibility to work because these forms being signed prematurely. She recommended that the forms be signed by graduate or department chairs or someone who is familiar with the graduation and degree requirements. She said that she has presented similar information to the Assistant Deans Council as well for the undergraduate students. Krista clarified that a student can be on an OPT only if he/she has completed all the requirements except for defending the thesis or dissertation. She said that a student is eligible for a CPT only if it is an internship required to complete the program and earn the degree being pursued. Shawn said that they have had students who needed access to resources not available at Ohio University, so they needed to spend time in a laboratory at another institution to complete the research for their degree. In cases like this, a student would not be able to graduate without that research. Krista said that a CPT allows a student in such a situation to complete the degree requirements. Shawn said that he would like to see all requests for CPT and OPT for students in his college. Krista said that she would prefer if the same process is adopted across all colleges.

4. Chair's report (Steve Bergmeier)

Steve welcomed everyone to a new academic year on Graduate Council. He introduced the new members. Erik has come back for a second three-year term. Scott and Alex could not be at the meeting today. Greg is the representative of the Scripps College of Communication. Ian, Maria and Spencer are the GSS representatives for this year. He asked all members (new and continuing) to inform him about their committee membership preferences. He described the roles of the various committees. The Recruitment and Admissions requirement committee (chair: Gursel) reviews issues pertaining to graduate admissions and conflict of interest cases

for employees seeking graduate education. Curriculum committee (chair: Tim) acts as a bridge committee with the UCC, it reviews new programs, seven year reviews, and changes to existing programs. The Graduate Student Affairs and Fellowships committee (chair: Jody) reviews the nominees for named fellowships, Council of Graduate Schools and Midwestern Association of Graduate Schools dissertation and thesis awards. The Planning and Strategy committee (chair: Krisanna) covers broader issues pertaining to graduate education. The Policies and Regulations committee (chair: open) reviews current policies and suggests updates as needed.

5. Remarks by Joe Shields, Dean of the Graduate College

Joe said that a recent article in The Athens Messenger noted that 24,000 students are enrolled on the Athens campus. Joe said that the actual number is somewhere between 21,000 and 22,000. He said that out of the 5,000 graduate students only about half are on campus. All graduate students are designated as Athens campus students. He added that he has talked to Craig Cornell to change the reporting mechanism to allow graduate students to be designated as on-campus and online students; just like the undergraduate students.

6. Remarks by Katie Tadlock, Assistant Dean of the Graduate College

Katie said that she met with Deb Benton (Registrar) and Dusty Kilgour (Director, Event Services) this morning about the upcoming fall commencement ceremony. Joe said that he has had unhappiness conveyed to him about the requirement for students who graduate in the fall semester being required to participate in the fall commencement ceremony. Katie said that the decision was made by a committee appointed by the President. And, one of the reasons for having a fall commencement was because we have outgrown the facilities. She said that the handout in today's packet, (Appendix C) lists some questions for discussion.

Shawn said that these are two different issues. He added that we should let students who want to defer participation to a future term (within reason) do so. And, the ones who do not meet the requirements but request participation need a different kind of review. Joe expressed his agreement. Katie said that departments should send enquiries from Master's students about deferring participation to Event Services.

Steve requested the Planning and Strategy committee to review the discussion questions and bring forth some recommendations for the council as a whole.

7. Report from the Curriculum Committee

Seven year reviews: Tim said that if we do not comment on the program reviews for Interdisciplinary Arts, Media Arts and Studies, and Music; we would lose the opportunity to do so. He said that all the reviews were favorable, the programs were designated as viable and thus recommended for continuation. He added that, he was, however concerned about a comment in the review for Interdisciplinary Arts about the lack of diversity and collegiality. Last year concerns were expressed in the reviews for English and Communication Studies. Ani said that it behooves us to comment on such things. He added that as a graduate student

he would like to know that he would not be penalized for changing committee members. Sonsoles said that the document for Interdisciplinary Arts includes a letter from Elizabeth Sayrs acknowledging the issue and noting that it will be addressed. Tim said that the discussions in Graduate Council have addressed the fact that by the time the review comes to Graduate Council, it is rather late in the process for any input. Shawn said that he agrees with Tim and that a large part of these reviews is focused on undergraduate education. But, when faculty do not work well together, it has an adverse impact on students.

Tim said that it is good that the comment in the review about Interdisciplinary Arts about female faculty being undervalued and not treated equally is noted, but is there an action that we can take? Andrea said that the issue about gender and equity has been reviewed by multiple units on campus, but she is not sure if there is a clear plan to address it. She added that at this time the faculty relationships have not had an affected the students. Members discussed that it would be a good idea to include a statement about asking for an update in two years regarding the actions being taken to address the issue. Jody said that he spoke with Elizabeth Sayrs this morning, she is aware of the problem. He said that they have spoken to Legal Affairs and there have been no Title IX violations. He added that Elizabeth is committed to addressing this and it would be nice to have an update from her. In response to a question from Tim, Andrea said that mediation has already been done. Jen said that it seems like in this case a statement about this issue should be a part of David's summary.

Global Health: Sonsoles said that Kelly Broughton said that she would like to hear from Graduate Council before advancing the proposal Masters of Global Health further. She added that all the letters of support are from the college of Health Sciences and Professions, but Gillian is a faculty in the Heritage College of Medicine. Sonsoles said that she would like to see a letter of support from HCOM as well. Jen said that there is an agreement between the two deans, and that other issues regarding the overlap with public health and the proposer's name have already been resolved.

8. Discussion on voting by email

Steve said that this came about through conversations with David Koonce over the summer. He said that last year due to not having a quorum, Graduate Council was not able to make decisions. He said that in the case that there isn't a quorum to make a decision, an email vote can be considered. Gursel said that discussion about an issue is important. Steve acknowledged the value of discussion and clarified that the proposal is not to eliminate the discussion or to have discussion via email. Shawn recommended using Qualtrics instead of email for voting purposes. Jen said that it would be best to write some policy about this. Joe said that CCGS has moved to voting by email for non-controversial items.

9. Graduate Student contributions to STRS

Steve said an academic department contacted him with this question. If graduate students contribute to STRS, the department match can be an issue for those without a large budget.

Steve requested the Planning and Strategy committee to review this issue and provide some recommendations.

10. New Business

Sonsoles brought members attention to the handout in today's packet (Appendix D). This is the proposal for a new course which would serve as one of the potential electives for the TBS program. She said that this course will fill a gap that has been identified and will also be one of the courses required for the Bio-Ethics certificate coming in the future. She requested members to share this with their units. Sonsoles said that the class will be open to all students regardless of their department.

Krisanna mentioned that she would like to share this with her colleagues on the Data Quantitative Work Group, Drs. Robert Vigo and Michael Burton. The group is working under the guidance of Dr. Robert Frank.

Steve requested the curriculum committee to review and make a recommendation whether they approve it or not.

Gursel asked if the proposal submitted by Chris Fisher (in April 2016, about lowering English proficiency requirements for students applying to the Music Certificate program) should be reviewed in the light of the new federal guidelines for issuing I-20s. Katie said that one of the discussion questions for the committee in the handout (Appendix A) pertains to this issue.

The meeting was adjourned at 4:46 pm.

Appendix A

Graduate Catalog Admission Modifications for Federal Guideline Compliance

Issue: Certificates of Eligibility for a graduate degree-seeking I-20 can only be issued if the student fully meets all admission conditions (unconditional admission). This impacts all international applicants who require a Certificate of Eligibility to enroll as a student.

- We cannot issue a graduate **degree-seeking I-20** to any international student admitted under academic conditional status or English Language conditional status.
- International students who need an I-20 but have not demonstrated English proficiency sufficient for unconditional admission can only be admitted under a **language training I-20**. They must submit a separate application to OPIE. They can be processed as an EP admission.

Students with English Language Conditional Admission Status:

Students who were issued a **graduate degree I-20** in English Language Conditional status:

- If English language placement recommendation is for nine or more hours of graduate academic study, student remains on existing **degree I-20**.
- If English language placement recommendation is for more than nine hours of language study, student is being changed to a **language training I-20**. Supplemental/concurrent undergraduate registration remains an option. Limited graduate-level registration may be available through a short-term non-degree concurrent graduate status with departmental approval. Student will need to submit a non-degree graduate application.

Students who were issued a **language training I-20** with an EP + OPIE admission or just an OPIE admission:

- Current EP admit: If English language placement recommendation is for nine or more hours of graduate academic study, the department can request that the student be moved to unconditional admission status. If the request is approved, the student can be moved to graduate admission and a **graduate I-20** can be issued. Alternately, student could apply for limited non-degree status to take graduate-level coursework concurrent with additional English language courses.
- OPIE admit: Student studying in OPIE who does not have an EP admit could apply for limited non-degree graduate status under the **language training I-20**. In exceptional cases, the student could apply for graduate degree admission, but issuance of a **graduate I-20** may require a waiver request process for unconditional admission.

Students who deferred their fall admission or have applied for spring 2017 or beyond must be fully admissible in order to issue a **graduate I-20**. If they are not, they must apply to OPIE and be issued a **language training I-20**.

Policy Revision Proposals, English Language Proficiency

English Language Proficiency for an Initial Admission:

Test upon arrival is no longer possible under a **graduate I-20**. Any student who needs a **graduate I-20** will need to submit official English proficiency test scores as part of the application/admission process.

Modify the English Language Proficiency requirements to allow for unconditional admission for students who have test scores that qualify them for full-time (9 credit hours) academic study at the graduate level. Any English language training (OPIE or ELIP) would be concurrent and supplemental to academic study.

| Test | Current Requirement | Modified Requirement |
|------------------|--|--|
| Paper TOEFL | ≥ 550 plus any composition score | > 524 plus Composition score ≥ 40 or 3B (campus composition score) |
| iBT | ≥ 80 plus any composition score | >70 plus Composition score ≥ 17 |
| IELTS (academic) | ≥ 6.5 across all bands | ≥ 6 across all bands |

Test upon arrival possible only through English Provisional admission, separate application to OPIE, and issuance of a **language training I-20**.

Graduate Registration for students with a **language training I-20**:

Students who do not meet proficiency levels for unconditional admission either be admitted under EP status and apply to OPIE or apply directly to OPIE for initial language training. In either circumstance, a **language training I-20** will be issued.

Possibilities/Issues to consider/discuss:

1. Develop an option for limited non-degree graduate registration to run concurrent with English language training (akin to Senior for Graduate Credit) for students on a **language training I-20** who meet the minimum graduate English proficiency total/composite score:

iBT: > 60

IELTS: ≥ 6

Paper TOEFL ≥ 500

2. Can a program/department ask for waiver to admit unconditionally students who have English proficiency scores that fall into the current English Conditional admission range where nine hours of graduate study is possible? Those ranges:

iBT: Between 61-70 plus Composition score ≥ 20

IELTS: ≥ 6 composite plus Composition score ≥ 5.5

Paper TOEFL Between 500-524 plus Composition Score \geq 46 or 4 (campus composition score)

If yes, what needs to be included in a waiver request - Test scores? OPIE instructor assessments?

Can students grade out of OPIE into unconditional status or must they have a minimum test score?

Are there institutional time limits on the number of semesters a student can remain on a **language training I-20?**

Academic Conditional Admission

Ohio University cannot issue a **graduate I-20** until the student is fully qualified for unconditional admission. need to qualify for unconditional admission status.

Options for handling students not ready for unconditional admission:

- Admit as an undergraduate student to take a set of prescribed courses.
- Advise the student about recommended prerequisites and let them complete those from their current location or on-line through any US regionally accredited university or any international governmentally accredited university.
- Admit the student to non-degree graduate status at Ohio University for a limited period of time.¹

¹ Ohio University is currently authorized to issue I-20s only to degree-seeking and a couple of non-degree certificate programs. A request to broaden that authority is being prepared, it may be up to a year before we have any updates from the federal level.

Appendix B

Admission Status Levels for Graduate Study at Ohio University

Ohio University graduate students studying on a visa have two admission status levels options: Unconditional or English Provisional. Students with Unconditional admission status have no conditions for their admission, and are issued a graduate I-20, are eligible for funding, and can take full-time graduate student course loads. Students studying at the English Provisional level do not have graduate admission, are not eligible for funding, cannot take graduate-level coursework, and study on a language training I-20. Students must submit official test scores (institutional TOEFL, iBT, or IELTS) that meet the requirements for unconditional admission before a graduate I-20 can be issued. Students are advised to submit test scores with their admission packet. Students who come to Ohio University and test on arrival will only be issued a language training I-20 and no funding offers can be made. A graduate I-20 can then be issued if test scores consistent with unconditional admission are obtained and per department discretion.

| Institutional TOEFL & Composition | | OR | | iBT | | OR | | IELTS | | | |
|---|------------|--------|--|-----------|---------|----------------------------|-----|-------|---------|--|------------|
| Total | Comp. | | | Total | Writing | | | Total | Writing | | Coursework |
| Unconditional Admission - some programs may have higher numbers | | | | | | | | | | | |
| Unconditional | ≥ 550 | any | | ≥ 80 | any | ≥ 6.5 on all bands | any | | | Academic & Professional Communication courses available to interested students (http://ohio.edu/cas/ELIP) | |
| | | | | | | | | | | 1 course in Academic & Professional Communication, up to 15 hours of Discipline-Specific Classes | |
| | | | | | | | | | | 2 courses in Academic & Professional Communication, up to 12 hours of Discipline-Specific Classes | |
| English Provisional with the Ohio Program of Intensive English, OPIE (http://linguistics.ohio.edu/opie/) | | | | | | | | | | | |
| Provisional | 525-549 | $< 3B$ | | 71-79 | < 17 | ≥ 6 composite | any | | | OPIE 12 hours + 6 Hours of undergraduate academic classes | |
| | 500-524 | any | | 61-70 | any | | | | | Full-time English courses in OPIE only | |
| | < 500 | | | < 71 | | < 6 | | | | | |

For questions, please contact: Dawn Bikowski in ELIP (740-593-4564, bikowski@ohio.edu), the Graduate College (740-593-2800, graduate@ohio.edu), or the Ohio Program of Intensive English (740-593-4575, opie@ohio.edu).

Sept. 2016

Appendix C

Commencement Ceremony Participation

From the Registrar's Page

- At the close of spring semester, Ohio University holds one graduate commencement ceremony, two undergraduate commencement ceremonies, and one annual medical commencement ceremony.

To be eligible to participate in spring commencement, have your name listed in the commencement program, and purchase a cap and gown, you must have filed a valid graduation application for the spring semester. If you will complete your degree requirements in the summer semester following the spring commencement ceremony, then you may make an application for graduation in spring indicating you will complete your degree in summer.

- At the close of fall semester, Ohio University holds one combined undergraduate and graduate commencement ceremony.

To be eligible to participate in fall commencement, have your name listed in the commencement program, and purchase a cap and gown, you must have already been awarded your degree the preceding summer semester or have filed a valid graduation application for the fall semester.

Graduate Council's Participation Waiver Policy for Doctoral Students:

Students must meet the stated deadlines for graduation during the spring term in order to go participate in the commencement doctoral hooding ceremony. Exceptions to this rule will be approved in limited cases when students fail to meet the requisite deadlines for spring graduation due to extenuating circumstances. To be granted an exception, the student must successfully defend their dissertation and file a final version of the document by the Friday prior to Graduate Commencement Ceremonies. Requests for an exception should explain the extenuating circumstances and should be submitted by the dissertation advisor with the endorsement of the program Graduate Chair and Dean of the academic college. The endorsement should indicate that the student is on track to meet all requirements for the degree no later than the end of the summer term. Students granted an exception will not have their name in the commencement program and will not receive their degree until all requirements are completed.

Exception endorsements from the academic college must be received by the Assistant Dean of the Graduate College (Katherine Tadlock) no later than 5 pm on the Friday prior to Graduate Commencement Ceremonies.

Questions for discussion:

Should the same exception process apply to spring graduates who want to walk in the fall prior to their actual degree conferral?

Is there a calendar date by which a summer (or spring) grad needs to be done to be granted a waiver for spring (or fall) participation rather than participate in the fall with other summer grads (spring with spring grads)?

What about students who want to defer participation until a term after they actually graduate? Can a fall graduate defer to the subsequent spring, or a spring grad defer to the next fall? Under what circumstances?



Appendix D

Syllabus: Data Analytics for Translational Biomedical Sciences

Instructor: Sebastián R. Díaz, Ph.D., J.D.

Department of Family Medicine, Ohio University Heritage College of Osteopathic Medicine

Overview

This document serves as the syllabus for a proposed course titled, Data Analytics for Translational Biomedical Sciences. The course is designed to provide students in the translational biomedical sciences and related disciplines an overview of the impact of data analytics on decision-making and related research.

The syllabus begins with a description of the context explaining the need for such a course. The second section of the syllabus provides an overview of activities in this project-based course. The third section of the syllabus then explains how student performance in this course is evaluated.

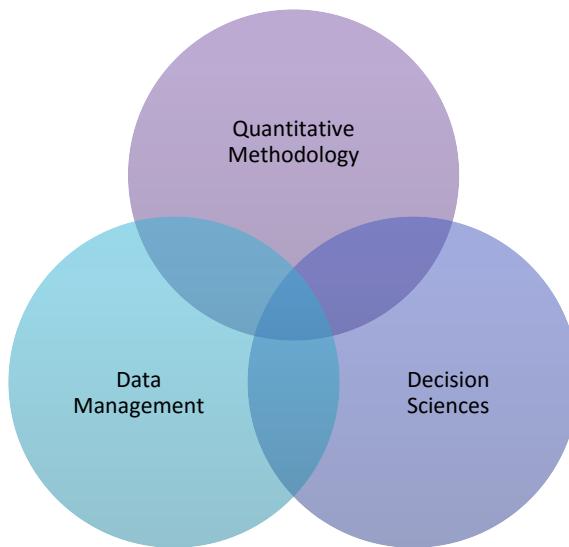
Context

Continued advances in computation, data utilization, and quantitative and qualitative methodologies are creating a perfect storm of factors propelling analytics to the forefront of all disciplines. Given the emerging data revolution, many disciplines are now experiencing an urgent need to prepare professionals who can optimize data for decision-making, strategic planning, and research.

Admittedly, the conventional academic format for this course limits the ability of students to apply what they learn in class to their actual work. Regardless, this course attempts to create an applied learning environment in which students gain experience in analyzing not only esoteric data, but also real-world data that they acquire from a colleague and/or client.

There are many domains germane to data analytics. As data analytics programs emerge throughout American universities, they eventually reside in a wide range of disciplines. One of the unique aspects of data analytics is that it is an area of study that transcends the bounds of traditional disciplines in academia. Students must therefore embrace an inter-professional mindset when learning about data analytics. By necessity students in data analytics must explore concepts germane to the computational sciences, business consulting, education, as well as the humanities, social sciences and biomedical sciences.

The scope of this analytics course will focus primarily on three diverse perspectives:



Quantitative Data Analysis

Methodologies that borrow heavily from statistics and other quantitative disciplines will be a primary focus of this course. Students will explore the foundational principles of how scales of measurement are used to structure quantitative data. Students will then review basic descriptive statistics, with a particular emphasis on how they can be leveraged to inform practice. Naturally students will also explore a variety of inferential statistics methods, while balancing these null-hypothesis-testing (NHT) approaches with exploratory data analysis (i.e. data mining) techniques.

Decision Sciences

In order to understand fully the impact of data analytics, students will explore how stakeholders internal and external to the translational biomedical sciences understand, perceive and utilize data. In an effort to help students develop the skills necessary to communicate research findings to a diverse breadth of stakeholders, this course balances skills in quantitative data analysis with complementary skills in how those analyses are best communicated to others in order to promote action. While it is impossible in a course of this scope to fully prepare students to become experts in decision sciences, this course will engender in students skills in data visualization.

Moreover, this course is designed to help students embrace the complexity inherent in decision-making based upon the available body of research. Recognizing that translational biomedical sciences present ethical as well as technical challenges, course activities are designed to teach students how data can be used to support opposing views on a particular issue germane to bioethics.

Data Management

Graduate students in the translational biomedical sciences today will be confronted upon graduation with heightened expectations for data management as compared to predecessors. Advances in computation and database management will eventually translate into expectations for increased sample sizes in scientific research, along with more sophisticated analytics. For that reason, this course also focuses on developing within students a firm understanding of how data need to be architected in order to optimize their scientific research.

Course Activities

The activities in this course will ideally prepare students to be effective consumers of data, information and knowledge within the translational biomedical sciences.

Course Objectives

As a result of successfully completing this course, students will be able to:

- compare and contrast how scales of measurement for quantitative data affect data storage, data analysis, and data interpretation;
- leverage basic descriptive statistics and the principles of a normal distribution to inform research;
- structure data electronically in a variety of electronic formats so that it can be shared and analyzed among multiple statistical and data visualization software;
- create dashboards that allow stakeholders to easily recognize patterns in data that inform their particular needs for decision-making, strategic planning, or research;
- use data visualization and statistical software to extract meaningful and impactful trends from the data;
- compare and contrast how diverse stakeholders utilize data, and tailor the respective analyses and reports to better address their unique needs, and;
- identify and highlight how data can be used to inform resolution of ethical dilemmas endemic to translational biomedical sciences.

Required Texts

- *Discovering Statistics Using SPSS* (4th Ed.). (2013). Author: Andy Field. ISBN: 978-1-4462-4918-5.
- *Data Fluency: Empowering your Organization with Effective Data Communication*. (2014). Authors: Zach Gemignani; Chris Gemignani; Richard Galentino; Patrick Schuemann. ISBN: 978-1-118-85101-2.
- *The Field Guide to Data Science*. (2015). Booz | Allen | Hamilton. Instructor will provide as free PDF.

Required Software

- R (including RStudio & Rattle) – Freeware may be downloaded at: <https://www.r-project.org>

- SPSS (May be purchased via Bobcat Depot)
- Microsoft Office Excel
- Tableau – Freeware for full-time students may be downloaded at:
<http://www.tableau.com/about/blog/2013/3/tableau-students-free-access-tableau-desktop-21617>

Course Activities...ctd.

Overview of Semester Activities

The table below summarizes semester activities for this course. Please note that with the exception of the first week, reading and homework assignments should be completed before coming to class. By contrast, group exercises will occur *during* class for the particular week listed.

| Week | Reading Assignment | Homework Assignment | Classroom Group Work | Evaluation |
|------|---|---|---|---------------------------------|
| 1 | Gemignani Text Chps. 1-2; Field Text Chps. 1-2 | Download all Freeware (R, RStudio, Rattle, Tableau); Download Health Data | Using Appropriate Statistical Methods Exercise | |
| 2 | Gemignani Text Chps. 3-5; Field Text Chps. 3 & 5 | Submit Signed Contract with Client | Descriptive Statistical Analysis of Health Data | |
| 3 | Gemignani Text Chps. 6-8; Field Text Chps. 7 & 8 | Client Report Section I: Description of Variables | Health Data: Inferential Regression Analysis | Quiz 1 |
| 4 | http://www.theatlantic.com/past/docs/issues/95dec/chilearn/drucker.htm | | Health Data: Tableau Bar Graphs | |
| 5 | Field Chapter 9 | | Health Data: Comparing Means | Quiz 2 |
| 6 | Booz-Allen-Hamilton Pgs. 1-45 | | Health Data: Tableau Mapping | |
| 7 | Field Chapter 11 | Client Report Section II: Methodology | Health Data: Analysis of Variance | Midterm Examination |
| 8 | Booz-Allen-Hamilton Pgs. 46-83 | | Health Data: Tableau Calculations Function | Peer Feedback on Client Reports |
| 9 | Field Chapter 13 | | Health Data: Factorial Analysis of Variance | Quiz 3 |
| 10 | Booz-Allen-Hamilton Pgs. 84-117 | Client Report Section III: Results | Health Data: Tableau Dashboards | |
| 11 | Field Chapter 12 | | Health Data: Exploring Covariates (ANCOVA) | Quiz 4 |
| 12 | CHAID Analysis Reading (TBD) | Client Report Section IV: Recommendations | Health Data: CHAID and Random Forests | Final Examination |
| 13 | | Classroom Presentations | | |
| 14 | | Classroom Presentations | Final Reports Due | Course Evaluation |

Please note the following:

1. Reading assignments for this class are substantial. Regardless, given the interdisciplinary nature of data analytics, it is important that students develop a sensitivity to the diverse perspectives that inform data analytics within organizations. For that reason, students will be responsible for a lot of reading outside of class.
2. This course depends heavily upon participatory group work in the classroom. For that reason, it is imperative that students not only show up to class sessions, but that they also be engaged with their fellow

group members during class. It has been my experience throughout my years of teaching that students who regularly attend class and remain engaged in classroom activities tend to perform better.

3. Homework assignments refer to a client report. This is a practical exercise in which the student will analyze data for a real-world client. At the beginning of the semester, the student will negotiate with a client (e.g. a supervisor, colleague) to define a data project the student will execute throughout the semester. Students will be expected to provide at semester's end a report to their client that informs real-world decision-making, strategic planning, or research. Throughout the semester the student will build upon a report that will be submitted to both the instructor and the client at the end of the semester. For that reason, the report is assigned in Sections that build upon one another as the student progresses through the course. Furthermore, students will present the findings of the report to fellow class members in weeks 13 and 14 of the course.
4. Classroom group work refers to *Health Data*. In addition to analyzing data for their particular client, students will also work with publicly available health data throughout the semester in order to practice the statistical and data visualization techniques explored in class. While understanding that some students enrolled in this course may work in a discipline outside of healthcare, the course will focus particularly on healthcare data in order to allow collaboration among students. One nice feature of healthcare data is that regardless of our respective discipline or profession, we all are concerned with health, and can therefore relate to it easily.

A Note on Bioethics

Quantitative data represent a complex language of symbol systems that can be leveraged in ways every bit as complex as the English language. For that reason, students will be expected to recognize and embrace the complexity of data analytics. Much as one might reasonably expect opposing yet equally compelling arguments for or against a particular social policy (e.g. school-choice, regulation of GMO foods, etc.), the same type of complexity and uncertainty should be expected of data analytics. At the risk of sounding trite, it is important for students to remind themselves that data only *drive* decision-making, yet they don't actually *make* the decision for you.

To help students embrace and become comfortable with this complexity and uncertainty, Bioethics issues will be integrated throughout the curriculum, particularly in weekly group exercises. Students will be presented with challenging dilemmas of Bioethics, and will be expected to use the data to help resolve them. Recognizing that translational biomedical sciences integrate objective and subjective scientific data, students will be expected to use the data accordingly when supporting a particular approach to decision-making (e.g. at what point do population health initiatives infringe upon cultural values?).

Course Evaluation

The following table illustrates how the final course grade for each student will be computed. Note that the final examination and final project and presentation will each represent a fourth of the final course grade. The four quizzes administered throughout the semester together will represent an additional fourth of the final course grade. The midterm examination accounts for 12.5% of the students' final course grades. Finally, please note that peer evaluations will be conducted throughout the semester, and these will account for 12.5% of students' final course grades.

| Evaluation Element | % of Final Course Grade |
|------------------------------|-------------------------|
| Peer Evaluations | 12.500% |
| Quiz 1 | 6.250% |
| Quiz 2 | 6.250% |
| Quiz 3 | 6.250% |
| Quiz 4 | 6.250% |
| Midterm Examination | 12.500% |
| Final Examination | 25.000% |
| Final Project & Presentation | 25.000% |
| Total | 100.000% |

Academic dishonesty will result in the student learning a failing grade for the course.

The following guidelines will be used by the instructor to determine the final letter grade for the course:

- 90% - 100% A+ to A-
- 80% - 89% B+ to B-
- 70% - 79% C+ to C-
- 60% - 69% D+ to D-
- <60% F

The instructor reserves the right to adjust the scale above to be more lenient for determination of final course grades. However, the same is not true for adjusting the scale to be more difficult than what is listed above.

Graduate Council Minutes

October 7, 2016

Attendance: Emilia Alonso-Sameno, Tim Anderson, Ian Armstrong, Steve Bergmeier, Terry Cluse-Tolar, Pete Harrington, Jennifer Horner, David Koonce, Krisanna Machtmes, Brian McCarthy, Jody Lamb, Maria Modayil, Greg Newton, Shawn Ostermann, Ann Paulins, Joseph Shields, Gaurav Sinha, Scott Smith Spencer Smith, Gursel Suer, and Katherine Tadlock.

Excused: Geoff Dabelko, Sonsoles De Lacalle, Andrea Frohne, Alex Hibbett, Janet Hulm, Chulho Jung, Bose Maposa, Chris Moberg, Erik Ramsey, Anirudh Ruhil and Gaurav Sinha.

Convened: The meeting was convened at 3:05 pm.

1. Approval of Minutes of the September 9, 2016 meeting

The minutes of the September 9, 2016 meeting were approved.

2. Chair's report (Steve Bergmeier)

Steve welcomed the two new members of Graduate Council who could not attend the September meeting, Pete Harrington and Scott Smith.

He said that conversations about the graduate faculty status are underway and he has met with Joe McLaughlin (chair of faculty senate), Charles Buchanan (chair of EPSA) and Sherrie Gradin (chair of Professional Relations committee) about it. He added that the revised document will need to be updated by Faculty Senate. Steve said that he will initiate the formation of a small group comprising of members from Graduate Council, EPSA, and faculty senate. Joe added that one of the big issues that needs to be clarified is determining eligibility to serve on thesis and dissertation committees.

3. Remarks by Joe Shields, Dean of the Graduate College

Joe congratulated Jen on the successful approval of the DNP program by the HLC and the first cohort will begin in the spring of 2017.

He added that the MFA presentation to the CCGS went very well and the program was approved unanimously. He said that David deserves the credit for working with the team to help prepare them for the presentation.

Joe said that the Master's in Global Health was approved by UCC and will be presented to the Board of Trustees in two weeks.

4. Remarks by David Koonce, Associate Dean of the Graduate College

David said that the application numbers are up by 21% from last year, it is still very early in the process, but he hopes that the number of applications will be higher than last year. He said that a fair number of these new applications are for the Physician's Assistant program.

He said that he has heard that students who are on research fellowships do not have much to live on from their first check. He has met with the Bursar and Financial Aid to explore the ideal of all fee payments not being taken out of the first check.

David said that the upcoming CCGS retreat will discuss the idea of offering the PhD degree online.

David informed members that he will be meeting with Payroll office staff to discuss the issue of graduate students being paid while they are overseas. Members asked if the time period students spend outside the country comes into play in this issue. David said that if someone has students who will be in this situation during spring 2017 to contact him. He said until a decision and policy are in place, they will work on a case-by-case basis.

5. Report from the Curriculum Committee

Tim said that the six program reviews that are up for discussion are pretty straight forward. He said that the review of the PhD program in Chemistry noted a complaint about the facilities. The Physics program received high commendation, but noted that the facilities were a problem. He said that the reviews for the two master's degrees within the Recreation and Sports Pedagogy were fairly positive. Tim added that the Journalism program also received a positive review, however there was concern about the reduction of stipends for graduate students. The review for Theatre was fairly positive, but it noted that the facilities are being pushed to their limit.

For Biological Sciences Tim said that the external reviewers noted that the lab space is appalling and they expressed concern about decisions being made by small committees and that the junior faculty are not receiving good communication about promotion. Brian said most of the issues noted in the review have been addressed and a fair amount of investment was made in the upgrading the anatomy and the animal science lab. He also added that to reduce the onerous advising load on the faculty, an advisor has been hired. Jen said that the Graduate Council can write a letter noting that the concerns are taken seriously and that the council supports the college in making positive changes.

Tim said that per the discussion at the last Graduate Council meeting regarding the Interdisciplinary Arts program, Steve sent those comments to David Ingram. David Ingram is going to suggest a review in two to three years.

Jen referred to the notes from the most recent meeting of the Program Committee of UCC that were shared with all members. She said that Kelly Broughton will meet with EPSA regarding certificate programs. Jen also said that some clarification regarding the composition and

charge of Friday group is required. She added that updates regarding the status of the Athletic Training program will be coming in the future. Jen also said that discussions with Sonssoles and Kelly about the Graduate Health Policy Certificate and the Global Health Certificate have been underway. Jen said that the proposed name change of the Master of Science in Nursing, Acute Nurse Practitioner track to the Master of Science in Nursing, Adult-Gerontology Acute Care Nurse Practitioner will help meet accreditation requirements.

The Data Analytics course offered under the Translational Biomedical Sciences program has received positive reviews and Tim said that the Curriculum Committee recommends its approval. Brian said that he can see this course being useful as the College of Arts and Sciences works towards the program proposal for a new program. **Members of Graduate Council voted in favor to approve this course.**

6. Report from the Recruitment and Admissions Requirement Committee

Gursel said that due to scheduling conflicts the committee was unable to meet. He said he met with Dawn Bikowski regarding standards for English proficiency and referred members to the handouts he passed to all members (appendix A). Gursel drew members' attention to the chart, 'Admission status levels for graduate study at Ohio University' (page 4 of 4 of appendix A). He said that establishing minimums for each section might be one way to approach this issue. He added that currently we consider the total score on the iBT (80) and we do not take section scores into account. He added that for students who are given teaching assistantships, maybe there should be a minimum listening score as well, besides the minimum speaking score. David said that the note on the chart about certain courses being 'strongly recommended' is difficult to enforce. He added that academic programs can always set higher requirements.

Members discussed English proficiency requirements for TAs. Katie reminded members that all students who are offered university funding are required to show English proficiency scores that meet the current minimum requirement for unconditional admission. She also said that the new policy about issuing I-20s only for unconditional admission has been put forth by the federal government. David said that applicants who do not meet the English proficiency requirements, can be admitted to the Ohio Program of Intensive English for English language study. However, students who would be recommended for academic conditional admission, do not have a fallback admission category for which an I-20 can be issued for that status. Gursel asked if there should be different requirements for TAs who are responsible for in-class instruction, versus those who grade for a class taught by faculty members. David said that it is probably difficult to capture these differences, since so much of this depends on the culture of the unit. Krisanna said that the TAs in their department do not teach, but work in the statistics lab and she added that they require them to take the SPEAK test. It was noted that students who are cleared for probationary teaching have to take the test again and achieve the required minimum score. Students who are cleared for probationary teaching are required to take an ELIP class concurrent with their teaching assignment. There, is however, nothing in the graduate catalog that notes that a student has to retake the ELIP class if he/she takes and fails that class.

Going back to the discussion about the minimum section scores for the iBT, it was clarified that at this point, we look for minimum scores on all bands of the IELTS, but on the iBT, we only look at the total score. Gursel said that by setting a minimum score, we are not lowering the current requirements, we are just setting some limits. Katie clarified that the policy update to accept the IELTS for admission purposes is recent and that accepting the TOEFL (now the iBT) had been in place for a long time. He expressed concern that if academic departments can ask for exceptions to the policy, then there might be a lot of exceptions being requested.

David said that it will be helpful to have a policy on this sooner than later since there are a fair number of applicants who will need to be advised about a future course of action. He added that it would be nice to be able to vote on some recommendations at the next meeting.

7. Report from the Planning and Strategy Committee

Krisanna said that she has been trying to reach an appropriate person to talk about the student contributions to STRS. She will be meeting someone next week to discuss this.

The committee will also discuss the issue of students who graduate in summer and fall, but want to participate in the Spring commencement.

8. New Business

Spencer brought members' attention to the handout about advising (Appendix B). Steve said that these internal policies vary across departments. Ian said that some departments have specific procedures laid out for changes in advisors and thesis/dissertation committees. Joe said that this body does not have the authority to mandate a process to be followed for changing advisors and committee members, but we can showcase best practices to enable departments that are looking for guidance to have some models to review. Brian said that at the college level, recommendations for or against a committee member might be made for technical reasons and not because someone might or might not be perceived as a good advisor. Jen said that the burden of proof falls on the student to show that he/she has been treated unfairly. Brian said that in his college in the last five years all issues about advisor changes have been handled at the department level by all 19 departments; and in a rare instance he has been called upon for help. Ann said that students at the Patton College of Education use a form for changing the composition of a committee. She said that she can see the element of fear on the part of the student due to the power held by the faculty. Gursel added that in their program, students come to the graduate chair with any problems or issues that they encounter. Brian added that if the advisor also happens to be the graduate chair, then the student would go to the department chair. He added that currently they have a student who no one wants to work with; the student is now working with the third advisor. Krisanna said that abuse does not always have to be verbal, an advisor can put off meetings and thus the student would not make any progress. Jen and Scott noted the need for a mechanism and rationale for a request to change advisors or committee members. Brian said that the appeals process that was put in place last year should be able to accommodate this issue. Greg said that some of the internal processes are being reviewed within the college.

Steve said that he will send an email to Sonsoles (chair of Policies and Regulations Committee) to look into this.

Jen asked if a resolution was reached to the discussion about a minimum GPA requirement for conferral of certificates. It was noted that a decision has still not been made.

Jen also asked about the need for students to complete the dual degree form if they are not sharing coursework. It was noted that this can be reviewed and discussed.

Jody said that the internal deadline to submit nominations for the MAGS Distinguished Masters Thesis Award is October 17th, 2016. Nominations are being sought in the two broad categories of Social Science and Mathematics, Physical Sciences and Engineering. The Graduate Student Affairs and Fellowships committee will review and pick the Ohio University nominees to be submitted by October 28th, 2016.

The meeting was adjourned at 4:55 pm.

Appendix A

TOEFL® Score Scales

| Skill | Score Range | Level | |
|--------------------|------------------|---|--|
| Reading | 0-30 | High (22-30) Intermediate (15-21) Low (0-14) |  Ready to take the TOEFL iBT® test? Register Now > |
| Listening | 0-30 | High (22-30) Intermediate (15-21) Low (0-14) | |
| Speaking | 0-30 score scale | Good (26-30) Fair (18-25) Limited (10-17) Weak (0-9) | Official TOEFL iBT® Tests with Audio, Volume 1 Includes 5 actual past TOEFL iBT® tests, with all audio passages on disc. Also includes the TOEFL® Test Prep Planner. Purchase now > |
| Writing | 0-30 score scale | Good (24-30) Fair (17-23) Limited (1-16) | |
| Total Score | 0-120 | | |

Although the score range for each of the four test sections (Listening, Reading, Speaking, and Writing) is from 0 to 30, each section is a separate measure and each measure has its own scale. Therefore, scores obtained on a section can be compared to other scores from the same section, but it is not appropriate to

| n | T | List | Read | Write | Speak |
|----|----|--------|-------|-------|-------|
| 1 | 57 | 11 | 12 | 16 | 18 |
| 1 | 59 | 9 | 18 | 18 | 14 |
| 1 | 60 | 9 | 18 | 18 | 15 |
| 1 | 61 | 10 | 12 | 21 | 18 |
| 2 | 62 | 12, 13 | 12,18 | 15,20 | 17 |
| 1 | 63 | 24 | 17 | 11 | 11 |
| 1 | 64 | 12 | 19 | 18 | 15 |
| 1 | 65 | 18 | 14 | 18 | 15 |
| 2 | 66 | 18,19 | 10,19 | 13,16 | 15,22 |
| 1 | 68 | 17 | 14 | 19 | 18 |
| 2 | 69 | 12,14 | 15,17 | 20,21 | 19,21 |
| 2 | 70 | 13,15 | 14,19 | 18,23 | 15,23 |
| 1 | 71 | 15 | 16 | 20 | 20 |
| 1 | 72 | 16 | 20 | 14 | 22 |
| 4 | 73 | 17,23 | 11,16 | 14,20 | 20,22 |
| 2 | 74 | 13,20 | 12,23 | 15,19 | 19,27 |
| 4 | 75 | 16,18 | 18,19 | 18,21 | 17,19 |
| 3 | 76 | 15,18 | 18,24 | 18,20 | 18,23 |
| 2 | 77 | 16,17 | 21 | 20,21 | 19 |
| 4 | 78 | 17,21 | 18,22 | 20,22 | 17,20 |
| 7 | 79 | 14,19 | 18,22 | 20,23 | 20,22 |
| 13 | 80 | 10,24 | 17,27 | 17,24 | 18,23 |
| 20 | 81 | 14,24 | 16,30 | 13,24 | 15,24 |
| 16 | 82 | 17,24 | 15,24 | 17,22 | 15,23 |

Gursel A. Suer
Admissions and Recruitment Subcommittee
Graduate Council

October 7, 2016

Items to discuss:

1. Admission Status Levels for Graduate Study at Ohio University as proposed by Dawn Bikowski
2. Lower Limits on section scores?
3. Lower limit on Speaking only vs. Speaking + Listening for teaching?
4. TA for labs vs TA for courses?

Admission Status Levels for Graduate Study at Ohio University

Ohio University graduate students studying on a visa have two admission status levels options: Unconditional or English Provisional. Students with Unconditional admission status have no conditions for their admission, are issued a graduate I-20, are eligible for funding, and can take full-time graduate student course loads. Students studying at the English Provisional level do not have graduate admission, are not eligible for funding, cannot take graduate-level coursework, and study on a language training I-20. Students must submit official test scores (see below) that meet university and departmental requirements for unconditional admission before a graduate I-20 can be issued. Students are advised to submit test scores with their admission packet. Those who test on arrival will only be issued a language training I-20, no funding offers can be made, and a graduate I-20 can only be issued if test scores consistent with unconditional admission are obtained and per department discretion. Students who do not speak English as their native language are cleared to teach if they are unconditionally admitted and score: iBT Speaking 24, SPEAK 230, or IELTS Speaking 7.0; provisional teaching with iBT Speaking 21, SPEAK 190, or IELTS 6.5

| iBT | | Institutional TOEFL (ITP) & Composition | | IELTS | | Coursework | Teaching |
|---|--------------------|--|---|-----------|----------------|---|---|
| Total | Section Scores | Total | Section Scores | Composite | Band Scores | | |
| Unconditional Admission - some programs may have higher requirements | | | | | | | |
| ≥ 80 | ≥ 17 | ≥ 550 | Comp: ≥ 5 Others: ≥ 52 | ≥ 6.5 | ≥ 6.5 | Academic & Professional Communication courses available to all students (http://ohio.edu/cas/ELIP) | Cleared to teach if iBT Speaking 24, SPEAK 230, or IELTS Speaking 7.0; provisional teaching with iBT Speaking 21, SPEAK 190, or IELTS 6.5 |
| Unconditional Admission with Recommended Academic & Professional Communication coursework in ELIP | | | | | | | |
| ≥ 65 | Wrtg: ≥ 17 ≥ 14 | ≥ 520 | Comp: ≥ 5 Comp: 3B-4 Others: ≥ 46 | ≥ 6 | ≥ 6.0 ≥ 5.5 | 1 course in Academic & Professional Communication strongly recommended 2 courses in Academic & Professional Communication strongly recommended | |
| English Provisional with the Ohio Program of Intensive English, OPIE (http://linguistics.ohio.edu/opie/) | | | | | | | |
| 61-79 | < 14 | 500-549 | < 3B | ≥ 6 | < 5.5 | OPIE 12 hours + 6 Hours of undergraduate academic classes | No teaching until Unconditionally Admitted |
| < 60 | any | < 500 | any | < 6 | any | Full-time English courses in OPIE only | |

For questions, please contact: Dawn Bikowski in ELIP (740-593-4530, bikowski@ohio.edu), the Graduate College (740-593-2800, graduate@ohio.edu), or the Ohio Program of Intensive English (740-593-4575, opie@ohio.edu).

Oct. 2016

Appendix B

ISSUE: Graduate Theses/Dissertation Advising

STORY: I sat in on the dissertation defense of a Ph.D. student here who had been making slow academic progress due to a lack of strong advising by her chair. She came to seek me out as she was terrified she would not complete her degree. Her dissertation chair, according to the student, was verbally abusive and demeaning and her confidence in her own abilities had taken a severe beating. Because of her story, I invited graduate students to an exit interview to see how we might better support their academic work. But her story is not unusual, so I wonder what other schools do in cases where a student is not working well with an advisor or wants to switch advisors. Or what to do if the advisor behaves this way to all the advisees. What recourse do students/administration have to limit senior faculty from being advisors to graduate student theses and dissertations?

SOLUTIONS:

- At my previous institution, students could change advisors with no fault. Meaning, they could tell the head of grad research, I want to change advisors. Sign the forms and be done.
- We also instituted group advisorship so that the student did not have one person lording over them. There were workshops on choosing an advisor which helped students select the most appropriate not just the most senior advisor.
- We have a very toxic faculty member who is often removed from committees for their undermining of students--usually female. One of the things that I have had to defend is the students' rights to remove a committee member with the simple re-doing of paperwork. The faculty member in question tried to have that changed by forcing the students to put into WRITING why faculty are removed. I immediately told the Chair that this was not only unacceptable but potentially actionable, especially if students were forced to write about emotional abuse and that until the Chair consulted the legal department I would not allow this to go forward. Subsequently, the faculty member backed down but in the meantime, I helped rewrite the language of the handbook to firm up our policy on this point. These cases actually reveal the soft spots in policy.
- In my department students can change with no issues, in fact students are assigned a provisional advisor coming into the program--most of the time that appointment stands but it is technically on a test basis for the first year and folks can and do change--sometimes for interpersonal reasons and sometimes because the project may change and the initial advisor doesn't make the most sense anymore. I know students in my program who have changed, even after the first year with mostly no issues. Sometimes the initial person stays on the committee (if appropriate/desirable), sometimes not.
- My alma mater has a process-oriented thesis and dissertation support group that is run through the Student Counseling Center. Interested students are screened by the facilitator, a PhD clinical psychologist, for appropriateness before joining the group. The group is helpful as it has a professional facilitator and peer support. When issues of "fit" with the committee chair or members come up in group, students can receive information on University policies and peer support and encouragement.
- Also, a student manual with sections addressing policies and procedures for changing Chairs/members would also be a true gift to future students.

Graduate Council Minutes

November 4, 2016

Attendance: Emilia Alonso-Sameno, Tim Anderson, Ian Armstrong, Steve Bergmeier, Geoff Dabelko, Sonsoles De Lacalle, Pete Harrington, Jennifer Horner, David Koonce, Krisanna Machtmes, Brian McCarthy, Jody Lamb, Bose Maposa, Maria Modayil, Greg Newton, Shawn Ostermann, Ann Paulins, Erik Ramsey, Joseph Shields, Scott Smith, Spencer Smith, and Gursel Suer.

Excused: Terry Cluse-Tolar, Andrea Frohne, Alex Hibbitt, Janet Hulm, Chulho Jung, Chris Moberg, Anirudh Ruhil, Gaurav Sinha, and Katherine Tadlock.

Convened: The meeting was convened at 3:04 pm.

1. Approval of Minutes of the October 7, 2016 meeting

The minutes of the October 7, 2016 meeting were approved with a note about correcting the date of the meeting as recorded in the document.

2. Remarks by Joe Shields, Dean of the Graduate College

Joe said that HCOM is planning major changes to their curriculum and that they will work with the Ohio Department of Education to move forward. The CCGS Guidelines list the MD and JD degrees under the exempted category for CCGS reviews, but not the DO, which probably reflects the fact that the original CCGS Guidelines predate the creation of the (first and only) osteopathic medical school in Ohio. This was brought to the attention of CCGS last month and they have agreed that the DO should be exempt also, since a peer review is not possible.

3. Remarks by David Koonce, Associate Dean of the Graduate College

David said that the notifications process for online programs has been streamlined. He shared information about this from CCGS. The issues to consider are using Quality Matters or a similar metric-driven program design/assessment, all instructors are trained in offering online content and online assessment, the university has an office that manages online course offering in other states and the university has approved all online courses in this program as academically appropriate for graduate study. David added that the questions that will be on the new form will be: is the degree subject to accreditation by a governing body beyond ODHE and HLC? Does this degree program include creation of original research or scholarship (oversee and direct the original research mentor students, socialization that is necessary for the effective scholarly exchange of ideas)? Does this degree program include an experiential component (e.g., clinical or professional experience, if yes, have they been implemented and assessed)? Will the program be offered in partnership with a commercial online service provider? If so, name of provider and their responsibilities [e.g., content creation,

recruitment, admissions, advising, etc]? Approximately what percent of program content will be completed on-line?

David said that at the end of this academic year, a conference will be held in Toledo to discuss best practices regarding the Professional Science Masters (PSM) degrees. Some of these degrees are offered as online programs. There is discussion about the internship requirement for such degrees which combine a STEM degree and a business component. David said that one of the items under consideration is that the internship requirement could be completed at the students' place of work.

David said that the graduate catalog does not list a maximum number of hours that can be transferred to a doctoral program. He added that the standard practice is to have 120 hours for a Bachelor's degree, 30 hours beyond that for a Master's degree, and 90 hours beyond a Bachelor's degree for a doctoral degree. Jen asked that some Master's degrees require 60 hours, so someone could then earn a doctoral degree with 30 more hours? It was clarified that students who come to Ohio University with a Master's degree are credited with 34 hours, irrespective of the number of hours that degree required.

David said that meeting the HLC requirements for graduate faculty status should satisfy the state requirements. The expectation is that the faculty member will have a terminal degree in the discipline he/she is teaching. He added that exemptions and the process should be laid out and that departments should look for relevant experience and document the requirements, criteria and exceptions if they have someone who will be teaching graduate courses. He also said that a faculty member who is directing doctoral research should have record of relevant scholarship.

David thanked GSS for hosting the OHIO Leaders presentation on Tuesday. He said that a panel co-sponsored with faculty senate on shared governance will be held on Wednesday, 11/09/2016 at 7 pm in the Friends of the Library room in Alden.

David said that graduate application numbers are higher than they were last year at this time. So far, he said we have received 940 applications thus far, which is up from 853 in 2015 and 775 in 2014. He said that the final enrollment count for fall semester 2015 was 5024 and so far for fall semester 2016 is 5187.

4. Report from the Recruitment and Admissions Requirement Committee

Gursel referred to the handout in today's packet (Appendix A). He said that the committee recommends lowering the score for unconditional admission to 70 with minimum writing score of ≥ 17 and a score of ≥ 15 on the listening, reading and speaking components. He added that to be eligible for funding the committee recommends keeping the total score of ≥ 80 , but adding the criterion of a score of ≥ 17 on the writing component. Gursel said that these recommendations are based on an analysis of data sets of scores of admitted students over the past few years. He said that applicants who do not meet these criteria could be offered a deferred admission to the graduate program through the English Provisional status.

Members voted in favor of accepting the new guidelines.

Gursel said that the committee does not perceive any conflict regarding Richard Chilcott and Jeffrey Shane's graduate applications and recommended that council approve the current arrangements.

Members voted in favor of accepting the committee's recommendations.

5. Report from the Curriculum Committee

Jen said that Kelly Broughton concurs with reviewing the minimum GPA requirement for conferring a graduate certificate and will bring the item to EPSA.

Sonsoles raised the issue of dual degrees versus sharing credits between two graduate degrees. Jen asked if students who do not intend to share credits between two degree programs should complete the dual degree form. She also said that some discussion about sharing courses between graduate degrees and certificates would be relevant.

Jen said that the Health Policy certificate has been approved and is moving forward.

6. Report from the Graduate Student Affairs and Fellowships committee

Jody said that Zakia Al Hashem and Andra Raisa Pecta's master's theses were nominated for the MAGS distinguished thesis competition.

He said that the deadline for departments to nominate a student for the Named Fellowships is February 3rd, 2017.

Jody said that the deadline for submitting a nominee for the MAGS Excellence in Teaching Award is January 13, 2017.

7. Report from the Planning and Strategy Committee

Krisanna said that she spoke to the benefits office about graduate students being able to contribute in the retirement system. She said that she was told that students taking six or more hours can waive their contribution. If a student opts into the plan, the department would be responsible for contributing 14% of the student's income. It was noted that most students waive the contribution, since the amount is deducted from their pay check and most of them need the amount they receive for living expenses. Scott said that students might not be aware that by waiving the contribution, they are also waiving the departmental contribution. Shawn said that students would benefit from opting into the retirement plan only if they stay in Ohio. Upon leaving the state, a student can withdraw his or her share of the contribution, not the departmental share, unless they have been contributing for five years. Jen said that we should check whether the graduate appointment letter explains this process.

The meeting was adjourned at 4:18 pm.

Appendix A

Gursel A. Suer

Admission and Recruitment Subcommittee
November 4, 2016

Final Recommendation

| | |
|--|----------------------------|
| | |
| Unconditional Admit | =>80, all =>17 |
| Unconditional Admit with additional 1-2 ELIP course recommendations | =>70, wrt=>17, others =>15 |

Admission Status Levels and Funding Test Score Requirements for Graduate Study at Ohio University

Ohio University graduate students studying on a visa have two admission status levels options: Unconditional or English Provisional. Students with Unconditional admission status have no conditions for their admission, are issued a graduate I-20, are eligible for funding, and can take full-time graduate student course loads. Students studying at the English Provisional level do not have graduate admission, are not eligible for funding, cannot take graduate-level coursework, and study on a language training I-20. Students must submit official test scores (see below) that meet university and departmental requirements for unconditional admission before a graduate I-20 can be issued. Students are advised to submit test scores with their admission packet. Those who test on arrival will only be issued a language training I-20, no funding offers can be made, and a graduate I-20 can only be issued if test scores consistent with unconditional admission are obtained and per department discretion. Students who do not speak English as their native language are cleared to teach if they are unconditionally admitted and score: iBT Speaking 24, SPEAK 230, or IELTS Speaking 7.0; provisional teaching with iBT Speaking 21, SPEAK 190, or IELTS 6.5.

| iBT | | Institutional TOEFL (ITP) & Composition | | IELTS | | Coursework | |
|---|-------------------------------------|--|----------------------------|-----------|-------------|---|--|
| Total | Section Scores | Total | Section Scores | Composite | Band Scores | | |
| Unconditional Admission - some programs may have higher requirements | | | | | | | |
| ≥ 80 | ≥ 17 | ≥ 550 | Comp: ≥ 5 Others: ≥ 52 | ≥ 6.5 | ≥ 6.5 | Academic & Professional Communication courses available to all students (http://ohio.edu/cas/ELIP) | |
| Unconditional Admission with Recommended Academic & Professional Communication coursework in ELIP | | | | | | | |
| ≥ 70 | Writing: ≥ 17 Others: ≥ 15 | ≥ 525 | Comp: ≥ 4 Others: ≥ 50 | ≥ 6 | ≥ 6.0 | 1 – 2 courses in Academic & Professional Communication strongly recommended | |
| English Provisional with the Ohio Program of Intensive English, OPIE (http://linguistics.ohio.edu/opie/) | | | | | | | |
| 61-79 | Writing: ≤ 16 Others: ≤ 14 | 500-549 | Comp: ≤ 3B Others: ≤ 49 | ≥ 6 | ≤ 5.5 | OPIE 12 hours + 6 Hours of undergraduate academic classes | |
| < 60 | any | < 500 | any | ≤ 5.5 | any | Full-time English courses in OPIE only | |

Graduate Council Minutes

December 2, 2016

Attendance: Emilia Alonso-Sameno, Tim Anderson, Ian Armstrong, Steve Bergmeier, Terry Cluse-Tolar, Catherine Cutcher for Bose Maposa, Sonsoles De Lacalle, Pete Harrington, Jennifer Horner, David Koonce, Krisanna Machmes, Brian McCarthy, Maria Modayil, Greg Newton, Erik Ramsey, Joseph Shields, Gaurav Sinha, Scott Smith, Spencer Smith, Gursel Suer, and Katherine Tadlock.

Excused: Geoff Dabelko, Andrea Frohne, Alex Hibbitt, Janet Hulm, Chulho Jung, Jody Lamb, Bose Maposa, Chris Moberg, Shawn Ostermann, Ann Paulins, Anirudh Ruhil,

Convened: The meeting was convened at 3:07 pm.

1. Approval of Minutes of the November 4, 2016 meeting

The minutes of the November 4, 2016 meeting were approved.

2. Chair's report, Steve Bergmeier:

Steve informed members that he met with the EPSA subcommittee of Faculty Senate and a subcommittee with members from Graduate Council will be formed to address the graduate faculty status.

3. Remarks by Joe Shields, Dean of the Graduate College

Joe said that the state has approved the MFA in Communication and Media Arts.

4. Remarks by David Koonce, Associate Dean of the Graduate College

David said that application numbers are higher than last year's numbers at this point in time by 11%. Domestic applications are up by 19% and international applications are down by 6 %.

David informed members that Mark Rowe (Graduate Appointment administrator) is taking a faculty position at the College of Business in January 2017. He added that this is not a busy time for approving awards since only a few new ones are written for spring semester.

5. Remarks by Katie Tadlock, Assistant Dean of the Graduate College

Katie said that so far 40 doctoral candidates have confirmed participation in the commencement ceremony on December 10th, 2016.

6. Report from the Curriculum Committee

Jen said that the 'Resolution to revise credit hours for certificate' will be presented for a second reading to Faculty Senate on Monday. She drew members' attention to the handout

(Appendix A) in the packet which notes the exception process. She added that the graduate catalog needs to be revised to include the updates for these non-degree certificate programs. She said that the changes that were made to the graduate program in nursing are consistent with those recommended by the accreditation organization.

Jen said that the curriculum committee of each college will need to assess risks for certificates that are approved under the exception/exemption category. She said that since this is a final approval and not an experimental approval, the next round of review will take place when the program has been in place and it comes up for review for its seven-year review. David said that the state would have concerns if we did not follow the state approval process. In response to questions, Scott clarified that the request is for approving the policy that facilitates getting an exemption from policy about approval of programs. David clarified that small curricular changes do not have to be approved by the state, but new programs have to be signed off by the chancellor and require approval by the HLC. Katie said that the graduate catalog is not clear regarding the maximum number of hours a student can enroll in as a non-degree certificate student. She also said that students in non-degree certificate programs are not eligible for federal financial aid. It was noted that this policy is on the agenda for UCC's meeting on 12/06/2016. Jen asked Steve if he would write to Kelly to follow up.

7. Report from the Policies and Regulations committee

Spencer said that graduate students are concerned about the lack of a university committee that could look into complaints about abuse experienced by graduate students. He noted that having an appeals process that a student can use will be very helpful. Sonsoles said that including this in the graduate catalog will appropriate. She referred to the handout in the packet (Appendix B) proposed adding this to the masters and professional doctoral degree sections in the graduate catalog as well. David said that the proposed text refers to graduate faculty, but at this point in time, that status has not been codified yet. Gursel said that their department has a student who is on her third advisor, who also has concerns about the progress the student is making. No other faculty member wants to work with her. Her GPA is okay, but it does not seem like she can form a committee that will work with her. Jen said that since she was accepted in the program and is in good standing, she should receive support from the department. David said that since GPA is the only metric used for defining good standing, it makes it difficult in a case like this to find a solution. Joe said that if a student is not making satisfactory progress, then those can be grounds for dismissal. Brian said that the graduate catalog should note the conditions under which a student can be dismissed. David said that with so much variation in program requirements, it is difficult to have one set of guidelines that would apply to all students. He added that it would be best for each college to have its own set of policies and criteria. Jen said that we need to provide as much notice to a student so as not to disadvantage them. The terms need to be fair; they can also be broad. She said that the attached handout was a good start which can be strengthened. Members also noted that faculty members who run laboratories have their own policies regarding expectations.

8. Report from the Planning and Strategy Committee

Krisanna said that the handout (Appendix C) in today's packet includes the current and revised letters that students receive after their graduate appointment has been approved. She said that this letter mentions the OPERS form. Sonsoles asked about the requirement for international students who are receiving fellowships to file taxes. She said that since there is no work component for the fellowship, they should not have to do so. Katie said that international students are required to complete the GLACIER form, which allows the HR staff to contact students about the specific tax treaties in place for the student's home country.

9. Report from the Recruitment and Admissions requirements committee:

Gursel said that he would like to revisit the discussion from earlier in the year regarding administering a survey to students about choosing Ohio University. He said that our ranking has declined recently. Joe said that this was brought up at a recent Board of Trustees meeting as well. He noted that sometimes very small changes in input parameters cause large jumps in ranking; usually it is not one driver that causes a decline or increase in the ranking. Gaurav said that there was probably something structural to have caused the drop that we just experienced.

The meeting was adjourned at 4:25 pm.

Appendix A

To: Graduate Council
From: Bridge Committee
Re: Program Committee Meeting November 22, 2016 – Graduate issues excerpt
Subj: Notice and opportunity to comment December 2, 2016 meeting of Graduate Council
Note: See attached: Dec. 1, 2016 draft “**Policy on Granting an Exemption from Program Requirements**”

I. Certificate Programs

Update: EPSA presented a [Resolution to Revise Credit Hours for Certificates](#) for first reading at the November 7 Faculty Senate meeting. No substantial objections were raised at that meeting. **Second reading will be December 5.**

II. Policy Exception/Exemption Process Recommendation

Background: In response to the [Certificates Task Force Recommendations](#) (11/20/2015) to, “Consider requests from carefully-vetted certificates to be stand alone and financial aid eligible. OHIO does not currently have certificates that are subject to gainful employment regulations, nor does it have the resources in place to comply with those regulations. However, financial-aid eligible certificates may be important to some academic units (e.g., CHSP, College of Business),” and the [UCC Ad Hoc Policy Committee Report](#) recommendation that, “ICC and PC should create guidelines for temporary and/or experimental courses and programs,” the certificates task force, under the leadership of Brad Cohen completed the policy exception process recommendation.

Update: Clarifications to our recommended process have been suggested by the Friday group and an updated document is attached to the email agenda distribution. **Further discussion and clarifications recommended will be incorporated for presentation to UCC next meeting.**

III. OLD BUSINESS - NEW PROGRAMS

No graduate items.

IV. OLD BUSINESS – CHANGES TO PROGRAMS

No graduate items

V. NEW BUSINESS – NEW PROGRAMS

Heritage College of Osteopathic Medicine

Program Code: CTX20G

Program name: **Graduate Certificate in Bioethics & Society**

Unit Proposing: Office of Advanced Studies

Contact: Sonsoles De Lacalle, delacall@ohio.edu

Summary: This proposal seeks to establish an 18 credit hour, graduate certificate in Bioethics and Society. Bioethics is the study of ethical and social challenges that surround the translation of developments in biomedicine into the public realm. This program offers a theoretical dimension (that is,

a grounding in theory that equips the student with the necessary expertise to address the content in a systematic and principled way) as well as a real-world approach to bioethics, allowing students to understand the social and political contexts in which bioethical questions arise and proposed solutions are developed. In the course of their studies, students are equipped with essential knowledge and skills to make contributions to resolve bioethical problems. In addition, a capstone experience enables students to apply this knowledge within their specific professional domain, regardless of discipline. Further, this program will reach out into the broader community, drawing students from various clinical settings, to become better informed about the intersection of clinical, societal and bioethical issues in the drafting and promulgation of normative guidelines at the state, national and international level. Such a program would be unique in the state, with few other national and international examples, such as Wake Forest University and King's College in the UK (see bioethics.wfu.edu/academic/graduate-programs/graduate-certificates/ and also www.kcl.ac.uk/study/postgraduate/taught-courses/bioethics-and-society-ma-pg-dip-pgcert.aspx).

How will this be handled be by registrar and grad college for students not in a degree program – as a CT or ND? Application process for non-degree students is the ND. Kelly will follow-up with Deb Benton and David Koonce.

No graduate issues

VI. NEW BUSINESS – CHANGES TO PROGRAMS

College of Health Sciences and Professions

Program Code: MSXX11

Program Name: **Master of Science in Nursing (Psych-Mental Health Nurse Practitioner track)**

Contact name and email for this proposal: Char Miller; millercc3@ohio.edu

Summary: The proposed changes to the MSN program reflect the addition of a Psychiatric Mental Health Nurse Practitioner (PMHNP) track. Despite the high prevalence and social impact of mental health disorders, significant disparity in access to treatment and quality of treatment services remains in our region and nation. Persons experiencing mental health issues frequently present with problems beyond the scope of the baccalaureate prepared nurse and other non-medical mental health professionals. This disparity is further exacerbated by a significant workforce shortage, particularly among mental health professionals prepared to provide care to children, rural populations, and to prescribe psychoactive medications. The Health Resources and Services Administration (HRSA) (2016) has identified 113 Mental Health Professional Shortage Areas in Ohio. These factors suggest that there is a significant need for this program track which will prepare advanced practice nurses eligible for certification to provide professional mental health services across the lifespan. Graduates will be eligible for the PMHNP certification exam from the American Nurses Credentialing Center (ANCC). This track program of study represents coursework from the current MSN core courses and coursework related to role and population competencies specific to the PMHNP. The proposed changes will result in:

- Addition of a PMHNP track option to the current MSN program comprised of 17 MSN core credits (courses taken by all MSN students) and 20 PMHNP track option credits.
- Total credit hour requirements for the MSN PMHNP of 37.

There are no anticipated additional faculty positions required to support this program track option as one MSN faculty has the PMHNP credential and another is currently pursuing PMHNP certification. These faculty will be responsible for teaching the track option MSN Proposed Program Changes courses. The core courses are shared with all MSN majors. The Psychology department has been consulted during the PMHNP track option course approvals as recommended by CCC.

Did program consult with Counseling, who has similar courses?

VII. EXPEDITED REVIEW & NOTIFICATIONS – for Dec. 8 UCC Meeting

College of Health Sciences and Professions

Program Code: MS8147

Program Name: **Exercise Physiology Clinical**

Contact: Sharon Rana, rana@ohio.edu

Summary: We would like to change the Exercise Physiology Clinical program in four ways:

1. We would like to add two new classes to the MS8147 Curricular Components:
 - EXPH 6180: Clinical Exercise Physiology: A Case-Based Approach (2 credit hours)
 - EXPH 6190: Patient-Centered Practice in Clinical Exercise Physiology (2 credit hours)
2. We would also like to add three formerly elective classes to the MS8147 Curricular Components:
 - EXPH 6170: Exercise Testing and Prescription (4 credit hours)
 - EXPH 6520: Advanced Laboratory Techniques in Exercise Physiology (3 credit hours)
 - EXPH 6600: Advanced Biomechanics (3 credit hours)
3. We would like to change the required number of practical/internship hours to a total of 4 credit hours (and it was formerly 8 credit hours).
4. Finally, we would like to remove the requirement that students in the program choose elective courses.

These changes, collectively, will change the total credit hours of the program from 34.0 to 33.0 credit hours. The addition, these changes will not affect any other departments, and will not require additional resources. We have recently hired a new clinical faculty member who will teach the two new courses.

Move on to UCC

--END OF MINUTES--

See attached.

December 1, 2016 DRAFT

UCC Programs Committee Recommendation

Policy on Granting an Exemption from Program Requirements

Overview

In an era where exploration of new curricular structures is essential, existing policy practices lead to unacceptable alternatives: avoid curricular experimentation that violates policy until policy is revised to accommodate new structures or go forward in violation of policy. The former creates a significant hurdle and substantial time delays that will often lead to curricular stasis, and the latter undermines the integrity of policy and effective risk and resource management of innovative and experimental curricular initiatives. A better alternative is to create, in policy, a formal exemption process. Such a process will enable innovative faculty to pursue experimental programs in a way that respects collective faculty responsibility for curricular decisions by allowing such programs to go forward in violation of existing policy as appropriately controlled experiments that may, in the long run, inform changes to policy.

This policy exemption process applies to credentialed programs requiring University Curriculum Council (UCC) approval such as certificates, minors, associate, baccalaureate, and graduate degree programs.

The exemption process is not a mechanism for circumventing review, but a way to review, approve, and pilot programs that violate current policy. Thus, Programs Committee (PC) and UCC, as well as college level curricular review processes and responsibilities, remain in place.

Exemption Process

Program proposers interested in offering an innovative program that violates existing policy may request an exemption with their program proposal but will be required to articulate why the University should support such an exemption. Program proposers, departments, and colleges will be required to understand and address risks at the local, State, and Federal level, and where appropriate, the International level. They will need to be sensitive to the challenges placed on administrative units that arise in extending limited resources this way. Programs granted an exemption to policy will be given a date upon which the program will expire unless further action is taken, as outlined below. To formalize these considerations, we propose the following exemption process:

Proposals requesting an exemption from current policy will be considered by UCC when the following is documented by the program proposer:

1. Provost's office confirms the process articulated in this document has been followed and accepts institutional risks associated with offering a program that violates current policy
2. The relevant Dean(s), department heads, and administrative leads confirm the resource needs will be met (e.g., departmental responsibility to collect data for gainful employment reporting) and understand and accept the risks associated with offering a program that violates current policy
3. PC and UCC confirm the program uniqueness and integrity through standard curricular review with the exception that the proposed program does not align to existing university policy and that the approval is not indefinite (i.e., the approval will expire unless a formal review extends it prior to its expiration or policy is altered).

A number of crucial issues arise in initiating such programs, and these involve resources and risk management that spans faculty and administrative offices. A working group convened by the chair of the UCC, will be responsible for annual review of the exemption process to ensure the process is working (e.g., risks are being well managed, the process isn't being used to bypass curricular review, etc.) and to identify trends that may indicate a need for revision of institutional policies. This working group should be comprised of representatives from UCC, PC, Individual Course Committee, faculty senate, university registrar, graduate college, financial aid and scholarships, institutional research, admissions, and the dean of students, the vice provost for undergraduate education, the associate provost for faculty and academic planning, the executive dean of regional higher education, and the senior vice provost for instructional innovation.

When an exemption is approved by UCC, the Chair of UCC Programs Review Committee will calendar a review of the program based on the agreed upon expiration date. The Programs Review Committee will report on these reviews in the usual manner to UCC. Note that because these programs have an approved end date, the review will need to take place in such time that allows for appropriate review and action prior to that end date in order to maintain a seamless program (i.e., if a program is approved with an end date of June 30, 2018, the review will need to be completed well before that date; otherwise, the program would be stopped on June 30 while the review continues).

In addition to the standard details required for program proposals as determined by colleges and PC, requests for policy exemptions should include the following:

- Identified risks and mitigation strategies (especially, but not solely, as related to student risk and accreditation concerns)
- Financial/resource impact on university (e.g., reporting, staff effort to work around administrative system limitations) and anticipated revenue
- Requested duration of pilot necessary to deliver informative results (with an upper limit of 3 years), with a suggested expiration date to be agreed upon by PC and UCC
- A plan for students enrolled in the pilot to reasonably complete the program without loss of academic progress or increases in costs in the event that the program expires

Dec. 1, 2016

Appendix B

To: Graduate Council

Formatted: Font: (Default) Arial

From: Policies Subcommittee

Formatted: Font: (Default) Arial, Not Italic

Re: Changes to Graduate Catalog Text

Formatted: Font: (Default) Arial

In response to questions that were raised regarding advisor/advisee relationships, the Policies Subcommittee of the Graduate Council proposes several changes to Graduate Catalog. Current wording is in black, new wording in red.

Degree Requirements

Master's Degree

For any master's degree, a minimum of 30 graduate (semester) hours is required for conferral.

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial, Font color: Auto

Program of Study

Students should develop a program of study approved by their advisor and the departmental graduate committee early in their program to ensure that they satisfy all degree requirements in the most efficient manner possible. Cohort-based degrees may have a fixed program of study.

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial, Font color: Auto

Formatted: Font: (Default) Arial, 11 pt, Font color: Auto

Formatted: Font: (Default) Arial, Font color: Auto

Formatted: Font color: Red

Formatted: Font: (Default) Arial, 11 pt, Font color: Auto

Formatted: Font color: Red

Formatted: Font: (Default) Arial, 11 pt, Font color: Auto

Formatted: Font color: Red

Formatted: Font: (Default) Arial, 11 pt, Font color: Auto

Formatted: Font: (Default) Arial, 11 pt, Font color: Auto

Formatted: Font color: Red

Formatted: Font: (Default) Arial, 11 pt, Font color: Auto

Formatted: Font: (Default) Arial, 11 pt, Font color: Auto

Formatted: Font: (Default) Arial, 11 pt

Formatted: Font: (Default) Arial, Bold, Font color: Red

Formatted: Font: (Default) Arial, Font color: Red

Formatted: Font: (Default) Arial, Font color: Red

Advisor/Advisory Committee

A member of the graduate faculty will serve as the student's primary advisor or on an advisory committee. Unless otherwise specified by the program, graduate students are expected to participate in the selection of their advisors.

The advisor / committee must be approved by the program and also must be consistent with college policy (e.g., "graduate faculty status"). The primary advisor and advisory committee

must approve the proposed program of study for the degree, track students' progress at regular intervals, and recommend degree conferral.

The advisor/advisee relationship is formed and maintained by mutual agreement. It is recommended that the advisor clearly outline the expectations of the advisee and the responsibilities that the advisor accepts, and it is further recommended that those expectations and responsibilities be in written form and that they be periodically reviewed during a meeting of both parties.

Advisors/committees can be changed if the advisee has valid concerns. Students who want such a change should follow the policy in their departments, which should normally consist of a meeting with the departments chair or graduate chair. Appeals by the advisee on the denial of advisor/committee changes should be made to the head of the department and then to the dean of the college.

Advisors can terminate a relationship with an advisee if the advisee is significantly failing to meet the advisor's expectations in the mutual agreement between the advisor and advisee. Advisors requesting such a change should follow department policy, which should normally consist of a meeting with the departments chair or graduate chair. Appeals of that decision by either the advisor or advisee should be made to the head of the department and then to the dean of the college.

Academic Residency Requirement

.../...

Professional Doctoral Degrees

Advisor / Advisory Committee

A member of the graduate faculty will serve as the student's primary advisor or on an advisory committee. Unless otherwise specified by the program, graduate students are expected to participate in the selection of their advisors.

The advisor / committee must be approved by the program and also must be consistent with college policy (e.g., "graduate faculty status"). The primary advisor and advisory committee must approve the proposed program of study for the degree, track students' progress at regular intervals, and recommend degree conferral.

The advisor/advisee relationship is formed and maintained by mutual agreement. It is recommended that the advisor clearly outline the expectations of the advisee and the responsibilities that the advisor accepts, and it is further recommended that those expectations and responsibilities be in written form and that they be periodically reviewed during a meeting of both parties.

Formatted: Font: (Default) Arial, Font color: Red

Formatted: Font: (Default) Arial, Font color: Red

Formatted: Font: (Default) Arial, Font color: Auto

Formatted: Font: (Default) Arial, Font color: Auto

Formatted: Font: Not Bold

Formatted: Font: 18 pt, Bold, Not Italic

Formatted: Font: (Default) Arial, 18 pt, Bold, Italic, Font color: Auto

Formatted: Font color: Red

Formatted: Font color: Red

Formatted: Font color: Red

Advisors/committees can be changed if the advisee has valid concerns. Students who want such a change should follow the policy in their departments, which should normally consist of a meeting with the departments chair or graduate chair. Appeals by the advisee on the denial of advisor/committee changes should be made to the head of the department and then to the dean of the college.

Advisors can terminate a relationship with an advisee if the advisee is significantly failing to meet the advisor's expectations in the mutual agreement between the advisor and advisee. Advisors requesting such a change should follow department policy, which should normally consist of a meeting with the departments chair or graduate chair. Appeals of that decision by either the advisor or advisee should be made to the head of the department and then to the dean of the college.

.../...

Research Doctoral Degrees

Program of Study and Advisory Committee

Advisor / Advisory Committee

A member of the graduate faculty will serve as the student's primary advisor or on an advisory committee. Unless otherwise specified by the program, graduate students are expected to participate in the selection of their advisors.

The advisor / committee must be approved by the program and also must be consistent with college policy (e.g., "graduate faculty status"). The primary advisor and advisory committee must approve the proposed program of study for the degree, track students' progress at regular intervals, and recommend degree conferral. Graduate work completed at another university will be considered by the respective graduate committee and the student's advisory committee in the development of the student's program of study.

The advisor/advisee relationship is formed and maintained by mutual agreement. It is recommended that the advisor clearly outline their expectations of the advisee and the responsibilities that the advisor accepts, and it is further recommended that those expectations and responsibilities be in written form and that they be periodically reviewed during a meeting of both parties.

Advisors/committees can be changed if the advisee has valid concerns. Students who want such a change should follow the policy in their departments, which should normally consist of a meeting with the departments chair or graduate chair. Appeals by the advisee on the denial of advisor/committee changes should be made to the head of the department and then to the dean of the college.

Formatted: Normal, Font Alignment: Auto, Pattern: Clear

Formatted: Font: Not Bold, Font color: Auto

Formatted: Font: (Default) Arial, 11 pt, Not Bold, Font color: Auto, Border: : (No border)

Formatted: Font: (Default) Arial, Font color: Auto

Formatted: Font: (Default) Arial, Not Italic, Font color: Auto

Formatted: Heading 4, Font Alignment: Baseline, Pattern: Clear (White)

Formatted: Font: (Default) Arial, Bold, Not Italic, Font color: Auto

Formatted: Font: (Default) Arial, Not Italic, Font color: Auto

Formatted: Font: 15 pt

Formatted: Font: (Default) Arial, Not Bold

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial, Font color: Red

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial

Formatted: Font: (Default) Arial, Font color: Red

Advisors can terminate a relationship with an advisee if the advisee is significantly failing to meet the advisor's expectations in the mutual agreement between the advisor and advisee. Advisors requesting such a change should follow department policy, which should normally consist of a meeting with the departments chair or graduate chair. Appeals of that decision by either the advisor or advisee should be made to the head of the department and then to the dean of the college.

Typically, when the dissertation proposal is nearing approval,.....

.../...

▲

▲

- Formatted:** Font: (Default) Arial, 11 pt, Font color: Auto
- Formatted:** Font: Not Bold, Font color: Auto
- Formatted:** Font: (Default) Arial, 11 pt, Not Bold, Font color: Auto, Border: : (No border)
- Formatted:** Normal, Font Alignment: Auto, Pattern: Clear
- Formatted:** Font: (Default) Arial, 11 pt
- Formatted:** Font: (Default) Arial, Font color: Auto

Appendix C



Research & Technology Center 220
Athens, OH 45701-2979

T: 740.593-9616
F: 740.593-4625
www.ohio.edu/graduate

Student's Name

Date

Dear Graduate Award Recipient:

Congratulations! You have been awarded a graduate appointment at Ohio University. In order to facilitate and finalize your employment, please carefully review the information in this letter and take appropriate steps.

Please visit the Graduate Student Portal on the World Wide Web at <http://www.ohio.edu/graduate/portal> for the Council of Graduate Schools (CGS) Resolution and the Graduate Appointment Information and Policies for detailed requirements and information regarding all graduate appointment rewards. Refer to details about your appointment on page 3 of this letter.

If you have been awarded a fellowship and are NOT a United States citizen, the New Employee Tax Compliance Notification Sheet must be completed. If you are a United States citizen and have been awarded a fellowship with no accompanying service stipend, your appointment is complete and no further action is required on your part. Students may view details of their appointment via the Graduate Student Portal on the World Wide Web at <http://www.ohio.edu/graduate/portal>

If you have been awarded a service stipend, it is important that you access the Graduate Student Portal to view your appointment details and print necessary employment forms. To access the portal, students need to enter their Ohio ID and password.

For new graduate students or current students receiving first graduate appointment award the following forms are to be completed:

- Form I-9 – Employment Eligibility Verification
- W-4 – Employee's Withholding Allowance Certificate
- PERS Exemption Form
- Payroll Department Direct Deposit Authorization
- Ohio University Personal Data Profile
- Acknowledgement of Fraud Reporting Information
- Voluntary Self-Identification of Disability
- New Employee Tax Compliance Notification Sheet

Mail or deliver all forms, with the exception of Form I-9, to the Payroll Department at Human Resource and Training Center (HRTC), Room 221, 169 W. Union Street, Ohio University, Athens, OH 45701 or the Graduate College.

The Form I-9 must be completed and submitted in person to either the Payroll Department at Human Resource and Training Center (HRTC), or to the Graduate College located in the Research and Technology Center, Room 220, Ohio University, Athens, OH 45701.



Research & Technology Center 220
Athens, OH 45701-2979

T: 740.593-9616
F: 740.593-4625
www.ohio.edu/graduate

IMPORTANT INFORMATION FOR NEW STUDENT EMPLOYEES:

According to our records, you have not completed your Employment Eligibility Verification (I-9) Documentation. The terms of the federal Immigration and Reform and Control Act (IRCA) of 1986 require that all new employees present documentation of (1) identity and (2) eligibility to work in the United States.

Required Documentation for International Students:

- Passport/I-20/I-94

Required Documentation for Domestic Students:

- Passport or Driver's License/Social Security/Birth Certificate

You must present the required documentation to the Graduate College, Research & Technology Center 220, and complete an I-9 form within three business days of the beginning date of your appointment. This only applies to persons who have not completed a previous I-9 form for Ohio University. Information regarding acceptable documents is also provided at the above web address. Your failure to complete the I-9 form could result in a loss of compensation for time worked. Please note: If you have already completed an I-9 for Ohio University you need not complete another.

All documents presented must be originals; photocopies or reproductions are not acceptable. International students on a J-1 visa must also present a letter from their sponsor authorizing employment. Please note that Ohio University is not permitted by law to issue retroactive pay should you fail to meet the requirements.

If you have questions or concerns, please contact the Graduate College at (740) 593-9616 or e-mail graduate.appointments@ohio.edu. We at the Graduate College at Ohio University wish you the best in your academic and research endeavors.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark Rowe".

Mark Rowe
Graduate Appointment Administrator
Graduate College
220 Research & Technology Center
740-593-9616



Research & Technology Center 220
Athens, OH 45701-2979

T: 740.593-9616
F: 740.593-4625
www.ohio.edu/graduate

Student's Name

Date

| Academic Year: | Appointment Details | | APPT #: |
|---|----------------------------|--|---------|
| Name: | PID: | | |
| <u>EXCHANGE OF SERVICE INSTRUCTIONAL (FSP)</u> | | | |
| Terms | Amount per Term | | |
| Spring | | | |
| <u>EXCHANGE OF SERVICE GENERAL FEE (FSP)</u> | | | |
| Terms | Amount per Term | | |
| Spring | | | |



Research & Technology Center 220
Athens, OH 45701-2979

T: 740.593-9618
F: 740.593-4625
www.ohio.edu/graduate

<Student's Name>

<Date>

Dear Graduate Award Recipient:

Congratulations! You have been awarded a graduate appointment at Ohio University. To finalize your employment, please carefully review the information in this letter and take the appropriate steps. Details regarding your appointment can be found on page 3 of this letter.

Please visit the Graduate Student Portal at <http://www.ohio.edu/graduate/portal> for your appointment details. To access the portal, students need to enter their OHIO ID and password. Accessing the portal provides graduate appointment information including access to the student payment plan. Please visit <https://www.ohio.edu/graduate/current/apptsdetail.cfm> to access the Graduate Appointment Guidelines.

Stipends:

Graduate students receiving an appointment that includes a stipend for work (TA, GA, RA, RD, or GRS) for the first time will need to complete a student employment packet, which includes the following forms:

- Student Employee Information Sheet
- Form I-9 – Employment Eligibility Verification
- OPERS Forms
- Acknowledgement of Fraud Reporting Information
- W-4 – Employee's Withholding Allowance Certificate
- Payroll Department Direct Deposit Authorization
- New Employee Tax Compliance Notification Sheet (non-U.S. citizens)

Fellowships:

This appointment type has no work component and may include a tuition scholarship.

1. If you are a United States citizen and have been awarded a fellowship with no accompanying service work stipend, your appointment is complete and no further action is required on your part.
2. If you are a non-U.S. citizen and have been awarded a fellowship, the 'New Employee Tax Compliance Notification Sheet' must be completed. Please note that you may be subject to federal backup tax withholding.

The student employment packet must be completed and submitted in person to either the Employee Service Center at Human Resource and Training Center (HRTC), 169 W. Union Street, Athens, OH or to the Graduate College located in the Research and Technology Center, Room 220, Athens, OH 45701.



Research & Technology Center 220
Athens, OH 45701-2979

T: 740.593-9616
F: 740.593-4625
www.ohio.edu/graduate

IMPORTANT INFORMATION FOR NEW STUDENT EMPLOYEES:

According to our records, you have not completed your Employment Eligibility Verification (I-9) Documentation. The terms of the federal Immigration and Reform and Control Act (IRCA) of 1986 require that all new employees present documentation of (1) identity and (2) eligibility to work in the United States.

A list of acceptable documentation that can be accepted to verify your identity and eligibility to work in the United States can be found at: <https://www.uscis.gov/i-9-central/acceptable-documents>.

International Students:

Certain nonimmigrant students and exchange visitors, must also present additional documentation in order to prove their work authorization in the United States. Foreign Students in F-1 Nonimmigrant Status Participating in Curricular Practical Training should bring the following items:

- Unexpired foreign passport
- Form I-20 with the Designated School Official's endorsement for employment on page 3
- A valid Form I-94 or I-94A, Arrival/Departure Report indicating F-1 nonimmigrant status

You must present the required documentation to either the Human Resources Department or the Graduate College, Research & Technology Center 220, and complete an I-9 form on or before your first day of employment. This only applies to persons who have not previously completed an I-9 form for Ohio University. Your failure to complete the I-9 form could result in a loss of compensation for time worked. Please note: if you have already completed an I-9 for Ohio University you need not complete another.

All documents presented must be originals; photocopies or reproductions are not acceptable. International students on a J-1 visa must also present a letter from their sponsor authorizing employment. Please note that Ohio University is not permitted by law to issue retroactive pay should you fail to meet the requirements.

If you have questions or concerns, please contact the Graduate College at (740) 593-9616 or e-mail graduate.appointments@ohio.edu. We at the Graduate College at Ohio University wish you the best in your academic and research endeavors.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark Rowe".

Mark Rowe
Graduate Appointment Administrator
Graduate College
220 Research & Technology Center
740-593-9616



Research & Technology Center 220
Athens, OH 45701-2979

T: 740.593-9616
F: 740.593-4625
www.ohio.edu/graduate

Student's Name

Date

| Academic Year: | Appointment Details | | APPT #: |
|---|----------------------------|--|---------|
| Name: | PID: | | |
| <u>EXCHANGE OF SERVICE INSTRUCTIONAL (FSP)</u> | | | |
| Terms | Amount per Term | | |
| Spring | | | |
| <u>EXCHANGE OF SERVICE GENERAL FEE (FSP)</u> | | | |
| Terms | Amount per Term | | |
| Spring | | | |

Graduate Council Minutes

January 13, 2017

Attendance: Emilia Alonso-Sameno, Tim Anderson, Ian Armstrong, Steve Bergmeier, Terry Cluse-Tolar, Geoff Dabelko, Bose Maposa, Sonsoles De Lacalle, Pete Harrington, Alex Hibbit, Jennifer Horner, David Koonce, Natalie Kruse Daniels, Krisanna Machtmes, Chris Moberg, Maria Modayil, Greg Newton, Shawn Ostermann, Ann Paulins, Joseph Shields, Gaurav Sinha, Scott Smith, Spencer Smith, and Katherine Tadlock.

Excused: Andrea Frohne, Janet Hulm, Chulho Jung, Jody Lamb, Brian McCarthy, Erik Ramsey, Gursel Suer.

Guest: Kelly Broughton

Convened: The meeting was convened at 3:07 pm.

1. Approval of Minutes of the December 2, 2016 meeting

The minutes of the December 2, 2016 meeting were approved.

2. UCC: Kelly Broughton

Kelly said that the task force chaired by Beth Quitsland recommended a way to improve efficiency for proposing course changes and new programs. She added that the risk analysis for programs that are approved through the exceptions process is completed by the program proposer and by the academic college. She cited the example of ROTC not having a way to credential students who go through their program and this exceptions process was able to accommodate that.

Kelly said that she expects UCC to be conservative about applying this policy. Tim said that some of the concern stems from the fact that the risk responsibility lies with the Dean since the program does not go through all the steps required for vetting. Jen said that it does not seem that the Dean's council has discussed this thoroughly. She added that many questions about the origin and purpose of the policy still remain. A thorough discussion about the kinds of risks at stake needs to happen as well. Jen said that discussions need to also focus on financial aid eligibility and following HLC guidelines. Joe said that since the Deans are invoked in this draft, they have to be comfortable with this proposal. Kelly said that the Deans have programs that they would like to propose and want something like this that would facilitate the approval of those programs.

3. Chair's report, Steve Bergmeier:

Steve said that he would like to end the meeting by 4:15 pm, so that members can have the opportunity to attend the open forum being held today at 4:30 pm in the Ball Room for one of the presidential candidates.

He welcomed Natalie, who will be attending the meetings in Ani's place this semester.

Steve said that an ad hoc committee which has Jen, Shawn, and Brian on it is in place and will discuss graduate faculty status with EPSA.

4. Remarks by Joe Shields, Dean of the Graduate College

Joe said that the Masters in Global Health will be presented to the Chancellor's Council on Graduate Studies in a couple of weeks.

He said that the second annual Three Minute Thesis competition (3MT) for graduate students will be held on February 15th, 2017.

5. Remarks by David Koonce, Associate Dean of the Graduate College

David said that last year's 3MT was a wonderful event.

David said that we are running ahead in the number of applications compared with numbers for the last four years. All the growth has been in domestic applications in online programs.

Chris said that currently the online MBA program has 700 students.

David informed members that per the change in federal guidelines about international students, the admission eligibility logic is being updated.

David said that per the discussion last month about students who are on Fellowships and Katie's information from other institutions, students will be asked to meet with the appropriate person in HR to help them address tax issues.

6. Remarks by Katie Tadlock, Assistant Dean of the Graduate College

Katie said that she has been working through the below 3.0 GPA report and is reaching out to programs as appropriate. She added that some students can benefit from information about enhancing their study skills. Katie said that the Graduate Writing and Research Center and the Allen Advising Center can help students. Shawn thanked Katie for working on this report.

7. Report from the Curriculum Committee

Tim said that there seem to be no questions regarding the Visual Communication program.

Chris said that the questions raised by other institutions in Ohio regarding the Masters in Accounting have been addressed and are available in the Appendix. He said that if the full proposal is approved, it can be presented to the Board of Trustees in April. It was noted that Graduate Council could still comment on it at the February meeting.

Discussion focused on the number of hours required for earning a certificate and the overlap possible with other certificates. Certificates provide a way for students to learn specialized content in an area, and offer an interdisciplinary perspective about a topic. Members noted that it is important to set standards regarding duplication of courses taken by students who pursue multiple certificates. It was noted that special attention should be given to ensuring that the capstone course cannot be counted twice, since that would be akin to one thesis being used

to satisfy the requirements for two degrees. Steve said that he would write to Kelly to convey that more discussion needs to take place about this issue.

The meeting was adjourned at 4:15 pm.

Graduate Council Minutes

February 10, 2017

Attendance: Emilia Alonso-Sameno, Tim Anderson, Ian Armstrong, Steve Bergmeier, Geoff Dabelko, Bose Maposa, Sonsoles De Lacalle, Pete Harrington, Alex Hibbitt, Jennifer Horner, Janet Hulm, Chulho Jung, David Koonce, Jody Lamb, Chris Moberg, Maria Modayil, Greg Newton, Ann Paulins, Erik Ramsey, Joseph Shields, Gaurav Sinha, Scott Smith, Spencer Smith, Gursel Suer and Katherine Tadlock.

Excused: Terry Cluse-Tolar, Andrea Frohne, Natalie Kruse Daniels, Krisanna Machtmes, Brian McCarthy and Shawn Ostermann.

Convened: The meeting was convened at 3:07 pm.

1. Approval of Minutes of the January 13, 2017 meeting

The minutes of the January 13, 2017 meeting were approved.

2. Chair's report, Steve Bergmeier:

Steve said that an ad hoc committee which will work with EPSA on graduate faculty status is now in place. Jen, Shawn, and Brian are on it and first meeting is on Monday.

3. Remarks by Joe Shields, Dean of the Graduate College

Joe encouraged members to attend the 3MT competition which will be held on Wednesday, February 15th.

4. Remarks by David Koonce, Associate Dean of the Graduate College

David said that we are still staying ahead in total graduate applications from last year. He added that the applications for Athens campus programs have been at or below 10% of last year. All the increase has been in applications for online programs.

David said that at this point, there are 97 applications for summer and fall terms for graduate programs from the seven countries that were included in the travel ban per the executive order. Most of the applications are for programs in the colleges of engineering and art and sciences; however, there are applications for programs in other colleges as well.

David informed members that a new position for the Graduate College has been posted. He added that Mark Rowe, who was the graduate appointment administrator, left the Graduate College in December to take a teaching position in the college of Business. He said that the position is not going to be filled; current staff members will fulfill the responsibilities. He added that a new position that will be responsible for communication and professional development is being created. The person hired in this position will be performing some of the

duties that Sara Helfrich was performing in her role as Faculty Fellow at the Graduate College. He said that the position was posted yesterday and asked members to spread the word.

David said that the Graduate College will help GSS with the logistics of running the travel and original work grants. He added that the deadline to submit proposals for both is tomorrow and so far, 55 travel grants and seven original work grants have been submitted.

David said that international application numbers are lower at this point, but the credential evaluation process can take a long time and could potentially delay decisions. He asked if one of the committees would be willing to look into the idea of accepting external credential evaluation reports for applicants for online programs from one of the members of National Association of Credential Evaluation Services. David added that applicants in online programs are typically on a short review cycle, and a timely decision is crucial. David said that this will also help get official academic documents from this subset of students who may have left their home countries many years ago. The credential evaluation agency will certify that they received official documents. In response to a question from Jen about the reliability check, David said that the Graduate Council committee that reviews this proposal will look into it.

David provided an update regarding the checks for students who are on a fellowship. He said that after having met the Bursar and Financial Aid, it was decided that the first pay check for students will not deduct any of the fees, so students will receive the entire amount and can use it to pay their fees and dues as appropriate.

David announced that Mary Gemmel was the Ohio University nominee for the MAGS teaching award. Sonsoles said that she is a very good student and won three awards last year. Jody said that her video will be helpful to other students when they are filmed.

David told members that the 3MT competition is on Wednesday, February 15th at 7 pm. He said that University Communications and Marketing will be filming the event. Steve added that Ian is presenting.

5. Remarks by Katie Tadlock, Assistant Dean of the Graduate College

Katie drew members' attention to the handout (Appendix A) and said that as part of the initiative to streamline processes and reduce the use of paper forms, the proposal seeks to remove the task of certifying native English speakers who will be offered a teaching assistantship. There are only two other institutions in Ohio that certify all their TAs; all other institutions certify only non-native English speakers. It was noted that the score requirements for non-native speakers have not changed. Discussion focused on the definition of the word, native in the question about native language on the graduate application. Katie said that we will be looking at other institutions for best practices before updating the graduate application. Jen said that she likes the idea of benchmarking. David added that currently we use the data provided by the applicants on the graduate application and per that self-identification, the English proficiency is noted on the applicant's record.

6. Report from the Curriculum Committee

Tim said that Chris Moberg could answer any questions that members might have about the Master's in Accounting. Chris said that the program is comprised of 10 courses, which amount to 30 credits. He added that they have been aware of the need for providing an option or pathway for their students who choose accounting as their major and are interested in pursuing a CPA. The state requires 150 credit hours as an eligibility criterion for taking the CPA examination. Chris added that they found that they were losing good students who did not want to attend Ohio University for their bachelor's degree, because they did not have the option of completing a Master's degree. Students who came would earn their Bachelor's degree and go on to earn a master's somewhere else, or were taking on extra hours during their undergraduate careers to earn the 150 required hours.

In response to a question regarding attrition from other programs, Chris explained that most students who are interested in taking the CPA examination do not pursue an MBA. He explained that the target audience for both pathways is different. He added that eventually, the college would like to see a 4+1 or a 3.5+1.5 pathway for Bachelor's and Master's in Accounting. Chris said that the college has hired new faculty and that all the courses are moving through the approval process at UCC.

Jen said that the MS in Nursing has a set of core courses and then there are multiple areas of specialization like the family nurse practitioner, nurse educator, or nurse administrator. She added that per accreditation requirements, the name of one of the tracks is being changed. David added that since this change also involves a change in more than half of the course content, it requires state approval. He also said that the Registrar echoed the same sentiment noting that for a track to be transcriptable state approval is required. If it is just a name change, then notification to the state is sufficient.

Jen said that there is long standing policy that allows sharing 10 semester hours between two degree programs. She said that the discussion here has focused on sharing courses among certificate programs. Jen said that the Katie provided a formula that is used by the Rackham Graduate School at the University of Michigan which amounts to an overlap of 16.67 % of courses. And, that we have also been following the same proportion. Members discussed that as of now, this does not seem to be much of an issue. However, once more stackable certificates are in place, we will need to exercise caution. In response to a question from Jen about tracking the overlap, David said that students who are pursuing two degree programs complete the dual degree form. He added that that he is also aware that the courses listed on the form might not always be the ones that are actually taken. Jen said that she does all the graduation clearances, but the review of certificate conferrals has not been handled by her office.

Jen said the policy to exempt policy from approval process of programs was unanimously approved by the Dean's council and is now headed to UCC for a vote.

Tim said that the program review for Modern Languages will be moving forward. He added that the report looks good, and the program is viable. He said the review lists a few weaknesses, but nothing that would warrant an action. Tim noted that the review does not mention faculty scholarship. Emilia said that a new track that offers a specialization in translation is being proposed. She added that the department lacks faculty expertise in that

area so recruitment can be compromised. Emilia said that per the search in progress, one faculty member could be hired in that area. Tim said that Graduate Council could communicate this to David Ingram, so that the information can be then shared with the academic program.

Steve said that per the program review committee, the review for Interdisciplinary Arts would be moving forward to UCC for approval. He said that the Dean and the chair of the program have responded to the concerns raised by Graduate Council. Tim said that the program would not be subject to a shorter review cycle, as it was once proposed.

7. Report from the Policies and Regulations Committee

Members will review the document (Appendix B) about advisor and advisee relationship before the next meeting.

8. Report from the Recruitment and Admissions Requirements Committee

Gursel said that at this point the committee does not have any outstanding issues. He added that he would like to re-visit the issue of the role of university rankings as a key factor in student's decision towards choosing an institution. He said that they have Master's students who are not considering staying at Ohio University for their PhDs. Pete said that if the department makes a long-term commitment to a good student who is pursuing a Master's, then they would be able to have the student continue in their program. Alex said that having a website that mirrors the work being done by faculty and students goes a long way in recruiting students. She added that efforts to fit their content within the recommended templates have been difficult. Gaurav echoed the same sentiment about the template and accommodating mobile compatible sites. David said that the university would be migrating from CommonSpot to a different platform known as Drupal. He added that per data from Google analytics, the degree programs page on the Graduate College website has the most views. Continuing the conversation about recruitment, Geoff asked Steve about Craig Cornell attending a Graduate Council meeting. Steve said that Craig said that he would look into his schedule.

It was also noted that this committee would review the proposal of accepting external credential evaluation reports for applicants with foreign credentials who apply to online programs.

9. New Business

Ian asked about the status of the proposal on parental leave. David said that it has been sent to Human Resources, but he has not heard back. Steve said that it would be good to have an update from Human Resources at the next meeting.

The meeting was adjourned at 4:32 pm.

Appendix A

Certification of Spoken English Proficiency

For Graduate Teaching Assistants

ORC 3345.281

As used in this section, "teaching assistant" means a student enrolled full-time or part-time in a graduate degree program at an educational institution for which the student has received an appointment to provide classroom-related services.

The board of trustees of each state university, medical university, technical college, state community college, community college, and the board of trustees or managing authority of each university branch shall establish a program to assess the oral English language proficiency of all teaching assistants providing classroom instruction to students and shall ensure that teaching assistants who are not orally proficient in the English language attain such proficiency prior to providing classroom instruction to students.

Amended by 129th General Assembly File No.18, HB 139, §1, eff. 4/29/2011.
Effective Date: 07-24-1986.

Spoken English proficiency for international non-native English speakers is certified through one of the following:

- iBT speaking score ≥24
- SPEAK test score ≥ 230
- IELTS speaking score ≥ 7.0
- Probationary teaching¹
 - SPEAK test score of 189-229
 - iBT speaking score 21-23
 - IELTS speaking score of 6.5

Please direct questions about the SPEAK test and ELIP registration to Dawn Bikowski, English Language Improvement Program (bikowski@ohio.edu)

¹ Requires concurrent enrollment in assigned ELIP class and retesting at end of probationary teaching term.

Appendix B

To: Graduate Council

From: Policies Subcommittee

Re: Changes to Graduate Catalog Text

In response to questions that were raised regarding advisor/advisee relationships, the Policies Subcommittee of the Graduate Council proposes several changes to Graduate Catalog. Current wording is in black, new proposed wording is underlined.

Degree Requirements

Master's Degree

For any master's degree, a minimum of 30 graduate (semester) hours is required for conferral.

Program of Study

Students should develop a program of study approved by their advisor and the departmental graduate committee early in their program to ensure that they satisfy all degree requirements in the most efficient manner possible. Cohort-based degrees may have a fixed program of study.

Students may not have more than 8 credits with a CR grade exclusive of practicum, internship, research, and thesis hours applied to their minimal credit requirements. Additional credits may be required by individual departments.

Undergraduate courses, courses taken for Audit, or any course designated as "dissertation" or "doctoral" may not be counted toward Master's degree requirements.

Advisor/Advisory Committee

A member of the graduate faculty will serve as the student's primary advisor or on an advisory committee. In some programs, graduate students are assigned to an advisor, and in others graduate students are expected to participate in the selection of their advisors. The advisor / committee must be approved by the program and also must be consistent with college policy (e.g., "graduate faculty status"). The primary advisor and advisory committee must approve the proposed program of study for the degree, track students' progress at regular intervals, and recommend degree conferral.

It is recommended that the advisor clearly outline the expectations of the advisee and the responsibilities that the advisor accepts, and it is further recommended that those expectations and responsibilities be in written form and that they be periodically reviewed during a meeting of both parties.

The adviser-advisee relationship, as discussed here may include, but is not limited to, graduate students assisting their advisers with research, teaching, or service responsibilities. In this relationship, advisees can terminate a relationship with an advisor if the advisor's demands exceed those agreed upon or if the relationship makes it unnecessarily difficult for the student to complete their work in some other way. Students wishing to change advisors should follow the policy in their departments, which should normally consist of a meeting with the department's chair or graduate chair. Appeals by the advisee on the denial of advisor/committee changes should be made to the head of the department and then to the dean of the college.

In those departments in which a student is assigned a mentor who is different than a student's advisor, a similar process can be followed for changes.

Advisors can also terminate a relationship with an advisee if the advisee is significantly failing to meet the advisor's expectations in the agreement between the advisor and advisee. Advisors requesting such a change should follow department policy, which should normally consist of a meeting with the departments chair or graduate chair. Appeals of that decision by either the advisor or advisee should be made to the head of the department and then to the dean of the college.

Academic Residency Requirement

.../...

Professional Doctoral Degrees

Advisor / Advisory Committee

A member of the graduate faculty will serve as the student's primary advisor or on an advisory committee. In some programs, graduate students are assigned to an advisor, and in others graduate students are expected to participate in the selection of their advisors. The advisor / committee must be approved by the program and also must be consistent with college policy (e.g., "graduate faculty status"). The primary advisor and advisory committee must approve the proposed program of study for the degree, track students' progress at regular intervals, and recommend degree conferral.

It is recommended that the advisor clearly outline the expectations of the advisee and the responsibilities that the advisor accepts, and it is further recommended that those expectations and responsibilities be in written form and that they be periodically reviewed during a meeting of both parties.

The adviser-advisee relationship, as discussed here may include, but is not limited to, graduate students assisting their advisers with research, teaching, or service responsibilities. In this relationship, advisees can terminate a relationship with an advisor if the advisor's demands exceed those agreed upon or if the relationship makes it unnecessarily difficult for the student to complete their work in some other way.

Students wishing to change advisors should follow the policy in their departments, which should normally consist of a meeting with the departments chair or graduate chair. Appeals by the advisee on the denial of advisor/committee changes should be made to the head of the department and then to the dean of the college.

In those departments in which a student is assigned a mentor who is different than the student's advisor, a similar process can be followed for changes.

Advisors can terminate a relationship with an advisee if the advisee is significantly failing to meet the advisor's expectations in the agreement between the advisor and advisee. Advisors requesting such a change should follow department policy, which should normally consist of a meeting with the departments chair or graduate chair. Appeals of that decision by either the advisor or advisee should be made to the head of the department and then to the dean of the college.

.../...

Research Doctoral Degrees

Program of Study and Advisory Committee

A member of the graduate faculty will serve as the student's primary advisor or on an advisory committee. In some programs, graduate students are assigned to an advisor, and in others graduate students are expected to participate in the selection of their advisors. The advisor / committee must be approved by the program and also must be consistent with college policy (e.g., "graduate faculty status"). The primary advisor and advisory committee must approve the proposed program of study for the degree, track students' progress at regular intervals, and recommend degree conferral. Graduate work completed at another university will be considered by the respective graduate committee and the student's advisory committee in the development of the student's program of study.

It is recommended that the advisor clearly outline the expectations of the advisee and the responsibilities that the advisor accepts, and it is further recommended that those expectations and responsibilities be in written form and that they be periodically reviewed during a meeting of both parties.

The adviser-advisee relationship, as discussed here may include, but is not limited to, graduate students assisting their advisers with research, teaching, or service responsibilities. In this relationship, advisees can terminate a relationship with an advisor if the advisor's demands exceed those agreed upon or if the relationship makes it unnecessarily difficult for the student to complete their work in some other way. Students who want such a change should follow the policy in their departments, which should normally consist of a meeting with the departments chair or graduate chair. Appeals by the advisee on the denial of advisor/committee changes should be made to the head of the department and then to the dean of the college.

In those departments in which a student is assigned a mentor who is different than the student's advisor, a similar process can be followed for changes.

Advisors can terminate a relationship with an advisee if the advisee is significantly failing to meet the advisor's expectations in the mutual agreement between the advisor and advisee. Advisors requesting such a change should follow department policy, which should normally consist of a meeting with the departments chair or graduate chair. Appeals of that decision by either the advisor or advisee should be made to the head of the department and then to the dean of the college.

Typically, when the dissertation proposal is nearing approval,.....

.../...

Graduate Council Minutes

March 3, 2017

Attendance: Emilia Alonso-Sameno, Tim Anderson, Ian Armstrong, Steve Bergmeier, Cat Cutcher for Bose Maposa, Geoff Dabelko, Sonsoles De Lacalle, Jennifer Horner, Chulho Jung, David Koonce, Natalie Kruse Daniels, Jody Lamb, Krisanna Machtmes, Brian McCarthy, Maria Modayil, Greg Newton, Shawn Ostermann, Gaurav Sinha, Scott Smith, and Spencer Smith.

Excused: Terry Cluse-Tolar, Andrea Frohne, Alex Hibbitt, Pete Harrington, Janet Hulm, Bose Maposa, Chris Moberg, Ann Paulins, Erik Ramsey, Joseph Shields, Gursel Suer and Katherine Tadlock.

Convened: The meeting was convened at 3:07 pm.

1. Approval of Minutes of the February 10, 2017 meeting

The minutes of the February 10, 2017 meeting were approved.

2. Remarks by David Koonce, Associate Dean of the Graduate College

David shared a handout (Appendix A) with members about application numbers. He said that most of the growth is being seen in applications for online programs. David added that international applications are down slightly.

David informed members that 33 applications have been received for the position of Director of Communication and Professional Development. He added that it seems like a good pool of applicants.

David announced the winners of the 3MT competition:

First Place: Ian Armstrong (Arts and Sciences)

Second Place: Rebecca Totton (Arts and Sciences)

Third Place: Enakshi Roy (Communication) and Steffi Shook (Communication)

People's Choice (Master's): Karie Whitman (Voinovich School)

People's Choice (Doctoral): Pornchanok (Porsche) Ruengvirayudh (Education)

David clarified that students concurrently enrolled in an ELIP class while teaching can take two to three semesters to reach the required score to be fully cleared for teaching.

3. Craig Cornell- Senior Vice Provost for Strategic Enrollment Management

Craig said that nationally we have seen a decrease in international applications. He said that a new strategic enrollment plan for 2017-2022 will be released soon. Craig said that at the undergraduate level his office buys names from ACT and SAT organizations. He said that once these names are purchased, an amazing amount of work goes into reaching out to these prospects. He added that students find Ohio University on their own as well. Craig said this is

difficult to replicate on the graduate side. He said that he is aware that a large number of graduate students receive tuition waivers and stipends, but it is possible to recruit fee-paying students too.

He said that the Pearson model involves a multi-year contract and revenue sharing to the extent of 50-60%. He said that Carnegie is putting together statement of works for recruitment. He added that students who come through these vendors require quick responses. They typically will not wait for a few weeks or months to know if they have been admitted. He added that we would need to have a much quicker turnaround on decisions and that means we need to commit to more resources. Craig said that we will be moving ahead with international recruiting as well. He said that we should prioritize programs that can respond in a timely manner. Craig said that some institutions have dedicated staff members involved in recruiting and following up with prospects. He added that we do not have control over some of the things in the realm of international recruiting. He said that the immigration website shows processing times as two to three weeks for students from Canada or China. But, just one day for Iran or Iraq.

Sonsoles said that the demographics of students enrolled in online programs is different from the ones enrolled in on-campus programs. She added that we should be able to address the issue of perceptions about the institution, the website needs to be improved and we should be able to invite potential students to campus. She added that it is not just about the return on investment, but it should be about return on value. In addition, if our graduates are well placed, it automatically helps us with future recruitment. David said that he hears from departments who say that they might have 30 applicants, and money to fund 20, but ideally, they would like to pick the 20 from 100 applicants. Moreover, until we increase the number of offers, we probably will not see an increase in enrollment. Sonsoles asked if there is a way for us to determine if programs are operating at capacity. Brian said that most programs in the STEM departments in the College of Arts and Sciences are below capacity. Gaurav added that if we reduce the number of stipends, we will see a decrease in enrollment. Steve said that having a larger applicant pool is always nice, but it requires resources. He added that if there is institutional money behind this, with someone communicating with the applicants will be helpful. Craig asked if there was any commitment about revenue from online programs towards supporting on-campus programs in terms of stipends or other resources. Sonsoles said that part of the revenue from a new certificate being proposed at HCOM will go towards stipends for existing on-campus programs. Shawn said that academic departments have the authority to do that. Jen added that it depends on the revenue stream that is determined by the way the contract is written. She added that she would like to see the enrollment numbers specific to Athens and the Dublin campuses. David said that the growth in enrollment numbers for online programs has been steady at about 100 per term, and enrollment on the Athens campus has remained flat. David said that many students on the Athens campus receive stipends and it is difficult to increase enrollment without increasing the number of stipends. Brian said that students in the STEM areas in Arts and Sciences do not come to Ohio University because of the name of the institution; they come to work with a certain professor in a specific research area. Sonsoles added that we should look at multiple models for increasing enrollment while we increase our contribution to knowledge and research. She added that every dollar invested in bio-medical research brings back \$10. Geoff added that administration likes to show reports of our contribution to the community and economy. He

added that their unit has multiple externally funded projects, but the RCM model does not consider those. He added that we should have multiple measures of success, with money being one of them. Jen added that more graduate students also could mean more grants from organizations like the NIH. Gaurav added that contributions to knowledge is one of the reasons we chose to work in academia and not in industry.

Craig said that it is clear that we need to have a lot more discussion about this. He added that there is no reason why we cannot try to recruit some more fee-paying students. Steve added that we could also explore external agencies that fully fund students to study in the US. Shawn said that they had tried buying names from GRE, but that did not yield results.

4. Report from the Graduate Student Affairs and Fellowships Committee

Jody announce the committee's recommendations for the Named Fellowships for 2017-2018 academic year (Appendix B):

John Cady Graduate Fellowship: Michelle Pretorius, Ph.D. candidate, Creative Writing
Donald Clippinger Graduate Fellowship: Mary Gemmel, Ph.D. candidate, Biological Sciences
Claude Kantner Graduate Fellowship: Katy Ross, Ph.D. candidate, Communication Studies
Anthony Tripolini Graduate Fellowship: Brian Macneel, MFA candidate, Film
Graduate College Fellowship: Clarissa Bunch, M of Ed candidate, Teacher Education

Alternates

1st Alternate: Megan Applegate, Ph.D. candidate, IIP

2nd Alternate: Philana Omorotionmwan, MFA candidate, Theater

Jody said that there were 20 submissions and this was a stronger applicant pool than he has ever come across. He added that even though four of the fellowships are named, there is no endowment behind them. They are all funded through the Graduate College. Jody said that all students will receive a tuition waiver and a \$15,000 fellowship for the academic year.

Graduate Council voted in favor of accepting the committee's recommendations.

5. Report from the ad hoc committee on graduate faculty status

It was noted that the Graduate College would be the repository of names for all faculty who hold graduate faculty status. The academic colleges will establish criteria with departments being able to add specifics. David asked if the Graduate College would need to review names on a dissertation committee with the lists on file to ensure that all members hold graduate faculty status. Brian said that digital measures has a field to capture this data point. Natalie said that not all colleges use digital measures, so that would not be a good option. Jen said that when faculty members leave, the academic college would inform the Graduate College. Brian added that at this time, the college of Arts and Sciences does not have college level standards, each department has its own set of criteria. He added that the more complex the criteria at the college level, the harder it will be to administer this. Jen said that if a department does not have specific criteria, then the college policy will act as de-facto policy for that department. David added that disciplinary differences would need to be accounted for. Shawn added that the external member on graduate committees in his college has veto rights. He said that it should be someone who understands the process. Jen said that she will make corrections and

send it on. Members discussed if there were other negative implications of losing graduate faculty status besides not being able to chair dissertation committees.

In response to a question about the requirement for having graduate faculty status, David said that we are catching up with other institutions who already have this in place, it is an expectation from the HLC and Sonsoles added that it establishes rigor in the STEM disciplines.

Members voted in favor of endorsing the proposal (Appendix C).

6. Report from the Planning and Strategy Committee

Jen said that she had a few graduate coordinators review the document (Appendix D). She added that clarity about academic and research advising is lacking. Sonsoles said that the current catalog does not address academic advising either. She added that we want to set some expectations. Jen said that this does not apply to some programs in the College of Health Sciences and Professions.

Members discussed the rationale behind having additional language. Spencer said that currently if a student wants to change an advisor, he/she is able to and the document is just trying to codify that process. Sonsoles added that this provides information to a student that he/she has the option to change an advisor. Discussion also focused on whether a department might have sufficient number of faculty in a given area to facilitate advisor changes. And, if there is no one to work with a student, then the student is thus informed. Members agree that if a student is encountering a problem, he or she should be able to have it addressed, and/or change their advisor. Academic programs handle these requests and usually have procedures in place to accommodate these. Sonsoles said that it is important for us to have something in the graduate catalog that addresses this issue. Members also noted that the roles of the advisory committees varies across departments.

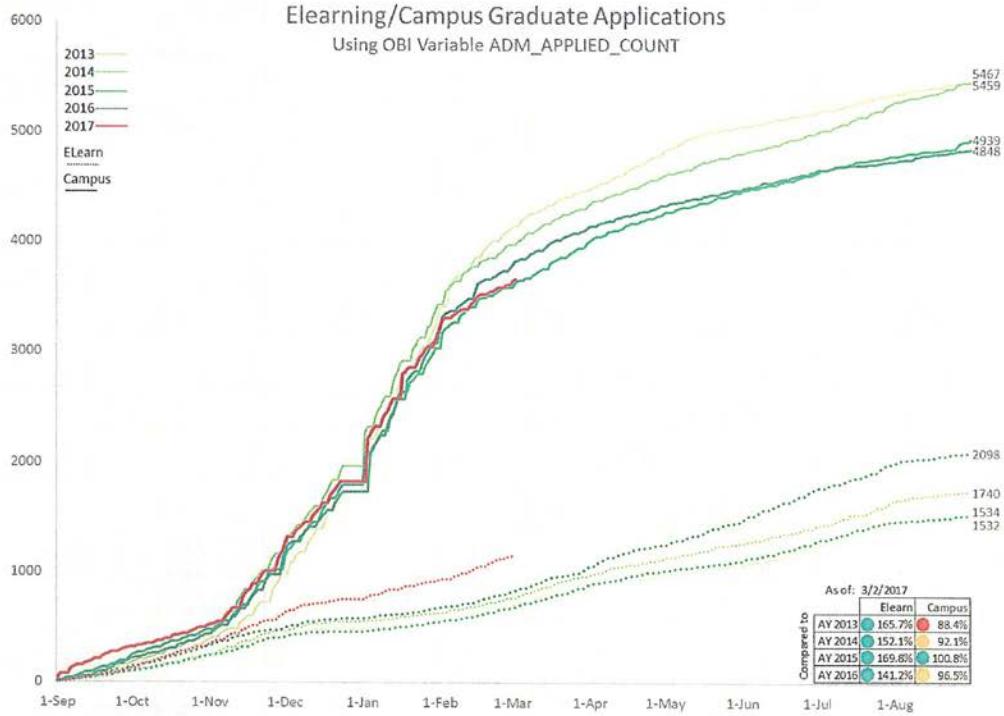
Steve asked Sonsoles to recirculate the document with the suggestions made by members.

7. Report from the Curriculum Committee

Tim said that three program reviews are due next month.

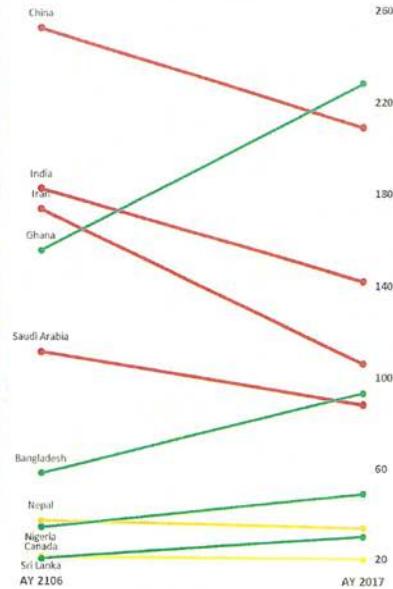
The meeting was adjourned at 4:54 pm.

Appendix A

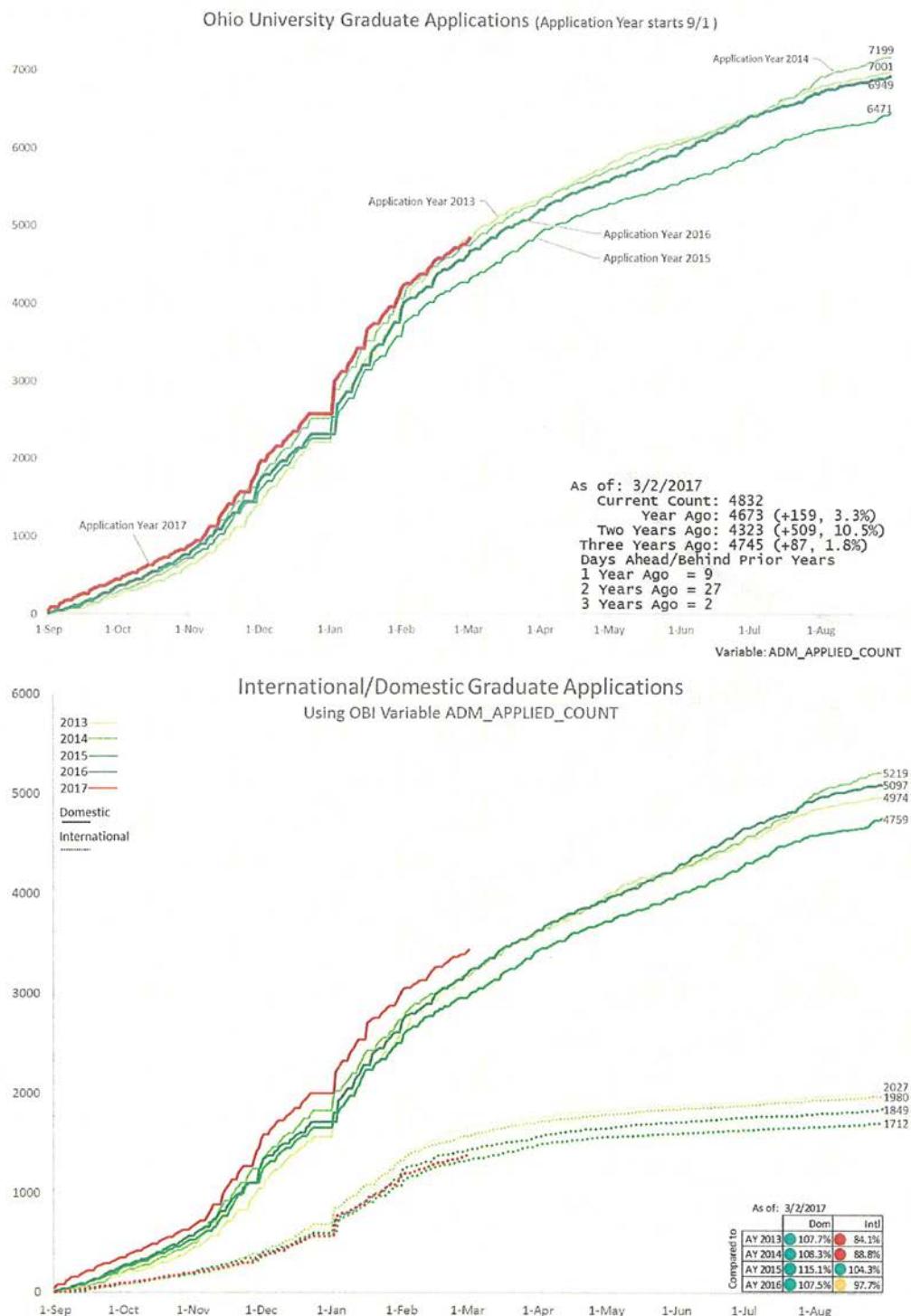


| Unit | Summer 2017 | | | Summer 2016 - 3/2/2016 | | | Gain or Loss Count (% from Previous) | | |
|--------|-------------|------|-------|------------------------|------|-------|--------------------------------------|---------------|-------------|
| | Dom | Intl | Total | Dom | Intl | Total | Domestic | International | Total |
| A&SG | 33 | 8 | 41 | 19 | 13 | 32 | 14 (73.7%) | -5 (-38.5%) | 9 (28.1%) |
| COBG | 89 | 6 | 95 | 91 | 4 | 95 | -2 (-2.2%) | 2 (50%) | 0 (0%) |
| COMG | 5 | 4 | 9 | 4 | 1 | 5 | 1 (25%) | 3 (300%) | 4 (80%) |
| EHSG | 100 | 12 | 112 | 104 | 10 | 114 | -4 (-3.8%) | 2 (20%) | -2 (-1.8%) |
| ENTG | 30 | 10 | 40 | 34 | 9 | 43 | -4 (-11.8%) | 1 (11.1%) | -3 (-7%) |
| FARG | 2 | 1 | 3 | 0 | 0 | 0 | 2 (NaN%) | 1 (NaN%) | 3 (NaN%) |
| GRAD | 0 | 0 | 0 | 1 | 0 | 1 | -1 (-100%) | 0 (NaN%) | -1 (-100%) |
| GRADN | 21 | 3 | 24 | 33 | 0 | 33 | -12 (-36.4%) | 3 (NaN%) | -9 (-27.3%) |
| GVS | 16 | 0 | 16 | 6 | 0 | 6 | 10 (166.7%) | 0 (NaN%) | 10 (166.7%) |
| HSPG | 626 | 6 | 632 | 450 | 3 | 453 | 176 (39.1%) | 3 (100%) | 179 (39.5%) |
| INST | 0 | 1 | 1 | 0 | 0 | 0 | 0 (NaN%) | 1 (NaN%) | 1 (NaN%) |
| Totals | 922 | 51 | 973 | 742 | 40 | 782 | 180 (24.3%) | 11 (27.5%) | 191 (24.4%) |

Top 10 Countries of Origin for Graduate International Applications AY 2016 to 2017
Sept 1 - Mar 2.



| Unit | Fall 2017 | | | Fall 2016 - 3/2/2016 | | | Gain or Loss Count (% from Previous) | | |
|--------|-----------|------|-------|----------------------|------|-------|--------------------------------------|---------------|---------------|
| | Dom | Intl | Total | Dom | Intl | Total | Domestic | International | Total |
| A&SG | 615 | 415 | 1030 | 595 | 372 | 967 | 20 (3.4%) | 63 (6.5%) | 63 (11.6%) |
| COBG | 104 | 41 | 145 | 117 | 37 | 154 | -13 (-11.1%) | 4 (10.8%) | -9 (-5.8%) |
| COMG | 80 | 85 | 165 | 93 | 79 | 172 | -13 (-14%) | 6 (7.6%) | -7 (-4.1%) |
| EHSG | 192 | 64 | 256 | 202 | 67 | 269 | -10 (-5%) | -3 (-4.5%) | -13 (-4.8%) |
| ENTG | 44 | 225 | 269 | 57 | 326 | 383 | -13 (-22.8%) | -101 (-31%) | -114 (-29.8%) |
| FARG | 193 | 71 | 264 | 207 | 70 | 277 | -14 (-6.8%) | 1 (1.4%) | -13 (-4.7%) |
| GRAD | 3 | 4 | 7 | 2 | 4 | 6 | 1 (50%) | 0 (0%) | 1 (16.7%) |
| GRADN | 7 | 4 | 11 | 3 | 5 | 8 | 4 (133.3%) | -1 (-20%) | 3 (37.5%) |
| GVS | 39 | 26 | 65 | 29 | 23 | 52 | 10 (34.5%) | 3 (13%) | 13 (25%) |
| HSPG | 529 | 29 | 558 | 495 | 36 | 531 | 34 (6.9%) | -7 (-19.4%) | 27 (5.1%) |
| INST | 13 | 169 | 182 | 21 | 132 | 153 | -8 (-38.1%) | 37 (28%) | 29 (19%) |
| Totals | 1819 | 1133 | 2952 | 1821 | 1151 | 2972 | -2 (-0.1%) | -18 (-1.6%) | -20 (-0.7%) |



Appendix B

Graduate College Named Graduate Fellowship Nominees

5 Named Graduate Fellowships: \$15,000 stipend & full fall & spring tuition scholarship

Keep in mind: These are not endowed (Grad College funding)

20 applications (17 last year)

Strongest in recent years

Graduate Student Affairs & Fellowship Committee Members:

JL, Brian McCarthy, Peter Harrington, Erik Ramsey

JOHN CADY GRADUATE FELLOWSHIP (Humanities, Social Science)

Michelle Pretorius, PhD Creative Writing program (English)

Dissertation: *Where the Devil Turns*: a novel about race & gender violence in post-apartheid South Africa crime novel (her second)

DONALD CLIPPINGER GRADUATE FELLOWSHIP (Sciences, Math, Engineering)

Mary Gemmel, Ph.D. students, Dept. of Biological Sciences

Dissertation title: *Impact of Perinatal Antidepressant Medication Exposure on Neurobehavioral Development*

Investigates how perinatal exposure of one of the most popular SSRI medications (Prozac) contributes to modifications in 1. Social behavior; 2. HPA-response when 3. Controlling for effects of maternal care on male and female rodent offspring at juvenile and adult ages.

CLAUDE KANTNER GRADUATE FELLOWSHIP (Communications)

Katy Ross, PhD student, School of Communication Studies

Dissertation: *Queers in Central Appalachia: Negotiating Intersecting Identities and Perceptions of Social Support*

Aims:

*Examines how queer individuals communicatively negotiate their identities while living in an Appalachian county.

*To understand how queer individuals' perceptions of social support both local & online affect the ways in which they communicatively negotiate their identities.

ANTHONY TRISOLINI GRADUATE FELLOWSHIP (Fine Arts)

Brian Macneel, MFA student, Film

Film Title: *Jack's*

Scriptwriter and director of narrative film featuring Jack, who owns a gay dive-bar in fictional small Ohio town. He is so popular that even straight men drink at his bar, claiming they love the "masculine atmosphere." "Toothpaste", his wayward lover goes missing, & follows Jack's journey in search for him.

GRADUATE COLLEGE FELLOWSHIP (open)

Clarissa Bunch, M of Education students, Teacher Education

Thesis: *Promoting Equitable Outcomes for Students with Disabilities*

*Current data indicates that very high number of students with disabilities are suspended, secluded, or physically restrained during the school day.

*Goal is to examine whether teacher candidates are being adequately prepared to handle challenging behaviors in the Pre K-12 classroom.

1ST ALTERNATE: Megan Applegate, Ph.D. student, IIP program

Dissertation: *Physical and psychological predictors of trunk extension endurance in healthy and low back pain subjects*

2nd ALTERNATE: Philana Omorotionmwan , MFA student: Theater

Thesis- script: *A Sway Too Free: A Play About Black Women and Girls in the School-to-Prison Pipeline*

Appendix C

DRAFT (by Jen and Brian) for Shawn & GC 3/3/17

Background info (see notes at end, with links to CCGS and HLC)

Faculty Senate

Resolution to Establish Graduate Faculty Status

Executive Committee and EPSA

March xx, 2017

Whereas the Higher Learning Commission requires a high level of academic preparation and maintenance of credentials and/or expertise for all academic programs;

Whereas the Ohio Chancellor of Higher Education, through the Board of Regents Chancellor's Council on Graduate Studies (CCGS), requires an accounting of the adequacy of faculty resources before approving new academic programs, specialized areas of concentration , and certificates;

Whereas Ohio University is, and continually aspires to "be the nation's best transformative learning community where students realize their promise, faculty advance knowledge, staff achieve excellence, and alumni become global leaders";

Whereas the Graduate College was re-established in **2008** and seeks to employ best practices in its graduate academic programs commensurate with other universities in the State of Ohio, nationally, and internationally;

Whereas each College within Ohio University seeks to provide excellence in learning and research opportunities to its graduate students;

Be it resolved that Ohio University will establish graduate faculty status to qualified faculty among its various ranks and select individuals (i.e., adjunct faculty) with content expertise who do not hold faculty status at Ohio University;

Be it resolved that each college will establish publicly available criteria for full, associate and affiliate graduate faculty status consistent with these broad definitions

Graduate faculty: Graduate faculty is a role that a faculty member may hold in graduate education. It is a designation separate from faculty rank or status as defined in the Faculty Handbook. Only faculty members who qualify for full, associate, or affiliate

graduate faculty are considered graduate faculty. Only faculty members who have graduate faculty status may vote on thesis and dissertation committees.

Full graduate faculty: A faculty member with full graduate faculty status has faculty status within Ohio University as a Presidential faculty appointee and is allowed full participation in graduate education. This status is given to faculty members on the basis of department/school metrics consistent with college guidelines.

Associate graduate faculty: A faculty member with associate graduate faculty status has faculty status within Ohio University as a Presidential faculty appointee and may fulfill some but not all of the responsibilities of those individuals with full graduate faculty status. Faculty who do not qualify as full graduate faculty may qualify as associate graduate faculty, including those designated as instructional (group II), clinical faculty, or visiting faculty.

Affiliate graduate faculty: A faculty member who does not have faculty status at Ohio University, but who may be assigned limited responsibilities to provide graduate education opportunities. Affiliate graduate faculty may include individuals who are not Ohio University Presidential employees (e.g., adjunct or courtesy faculty appointees) or who are Ohio University employees but do not hold faculty status as Presidential appointees.

Be it resolved that each college, in concert with its academic units, will establish criteria for graduate faculty status to guide annual (re)appraisal of its faculty members and affiliates (e.g., adjunct faculty members) for the purpose of assigning graduate faculty status (full, associate, affiliate);

Be it resolved that any faculty member who is an Ohio University Presidential appointee who wishes to appeal his/her graduate faculty status or any perceived adverse decision regarding graduate faculty status, has a right to appeal (a) to the school/department, (b) to a college-level appeals committee established by the dean, and (c) as a third level, to the standing Grievance Committee of the Faculty Senate¹;

Be it further resolved that the Graduate College will recognize graduate faculty status effective fall 2017;

Be it further resolved that the Faculty Handbook definitions and guidelines consistent with this resolution will include the following language, effective fall 2017:

H. Graduate Faculty Status

1. Graduate faculty status is a role that a faculty member may hold in graduate education. This status is separate from faculty rank and status as defined herein. Only faculty members who qualify for graduate faculty status are considered graduate faculty. Only

¹ See Faculty Handbook, II. G. [check this]

faculty members who have graduate faculty status may direct or vote on thesis and dissertation committees.

2. Each college will establish specific criteria for that unit as to what constitutes full, associate, or affiliate graduate status using these guidelines.
 - a. Full graduate faculty: A faculty member with full graduate faculty status has faculty status within Ohio University as a Presidential faculty appointee and is allowed full participation in graduate education. This status is given to faculty members on the basis of department/school metrics consistent with college guidelines.
 - b. Associate graduate faculty: A faculty member with associate graduate faculty status has faculty status within Ohio University as a Presidential faculty appointee and may fulfill some but not all of the responsibilities of those individuals with full graduate faculty status. Faculty who do not qualify as full graduate faculty may qualify as associate graduate faculty, including those designated as instructional (group II), clinical faculty, or visiting faculty.
 - c. Affiliate graduate faculty: A faculty member who does not have faculty status at Ohio University, but who may be assigned limited responsibilities to provide graduate education opportunities. Affiliate graduate faculty may include individuals who are not Ohio University Presidential employees (e.g., adjunct or courtesy faculty appointees) or who are Ohio University employees but do not hold faculty status as Presidential appointees.
3. Each department will establish specific criteria for graduate faculty status to guide annual (re)appraisal of its faculty members and affiliates (e.g., adjunct faculty members) for the purpose of assigning graduate faculty status.
4. Departments/schools will (re)evaluate graduate faculty status on an annual basis along with the annual faculty evaluation procedure for that unit.
5. Any faculty member who is an Ohio University Presidential appointee and has their graduate faculty status revoked has the opportunity to appeal that decision. Each department/school is responsible for establishing an appeal process. This process should typically begin at the school/department-level, then to a college-level appeals committee established by the dean, and ultimately, to the standing Grievance Committee of the Faculty Senate, if necessary.
6. The Graduate College will recognize the graduate faculty status of all faculty as determined by their respective unit and academic college. The Graduate College will be responsible for maintaining a graduate faculty status database, updated annually.

Dear Charles, Candice, and David,

Thank you for a very useful conversation this morning!

Brian, Shawn and I will be working on a DRAFT resolution for your consideration (something general/nonprescriptive; deferential to colleges, especially departmental evaluation committees, plus right to appeal adverse decision).

Regards,

Jen

Here is the information I promised to send:

The CCGS' "Graduate Program Guidelines" are available from this webpage (see upper right)

<https://www.ohiohighered.org/ccgs>

(See PART A. II, faculty qualifications))

&

Higher Learning Commission Policy Book (2016)

http://download.hlcommission.org/policy/HLC Policy Book_POL.pdf

3C on p. 20 (of 229)

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Also:

pp. 29-30

2. Faculty Roles and Qualifications

- a. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members

HLC Policy Online at policy.hlcommission.org

Published: November 2016 © Higher Learning Commission **Page 30**

possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process.

- b. Instructors teaching at the doctoral level have a record of recognized scholarship, creative endeavor, or achievement in practice commensurate with doctoral expectations.

- c. Faculty participate substantially in:

- 1) oversight of the curriculum—its development and implementation, academic substance, currency, and relevance for internal and external constituencies;
- 2) assurance of consistency in the level and quality of instruction and in the expectations of student performance;
- 3) establishment of the academic qualifications for instructional personnel;
- 4) analysis of data and appropriate action on assessment of student learning and program

completion.

3. Support Services

- a. Financial aid advising clearly and comprehensively reviews students' eligibility for financial assistance and assists students in a full understanding of their debt and its consequences.
- b. The institution maintains timely and accurate transcript and records services.

Regards,

Jen

Appendix D

To: Graduate Council

From: Policies Subcommittee

Re: Changes to Graduate Catalog Text

In response to questions that were raised regarding advisor/advisee relationships, the Policies Subcommittee of the Graduate Council proposes several changes to Graduate Catalog. Current wording is in black, new proposed wording is underlined.

Degree Requirements

Master's Degree

For any master's degree, a minimum of 30 graduate (semester) hours is required for conferral.

Program of Study

Students should develop a program of study approved by their advisor and the departmental graduate committee early in their program to ensure that they satisfy all degree requirements in the most efficient manner possible. Cohort-based degrees may have a fixed program of study.

Students may not have more than 8 credits with a CR grade exclusive of practicum, internship, research, and thesis hours applied to their minimal credit requirements. Additional credits may be required by individual departments.

Undergraduate courses, courses taken for Audit, or any course designated as "dissertation" or "doctoral" may not be counted toward Master's degree requirements.

Advisor/Advisory Committee

A member of the graduate faculty will serve as the student's primary advisor or on an advisory committee. In some programs, graduate students are assigned to an advisor, and in others graduate students are expected to participate in the selection of their advisors. The advisor / committee must be approved by the program and also must be consistent with college policy (e.g., "graduate faculty status"). The primary advisor and advisory committee must approve the proposed program of study for the degree, track students' progress at regular intervals, and recommend degree conferral.

It is recommended that the advisor clearly outline the expectations of the advisee and the responsibilities that the advisor accepts, and it is further recommended that those expectations and responsibilities be in written form and that they be periodically reviewed during a meeting of both parties.

The adviser-advisee relationship, as discussed here may include, but is not limited to, graduate students assisting their advisers with research, teaching, or service responsibilities. In this relationship, advisees can terminate a relationship with an advisor if the advisor's demands exceed those agreed upon or if the relationship makes it unnecessarily difficult for the student to

complete their work in some other way. Students wishing to change advisors should follow the policy in their departments, which should normally consist of a meeting with the department's chair or graduate chair. Appeals by the advisee on the denial of advisor/committee changes should be made to the head of the department and then to the dean of the college.

In those departments in which a student is assigned a mentor who is different than a student's advisor, a similar process can be followed for changes.

Advisors can also terminate a relationship with an advisee if the advisee is significantly failing to meet the advisor's expectations in the agreement between the advisor and advisee. Advisors requesting such a change should follow department policy, which should normally consist of a meeting with the departments chair or graduate chair. Appeals of that decision by either the advisor or advisee should be made to the head of the department and then to the dean of the college.

Academic Residency Requirement

.../...

Professional Doctoral Degrees

Advisor / Advisory Committee

A member of the graduate faculty will serve as the student's primary advisor or on an advisory committee. In some programs, graduate students are assigned to an advisor, and in others graduate students are expected to participate in the selection of their advisors. The advisor / committee must be approved by the program and also must be consistent with college policy (e.g., "graduate faculty status"). The primary advisor and advisory committee must approve the proposed program of study for the degree, track students' progress at regular intervals, and recommend degree conferral.

It is recommended that the advisor clearly outline the expectations of the advisee and the responsibilities that the advisor accepts, and it is further recommended that those expectations and responsibilities be in written form and that they be periodically reviewed during a meeting of both parties.

The adviser-advisee relationship, as discussed here may include, but is not limited to, graduate students assisting their advisers with research, teaching, or service responsibilities. In this relationship, advisees can terminate a relationship with an advisor if the advisor's demands exceed those agreed upon or if the relationship makes it unnecessarily difficult for the student to complete their work in some other way. Students wishing to change advisors should follow the policy in their departments, which should normally consist of a meeting with the departments chair or graduate chair. Appeals by the advisee on the denial of advisor/committee changes should be made to the head of the department and then to the dean of the college.

In those departments in which a student is assigned a mentor who is different than the student's advisor, a similar process can be followed for changes.

Advisors can terminate a relationship with an advisee if the advisee is significantly failing to meet the advisor's expectations in the agreement between the advisor and advisee. Advisors requesting such a change should follow department policy, which should normally consist of a meeting with the departments chair or graduate chair. Appeals of that decision by either the advisor or advisee should be made to the head of the department and then to the dean of the college.

.../...

Research Doctoral Degrees

Program of Study and Advisory Committee

A member of the graduate faculty will serve as the student's primary advisor or on an advisory committee. In some programs, graduate students are assigned to an advisor, and in others graduate students are expected to participate in the selection of their advisors. The advisor / committee must be approved by the program and also must be consistent with college policy (e.g., "graduate faculty status"). The primary advisor and advisory committee must approve the proposed program of study for the degree, track students' progress at regular intervals, and recommend degree conferral. Graduate work completed at another university will be considered by the respective graduate committee and the student's advisory committee in the development of the student's program of study.

It is recommended that the advisor clearly outline the expectations of the advisee and the responsibilities that the advisor accepts, and it is further recommended that those expectations and responsibilities be in written form and that they be periodically reviewed during a meeting of both parties.

The adviser-advisee relationship, as discussed here may include, but is not limited to, graduate students assisting their advisers with research, teaching, or service responsibilities. In this relationship, advisees can terminate a relationship with an advisor if the advisor's demands exceed those agreed upon or if the relationship makes it unnecessarily difficult for the student to complete their work in some other way. Students who want such a change should follow the policy in their departments, which should normally consist of a meeting with the departments chair or graduate chair. Appeals by the advisee on the denial of advisor/committee changes should be made to the head of the department and then to the dean of the college.

In those departments in which a student is assigned a mentor who is different than the student's advisor, a similar process can be followed for changes.

Advisors can terminate a relationship with an advisee if the advisee is significantly failing to meet the advisor's expectations in the mutual agreement between the advisor and advisee. Advisors requesting such a change should follow department policy, which should normally consist of a meeting with the departments chair or graduate chair. Appeals of that decision by either the advisor or advisee should be made to the head of the department and then to the dean of the college.

Typically, when the dissertation proposal is nearing approval,..... / ...

Graduate Council Minutes

March 24, 2017

Attendance: Emilia Alonso-Sameno, Tim Anderson, Ian Armstrong, Terry Cluse-Tolar, Geoffrey Dabelko, Sonsoles DeLaCalle, Jennifer Horner, Janet Hulm, Chulho Jung, David Konce, Krisanna Machtmes, Bose Maposa, Brian McCarthy, Maria Modayil, Greg Newton, Shawn Ostermann, Erik Ramsey, Joseph Shields, Gaurav Sinha, Spencer Smith, and Katherine Tadlock

Excused: Steve Bergmeier, Natalie Daniels, Andrea Frohne, Alex Hibbitt, Pete Harrington, Jody Lamb, Chris Moberg, Ann Paulins, Scott Smith, and Gursel Suer.

Convened: The meeting was convened at 3:05 pm.

1. Approval of Minutes of the March 3, 2017 meeting

The minutes of the March 3, 2017 meeting were approved.

2. Remarks by Joseph Shields, Dean of the Graduate College

Joe said that Ohio University is a part of Midwestern Association of Graduate Schools and we participate in their annual Distinguished Thesis Award competition. This year, one of our graduate students, Andra (Raisa) Ray won that award. She will be recognized at their annual meeting in April which will be held in Indianapolis. She will make a brief presentation at the event. Joe added that this is our second win in the last five years.

Joe announced this year's winners of the National Science Foundation graduate fellowship program. These students are currently seniors at Ohio University.

Joe said that now the Graduate College has an Ohio University Foundation account and very soon, it will be possible to make donations through the Graduate College website.

3. Remarks by David Konce, Associate Dean of the Graduate College

David informed members that the total number of applications is still higher than last year (by 2.3%). He added that applications for campus-based programs are down, but there is a 40% increase in online applications.

David said that interviews for the position for Director of Communication and Professional Development are in process.

David said that this morning he attended a meeting of the Chancellor's Council on Graduate Study and a new track Master's of Education in Art Education was approved. He added that the body approved the first online doctoral program in the state. This is a PhD in Curriculum and Instruction being offered by the University of Toledo. David also said that members discussed credentials of faculty teaching graduate classes during the meeting as well. He

added that the state would like to have all exceptions documented. This means that whenever a faculty member who does not have a terminal degree is hired to teach a graduate class, it will need to be documented. Members noted that it is best to keep the current proposal about graduate faculty status moving through EPSA and other bodies.

4. Report from the Policies and Regulations Committee

Sonsoles drew members' attention to the handout in today's packet (Appendix A). She added that since there is a fair amount of variability in defining the roles of an academic versus research advisor, it is important for students to have clarity about it. Per discussion, members recommended some edits in the document (Appendix B).

Members voted in favor of accepting the changes.

5. Report from the Curriculum Committee

Jen said that she has written to Kelly to ask about the shared credits for certificate programs. Tim said that today is the last opportunity for Graduate Council to comment on the program review for Philosophy.

6. New Business

Shawn said that it has been difficult to get data for graduate students about the time it takes for them to graduate, attrition, and retention. He said there is an infinite amount of data available for undergraduate students. David said that the reports from Institutional Research are set up for students who begin in the fall term. Sonsoles said that it is very important for academic programs to have this application. Brian said that it is difficult to compile data for doctoral students. Shawn added that it becomes difficult to keep track when students take time off for Curricular Practical Training or Optional Practical Training, and then come back to complete their degrees. He said that he would like Graduate Council to endorse the request for this kind of data. Joe recommended that Shawn write a list of data points required and run it by other Associate Deans.

Ian announced that the Graduate Student Senate has chosen Devika Chawla as the Outstanding Graduate Faculty award winner this year.

Maria informed members that GradFest will be held on 04/01/2017 starting at noon. A large number of events have been planned and the mayor, Steve Patterson will give the keynote speech. She said that attendees will be able to participate in games, enjoy the music, and partake of food from the various food trucks that will be around.

The meeting was adjourned at 3:49 pm.

Appendix A

To: Graduate Council

From: Policies Subcommittee

Re: Changes to Graduate Catalog Text

In response to questions that were raised regarding advisor/advisee relationships, the Policies Subcommittee of the Graduate Council proposes several changes to Graduate Catalog. Current wording is in black, new proposed wording is underlined.

Degree Requirements

Master's Degree

For any master's degree, a minimum of 30 graduate (semester) hours is required for conferral.

Program of Study

Students should develop a program of study approved by their advisor and the departmental graduate committee early in their program to ensure that they satisfy all degree requirements in the most efficient manner possible. Cohort-based degrees may have a fixed program of study.

Students may not have more than 8 credits with a CR grade exclusive of practicum, internship, research, and thesis hours applied to their minimal credit requirements. Additional credits may be required by individual departments.

Undergraduate courses, courses taken for Audit, or any course designated as "dissertation" or "doctoral" may not be counted toward Master's degree requirements.

Advisor/Advisory Committee

A member of the graduate faculty will serve as the student's primary advisor or on an advisory committee. In some programs, graduate students are assigned to an advisor, and in others graduate students are expected to participate in the selection of their advisors. The advisor / committee must be approved by the program and also must be consistent with college policy (e.g., "graduate faculty status"). The primary advisor and advisory committee must approve the proposed program of study for the degree, track students' progress at regular intervals, and recommend degree conferral.

It is recommended that the advisor clearly outline the expectations of the advisee and the responsibilities that the advisor accepts, and it is further recommended that those expectations and responsibilities be in written form and that they be periodically reviewed during a meeting of both parties.

The adviser-advisee relationship, as discussed here may include, but is not limited to, graduate students assisting their advisers with research, teaching, or service responsibilities. In this

relationship, advisees can terminate a relationship with an advisor if the advisor's demands exceed those agreed upon or if the relationship makes it unnecessarily difficult for the student to complete their work in some other way. Students wishing to change advisors should follow the policy in their departments, which should normally consist of a meeting with the department's chair or graduate chair. Appeals by the advisee on the denial of advisor/committee changes should be made to the head of the department and then to the dean of the college.

In those departments in which a student is assigned a mentor who is different than a student's advisor, a similar process can be followed for changes.

Advisors can also terminate a relationship with an advisee if the advisee is significantly failing to meet the advisor's expectations in the agreement between the advisor and advisee. Advisors requesting such a change should follow department policy, which should normally consist of a meeting with the departments chair or graduate chair. Appeals of that decision by either the advisor or advisee should be made to the head of the department and then to the dean of the college.

Academic Residency Requirement

.../...

Professional Doctoral Degrees

Advisor / Advisory Committee

A member of the graduate faculty will serve as the student's primary advisor or on an advisory committee. In some programs, graduate students are assigned to an advisor, and in others graduate students are expected to participate in the selection of their advisors. The advisor / committee must be approved by the program and also must be consistent with college policy (e.g., "graduate faculty status"). The primary advisor and advisory committee must approve the proposed program of study for the degree, track students' progress at regular intervals, and recommend degree conferral.

It is recommended that the advisor clearly outline the expectations of the advisee and the responsibilities that the advisor accepts, and it is further recommended that those expectations and responsibilities be in written form and that they be periodically reviewed during a meeting of both parties.

The adviser-advisee relationship, as discussed here may include, but is not limited to, graduate students assisting their advisers with research, teaching, or service responsibilities. In this relationship, advisees can terminate a relationship with an advisor if the advisor's demands exceed those agreed upon or if the relationship makes it unnecessarily difficult for the student to complete their work in some other way. Students wishing to change advisors should follow the policy in their departments, which should normally consist of a meeting with the departments chair or graduate chair. Appeals by the advisee on the denial of advisor/committee changes should be made to the head of the department and then to the dean of the college.

In those departments in which a student is assigned a mentor who is different than the student's advisor, a similar process can be followed for changes.

Advisors can terminate a relationship with an advisee if the advisee is significantly failing to meet the advisor's expectations in the agreement between the advisor and advisee. Advisors requesting such a change should follow department policy, which should normally consist of a meeting with the departments chair or graduate chair. Appeals of that decision by either the advisor or advisee should be made to the head of the department and then to the dean of the college.

.../...

Research Doctoral Degrees

Program of Study and Advisory Committee

A member of the graduate faculty will serve as the student's primary advisor or on an advisory committee. In some programs, graduate students are assigned to an advisor, and in others graduate students are expected to participate in the selection of their advisors. The advisor / committee must be approved by the program and also must be consistent with college policy (e.g., "graduate faculty status"). The primary advisor and advisory committee must approve the proposed program of study for the degree, track students' progress at regular intervals, and recommend degree conferral. Graduate work completed at another university will be considered by the respective graduate committee and the student's advisory committee in the development of the student's program of study.

It is recommended that the advisor clearly outline the expectations of the advisee and the responsibilities that the advisor accepts, and it is further recommended that those expectations and responsibilities be in written form and that they be periodically reviewed during a meeting of both parties.

The adviser-advisee relationship, as discussed here may include, but is not limited to, graduate students assisting their advisers with research, teaching, or service responsibilities. In this relationship, advisees can terminate a relationship with an advisor if the advisor's demands exceed those agreed upon or if the relationship makes it unnecessarily difficult for the student to complete their work in some other way. Students who want such a change should follow the policy in their departments, which should normally consist of a meeting with the departments chair or graduate chair. Appeals by the advisee on the denial of advisor/committee changes should be made to the head of the department and then to the dean of the college.

In those departments in which a student is assigned a mentor who is different than the student's advisor, a similar process can be followed for changes.

Advisors can terminate a relationship with an advisee if the advisee is significantly failing to meet the advisor's expectations in the mutual agreement between the advisor and advisee. Advisors requesting such a change should follow department policy, which should normally consist of a meeting with the departments chair or graduate chair. Appeals of that decision by

either the advisor or advisee should be made to the head of the department and then to the dean of the college.

Typically, when the dissertation proposal is nearing approval,..... .../...

Appendix B

In some programs, students have advisors to oversee their research, teaching, and/or service. Those advisors may be assigned by the program or determined by agreement between the student and a faculty member. In either case, if the advisor-advisee relationship becomes untenable for either the student or the advisee, either party may initiate a change of the relationship. Either party should refer first to departmental policy. If the department does not have a policy in place, the party is encouraged to consult their graduate chair. In the event the graduate chair is the advisor, the department chair should be consulted. If a satisfactory result is not achieved, either party may petition to the associate Dean of their academic college.

Graduate Council Minutes

April 21, 2017

Attendance: Emilia Alonso-Sameno, Tim Anderson, Ian Armstrong, Steve Bergmeier, Terry Cluse-Tolar, Natalie Daniels, Alex Hibbitt, Jennifer Horner, Janet Hulm, Chulho Jung, David Koonce, Jody Lamb, Krisanna Machtmes, Bosse Maposa, Maria Modayil, Greg Newton, Shawn Ostermann, Ann Paulins, Joseph Shields, Gaurav Sinha, Spencer Smith, Gursel Suer, and Katherine Tadlock

Excused: Geoffrey Dabelko, Sonsoles DeLaCalle, Andrea Frohne, Pete Harrington, Brian McCarthy, Chris Moberg, Erik Ramsey, and Scott Smith.

Convened: The meeting was convened at 3:06 pm.

1. Approval of Minutes of the March 24, 2017 meeting

The minutes of the March 24, 2017 meeting were approved.

2. Chair's Report, Steve Bergmeier

Steve thanked everyone for their service, especially Krisanna, Gursel, and Andrea whose terms are ending this year. Steve said that Gaurav will be on faculty leave for the next academic year and Maria will be the president of Graduate Student Senate for the next academic year.

He said that EPSA will revise the document on graduate faculty status and that Graduate Council will have an opportunity to review it.

Steve said that multiple programs reviews will be coming to Graduate Council in the fall.

3. Remarks by Joseph Shields, Dean of the Graduate College

Joe said that Ohio University nominee won the annual Distinguished Thesis Award competition conducted by the Midwestern Association of Graduate Schools. Andra (Raisa) Ray was recognized at their annual meeting in April in Indianapolis. Joe said that she gave an impressive presentation. He said that Andra's win was mentioned in the Compass yesterday.

Joe commended the leadership of the Graduate Student Senate for their assertive and constructive approach. He said he is looking forward to next year.

4. Remarks by David Koonce, Associate Dean of the Graduate College

David informed members that application numbers still look good in a macro sense. He added that applications for online programs are staying strong, international application, however, are down by 12%.

Renee Fossett's last day of work at the Graduate College is today. She is moving to Kentucky and will be going back to school.

David said that testing updates have caused a delay in opening the OGA system. He added that it should be ready by the middle of next week.

5. Remarks by Katie Tadlock, Assistant Dean of the Graduate College

Katie said that the most recent changes announced by the Registrar's office regarding F and W grades will go into effect in fall 2017. Katie said that actions that constitute academic participation and its relationship to federal financial aid are the driving forces behind this change. Jen said that this information should be shared with students at orientation. Katie said that the Registrar's office is working with OIT to have a notification sent to students when they withdraw from a class. She added that Valerie Miller (Director, Financial Aid), can provide more information about this to Graduate Council.

Katie said that all faculty who are escorting a doctoral candidate should check in with the Graduate College.

Katie informed members about the changes in text regarding the capstone requirements for the PhD degree for the IIP (Appendix A). **Members voted in favor of accepting the language update to the IIP degree requirements.**

6. Report from the Curriculum Committee

Multiple program reviews will be coming to Graduate Council in fall 2017.

7. Report from Admissions and Recruitment Committee

Members discussed the conflict of interest cases that Gursel presented. Ann said that there is no conflict of interest between Timothy Binegar and the faculty he will be taking classes with. It was also noted that academic grievances would be handled through the Graduate College.

It was noted that TBS is an interdisciplinary program and faculty members are from multiple departments. Steve said that Kelly Nottingham's advisors are from the Cleveland Clinic and the School of Communication Studies. Kelly works for the Department of Family Medicine in the Heritage College of Osteopathic Medicine.

Members voted in favor of accepting the recommendations of the committee.

8. New Business

Ian informed members about the March for Science that will be held tomorrow.

David informed the Council that Dr. Usha Matta was leaving at the end of the June. The council was unanimous in their concern, but wished Usha all the best going forward.

The meeting was adjourned at 3:57 pm.

Appendix A

Clarification of IIP capstone requirement language

Ph.D. requires dissertation – structure may vary by discipline and research.

Ph.D. - Graduation Requirements:

- 90 semester credits beyond the bachelor's degree: With at least four courses (12 credit hours) in each emphasis area.
 - At least 2 of these courses (6 credits) must provide depth of knowledge in the field and at least two of these courses (6 credit hours) must provide breadth of knowledge.
- Final project (dissertation, performance, etc.) acceptable to the Guidance Committee.
- Students must maintain a minimum 3.25 GPA.
- Students should complete their coursework by the end of their third year of full-time study in the program or by the end of their fifth year of part-time study in the program, and their comprehensive examinations, if required by their participating programs, by the end of the semester following completion of coursework.
- Full-time doctoral students must present the results of their research or creative activities at an academic or professional conference by the end of their third year in the program, and should submit the results of their research or creative activities for peer review and publication to an appropriate journal or publishing house by the end of their fourth year in the program.
- For part-time doctoral students, these dates will be adjusted to align with their progress on course completion.

Ph.D. - Graduation Requirements:

- 90 semester credits beyond the bachelor's degree: With at least four courses (12 credit hours) in each emphasis area.
 - At least 2 of these courses (6 credits) must provide depth of knowledge in the field and at least two of these courses (6 credit hours) must provide breadth of knowledge.
- **Final project (dissertation, performance, etc.) acceptable to the Guidance Committee.**
- Students must maintain a minimum 3.25 GPA.
- Students should complete their coursework by the end of their third year of full-time study in the program or by the end of their fifth year of part-time study in the program, and their comprehensive examinations, if required by their participating programs, by the end of the semester following completion of coursework.
- Full-time doctoral students must present the results of their research or creative activities at an academic or professional conference by the end of their third year in the program, and should

submit the results of their research or creative activities for peer review and publication to an appropriate journal or publishing house by the end of their fourth year in the program.

- For part-time doctoral students, these dates will be adjusted to align with their progress on course completion.

Modified language:

- Successful completion and defense of a dissertation. The format and/or structure of the dissertation may vary by the student's academic discipline and research and must be acceptable to the Guidance Committee.