

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.

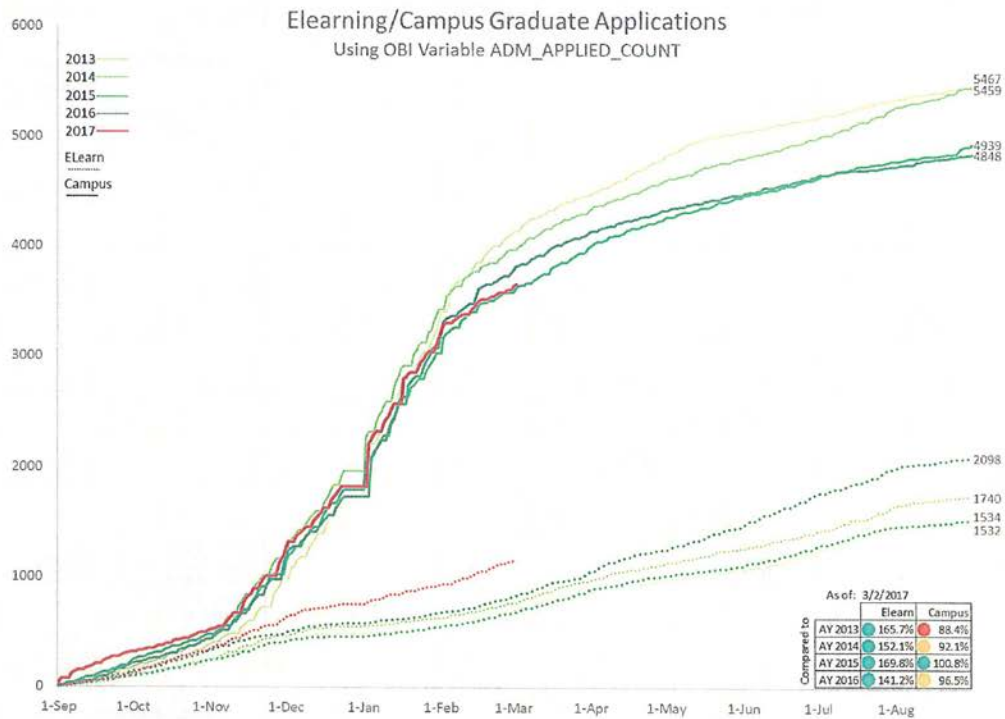
Steve asked Sonsoles to recirculate the document with the suggestions made by members.

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



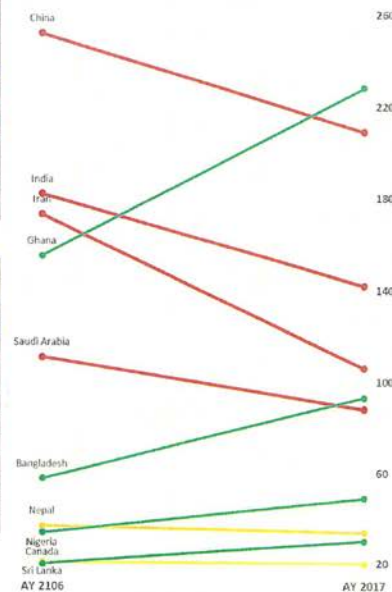
Applications Analysis Year to Date for: Summer 2017

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%)
EHSO	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%)

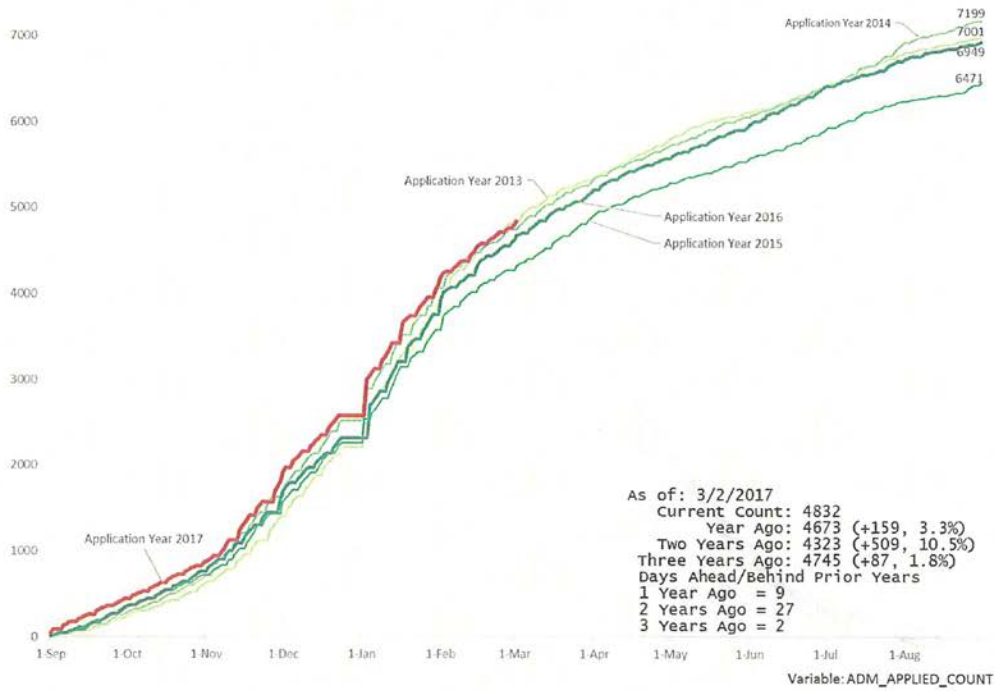
Applications Analysis Year to Date for: Fall 2017

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%)	43 (11.6%)	63 (6.5%)
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%)
EHSO	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%)

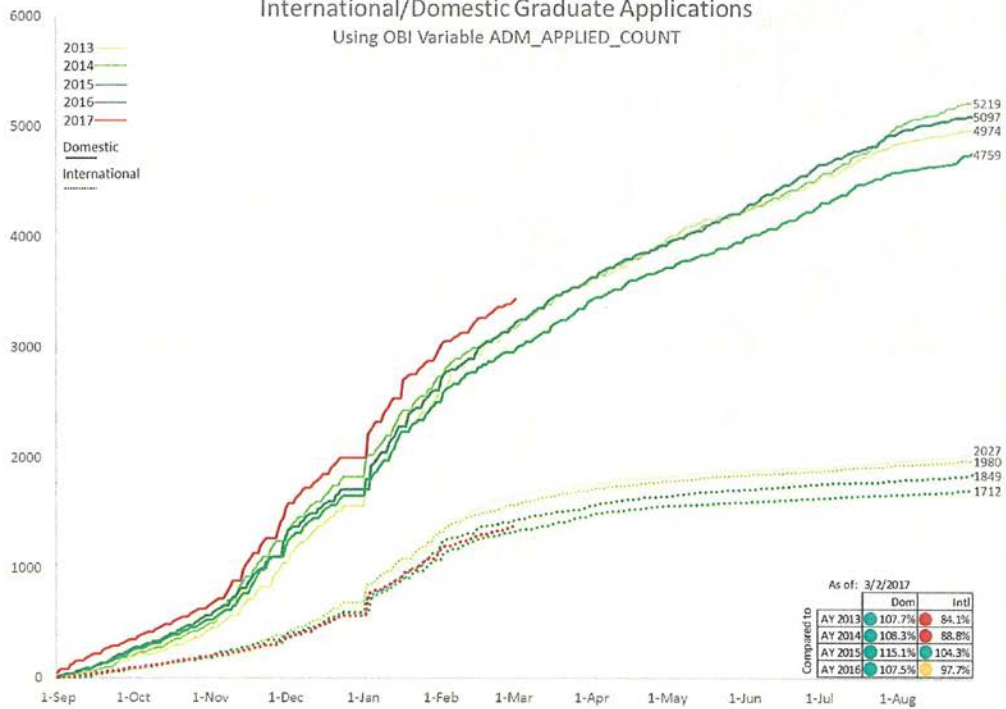
Top 10 Countries of Origin for Graduate International Applications AY 2016 to 2017 Sept 1 - Mar 2.



Ohio University Graduate Applications (Application Year starts 9/1)



International/Domestic Graduate Applications Using OBI Variable ADM_APPLIED_COUNT



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/HLCPolicyBook_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](http://policy.hlcommission.org)

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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.

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.../...

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,..... ../...