



THE UNIVERSITY OF VERMONT
GRADUATE COLLEGE

**MINUTES
OF
GRADUATE COLLEGE SPRING FACULTY MEETING
Thursday, November 12, 2020
2:30 – 4:00 PM
Microsoft Teams**

ATTENDANCE

72 graduate faculty members joined the Teams meeting.

WELCOME

Meeting called to order at 2:32 p.m. by Cynthia Forehand, Dean of the Graduate College.

APPROVAL OF MINUTES

The Minutes of the April 27, 2020 meeting were **approved** as written.

PROVOST'S REMARKS, Patricia Prelock, Provost and Senior Vice President

Provost Prelock thanked the graduate faculty for their efforts to provide students with a meaningful experience. She then highlighted her academic success goals and *Amplifying Our Impact* pieces that relate to the Graduate College and graduate college faculty.

The *Amplifying Our Impact* framework has three strategic imperatives. One is student success and access, which focuses on ensuring that students are provided with the best possible educational experience and that it is accessible and affordable. The second area is investing in distinctive research strengths, which focuses on identifying scholarship strengths to build healthy societies and healthy environments. The goal in this area is to think about what UVM does well and creating opportunities for multiple disciplines to engage, and eliminate barriers to make that collaboration easier. Third is the commitment to the land grant mission. This is important in terms of engaging with the community. A new Office of Engagement has been established to connect Vermont community members and partners with opportunities to engage in meaningful ways at UVM.

Aligned with *Amplifying Our Impact*, the Provost has a set of academic success goals available on the website here: <https://www.uvm.edu/provost/academic-success-goals>. There are five

specific goals that the university is working towards, and several of them have real impact for graduate faculty and students. The Provost then reviewed her teaching and learning goals, which relate to student success and access.

One goal is to have a unified and impactful educational framework, and at the graduate level to ensure that students are experiencing a high-quality education. One of the areas the NECHE review noted needed improvement was having sufficient 300 level graduate courses. Dean Forehand is taking this on with the support of the Provost and the academic Deans. The other area that needs shoring up is support services for graduate students, which are less robust than those for undergraduate students. The Provost is being more intentional in that area. The Center for Academic Success is now under J. Dickinson, Vice Provost for Student Affairs and Academic Success so she can make sure that tutoring services, writing, etc. all have clear accessibility. The Provost has also worked with the Center for Teaching and Learning and J. Dickinson to make sure that GTAs are getting the support that they need.

Another goal is supporting post-graduation success. The Provost formed a small advisory group that she asked Dean Forehand to join. Students have noted that the Career Center is really focused on undergraduate students, so that is now under the Provost's Office and they are looking to expand their focus so that career advising can support graduate students as well. The Provost is hoping to increase external awards for graduate students. Dean Forehand has worked on that effort and had some success with fellowships, and the Provost's Office is going to continue to support that and encourage units to do the same. The Provost is also looking to build more scholarships for graduate students to address the accessibility and affordability issue and build a culture of lifelong learning.

The last goal in the teaching and learning area is diversity of perspectives. All units have strategic inclusive excellence action plans, but there very specific goals for recruiting and retaining diverse faculty, and the Provost is working on a pathway program to graduate school with Jackson State University. The Provost is working on a grant program for diverse students in STEM and a new enrollment strategy for international students.

The second goal area is knowledge creation, which relates to the research portfolio. The Provost reviewed her three major goals in this area. This first goal is increasing the number of doctoral graduates and postdocs and finding mechanisms for fellowships and traineeships. Dean Forehand and the Provost are meeting with all of the Deans to establish targets in particular graduate areas and also to guide and support opportunities for fellowship and traineeships. They are also working with Kirk Dombrowski, Vice President for Research, to support access to grant writing support for graduate students and faculty. The second goal is building on UVM's strengths to live a fuller and healthier life in a healthy, sustainable environment and clearly capitalizing on interdisciplinary areas as a strength. She is looking at how to develop interdisciplinary centers, cluster hires, creating junior research groups and looking at mid-career research alignment in the focus areas. The third goal is enhancing success in external funding. In support of this goal, Kirk Dombrowski is trying to centralize efforts for grant writing so that there are many people who can support the grant writing process.

The third goal area is engagement which aligns with the land grant mission. A goal in this area is developing an enhanced and evidence-based approach to addressing contemporary challenges, including looking at participatory action research and implementation science.

A faculty member asked if UVM would be able to support STEM OPT (International Postdocs). The Provost noted that in this time of limited resources it's challenging but she is looking at reallocating resources in order to focus on what is going to meet the ultimate student and academic success goals. She stated that she would like to increase the number of international students, and one way to achieve this is through grants that allow international postdocs to be hired. The faculty member stated that they have tried to recruit a number of postdocs but currently UVM only supports a one-year OPT visa. After that one year they have to move to H1B, and this is fairly expensive for the individual. If UVM were able to get the label of being a STEM OPT employer that would allow UVM to have international students as postdocs for up to three years in OPT. The Provost told the faculty that she would investigate what it would take to get this label.

She then encouraged faculty to use the COVID testing available if they are on campus.

[DEAN'S REPORT](#), Cynthia Forehand, Dean (slide 4)

Dean Forehand reviewed the status of the COVID response and the return to campus.

The Graduate College started off the year with a virtual GTA training that was successful, and Dean Forehand noted that there will be a virtual aspect of this training in the future. Similarly, the remote thesis and dissertation defenses are going well and this will remain an option going forward. One thing that has been clunky is testing and exemptions. In the fall graduate students had to fill out a remote exemption from testing form, and it was really complicated to keep track of this because it came in as an email that had to go to three offices. It took a while for everyone to get in the groove but once they did things went pretty smoothly.

Dean Forehand then notified the faculty that after surveying graduate students, the decision has been made to not have a hooding ceremony this year, which would have been virtual.

Dean Forehand then provided updates on the winter term. The spring semester start date has been moved to February 1st and there will not be a spring break in order to reduce travel. Between the fall and spring terms there is a winter term. There are mechanisms for graduate students to be on campus during winter term. There may be clinical practica and courses that enroll students during this term. If that is the case, UVM strongly will need to be notified that a group of students is on campus and needs to be testing. Research can continue, and lab directors should notify the appropriate person in their academic unit that students will be working in their lab during the winter term.

Dean Forehand recommended that faculty with GRAs, GTAs or GAs find a way for them to be remote for the entire winter term. They may need to come back a little early to get ready for the February 1 start, but the hope is that they can be off campus and working remotely for that block of time.

Dean Forehand reviewed the ATHM (At Home) Option for spring. For the spring semester there is a form up now that allows graduate students to select that option for spring. The deadline is November 13th and registration opens November 16th. If a student finds out they must take an in-person class the ATHM code can be removed, which is important because if that code is there, they cannot be on campus and their CAT card is deactivated.

Dean Forehand reviewed the diversity, equity and inclusion activities happening at the graduate level. First, the new GTA training in the fall included a session on responding to bias in the classroom. This may become a mandatory training because the UVM climate survey indicated that 75% of graduate students had experienced bias and about 75% of those cases came from other students, peers, and undergraduate students.

Second, in collaboration with GSS and other partners there was a series of three workshops that have taken place and will start again now titled:

- In Control (Or So You Think): Navigating Unconscious Thoughts
- Step Up Bias: Understanding our Behaviors and Actions
- So What Now?: Understanding UVM's Approach to Addressing Bias

Third, there has been discussion about standardized tests. There have been requests that UVM stop using standardized tests, and Dean Forehand noted that she has been asked to take the stance as the Graduate College Dean that UVM graduate programs will stop requiring them. She is taking a more inclusive approach asking the units to make that decision for themselves, though she would provide resources and information. Many programs have already begun to drop the GRE requirement. The Graduate Executive Committee discussed the use of standardized tests over the course of several meetings, and the statement which was the outcome of that discussion is posted with the meeting materials (Attachment 1). The GEC also wanted to provide references for faculty and Todd Cooley, a HESA Graduate Student who is working with the Graduate College this year was tasked with collecting these references. These include general references about GRE usage, but in addition to that some broken down for STEM, humanities, some information on MCAT, GMAT, etc. (Attachment 2).

Dean Forehand then reviewed the data on slides 6-10. Slide 6 is a student of color breakdown for all (new and continuing) students for fall 2020. Student of color is the mandated reporting structure for the Department of Education. Focusing on the last three years, the student of color numbers are going up steadily. Slide 7 shows the trend for new students in fall 2020, and all three years are higher than the continuing set, which means UVM is increasingly adding more at the new level. Slide 8 demonstrated that from fall 2018 to fall 2020 enrollment by race/ethnicity has increased in all categories that are reported except for Native Hawaiian. The international number is 138 for both years and that is a good thing given the challenges of last four years. Slide 9 notes that the increase in students of color was across colleges and schools. In 2020 15% of students were students of color. Looking across the University there are some colleges that are well above that and some that are below but growing. For example, CEMS increased from 4% to 21% from 2018 to 2020. The highest percentage is in LCOM and the next highest is RSENR. They both have online programs that increase access to UVM.

A faculty member asked if there is data on retention. The answer was yes this information is available but has not yet been explored in detail.

A faculty member asked if information on the number of applications for spring and fall next year is available. Dean Forehand stated that the spring applications are in, and the fall deadlines are starting to come up, but she did not have the final numbers with her.

FALL 2020 ADMISSIONS AND ENROLLMENT MANAGEMENT UPDATE – Kimberly Hess, Director of Graduate Admissions & Enrollment Data (slides 10-14)

Kimberly Hess reviewed the enrollment data on slides 11-14.

On slide 11, the graph represents a 5% Increase in Applications, a 4% Increase in Admissions, a 3% Increase in Acceptance, and a 1% Increase in New Enrollment for AY 20/21. She noted that the deferral rate was higher due to COVID-19, and many of the deferrals were international students.

On slide 12, the top five countries represented for Summer-Fall 2020 were China, India, Bangladesh, Iran, and Ghana (applied), China, India, Ghana, Canada, Iran (admitted), and China, Canada/India, Pakistan, 11 others with one per country enrolled (enrolled). She is hoping to raise those numbers through marketing and creating relationships with international universities.

The graph on slide 13 represents a breakdown of the calendar year 2019 to calendar year 2020 share of applications by college. CALS is up from 5% to 6%, CAS is down from 17% to 15%, GSB is up from 4% to 6%, CESS is down from 19% to 16%, CEMS is down from 13% to 12%, RSENR is down up from 6% to 7%, CNHS is down from 18% to 16%, the Graduate College Interdisciplinary Programs are up from 9% to 12%, and LCOM is up from 9% to 10%.

The graph on slide 14 represents a breakdown of applicant residency. 15% are international, 22% are Vermont residents, and 64% are residents of other states. There have been a total of 2,644 applicants.

Kimberly Hess noted that the staff are working hard to make sure that application materials are uploaded in a timely fashion, and mentioned that they had worked with some programs to develop review rubrics within the system to evaluate applicants.

CONSTITUTION CHANGE – Cynthia Forehand, Dean (slides 15-16)

Dean Forehand explained that constitution changes require a poll of all graduate faculty. The process is that proposed changes are sent out in advance of a faculty meeting, discussed, and afterwards an electronic ballot is sent out to all graduate faculty to request their vote on the changes to the constitution.

Dean Forehand then reviewed the proposed constitution changes outlined below (see attachment 3 for a memo regarding the constitution changes and draft constitution reflecting the proposed changes):

1. Removing the language of “Regular” and “Professional” categories of membership. These categories are now formally “Research and Scholarship-Based” and “Practitioner-Based” respectively. This language has been used since the establishment of distinct categories, and this change is a formal reflection of that. The regular membership type now refers to both research and scholarship-based and practitioner-based faculty who are not emeritus or adjunct.
2. Updating appointment language to include “Research and Scholarship-based or Practitioner-Based” for Emeritus, Adjunct, and Ex Officio appointments.
3. Updating the following membership privileges:
 - a. All regular graduate faculty (research and scholarship-based and practitioner-based) may serve as the Chair of a master’s thesis or doctoral dissertation defense committee. (This is a process position.)
 - b. All regular graduate faculty (research and scholarship-based and practitioner-based) or an emeritus member with prior regular research and scholarship-based membership can be the primary advisor for a master’s thesis.
 - c. All regular research and scholarship-based members or an emeritus member with prior regular research and scholarship-based membership can be the primary advisor for doctoral dissertation.
 - d. A regular practitioner-based member or an emeritus member with prior practitioner-based membership can be the primary advisor for a doctoral dissertation with approval of the director of the graduate program and Graduate College.

Regarding change 3a, when the practitioner-based category was approved it was decided that is was not appropriate for them to chair a defense committee for a master’s thesis or doctoral dissertation because they may not have had that experience themselves. But the chair of a defense committee is a process person who will prepare the paperwork required for the Graduate College and make sure the process is fair for the student on the day of the defense. All graduate faculty should be able to do that.

Regarding 3b it was decided that there was a basis to say that a practitioner-based faculty member was likely very appropriate to be the advisor for a master’s thesis. This was unanimously approved by the GEC.

Regarding 3c-d, the question was whether a practitioner-based faculty member who had never done a dissertation should be able to be the primary advisor for a dissertation. 3c grants this privilege to all regular and emeritus research and scholarship-based graduate faculty. 3d adds in that a practitioner-based faculty member could be an advisor for a doctoral dissertation, with approval from the director of the graduate program and the Graduate College. This was not passed unanimously by the GEC, but it was an 11-3 vote in favor.

Dean Forehand opened this discussion up to Graduate Faculty.

A faculty member expressed their support for the idea of expanding the eligibility for chairs of the defense committees.

A faculty member asked for clarification on if someone without a PhD would be able to be a PhD advisor. Dean Forehand said yes, this would be allowable under the new constitution.

A faculty member asked if they are voting on all the changes, or proposed item changes? Dean Forehand explained that right now this is only a discussion and the graduate faculty will vote on each item when the ballot is sent out after the meeting.

Dean Forehand then stated that a ballot would be sent to all graduate faculty and noted that approval of these items requires a simple majority of those who reply. After the voting is concluded, a notice of the outcome and an updated constitution will be circulated.

ACTIVITIES OF THE GRADUATE COLLEGE EXECUTIVE COMMITTEE – Cynthia Forehand, Dean (slides 17-18)

Dean Forehand reviewed the actions of the Graduate Executive Committee (GEC).

There have been 6 meetings subsequent to the last Graduate Faculty Meeting.

The GEC reviewed 37 new or significant change course proposals, 10 minimal changes, deactivation, or delete course proposals and 18 graduate faculty applications, and 334 graduate faculty reappointments since the last graduate faculty meeting. 137 people did not respond to the survey request for reappointment. The GEC feels strongly that people need to respond to be reappointed, so it will be sent again to make it clear that this data is required.

The GEC approved the following curriculum proposals:

- Curriculum changes for Cellular, Molecular and Biomedical Sciences
- Curriculum changes for Counseling
- Curriculum changes for Clinical Nurse Leader programs
- Variable tuition request for the CGS in Complex Systems and Data Science
- Entry-level Doctorate of Occupational Therapy (OTD)
- Concentrations in the Interprofessional Health Sciences PhD
- Certificate of Graduate Study in Medical Science
- Name change for the Bioengineering PhD to Biomedical Engineering

The GEC reviewed applications/nominations for the following student awards:

- Applications for Clean Energy Fund Innovation Research Awards

A faculty member asked what portion of the “eligible faculty” are "regular" faculty, and what "type" of faculty are not "regular" faculty? Dean Forehand explained that “regular” means you are a current regular employee as opposed to an emeritus or adjunct employee. Eligible faculty is anybody who is employed in appropriate faculty tracks who hold a senior lecturer, assistant professor, associate, or full professor titles.

A faculty member asked for more details on the parameters of a "concentration" within a Ph.D. program. Dean Forehand explained that a concentration is like a degree in natural resources that is focused more on agroecology. It is still in natural resources but you pull the curriculum together to specialize. If it is a "track" it can be on the website but won't show up on the transcript so that the student can demonstrate that was their focus.

A faculty member asked for clarification between a CGS and a concentration. Dean Forehand explained that a CGS is a separate credential. A concentration falls within the degree program. A CGS is the equivalent of a minor in the undergraduate world.

ADJOURN

The meeting adjourned at 3:48 pm.

Graduate Executive Committee Standardized Tests in Admissions Statement

The Graduate College Executive Committee recognizes current discussions among UVM faculty regarding the use of placement and achievement test scores (e.g., SATs, GREs, ACTs, MCATS, etc) for student admissions decisions. Faculty at UVM have raised many important concerns about the extent to which these types of assessment tools are able to accurately and fairly describe student abilities. Of particular concern is growing evidence that these assessments are replete with bias against minority or disadvantaged racial and socioeconomic groups, among others. The bias is not only with regard to the content and assessment tools, but also how their cost and accessibility is prohibitive for some populations who are excellent candidates for graduate school. Thus, by requiring the tests and relying on them for admission, programs may be contributing to inequity in higher education. The issue of accessibility is particularly relevant in the current admission year where the COVID-19 pandemic has severely limited travel and disproportionately impacted some of the most vulnerable populations across the globe.

The Graduate College Executive Committee encourages each University graduate program to carefully assess the evidence for how these testing instruments might lead to bias, inequity and a lack of diversity within their program. In doing so, we recommend also considering the tangible, quantifiable value that these admissions assessments have for their program. Ultimately, the assessments that lead to admissions decisions need to be rooted in evidence-based measures and practices that are in alignment with the University's commitment to equity and justice.

GRE Resources

Prepared by: Todd Cooley

Graduate Assistant for the Graduate College

GRE Data

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THE UNIVERSITY OF VERMONT
GRADUATE COLLEGE

TO: Graduate Faculty

FROM: Cynthia Forehand, Dean of the Graduate College

DATE: November 6, 2020

SUBJECT: Revisions to the Graduate College Constitution

The Graduate Executive Committee has approved the attached changes to the Graduate College Constitution. These changes include:

1. Removing the language of “Regular” and “Professional” categories of membership. These categories are now formally “Research and Scholarship-Based” and “Practitioner-Based” respectively. This language has been used since the establishment of distinct categories, and this change is a formal reflection of that. The regular membership **type** now refers to both research and scholarship-based and practitioner-based faculty who are not emeritus or adjunct.
2. Updating appointment language to include “Research and Scholarship-based or Practitioner-Based” for Emeritus, Adjunct, and Ex Officio appointments.
3. Updating the following membership privileges:
 - a. All regular graduate faculty (research and scholarship-based and practitioner-based) may serve as the Chair of a master’s thesis or doctoral dissertation defense committee.
 - b. All regular graduate faculty (research and scholarship-based and practitioner-based) or an emeritus member with prior regular research and scholarship-based membership can be the primary advisor for a master’s thesis.
 - c. All regular research and scholarship-based members or an emeritus member with prior regular research and scholarship-based membership can be the primary advisor for doctoral dissertation.
 - d. A regular practitioner-based member or an emeritus member with prior practitioner-based membership can be the primary advisor for a doctoral dissertation with approval of the director of the graduate program.

Changes to the constitution require approval by a vote of the full Graduate Faculty via electronic ballot. Discussion of the proposed changes will take place at the Graduate Faculty Meeting on November 12, 2020.

**CONSTITUTION
OF
THE GRADUATE COLLEGE
OF THE
UNIVERSITY OF VERMONT AND STATE AGRICULTURAL COLLEGE**

ARTICLE I: DEFINITION

The Graduate College is a unit of the University of Vermont and State Agricultural College and has, subject to the authority delegated to the Colleges by the Board of Trustees, academic jurisdiction over all matters pertaining to and related to graduate degree programs, with the exception of the Degree of Doctor of Medicine.

ARTICLE II: MEMBERSHIP

A. Eligible Faculty

University faculty members eligible for membership in the Graduate Faculty (“eligible faculty”) are those holding a primary or adjunct appointment as an Officer of Instruction, Officer of Research, Officer of Extension, Officer of the Libraries, or Clinical Faculty at the rank of Professor, Associate Professor, Assistant Professor, or Senior Lecturer. Emeriti faculty who were members of the Graduate Faculty when they became emeriti are also eligible.

B. ~~Regular~~ ~~Regular-Research and Scholarship-based or Regular Practitioner-Based~~ ~~and Professional Membership Appointment~~

1. Initial Appointment

Members of the University Faculty shall be appointed to the Graduate Faculty by the President of the University (or President's designee). Individuals shall become Regular Members of the Graduate College by application to the Dean of the Graduate College upon or following initial tenure track, research, clinical, extension or library faculty appointment providing the following criteria are commonly met:

- a. The individual has the highest academic degree in his/her field or has earned unusual professional distinction.
- b. The individual's appointment in his/her department or program requires competent and sustained research or other scholarly activity appropriate to the discipline, or sustained professional achievement, as indicated by the chair and dean of the individual's unit.
- c. The faculty member's Chair and Dean endorse the appointment of the individual to the Graduate Faculty.
- d. The applicant demonstrates a sustained record of scholarly or professional accomplishments, involvement or planned involvement in the teaching and mentoring of graduate students, and a commitment to graduate education.

2. Reappointment

Continued membership on the Graduate Faculty shall require demonstration of a sustained record of scholarly or professional accomplishments and commitment to graduate education. Graduate faculty membership will be reviewed in conjunction with academic review of graduate programs, based upon the criteria specified for initial appointment.

C. Emeritus Research and Scholarship-based or Emeritus Practitioner-Based Appointment

Graduate faculty who retire with emeritus status may request to the Dean of the Graduate College to continue their Graduate Faculty status for a three year renewable term. The request will include demonstration of a sustained record of scholarly accomplishments and commitment to graduate education that will continue. The appointment may be renewed for additional three year terms.

D. Adjunct Research and Scholarship-based or Adjunct Practitioner-Based Appointment

Individuals who hold adjunct appointments to the faculty at the rank of Professor, Associate Professor, Assistant Professor or Senior Lecturer may apply for Graduate Faculty status for a three year term subject to the criteria in Section B-1. ~~The~~ 1. The three year term is renewable contingent upon continued adjunct status.

E. Ex Officio Research and Scholarship-based or Ex Officio Practitioner-Based Appointments

Chairpersons of departments with graduate programs and academic administrative officers who are not already Regular Members shall be Ex-Officio Members of the Graduate Faculty.

F. Graduate Faculty Membership Privileges

1. Any member of the Graduate Faculty may serve as a member of a master's thesis or doctoral dissertation committee.

2. Only a Regular, ~~Professional~~ or Emeritus Member of the Graduate Faculty

a. shall be entitled to one vote on all matters presented to the graduate faculty;

b. shall serve as a graduate program director/coordinator (required faculty leader of the program) appropriate to their discipline;

c. shall serve as the Chair of a master's thesis or doctoral dissertation defense committee;

d.

b.e. shall be the primary advisor for a master's thesis.

3. Only a Regular Research and Scholarship-based Member or Emeritus Member with prior Regular Research and Scholarship-based membership or a Regular or Emeritus Practitioner-based Member with approval of the Graduate Program Director and Dean of the Graduate college:

~~3.4.:~~

~~shall serve as the Chair of a master's thesis or doctoral dissertation defense committee;~~

a. shall be the primary advisor for a ~~master's thesis or a~~ doctoral dissertation.

4.5. An Adjunct Member of the Graduate Faculty may serve as the primary Co-Advisor for a doctoral dissertation or master's thesis in conjunction with a Co-Advisor who is a Regular Research and Scholarship-based Member of the Graduate Faculty.

ARTICLE III: OFFICERS

The officers of the Graduate College shall be the Dean of the Graduate College and the Associate and Assistant Dean(s). The Dean shall preside at all meetings of the Graduate College and Faculty. The Associate Dean shall preside in the absence of the Dean.

ARTICLE IV: THE EXECUTIVE COMMITTEE

The Executive Committee of the Graduate College shall consist of up to fourteen persons, the majority to constitute a quorum. The members shall consist of the Dean of the Graduate College, who shall serve as Chairperson of the Executive Committee (or name a designee from the Executive Committee to serve as Chairperson), the Associate or Assistant Dean(s), up to eleven other regular or professional Graduate College Faculty members, and one graduate student. The Dean shall annually appoint a Recording Secretary who shall be responsible for recording minutes of the proceedings of the Executive Committee and the Graduate Faculty meetings; the recording secretary shall not be a voting member of the Executive Committee.

Eight of the Executive committee members shall be elected from the following eight stand-alone Colleges and Schools of the University of Vermont: the Colleges of Agriculture and Life Sciences, Arts and Sciences, Education and Social Services, Engineering and Mathematical Sciences, Nursing and Health Sciences, the Larner College of Medicine, the Grossman School of ~~Business, and~~ Business, and the Rubenstein School of Environment and Natural Resources. The Graduate Faculty of each of these units shall elect one member to the Executive Committee. Up to three more graduate faculty members shall be appointed by the Dean of the Graduate College with no more than any two members of the entire Executive Committee, excluding the Deans and graduate student, having primary appointments in any one College or School.

The graduate student member shall be an equal voting member and appointed by the Dean of the Graduate College, based upon nomination(s) submitted by the Graduate Student Senate.

Appointed and elected faculty members of the Executive Committee shall serve for three years. A member who has served three years shall be eligible for reelection or subsequent reappointment after an interval of one year. A member may take leave from the Executive Committee before the end of the three year term. In the case of an elected member, if the leave does not exceed one academic year and does not represent the final year of the member's term, the Dean of that College and the member shall agree upon another member of the Graduate Faculty as a substitute; in the case of an appointed member, the Graduate College Dean shall name the substitute. For a leave period that exceeds one year or represents the final year of the member's term, a new representative shall be elected by the unit that had elected the member on leave or, in the case of an appointed member, appointed by the Graduate College Dean, to serve a full three-year term.

ARTICLE V: DUTIES OF THE EXECUTIVE COMMITTEE

A. Duties of the Executive Committee include the following:

1. Approval for graduate credit of courses, research, and similar scholastic activity.
2. Review of the qualifications of those applying or re-applying for regular or other membership to the Graduate Faculty and recommendation of appointments to the Dean.
3. Advising the Dean regarding decisions concerning progress and fulfillment of graduate student requirements by individual students as necessary.
4. Conferring on the establishment and alteration of policies relating to graduate study and bringing recommendations for action to the Graduate Faculty.
5. On a regular basis, reporting its actions to the Graduate Faculty. Any action of the Executive Committee may, upon appeal by a motion introduced at a meeting of the Graduate Faculty, be referred to the Faculty for final decision.

B. Ad hoc Committees

Ad hoc committees may be created by the Graduate Faculty, the Executive Committee, or the Dean of the Graduate College for the purpose of studying specific problems and preparing proposals thereto. These committees shall be appointed by the Graduate College Dean and shall terminate when their assignment is complete.

ARTICLE VI: MEETINGS

The Graduate Faculty shall meet at least twice during each academic year. Those present at a duly called meeting constitute a quorum.

The Dean of the Graduate College shall prepare the agenda of each meeting from proposals submitted by faculty members, the Executive Committee, and administrative officials. Items presented in the form of a petition signed by five percent of the Graduate Faculty membership shall be included on the agenda.

The agenda of each regular Graduate Faculty meeting shall be distributed to the faculty membership at least one week preceding the meeting. Adoption of a resolution shall require a majority vote of the faculty attending a given Graduate Faculty meeting. If five or more voting members request an electronic referendum, the resolution shall be voted upon by electronic ballot by the graduate faculty. The resolution shall be considered adopted if a simple majority of those responding favor it.

Motions to appeal an action of the Executive Committee shall require a majority vote of the faculty attending the Graduate Faculty meeting. The decision of the faculty attending the meeting shall prevail unless one voting member present at the meeting requests an electronic referendum. In the case of an electronic referendum, every regular and emeritus member of the Graduate Faculty shall be allowed at least one week to respond. The resolution shall be considered adopted if the majority of the referendum responses favor it.

Special meetings may be called by petition signed by five percent of the Graduate Faculty. Matters for which the one-week notice has not been provided shall not be acted upon until the following Graduate Faculty meeting. This shall apply to the agenda of special meetings.

The Graduate Faculty meeting shall be governed by the rules contained in the Robert's Rules of Order, Latest Edition, and such other special rules as the faculty shall adopt. In cases of any inconsistencies or differences, the Constitution and those special rules established by the Graduate Faculty shall take precedence.

ARTICLE VII: AMENDMENTS

Amendments to this Constitution shall be presented for discussion at a duly called Graduate Faculty meeting. At least one week prior to the meeting, electronic notice of the substance of the amendment shall be sent to the Graduate Faculty. Subsequently, the amendment shall be approved by two thirds of those responding to an electronic ballot.

Approved 3/17/1953

Amended 12/17/1963, 10/01/70, 5/09/80, 9/17/87, 2/24/92, 1/16/2009, 5/2/2013, 4/3/2014, 11/24/2015, 5/10/2019, [11/5/2020](#)