



THE UNIVERSITY OF VERMONT
GRADUATE COLLEGE

**MINUTES
OF
GRADUATE COLLEGE FALL FACULTY MEETING
November 7, 2022
2:30 – 4:00 PM
Microsoft Teams**

ATTENDANCE

72 Graduate Faculty, 1 staff member.

The meeting was called to order at 2:30 p.m. by Cynthia Forehand, Dean of the Graduate College.

APPROVAL OF MINUTES

The Minutes of the April 26, 2022, meeting were **approved** as written.

DEANS REPORT: Welcome/Agenda (slides 1-2)

Transformative Growth in Education aka getting to 3,000 (slide 3)

UVM has a stretch goal to increase the number of graduate students between Fall 2022 to Fall 2028 to about 3,000.

Currently, there are 1,707 graduate students, or 15% of the student population. Steady growth is expected in the graduate student population as UVM expands research and other opportunities. The undergraduate population is expected remain relatively stable in this time period. By Fall 2028, the goal is to have 3,000 graduate students and 12,000 undergraduates—25% of the student population as graduate students. About half of the growth is expected to be in distance education programs.

Opportunities for Growth (slide 4)

- Remarkable recent growth in UVM's research enterprise will support the growth in the graduate student population as we bring on funding, institutes, grants and other funding that often also supports funding for graduate students and post-doctoral fellows. Associated faculty also write grants that help support graduate students.
- There is also good news on increased housing, including a partnership that will result in about 500 new units for graduate students, staff, and early faculty in South Burlington¹ and continued efforts to expand housing on UVM's Trinity Campus, including 130

graduate student units. City Place will be offering at least 60 low-income housing units plus another 100 units (some for Champlain College). Cambrian Rise, which houses a number of graduate students, is also in the process of adding another 250 units (with 60 being low-income, which is important for students coming with families).

- There are plans to increase philanthropy that will support predoctoral fellowships with first year and dissertation completion fellowships.
- International student enrollment is up with opportunities to build brand recognition and create partnerships
- Successful recruiting of undergraduates into the accelerated master's programs.
- Some new, impressive graduate programs and professional online programs.

UVM-wide Admissions and Total Graduate Enrollment (slide 5)

Applications have spiked.

International Graduate Student Admissions and Enrollment (slide 6)

International graduate student applications are up dramatically (with some new countries). Admissions and enrollments are up as a result. See slide for details.

AMP Program Admissions & Enrollment (slide 7)

We have a steady number of students coming into this program since 2015. See slide for details. In 2021 more than a 1/3 of the students going into our master's program came through the AMP program. The modest goal is to increase this by another 50 students.

New Graduate Degree Programs Bring New Students (slide 8)

Some recent new programs and degrees include the following: Ph.D. in Sustainable Development Policy; Economics, and Governance – Fall 2021; Doctorate in Occupational Therapy – Fall 2022; Ph.D. in Transdisciplinary Leadership and Creativity for Sustainability (online) – Fall 2022; Ph.D. in Social-emotional-behavioral Health and Inclusive Education – Fall 2023; Ph.D. in Counselor Education and Supervision – Fall 2024. These are ramping up, and the increased capacity will allow growth in the number of graduate students.

Planned Graduate Degree Programs (slide 9)

Two degrees are in the planning stage (Doctorate of Public Health (online) and a Ph.D. in Humanitarian Studies); several others are in the goal setting stage (Online Certificates of Graduate Study that stack into master's degrees; Online professional master's programs to expand our current offerings of an online MPH and an online MPS in Leadership for Sustainability). To conceive successful new programs, employers are being engaged at the planning stage and thought is being given to identifying societal issues that need to be addressed. See slide for details.

A Graduate Faculty member asked (via chat) about support for the incoming international students. Dean Forehand recognized the need, noting some resources and workshops currently running. She noted that there is an awareness around the need for more support and resources for the growing populations and plans to increase resources and support for all graduate students. Dean Forehand welcomed ideas for support that units might be able to provide and/or ideas for best use of funds for this.

A Graduate Faculty member stated that this past year she tried to find supports for graduate students equivalent to those of the “First Gen” supports for undergraduates and stated that if UVM could have a similar mentor system for graduate students, it might be a cost-effective way to address some needs, and it would be invaluable. Dean Forehand agreed wholeheartedly and noted that the First Gen program at UVM includes graduate students but acknowledged that it is hard to combine those services for undergraduate and graduate students. Dean Forehand invited Provost Prelock to weigh in. Provost Prelock stated that the idea is excellent and noted the success of the current First Gen initiative, which is increasing this population’s retention and engagement on campus. Provost Prelock said she will ask the team if there could be some components of the program that are separate for graduate students.

A Graduate Faculty member asked if the goals for increasing the graduate student population could be broken down into smaller, more specific goals as many have different considerations. Dean Forehand acknowledged the need for specifics to recruit on the breakdown points.

A Graduate Faculty member asked what is considered poverty level to calculate eligibility for low-income housing. Dean Forehand said that she did not remember the exact figure, but that our students (as singles) are well above it—even the master’s students who currently have lower stipends are no where near the poverty level. Certainly, a family would be eligible, however, and this is important for international students who come with their family and spouses who are not allowed to work. There is a long waiting list for low-income housing—so, eligible students need to be informed early on.

A Graduate Faculty member asked about the timeline for new housing. Dean Forehand said there will be a big hole next year. Many new units will not be available until 2024. Richard Cate, Dean Forehand, and others are looking for temporary solutions for 2023. Provost Prelock noted that UVM is looking into other solutions too, including adding some beds at Spinner Place, which international students find has easy access to food and transportation. Provost Prelock noted that building housing generally takes between 18-24 months. Both Provost Prelock and Dean Forehand noted that there is an active and ongoing search for transitional housing for 2023-2024.

A Graduate Faculty member asked how administration plans to reconcile the rapid increase in graduate stipends versus the flat nature of NIH funding, particularly given the modular budgets.

Dean Forehand noted Graduate Research Assistantships funded off ROIs can be set at the UVM rate; modular budgets are not required. She also noted that most NIH pre-doctoral fellowship funding from training grants is in the College of Medicine, and they always raise the stipends from general funds for supported students in labs to whatever the current level is for affiliated programs; they do this across the board. She encourages other units to do the same. UVM stipends do go up faster than NIH predoctoral fellowships. NIH pre-doctoral fellow funding is about at the level of our master’s stipends and will likely stay there. NIH stipend funding is not meant to fully support students, but to offset costs. In aligning the doctoral stipends with the VT Basic Needs Budget, we hope that those students can meet their basic needs.

Provost Prelock noted that senior administrators are speaking with the Foundation and donors about the SOAR campaign not being strictly for undergraduate scholarship but for graduate students too. With our plans to become an R1 institution, there is more interest from donors to support our graduate students with fellowships.

Provost Prelock underscored that she and Dean Forehand are both open to ideas for ways to increase support programs for graduate students and double down on the success in the graduate programs by supporting faculty. Provost Prelock thanked Dean Forehand for her insight and leadership, noting that the search for the new Graduate College Dean will be a national search, and that approval has been given to bring on an Associate Dean who can help manage some of the day-to-day things so that the new dean can focus on growth and scholarship.

Graduate Executive Committee (GEC) Actions and Constitution Changes (slide 10)

Dean Forehand reminded everyone that GEC makes policy decisions, but Graduate Faculty members can always disagree and ask that something be pulled back and voted on by Graduate Faculty. For Constitutional changes, GEC votes on them and then they are brought to the Graduate Faculty meeting so that they can be discussed. Following the discussion in the meeting, the proposed changes are sent out to Graduate Faculty for an electronic vote. Two constitutional changes and the rationale for each were presented (see slides 11-16 for details of changes).

Graduate Committee Actions (slide 17)

See slide for statistics on the number of meetings, proposals, and applications reviewed since the last Graduate Faculty meeting.

Graduate Executive Committee Actions (cont. slide 18)

Dean Forehand highlighted a couple of significant GEC actions, including the decision that the discipline of study will be added to graduate-level diplomas (note that this cannot be done retroactively) and a requirement that master's students have a least 6 credits of graduate coursework at the 6000 level and doctoral students have at least 9 credits at the 6000 or 7000 level—with a future goal of these being 9 and 12 respectively. The latter item is part of the move for UVM to establish a clear and separate graduate curriculum.

A Graduate Faculty member asked if these details are outlined somewhere along with details about the 5000-level courses that can be co-located during the transition period. Dean Forehand noted that the renumbering project details may be found on the Registrar's website.

Graduate Executive Committee Actions: Guidance on developing 5xxx syllabi for 3xxx/5xxx pairs (cont. slide 19-22)

A Graduate Faculty member asked if the minimum hours requirement just discussed is a change or another step in the transition to 6000/7000 being graduate student only courses and the 5000 being co-located courses with separate assessment requirements?

Dean Forehand noted that they are independent pieces.

A Graduate Faculty member asked if undergraduates may still (after the renumbering) take graduate seminars if they apply and get permission.

Dean Forehand said that undergraduates will be able to take a 5000-level courses unless the faculty member specifically prohibits undergraduates on the schedule of courses.

A Graduate Faculty asked how the paired courses (3xxx/5xxx) will be considered in terms of course load for faculty. Dean Forehand said that it is up to the units. As there will be more work, Dean Forehand suspects that that will be taken into consideration.

A Graduate Faculty member asked about course capacity requirements for the paired courses. Dean Forehand noted that capacity would be handled the same way that cross-listed course capacities are currently handled. The Deans recognize that units may have to run some courses under capacity during the transition, but the steady increase in graduate students will help with minimum capacities.

A Graduate Faculty member asked if 5xxx-level courses will have a maximum number of undergraduate students. Dean Forehand replied that many ideas were considered for managing the number of undergraduates in these courses, but none seemed manageable. It will have to be monitored and addressed if it becomes an issue since a class with 75% undergraduates would mean that we have not met the charge from the accreditors.

A Graduate Faculty member asked whether accelerated master students who are still considered undergraduates be considered graduate students in the 6000 level classes. Dean Forehand replied that the AMP is an entry into a master's program; when students are admitted into the AMP, they are graduate students—they just have 2 curricula in banner, the primary is undergraduate until they get their bachelors and is secondary graduate, which allows them to register like any other graduate student.

A Graduate Faculty member said that their program has typically been having graduate students typically sign up for two 200 level courses under a 381 rubric. So, they have a zero credit, once-a-week section where they do research, paper development, and some higher-level skills. He wondered if this system will need to be reworked? Dean Forehand said other programs do similar things, but usually for 1 credit. She encouraged the Graduate Faculty member not to have a zero-credit section but instead to make it worth 1 credit—because zero credit is not reflective of the student's workload. If it is additional work that takes up significant time, a one credit parallel course would be a perfect solution and would recognize the workload. The Graduate Faculty member stated that he didn't think the workload was that much more. Dean Forehand noted that they want programs to get away from just simply adding more work for graduate students. The work given to graduate students needs to be work requiring higher-level skills, and what those skills are may vary between disciplines.

Dean Forehand stressed that there must be clear evidence for 3xxx/5xxx pairs that the levels are different in the objectives, assignments, and assessments. Note that descriptions are not objectives. There must be specific course objectives, with clear differences in level and/or specific content for the graduate course—and evidence that the differential assignments and assessments support those specific graduate objectives The CTL site has a good section on writing objectives that is based on Bloom's taxonomy. See slide for details and link.

Dean Forehand explained slide 14, which shows an example of objectives at different levels. She noted that she will be writing this up and providing some more examples of good syllabi. She will have them posted on the website for guidance. Now that the renumbering is

complete, colocated courses running next year have to come in through the Course Action Form (CAF) process and get to the Provost by February 15, 2023.

A Graduate Faculty member asked how to deal with the issue that departments face significant financial disincentives around teaching high-level graduate courses with low enrollment, as it is an expensive use of faculty time.

Dean Forehand agreed that it is an expensive use of faculty time, but courses with small numbers of really intensely interested students can be rewarding for the faculty in a different way, and the Deans and the Provost have had discussions in the Academic Leadership Committee meetings around this. Everyone is aware that courses may have to occasionally with low numbers of enrollment, but as we bring on more graduate students, this will be less of an issue. To echo our accrediting body, if we don't have the resources to be teaching a graduate curriculum, then we shouldn't have one. This will be an ongoing discussion.

A Graduate Faculty member asked if anyone looked at how many graduate courses we can offer based on existing staffing and growth in undergraduate enrollment.

Dean Forehand stated that after all the new numbers get into the system, she plans to do an assessment of the co-localized courses. Up to but not more than 50% of courses can be co-localized during this transition year. Dean Forehand acknowledged that it would be difficult with the existing staffing and faculty but noted that the growth in research funding is bringing in new faculty who will have teaching commitments.

Dean Forehand stressed that any courses running in Fall 2023-Spring 2024 have to come through the Course Action Form process (which passes through GEC and ends with the Provost) by February 15, 2023.

Currently, there is a hiatus because the system was taken down for renumbering—so, if you had a Course Action Form in place before, it will have to be resubmitted now using the new four-digit number.

A Graduate Faculty member asked where to find all the requirements for the things he needs to do and where to submit the items.

Dean Forehand directed him to the new course numbering section on the Registrar's webpage, adding that for AGC courses that will just be a 5xxx-level course (not paired and nothing else changed) just a new syllabus can be submitted to GradColl@uvm.edu; these syllabi will be reviewed outside the Course Action Form process. Paired 3xxx/5xxx courses must come in via the CAF process.

A Graduate Faculty member asked if it is the implicit recommendation from the Graduate College to not to cross list courses, given the nontrivial effort required and course planning and development.

Dean Forehand clarified that, unfortunately, "cross listing" is used in two different ways, and it cannot be changed. Cross listing at the Banner level means two courses meeting in the same room. There has been an effort to get people to use "co-localized" for these paired 3000/5000 courses in order to avoid confusion, but Banner uses the word cross-listing for that because the courses are in the same room. A course that is called cross-listed in Banner is not necessarily cross-listed in the Catalogue. So, when you submit a CAF for a co-

localized course, the 5000 course will come in as a graduate course, and the 3000 course will come in an undergraduate course. There will be nothing in the Catalogue that says these courses are cross-listed—because they are not technically cross-listed, they are co-localized. A cross-listed course in the Catalogue is the same course with different prefixes, e.g., computer science and complex systems.

(The Graduate Faculty clarified that he meant co-localized)

A Graduate Faculty member asked about the deadlines.

Dean Forehand reiterated that courses are due to the Provost by February 15 but noted that they need to go through GEC first—so, she'd like them to be submitted by the end of January (in case there are rollbacks/revisions).

A Graduate Faculty member suggested posting a diagram/flow chart of the process. Dean Forehand said she would design a flow chart, noting that it will not include the steps that need to happen at the unit level. She also noted that CAFs workflow can be monitored in CourseLeaf.

The meeting adjourned at 4:00 PM.

¹Note that recent estimates of the cost of this housing indicate a substantial increase in the stipends would be required for funded students to live in them. This is an ongoing conversation.

Graduate College

Graduate Faculty Meeting 11-7-22

Presented by:
Cindy Forehand
Dean of the Graduate College
University of Vermont Graduate College

Agenda

- Welcome
- Approval of the April 26, 2022 Minutes
- Dean's Report – Cindy Forehand with Provost Prelock
 - Transformative Growth in Graduate Education
 - Includes Admissions Report
- Proposed Constitutional Changes
- Activities of the Graduate Executive Committee
 - a. General
 - b. Guidance on developing 5XXX syllabi for 3XXX/5XXX pair
- New business
- Adjourn

Dean's Report

Transformative Growth in Graduate Education (aka Getting to 3000)

- Fall 2022
 - 1707 Grad/11326 UG (15% Grad)
- Expect significant growth in graduate population with undergraduate population relatively stable
- Fall 2028 stretch goal
 - 3000 Grad/12000 UG (25% Grad)

Opportunities for Growth

Remarkable research enterprise growth

- Generate resources for graduate funding

Grad Housing – Spinner Place, local houses, UVM Trinity Campus and South Burlington Partnership (also Burlington Housing Plans)

Philanthropy to support predoctoral fellowships

- First-year and dissertation completion awards

International enrollment potential

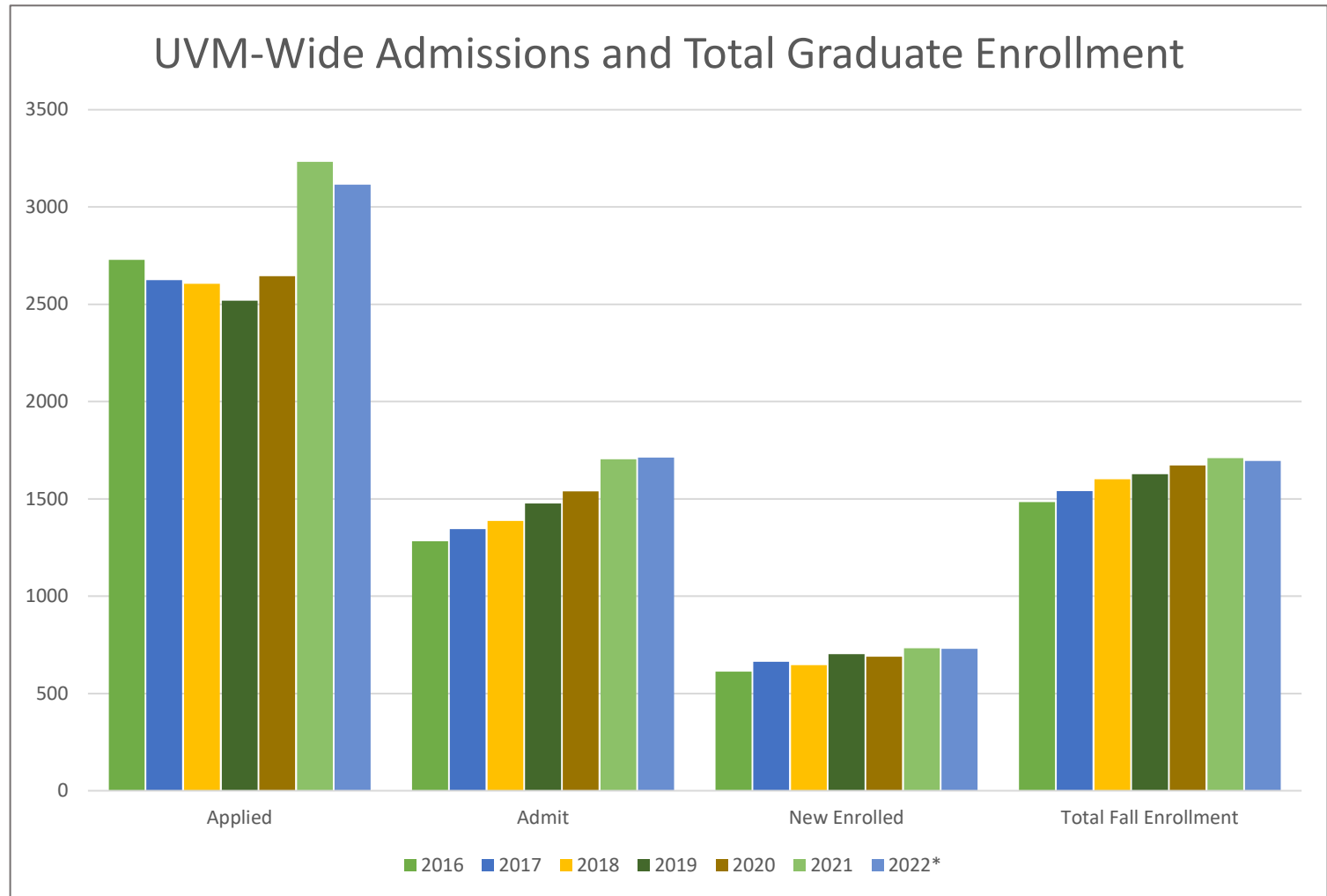
- Brand recognition – research and professional programs
- Partnerships

Recruiting more UVM graduates

- Accelerated entry into master's programs (AMP)
- Incentives for alums to return

New graduate programs

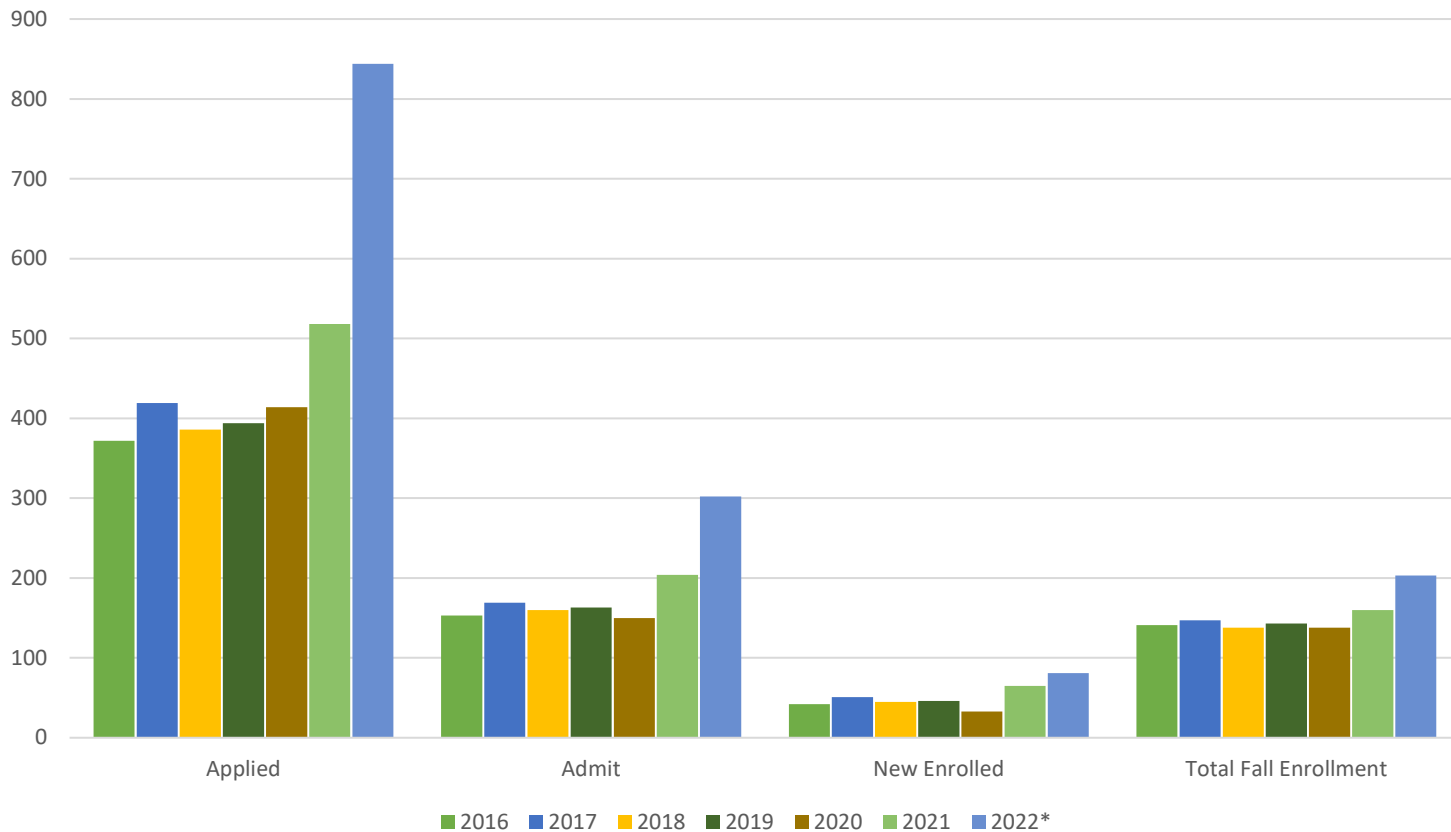
- Interdisciplinary PhDs
- Professional online master's programs and stackable credentials
 - Target additional 500 online students



*2022 taken as of 9/8, incomplete for Fall term.

Goal: Add ~1300 graduate students

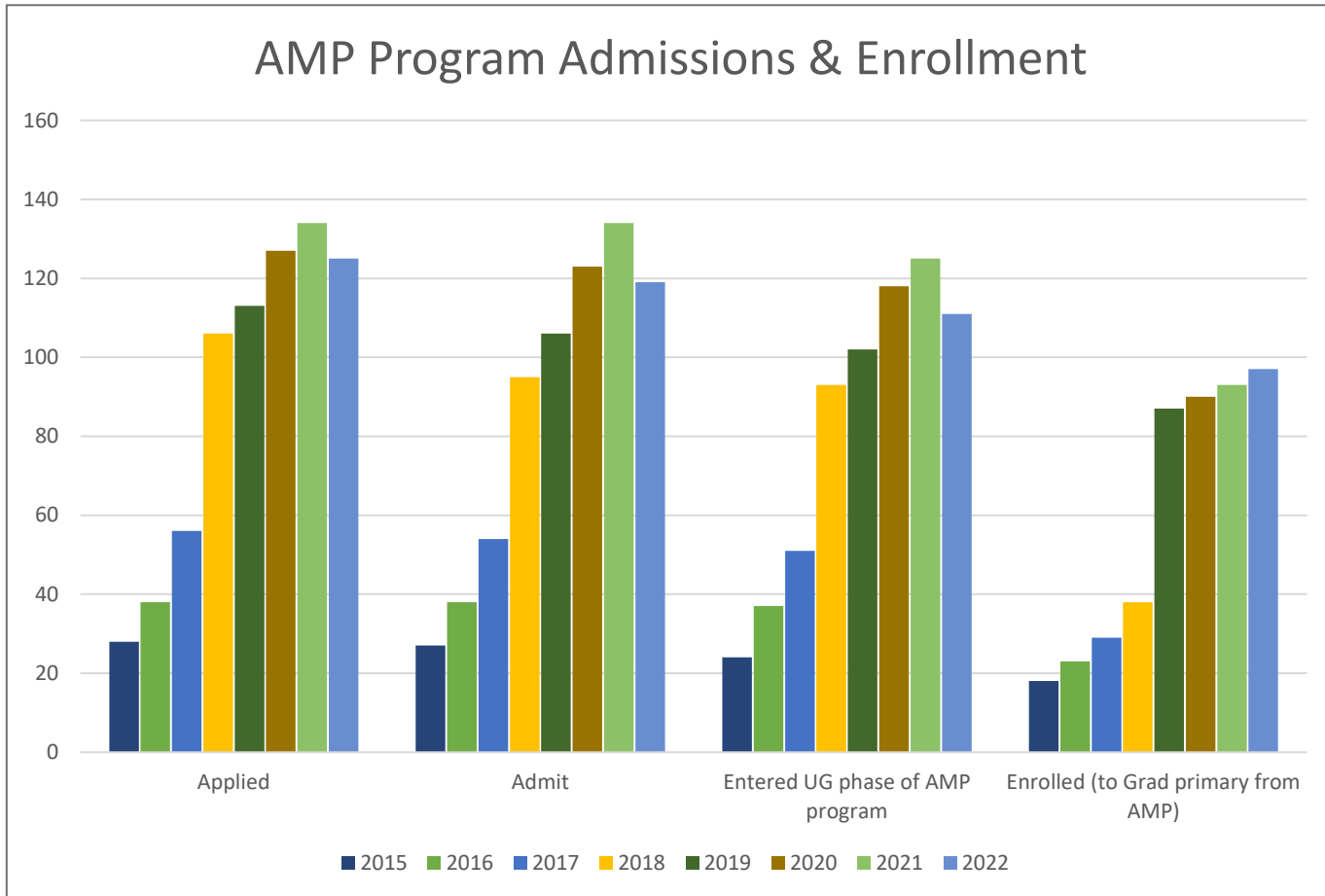
International Graduate Admissions and Enrollment



81 new students in fall 2022 represent 28 countries; top countries: Nigeria (14), Iran (9), India (8), Ghana (7) Brazil (6), Canada (5), and Nepal (5)

New countries (not represented in Fall 2021 students): Bhutan, Botswana, Jamaica, Japan, Sri Lanka, Sudan, Zimbabwe

Goal: triple international student enrollment over 5 years - mostly research focused



In 2021, 431 graduating seniors continued their education and 265 of those went on to pursue a Master's. Of those, 93 were enrolled in UVM masters programs through the AMP mechanism.

Goal: enroll 50 additional students in AMP programs

New Graduate Degree Programs Bring New Students

Ph.D. in Sustainable Development Policy, Economics, and Governance – Fall 2021

Doctorate in Occupational Therapy – Fall 2022

Ph.D. in Transdisciplinary Leadership and Creativity for Sustainability (online) – Fall 2022

Ph.D. in Social-emotional-behavioral Health and Inclusive Education – Fall 2023

Ph.D. in Counselor Education and Supervision – Fall 2024

Planned Graduate Degree Programs

In active planning stage

- Doctorate of Public Health (online)
- Ph.D. in Humanitarian Studies

In goal setting stage

- Online Certificates of Graduate Study that stack into master's degrees
- Online professional master's programs to expand our current offerings of an online MPH and an online MPS in Leadership for Sustainability
 - Ideas for successful programs
 - Engaging employers in planning
 - Identifying current societal need we can address

Graduate Executive Committee Actions Constitution Changes



Constitution Changes

Constitutional Change #1

A proposed change to Article V Section A5 (Duties of the Executive Committee), section E (Ex Officio Research and Scholarship-Based or Practitioner-Based Appointments) was discussed and approved at 10/22/2022 GEC meeting.

Rationale:

Issues arise related to student conduct in their roles as student employees. Some of these issues are dealt with in the policies on Research Misconduct and Affirmative Action, but others are related to professional actions related to their position. Because they are not actual employees covered by HR, the mechanism for dealing with these issues has been ad hoc through the Dean's office. In consultation with legal counsel a decision was made to codify this process and to include adding the possibility of GEC oversight when needed, as is the case for academic issues.



Constitution Changes

Change #1. OLD Wording: Missing # 4 below.

NEW Wording:

- 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. Advising the Dean regarding decisions concerning professional misconduct in the roles of graduate student assistantships or fellowships (GA, GTA, GRA, predoctoral fellow) by individual students as necessary.
 5. Conferring on the establishment and alteration of policies relating to graduate study and bringing recommendations for action to the Graduate Faculty.
 6. 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.



Constitution Changes

Constitutional Change #2

A proposed change to Article II section F (Graduate Faculty Membership Privileges) was discussed and approved at the 10/20/22 GEC meeting.

Rationale:

Item 3c codifies long-standing process of the Graduate College and adds a permission requirement from the Graduate Program Director.

Item 4 codifies long-standing process of the Graduate College

Item 5 adds Graduate Program Director approval to existing policy and also gives Emeriti faculty the same advising right as Adjunct members – they can take on a new student with a Co-advisor and Program Director permission.



Constitution Changes

Old Wording:

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 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. shall be the primary advisor for a master's thesis or a doctoral dissertation.
3. An Adjunct or Emeritus 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 Member of the Graduate Faculty.



Constitution Changes

NEW Wording :

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 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 the Chair of a master's thesis or doctoral dissertation defense committee;
3. **Only a Regular Member of the Graduate Faculty**
 - a. shall serve as a graduate program director/coordinator (required faculty leader of the program) appropriate to their discipline;
 - b. shall be the primary advisor for a master's thesis or a doctoral dissertation;
 - c. **may, after leaving the institution and with permission of the Graduate College and Graduate Program Director, continue to serve as the primary Advisor for a current doctoral dissertation or master's thesis when they leave the institution until that student has finished. A local Co-Advisor may be required.**



Constitution Changes

NEW Wording continued :

4. An Emeritus Member of the Graduate Faculty may continue to serve as the primary Advisor for a doctoral dissertation or master's thesis initiated while still a Regular Member until that student has finished.
5. An Adjunct or Emeritus Member of the Graduate Faculty may, with permission of the Graduate Program Director, serve as the primary Co-Advisor for a doctoral dissertation or master's thesis in conjunction with a Co-Advisor who is a Regular Member of the Graduate Faculty.



Graduate Executive Committee Actions

Meetings

5 meetings subsequent to last Graduate Faculty meeting

Reviewed

0 new or significant change course proposals

began review of 3XXX/5XXX proposed colocalized courses

34 minimal change, deactivation delete course proposals

17 graduate faculty applicants

Graduate Executive Committee Actions

Approved

- A motion to recommend to the Registrar that discipline of study be added to the graduate level diploma.
- Requirement that graduate students in master's programs have at least 6 credits of graduate coursework at the 6000 level and graduate students in doctoral programs have at least 9 credits at the 6000 or 7000 graduate level. Future goal is for these to be 9 and 12 credits, respectively.

Graduate Executive Committee Actions

Guidance on developing 5XXX syllabi for 3XXX/5XXX pairs

- These are separate courses at separate levels – use “students will” rather than “undergraduate students will” or “graduate students will” in the text.
- There will be graduate and PACE students in 3XXX courses; expectations for them are the same as for the undergraduate students as it is an undergraduate level course.
- There will be undergraduate and PACE students in the 5XXX courses. They will have the same expectations in the course as the graduate students as it is a graduate level course.
- For paired syllabus review, highlight the differences from the 3XXX course in the 5XXX syllabus.

Guidance on developing 5XXX syllabi for 3XXX/5XXX pairs

There must be clear evidence for 3XXX/5XXX pairs that the levels are different in the **objectives, assignments and assessment**.

There must be specific course objectives, with clear differences at level and/or specific content for the graduate course -- and evidence that the differential assignments and assessments support those specific graduate objectives.

See <https://www.uvm.edu/ctl/learning-objectives/> for a discussion of writing objectives at different levels.

Guidance on developing 5XXX syllabi for 3XXX/5XXX pairs

Example of objectives at different levels:

UG: Describe the components of a particular process.

GRAD: Predict the outcome of a perturbation in a particular process.

Both of these objectives require knowledge of the process, but a different assessment is needed to determine whether the student has knowledge at the appropriate level.

Instead of just adding questions to the UG exams, there would be a separate exam with questions written at a higher level.

These courses will be in separate Brightspace locations as they are two separate courses, not one course approved for both levels. Thus, grade books won't be co-mingled.

Guidance on developing 5XXX syllabi for 3XXX/5XXX pairs

There can be additional objectives in the 5XXX course – but the difference cannot be simply additional work for the grad students.

Both the 3XXX and 5XXX courses must meet the definition of a credit hour. So if that is true for a 3XXX then it can't also be true for the 5XXX version with extra work for grad students. Significant additions in assignments should be accompanied by a reduction in effort related to the UG level assignments.

All additions must be reflected in the objectives. Note that we recognize grad students will be more efficient writers so somewhat longer written assignments are not an issue, though these should also have a higher level of critical analysis or synthesis than the UG version.

Graduate Executive Committee Actions

- **New Business**
- **Adjourn**