



Graduate Council

Agenda—Thursday, August 16, 2018, 3:00 p.m.
Academic Affairs Conference Room WAB 227

1. Call to Order
2. Consideration of May 10, 2018 minutes (Appendix A)
3. Opening remarks, review of Graduate Council bylaws and responsibilities, committee responsibilities and membership
4. Graduate Enrollment Report (Appendix B)
5. Report from Graduate Council Executive Committee
 - a. Graduate Council Membership (Appendix C)
6. Report from Dean of the Graduate School
(report was presented, and will be captured in next months' GC minutes)
7. Public Comments
8. Break into Committee Meetings – Election of Committee Chairs
(Executive Committee – Carl Dick (Chair), Ann Ferrell (Vice-Chair), Kristin Wilson (Policy Committee Chair), Kristie Guffey (Program and Curriculum Committee Chair), Wes Berry & Dominic Lanphier (Research Committee Co-Chairs)
Policy Committee – Wilson, Dick, Laurie Branstetter
Program and Curriculum Committee – Guffey, Ferrell, Richard Dressler, Martha Day
Research Committee – Berry & Lanphier, Diane Lickenbrock, Sarah Ochs)
9. Announcements & Adjourn

**GRADUATE SCHOOL WELCOME RECEPTION AUGESTEIN
ALUMNI CENTER AUGUST 23rd 6:00 pm – 9:00 pm**

APPENDIX A



Minutes —Thursday, May 10, 2018, 2:00 p.m.
Academic Affairs Conference Room WAB 227

Members Present: Kirk Atkinson, Carl Myers, Martha Day, Kristen Wilson, Chris Groves, Carl Dick, Dominic Lanphier, Mercy Ebuetsse, Eric Reed, Wes Berry, Ann Ferrell, Allie Crume, Amy Cappiccie, Laurie Branstetter, Richard Dressler, Kristie Guffey, Merrall Price, Scott Lyons,

Members Absent: Leyla Zhuhadar, Alex Lebedinsky, Towhid Mahmood, Justavian Tillman, Clarissa Lightsy, Molly Kerby, Gabrielle Bradley, Divya Gangavelli

Guests: Cathleen Webb, Sylvia Gaiko, Laura Burchfield, Colette Chelf, Scott Gordon, Andrea Paganelli

1. Call to Order **Wilson*
2. Consideration of April 12, 2018 minutes (Appendix A) **Atkinson/Guffey; approved.*
3. Graduate Enrollment Report **No report*
4. Report from Graduate Council Executive Committee
 - a. Election Results (Appendix B) **Wilson announced that there are two vacant faculty spots as of today. We did not get nominations for those spots. *Atkinson believes the College of Business there will be sending another person forward. *Wilson explains that the elections were run as usual despite not get nominations for those spots. They have reached out to*

the Deans and Associate Deans to fill those slots. It can be done by acclamation of their college or they can run their own competitive vote. GFCB has a person pending and the other is CHHS. The student vacancies will be filled in the fall. There has been some interest expressed.

- b. **Election of Vice-Chair** *Wilson announced that a Vice-Chair needs to be elected. The Vice-Chair serves on the Graduate Council Executive Committee. One committee meeting per month and then the Graduate Council meeting. They also do special projects with the Chair. Carl Dick is running the curriculum software for Wilson. Wilson states the Vice Chair work is not too much work; however, the Chair work that follows is more work. The Chair includes chairing the Graduate Council, chairing the Graduate Council Executive Committee, serving on the Senate Executive Committee, and serving on Senate. She said it is good service work. *Chelf informs Wilson that there are some people who will roll off before they could serve as Vice-Chair and Chair. This includes Layla, Kristen, Carl, Wes, Amy, and Laurie. Wilson opened the floor to nominations. Carl Dick nominates Martha Day and Kirk Atkinson nominates Ann Ferrell. There were no other nominations. The paper ballots are passed out to vote for the Vice-Chair. Scott Gordon counted the votes.
- c. **Reorganization** *Wilson mentioned the reorganization of Registrar's Office to Student Affairs. The direct line is still to go to the Provost. Atkinson stated that there is some general concern regarding the added work load of putting all student advising on faculty. Wilson says that the Freshman/Sophomores advising goes to centralized location and Junior/Senior stay with faculty. Atkinson is concerned what the faculty will have to give up to make time. Webb asks where Atkinson's advisors are located. They are co-located with the Dean's Offices. Webb thinks that model works for their students. Day was concerned that general advising will not provide a personalized experience for the students. Wilson and Day agree that is what the research proves keeps students in school. It is still under discussion if the college dedicated advisors will move. Wilson encourages everyone to give their opinion to their deans. The devil is in the details. Atkinson thinks that a general advising could help incoming freshman; however, he thinks that the personalized experience will be found in the colleges. *Webb said that if their college advisors were moved to a centralized location then the line would blur over time into cross training. *Atkinson said they had talked about moving Financial Aid down; however, his opinion is that will not solve the problem. They are understaffed and have fifteen thousand things going on in critical times. The university does not want to do a true organizational development plan to see which groups are understaffed. *Gaiko wonders if distancing the students from college advisors will negatively impact applied research. *Wilson agrees faculty connection may be lost if they are relocated to the student union. *Price is also concerned about cuts being made to their advisers if they are no longer in the college.

- d. RAMP *Wilson explains that the new responsibility based budget model puts units in one of two categories. They are either revenue producing or a service unit. Advising, Student Affairs, Admissions, and The Graduate School are all service categories. The colleges and DELO have all landed in the revenue category. The revenue categories pay towards the overhead rate (cost pool rate) to the service units so they can service. Most of the units include a cost driver which is somewhat performance based. They can only make money if they do well. 75% goes to the school of instruction and 25% goes towards the program. School of instruction vs school of record. That is the new ramp model. The school of instructions increases duplication of curriculum and internal competition. It is one year of parallel and then it will run for real. *Atkinson asks if the individual units will know how well it is working and Wilson thinks units will have to go looking for the information. *Gaiko believes the Deans will receive a weekly report on how the two processes are going. *Wilson mentions the piece relative to Graduate School is the question of the cost driver. The service units that are divided by whatever it is. In Graduate School it is graduate head count. They are deriving their first formula based on current conditions. Thus, it will not get better than it is now. *Reed's general concern is that the model creates deep transparency on the revenue producing side/academic side; however, there is no transparency on the cost side. For example, how cost allocation are going to be divided out. Athletics apparently only accounts for 4% of the space on campus – which cannot be true. Reed wonders when there will there be greater transparency on the cost side. The biggest cost drivers (health care and student scholarships) in the university are excluded from the model. Wilson and Reed discussed how the scholarships would be considered in the model. Reed talks about accountability on if there are ten seats fewer in some sections as a revenue producing unit; however, it will not be transparency on the cost side. Wilson said it will be particularly for units that do not have a cost driver like the President's Office. Reed thinks one of the big advantages is this it will be transparent despite us not liking it. It will not do any good if that is not achieved. *Chelf says that she appreciated the discussion because it is very helpful regarding the cost vs revenue producing centers. The staff will have a mass exodus of staff getting out of the cost centers because there will never be an opportunity for promotion. For example, The Graduate School is where we are and it might increase to help with the overload we are doing. Laura Upchurch is a really good example of how staff have to move jobs to get promotions. We jump places to get money for raises since there is no money for staff promotions. No staff are going to want to work in those units because there is not opportunity a bonus of any kind. That is a deficit that occurred to her when everyone was talking. *Wilson said that the unit would have to be already rich. The Graduate School is not one of the rich ones or most units. The cuts have almost been all staff from service unit.

*Wilson mentioned that the fee for online courses is increasing from \$100 per credit hour to \$150 per credit hour. A three credit hour course will cost \$450 in addition to regular tuition. *Guffey is concerned that we are going to outprice ourselves. *Wilson said it is a serious concerns for the Graduate School. *Guffey said this is going to affect our numbers which effects the Graduate School numbers. *Wilson said that DELO will be a revenue center. This fee will probably be their primary revenue source. *Atkinson said there is such a thing as price elasticity. *Wilson said the next closest price point is Murray at three credit hours for \$198. Most of the big universities are running at \$30 per credit hour. The University of Louisville and University of Kentucky have higher tuition in general. She wonders what is being put on top of the tuition. *Webb is concerned between the relationship between the cost and service centers. The offices might state that they are providing this much money and I expect this amount of your time. Reed said the transactional relationship Webb was describing is a bad things. Wilson did research regarding faculty pay and how it is bad in states with weak tenure laws. Hiring a cheaper faculty member produces more students to make profits. These kinds of models tend to be particularly negative to faculty in collective bargaining states and in states with weak tenure laws. It is easier to get rid of senior faculty that cost more and hirer cheaper faculty.

- e. Commencement *Wilson mentions the Friday night walk down the hill and Special Recognition ceremonies on Saturday. *Atkinson speculates the biggest college going first will delay the others. *Wilson said they have timed it and CHHS has 3 seconds to get a student across the stage. *Atkinson and Webb thinks there will be changes made after this year. *Price inquired if this will be once or twice a year and Wilson thinks it will be once a year. The council discussed how UG students were told they had to go to the Friday night ceremony. This was not expressed to Graduate Students and that cannot be enforced.

*Wilson announced that Ann Ferrell won the vote for the Vice Chair.

5. Committee Reports

- a. Policy Committee (no report)
- b. Curriculum Committee (Appendix C) *Atkinson thanked his committee for serving. He also said one of the big improvements was moving the curriculum process online. Also, that the Graduate Council is now a standing committee in Senate. He believes these have been

positive changes. Wilson mentioned that now Atkinson is the Senate Chair. Atkinson moves to approve the report; approved. The new committees will be determined in the fall.

- c. **Student Research Grants Committee (no report)** *Carl Dick mentioned his department has had a difficult time spending the money for people who are close to graduation. He asked Lyons if it was possible to stop people from applying in their final semester. *Wilson said there are some really short programs and people agreed that might be difficult. *Dick mentioned that perhaps the department might have some control. *Webb asked regarding what was a reasonable amount of time between the end of the expenditure and the reconciliation. *Lyons said the final report and budget must be in by Friday. The last Friday of semester is as far out as we can go. The students are told of that deadline in their award letter, in the email that the award letter is attached, and start receiving reminders a few months prior to when the money needs to be spent. We cannot push the deadline back any further. The departmental paper work can be submitted at the end of May. *Webb suggested maybe we need to move up the departmental deadline. *Dick just wanted to make the council aware of the challenges.
6. **Report from Dean of the Graduate School** *Lyons states he is looking into potential carry forward. The anticipation is there will be a little carry forward. Our portion of the funding came from that. The other portion that was bumped up was due to a partnership with the Office of Research and Creative Activity. They provided \$50,000 of the \$100,000 we did. Dr. Lyons will meet with Cheryl to discuss this moving forward. There have been a few other variables this year. Wilson and Lyons were not sure if it was a cost or revenue center. The line item for Graduate School research is a robust \$10,000. \$40,000 came from carry forward and \$50,000 from Cheryl.
*Lyons has met with some people regarding the RAMP model and have been told this is just the first draft. The first draft has the Graduate School being gutted. Lyons is not pleased about it. He thought the committee was a sub-committee of the budget council. Unfortunately, it was its own separate entity. The only academic affairs unit not represented was the Graduate School. Lyons has spoken to Ladonna and scheduled to meet the provost about the draft. He had been told by a high ranking official that the new model would include the Graduate School receiving a small percentage of graduate tuition revenue. Ladonna explained that it has not been discussed and the Provost needs to be aware this was what he have been told. Lyons stated he was only looking for 10%. We could do targeting recruitment, professional development, and other things regarding developing graduate enrollment. He also mentioned that UG enrollment is very important; however, there are fewer people now. The room for growth at the Graduate level. *Wilson stated that Guffey's concern with the online fees could really effects that. *Lyons said that we have room for growth; however, we are in trouble if we price ourselves out of the market. He has a clear picture on where we need to be going. We must maintain what we have before we can grow. The sweet spot for Graduate

enrollment needs to be 15-20% of total enrollment. The dual credit numbers are not included. We are at about 14.7-14.8% on total enrollment. We can't do anything about it if we keep pricing ourselves out. Lyons said that he did research on programs. The new program review process will be taken on by the new provost. He is looking into enrollment, credentials confirmed, student credit hours production over the last five years. There are a number of certificate and masters programs that we need to have a discussion about getting off the books. Then we can look at developing programs that are in high demand. *Dressler commented that online instruction is where people want to be. *Lyons agrees that online options are how to go. He also said we are then going to get caught on the online cost. *Dick said their enrollment has increased significantly since working with DELO. Lyons also said he is going to be working on a capacity analysis. We need to know how much we could grow. Lyons said the online program are not unlimited; however the cap is higher. With current resources and catalog of programs this is where we can get to. The Middle Tennessee State did a capacity analysis too. MTSU Dean tried an algorithm first; however, he ended up just asking the coordinators.

*Tonight is the Graduate School Awards Dinner and Lyons looks forward to seeing several people on the council there.

7. Public Comments

8. Announcements & Adjourn *Wilson informed that the council that the senate meeting is at 3:45 today. *Atkinson announced the Senate is still looking for a secretary.

APPENDIX B

Week-3 graduate enrollment report for Fall 2018. Compared to last year, enrollment is +69.

The enrollment increase currently is driven by higher enrollment in master's programs (+73) - this is a continuation of this trend. The increase is almost evenly split between new and continuing graduate students.

International enrollment continues to be problematic, and will become more so in the next few weeks. International enrollment is comparatively at its lowest in the past five years, which in itself is concerning, but especially so when considering that last year at this time international enrollment was strong versus previous year, but then failed to keep pace with previous years and ended up at a significantly lower level than in years past. Going into this critical period of international graduate student enrollment with weakness in this segment not seen in previous years is troubling, thus the expectation of a sizable decrease in final international enrollment.

Note: this report uses unduplicated headcount, which counts each student only in their primary program/department. This predominantly affects certificate program enrollments, as they tend to be secondary programs. If you need more specific information about duplicated headcount (i.e., students simultaneously enrolled in multiple programs), please let me know.

Overall enrollment:

Current Week Fall Enrollment Compared to Enrollment at Previous Similar Weeks by Selected Category

Wee...	Selected Category	2014	2015	2016	2017	2018	Trend	1 Yr Diff	4 Yr Diff
-3	GR	2,065	1,938	1,956	1,926	1,995		 69	 -70

-3	Chemistry	15	16	20	15	9	-6	-6
-3	Applied Human Sciences	12	7	11	21	16	-5	4
-3	Graduate College Office	14	15	14	9	5	-4	-9
-3	Kinesiology, Recreation, and Sport	206	166	176	155	151	-4	-55
-3	Psychology	37	33	48	50	47	-3	10
-3	Physics and Astronomy	6	6	2	3	1	-2	-5
-3	99AR: Exploratory/Undeclared	5	4		2	1	-1	-4
-3	99HH: Exploratory/Undeclared	5	3	7	2	1	-1	-4
-3	99SC: Exploratory/Undeclared	6	4	4	3	2	-1	-4
-3	Communication Sciences and Disorders	128	104	135	142	141	-1	13
-3	History	31	23	17	20	19	-1	-12
-3	Political Science	34	44	25	19	18	-1	-16
-3	Agriculture	12	7	5	10	10	0	-2
-3	Ed Admin, Leadership, and Research	102	99	88	71	71	0	-31
-3	Physical Therapy	60	90	92	90	91	1	31
-3	Diversity and Community Studies	29	31	39	22	24	2	-5
-3	Economics	15	17	15	10	12	2	-3
-3	English	24	24	29	30	32	2	8
-3	Communication	18	18	13	16	19	3	1
-3	Geography and Geology	24	18	15	16	19	3	-5

-3	Counseling and Student Affairs	109	103	81	91	95	4	-14
-3	Social Work	112	107	108	98	103	5	-9
-3	Psychological Sciences	23	20	4	12	19	7	-4
-3	Music	11	15	13	9	18	9	7
-3	Accounting	11	6	7	6	19	13	8
-3	Biology	34	25	25	26	42	16	8
-3	School of Nursing	217	179	146	131	151	20	-66
-3	99BU: Exploratory/Undeclared	82	81	77	69	94	25	12
-3	Public Health	73	69	77	82	112	30	39
-3	School of Professional Studies	39	95	214	232	271	39	232
		2,065	1,938	1,956	1,926	1,995	69	-70

By primary academic program (sorted by one amount of increase in one year, smallest to largest):

Week #	Selected Category	2014	2015	2016	2017	2018	1 Yr Diff	4 Yr Diff
-3	Advanced Worksite Health Promotion, CER (#0465)~		1	1	2			
-3	Art Education for Teacher Leaders, MAE (#0443)~	4	2	1				
-3	Biology, CER (#0493)					3		
-3	Business Core Competencies, CER (#0487)					4		
-3	Career Counseling, CER (#0440)~	5						

-3	Communicating in Healthcare, CER (#0475)			1		1		
-3	Communication Disorders, MS (#114)~	93	24					
-3	Communication Disorders, R1 (#164)~	3	1	4				
-3	Community College Faculty Preparation, CER (#162)	1	1					
-3	Elementary Education Teacher Leader, R2 (#0430)	2						
-3	Elementary Education, EDS (#118)~			1	1			
-3	Global Pathways to Sustainability, CER (#0472)			1	1			
-3	Historic Preservation, CER (#0423)	1	1		1			
-3	History Education, MAE (#111)~	1						
-3	Intercollegiate Athletic Administration, CER (#0481)		5	1	1			
-3	International Student Services, CER (#0415)	6	3		1			
-3	Leadership Dynamics, MA (#0422)~	2	1					
-3	Leadership Studies, CER (#163)~	7	1	1				
-3	Leadership Studies, MA (#0464)~	13	4	1				
-3	Lean Sigma, CER (#0452)	2	3	2		4		2
-3	Libraries, Informatics, and Technology in Education, MS (#0497)					20		
-3	Library Media Education, R1 (#0429)	2	5	1		1		-1
-3	Literacy in Post-secondary Settings, CER (#0462)		1			1		
-3	Measurement, Evaluation and Research, CER (#0488)				1			
-3	Middle Grades Education, R1 (#158)	1						

-3	MSD Certification, C (#0477)~		2					
-3	Nurse Administrator (Post MSN), CER (#0420)~		1					
-3	Nursing Education (Post MSN), CER (#172)~	2	1	1				
-3	Organizational Communication, CER (#175)~	1						
-3	Religious Studies, MA (#0446)~	4	3		1			
-3	School Administration, EDS (#098)	1	4	4	1			
-3	Secondary Education Teacher Leader, R2 (#0432)					1		
-3	Secondary Education, MAE (#103)~	1						
-3	Secondary Education, R1 (#124)	4	3	1		2		-2
-3	Special Education, LBD, MAE (#0437)~	15	6					
-3	Teaching English to Speakers of Other Languages, CER (#0416)	3	3	2		1		-2
-3	Technology Management, MS (#045)~		1					
-3	Computer Science, MS (#117)	8		1	30	6	-24	-2
-3	Library Media Education, MS (#083)~	54	64	67	55	34	-21	-20
-3	Educational Leadership, EDD (#0010)	97	92	69	74	62	-12	-35
-3	Middle Grades Education for Teacher Leaders, MAE (#0434)	17	19	22	19	7	-12	-10
-3	Educational Leadership, C (#131)	44	55	54	41	31	-10	-13
-3	Criminology, MA (#0421)	11	10	11	18	9	-9	-2
-3	Student Affairs in Higher Education, MAE (#145)	43	42	32	36	27	-9	-16
-3	Dietetic Practice, CER (#0451)	10	3	7	9	1	-8	-9

-3	Engineering Technology Management, MS (#0447)	29	28	30	19	11	-8	-18
-3	Recreation and Sport Administration, MS (#095)	177	140	149	128	120	-8	-57
-3	Secondary Education for Teacher Leaders, MAE (#0435)	37	23	20	21	13	-8	-24
-3	Family Nurse Practitioner (Post MSN), CER (#0449)	4	9	11	14	7	-7	3
-3	Folk Studies, MA (#069)	20	14	11	16	9	-7	-11
-3	Chemistry, MS (#059)	15	16	20	15	9	-6	-6
-3	Mathematics, MA (#049)	30	21	29	22	16	-6	-14
-3	Non-Degree University College, ND (#0006)	9	7	5	9	3	-6	-6
-3	Instructional Design, MS (#0428)	15	18	11	6	2	-4	-13
-3	Not Pursuing a Degree, ND (#126)	14	15	14	9	5	-4	-9
-3	Psychology, MA (#092)	17	13	13	17	13	-4	-4
-3	Sociology, MA (#105)	3	4	6	10	6	-4	3
-3	Applied Psychology, PSYD (#0476)		1	12	13	10	-3	
-3	Elementary Education for Teacher Leaders, MAE (#0433)	49	63	43	29	26	-3	-23
-3	Gender and Women's Studies, CER (#1712)	6	7	15	8	5	-3	-1
-3	Gifted Education and Talent Development, MAE (#0482)		1	16	17	14	-3	
-3	Mathematics, MS (#085)	5	4	8	10	7	-3	2
-3	Career Services, CER (#0468)	2	5	2	3	1	-2	-1
-3	Communicating in Organizations, CER (#0471)		2	1	4	2	-2	
-3	Educational Technology, CER (#167)	4	2	3	3	1	-2	-3

-3	Elementary Education, R1 (#084)	4	2	2	3	1	-2	-3
-3	Facility and Event Management, CER (#0455)	1	1	6	4	2	-2	1
-3	Homeland Security Sciences, MS (#0413)	6	6	2	3	1	-2	-5
-3	English, MA (#067)	21	15	15	19	18	-1	-3
-3	Environmental Health and Safety, CER (#0427)	2	3		2	1	-1	-1
-3	Gifted Education and Talent Development, EDS (#0490)				2	1	-1	
-3	History, MA (#078)	30	23	17	20	19	-1	-11
-3	Non-Degree Arts and Letters, ND (#0002)	5	4		2	1	-1	-4
-3	Non-Degree Business, ND (#0001)	3			3	2	-1	-1
-3	Non-Degree Health and Human Services, ND (#0003)	5	3	7	2	1	-1	-4
-3	Non-Degree Science, ND (#0004)	6	4	4	3	2	-1	-4
-3	Public Administration, MPA (#051)	34	44	25	19	18	-1	-16
-3	Special Education for Teacher Leaders: Learning and Behavioral Disorders, MAE (#0457)	22	14	18	30	29	-1	7
-3	Special Education: Moderate and Severe Disabilities, MAE (#0438)	30	16	6	9	8	-1	-22
-3	Speech-Language Pathology, MS (#0466)	32	79	131	142	141	-1	10 9
-3	Aging Studies, CER (#0419)	2	4	1	2	2	0	0
-3	Agriculture, MS (#052)	12	7	5	10	10	0	-2
-3	Autism Spectrum Disorders, CER (#0441)	4		2	1	1	0	-3
-3	College and Career Readiness, CER (#1737)				2	2	0	
-3	Director of Special Education, R1 (#0426)	5	1	1	2	2	0	-3

-3	Interdisciplinary Early Childhood Education, Birth to Primary, for Teacher Leaders, MAE (#0461)	5	2	3	3	3	0	-2
-3	Middle Grades Education for Initial Certification, MAT (#0458)	2	2	2	1	1	0	-1
-3	Special Education Initial Certification: Learning and Behavioral Disorders, MAT (#0456)	15	8	8	5	5	0	-10
-3	Standard Guidance - Rank 1, R1 (#048)	3	2	1	1	1	0	-2
-3	Business Sustainability, CER (#0474)			1	1	2	1	
-3	Education and Behavioral Science Studies, MAE (#042)	4	1	5	4	5	1	1
-3	Non-Degree Education, ND (#0005)	10	10	4	3	4	1	-6
-3	Physical Therapy, DPT (#0013)	60	90	92	90	91	1	31
-3	School Counseling, MAE (#046)	19	10	11	15	16	1	-3
-3	Secondary Education for Initial Certification, MAT (#0495)	7	15	7	12	13	1	6
-3	Adult Education, CER (#0450)	2	1	2	1	3	2	1
-3	Applied Economics, MA (#0410)	15	17	15	10	12	2	-3
-3	Counseling, C (#159)	5	8	2	3	5	2	0
-3	Creative Writing, MFA (#0478)		6	12	11	13	2	
-3	Instructional Design, CER (#0418)	1	8	6	1	3	2	2
-3	Nonprofit Administration, CER (#0463)	9	4	7	2	4	2	-5
-3	Nursing, MSN (#149)	159	105	61	40	42	2	-117
-3	Biology for Teacher Leaders, MAE (#0442)	1	2	3	1	4	3	3

-3	Child and Family Studies, MS (#0489)			3	10	13	3	
-3	Geoscience, MS (#072)	24	18	15	16	19	3	-5
-3	Organizational Leadership, CER (#1723)	6	5	14	2	5	3	-1
-3	Adult Education, MAE (#047)	37	23	11	10	14	4	-23
-3	Environmental and Occupational Health Science, MS (#0473)		9	7	7	11	4	
-3	Organizational Communication, MA (#0012)	17	16	11	12	16	4	-1
-3	School Psychology, EDS (#147)	20	19	23	20	24	4	4
-3	Kinesiology, MS (#0454)	19	16	13	20	25	5	6
-3	Social Work, MSW (#157)	112	107	108	98	103	5	-9
-3	School Administration, R1 (#121)	17	15	17	17	23	6	6
-3	Social Responsibility and Sustainable Communities, MA (#0448)	23	24	23	13	19	6	-4
-3	Health Administration, MHA (#153)	43	34	42	34	41	7	-2
-3	Psychology, MS (#0469)	23	20	4	12	19	7	-4
-3	Teacher Education, C (#132)	15	17	12	10	17	7	2
-3	Interdisciplinary Early Childhood Education, Birth to Primary, Initial Certification, MAT (#0460)	9	4	7	8	16	8	7
-3	Literacy Education, MAE (#044)	14	12	8	9	18	9	4
-3	Music, MM (#0453)	11	15	13	9	18	9	7
-3	Psychiatric Mental Health Nurse Practitioner, CER (#0479)		4	10	10	19	9	
-3	Biology, MS (#056)	33	23	22	25	35	10	2
-3	Accountancy, MACC (#0445)	11	6	7	6	19	13	8

-3	Counseling, MAE (#043)	26	33	33	30	43	13	17
-3	Nursing Practice, DNP (#0011)	52	59	63	67	83	16	31
-3	Business Administration, MBA (#057)	79	81	76	65	86	21	7
-3	Public Health, MPH (#152)	28	22	27	37	59	22	31
-3	Organizational Leadership, MA (#0467)	11	84	198	230	266	36	25 5
		2,06 5	1,93 8	1,95 6	1,92 6	1,99 5	69	-70

Note: programs followed by a tilde (~) are no longer active.

APPENDIX C

Graduate Council Membership 2018-2019	
Lance Hahn, Senate Rep	
Gordon Ford College of Business	
Leyla Zhuhadar (replacing Kirk Atkinson)	July 1, 2016 - June 30, 2019
Alex Lebedinsky	July 1, 2017 - June 30, 2020
Evelyn Thrasher	July 1, 2018 - June 30, 2021
Student, Vacant	July 1, 2018 - June 30, 2019
Michelle Trawick, Associate Dean (not a voting member)	
College of Education and Behavioral Sciences	
Kristin Wilson, Policy Chair	July 1, 2016 - June 30, 2019
Martha Day	July 1, 2017 - June 30, 2020
Sarah E. Ochs	July 1, 2018 - June 30, 2021
Student, Vacant	July 1, 2018 - June 30, 2019
?, Associate Dean (not a voting member)	
Ogden College of Science and Engineering	
Carl Dick, Chair	July 1, 2016 - June 30, 2019
Dominic Lanphier, Research Co-Chair	July 1, 2017 - June 30, 2020
Diane Marie Lickenbrock	July 1, 2018 - June 30, 2021
Student, Vacant	July 1, 2018 - June 30, 2019
Cate Webb, Associate Dean (not a voting member)	
Potter College of Arts & Letters	
Wes Berry, Research Co-Chair	July 1, 2016 - June 30, 2019
Ann Ferrell, Vice Chair	July 1, 2017 - June 30, 2020
Marko Dumancic	July 1, 2018 - June 30, 2021
Student, Vacant	July 1, 2018 - June 30, 2019
Drew McMichael, Associate Dean (not a voting member)	
College of Health and Human Services	
Laurie Branstetter	July 1, 2016 - June 30, 2019
Richard Dressler	July 1, 2017 - June 30, 2020
Evie Oregon (appointed by Dean)	July 1, 2018 - June 30, 2019
Student, Vacant	July 1, 2018 - June 30, 2019

Danita Kelley, Associate Dean (not a voting member)	
At-Large	
Kristie Guffey, Curriculum Chair	July 1, 2018 - June 30, 2019
Ex-Officio Members	
Cheryl Davis, Interim Dean of Graduate School	
Vacant, SGA Rep	July 1, 2018 - June 30, 2019