UNIVERSITY COUNCIL MEETING  
February 18, 2019  
3:00 p.m.  
1045 Pamplin Hall  
AGENDA

1. **Adoption of Agenda**  
   Dr. Timothy Sands

2. **Announcement of approval and posting of minutes of February 4, 2019**  
   Dr. Timothy Sands
   
   These minutes have been voted on electronically and will are posted on the University web.

3. **Old Business**  
   Dr. Timothy Sands
   
   **Commission on Equal Opportunity and Diversity**  
   Ms. Kimberley Homer
   
   Resolution CEOD 2018-19A  
   Resolution to Observe Indigenous Peoples’ Day at Virginia Tech

3. **New Business**  
   Dr. Timothy Sands
   
   **Commission on Graduate Studies and Policies**  
   Dr. Rajesh Bagchi
   
   Resolution CGSP 2018-19D  
   Resolution on to Create a New Full-Time Candidate Status for Doctoral Students
   
   **Resolution CGSP 2018-19E**  
   Resolution on Policy Management of Graduate Assistantships and Tuition Remission

4. **Announcement of acceptance and posting of Commission Minutes**  
   Dr. Timothy Sands
   
   These minutes have been accepted for filing by electronic vote and will be posted on the University web. Note that the purpose of including Commission minutes on the agenda is to accept them for filing. University Council By-laws require that policy items be brought forward in resolution form for University Council action.

   **Commission on Faculty Affairs**  
   January 25, 2019

   **Commission on Graduate Studies and Policies**  
   December 5, 2018

5. **Presentation**  
   Dr. Scott Midkiff  
   Mr. Mark Nichols
   
   Universal Design and Accessible Technologies

6. **Adjournment**  
   Dr. Timothy Sands

Absent: Zo Amani, David Bieri (with notice), Richard Blythe, Conrad Briles, Caed Cunningham, Michael Friedlander, Guru Gosh, Brian Huddleston, John Ferris, Samantha Fried, Eric Kaufman (with notice), Chris Lawrence, Jeannie Layton-Dudding, Teresa Lyons, Mary Marchant (with notice), Caycee Myers, Erin Poff, Adil Sageer, Glenda Scales, Robert Sebek, Madilynne Tanner, Lisa Wilkes (with notice)

Guests: Andrew Alston, Kai Baisden, Jason Chavez, Kevin Edgar, Ron Fricker, Nathalie Groot, Mae Hey, Rachel Holloway, Josh Leidy, Alex Mazarr, Scot Nachlis, Duston Scarborough, Rick Sparks, Sarah Woodward

President Sands called the meeting to order at 3:02 p.m. A quorum was present.

1. Adoption of Agenda

A motion was made and seconded to adopt the agenda. The motion carried.

2. Announcement of approval and posting of minutes of December 3, 2018

Dr. Sands noted that these minutes have been voted on electronically and can be publicly accessed on the Governance Information System on the Web (http://www.governance.vt.edu).

3. Old Business

Commission on Student Affairs
Resolution CSA 2018-19A
Resolution to Change the Membership of the Commission on Student Affairs

Mr. John Livingston presented the resolution for second reading and made a motion to approve. The motion was seconded, and the motion passed.

University Advisory Council on Strategic Budgeting and Planning
Resolution UASBP 2018-19A
Resolution to Change the Membership of the University Advisory Council on Strategic Budgeting and Planning
Mr. Dwight Shelton presented the resolution for second reading and made a motion to approve. The motion was seconded and the motion passed.

4. **New Business**

**Commission on Equal Opportunity and Diversity**

Resolution CEO 2018-19A

Resolution to Observe Indigenous People’s Day at Virginia Tech

Ms. Kimberley Homer presented the resolution for first reading. Upon approval, “Indigenous People’s Day” will officially and permanently be added to the University Event Calendar to be observed every year on the 2nd Monday in October. The University will also support the development and distribution of culturally appropriate educational materials about Indigenous People’s Day to faculty, staff, and students, as well as the Commonwealth. Ms. Veronica Scott, Vice President of the Graduate Student Assembly, noted that GSA is fully in support of the resolution. Mr. Jason Chavez, a representative of Native@VT, also thanked the Council for its consideration and support of this resolution. The statement of support from GSA, as well as any feedback from the other three constituent groups, will be appended to the resolution and become part of University Council’s permanent record, in accordance with the UC By-laws.

5. **Reports from Commission Chairs**

1. Commission on Administrative and Professional Faculty Affairs – Ms. Monika Lawless, Chair
   
   a. Completing the new AP Faculty Grievance Submission Form that was revised last semester, with new version posted on Provost’s Website.
   
   b. Evaluating feasibility of creating and utilizing an AP Faculty listserv in an effort to increase CAPFA awareness.

2. Commission on Equal Opportunity and Diversity – Ms. Kimberley Homer, Chair

   a. Intending to move beyond the boundaries of redemption of imperialism, recognizing the contributions of indigenous people, slaves, and immigrants, and, with support of the Office of Inclusion and Diversity, creating a safe space for their stories to be told, heard, and remembered.

3. Commission on Faculty Affairs – Mr. Jack Finney for Bob Hicok, Chair

   a. Focusing on four changes to the Faculty Senate Constitution.
   
   b. Finalizing the edits of the Faculty Handbook, specifically the section regarding Promotion and Tenure.

4. Commission on Graduate Studies and Policies – Dr. Rajesh Bagchi, Chair

   a. Re-naming the Commission and Graduate Student Assembly to “Commission on Graduate and Professional Studies and Policies” and “Graduate and Professional Student Assembly” in an effort to embrace MD and DVM students.
   
   b. Considering new status for senior PhD students that reduces enrollment while maintaining full-time status.
   
   c. Exploring the use of National Academies’ report that defines “outcomes” for Master’s and Doctoral degrees.
   
   d. Considering expansion of graduate and post-baccalaureate education including badges, certificates, IGEP, etc., and how to increase enrollment.
Considering a digital PhD portfolio, expanding beyond the dissertation.

5. Commission on Outreach and International Affairs – Dr. Urs Buehlmann, Chair
   a. Working to build a scholarship for Study Abroad Programs that compares with peer institutions.
   b. Working to build a database of Virginia Tech global activities.

6. Commission on Research – Ms. Ginny Pannabecker, Chair
   a. Continuing to work on policy 13005: Centers and Institutes to establish governance and oversight, and to reflect university changes in interdisciplinary approaches, such as Destination Areas and Strategic Growth Areas.
   b. Continuing to work on draft policy for Faculty Open Access requiring all faculty to make their published work available and providing a method to do so.
   c. Creating a committee to look into current resources, services, and processes related to research at Virginia Tech and how it is managed and shared.

7. Commission on Staff Policies and Affairs – Ms. Tammie Smith, Chair
   a. Reviewing staff and wage benefits available for lower pay bands, as well as retirement package options and insurance rates.
   b. Working to increase recruitment, retention, and training by developing career and professional development pathways for staff, increasing participation in university governance, and improving training for supervisors.
   c. Working with the Employee Benefits Committee regarding the winter closing discussion and possible solutions to concerns brought forth regarding leave.

8. Commission on Student Affairs – Mr. John Livingston, Chair
   a. Looking at Student Budget Board appropriations for University Chartered Student Organizations.
   b. Reviewing changes to 8000 level policies on space reservations.
   c. Reviewing University Chartered Student Organizations’ Constitution changes.
   d. Looking into student representation in media.
   e. Looking into the bias reporting policy with Student Affairs and the Dean of Students.

9. Commission on Undergraduate Studies and Policies – Dr. Mary Kasarda, Chair
   a. Academic Policies Committee is working on establishing policy and procedures for medical withdrawal.
   b. Academic Support Committee is proposing the academic calendars through 2025.
   c. Studying and Formulating policy changes and additions to support Destination Areas, Strategic Growth Areas, Strategic Enrollment Management, and the Pathways to General Education.
   d. Working with Dean Walters of the University Libraries to create guidelines for open education resources, with a draft set of guidelines currently under review.

10. Commission on University Support – Dr. Jonathan Bradley, Chair
    a. Reviewing the IT Software Procurement policy and procedure in conjunction with the Commission on Research in an effort to make it more efficient.
    b. Receiving a presentation about gym facilities and their offerings for faculty and staff members.
6. **Announcement of acceptance and posting of Commission Minutes**

Dr. Sands noted that these minutes have been voted on electronically and will be posted on the University web (http://www.governance.vt.edu). Note that the purpose of including Commission minutes on the agenda is to accept them for filing. University Council By-laws require that policy items be brought forward in resolution form for University Council action.

- **Commission on Administrative and Professional Faculty Affairs**
  November 14, 2018

- **Commission on Faculty Affairs**
  November 16, 2018
  November 30, 2018

- **Commission on Graduate Studies and Policies**
  November 7, 2018

- **Commission on Outreach and International Affairs**
  December 13, 2018

- **Commission on Research**
  May 9, 2018
  September 12, 2018
  October 10, 2018
  November 14, 2018

- **Commission on University Support**
  September 20, 2018
  October 18, 2018

7. **Presentation**

Dr. Karen DePauw provided an update from the Graduate School (presentation attached).

8. **Announcements**

Ms. Rachel Iwicki announced that applications are open for the 2019-20 Student Representatives to the Board of Visitors, and requested that council members encourage their students to apply.

Mr. Anurag Mantha, Chair of the Graduate Honor System, announced that they are always looking for faculty and student participants and requested that Deans let their faculty know.

9. **Adjournment**

There being no further business, a motion was made to adjourn the meeting at 3:59 p.m.
Graduate education at Virginia Tech: Programs, priorities & aspirations

Karen P. DePauw, Ph.D.
Vice President and Dean for Graduate Education
Professor, Department of Sociology and
Department of Human, Nutrition, Foods & Exercise

University Council February 4, 2019
Primary reasons you are seeking a graduate degree
Why did you select Virginia Tech?
What concerns you about being in graduate school?
Virginia Tech: global land grant university

teaching/learning
research/discovery
service/engagement
graduate students are critical to:

- teaching/learning
- research/discovery
- service/engagement
• 50+ graduate certificates
• ~170 Master’s and Doctoral degrees in academic disciplines and interdisciplinary:
  • PhD
  • EdD
  • Master of Arts and Master of Science
  • MACIS, MEng, MArch, MFA, MNR, MAEd, MBA, MPIA, MPH, MIT, MLA, MURPL, MF
  • virtual, hybrid, executive format, F2F
Professional degrees - DVM, MD

Post baccalaureate education at VT
Throughout the Commonwealth

50th anniversary in northern VA - April 2018
VT Graduate School: unique and innovative
transforming graduate education through initiatives and programs
• compliment and expand upon traditional academic training in the disciplines
• interdisciplinary graduate education
• create affirming, inclusive graduate community
• career development and ‘success critical skills’ development (e.g., future professoriate, career professional)
Transformative Graduate Education (TGE)

Preparing Future Professoriate (PFP)
Career Professional (PFPro)
Teaching/Learning, Academy for GTA Excellence
Citizen Scholar Engagement (CSE)
Citizen Scholars
Communication Science & Public Engagement

DePauw 2003 (rev 2017)

Knowledge
Leadership

Scholarly Inquiry
Social Responsibility

Technology, inclusion & diversity, interdisciplinary, ethics, & global
Graduate Courses & Certificates

- Preparing the Future Professoriate (3)*
- PFP: Global Perspectives (3)
- GTA Workshop (1)
- Contemporary Pedagogy (3)*
- Library Research Skills (1)
- Interdisciplinary Research in Science & Engineering (1-3)
- Ethics and Responsible Conduct of Research (2)
- Citizen Scholar Seminar (3)
- Preparing Future Career Professional (3)
- Industrial Professional in Science & Engineering (3)
- Diversity & inclusion for a global society (3)
- Communicating Science (2)
- International Research (3)
- Interdisciplinary Research & Graduate Education (3)
Certificates

- Future Professoriate graduate certificate
- Inclusion and diversity certificate (Fall ’19)
- Career professional (in development)
Transformative Graduate Education (TGE): GRAD courses

- 1/3 of graduate students participate in TGE
- Total number of students enrolled - 1279 through Spring ‘18 (excl GTA workshop - 900+ annually)
- 684 enrolled in Future Professoriate graduate certificate
- 609 earned graduate certificate
- 169 Global Perspectives Programs (GPP) participants
Q27: How well prepared do you feel for whatever you are doing next in your career or academic pursuits?

• 75% of students who indicated they participated in any TGE initiatives feel extremely well, or very well prepared
• 79% of students who indicated they received the PFP certificate feel extremely well, or very well prepared
• 68% of students who indicated they did not participate in any TGE initiatives feel extremely well, or very well prepared
• Students who participated in the PFP Certificate felt the most well prepared
Preparing the future professoriate: Global perspectives program (GPP)

Since 2006  13 + 4 programs (Switzerland, Chile, Ecuador)
160+ participants
7 summits at Swiss Embassy
7+ web published manuals
Discuss Pedagogy

The VT Graduate Academy for Teaching Excellence serves as a community hub for graduate students who are interested in teaching to connect with each other as well as faculty, staff, and other campus resources.

Pedagogy Resource Repository

The VT Graduate Academy for Teaching Excellence hosts a wealth of pedagogical resources that may help one improve their teaching.

Service Work

The VT Graduate Academy for Teaching Excellence provides service to the campus and broader community by providing some human, technical, and other resources in support of teaching and improving one's pedagogy.

Research and Funding

This blog post is in part processing a few research thoughts and working on research statements for my Feminist Research Methods course. Last week was Grad Ed Week at Tech. Part of what that brought...
Communicating Science

Graduate students share their experiences with Communicating Science classes in the short video below.
Citizen Scholar Engagement

application of knowledge for a global society
Virginia Tech Interdisciplinary Graduate Education
informative and engaging dialogues
14 IGEPs
~325 students
~270 faculty

iPhD = 7+
Office of Recruitment, Diversity and Inclusion (ORDI) @VT_ORDI

HBCU/MSI Research Summit

Recruiting and graduating the leaders of tomorrow

Diversity Scholars Program
Diversity Scholars are graduate students who specialize in and advocate for the awareness, knowledge and skills associated with diversity and inclusion in the Graduate School and community. The goal of the Diversity Scholars Program is to create dialogue, provide advocacy, and implement change for a more diverse and inclusive experience for all graduate students, faculty, staff, and administration. The Scholars do this in many forms such as influencing curriculum or research agendas, providing leadership and educational tools for effective communication and multicultural competencies, and implementing programming aimed at increasing awareness of global and social justice issues.

www.graduateschool.vt.edu/diversity

Funding Opportunities
Various forms of funding are available to students and academic departments to support the recruitment and retention of top candidates. The Graduate School’s Dean Diversity Assistantships are given to faculty-nominated students who demonstrate strong academic abilities and are underrepresented in their field. These are two-year assistantships with one year of funding provided by the Graduate School and year two funding provided by the department.

Students are encouraged to take GRAD 5214: Diversity and Inclusion for a Global Society as well as participate in campus activities which promote diversity and inclusion. Students are nominated for this program and are offered a modest compensation upon completion. Diversity Scholars are expected to mentor future Diversity Scholars and continue participation in the program to graduation.
The Edward Alexander Bouchet Graduate Honor Society commemorates the first African American to earn a doctorate degree from an American university (Physics, Yale University, 1876). Virginia Tech chartered a chapter in 2014, which will be inducted at the April 2015 ceremony at Yale University. We join a group of elite doctoral-granting institutions, including founding institutions Yale and Howard University. We were granted a charter because of our outstanding track record of training scholars traditionally underrepresented in the academy.

Invited to join in 2014, one of 16+ universities
6-7 graduate student members inducted each year
President Sands recognized in 2016
Graduate School Inclusion & diversity initiatives

Holistic admission
Inclusive GLC - Health & wellness in Rm G
Inclusion and Diversity requirement
Creating affirming environments
Disrupting Academic Bullying
Climate survey
Post admissions services survey
Work life grants
Holistic admissions

“…from an inclusive perspective rather than exclusion process. At Virginia Tech we consider many aspects of the student during the admissions process. You are more than your grades, GRE score, or where you went to school.

We also take the following into consideration:

• Your community involvement/service
• Leadership
• Social, economic, physical, and other barriers
• Your personal/professional ethics
• What you have achieved
• Your research and scholarship”
Ethics Commons
A space for conversation and reflection on graduate life

VT Ethics Mandate

GRAD 5014 (2)
Disrupting Academic Bullying

To maintain a culture of civility throughout the graduate education experience, academic bullying is unacceptable and should not be tolerated.
**Little Hokie™ Hangout:**
**Cooperative Play Group**

Little Hokie™ Hangout is a parent-run cooperative playgroup for children between

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**Babysitter Clearinghouse**

The Graduate School's Babysitter Clearinghouse is a frequently updated list of qualified babysitters

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**Parent Support Group**

Graduate students who are juggling family and their academic work meet monthly to discuss issues, connect with other parents, and
2018 Graduate Enrollment at a Glance

Please use the tabs at the top to explore graduate school enrollment data and view 10-year trends.

6370 Graduate students enrolled
3414 Master’s students 2956 Doctoral students

70% Blacksburg Campus
12% Underrepresented Minority Students

31% International students from 103 countries
15% Extended Campuses
15% Virtual Campus

Top 5 Countries:
- China
- India
- Iran
- South Korea
- Bangladesh
Challenges & opportunities

- increase recruitment and offers
- accelerated programs (e.g., VSU, Hollins)
- multiple year offers (GTA, GRA)
- overall compensation plan
- increase students funded on grants (GRAs) and fellowships
- “candidacy status”
- capacity - faculty: graduate student ratio
Aspirations for graduate education at VT

• Graduate education presence and opportunities in the National Capital region (including Innovation Campus) and throughout the Commonwealth and global
• Interdisciplinary/transdisciplinary graduate education programs and opportunities (IGEP 2.0)
• Responsive and innovative portfolio of post baccalaureate programs, micro-credentials, degrees, certificates and more to meet societal needs
Aspirations for graduate education

• Expand and enhance transformative graduate education (TGE) initiative with focus on preparing graduate students with necessary KSA (knowledge, skills, abilities) for 21st century life and work, focus on teaching/learning, ethics, inclusion, global and more
• Inclusive and affirming diverse global graduate education community
• Increasing the ratio of graduate/undergraduate student to achieve a more robust research intensive context
...it would be wise to acknowledge and understand the current and future challenges facing this system and take steps now to ensure that it remains vital, adaptable, and relevant for many generations to come. To neglect graduate education, or to ignore threats to its success, puts the economic, social, and cultural well-being of the nation at risk. (p. 19, 2018)
a space and place for graduate education
Resolution to Observe Indigenous Peoples’ Day at Virginia Tech
Commission on Equal Opportunity and Diversity
Resolution # CEOD 2018-19A

Approved: CEOD December 17, 2018
Approved: Faculty Senate November 30, 2018
Approved: Staff Senate January 17, 2019
Graduate Student Assembly Review January 31, 2019
Student Government Association Review Waived January 30, 2019
First Reading: University Council February 4, 2019
Second Reading: University Council February 18, 2019
Approved: President
Effective Date: October 14, 2019

Whereas, Virginia Tech, Virginia’s land grant institution founded in 1872, recognizes and honors the Monacan-Tutelo people, the historical stewards and traditional custodians of the land now occupied by Virginia Tech; and,

Whereas, race integrity laws in Virginia discouraged American Indians from attaining public education until 1963; and,

Whereas, tribes from across the United States and Canada are represented among the students, faculty, and staff at Virginia Tech; and,

Whereas, Indigenous students at Virginia Tech study in nearly every college on campus and represent at least 16 Indigenous communities, including the Anishinaabe, Blackfeet, Cherokee, Chickahominy, Coharie, Delaware, Diné (Navajo), Eastern Band of Cherokee, Hawaiian, Lumbee, Monacan, Osage, Peepeekisis Cree, Quechua/Aymara, Shinnecock/Unkechaug, and Tohono O’odham; and,

Whereas, the American Indian Studies Program was established at Virginia Tech in 2000 and students from a vast majority of majors enroll in American Indian Studies courses every semester; and,

Whereas, the Native at Virginia Tech student organization was formed in 2008 and has been an invaluable community for Native American and Indigenous students at Virginia Tech; and,

Whereas, Virginia Tech’s motto, *Ut Prosim* (that I may serve), is foundational to many Indigenous cultural identities and it is in the spirit of *Ut Prosim* that the Native at Virginia Tech student organization calls on Virginia Tech to serve and support the Native American and Indigenous community; and,

Whereas, in 2017 and 2018, the Native at Virginia Tech student organization hosted the Virginia Tech Pow Wow -- a symbol of cultural survivance that brought traditional
Whereas, the Native American and Indigenous Community Alliance was founded in 2012, with a mission of activism, engagement, and support around Native American and Indigenous community issues; and,

Whereas, the American Indian and Indigenous Community Center was dedicated in 2016 and serves as a place of relationship building among Native and Indigenous communities at Virginia Tech, the greater Virginia Tech community, and tribal and Indigenous communities across the United States and the world; and,

Whereas, Virginia Tech has hosted tribal summits, including most recently in 2017, to strengthen reciprocal partnerships with the eleven tribal communities of Virginia which include the Cheroenhaka [Nottoway], the Chickahominy, the Eastern Chickahominy, the Mattaponi, the Monacan, the Nansemond, the Nottoway, the Pamunkey, the Patawomeck, the Rappahannock, and the Upper Mattaponi; and,

Whereas, Virginia Tech’s Principles of Community state that “We take individual and collective responsibility for helping to eliminate bias and discrimination and for increasing our own understanding of these issues through education, training, and interaction with others”; and,

Whereas, University Council passed a resolution in 2017 authorizing a revision to Pathways General Education Curriculum to require a new core area of Critical Analysis of Equity and Identity in the United States to increase education and awareness; and,

Whereas, in January 2018, Native at Virginia Tech collected over 1,200 petition signatures from the community in support of a resolution for Virginia Tech to officially recognize Indigenous Peoples’ Day; and,

Whereas, the public recognition of Indigenous Peoples’ Day provides an opportunity for education and engagement, and reduces the historical invisibility and erasure of Native American and Indigenous people; and,

Whereas, in response to a proposal by Native at Virginia Tech to University Council in May 2018, President Timothy Sands issued a Presidential Policy Memorandum declaring Monday, October 8, 2018 as Indigenous Peoples’ Day at Virginia Tech; and,

Whereas, Indigenous Peoples’ Day was celebrated on October 8, 2018, with cultural programming hosted by Native at Virginia Tech, and the American Indian and Indigenous Community Center;

Whereas, the Commonwealth of Virginia has designated the second Monday in October as Columbus Day -- an official state holiday; and
Whereas, the Commonwealth of Virginia has not recognized Indigenous Peoples’ Day as an official state holiday;

Whereas, CEOD acknowledges that it is beyond the scope of the Commission and University Council to call for a change in state law to replace Columbus Day with Indigenous Peoples’ Day as a state holiday, yet wishes to go on record advocating for such a change in the law;

Therefore be it resolved, that Virginia Tech recognizes the value and contributions of Indigenous communities and commits to continuing to support the American Indian and Indigenous Community Center and the American Indian Studies program; and

Be it further resolved, that Virginia Tech will officially and permanently recognize and designate on the university event calendar (www.calendar.vt.edu) (and other appropriate materials) the second Monday in October each year as “Indigenous Peoples’ Day”; and,

Be it further resolved, that Virginia Tech, in consultation with the American Indian and Indigenous community, will support the development and distribution of culturally appropriate materials to educate faculty, staff, students, and the Commonwealth of Virginia about Indigenous Peoples’ Day.
February 9th, 2019

This letter certifies that John Legg’s statement — in support of the Commission on Equal Opportunity and Diversity (CEOD) Resolution A, to recognize Indigenous Peoples’ Day — is the official statement of the Graduate Student Assembly. The Assembly voted to adopt Mr. Legg’s statement on January 31st, 2019.

Sincerely,

Samantha Jo Fried
President of the Graduate Student Assembly (GSA) of Virginia Tech
Hello Graduate Student Assembly, delegates, graduate students: My name is John R. Legg. I am a graduate student in the Department of History, where I study nineteenth century indigenous history. It is an honor to come before you as an advocate for proper contextualized history which respects indigenous students of Virginia Tech, both undergraduate and graduate, that participate in our Native at VT organization. But I also lend support for the resolution from the delegates in the Department of History.

On August 3, 1492, Christopher Columbus set sail to find new possibilities of commerce between the East and West. As the story goes, he stumbled upon the virgin land of North America. That point forever changed the space and place in which indigenous people existed. The legacies of Christopher Columbus are steeped in violence. Not only did his founding of the New World bring colonialism and wide-spread displacement of Native peoples, his legacies inspired some of the most vicious and violent experiences. Spanish conquistadors in the sixteenth century, such as Hernando de Soto, sought violence during his expeditions of the Southeast, eradicating indigenous populations through the use of the “Dogs of War”—Mastiffs and Greyhounds expertly trained to kill indigenous peoples. In the eighteenth and nineteenth centuries, settler-colonialism brought broken treaty promises, initiated violence between Native and non-Native, particularly in the American West, but also throughout the entire country, at places like Mankato, Sand Creek, Little Big Horn, and Wounded Knee. In the twentieth century, American Indians experienced environmental land management controls by the U.S. government. Settler-colonialism in that century also brought about police brutality and neglect for the Native peoples of the United States. All of these events are broad legacies of Christopher Columbus. His efforts to colonize the New World led to wide-spread eradication, displacement, disease, and death of hundreds of thousands of Native people.

I ask, is this the legacy that Virginia Tech wishes to celebrate?

As we sit here with hopes to pass this resolution, changing Columbus Day to Indigenous Peoples’ Day, I hope we keep history in mind. The past tells us many things, and can help us understand the present. That story of Columbus finding the Eden-like New World has been proven false. North America was not a virgin land as indigenous peoples have inhabited the land longer than what we teach in our schools. Settler narratives have often, and continue to, portray indigenous peoples with belittling and demeaning characterizations. Through these perceptions, Native American perspectives have been left out of the study of American culture and history.

As Tom Colonesse, the chair of American Indian studies at the University of Washington once said, “By refusing to hear indigenous voices, the country has not only rejected their fellow citizens, they have also failed to hear wise voices, especially at a time where wise voices seemed to be truly rare.” Something that resonates with our nation’s current leadership.

In the 1960s and 70s, American Indian Movement leaders started a discourse over racist treatment
towards American Indians, battling for renewed “treaty rights and reclamation of tribal land.” By using AIM’s inspiration, in 2019, it is our duty to fight alongside Native peoples in the reclamation of their identity and place in American society. By doing so, we must rid white settler narratives from the nation’s historical consciousness. As Confederate monuments create a racial caste system set to hold African Americans back from progress, glorifying Christopher Columbus similarly holds Native people back. Indigenous Peoples’ Day will provide that progress. It is our duty, collectively, to decolonize the white-settler narratives. It is our duty to give students the accurate history, a wholesome history that includes indigenous peoples and their importance to our society. Virginia Tech should pass and recognize Indigenous Peoples’ Day on campus, a message that further solidifies the fact that Indigenous peoples have always been here, they are here now, and they are not going anywhere. Thank you.
WHEREAS, current doctoral students who have passed their preliminary examinations may need to remain enrolled full-time (at least nine credit hours) per semester; and

WHEREAS, doctoral students who have passed their preliminary examinations are engaged primarily in research and enrolled in few or no graded courses; and

WHEREAS, paying full-time tuition while being enrolled principally in Research and Dissertation credits can create a financial burden for the self-funded student; and

WHEREAS, in other cases, having to pay full-time tuition for a doctoral candidate consumes precious funds (external grant funding, fellowships and other funding, tuition remissions) that could otherwise be available for alternative purposes;

NOW, THEREFORE, BE IT RESOLVED that a new status to be termed “Candidate Status” be created for Virginia Tech doctoral students who have been enrolled in their graduate program at Virginia Tech for at least two years and who have passed their preliminary examination in accordance with Graduate School policy; and

BE IT FURTHER RESOLVED that the new Candidate Status will be considered full-time enrollment at Virginia Tech with a commitment to full time effort, but students in Candidate Status will be charged a special tuition rate equivalent to three credit hours; and further that those students in Candidate Status will be permitted to enroll in up to three credits of graded coursework per semester in addition to Research and Dissertation credits. Candidate Status will be renewable annually for a period not to exceed three years, as long as the student is enrolled in a doctoral program at Virginia Tech and remains continually in good academic standing; and,

LASTLY, BE IT RESOLVED that the implementation of Candidate Status will be contingent upon the university being able to devise a plan that would reduce the financial impact to an acceptable level in the context of the university’s priorities.
Graduate Student Assembly of Virginia Tech
Resolution 2018-19B
Resolution in Strong Support of a New Full-Time Candidate Status for Doctoral Students

Sponsoring Delegate: Joseph Kozak

Approved, GSA [date]
Faculty Senate Review [date]
Staff Senate Review [date]
Graduate Student Assembly Review [date]
Student Government Association Review [date]
Approved, University Council [date]
Approved, President [date]
Approved, Board of Visitors [date]
Effective Date Fall, 2019

WHEREAS, on December 5th, 2018, the Commission on Graduate Studies & Policies (CGS&P) put forth a first reading of Resolution 2018-19D: the Resolution to Create a New Full-Time Candidate Status for Doctoral Students; and

WHEREAS, CGS&P18-19D proposes to create a special “Candidacy Status” for doctoral students who have been enrolled in their department or program for at least two years, and who have passed their preliminary exams; and

WHEREAS, “Candidacy Status” would allow graduate students to be enrolled full-time, yet only pay for three credits, for up to three years; and

WHEREAS, paying full-time tuition while doing research or teaching for one’s department, writing one’s dissertation, and taking few to no courses is a financial burden, especially for self-funded students; and

THEREFORE, BE IT RESOLVED, that the Graduate Student Assembly of Virginia Tech strongly supports the adoption of a “Candidate Status” for Virginia Tech doctoral students who
have been enrolled in their department or program for at least two years, and who have passed their preliminary exam;

**THEREFORE, BE IT FURTHER RESOLVED**, that the Graduate Student Assembly of Virginia Tech waives a second reading for this resolution, as there will be no General Assembly Meeting before the second reading of CGS&P18-19D on Wednesday, February 6th, 2019.
Resolution on Policy for the Management of Graduate Assistantships and Tuition Remission

WHEREAS, graduate assistantships are a unique form of university appointment, providing the most important source of funding for graduate students, and

WHEREAS, the majority of full-time graduate students are employed as graduate assistants, graduate research assistants, and graduate teaching assistants in every semester, and

WHEREAS, the Graduate School is responsible for administering policies and procedures related to assistantships and tuition remission, and

WHEREAS, currently such policies and procedures are documented in different places and formats such as the Faculty Handbook, the Graduate Catalog, and the Code of Virginia, making their full review difficult for stakeholders,

THEREFORE, BE IT RESOLVED, that assistantship policies and procedures be documented in a single university policy.
Management of Graduate Assistantships and Tuition Remission

1.0 Purpose

This policy establishes standards for the management of graduate assistantships and associated benefits including tuition remission. Graduate assistantships are a unique form of university appointment that allow graduate students to gain valuable training and professional experience in teaching, research or administration while providing service to the university.

2.0 Policy

The Graduate School is responsible for administering this policy. The Graduate School also maintains detailed information and procedures for managing assistantships.

2.1 Types of Graduate Assistantships

A full assistantship (1 FTE) equals 20 hours of work per week on average. Graduate assistantships are considered to be non-exempt employees under the Fair Labor Standards Act, unless their primary responsibility is teaching, whose employment is conditional based on their enrollment and secondary to their student status. There are three types of graduate assistantships:

Graduate Assistant (GA): GAs provide academic and program support to faculty or departments. GA responsibilities may be administrative in nature and consist of duties unrelated directly to teaching or research (such as academic advising, program planning, advising student groups, and assisting with the administration of student services offices). GA responsibilities also may be academic in nature and include grading examinations, problem sets, and/or lab assignments, setting up displays for lectures or laboratory sections, and preparing or maintaining equipment used in laboratory sections.

Graduate Teaching Assistant (GTA): GTAs assist faculty in the teaching mission, with assignments including laboratory teaching, grading of examinations, problem sets and/or lab assignments, setting up displays for lectures and laboratory sections, and preparing or maintaining equipment used in laboratory sections. GTAs must have 18 credit hours of graduate-level course work in their teaching discipline to be assigned full responsibility for teaching an undergraduate course. GTAs lacking this training may be assigned to work under the supervision of a faculty member who will be the instructor of record for the course. Graduate students may assist faculty in teaching graduate courses but may not be the instructor of record for the course. GTAs are required to attend and be enrolled in the GTA Workshop (GRAD 5004, 1 cr., P/F) in the first semester of their teaching appointment at Virginia Tech.

Commented [MG1]: Martin Daniel, Associate VP for HR Strategic Engagement confirmed that all graduate students are exempt from the minimum wage and OT requirements of FLSA. The confusing sentence can be removed from the policy.
**Graduate Research Assistant (GRA):** GRAs conduct research under the direction of a faculty member, who is typically a principal investigator on an external grant or contract that funds the GRA and determines the nature of research work required for the assistantship. The research work required for the GRA is determined by the funding source and is typically beyond research done for academic credit toward the student's degree.

### 2.2 Eligibility to Hold Graduate Assistantship

In order to hold a graduate assistantship appointment, students must meet the following requirements. Exceptions may be granted by the Graduate School based on a request from the hiring department.

- Be a degree seeking graduate students in regular (GPA of 3.0 or greater) or provisional (GPA of 2.75-2.99) status. **Departmental GPA requirements may be higher.**
- Have a GPA of 3.0 or higher; departmental requirements may be higher.
- Maintain satisfactory progress toward attainment of a graduate degree.
- Enroll in a minimum of 12 credit hours per semester (fall and spring). Audited courses do not qualify in satisfying this minimum. Graduate students holding assistantships during the academic year and/or in the summer are not required to enroll during summer sessions, except if they are taking a preliminary or final examination.
- Meet employment eligibility requirements to work in the U.S.
- Five-year bachelor/master's students may hold assistantships in the last semester of their senior year and receive an in-state tuition scholarship, but their out-of-state fees cannot be waived.

### 2.3 Standard Assistantship Compensation and Benefits

Assistantships are the primary source of funding for graduate students. Assistantship compensation is designed to enable students on full assistantship appointments to pursue their graduate degree program. Hiring departments must provide an assistantship compensation package that includes the following components:

- A monthly stipend at a rate that falls within the assistantship stipend table approved by the Board of Visitors.
- In-state tuition and mandatory E&G fees remission at least in proportion to the assistantship FTE for fall and spring semesters. This includes program-specific fees (e.g. Engineering, Architecture and Design, MSBA-BA, and MSBA-HTM), and excludes executive and professional program fees and the nonresident Commonwealth Facility and Equipment Fee. Exceptions may be approved by the Graduate School when students are awarded supplemental tuition assistance from external funding agencies and depending on the definition and priority of authorized payers.
- Out-of-state differential tuition waiver (if eligibility requirements are met).
- Health insurance subsidy (if eligibility requirements are met) at the rate approved by the Board of Visitors. Payment of summer tuition and mandatory E&G fee is optional.

### 2.4 Additional Employment for Students Holding Graduate Assistantships

Graduate students on assistantships are not prohibited from seeking additional employment (restrictions may apply to international students based on their visa status). Students should consult with their academic advisor and/or assistantship supervisor as applicable regarding the fulfillment of their assistantship and graduate study responsibilities. Students must notify the Graduate School about any additional employment, including the period of
employment, name and contact of employer, and job title or short description of duties using the mechanism provided by the Graduate School.

2.5 Assistantship Management

Hiring departments create and manage their assistantship positions according to Graduate School and Human Resources policies and procedures:

- Graduate assistantship contracts must be issued through the university-approved Graduate Contract System.
- The contract must be signed (electronically approved) by an authorized representative of the hiring department and the student before an appointment can be made.
- Electronic personnel action and tuition remission may be entered after an assistantship contract has been signed by all parties.
- Assistantship eligibility requirements are jointly monitored and enforced by hiring departments and the Graduate School.
- Assistantship benefit eligibility requirements are jointly monitored by the Bursar’s Office, the Graduate School, and the Student Medical Insurance Office.

2.5.1 Standard Assistantship Contract Start and End Dates

Standard assistantship start and end dates have been established to ensure that graduate assistants receive a semi-monthly payment during the entire period of the semester or academic year (nine paychecks a semester or 18 paychecks during the academic year). Whenever feasible, assistantship appointments should cover the entire semester or academic year, since assistantships are often the sole source of income for students.

To correspond with the billing cycle of some assistantship benefits, such as the graduate health insurance program, university subsidies are optimized for full assistantships with standard start/end dates of Aug 10-May 9, though the benefit may span a full calendar year.

Standard Graduate Assistantship Agreement Start and End Dates:

- **Academic Year:** August 10 through May 9
- **Fall Semester:** August 10 through December 24
- **Spring Semester:** December 25 through May 9
- **Summer:** May 10 through August 9 (Summer I: May 10-Jun 24; Summer II: Jun 25-Aug 9)

2.5.2 Allowable personal/sick leave [proposed for 2019-20]

**Personal or Sick Leave:**

Graduate students should work with their supervisors to schedule their work hours. Absences (either sick or personal) should be accommodated when possible and the work schedule adjusted to enable the graduate student to complete their academic and assistantship work commitments. Graduate students who work more than 40 hours in a work week on an assistantship and wage appointment combined are eligible for over-time pay. Graduate students are responsible for disclosing to their wage department their assistantship obligations.
Holidays:
Graduate students are not required to work when the university is officially closed, such as on a holiday, or weather-related closing, unless they are designated as essential personnel for lab operations.

Graduate School Work-Life Grants:
In collaboration with the college deans and the provost, the Graduate School established the Work-Life Grant Program to provide temporary financial assistance to departments to enable them to continue support for graduate students on assistantship during periods of pregnancy, childbirth, adoption, and medical emergency.

Departments can request financial assistance equivalent to a graduate assistantship stipend for 6 weeks (3 payroll periods). The Graduate School provides one-half of the 6-week stipend and the college dean provides the other half of the 6-week stipend. These 208 E&G resources may be used in a variety of ways to ensure that the research/teaching/administrative effort is not adversely impacted and the graduate student continues to be supported while on leave. The Graduate School coordinates the distribution of work-life grants to eligible students.

Jury Duty:
Graduate students who are called for jury duty, subpoenaed, or summoned to appear in court, will be excused from work, except when he or she is a defendant in a criminal or civil case. This leave should be requested before it is taken. Any time spent in court as a defendant in a criminal or civil case must be accommodated in the work week by the supervisor.

2.5.3 Accommodations for Students with Disabilities [proposed for 2019-20]
Students on graduate assistantships may request assistance or reasonable accommodations for performing their assistantship duties by contacting ADA and Accessibility Services for workplace accommodations.

The determination of whether an accommodation is reasonable is specific to the student and the essential functions of the student’s position. It involves a legally mandated interactive process between the employee and supervisor, and must be authorized and facilitated by members of the ADA and Accessibility Services unit. As part of this process, the student may be asked to provide medical documentation concerning their disability.

Students who experience an academic barrier and need to request classroom accommodations should contact Services for Students with Disabilities to request academic accommodations.

2.6 Tuition Remission
As a benefit associated with university service, the remission of tuition and mandatory E&G fees for a graduate student on assistantship is based upon the continued employment of the student for the complete academic semester of the remission. Tuition remission provides a mechanism for the payment of tuition and mandatory E&G fees as part of the assistantship benefits package. Hiring departments must provide in-state tuition and mandatory E&G fees remission at least in proportion to the assistantship FTE for fall and spring semesters; tuition remission may be provided at a percentage higher than the assistantship FTE at the discretion of the hiring department.

Compliance with tuition remission policies and procedures is jointly managed by the Bursar’s Office, the Controller’s Office, and the Graduate School. Tuition funding rules are established by the Graduate School and the Controller’s Office.
2.6.1 Tuition Funding Rules

Tuition funding rules apply to unfunded tuition remission waiver (997XXX) funds as well as all federal, private, and state sponsored funds. The rules ensure that the portion of tuition charged to the fund is aligned with the assistantship position funding.

Departments may receive an allocation of 999xxx and 997xxx funds to be used for graduate tuition each year. The 999xxx funds can be used for students who have a GA, GTA or GRA appointment provided that the student's stipend is not funded by a sponsored program fund. 997xxx funds can be used for graduate assistants who earn more than $4,000 per year (at least $2,000 per semester), and whose stipend is not being paid by a sponsored program fund.

Exceptions may be granted by the Graduate School in some circumstances that may include (1) split appointments for GRAs who are partially funded on sponsored program funds; (2) GRAs being paid on sponsored program funds that do not allow tuition awards; and (3) when a sponsored program requires cost sharing.

2.6.2 Tuition Obligation upon Early Termination of Assistantship [proposed for 2019-20]

Except in cases where the student is withdrawing from the university for family/medical reasons, if a student or department terminates the assistantship prior to the completion of the academic semester, the remission of tuition and E&G fees shall be calculated in four week increments, with each quarter of tuition earned by the completion of four full weeks of work and full remission earned only if the student completes the assistantship (16 full weeks or more in a semester). Other benefits, such as health insurance subsidy and out-of-state tuition waiver, will be recalculated based on eligibility requirements, and the student will be billed for the remaining balance.

The table below details the tuition obligations for students who leave the assistantship appointment before the semester is complete.

<table>
<thead>
<tr>
<th>NUMBER OF WEEKS INTO SEMESTER WHEN ASSISTANTSHIP IS TERMINATED</th>
<th>STUDENT OBLIGATION*</th>
<th>DEPARTMENT OBLIGATION**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero weeks through three weeks and 6 days</td>
<td>100% of tuition &amp; fees</td>
<td>0%</td>
</tr>
<tr>
<td>Four weeks through seven weeks and 6 days</td>
<td>75% - tuition and E&amp;G fees</td>
<td>25% - tuition and E&amp;G fees</td>
</tr>
<tr>
<td>Eight weeks through eleven weeks and 6 days</td>
<td>50% - tuition and E&amp;G fees</td>
<td>50% - tuition and E&amp;G fees</td>
</tr>
<tr>
<td>Twelve weeks through fifteen weeks and 6 days</td>
<td>25% - tuition and E&amp;G fees</td>
<td>75% - tuition and E&amp;G fees</td>
</tr>
<tr>
<td>Sixteen weeks or more (full semester)</td>
<td>0%</td>
<td>100% - tuition and E&amp;G fees</td>
</tr>
</tbody>
</table>

The comprehensive and capital fees are non-refundable and no reduction will be made after the beginning of classes.

*Student responsible for any amount not paid by department.
**Percent of tuition paid by department

2.7 Unfunded Differentials
The Unfunded Differential is the difference between in-state tuition and out-of-state tuition. The Code of Virginia allows out-of-state fees to be waived for graduate assistants who earn more than $4000 during the academic year (between Aug 10 and May 9) on assistantship stipend. Earnings in wage positions or summer graduate assistantship appointments do not count toward meeting this requirement.

Eligibility for out-of-state waiver based on assistantship status and earnings:

- **Fall:** Must be on 4.5- or 9- or 12-month GA/GTA/GRA and earn at least $2000 on assistantship stipend between Aug 10-Dec 24
- **Winter:** Must be on a 9- or 12-month GA/GTA/GRA and earn at least $2000 on assistantship stipend between Aug 10-Dec 24, or $4000 or more between Aug 10-May 9
- **Spring:** Must be on 4.5- or 9- or 12-month GA/GTA/GRA and earn at least $2000 on assistantship stipend between Dec 25-May 9
- **Summer:** Must have been on a 9- or 12-month GA/GTA/GRA or spring-only assistantship and earned at least $4000 on assistantship stipend between Aug 10-May 9

Students enrolled in programs that have a program-specific flat graduate online tuition rate are not eligible for the out-of-state waiver, because tuition for these programs are not residency specific.

### 3.0 Procedures

#### 3.1 Graduate Assistantships

Students offered an assistantship must sign a graduate assistantship contract, which is issued by the hiring department. The contract stipulates the beginning and ending dates of the appointment, the type of assistantship, the amount of the monthly stipend, whether the student is expected to work during school breaks, and any other special conditions. The contract also indicates the percentage of tuition scholarship, E&G fees and program-specific fees that will be paid by the department, and whether or not the out-of-state portion of the tuition (UF Differential) will be waived.

Once an assistantship contract is properly executed, hiring departments enter the assistantship appointment in Banner following HR procedures and deadlines for appointment entry and management.

#### 3.2 Tuition Remission

Access to the tuition remission system in Banner is granted by the Controller’s Office. The Graduate School maintains a listserv to communicate with users of the tuition remission system. Notices of award and funding deadlines, rate increases, or anything pertaining to changes in graduate assistantship management are sent to this user group by the Graduate School on a regular basis.

Tuition remission is a two-step process of awarding and funding tuition for eligible students. Contract 1 is reserved for tuition and mandatory E&G fees, added together and entered on one line, and program fees (i.e., engineering, architecture, etc.). Contract 2 is reserved for paying fees other than tuition, such as comprehensive and capital fees or out-of-state tuition differential fees.

Detailed procedures for tuition remission are outlined on the Graduate School website (https://graduateschool.vt.edu/funding.html).
3.3 Out-of-state Differential Waiver

The out-of-state tuition differential (UF differential) waiver is awarded automatically and applied to student accounts when the following three criteria are met:

- The student's assistantship appointment (PAF) is entered in Banner by the hiring department;
- The student meets the earnings criteria described above;
- The student has enrolled for the semester.

Out-of-state differentials/fees cannot be waived for undergraduate students. Eligibility for the out-of-state tuition differential waiver is jointly monitored by the Bursar’s Office and the Graduate School.

4.0 Definitions

**Contract 1 Award:** award through the tuition remission system reserved for in-state tuition, technology and library fees, and program-specific fees (i.e., Engineering, Architecture, etc.).

**Contract 2 Award:** award through the tuition remission system reserved for paying fees other than Contract 1 fee awards such as comprehensive fees, the Commonwealth Facility and Equipment fee, and out-of-state tuition differential fees.

**E&G:** Education and General Programs.

**FTE:** Full-time equivalent. A one FTE assistantship is equal to 20 hours per week of work. Students may not hold more than one FTE of an assistantship.

**Out-of-State (OOS) Tuition Differential Waiver:** the difference between non-resident and resident tuition that is automatically applied to student accounts. OOS waivers are considered foregone revenue by the institution.

**Remission:** The funding of a student’s tuition and mandatory E&G fees by the employer (university, grantor, etc.) in recognition of the student’s service.

**State Funded Graduate Fellowship:** The legislative appropriation to support graduate in-state tuition remission of university graduate assistantships (i.e., 999xxx funds) in addition to tuition funded by grants and contracts or other departmental resources. No more than fifty percent of these funds may be awarded to persons who are not eligible to be classified as Virginia domiciliary resident students, except those working on assistantships. These funds are to be used in accordance with the relevant state laws, regulations, and Section 4-5.01b of the Appropriation Act.

**Unfunded Scholarship:** Award for graduate in-state tuition remission, mandatory E&G fees, and program-specific fees for graduate students on assistantship (i.e., 997xxx funds).

5.0 References

Faculty Handbook, Chapter 08 - Employment Policies and Procedures for Graduate Assistants
https://provost.vt.edu/faculty_affairs/faculty_handbook/chapter08/chapter08.html

Graduate Catalog, Graduate School Policies on Graduate Assistantships
Controller’s Office payroll schedule:
https://www.controller.vt.edu/resources/payroll.html

OSP Procedure 10002, Tuition and Related Fees on Sponsored Awards

University Accommodations of Persons with Disabilities, Policy No. 4075

https://law.lis.virginia.gov/vacodefull/title23.1/subtitleII/

Guidelines on Holidays
http://www.policies.vt.edu/4315.pdf

Sections 4-5.01b and 4.2.01b.6 of the Appropriation Act
Section 23.1-612 of the Code of Virginia

6.0 Approval and Revisions
Commission on Faculty Affairs

January 25, 2019
10:30 – 12:00 Noon
130 E Burruss Hall


Absent: Z. Mackey, L. Brogdon, M. Paretti, R. Sebek

Guests: M. Lewis, D. Musick (VT School of Medicine)

1. Approval of agenda  B. Hicok

   Meeting called to order at 10:30 a.m.

2. Approval of November 30, 2018 minutes  B. Hicok

   The minutes were approved unanimously.

3. Discussion of the semester’s work  B. Hicok

   B. Hicok noted that the CFA may want to address the issue of faculty service for minoritized populations, specifically the differences in service assignments for these populations.


   FS 2018-19A: No discussion needed.

   FS 2018-19B—term limits—was discussed with regard to appropriateness (e.g., appropriateness of service distribution, how long is appropriate). J. Finney pointed out that CFA may want to send a message to Faculty Senate regarding issues of concern, as opposed to making edits to the resolution.

   FS 2018-19C: No discussion needed.

   FS 2018-19D—function—was discussed with regard to the last sentence in the last paragraph. Revision was suggested.
5. **Expectations Documents**

M. McGrath

6. **P & T revision: discussion of open issues**

B. Hicok

Section 3.4.4 – R. Blythe noted that the language in the second paragraph around level of commitment and responsibility may leave open the possibility for someone to expect tenure due to having a heavy teaching load, while not contributing pedagogical innovation in their respective discipline.

Additionally, in this section, M. Agah noted that if scholarship can be tied to any of the factors considered in P&T process (i.e., teaching, extension, research, creativity activity), it may not need to mentioned separately; as long as this is made clear in the document.

B. Hicok noted that in this document, the term “scholarship” is being used in two different ways. Thus, a note was made regarding a word change to keep the use of the term scholarship consistent throughout the document.

B. Hicok initiated a discussion about the need for “mission” language. Does this need to be included?

7. **Other business**

B. Hicok

M. McGrath was not able to present in this meeting. Thus, M. McGrath stated she would like to be recognized next meeting. B. Hicok responded that she would be recognized first at the next meeting.

8. **Adjourn**

B. Hicok

The meeting was adjourned at 12:00 p.m.
Minutes
Commission on Graduate Studies & Policies
December 5, 2018
3:30 – 5:00 p.m.
Graduate School Conference Room


Absent with notification: Karen DePauw (ex officio), Alan Abrahams, Lujean Baab, Xin Luo, Hannah Parks, and Richard Vari.

Absent without notification: Sarah Karpanty, Kathy Lu, Nick Rexroad, Robert Sumichrast, Tyler Walters (ex officio), and Zhiwu Xie.

Visitors and invited guests: Janice Austin, Monika Gibson, and Will Walton.

Call to Order
The meeting was called to order by Dr. Bagchi at 3:30 p.m.

Approval of the Agenda
The agenda was approved as presented.

Approval of the Minutes
The minutes of November 7, 2018 were approved as presented.

Committee Reports
Graduate Curriculum Committee
The Graduate Curriculum Committee minutes of November 8, 2018 were accepted as presented. Dr. Hole reported that Dr. Huckle chaired the most recent meeting. Five courses were approved, and one was tabled.

Graduate Student Appeals Committee
Mr. Mantha reported the committee has completed its work and sent a report to Dr. DePauw.

Degree Requirements, Standards, Criteria, and Academic Progress (DRSCAP) Committee
There was no additional report following the new business items led by Dr. Bodenhorn.
Old Business

Dr. Bagchi addressed the expectations of the principles for student classification. The principles were unanimously accepted by the commission membership.

New Business

Ms. Gibson presented the CGS&P Resolution 2018-2019E, Graduate Assistantship Policy. The membership discussed several of the fine points of the resolution and gave a positive response to having one policy that encompasses all assistantship requirements. The resolution will move forward to the four constituencies for review and the second reading of the resolution will be February 6, 2019.

Dr. Bagchi presented the iPhD proposal preliminary review process to the membership. Dr. Huckle is requesting volunteers to review a new proposal coming forward. Dr. Pearce, Dr. Frisard, and Ms. Svyantek have volunteered to serve on a subcommittee to consider the review of a new proposal.

Dr. Bodenhorn presented CGS&P Resolution 2018-2019D, Graduate Student Candidacy Status Post-Prelim. Advantages of this proposal were discussed and identified, including increased recruitment, increased retention, and time-to-degree reduction. The resolution will move forward to the four constituencies for review and the second reading of the resolution will be February 6, 2019.

Dr. Bodenhorn presented a Report in Response to the National Academies. DRSCAP members have met with Ms. Lawrence at the Graduate School to review data available. Continuing meetings will be held to finalize the Graduate School’s representation of data publicly. Additional reports to the Commission will be forthcoming.

Graduate School Update

There was no report.

Constituency Updates

Graduate Student Assembly

Ms. Fried reported the committees are functioning well and many activities and guest speakers have been successful. The GSA is winding down at the end of the semester. Remote access is now available for Assembly meetings. Ms. Warda reported a new career services program for students will be available in the spring semester.

Graduate Honor System

Mr. Mantha reported three cases have been resolved and there are seven open cases.

University Library Committee

There was no report.
Faculty Senate

Dr. McMillan reported the Faculty Senate has been meeting with Provost candidates and will submit a recommendation. She also reported that Dr. DePauw had met with the Faculty Senate.

Student Government Association

There was no report.

Board of Visitors

There was no report.

University Council and Commission Updates

University Council discussed how holistic admissions will focus less on test scores and essays will be considered more significant. A review of self-reported test scores is underway to assist in not delaying admission, however, the final scores will be verified.

Ms. Hampton reported on CAPFA’s discussion on survey activity.

There was no report from CSA.

Dr. Holloway reported that over 900 student honor system cases have been reviewed this semester. Five undergraduate students have been expelled this semester.

There were no other commission updates.

Announcements

Dr. Bagchi extended his thanks to everyone for their service on the Commission this semester.

Dr. Austin reminded everyone to respond to the call for graduate student awards. Information is available on the Graduate School website.

Dr. Austin announced the change to the fall semester commencement Bulletin. A website will list the graduating students; the listing will not be in the Bulletin. The Graduate School will produce a PDF on the Graduate School website listing the students graduating.

The graduate honor system is seeking faculty members for case reviews. Mr. Mantha requested that everyone share this need with their departments.
Adjournment

The meeting was adjourned at 4:50 p.m.

Respectfully Submitted,

/s/

Marilynn R. King
On behalf of Karen P. DePauw, Ph.D.
Vice President and Dean for Graduate Education