Graduate Council Meeting  
Wednesday, October 14, 2020, 3:30 p.m.  
via Zoom  
(The Bylaws prohibit representation by proxy.)

AGENDA

I. Reading, Correction and Approval of Minutes  
(September 23, 2020)

II. Graduate Council Committee Reports

A. Administrative Committee  
Committee Report (Ron Walcott)

No business to report.

B. Appeals Committee  
Committee Report (Christof Meile)

C. Program Committee  
Committee Report (Elizabeth Knight)

*Action Item:* From the College of Agricultural and Environmental Sciences, a request to terminate the Master of Science (MS) in Soil, Water, and Environmental Sciences.

*Action Item:* From the Mary Frances Early College of Education, a request to change the name of the Department of Mathematics and Science Education to Department of Mathematics, Science, and Social Studies Education.

*Action Item:* From the Mary Frances Early College of Education, a request to deactivate the Doctor of Philosophy (PhD) in Learning, Leadership and Organization Development (LLOD) at the Gwinnett campus only.

*Action Item:* From the College of Pharmacy, a request to offer the existing Master of Science (M.S.) and Doctor of Philosophy (PhD.) in Pharmacy program at the Augusta University campus.

D. Policy and Planning Committee  
Committee Report (AnnaMarie Conner)

*Action Item:* Revise wording re: attendance at oral comprehensive exams to clarify those able to attend outside of the student and student’s committee.

*Action Item:* Revise current policy regarding oral comprehensive exams to allow for flexibility in holding remotely.
III. **Old Business**

   No old business.

IV. **New Business**

   A. Graduate School Strategic Plan
   
   B. ORCID

V. **Information Items**

   A. Curriculum Report: The Graduate School has approved 17 new courses, 24 course revisions, and 0 deletions.

   B. Next meeting: Wednesday, November 11, 3:30pm, via Zoom

VI. **Adjourn**
**PROPOSAL FOR DEACTIVATION OR TERMINATION OF AN ACADEMIC PROGRAM**

Date: 9/9/2020

School/College: CAES

Department/Division: Crop and Soil Sciences

Program (Major and Degree): Soil, Water, and Environmental Sciences (M.S.)

Which campus(es) offer this program? Athens

Deactivation or Termination? Termination

Proposed Effective Date: Fall 2020

Last date students will be admitted to this program: No students admitted

Last date students will graduate from this program: No students in program

Note: There may be no enrollment in the program as of the termination effective date.

Program Abstract:

Faculty from the University of Georgia, Auburn University, Clemson University, University of Kentucky, North Carolina State University, Ohio State University, and Texas Tech University propose to establish an interdisciplinary graduate (Masters) degree in Soil, Water, and Environmental Sciences (SWES) by distance education. This degree is offered through the AG*IDEA program (Agriculture Interactive Distance Education Alliance, http://www.agidea.org/). The graduate degree program is comprised of required core courses in biology, chemistry, physics, hydrology, and pedology, in addition to electives that provide flexibility to tailor the degree program to meet individual interest and career needs.

**For Deactivated or Terminated Programs:**

1. State the reasons for deactivating or terminating the program and provide copies of any relevant documents.

Soil, Water, and Environmental Sciences (M.S.) was created in conjunction through AgIdea and multiple institutions, but the program was never launched formally. The program was not advertised, no student’s enrolled and the program is not active. Additionally, the degree is no longer offered by AgIdea.

CRSS faculty voted to terminate this program in March 2018.

2. What will be done to minimize the impact of the deactivation or termination of the program upon the personal and professional lives of the faculty and staff involved? Include specific information on: a) how faculty and staff will be notified of the deactivation or termination, and b) how faculty and staff will be reallocated.

The faculty discussed the inactivity of this program and voted to terminate the program in March 2018. The faculty who planned to teach in this program have either retired or are teaching in our active programs.

3. What will be done to insure that deactivation or termination of the program does not weaken other programs (graduate, undergraduate, or professional) for which the department may be responsible?
We have allocated teaching efforts to other programs; the termination of this program will have no effect on other programs.

**For Deactivated Programs:**

3. State the plans for allowing students currently enrolled in the program to complete degree requirements, including specific information on: a) how students will be notified of the program deactivation, and b) how students will be advised on completing the program.

N/A

4. What plans, if any, are there for subsequent reactivation of the deactivated program?

There is no plan to reactivate this program.

**Approvals:**

[Signatures]

Department Head  
Dean of School/College  
Dean of Graduate School
TO: Dr. Ron Walcott, Interim Dean of the Graduate School  
Fiona Liken, Assistant Vice President

FROM: Dr. Stacey Neuharth-Pritchett, Associate Dean for Academic Programs

DATE: September 24, 2020

RE: Name Change for Mathematics and Science Education

Please find attached a proposal change the Department of Mathematics and Science Education to the Department of Mathematics, Science, and Social Studies Education. Also, included in the name change proposal is a letter to move the Social Studies program including degrees and the ESOC CAPA pre-fix to the Department of Mathematics and Science Education.

The College of Education's Curriculum Committee approved this proposal on September 24, 2020.
10 September 2020

Dr. Stacey Neuharth-Pritchett
Associate Dean for Academic Programs
Mary Frances Early College of Education
The University of Georgia
CAMPUS

Dear Dr. Neuharth-Pritchett:

Faculty members now assigned to the Department of Mathematics and Science Education are writing to request a name to reflect the current composition of the unit. This request is needed as a result of the move of Social Studies faculty and program from the Department of Educational Theory and Practice to the Department of Mathematics and Science Education. The current name does not include identification of the new configuration of programs that comprise the department.

Attached you will find the necessary documentation responding to the Procedures for Changing Name of Majors, Departments, School/Collages. This information includes a completed Attachment A. In addition to these forms, the faculty have also reviewed and responded to the evaluation criteria outlined in the Office of Curriculum Systems procedure. That information follows:

Name Consistent with the Administrative Structure of the University System and the University of Georgia. The proposed Department of Mathematics, Science, and Social Studies Education name is consistent with the administrative structure of both the university system and the university. The proposed name does not conflict with any other unit within the university.

Representation of the Discipline Described. The proposed name provides clear identification of the disciplines located within the unit. The terms used are typical names used to identify these three areas of instruction and scholarship.
Clear Communication about the Area of Study for those Outside of Academia. The proposed name clearly communicates the areas of study being represented. The components of the name would allow persons unfamiliar with higher education the ability to find faculty and programs of study within the program areas comprising the department.

Differentiation from Other Departments, Schools, or Colleges. The name Mathematics, Science, and Social Studies Education is unique to the study of the three areas of work in school and other learning contexts. While other departments use parts of the name such as education or science, the unique combination of these disciplines with the term education clearly differentiates the faculty and their programs of study to the College of Education offerings.

Proposed Prefixes and their Relationship to Name and Subject Matter. The program areas in the unit currently use three prefixes for their courses which are EMAT (Mathematics Education), ESCI (Science Education), and ESOC (Social Studies Education). The renamed Department of Mathematics, Science, and Social Studies Education would keep these prefixes. No degree programs or courses within those degree programs will change. The department would be identified with MSSE, but this would not be used to identify any academic programs or courses.

The following comprises the faculty with academic homes in the current Department of Mathematics and Science Education and will be included in the proposed Department of Mathematics, Science, and Social Studies Education:

Mary M Atwater, Professor
Cameron Byerley, Assistant Professor
Daniel K Capps, Associate Professor
AnnaMarie Conner, Professor
Jaime Diamond, Assistant Professor
Todd D Dinkelman, Associate Professor
Kelly Edenfield, Assistant Clinical Professor
Amy B Ellis, Professor
Jim Garrett, Associate Professor
Roger B. Hill, Professor & Department Head
Marsha C. Hines, Senior Lecturer
Georgia Hodges, Associate Research Scientist
David F Jackson, Associate Professor
Sonia Janis, Associate Clinical Professor
Julie M Kittleson, Associate Professor
Julie Anne Luft, Professor
Kevin C. Moore, Professor
Robyn Lynn Ovrick, Senior Lecturer
Deborah J Tippins, Professor
Dorothy Y. White, Professor
Megan Wongkamalasai, Assistant professor
Xiaoming Zhai, Assistant Professor
Denise A. Spangler, Professor & Dean

Thank you for your consideration of this proposal. Please let me know if additional items are needed.

Sincerely,

Roger B. Hill
Department Head and Professor
Mathematics and Science Education
ATTACHMENT A
PROPOSAL FOR ACADEMIC UNIT NAME CHANGE

Date: 10-SEP-2020

Department/Division: Mathematics and Science Education

School/College/Unit: Mary Frances Early College of Education

Proposed Effective Date: immediately upon final approval

NAME CHANGE:

Current Name: Department of Mathematics and Science Education

Proposed Name: Department of Mathematics, Science, and Social Studies Education

JUSTIFICATION:

Attach a justification and rationale for the requested changes, and include any relevant documentation. If this change is in response to an accreditation body, please include that language in the proposal.

APPROVALS:

Attach documentation of approval from all involved units.
JUSTIFICATION AND RATIONALE

Effective July 1, 2020, the three faculty associated with the Social Studies Education program moved from the Department of Educational Theory and Practice (ETAP) to the Department of Mathematics and Science Education (MSE). This move was the culmination of a year-long process initiated by the Social Studies faculty, and ultimately supported by both ETAP and MSE through formal votes.

Now that Social Studies is a program area that is a part of MSE, a new name is needed to include that discipline in the department name. Several options were considered by the combined faculty, but they voted in favor of the requested name following discussion during a faculty meeting on August 18, 2020. The vote was 17 in favor of Mathematics, Science, and Social Studies Education and two for an alternative name that had been suggested.

Structurally, the department will continue to function in much the way it has in the past. Two program areas previously provided preparation of secondary teacher in Mathematics Education and Science Education as well as offering courses for elementary education and middle grades majors. The Social Studies program also has courses for majors preparing to teach in secondary settings as well as for elementary education and middle grades. All three of these program areas will continue to provide these two strands of coursework for students within the college.
16 September 2020

Fiona Liken  
Associate Vice President for Instruction and Registrar  
Office of Instruction  
102 Holmes Hunter  
CAMPUS

Dear Associate VP and Registrar Liken:

I am writing to request approval for changing the name of the *Department of Mathematics and Science Education* to the *Department of Mathematics, Science, and Social Studies Education*. Effective July 1, 2020 the faculty in the Social Studies Program area moved from ETAP to MSE. As a result, the change in department name is needed to accurately identify the disciplines now included in the unit.

We have become aware that there are a number of changes needed in addition to the change of name in the department. The Office of Curriculum Systems has been especially helpful in identifying issues needing attention.

We are requesting the following changes be effective January 11, 2021:

- Move the administrative home of Social Studies Education Program from the Department of Educational Theory and Practice to the Department of Mathematics and Science Education

- Move the administrative home of the Social Studies Education Program faculty from the Department of Educational Theory and Practice to the Department of Mathematics and Science Education

- Move the administrative home of the major in Social Studies Education (B.S.Ed.) from the Department of Educational Theory and Practice to the Department of Mathematics and Science Education
• Move the administrative home of the major in Social Studies Education (M.Ed.) from the Department of Educational Theory and Practice to the Department of Mathematics and Science Education

• Move the administrative home of the major in Social Studies Education (M.A.T.) from the Department of Educational Theory and Practice to the Department of Mathematics and Science Education

• Move the ESOC prefix to MSE in the CAPA system

• Change the name of the Department of Mathematics and Science Education to the Department of Mathematics, Science, and Social Studies Education

Thank you for your assistance in processing this request.

Sincerely,

Roger B. Hill  
Department Head and Professor  
Mathematics and Science Education

[Signature]

Approved:  
Denise A. Spangler  
Dean, Mary Frances Early College of Education
TO: Dr. Ron Walcott, Interim Dean of the Graduate School
    Fiona Liken, Assistant Vice President

FROM: Dr. Stacey Neuharth-Pritchett, Associate Dean for Academic Programs

DATE: September 24, 2020

RE: Deactivation of the PHD in LLOD– Gwinnett Campus Only

Please find attached a proposal to deactivate the PhD in Learning, Leadership, and Organization Development at the Gwinnett Campus.

The College of Education’s Curriculum Committee approved this proposal on September 24, 2020
PROPOSAL FOR DEACTIVATION OR TERMINATION OF AN ACADEMIC PROGRAM

Date: 8/19/2020

School/College: College of Education

Department/Division: Department of Lifelong Education, Administration, and Policy

Program (Major and Degree): PhD in Learning, Leadership and Organization Development (LLUOD)

Which campus(es) offer this program? Gwinnett

Deactivation or Termination? Deactivation

Proposed Effective Date: Fall 2020

Last date students will be admitted to this program: No students are enrolled at the Gwinnett campus

Last date students will graduate from this program: No students are enrolled at the Gwinnett campus

Note: There may be no enrollment in the program as of the termination effective date.

Program Abstract:
Provide a brief summary of the program being proposed for deactivation or termination.

For Deactivated or Terminated Programs:

1. State the reasons for deactivating or terminating the program, and provide copies of any relevant documents.

This proposal is to deactivate the PhD in Learning, Leadership, and Organization Development (LLUOD) at the Gwinnett campus. The College of Education was contacted by the Office of Accreditation and Institutional Effectiveness to validate programs for the university’s upcoming SACSCOC accreditation process offered across University of Georgia campuses. The PhD in LLOD Development was coded as a program at the University of Georgia Gwinnett campus. This program is only offered at the Athens campus. It appears that when the university moved to the Banner system that this program was coded as an option for the Gwinnett campus. There are no faculty assigned to that campus from the Department of Lifelong Education, Administration, and Policy. Some courses are offered on that campus for doctoral students but those students are coded as Athens-based students and not Gwinnett-based students. The faculty within the LLOD program would like to deactivate the program at Gwinnett while they consider whether or not they would like to expand their doctoral offerings at that campus to offer the PhD program at that site.

2. What will be done to minimize the impact of the deactivation or termination of the program upon the personal and professional lives of the faculty and staff involved? Include specific information on: a) how faculty and staff will be notified of the deactivation or termination, and b) how faculty and staff will be reallocated.

Not applicable, the program is not offered at the Gwinnett campus. No changes are proposed for the Athens-based program.

3. What will be done to insure that deactivation or termination of the program does not weaken other programs (graduate, undergraduate, or professional) for which the department may be responsible?

Not applicable, the program is not offered at the Gwinnett campus. No changes are proposed for the Athens-based program.

Approvals:

[Signature]
Department Head

[Signature]
Dean of School/College

[Signature]
Dean of Graduate School
PROPOSAL FOR AN EXTERNAL DEGREE

Date: July 29, 2020

School/College: College of Pharmacy

Department/Division: Clinical and Administrative Pharmacy

Program (Major and Degree): Pharmacy (M.S.) and Pharmacy (Ph.D.)

Which campus(es) will offer this program? Augusta

Will any approved areas of emphasis be offered under this major? Clinical and Experimental Therapeutics

Proposed Effective Date: Spring 2021

1. Assessment

The purpose of the Area of Emphasis in Clinical and Experimental Therapeutics (CET) offered under the majors in Pharmacy (M.S.) and Pharmacy (Ph.D.) in the University of Georgia (UGA) College of Pharmacy is to provide doctoral and master's training in clinical and therapeutics-related research that directly connects the basic science laboratory with the clinical practice setting. The program was created to address one of the primary goals of the UGA Biomedical Sciences and Health Initiatives that was intended to enhance the interdisciplinary interactions between UGA and what is now Augusta University. This is a unique program that emphasizes an interdisciplinary and translational approach to graduate training. For this reason, the program is located adjacent to the Augusta University Medical School Campus. This allows faculty and students to conduct translational research. This Ph.D. and M.S. area of emphasis in Clinical and Experimental Therapeutics and is a multi-disciplinary program that involves the investigation of disease processes, drug development, and the efficacy and toxicity of therapeutic regimens. The program is designed so that students develop specific competencies in clinical and experimental therapeutics that are translational among the basic, applied, and clinical settings. Course requirements and research opportunities for graduate students enrolled in the program provide both experimental (basic) and clinical science experience. Compared with the existing programs in the basic medical sciences, the CET curriculum provides a greater emphasis on the clinical relevance of research studies while maintaining rigorous instruction in experimental design, statistical analysis, and hypothesis testing. It also recognizes the emerging research interests of those holding the Doctor of Pharmacy (Pharm.D.) degree, as well as Pharm.D. candidates, and provides a viable career path for those who prefer more extensive research experience than provided by traditional residencies or fellowships.

This program also sets the environment for the development of Pharm.D./M.S. and Pharm.D./Ph.D. programs, which is a more focused approach to train biological scientists in translational research than the standard Ph.D. or M.D./Ph.D. programs.

2. Admission Requirements

The CET Graduate Faculty admits students directly into the M.S. and Ph.D. programs of study on a competitive basis. Students wishing to enter a program of study leading to a Master of Science or Doctor of Philosophy degree in Pharmacy with a Clinical and Experimental Therapeutics Area of Emphasis must possess, at a minimum, a bachelor’s degree (or its equivalent) from an accredited four-year college or university as well as the required prerequisites (see below). Students who are admitted to the Ph.D. program are eligible for Ph.D. candidacy once they have completed all the requirements for such, but are not required to obtain an M.S. degree prior to their application for candidacy for the Ph.D. Applications must be submitted to the UGA Graduate School.
3. Program Content
A full course load for a student who does not hold an assistantship or fellowship is considered to be 15 semester hours. Course loads exceeding 17 semester hours require written approval of the major professor, the graduate coordinator, and the dean of the Graduate School. A student on assistantship may not exceed a 15-hour maximum course load without approval of the graduate coordinator and the dean of the Graduate School. If the student's assistantship exceeds 4/9 time, the student's course load may be reduced accordingly. Students who have completed all coursework, fulfilled the residence requirement, and are engaged only in research, will have their academic load assessed on an individual basis. Graduate students will not be considered to be carrying a full course load if registered for fewer than 15 semester hours in the fall or spring or 12 semester hours in the summer. Students using University facilities and/or staff time are required to register for a minimum of 3 semester hours.

Required Ph.D. Core Courses: (8000 and 9000-level or the equivalent)
Laboratory Rotation (minimum of 3 different laboratories)

Suggested course schedule:

Core Courses
PHRM8600 Drug Targets in Signal Transduction Pathways (3 credit hours)
PHRM8080 Grantmanship (3 credit hours)
PHRM7230 Ethical issues in research (3 credit hours)
PHRM8730 Journal Club/Seminar (1 credit hour)

Elective Courses
PHRM8700 Advanced Therapeutics-I (4 credit hours) – MS
PHRM8740 Introduction to CET Research (4 credit hours) – PharmD/MS

• Spring Semester (14 CR):

Core Courses
PHRM8750 Methods in experimental therapeutics (3 credit hours)
PHRM7100 Biomedical Statistics (3 credit hours)
PHRM8710 Advance Therapeutics-II (3 credit hours)
PHRM8730 Journal Club/Seminar (1 credit hour)

Elective Courses
PHRM5901 APPE Research (5 credit hours) – PharmD/MS
PHRM8740 Introduction to CET Research (4 credit hours) – MS

• Summer Semester (4 CR):

Elective Courses
Year 2 (Minimum of 32 credit hours required)

[For students opting for a 2-year (thesis) and for residents looking for a 1-year (thesis) option]

- **Fall Semester (15 CR):**

  *Core Courses*
  
  PHRM7000 Master’s Research (8-11 credit hours) - MS
  
  PHRM9000 Doctoral Research (8-12 credit hours) – PhD
  
  PHRM8730 Journal Club/Seminar (1 credit hour) – PHRM8730

  *Elective Courses*
  
  PHRM8600 Drug Targets in Signal Transduction Pathways (3 credit hours) – Resident/MS

- **Spring Semester (13 CR):**

  *Core Courses*
  
  PHRM7000 Master’s Research (3-8 credit hours)
  
  PHRM9000 Doctoral Research (8-12 credit hours) – PhD
  
  PHRM8730 Journal Club/Seminar (1 credit hour)
  
  PHRM8740 Clinical rotation (4 credit hours)

  *Elective Courses*
  
  PHRM8080 Grantmanship (3 credit hours)
  
  PHRM7230 Ethical issues in research (3 credit hours)

- **Summer Semester (12 credit hours):**

  PHRM7300 Master’s Thesis Dissertation (8-12 credit hours) - MS
  
  PHRM9000 Doctoral Thesis Dissertation (8-12 credit hours) – PhD

  *Elective Courses*
  
  PHRM8740 Clinical rotation (4 credit hours)
Additional courses may be required depending on a student's academic and professional background and the discretion of the student's advisory committee. Students not exhibiting excellent written and/or oral communication skills will be required to take various courses to correct these deficiencies.

* Courses identified with a* may be exempted by those holding a Pharm.D. degree.
The major professor counsels the student in pursuing his or her program of study and advises the student concerning procedural steps in the graduate program. The major professor advises the student in choosing and pursuing a research topic, the preparation of a dissertation, and obtaining admission to candidacy. Since the major professor serves as the primary mentor for the student, the student should make this choice only after careful thought and consideration. The student selects a major professor by the beginning of the second academic year. The choice of a major professor will be contingent upon the mutual consent of the student and the faculty member. The major professor must be a full member of the UGA Graduate Faculty and a core CET faculty member. Upon selection of a major professor, the student must notify the director of the CET program and the department graduate coordinator in writing. The final approval of the document regarding the student's selection of a major professor requires the signature of the Department Head. While a change of major professor is possible after the original selection and approval, this will only be allowed under extenuating circumstances and for justifiable reasons. Requests for such a change, including the justification, must be submitted to the director of the CET program and the department graduate coordinator in writing. As in the case above, final approval of the document regarding the student's change of major professor requires the signature of the Department Head.

For the Doctor of Philosophy degree, each student will form a Dissertation Advisory Committee by the end of the 5th semester (spring of the second year). This committee will approve the Program of Study and dissertation prospectus and conduct the preliminary examinations and dissertation defense. The major professor and student will keep the Dissertation Advisory Committee regularly informed of progress. The advisory committee will include at least five members, including the major professor, two additional CET graduate faculty, and one UGA graduate faculty member from outside of CET. The fifth committee member can be from within the department or from outside of UGA. Students are encouraged to collaborate with Augusta University (AU) faculty. If a non-UGA graduate faculty member is selected, a request must be submitted to the UGA Graduate School. The request requires a letter of justification from the major CET faculty advisor and current curriculum vitae of the non-UGA faculty member. Dissertation Advisory Committee members must be approved by the Graduate Coordinator and the dean of the Graduate School. Once a dissertation committee is formed, members may not be removed without their written permission. (NOTE: a majority of graduate faculty must be selected (e.g., if there are 6 committee members, 4 will need to have graduate faculty status; or one member can have a non-voting status).

For the Master of Science degree, each student will form a Dissertation Advisory Committee by the end of the 2nd semester (spring of the first year). This committee will approve the Program of Study and dissertation prospectus and conduct the preliminary examinations and dissertation defense. The major professor and student will keep the Dissertation Advisory Committee regularly informed of progress. The advisory committee will include at least three members, including the major professor, one additional CET graduate faculty, and one UGA graduate faculty member from outside of CET or from AU with UGA graduate school permission. If a non-UGA graduate faculty member is selected, a request must be submitted to the UGA Graduate School. The request requires a letter of
justification from the major CET faculty advisor and current curriculum vitae of the non-UGA faculty member). Dissertation Advisory Committee members must be approved by the Graduate Coordinator and the dean of the Graduate School. Once a dissertation committee is formed, members may not be removed without their written permission.

4. Student Advising
Upon entering the CET graduate program, students will be advised by the Program Director until the student selects a major professor. The Director will assist the student in establishing a course of study during the first academic year that will include correcting any deficiencies, incomplete prerequisites, and required graduate courses. During the first two semesters of graduate study, the student should visit with all CET graduate faculty members to discuss their research interests. Laboratory rotations (up to three laboratory rotations of 10 weeks each) beginning the first semester of enrollment will assist the student in matching his/her research interests with that of a potential major professor.

The CET Graduate Program Committee acts as an advisory committee until the student chooses a major professor and Dissertation Advisory Committee. The Program Director meets with all graduate students each spring to discuss program changes or issues. At this time, each student is given a student advisory form to request a meeting to discuss progress or problems in detail and in confidence with the Program Director, Graduate Coordinator, or another member of the graduate program committee.

Students will select a major professor at the end of a two-semester laboratory rotation sequence. The choice of the major professor will be contingent upon the mutual consent of the student, the faculty member, and the Graduate Coordinator. The major professor will direct the student's research and meet with the Dissertation Advisory Committee at least once per year to discuss research and academic progress of the student. It is the major professor's responsibility to seek funding for the graduate student and their research.

5. Resident Requirements
Resident requirements are identical to those established for the Athens-based programs, with residence in the Augusta location serving to meet that requirement.

6. Program Management
For full details about management of the program, please review the program handbook [http://rx.uga.edu/wp-content/uploads/2020/06/CET-PROGRAM-HANDBOOK-2020.pdf](http://rx.uga.edu/wp-content/uploads/2020/06/CET-PROGRAM-HANDBOOK-2020.pdf). Additionally, the College of Pharmacy has a committee for Undergraduate and Graduate Education. This committee includes the program directors for all non-Pharm.D. degrees offered in the College. This committee provides oversight and guidance to all graduate programs as it relates to course approval, assessment of student learning, equity, and management of these programs.

7. Library and Laboratory Resources
The College has a dedicated university librarian in Athens who provides consultation to the faculty, staff, and students regarding access to literature and other resources necessary for the accomplishment of the mission. On the Augusta campus, the same procedure is utilized for accessing electronic library resources of the University of Georgia, and local library support is provided in some instances. Students, faculty, preceptors, instructors, and teaching assistants have access to a wide range of electronic resources to support the various programs across multiple campuses. The College purchases Access Pharmacy ($45K annually) to provide uniform access to relevant resources across the state.
8. Budget
Personnel:
4 x 1 FTE tenure-track faculty (9-month salary) $500,000
Benefits $100,000
Laboratory support for Charlie Norwood VAMC $40,000
Laboratory maintenance for HM lab $40,000
TOTAL YEARLY COSTS
$680,000

All four of the current faculty have extramurally funded research programs, from which all of the laboratory costs (indirect costs) and up to 50% of the personnel costs are covered. Student project costs (supplies) are covered by the individual faculty member.

All of the above costs will be internally allocated to this program.

The CET program has maintained an Augusta enrollment of 5 M.S. students and 5-7 Ph.D. students from 2019- present.

9. Program Costs Assessed to Students
There are no additional costs assessed to Augusta students beyond the normal costs for a graduate student in Athens.

10. Accreditation
The program is reviewed as part of the University's academic program review and the annual assessment reporting cycle through Xitracs. The Program Director and the Undergraduate and Graduate Education Committee review assessment data and make appropriate changes as part of the College's assessment cycle. It does not have a specialized accreditation other than falling under the SACSCOC accreditation.
Current policy:
I. Comprehensive Exams
A student must pass formal, comprehensive written and oral examinations before being admitted to candidacy for the degree. These examinations are administered by the student’s advisory committee.
The written comprehensive examination, although administered by the advisory committee, may be prepared and graded according to the procedures and policies in effect in the student’s department. The oral comprehensive examination will be an inclusive examination within the student’s field of study. An examination of the student’s dissertation prospectus (proposal) may precede or follow the oral comprehensive examination but may not take the place of the oral comprehensive examination. All members of the student’s advisory committee must be present simultaneously for the oral examination and prospectus (proposal) presentation.
The oral comprehensive examination is open to all members of the faculty and shall be announced by the Graduate School.
Attendance by other students is a program-level decision that must be applied uniformly. Additional guidelines for oral comprehensive examinations may be found in individual program graduate student handbooks.
The graduate coordinator must notify the Graduate School of the time and place of the examination at least two weeks before the date of the examination. The student and committee chair must appear in person for both components of the defense, but other committee members can participate via teleconference or video conference, provided that the comments of all participants can clearly and consistently be heard. If the major professor is not able to attend the defense in person, they can designate a substitute chair who is a current member of the committee. Under extenuating circumstances with approval by the department head, graduate coordinator, and defense can be held completely remotely.
Following each examination, written and oral, each member of the advisory committee will cast an electronic vote of pass or fail on the examination. To pass each examination, the agreement of the advisory committee is achieved with no more than one dissenting vote. An abstention is not an appropriate vote for the comprehensive examination. The results of both examinations will be reported to the Graduate School within two weeks following the oral examination.
Graduate School

Strategic Plan
2020-2025

***DRAFT***

Please provide your comments by October 31, 2020
Graduate Education Mission Statement

Prioritizing graduate education is critical to supporting and advancing the research, teaching and outreach missions of Georgia's flagship University. We seek to foster excellence in a broad, inclusive, and growing graduate enterprise that prepares intellectual leaders of the State, Nation, and World.

Vision

To empower and enrich global communities through advancements inspired by graduate education

Goal 1: Support graduate student success and well-being.

**Strategy 1.A: Enhance advocacy on behalf of graduate students for University and System-level decisions (health insurance, fees, assistantships, access to mental health care etc.)**

- Increase graduate student representation on University-level committees and advisory boards
- Increase the number of faculty representing the interests of graduate education on University-level committees and advisory boards
- Promote graduate education as an institutional priority, as evidenced by budgetary and resource commitment

**Accountability measures:**

- # of committees and advisory boards with graduate student representation
- # of faculty representing graduate education on University-level committees
- Budgetary resources committed to supporting graduate education

**Strategy 1.B: Offer Graduate School programming that is innovative, data-driven, responsive, and accessible**

- Participate in conferences to understand and anticipate issues and trends in graduate education and share best practices developed at the University of Georgia
- Conduct regular assessments to gauge and anticipate graduate student needs
- Design programming informed by best practices to address graduate student needs at all stages of training
- Design programming that is broadly accessible (e.g., extended campuses, scheduling, format) and maximizes participation
- Pursue synergistic partnerships to maximize efficient use of Graduate School resources
- Conduct ongoing program evaluation based on measurable learning outcomes
- Provide frequent opportunities for stakeholder input

Accountability measures:
- # of presentations made and sessions organized at graduate education conferences
- Annual graduate student needs assessments
- # of programs conducted
- # of students participating in programming
- Program modifications based on evaluations and feedback

**Strategy 1.C: Facilitate the enhancement, excellence and enrollment growth of Interdisciplinary Graduate Programs (IGP)**
- Promote comprehensive review of IGP funding and administrative structures and promote best practices and consistency across IGP
- Advocate for and raise profile of IGP
- Develop policies and mechanisms for supporting IGP
- Establish templates and provide administrative support to launch new IGP (and certificate programs)
- Advocate for clear, consistent guidelines for IGP funding models and clear guidelines for “counting” students at college, university and USG levels

Accountability measures:
- # of IGP
- # of students enrolled in IGP
- # of awards received by students in IGP
- Publications and presentations by IGP students

**Strategy 1.D: Develop and implement strategies to ensure effective graduate student mentoring**
- Promote effective mentor training for all faculty members
- Implement grievance policy and process for graduate students
- Establish an ombudsman program for graduate students

Accountability measures:
- Assessment of mentoring needs among faculty engaged in graduate education
- # graduate program faculty participating in mentor training
- Grievance policy developed and in place by FY 2022
- Ombudsman program developed and in place by FY 2022
- # of students being assisted by ombudsman program
Goal 2: Endorse equity and justice in graduate education by promoting access and retention, particularly for underserved students.

**Strategy 2.A:** Ensure access to graduate education by recruiting historically underrepresented and first-generation graduate students.

- Deliver effective recruitment programming for diverse communities
- Support graduate programs in their recruitment efforts
- Follow and encourage best practices in recruitment outreach
  - Foster/maintain relationships with underrepresented academic organizations (SACNAS, etc.)
- Promote and encourage holistic application review by graduate programs

**Accountability measures:**
- # of programs offered to support underserved students
- # of program attendees
- Attendee satisfaction
- Funding to graduate programs for student recruitment programs
- # of underserved attendees who apply to UGA Graduate School
- # of underrepresented and first-generation graduate students contacted
- # of underrepresented and first-generation graduate students who apply

**Strategy 2.B:** Promote retention of historically underrepresented and first-generation graduate students.

- Provide programming to assist the transition of underrepresented students into graduate school
- Offer retention programming for underserved graduate students

**Accountability measures:**
- # of programs offered to support underserved students
- # of program attendees
- Student satisfaction
- Funding to graduate programs for student retention
- # of underserved students who complete graduate degrees

Goal 3: Strengthen and simplify processes to support Graduate School stakeholders.

**Strategy 3.A:** Work with Graduate Council to re-engineer its function and structure

- Restructure Graduate Council to enhance effectiveness, including strengthening advocacy for graduate students
- Improve the communication function of Graduate Council so that it more effectively raises issues and concerns to the Graduate School leadership and communicates policy changes and other important information back to units

**Accountability measures:**
- Graduate Council restructure complete by FY 2023
o Annual survey of graduate program faculty regarding Graduate Council effectiveness

**Strategy 3.B: Comprehensively review business practices and core functions**

- Improve business process efficiency and establish cyclical review with a focus on supporting stakeholders
- Create clarity and consistency in the models for Graduate School student support, such as assistantships and awards
- Realign organizational structure of Graduate School with new strategic priorities
- Create Dean’s Advisory Council

**Accountability measures:**

- Complete process evaluation for Graduate School assistantships and awards by FY 2022
- Complete strategic reorganization by FY 2022
- Complete membership of Dean’s Advisory Council by FY 2023

**Strategy 3.C: Optimize graduate student application and enrollment management system and IT resources**

- Implement SLATE CRM tool
- Implement tools for tracking student progress to degree completion, accessible by key personnel in colleges/schools
- Partner with OIR to enhance Graduate School Dashboard with student placement and other outcomes data
- Continue to develop/enhance electronic forms to improve efficiency and reduce stakeholder administrative burden

**Accountability measures:**

- SLATE launched by FY 2021
- Survey of SLATE end-users
- # of OIR Data Dashboard users
- Graduate student tracking tool implemented by FY 2023
- # of users of graduate student tracking tools
- Graduate School forms converted to electronic versions by FY 2022

**Strategy 3.D: Increase training opportunities for graduate coordinators and graduate coordinator assistants**

- Offer a certificate in graduate education advising for GCAs
- Seek opportunity to review GC appointment and performance
- Investigate feasibility of creating a GCA job code
- Create online tutorials of Graduate School processes
- Articulate national best practices to staff and faculty, including GCs and GCAs
- Create annual GC and GCA awards

**Accountability measures:**

- Graduate education advising certificate established by FY 2023
- # of online tutorials created and published
Goal 4: Strengthen relationships with campus partners.

**Strategy 4.A: Strengthen and formalize relations with Office of Research (OoR)**
- Clarify shared responsibilities between OoR and Graduate School (e.g., in the area of training grant proposals and management)
- Continue monthly meetings of Graduate School and OoR staff responsible for training grants, fellowship applications, professional development, mentoring, communications, and interdisciplinary programs
- Establish quarterly meetings of Graduate School and OoR leadership

**Accountability measures:**
- Monthly meetings by FY 2021
- Quarterly meetings by FY 2021
- # of co-sponsored activities or initiatives for graduate students/faculty/staff
- # of proposals submitted

**Strategy 4.B: Strengthen relations with Office of Student Affairs and other offices to enhance graduate student life**
- Seek partnerships that promote use of support services by graduate students
- Seek partnerships that create services specifically for graduate students
- Advocate for allocation of physical space(s) on campus that are graduate-student specific

**Accountability measures:**
- # of programs specifically for graduate students offered by University support services
- # of graduate students participating in University support services programming
- Amount of physical space designated for graduate students

**Strategy 4.C: Strengthen relations with Office of Global Engagement to provide services and resources for international students**
- Partner with OGE to develop online resources to support international graduate students
- Partner with OGE to increase access to language resources for international students

**Accountability measures:**
- # of online resources available for international graduate students
- # of international graduate students utilizing online resources
- # of co-sponsored activities or initiatives for graduate students/faculty/staff
Strategy 4.D: Strengthen relations with partners to identify experiential professional development opportunities for graduate students.
- Develop partnerships with the Office of Industry Engagement, Innovation District and Corporate and Foundation Relations to identify professional development and research opportunities for graduate students
- Create opportunities for internships and externships for graduate students
  Accountability measures:
  - # of internships/externships for graduate students
  - # of other professional development and research opportunities for graduate students

Strategy 4.E: Increase fund raising for graduate education and graduate student support
- Seek partnerships with schools/colleges to secure funding for graduate education
- Work with Development and Alumni Relations to increase funding for graduate education
  Accountability measures:
  - Amount of development funding generated for graduate students
  - # of assistantships/fellowships supported by foundation funds

Strategy 4.F: Strengthen relations with Public Service and Outreach
- Work with faculty in J.W. Fanning Institute of Leadership Development to identify broader opportunities for graduate students to participate in community-engaged research and other experiential learning
- Explore opportunities for PSO faculty to receive credit for participating in graduate level coursework/trainings
- Explore internship/externship opportunities for graduate students in economic development.
  Accountability measures:
  - # of community-engaged research and experiential opportunities for graduate students
  - # of graduate students participating in community-engaged research/scholarship/certificates

Strategy 4.G: Enhance partnership with Human Resources to better support stakeholders engaged in graduate education
- Work with Human Resources to better support staff responsible for graduate student onboarding and payroll
- Partner with HR to assess effectiveness and efficiency of processes related to graduate students
  Accountability measures:
  - Streamlined onboarding and payroll processes for graduate assistants

Goal 5: Enhance communication with stakeholders
Strategy 5.A: Redesign Graduate School website for improved efficiency and user experience

- Solicit stakeholder feedback to continually inform website evolution
- Communicate accomplishments of UGA graduate students, faculty, and programs to raise profile of graduate education
- Communicate roles and responsibilities of Graduate School faculty and staff
- Maintain an updated and accessible list of all assistantships, awards and fellowships, and application deadlines
- Publicize professional development programs and improve coordination to avoid conflicts with department and college programming

Accountability measures:
- Comprehensive, integrated, easily navigable Graduate School website by FY 2022
- Surveys of end-user satisfaction with Graduate School website

Strategy 5.B: Improve effectiveness of Graduate School communication

- Hire Communications Director and establish comprehensive communications strategy
- Develop and implement comprehensive communications plan

Accountability measures:
- Communications Director responsibilities defined
- Communications Director hired
- # of people reached through various communication channels
- Level of audience engagement through advanced analytics
Background

UGA is encouraging the use of Open Researcher & Contributor Identifier (ORCID) as a way for scholars to identify and receive credit for their scholarly outputs and activities. Scholars can also use ORCID to maintain a profile of their professional accomplishments. More information on the advantages of ORCID can be found on the UGA ORCID Portal.

ORCID is also integrated with UGA Elements so that publications and affiliation can be synchronized between the two systems. The use of the ORCID iD is particularly advantageous to scholars early in their career since it can be associated with all their scholarly work from the beginning. Assuring that as many graduates as possible have ORCID iD’s also assists the Graduate School and their graduate programs in maintaining communication with graduates over time after graduating from UGA.

Thus, the Graduate School is supporting outreach and training efforts to encourage graduate students to register for an ORCID iD. We should also develop incentives for graduate students to register. We have developed a short video tutorial to show graduate students how to register through UGA Elements and connect their profiles: Elementary-ORCID&Elements

Proposal

One potential incentive for ORCID registration is a requirement that a graduate student have an ORCID iD to progress through their program of study. There are many points at which this incentive could exist, but one that is easy to implement is at the final stage of a graduate career, the submission of the thesis or dissertation to the ETD system (at least for a majority of students). The recent migration of our ETD process to the ProQuest system makes this implementation particularly straightforward. ProQuest already asks for the submitters ORCID iD; we would only need to make that field mandatory. (Other institutions have already established such a requirement, e.g., University of Massachusetts-Amherst, Texas A&M, University of Texas Southwestern Medical Center.)

The final stage of a graduate career is a particularly stressful time, so we would need to assure that the student has every opportunity to register for an ORCID iD earlier in their career; the ETD requirement would simply be the incentive to take advantage of these opportunities. Of course, the earlier a graduate student registers, the more advantage they get from their ORCID iD. Publishers are increasingly likely to require an ORCID iD for manuscript submission. Funding agencies are starting to require ORCID iD for submission of proposals. ORCID is now integrated with SciENcv, used by both NIH and NSF to create biographical sketches submitted with proposals.

As a gauge of the impact of this change, all ProQuest ETD submissions as of mid-March 2020 were analyzed. 59% of these submissions had an ORCID iD associated with the submission record. This suggests that managing this change will not be overwhelming.

We propose to:

1. Announce that, starting on some future date (1 Jan 2021?), the ETD submission will require the entry of an ORCID iD
2. Disseminate materials and training opportunities to all Graduate Coordinators and Assistants to assist them in encouraging their graduate students to register with ORCID (e.g., the video linked above)
3. Train all departmental librarians in the registration of graduate students with ORCID
4. Create more video tutorials, how-to guides, etc., for dissemination through the Graduate School web site
5. Consider other opportunities (e.g., Graduate School sponsored awards, assistantships) for requiring an ORCID iD
6. Develop a system to monitor ORCID registration across UGA