

**Graduate Council Minutes
April 19, 2016
Health Science Campus, Health Education Building, Room 103**

Present: Debra Boardley, Joseph Dake, Michael Dowd, Ali Fatemi, Viviana Ferreira, Eric Prichard (GSA), Dwight Haase, Susanna Hapgood, Mohamed Samir Hefzy, David Jex, Andrea Kalinoski, Marcella Kehus, Junghwan Kim, Jon Kirchhoff, Anand Kunnathur, Jyl Matson, Marcia McNerney, William Messer, Holly Monsos, Daryl Moorhead (for Hans Gottgens), Ron Opp, Susan Pocotte, Geoffrey Rapp, Sonmez Sahutoglu, Diane Salvador, Youssef Sari, Joseph Schmidt, Rebecca Schneider, Martha Sexton, Diana Shvydka, Susan Sochacki, Pamela Stover, Jerry Van Hoy, Richard Welsch, Kandace Williams.

Excused: Ainsworth Bailey, Patricia Komuniecki, Barry Scheuermann, Viranga Tillekeratne.

Absent: Richard Johnson, Willie McKether, John Plenefisch, Amal Said.

Call to Order, Roll Call, and Approval of Minutes

The meeting was called to order and the roll called.

Executive Reports

Report of the Executive Committee of the Graduate Council

Next week is our last meeting for the 2015-2016 academic year. At this meeting we will have three important tasks. We will decide on whether to empower the GCEC to act on behalf of the GC regarding any curricular matters that have been identified as likely to need attention over the summer. We will also need to define which colleges are main campus or health science campus. Finally, we will hold elections for the vice-chair and the at-large member of the new GCEC.

The College of Graduate Studies will be represented by the following individuals at commencement on May 7th:

Morning: Rebecca Schneider, Susanna Hapgood, Lauri Dinnebeil, and Jennifer Hill.

Afternoon: Rebecca Schneider, Jerry Van Hoy, Cora Lind, and Beth Schlempler.

Report of the Graduate Student Association

Mr. Eric Prichard, President of the Graduate Student Association (GSA) reported the results of the GSA elections for 2016-2017:

President	Mr. Eric Simpson
Vice President	Ms. Jessica Sherman
Treasurer	Mr. Suren Uswatta
Secretary (Main Campus)	Mr. Colins Imoh
Secretary (Health Science Campus)	Ms. Neha Nandekar
Communications Specialist	Mr. Geethika Liyanage

Further information on the GSA will be provided by Dr. Susan Pocotte in her report to Graduate Council today titled "Graduate Student Affairs Report to GC, April 19, 2016".

Report of the Vice Provost for Graduate Affairs and Dean of the College of Graduate Studies

Dr. Susan Pocotte, Associate Dean for Academic Affairs in the College of Graduate Studies, reported on behalf of Dean Komuniecki who was out of the country on university business.

Fall 2016 applications are up by 6% (n=200) as compared to last year at this time. There is a lot of activity on the part of the college departments regarding decision to admit. The administrative weekly monitoring is now focused on capture rate. In other words, the number of the admitted students accept offers and enroll in fall. It would be great if everyone's efforts translate to an uptick in enrollment.

Dr. Pocotte attended the Midwestern Associate of Graduate Schools (MAGS) Annual Meeting from April 5-8, 2016. She shared with the Council inspiring graduate student activity (3 Minute Thesis Competition) that she was fortunate to witness and hopes that UT would consider doing something similar in the near future such as the next 2 years. If there is faculty interest, a small ad-hoc steering committee could be formed this spring to begin discussion and planning.

3 Minute Thesis Competition

This competition was initiated and branded by the University of Queensland in 2008. Many Universities are adopting it across the country. We may apply to University of Queensland for rights, format rules, and judging criteria. Within the last two years, the Council of Graduate Schools (CGS) and the regional affiliates such as Midwestern Associate of Graduate Schools (MAGS) have been promoting the use of 3 Minute Thesis.

It is a progressive competition within the University. There are a few heats to identify the finalists for a last heat to identify winners. Within regions, the University winners compete at regional or national level. A graduate student presents a 3 minute presentation on their research topic with one static slide (no animations or video) and synthesize the hypothesis, significance, methods, and results so that a lay person is able to understand. Faculty research mentors should help the student prepare.

Here are some of the rules:

- A single static PowerPoint slide is permitted. No slide transitions, animations or 'movement' of any description are allowed. The slide is to be presented from the beginning of the oration.
- No additional electronic media (e.g. sound and video files) are permitted.
- No additional props (e.g. costumes, musical instruments, laboratory equipment) are permitted.
- Presentations are limited to 3 minutes maximum and competitors exceeding 3 minutes are disqualified.
- Presentations are to be spoken word (e.g. no poems, raps or songs).
- Presentations are to commence from the stage.
- Presentations are considered to have commenced when a presenter starts their presentation through either movement or speech.
- The decision of the adjudicating panel is final.

The competition grouping is by degree level (Ph.D., Master's) and multiple disciplines compete in heats and final competitions. Judges are faculty. A rubric is followed.

This is an excellent student professional development opportunity. The originators of the 3 Minute Thesis, CGS and MAGS emphasize that with senior leadership and community stakeholders should be expected to support the initiative. It is also a great public relations opportunity. Cash prizes incentivize the participation and suggest value.

Judging Criteria

Comprehension & Content

- Did the presentation provide an understanding of the background to the research question being addressed and its significance?
- Did the presentation clearly describe the key results of the research including conclusions and outcomes?
- Did the presentation follow a clear and logical sequence?
- Was the thesis topic, key results and research significance and outcomes communicated in language appropriate to a non-specialist audience?
- Did the speaker avoid scientific jargon, explain terminology and provide adequate background information to illustrate points?
- Did the presenter spend adequate time on each element of their presentation - or did they elaborate for too long on one aspect or was the presentation rushed?

Engagement & Communication

- Did the oration make the audience want to know more?
- Was the presenter careful not to trivialize or generalize their research?
- Did the presenter convey enthusiasm for their research?
- Did the presenter capture and maintain their audience's attention?
- Did the speaker have sufficient stage presence, eye contact and vocal range; maintain a steady pace, and have a confident stance?
- Did the PowerPoint slide enhance the presentation - was it clear, legible, and concise?"

Information and Discussion Items

Update on Search for the Dean of the College of Graduate Studies

Dr. William Messer stated the committee expects to meet with 5 of the candidates shortly. The goal is to announce the finalists and arrange the interview schedule so that the campus has the opportunity to meet with them before the end of spring semester.

SEP Council Update

Dr. Susan Pocotte, SEP Graduate and Professional Workgroup member, reported that the group has prepared a situation analysis document that will be discussed with the consultant Lew Sandborne of Ruffalo Noel Levitz and James Mager, Interim Vice President for Enrollment Management on Wednesday April 20th.

In addition, a SEP Council meeting is scheduled for April 21st.

Our group has worked hard to analyze data from many raw databases for the purposes of summarizing "where we are" in terms of graduate and professional students at UT. We have tried to define our student numbers in terms of diversity, demographics, College/program funnel, student satisfaction, employment trends, funding, and so on. The data will inform rationale for strategic goals designed to increase enrollment, creation of new programs and other initiatives aligned with our Mission and Vision.

The task is laborious. We look forward to Lew and Jim's feedback. One of the next steps is to compile the efforts of the various work-groups to help visualize the big picture of where we are, so that data driven strategic planning can move forward over the summer months.

Research Office Update

Dr. William Messer, Vice President for Research, reported that the Office of Research and Sponsored Programs has held four grant writing workshops in the spring semester. The first three workshops focused on NIH and biomedical sciences, NSF and science and engineering and social sciences, education and business. Each of these workshops featured a faculty panel that provided insight into the grant development process and offered strategies for seeking funding. The fourth workshop targeted faculty in the humanities and the arts, and featured a presentation from Dr. David Merkwowitz, Assistant Director of Ohio Humanities, on the programs available through his organization. Over 60 faculty and five graduate students attended the workshops. A survey has been sent to all participants seeking feedback, which will be utilized in developing additional workshops. Based on early feedback, workshops are planned for the fall to focus on further developing grant writing skills.

ORAU and Grant Writing Workshops

Dr. Messer was pleased to report that The University of Toledo also is forging partnerships with several organizations to promote research and education. This March, UT became a sponsoring member of Oak Ridge Associated Universities (ORAU; orau.org), an organization that promotes collaborative research and education opportunities with Oak Ridge National Laboratories (ORNL). We expect to host a representative from ORAU at The University of Toledo this summer to meet with faculty and students and learn more about our research and education programs that dovetail with ORNL initiatives. In addition, the Ohio Federal Research Network is an organization funded by the Ohio legislature to promote interactions between Ohio universities and federal research installations in Ohio such as NASA Glenn, the Air Force Research Laboratory (AFRL), the Air Force Institute of Technology (AFIT) and the National Air and Space Intelligence Center (NASIC). Faculty with research interests that align with these federal agencies should talk with Dr. Messer to learn more about opportunities for research funding.

Standing Committee Reports

Report of the Curriculum Committee

On behalf of the Graduate Council Curriculum Committee (GCCC) Dr. Patricia Relue reported that the GCCC reviewed and approved the following curriculum including the catalog clean-up project.

Council unanimously approved the curriculum presented.

#	Proposal Type	Coll	Dept	Proposal Name	Course No.	Summary of proposal
1	NPP	LW	Law	Graduate Certificate in Health Care Compliance <i>(correct to 18 hours)</i>	NA	Correction to Graduate Certificate approved earlier this year. Reduction of cr hrs from 21 to 18, Health Care Fraud & Abuse OR Health Law (3 cr each).
2	NPP	LW	Law	Graduate Certificate in Higher Education Compliance <i>(correct to 17 hours)</i>	NA	Correction to Graduate Certificate approved earlier this year. Reduction of cr hrs from 20 to 17. Remove Employment Law or Employment Discrimination (3 cr hr).
3	PRR	PH	Medicinal & Biological Chemistry	MS in Medicinal Chemistry	NA	Reduction in required seminar hrs from 4 to 3. Only change relative to prior program revision.

4	PRR	PH	Medicinal & Biological Chemistry	PhD in Medicinal Chemistry	NA	Changes in the number of seminar hrs that will count toward degree (6-8). Also, change to indicate that electives counted toward the degree can be 8 or more. Only change relative to prior program revision.
5	NCP	MD	College of Medicine program - no department	Pathophysiology of Organ Systems	INDI 5350	2-10 cr. hr. New required course for students in the MSBS-MS (1 year) program. Students in the MSBS-MS program will take the course for 10 hrs. Variable hrs offered for students in other programs that may want to take parts of the course a la carte for credit.
6	PRR	MD	College of Medicine program - no department	MS in Biomedical Sciences (MSBS) Medical Sciences Program	NA	Reduction in cr hrs from 40 to 37. Removal of NERS 5810 (6), PHYA 6600 (1), PUBH 6010 (3), INDI 5250 (3). INDI 6980 Scholarly project reduced from 9 to 8 cr. hr. Added INDI 6920 Readings in Public Health (1) and INDI 5350 Pathophysiology of Organ Systems (10).
7	NCP	SJ	Criminal Justice, Social Work and Legal Specialties	Practicum in Interprofessional Teaming	SOCW 7640	(2 cr hr) The purpose of this practicum is to provide students enrolled in the Graduate Certificate in Teaming for Early Childhood (GCTEC) program with an opportunity to engage in interprofessional teaming in order to provide integrated services to young children with special needs in an inclusive setting. <i>Needs signature page before it can leave GC.</i>
8	PRR	NU	Nursing	MSN-DNP track	NA	(36 cr hr). Uses existing courses from the BSN to DNP (up to 11 courses) plus 3 courses from the existing MSN to DNP program WSU plans to discontinue the MSN to DNP consortium agreement with UT.
9	NCP	CA	Communication	Communication Research Methods	COM M 6200	(3 cr hr) Research methods, design and conventions in social scientific communication research including measurement, operationalizations, experimental and quasi-experimental design, analysis interpretation and reporting of findings, including quantitative and qualitative approaches. For students in Graduate Certificate program.
10	NCP	SM	Chemistry	Principles of Organic and Inorganic Chemistry	CHEM 5100	(4 cr hr) Course is part of a new track (chemistry) in the existing Master of Education and Science degree program. The course is designed for secondary teachers that wish to teach in the College Credit Plus program. Study of coordination compounds, polymerization, structure-property relationships, and commercial materials.

11	NCP	HE	Kinesiology	Evaluation and Management of Lower Extremity Injury	KINE 6210	(4 cr hr) The study of the pathology, etiology and presentation of lower extremity injuries. Subjective and objective components as well as orthopedic special testing will be introduced and serve as the foundation for the formulation of a systematic evaluation method. In addition, acute management techniques include first aid as well as immobilization methods will be introduced. Laboratory concepts include selection and implementation of appropriate evaluation and acute management techniques.
12	NCP	HE	Kinesiology	Functional Musculoskeletal Anatomy	KINE 6140	(3 cr hr) A cadaver anatomy course focusing on foundation concepts of structural kinesiology and anatomy. In addition, the structure of various musculoskeletal tissues and functional joint complexes will be examined.
13	NCP	HE	Kinesiology	Foundations of Athletic Training Practice	KINE 6150	(4 cr hr) Introduction to the profession of athletic training including history, regulation of practice, and the role of the profession in the sports medicine healthcare team. Additional concepts include risk management, injury recognition, systematic evaluation and acute management of injuries. Laboratory concepts include selection and application of appropriate prophylactic and protective taping, wrapping and bracing techniques as well as selection and application of appropriate first aid, ambulation aids and immobilization.
14	NCP	HE	Kinesiology	Evaluation and Management of Upper Extremity Injury	KINE 6220	(4 cr hr) The study of the pathology, etiology and presentation of upper extremity injuries common in active populations. Subjective and objective components as well as orthopedic special testing will be introduced and serve as the foundation for the formulation of a systematic evaluation method. In addition, acute management techniques include first aid as well as immobilization methods will be introduced. Laboratory concepts include selection and implementation of appropriate evaluation and acute management techniques.
15	NCP	HE	Kinesiology	Therapeutic Interventions I	KINE 6310	(3 cr hr) The study of the physiological, mechanical and bioelectrical principles related to the application of thermal, electrical and mechanical modalities in the treatment of musculoskeletal injury. Laboratory concepts include selection and application of appropriate modality use specific to patient values and situation.
16	NCP	HE	Kinesiology	Clinical Biomechanics	KINE 6410	(3 cr hr) The study of common kinematic and kinetic alterations that can occur following acute and chronic musculoskeletal injuries and the deleterious effects these changes can cause. In addition, students will be introduced to both laboratory and clinical techniques to assess and alter the kinematic and kinetic deficits associated with injury.

17	NCP	HE	Kinesiology	Evaluation and Management of General Medical Conditions	KINE 6510	(3 cr hr) The study of the pathology, etiology and presentation of common general medical conditions in active populations. Systems will include cardiovascular, respiratory, gastrointestinal, genitourinary, reproductive, dermatologic and neurologic systems and infectious diseases. For each system, subjective and objective components as well as common special tests will be introduced. In addition, concepts of pharmacology including pharmacokinetics, basic drug classifications and legal aspects of use will be covered. Specific focus will be placed on common therapeutic drugs used in sports medicine.
18	NCP	HE	Kinesiology	Management of Emergency Situations in Athletic Training	KINE 6520	(3 cr hr) A laboratory and or simulation based course that focuses on the recognition and management of emergency situations common in sports medicine. Concepts of emergency preparedness will also be covered.
19	NCP	HE	Kinesiology	Clinical Skills I	KINE 6610	(2 cr hr) The first of sequential courses that focuses on development of professional behaviors and review of concepts and skills from previous coursework. In addition, clinical education rotations provided will allow students to implement course material into a clinical setting and gain practical hands-on experience working under the supervision of a certified athletic trainer.
20	NCP	HE	Kinesiology	Clinical Skills II	KINE 6620	(2 cr hr) The second of sequential courses that focuses on development of professional behaviors and review of concepts and skills from previous coursework. In addition, clinical education rotations provided will allow students to implement course material into a clinical setting and gain practical hands-on experience working under the supervision of a Certified Athletic Trainer.
21	NCP	HE	Kinesiology	Clinical Skills III	KINE 6630	(2 cr hr) The third of sequential courses that focuses on development of professional behaviors and review of concepts and skills from previous coursework. In addition, clinical education rotations provided will allow students to implement course material into a clinical setting and gain practical hands-on experience working under the supervision of a Certified Athletic Trainer.
22	NCP	HE	Kinesiology	Clinical Skills IV	KINE 6640	(2 cr hr) The final of sequential courses that focuses on development of professional behaviors and review of concepts and skills from previous coursework. In addition, clinical education rotations provided will allow students to implement course material into a clinical setting and gain practical hands-on experience working under the supervision of a Certified Athletic Trainer.

23	NCP	HE	Kinesiology	Therapeutic Interventions II	KINE 6700	(3 cr hr) The study of the advanced techniques related to rehabilitation of musculoskeletal injuries. Concepts include development of an exercise program, exercise program progression, indication and contraindications for specific techniques as well as reconditioning, return to play and preventative programs. Laboratory concepts include selection and implementation of appropriate rehabilitation techniques specific to patient values and situation.
24	NCP	HE	Kinesiology	Organization and Administration of Athletic Training	KINE 6710	(3 cr hr) The study of concepts related to the administration of athletic training programs including legal aspects and regulation of clinical practice, department and personnel management, budgeting, medical records management, risk management planning, facility design, development of referral programs and basic program outcome assessment methods.
25	NCP	HE	Kinesiology	Optimization of Performance and Wellness	KINE 6730	(3 cr hr) An investigation into the nutritional and psychological components of optimal performance and wellness in active populations as well as recognition and appropriate referral of patients with suspected substance abuse and mental health disorders. In addition, concepts related to wellness and fitness assessment and weight management in a healthy population including prescription of strengthening and conditioning exercises will be discussed.
26	NCP	HE	Kinesiology	Foundations of Scholarly Practice	KINE 6800	(3 cr hr) An introduction to the consumption and appraisal of research. Investigation of evidence-based practice concepts as well as introduction to literature databases and resources available to help translate research to clinical practice.
27	NCP	HE	Kinesiology	Scholarly Project I	KINE 6810	(1 cr hr) The first of sequential courses designed to provide students hands-on engagement in clinical research and scholarship related to the athletic training field. Students will work with course Instructor and or research advisor to develop a clinical question and begin to design a research project related that question.
28	NCP	HE	Kinesiology	Scholarly Project II	KINE 6820	(1 cr hr) The second of sequential courses designed to provide students hands-on engagement in clinical research and scholarship related to the athletic training field. Students will work with course Instructor and or research advisor to carry out a research project including but not limited to recruitment of subjects, data collection and data analysis.

29	NCP	HE	Kinesiology	Scholarly Project III	KINE 6830	(1 cr hr) The third of sequential courses designed to provide students hands-on engagement in clinical research and scholarship related to the athletic training field. Students will work with course Instructor and or research advisor to carry out a research project including but not limited to recruitment of subjects, data collection, data analysis and preparation of scholarly publications and or presentations.
30	NPP	HE	Kinesiology	Master of Science in Athletic Training - Professional Athletic Training	NA	(56 cr hr) The program includes all of the 19 new courses proposed plus two existing courses. Per Commission on the Accreditation of Athletic Training Education (CAATE) Standard 2, "professional athletic training programs must lead to a degree in Athletic Training. The program must be identified as an academic athletic training degree..." As of May 2015, the CAATE has notified all professional programs of a change to Standard 2, specifically, "...results in the granting of a master's degree in Athletic Training". The proposed program will serve to fulfill this requirement and as a route to certification for athletic training practice. The proposed degree is more than a simple elevation from baccalaureate to master level, this degree program will provide the advanced knowledge, skills and abilities necessary for entry-level practice of athletic training in an evolving and rapidly changing healthcare environment.
31	NPP	MD	Public Health and Preventive Medicine	Master of Public Health (MPH) / JD Dual Degree	NA	(122 cr hr) The approved JD and MPH degrees will be offered for a combined dual degree. The JD is 89 hr (19 hr electives) and the MPH is 45 cr hr. A total of 12 cr hr may be shared between the two degrees. No new classes are required for the degree. Students must be accepted into each program separately.

In addition, spreadsheets of course changes were evaluated for the Catalog Clean-up Project. The specific programs evaluated in this round are detailed below. Changes that were reviewed include:

- a. Correction of typographical errors in the title of the courses. *This does not include title changes.*
- b. Revision of the course description. *If there is a substantial change to the course description or the scope of the course, a separate course modification form utilizing Curriculum Tracking should be used.*
- c. Revisions to pre-requisites and co requisites
- d. Adjustment of schedule type for courses designated as lecture or recitation only. For this round of review, the only schedule types to be addressed are courses which were inadvertently coded incorrectly as LE (Lecture) or RE (Recitation).
- e. Review of term that the course was last offered. During this review process, courses which have not been offered can be designated as inactive. *A separate list of inactivated courses should be sent to Marcia King Blandford in the Provost Office.*

1	ECM	ENG	Engineering	Excel sheet for BIOE	NA	BIOE
2	ECM	NU	Nursing	Excel sheet for Nursing	NA	NURS
3	ECM	COCA	Music	Excel sheet for MUS	NA	MUS

Report of the Membership Committee

Dr. Mohamed Samir Hefzy, Membership Committee Chair reported that the committee is currently reviewing approximately 40 applications and expects to report a summary of recommendations at the next GC meeting.

Graduate Student Affairs Committee

Dr. Susan Pocotte, Graduate Student Affairs Committee Chair, stated the committee is comprised of members, Mr. Eric Prichard, Ms. Mansi Brat, Mr. Rajib Dutta, Ms. Jessica Sherman, Dr. Kandace Williams, Dr. Jon Kirchhoff and Dr. Susan Pocotte. Dr. Pocotte reported (referencing the PowerPoint summary she provided) that the main fall committee activity was the GSA Graduate Research Award review and selection process. The awardees, mentors and research topics were announced for recognition at the April 5, 2016 GC meeting.

Per request of the GC and the GSA executive committee, the Committee met on March 22, 2016 regarding the GSA annual budget. This topic aligns with the by-laws Article IV, section 7. A. ii a. and b. Graduate Student Affairs Committee.

- ii. The duties of the Committee shall be:
 - a) to act as a liaison between Graduate Faculty, the University administration and GSA;
 - b) to counsel GSA in resolving issues related to academic, professional and social programs;
 - c) to assist the GSA in planning university-wide events;
 - d) to deliberate on the selection of GSA Awards recipients from among nominees.

An additional informative document is the April 2015 GSA Constitution

“ARTICLE III – ADVISOR

SECTION I. The College of Graduate Studies (COGS) Dean shall serve as the UT faculty administrator advisor to the GSA. The COGS Dean provides oversight on the GSA annual budget and expenditures. The COGS Dean approves the annual stipends to be paid to officers. The COGS Dean meets with the GSA President and other officers on a regular basis to provide input regarding GSA activities and assures they are within the UT approved scope of student organizations.”

COGS Dean and business staff provide year round mentoring and assistance with the budget. Per University policies, COGS Dean and Business Manager monitor the funds and execute the expenditures.

GSA executive committee invites COGS Dean to attend select GSA assembly meetings. They do not wish to have monthly presence at each meeting. Advising is per scheduled meetings and additionally as needed.

A topic of concern raised by faculty and student stakeholders was the % of GSA budget directed to GSA officer stipends.

Historical point of information: Beginning with AY 2012-2013 (FY13) and based on benchmark data the GSA budget was increased from \$3,676 to \$153,964.

A topic of concern raised by faculty and student stakeholders was the % of GSA budget directed to GSA officer stipends.

The findings of the committee were:

46.5 % of total budget is currently allocated to GSA officer stipends and travel to NAGPS.

The GSA officers proposed an evidence-based revision for AY 2016-2017 GSA officers' stipend and National Meeting (NAGPS) travel which results in a projected \$10,933 reallocation to increase funding of student activities and travel. 39.4 % of total budget is proposed for GSA officer stipends and travel to NAGPS.

Stipends are well deserved and aligned with benchmarking and best practices of GSAs. Because the total GSA budget is relatively low, the % allocated to officer stipend will appear high.

	CURRENT %	AY 16-17 Proposed %
Officer stipend + Travel	46.5	39.4
Student Activities	38	45.44
MGRS	7.2	7.2
Operating Expenses	7.9	7.9

Student activities: Travel, GSA Graduate Research Award, funding College and Department research symposia activities, committee work and professional development.

This year due to UT budget issues, colleges and departments pulled funding from their graduate program activities (e.g. travel, research symposia). This resulted in increased requests to GSA for financial support to replace the College/Department funding. Both GSA and COGS were able to help with funding for some of these out of the ordinary requests.

Moving forward, the Graduate Student Affairs Committee wishes to work with GC and the university administration such that we do not create a new culture wherein the GSA is perceived to have the resources to replace decreased college and/or department resources.

For a budget that is low as compared to some other Ohio academic institution GSA budgets, we believe the value to our University is "priceless" and a good return on investment. For example:

- MGRS brings prestige to our University. The GSA activities increase the profile of our graduate students.
- GSA support of student travel and professional development programs are important to professional development and networking.
- GSA social activities increase quality of life.

Old Business

None.

New Business

None.

Adjournment

There being no further business, the Council adjourned at 1:38 p.m.