



Graduate Studies, Recruitment, Admissions & Financial Aid Committee

Meeting 8 Minutes | March 25, 2021 | 1 - 3pm | Zoom

- **Members Present:** Hannah Schertz (chair), Ellen Vaughan, Kyungbin Kwon, Danielle DeSawal, Stephen Hiller, Vic Borden, Leslie Chrapliwy, Lucinda Carspecken
- **Members Absent:** Marjorie Manifold
- **Presenters:** Joshua Danish, Cindy Hmelo-Silver, Kelly Williams, Daniel Hickey, Ellen Vaughan, Sarah Lubienski
- **Ex-officio Present:** Sarah Lubienski
- **Staff:** Matt Boots, Kirstin Helström

I. Information Items

A. Learning Sciences program Review Summary

Joshua Danish and Cindy Hmelo-Silver presented the 2021 review summary. The review committee noted the strengths of the program as a faculty who are successful in bringing in outside funding and are well known and active in the Learning Sciences (LS) community. They thought LS had a good program of coursework, and the student organization is very active, but they did have several concerns that LS is responding to.

Regarding the program's staple apprenticeship course (P573), the program reviewers suggested revising the goal of this course, to create a clear definition of its purpose and capability. Simultaneously, the reviewers noted that students wanted more course offerings and encouragement with respect to courses and connections beyond the program, and the committee suggested that the program revisit their required credits and electives. The program intends to plan courses further in advance to provide greater transparency and planning ability to students. The program also intends to integrate more attention to diversity in course content.

The program reviewers also noted challenges with the Early Inquiry Project (EIP), with students wanting more support and feedback. One step towards providing some of this structure will be students using smart tables to connect their research questions to their data sources, analyses, and implications for early feedback, as well as offering an annual two-hour workshop to address concerns.

The committee also noted a predominance in STEM-focused work and raised the question of whether STEM should be the explicit focus of the LS program. Faculty have reservations about restricting the focus to STEM, but Cindy noted that maintaining a breadth in focus would require more resources. The faculty will conduct a faculty retreat and discuss possible campus collaborations.

Another concern raised during the program review pertains to the current job market, and the LS program will explore alternative career paths to assist students in their career preparation.

- Regarding the dilemma around restricting the LS focus to STEM, Sarah asked how other programs had dealt with niche development and reputation. Vic confirmed that it is difficult to shift the program focus with the same faculty, unless the faculty interests can also adjust or incorporate that new focus.
- Ellen confirmed that the diverse representation of perspectives in Counseling is a tremendous strength in those programs and students benefit from the options available.

B. Maris M. Proffitt and Mary Higgins Proffitt Outstanding Dissertation Fellowship Update

Danielle confirmed that the subcommittee will meet the beginning of April to complete the selection process by the mid-April deadline.



II. Voting Items

A. GSC Minutes Review

- The minutes were approved unanimously, all 8 in favor.

B. New Program

Race and Racism in Education Minor – Sarah Lubienski

Sarah reminded the committee of the working group to create a school-wide minor on equity, race, or diversity issues. The group eventually decided to focus the minor specifically on Race and Racism in Education, to distinguish it from other campus programs and target race, as opposed to diversity more generally. Currently, all departments are involved in offering this minor except IST; however, courses may be added to it, as relevant. Sarah confirmed that the African American and African Diaspora Studies department, with which one SoE proposed minor course is cross-listed, raised no objections to this minor moving forward for approval.

Two questions that arose during the ELPS, CI and CEP departmental votes were about the minor title perhaps hampering job opportunities in more conservative regions, and secondly, if “anti-racism” should be in the title. For both issues, the working group decided to keep the originally crafted title.

- Leslie confirmed that at least two individualized minors have been processed recently with “race” in the title. She believed it would be beneficial to have an existing minor in place with that focus.
- Stephen suggested more explicit language be included in the bulletin to state that this minor is open to any student, regardless of program. GSC discussed language revisions to clarify this issue, and included the revised language in the proposal.
 - Ellen Vaughan moved to approve the new program with the revised language.
 - Lucy seconded.
 - All 8 in favor.

C. Course Changes

K-__ undergraduate courses – Kelly Williams

Kelly shared that the following undergraduate courses all include titles or descriptions that include outdated terminologies, such as “developmentally disabled” or “mildly handicapped,” so these proposed changes will update the course language to more accurately reflect the course content and terminology used in the field.

K510

- Leslie Chrapliwy moved to approve the course changes.
- Vic Borden seconded.
- All 8 in favor.

K535

- Leslie Chrapliwy moved to approve the course changes.
- Danielle DeSawal seconded.
- All 8 in favor.

K536

- Vic Borden moved to approve the course changes.
- Kyungbin Kwon seconded.
- All 8 in favor.

K548

- Stephen Hillter moved to approve the course changes.
- Leslie Chrapliwy seconded.
- All 8 in favor.

P507 – Daniel Hickey



Dan explained that this current course operates under three different labels in the graduate bulletin. Many people who take this course are actually not working in schools, and Dan has been accommodating those other professional spaces through his structuring of the course. This course is to be included in the OCAP Inquiry certificate program, so this proposal provides for a more appropriate course title to align with its content and programs.

- Vic asked if this change would affect this course on all campuses, and Dan, Sarah, and Matt confirmed that it would.
 - Vic Borden moved to approve the course change.
 - Kyungbin Kwon seconded.
 - All 8 in favor.

D. New Policy

Fee Remission Credit Flexibility– Sarah Lubienski

Sarah confirmed that every year, some students struggle with their allocation of fee remission. The current campus policy allows up to 12 credits of fee remission to be applied to the given semester; however, students often request adjustments, such as 11 in one semester and 13 in another. Sarah has received permission from the Provost’s office to allocate the fee remission using the process outlined in this proposal. The proposal was created in collaboration with the department chairs, deans, finance office and Research & Development Office.

- Ellen Vaughan moved to approve the new policy.
- Stephen Hiller seconded.
- All 8 in favor.

E. Program Changes – Ellen Vaughan

Ellen explained that each of these changes is in regards to the changes from Fall 2020, which reduced the number of non-program credits required for master’s degrees from 12 to 6. In all of the following programs, the current requirement stands at 9. The changes proposed involve minor changes to each program which allow greater flexibility around elective courses.

i. Mental Health Counseling and Counselor Education MEd: Addictions Track

- Kyungbin Kwon moved to approve the program change.
- Danielle DeSawal seconded.
- All 8 in favor.

ii. Mental Health Counseling and Counselor Education MEd: Mental Health Track

- Leslie Chrapliwy moved to approve the program change.
- Vic Borden seconded.
- All 8 in favor.

iii. Mental Health Counseling and Counselor Education MEd: School Track

- Kyungbin Kwon moved to approve the program change.
- Stephen Hiller seconded.
- All 8 in favor.

III. Discussion Item

A. Spreading graduate program deadlines out – Moving some earlier, and perhaps others later

Sarah shared that graduate applications are up 32% this year, which is wonderful, but has put a significant strain on Admissions staff, consequently making it difficult for departments to meet fellowship deadlines. GSO has been discussing how adjusting program application deadlines could balance the processing load, as well as facilitate quicker allocation of fellowship money to highly-qualified applicants. Sarah and Matt asked if any of the larger programs represented on GSC, would be willing to consider adjusting their application deadlines.



- Danielle mentioned that because her programs compete nationally, moving up their deadlines could drastically reduce their student applicant population. Also, she shared that students typically use the Thanksgiving Break to submit their applications, so moving the deadline to November 1st would be problematic.
- Matt commented that it's also possible now to "turn off" applications to avoid applications that the programs cannot review or accommodate. Sarah added that this would avoid unnecessary budget issues resulting from needing to refund students' application fees.
- Matt also recommended posting language to temper student expectations. If programs can't review applications until several weeks after their deadlines, it would be helpful to post that information so that students do not unnecessarily contact the Admissions office asking about the status of their application.
- Vic recommended separating the application process for the EdD and PhD, to allow for easier priority of PhD and fellowship applications and deadlines. Sarah and Matt agreed this could be an option.

IV. Final Voting Item

A. Dean's Fellowship and GRE

Sarah brought this proposal to adjust the GRE criteria for the Dean's fellowship, which would allow for a more inclusive approach in awarding the Dean's fellowship, as well as expedite the process of reviewing eligible applications to ensure the fellowship is equitably considered alongside students' other prestigious offers.

- Kyunghbin shared that an IST applicant had eligible GRE scores but the GPA fell just below the required threshold. The applicant was removed from pool for that reason.
- Sarah's recommended adjustments to the Dean's fellowship requirements could facilitate the consideration of other important factors that the donor intent prioritizes (e.g., service-oriented leadership connected to scholarship).
- Ellen confirmed that from her experience on the committee, the difference between the excellence of the recipients and the other candidates is marginal.
- Ellen, Vic, and Danielle also commented on the problematic nature of prioritizing the GRE for the Dean's fellowship. Because higher education is consistently moving away from requiring the GRE, it becomes problematic to nevertheless require it for eligibility for a prestigious award.
- Hannah commented that if the GRE were removed from the criteria, programs would need to be allocated a small number of applicants per program size, to assist in an efficient ranking and selection process.
- Ellen recommended a stronger program/departmental coversheet that would articulate, in detail, how the candidate meets the criteria. This would speed up the selection process.
- Sarah commented that historically, changes to this fellowship have been handled through the Dean's office. Once this committee decides what they want to do, she will check in with the Dean's office. Fellowship changes typically do not go to Policy Council.
- The committee agreed on the following language: "...GRE scores at or above the 60th percentile in each area (i.e., 153 verbal, 156 quantitative, 4.5 writing) are generally required. However, students with exceptional accomplishments related to their field of study may also be considered for the Dean's Fellowship."
 - Vic Borden moved to approve the process change.
 - Lucy Carspecken seconded.
 - All 8 in favor.



V. Quick Follow-up on website discussion from last time (Whether program pages on the website can have more specific instructions that are tailored to the program.)

For lack of time, Sarah notified the committee in email that programs may add specialized content for their website pages. Sam Mills, the web content editor, is the person to contact for any website changes.