Graduate Studies, Recruitment, Admissions & Financial Aid Committee

Meeting 1 Minutes | September 7, 2021 | 1 - 3pm | Zoom

* **Members Present:** Chelsea Brinda, Leslie Chrapliwy, Danielle DeSawal, Lynn Gilman, Lucy LePeau, Hannah Schertz (chair), Marjorie Treff (alternate for Kyungbin Kwon)
* **Members Absent:** Lucy Carspecken (teaching conflict), Marjorie Manifold, Kyungbin Kwon (sabbatical)
* **Presenters:** Sarah Lubienski, David Rutkowski, Marjorie Treff
* **Ex-officio Present:** Sarah Lubienski
* **Staff:** Matt Boots, Kirstin Helström, Tracey McGookey
1. **Voting Items**
	1. Nomination & Election of GSC-RAFA Chair

Hannah Schertz, having served the previous year as GSC Chair, was nominated and elected for the position again.

* All (7) in favor.
	1. Review/Approval of Minutes
		+ - Danielle motioned to approve the minutes.
			- Leslie seconded.
			- 3 in favor; 4 abstained.
	2. Course Change: D525 – Marjorie Treff

Marjorie explained that D525 is the distance education course which has been part of the Adult Education’s core curriculum since the program’s inception. The course contains a prerequisite, a program planning course labeled D506, which the program is finding is no longer necessary, since the program’s student population has much more professional experience in planning than in previous years.

 Sarah asked if the course “distance education” was still relevant or if “online education” would be a more up-to-date term. Marjorie explained that “distance education” possesses a broader definition to accommodate students in a variety of situations.

* + - * Leslie motioned to approve the course change to D525.
			* Lynn seconded.
			* All (7) in favor.
	1. New Course: Y641 – David Rutkowski

David shared that he has been teaching mixed methods as a special topics course for several years, but there is now enough consistent interest to have an established course.

Sarah asked if the age of some of the required readings suggested they were outdated, but David confirmed that because the field of mixed methods is relatively new, he requires students to read the original and seminal texts of the field, rather than more modern interpretations of those original works.

* + - * Danielle motioned to approve the new course.
			* Lucy seconded.
			* All (7) in favor.
1. **Discussion Items**
	1. Revalidation Policy – Sarah Lubienski

Sarah explained that, similar to [UGS policy](https://bulletins.iu.edu/iu/gradschool/2019-2020/policies/revalidate.shtml), the current SoE policy requires revalidation if a course is more than 7 years old at the time of taking qualifying exams (doctoral degrees) or at the time of degree conferral (other graduate degrees). Currently, there is no limit on the number of courses and the age of courses that may be revalidated. Sarah shared her drafted policy to hear GSC’s perspective on proposed time limits, methods of revalidation, and faculty prerogative to permit/support revalidation.

 Lynn asked how other units on campus handle revalidation, and Sarah answered that from her conversations with other associate deans of graduate study across campus, her sense is that others are less concerned about revalidation dilemmas, perhaps because the SoE confers many of its own graduate degrees and often attracts older working professionals as students. Tracey and Matt confirmed that some campus units will not permit any revalidations.

 The committee discussed the meaning and implications of each of the proposed additions to the revalidation policy. Regarding revalidating no more than 50% of the coursework, Matt and Sarah agreed to specify language to distinguish students stepping down from doctoral degrees to a lower-level degree versus students revalidating coursework to return to a degree.

 Regarding the 15 year timeline, Leslie recommended that there be more detailed language, such as “15 years from the time of graduation.” Hannah mentioned the difference between a student with 15 years of relevant professional experience versus another student without relevant experience. Matt and Sarah both emphasized a faculty member’s choice to support a student in revalidation or not.

 Regarding the encouragement to take current coursework, Sarah shared about a SoE faculty member who recently provided an intersession course to provide a revalidation opportunity for an interested group of students. This course also provided a means for them to update their knowledge of the field.

 Regarding revalidation methods, Matt mentioned the concern that some students have used one experience (e.g., 10 years of teaching) to validate multiple courses.

 Sarah and Matt agreed to make some revisions to the proposal and bring the updated version to the next meeting for a vote.

* 1. Accepter & Decliner Survey Data – Sarah Lubienski

Sarah shared the results of the survey data and asked if GSC members noticed any elements particularly pertinent to their programs. Sarah highlighted the need for communication with students after admission, so that students feel sure they are getting the information they need about advising and registration. Sarah added that a new addition is the requirement of a December 1st deadline for applicants wanting full funding consideration. This will help to ensure that applicants receive timely notice alongside their notifications from other programs.

* 1. [Tuition Rates for Online Courses](https://www.iu.edu/covid/campus-info/learning-modes.html) – Sarah Lubienski

Currently, out-of-state students in online programs who take any course other than asynchronous, “100% online all” courses are charged substantially higher tuition rates. This has been causing confusion for some students and faculty. Deb Ferguson (SoE Fiscal Officer) recently learned that the rest of campus charges tuition by program mode, rather than course mode, and our arrangement has been grandfathered. If we change our tuition structure to align with the rest of campus, this could mean an estimated $20-40k loss in revenue each year. But this might be offset by happier students and faculty. Still, sarah noted that in her meeting with Ed.D. faculty, there was concern about preserving online students’ ability to take courses from anywhere at anytime. Sarah asked GSC members to consider the implications for their programs.

 Marjorie spoke about her program, which has been referred to as 100% online, even though it never has been fully online. Matt clarified that there are four designations for programs: 100% online, 80% or above online, hybrid, or residential, and that Adult Education is the only “80% or above online” program in the School.

 Lucy asked for clarity on whether faculty were allowed/encouraged to teach in more modes, as in the ongoing issue of accessibility to introductory Inquiry graduate courses courses. However, the Inquiry faculty, who are trying to balance offerings for on-campus and online students, feel they would be better positioned to serve both audiences if they could teach online courses synchronously. Sarah said that she would reach out to department chairs for more input.

1. **Information Items**
	1. Assign Fellowship Subcommittees (3 voting faculty/staff members each)
		1. Achasa Beechler Scholarship
			* Lucy L.
			* Leslie
			* Marje
		2. Maris M. Proffitt and Mary Higgins Proffitt Outstanding Dissertation Fellowship
			* Danielle
			* Majorie Manifold
			* Lucy C.
		3. Malvina McNeill Fellowship
			* Marje
			* Leslie
			* Lynn
		4. Dean’s Fellowship
			* Hannah
			* Lynn
			* Lucy L.