Discussion Items:

1. 699 Credits for Ph.D. Students

The College of Education needs to encourage higher enrollment in 699s for Ph.D. students by having students be registered for 699 credit and involved in research from the beginning of their academic programs.

Many students have been under-enrolled for 699s. The Graduate School would like to see students registered appropriately. The general rule for 699 registration is 10 hours/week of research equals 3 credit hours. If a student is .50 research assistant, the registration should be 6 credit hours of 699.

Action: The current policy of Educational Studies is for a student to have finished prelims in order to register for 699s. Dr. Rud will present this information to the Educational Studies Curriculum and Graduate Committee requesting a policy change that will encourage early, frequent enrollment in 699.

2. Graduate Fellowship Students

The College of Education has a large number of graduate fellowships (Andrews, Ross, Purdue Doctoral, Bilsland Dissertation, Bilsland Strategic Initiatives) and a smaller number of scholarship winners. There are more fellowship students now as there is a commitment to fund some fellowship winners for four years.

(a) Summer Work

The fellowships are for 12 months. During the fall and spring, both departments require the fellows to split between teaching and research. In regard to summer work for these fellowship students, there are few summer courses, so few teaching spots. As a perk, these students have not been assigned work by the departments, the expectation being that the students are working on their own research; however, this has not been monitored.

It was suggested that students be required to enroll in a minimum of three credit hours of 699 during the summer. The expectation would be that the major professor or another faculty member is working with the student during the summer, and this would be a stipulation if a faculty member makes a nomination for a fellowship. If the student
is not working with the major professor during the summer, it would be expected that the major professor would be responsible for ensuring there is a mentor for the student.

During the academic year, fellowship students should sign up for 699 credit in proportion to the amount of research being done.

**Action:** Kathy Dietz will write up the rationale and suggested policy so that it can be presented to the Graduate Committees for review.

(b) Intellectual Community

It is believed that the College of Education should recognize the fellowship students, in addition to the recognition done by the Graduate School and promote an intellectual community among the fellowship winners. This could include some type of reception for current and previous winners. A good time might be during the day of the orientations the week before the fall semester begins with lunch provided and perhaps a panel discussion by the previous fellowship winners. All the students would be recognized.

It was suggested that an event also be held early in the spring semester—perhaps a brown bag with the Academic Leadership Team.

**Action:** Kathy Dietz will write up the rationale and suggested policy so that it can be presented to the Graduate Committees for review.

3. Awarding of Assistantships

Awarding assistantships has become more problematic as there are fewer teaching assistantships and more research assistantships. The follow-on funding that is required for some of the fellowships also makes a difference. There are some problems that a grant may end before another grant begins, so faculty must try to find bridge funding for a particular student who was funded by the earlier grant.

Some program areas perceive that the allocation of assistantships is inequitable as clusters of large courses “belong” to certain programs. It appears that those who benefit the most with regard to assigning assistantships are faculty who have large classes and large grants. There is no set policy in allocating assistantships.

Possible solutions to be more equitable:

- Generally, students would not have more than a .50 appointment. A case must be made to the department head for anything above .50.
- Students may be pulled from a teaching assistantship anytime up to a week before classes begin for grant research, but not during the academic semester.
- Performance evaluations of students on assistantships might be conducted by the student’s faculty/staff supervisor.
**Action:** Department faculty and the Graduate Students in Education Council will be asked to provide recommendations regarding assistantship assignments and how these might be handled by the last GSLT meeting on March 30, 2010.


Suggestions for additional data:

- Include more trend data in the Executive Summary rather than current data; e.g., degrees awarded broken down by years.
- Add GREs for admits for a given period—A Cognos report currently being developed by Richard Frisbie should help with this.
- Include prelim and final report passing.

**Action:** Graduate Committees will review the annual report, particularly specific information related to their program areas. Kathy Dietz will send the URL for the annual report to faculty.

**Action:** Program areas will encourage students to enter data into the Graduate Activity Reporting Tool so there is as close to a complete picture of scholarly activity as possible.