College of Education (COE)
Graduate Studies Leadership Team
Minutes of March 24, 2009

Present: P. VanFossen, R. Frisbie, A. Rud, S. Moon, J. Lehman, J. Gates, A. Samarapungavan, K. Dietz

1. 2007-2008 Office of Graduate Studies Annual Report

The following sections of the Annual Report were discussed: Advising Loads, Student Support, and the Admitted-to-Candidacy Doctoral Survey.

Advising Loads—There was concern that the advising of doctoral students is uneven across programs. Some faculty have very heavy doctoral student loads (29 doctoral students) while others have none. It should be noted that some faculty advise under two different program areas. Some reasons for low numbers may be attributed to the following:

- Some graduate students are enrolled through Continuing Education and do not show in the numbers in the Advising Load Report.
- Other programs have not been successful in recruiting, so numbers are down for doctoral students.
- Sometimes new students ask to work with a particular well-known faculty member.

Follow-up: Graduate Chairs will discuss this concern with the Graduate Committees. Do program areas have policies in place regarding advising loads? Does the COE need maximum and minimum guidelines?

Student Support—This data gives a better picture than in the past of the amount of financial support given to graduate students. The COE needs to better communicate the support available to students.

Follow-up: The Office of Graduate Studies will include additional student financial data for next year’s annual report.

Admitted-to-Candidacy Doctoral Survey—Under Professional Development, the question of whether the student received “training in writing proposals for funding” was low with only 27.8 percent indicating “yes.” Should the COE promote training in proposal writing?

Two issues are that there are not many grants available for which COE students can write proposals, and it is hard to train graduate students in this area. There have been a few workshops on campus in the past which have not proved to be too helpful. EDPS 630 and EDPS 533 currently include little about proposal writing.
Perhaps targeted training is needed which could include studying and reviewing case studies. One possibility is to have a requirement of pro-seminars as part of the student’s program to write proposals and critique them. Actually going through the process is more beneficial and is advantageous to have on a vita. There are some grants (MIDC, AERA, Spencer) that could be possibilities for COE students in writing proposals.

Follow-up: It was asked that the Graduate Committees investigate whether some introductory proposal training could be put into core courses. Perhaps listing some of the appropriate grants for students at their levels would be helpful. Also, Dr. Moon will discuss with Dr. Gilger the possibility of COE workshops (possibly for credit) for students and new faculty, who also could benefit from this training.

One question under Program Environment in the survey asked the student’s opinion on the following: “How would you rate the social/emotional climate of your Ph.D. program.” Seven of the 18 respondents (38.9 percent) indicated “Fair.” This number is higher than we would like it to be. It was suggested that the survey be adjusted to allow for open-ended responses in some of the categories to provide further information to react to in order to come up with possible solutions. The departments are working to try to develop a better cohesiveness among students.

With regard to the survey question—“Does your program provide a comprehensive, annual, written assessment of your progress?”—only 38.9 percent answered “yes.” Both departments have stressed the need for program areas to have annual assessments of their doctoral students. Although many programs have in place an instrument to use for an evaluation of the students, it is not clear how many are currently using them. Some programs meet with doctoral students to give feedback of progress, but no written documentation is given to the student if the progress is satisfactory. It was suggested that all assessments be given in writing to students.

2. Professional degree programs

At the university level, there has been discussion regarding professional degree programs. The College of Education has been asked to identify any programs that could be professional degree programs. The COE prepares professionals in education. Does a professional degree program need to lead to licensure? Examples of graduate programs in the COE that lead to licensing are school counseling, educational leadership, gifted and talented, special education, and STEM Goes Rural.

If any of our graduate degree programs are categorized as professional programs, they may no longer be under the auspices of the Graduate School and then would not count in the numbers regarding enrollment and the allocation of fellowships. This would not be a particular problem for the COE regarding master’s degrees, but would be for the doctoral degrees.
Having professional degree programs, particularly with online delivery, would reach a wider audience and provide additional revenue for the university. The University may commit resources for these programs for delivery through the West Lafayette campus. Currently, CEC has been the avenue for courses outside the standard West Lafayette classroom setting.

*Follow-up:* Dr. Moon will discuss these issues with the Leadership Team and then respond to the Graduate School.

### 3. Fellowships

Administration: Should the COE continue the current process of administering fellowships as assistantships? In regard to the current budget restraints, the department heads indicated it would be necessary to rely on the students who receive fellowships to teach courses.

Bilsland Dissertation Award: Selection procedures were discussed. It was decided that in the future, students would submit the application materials directly to the Dean’s Office which would forward them to the COE Awards Committee. This Committee would rank order the applicants. The Dean’s Office would work with the departments in regard to sending out the offer letters.

### 4. Meeting during the 2009-2010 academic year

It was decided to continue meeting twice a semester during 2009-2010 to discuss pertinent graduate issues.