College of Education
Graduate Studies Leadership Team
Minutes of March 31, 2010


Prearranged Absence: J. Krockover

Dr. Moon recognized Nielsen Pereira for the work he has done in organizing the Graduate Student Educational Research Symposium being held on March 31.

Discussion Items:

1. Final review of COE Guidelines for Graduate Fellowship Students (Appendix A)

The team reviewed the Guidelines and approved them as a clarification of existing practice.

**Action:** Kathy Dietz will distribute these guidelines to the faculty via the graduate committee chairs.

Another issue was brought up regarding which students are eligible for Fellowships. Should a current Purdue master’s student in the program area be eligible for one of the recruitment doctoral fellowships (Andrews/Ross)?

**Action:** The Department Heads will bring this issue to the faculty for discussion in the fall and ask for input. This feedback will be discussed by the Graduate Studies Leadership Team.

**Action:** Kathy Dietz will work to develop a system to document and archive various policies for graduate education approved in the College of Education.

2. Institute for the Recruitment of Teachers (IRT) Should the College of Education continue to be a part of this recruitment effort? (Tabled from January 2010 meeting)—Sidney Moon

Sidney Moon and A. G. Rud indicated that Purdue University has been a leader of the IRT program in the past. Kelly Wise is the founder and executive director of IRT and a distinguished alumnus of Purdue.

Generally, IRT participants are undergraduate students who are interested in education or liberal arts majors. In the 90’s, there were several IRT participants who applied, were admitted, and attended the College of Education; however, when the program was opened up to more universities, enrollment has declined for the College over the years. This decline is mainly due to lack of funding for master’s students and the fact that the College does not offer some of the programs in which IRT students are interested. It may be possible to reserve a Fellowship for an IRT student, however, few have had
teaching experience which is needed as our fellowships are administered as teaching assistantships. Sending a representative to the IRT Recruitment Fair each year runs $750-$1,000/year. Extra efforts have been made toward the IRT recruitment program in the past three years regarding follow-up with applicants, money for on-campus visits, and individual faculty contact. These efforts have still resulted in a low yield.

Discussion followed regarding withdrawing from the program and the consequences of that given the need to increase diversity. Is this program valuable to us? There are no programs in place in the College to attract diverse students, although the College of Education participates informally in the Tecumseh Project.

**Action:** Kathy Dietz will find out the College of Liberal Arts IRT contact, and Dr. Moon will discuss the situation with that person. Also, Dr. Moon will talk with the Graduate School regarding our possible discontinuance in the program, or if an allocation can be made by the Graduate School to this recruitment effort, e.g., the Knox Fellowship, that might assist our College for a higher yield.

3. Update on RCR Assessment and Compliance—A. G. Rud

**Action:** This item is being tabled until the next meeting in Fall 2010. A. G. will develop a whitepaper that will summarize options and recommendations.

4. Professional Programs Task Force Update—Jim Lehman

Jim reported that the University Task Force, of which he was a member, investigated the offering of more online programs, particularly at the master’s level. This is of interest to both departments in the College. The COE Task Force, which Jim is chairing, was unable to proceed without action steps from the Office of the Provost, particularly in regard to centralized support, how tuition will be determined, etc.

One concern is the need for conversations with the Graduate School regarding an easier application process for courses through Continuing Education and Conferences (CEC). The university is looking to outsource this online initiative, but an outside vendor would not handle the application process.

5. Looking Ahead—Sidney Moon & Jim Lehman

Graduate education for the College will move under the direction of Jim Lehman’s office in July to align with the typical structure across campus and to balance workload. Dr. Moon will continue overseeing advanced teacher education.

The group was asked for issues for the next academic year. Suggestions were:

- Graduate School and CEC need to discuss a smoother application process and how to count those enrolling in CEC with the numbers of our regular courses
- Enrollment minimums for courses
- Recruitment efforts, including possible ways to institutionalize support packages to offer to students at admission
As a follow-up to recruitment efforts, Kim Davis reported on her progress with the revamping of the website. She is waiting for information from educational psychology, cultural foundations, special education, science education, and social studies. All programs will go live by April 16.

6. Graduate School Strategic Plan—Jim Lehman & Sidney Moon
http://www.gradschool.purdue.edu/downloads/facstaff/GraduateStrategicPlan_Smith.pdf

The group briefly reviewed this new strategic plan. Comments included:

Page 5—Graduate Student Diversity: The Plan calls for increasing underrepresented domestic minority and international students from Africa, Europe, and South America.

One idea is to have a common recruitment day for the College of Education giving some money for travel. It was mentioned that funds given to the departments last year resulted in bringing a few high-level students to campus for visits. The yield was 50% in both departments.

Page 6—Degree Completion and 7—Time to Degree: Education and Liberal Arts are noted in the Strategic Plan as having part-time students resulting in a longer time to degree.

The College has asked the Graduate School in the past to provide separate data for part-time versus full-time, but this has not been developed. Richard Frisbie indicated there is a working undergraduate model for retention, and work is being done to develop one for the graduate students. This goal aligns with the access and success initiative by the President.

Page 8—Graduate Student Support: There currently is no development officer at the Graduate School level and graduates do not usually affiliate with the Graduate School, but with their undergraduate college or discipline.

Page 12—Survey Data Analysis: Earlier in the year, a group in the College met with the Graduate School regarding making changes to the admitted student survey to better obtain the information that would be helpful to the College in making recruitment decisions.

**Action:** Kathy Dietz will check with the Graduate School to learn the timeline of changes for this survey.

Page 15—Distributed and Personalized Learning: The College is noted in the plan as having expertise in graduate instruction which would be helpful when exploring and developing new pedagogical models.
Graduate fellowships are 12-month appointments. During the fall and spring, students are asked to split time between teaching and research. In the summer, as a perk, these students have not been assigned work by the department, the expectation being that the students are working on their own research; however, this has not been monitored.

The following are guidelines for future Andrews, Ross, and Purdue Doctoral Fellowship students:

- During the fall and spring semesters, it is expected that the fellowship student register for 699 credit in proportion to the amount of research being completed. (e.g. .25 FTE research = 3 credits of 699). The 699 credit hours would apply in meeting the Graduate School requirement that fellowship students be full-time and register for a minimum of 8 credit hours during each semester.

- Each fellowship student will enroll in a minimum of 3 credit hours of 699 during the summer. The 699 credit hours would apply in meeting the Graduate School requirement that fellowship students be full-time and register for a minimum of 6 credit hours during each summer.

- If a faculty member makes a nomination for a fellowship, the stipulation will be that the major professor will work with the student on research during the summer. If the major professor is unable to do so, the major professor will ensure there is a suitable mentor for the student.

Please note that during the Graduate School-funded portion of the fellowship, a College of Education recruiting fellowship recipient ordinarily devotes .25 FTE effort to research and .25 FTE effort to teaching. However, when the department covers funding for the fellowship, the fellow is required to teach (.50 FTE), or work on a funded research project, as directed by the department.

Also, events at the beginning of the fall semester and early in the spring semester will be planned to bring the past and current fellowship winners together to be recognized and create an intellectual community of the fellows in the College of Education.

Approved by the Graduate Studies Leadership Team

March 30, 2010