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| **Graduate Affairs Committee**  **Minutes** | **Date: October 29, 2024**  **Time: 1:30 p.m.**  **Location: Zoom** |
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| Meeting called by: Dr. Janice Blum | |
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| Attendees: | |
| Janice Blum (Chair), Margaret Adamek, Kyle Anderson, Keith Avin, Kathi Badertscher, Erin Engels, Ray Haberski, Tabitha Hardy, Cleveland Hayes, Monica Henry, Dawn Holder, Amelia Hurt, Michael Klemsz, Frank Lippert, Kim Lewis, Sara Lowe, Karl MacDorman, Jennifer Mahoney, Kevin McCracken, Kyle Minor, Jennifer Piatt, Christine Picard, Zach Riley, Randall Roper, Kelly Sumner, Juan Yepes, Yan Zhuang, Staff: Dezra Despain | |
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| **Minutes** | |
| Approval of the Minutes for September 24, 2024 - approved | Blum |
| Dean's Report  The University Library is a voting center for Marion County residents. Students, faculty, and staff are encouraged to vote.  The Commission for Higher Education changed its new program submission form and must be used effective immediately.  Students attended the Graduate Faculty Council and discussed the differences in SAA stipends between different schools. Dr. Blum will meet with the students to discuss this.  Bloomington students want access to the surplus stores on campus in Bloomington. Indianapolis already opens the surplus stores to students. It’s a convenient way to buy inexpensive technology. | Blum |
| Assistant Dean's Report  The 3-Minute Thesis competition will be November 21st during the PFFP Pathways Conference.  CAPS is helping to sponsor a Grad Jag Support group that provides a safe and confidential environment for graduate students to meet in-person to share their experiences and concerns related to being graduate students at Indiana University Indianapolis.  Elite 50 nominations are now open. The Elite 50 Award Banquet is April 7th  This semester the Write on Site Writing group with University Writing Center is now called #GradJag Writer’s Workshop. The sessions are on Mondays from 5-7pm in person in the grad commons space and hybrid Thursday from 11am-1pm.  The Grad Parent Network, for graduate students who are parents, will meet Nov 13th from 12-1pm.  If students or post docs are looking for professional development opportunities and ways to build their resume’s the PFFP program is free and only requires a short application and letter of recommendation to get started. | Hardy |
| Graduate Mentoring Center  Faculty and Staff Mentoring Dialogues will be January 8-9, 2025, with Barb Pierce and Brenda Blacklock as facilitators  Culturally Aware Mentor Training will be January 9, 2025, with Randall Roper and Etta Ward, facilitators. Completion of Faculty and Staff Mentoring Dialogues or Level 1 Mentor Training is prerequisite in order to attend this session. | Roper |
| Graduate and Professional Student Government  Not in attendance | Brokaw |
| Graduate School Reports  A consulting firm has been selected for the graduate admissions phase one launch of Slate and negotiations are in progress. Slate is expected to go live in March 2026 for the 2027 fall admissions. | Henry |
| Committee Reports |  |
| Fellowship Subcommittee Report  The Wells Graduate Fellowship are due Monday, Nov. 4 - nominate a doctoral or M.F.A. student who exemplifies the characteristics of Chancellor Wells  Sherry Queener Graduate Student Excellence Award are due Friday, Nov. 15 - nominate an outstanding candidate enrolled in a master’s or PhD/professional degree program  Block Grant applications will go out October 3 and will be due Fri, December 13. | Henry |
| Curriculum Subcommittee Report  The committee reviewed 8 courses this month, 5 course changes and 3 new courses. Six courses were approved and two were not approved. The next review will be in November. Courses must be received in the Grad School by November 1 for them to make the November agenda. This will be the last review for 2024 since the committee doesn’t review in December. | Klemsz |
| Graduate Recruitment Council Report  Jennifer and Tabitha attended several fairs & conferences including Florida A&M University, Hanover, DePauw University, and The Alliances for Graduate Education and the Professoriate (AGEP) in East Lansing, Michigan. Tabitha will be attending the Southern Regional Education Board/Institute on Teaching and Mentoring Oct. 31-Nov. 2. She will also attend ABRCMS (Annual Biomedical Research Conference for Minoritized Scientists) on Nov. 16-17 in Pittsburgh, PA. Megan Chester with the Grad School will work with individual programs/schools to determine how to share reports from the CRM for those leads interested in your school’s programs.  The Grad School Fair occurred on Oct. 10 in the Campus Center on the 4th floor. There were 139 attendees and 68 exhibitors. Most exhibitors reported seeing less students than last year (there were close to 300) but they also reported these students seemed more intentional about grad school.  Boot Camp occurs on Nov. 6 from 3-6 p.m. via Zoom. The focus is on Personal Statements, though the deadline to submit a statement was Monday, Oct. 28, students are encouraged to attend and may participate in a breakout session during Boot Camp called “Getting Started on Your Personal Statement” with Dr. Roper.  The next Graduate Recruitment Council meeting is Thursday, Nov. 22 from 2:30-3:30 via Zoom. Jesse Talley from Institutional Analytics will be presenting on how to acquire information about feeder schools. | Mahoney |
| 2:00 Dr. Keith Avin presented on Microcredentials  Microcredentials are a focused collection of demonstrated and valuable knowledge, skills, or competencies assessed or verified by Indiana University. The source of these learning achievements or outcomes can be for-credit, non-credit, or some combination thereof. Microcredentials complement and enhance traditional academic programs and noncredit educational offerings, not as competition. They can contribute to lifelong learning and professional development. They can be a collaboration to help prepare students to be successful in the workforce.  Characteristics of a microcredential are that they are short (3-12 credits), stackable, and skill based.  “Microcredential” strategies and target students generally fall into three categories:   * Non-credit Continuing Education. Smaller than traditional credentials, not for credit but rigorous and assessed. Re-skilling and up-skilling. Professionally focused * Pathway to Credit Programs. Non-credit continuing education, with prescribed pathways into traditional degree programs. * Showcasing Value of Traditional Degrees. Emphasizing the skills, competencies, and experiences gained through traditional educational pathways.   Learning can be assessed through the lens of a microcredential, which is a focused collection of demonstrated and valuable knowledge, skills, or competencies assessed or verified by IU, or by a verified skill, which is a single skill, focused set of knowledge, or competency that is a building block of a microcredential. Non-assessed learning is also possible. These are learning activities where there exists a desire to recognize, such as participation, simple completion of a task, membership within a group, etc.  Microcredential badging is being considered. Generally, these credentials would be recognized through issuing a digital badge. Certain design specs will be enforced to make badges issued for assessed credentials distinct from non-assessed badges.​  Assessed credentials will be recorded in the student record (goal is to be recognized in the transcript).  Assessed alternative credentials will be catalogued in university systems (e.g., APPEAR), but should require no greater than campus-level approval.  There are different pathways that can be followed. Non-credit Continuing Education is smaller than traditional credentials, not for credit but rigorous and assessed, re-skilling and up-skilling and is professionally focused. Or Pathway to Credit Programs which is non-credit continuing education, with prescribed pathways into traditional degree programs.  The value of Microcredentials are retention, recruitment, equity, and workforce development.  Things to consider as Microcredentials are considered: Size (number of credit and non-credit assessed learning); Recording, recognition, and badging (SIS, transcript and digital recognition across platforms); Content and level of learning (depth and complexity of the skills and knowledge); and Externally validated value (alignment with labor market demands and/or societal needs.  The potential approval process and anticipated timeline would be as follows:   * Microcredential is identified by faculty/unit and then is supported by the unit and school (1 month) * Review approval form components, seek OOE approval (if needed) and request market analysis then submit the microcredential approval form (3-4 months) * GAC microcredential subcommittee review then ALC notification (1-2 months)   A Microcredential Proposal Form is available to review. Dr. Avin requested that feedback be provided via a survey. Future GAC meetings will discuss needs for market analysis, development and approval process and potential hurdles. |  |
| Program Review   * New Ed.D. in Urban Teaching & Learning to be offered by the School of Education at IU Indianapolis - approved   Consent Agenda   * Name change for the Ph.D. minor in Counselor Education to School Counselor in the School of Education – approved * New IU Online Collaborative degree in MSED in Science in Reading with the School of Education; There were questions about the embedded microcredential, who submitted it and how it will be addressed. The program was approved on condition that these questions are answered. Dr. Blum will look into finding the answers. * MSED in School Counseling in the School of Education to add hybrid and online modality – approved * Change in credit hours (from 41 to 30 credit hours) and curriculum change to the MSW in the School of Social Work – approved | Blum |
| Discussion:  There was a request to revisit the discussion on 6-credit minors in the School of Science. IU has always required minors that are traditionally 12-credit hours. When the School of Science programs moved from Purdue (Purdue doesn’t require minors) to IU, challenges emerged as the School of Science programs would have to revise their curriculum to accommodate the addition of minors. In March 2023, the GAC discussed this and there was a recommendation and a vote to allow the School of Science Purdue programs to develop 6-credit minors versus the 12-credit minor. It was originally proposed as a 5-year pilot. Recently, the GAC received a memo from Earth Science, an IU degree in the School of Science, petitioning to drop their 12-credit minor to 6-credit as they feel it is inequitable for Earth Science to continue with 12 credits when the other new IU degrees only require 6 credits. In 2023, several schools said they did not want students outside the School of Science taking the 6-credit minors.  Things to consider:   * Bloomington has started to allow programs to launch 6- and 9-credit minors. * 12-credit minors would delay Earth Science students from completing because they would take less research courses.   In reviewing the time to completion between Purdue programs with no minor and IU programs with minors, completing ranged from 3 years to 8 years. A variety of programs in the School of Science range from 4 years to 6 years. There doesn’t seem to be a strong correlation with how long it takes a student to finish when taking a 12-credit minor. An analysis from the Bloomington schools also saw no correlation with the minor and the average or median time to degree.  Another point that Earth Science brought up was that students in another department within the School of Science might want to take a minor in Earth Science, and vice versa, a student in Earth Science might want to take a minor in another department. This cannot happen with the 6 credit/12 credit discrepancy.  One item of concern that wasn’t in the memo has to do with the budget model. With Earth Science being an IU program and the rest of Science being Purdue, IU students often had to find minors they could put together through various courses in the School of Science. The budget model didn’t allow them to look outside the school to complete a minor. Now that the rest of the School of Science is developing minors, there are some innovative and attractive minors for Earth Science students to take but that they can’t take as long as the credit hour discrepancy is in place.  It was mentioned in response to this that the tuition difference (budget model) is neutralized so if a student takes a minor outside the school, the tuition difference is neutralized, making the budget model concern moot.  School of Philanthropy mentioned that their students rely on 12-credit minors for their students so they would not like to see all minors reduced to 6 credits.  A vote was proposed for the “Approval for Earth Science 6-credit minor.” It was seconded and then approved by the GAC voting members. | |
| Informational Item  A typographical error was corrected for a course number in the Non-Thesis MS Science in Nutrition & Dietetics + Dietetic Internship Professional Certificate Graduate that the GAC approved on May 28, 2024. This correction was administratively approved. | |

Next Meeting and Adjournment (**November 26, 2024, 1:30 pm, Zoom**)