

**GRADUATE POLICY COMMITTEE
MINUTES
October 6, 2014**

The following members were present: Lee Stepina, Chair; Nancy Marcus, Dean, The Graduate School; William Fredrickson, Music; Fred Huffer, Statistics; Sudhir Aggarwal, Computer Science; Tomi Gomory, Social Work; Karla Schmitt, Nursing; Steven Webber, Interior Design; Jamila Horabin, Biomedical Science; Gary Burnett, Communication & Information; Ron Doel, History; Peter Hoeflich, Physics; Stanley Gontarski, English; Diana Rice, School of Teacher Education.

The following members were absent: Jeannine Turner, Education; Linda DeBrunner, Engineering; Tahirih Lee, Law; Anne Barrett, Sociology; Elwood Carlson, Sociology; Jasminka Ilich-Ernst, Human Sciences; Patricia Born, Business; Brian Gaber, Film/Music.

Also present: James Beck, The Graduate School; Judy Devine, The Graduate School; David Paradise, Associate Dean, Business; David Yancey, Information Technology Services.

The meeting was called to order at 3:35 P.M. by Lee Stepina, Chair.

Previous Meeting Minutes –With no revisions or additions in mind, the meeting minutes for September 15, 2014 were approved.

Request to Waive the GMAT or GRE Admission Requirement for the College of Business M.B.A. and M.S. Degree Programs- Dr. David Paradise reviewed the criteria that will be used to waive the GMAT or GRE admission requirement for the M.B.A. and M.S. degree programs. These standards do not apply to the PhD program and applicants must provide evidence to satisfy the criteria being applied. The GMAT/GRE requirement will be waived for outstanding applicants meeting ONE of the following criteria:

- 8 years of management experience that includes significant budgetary and leadership responsibility and a 3.0 (or better) undergraduate GPA from an accredited institution*
- A completed Master's, JD, MD or PhD degree with a 3.0 (or better) GPA from an accredited institution*
- LSAT score of 160 or higher
- Pass on the CPA exam and a 3.0 (or better) undergraduate GPA from an accredited institution*
- Pass on the PE exam and a 3.0 (or better) undergraduate GPA from an accredited institution*

Dr. Paradise explained that a reasonable number of prospective students (who have 12-15 years of work experience) are interested in pursuing the online M.B.A. program, the online M.S. in Risk Management program, and the online M.S. in Information System's program if the GMAT or GRE placement tests were not a mandatory requirement.

Dr. Gomory asked if there were any other universities which have M.B.A. programs that accept students solely on administrative experience and no academic expectation. Dr. Paradise estimated that about 50-60 external institutions waive the GMAT or GRE for their executive programs, but the criteria can vary. For example, the University of Delaware does not require

the GMAT if a student possesses a terminal degree or an acceptable LSAT or MCAT score. Dr. Gomory was concerned about the 8 years of experience criteria because “it can be difficult to determine good or bad experience.” Dr. Paradise explained that in order to address this concern, the College of Business decided that it would be best to tie the 8 years of management experience to include “significant budgetary and leadership responsibility.” He clarified that this criteria does not imply that the College of Business plans on accepting every single person who shows 8 years of management experience. It is merely a substitute they wish to utilize as a replacement to the GMAT or GRE exam.

Dr. Rice asked how the College of Business defines and intends on evaluating prospective students with “significant budgetary and leadership responsibility.” Dr. Hoeflich agreed with Dr. Rice that the notation is considerably vague. Dr. Paradise explained that the College of Business classifies “budgetary and leadership responsibility” as achieving middle-management or higher experience, million dollar budgetary accountability, a qualified position in a multinational accounting firm, etc.

Dean Marcus added that 8 years of management experience, presumably in the eyes of the judging committee who evaluates the student, may provide more information and insight on the student’s capabilities than a simple numerical GMAT or GRE score. She explained that it is very important that the College of Business can justify their admission decisions and show that there was a rational reason to choose one student over another should an appeal or question be raised. The measure needs to be clear and students need to be aware if they have to take the GMAT/GRE exam or submit an application with 8 years of management experience. Furthermore, Dean Marcus raised the following concern: “how will a student know (after they have submitted their admission application) if their 8 years of management experience is significant enough to waive the GMAT or GRE test score?” Dr. Paradise understood Dean Marcus’s concerns and agreed to look into this.

Dr. Gontarski stated that he would feel more comfortable if the 8 years of managerial experience standard was amended to state:

8 years of management experience that includes significant budgetary and leadership responsibility ***will be considered*** and a 3.0 (or better) undergraduate GPA from an accredited institution*

The GPC did not feel that incorporating this additional statement at the end of the criteria was necessary.

Dr. Schmitt noted that she agrees with Dean Marcus’s assessment that a student who completes his/her PhD should not have to retake the GMAT or GRE exam as they have already proven themselves to be competent and capable. She added that it may be advantageous to develop a comprehensive matrix to help flesh-out the criteria in a clearer manner that will assist faculty members in evaluating potential new students. Dr. Gomory and Dr. Paradise agreed that the development of an organized matrix is a worthy idea.

Dr. Stepina explained that statistics increasingly show that the longer a student is out of school, the more difficult it is for a student to perform well on the GMAT or GRE exams. Therefore, it is preferred among the M.B.A. programs to have more applicants with significant experience.

Dr. Rice advised Dr. Paradise that guidance for the admissions committee on the meaning behind “significant budgetary and leadership responsibility” may be necessary to avoid any confusion or ambiguity.

Dean Marcus referenced the criteria for waiving the GRE for the online master’s program from Criminology that was approved in April 2014 by the GPC. Dean Marcus explained that the deciding factor was left in the hands of the College of Criminology and Criminal Justice to waive the GRE based on a student’s qualifications and evaluation of their 5 years of professional experience. She explained that the approved language proposed that “the GRE for the online Master’s program can be waived if an applicant presents 5 years of professional experience in a relevant Criminology and Criminal Justice field.” Similar to the Criminology request, the College of Business’s demand for “significant budgetary and leadership responsibility” covers the relevance part. Dr. Burnett agreed.

Dr. Schmitt requested to move a motion:

Dr. Schmitt proposed to approve the proposal brought to the GPC for waiving the GMAT/GRE according to the criteria presented by the College of Business.

The motion was seconded by Dr. Aggarwal.

With no further discussion, a vote was placed. 10 were in favor of the motion, while 4 were not in favor (Dr. Hoeflich, Dr. Gomory, Dr. Rice, and Dr. Gontarski).

PASSED

Discussion- Clarification on University-Wide Teaching Standards in Order to Move Forward with the Creation of an Online System for TA Certification-Dean Marcus notified the GPC members that she is currently working with Dave Yancey to develop an online system coupled with the Graduate Student Tracking (GST) System and other student database records to determine TA competency in teaching. The goal is to generate an electronic report that will show all student credentials, active appointments, duties, etc. Presently, some inconsistencies exist in the university-wide teaching standards document. Dean Marcus explained that the inconsistencies in this document need to be addressed to help Dave Yancey finish the development and logic behind the online portal system.

Dean Marcus stated that the requirements from levels 1-4 are almost identical, with the exception of one or two things: 1.) the “program specific” language listed as the first criteria for each of the first four levels is slightly different 2.) Level 4 lists the following requirement which is not included in levels 1, 2, or 3: “attend the TA Orientation/PIE Teaching Conference held

each fall before the beginning of the semester or an equivalent.” Dean Marcus explained that she is trying to simplify the requirements and would like some additional feedback from the GPC. Some questions Dean Marcus would like the GPC to address: Is participation in the TA Orientation/PIE Teaching Conference (or equivalent) critical for a student conducting a recitation/discussion section (level 4)? Should this requirement be possibly removed? Or should this requirement be necessary for all levels?

Dr. Aggarwal and Dr. Gomory expressed interest in having this requirement implemented among all levels. Dr. Gomory stated that it doesn't hurt to have TA's attend the orientation as it will only help enhance the student's experience and knowledge.

Dr. Rice explained that even lab sections involve specific instruction/interaction and the TA Orientation would be helpful to the students who are teaching at level 3.

Dean Marcus emphasized that some teaching assistants do not go to the TA Orientation/PIE Teaching Conference, but rather meet the requirement by attending an “equivalent” training session offered by their department. Presently, it has been presumed that if a student did not attend the TA Orientation/PIE Teaching Conference and is teaching at one of the 7 levels, that he/she has had some degree of in-house departmental training. After the new online system has been developed and implemented by David Yancey, the goal will be to query every program to determine how exactly each student accomplished this standard. Did the student attend the TA Orientation/PIE Teaching Conference? If not, if the program decided to choose an “equivalent” route, what alternative training opportunity was undertaken? A selection from a display dropdown menu should be visible once the new online system goes live to record this data. Dean Marcus explained that the online system will inevitably simplify the TA certification process because all the information will be readily available online. This will greatly help departments and academic deans who need to certify/gather this information for every graduate student who is teaching. The goal is to pull information that is accessible in the online systems, student records, and the Graduate Student Tracking (GST) System to run a report that will show all TA qualifications.

Dr. Stepina asked where students are acquiring training on FERPA, Sexual Harassment Policy, and the Academic Honor Policy if he/she does not attend the TA Orientation/PIE Teaching Conference. Dean Marcus explained that some programs offer professional trainings that cover these critical topics, but quality is a concern as the trainings can vary drastically across programs. She also added that the first day of the TA Orientation/PIE Teaching Conference is where these critical exercises are addressed.

Dean Marcus asked the GPC if they felt that interactions were substantially different from recitation/discussion sections (level 4) and lab sections (level 3). Dr. Burnett stated that he felt that at both levels discussions are very hands-on with a lot of interaction between the teaching assistants and the students, but that it can vary across disciplines.

Dean Marcus was interested in merging levels 1-3 into a single level as the first 3 levels have relatively the same requirements. She doesn't feel that separating the various categories is essentially necessary. However, Dr. Rice felt that having the levels separated was a necessity as level 3 is potentially closer to level 4. Dr. Hoeflich noted that while level 1 (grader) and level 2 (proctor) may be similar in terms of interaction, level 3 (lab section) and level 4 (recitation/discussion section) can be very different.

Dean Marcus reviewed the basic requirements for levels 5-7, in which a teaching assistant is listed as the Instructor of Record (IOR). She asked for feedback.

Dr. Aggarwal recommended that levels 5-7 be divided into two categories: lower-division and upper-division. He explained that the lower-division requirement should require "18 hours of graduate work in the teaching discipline" and the upper-division requirement should require the completion of a "master's degree or equivalent (30 credit hours)." Dean Marcus asked if the GPC felt there is a fundamental difference between level 6 and 7. Dr. Hoeflich stated that there is a definite difference between level 6 and 7 and advised keeping levels 5-7 the same.

Dr. Rice asked what "upper-level non-major non-liberal studies courses" are. Dean Marcus explained that they are essentially electives.

Dean Marcus asked for 2-3 volunteers to comprise a small subcommittee to discuss recommendations and revisions to the University-Wide Teaching Standards document. Dr. Schmitt, Dr. Aggarwal, and Dr. Rice recommended their service.

With no further business to be presented, Dr. Stepina adjourned the meeting at 4:50 P.M.