**Graduate Programs Council Meeting**

**Minutes: March 2, 2011**

**Attendance:** Leslie Rice, Venkat Ramamoorthi, Jean Slobodzian, Susan Bakewell-Sachs, Jody Eberly, Claire Clemens, Atsuko Seto, Susan Hydro

**Absent:** Cassandra Jackson, Sinead Mallon, Nadya Pancsofar, Esther Ball, Libby Alcaro

**Report from Susan Hydro, Assistant Dean**

 Response to the survey of graduate students enrolled in the fall semester is currently at 30%. Another reminder will be sent, and then results will be shared with GPC.

Nancy Freudenthal recommended to Susan Bakewell Sachs that our first step in the overall Graduate Bulleting Policy/Procedure review should be a comparison with what is currently in the TCNJ Policy Manual – how and where does the Bulletin differ and why? S. Hydro reviewed the policies and created document showing this. S. Hydro and S. Bakewell Sachs met to review prior to GPC and at GPC shared a streamlined document “Graduate Bulletin and the TCNJ Policy Manual: Elements for Specific Focus” with the Council. More detailed recommendations will follow at the next GPC meeting.

**Report from Susan Bakewell-Sachs, Dean**

 S. Bakewell Sachs reported that she spoke with Nancy Freudenthal. The goal is to make sure that any issues with policy discrepancies are known and that the process keeps moving forward toward resolution. S. Bakewell Sachs and S. Hydro will meet with N. Freudenthal to determine what steps need to be taken through governance.

**Old Business: Graduate Policy revisions – Appeals Policy**

 The Council confirmed that the question of appeals related to comprehensive exams was addressed through the work that was done in revising the comprehensive exam policy. The Council then reviewed the appeals policy and hearing procedures documents and recommended the following changes:

In section III. The order of the steps…, the order and wording should be as follows:

1. Discussion with the faculty member.
2. Discussion with the chairperson of the department and/or graduate coordinator.
3. Appeal to the department/school complaint committee, as specified by the department or program standards.
4. Appeal to the dean of the school in which the course is being offered.
5. Appeal to the graduate complaint committee.

1-The committee should be able to review all procedural guidelines in order to assess whether the processes or procedures were followed appropriately.

2-The committee should have the authority to make a decision but one that is appropriately prescriptive. Recommendations should be made within institutional constraints.

3-In cases where appropriate, the committee should refer the appeal back to the previous step.

1. Appeal to the provost/executive vice president.
2. Appeal to the president of the College.

In section IV. The complaint…, “30 class session days” should be changed to “30 College class session days.”

Any reference to days or hours within the hearing procedures should also be framed in terms of College class session days.

Leslie Rice asked whether a student who appeals a grade for a course that is a pre-requisite to other courses should be allowed to enroll in later courses while the pre-requisite grade is in dispute.

Per S. Bakewell Sachs, yes, in order to ensure due process. To be fair to the student, if a grade is in play and the next course is offered once/year, the student needs to be allowed enrollment -- and withdrawal without penalty if the appeal is denied.

S. Bakewell Sachs will share the proposed appeals process and procedures with Mark Kiselica and Ben Rifkin. If they agree with changes, Jody Eberly will send final comp exam/appeal response back to Steering.

**New Business**

The Council discussed concerns regarding Student Conduct and the realization that the College’s code and systems are apparently not intended to apply to graduate students.

CSCC requested a meeting with members of GPC. J.Eberly and S. Hydro will meet with CSCC – others are welcome to join.

Examples of key points:

-Graduate students are part of the College community. What should a faculty or staff member do if an issue arises?

-Some graduate students – those in 5 year programs – live on campus.

-We don’t have separate UG vs. G faculty, so same people are teaching both levels.

L. Rice raised a question regarding the semester schedule. Why do graduate courses run one week longer than undergraduate?

S. Bakewell Sachs and J. Slobodzian felt that the length is the same when you factor in the reading days/final schedule used by undergraduate and that graduate final exams are often held on the last scheduled class. It was agreed, however, that this should be confirmed.

Respectfully submitted,

Susan Hydro