November 23, 2021 GAC Highlights

At-a-glance deadlines:

- Friday, December 10 – Block Grants deadline
- Thursday, December 23 – Fall grades deadline
- Sunday, January 16 - Elite 50 application deadline
- Friday, February 11 – University Fellowship deadline
- Friday, February 11 – President’s Diversity Fellowship deadline

Upcoming Events

- Tuesday, November 30 – Panel Discussion: “My Ability Disability”
- Tuesday, December 7 - Standing Out on your Job Application
- Thursday, December 9 - IUPUI Graduate Office Fellowship Workshop
- Wednesday, December 15 - Grad Parent Network

Associate Dean’s Report

The Staff Council has provided us with the below holiday season giving opportunities. Do consider these options as many benefit our students and our communities.

- Staff Council typically does a Winter Service Project where they select a place in need and collect donations. Since many of us are working hybrid schedules, this makes collecting items a bit more difficult again this year. A list is provided of several opportunities on Indy.gov where you can help support our community this holiday season. There are several food banks, homeless shelters and community centers for example.

- Staff Council continues to support student, staff, and faculty through Paw’s Pantry. There is a wish list on Amazon.com that can be used as a resource and that will make it easy to give to Paw’s Pantry.

We discussed at the GAC that ICHE is now requiring that programs use the new proposal. Please review the following when submitting new degree proposals:

- ICHE Equity Requirement in New Degree Proposals (see attachment)
- New ICHE Degree Proposal Form (see attachment)
- Academic Approval Matrix (see attachment)

We are requesting copies of school/department policies on authorship/publication so we can share and develop campus guidelines. Please send those to Dezra (dezdes@iupui.edu).

Attached is a copy of Christian Royer’s presentation on HR benefits for students with academic appointments and fellowships (see attachment).

The Purdue Graduate School at WL offered a guide to conducting remote PhD and master’s student examinations for dissertation and thesis (see attachment). We are sharing that PUWL document for your information, recognizing this was adapted from the University of Maryland. Keep in mind this is a guide from
PUWL, so the links may not be relevant. Your school is not required to use the guide, although our Purdue programs may find the guide useful. The IUPUI Graduate Office has endorsed the use of virtual or online meetings for graduate students and their research advisory committee, as well as virtual thesis/dissertation defense examinations when useful or necessary. Such remote meetings can help bring together distant committee members during times when face to face meetings are difficult, and ensure committees are regularly connecting with students they mentor. Virtual meetings may also help ensure student seminars and presentations associated with the thesis or dissertation defense, are widely accessible to others. It still may be important to hold some in-person meetings with students as determined by the committee. We do recommend that committees recognize that using virtual forums, some student meetings and examinations should be closed to the public with only the student and committee members in attendance.

Assistant Dean’s Report

Our annual PFFP Pathways Conference and 3 Minute Thesis was Nov. 18th from 9am-2pm. We had over 100 people pop in and out during the day where we had sessions on Standing out on your job application, Grad alumni panel, a session on piloting real CV/COVID CV and of course our campus-wide 3 Minute Thesis/ 3 Minute Pitch competition.

2021 3MT / 3MP Winners are:

- 3MP winner $400 Prize: Julie Frye - IUPUI School of Education – “Care in a Border Town Public Library”
- 3MP Runner up $300: Jeevana Maddineni- School of Informatics and Computing – “Knowledge Representation of Translating First-time Pregnancy Experiences”
- People’s Choice 3MP $250: Jeevana Maddineni
- 3MT Runner Up $400: Sailee Lavekar – School of Science – “Glaucoma: Silent Killer of Sight”
- People’s Choice 3MT $250: Hayley Drodz - School of Medicine – “Corticostriatal Activity in Autism Spectrum Disorders”

PFFP will host a follow up session on Standing Out on your Job Application, Dec. 7th from 12-1pm with facilitator David Heard (see attachment). Register in advance for this meeting. After registering, you will receive a confirmation email containing information about joining the meeting.

If your students or post docs are looking for professional development opportunities and ways to build their resume our PFFP program is free and only requires a short application and letter of recommendation to get started. Apply here.

Nov. 30th UPnGO will host a panel discussion entitled “My Ability Disability” (see attachment). This will be virtual from 6-7pm
University Writing Center has weekly sessions Tuesday from 5-7pm and Thursday from 10-12am via Zoom. Students are welcome to join or drop in at any time.

Our Grad Parent Network, for graduate students who are parents will meet again December 15th from 12-1pm via zoom. Register in advance for this meeting.

Nominations for Elite 50 are open. Please nominate a student for this prestigious award.

IUPUI Graduate Mentoring Center

On November 16 we held a Midday Mentoring Dialogues on “Allyship as a Journey.” Lauren Easterling (Director of Trainee Services, IUSM Graduate Division) and Mckayla Stevens (PhD Candidate, Department of Biochemistry & Molecular Biology) gave an outstanding presentation and there was an excellent discussion between the panel and the attendees.

Our next award-winning Midday Mentoring Dialogues for professional and graduate students will be December 9 from 12-1 on Zoom. We will have a student panel (Kevin Hillman and Latosha Rowley) will lead a discussion on “How to engage in Allyship—racial and ethnic identities.” (see attachment) We encourage your students to attend this important discussion. Register. In January, we will be hosting a session on Beginning the Thesis Writing process.

We will be hosting two upcoming Mentoring Dialogues for Faculty and Staff. In collaboration with the Midwest Experiences in Mentoring Excellence, there will be an online (Zoom) session on January 6-7 from 9-1 each day. Also, we will hold an in person Mentoring Dialogues for Faculty and Staff session in May after the semester ends. We continue holding a Mentoring Dialogues for Faculty and Staff one day a month for one hour during the fall and spring semesters that covers the Entering Mentoring training from the National Research Mentoring Network (NRMN) and are listening to the expertise of some very excellent mentors at IUPUI and IUSM.

Graduate Office Report

Fall grades due by 8 p.m. on Thursday, December 23rd. YOUR DECEMBER GRADUATES DEPEND ON YOUR FACULTY MEETING THIS DEADLINE. See Faculty & Staff Central website for details.

Per the Registrar: students who have not yet submitted their COVID vaccination status will not be able to access CAS-authentication-required applications until they choose their status (vaccinated or exemption). COVID-19 VACCINE REPORTING & EXEMPTION REQUESTS.

CRM Task Force presented recommendations to the IUPUI Dean’s last week – slides and recommendations will be uploaded into GAC MS Teams folder soon.

Phase II of the Grad Pillar of the CRM is starting soon and will include the following:

• Liaison Integration
• Ability to enter a prospect without defined program/plan of interest or with many different program/plans of interest
• Data Standardization within CRM
• Review and revise Convergence Cloud List Uploader template
Committee Reports

Fellowship

Join us for the **IUPUI Graduate Office Fellowship Workshop** taking place Thursday, December 9, 2021 at 10:30 AM, via Zoom. Register.

**Block Grants** are due Friday, December 10th.

**University Fellowships** deadline is Friday, February 11th. The make offer roster will be sent early March.

**President’s Diversity Fellowships** deadline is also February 11th. The committee will review these nominations the week of February 21st.

More information is on the IUPUI Graduate Office Fellowships and Awards webpage, or Contact Katina Reedy with questions at reedyk@iu.edu

Graduate Recruitment Council

The **Graduate Recruitment Council** met on November 18 via Zoom for the last meeting of the year.

The 2022 **dates for the quarterly Graduate Recruitment Council** meetings are: February 17, May 19, September 22, and November 17 and will be held via Zoom with an option to attend in person depending on campus guidance for in-person meetings of larger groups. The monthly GRC Lunch & Learns, which are held via Zoom, offer those who attend an opportunity to present challenges, successes, or ask questions. They will resume in January.

**Graduate School Admissions Boot Camp** was held on November 3 via Zoom. Over 50 people signed up, many from other parts of the nation and even the world. Approximately 28 people attended. A little over 20 submitted personal statements that were reviewed by volunteer faculty before the event and they were then put in break-out rooms, one-on-one with a faculty member to discuss the feedback. Special thanks to Dr. Hardy, Dr. Roper, Dr. Queener for their leadership in planning and to the Senior Academy for their participation.

The following are attachments to the November 23, 2021 Highlights:

- ICHE Data Collection Regarding Equity in New Program Proposals
- ICHE New Academic Degree Proposal form
- General Matrix for the Administrative Approval Process for New Academic Programs
- Benefit Discussion for Graduate Appointees, Fellowship Recipients, and PostDoc Fellows
- Guidelines for Conducting Remote Thesis and Dissertation Defenses
- Standing out on your job application pt. 2
- My Ability Panel Discussion
- How to Engage in Allyship
ICHE Data Collection Regarding Equity in New Program Proposals
[Academic Leadership Council, November 19, 2021]

Information Collection on Equity in New Program Proposals

2.d. State Rationale: Equity-Related
1. How does this program address the Equity section of Reaching Higher In a State of Change (see pages 15-17), especially with respect to considerations of race/ethnicity, socioeconomic status, gender, and geography?

Reaching Higher In a State of Change: Focus on Equity

Reaching Higher In a State of Change, provides a vision and a blueprint focused on pathways for student success from the recent high school graduate to the returning adult—ensuring greater economic opportunity and a stronger Indiana. With a focus on completion, equity and talent, the plan provides action steps for high schools, colleges, and universities and focused metrics to demonstrate the plan’s effectiveness as we approach the 2025 goal for at least 60 percent of Hoosiers to have a quality credential.

Equity is recognizing that life’s circumstances or obstacles should not dictate opportunities to succeed, and the Commission is prioritizing educational equity in this new plan.

Equity Action Steps from “A Blueprint for State of Change” in Reaching Higher In a State of Change

Pathways and Transitions
• Encourage use of predictive analytics to identify student needs and tailor individualized support to ensure student success.
• Increase the number of summer bridge and other programs that help students transition from secondary to postsecondary education and combat summer melt.
• Create a model “Learner-Ready” rubric to help campuses assess their readiness to accommodate the needs of their unique learner populations.

Affordability
• Create better alignment between state agencies to leverage opportunities and identify key populations, such as incarcerated adults and those on state public assistance.
• Use proactive outreach to increase the number of learners from priority populations taking advantage of existing financial aid programs created to support them.
• Encourage the use of Open Educational Resources wherever possible (such as online access to classroom materials) to reduce the cost for learners.
• Advocate that all students gain financial literacy skills to help them make informed choices about education and training beyond high school.
Community Engagement

- **Create** access to postsecondary opportunities in rural areas through the use of technology, broadband and innovative delivery models.
- **Leverage** opportunities for communities, institutions and employers to work together for people of color as well as rural, veteran and low-income populations.
- **Increase** awareness and utilization of non-academic campus or community programs designed to support diverse learners (focusing on hunger, childcare, transportation, mental health, etc.).

The Educator Pipeline

- **Increase** the number of minority learners enrolling in and completing EPPs.
- **Increase** opportunities for students in EPPs to gain experience in rural and diverse communities.
- **Create** EPP cohort and externship models that recruit and prepare teachers in key populations and communities.
- **Ensure** early college credit opportunities are available in all schools by helping more educators get the training they need to teach these courses.
- **Encourage** more people of color to utilize state scholarship funding to increase diversity in the teaching profession.

Quality

- **Monitor** early college credit and career technical education pathways in high school to routinely assess the status of opportunity and completion gaps among low-income, rural and minority populations.
- **Demonstrate** and advocate for the quality, value and benefit of dual credit courses offered to high school students.
- **Ensure** academic rigor and workforce relevance are prioritized as the Commission and institutions target programs to key populations.
- **Expand** the collection, analysis and utilization of equity data in each of the Commission’s major reports, outreach efforts and financial aid programs.

The section addressing equity from *Reaching Higher In a State of Change* are copied as **Appendix A**, on the following pages.

For additional proposal information, either new or clarified,

*See Appendix B.*
APPENDIX A: Equity pages from *Reaching Higher In a State of Change*

**REACHING HIGHER IN A STATE OF CHANGE**

**EQUITY**

*Life’s circumstances or obstacles should not dictate opportunity to succeed.*
Equity

Equity is critical to our state’s success.

Equity is often measured by observing areas where it does not exist: the gaps among learners from varying geographies, between genders, races or ethnicities, and by income level. These differences in outcomes are known as achievement gaps.

In 2013, the Indiana Commission for Higher Education passed a resolution to cut the achievement gap in half by 2018 and close the achievement gap by 2025. Over time, it became clear the Commission needed to do a deeper data dive to fully understand achievement gaps. So, in 2018, the Commission released its first College Equity Report, shining a brighter light on persistent opportunity and completion gaps for underrepresented and at-risk populations. The report showed that the achievement gap—as measured by college going, early success in college and college completion—was over halfway closed for low-income and minority learners, but significant gaps remained.

The College Equity Report was a first-of-its-kind statewide analysis of the gaps in higher education, but disaggregating and reporting data is just a first step toward closing those opportunity and achievement gaps.

Reaching Higher in a State of Change makes equity a key focus area to ensure that we’re taking meaningful action to close those gaps on every campus in every community. Defining what we mean by “equity” lays the foundation for the goals that follow.

EQUITY IS INCLUSIVE. All learners deserve access to higher education opportunities and the support needed to ensure success. The Commission’s focus on equity includes low-income and minority learners, but it also includes populations that reflect the demographics of our state—including age, gender, veteran status, those with disabilities, foster youth, incarcerated Hoosiers and learners from rural communities.
EQUITY IS CRITICAL TO OUR STATE’S SUCCESS. To meet the 60 percent goal, Indiana must be sharply focused on driving completion gains for every group. Population projections indicate that Indiana will become increasingly more racially and ethnically diverse, and we’re seeing increases in the number of low-income learners. These demographic shifts are already reflected in the K-12 pipeline. Additionally, as our economy diversifies and our high school population declines, the importance of engaging underrepresented populations and all regions of the state will be critical. Equally important will be reaching the diverse population of adult learners who must reskill to maintain any level of success in the future economy.

Figure E.
The risk of falling below the poverty line in Indiana is greater when Hoosiers have lower levels of education.

EQUITY REQUIRES TARGETED SUPPORTS. Particularly with low-income and first generation students, there is often a lack of exposure to the full range of job and educational opportunities available. For this reason, we must provide greater navigational supports that meet individuals where they are on their way to completion. It’s not enough to give all learners access to the same tools to achieve postsecondary success. Learners come to us with different experiences, learning and resources; in turn, it’s incumbent upon the state and its institutions to offer learner-focused supports and opportunities. Our approach to provide supports for educational equity must include a commitment to quality, and quality demands a commitment to equity.

Figure F.

LEARNERS NEED DIFFERENT TOOLS AND SUPPORTS TO ACHIEVE POSTSECONDARY SUCCESS AND ENSURE EDUCATIONAL EQUITY.
APPENDIX B: Additional proposal information, either new or clarified

A. In the general identifying information (item “b”): Career Relevant/Out-of-Classroom Experiences:
   (3 Co-ops, internships, clinicals, practica, capstone projects, employer critiques, study abroad)

B. Eliminates former Appendix 1, Institutional Rationale, detail. This is now included in Section 2.b.

C. 1. Program Description
   o a. Provide a description of the program that would be available to prospective students and other interested stakeholders and that would be included on the institution’s web site and published to the Indiana Credential Registry.

D. 3.e. Letters of Support
   o Clarifies expectation of letters from external stakeholders.

E. 5.b. Related Programs at the Proposing Institution
   o Identify programs at the proposing institution that compliment, strengthen, or otherwise would be impacted by the proposed program.

F. 6. Preparation for and/or Collaboration with Other Programs
   a. Preparation for Graduate Programs
      ▪ Does this program prepare students for one or more graduate programs? If so, please describe.
   b. Articulation of Associate/Baccalaureate Programs
      ▪ All institutions proposing associate or baccalaureate degrees must address program articulation pathways.
      ▪ For each articulation agreement, indicate how many of the associate degree credits will transfer and apply toward the baccalaureate program. Appendix 8: Articulation of Associate/Baccalaureate Programs, Detail (This appendix should contain the actual articulation agreements relevant to the proposed program.) Prior to submitting the program proposal to the Commission, universities should work directly with Ivy Tech Community College and Vincennes University to develop articulation agreements that maximize transfer opportunities for students. Use articulation table provided at the end of this document.
   c. Collaboration with Similar or Related Programs on Other Campuses
      ▪ Indicate any collaborative arrangements in place to support the program.

G. 7. Quality and Other Aspects of the Program
   c. Student Engagement Experiences with Career Relevance
      ▪ The proposal should describe student engagement experiences with career relevance, which are described as ones that:
      ▪ Are rooted in an authentic real-world context and involves students in intentional reflection on that experience;
      ▪ Place an emphasis on the development of multiple career readiness competencies as defined by the National Association of Colleges and Employers (NACE); and
      ▪ Occur within traditional classroom environments and beyond the classroom settings either on or off campus or in virtual/online modalities.
[Program Name\textsuperscript{1}]

To Be Offered by [Institution] at [Campus]

\begin{enumerate}
  \item NCES Degree Level\textsuperscript{2}:
  \item Mode of Delivery (In-person or Online\textsuperscript{3}):
  \item Career Relevant/Out-of-Classroom Experiences\textsuperscript{4}:
  \item Academic Unit(s) Offering Program:
  \item Suggested CIP Code for Program:
\end{enumerate}

\textsuperscript{1} Follow this format: [degree designation, e.g. A.S. or B.S.] in [field of study, e.g. Nursing or Business Administration]

\textsuperscript{2} \textit{National Center for Education Statistics Award Level Definitions}

\textsuperscript{3} For Commission purposes, “online” includes two categories: 100% online and blended programs, i.e. 80-99% is online, with the remaining portion in-person.

\textsuperscript{4} Co-ops, internships, clinicals, practica, capstone projects, employer critiques, study abroad
1. **Program Description**

   a. Provide a description of the program that would be available to prospective students and other interested stakeholders and that would be included on the institution’s web site and published to the Indiana Credential Registry.
2. Rationale for the Program

a. Rationale: General
   • What problem is this program trying to solve?

b. Institutional Rationale
   • How does this program build on institutional strengths and how is it consistent with the mission of the institution and the institution’s strategic plan (please provide a link to the strategic plan)?

c. State Rationale: General
   • How does this program address state priorities as reflected in the Commission’s most recent strategic plan *Reaching Higher In a State of Change*?

d. State Rationale: Equity-Related
   • How does this program address the Equity section of *Reaching Higher In a State of Change* (see pages 15-17), especially with respect to considerations of race/ethnicity, socioeconomic status, gender, and geography?
3. Evidence of Labor Market Need

a. National, State, or Regional Need
   • Is the program serving a national, state, or regional labor market need?

b. Summary of Indiana DWD and/or U.S. Department of Labor Data
   • Summarize the evidence of labor market demand for graduates of the program as gleaned from employment projections made by the Indiana Department of Workforce Development and/or the U.S. Department of Labor.

   Appendix 1: Summary of Indiana DWD and/or U.S. Department of Labor Data, Detail
   (This appendix should contain the detailed tables, upon which the summary of the labor market demand is based.)

c. National, State, or Regional Studies
   • Summarize any national, state, or regional studies that address the labor market need for the program.

   Appendix 2: National, State, or Regional Studies, Detail (This appendix should contain links to the studies cited and/or relevant pages from the studies themselves.)

d. Surveys of Employers or Students and Analyses of Job Postings
   • Summarize the results of any surveys of employers or students and analyses of job postings relevant to the program.

   Appendix 3: Surveys of Employers or Students and Analyses of Job Postings, Detail
   (This appendix should contain links to the surveys or analyses cited, and/or relevant pages from the documents themselves.)

e. Letters of Support
   • Summarize, by source, the letters received in support of the program, especially those written by external stakeholders.

   Appendix 4: Letters of Support, Detail (This appendix should contain the letters of support for the program.)
4. **Cost of and Support for the Program**

a. **Costs**

i. **Faculty and Staff**
   • Of the faculty and staff required to offer this program, how many are in place now and how many will need to be added (express both in terms of number of full- and part-time faculty and staff, as well as FTE faculty and staff)?

   > Appendix 5: Faculty and Staff, Detail (This appendix should contain a list of faculty with appointments to teach in the program and a brief description of new faculty positions yet to be filled.)

ii. **Facilities**
   • Summarize any impact offering this program will have on renovations of existing facilities, requests for new capital projects (including a reference to the institution’s capital plan), or the leasing of new space.

   > Appendix 6: Facilities, Detail. This appendix should contain additional information on major impacts on facilities caused by this program.)

iii. **Other Capital Costs (e.g. Equipment)**
   • Summarize any impact offering this program will have on other capital costs, including purchase of equipment needed for the program.

   > Appendix 7: Other Capital Costs, Detail (This appendix should contain additional information on other capital costs associated with the program.)

b. **Support**

i. **Nature of Support (New, Existing, or Reallocated)**
   • Summarize what reallocation of resources has taken place to support this program.
   • What programs, if any, have been eliminated or downsized to provide resources for this program?

ii. **Special Fees above Baseline Tuition**
   • Summarize any special fees above baseline tuition that are needed to support this program.
5. **Similar and Related Programs**

a. **Similar Programs at Other Institutions**

   i. **Similar Programs at Indiana Institutions**
      • Indiana institutions offering (on-campus and/or distance education) programs that are similar to the proposed program. If relevant, include information on topics such as: program options or specializations; institutional or programmatic accreditation; and preparation for licensure or certification.

   ii. **Similar Programs at Institutions Outside Indiana**
      • Institutions in contiguous states, MHEC states, or the nation, depending upon the nature of the proposed program, offering (on-campus and/or distance education) programs that are similar to the proposed program. If relevant, include information on topics such as: program options or specializations; institutional or programmatic accreditation; and preparation for licensure or certification.

b. **Related Programs at the Proposing Institution**

   • Identify programs at the proposing institution that compliment, strengthen, or otherwise would be impacted by the proposed program.
6. Preparation for and/or Collaboration with Other Programs

a. Preparation for Graduate Programs
   • Does this program prepare students for one or more graduate programs? If so, please describe.

b. Articulation of Associate/Baccalaureate Programs
   • All institutions proposing associate or baccalaureate degrees must address program articulation pathways.
   • For each articulation agreement, indicate how many of the associate degree credits will transfer and apply toward the baccalaureate program.

   Appendix 8: Articulation of Associate/Baccalaureate Programs, Detail (This appendix should contain the actual articulation agreements relevant to the proposed program.) Prior to submitting the program proposal to the Commission, universities should work directly with Ivy Tech Community College and Vincennes University to develop articulation agreements that maximize transfer opportunities for students.

c. Collaboration with Similar or Related Programs on Other Campuses
   • Indicate any collaborative arrangements in place to support the program.
7. **Quality and Other Aspects of the Program**

a. **Credit Hours Required/Time To Completion**
   - Credit hours required for the program and how long a full-time student will need to complete the program

   *Appendix 9: Credit Hours Required/Time To Completion, Detail (This appendix should contain the semester-by-semester, course-level detail on the program curriculum, including how long it will take to complete the program, assuming full-time study.)*

b. **Exceeding the Standard Expectation of Credit Hours**
   - If the associate or baccalaureate degree program exceeds 60 or 120 semester credit hours, respectively, summarize the reason for exceeding this standard expectation.

   *Appendix 10: Exceeding the Standard Expectation of Credit Hours, Detail (This appendix should contain detailed information on why it is necessary to exceed the standard credit hour expectation, such as links to relevant licensure and/or accreditation standards the standards themselves.)*

c. **Student Engagement Experiences with Career Relevance**
   - The proposal should describe student engagement experiences with career relevance, which are described as ones that:
     - Are rooted in an authentic real-world context and involves students in intentional reflection on that experience;
     - Place an emphasis on the development of multiple career readiness competencies as defined by the National Association of Colleges and Employers (NACE); and
     - Occur within traditional classroom environments and beyond the classroom settings either on or off campus or in virtual/online modalities.

d. **Program Competencies or Learning Outcomes**
   - List the significant competencies or learning outcomes that students completing this program are expected to master, which would be available to prospective students and other interested stakeholders and which would be included on the institution’s web site and published to the Indiana Credential Registry.

e. **Assessment**
   - Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.

f. **Licensure and Certification**
   - Graduates of this program will be prepared to earn the following:
     - State License:
     - National Professional Certifications (including the bodies issuing the certification):
     - Third-Party Industry Certifications (including the bodies issuing the certification):
g. Placement of Graduates
   • Please describe the principal occupations and industries, in which the majority of graduates are expected to find employment.
   • If the program is primarily a feeder for graduate programs, please describe the principal kinds of graduate programs, in which the majority of graduates are expected to be admitted.

h. Accreditation
   • Accrediting body from which accreditation will be sought and the timetable for achieving accreditation.
   • Reason for seeking accreditation.
8. **Projected Headcount and FTE Enrollments and Degrees Conferred**

a. Provide a brief rationale for how the enrollment and degrees conferred projections were developed.

b. Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System
   - Report a table for each campus at which the program will be offered
   - If the program is offered at more than one campus, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.
   - Round the FTE enrollments to the nearest whole number
   - If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections
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Degree Level: XXX
CIP Code: 00.0000
### General Matrix for the Administrative Approval Process for New Academic Programs

**Step by Step Approval Process (as Required)**

Please refer to [https://uaa.iu.edu/academic-affairs/approval-process/index.html](https://uaa.iu.edu/academic-affairs/approval-process/index.html) for full detail and instructions.

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<td>Degrees: Add/Change Online Mode (80-99%)=Y8, 100%=Y</td>
<td>OOE, a</td>
<td>Yes</td>
<td>Approval</td>
<td>Action</td>
</tr>
<tr>
<td>Degrees: Add/Change Hybrid Mode (50-79%)=Y5</td>
<td>OOE, a</td>
<td>Yes</td>
<td>Approval</td>
<td>Action</td>
</tr>
<tr>
<td>Degrees: Name Change</td>
<td>a</td>
<td>Yes</td>
<td>Approval</td>
<td>Action</td>
</tr>
<tr>
<td>Degrees: Credit Hour Change</td>
<td>a</td>
<td>Yes</td>
<td>Approval</td>
<td>Action</td>
</tr>
<tr>
<td>Degrees: CIP Code Change</td>
<td>a</td>
<td>Info</td>
<td>Notice</td>
<td>Info</td>
</tr>
<tr>
<td>Degrees: Additional in same discipline</td>
<td>a</td>
<td>Yes</td>
<td>Approval</td>
<td>Action</td>
</tr>
<tr>
<td>Degrees: Existing at New Location (non-distance education)</td>
<td>a</td>
<td>Yes</td>
<td>Approval</td>
<td>Action</td>
</tr>
<tr>
<td>Degrees: Dual Degrees (Both Existing)</td>
<td>a</td>
<td>Yes</td>
<td>Approval</td>
<td>Info</td>
</tr>
<tr>
<td>Degrees: Splitting Degree Program</td>
<td>a</td>
<td>Yes</td>
<td>Approval</td>
<td>Info</td>
</tr>
<tr>
<td>Degrees: Merge Degree Programs</td>
<td>a</td>
<td>Yes</td>
<td>Approval</td>
<td>Info</td>
</tr>
<tr>
<td>Degrees: Eliminate, Suspend, or Re-instate</td>
<td>a</td>
<td>Yes</td>
<td>Approval</td>
<td>Info</td>
</tr>
</tbody>
</table>

**General Notes on Approvals**

- Please note with regard to the Board of Trustees: Administrative Action Report (AAR) items are information-only. Although Trustees do "accept" the items on the report, it is not an "approval". Action items must be APPROVED by the Trustees BEFORE they can continue through the process.

- COURSE approvals follow a different process through the CARMin (Course Approval, Remonstrance, Maintenance and Integration) system.

- Programs cannot be advertised or announced prior to their last level of required approval.

---

### Notes on Degree Approvals

*Programs cannot be advertised or announced prior to their last level of required approval.*

#### a. Contingent Approvals:
1. University Graduate School: if degree or certificate is conferred by the graduate school.
2. Office of Online Education: if offered online or as a hybrid. Contact OOE before preparing proposal.
3. Office of Overseas Programs: if offered through partnerships outside US.

#### b. ICHE Program Approvals:
1. ICHE approval is not necessary unless listed separately in ICHE Academic Program Inventory. If a ‘new major’ to be separately reported to ICHE, follow ‘new degree’ process. “New majors” in BA areas and in BS in Education areas are usually reported separately; other BS majors are usually not reported separately.
2. If a degree already exists and an additional designation is being added (e.g. adding a BS option where a BA is already approved), it is submitted to ICHE for Routine Staff Approval.

#### c. HLC Program Approvals:
If noted, regional accreditor approval is required from the Higher Learning Commission (HLC) prior to implementation.
## GENERAL MATRIX FOR THE ADMINISTRATIVE APPROVAL PROCESS FOR NEW ACADEMIC PROGRAMS

### Certificate Approvals

<table>
<thead>
<tr>
<th>Certificate Approvals</th>
<th>Contingent Approvals</th>
<th>Academic Unit Approvals</th>
<th>University Approvals</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stand-Alone Certificates: New On-Campus Certificate</td>
<td>See Note &quot;a&quot; for detail</td>
<td>Faculty Curriculum Committee</td>
<td>Academic Leadership Council/ EVP</td>
<td>Board of Trustees</td>
</tr>
<tr>
<td>Stand-Alone Certificates: New Online and/or Collaborative Certificate</td>
<td>OOE, a</td>
<td>Yes</td>
<td>Yes</td>
<td>Action</td>
</tr>
<tr>
<td>Stand-Alone Certificates: Add/Change Online Mode (80-99%=Y8, 100%=Y)</td>
<td>OOE, a</td>
<td>Yes</td>
<td>Yes</td>
<td>Action</td>
</tr>
<tr>
<td>Stand-Alone Certificates: Add/Change Hybrid Mode (50-79%=Y5)</td>
<td>OOE, a</td>
<td>Yes</td>
<td>Yes</td>
<td>Action</td>
</tr>
<tr>
<td>Stand-Alone Certificates: Name Change</td>
<td>a</td>
<td>Yes</td>
<td>Yes</td>
<td>Action</td>
</tr>
<tr>
<td>Stand-Alone Certificates: Credit Hour Change</td>
<td>a</td>
<td>Yes</td>
<td>Yes</td>
<td>Action</td>
</tr>
<tr>
<td>Stand-Alone Certificates: CIP Code Change</td>
<td></td>
<td>Info</td>
<td>Yes</td>
<td>Action</td>
</tr>
<tr>
<td>Stand-Alone Certificates: Existing at New Location (non-distance education)</td>
<td>a</td>
<td>Yes</td>
<td>Yes</td>
<td>Action</td>
</tr>
<tr>
<td>Stand-Alone Certificates: Dual Certificate (Both Existing)</td>
<td>a</td>
<td>Yes</td>
<td>Yes</td>
<td>Info</td>
</tr>
<tr>
<td>Stand-Alone Certificates: Split Certificate Program</td>
<td>a</td>
<td>Yes</td>
<td>Yes</td>
<td>Info</td>
</tr>
<tr>
<td>Stand-Alone Certificates: Merge Certificate Programs</td>
<td>a</td>
<td>Yes</td>
<td>Yes</td>
<td>Info</td>
</tr>
<tr>
<td>Stand-Alone Certificates: Eliminate, Suspend, or Re-instate</td>
<td>a</td>
<td>Yes</td>
<td>Yes</td>
<td>Info</td>
</tr>
<tr>
<td>Area Certificates: New Area Certificate</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Action</td>
</tr>
<tr>
<td>Area Certificates: Name Change</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Action</td>
</tr>
<tr>
<td>Area Certificates: Credit Hour Change</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Action</td>
</tr>
<tr>
<td>Area Certificates: Eliminate, Suspend, or Re-instate</td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>Action</td>
</tr>
</tbody>
</table>

### NOTES ON CERTIFICATE APPROVALS

*Programs cannot be advertised or announced prior to their last level of required approval.*

- **Contingent Approvals:**
  1. University Graduate School: if degree or certificate is conferred by the graduate school.
  2. Office of Online Education: if offered online or as a hybrid. Contact OOE before preparing proposal.
  3. Office of Overseas Programs: if offered through partnerships outside US.

- **ICHE Program Approvals:**
  1. ICHE approval is not necessary unless listed separately in ICHE Academic Program Inventory. If a ‘new major’ is to be separately reported to ICHE, follow ‘new degree’ process. “New majors” in BA areas and in BS in Education areas are usually reported separately; other BS majors are usually not reported separately.
  2. If a degree already exists and an additional designation is being added (e.g. adding a BS option where a BA is already approved), it is submitted to ICHE for Routine Staff Approval.

- **HLC Program Approvals:** If noted, regional accreditor approval is required from the Higher Learning Commission (HLC) prior to implementation.

- **All certificates must be categorized as to whether students are eligible to receive federal student aid solely through enrollment in the certificate program.**

  **Stand-alone certificates** – those which may be pursued independent of a degree program – may be eligible for financial aid. To be declared aid eligible, they must be linked to employment opportunity. The “Intent to Offer Financial Aid Eligible Certificate Program” sections (5-7) of the IU Certificate Proposal Form must be completed at the time of submission for approval. Note that financial aid eligibility is NOT a requirement.

  **Area certificates** are only available in conjunction with an existing degree program and are not eligible for financial aid classification by themselves. For students pursuing area certificates, their financial aid eligibility is based on their primary degree objective.
### Approval of Majors (including Tracks, Concentrations and Specializations), and Minors

<table>
<thead>
<tr>
<th>Approval</th>
<th>Contingent Approvals</th>
<th>Academic Unit Approvals</th>
<th>University Approvals</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majors/Tracks/Concentrations/ Specializations: New</td>
<td>a</td>
<td>Yes</td>
<td>Action</td>
<td>AAR</td>
</tr>
<tr>
<td>Majors/Tracks/Concentrations/ Specializations: Name Change</td>
<td>a</td>
<td>Yes</td>
<td>Action</td>
<td>AAR</td>
</tr>
<tr>
<td>Majors/Tracks/Concentrations/ Specializations: Credit Hour Change</td>
<td>a</td>
<td>Yes</td>
<td>Action</td>
<td>AAR</td>
</tr>
<tr>
<td>Majors/Tracks/Concentrations/ Specializations: Add/Remove from Existing Online, Hybrid, or Collaborative Degree or Certificate</td>
<td>OOE, a</td>
<td>Yes</td>
<td>Action</td>
<td>AAR</td>
</tr>
<tr>
<td>Majors/Tracks/Concentrations/ Specializations: Eliminate, Suspend, or Re-instate</td>
<td>a</td>
<td>Yes</td>
<td>Action</td>
<td>AAR</td>
</tr>
<tr>
<td>Minors: New</td>
<td></td>
<td></td>
<td>Info</td>
<td></td>
</tr>
<tr>
<td>Minors: Name Change</td>
<td></td>
<td></td>
<td>Info</td>
<td></td>
</tr>
<tr>
<td>Minors: Credit Hour Change</td>
<td></td>
<td></td>
<td>Info</td>
<td></td>
</tr>
<tr>
<td>Minors: Eliminate, Suspend, or Re-instate</td>
<td></td>
<td></td>
<td>Info</td>
<td></td>
</tr>
</tbody>
</table>

(Programs cannot be advertised or announced prior to their last level of required approval.)

**a. Contingent Approvals:**
1. University Graduate School: if degree or certificate is conferred by the graduate school.
2. Office of Online Education: if offered online or as a hybrid.
3. Office of Overseas Programs: if offered through partnerships outside US.

### Approval of Transcript Notations

<table>
<thead>
<tr>
<th>Approval</th>
<th>Contingent Approvals</th>
<th>Academic Unit Approvals</th>
<th>University Approvals</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript Notations: Add New Transcript Notation Type</td>
<td>e</td>
<td>Yes</td>
<td>Action</td>
<td>AAR</td>
</tr>
<tr>
<td>Transcript Notations: Modify Existing Transcript Notation</td>
<td>e</td>
<td>Yes</td>
<td>Action</td>
<td>AAR</td>
</tr>
<tr>
<td>Transcript Notations: Remove Existing Transcript Notation</td>
<td>e</td>
<td>Yes</td>
<td>Action</td>
<td>AAR</td>
</tr>
</tbody>
</table>

(Programs cannot be advertised or announced prior to their last level of required approval.)

**a. Contingent Approvals:**
1. University Graduate School: if degree or certificate is conferred by the graduate school.
2. Office of Online Education: if offered online or as a hybrid.
3. Office of Overseas Programs: if offered through partnerships outside US.

**e. Contingent Approval for Transcript Notations:**
1. University transcript notations are governed by IU Policy [USSS-04: Procedure for Adding Notations on Official Indiana University Transcripts](#).
2. Prior to campus approval, transcript notations must be presented to the University Registrars’ Council. This process will help to ensure consistency across campuses on the IU transcript while also providing other campuses the opportunity to consider if the proposed change or addition would be beneficial on their campuses.
### Structural Academic Approvals

<table>
<thead>
<tr>
<th></th>
<th>Contingent Approvals</th>
<th>Academic Unit Approvals</th>
<th>University Approvals</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>See Notes for detail</td>
<td>School</td>
<td>Provost or Chancellor</td>
<td></td>
</tr>
<tr>
<td>Branch or Extension Center: New (^{f})</td>
<td>Naming</td>
<td>Yes</td>
<td>Yes</td>
<td>Approval Action Action</td>
</tr>
<tr>
<td>School: New</td>
<td>Naming</td>
<td>Yes</td>
<td>Yes</td>
<td>Approval Action Action</td>
</tr>
<tr>
<td>School: Name Change</td>
<td>Naming</td>
<td>Yes</td>
<td>Yes</td>
<td>Approval Action Info</td>
</tr>
<tr>
<td>Department: New</td>
<td>Naming</td>
<td>Yes</td>
<td>Yes</td>
<td>Approval AAR</td>
</tr>
<tr>
<td>Department: Name Change</td>
<td>Naming</td>
<td>Yes</td>
<td>Yes</td>
<td>Approval AAR</td>
</tr>
<tr>
<td>Department: Transfer to different School/College</td>
<td>Naming</td>
<td>Yes</td>
<td>Yes</td>
<td>Approval AAR</td>
</tr>
<tr>
<td>Program: New or Change</td>
<td></td>
<td></td>
<td></td>
<td>Info</td>
</tr>
<tr>
<td>Centers/Institutes: New (^{f,g})</td>
<td>Naming</td>
<td>Yes</td>
<td>Yes</td>
<td>Approval AAR(^{g}) Info</td>
</tr>
<tr>
<td>Centers/Institute: Name Change</td>
<td>Naming</td>
<td>Yes</td>
<td>Yes</td>
<td>Approval AAR</td>
</tr>
</tbody>
</table>

### NOTES ON ACADEMIC STRUCTURAL APPROVALS

(Proposed additions or changes cannot be advertised or announced prior to their last level of required approval.)

- **f.** Campus-based centers report as information-only; University-wide centers are reviewed by the ALC and require approval by EVPs (and consultation with VP Research if research-based).
- **g.** Board of Trustees Agenda Item only if it involves substantial funding, otherwise it is an Administrative Action Report (AAR) item.

### POLICY ON INSTITUTIONAL NAMING (UA-06):

Authority for the naming of organizations and facilities within Indiana University rests with the Trustees of Indiana University upon the recommendation of the President of Indiana University, except for the areas specifically delegated to the President or other university officers for final approval. Please refer to the Institutional Naming Policy. Where the policy applies, approval at the Institutional Naming Committee is a contingent approval requirement before campus approval may proceed.

### BOARD OF TRUSTEES APPROVALS:

Please note with regard to the Board of Trustees: Administrative Action Report (AAR) items are information-only. Although Trustees do “accept” the items on the report, it is not an “approval”. Agenda items must be APPROVED by the Trustees BEFORE they can continue through the process.
Benefit Discussion for
Graduate Appointees, Fellowship Recipients, and
PostDoc Fellows
Agenda Topics

- Eligibility and Enrollment
- Communications and Billing
- Benefit Comparison
Eligibility and Enrollment
SAAs

Eligible Population

- Appointed at 37.5% FTE or greater (15 hours/week or more)
- Appointed PostDoc Fellows, e.g. T-32 grants

Enrollment & Waivers

- Enrollment for participant is automatic—no enrollment forms required
- Those that have comparable coverage can submit a waiver by the deadline as noted on the waiver form.
SAA Coverage Period

- Automatically enrolled from date of appointment
- Coverage not activated until job entered into IU system
- Coverage terminates when department terminates position, or during batch term process each semester
Fellowship Recipients

Eligible Population

• Enrolled in 6 credit hours, or G901 thesis/dissertation equivalent

• Receive an award of $5,625 or more per semester (2021-22)

Enrollment & Waivers

• Enrollment for participant is automatic—no enrollment forms required

• Those that have comparable coverage can submit a waiver by the deadline as noted on the waiver form.
Fellowship Recipient Coverage Period

• Enrolled each semester, either effective 8/1 and/or 1/1

• Coverage terminates at the end of each semester, either 12/31 or 7/31

• Enrollment is not allowed off-cycle
Dependent Eligibility & Premiums

- Option to enroll eligible dependents including **spouse and children under age 26** (biological, step, adopted)

- Dependents may only be enrolled at the same time as eligible student, or due to IRS-qualifying life event (e.g. marriage, birth)

- Premiums for dependent coverage are responsibility of the student and must be paid directly to IU Human Resources by check or money order
# Plan Design and Funding Model

<table>
<thead>
<tr>
<th>SAA and Postdoc Fellows</th>
<th>Fellowship Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandatory plan, with option to waive</td>
<td>Mandatory plan, with option to waive</td>
</tr>
<tr>
<td>University subsidizes 100% of the cost of premiums</td>
<td>University subsidizes 100% of the cost of premiums</td>
</tr>
<tr>
<td>Plan filed as a self-funded employer group plan</td>
<td>Plan filed as a fully insured employer group plan</td>
</tr>
<tr>
<td>Contract with Anthem for SAAs</td>
<td>Separate Contracting process with Anthem for Fellowship Recipients</td>
</tr>
<tr>
<td>Cost of health insurance reported on Box DD of the W-2, as required by the IRS</td>
<td>Cost of health insurance is reported on the annual award notification sent by UCO Tax</td>
</tr>
<tr>
<td>SAAs will receive a 1095 from IU and IU will report enrollment in insurance to IRS</td>
<td>Fellowship Recipients will receive a 1095 from Anthem and Anthem will report enrollment in insurance to IRS</td>
</tr>
</tbody>
</table>
Communications and Billing
Communications

- Weekly email during the first month of the semester
  - Enrollment and Waiver information
  - ID Card information
  - Benefit information
  - Federal Notices and compliance
  - Where to get help
  - Websites with additional information

- Webinars

- Reminder emails about benefits throughout the semester
Semester Billing Timeline

Departments are billed twice a year for individuals enrolled in coverage:

- **Fall coverage (08/01 – 12/31)**
  billing is sent in October

- **Spring coverage (01/01 – 07/31)**
  billing is sent in March
IU Human Resources provides detailed billing to the Budget Office to be reviewed and sent to departments.

- Account numbers are determined by how the position was put into the IU system on the hire eDoc
- All eligible students show on the billing spreadsheet – charges for those enrolled on the plan and a $0 record for those with waivers
Benefit Comparison
Benefit Comparison

• Benefits are not the same, although we try to align them as closely as possible

• SAAs are eligible for additional benefits that Fellowship Recipients are not

• Differences make it difficult for students transitioning between plans, and add administrative overhead for some IU units.
## Benefit Comparison

<table>
<thead>
<tr>
<th>SAA and Postdoc Fellows</th>
<th>Fellowship Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthem Medical</td>
<td>Anthem Medical</td>
</tr>
<tr>
<td>Anthem Vision</td>
<td>Anthem Vision</td>
</tr>
<tr>
<td>CVS Pharmacy</td>
<td>Anthem Pharmacy</td>
</tr>
<tr>
<td>Cigna Dental</td>
<td>Anthem Dental</td>
</tr>
<tr>
<td>Anthem Nurseline, Telemedicine</td>
<td>Anthem Nurseline, Telemedicine</td>
</tr>
<tr>
<td>EAP</td>
<td>EAP</td>
</tr>
<tr>
<td>Anthem Life Insurance</td>
<td>Anthem Life Insurance</td>
</tr>
<tr>
<td>AES Travel Assistance</td>
<td>AES Travel Assistance</td>
</tr>
<tr>
<td>Care.com</td>
<td></td>
</tr>
<tr>
<td>Castlight</td>
<td></td>
</tr>
<tr>
<td>Voluntary 457(b) Supplemental Retirement</td>
<td></td>
</tr>
</tbody>
</table>
Guidelines for Conducting Remote Thesis and Dissertation Defenses

In response to the COVID-19 pandemic, the Purdue University Graduate School modified the policy requiring thesis and dissertation defenses to be conducted in a face-to-face modality. After surveying faculty and students in the fall of 2020 on the effectiveness and convenience of this approach, the Graduate School is planning to extend this exception, possibly permanently, pending approval by the Graduate Council. Likely a decision concerning the permanence of this practice will be decided in the fall of 2021.

In the meantime, the guidelines in this document are being provided to create a set of shared expectations and guidance across campus. It is our hope that the information contained herein assists faculty advisors/chairs, graduate students and committees as plans are made for upcoming defenses.

Faculty Advisors/Chairs

Before the defense

- Work with the student to determine the best video conference software to use (Zoom, WebEx or Teams). Zoom is recommended. It is best if the faculty advisor creates the invitation and sends it out via Outlook to the student and all committee members.
- The faculty advisor/chair should be the host of the meeting and if possible, set up a “waiting room” or similar feature to facilitate private discussions amongst the committee members and to manage who can get into the meeting. You may need to set preferences in the software to enable this.
- Consider making at least one other committee member a host or co-host at the meeting.
- Ensure you know how to permit the student to share their slides and/or control the screen.
- Consider offering a practice run with your student to ensure the technology works and create a backup plan for how you might communicate if the technology fails (for example, texting or a voice call).
- A day before the defense, check in with committee members to ensure they have the information they need to access the meeting. Encourage them to wear headphones in the meeting to reduce noise, feedback and echoes.
- Ask the candidate if they plan to invite guests; have them provide you a list of names ahead of time.
- With the increased security concerns of video conferencing, you may want to check the latest information provided by ITaP:
  - Zoom: https://www.itap.purdue.edu/zoom/
  - WebEx: https://itap.purdue.edu/services/webex.html
  - Teams: https://www.itap.purdue.edu/services/microsoft-teams.html
At the defense

- If possible, start the virtual defense at least 15 minutes before the scheduled start time and check
  with the candidate to ensure that the audio and video are working correctly.
- At the beginning of the meeting, have the members of the committee introduce themselves,
  which provides an opportunity to test microphones, speakers and cameras.
- Introduce the candidate as you would in a face-to-face meeting.
- To begin the defense, provide instructions to the candidate, committee and any guests as to the
  order, etiquette and expectations of the meeting:
  - Microphones and cameras – Committee mics muted (recommended)? Cameras on or off?
  - Order of events – presentation, questions, deliberation, etc.
  - Questions - can they be provided during the presentation? Via audio, chat or hand
    raising?
  - Public guests - Dismissed at some point or placed in a waiting room?
  - How will the committee privately deliberate?
  - How will results be communicated to the candidate?
  - What is the plan if a committee member or the candidate momentarily drop off the
    meeting?
  - If "board" work is expected of the candidate, makes sure plans are made to accommodate
    this option.
  - If part of the committee is virtual and part is in the room, how will discussion occur?
- At the end of the meeting, remind committee members that they will receive electronic forms to
  complete in the Graduate School Database.

Committee Members

- All committee members are responsible for ensuring that they know how to use the chosen
  conferencing platform (Zoom, WebEx, or Teams) in advance of the defense.
- As with all video conference meetings, please ensure you remain muted and are in a distraction
  free location.
- If needed, contact the faculty advisor/chair to do a practice run of the meeting to ensure your
  technology is functioning correctly.

Candidate Defending

Before the defense

- Work with your graduate coordinator to complete the Graduate School Form 8: Request for
  Appointment of Examining Committee at least two weeks before the defense.
- Coordinate with your major advisor/chair on the video conference software being used (Zoom,
  WebEx, or Teams) and make sure you know how to use the software.
- Conduct a practice run with another graduate student to make sure your technology works and
  that you are prepared for the presentation.
- Consider requesting a practice run with your major advisor/chair.
• Talk with your advisor about how questions will be handled: Chat? Raise hand? Vocally? During the presentation or at the end of the presentation?
• Share your slides with at least your advisor so that they can run them from their computer if something goes wrong on your end.
• Ask your major advisor/chair about the agenda for the meeting and how you will “step out” of the meeting during the committee deliberation period.
• Inform your major advisor/chair about any guests you are expecting to attend the meeting. If you plan to share a URL for the meeting (such as with Zoom or WebEx) do not post it broadly (for example, on Facebook) because it may increase the odds of a “Zoom bomber” or other such event.
• Plan your environment for the defense:
  o Reduce visual distractions (avoid glare, shadow, or an overly cluttered backdrops).
  o Make sure you are properly illuminated and can be seen without a shadow (use a ring light if possible).
  o Make sure you are in a quiet area that will not have distractions.
  o If possible, use a computer that has two monitors so that you may see your slides and your committee at the same time.
  o If board work is expected, make sure you have the ability to accomplish this – ask and plan in advance

At the defense

• Log onto the meeting at least 15 minutes before the scheduled start time.
• When delivering your presentation, make sure there is a good view of you in the camera from the shoulders up. The camera should be at eye level (not above looking down nor below looking up).
• If possible, stand as you present to enable better gestures and non-verbal cues. Even if sitting, remember to use gesture and non-verbals.
• Remember to look at the camera when speaking rather than a computer screen or other area away from the camera.
• When sharing your screen, it is best to share a specific application window (such as PowerPoint) rather than the entire screen to avoid inadvertently sharing something you don’t intend to.

For all participants (including “public” participants)

• Respect your colleagues and don’t multitask during the defense.
• Latency creates delays in response; pause before speaking and yield conversational right of way.
• Reduce visual distractions (avoid glare, shadow, or an overly cluttered backdrops).
• Use headphones, if possible, to reduce any potential background noise, feedback or echoes.
• Facial expressions and gestures are often more effective than audio. Use these more frequently.

This guidance has been adapted from The University of Maryland Graduate School’s “Advice for Remote Dissertation/Thesis Defenses”. 
Join in to hear David Heard discuss the strategies on how to make yourself stand out on your job applications.

Standing out on your job application pt. 2

Presented by: David Heard

Equity Specialist/
Training and Education.
Office of Equal
Opportunity, IUPUI.

After registering, you will receive a confirmation email containing information about joining the meeting.

December 7th
12:00 PM to 01:00 PM Zoom Meeting
RSVP: https://go.iu.edu/4bUt
THE UNDERREPRESENTED PROFESSIONAL AND GRADUATE STUDENT ORGANIZATION HOSTS:

MY ABILITY PANEL DISCUSSION

November 30, 2021 @ 6:00pm via Zoom: https://bit.ly/3DGNdtU

Join us for a Q&A with disability advocates, current students, and IUPUI’s AES department to learn about resources, initiatives, and how we can create a more inclusive graduate and professional student environments for those with disabilities.

Meredith McClain, B.A.
Currently a full-time office coordinator and manager for a direct primary care medical office in Cincinnati.

Staci Weaver, M.S.
A PhD student in Biochemistry and Molecular Biology at the Indiana University School of Medicine

Kevin J. McCracken, M.S.Ed.
Currently a PhD candidate in Instructional Systems Technology at IU. He has served as the Associate Director, Graduate Admissions, Alumni Affairs, and Community Engagement at IUPUC

Whitney Grout, B.A.
Currently a J.D. candidate at the McKinney School of Law
MID-DAY MENTORING DIALOGUES

December 9th: How to Engage in Allyship
Featuring Student & Staff Panel

Zoom | 12pm - 1pm

Join our award winning discussions for Graduate and Professional Students!

Please either scan the QR-code or use the link below to RSVP.
https://go.iu.edu/4bZr

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