Meeting of the College Assembly  
College of Liberal Arts & Sciences  
Big 12 Room, Kansas Union  
September 9, 2003  

AGENDA  

I. APPROVAL OF MAY 6, 2003 MINUTES  

II. REPORT OF THE COMMITTEE ON GRADUATE STUDIES (CGS)  
Presented by Terry Slocum  

A. Curricular Changes: American Studies, Anthropology, History, Philosophy, Women’s Studies  

B. For Approval by College Assembly  
   
   CGS recommendation of new Ph.D. program in Public Administration  

III. INTRODUCTION OF NEW FACULTY
COLLEGE COMMUNICATIONS

I. MINUTES OF THE COLLEGE ASSEMBLY, May 6, 2003

The meeting was called to order by Dean Kim Wilcox.

The first order of business was the approval of the April 1, 2003 minutes. The minutes were approved as published.

The CGS report was presented by Terry Slocum. Professor Slocum passed out a correction to the course change request for CHEM 752. The revised course title and description should read:

**CHEM 752 Statistical Thermodynamics (3)**
Thermodynamics and introduction to equilibrium statistical mechanics with emphasis on problems of chemical interest. The course consists of two roughly equal parts: 1) An advanced overview of the laws and concepts of thermodynamics with application to specific problems in phase and chemical equilibria and 2) An introduction to equilibrium statistical mechanics for both classical and quantum systems.

Professor Slocum moved for the approval of the proposed curricular changes with the above-referenced change. A vote was taken and the motion carried.

The CUSA report was presented by Steve Shawl. Professor Shawl moved for the approval of the proposed curricular changes listed. A vote was taken and the motion carried. Professor Shawl moved for the following to be approved by the College Assembly: 1. Change of the Academic Standing Policy. A vote was taken and the motion carried. 2. Change the restriction on the number of Principal Courses per department/program. A vote was taken and the motion carried. 3. New B.A. and B.G.S. degrees in Public Administration to begin Fall 2004. Questions were asked and it was decided that the following sentences would be removed from the College Communications: on page 10, under number 3, delete the following sentence, “With time and successful development of the program at KUEC we will also offer courses at the Lawrence campus.” Also removed, on page 12, was the last sentence before 4.A.3, “and certainly after the program is brought to the Lawrence campus.” A vote was taken and the motion carried. In addition, item number 8 under the Report of Action (Addition of HA 369 Introduction to Korean Painting (3) as a non-Western culture course) was also voted on and approved.

Dean Wilcox adjourned the meeting at 4:20 p.m.

Respectfully Submitted

Emily Eichler
Recording Secretary
II. REPORT OF THE COMMITTEE ON GRADUATE STUDIES (CGS)
Presented by Terry Slocum

A. CURRICULAR CHANGES

1. AMERICAN STUDIES

   **Change: Title**
   
   **AM S 725**    **Historical Administration/Museum Studies Workshop: ____ (1-3) H.**  
   Short term, intensive workshops presented to provide specialized background in a variety  
   of skills required in historical archives or museums.  (Same as ANTH 791.)

   **AM S 725**    **Museum Studies Workshop: ____ (1-3) H.**  
   Short term, intensive workshops presented to provide specialized background in a variety  
   of skills required in historical archives or museums.  (Same as ANTH 791.)

   **Cross listing of course**
   
   **HIST 895**    **Colloquium in the History of Gender (3)**  
   This colloquium will cover theoretical and topical readings on the history of manhood,  
   womanhood, and gender systems.

   **AM S 835**    **Colloquium in the History of Gender (3)**  
   This colloquium will cover theoretical and topical readings on the history of manhood,  
   womanhood, and gender systems.  (Same as HIST 895 and W S 835.)

   **Cross listing of course**
   
   **HIST 896**    **Colloquium in United States Women’s History (3)**  
   This colloquium will cover theoretical and topical readings on the history of women in  
   the United States from the pre-contact period to the present.  It is designed to familiarize  
   students with the most important and current historiography in the field.

   **AM S 836**    **Colloquium in United States Women’s History (3)**  
   This colloquium will cover theoretical and topical readings on the history of women in  
   the United States from the pre-contact period to the present.  It is designed to familiarize  
   students with the most important and current historiography in the field.  (Same as HIST  
   896 and W S 836.)

   **Cross listing of course**
   
   **HIST 897**    **Comparative Colloquium in Women’s History (3)**  
   This colloquium will approach the history of women from a comparative perspective  
   through theoretical and topical readings on women in at least two different cultures.

   **AM S 837**    **Comparative Colloquium in Women’s History (3)**  
   This colloquium will approach the history of women from a comparative perspective  
   through theoretical and topical readings on women in at least two different cultures.  
   (Same as HIST 897 and W S 837.)
Cross listing of course

**HIST 973**  Seminar in United States Women’s History (3)
This research seminar will focus on the history of women in the United States from the pre-contact period to the present. Students will research and write a paper using primary sources, and present those papers to the seminar for evaluation.

**AM S 937**  Seminar in United States Women’s History (3)
This research seminar will focus on the history of women in the United States from the pre-contact period to the present. Students will research and write a paper using primary sources, and present those papers to the seminar for evaluation. (Same as HIST 973 and W S 837.)

2. **ANTHROPOLOGY**

Change: Title

**ANTH 791**  Historical Administration/Museum Studies Workshop: ___ (1-3) H.
Short term, intensive workshops presented to provide specialized background in a variety of skills required in historical archives or museums. (Same as AM S 725.)

**ANTH 791**  Museum Studies Workshop: ___ (1-3) H.
Short term, intensive workshops presented to provide specialized background in a variety of skills required in historical archives or museums. (Same as AMS 725.)

3. **HISTORY**

Change: Title

**HIST 799**  Historical Administration Apprenticeship (1-6)
Provides directed, practical experience in the collection, care, use, and/or management of historical materials. Prerequisite: consent of instructor.

**HIST 799**  Museum Studies Apprenticeship (1-6)
Provides directed, practical experience in the collection, care, use, and/or management of historical materials. Prerequisite: consent of instructor.

Cross listing of course

**HIST 895**  Colloquium in the History of Gender (3)
This colloquium will cover theoretical and topical readings on the history of manhood, womanhood, and gender systems.

**HIST 895**  Colloquium in the History of Gender (3)
This colloquium will cover theoretical and topical readings on the history of manhood, womanhood, and gender systems. (Same as AM S 835 and W S 835.)

Cross listing of course

**HIST 896**  Colloquium in United States Women’s History (3)
This colloquium will cover theoretical and topical readings on the history of women in the United States from the pre-contact period to the present. It is designed to familiarize students with the most important and current historiography in the field.
HIST 896  Colloquium in United States Women’s History (3)
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Cross listing of course
HIST 897  Comparative Colloquium in Women’s History (3)
This colloquium will approach the history of women from a comparative perspective through theoretical and topical readings on women in at least two different cultures.

PHILOSOPHY

Change: Prerequisite
PHIL 805  Advanced Studies in Plato (3)
Prerequisite: PHIL 508 or PHIL 608 or PHIL 612 or PHIL 648 or PHIL 650.

PHIL 805  Advanced Studies in Plato (3)
Prerequisite: PHIL 508 or PHIL 605 or PHIL 608 or PHIL 648 or PHIL 650.

Change: Prerequisite
PHIL 807  Aristotle (3)
Prerequisite: PHIL 508 or PHIL 608 or PHIL 612 or PHIL 648 or PHIL 650.

PHIL 807  Aristotle (3)
Prerequisite: PHIL 508 or PHIL 607 or PHIL 608 or PHIL 648 or PHIL 650.

Change: Prerequisite
PHIL 831  Hegel
Prerequisite: PHIL 560 or PHIL 612 or PHIL 640 or 500-600 level course specified as appropriate.

PHIL 831  Hegel
Prerequisite: PHIL 560 or an appropriate 500-600 level course.

WOMEN’S STUDIES

Change listing of course
HIST 895  Colloquium in the History of Gender (3)
This colloquium will cover theoretical and topical readings on the history of manhood, womanhood, and gender systems.
W S 835  Colloquium in the History of Gender (3)
This colloquium will cover theoretical and topical readings on the history of manhood, womanhood, and gender systems. (Same as HIST 895 and AM S 835.)

Cross listing of course
HIST 896  Colloquium in United States Women’s History (3)
This colloquium will cover theoretical and topical readings on the history of women in the United States from the pre-contact period to the present. It is designed to familiarize students with the most important and current historiography in the field.

W S 836  Colloquium in United States Women’s History (3)
This colloquium will cover theoretical and topical readings on the history of women in the United States from the pre-contact period to the present. It is designed to familiarize students with the most important and current historiography in the field. (Same as HIST 896 and AM S 836.)

Cross listing of course
HIST 897  Comparative Colloquium in Women’s History (3)
This colloquium will approach the history of women from a comparative perspective through theoretical and topical readings on women in at least two different cultures.

W S 837  Comparative Colloquium in Women’s History (3)
This colloquium will approach the history of women from a comparative perspective through theoretical and topical readings on women in at least two different cultures. (Same as HIST 897 and AM S 837.)

Cross listing of course
HIST 973  Seminar in United States Women’s History (3)
This research seminar will focus on the history of women in the United States from the pre-contact period to the present. Students will research and write a paper using primary sources, and present those papers to the seminar for evaluation.

W S 873  Seminar in United States Women’s History (3)
This research seminar will focus on the history of women in the United States from the pre-contact period to the present. Students will research and write a paper using primary sources, and present those papers to the seminar for evaluation. (Same as HIST 973 and AM S 973.)

B. For Approval by College Assembly

CGS recommendation of new Ph.D. program in Public Administration

PROGRAM PROPOSAL NARRATIVE

This proposal sets out the intention of the Department of Public Administration to seek approval to offer the Doctor of Philosophy in Public Administration. (Ph.D.) The Ph.D. proposal is submitted for consideration at the same time, and together with, the proposal of the Department of Public Administration to offer the Bachelor of Arts in Public Administration to be implemented on the Edwards Campus. For nearly 50 years, what is now the Department of Public Administration has been a constituent part of the Ph.D. in
Political Science at the University of Kansas. From 1950-1984, the Political Science Department offered public administration courses. In 1984, the Department of Public Administration was formed and joined the Political Science Department in a Division of Government. In all these years, public administration has been a subfield within the Ph.D. program in Political Science. With the discontinuation of the Division of Government, the Department of Public Administration will no longer be a constituent part of the Political Science Ph.D. It is in the context of these changes that the Department of Public Administration seeks approval to offer a Ph.D. in Public Administration.

**b. Curriculum of the Proposed Program**

**a. (1) What is the curriculum of the proposed program?**

*Articulation of the Doctorate and the MPA*

The Ph.D. program requires a minimum of 65 credits of coursework, including up to 30 credits earned in the process of completing the MPA degree or its equivalent, plus a minimum of nine credits for the dissertation for a total of 74 credit hours. (An applicant with a Kansas MPA may apply 30 credits toward the 74-hour coursework requirement.)

All students who enter the Ph.D. Program must have either already completed courses in the core and advanced areas required for the Kansas MPA degree (e.g., public policy and administration, human resource management, public finance, introduction to quantitative methods, budget and policy analysis, role, context and ethics of public administration in American society, law and public management, and organizational analysis.) or their equivalent at a NASPAA MPA accredited program, or they must take the appropriate courses after they enter the Ph.D. Program. (See pp. 19-21 for the list of requires MPA core courses)

*Doctoral Requirements*

The requirements for the Ph.D. in Public Administration are based on coursework in the Foundations of Public Administration, a Specialization in Public Administration, a Cognate Field, and a Methods Sequence.
I. Foundations of Public Administration

Four courses: PUAD 910, Advanced Seminar in the Intellectual History of Public Administration, PUAD 930, Research Seminar in Public Administration and Democratic Theory, PUAD 933, Research Seminar in Public Administration and Management, and either PUAD 943, Constitutional Foundations of Public Administration or PUAD 949, Law, Courts and Public Policy. Substitutions for these requirements require the approval of the Departmental Coordinator of Doctoral Studies.

II. Public Administration Specialization. In consultation with the Coordinator of Doctoral Studies, each doctoral student will select an area of specialization consisting of at least three courses. Examples of specializations are included below. It is assumed that one of three courses will be a PUAD 998 doctoral level directed readings course. Additional requirements within a class may be established if students take courses below the 900 level.

The following is a list of examples of fields and courses that might, with the approval of the Coordinator of Doctoral Studies, satisfy the specialization requirement.

Theory and Ethics

PUAD 830: Administrative Ethics
PUAD 840: Theory of Public Administration

BUS 721: Ethics (.5)

PHIL 772: History of Ethics
POLS 602: American Political Ideas
POLS 603: Democratic Theory
POLS 605: Classical Political Thought
POLS 607: Modern Political Theory

SPED 853: Professional Ethics, Public values, and Disabled Citizens

SOC 802: Modern Sociological Theory
Public Organizations and Organization Theory

PUAD 832: Organizational Theory  
PUAD 833: Administrative Behavior  
PUAD 845: Organizational Analysis  

BUS 701: Organizational Behavior  
BUS 801: Organizational Change and Development  
BUS 802: Organizational Problem Solving  
BUS 803: Organizational Design  
BUS 915: Seminar in Organizational Behavior (4)  
BUS 916: Seminar in Organization Theory  

COMS 810: Survey of Theory and Research in Organizational Communication  
COMS 848: Communication Audits in Organizations  
COMS 948: Seminar in Organizational Communication  
COMS 953: Seminar in Organizational Rhetoric  

SW 844: Client Centered Organizational Change  

Public Finance and Budgeting

PUAD 835: Public Finance  
PUAD 837: Budget and Policy Analysis  
PUAD 844: Advanced Seminar in State and Local Budgeting  
PUAD 850: Intergovernmental Relations  

BUS 702: Managerial Economics  

ECON 760: Theory of Public Finance (note: Micro & Macroeconomics are prerequisites)  
ECON 761: Public Sector: Urban and Regional Finance (same as above)  
ECON 860: Advanced Public Finance  

Personal and Human Resources

PUAD 834: Human Resource Management  

BUS 705: Human Resources Management (2)  
BUS 718: Total Quality Management (2)  
BUS 825: Recruiting and Selecting Effective Employees (2)  
BUS 826: Advanced Methods for Selecting Employees (2)  
BUS 827: Compensating and Rewarding Employees: Foundations (2)  
BUS 828: Compensating and Rewarding Employees: alternative Approaches (2)  
BUS 829: Managing People: Application and Skills (2)  
BUS 830: Internal Labor Markets and Incentive Systems  
BUS 831: Training and Developing an Effective Workforce (2)  
BUS 832: Career Development and Management  
BUS 833: Appraising and Managing Employee Performance (2)  
BUS 836: Legal Environment for Managing Employees (2)  
BUS 837: Managing Human Resources in a Union Environment
BUS 838: Advanced Seminar in Human Resources (2-5) (topic varies)
BUS 942: Human Resources Management Systems and Employee Development
BUS 943: Labor Market and Labor Relations (4)

COMS 949: Communication Strategies and Human Resources

SOC 722: Sociology of Gender: Gender and Work

**Public Management**


BUS 720: Strategic Management
BUS 785: Management Seminar
BUS 787: Managing for Quality Improvement
BUS 800: Management of Organizations
BUS 805: Comparative and Cross Cultural Management
BUS 806: Management of Workforce Diversity
BUS 815: Strategy Implementation (2)
BUS 817: Applied Strategic Management (2)
BUS 809: Advanced Topics in Management of Organization (2-5) (topic varies)
BUS 848: Negotiations and Dispute Resolution

SW 814: Social Program Design and Management
SW 815: Social Program Evaluation
SW 816: Advanced Seminar in Social Administration

**Public Law and Administration**

PUAD 842: Law and Public Management
PUAD 843: Constitutional Foundations of Public Administration
PUAD 849: Law, Courts and Public Policy

**Urban Politics, Community Building, and Administration**

POLS 614: Urban Politics

HIST 660: Biography of a City (topic varies)
HIST 808: Colloquium in Comparative History: History of Urbanization

SOC 760: Social Inequality

COMS 947: Communication in Cultural Innovation and National Development
COMS 946: Seminar in Communication and Intergroup Relations

SW 731: Human Behavior in the Social Environment: Groups, Organizations, and Communities
III. **Cognate Fields** – 3 courses, a cognate can be

1) a sub field in political science, economics, education administration, etc. or,

2) a policy specialization (environmental policy, transportation policy, etc.)

The Cognate Fields sequence of courses requires the approval of the Departmental Coordinator of Doctoral Studies and does not include a comprehensive examination.

IV. **Methods** – Requires PUAD 934 Research Methods in Public Administration (prerequisite PUAD 836 or its equivalent) and PUAD 935, Advanced Quantitative Methods in Public Administration. In addition doctoral students will be encouraged to take either PUAD 937, Qualitative Methods in Public Administration or PUAD 936 Policy Analysis and Evaluation, or their equivalents. Substitutions for these courses require the approval of the Departmental Coordinator of Doctoral Studies. The Methods requirement satisfies Option 1 of the Foreign Language or Research Skills (FLORS) Requirement of the Graduate School.

**The Preliminary Written Examinations**

Only students who complete the required courses in the Foundations, Specialization, Cognate, and Methods Sequence with a GPA of 3.0 or better may proceed to the preliminary written examination. Enrollment in directed research or reading may be substituted for no more than three courses/seminars. The Doctoral Committee (see Doctoral Program Governance) certifies the successful completion of course work and may administer a written preliminary examination. The course for the Cognate must follow the same structure as outlined above for the Foundations and Specializations except that an examination is not required. Credits taken for the Cognate may not be applied to an examination field.

Students should consult their major advisers to plan a schedule of course work and seminar preparation in each of these subfields to provide adequate preparation for the written preliminary examination. The student must complete the course credit requirements and the Ph.D. residency requirements before registering for the preliminary examination. All incompletes in Ph.D. course work must be completed or a waiver must be granted from the graduate studies director, before taking preliminary examination. If an aspirant receives a grade of “unsatisfactory” the
preliminary written examination may be repeated but under no circumstances may it be taken more than twice.

**The Comprehensive Oral Examination and Advancement to Ph.D. Candidacy**

Following the successful completion of the written preliminary examinations, the student must satisfactorily complete a comprehensive oral examination and present a dissertation proposal to become a Ph.D. candidate. No student may attempt the comprehensive oral examination until the two written preliminary examinations have been passed.

After passing the comprehensive oral examination, the doctoral candidate must write a dissertation approved by a departmental dissertation committee and pass a final oral defense of the dissertation to qualify for the Ph.D. degree.

After passing the Comprehensive Oral Examination, the candidate will be continuously enrolled until all requirements for the degree have been met. When the completed dissertation has been accepted by the dissertation committee but before it has been bound, and all degree requirements have been met, the program will request the Graduate Division to schedule the Final Oral Examination, allowing a minimum of two weeks to verify requirements and publicize the examination. At least five months will elapse between the successful completion of the Comprehensive Oral Examination and the Final Oral Examination.

The committee for the Final Oral Examination will consist of at least five members (the three members of the dissertation committee plus other members of the Graduate Faculty). At least one member will not be a member of the Public Administration Faculty; this member will represent the Graduate school and must be a regular member of the Graduate Faculty. The representative of the Graduate school will be a voting member of the committee and will have the right to full participation; this individual will be charged with reporting any unsatisfactory or irregular aspects of the examination of the graduate School. Interested members of the university committee will be encouraged to attend the Final Oral Examination and will be permitted to question the candidate.

If the aspirant receives a grade of “unsatisfactory,” the examination may be repeated but under no circumstances may it be taken more than twice.

**Course work:**

For the Ph.D. in Public Administration, the student must complete all requirements established by the Graduate School and by the Division of the College of Liberal Arts and Sciences. These include: residency, research skills, comprehensive oral examination, preparation of a dissertation, and final oral examination. Upon passing the Comprehensive Oral Examination, and approval of dissertation proposal the student will become a candidate for the doctorate. The Graduate Division will designate a dissertation committee based on the recommendation of the program. The dissertation committee will include at least three members of the Public Administration Faculty.
Although not a requirement all students enrolled in the Ph.D. in Public Administration Program are expected to be involved in field research. Research involvement is expected to include the design, execution, and dissemination of research on public administration.

Students will have the opportunity to pursue research experience in a broad range of settings, particularly in the Kansas City metropolitan area. Students in this program will particularly benefit from opportunities to work with practitioners and observe practices in cities, counties, regional associations and nonprofit organizations engaged in public work.

Courses

- Existing Public Administration Courses (*core required MPA courses)

*PUAD 824: Public Policy and Administration (3). An exploration of the ways in which public policy is made in the United States, focusing on the role of the administrator at each stage of the policy process: formulation, implementation, and evaluation. Various theories of policy-making with application to specific areas of public policy will be examined.

PUAD 825: Public Policy and Urban Administration (3). An exploration of policy development, implementation, and evaluation in the local government context. Various theories of the policy process and their application to municipal government are examined.

PUAD 826: Public Policy and Administration of State Government (3). An examination of political and administrative aspects of state government focusing on legislative and executive branches of government.

PUAD 827: Health Care Policy and Administration (3). Seminar designed to explore the development of public health policy in the United States. Particular attention will be given to (1) the development of public institutions and policy goals; (2) current policy problems such as expenditure-cost controls, prospective reimbursement, utilization review, access, and public and private investment planning; and (3) administrative problems in the current health care system. (Same as HP&M 837.)

PUAD 830: Administrative Ethics (3). A survey of ethical issues faced by public administrators. Special attention will be given to ethical problems arising within hierarchical organizations and to the ethical implications of particular public policies.

PUAD 832: Organizational Theory (3). An introductory theory course designed to develop an understanding about organizations, their environments, and the political subsystems in which they exist.

PUAD 833: Administrative Behavior (3). An examination of individual and group behavior within organizations, focusing on motivation, leadership, conflict and conflict resolution, group dynamics and communication.
*PUAD 834: Human Resource Management (3). Explores the way public sector organizations procure, allocate, and develop labor and how the employee-employer relationship is established and maintained. Also emphasizes the relationship between civil service personnel systems and larger political systems.

*PUAD 835: Public Finance (3). This course examines the management of public investments and theories of taxation and non-tax revenues. Basic microeconomic theory is introduced.

*PUAD 836: Introduction to Quantitative Methods (3). Introduces quantitative approaches to examine public management and public policy decisions. Concepts of research design, probability, and inferential statistics are covered. Class work typically involves computer work in spreadsheet and statistical analysis programs. Prerequisite: Basic descriptive statistics.

*PUAD 837: Budget and Policy Analysis (3). Discusses the methods and political context of policy analysis and the role of budgets in policymaking and implementation. Examines public budgeting processes and budgetary decision-making. Prerequisite: PUAD 835 and PUAD 836.

PUAD 838: Urban Service Delivery (3). Focuses on organizational arrangements for the provision of basic urban services and the character of service delivery politics. Methods for evaluating the efficiency and responsiveness of alternative organizational arrangements are treated.

PUAD 839: Topics in Public Administration (3).

PUAD 840: Theory of Public Administration (3). Survey of the development of ideas about public administration among public officials and research investigators. Emphasis on basic concepts, research reports, and theoretical treatises on the nature of public administration.

*PUAD 841: The Role, Context, and Ethics of Public Administration in American Society (3). Provides students with an overview of the social context of public administration with an emphasis on political issues, political history, and ethics.

*PUAD 842: Law and Public Management (3). Course investigates major concepts that make up the legal environment of public administration. The accepted uses and procedures of the field, relationships among courts, agencies, the legislature, and basic legal research are examined.

*PUAD 845: Organizational Analysis and Public Management (3). Explores knowledge of organization theory and administrative behavior to understand and diagnose organizational problems and dynamics in the public sector. Emphasis is placed on organization-environment relationships.

PUAD 850: Intergovernmental Relations (3). This course focuses on the fiscal and administrative relationships among the three levels of government – federal, state, and local – in United States. A number of topics will be examined, including a history of intergovernmental relations, the political, constitutional, and legal
foundations of the intergovernmental system, and intergovernmental fiscal policy. The impact of the intergovernmental system will be assessed from the perspective of specific areas and intergovernmental programs.

- New Public Administration Doctoral Courses

PUAD 910: This course will analyze the intellectual currents that undergird the theories and concepts in public administration. There are three primary perspectives crosscutting the topics. There are historical, cultural and analytical.

PUAD 930: Research Seminar in Public Administration and Democratic Theory (3). This course focuses on the democratic context of public management. Topics could include: theories of state; the place of the constitution, law and regulation; politics and administration; citizenship and representative bureaucracy; administrative discretion and public responsibility; theories of equity, justice and efficiency; theories of institutions; democracy as applied to bureaucracy; and ethics for administrators.

PUAD 933: Research Seminar in Public Administration and Management (3). The course focuses on public management within a democratic context. Topics could include: theories of bureaucracy; distinctions between public and private organizations and administration; administrative or organizational behavior including middle range theories like role theory, Group theory, communication theory; leadership, management and supervision; organizational change and innovation; and theories of decision-making including rationality, public choice and “garbage cans” (models of decision making).

PUAD 934: Research Methods in Public Administration (3). The course examines issues of research and epistemology with an emphasis on connecting theory and research and doing research in field settings.

PUAD 935: Advanced Quantitative Methods for Public Administration (3). This seminar will assist students to develop a thorough competence in both theory and application of multivariate statistical models of the types that are commonly used to study questions of organization and policy in the public sector. These will include inference for the general linear regression model under a wide variety of specifications, as well as a consideration of path models and systems of simultaneous equations. The principal goal of this course is to strengthen the ability of doctoral students in public administration to work methodologically as independent scholars using relatively advanced designs and technique in their work.

PUAD 936: Policy Analysis and Evaluation. The Seminar is designed to provide conceptual methodological tools for scholars to evaluate program implementation and performance. The goal is to equip students with skills so that they can develop or critique program evaluation designs, they can assess the implementation of a program, and they can be intelligent consumer of existing program evaluations. The course is organized into two modules: 1) regression analysis and impact assessments; and 2) qualitative research methods and implementation evaluations.

PUAD 937: Qualitative Methods in Public Administration. (3) This course examines the concepts and practices of qualitative research. The focus will be on field research.
and the collection of “textual data” through observation, interviewing, and documents. The course will also examine the interpretation and analysis of qualitative data and how to present qualitative finding.

PUAD 939: Topics in Public Administration: (3). Study of selected topics in public administration.

PUAD 943: Constitutional Foundations of Public Administration (3). This course provides grounding in the constitutional premises of public administration including executive, legislative, and judicial powers, and federalism, and those issues associated with the development of economic institutions and processes such as taxation, employment regulation, and commerce controls.

PUAD 944: Advanced Seminar in State and Local Budgeting (3). This course studies the theories behind selected topics in public budgeting and compares the theories with the actual practice of budgeting in the State of Kansas and its communities.

PUAD 945: Advanced Seminar in Public Finance (3). The PhD seminar in Public Finance is designed to acquaint students with the leading theories of contemporary government finance, with a focus on taxation and spending theories. The seminar will also cover major issues facing the field such as the movement away from broad-based revenues to user fees and other market-based revenues, contracting and privatization, and the increasingly intergovernmental finance context.

PUAD 949: Law, Courts and Public Policy (3). This course provides an in-depth analysis of the role of law, litigation, and courts in the public policy process, with an emphasis on bureaucratic institutions. The course covers the main theories and empirical research on the policy effects of litigation and intervention, with a particular focus on civil rights in the areas of employment, policing, welfare, prisons, and environmental policy. As part of the course requirements, students will conduct original empirical research Prerequisite: Graduate standing or consent of instructor.

PUAD 950: Intergovernmental Relations (3). This course focuses on the fiscal and administrative relationships among the three levels of government – federal, state, and local – in United States. A number of topics will be examined, including a history of intergovernmental relations, the political, constitutional, and legal foundations of the intergovernmental system, and intergovernmental fiscal policy. The impact of the intergovernmental system will be assessed from the perspective of specific areas and intergovernmental programs.

PUAD 998: Directed Reading on Public Administration.

PUAD 999: Dissertation.
a staggered three-year term. Upon recommendation from the committee, the chair will appoint a Departmental Coordinator of Doctoral Studies.

2. The Doctoral Committee is charged with:

A. Formulating admission standards for approval by departmental faculty.

B. Establishing a schedule for admissions, establish steps that indicate progress toward the degree, established an examination schedule, set up doctoral advising process, and other details of doctoral study.

C. Function as the doctoral admissions committee.

For a complete, detailed version of this new Ph.D. program, go to http://www.clas.ku.edu/faculty/PUAD.pdf

III. INTRODUCTION OF NEW FACULTY
# COLLEGE STANDING COMMITTEES

## Fall 2003 – Spring 2004

### Committee on Graduate Studies

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<tr>
<td>Luis Corteguera HIST HU 2004</td>
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<td>Thomas Heilke POLS SS 2004</td>
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<td>Terry Slocum GEOG NS 2004</td>
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<td>Richard Hardin ENGL HU 2005</td>
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<td>Mark Mathews HDFL SS 2005</td>
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<td>Rodolfo Torres MATH NS 2005</td>
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<td>Rick Snyder PSYC SS 2006</td>
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### Committee on Undergraduate Studies & Advising

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<tr>
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<td>Janet Robinson CHEM NS 2004</td>
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<tr>
<td>Dean Stetler MB NS 2004</td>
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<td>Tara Welch CLSX HU 2004</td>
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<td>Dorice Elliott ENGL HU 2005</td>
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<td>Shirley Harkess SOC SS 2005</td>
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<td>Edith Clowes SLL HU 2006</td>
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<td>William Lindsey REL HU 2006</td>
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<td>Michael Vitevitch PSYC SS 2006</td>
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<td>Gregory Simpson PSYCH 2004</td>
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<td>Tracy Russo COMS 2005</td>
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<td>Ric Steele PSYC 2006</td>
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### College Committee on Appointments, Promotion, & Tenure

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<td>Alton (Van) Kelly FR&amp;I HU 2004</td>
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<tr>
<td>Kathy Suprenant MB NS 2004</td>
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<td>Matthew Jacobson TH&amp;F HU 2005</td>
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<td>Elaine Sharp POLS SS 2005</td>
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<td>Ben Eggleston PHIL HU 2006</td>
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<td>Allard Jongman LING SS 2006</td>
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<td>Kevin Price GEOG NS 2006</td>
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### Committee on Sabbatical Leaves

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<td>Paul Friedman COMS SS 2004</td>
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<td>Ivana Radovanovic ANTH SS 2005</td>
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<td>Garth Myers AAAS HU 2006</td>
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### Committee on Evaluation of Chairpersons and Directors

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<td>Brian Donovan SOC SS 2005</td>
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<tr>
<td>Peter Ukpokodu</td>
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<td>Craig Lunte</td>
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<td>Mabel Rice</td>
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<td>Maggie Childs</td>
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<td>Karl Brooks</td>
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<td>Chris Hautler</td>
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<td>Ann Schofield</td>
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For updated list please see http://www.clas.ku.edu/faculty
Annual Reports of the Standing Committees

CGS Annual Report, Submitted by Kathy Mason

The committee was chaired by Terry Slocum. The committee members included Professors Luis Corteguera, Tyrone Duncan, Iris Smith Fischer, Eric Hanley, Richard Hardin, Thomas Heilke, Mark Matthews, Guattam Bhattacharya and Rodolfo Torres. Student members included Mahalley Allen, Janice Prewitt, and Juan-Manuel Guayasamin. Following is a list of the committee’s action during the year:

- Gave approval to a joint degree proposal for a Ph.D. in Developmental Psychology /MPH (Master of Public Health).
- Approved the recommendation of Jennifer Thibodeaux for a Peter Gilles Springer Fellowship for Study in France.
- Approved Graduate Certificate Programs in Brazilian Studies and Central American Studies, to be offered through the Latin American Studies Program.
- Approved name changes for the M.A. and Ph.D. degrees offered by the department of Ecology and Evolutionary Biology
- Approved a petition for a reduced-hour Master’s Degree in Political Science, due to a complicated set of circumstances including overlap with Law School courses and possible misadvising.
- Discussed extensively the changes in Graduate Study Administration to be made in the 2003-04 academic year. Dean Kim Wilcox, Dean Diana Carlin, and other members of the Graduate School Staff met with the committee to answer questions. These changes include centralizing the collection point for all graduate admission applications, and eliminating the College Graduate Division.
- Approved a proposal by the Department of Spanish & Portuguese to expand their doctoral full-time residency requirement to two years minimum.
- Approved a revised proposal for a Ph.D. degree in Public Administration.
- Approved many curricular change requests for new courses, changes in existing courses, and deletion of courses.

In addition, the subcommittees met and selected winners of the Outstanding Graduate Mentor Award and the Outstanding Thesis and Project Awards.

CUSA Annual Report, Submitted by Stephen Shawl

CUSA’s work this year can be viewed in three parts: routine work, policy actions, and proactive concerns. One holdover item is presented that should be looked at next year.

**Routine work** resulted in the following:
1. Readmit Petitions – 50
2. Retroactive Withdrawals – 147
3. Course changes – 158
4. Changes to existing majors/minors – 26
5. Changes to general education requirements – 8
6. New degree – 1
7. New minor – 2
8. Miscellaneous petitions – 5
Policy actions involved
1. Change in Academic Standing policy
2. Policy on native speakers in foreign language courses
3. Elimination of use of writing sample as placement tool for referral to ENGL 102
4. Changed restriction on the number of Principal courses to eight by allowing department to offer junior-senior courses as Principal courses.
5. Policy requiring students to declare their major(s)

Proactive concerns involved academic matters of interest to committee members.
1. Considerable discussion occurred concerning the fact that significant numbers of students graduate with grades of D in courses in their majors. A proposal was drafted to disallow such courses from counting. The draft proposal was circulated to department chairs for comment. Some chairs found the draft proposal positive while others had significant difficulties. With further discussion, we concluded that significant unintended consequences could result and the proposal was dropped.
2. Concern was expressed that significant numbers of both faculty and students were unaware of two University policies: the policy concerning two hours of work for every hour class time, and the official statement defining grades. In an attempt to rectify this, CUSA had a document sent to all CLAS faculty and instructors; a copy of that document is attached and is a part of this final report.

Not completed:
A holdover item from a previous year was a proposal to remove EECS courses from satisfying the distribution requirement in the Natural Sciences and Mathematics. Two courses, especially EECS 128 and EECS 138, are taken by significant numbers of students to satisfy the distribution requirement in the Natural Sciences and Mathematics. The argument is that while knowledge of computer use is extremely important (EECS 128 teaches MS WORD, Excel, PowerPoint, etc.), it is a skill that should not replace a university-level science or mathematics course. Similarly, while computer programming is useful (EECS 138), it is something that does not satisfy the spirit of the CLAS distribution requirement. Data are available showing that significant numbers of students satisfy the Natural Science and Mathematics distribution requirement by taking such courses.

CECD Annual Report, Submitted by David Frayer
The Committee evaluated the following departmental chairs:
1. Professor Pamela Gordon, Classics
2. Professor Keith McMahon, East Asian Languages and Cultures
3. Professor Robin Rowland, Communication Studies
4. Professor Paul Schumaker, Political Science

The Committee recommended that Gordon, McMahon, and Rowland be re-appointed. The committee could not reach a decision on Schumaker and forwarded the results of our deliberations (for and against re-appointment) to the dean.
CBUD Annual Report, Submitted by CLA&S Budget Officer, Jolene Fairchild

Recommendations were made for two members of CBUD to serve as representatives on the College’s Faculty Elections Committee.

CBUD was asked to review and make recommendations on the proposed distribution of instructional technology funds across College units. CBUD was one of several College groups that were asked to provide input on the distribution of the IT funds that are generated from tuition. The committee’s suggestions were forwarded to the Dean’s Office. In addition, CBUD was asked to provide input on both the temporary and permanent budget cuts that were imposed during the year. Budget updates were provided to the committee throughout the year to assist in on-going discussions about the College’s funding situation.

CCAPT Annual Report, Submitted by John Bricke

In academic year 2002-2003, CCAPT consisted of nine members in each semester: three each from Humanities, Natural Sciences, and Social Sciences. In fall 2002, the Committee examined 23 applications for tenure and/or promotion. Of these, 11 were for promotion to associate professor with tenure, 11 were for promotion from associate to full professor, and one was for promotion from assistant specialist to associate specialist. Dean Kim Wilcox transmitted our recommendations to UCPT, which concurred with our decision in every case.

In spring 2003, the Committee participated in the third-year review process for 18 faculty members. In each case a detailed letter was prepared making recommendations in response to the modified "blue forms" prepared by the faculty member's department.

Throughout the year, various subcommittees of three persons each were involved in evaluating candidates for new appointments with tenure.

CSL Annual Report, Submitted by Peter Herlihy and Jan Kozma

The CSL received and considered 35 applications for sabbatical leave this year. Prior to the final meeting of the nine-member committee, all members reviewed and evaluated each of the 35 applications. Evaluations were made by assigning a maximum of 20 points to each application with 10 points being awarded for each of the two categories of “proposal” and “credentials.” Average evaluation scores were calculated based on the points assigned by each member, and with these average scores a ranking of applicants from 1 to 35 was established. The CSL met on the evening of Thursday, October 24, 2002 to discuss the ranking and recommendation regarding each application. Associate Professor Herlihy and Professor Kozma chaired the meeting.

The final ranked list reflects the decisions made during this committee meeting. For an application to be approved and sent to the University Committee on Sabbatical Leaves (UCSL), a simple majority of the committee members was required to vote in favor of that application. On this basis, the CSL recommended to the UCSL that all applicants be awarded leaves as requested. Although some of the applications were judged stronger than others, the Committee felt that each of the 35 approved applications had considerable merit.

As part of the evaluation process, two committee members were asked to write narrative paragraphs about each applicant. These were combined and edited by the co-chairs of the Committee. The Committee hopes that the written evaluations of each proposal and applicant provided the UCSL with helpful information for its deliberations.
College Assembly Student Representatives

**Undergraduate**

John Albin          Patrick Landazuri
Amber Artzer        Christina Mason
Nicholas Avallone   Katie Moore
Alexis Bannwarth   Elizabeth Moss
Patrick Bengston    Noor Newman
Daniel Birnbaum     John Noel
Craig Brown         Dimple Patel
Cassidy Carroll     John Price
Veronica Castellano Diane Princ
Mia Clark           Sandeep Rangineni
Elizabeth Daniels   Erin Roos
Ryan Doherty        Caitlin Schultz
Jamie Anne Epstein  Kyle Stearns
Colleen Garrett     Betty Stephenson
Susan Gianaris      Blair Stevens
Jennifer Goetz      Erin Stewart
Erika Hane          Michelle Sudyka
Angela Harness      Adam Sweet
Lindsey Harvell     Sarah Thornton
Lauren Hays         Carol Toland
Kristen Henke       Audrey Tullis
Jessica Howard      Adam Ward
Kimberly Indovina   Rebecca Welch
Saundra Ingram      Chris Wiles
Laura Johnson       Lindsay Wilson
Delia Kimbrel       Misty Williams
Mike Kopit          Cheryl Wozniak
Justin LaMort       Stephanie Zeller

**Graduate**

To be announced