I. Approval of the February 23, 2012 CGS Minutes

II. Curricular Changes Subcommittee Report
   A. New courses: PSYC 780

III. Petitions & Program Changes Subcommittee Report
   A. Change in Religious Studies M.A. requirements

IV. Policy, Procedures, & Awards Subcommittee Report
   A. GTA Survey

V. New Business
I. Approval of the February 23, 2012 CGS Minutes

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The University of Kansas
College of Liberal Arts & Sciences
COMMITTEE ON GRADUATE STUDIES
MINUTES
February 23, 2012 11:00AM
STRONG HALL – ROOM 210

Members Present: Ed Morris (Chair), Tanya Hart, Daniel Katz, Eve Levin, Alison Gabriele, Kees van der Veen, Stephanie Meador, John Korba, Margot Versteeg, Gina Westergard, Jim Mielke (ex officio), Kristine Latta (ex officio),
Others in attendance: Katie Rockey (COGA), Lea Smith (COGA)
The meeting was called to order by Ed Morris at 11:04a.m.

Minutes
A motion was made and seconded to approve the February 09, 2012 minutes of the Committee on Graduate Studies, with a minor edit to Report of the Policies, Procedures, and Awards Subcommittee. The motion was approved unanimously.

Report of the Curricular Changes Subcommittee
(Kees Van der Veen, reporting)

A motion was made and seconded to approve the following course changes recommended by the subcommittee. The motion was approved unanimously.

- FMS 801

A motion was made and seconded to approve the following new courses recommended by the subcommittee. The motion was approved unanimously.

- LING 851

Report of the Petitions & Program Changes Subcommittee
(Tanya Hart reporting)

- A motion was made and seconded to approve the change in the total number of hours required for the Environmental Studies Graduate Certificate from 19 hours to 12 hours. The motion was approved unanimously.

Report of the Policies, Procedures, and Awards Subcommittee
(Paulyn Cartwright)

The Policy, Procedures, and Awards Subcommittee reported the names of the recipients of the Alexander & Wright Graduate Mentor Award and Outstanding Thesis/Research Project Award. The committee voted unanimously in favor of the list.

New Business
Kristine Latta informed the committee that at a recent meeting with Registrar staff COGA learned that all courses previously slated for “deactivation” will in fact remain active and appear in the 2012-2013 Academic Catalog. College graduate departments will be informed of this change and given the option of proceeding with deletion for future versions of the Catalog via an expedited committee review process. This will only require that departments indicate which courses of the original list should be deleted, and the complete list will be submitted to the CGS for approval.

Dr. Latta also informed the committee that Katie Rockey has resigned her position as Administrative Associate in the COGA, effective March 2, 2012. Katie has accepted a position in the Office of Student Academic Services in the Undergraduate division of the College. We wish Katie all the best, and we thank her for her enthusiasm and her dedication to the College Office of Graduate Affairs.

There being no further business, the meeting was adjourned by Ed Morris at 11:30 a.m.

Upcoming Meetings
The next meetings of the CGS Subcommittees are Thursday, March 01, 2012.
Curricular Changes Subcommittee, 11:00 AM-12:30 PM, 210 Strong Hall (CLAS Conference Room)
Petitions & Program Changes, 11:30 AM-12:30 PM, 102 Strong Hall (Lea Smith’s Office)
Policies, Procedures, and Awards, 11:00 AM-12:30 PM, 213 Strong Hall (Graduate Studies Conference Room)

The next meeting of the Committee on Graduate Studies is Thursday, March 08, 2012, 11:00 AM, 210 Strong Hall.

Respectfully submitted by Leatrice M. Smith, COGA Supervisor, CGS staff liaison

II. Curricular Changes Subcommittee Report

The Curricular Changes Subcommittee recommends the following to the CGS:

NEW COURSES

PSYCHOLOGY

PSYC 780 Research Lab (1-5) Supervised research under the guidance of a faculty member in the Department of Psychology. Students will be part of a collaborative laboratory environment, and will be involved in research design, data collection, and data analysis, and will take part in regularly scheduled laboratory meetings. Prerequisite: Permission of instructor RSH

JUSTIFICATION
This course, along with its paired undergraduate/graduate counterpart, will allow faculty to coordinate graduate and undergraduate research involvement, and will provide opportunities for lab-based research collaboration. This will provide a more intensive, group-based research experience than is currently offered in PSYC 480 (for undergraduates) or PSYC 980 (for graduate students). The ideas is that yes, students would determine the # of credits in which they want to enroll (with work commensurate with the # they choose). And yes, the collaborative environment is the faculty member's lab (the instructor).

III. Petitions & Program Changes Subcommittee Report

The Petitions & Program Changes Subcommittee recommends the following to the CGS:
RELIGIOUS STUDIES MA

**Current Examination Requirements:** Each student must pass a comprehensive examination (with oral and written components) in the declared concentration.

**Proposed:** In place of written examinations, students compile portfolios of their professional work demonstrating command of their fields. After submission of the portfolio, students take an oral examination on the portfolio’s contents. The contents of the portfolio shall include: two sample research papers selected from prior courses, a bibliography of scholarship considered formative to the student’s chosen area of specialization (to be determined in consultation with the advisor), and a 10-12 page essay summarizing the student’s current research interests and how those interests intersect with, reflect, and further current developments in the interdisciplinary field of religious studies.

The change(s) to this program will first take effect: Spring 2012

**Justification for changes:** The proposed change to a portfolio exam, which is modeled loosely on changes the History Department has recently made to its exam procedures, is meant both to address shortcomings with the current M.A. comprehensive exam and to offer students the opportunity to narrate critically the fullness of their scholarship as it has developed over their tenure of coursework. We have concluded that the current format -- a four-hour written exam -- is simply inadequate for measuring two years of coursework that includes training in research methods, attentiveness to evolving areas of research in the field of religious studies, and the cultivation of writing skills. The portfolio exam alleviates this by allowing students to revisit and revise for committee review two examples of past research, and, in addition, produce an original essay that critically evaluates formative issues and directions in religious studies in light of the students’ own research and evolving identity as scholars.

**IV. Policy, Procedures, & Awards Subcommittee Report**

The Policy, Procedures, & Awards Subcommittee recommends the following to the CGS:

In response to Dean’s Charge #3, regarding best practices and learning outcomes for graduate teaching and research experiences, the PPA sub-committee has drafted a survey to be sent to all current GTAs in the College (attached).

**V. New Business**
Deans Charge 3
GTA Survey

1. What degree are you currently seeking?
   a. Master’s
   b. PhD
   c. Other

2. Your degree program lies in:
   a. Humanities
   b. Social Sciences
   c. Natural Sciences and Mathematics
   d. Arts
   e. International/Area Studies
   f. Other

3. For how many semesters have you been a GTA (including this semester)?
   [number]

4. Are you teaching in:
   a. Your home department/program
   b. Another department/program

5. Your current appointment is at:
   a. 25%
   b. 50%
   c. Other

6. Your gender is:
   a. Male
   b. Female

7. In your current semester, your GTA assignment consists of:
   a. Lecture
   b. Discussion
   c. Seminar
   d. Lab
   e. Other

8. Do you have sole responsibility for your course this semester, or do you assist a faculty member?
   a. Sole responsibility
   b. Assist a faculty member
   c. Other

9. How many students in total are you responsible for this semester?
   [number]

10. As a GTA, are you responsible for (check all that are relevant):
    a. Syllabi
    b. Lectures
    c. Exercises
    d. Class plans
    e. Exams
    f. Grading
        i. Under supervision
ii. Autonomously

11. Aside from the mandatory University GTA training session before you started teaching as a GTA, did your current department provide you with official training?
   a. Yes
   b. No

12. If yes, how helpful was this training?
   a. Very Helpful
   b. Somewhat Helpful
   c. Not Very Helpful
   d. Not At All Helpful

13. Would you share aspects of that training that were particularly helpful?
   [Open answer]

14. Are GTAs in your program appropriately supervised to help improve your teaching skills?
   a. Agree
   b. Disagree

15. Are GTAs’ needs and interests given appropriate consideration in determining which courses you teach?
   a. Yes
   b. No

16. How often do GTAs in your department get their preferences in teaching assignment?
   a. Always
   b. Often
   c. Sometimes
   d. Rarely
   e. Never

17. Does your workload correspond to your GTA contract (e.g., If your contract is for 50%, do you work about 20 hours in a typical week)?
   a. Yes, I work about the right number of hours
   b. No, I work considerably LESS
   c. No, I work considerably MORE

18. Have you found it necessary at any time to supplement your GTA income with other employment?
   a. Yes
   b. No

19. When you have issues concerning your GTA, with whom do you feel you can you consult? (Check all that apply)
   a. Graduate Director
   b. Department Chair
   c. Advisor
   d. Teaching Mentor
   e. Supervising Professor
   f. Fellow GTAs
   g. Other

20. How helpful is your GTA experience with respect to your professional development?
   a. Very Helpful
   b. Somewhat Helpful
   c. Not Very Helpful
d. Not At All Helpful

21. *If your GTA took less time and energy, what professional experiences and goals would you pursue?*  
[open answer]

22. *How could the GTA experience at KU be improved to enhance your learning outcomes?*  
[open answer]