

Executive Council of Graduate Faculty

Minutes for 14 December 2018

Present: Thomas DeLuca (Interim Chair), Debra Hedden, Marie-Alice L'Heureux, Joshua Miner, Tarun Sabarwal, Andrew Short, Sherri Tucker, Michael Wolfe, Asst. Dean Amanda Ostreko (Staff), Amber Roberts Graham (Staff), Jessy Carolina Ayestas Hernandez (Staff)

Absent: Dean Michael C. Roberts (Chair), Tien-Tsung Lee, Yan Li, Ed Scanlon, Herb Tuttle, Michael Werle (Ex Officio), Mike Wilkins

Also present: Amy Leyerzapf, Holly Storkel, Nicholas Syrett, Megan Wilson, Peter Welsh, Marc Greenberg, Shannon Portillo

Announcements

- Dean Roberts was out of the office. Professor Tom DeLuca chaired this meeting of the Council.
 1. **Chair's Notes** Professor DeLuca noted it was a very full agenda and begged the Council's indulgence to extend the meeting past the scheduled two hours, if necessary to vote on all six key issues. He hoped to be respectful of their time while recognizing the need for the group to review the distributed materials and make informed consensus-based recommendations and decisions.
 2. Professor DeLuca thanked Dean Roberts for his guidance and leadership over his five-year term, noting that he constantly advocated for *all* of KU's graduate students, as evidenced by the monthly content of the Executive Council's agendas. He remarked that, "as a Council, it is likely we are not aware of his many efforts behind the scenes but I just want to say that I am a much better graduate faculty member having served with Dean Roberts and I have tried to adopt this calming demeanor during sometimes challenging conversations, and I truly appreciate knowing him as a colleague and friend."
 3. Professor DeLuca also thanked Dr. Debra Hedden for her service on the Council and wished her well as she steps away in the Spring.
- Provost Lejuez announced Audrey Lamb, Professor of Molecular Biosciences and Co-Director of the Graduate Training Program in Chemical Biology as the Interim Dean of Graduate Studies. Her term as dean will begin on the first of January, 2019.
- The GTA MOA negotiations demonstrated the need for two work groups to convene.
 1. **Chair's Notes** The GTA Term Limits work group has developed a proposal for the Council's first review today.
 2. The GTA Grievance Resolution Committee work group has been suspended due to GTAC concerns about its purpose and membership. Human Resource Management is making arrangements to resume discussions in January.
- The Graduate Teaching Assistants' Coalition (GTAC) recently circulated a communication to Lawrence-campus GTAs.

1. **Chair's Notes** Professor DeLuca noted that, "As someone with extensive collective bargaining experience, this type of letter is not uncommon. Also, it is not uncommon for the other party to remain silent on such letters, even though the statements may or may not be accurate. Not all negotiations are combative and some lead to actual win-win outcomes. As the Executive Council of Graduate Faculty, we are not taking a position in response to this letter, only making you aware of its existence. We will continue to share relevant information, as appropriate for an on-going negotiation process. Thank you."
- The Office of Graduate Studies committed, last year, to considering revisions to the English Proficiency policy in stages. Graduate Studies met with International Programs on Tuesday 11 December to begin the next phase of discussions. They agreed to circulate three possible directions for policy development among a wider campus community, in order to gather feedback and direction about the desired outcomes.
- At the College's request, the Registrar's Office has added the new Diversity, Equity, and Inclusion question to the New Program Proposal tool. Schools and departments received a notification about the new question. Going forward, Executive Council will be able to determine how best to use the answers provided in their review of new program proposals.

Review of Minutes

- 2 November 2018
The minutes of the previous meeting were approved.

New Program Proposals

1. **Chair's Notes:** The College of Liberal Arts and Sciences requested an exception to the established Graduate Studies timelines for review of new program proposals. Two of the program proposals on the agenda today had not officially reached the Executive Council's stage of review before the Council convened. However, in support of the College's goal to launch these programs in Fall 2019, they appear in the agenda. The College confirmed orally prior to the meeting that all of these proposals had passed the final review in the College as written.
- Graduate Certificate in Studies in Equity and Social Diversity in the U.S.
 - **Second Review**
 - *Representatives: Amy Leyerzapf, Nicholas Syrett, Holly Storkel, Megan Wilson*
 - Professor DeLuca reminded the Council and visiting representatives that, in the interest of time, it would be prudent to focus on any questions or other information that did not appear in the written proposal.
 - The Council discussed the key questions that had remained unresolved after their prior discussion of this program proposal.
 - * Dr. Storkel opened by addressing the question of overarching cohesion within the certificate program. The program and departments expect that cohesion for each individual student will grow organically from the selection of courses in consultation with a faculty advisor.
 - * The Council inquired further about how advising would proceed, especially for students enrolled only in this certificate program. The program will appoint a faculty

advisor for all certificate students, regardless of their concurrent enrollment in other programs. This faculty advisor will not necessarily be a student's thesis or dissertation supervisor in a related program, since it will be a person affiliated with the certificate program.

- * The Council confirmed prior understandings about required and elective courses offered and how concentrations would be structured.
 - * The Council asked for more information about marketing and recruitment plans for the program. They were especially interested in what market research was conducted to determine demand for such a program and who would be interested in it.
 - * The Council wanted to understand the extent to which target audiences for this program might overlap those for similar or related programs already being offered at KU.
- The Council also discussed how admissions to the certificate program would be handled.
- Master of Arts in Leadership in Diversity and Inclusion
 - **First Review** – This proposal was expedited by special request.
 - *Representatives: Amy Leyerzapf, Nicholas Syrett, Holly Storkel, Megan Wilson*
 - The representatives in attendance provided a brief overview of the the new Master of Arts program in Leadership in Diversity and Inclusion and fielded questions. This proposal is for a master's degree comprised of two stackable certificates plus two additional courses.
 - Dr. Leyerzapf opened by explaining the purpose of the new master's program: to provide additional educational opportunities for those who want to study the interaction between leadership and diversity in a broader framework than that offered by field-oriented programs such as Higher Education Administration (School of Education) or Organizational Leadership (School of Business). The representatives envision a variety of audiences to whom such a program would appeal, including working professionals and recent college graduates who perceive a workplace demand for individuals with this skill set.
 - The Council's questions about this new Master's proposal paralleled those concerning the graduate certificate (above). They focused on the same key areas of concern as with the certificate (above):
 - * Dr. Storkel noted for the Council that the Master's degree program introduces two courses that address the Council's desire to see introductory and capstone material providing intellectual cohesion and methodological training in the field of diversity studies. The Council discussed the timing of these courses in the overall curriculum, the breakdown of the main topics these courses would address, and possible ways to modify the introductory course requirements.
 - The Council discussed how this master's and its component certificates would appear on students' transcripts and diplomas.
 - The Council discussed how the program would ensure an appropriate number of courses were developed for graduate credit, in keeping with the accreditation expectations of the Higher Learning Commission.
 - Joint Master of Arts in Museum Studies and African & African-American Studies
 - **First Review**
 - *Representative: Peter Welsh*

- Professor Welsh provided a brief overview of the the new joint Master of Arts program in Museum Studies and African & African-American Studies and fielded questions.
 - Dr. Welsh explained that this degree program was developed in response to complaints from museums and similar employers that there is an unmet demand for individuals trained specifically in the curation and care of museum collections related to African and African-American history and culture.
 - The program incorporates all required courses from both stand-alone master’s programs, allowing elective requirements for each to accommodate the requirements of the other. The end result is that students will earn both master’s degrees with a reduced overall total of 54 credit hours.
 - The Council discussed which parts of one of the stand-alone degree programs a student would have to sacrifice in order to pursue the joint master’s. All required courses for both are required for the joint program, but elective flexibility is greatly reduced.
 - The Council discussed the programs’ twin goals: to increase the diversity of individuals working in this field and to increase the number of individuals trained to curate and manage collections focused in this content area.
 - The Council discussed potential target audiences, including demand by working professionals looking to specialize in this type of collection and also current KU students in one of the fields who grow interested in the other while they are here.
- Master of Arts in American Sign Language and Deaf Studies
 - **First Review** – This proposal is being expedited by special request.
 - *Representative: Shannon Portillo and Marc Greenberg*
 - Dr. Portillo provided a brief overview of the the new Master of Arts program in American Sign Language and Deaf Studies and fielded questions.
 - The representative explained that this program grew out of a concerted effort in the robust deaf community in Kansas City to restructure how American Sign Language (ASL) interpreters are trained. This program will fill a gap left by the Johnson County Community College’s decision to shrink and restructure its Associate’s degree program.
 - The community has also demonstrated a clear need for more interpreters with advanced skills in several large Kansas City area businesses providing services to deaf and hearing-impaired people nationwide (e.g., video-relay interpreting).
 - The Council discussed four goals and addressed the the separate tracks or pathways within the degree program. These will serve different audiences, including junior professionals interested in beginning an interpreting career, advanced professionals seeking specialized skills (e.g., medical interpreting), and individuals interested in the social justice aspects of deaf studies.
 - The Council discussed licensure in this field. Interpreting requires licensure so the curriculum has been designed to prepare students to meet the expectations of any of the licensure exams and agencies. However, since there is more than once licensing agency, the program does not confer licensure along the way to the degree – students will choose their licensing agency after graduation.
 - Given the plan to launch the program for fall 2019, the Council discussed plans for managing the course preparation load. They noted that all of the listed courses will be new courses developed specifically for this program and also that no faculty have been identified specifically yet. This is because they need approval for the program before they can move forward with hiring two faculty members to develop, teach, and manage the program. The Council also discussed the faculty position types and expected credentials for the new hires.

Administrative Discussion

- Council Administration: The Council reviewed documentation related to the original establishment of the Office of Graduate Studies and developing plans to convene a work group in the spring to evaluate Graduate Education at KU.
- Master’s and Doctoral Program Profiles (MPPs and DPPs)
 - Tarun Sabarwal and OIRP requested a discussion of these profiles to evaluate what is currently included and what might be added or removed.
 - Assistant Dean Ostreko requested feedback from the Council. Graduate Studies reviews and improves the MPPs and DPPs every year in February and would welcome suggestions about what to add, remove, or reformat.
- Assistant Dean Ostreko reported on her attendance at the Council of Graduate Schools Annual Meeting. Particular highlights included discussions of ethics in data science, supporting underrepresented students, holistic admissions, new legal requirements for NSF funding, graduate students’ mental health, and the Three-Minute Thesis Competition.

Policy Proposals

- Seniors and Graduate Study (Co-Enrollment)
 - **Second Review**
 - Changes recommended by ENGR, EDUC, and CLAS during Stakeholder Review have been incorporated:
 - * Expand eligibility to include certificate- and non-degree-seeking graduate students enrolled in bachelor’s programs at partner institutions
 - * Allow for petitions to extend co-enrollment to multiple semesters
 - * Semantic edits
- GTA Term Limits
 - **First Review**
 - This proposal has been prepared by the GTA Term Limits work group, convened pursuant to an agreement reached during the Meet & Confer process with the GTA union, GTAC.

Vote

- The Council discussed each new program and policy proposal in turn, providing feedback for the improvement of each initiative.
 - Graduate Certificate in Studies in Equity and Social Diversity in the U.S.
 - * The Council voiced strong support for the development of robust and serious programs in DEI studies. They believe this is an extremely important field that has generated considerable scholarship and offers career opportunities for DEI professionals. They want to see KU offer a strong DEI certificate that provides exposure to all of the core principles, methods, and scholars in the field.

- * The Council thinks the proposal remains underdeveloped. They decided to advance the proposal in order to support this important initiative and the College's ambitious launch timeline. However, they recommend resolution of their primary concerns before implementation of the program. Some members want to register a low evaluation of the proposal because they believe it does not synthesize the scholarly literature of DEI into a program but instead cobbles together courses from programs that are affiliated with DEI concepts. They think the current proposal recognizes KU's need to develop such a program but does not define a curriculum which meets the need. They offered a few concrete suggestions for improvement of the proposal.
- * The Council made several suggestions for improvement:
 - In the list of courses from which students may choose, include more courses specifically oriented to engage substantively and critically with DEI studies as a serious field of study with an established body of scholarship.
 - Explicitly include disabilities as a core component, emphasis, or pathway.
 - Ensure students are exposed to all of the core concerns, principles, or pathways of DEI studies (e.g., disability, race, gender, sexuality, etc.), either through courses in each area or through a synthetic course.
 - To achieve these outcomes, they recommend developing one required course for all certificate students, which will provide theoretical and methodological grounding in DEI studies and allow the students' electives to gel into an intellectually cohesive whole. This may require developing a new course but such a course would do much to address points 1 and 3, above.
- * The Council also voiced several concerns:
 - The Council is excited to support diversity studies as an important interdisciplinary field which offers professional skill development. However, they would like to see further development that will ensure effective delivery on the program's stated goals. The Council worries that the program's lack of structure for course selection may mean the certificate lacks a unifying element to synthesize the variable class content into an intellectually cohesive whole.
 - They perceived a fundamental assumption that existing courses about non-white and/or non-male and/or non-straight people would naturally add up to a master's degree in DEI. They critiqued this assumption, arguing that multiculturalism as variety is not the same as learning about how to do proactive work in diversity, equity, and inclusion within institutions. Therefore, they want to see required coursework that addresses diversity, equity, and inclusion directly and engages critically with how to navigate these issues in the workplace.
 - The Council also registered serious concerns about the possibility that students who complete this certificate will have important gaps in their understanding of the issues. They were especially hopeful that the program would add courses on disability to the curriculum. They find it problematic that students could graduate from KU with a certificate in this area without ever having taken at least some exposure to all of the major pathways that are offered. They worry that any lack of preparedness might have a negative impact on KU's reputation as an institution that prepares students to enter the work force with skills in high demand. This was especially important to them in light of the proposal's

stated goal to prepare students to take on diversity leadership roles in businesses and non-profits.

- Finally, the Council encouraged the program's developers to identify unique audiences who would be interested in it and to design a plan for recruiting new and diverse students.

* Voting Outcomes:

- Historically, new certificate programs that have reached this stage of governance review were strong enough to gain unanimous support from the Council. In this case, four Council members voted to advance the proposal to the Provost's Office. Two voted against advancement and two abstained, citing a desire for a stronger curricular development in collaboration with relevant disciplines and a clearer structure to help students approach the certificate as a cohesive whole.

– Master of Arts in Leadership in Diversity and Inclusion

- * The Council voiced strong support for the development of robust and serious programs in DEI studies. They believe this is an extremely important field that has generated considerable scholarship and offers career opportunities for DEI professionals. They want to see KU offer a strong DEI degree and certificate that provide exposure to all of the core principles, methods, and scholars in the field.
- * The Council thinks the leadership aspects of the proposal are strong but that the DEI curriculum remains underdeveloped. They decided to advance the proposal to the Provost's Office in support of this important initiative and the College's ambitious launch timeline. However, they recommend resolution of their primary concerns before implementation of the program. Some members want to register a low evaluation of the proposal because they believe it does not synthesize the scholarly literature of DEI into a program but instead cobbles together courses from programs that are affiliated with DEI concepts. They think the current proposal recognizes KU's need to develop such a program but does not define a curriculum which meets the need. They offered a few concrete suggestions for improvement of the proposal.
- * The Council made several suggestions for improvement:
 - Require consistent, substantive, and critical engagement with DEI studies as a serious field of study with an established body of scholarship.
 - Explicitly include disabilities as a core component, emphasis, or pathway.
 - Ensure students are exposed to all of the core concerns, principles, or pathways of DEI studies (e.g., disability, race, gender, sexuality, etc.), either through courses in each area or through one or more synthetic courses.
 - To achieve these outcomes, they recommend developing at least one DEI-specific course required for all master's students, in addition to any component certificate requirements. Such a course should provide theoretical and methodological grounding in DEI studies and develop the depth and breadth of the stackable certificates. Because it will provide the more comprehensive understanding a professional in the field will need, it may be appropriate to design this course as either the introduction or the capstone course proposed. This may require developing new courses but would do much to address points 1 and 3, above.
- * The Council also voiced several concerns:

- The Council is excited to support diversity studies as an important interdisciplinary field which offers professional skill development. However, they would like to see further development that will ensure effective delivery on the program's stated goals. The Council worries that the lack of structure for course selection may mean the program will not have a unifying element to synthesize the variable class content into an intellectually cohesive whole (a problem also identified for the Certificate). They would like to see a program with a strong grounding in this rigorous field of study.
 - The Council is happy with the quality of the curriculum components addressing leadership. However, they are concerned about offering a master's-level program in Diversity and Inclusion that confuses multiculturalism with methodologies for how to do proactive work in diversity, equity, and inclusion within institutions. They perceived a fundamental assumption that existing courses about non-white and/or non-male and/or non-straight people would naturally add up to a master's degree in DEI. Currently, the master's degree requires only two courses, an introduction (focus: scholarly writing, oral communication, research, critical thinking, and argumentation) and a capstone (guided project), beyond the stackable certificate requirements. Neither of these courses engages directly with the larger DEI field. Therefore, they want to see required coursework that addresses diversity, equity, and inclusion directly and engages critically with how to navigate these issues in the workplace.
 - The Council also registered serious concerns about the possibility that students who complete this certificate will have important gaps in their understanding of the issues. They were especially hopeful that the program would add courses on disabilities to the curriculum. They find it problematic that students could complete the degree without some exposure to all of the major pathways that are offered. They worry that any lack of preparedness might have a negative impact on KU's reputation as an institution that prepares students to enter the work force with skills in high demand. This was especially important to them in light of the proposal's stated goal to prepare students to take on diversity leadership roles in businesses and non-profits.
 - Finally, the Council encouraged the program's developers to identify unique audiences who would be interested in it and to design a plan for recruiting new and diverse students.
- * Voting Outcomes:
- Historically, new master's degree programs that have reached this stage of governance review were strong enough to gain unanimous support from the Council. In this case, six Council members voted to advance the proposal to the Provost's Office. None voted against advancement but two abstained, citing a desire for a stronger curricular development in collaboration with relevant disciplines and a clearer structure to help students approach the certificate as a cohesive whole.
- Joint Master of Arts in Museum Studies and African & African-American Studies
- * The Council thought this proposal was less fully developed than it should have been before advancing to university- and state-level review. They decided to cooperate with the College's ambitious launch timeline but strongly recommended that the department consider and resolve the Council's primary concerns before advancing this proposal further.

- * Some members of the Council thought that this proposal stated two primary goals for the program that may not be complementary or cohesive. These members noted that the diversity of individuals employed in the field is not necessarily related to increasing the number of people trained to handle museums and collections in this content area. They also noted that, though one stated goal is to increase the diversity of individuals interested in museum careers, and especially in museums focused on black history and culture, the proposal includes no clear marketing plan or other strategies for recruiting diverse applicants.
- * In terms of conceptual and intellectual cohesion, the Council also noted that the program will not offer a course focused specifically on the management of collections related to black history and culture. They found this concerning because preparing students to work as professionals in this field is the other stated goal of the program. They believed that the program should do more to assist students in synthesizing the content of the two existing master's programs so that the new joint degree becomes its own cohesive whole. The Council also wondered what was new or innovative about this proposed program, since it seems the main change to the curriculum was to cut 15 credit hours from the total needed to complete both degrees, and the addition of a final project that incorporates both programs.
- * Voting Outcomes:
 - Six Council members voted to advance the proposal to the Provost's Office. None voted against advancement but two abstained, citing the lack of clearly focused coursework addressing the specific content area and the lack of an intellectual uniqueness that would draw students to the joint program instead of pursuing the two existing degrees.
- Master of Arts in American Sign Language and Deaf Studies
 - * The Council was very excited about this proposal. They were impressed with the thoroughness of both the written proposal and the oral presentation, especially the detailed work that had been done to assess specific market demands and to identify specific target audiences who would be interested in this type of program. They also suggested this could be a model to share with others thinking of proposing new programs so that they can consider these aspects early in their development process.
 - * The Council voted unanimously to approve this proposal.
- Seniors and Graduate Study (Co-Enrollment) – Approve or revise?
 - * No further discussion
 - * The Council voted unanimously to approve this proposal and submit it for the Provost's review and approval.
- GTA Term Limits – Forward for Campus-Wide Stakeholder Review?
 - * The Council discussed appropriate governance vetting procedures for a policy change of this magnitude.
 - * The Council also requested additional information about the background and context of the proposal's development.
 - * Five Council members voted to advance the proposal so it will go out for campus-wide stakeholder review. Two members voted to have members circulated it to their units first, before proceeding to stakeholder review. One member abstained.

Next Meeting: 1 February 2019 — 2:00 pm in 210 Strong Hall