

THE CGS 2017-2018 ANNUAL REPORT TO CAC

I. The CGS made the following recommendations for curricular changes:

- **New courses:**
CEAS 710, CLDP 982, EVRN 725, EVRN 736, EVRN 737, EVRN 743, EVRN 747, EVRN 777, EVRN 778, GEOG 875, GEOL 755, GIST 707, POLS 782, PSYC 986, SPLH 716, SPLH 888, SPLH 889
- **Course changes:**
BIOL 735/EVRN 735, CLDP 948/EPSY 906, ENGL 751, ENGL 752, ENGL 753, GEOG 805, GIST 810, HA 910, ISP 804, ISP 806, ISP 807, ISP 898, ISP 899, MUSE 799, PSYC 838, PUAD 894, PUAD 895, SOC 810
- **Course deletions:**
ADSC 810, ANTH 759, ANTH 764, ANTH 796, ATMO 727, ATMO 825, ATMO 827, BIOL 791, DANC 740, DANC 742, DANC 780, GEOG 806, GEOG 818, GEOG 958, HA 704, HA 705, HA 710, HA 712, HA 725, HA 745, HA 782, HA 805, HA 808, HA 824, HA 970, HA 982

II. The CGS made the following recommendations for program changes:

- Changes to Existing Graduate Certificate – Indigenous Studies, Certificate
- Changes to Existing Graduate Certificate – Museum Studies, Certificate
- Changes to Existing Graduate Certificate – Women’s Studies, Certificate
- Changes to Existing Degree – American Studies, MA
- Changes to Existing Degree – American Studies, PhD
- Changes to Existing Degree – Anthropology, MA
- Changes to Existing Degree – Applied Behavioral Science, MA
- Changes to Existing Degree – Applied Behavioral Science, PhD
- Changes to Existing Degree – Classics, MA
- Changes to Existing Degree – Chemistry, MS
- Changes to Existing Degree – Clinical Child Psychology, PhD
- Changes to Existing Degree – Contemporary East Asian Studies, MA
- Changes to Existing Degree – East Asian Languages and Cultures, MA
- Changes to Existing Degree – East Asian Languages and Culture and Law, MA/JD
- Changes to Existing Degree – Ecology & Evolutionary Biology, MA
- Changes to Existing Degree – Ecology & Evolutionary Biology: Botany, MA
- Changes to Existing Degree – Ecology & Evolutionary Biology: Entomology, MA
- Changes to Existing Degree – French, MA
- Changes to Existing Degree – French, PhD
- Changes to Existing Degree – Geography, MA
- Changes to Existing Degree – Geography, MS
- Changes to Existing Degree – Geography: Atmospheric Science PhD

- Changes to Existing Degree – History of Art, PhD
- Changes to Existing Degree – Indigenous Studies, MA
- Changes to Existing Degree – Linguistics, PhD
- Changes to Existing Degree – Molecular Biosciences: Molecular, Cellular, & Developmental Biology, MA
- Changes to Existing Degree – Museum Studies, MA
- Changes to Existing Degree – Speech-Language Pathology, MA
- Changes to Existing Degree – Visual Art Education, MA
- Changes to Existing Degree – Master of Public Administration

III. The CGS made the following recommendations for new programs:

- New Graduate Certificate in Applied Behavior Analysis
- New Graduate Certificate in Applied Mathematics
- New Graduate Certificate in Environmental Geology
- New Graduate Certificate in Latin American & Caribbean Studies
- New Graduate certificate in Medieval and Early Modern Studies
- New Graduate Professional Science Masters in Environmental Geology

IV. The CGS created the following reports:

- Dean’s Charge Report
- 2016-2017 Awards: The CGS approved the list of recipients presented by the Proposals, Awards, and Scholarships Subcommittee to receive awards as follows.
 - * Luis Corteguera – History, Byron A. Alexander Graduate Mentor Award
 - * William Barnett - Economics, John C. Wright Graduate Mentor Award
 - * Carolina Bejarano – Clinical Child Psychology, Outstanding Thesis Award
 - * Dean Morris – Sociology, Allen S. Wilber Scholarship
 - * Austin Charron – Geography, Howard J. Baumgartel Peace & Justice Award

IV. Items Tabled: None

*Presented by Dave Mechem, 2017-2018 CGS Chair
Submitted by Rachel Schwien, College Office of Graduate Affairs*

To: Carl Lejuez

From: Committee on Graduate Studies

Subject: Recommendations in response to the 2017-2018 Dean's Charges

In Fall 2017, the Committee on Graduate Studies (CGS) was presented with a set of charges soliciting recommendations on how to improve the allocation of graduate funding and increase grant activity among the College's graduate students. These charges included:

Review our current strategy for allocating graduate assistantships and recommend a set of guidelines for how we can best utilize existing resources as well as new resources if they become available.

The CGS recommends strategies to provide graduate students with more comprehensive support. In particular, increases to funding for summer research and conference travel for graduate students would support steady academic progress, the development of collegial networks, professional development, publication, and early leadership opportunities with disciplinary organizations.

1. Develop College-level fundraising strategies targeting these priorities and improve support for departmental fundraising efforts.
2. Expand the availability of summer research support. This could include a summer research travel fund to which students may apply, or the allocation of resources to departments to expand the scope of the funding packages offered to prospective students.
3. Create a conference travel fund to support graduate students attending conferences for the purposes of presenting a paper, participating in specific professional development programming, or executing student leadership roles within the disciplinary organization.

The CGS also recommends a change to the Chancellor's Doctoral Fellowship (CDF) to institute a two-round application process.

1. The first round would follow the current procedure, with the exception that only four fellowships would be awarded. Two fellowships would be reserved for a second round of awards.
2. Those departments that apply for the first round and are unsuccessful would be eligible to participate in a second round. These departments would have the opportunity to nominate a specific student for the award from among their top incoming students or candidates for recruitment.
3. Criteria for the second round of awards should be based upon: 1) the clarity of the nominee's research interests and plans, 2) the nominee's potential for future contributions to the discipline and profession, and 3) the contribution the award would make to furthering department-specific diversity goals.

4. Depending upon the success of this change, it may be beneficial to restructure the Dean's Doctoral Fellowship in the same way.

Recommend strategies to facilitate graduate students becoming more involved in writing fellowships and seeking other funding for their scholarship. This should include a review of barriers and resources needed to support this goal.

The CGS recommends strategies to incentivize departments to develop a strong culture of grant-seeking among graduate students and to reward individual students for successful grant-seeking efforts:

1. Incentivize departments by offering the additional department funding (e.g., travel funds) based on the percentage of students who are grant-active (i.e., have submitted at least one application for a major fellowship or grant).
2. Incentivize all College graduate students to be grant-active by providing a "bonus" for any successful grant application. The University of Kentucky, for example, offers a 5% bonus to any student securing a grant of \$10,000 or more. UK also views this as a way to recruit students who are already grant active, e.g., have already secured an NSF Graduate Fellowship.
3. Provide support for departmental efforts by offering discipline- or fellowship-based workshops for graduate student grant-seekers and/or a 1 credit grant writing course.
4. Develop online grant writing resources (e.g., successful grant proposals) and targeted communications about the benefits of grant-seeking (e.g., Maryland's list of reasons for students to apply for external fellowship, even if they are already funded by their institution:
<https://gradschool.umd.edu/funding/fellowship-information>)

Resources currently available to support these efforts include:

- Professional development staff in both the College Office of Graduate Affairs and the Office of Graduate Studies who can coordinate these efforts and deliver training workshops.
- Model of grant writing course previously offered through the Graduate Studies/Graduate Writing Program.
- Hall Center Grant Development Office and KUCR grant resources

Barriers

- Department unwillingness to commit time and resources

- Perception about the scarcity of external funding, the low probability of success, and the relevance of grant-seeking to the discipline
- Current lack of tracking and reporting on graduate student grant activity