

Mee Ae Kim

HISTORY GRADUATE STUDENTS  
GENERAL MEETING MINUTES  
OCTOBER 1, 1993

NEXT MEETING: FRIDAY, OCTOBER 8 AT NOON, WILSON 333.

Attending: Rick Hines, Andy Martinez, Jeff Davis, *Meeting Chair*: Susan Vetter, Mee Ae Kim, Jerry Garcia, Marvin Frohock, Darin Johnson, David Wilson, Jerry Scott, Raenelle, Tom Roka, Margie Sanchez-Walker, Kevin Marsh, Andrea Sabo, Greg Hall, Ted Nitz, Steve Charry, *Recorder*: Liza Rognas.

The meeting convened at 12:05 pm. Sue Vetter introduced Department Chair Roger Schlesinger and Graduate Advisor Margaret Andrews. They advised us that the College of Arts and Dean Pierce have REQUESTED THAT GRADUATE STUDENTS INCREASE THEIR CREDIT LOAD TO 14 HOURS. This is a budget driven request as the college and the department depend upon student hours for funding. Grad-student credits command high dollars per credit. Chair Schlesinger quoted the Dean as asking for expanded credit hours which are "academically defensible" yet do not increase the faculty work load.

Faculty/Department Suggestions for meeting this request were then discussed: The most obvious place to increase academically defensible credits is at the 700, 702 and 800 level. The department requests that 600 credits be kept to a minimum as they do generate more work for the faculty.

- \* However, one (1) credit of 600 should be added to each field course or seminar. For instance, when registering for Hist. 510, one would also register for 1 hour of 600, in effect making the field courses and seminars worth four hours.

- \*The department will also offer a semester long 1 credit lunch course tentatively titled "The Teaching of College History." This 699 credit will be offered once a week throughout the semester and is repeatable for credit.

Students voiced other suggestions:

- \*To apply the 699 credit to a TA in the form of a "teaching Practicum."

- \*To apply Public History Internship Credit hours where applicable.

Schlesinger and Andrews reiterated that this request was only a powerful suggestion and that it would not affect TA appointment decisions.

The 14 credit topic then came under general discussion after the Department Chair and the Graduate Advisor left the room. Several students feared that enrollment of 14 graduate hours each semester would set a precedent and become policy within a short time. Another expressed concern that "padding" our transcripts with non-graded course work would look suspicious to prospective employers.

- \*a proposal was made to work on an official grad-student response to the 14 credit suggestion that incorporates grad-student willingness to add credits as a temporary budget concession, but which also shows support for the Grad. School policy of 10 credits as a permanent requirement. The proposal also called for further discussion to be tabled till the next meeting so that the current agenda could resume. It was seconded and passed unanimously.



**REPORTS:** Steve Charry reported that the **By-Laws Committee** (Rett Roscoe, Laura Woodworth-Ney, Steve Charry, Andrea Sabo) had met to review a draft of the proposed by-laws and were currently working on the second draft. A version for general review by the grad-students will be ready this month.

Jerry Scott reported news from the last two **Faculty Meetings**. A university-wide graduate studies committee has determined that the amount of conjoint (400/500) classes currently filling grad-student programs is intellectually unsatisfactory and has proposed a limit. The proposal that **conjoint credits make up not more than 50% of graded course work** has been met with serious faculty reservation across the campus, including faculty in history. Opposition to the proposal indicates that most consider the 50% limit a handicap to small departments and a burden on students. Andrea Sabo related that discussion at a GPSA meeting indicated that several departments had called for a revision of the conjoint proposal. J. Scott also reported that the **advertisement for Prof. Bennett's position** is under revision as it had become far too broad. It has been narrowed to include only responsibilities for teaching Foreign Relations and World Civ. courses. The Faculty also discussed secondary education requirements. 50% of hist. under-grads are also secondary ed. majors. **Prof. Coon has retired as the secondary educ. course instructor** and there is speculation that the Chair will appoint faculty to take this responsibility on a rotating basis. Reporting of mid-term grades for freshmen may be dropped. The faculty has tentatively supported the Gen. Ed. proposal that TAs teach World Civ., but only if there is a shortage of willing faculty.

On that note, Kevin Marsh and Andrea Sabo briefly reported news from GPSA. Apparently the meetings have been filled with non-productive political infighting among GPSA officers. However, a decision to invite Gov. Lowery back to WSU to discuss higher educ. funding (read Int. 601 and 602) has been made and an invitation is in the works. Hist. grad-students asked Kevin and Andrea to informally ascertain how TAs in other depts get credit for assistantships and if they get preparation time or credit for teaching responsibilities.

Sue Vetter reported that the **History Grad. Studies Committee** is concerned with **TA requirements for teaching World Civ.** (see attached committee proposal). Some questions raised by Sue for our consideration are: *how does this impact the development of a World Civ. sub-field in history? Should World Civ. grad. student instructors differ from history? It is a given that faculty can not currently meet the demand for World Civ. instructors. So the proposal submitted to faculty by the grad. studies committee is a long term goal. What about the short term? Will there be adequate preparation time? Does the position count against the allotted amount of TA support per student? Others offered these questions as well: Is it possible to work on a dissertation and teach World Civ. What about compensation? Should teaching in history or World Civ. be rated the same compensation as TAs even though the time and responsibilities it requires are far greater?*

THESE TOPICS WILL BE DISCUSSED AT THE NEXT GENERAL MEETING, OCT. 8, NOON, WILSON 333. Please come, these are important issues; your insight and suggestions are essential.



September 21, 1993

The Graduate Studies Committee brings the following seconded motion to the department:

If history graduate students on teaching assistant appointment are to be instructors of sections of Gen Ed 110 or 111, the following conditions should be met:

**The student should:**

Have passed the doctoral preliminary examination.

Have been a teaching assistant for a World Civ section for two semesters, ordinarily for the same half of the World Civ sequence they are to teach.

Have taken the department's World History Theory and Methodology and Teaching of History in College courses, once they are in place.

**In addition,**

The student should be given a full semester's advanced notice of the World Civ assignment.

If at all possible, the student should have participated in the summer World Civ Workshop with financial compensation.

The student should be assigned to a faculty mentor who is teaching the same half of the World Civ sequence.

The World Civ teaching assignment should not count as part of the four years of department teaching assistant support, to a maximum of two semesters.