Present: Members: Selika Ducksworth-Lawton, Ned Gannon, Bob Hooper, Marie-Claire Koissi-Kouassi, Cheryl Lapp, Don Mowry, Bob Nowlan, Jean Pratt, Stephanie Wical, Alison Wagener

Guests: Deb Barker, Michael Carney, Margaret Cassidy, Jennifer Fager, Jill Prushiek, Louisa Rice

Presiding: Chair Jean Pratt called the meeting to order at 2:00 p.m.

Meeting Minutes

1. Approval of Minutes of the 05/12/2015 meeting minutes
   - Motion to approve minutes of May 12, 2015, seconded, approved as distributed.
   - Keep the minutes as they include the changes to the program review process which will be reviewed again in Week No. 4.

2. Discussion of the American Indian Studies (AIS) program review
   - Why was there such a delay in the program review? Last one was completed in 2002.
     - The program endured many changes since 2002 including changes in leadership. There were also requests, like other units, for AIS to submit various documents and reports. Barker was not in the program from 2002 to 2011; however, she was affiliated as she taught cross-listed courses. She also participated in the first program review.
     - Background: Larry Martin retired as director in 2008. In 2007 Don Christian charged a search committee to find a replacement. Wendy Geniusz was hired as an untenured assistant professor to serve as the director; however, after three years, she was asked to step down and Barker was asked to step in. After a vetting process, Barker became director in 2011. PEEQ occurred in 2009 with an annual report following that. When Barker began in 2011, she had to write a self-study report so Mike Wick gave her an additional three years to delve into the program, implement changes, create stability, create new relationships, and to be involved with the new AIS affiliated faculty (one from Art & Design and one from Music & Theatre), before beginning the program review. A lot has happened between 2002 and 2011.
     - Self-study indicates that the Priory Ho-Chunk Taskforce has been put on hold?
       - The director position has been a 50 percent appointment since Barker stepped in. She is also 50 percent in English, but does not have as many student credit hours.
       - The AIS program seems to be progressing more into academic affairs; more active in recruiting and retention and working with the Office of Multicultural Affairs (OMA) when they have on-campus visitors. The Priory Ho-Chuck Taskforce was started to help foster a greater American Indian community on campus; however, this isn’t doable with Barker’s present schedule. Faculty can also attempt to help with retention by taking time to support and mentor Native American students.
     - Because we need to do more with less, which recommendations do you think we need to rethink due to the new budgetary issues? Which of the external reviewer’s suggestions are doable? The Academic Department/Program Review Form was reviewed and referred to.
       - #23 - AIS serves as a model for other campuses; there seems to be a lot of nitpicking on a nationally known program.
Some of the recommendations are outside of AIS’ ability, e.g., #8 is a college-level recommendation.

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AIS offers high quality Domestic Intercultural Immersion experiences for students (new course AIS 243, Pine Ridge immersion, currently exploring connections with Hmong studies).

- Twenty-four recommendations for a program that is doing extremely well and has a long standing reputation for doing well seems excessive, need to prioritize, should be 8 instead of 24. Perhaps we need to rethink the form as it feels more like a “wish list”.
- AIS is doing a lot with little, has to work with recommendations from professors juggling their disciplines to form a possible collaboration.
- It may be time to start thinking of new classes in different departments for cross-listed courses, particularly those departments that need to attract students to their classes.
- Would like to offer a Certificate in Museum Students in partnership with History.
- Are you the Curriculum Committee?
  - Heather Ann Moody and Barker serve as the committee, they have a great working relationship with affiliates who also attend meetings.
- How much FTE does AIS have?
  - 1.5 FTE, very dependent on the goodwill of other programs to help.
- How sustainable are courses?
  - HIST 240 typically has 80-to-90 per semester, need to remember they are cross-listed courses.
  - Larry Martin teaches a PHIL/RELS course which is fully enrolled
- Barker was asked which of the 24 recommendations on the Academic Department/Program Review Form she would like under the AIS program, items she would like AIS held accountable for, things under her control:
  - Keep for AIS: #1, 2, 3, 6, 9, 10, 11, 12, 14 (must develop a closer relationship), 15 (HHH 150 has just been designated as a space for AIS students), 17 (beginning next year, campus tours will include the Council Oak, signage will be installed, ceremonial recognition), 18 (no agreement was reached, remains open to question), 19, 20, 21 (have begun to share pre-publications, works in progress), 22 (thorny issue since ‘97, firm believer in academic freedom), 23 (AIS responsibility to support students in AIS courses, informal mentorship), 24 (UWEC Sitting Elder, fairly minor initiative, Elder would visit for 1-1/2 days, would not teach but could provide talks and make themselves available to speak with students, a space is being formed).
  - Move to university-level: #7, 8, 13, 16 (but AIS would remain a partner).
- Summative recommendation: Barker was asked if she wanted to do another review before the standard 7-year cycle; she does not. AIS to continue in present form, continue with what they’ve been doing. Being the first AIS program in the state is an impressive feat. APC will write a narrative and send to Barker, everything will be transparent. It will then be sent to AVC Carney for forwarding onto the Provost.

3. Certificates in the College of Arts & Sciences

- Why were the certificates created?
  - Per Rice, they were created in response to a couple of things: removal of the minor requirement and replacement with a second program; some students are interested in something similar to a minor because they have completed some of the courses but not enough for a minor, this would fulfill that need and allow them to graduate in a timely manner; no additional resources are required, courses are currently offered; both certificates are aligned with the University’s Mission (global and diversity).
Some of the required courses do require travel, could draw other majors who need to show proof of cultural competency.

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- Could cause a decrease in the number or minors in History. Will this have any impact?
  - Rice feels they’ll offset each other, fewer students may obtain a minor, but the shift will capture the missing students.

- The motion was made to accept the Global and Comparative History Certificate through the Department of History. The motion was seconded.
  - The Academic Policies Committee, by a vote of 8 in favor and 0 against, on September 15, 2015, recommends that a certificate in Global and Comparative History within the Department of History be established.

- The motion was made to accept the Certificate in the History of Race, Gender and Society through the Department of History. The motion was seconded.
  - The Academic Policies Committee, by a vote of 8 in favor and 0 against, on September 15, 2015, recommends that a certificate in Race, Gender, and Society within the Department of History be established.

- This information will be shared with Senate for informational purposes.

Chair Jean Pratt adjourned the meeting at 3:00 p.m.

Respectfully submitted,

Sarah Forcier
Secretary for the Meeting