

University of Wisconsin – Eau Claire
University Senate Academic Policies Committee
Vol. 55, Meeting No. 21
Tuesday, April 16, 2019
Chancellors Room, 311 Davies

Present: *Members:* Janice Bogstad, Joel Friederich, Der-Fa Lu, Bob Hooper, Marquell Johnson, Hans Kishel, Bill Miller, David A. Miller, Darrell Newton, Vicki Samelson
Guests: Ari Anand, Rose-Marie Avin, Margaret Cassidy, Logan Crapser, Mary Hoffman, Kong Pha, Carter Rush

Presiding: Chair Marquell Johnson called the meeting to order at 2:00 p.m.

Meeting Minutes

1. Approval of minutes from April 9, 2019

- Motion to approve the minutes of April 9, 2019, as distributed. Motion was seconded and approved unanimously (8-0-0).

2. Women’s, Gender, and Sexuality Studies Program Review

- Rose-Marie Avin and Kong Pha were in attendance to provide information and answer questions. Self-Study was a group effort by WGSS members, review process began in September with external reviewer coming from Minneapolis. External reviewer met with each faculty member, IAS, affiliates, twice with students, visited one class, assistants. Both IRC and external reviewer indicate the program is a strong contributor to the University’s goals, especially the Academic Master Plan, contributing to EDI, global learning outcomes, and overall educational learning outcomes, but also pointed out the challenges facing the program. Program only has one faculty member who teaches all classes, it’s not healthy for students, don’t receive different viewpoints. Kong Pha is second faculty who was hired in 2017, tenure home is WGSS. Because of resource shortages, he’s been teaching (1 course for Critical Hmong Studies and 3 for WGSS) and hasn’t had time to develop courses for the Critical Hmong Studies program – which is what he was hired to do. It’s a problem, doesn’t provide flexibility or allow time to do research, program faculty puts a lot of time into providing services to the University (training in EDI issues, critical research theory, a lot of speaking engagements in classes), feel teaching load is extraordinarily heavy, no time to do scholarship, which are very important. These issues were acknowledged by both reviewers. Other issue is a lot of classes taught by affiliates who do a good job; however, a lot of them do not keep up with the WGSS discipline as they’re also keeping up with their own, which creates a problem for students. Either need to have more faculty or retrain affiliates. Students acknowledged the gap between what they are learning in affiliates’ vs. WGSS faculty courses. Leadership in program is also very important. High turnover rate and short-term of service for program director. Historically, program director is in role for three years. Susan Turell was an outside hire for the program director and served for six years before moving to Academic Affairs. This creates a lot of instability in program, takes two years to learn what is going on, determine a vision of where you want the program to go, and then you have to step down, steep learning curve, creates instability for students, it’s hard to recruit students which creates other problems. Recommend a 100% program director in WGSS, not a split position.
- How many students are in the program?
 - 21 majors, 29 minors, 45 WGSS certificate, 17 LGBTQ certificate

University Senate Academic Policies Committee Minutes continued

Tuesday, April 16, 2019

- No. 14 on Program Review Form recommends reviewing cross-listed courses, eliminating those not regularly offered, and to develop a recertification process for faculty and/or courses?
 - Recertification is recommended for faculty and courses, there are challenges with cross-listed courses. Curriculum Committee began meeting with faculty last semester to review syllabis to insure the course is meeting student learning outcomes and to provide suggestions on how to include and incorporate updated readings/scholarship or different ways to approach a topic. It was recommended not to offer courses that don't meet SLO but need to review all courses to determine which. Instructors need to determine whether they accept the changes or to no longer offer the course as cross-listed.
- Why does the program disagree with No. 13 on Program Review Form?
 - Program doesn't have the resources. Director oversees internships and is promoting internships in community. Students are interested in social services and social justice concerns, research concerns, would need two different courses
- Future of workload, resources, transition after retirement?
 - Hoping to get two additional faculty, current faculty member, Dr. Sandibel Borges, is leaving after two years due to the heavy workload she's experienced. Met with dean to ask for two tenure line positions (replacement + one additional). A&S' faculty request deadline is May 22. Hope to search for two faculty in fall 2019, new hires would begin in fall 2020. To create stability to program, Rose-Marie would delay retirement for three years to help with transition; hire and welcome new faculty and mentor new program director. Program would then have three tenure-line faculty (Dr. Pha + 2 new). They could then meet and decide whether they want to choose a new director internally or ask the dean to do an external search for a 100% position.
 - Infrastructure isn't there to support probationary faculty to get tenure. Three faculty doesn't seem enough, should also include a permanent director.
- Don't remember an external reviewer ever requesting so many FTE. Should we ask for two faculty or director and one faculty?
 - Program decided to pursue two faculty, need permanent faculty with content expertise to teach 100-level courses, which will hopefully increase student numbers; need faculty to develop elective courses so cross-listed courses don't have to be relied upon; would allow Dr. Pha to work on what he was hired to do. Steering Committee felt two faculty would give more flexibility, allow for the creation of new courses.
 - It's not two new faculty, it's one replacement + one new, need more FTE. Reviewers recommended three faculty and a director to move program toward a department.
- Opportunity to go multiple ways – focus on growing majors and minors, niche on certificates that students are interested, niche in addressing LE/GE needs. What do you see as WGSS' strongest fit as it relates to certificates, growing the major/minor, your role in providing course for students to fulfill their LE/GE? What is sustainable?
 - Don't see it as one or the other, it's overlapping. If you have good faculty members in the classroom, it helps the University's goals of EDI, need to have well-trained faculty members in 100-level courses, they'll provide excellent EDI content and recruit majors and minors, they'd know about advising and spend time in their offices talking to students. It's preferential over relying on IAS to teach 100-level courses.
 - Pha and Borges currently teach two sections of WGSS (35 students per course), Pha has taught WGSS 100 with 50 students. Program also has two IAS positions authorized this semester who are each teaching nine credits (three classes).

University Senate Academic Policies Committee Minutes continued

Tuesday, April 16, 2019

- Students who are taking WGSS 100 for the GE/LE credits only don't care who the instructor is; however, students in the major and those who may be interested in possibly switching to the major want someone who can teach it in-depth and up-to-date, it's not fulfilling otherwise, students aren't getting the attention, this could cause numbers to drop.
- WGSS is changing rapidly, it's clear that the kinds of scholarship being published and theories being introduced is quite drastic. This was one of the benefits of Borges who is a recent graduate, current on topics, and can speak to a lot of the transformations. Upper-classman feel like they missed out by not having Borges for their WGSS 100 instructor, wished they were introduced to the concepts Borges presents
- Not convinced we've established a plan moving forward that will be successful. Uncomfortable going forth without a decision on director position.
 - Program has received permission to hire a visiting professor for the upcoming year. Feel that the program can be stabilized, and the first step is to get good faculty. Need to have them in 100-level classrooms. Director needs to commit to 6 years. Having two additional tenure lines and Pha will make it easier for next director to stay 6 years. Having two faculty members and Pha will provide a sense of community, which is lacking in the program.
Adding a director later would only augment the community that is slowly being established
- In past, A&S only allowed programs/departments to request one tenure-track per year. Current dean is relaxing on this practice.
- Program Review Form: No. 13 concur with the program, disagree due to lack of resources and No. 11 leave blank, outline exposed critical resource needs without noting FTE, program is grossly understaffed and not sustainable

Chair Marquell Johnson adjourned the meeting at 2:57 p.m.

Respectfully submitted,

Sarah Forcier
Secretary for the Meeting