

University of Wisconsin – Eau Claire
University Senate Academic Policies Committee
Vol. 55, Meeting No. 23
Tuesday, April 30, 2019
Chancellors Room, 311 Davies

Present: *Members:* Janice Bogstad, Selika Duckworth-Lawton, Bob Hooper, Marquell Johnson, Hans Kishel, Der-Fa Lu, Bill Miller, David A. Miller, Darrell Newton, Vicki Samelson
Guests: Margaret Cassidy, Abby Hemmerich, Mary Hoffman, Carmen Manning, Jill Prushiek

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

Meeting Minutes

1. Approval of minutes from April 23, 2019

- Motion to approve the minutes of April 23, 2019, as distributed. Motion was seconded and approved unanimously (6-0-0).

2. Department of Communication Sciences and Disorders (CSD) Program Review

- Vicki Samelson provided information and answered questions. Theme of sustainability continues. Department is different as it's a clinical training program. Both grad and undergrad programs are taught online and face-to-face, four different programs are being provided. Department is accredited at grad level, however, because of the nature of a clinical training program, coursework and curriculum must be comparable across all. Pedagogy: focus on active learning, practice skills and apply knowledge, follow engaged mentorship and apprentice model which allows students to develop their skills to practice professionally. Courses are mainly competency-based, not much lecture, a very active learning approach. Because of this, quite a few HIPs are offered (full-service clinic for both undergrads and grads, Center for CSD, provide diagnostic and intervention services, and research related to clients in the clinic). Work with people from the community of all ages with a wide range of communication disorders. Also, a lot of faculty-student research and several community outreach groups. Collaborate with Music Department. Grad students involved in HDC. Strong instructional internship program; students who perform well can serve as an instructional intern with the instructor, being mentored by instructor while learning their own teaching skills. Rationale for HIPs and pedagogy: know that it's evidence-based practice, will help students be strong candidates for graduate programs and be successful at a professional level. Department has a strong reputation in the area for recruiting, by word of mouth, and with the community and employers. Also increasing their reputation nationally due to providing online coursework for post-baccalaureate students. Sustainability/Enrollment data comparison:

Fall 2017: *undergrad majors (231), online post-bacc (79), graduate students (103) = 413 students served*

10 days into spring 2019: *undergrad majors (265), online post-bacc (116), graduate students (103) = 484 students served*

Note: *grad program is maintained at full capacity of 103 students*

6-7 FTE/3 Clinical FTE in 2016, currently 7 tenure-line faculty, 4 full-time clinical faculty, 6 NITR instructors teaching online post-bacc courses, 6 NITR clinical faculty providing additional support, and 2 full-time support staff. Also hire adjunct. Not all are full-time. Acknowledged by the Board of Regents with the Teaching Excellence Award, department has a positive impact on students. Able to witness a change in undergrad seniors during the past ten years when interacting and watching them – they're poised and able to draw on their background knowledge, they're very different students, have quantitative and qualitative evidence of the positive impacts. Department is very supportive of university guideposts, HIPs, LE, EDI, etc.

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- How do you sustain the level of energy and commitment?
 - Challenges: recruiting highly qualified faculty, severe shortage of PhD faculty, competing with R1 institutions, highly competitive field, bring in very few candidates when interviewing. Candidates come because they're attracted to our mission and who we are, everything we present is highly positive, barrier is when it comes to salary and (moreso) workload, have lost four highly-qualified candidates because of salary (offer \$65,000 for assistant professor, slightly below median nationwide), also have constraint of internal politics (e.g., inversion, compression, risk the culture of the department)
 - Workload: 12 crs of teaching + community service + research
 - External consultant recommended and the strategic plan includes adding faculty of color/bilingual and students of color/other diversities. Want to recruit and retain them; however, don't have reassignment time for a person to put in the time to do this well, even though they feel they could do this well
 - ♦ Does department work with Blugold Beginnings?
Have in the past, need to look at how Blugold Beginnings works with departments, need to look at pathways to help grow our own students, reach into high schools to bring awareness and insure they are being prepared.
- Department has a commitment to EDI, spread too thin already, have grad program capped, any discussions to add cap for undergrads? What is manageable?
 - Need to have higher-level discussion about graduate program workload across campus. Would like to develop policies for reassignment for directed studies too (5 to 7 students up to 10-20 in lab), all in addition to 12 credits + faculty-student collaborations. It's occurring across campus. If we put a cap on it, we're not getting the students on campus
 - Looking at the staffing noted in the department's memo, seems like the department has a lot and seem to get so much done with them, why hire more?
 - ♦ Not all are full-time. Many are teaching one course, some are part time or are only hired for clinical placement times.
- Program Review Form indicates a disagreement between Chair and Dean (No. 6 – College and University should support the department with increased physical space)
 - Have strong desire to stay in HSS and there is potential space; conversations have begun. Not enough time to get back and forth across the river for other obligations. Need the parking lot access for clinical services.
- Is there a plan in place for anticipated faculty retirements?
 - Existing plan is in the form of multiple plans for covering courses, lot of hypothetical. Have been working with Dean to reduce overloads, have created a list of potential people who are willing to help (alums, faculty retirees, people who spontaneously reach out) cover courses needed for accreditation
 - Coupled with national shortage, search cycles haven't been handled well in the past. Can't start a search when a person is gone, will now begin searching during the person's last year.
 - Full-time faculty numbers remained stable during budget cuts. Lost one line due to retirement and lost another in prior cut.
 - Due to increased enrollment and interest in the program, way faculty are paid has changed dramatically. Graduate programming and post-bacc program generate revenue, main strategy was to shift from 102 dollars to non-permanent GPR dollars.
- Highly productive and successful department, but there's been a dramatic shift in terms of the number of people who support students outside of the classroom (down 32 instructional staff, up 102 university academic staff). If a student services area presented the same sort of sustainability

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problems, something would be done. Time for the university to look at programs that can no longer sustain the academics of the institution. Asking people to do more and more with less in the classroom.

- Not advocating to grow the program, but for the university to review programs and see where the need is and factor that in. Not only are CSD's enrollment numbers increasing, SPED's are too. CSD provides two to three courses for their majors as well (SPED's enrollment numbers were 202 in fall 2017 and have increased to 253 ten days into spring 2019).
- Program Review Form No. 6 – The committee will disagree and include Carmen's wording regarding determining right-size enrollments by offering multiple sections instead of too-large courses/teaching these courses in a bigger classroom is not an option. Agree with finding existing physical space in HSS as other programs move in and out.

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

Respectfully submitted,

Sarah Forcier
Secretary for the Meeting