CHFA Faculty Senate
March 28, 2011
Minutes 331

Present: Juan Carlos Castillo, Timothy Dooley, Richard Glockner, Tammy Gregersen, Lauren Nelson, Paul Siddens, Robert Washut; Cyndi Dunn (Representing Women's and Gender Studies)

Absent: Francis Degnin

1. Approved Minutes 328 as corrected and 329 as submitted. (RG/PS)

2. No administrative update.

3. Announcements

Updated Curriculum Packets and Tentative Spring calendar:

<table>
<thead>
<tr>
<th>Packet ID</th>
<th>Date</th>
<th>Reader 1</th>
<th>Reader 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy &amp; World Religions</td>
<td>3806 (old)</td>
<td>Feb 7</td>
<td>Paul Siddens</td>
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<tr>
<td>Communication Sciences and Disorders</td>
<td>3745</td>
<td>Feb 7</td>
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<td>3985</td>
<td>Feb 21</td>
<td>Lauren Nelson</td>
</tr>
<tr>
<td>Theatre</td>
<td>3905</td>
<td>Mar 7</td>
<td>Paul Siddens</td>
</tr>
<tr>
<td>Art</td>
<td>3886</td>
<td>Mar 21</td>
<td>Robert Washut</td>
</tr>
<tr>
<td>Women Studies LAC Proposals Phil. &amp; World Religions</td>
<td>4108</td>
<td>Mar 28</td>
<td>Lauren Nelson</td>
</tr>
<tr>
<td>Music</td>
<td>3629</td>
<td>Apr 4</td>
<td>Tim Dooley</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>3605</td>
<td>Apr 11</td>
<td>Tammy Gregersen</td>
</tr>
<tr>
<td>English</td>
<td>TBA</td>
<td>Apr 18</td>
<td>Francis Degnin</td>
</tr>
<tr>
<td>Clean up Meeting</td>
<td></td>
<td>Apr 25</td>
<td>Robert Washut</td>
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</tbody>
</table>

4. New Business

Discussion of Women and Gender Studies packet

Overview of Packet

The packet includes a change in the course title and description for the research course, and also a change in methodology requirement for the MA. Previously students chose a methodology course from a list of options with approval of their advisor, but now they will simply select a course with approval of their advisor and the list will be eliminated.

Changes to the minor in Women’s and Gender Studies include dropping the senior seminar (due to problems with staffing the course), changing the structure of electives (the program will no longer have core electives plus other electives). In the new structure the students will have one set of electives and the choices of electives have been modified to include only courses with a strong component in Women’s and Gender Studies. To generate the new list of electives, they started with core electives and then added courses that fit the content of the minor.

The process was to email Women’s and Gender Studies faculty to identify courses among those left out that should be included; additionally consultations were sent. They received
approximately a dozen syllabi through this process with suggestions of courses that should be included.

Two areas were controversial were how much should gender be covered in the course to be included and whether or not to include liberal arts core courses which are not taught in a consistent way as far as gender topics. To provide more flexibility, students can submit a student request to take a different course and options of this type might be listed on the program’s website.

Consultations have been resolved but this does not show in the system. CHFA Senators suggested reinitiating the consultations to document their resolution.

See Appendix A for specific information on suggested revisions to the Women’s and Gender Studies package.

Motion to approve with suggested revisions. (TG/PS). Motion approved.

**Discussion of LAC proposals**

Susan Hill, co-chair of LAC committee, Dee Dee Heistad came to obtain feedback on the LAC proposals.

Susan Hill asked CHFA Senators for feedback from their respective departments. Communication Sciences and Disorders faculty favor a shorter LAC program. Music wants a model with a music appreciation component and wants the option of counting a Music History course in this area. They also want Dynamics of Human Development to count in the Liberal Arts core for students who are education majors.

English Language and Literature was most interested in how the Cornerstone course will work (a 6 hour course with oral communication and writing together). English faculty have expressed concern about the number of adjuncts who teach and job security for adjuncts. Hill commented that the pilot study will rely on tenure and tenure track faculty, as a preliminary step in a train the trainer model, but in future there would be leeway to have tenure/tenure track faculty and adjuncts teaching the courses. Ideally, it might be possible to move adjuncts to instructor - term appointments.

The Communication Studies faculty noted that changes in the model also will affect Graduate Teaching Assistants. Faculty would be very interested in teaching the course, but it would take a lot of time to prepare. Senator Siddens suggested it would be important to find some way to provide a course release. Another issue is the amount of trust in teaching of public speaking, interpersonal communication, etc. if that teaching is outside Communication Studies. The Department would need resources to train colleagues to teach this content. A third issue is erosion of the number of basic courses taught by tenure/tenure track faculty. Faculty workloads would need to be adjusted and departments would need to find other faculty to cover courses if tenure/tenure track faculty are to teach the Cornerstone course.

Senator Dooley commented on the language in the red model. Ideally LAC courses would focus on thinking critically and creatively, emphasizing that students would come up with new ideas and not just critique existing idea. Also, what departments would be able to submit a course that would fit the Cornerstone model? The issue is not so much the discipline as being able to address oral communication and writing.

Senator Siddens commented on two ways to teach a basic communication course (hybrid public speaking, interpersonal, small group or just public speaking). It takes time to prepare students for public speaking (which is easier to evaluate), and that content alone could be
sufficient for a course. It is difficult to evaluate interpersonal or small group communication. In developing the cornerstone course, the LAC committee needs to consider what model is best or most practical.

Hill commented that the LAC committee will bring an expert to campus, Deanna Sellnow, who has experience with integrating oral communication and writing.

Hill asked a question about the current Category 3 (Fine Arts, Literature, Philosophy). Have departments been talking about possible changes (such as the Music “Soundscapes” idea)? Literature courses in foreign languages have been approved. The Department of Art would like to offer more sections of Visual Inventions, a hands on course, and perhaps reduce the number of sections of Visual Perceptions. However, the Visual Inventions course is time consuming and they do not have adequate staffing to do this. The Department is considering how to have more hands on experiences in Visual Perceptions.

Capstone proposal from three departments (theatre, new combined “human performance” department, ?); have any departments considered possible team teaching approach? Many comments focused on “students need to do more” in the courses; resource and space constraints are limiting factors; the creation aspect does encompass critical thinking.

One comment was that the need to maintain a certain level of teaching equivalents (FTEs) is in conflict with offering optimal courses.

Theatre is thinking of a course “Acting for Life” which also would have a cross over with Communication Studies. Theatre will make a proposal to the cornerstone committee.

University structures may make it difficult to make the most desirable changes. Hill noted that changes to the LAC might need to begin slowly.

The cornerstone will be highly collaborative and might involve faculty sharing and participation by library faculty and other university personnel.

5. Old Business

Discussion of the remaining forms in the Art packet (Form Es).

See Appendix B for specific suggestions to the Art Form Es.

Motion to approve Art Form Es with suggested changes. (TG/PS). Motion approved.

6. There was no new business from the floor.

Motion to adjourn (RG/PS).
Appendix A
Women’s & Gender Studies Curriculum Review

Form A (Summary)

Women’s & Gender Studies – Interdisciplinary

There were no suggested changes to the summary form.

Form B-1 (Dropped Course)

900:150-01 - Senior Seminar in Women’s and Gender Studies

There were no suggested changes to this form.

Form C (Changed Course)

680:290 - Graduate Seminar in Women’s and Gender Studies: Library Research Methods

Given the Women’s and Gender Studies is an interdisciplinary graduate program, consultations with departments that participate in the program would be a good idea. Specifically, it would be good to include consultations with the College of Education (because the research courses are interdepartmental), and Departments of Psychology, Communication Studies, English Language and Literature, History, Sociology, Anthropology & Criminology.

Form Es

M.A. in Women’s and Gender Studies

The CHFA Senate was told that restatements should use the new course numbering system.

Given that Women’s and Gender Studies is an interdisciplinary program, consultations with all departments that were affected by dropping the list of research methodology courses, including the College of Education (because the research courses are interdepartmental), and Departments of Psychology, Communication Studies, English Language and Literature, History, Sociology, Anthropology & Criminology).

Women and Gender Studies Minor

Again, the CHFA Senate was told that restatements should use the new course numbering system.

Due to some issue with html, the document has equal signs rather where the program intended a possessive. This also appears in the online catalog. The program might ask if this can be fixed in the new catalog.

The modifications to the minor include changing one of the Psychology courses (400:173 is now 400:167), deleting some Anthropology options, several options in Communication Studies (48C:xxx courses), one option in Criminology, one option in Educational Psychology, options in Design, Textiles, Gerontology, & Family Studies, one course from Health Promotion and Education, several courses from History, several courses from Humanities, several courses from Philosophy and World Religions, one course from Social Sciences, courses from Sociology, a course from Leisure, Youth and Human Services, and LAC CAP courses (Political Science, Theatre, Art, French).
Consultations were initiated and most have been resolved. However, consultations with objections still appear in the system (Howard Barnes, Christopher Martin, Jerome Soneson). Dunn reported that objections from Martin and Soneson had been resolved. CHFA Senators suggested resending these consultations so that the resolution would be documented in the system.

Appendix B
Art Curriculum Review

Form E (Program Restatement)

Art-Art History Emphasis

The following statement appears in the "resources" sections, "A library consultation has been submitted," but no library consultation appears in the system.

Is ART 2050 the course you wanted to bold?

There was a question about the foreign language requirement. To strengthen justification, add information stating why the Performance Art History course was an appropriate addition, perhaps by referring to SOA.

Art-Studio BFA

In this major as well, is ART 2050 the course you wanted to bold? The course ART 3070 was repeated in the course listings. Library consultations will be available for the new courses in this major, but should the major also have a library consultation?

Art-Studio Emphasis

The course prefix for ART 1022 should be in uppercase. Is ART 2050 the course you wanted to bold? The course ART 3070 was repeated in the course listings in the program restatement as well. Library consultations will be available for the new courses in this major, but should the major also have a library consultation?

MA Art Education

The following statement is included in the description of the major: “A minimum of 15 semester hours of 200/6000-level course work is required.” Can the department just use the new course numbers?

The number of credit hours increases from 30 to 36, so you need to have a strong justification. Perhaps students already typically complete more than 30 hours. Additionally, the Department should be able to justify the additional hours by emphasizing that the additional coursework is educationally related (and also what is required for K-12 teaching).

Additional program restatements will be needed. The Department needs to restate the Major in Art- Teaching and the Minor in Art because the courses that were dropped were in those programs.